



School of Pharmacy

Required Course Syllabus

Fall – P1

**Course # PHAR 6241 (2 credit hours) / Track: Patient Care, Practice and Innovation (PCPI)
Foundations of Pharmacy, Healthcare, Ethics and Law IA**

Course Dates August 28-Dec 7, 2017

Wednesdays, 8:30 am – 9:50 am

Campbell Building, Room 237

(IPPE 4 hrs / IPE = 3 hrs)

Course Coordinator: Dr. Denise Pinal, PharmD

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Other Course Faculty:

- **Law 1A: Dr. Sarah Norman, PharmD, BCPS, BCPP:** sanorman@utep.edu, 915-747-8184
- **Introductory Pharmacy Practice Experiences (IPPE):** Dr. Vicki Howe, PharmD, BCPS: vlhowe@utep.edu, 915-747-8519; John Rudder, RPh: jrudder@utep.edu, 915-747-8519
- **Interprofessional Practice and Education (IPE):** Dr. Margie Padilla, PharmD, BCACP: meperez@utep.edu, 915-747-8532
- **Other:** Dr. Amanda Loya, PharmD, BCPS: amloya1@utep.edu, 915-747-8534
- **Other:** Dr. Sweta Andrews, PharmD, BCACP: sandrews@utep.edu, 915-747-8521

Course Description

This course will orient students to the profession of pharmacy by introducing the history and evolution of pharmacy practice and examining how innovation and contemporary practice models have transformed pharmacy. Students will explore how the principles of professionalism, leadership, innovation, and moral responsibility play critical roles in the development of their own professional identity as future pharmacists. Students will be able to better understand the roles, responsibilities, and competencies of pharmacy professionals. Ethical considerations and dilemmas in patient/health care will be examined at an introductory level, with an emphasis on moral responsibility and critical evaluation. Inter-professional collaboration with students from other healthcare disciplines will be integrated into this course. Students will be introduced to the delivery of health care and the health care system, including pharmacy law topics, and recognize the role of the pharmacist as a critical member of the health care team.

This course is connected to the following areas/experiences: PHAR 6241 Law 1A (online), Introductory Pharmacy Practice Experiences (IPPE) and Interprofessional Practice and Education (IPE).

Pharmacists' Patient Care Process: This course will introduce concepts of the role of a pharmacist in the healthcare setting related to inner circle of **communication** and **collaboration**.

<https://www.pharmacist.com/sites/default/files/files/PatientCareProcess.pdf>

Office Hours

The course coordinator will post office hours and will accommodate students as time permits. Students may request an appointment with the course coordinator in person or via e-mail. Course instructors/lecturers will provide office hours based on appointments, which can be requested via e-mail and made at least 72 hours in advance. Questions related to the course in general should be directed to the course coordinator, whereas content/topic-specific questions should be directed to the instructor.

Course Learning Objectives:

At the conclusion of this course, students shall be expected to:

1. Understand the evolution of the pharmacy profession through exploration of the historical, contemporary, and innovative aspects of pharmacy practice.
2. Describe the pharmacist’s professional roles and responsibilities.
3. Recognize how self-awareness and professional identity formation play critical roles in the foundational process during an individual’s transition into pharmacy professional.
4. Explore and evaluate ethical issues observed within pharmacy and healthcare.
5. Understand principles of health care delivery and the healthcare system models.

Course Objectives Mapped to CAPE & PCOA:

The Center for the Advancement of Pharmacy Education (CAPE) has defined educational outcomes to guide the PharmD curriculum (see AACP CAPE Outcomes [weblink](#)). The content of this course will cover the following CAPE educational outcomes. Additionally, course objectives have also been mapped to the Pharmacy Curriculum Outcomes Assessment (PCOA) administered by the National Association of Boards of Pharmacy (NABP).

Level of Assessment: 1 – Introduce 2 – Reinforce 3 – Apply

Course Objectives	CAPE Outcomes	Level of Assessment	PCOA
Understand the evolution of the pharmacy profession through exploration of the historical, contemporary, and innovative aspects of pharmacy practice.	1.1 Learner (Learner) Develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.	1	3.1.1 Organization of health care delivery systems at the national, state, and local levels: various settings where pharmacy is practiced and the structure of health care delivery systems such as managed care organizations, accountable care organizations, health departments
Describe the pharmacist’s professional roles and responsibilities. Recognize how self-awareness and professional identity formation play critical roles in the foundational process during an individual’s transition into pharmacy professional. Explore and evaluate ethical issues observed within pharmacy and healthcare.	4.4 Professionalism (Professional) Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	1	3.7.2 Ethical dilemmas in the delivery of patient-centered care including conflicts of interest, end-of-life decision making, use of codes of ethics, oaths of a pharmacist
Understand principles of healthcare delivery and the healthcare system models.	1.1 Learner (Learner) Develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.	1	3.1.1 / 3.1.2 Health care delivery financing in the United States

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Online Law Objectives (see syllabus for Law IA):

At the conclusion of this course, students shall be expected to:

1. Distinguish between:
 - a. criminal, civil and administrative law
 - b. law and ethics
 - c. laws, rules, regulations, and statutes
2. Explain the hierarchy of law, the law of negligence, medical malpractice, and the four elements necessary to prove negligence/medical malpractice, and how they apply to pharmacists
3. Explain professional ethics of a pharmacist as outlined in the American Pharmacists Association Code of Ethics and included in the Oath of a Pharmacist
4. Explain the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and articulate ethical obligations in addition to legal requirements for patient informed consent and patient confidentiality
5. Describe the authority of the FDA (Pure Food and Drug Act of 1906), define the major regulatory categories of the Food, Drug, and Cosmetic Act (FDCA), explain the impact of selected amendments, and define specific terms in the FDCA
6. Explain the information in the Poison Prevention Packaging Act Sections I - III

Online Law Objectives Mapped to CAPE & PCOA:

Law Objectives	Law CAPE Outcomes	Law PCOA	
Distinguish between: criminal, civil and administrative law; law and ethics; laws, rules, regulations, and statutes	1.1.1 Learner (Learner) Develop and demonstrate depth and breadth of knowledge in <i>pharmaceutical, social/behavioral/administrative, and clinical sciences.</i>	3.5.2 Administrative, civil, and criminal liability	See Law IA Syllabus Online Quizzes
Explain the hierarchy of law, the law of negligence, medical malpractice, and the four elements necessary to prove negligence/ medical malpractice, and how they apply to pharmacists	2.2.2. Medication Systems Management (Manager) Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical <i>medication use system</i> (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation).	3.7.2 Ethical dilemmas in the delivery of patient-centered care including conflicts of interest, end-of-life decision making, use of codes of ethics, oaths of a pharmacist	
Explain professional ethics of a pharmacist as outlined in the American Pharmacists Association Code of Ethics and in the Oath of a Pharmacist		3.7.1 Principles of biomedical ethics 3.7.2 Ethical dilemmas in the delivery of patient-centered care including conflicts of interest, end-of-life decision making, use of codes of ethics, oaths of a pharmacist	
Explain the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and articulate ethical obligations in addition to legal requirements for patient informed consent and patient confidentiality	2.2.6 Medication Systems Management (Manager) Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.	3.5.1 Legal and regulatory principles applied to pharmacy practice: dispensing, professional services, drug use control 3.7.2 Ethical dilemmas in the delivery of patient-centered care including conflicts of interest, end-of-life decision making, use of codes of ethics, oaths of a pharmacist	
Describe the authority of the FDA (Pure Food and Drug Act of 1906), define the major regulatory categories of the Food, Drug, and Cosmetic Act (FDCA), explain the impact of selected amendments, and define specific terms in the FDCA	4.4.3 Professionalism (Professional) Deliver patient-centered care in a manner that is legal, ethical, and compassionate. <i>Note: All CAPE outcomes listed above for these law objectives will be assessed at a Level 1 (Introduce).</i>	3.5.1 Legal and regulatory principles applied to pharmacy practice: dispensing, professional services, drug use control 3.5.3 Authority, responsibilities, and operation of agencies and entities that promulgate or administer laws, regulations, or guidance’s related to practice and prescription and nonprescription medications	

Explain the information in the Poison Prevention Packaging Act Sections I – III		3.5.1 Legal and regulatory principles applied to pharmacy practice: dispensing, professional services, drug use control 3.5.3 Authority, responsibilities, and operation of agencies and entities that promulgate or administer laws, regulations, or guidance’s related to practice and prescription and nonprescription medications	
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Interprofessional Practice and Education (IPE)

An IPE activity has been assigned to this course. At the completion of the IPE activity, students should be able to:

1. Identify the patient care process (collect, assess, plan, implement and follow-up) in the Interprofessional experience
2. Articulate the values & ethics that support Interprofessional practice
3. Engage in effective Interprofessional communication
4. Honor Interprofessional roles & responsibilities
5. Form interdependent relationships with other professions while acting professionally

The Center for the Advancement of Pharmacy Education (CAPE) has defined educational outcomes to guide the PharmD curriculum (see AACP CAPE Outcomes weblink). The content of this activity will cover the following CAPE educational outcomes.

Level of Assessment: 1 – Introduce 2 – Reinforce 3 – Apply

CAPE Outcomes		Level of Assessment
3.4	Interprofessional collaboration (Collaborator) Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.	1
3.6	Communication (Communicator) Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.	1
4.4	Professionalism (Professional) Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	1
PCOA		
3.8.2	Communication abilities with other health care providers	1

Students will be given the opportunity to interact with both medical and nursing learners in an environment that introduces the roles and responsibilities of various health disciplines. This event will be held at the Texas Tech University Health Science Center (TTUHSC) Paul L. Foster School of Medicine

Roles and Responsibilities: Thursday, September 7, 2017	
Cohort Assignments*	Time
Cohort 1	10:00AM-12:00PM
Cohort 2	1:00PM-3:00PM
Cohort 3	3:30PM-5:30PM
Location	MEB 4130

**Cohorts assignments will be available on September 1, 2017. All students will receive an email with Cohort assignments, which are final.*

Required activity: Students are expected to watch the following video prior to the September 7, 2017 event.
<https://mix.office.com/watch/zh8nrx7brai0>

Assessment: Students will be assessed on their understanding of roles and responsibilities for each discipline. Assessments will include the following and will be completed on the day of the event:

- Individual readiness assessment test (iRAT)
- Group readiness assessment test (gRAT)

Introductory Pharmacy Practice Experiences (IPPE)

IPPE hours and activities have been assigned to this course. Students will be responsible for completing a total of 4 IPPE hours as a part of this course (2 hours in Community Pharmacy Setting, 2 hours in another type of pharmacy setting). Site assignments will be coordinated by the Office of Experiential Education under the guidance of Dr. Vicki Howe and Mr. John Rudder. At the completion of the IPPE activity, students should be able to:

1. Examine the legal/regulatory requirements for a pharmacy
2. Recognize the roles/responsibilities of the pharmacist and technicians in that practice setting
3. Evaluate the pharmacy setting/environment for workflow and safety
4. Describe the legal requirements of a prescription
5. Review the steps of the Pharmacists' Patient Care Process in the pharmacy practice setting (PPCP)
6. Optional: (As time permits) Identify contemporary practice issues in the pharmacy practice setting

To guide this experience, students will complete a checklist documenting the achievement of each learning objective. Additionally, students will be required to complete a written reflection essay allowing them to compare and contrast the practice settings. Specific information regarding these elements will be available to students in the Blackboard Course and CORE ELMS as appropriate.

Students should refer to CORE ELMS for specific dates from which they may select to schedule IPPE hours.

IPPE Objectives	CAPE Outcomes	PCOA
Examine the legal/regulatory requirements for a pharmacy	1.1 Foundational Knowledge Develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.	3.5.1 Legal and regulatory principles applied to pharmacy practice: dispensing, professional services, drug use control
Recognize the roles/responsibilities of the pharmacist and technicians in that practice setting	2.2 Medication Use Systems Management Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.	3.4.2 Personnel management
Evaluate the pharmacy setting/environment for workflow safety		3.10.1 Systems for safe and effective preparation and dispensing of medications in all types of practice settings
Describe the legal requirements of a prescription	1.1 Foundational Knowledge Develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific	3.5.1 Legal and regulatory principles applied to pharmacy practice: dispensing, professional services, drug use control
Review the steps of the Pharmacists' Patient Care Process in the pharmacy practice setting		3.8 Professional Communication 4.1 Evidence-based Practice 4.6 Patient Assessment 4.7 Clinical Pharmacology and Therapeutic Decision Making

	literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.	
Optional: (As time permits) Identify contemporary practice issues in the pharmacy practice setting	2.2 Medication Use Systems Management Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.	3.1.3 Social, political, and economic factors that influence the delivery of health care in the United States

Detailed Course Meetings & Location

Wednesday, 8:30 AM – 9:50 AM
 Campbell Building Room 237

In a major disruption (e.g., H1N1 epidemic, subzero weather), students should be prepared to maintain course progress via other means (e.g., Internet, our Blackboard course shell, etc.) and check your email (especially your UTEP miners account) regularly.

Online Platform/Blackboard:

Accessing Course Content on Blackboard: All lectures, handouts, and course material will be located in Blackboard. Log into My UTEP.edu and click on the Blackboard link to access the online course for PHAR 6241. Students may access lectures/handouts as they are made available by course instructors. Except in cases of a UTEP network being “down” or “offline”, each student is ultimately responsible to ensure that their computer is connected to the internet and that any issues are addressed prior to class and/or assessments.

Online Assessment Requirements:

This course requires the use of ExamSoft® and CORE ELMS®. Students are responsible for creating their online login within the first week of class. If you cannot access your online account to ExamSoft®, please contact Dr. Jessica Shenberger (jmshenberger@utep.edu) to resolve this issue. If you cannot access your online account to CORE ELMS®, please contact Dr. Jacqueline Navarrete (jpnavarrete@utep.edu). Students are responsible for ensuring they have access to the online assessment systems. Assessments (e.g., assignments, quizzes, and exams) may be disseminated before the due date. This requires students to download the assessment using an internet connection. It is the student’s responsibility to maintain access to a reliable internet connection (with the rare exception of when UTEP’s systems are down).

Expectations of Students During Course

Student participation in class discussion is an essential component of the learning process. Students are expected to complete all assigned tasks before class to be sufficiently prepared to make a meaningful contribution to the class dialogue. The content covered in this course provides the foundation needed to be successful. To achieve the learning outcomes for this course, student must come to class prepared, be on time, be engaged and attentive and spend adequate time working through assignments. All students involved in group work and interdisciplinary instruction are expected to equally contribute and provide professional courtesy to their classmates regarding timelines and communication.

Methods of Instruction/Learning

The learning outcomes in this course will be achieved via:

1. **Outside Preparation:** Students must complete all homework assignments and assigned readings prior to attending class.
2. **In-class Lectures:** Students are expected to actively participate in all in-class discussions as they pertain to the lectures.
3. **Group/Team Assignment:** All participants must contribute to team assignments and team based learning. Team members must all complete delegated assignments on time and must be active participants in their teams.
4. **Case Discussions:** All cases should be read prior to attending class. Active participation is expected from all students when reviewing cases.
5. **Exams/Quizzes:** Exams and/or quizzes will be used to assess the student's knowledge of the course material.
6. **Online law course:** Please see Law 1A syllabus for more information.
7. **IPPE:** Students will complete 4 hours of IPPE in two pharmacy settings in addition to completing an IPPE checklist and reflection essay (refer to IPPE section of syllabi for more information).
8. **IPE:** Students will complete 3 hours of IPE with the Texas Tech University Health Sciences Center Schools of Medicine and Nursing (refer to IPE section of syllabi for more information).

Required Course Technology/Tools/Needs

Required Textbook / Resources:

- Buerki, RA. Pharmacy Ethics: A Foundation for Professional Practice, 1st Edition
- Posey, LM; Kahaleh, AA. Pharmacy: An Introduction to the Profession, 3rd Edition
- American Pharmacists Association Code of Ethics with Interpretations (<https://www.ashp.org/-/media/assets/policy-guidelines/docs/endorsed-documents-code-of-ethics-for-pharmacists.ashx?la=en>)
- Oath of a Pharmacist (<http://www.pharmacist.com/oath-pharmacist>)
- Interprofessional Collaboration: Understanding the Roles and Responsibilities of the Health Care Professionals on your team Video: <https://mix.office.com/watch/zh8nrx7brai0>

Laptop Computer

- Students are expected to bring laptop computers to the class each day for participation in on-line exercises or assessments. It is the responsibility of the students to make sure that the laptops are in working condition and meet the University and School of Pharmacy IT requirements. (See SOP Student Handbook and Technical Assistance section of this syllabus).

Evaluation and Grading Policy

Please note: this course contains an online law component which will account for 25 % of the total grade. **Please refer to Course PHAR 6241 Law IA Syllabus for further information.** The student must pass both individual (25% law & 75% non-law) components of this course to progress to the next semester.

Course point distribution will be as follows:

Type of Assessment	% Course Grade
Assignments	25%
Attendance/ Class Participation/ Professionalism	-2% per unexcused absence (up to 10% of final grade. Patterns of tardiness and other unprofessional behavior in class may result in up to an additional 10% deduction of the total grade [up to 20% total]).
Student Team Presentations	10%
Exam I	15%
Final Exam	25%
Interprofessional Education (IPE)	Pass/Fail
IPPE	Pass/Fail

Law	25%
TOTAL	100%

Assignment of grades:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60-69%

F = < 60%

All Assessments will be administered via ExamSoft®, unless noted otherwise.

It is the responsibility of the **student** to monitor his/her progress during the course and see that he/she is maintaining the required competency level. Students should seek advice and assistance from the course facilitator as soon as he/she encounters any difficulty in the course.

Exams: There is a total of two exams in the course (one midterm exam plus one final exam). The final exam is comprehensive. Exam I is worth 15% of the course grade and the comprehensive final exam is worth 25% of the course grade.

Quizzes: Please refer to the Law IA Syllabus regarding information on quizzes for this portion of the course.

Student Team Presentations/Assignments: There will be one set of team presentations at the end of the semester on global pharmacy practice. Students will assigned to a team by the course coordinator. Presentations will be graded using a rubric to provide consistency and will be evaluated by two professors. Student Presentations will account for 10% of the course grade. Additionally, students may be grouped together in class for additional team assignments as appropriate.

Attendance / Class Participation / Professionalism: Students are expected to maintain professional behavior during all aspects of this course, which includes in-class lectures and discussions as well as out-of-class experiences such as IPE, IPPE and online law activities. See Professionalism and Professional Conduct section of this syllabus. Conduct for activities related to the class represent the student, the School of Pharmacy, and the pharmacy profession. While attendance, participation, and professional conduct do not earn points toward the final grade, they are expected behaviors of each student.

However, lack of professionalism and/or attendance in class will contribute to grade deductions. If students do not meet attendance requirements (-2% per missed class up to 10% total grade deduction) and lack professional conduct (e.g., tardiness, respect for others - up to 10% additional deduction), they may receive deductions up to 20% of their final grade (a letter grade). The course coordinator may also include participation quizzes or other mechanisms to assess attendance and professionalism. These final points may not be deducted until the end of the semester.

Missed Quizzes / Exams / Assignments Policy

Only students who miss an exam, quiz or an assignment due date as a result of an **excused absence** will be allowed to make-up a missed assignment or assessment. In class pop-quizzes will not be allowed to be made up for students who miss class either for an excused or unexcused absence. Students should consult the UTEP School of Pharmacy Student Handbook for definitions and examples of excused absences.

Remediation Policies:

Please refer to the Student Handbook for end-of-course remediation policies and timelines (*see Table of Contents for End of Course Remediation*). As discussed in the Evaluation and Grading Policy section of the syllabus, the student must pass both individual (25% law & 75% non-law) components of this course to progress to the next semester.

Technical Assistance

Checking computer requirements and ensuring that all software up to date is essential for students to access course content. **Supported browsers include** – 1) For a PC: FireFox, Internet Explorer (Do NOT use IE7), and Chrome, 2) For a Mac: Safari, Firefox, and Chrome. To enhance browser performance, students should clear the browser cache and allow pop-ups. In addition to testing the web browser, check to ensure that the computer has an updated version of Java (go to <http://java.com>, click on “Do I have Java”, click on “Verify Java Version,” update Java if needed). Additional browser plug-ins may also be needed to view some content that your instructor may share on the learning management system. Common plug-ins include: Adobe Reader, Flash Player, Windows Media Player, QuickTime. When creating documents, slide presentations, spreadsheets, etc., be sure to use Microsoft Office or a compatible program (see 10 Free MS Word Alternatives). The UTEP Technology Support Services (3rd floor, UTEP Library) can also provide students with any applications, compatibility packs, patches, and updates that may be needed.

Students working off campus may need to set up a Virtual Private Network (VPN) on their computer to access UTEP resources for this class (i.e. Library). The link below provides information in setting up a VPN connection depending on the operating system. Students may contact the Help Desk for assistance (See Technical Assistance information).
<http://admin.utep.edu/Default.aspx?tabid=58534>

If technical problems are experienced with the course, students should contact the UTEP Helpdesk during: Monday–Friday: 8AM – 5PM. If calling within UTEP: 915.747.4357. If calling from outside UTEP: 915.747.5257. For more information, please visit <http://helpdesk.utep.edu>. For help with Blackboard: <http://admin.utep.edu/Default.aspx?tabid=74094>

In order for UTEP to provide a stable learning environment, Thursdays from 12:00-6:00am MST are reserved for minor preventive maintenance. This maintenance window is scheduled during the lowest usage time for the system. Blackboard may or may not be available during this time, depending on whether maintenance is necessary. Whenever possible, this time will be utilized to perform all minor maintenance. Unscheduled outages occur rarely, but they do happen. In the event of an unscheduled outage, Technology Support Services will confer with appropriate student and faculty networks to provide appropriate notifications to those affected.

Students can also visit an on-campus lab such as the ATLAS lab located within the Undergraduate Learning Center (UGLC building) for additional technical assistance. In addition to the various campus computer labs (ATLAS in UGLC or LACIT in Liberal Arts for example), Technology Support Services provides workstations for student use. To learn more, please visit <http://admin.utep.edu/Default.aspx?tabid=74174>.

Attendance and Classroom Behavior

The attendance policy for the School of Pharmacy is outlined in the Student Handbook. It is expected that students should demonstrate their commitment to the profession and respect for faculty, guest speakers, and colleagues by attending all classes and arriving to class on time prepared for the day’s lesson(s).

Attendance may be **taken** by course coordinator or instructors; missing class for an unexcused absence will result in deduction of participation/assignment points. Repeated late arrivals are also deemed unprofessional behavior and may result in a deduction of participation points at the discretion of the course coordinator. Refer to the Evaluation and Grading Policy Section of the Course. Students who miss class are fully responsible for the information covered during the class sessions, which may be included on exams, quizzes or other assessments.

If a student has an excused absence for class, they should immediately notify the course coordinator(s) and instructor(s) for that class. Absences for IPPE should be reported to Dr. Vicki Howe and Dr. Jacquelyn Navarrete (Director of Experiential Education), and absences causing a student to miss an IPE experience should be reported to Dr. Margie Padilla. To secure approval for an absence related to travel for professional meetings or for events that fall outside of the

criteria outlined in the Student Handbook, please refer to the Handbook for more information regarding required documentation for submission to the Office of Student Affairs.

Unique Dress Policy for Course

Students are encouraged to dress professionally for all class (i.e., business casual). A pharmacy student/intern white coat, name badge, and professional attire ***must be worn at all times*** during both IPPE and IPE. Please speak with course coordinator if you have questions regarding dress policy.

Exam Day Policy

Students must arrive on time for examinations. Students arriving after any student(s) has/have completed the exam and have left the exam room may not be allowed to sit for the exam, and may receive a score of zero. No allowances will be made for an exam being missed, other than documented illness or emergency. The student must contact the course coordinator for confirmation prior to the exam. If permission is granted to delay the exam; it is the student's responsibility to contact the course coordinator to arrange for an alternative exam time. In this event, the nature of the make-up will be at the discretion of the course coordinator (oral, written, increased weighting on the final, etc.). An unexcused absence from an exam may result in a grade of "zero" for that exam and will result in an extra 5% deduction of the total overall course.

UTEP and SOP Policy for Academic Integrity

Any student who commits an act of academic dishonesty is subject to discipline. The instructor is required to report all suspected academic dishonesty to the UTEP Office of Student Conduct and Conflict Resolution. Please refer to the Student Handbook for SOP guidance on academic integrity (*see Table of Contents for Curriculum and Classroom Policies: Academic Integrity*).

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.

Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students and on the homepage of the Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others. (For more information, see: <http://sa.utep.edu/osccr/academic-integrity/>)

Professionalism and Professional Conduct

While enrolled at the University, a student neither loses the rights nor escapes the responsibilities of citizenship. Thus, UTEP and the SOP value professionalism and expect all students to not only acquire but also maintain the highest standards of professional attitudes and behaviors in their interactions with their fellow classmates, staff, faculty, colleagues and their patients, as described in the Student Handbook and as per UTEP's student conduct policies (see <http://sa.utep.edu/osccr/student-conduct/> & <http://admin.utep.edu/Default.aspx?tabid=73922> for further information). Any student who engages in conduct that is prohibited by the Board of Regents' Rules and Regulations, University or SOP rules or by federal, state, or local law is subject to discipline whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct. Please refer to the Student Handbook for specific expectations regarding professional conduct in the SOP (*see Table of Contents for Academic Progression: Good Standing: Professional*).

UTEP and SOP Policy for Special Accommodations (ADA)

"If you have or suspect a disability and need classroom accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148." You can also e-mail the office at cass@utep.edu or go by their office in Union Building East (Room 106). For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

General Statement About Course Syllabus

The course coordinator may adapt the syllabus/course calendar to support student and course success. The syllabus is subject to change to meet course needs, especially if there are unexpected disruptions or changes in class size, resources, etc. The most updated syllabus can be found on the course Blackboard shell. It is your responsibility to review the syllabus periodically for updates.

Additional Information:

Campus Concealed Carry

Effective August 1, 2016.

<http://sa.utep.edu/campuscarry/>

Civility Statement

You are expected to follow basic standards of courtesy (<http://admin.utep.edu/Default.aspx?tabid=73922>) and may be dismissed from class for blatant or sustained disruptive behavior

Cell Phone Policy

Students should carry cell phones, but keep the phone on the vibrate mode in the event students need to be notified by the emergency alert system. Cell phone use for the purpose of texting, email or social media is not permitted. This is disruptive to fellow classmates, faculty and the learning environment. The use of a cell phone or the ringing of the phone in class is considered unprofessional behavior. No cellphones, calculators, laptops or other items may be used during an assessment (e.g., exam or a quiz) unless specifically as part of that assessment and approved by the faculty member/instructor.

Student Support

UTEP provides a variety of resources for those in need (e.g., if you feel overwhelmed, stressed or dealing with a crisis):

- UTEP's Counseling Center (free counseling to all students): 747-5302, which after-hours goes to a crisis line
- Mental Health Crisis Line: 779-1800
- National Suicide Prevention Hotline: 1-800-273-8255
- Veterans Crisis Line: 1-800-273-8255
- NAMI (National Alliance Against Mental Illness) of El Paso: 534-5478
- <http://caringeducators.tumblr.com/survival>

Title IX

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

PHAR 6241: Course Calendar and Topic Outline
Foundations of Pharmacy, Healthcare, Ethics, and Law IA
August 28, 2017 – December 7, 2017

Week	Date	Topics	Faculty
Week 1	8/30/17	Course Orientation: Course Introduction & Syllabus, Overview of IPPE, Preparation for Sept. 7 th IPE	Chang/Pinal/Navarrete/ Howe/ Padilla
Week 2	09/06/17	What is Pharmacy? History of Pharmacy and Development as a Healing Profession Part I	Pinal
IPE Day	9/7/17 (Thursday)	IPE Activity w/ TTUHSC El Paso Schools of Medicine and Nursing View video prior to IPE session: https://mix.office.com/watch/zh8nrx7brai0	Padilla
Week 3	9/13/17	History of Pharmacy and Development as a Healing Profession Part II	Pinal
Week 4	9/20/17	Introduction to Pharmaceutical Care and the Pharmacists' Patient Care Process	Loya
Week 5	9/27/17	Introduction to Ethics in Pharmacy Practice: Foundations in Ethical Decision Making, Ethical Analysis in Pharmacy Practice <ul style="list-style-type: none"> • Assignment #1A: Submit individual assignment via Blackboard by 8:00 am Mountain Time on 9/27/17. • Assignment #1B: Submit team assignment via Blackboard in class as instructed 	Pinal
Week 6	10/04/17	Introduction to Oath of a Pharmacist and Pharmacist Code of Ethics <ul style="list-style-type: none"> • Assignment #2A: Submit individual assignment via Blackboard by 8:00am Mountain Time on 10/4/17. • Assignment #2B: Submit team assignment via Blackboard in class as instructed 	Pinal
Week 7	10/11/17	Professional Identity Formation and Self-Awareness <ul style="list-style-type: none"> • Assignment #3A: Submit individual assignment via Blackboard by 08:00am Mountain Time on 10/11/17 • Assignment #3B: Submit team assignment via Blackboard in class as instructed 	Pinal
Week 8	10/18/17	Professional Roles and Responsibilities	Loya/Padilla
Week 9	10/25/17	EXAM I	Chang/Pinal
Week 10	11/01/17	Foundations of US Health Care Delivery/Financing and Reimbursement (Part I)	Chang
Week 11	11/08/17	Foundations of US Health Care Delivery/Financing	Chang/Andrews

		and Reimbursement (Part II)	
Week 12	11/15/17	Contemporary Pharmacy Practice and Ethical Issues in Practice	Pinal/Loya
Week 13	11/22/17	The Future of Pharmacy: Changes in Pharmacy and Healthcare	Pinal/Padilla
Week 14	11/29/17	Global Pharmacy Practice Part I: Student Team Presentations	Chang/Pinal
Week 14	12/1/17 (Friday)	Assignment #4: Submit IPPE checklist and reflection essay via Blackboard before 11:59 pm Mountain Time on 12/1/17 (Friday)	Howe/Rudder
Week 15	12/06/17	Global Pharmacy Practice Part II: Student Team Presentations	Chang/Pinal
Week 16	12/12/17	COMPREHENSIVE FINAL EXAM	Chang/Pinal