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 23 – December 10, 2021
Tuesdays 1-2:20 pm (Rm 212) / Wednesdays 11-11:50 am (Rm 211) + Community-Engagement Hours / ONLINE (Blackboard Collaborate Ultra®)
Service-Learning / Study Away Aligned Course | IPPE: up to 14 hours/ IPE: 0 hrs

Course & Service-Learning Coordinator/Faculty	Other Faculty Instructor
Jeri J. Sias, PharmD, MPH	**Amanda M. Loya, PharmD, BCPS**
Office Phone: (915) 747-8599 /E-mail: jjsias@utep.edu	**Office Phone: (915) 747-8534 /E-mail: amloya1@utep.edu**
Office Hours (Rm 714):	**Office Hours:** *Provided in Blackboard®*
Tue (2:30-3:20 pm)	
Fri (11:30-12:15 pm)	**Teaching Assistant:**
or by appointment	Michelle Martinez: pmmartinez2@miners.utep.edu
	Community Partners & Guest Speakers

Office Hours

The coordinator will post office hours and accommodate all students as time permits. 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

If UTEP policy is updated during 2021-22, 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 6477 ISBP IIIB2 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.

To reinforce concepts, course assignment 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** that will be used throughout the pharmacy student career.

Source:
http://pharmacylibrary.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 <u>collect</u> 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 <u>plan.</u>

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 **fourteen (14)** hours as part of this course **(14 site/community) that documents IPPE from across courses**. The IPPE requirements of the course (e.g. site assignments) will be coordinated by **Dr. Sara Smith** 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 end of this course, students should be able: **(Level of Assessment**: I-Introduce,   R – Reinforce,   A – Apply)

Course Obectives	CAPE Outcomes	PCOA	NAPLEX 2021	Level of Assessment
1. **Apply principles of culture, literacy and community health to understanding the landscape of health, population health, and healthcare in the United States** **Objective 1.1:** Evaluate personal and community health care beliefs and values (Attitudes) **Objective 1.2:** Discuss community healthcare issues through background readings and speakers (Knowledge) **Objective 1.3:** Evaluate cultural and health issues in the changing demographics in Texas and US (Skills) **Objective 1.4**: Promote critical thinking and problem-solving through reflection and discussion (Skills) **Objective 1.5:** Develop skills to reach patients from different literacy levels	1.1 Learner (Learner) 3.5 Cultural sensitivity (Includer) 4.1 Self-awareness (Self-aware)	**3.1 Health Care Delivery Systems and Public Health** 3.1.3 <u>Social</u>, political and economic factors that influence the delivery of healthcare in the U.S. 3.1.4. Public Health and Wellness: chronic disease prevention, health promotion, infectious disease control, <u>demographics, physical, social, and environmental factors leading to disease,</u> comparing and contrasting public health with individual medical care **3.3 Economic and Humanistic Outcomes of Health Care Delivery** 3.3.3 Humanistic Outcomes and their application to improve the allocation of limited health care resources **3.7 Ethical Decision Making** 3.7.2 Ethical dilemmas in the delivery of patient-centered care including, conflicts of interest, end-of-life decision making, use of codes of ethics, oaths of a pharmacist <u>(cultural perspectives)</u> **3.9 Social and Behavioral Aspects of Pharmacy Practice** 3.9.1 <u>Health-,</u> illness-, and sick-role <u>behaviors of patients</u> 3.9.2 Principles of behavior modification 3.9.3 Patient adherence to therapies and recommendations	*https://nabp.pharmacy/programs/examinations/naplex/competency-statements-2021/* 1.2 – From patients: treatment adherence, or medication-taking behavior; chief complaint, medication history, medical history, family history, social history, lifestyle habits, socioeconomic background 1.6 – Risk factors or maintenance of health and wellness 1.7 – Evidence-based literature or studies using primary, secondary, and tertiary references 6.3 – Disease prevention or screening programs; or stewardship 6.4 – Vulnerable populations, special populations, or risk prevention programs	**I, A**
Be engaged in community as civic-minded health care professional students who can work in teams with community leaders **Objective 2.1:** Connect students to health-related community services and programs (Knowledge/Skills) **Objective 2.2:** Evaluate the role of citizens and communities in addressing health care issues (Skills) **Objective 2.3:** Complete a small project based in the community using appropriate health literacy (Skills)	3.3 Patient Advocacy(Advocate) 3.5 Cultural sensitivity (Includer) 3.6 Communication (Communicator) 4.3 Innovation & Entrepreneurship (Innovator)	**3.8 Professional Communication** 3.8.4 Measurement and use of health literacy in pharmacy communications 3.8.5 Development of cultural competency in pharmacy personnel such that services are respectful of and responsive to the health beliefs, practices, and cultural and linguistic needs of diverse patient populations	Area 6 – Develop or Manage Practice or Medication-Use Systems to Ensure Safety and Quality 6.4 – Vulnerable populations, special populations, or risk prevention programs	**I, A**

IPPE OBJECTIVES:
At the completion of the IPPE activity, students should be able to complete the objectives outlined:
- *Explore the effect of social determinants of health in a community's health*
- *Deliver a pharmacy-based health message that integrates health literacy principles*

IPPE	Activity	Location/Date/Time
Site Up to **14 hours**	**2 hours (SITE):** Community Tour/Community Pharmacy Interview/environmental scan (zip code pharmacy) (Sias) **Up to 2 hours (SITE):** Service-learning based volunteer hours with activity worksheet (6 hour actual time –RATIO: 3 volunteer hours: 1 IPPE hour) (Sias) **Up to 2 hours (SITE):** One 2-hour Health Literacy project in a community pharmacy, health fair, immunization clinic, or other approved site (Sias- Smith)) **2 hours (SITE):** Spanish SITE (assigned pharmacy – Dr. Smith) **3 hours (SITE):** Community Foundations (assigned pharmacy – Dr. Smith) **3 hours (SITE):** Poison Control (Dr. Smith)	COREELMS assigned sites Homework: Activity sheet. Due date: Complete as you go. However, LATEST to submit is Dead Day (or may result in course failure)

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 **(~1-2 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 **14 IPPE hours** that the student completes. The IPPE component of the class is pass/fail.

Every effort will be made to post course material at least 4 business days prior to the next class. *All synchronous labs will be recorded.* 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. The final exam will occur during finals week.

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 using 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 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.

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
   D.   Exams
   E.   Worksheets/Reflections to reinforce class material and guest speaker topics
   F.   IPPE and Community/Civic Engagement:

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, 11e.* McGraw-Hill; Accessed August 21, 2020. https://0-accesspharmacy-mhmedical-com.lib.utep.edu/content.aspx?bookid=2577&sectionid=248126979

Recommended Textbooks:
   •   Spector RE. Cultural Diversity in Health and Illness, 8th Ed. Pearson.
   •   Galanti G-A. Caring for Patients from Different Cultures, 5th 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. For students who have technical issues or are not able to attend the live lab (excused absence), there are options for students to participate via: a) development of a short video (2-3 minutes) covering the material for the missed class, b) a written assignment to document review and understanding of material, or c) other mechanism mutually agreed upon by the course coordinator and student. *Missing class for work is 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 synchronous (live) participation in the course during the course hours. Some classes will occur asynchronously and efforts will be made to post to Blackboard at least five (5) days in advance. Student attendance will be monitored by Blackboard® Collaborate.

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 **14 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.

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.

However, 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 (-2.5% per missed event up to 10% total grade deduction) and lack professional conduct (e.g., tardiness/respect for others up to 10% additional deduction), **they may receive deductions up to a total of 20% of their final grade**.

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: 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. 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 2020, 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 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.

COVID-19 Precautions

**If the course meets on campus during the semester, then all CURRENT public health precautions/measures should be taken. For up-to-date UTEP policies, please see: https://www.utep.edu/resuming-campus-operations/?home

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)	**100 points total for 4 projects** 1) Community Landscape (individual) (40 pts) 2) Health Literacy Part A (individual)-Newest Vital Sign (10 pts) 3) Health Literacy Part B (group)-Health Literacy Project (30 pts) 4) Community Competency - Study Away and present (20 pts)	25%
Discussion Boards or Assignments	**Total: 40 points** (2 Discussion Boards, 1 S-L selection)	10%
Course Engagement	**Total: 20 points** Worksheets for guest speakers/other course activities	5%
IPPE/S-L Writing Assignment	**Total: 80 points** 1) Introduction (20 points) 2) Mid-Term (30 points) 3) Final (30 point)	20%
Community, Service-Learning and IPPE	**Pass-Fail (See Blackboard and CoreELMS for specific worksheets to complete)**	0%
Total	**400 points**	**100%**
Class Participation & Professionalism	0 points (up to 10% of grade may be deducted for poor course participation, patterns of tardiness, unprofessional behavior in community)	0%

Grade Assignment*: Grades will be distributed using the following scale.
   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.

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.

Breakdown of Time Invested in Community*

ACTIVITY	Time Invested in Community	Hours counted toward IPPE	Faculty Contact
Community Competency and Social Determinants of Health Community Landscape tour, and site visit/interview (Zip code pharmacy)	Minimum: 2 hours (Graded worksheet)	2 hours (pass/fail for completion) **(documented in Core ELMS®)**	Dr. Sias
Service-Learning/Civic Engagement (Identify within 1st two weeks) RATIO: 3 volunteer hrs:1 IPPE hr	6 hours (Related Writing Assignments graded)	2 hours (pass/fail) **(documented in Core ELMS®)** **RATIO:** 3 volunteer hrs:1 IPPE hr	Dr. Sias
Health Literacy Project @ Assigned SITE	Up to 2 hours	Up to 2 hours (pass/fail) **(documented in Core ELMS®)**	Dr. Sias/Smith
Spanish IPPE @ assigned pharmacy	**2 hours (SITE)**	2 hours (pass/fail) **(documented in Core ELMS®)**	Dr. Smith
Community Foundations @ assigned pharmacy	**3 hours (SITE)**	3 hours (pass/fail) **(documented in Core ELMS®)**	Dr. Smith
Poison Control	3 hours (SITE)	3 hours (pass/fail) **(documented in Core ELMS®)**	Dr. Smith

* Concerns regarding completion of hours at Service-learning/IPPE site should be addressed immediately with Dr. Sias

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),** 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.

IPPE:

CORE ELMS Online Assessment Requirements:

This course requires the use of CORE ELMS and Blackboard. Students are responsible for ensuring they have access to CORE ELMS before the beginning of the IPPE/APPE. If you cannot access your online CORE ELMS account, please contact Alma Dominguez (**arsaldana2@utep.edu**) to resolve this issue. Assessments (e.g., assignments, quizzes, and exams) may be disseminated before the due date. This requires students to download the assessment using an internet connection. It is the student's responsibility to maintain access to a reliable internet connection (with the rare exception of when UTEP's systems are down).

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 results 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

Remediation occurs if a student fails the course. Students must participate fully in the course to be eligible for remediation. Please refer to the **Student Handbook** for end-of-course remediation policies and timelines (***see Student Handbook: Table of Contents for End of Course Remediation***).

Course Evaluation

During this course, students will be provided with an opportunity to evaluate this course and instructors. The Associate Dean for Assessment, Accreditation, and Strategic Planning will send an email reminder toward the end of this course for you to complete the course evaluation. UTEP uses an online course evaluation system. Course Evaluations can be taken at **my.utep.edu** by clicking on the CLASSES TAB on the left. The Course Evaluation module will appear and your classes will be listed. Click on the Course Name, or CRN, to complete the evaluation for the course. Your participation is an integral part of this course and the accreditation process, and your feedback is vital to improving education at the School of Pharmacy.

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.

UTEP and SOP Policy for Academic Integrity

Any student who commits an act of academic dishonesty is subject to discipline (which could include failure of course or dismissal from School of Pharmacy). Please refer to the Student Handbook for SOP guidance on academic integrity (***see Student Handbook - Table of Contents for Curriculum and Classroom Policies: Academic Integrity***).

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

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

Professionalism and Professional Conduct

While enrolled at the University, a student neither loses the rights nor escapes the responsibilities of citizenship. Thus, UTEP and the SOP value professionalism and expect all students to not only acquire but also maintain the

highest standards of professional attitudes and behaviors in their interactions with their fellow classmates, staff, faculty, colleagues and their patients, as described in **the UTEP School of Pharmacy Student Handbook** and as per UTEP's student conduct policies (see **https://www.utep.edu/student-affairs/osccr/student-conduct/index.html** for further information). Any student who engages in conduct that is prohibited by the Board of Regents' Rules and Regulations, University or SOP rules or by federal, state, or local law is subject to discipline whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct. Please refer to the Student Handbook for specific expectations regarding professional conduct in the SOP (*see Student Handbook: Table of Contents for Academic Progression: Good Standing: Professional*).

Cell Phones

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

All cell phones must be turned off before the beginning of the class. If a student forgets to turn it off, he/she will have to leave the classroom and may only return with the instructor's permission.

Technical Assistance

Checking computer requirements and ensuring that all software up to date is essential for students to access course content. **Supported browsers include** –

      1) **For a PC**: Mozilla FireFox and Google Chrome (NOT Internet Explorer)
      2) **For a Mac**: Safari, Firefox, and Chrome
      Check for updates on supported browsers:
      https://help.blackboard.com/Collaborate/Ultra/Participant/Get_Started/Browser_Support#supported-browsers_OTP-0

To enhance browser performance, students should clear the browser cache and allow pop-ups. In addition to testing the web browser, check to ensure that the computer has an updated version of **Java** (go to http://java.com, click on "Do I have Java", click on "Verify Java Version," update Java if needed). Additional browser plug-ins may also be needed to view some content that your instructor may share on the learning management system. Common plug-ins include: **Adobe Reader, Flash Player, Windows Media Player, QuickTime**. When creating documents, slide presentations, spreadsheets, etc., be sure to use Microsoft Office or a compatible program (see 10 Free MS Word Alternatives). The UTEP Technology Support Services (3rd floor, UTEP Library) can also provide students with any applications, compatibility packs, patches, and updates that may be needed.

Students working off campus may need to set up a **Virtual Private Network (VPN)** on their computer to access UTEP resources for this class (i.e., Library). The link below provides information in setting up a VPN connection depending on the operating system. Students may contact the UTEP Help Desk (915-747-HELP) for assistance (or https://www.utep.edu/technologysupport/ServiceCatalog/NET_VPNGlobalProtect.html).

    ExamSoft Technical Support: 866.429.8889 or 954.429.8889

If technical problems are experienced with the course, students should contact the **UTEP Help Desk** during: Monday– Friday: 8AM – 5PM. If calling within UTEP: 915.747.4357. If calling from outside UTEP: 915.747.5257. For more information, please visit http://helpdesk.utep.edu. For help with **Blackboard:** https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

Students can also visit an on-campus lab such as the ATLAS lab located within the Undergraduate Learning Center (UGLC building) for additional technical assistance. In addition to the various campus computer labs (ATLAS in UGLC

or LACIT in Liberal Arts for example), Technology Support Services provides workstations for student use. To learn more, please visit: https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

UTEP and SOP Policy for Special Accommodations (ADA)

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

Additional Information

Campus Concealed Carry:

Effective August 1, 2016. https://www.utep.edu/campuscarry/

Civility Statement:

You are expected to follow basic standards of courtesy (https://www.utep.edu/student-affairs/dean-of-students-office/community-of-care/) and may be dismissed from class for blatant or sustained disruptive behavior.

Student Support:

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

- UTEP's Counseling Center (free counseling to all students): **915-747-5302,** which after-hours goes to a crisis line
- Emergence Health Crisis Line: **915-779-1800**
- National Suicide Prevention Hotline: 1-800-273-8255 / suicidepreventionlifeline.org
- **Veterans Crisis Line: 1-800-273-8255 /** www.veteranscrisisline.net
- NAMI (National Alliance on Mental Illness) of El Paso: **915-77-85726** / https://namiep.org

Title IX:

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

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at https://www.utep.edu/titleix/]

PHAR 6324: Culture, Literacy, and Community Health (Service-Learning/IPPE Link)
On CAMPUS Course Calendar and Topic Outline*
Course Dates: August 23- Dec 10, 2021

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 24	**Introduction, Syllabus (Live Session)** **CULTURE & COMMUNITY HEALTH** • **Intro Community Competency Framework:** Geography, History, Culture, Context • Service-Learning (S-L) Sites • 1st Reflection & Assign #1: Community Landscape	Sias/Loya	Outline hours for semester	**Robinson: Community Competency article**	**Acknowledgment**
	Wed Aug 25	**CULTURE & COMMUNITY HEALTH** Assignment overviews WRITING TIPS (citations, structuring, writing tip)	Sias	Community Field Experience		
2	Tue Aug 31	**CULTURE & COMMUNITY HEALTH** Exploring Personal Values and Health Beliefs	Sias	Community Field Experience and/or Service-Learning/ Civic Engagement	**Pharmaco-therapy E-Chapter: Cultural Competency**	**Due Tue, Aug 31 11:59 pm** Writing Assign #1
	Wed Sep 1	Definitions of Health, Acculturation, Cultural Competency Models	Sias			
3	Tue, Sep 7	**CULTURE & COMMUNITY HEALTH** **Implicit Bias & Structural Barriers** Health Disparities, Public Health Data, Equity **WEDNESDAY: Live for Q&A, case discussions**	Sias	Community Field Experience and/or Service-Learning/ Civic Engagement		**Due Tue, Sep 7 11:59 pm** Submit plan for volunteering
	Wed Sep 9 (LIVE)					
4	Tue, Sep 14 (Record)	**CULTURE & COMMUNITY HEALTH** Population Health, Epidemiology Terms, & Health Disparities (Continued) **WEDNESDAY: Live for Q&A, case discussions**	Sias	Service-Learning/ Civic Engagement		**Due Tue, Sep 14 11:59 pm** Assignment: Census & Community Wksht
	Wed Sep 15 (LIVE)		Sias			
5	Tue, Sep 21 (Record)	**CULTURE & COMMUNITY HEALTH** Organizational/Self Assessments, CLAS Standards, Business Model	Sias	Service-Learning/ Civic Engagement	**Pharmacotherapy eChapter: Health Literacy**	**Exam #1 11 am Wed, Sep 22**
	Wed Sep 22	**EXAM #1 11-12 pm (ON CAMPUS** Exam) (Material through Wed, Sep 15)	**Sias**			
6	Tue Sep 28	**HEALTH LITERACY (synchronous)** • Health and Medication Literacy • The Patient Side of Patient Safety • Health Literacy Assessment • Health Literacy IPPE Project • In class activities/critiques	Sias	Service-Learning/ Civic Engagement		**Due Tue, Sep 28 11:59 pm** Writing Assign #2 (mid-term S-L site)
	Wed Sep 29		Loya			
7	Tue Oct 5			Service-Learning/ Civic Engagement		**Due Tue, Oct 5, 11:59 pm** Proj/Wkrsht: Newest Vital Sign
	Wed Oct 6					
8	Tue Oct 12			Service-Learning/ Civic Engagement		**Due Tue, Oct 12 Proj/Wrksht** Health Lit Proj – present @ 1 pm **11:59 pm** final upload & peer eval
	Wed, Oct 13	**COMMUNITY COMPETENCY:** Debrief and Application **CULTURE & LINGUISTIC COMPETENCY:** • Intro to Special populations & Religions			**Pharmaco-therapy E-Chapter: Cultural Competency**	
9	Tue, Oct 19	• Culturally & Linguistically Appropriate Services (CLAS) Standards • Patient Explanatory Model, LEARN	**Sias**	Service-Learning/ Civic Engagement		**(in-class assignment for TUES, Oct 19)**
	Wed Oct 20		**Sias**			
10	Tue Oct 26	**DIVERSE CULTURES & RELIGIONS:** **C**ycles of Socialization & Systemic Racism **Guest Speaker:** TBD **(LIVE) IN-CLASS Worksheet due at end of class**	**Sias**	Service-Learning/ Civic Engagement	**To be Assigned**	**EXAM #2 11 am, Wed, Oct 27**
	Wed Oct 27	**EXAM #2** (Material Tues, Sept 22 - Wed, Oct 20)	Loya		**To be Assigned**	
11	Tue Nov 2 (Election Day)	**DIVERSE CULTURES & RELIGIONS: RECORDER** Study Away VIDEOS: View with in-class worksheet due by 11:59 pm	Sias	**Community Hours: 6 hrs due Nov 2** Month of November: Health Literacy Proj (IPPE)	**To be Assigned**	**Discuss Bd Initial Post: DUE Tue, Nov 2, 11:59 pm Final Response: DUE Friday, Nov 5, 11:59 pm**
	Wed Nov 3	**DIVERSE CULTURES & RELIGIONS:** Exploring Cultures: **Border Health** Guest: **TBD** **(LIVE) IN-CLASS Worksheet due at end of class**	Sias		**To be Assigned**	

12	Tue Nov 9	**DIVERSE CULTURES & RELIGIONS:** Exploring Cultures: **LGBTQIA+** Project Vida Health Ctr Guests: **TBD** **Unique Populations Health Pearls:** Jeri Sias **(LIVE) IN-CLASS Worksheet due at end of class**	Sias/Loya	**Month of November:** Health Literacy Proj (IPPE)	To be Assigned	**DUE Tue, Nov 9 11:59 pm Writing Assign #3 (Final)**
	Wed Nov 10	**DIVERSE CULTURES & RELIGIONS:** Exploring Cultures: **Persons with Disabilities (UTEP Center for Accommodation/Support Services)** Guests: **TBD** **(LIVE) IN-CLASS Worksheet due at end of class**	Sias		To be Assigned	**(optional re-grade:** Health Lit Proj)
13	Tue Nov 16	**DIVERSE CULTURES & RELIGIONS:** Exploring Cultures: **Judaism** Guests: **TBD** **Unique Populations Health Pearls:** Jeri Sias **(LIVE) IN-CLASS Worksheet due at end of class**	Sias	**Month of November:** Health Literacy Proj (IPPE)	To be Assigned	**Discuss Bd** **Initial Post: DUE Tue, Nov 16, 11:59 pm**
	Wed Nov 17	**DIVERSE CULTURES & RELIGIONS:** Exploring Cultures: – Islamic Faith Guests: **TBD** **Unique Populations Health Pearls:** Jeri Sias **(LIVE) IN-CLASS Worksheet due at end of class**	Sias/Loya		To be Assigned	**Final Response: Due Fri, Nov 19, 11:59 pm**
14	Tue Nov 23	**DIVERSE CULTURES & RELIGIONS:** Exploring Cultures:TBD / Guests: **TBD** **Unique Populations Health Pearls:** Jeri Sias **(LIVE) IN-CLASS Worksheet due at end of class**	Sias/Loya	**Month of November:** Health Literacy Proj (IPPE)	To be Assigned	**Due TUES, Nov 23 11:59 pm Study Away Assignment**
	Wed Nov 24	**DIVERSE CULTURES & RELIGIONS:** Exploring Cultures: TBD **Unique Populations Health Pearls:** Jeri Sias **(LIVE) IN-CLASS Worksheet due at end of class**	Loya		To be Assigned	
15	Tue Nov 30	**COURSE Wrap-up** **DIVERSE CULTURES & RELIGIONS:** Eco-Mapping Exercise **(LIVE) IN-CLASS Worksheet due at end of class** **Study AWAY PRESENTATIONS – Part 1**	Sias/Loya			**Tuesday & Wednesday Study AWAY PRESENTATIONS** Friday, Dec 3: **DEAD DAY** ALL IPPE hours & worksheets due
	Wed Dec 1	**COURSE Wrap-up and Final Worksheets/Reflections** **Study AWAY PRESENTATIONS – Part 2**	Sias/Loya	**Health Literacy IPPE: 2 hrs due**		
16	Dec 6-10	**NO FINAL**				

*Guest Lectures may include representatives and community leaders from various cultures and religion