



School of Pharmacy
Required Course Syllabus- Fall-P₂ Year
PHAR 6124/ Track: Global Health Colloquium
Spanish for the Pharmacy Professional IIA
Course Dates: Aug 28 - Dec 15, 2023 | **Time:** Wednesdays 1:00-2:20 pm & 2:30-3:50 pm
(IPPE – up to 2 hours / IPE: 0 hrs)

Sections:

1-2:20 pm CRN #13523 (JAMES, Rm 504) **CRN #13524 (Mendoza, Rm 505)**
2:30-3:50 pm CRN #13833 (JAMES, Rm 504) CRN #13834 (Mendoza, Rm 505)
(IPPE – 1.5 hrs SIM / IPE: 0 hrs)

Refer to the IPPE/IPE supplemental documents for additional documentation.

Course Faculty

<p>Course Co-Coordinator/ Instructor: Laura Mendoza, PhD, lemendoza2@utep.edu Office hours: Thu 12:15-12:45 pm <i>Provided in Blackboard®</i></p>	<p>Course Co-Coordinator / Instructor: Jeri J Sias, PharmD, MPH, jisias@utep.edu Office Room 714 / 915-747-8599 Office hours: All semester: RM 714 Tue 2:30-3:20 pm Wed 2:30-3:20 pm or by appointment (TEAMS online)</p>
<p>Course Instructor: Susana V James, MFA, msjames@utep.edu Office hours: Wed 12:15-12:45 pm <i>Provided in Blackboard®</i></p>	<p>Course Instructor (OSCEs) Michelle Martinez, MPH pmmartinez2@miners.utep.edu</p>

<p>IPPE (Introductory Pharmacy Practice Experiences) Coordinator</p> <p>Cristina Ortega, PharmD Office Phone: (915) 747-8183 Office Rm 705 Email: cortega2@utep.edu</p>

Office Hours Statement:

All Spanish instructors will primarily have in person office hours as listed. However, students may be able to schedule an online(virtual) meeting. 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 extra appointments should be made at least 2 business days in advance.

*Questions related to the **course in general and Blackboard®** should be directed to the course coordinator, **Dr. Sias or Dr. Mendoza**, whereas content/topic-specific questions should be directed to the instructor*

If Virtual

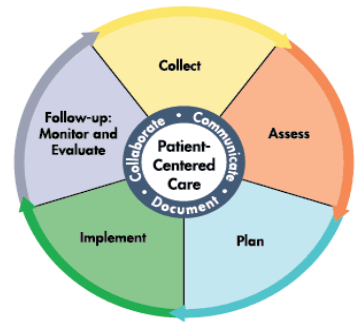
Virtual Office Hours will be synchronous through a UTEP-approved platform (e.g., Microsoft Teams, Blackboard, or Zoom) and will be used to discuss problematic exam questions and any course logistic problems. The course coordinator will try to respond as soon as possible (generally within 24-48 hours). When sending an email, send through the Blackboard® course email or place the course number and name (e.g., PHAR 6120 Span Rx IA and the issue/topic in the subject line of the email). For individual faculty, please email faculty for their online office hours.

Course Description:

Spanish Rx Professional IIA This course is designed to further develop professional Spanish communication skills for the pharmacist. Students will continue to refine their communication proficiency in pharmacy, clinical, and/or community settings with dominant Spanish-speaking patients. Students learn via language tasks including listening, reading, writing, and conversation. This semester focuses on conversing in Spanish about common diseases, basic assessment, and medication use. Topics include: pharmacy terminology, clinical pharmacy questions (subjective, objective, assessment, plan), and cultural perspectives.

The goal of this semester is to assist students to converse about common conditions/diseases and various medications to communicate in Spanish with patients whose dominant language is Spanish. This course is connected with IPPEs to reinforce language acquisition and technical language refinement. Topics will include:

- Pharmacy terminology and Introductions
- Basic assessment of patients (history of present illness, review of systems, patient assessment)
- Clinical questions (subjective, objective, assessment, plan)
- Cultural perspectives/niceties



Source: <https://doi.org/10.21019/9781582122564.ch6>

Pharmacists' Patient Care Process (PPCP):

Students will use the Pharmacist's Patient Care Process throughout class to **communicate** and learn how **collect** subjective/objective information from a patient and **implement** a basic education **plan** (including **follow-up**) to patients in Spanish. <https://jcpp.net/wp-content/uploads/2016/03/PatientCareProcess-with-supportingorganizations.pdf>



Source: <https://doi.org/10.21019/9781582122564.ch6>

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

Introductory Pharmacy Practice Experience (IPPE)

This course is connected to IPPE experiences, refer to the IPPE document posted in Blackboard for details.

Course Learning Objectives (mapped to national outcomes):

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

Course Objectives	CAPE Outcomes 2013	NAPLEX*	Types of Activities to meet Learning Objectives	Assessment Measures	Level of Assessment (I) Introduce (R) Reinforce (A) Apply
<p>Objective 1 In Spanish, collect subjective/ objective (basic patient assessment) information from a patient</p>	<p>2.1 Patient Centered-Care (Caregiver)</p> <p>.5 Cultural sensitivity (Includer)</p>	<p>Obtain, interpret or assess data, medical or patient information...</p> <p>1.2 - From patients: treatment adherence, or medication-taking behavior; chief complaint, medication history, medical history, family history, social history, lifestyle habits, socioeconomic background</p>	<ul style="list-style-type: none"> • <i>Vocabulary words & phrases</i> • <i>Grammar tips</i> • <i>Audio files</i> • <i>Small group dialogues Live & simulated experiences</i> 	<ul style="list-style-type: none"> • <i>Weekly Quizzes</i> • <i>Vocabulary Exam</i> • <i>Oral Presentations</i> • <i>Class Participation</i> • <i>Homework</i> • <i>IPPE worksheet</i> • <i>Fish Bowl OSCE</i> 	R
<p>Objective 2 Provide basic education about medication and disease state/condition while communicating a plan for follow-up in Spanish.</p>	<p>.6 Communication (Communicator)</p>	<p>1.4 - From medical records: treatment adherence, or medication-taking behavior; chief complaint, medication history, medical history, family history, social history, lifestyle habits, socioeconomic background</p>	<ul style="list-style-type: none"> • <i>Small group dialogues</i> • <i>Live & simulated experiences</i> 	<ul style="list-style-type: none"> • <i>Oral Presentations</i> • <i>Class Participation</i> • <i>IPPEs</i> • <i>Fish Bowl OSCE</i> 	R, A
<p>Objective 3 Actively listen and ask appropriate open and closed-ended questions to gather information.</p>	<p>4 Professional (Professionalism)</p>				R, A

*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:

IPPE/SIM	Activity	Location/Date/Time
SIM 2 hours	Simulated Pharmacist-Patient encounters in Spanish (OSCE Fish Bowl) Objectives: <ul style="list-style-type: none"> Apply patient interviewing skills in Spanish to collect subjective information Demonstrate comprehension by listening and documenting medical information in Spanish and English 	Refer to course calendar

At the end of the four-semester sequence, learners should be able to:

- Recognize common holidays, cultural events, local food, and health beliefs found in the border region (P1-P2)
- Communicate formally and professional courtesy with patients (greetings/closure) (P1-P2)
- Collect health-related data from patients (e.g., allergies, medications used, symptoms, reaction, SCHOLAR (P2)) (P1-P2)
- Conduct basic assessment of patients (e.g., blood pressure, listening to heart/lungs, diabetes) (P2)
- Give formal instructions to patient (command) for medication (P1-P2)
- Counsel/Educate patients on medication (e.g., Ask Me 3/Teach Back) verbally (P1-P2)
- Use language that is patient friendly and at an improved health literacy level (P1-P2)
- Understand (clarify) patient information about medication or health (P1-P2)
- Conduct a medication review for adherence and medication use (P2)

Additional / Detailed Course Meetings & Location

Weekly Language Lab: This language lab course will take place on campus (face-to-face) in the assigned lab room and also MAY have scheduled virtual synchronous sessions using the Blackboard® Collaborate feature on Blackboard®. This lab is blocked for 1 hour and 20 minutes each. Quizzes, homework and assignments may take 1-2 hours each week.

Classes will take place on **Wednesdays** (depending on course section) from 1PM for 80 min and 2:30 PM for 80 min unless otherwise noted on the syllabus for oral exams. Updates will be announced via Blackboard®. Occasional class sections (oral exams) may be conducted together to facilitate learning activities and blocked for the afternoon (between 12:30-5:30 pm). Students will be informed of their assigned course exam time.

Every effort will be made to post course material at least 4 business days prior to the next class. Oral and written exams that are synchronous will be held at the posted lecture time as outlined in the course calendar. Exams will be held on dates provided in the course calendar until otherwise stated.

In 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 your email (especially your UTEP miners account) regularly.

Online Platform (Blackboard and CoreElms):

This semester the course will be taught on **CAMPUS** and use Blackboard as the primary learning management system.

Accessing Course Content on Blackboard and Live (Synchronous) Online Classes: All lectures, handouts, and course material will be located in Blackboard. Classes, which will occur in a synchronous way using the Blackboard Collaborate feature, will be also accessed through Blackboard. Log into MyUTEP.edu and click on the Blackboard link to access the online course **[PHAR 6124]**. Log into My UTEP.edu and click on the Blackboard link to access the online course for *PHAR 6124*. 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” you 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>.

The learning outcomes and assessment processes for this course will be achieved via the following activities:

1. **Outside Preparation and Homework/Discussion Boards:** students are expected to complete homework, review/study vocabulary/phrases and apply grammar tips for pharmacy encounters
2. **In-class Cuénteme Practice/Dialogues:** allow for students to apply Spanish vocabulary and grammar concepts
3. **Oral Spanish presentations and Simulated Patient Interviews (Spanish):** provides practice in interview skills and practice integrating clinical information while integrating listening practice
4. **Written Exams (Respondus Lockdown Browser):** online exams (no notes) allow students to reinforce vocabulary, phrases and selected grammar
5. **Open-Book Quizzes:** help students review and/or practice Spanish pharmacy vocabulary, grammar, and phrases
6. **Fish Bowl OSCE Verbal/Listening/Documentation Exams:** Students participate in a “fish bowl” style exam with 1 student conducting a patient consultation with a patient actor while the remaining classmates complete a listening exam. All students in each section must conduct one patient consultation per OSCE. Students will complete between 4-15 mini-cases during an exam
7. **IPPE:** provides simulated and/or real-world pharmacy practice experiences

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 Textbooks: (Students are expected to have online materials readily available and open to lesson each week)

1. *Spanish for the Pharmacy Professional* (Sias, James, Cabello C. de Martínez) – online ****HARD COPY RECOMMENDED**** Bookmark **ONLINE** available in APhA® PHARMACY LIBRARY. **Bookmark** the audio version of the Spanish dialogues found online through the American Pharmacists Association. Students are expected to listen to dialogues/conversations to assist with pronunciation and overall listening skills in preparation for class at their own pace. These audio clips may be downloaded as MP3 files.
2. *Spanish Conversation Guide Using The Pharmacists' Patient Care Process* (Mueller, Sias, James)
Bookmark **ONLINE** available in APhA® PHARMACY LIBRARY
3. Online resource for Patient Assessment in Spanish (may be printed for class)
4. Spanish Dictionary (online)

Recommended:

The following text will be helpful for grammar to help students to conjugate verbs for homework and study:

- Students may also use online resources to find grammar assistance
 - <http://www.cdc.gov/spanish/>
 - <http://www.nlm.nih.gov/medlineplus/spanish/personalhealthrecords.html>
 - <http://www.studyspanish.com/>
 - <http://www.practicingspanish.com/basics.html>

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.**
- (if online) Students should be ready at any time to share their screen with classmates/faculty for course learning

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

- **Blackboard® Collaborate: Chrome Browser**
- **Microsoft® Teams (for Office Hours)**
- **Blackboard® Respondus Lockdown**
- **IPPE: CoreELMS® for Experiential Learning**
- *ExamSoft® Exam Monitor – not anticipated to be used*

- Audio (speaker & microphone) and video (camera) MUST be checked to be functional for classes and online exams

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).

Attendance is a class/lab requirement. Attendance will be taken in the form of participation during their assigned lab on campus. **Missing class for work or IPPEs is NOT a valid reason for your absence.**

Failure to attend class will result in an immediate 10-point deduction per class excused or unexcused. If excused, students may earn back points by submitting a make-up video covering the material missed within 5 business days (prior to following class session) up to five times (1 letter grade: 50 points). Students missing more than 5 classes (excused or unexcused) are subject to automatically failing the course.

Student absences must be cleared with course coordinator in advance. **If more than one unexcused absence occurs without course coordinator approval, a letter grade drop will be given to the student.**

If a student has an **excused absence**, they should immediately notify the course coordinator(s) and instructor(s) and complete form under "Current Students" on the UTEP SoP website (<https://www.utep.edu/pharmacy/current-students/online-forms.html>)

(*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 and Dr. Laura Mendoza** (course coordinators) via Blackboard® email at jsias@utep.edu.

Out of class preparation: Students are expected to review vocabulary, verbs, and dialogues prior to each class/quiz as outlined in weekly Blackboard postings.

In class participation: Active participation in group discussions and "Cuénteme" dialogues will assist students in language acquisition. Practicing speaking is essential to language improvement and acquisition.

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: 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>.

Expectations of Students During Course

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

Tutoring is available with the course instructors, coordinators, and TAs. If the course instructor/coordinator recommends tutoring, it should occur with an approved tutor.

Unique Dress Policy for Course

During weekly online discussions, students are expected to be able to have their audio and video enabled and working and should dress appropriately. The instructors recognize that technical issues occur. However, students should demonstrate active process to resolve technical problems prior to the upcoming class.

****Students are expected to dress business casual with white coat for oral presentations and oral exams (Fish Bowls) as these learning opportunities are part of simulated IPPE experiences.****

Evaluation and Grading Policy

Course point distribution will be as follows: (80% oral / 20% written/listen)

Type of Assessment	Total Points	% Course Grade
Weekly Competency Quiz (5-10 open-book quizzes)	50	10%
Homework / Discussion Board	50	10%
Vocabulary/Grammar Exam (2) – Blackboard® Respondus	100	20%
Oral Presentation (2)	100	20%
OSCE Exams “Fish bowls” (2) SIM IPPE	200	40%
Cuénteme (Dialogue practice & participation – (Make-up: Office Hours, Video 2-3 minutes for topic of week)		0%*
IPPE	--	(Pass/Fail)
Total	500	100%

*Reflects active participation and professionalism throughout class. Lack thereof may lead to a drop in letter grade. See attendance.

Assignment of grades (estimated based on language acquisition/demonstration of communication in Spanish)

A = Demonstrate basic two-way verbal and listening communication and understanding of written technical Spanish when averaged with other grades

B = Demonstrate basic one-way verbal communication and understanding of written technical Spanish (puts forth effort in course)

C = May demonstrate basic two-way verbal and listening or one-way verbal communication and understanding of written technical Spanish, but course effort is minimal

D = Does not demonstrate minimal written, oral, or listening technical Spanish skills when averaged with other grades

F = Does not demonstrate minimal written, oral, or listening technical Spanish skills when averaged with other grades

Letter grades are assigned according to the following class percentage:

A = 90% B=80% C=70% D=60% F≤60%

Grades may be curved based on total class performance.

To help with language acquisition, each instructor may curve based on total class performance or provide extra credit.

Extra credit would not exceed more than 2% of a course grade.

All quizzes (open note) will be administered via Blackboard®. Written exams will use Blackboard® Respondus Lockdown (NO notes) unless noted otherwise. Oral Exams will use Blackboard® Collaborate.

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 instructor (and coordinator) as soon as he/she encounters any difficulty in the course.

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.

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. Requests regarding regrading will not be entertained after this period (unless excused absence due to extenuating circumstances or faculty coordinator*

Course activities:

In-LAB Synchronous/Lab Active Participation in Cuénteme: In-class dialogues and practice. Students are expected to participate fully in the on campus and synchronous labs where attendance/participation will be documented. Students who miss the live lab (excused/unexcused) will still be responsible for material. **Excused absences** may be made up: 1) submit a video ~2-3 minutes (or other activity approved by instructor) where students use material in Spanish for the week; 2) other activity deemed appropriate by course instructor. This make-up work must be **completed prior to the following class** or students will receive a grade penalty (see grading).

Homework/Preparation: A variety of handouts and/or reviews which will be submitted in class by **Wednesdays, 1 pm** (beginning of class). Students are expected to demonstrate not only neatness, but also appropriate content knowledge.

Discussion Boards: During some weeks, students will complete Discussion Boards as part of their homework instead of the regular handouts/reviews. The students are expected to type their answers fully in Spanish. To complete the DB, the students will have to create an original entry by Friday, and reply to at least one of their classmates by the following **Wednesday at 1PM**.

Weekly Competency (Open-book) Quizzes: Weekly quizzes document understanding and attendance. Quizzes will be submitted **by 1PM on Wednesdays**. Quizzes will be completed asynchronously.

Oral Spanish Presentations: Short 1-3 minute presentations completed individually. Presentations will occur *live*, meaning that the students will be presenting during regular class time during the **ON CAMPUS** sessions held on **Wednesdays**. In case of an emergency, students need to contact course coordinator and instructor.

“Fish Bowls OSCE” Exams (proportionate grade for each **OSCE 80% oral / 20% written**):

The simulation structure of a “Fish Bowl Oral Skills Clinical Exam (OSCE)” will allow:

- for a student, “inside the fish bowl,” to conduct an “interview” in Spanish with a dominant Spanish-speaking patient actor
- for classmates, “outside of the fish bowl,” to observe the student and patient “in the fishbowl” and use their listening skills and comprehension to collect and document the patient’s reported subjective information in English

1. These OSCEs will occur **on CAMPUS**

2. These OSCEs will be recorded to assist in student language acquisition and grading.

3. Students arriving late (tardy) to an Fish Bowl OSCE **may not be admitted** to the exam room and are subject to receiving a failing grade with no option for remediation.

4. **IPPE hours must be documented in CORE ELMS**

Further details regarding OSCE exams and laptop set up will be provided to students at least one week prior to each OSCE. OSCE exams may require audio/video (Blackboard® Collaborate) recordings of student for documentation purposes.

Vocabulary Exams – (NOT open book. Are closed book- no resources can be used) completed online exams to reinforce vocabulary, phrases, and selected grammar will be completed asynchronously.

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 **Blackboard Respondus Lockdown® 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), 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 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.

Remediation Policy

See UTEP SOP common syllabi

Course Evaluation

See UTEP SOP common syllabi

General Statement about Course Policy

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 the student's responsibility to review the syllabus periodically for updates.

P2 Fall 2023 | Course Calendar and Topic Outline
Spanish for the Pharmacy Professional IIA | Course # PHAR 6124

Aug 28-Dec 15, 2023 | 4 Sections (~9-15/class) (Lab on Campus) – sections on WEDNESDAYS unless noted otherwise

The course coordinator may adapt the syllabus/course calendar to support student and course success. Updates will be posted via Blackboard

Wk	Date	Topics	Required Reading / Activities
1	Wed, Aug 30	Syllabus & Course Orientation Common Syllabus Acknowledgment Form Collecting patient information (SCHOLAR-MAC) Vocab: Vital Signs Grammar: Compound & Reflexive Verbs Discussion Board #1 1 st post by Friday, 11:59 pm / Response by 1 pm, Wed, Aug 31	Course Syllabus OSCE Template SPAN-Rx IB Pt Assessment (PA) online text: Module 1: Vital signs, p. 3-6 See Blackboard® for assignments Common Syllabus Acknowledgment Form: Due Next Week (Wednesday before class)
2	Wed, Sep 6	Vocab: Vital Signs & SCHOLAR-MAC (continued) Formulations: Syrups, Suspensions, Measurements Topics for Oral Presentation #1	PA Mod: Module 1: Vital signs, p. 3-6 SPP text, Ch 1, Lesson 1 Muscle Pain-p.15-16, p. 17 (Dialogue) SPP Text: Lesson 2 (Fever) p. 23-24, p. 25 (Dialogue) See Blackboard® for assignments
3	Wed, Sep 13	Weekly Competency Quiz #1 (Due 1 pm, start of class) Vocab: HEENT: Focus on Head Grammar: Head & Eye Movements (Indirect Object Pronouns, prepositions) Discussion Board #2: Post by Fri, 11:59 pm / Response by 1 pm Wed Sep 14	PA Mod: Module 2, Part A, Head, p 7-8 SPP- Chapter 8 See Blackboard® for assignments
4	Wed, Sep 20	Vocab HEENT: Eyes, Ear Formulation: Eye/ear drops/ointment Grammar: tener & estar/sentir(se) +symptom Mexican Independence Day	PA Mod: Module 2, Parts B-C Eye, Ears, p. 9-14 SPP, Ch 5, Eye drops- Lesson 1, P. 81-84 SPP, Ch 5, Eye ointment Lesson 2, P. 85-88 See Blackboard® for assignments
5	Wed Sep 27	Weekly Competency Quiz Quiz #2 (Due 1 pm, start of class) Vocab: HEENT: Nose/Throat Discussion Board #3 Post by Fri, 11:59 pm/ Response by 1 pm, Wed, Sep 28 Oral Presentation #1 (Students 1-13)	PA Mod: Module 2, Parts D&E: p. 15-20 SPP, Ch3 – Lesson 3: Alergias (Dialogues) See Blackboard® for assignments
6	Wed, Oct 4	Vocab: Lung Formulation: Nasal Spray & Inhaler	PA Mod: Module 3: Part B Lungs, p. 25-27 SPP, Ch 3, Lesson 1 &2: Cough & Cold (Tos, resfrio) SPP, Ch 9, Lesson 1 & 2: Nasal Spray/Inhaler See Blackboard® for assignments
7	Wed, Oct 11	1-2:20 pm Rm 212 (James, Martinez) and Rm 6xx (Mendoza) 1 pm Vocab/Grammar Exam #1-Online BB Respondus Lockdown (Wks 1-6) - No Notes 1:45-2:20 pm OSCE/Fish Bowl Review (REQUIRED)	See Blackboard® for assignments
8	Wed, Oct 18	Online Fish Bowl OSCE Midterm Assigned 45 minute block:12:30-5:30 pm	
9	Wed, Oct 25 (Mendoza Out)	Vocab: Cardiovascular Grammar: Present Perfect REGULAR (haber+past participle: -ado/-ido) • Discussion Board #4: Post by Fri, 11:59 p/Response by 1 p, Wed Oct 26	PA Mod: Module 3, Part A Heart, p. 21-24 See Blackboard® for assignments
10	Wed, Nov 1	Weekly Competency Quiz #3 (Due 1 pm, start of class) Vocab: Cardiovascular Grammar: Present Perfect IRREGULAR (haber + past participle) Discussion Board #5: Post by Fri, 11:59 p/ Response by 1 p, Wed Nov 2	See Blackboard® for assignments
11	Wed, Nov 8	Vocab: Upper GI Grammar: ESTAR + Gerund	PA Mod Module 4, Pt A Upper Digestive p. 29-30 Supplement: SPP Chapter 2 (Dialogues) See Blackboard® for assignments
12	Wed, Nov 15	Weekly Competency Quiz #4 (Due 1 pm, start of class) Upper GI/Lower GI Grammar: ESTAR + Gerund	PA Mod - Module 4, Pt B Lower Digestive , p. 31-33 SPP Chapter 4, SPP CH 7-Rectal - Lesson 2 See Blackboard® for assignments
13	Wed, Nov 22	Weekly Competency Quiz #5 (Due 1 pm, start of class) Oral Presentations #2 (Students 1-13) Lower GI (wrap up)	See Blackboard® for assignments

14	Wed, Nov 29	1 pm - Combined CLASSES Rm 212 - 1 pm Vocab/Grammar Exam #2–Online BB Respondus Lockdown (Wks 9-13) 1:45-2:20 pm (OSCE REVIEW optional)	See Blackboard® for assignments
15	Wed, Dec 6	Wed, Dec 6 (12:30-5:30 p) Fish Bowl OSCE Final Assigned 45 minute block: 12:30-5:30 p	See Blackboard® for assignments
16	Dec 11-15	NO exam during finals week	