



## School of Pharmacy - Required Course Syllabus Fall – P1 Year

**Course # PHAR 6324 / Culture, Literacy and Community Health (CLCH)**

**Track:** Global Health Colloquium

**Course Dates:** August 28 – December 15, 2023

**Tuesdays 1-2:20 pm (Rm 212) / Wednesdays 11-11:50 am (Rm 211) + Community-Engagement Hours**

**Service-Learning / Study Away Aligned Course | IPPE: up to 18 hours + ~4 hours Community Engagement**

*Refer to the IPPE supplemental documents for additional documentation.*

### Course Coordinator/Faculty

**Jeri J. Sias, PharmD, MPH**

**Office Phone:** (915) 747-8599 /**E-mail:** [jjsias@utep.edu](mailto:jjsias@utep.edu)

**Office Hours (Rm 714):** Tue (2:30-3:20 pm) | Wed (2:30-3:20 pm)  
or appointment

**IPPE Coordinator: Cristina Ortega, PharmD**

**E-mail:** [cortega7@utep.edu](mailto:cortega7@utep.edu)

**Office: Rm 7<sup>th</sup> floor:** by appointment

### Other Faculty Instructors

**Amanda M. Loya, PharmD, BCPS**

**Office Phone:** (915) 747-8534 /**E-mail:** [amloya1@utep.edu](mailto:amloya1@utep.edu)

**Office Hours:** *Provided in Blackboard®*

**Michelle Martinez, MD, MPH**

**Email:** [pmmartinez2@miners.utep.edu](mailto:pmmartinez2@miners.utep.edu)

**Office (Rm 601)**

**Community Partners & Guest Speakers**

### Office Hours

*Dr. Sias will have live office hours and is also available by appointment (virtual or in person). Students may request an appointment with the coordinator in person or via e-mail. Individual guest faculty should provide office hours during lecture days. All appointments should be made at least 2 business days in advance*

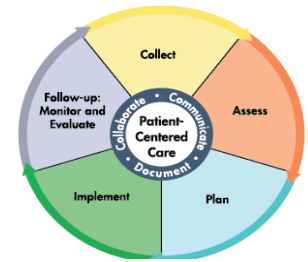
### If Virtual

Virtual Office Hours will be synchronous through a UTEP-approved platform (e.g., Microsoft Teams, Blackboard, or Zoom) and will be used to discuss problematic exam questions and any course logistic problems. The course coordinator will try to respond as soon as possible (generally within 24-48 hours). When sending an email, send through the Blackboard® course email or place the course number and name (e.g., PHAR 6324 CLCH and the issue/topic in the subject line of the email). For individual faculty, please email faculty for their online office hours.

### Course Description:

This course will introduce cultural and community competency while exploring the potential impact of cultural values, beliefs, and practices on patient care outcomes as well as aspects of health and medication literacy. Public health concepts will be introduced including population health management strategies, national and community-based public health programs. Students will engage in **service-learning** to develop skills towards becoming civic-minded healthcare professionals.

The course will integrate classroom lecture and discussion with experiential activities. Discussions (online, in class, and written) will be used to explore values and attitudes. Exams will be used to evaluate knowledge. Verbal (e.g., discussions, presentations) and written (e.g., reflection, discussion boards) assignments will be used to assess skill development. To reinforce concepts, course assignments will be based on understanding the geography, history, context, and culture of the Paso del Norte community and beyond. The course will also explore the different aspects of health and medication literacy including methods for assessments. Public health concepts addressed include population health initiatives, social determinants of health, and national and community-based public health programs. Through the inclusion of a service-learning component in this course, students will be engaged in their communities to allow them to develop skills towards becoming civic-minded healthcare professionals. Students are expected to demonstrate foundational writing skills (content, style, citations) that will be used throughout the pharmacy student career.



Source:

<http://pharmacvlibrary.com/doi/book/10.21019/9781582122564> Accessed: 2018 Jul2

**LINK to STUDY AWAY:** The CLCH course will serve as a “preview” or “pre-immersion” course to the **Study Away** program. During this course, students will gain foundational skills to learn about communities and health to prepare them for the Study Away experience using a Community Competency framework.

**Pharmacists’ Patient Care Process:** The CLCH course will incorporate methods on how to collect subjective patient information related to socio-economic status and other culturally-relevant issues while understanding the context of their community and environment (Social Determinants of Health). These skills will aid students in developing and a more culturally and linguistically appropriate plan.

### **Introductory Pharmacy Practice Experience (IPPE)**

- IPPE hours and activities have been assigned to this course. Students will be responsible to complete up to a total of **eighteen (18) IPPE** hours as part of this course **that documents IPPE from across courses**. However, **there are additional hours in the community**. STUDENTS should carefully read and document. The IPPE requirements of the course (e.g. site assignments) will be coordinated by **Dr. Cristina Ortega** with guidance from the Office of Experiential Education.
- To guide this experience, students will complete a checklist/activity documenting the achievement of each learning objective. Specific information regarding these elements will be available to students in the Blackboard Course and CORE ELMS as appropriate.

**Course Learning Objectives (mapped to National Pharmacy Education Outcomes)**

At the conclusion of this course, students should be expected to:	ACTIVITY or Competency (Examples, may adapt)	CAPE 2013 Outcomes (primary)	NAPLEX 2021	Level of Assessment
<p>Apply principles of culture, literacy and community health to understand the landscape of health, population health, and healthcare in the United States</p> <p><b>Objective 1.1: Evaluate (collect)</b> personal and community health care beliefs and values related to serving diverse populations and cultures (Attitudes)</p> <p><b>Objective 1.2: Identify (collect)</b> cultural and population health issues in the changing demographics in Texas and US (Knowledge)</p> <p><b>Objective 1.3: Interpret (assess)</b> community healthcare, population health issues, as well as various cultural approaches to health (Skills)</p> <p><b>Objective 1.4: Adapt (plan)</b> language (written and verbal) to reach patients from different literacy levels (Skills)</p> <p><b>Objective 1.5: Explore and examine (implement)</b> opportunities for professional relationships with community service agencies to better understand the pharmacist’s responsibility in society and to promote patient welfare. (Knowledge/Skills)</p>	<p>The course will integrate classroom with experiential experiences.</p> <p><b>Obj 1.1:</b> In-class values/health beliefs, Social Determinants of Health, Bias in health care, Concepts of culture, race, global health</p> <p><b>Obj 1.2:</b> Background readings, Census activity, Community Landscape Tour and Social Determinants of Health, Guest speakers representing diverse cultures &amp; religions, Service-learning, Field trips, In class discussion, Discussion Boards, Written Assignments, Exam</p> <p><b>Obj 1.3:</b> Service-learning, written assignments &amp; reflections, Discussion Boards, Study Away activity, Cultural Group presentations, Social issues in medication exercise, Exam</p> <p><b>Obj 1.4:</b> Health LITERACY exercises (Newest Vital Sign, Monograph), Health Literacy Project, Exam</p> <p><b>Obj 1.5:</b> Service-learning in community, written assignments &amp; reflections, Discussion Board, Social Issues in Medicine Exercise, Cultural Group presentations</p>	<p><b>1.1 Learner (Learner)</b>- Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, <b>social/ behavioral/administrative</b>, and clinical sciences) to <b>evaluate the scientific literature</b>, explain drug action, solve therapeutic problems, and advance <b>population health</b> and patient-centered care</p> <p><b>2.3 Health and Wellness (Promoter)</b> – Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.</p> <p><b>2.4 Population-Based Care (Provider)</b> Describe how population-based care influences patient-centered care</p> <p><b>3.3. Patient Advocacy (Advocate)</b> - Assure that patients’ best interests are represented.</p> <p><b>3.5 Cultural sensitivity (Includer)</b> - Recognize social determinants of health to diminish disparities and inequities in access to quality care.</p> <p><b>4.1 Self-awareness (Self-aware)</b>- Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.</p> <p>Source: <a href="https://nabp.pharmacy/programs/examinations/naplex/competency-statements-2021/">Center for the Advancement of Pharmacy Education 2013 Educational Outcomes   American Journal of Pharmaceutical Education (ajpe.org)</a></p>	<p>1.2 – From patients: treatment adherence, or medication-taking <b>behavior</b>; chief complaint, medication history, medical history, family history, <b>social history, lifestyle habits, socioeconomic background</b></p> <p>1.6 – <b>Risk factors</b> or maintenance of health and wellness (<b>based on social determinants of health</b>)</p> <p>1.7 – Evidence-based literature or studies using primary, secondary, and tertiary references (<b>public health based</b>)</p> <p>6.4 – <b>Vulnerable populations, special populations</b>, or risk prevention programs</p> <p>Source: <a href="https://nabp.pharmacy/programs/examinations/naplex/competency-statements-2021/">https://nabp.pharmacy/programs/examinations/naplex/competency-statements-2021/</a></p>	<p>I, R</p>

\*NAPLEX Competency Statements <https://nabp.pharmacy/programs/examinations/naplex/competency-statements-2021/>

**IPPE OBJECTIVES:**

At the completion of the IPPE activity, students should be able to complete the objectives outlined that align with the course:

- **SERVICE-LEARNING:** Explore the pharmacist’s responsibility in the community and promoting the overall welfare in the community via service by examining the effect of social determinants of health
- **SITE:** Gain foundational experience in a community pharmacy
- **SITE:** Integrate basic Spanish language principles in the community pharmacy
- **HEALTH LITERACY PROJECT:** Deliver a pharmacy-based health message that integrates health literacy principles

IPPE	Activity	Location/Date/Time
<b>Site</b> Up to <u>18 hours</u>	<b>10 hours (SITE-SL) non-TSBP:</b> Service-learning based volunteer hours with activity worksheet (5 hours by midterm, 5 hours before Week 15) (Sias-Ortega) – must include SITE, date and hours, activity description (brief) <b>3 hours (SITE):</b> Spanish SITE (assigned pharmacy – Ortega) <b>3 hours (SITE):</b> Community Foundations (assigned pharmacy – Ortega) <b>Up to 2 hours (SITE):</b> One 2-hour Health Literacy project in a community pharmacy, health fair, immunization clinic, or other approved site (Ortega)	CORE ELMS assigned sites Homework: Activity sheet.  <b>Due date:</b> Complete as you go. Check CALENDAR and Blackboard Course & Announcements for updates in due dates. However, the FINAL day to submit is Dead Day (or may result in course failure)
<b>NON-IPPE</b> ~3 hours	<b>Community Tour/Social Determinants of Health:</b> ~2 hours Community Tour/Health Care access/Bus Ride/ environmental scan (zip code) ~1 hour Visit a museum (may be in zip code or other part of El Paso County)	Submit in Blackboard Gradebook as one document (Community Landscape Tour)

### Additional / Detailed Course Meetings & Location:

The course is a 3-credit hour course. The course will have mixture of lecture and experiential activity and will take place **ON CAMPUS** and may be supplemented virtually with a mixture of synchronous (live) and asynchronous (recorded) using the Blackboard® Collaborate feature on Blackboard®. The course is scheduled for **1 hour and 20 minutes on Tuesdays and 50 minutes on Wednesdays for a total estimated 2.5 contact hours “in” the classroom.** Students should expect lectures, writing assignments, online discussion board, and group projects. Updates will be announced on Blackboard®. Some lectures (Dependent upon speaker) will be recorded and posted the next business day for students’ availability.

Students also participate in weekly assigned Service-Learning, Community-Engagement, and outings/field opportunities (**~1-3 hours/week**) at various community-based agencies and pharmacies with designated hours counting as IPPE. Students need to plan for scheduling of the experiential and service components.

### This course is connected to one or more of the following areas:

**IPPE:** Introductory Pharmacy Practice Experiences (IPPEs) that are incorporated within didactic classes will require mandatory attendance. This class has **up to a total of 18 IPPE hours** that the student completes. The service-learning and community pharmacy elements of the course must be completed during the semester by deadlines provided in the course calendar. The IPPE component of the class is pass/fail.

Every effort will be made to post course material in advance. Exams will be held at the posted lecture time on the dates outlined in the course calendar.

### Online Platform (Blackboard and CoreElms):

This semester the course will be taught using Blackboard as the primary learning management system.

**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 [PHAR 6324]. The course is individualized and students may access lectures/handouts as they are made available by course instructors. Except in cases of a UTEP network being “down” or “offline” students are ultimately responsible to ensure that your computer is connected to the internet and that any issues are addressed prior to class and/or assessments.

**NOTE: IPPE - All experiential education materials (e.g. worksheets) will be located in CoreELMS®**

### Methods of Instruction/Learning:

UTEP or SoP may change to primarily online course if major disruption (e.g., pandemic, weather). For tips on succeeding in an online environment, see: <https://www.utep.edu/extendeduniversity/utepconnect/blog/february-2017/tips-for-online-learning-success.html>. In the event of a major disruption (e.g., H1N1 epidemic, subzero weather), be prepared to maintain course progress via other means (e.g., Internet, our Blackboard course shell, etc.) and check email (especially your UTEP miners account) regularly.

The course coordinator may adapt the syllabus/course calendar to support student and course success.

*The learning outcomes in this course will be achieved via:*

- A. Outside Preparation: Readings and Computer assignments
- B. In-class/Online Discussion and Discussion Boards
- C. Writing Assignments and class activities
- D. Exams
- E. Worksheets/Reflections to reinforce class material and guest speaker topics
- F. Field Trips to community agencies & Community Landscape Tour
- G. IPPEs at Community Pharmacies, Community/Civic Engagement (Service-Learning)

### Required Course Technology/Tools/Needs:

Technology: The following technology below will be used during the course and the student must have the appropriate technology and software.

1. Computer/laptop. Audio (speaker & microphone) and video (camera) **MUST be checked** to be functional for online synchronous classes and online exams.
2. ExamSoft®
3. Blackboard® (with Respondus®)

Required Readings: Various articles may be posted for each module.

#### Required Textbooks:

- (ONLINE – Pharmacy Library) Halbur KV, Halbur DA. Essentials of Cultural Competence in Pharmacy Practice, APhA, 2008. DOI: 10.21019/9781582121130.fm
- (ONLINE – Access Pharmacy®) DiPiro JT, Yee GC, Posey L, Haines ST, Nolin TD, Ellingrod V. eds. *Pharmacotherapy: A Pathophysiologic Approach, 12e.* McGraw-Hill; Accessed August 26, 2023. <https://accesspharmacy-mhmedical-com.utep.idm.oclc.org/book.aspx?bookid=3097>

#### Recommended Textbooks:

- Spector RE. Cultural Diversity in Health and Illness, 8<sup>th</sup> Ed. Pearson.
- Galanti G-A. Caring for Patients from Different Cultures, 5<sup>th</sup> Edition. Univ of Pennsylvania Press.

#### 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 meets the University and School of Pharmacy IT requirements (See SOP Student Handbook).
- **Audio (speaker & microphone) and video (camera) MUST be checked to be functional for classes and online exams.**
- UTEP or SoP may change to primarily online course if major disruption (e.g., pandemic, weather). For tips on succeeding in an online environment, see: <https://www.utep.edu/extendeduniversity/utepconnect/blog/february-2017/tips-for-online-learning-success.html>.

#### Calculator

- Not required for this course

#### Software/Technology must be tested in orientation/first week of courses to ensure functionality.

- **Blackboard® Collaborate: Chrome Browser**
- **Microsoft® Teams** or UTEP Zoom®
- **IPPE: CoreELMS® for Experiential Learning**
- **ExamSoft® Exam Monitor**
- Audio (speaker & microphone) and video (camera) MUST be checked to be functional for classes and online exams (when appropriate)

#### **Attendance:**

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).

When there is a class presentation, faculty lecture, or guest speaker, attendance may be taken in the form of documented participation and/or electronic sign-in to Blackboard Collaborate. **Missing class for work or IPPEs are NOT a valid reason for absence.**

If a student has an excused absence, they should immediately notify the course coordinator(s) and instructor(s) (**\*\*\*IPPEs\*\*\* also contact preceptor and Clinical Coordinator and carbon copy the Director of Experiential Education**). 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.

Who to contact/how document absence: **Dr Jeri Sias (course coordinator) via Blackboard® email at jjsias@utep.edu.**

**Out of class preparation:** Students are expected to review weekly Blackboard postings and announcements for information about readings and course preparation.

**In class participation:** Students should plan for in classroom participation in the course during the course hours. Some classes may occur asynchronously and efforts will be made to post to Blackboard at least five (5) days in advance.

**This course is connected to one or more of the following areas:**

**IPPE:** Introductory Pharmacy Practice Experiences (IPPEs) that are incorporated within didactic classes will require mandatory attendance. This class has a total of up to **18 IPPE hours** that the student completes. The IPPE component of the class is pass/fail.

**IPPE-Related Attendance:** Experiential education experiences generally occur outside of class time, including evenings, weekends, and holidays. Additionally, IPPEs may be scheduled at other times of the day. **For details about site placement process, check Blackboard®.**

For IPPE schedule refer to CoreELMS (or Blackboard).

**Service-Learning and Community Engagement:** Conduct for activities and outings 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.

The faculty coordinator will consult with faculty and site mentors to determine appropriate professional conduct. Examples of good professional conduct include, but are not limited to:

- Following instructions
- Arriving on time (or prior to) an event
- Meeting deadlines
- Showing respect for all other people in speech & actions
- Exhibiting good judgment
- Cooperating with others
- Diligence (good work ethic)
- Maintaining personnel self-control and professional decorum
- Holding himself / herself responsible for professional conduct
- Attending class and participating in Blackboard®
- Maintaining communication with service site and faculty mentor
- Refraining from use of cell phones/texting inappropriately

### **Classroom / Online Etiquette:**

Students are expected to be professionals and will be treated as such unless circumstances deem otherwise. Any behavior that impairs student ability to learn will not be tolerated (e.g., side conversation, cell phone use, electronic device use for activities not related to coursework). Laptops may be used during class for taking notes. Using laptops for other activities than taking notes causes a disruption to the class around you.

ONLINE (only if SoP switches to online): Your instructors and classmates want to generate a safe online learning environment. Please use appropriate online classroom behavior by reading the UTEP Netiquette Guide for Online Courses available at <https://www.utep.edu/extendeduniversity/cid/Files/docs/faculty-resources/student-orientation/NetiquetteGuideforOnlineCourses>.

### **Unique Expectations of Students During Course:**

It is the responsibility of the **student** to monitor their progress during the course. Students should seek advice and assistance from the course facilitator as soon as they encounter any difficulty in the course.



**Time commitment:** Student course load will average approximately 6-9 hours/week (2-3 hours for every course credit hour). Students are expected to be present and actively participate in all online class sessions and Blackboard® activities/assignments. Online class attendance/participation may be taken at each class period. **For 2023, the service (outside of class) commitment would be outlined in Blackboard®.**

### Unique Dress Policy for Course:

When guest speakers are present and individual/group presentations, students should dress business casual or UTEP school wear with nice pants/jeans.

**Service-learning site/Community Engagement activity:** When participating in Community-Engagement activities, students are representing UTEP and the School of Pharmacy. While wearing a name tag may not be appropriate, it would fine to wear business casual attire, orange/blue attire, or even nice UTEP shirt with jeans (depending on the event). If students are asked to sign-in or introduce themselves, students should realize that they are representing the school. (Note: community-engagement activities will often require a photo or “selfie” to document attendance).

### Introductory Pharmacy Practice Experience (IPPE)

At all times during the IPPE, students are expected to follow OEE policies, including the dress policy, and maintain professionalism. Refer to the OEE handbook for details. **Additionally, while at IPPEs, students are always expected to carry with them their Texas State Board Trainee Letter/Intern Card.** Students must always have readily available electronically on CORE ELMS® the following: Unexpired BLS CPR Card, HIPAA Training Certificate, Bloodborne Pathogen, etc. Refer to OEE Handbook for a complete list. Failure to exhibit credentials will result in the student being asked to leave the pharmacy site. Eligibility to return to site is determined by the preceptor and the Experiential Program Director. **Please check with the practice site policy.**

### Evaluation and Grading Policy:

**Assignment of grades:** The grade assignments will be determined as follows...

Type of Assessment	Total Points	% Grade
Exam #1	80 points	20%
Exam #2	80 points	20%
Assignments/Projects (graded)	<p><b>120 points total divided among projects (~estimated points)</b></p> <ol style="list-style-type: none"> <li>1) Meet Dr. Sias with completed Syllabus Acknowledgement, Service-Learning Site, and Completed Indemnification Form (5 pts)</li> <li>2) Community Landscape Part A – CENSUS (individual) (10 pts)</li> <li>3) Community Landscape Part B– Community Tour (20 pts)</li> <li>4) Health Literacy (individual)-Newest Vital Sign (10 pts) + Health Literacy (group) Project (20 pts) + Monograph (individual) (20 pts)</li> <li>5) Community Competency - Study Away (10 pts)</li> <li>6) Cultural Group Presentations (20 pts)</li> <li>7) Medication Access In-Class Exercise (5 pts)</li> </ol>	30%
Discussion Boards	40 points (2 Discussion Boards)	10%
IPPE/S-L Writing Assignment	<p><b>Total: 80 points</b></p> <p>Written Assignment #1 Introduction (20 pts) + Written Assignment #2 Mid-Term (30 pts) + Written Assignment #3 Final (30 pts)</p>	20%
Service-Learning and IPPE	<b>Pass-Fail (See Blackboard and CoreELMS for specific worksheets to complete)</b>	0%
<b>Total</b>	<b>400 points</b>	<b>100%</b>
Course Engagement	Students are expected to be in attendance with full participation for guest speakers and field trips. Not attending (unexcused) may result in a 10 point deduction per speaker (via random attendance check)	0%
Class Professionalism	0 points (up to 10% of grade may be deducted for patterns of unprofessional behavior or tardiness in class or in the community)	0%



**Grade Assignment\*:** Grades will be distributed using the following scale. Rounding may not occur.

**A = 90 – 100%**

**B = 80 – 89%**

**C = 70 – 79%**

**D = 60-69%**

**F = < 60%**

\* The course coordinator may curve the grades to support student/skill acquisition and course success.

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

**IPPE Grade:** Students must pass Didactic and Experiential (IPPE) components (for example: paperwork, hour documentation, etc) of the course to pass the course. If a student fails to pass the components, they fail the course and must follow UTEP School of Pharmacy remediation policy.

Lack of professionalism and/or attendance at the service site or community outings will contribute to grade deductions. If students do not meet attendance requirements and lack professional conduct (e.g., tardiness/respect for others up to 10% additional deduction), **they may receive deductions up to a total of 20% of their final grade.**

### Course activities

- A. Discussions and Discussion Boards:** Online breakout group and discussion boards will be used to guide students through critically thinking about the material presented.
- B. Writing Assignments:** Individual assignments will be posted in Blackboard®. Students will be graded on quality of content (e.g., depth, use of specific examples) as well as grammar/style (e.g., word choice, word count, sentence variety, correct grammar) appropriate for the assignment prompt. Reflections that are submitted late will receive a letter grade drop for each day the submission is late. **The specific assignments and rubric will be provided to students via Blackboard® and in class.**
- C. Exams:** There will be two (2 exams) administered during the semester via ExamSoft®. Directions will be provided on Blackboard® and/or in class.
- D. Worksheets, Reflections, and Projects:** in the class are designed to achieve the learning objectives **Further directions will be provided on Blackboard® and in class.**
- E. Service-Learning, IPPE and Community Activity Hours** (See below for outline and on-line for details). Students are expected to engage in the community (safety appropriate) and complete IPPE hours in an assigned community pharmacy.

**Experiential LINK (IPPE):** All IPPE activities (i.e., hours, worksheets, evaluations) must be completed in its entirety by communicated due dates.

To guide this experience, students will complete a checklist/activity documenting the achievement of each learning objective. Specific information regarding these elements will be available to students in the Blackboard Course and CORE ELMS as appropriate.

*During the semester, students will select IPPE slot preferences through CORE ELMS. Please refer to CORE ELMS for specific dates from which they may select to schedule IPPE hours.*

### Questions Related to the Course and Grading/Exams

**MATERIAL:** In general, questions related to the overall course should be directed to the coordinator. **Content/topic-specific questions** should be directed to the content instructor within **five (5) business days** of the material being presented.

**ASSIGNMENTS/EXAMS:** Any questions concerning **assignments/exam grades** should be discussed with the **course coordinator within five (5) business days** after the grades have been posted.

**REGRADE REQUEST:** Regrade requests for assignments or exams should be made within five (5) **business days** of the posting of the grades in writing via Blackboard® email to course instructor **and** coordinator. Requests regarding regrading will not be entertained after this period (unless excused absence due to extenuating circumstances or faculty coordinator).

### **EXAM-RELATED Technology and Guidance:**

Please refer to the UTEP School of Pharmacy Student Handbook for guidance for exams (online/remote as well as on campus) <https://www.utep.edu/pharmacy/current-students/current-students.html>

**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. 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).

If students cannot access your online account, please contact **Adrian Enriquez** ([aealonso@utep.edu](mailto:aealonso@utep.edu)), to resolve this issue **within five (5) business days of the first day of class**. Students are responsible for ensuring they have access to the online assessment system. Mr. Enriquez is **NOT available** for questions or laptop failures/requests **after business hours or on weekends**. Electronic exams that need to be **downloaded and should occur at a minimum of 2 hours prior to the examination** as outlined in the UTEP Student Handbook guidance for exams.

### **Missed Quizzes / Exams / Assignments – Excused/Unexcused Absences**

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 the missed assignment or assessment. Students should consult the UTEP School of Pharmacy **Student Handbook** for definitions and examples of excused absences.

- The course coordinator **MUST** be notified on the day of the exam for the student to be excused from that exam for an **emergency**.
- In the case of **religious holidays**, the student **MUST** notify the course coordinator **10 business days prior** to the exam. Students should not assume that they can miss an exam for vacation or other personal conflicts.
- Any excused absence from an exam for **health reasons** must be documented with a note from an appropriate health professional.
- Any unexcused absence from an exam will result in a grade of zero for that exam.
- **\*\*\*IPPE\*\*\***Any unexcused absence from an IPPE will result in a failure of the course in accordance to the Student Handbook.

NO make-up examinations or quizzes will be given for an UNEXCUSED ABSENCE.

NO make-up pop quizzes will be given.

NO late assignments will be accepted for an UNEXCUSED ABSENCE.

The course coordinator will determine the time and date for a make-up exam, which will occur before the final exam period. If the student is unable to attend either the original exam or the make-up exam, the course coordinator is not required to provide additional opportunities for the student make-up exam. The format of the make-up examination is at the discretion of the course coordinator, and may include any question type including, but not limited to, open-ended questions, an essay examination, or oral examinations.

### **Additional Course Policies:**

Refer to the Common Syllabus for additional course policies that apply to all School of Pharmacy courses.

**PHAR 6324: Culture, Literacy, and Community Health (Service-Learning/IPPE Link)**

**On CAMPUS Course Calendar and Topic Outline\***

**Course Dates: August 28-December 15, 2023**

*\*See Blackboard® for Assignments (Readings, specific assignments) & Course Details*

*The course coordinator may adapt the syllabus/course calendar to support student and course success and to accommodate guest presenters*

Wk	Date	Topic	Faculty	Community Hours	Readings	Assignment Due
1	Tues, Aug 29	<b>Introduction, Syllabus</b> <b>CULTURE &amp; COMMUNITY HEALTH</b> <ul style="list-style-type: none"> <li>• Service-Learning (S-L) Sites</li> <li>• Intro Community Competency Framework: Geography, History, Culture, Context</li> </ul>	Sias/ Martinez	Outline hours for semester	<b>Robinson:</b> Community Competency article  <b>Pharmacotherapy Chapter e3:</b> Exploring Cultural Diversity and Equity in Healthcare  <b>Healthy People 2030</b> website	<b>Sign up for in person</b> office hours with Dr. Sias Completed by: <b>Friday, September 8</b> (Syllabus acknowledgment, indemnification form, & Service-Learning site plan)
	Wed, Aug 30	<ul style="list-style-type: none"> <li>○ Exploring Personal Values and Health Beliefs</li> <li>○ Implicit Bias &amp; Structural Barriers</li> <li>○ Definitions of Health, Acculturation</li> <li>○ Cultural Competency Models</li> <li>○ Cycles of Socialization &amp; Systemic Racism</li> <li>○ Eco-Mapping Exercise (Based on time)</li> <li>• Writing Tips (structure, content, style, citations)</li> <li>• Writing Assign #1, Census Activity, Community Landscape &amp; Museum Activity</li> </ul>	Sias	Community Field Experience		
2	Tue, Sep 5	<b>COMMUNITY HEALTH</b> <i>Continued from Week 1</i>	Sias	Community Field Experience and/or Service-Learning/ Civic Engagement	<b>Online Public Health Resources</b>	<b>Due Tue, 11:59 pm</b> Writing Assign #1
	Wed, Sep 6	Public Health/Population Health: Health Disparities, Public Health Data, Equity, Population Health, Epidemiology Terms <b>WRITING TIPS: Epidemiology &amp; comparison statement</b>	Sias			
3	Tue, Sep 12	<b>COMMUNITY HEALTH</b> <i>Continued from Week 2</i>	Sias	Community Field Experience and/or Service-Learning/ Civic Engagement		<b>Due Tue, 11:59 pm</b> Census Activity
	Wed, Sep 13	<ul style="list-style-type: none"> <li>• Patient Explanatory Model, LEARN</li> <li>• Intro to Special populations &amp; Religions</li> </ul>				
4	Tue, Sep 19	<b>STUDY AWAY Presentations by FACULTY LEADS</b>	Pinal & Martinez	Service-Learning/ Civic Engagement		<b>Due Tue, 11:59 pm</b> Community Landscape & Museum Activity
	Wed, Sep 20	<b>CULTURE &amp; COMMUNITY HEALTH</b> <b>Special Populations:</b> Hispanic and Border Health	Martinez			
5	Tue, Sep 26	<b>CULTURE &amp; COMMUNITY HEALTH</b> <b>Group Presentations</b> of Community Landscape Tour	Sias	Service-Learning/ Civic Engagement		<b>Due Tue, 1 pm:</b> Presentations Community Zip Code/Landscape
	Wed, Sep 27	<b>EXAM #1 11-11:50a (ON CAMPUS Exam)</b> (Material through Wed, Sep 20)	Sias			<b>Exam #1: 11 am</b> <b>Wed, Sep 27</b>
6	Tue, Oct 3	<b>HEALTH LITERACY #1</b> <ul style="list-style-type: none"> <li>• Health and Medication Literacy</li> <li>• The Patient Side of Patient Safety</li> <li>• Health Literacy Assessment</li> <li>• Health Literacy IPPE Project</li> <li>• In class activities/critiques</li> </ul>	Loya	Service-Learning/ Civic Engagement	<b>Pharmacotherapy Chapter e2:</b> Health Literacy and Medication Use	<b>Discuss Bd #1</b> <b>Initial Post:</b> DUE Tue, 11:59 pm <b>Final Response:</b> DUE Friday, 11:59 pm <b>Service-Learning</b> <b>Min 5 hours due</b>
	Wed, Oct 4	<b>HEALTH LITERACY #2</b>				
7	Tue, Oct 10	• <b>HEALTH LITERACY #3</b>		Service-Learning/ Civic Engagement		<b>Due Tue 11:59 pm</b> Health Lit-Newest Vital Sign
	Wed, Oct 11	• <b>HEALTH LITERACY #4</b>				

8	Tue, Oct 17	• <b>HEALTH LITERACY #5</b>		Service-Learning/ Civic Engagement		<b>Due Wed, 11 am</b> Upload Health Lit -Proj Bd <b>Due end of class:</b> Peer Evaluation
	Wed, Oct 18	• <b>HEALTH LITERACY #6</b> - Health Literacy Project Present				
9	Tue, Oct 24	• <b>HEALTH LITERACY #7</b> – Health Literacy Project Present	Sias	Service-Learning/ Civic Engagement		<b>Due end of class:</b> Peer Evaluation <b>EXAM #2</b> <b>11 am, Wed, Oct 25</b>
	Wed, Oct 25	<b>EXAM #2</b> (Material Tue, Sept 22 – Tue, Oct 24)	Sias			
10	Tue, Oct 31	<b>DIVERSE CULTURES &amp; RELIGIONS:</b> SPEAKER #1 or FIELD TRIP	Sias	Service-Learning/ Civic Engagement	To be Assigned	<b>S-L Hours: 5 hrs due Oct 31</b> <b>Due Tue 11:59 pm</b> Health Lit - Monograph (optional re-grade: Health Lit Proj)
	Wed, Nov 1	<b>DIVERSE CULTURES &amp; RELIGIONS:</b> SPEAKER #2	Loya		To be Assigned	
11	Tue, Nov 7 (Election Day)	<b>IPPE HEALTH LITERACY BOARDS</b> ** May change dates <b>12:30-2:45 pm</b>	Martinez	Health Literacy Proj (IPPE)	To be Assigned	<b>Health Literacy BOARDS</b> <b>Due Tue, 11:59 pm</b> Writing Assign #2 (S-L) *May update
	Wed, Nov 8	<b>DIVERSE CULTURES &amp; RELIGIONS:</b> SPEAKER #3	Martinez		To be Assigned	
12	Tue, Nov 14	<b>DIVERSE CULTURES &amp; RELIGIONS:</b> SPEAKER #4 **May change dates	Martinez, Loya, Sias, Ortega	Health Literacy Proj (IPPE)	To be Assigned	<b>Due Tue, 11:59 pm</b> Study Away Individual Assignment *May update
	Wed, Nov 15	<b>DIVERSE CULTURES &amp; RELIGIONS:</b> SPEAKER #5	Martinez		To be Assigned	
13	Tue, Nov 21	<b>DIVERSE CULTURES &amp; RELIGIONS:</b> SPEAKER #6	Martinez		To be Assigned	<b>Due Tue, 11:59 pm</b> Writing Assign #3 (FINAL written)
	Wed, Nov 22	<b>DIVERSE CULTURES &amp; RELIGIONS:</b> SPEAKER #7	Martinez		To be Assigned	
14	Tue Nov 28	<b>Medication Access by Zip Exercise - Part 1</b>	Sias		To be Assigned	<b>Discuss Bd #2 (Speakers)</b> <b>Initial Post:</b> DUE Tue, Nov 28, 11:59 pm <b>Final Response:</b> Due Fri, Nov 29 11:59 pm
	Wed, Nov 29	<b>Medication Access by Zip Exercise - Part 2</b> Turn in at end of class	Sias		To be Assigned	
15	Tue, Dec 5	<b>Population Health Presentations– Part 1</b>	Martinez/Sias			<b>Final Service-Learning Hours:</b> <b>5 hrs due on Fri, Dec 8: DEAD DAY</b> ALL IPPE hours & worksheets due
	Wed, Dec 6	<b>Population Health Presentations – Part 2</b>	Martinez/Sias	<b>Due Fri, Dec 8</b> ALL IPPE hours & worksheets		
16	Dec 11-15	<b>NO FINAL</b>				

\*Guest Speakers may include representatives and community leaders from various cultures and religion or field trips

**Both didactic and experiential (IPPE/IPE) must be passed to receive a passing grade. Refer to CoreELMS® for comprehensive IPPE schedule**