



## School of Pharmacy

### Required Course Syllabus- Fall-P<sub>2</sub> Year PHAR 6134/ Track: Global Health Colloquium Spanish for the Pharmacy Professional IIIA

**Course Dates:** Aug 28-Dec 15, 2023 | **Time:** Thursdays, 10:30-11:50 am  
(IPPE: 0 hour / IPE: 0 hrs)

**Sections:** Dr. Laura Mendoza group – CRN #14579 Room 213  
Dr. Jeri Sias group – CRN #13794 - Room 202

#### Course Faculty

<b>Course Co-coordinator, Instructor:</b> Jeri J Sias, PharmD, MPH, <a href="mailto:jjσίας@utep.edu">jjσίας@utep.edu</a> Office Room 714 / 915-747-8599 <b>Office hours:</b> Tue (2:30-3:20 pm) Wed (2:30-3:20 pm) (or by appointment)	<b>Course Instructor &amp; Co-Coordinator:</b> Laura Mendoza, PhD, <a href="mailto:lemendoza2@utep.edu">lemendoza2@utep.edu</a> <b>Office hours:</b> Wed 12:15-12:45 pm <i>Provided in Blackboard®</i>
<b>Course Instructor:</b> Susana V James, MFA, <a href="mailto:msjames@utep.edu">msjames@utep.edu</a> <b>Office hours:</b> Wed 12:15-12:45 pm <i>Provided in Blackboard®</i>	<b>Course Instructor</b> Michelle Martinez, MD, MPH <a href="mailto:pmmartinez2@miners.utep.edu">pmmartinez2@miners.utep.edu</a> <b>Office hours:</b> TBD <i>Provided in Blackboard®</i>

#### 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

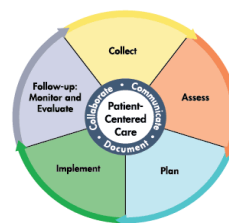
Virtual Office Hours will be synchronous through a UTEP-approved platform (e.g., Microsoft Teams, Blackboard, or Zoom) and will be used to discuss problematic exam questions and any course logistic problems. The course coordinator will try to respond as soon as possible (generally within 24-48 hours). 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:

This course is designed to provide professional Spanish communication skills for the pharmacist. Students will refine their Spanish language proficiency in pharmacy/ clinical settings with Spanish-speaking patients. Students will participate in language tasks through listening, reading, writing, and conversation. The goal of this semester is to assist students with conversing about common diseases and medications. Topics will align with ISBP IIIA and include: pharmacy terminology, clinical questions (subjective, objective, assessment, plan), and cultural perspectives.

The goal of this course is to make it possible for students to communicate in Spanish with patients whose dominant language is Spanish. Topics will include:

- Basic Comprehensive medication reviews, counseling, and education (oral/written)
- Collecting medical information from patient
- Using language that is patient friendly and at improved health literacy level



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 patient information in Spanish. <https://icpp.net/wp-content/uploads/2016/03/PatientCareProcess-with-supporting-organizations.pdf>

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

## Course Learning Objectives (mapped to national outcomes):

(Level of Assessment: I-Introduce, R – Reinforce, A – Apply)

**The courses focuses on basic skill/beginner level (~60% verbal competency and ~40% listening/written)**

*At the end of this course, students will build on technical Spanish developed in P1 and P2 years to communicate in basic Spanish with a dominant Spanish-speaking patient as outlined in the objectives below:*

Course Objectives	CAPE Outcomes 2013	NAPLEX*	Types of Activities to meet Learning Objectives	Assessment Measures	Level of Assessment (I) Introduce (R) Reinforce (A) Apply
<ul style="list-style-type: none"> <li>• Conduct a patient visit in Spanish for common disease states using the Pharmacist-Patient Care Process (PPCP) to collect patient medical-related information</li> <li>• Counsel in Spanish on more complex formulations and medication education plans</li> <li>• Document basic written medication information in Spanish</li> <li>• Use patient care and health literacy language adapted to the patient</li> </ul>	<p><b>2.1 Patient Centered-Care (Caregiver)</b></p> <p><b>3.5 Cultural sensitivity (Includer)</b></p> <p><b>3.6 Communication (Communicator)</b></p> <p><b>4.4 Professional (Professionalism)</b></p>	<p>Obtain, interpret, assess, and/or evaluate...</p> <p>1.1.1: information from patient interviews</p> <p>1.1.2: Patient medical records</p>	<ul style="list-style-type: none"> <li>• <i>Vocabulary words &amp; phrases</i></li> <li>• <i>Grammar tips</i></li> <li>• <i>Audio files</i></li> <li>• <i>Small group dialogues</i></li> <li>• <i>Live &amp; simulated experiences</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Vocabulary Quiz</i></li> <li>• <i>Competency Checks</i></li> <li>• <i>Class Participation</i></li> <li>• <i>Patient education material development</i></li> </ul>	R, A

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

### 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-P3)
- Communicate formally and professional courtesy with patients (greetings/closure) (P1-P3)
- Collect health-related data from patients (e.g., allergies, medications used, symptoms, reaction, SCHOLAR (P2)) (P1-P3)
- Conduct basic assessment of patients (e.g., blood pressure, listening to heart/lungs, diabetes) (P2-P3)
- Give formal instructions to patient (command) for medication (P1-P3)
- Counsel/Educate patients on medication (e.g., Ask Me 3/Teach Back) verbally (P1-P3)
- Use language that is patient friendly and at an improved health literacy level (P1-P3)
- Understand (clarify) patient information about medication or health (P1-P3)
- Communicate basic health, medication and lifestyle information in writing (P3)
- Conduct a medication review for adherence and medication use (P3)

## 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 week. Quizzes, homework and assignments may take 1-2 hours each week.

**Classes will take place on Thursdays between 10:30 am-11:50 am. HOWEVER, on days that students complete a competency exam, students will be expected to stay in class for an additional 15-30 minutes until 12:15 pm. Updates will be announced on Blackboard®.**

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 face-to-face 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 6134]. Log into My UTEP.edu and click on the Blackboard link to access the online course for PHAR 6134. 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.

### **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 in this course will be achieved via the following activities:***

1. Outside Preparation, Homework, and Discussion Boards
2. In-class Cuénteme Practice/Dialogue.
3. In-class Assignments and Written Patient Education
4. Written Exams (Respondus Lockdown Browser)
5. Open-Book Quizzes
6. Competency Assessments (Verbal, Written, Listening)
7. Simulated Patient Interviews (Spanish)

### **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 STRONGLY 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**
- *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 8-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: 40 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](mailto: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](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 or scrubs with WHITE COAT for oral competency tests**.

### Evaluation and Grading Policy:

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

Type of Assessment		% Course Grade
Weekly Assignment: Quizzes and Discussion Boards	80	20
Homework, and/or in-class activity, Written Patient Plan	80	20
Competency #1 - Case (oral)	100	25
Competency #2 - Formulation Counseling (oral)	100	25
Vocabulary Exam (Final)	40	10
<b>Weekly Lab Participation (live, tutoring, or submitted)</b>		<b>0*</b>
<b>Total</b>	<b>400</b>	<b>100</b>

\*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.

### 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 will be expected to make up the course time via: 1) submit a video ~2-3 minutes where students use material in Spanish for the week; 2) other activity deemed appropriate by course instructor.

1. **Outside Preparation, Homework, and 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. **In-class Assignments and Written Patient Education Plans:** Activities to understand medication use, health literacy in Spanish, and developing simplified patient education plans in Spanish to focus on medication use and side effects in Spanish. These assignments may be due at the end of the class period (as outlined in course calendar updated in Blackboard®)
4. **Written Exams (Respondus Lockdown Browser)**– (NOT open book. Are closed book- no resources can be used) allow students to reinforce vocabulary, phrases and selected grammar and will be completed asynchronously
5. **Open-Book Quizzes** - help students review and/or practice Spanish pharmacy vocabulary, grammar, and phrases
6. **Competency Assessments (Verbal, Written, Listening)**– Students must be prepared for the virtual competency examinations (dates are outlined in the calendar). Students should have audio and video checked prior to arrival to the online assessment. **Students arriving late** on the day of a competency may not be allowed to sit for the competency assessment, and **may receive a score of zero**. No allowances will be made for a competency being missed, other than documented illness or emergency. The student must contact the course coordinator for confirmation prior to a requested excused absence to gain permission to delay the competency; it is the student's responsibility to contact the course coordinator to arrange for an alternative competency time. In this event, the nature of the make-up will be at the discretion of the course coordinator. An **unexcused absence** from a competency assessment may result in a **grade of "zero" for that assessment**.
7. **Simulated Patient Interviews (Spanish)**- provides practice in interview skills and practice integrating clinical information while integrating listening practice

### 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 **competency assessment and 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).

**Competency Retake:** Students who do not achieve oral competency of at least 75% will have an opportunity to retake the oral competency.\* The best grade a student can achieve on a repeat of an oral competency is 75%. Students achieving  $\geq 75\%$  on an oral competency are not eligible to retake the oral competency. Oral Competency retakes may occur outside of regularly scheduled class time.

### 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](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 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.

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.

P3 Fall 2023 | Course Calendar and Topic Outline  
Spanish for the Pharmacy Professional IIIA | Course # PHAR 6134

Aug 28-Dec 15, 2023 | Sections: #14579 (Sias-Rm 202) and #13794 (Mendoza-Rm 213)

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

Wk Date	Topics & Cultural Notes	PRE-CLASS			Cuénteme Breakout Groups	Competency* See Blackboard
		Quiz, Discussion Bd / Assignment, Readings	Vocabulary	Grammar		
1 Thu, Aug 31	<ul style="list-style-type: none"> <li>Course Syllabus &amp; Expectations</li> <li>Review SCHOLAR, Ask-Me-3</li> <li>In depth Medication history and counseling</li> </ul>	Material: Online (Blackboard®)	Review: SCHOLAR-MAC (P2) Ask-Me-3 (P1)	present-pretect (ha + -ado/-ido past participle) Seguir / estar /Continuar (-ando, -iendo)	Med Reviews & Counseling: Medication History, Specifics	NONE
2 Thu, Sep 7	<b>Medication Use &amp; Review</b> (PPCP): Medication dosing, adherence, stop-start-continue <b>1<sup>st</sup> Comprehensive Case Introduced</b>	<b>#1 Content Quiz</b> Due: 10:30 am, Thu, Sep 7  <b>#1 Discussion Bd</b> Initial Post: Fri, 11:59 pm Response: 10:30a Thu, Sep 14	<b>Counseling:</b> Adherence, Storage, Dosing, Stop-Start-Continue (PPCP Spanish booklet)	Continued from Week 1 acabar de + infinitive	<b>Review:</b> Storage, Dosing, Stop-Start-Continue Breakout Groups (groups for 4-6)	--
3 Thu, Sep 14	<b>1<sup>st</sup> Comprehensive Case: Continued Based on Time: Physical Exam</b>  Mexican Independence	<b>#2 Discussion Bd</b> Initial Post: Fri, 11:59 p Response:10:30a, Th, Sep 21 1 <sup>st</sup> Comprehensive Case	<b>#1 Comprehensive Case-Pt Assess(PA) Text Modules 10, 11, 12 AND 4A-4B (Upper/Lower GI)</b>	--	<b>Practice:</b> #1 Comp Case (with sample answers)	--
4 Thu, Sep 21	<b>1<sup>st</sup> Comp Case: Continued Based on Time: Physical Exam</b>	<b>#2 Content Quiz</b> Due: 10:30 am, Thu, Sep 28	1 <sup>st</sup> Comp Case (Continued)	GRAMMAR Tips as needed	<b>Practice:</b> #1 Comp Case (with answer variety)	
5 Thu, Sep 28	<b>COMPETENCY TESTING</b>	<b>COMPETENCY TESTING</b>	--	--	--	#1 Case Competency 10:30-12:20
6 Thu, Oct 5	<b>1 Patient Education In class Case (based on Comp Case #1) In-Class Activity</b>	Project due following week		GRAMMAR Tips as needed	Create a <b>written</b> health plan	
7 Thu, Oct 12	NO CLASS – Patient Education Case Due	<b>Patient Education Case</b> Due Friday, 11:59 pm		--		
8 Thu, Oct 19	<b>Formulations Counseling Review (#1-3)</b>	<b>#3 Content Quiz</b> Formulations #1-3 Due: 10:30 am, Thu, Oct 26	Vocab Quizlets: Formulation #1-3	--	Formulations #1-3	
9 Thu, Oct 26 (Mendoza out)	<b>Spanish Health Literacy REALM In-Class Activity</b>	<b>#3 Discussion Bd</b> Health Literacy Initial Post: Fri, 11:59 pm Response: 10:30 am, Thu, Nov 2		--	<b>Breakout Groups on 3 topics</b>	
10 Thu, Nov 2	<b>Formulations Counseling Review (#4-7)</b>	<b>#4 Content Quiz</b> Formulations #4-7 Due: 10:30 am, Thu, Nov 9	Vocab Quizlets: Formulation #4-7	--	Formulations #4-7	
11 Thu, Nov 9	<b>Formulations Counseling Review (#8-11)</b>	<b>#5 Content Quiz</b> Formulations #8-11 Due: 10:30 am, Thu, Nov 16	Vocab Quizlets: Formulation #8-11	GRAMMAR Tips as needed	Formulations #8-11	
12 Thu, Nov 16	<b>Competency Testing Formulations</b>			--		Formulation Competency 10:30-12:20
13 Thu, Nov 23	Thanksgiving Week					
14 Thu, Nov 30	<b>Competency Testing Formulations</b>	<b>Vocab/Grammar EXAM (30 min) CLOSED book – NO Notes</b>		--		Formulation Competency 11:10-12:20
15 Thu, Dec 7	<b>Formulations: color, shape, descriptions, smell/taste</b>	<b>#6 Content Quiz</b> Formulations Descriptions Due: NOON, Thurs, Dec 7		--		
16 Dec 5-9	FINALS WEEKS – No Final					
<b>*The course calendar may be adapted to accommodate/optimize learning</b>						