



School of Pharmacy - Required Course Syllabus Fall – P1 Year

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

Track: Global Health Colloquium (GHC)

Course Dates: August 27 – December 7, 2018

M/W 1-2:20 pm + Service-Learning Site Hours/ Room: Campbell Building, Rm 212

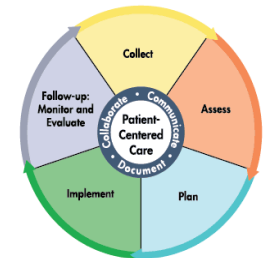
(Service-Learning / Study Away Aligned / IPPE: 2 hrs / IPE: 0 hrs)

Course & Service-Learning Coordinator/Faculty	Co-Coordinator/Faculty	Community Partners
Jeri J. Sias, PharmD, MPH Office Phone: (915) 747-8599 E-mail: jsias@utep.edu Office Hours: Mon: 2:30-3:30 pm (except 4th Monday of month) Wed: 4-5 pm or by appointment	Amanda M. Loya, PharmD, BCPS Office Phone: (915) 747-8534 E-mail: amloya1@utep.edu Office Hours: Mon: 2:30-3:30 pm (except 4th Monday of month) Wed: 4-5 pm or by appointment	See Community Service Sites (found in Blackboard®)

Office Hours: *The coordinator will post office hours and will accommodate all students as time permits. Students may request an appointment with the coordinator person or via e-mail. Students may request an appointment in person or via e-mail. All appointments (not during office hours) should be made at least 24 hours (1 business day) in advance.*

Service-Learning Scheduling: Jacquelyn P. Navarrete, PharmD, BCACP, Director of Experiential Education: jpnavarrete@utep.edu

Course Description: This course will introduce the concept of cultural and community competency by allowing for exploration of the potential impact of cultural values, beliefs, and practices on patient care outcomes. 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 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.



Source:
<http://pharmacylibrary.com/doi/book/10.21019/9781582122564>
Accessed: 09/19/18

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 (history, geography, culture, context).

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

Course Learning Objectives

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

Course Objectives	CAPE Outcomes (All Introductory Level)	PCOA
<p>1. Apply principles of culture, literacy and community health to understanding the landscape of health and healthcare in the United States</p> <p>Objective 1.1: Evaluate personal and community health care beliefs and values (Attitudes)</p> <p>Objective 1.2: Discuss community healthcare issues through background readings and speakers (Knowledge)</p> <p>Objective 1.3: Evaluate cultural and health issues in the changing demographics in Texas and US (Skills)</p> <p>Objective 1.4: Promote critical thinking and problem-solving through reflection and discussion (Skills)</p> <p>Objective 1.5: Develop skills to reach patients from different literacy levels</p>	<p>1.1 Learner (Learner)</p> <p>3.5 Cultural sensitivity (Includer)</p> <p>4.1 Self-awareness (Self-aware)</p>	<p>3.1 Health Care Delivery Systems and Public Health</p> <ul style="list-style-type: none"> 3.1.3 Social, political and economic factors that influence the delivery of healthcare in the U.S. <p>3.3 Economic and Humanistic Outcomes of Health Care Delivery</p> <ul style="list-style-type: none"> 3.3.3 Humanistic Outcomes and their application to improve the allocation of limited health care resources <p>3.7 Ethical Decision Making</p> <ul style="list-style-type: none"> 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 <p>3.9 Social and Behavioral Aspects of Pharmacy Practice</p> <ul style="list-style-type: none"> 3.9.1 Health-, illness-, and sick-role behaviors of patients 3.9.2 Principles of behavior modification 3.9.3 Patient adherence to therapies and recommendations
<p>2. Be engaged in community as civic-minded health care professional students who can work in teams with community leaders</p> <p>Objective 2.1: Connect students to health-related community services and program (Knowledge/Skills)</p> <p>Objective 2.2: Evaluate the role of citizens and communities in addressing health care issues (Skills)</p> <p>Objective 2.3: Complete a small project with the community partner</p>	<p>3.3 Patient Advocacy (Advocate)</p> <p>3.5 Cultural sensitivity (Includer)</p> <p>3.6 Communication (Communicator)</p> <p>4.3 Innovation & Entrepreneurship (Innovator)</p>	<p>3.8 Professional Communication</p> <ul style="list-style-type: none"> 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

Related CAPE Educational Outcomes

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

	CAPE Outcomes	Level of Assessment*
1.1	Learner: Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.	1
3.3	Patient Advocacy: Assure that patients' best interests are represented.	1
3.5	Cultural sensitivity: Recognize social determinants of health to diminish disparities and inequities in access to quality care.	1
3.6	Communication: Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.	1
4.1	Self-awareness: Examine /reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, & emotions that could enhance/limit personal & professional growth.	1
4.3	Innovation and Entrepreneurship: Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.	1

*Level of Assessment: 1-Introduce, 2-Reinforce, 3-Apply

Detailed Course Meetings & Location

The course will meet in **Campbell Rm 212 building for approximately 2 hours and 40 minutes of contact hours per week**. Students will also participate in weekly assigned Service-Learning and Community-Engagement opportunities (~20 hours per week) at various community, non-profit, and city-based agencies. There will be outings and field trips planned to supplement learning.

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 **2 IPPE hours** that the student completes. The IPPE component of the class is pass/fail.

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®:

Accessing course content on Blackboard®: All lectures, handouts, and course material will be located in Blackboard®. Log into myutep.edu and click on the Blackboard® link to access the online course for PHAR 6324. The course is individualized and students may access lectures, readings, handouts, and other course materials 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.

Online Assessment Requirements:

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

Expectations of Students during Course, Service-Learning, and Community Engagement Activities:

Student Expectations: Students should recognize that working with underserved and/or diverse communities in health professional shortage areas often requires persistence and the ability to adapt. Students should have an open mind when visiting sites and be willing to “pitch in” and help where appropriate. It is the student’s responsibility to be pro-active in contacting sites and maintaining a routine schedule at the site (just as a

pharmacist is responsible for completing work assignments/duties). Any questions or concerns should immediately be addressed with the faculty mentor and course coordinator.

Students should also recognize that this course is not designed to replicate a pharmacy clerkship or internship (IPPE/APPE); a pharmacist will likely not be involved. Therefore, students should **not** provide drug information or counseling during the course of their service-learning experience. However, the student is always representing the pharmacy profession and should act in accordance with professional conduct and the Oath of a Pharmacist.

Learning occurs through an iterative process of action and reflection. Some learning and application to pharmacy may not be obvious, but through the process of reflection, will become apparent over time.

Methods of Instruction/Learning

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:

1. **Outside Preparation: Readings and Computer assignments**
2. **In-class Discussion**
3. **Community Engagement: Service-Learning Orientation and Hours with Community Activities (minimum 20 hours)**
4. **Written On-line Reflections**
5. **Assignments/Projects**
6. **Team Assignment/Activity**
7. **Field Trips**
8. **Exams/Quizzes**

Required Course Technology/Tools/Needs

Course Requirements:

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®) DePiro JT, Talbert RL, Yee GC, Matzke GR, Wells BG, Posey, LM. Pharmacotherapy: A Pathophysiologic Approach, 10th Edition. McGraw Hill, 2017. ISBN 978-1-259-58748-1

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 reflections, 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)
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Attendance and Classroom Behavior

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

If a student has an excused absence, they should immediately notify the course coordinator(s) and instructor(s). 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.

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 class sessions and Blackboard® activities/assignments. On-time class attendance may be taken at each class period (see grade assignment Attendance / Class Participation / Professionalism). Regular participation/attendance must occur with service-learning site (~1-1.5 hours per week) combined with community engagement activities for a minimum combined total of 20 documented hours prior to finals week.

Arrangements to make up any absences and assignments must be reviewed with the service-learning coordinator and service-learning mentor. Any absences (even excused) may result in partial reduction in grade.

Contacting the course coordinator by e-mail is the best form of documentation of an excused absence in advance of the start of each class. However, in an emergency, students should call the coordinator by phone and leave a message as well as documenting in a follow-up e-mail. If a student cannot make it to their site due to illness or emergency, the student must contact the faculty coordinator and the site mentor to have the absence excused. However, hours still must be completed. The form of communication should be determined by the faculty and site mentors.

Unique Dress Policy for Course:

Service-learning site/Community Engagement activity: Students should participate at site in business casual attire. For example a UTEP or School of Pharmacy polo, khakis, and comfortable shoes (no tennis shoes) appropriate for office would be fine. Please wear name tags or a form of identification on your shirt. For La Fe Prep School, any tattoos must be covered. Depending on the site activities, students may also be able to wear nice UTEP t-shirt with jeans and tennis shoes (e.g., sports after school program). Please wear name tags or a form of identification on your shirt at the service-learning site.

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)

IPPE: Pharmacy student/intern **white coat**, name badge, and professional attire must be *worn at all times* during IPPEs (unless other information is provided to the student).

Evaluation and Grading Policy

Assignment of grades:

The grade assignments will be determined as follows...

Type of Assessment	Total Points	% Course Grade
Service–Learning & Community Engagement Hours	75 points (all or no credit for completion/documentation of 20 hours)	25%
Written Reflections (4)	60 points	20%
Assignments / Artifacts/Projects	120 points	40%
Homework/Worksheets/Quizzes	15 points	5%
Exam	30 points	10%
IPPE	0 points (pass / fail)	0% (pass / fail)
Total	300 points	100%
Attendance, Class Participation, and Professionalism	0 points (5 points (2.5%) deducted for each unexcused absence in class, at service-site, and/or community outings up to 10% of final grade) Patterns of tardiness and other unprofessional behavior may result in up to an additional 10% deduction of the total grade (up to 20% total)	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.

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

A. Community Engagement: Service-Learning and Community Activity Hours (25% of grade- 75 points):

- 1. Hours:** Students complete a **minimum of 20 hours** via service-learning and community engagement during the semester (average of 2-3 hours per week during the semester). These hours include on-site orientation (at the site) and actual service-learning hours. Hours needed to prepare for projects at the site (unless approved by faculty mentor and course coordinator) are not counted in the 20 hours.

A minimum of 12-15 hours should occur at the service-learning site (depending on guidance provided to students in initial service-learning site selection. Remaining hours (5-8 hours) may be completed via attending/visiting community engagement events such as (but not limited to) museums, cultural events, border speakers, and civic town hall meetings/forums as outlined in community engagement activity list. The combination of these service-learning and engagement hours are geared toward helping students understand, build, and experience community competency.

Due to the nature of the service-learning experience, it is essential that the faculty mentor and/or service-learning coordinator have contact/confirmation with the community agency prior to the student completing service hours. Therefore, any hours completed prior to approval by the faculty mentor and service-learning coordinator may not be counted toward the required service-learning hours.

- 2. Documentation:** The following should be completed with the community service sites:
 - a) UTEP Indemnification/Release form
 - b) Volunteer forms, background checks, and immunization records (as applicable)
 - c) Hours of service and community engagement (CoreELMS®)
 - d) Other forms as needed for service-learning and community engagement

B. Reflections/Blackboard® Assignments (20% of grade – 60 points divided evenly by number of reflections):

Approximately 4-6 reflections/Blackboard® discussions will be required. Individual reflection assignments will be posted in Blackboard® or provided in class. Students must use correct spelling, capitalization, and grammar – errors can lead to a two (2) letter grade drop for the reflection. Students will be graded on quality of content (e.g., depth of reflection, specific examples) as well as style (e.g., word choice, word count, sentence variety) appropriate for the reflection prompt. Further, reflections that are submitted late will receive a letter grade drop for each day the submission is late. **The specific reflections and rubric will be provided to students via Blackboard® and in class.**

C. Assignments/Projects/Artifacts (40% of total grade – 120 points divided among assignments/projects): Assignments and projects in the class are designed to achieve the learning objectives and may include (but are not limited to): community events, field trips with worksheets, reading assignments, individual or group presentations, and projects for the service site. **Further directions will be provided on Blackboard® and in class.**

D. Homework/In-Class Worksheets/Quizzes (5% of total grade – 15 points): Homework, in-class worksheets, and pop quizzes may be distributed to assist students to become familiar with material and prepare for class. This portion of the course grade will be divided equally among homework, worksheets, and/or quizzes graded. **Further directions / rubrics will be provided on Blackboard® and in class.**

E. Exam (10% of total grade – 30 points): Directions will be provided on Blackboard® and/or in class. All exams will be administered via ExamSoft®, unless noted otherwise.

F. Attendance / Class Participation / Professionalism – 0% of grade: 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 grad deductions. If students do not meet attendance requirements (-5 points (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 20% of their final grade (a letter grade)**. The course coordinator may also include participation quizzes or site check-ins as a mechanism to assess attendance and professionalism. These final points may not be deducted until the end of the semester.

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

Missed Quizzes / Exams / Assignments Policy

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

Remediation Policy

Please refer to the Student Handbook for end-of-course remediation policies and timelines (*see Table of Contents for End of Course Remediation*).

Technical Assistance

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

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

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

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

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

Exam Day Policy

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

UTEP and SOP Policy for Academic Integrity

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

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

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

Professionalism and Professional Conduct

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

UTEP and SOP Policy for Special Accommodations (ADA)

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

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 your responsibility to review the syllabus periodically for updates.

Cell Phone Policy:

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

Additional Information

Campus Concealed Carry:

Effective August 1, 2016. <http://sa.utep.edu/campuscarry/>

Civility Statement:

You are expected to follow basic standards of courtesy (<https://communityofcare.utep.edu/>) 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): 747-5302, which after-hours goes to a crisis line
- Mental Health Crisis Line: 779-1800
- National Suicide Prevention Hotline: 1-800-273-8255
- Veterans Crisis Line: 1-800-273-8255
- NAMI (National Alliance Against Mental Illness) of El Paso: 534-5478
- <http://caringeducators.tumblr.com/survival>

Title IX:

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

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

PHAR 6324: Culture, Literacy, and Community Health (Service-Learning/IPPE Link)
Course Calendar and Topic Outline*
Course Dates: August 27 – December 6, 2018

**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

Week	Date	Topic	Faculty	Service-Learning # hrs (accum hrs) & Field Trip(s)	Readings	Assignment Due
1	Mon Aug 27	Introduction, Syllabus, Study Away Highlights COMMUNITY HEALTH MODULE Overview: Service-Learning (S-L) Sites Writing Reflections 101: Values & Beliefs (write-pair-share)	Sias/Loya	Outline 20 hours per semester		
	Wed Aug 29	CULTURE & COMMUNITY HEALTH MODULE Intro to Community Competency Framework: Geography, History, Culture, Context GEOGRAPHY & CONTEXT: “Community Walking/Bus Tour” & Census Exercises	Sias	Assigned Zip Code Community Competency Field Trip (in groups)	Robinson: Community Competency article	Reflection #1 Due (Values/Beliefs) CORE ELMS: S-L site selection due Fri, Aug 31, 9 am
2	Mon Sep 3	No Class - Labor Day - UTEP Holiday				No Class
	Wed Sep 5	CULTURE & COMMUNITY HEALTH MODULE CULTURAL & LINGUISTIC COMPETENCY Cultural & Linguistic Competency <ul style="list-style-type: none"> • Race, Special populations, Religions, & Culture, Patient Explanatory Model • Exploring race/ethnic diversity and beliefs • Implicit Bias 	Sias Shenberger	Orientation at Service-learning sites Wed, Sept 5, 3 pm (site dependent)	Pharmacotherapy E-Chapter: Cultural Competency	Wed, Sep 5: Paperwork Volunteer DUE (as applicable) Complete UTEP Release Forms
3	Mon Sep 10	CULTURE & COMMUNITY HEALTH MODULE CONTEXT: Community “Literature” Searches (Zip Codes - neighborhood in the news) Begin Health Disparities	Sias	Wk #1 Formally start service-learning		Assign #1 Due Community Landscape BUS tour

	Wed Sep 12	FACULTY PRESENTATIONS Study AWAY Intro: Presidio, TX, Colorado Springs, CO, Nashville, TN, Wichita, KS, Washington, D.C., Ireland, Nicaragua	Sias, Pinal, Loya, Navarrete, Andrews, Lunares, Christenberry					
4	Mon Sep 17	CULTURE & COMMUNITY HEALTH MODULE Global Health: Border Health & Hispanic Health Guest: Eva Moya, PhD – Chair Social Work	Sias Dr. Eva Moya	Wk #2	To be Assigned			
	Wed Sep 19	COMMUNITY ENGAGEMENT MODULE Writing Reflections: Tips and Pearls Guest: Isabel Baca, PhD. Dir. Bilingual Writing	Sias Dr. Isabel Baca					
5	Mon Sep 24	CULTURE & COMMUNITY HEALTH MODULE CONTEXT: Health Disparities & Links: Healthy People 2020, Healthy Border 2010, BRFSS	Sias	Wk #3 Field trip: El Paso Museum of History	To be Assigned	In class Worksheet: Health Disparities		
	Wed Sep 26	CULTURE & COMMUNITY HEALTH MODULE CONTEXT / HISTORY - Jaime Knoedler (1-2 pm) El Paso Museum of History	Sias			To be Assigned	Reflection #2 Due (Include S-L artifact)	
6	Mon Oct 1	CULTURE & COMMUNITY HEALTH MODULE CONTEXT Health Disparities (Continued)	Sias	Wk #4	To be Assigned			
	Wed Oct 3	HEALTH LITERACY MODULE • Health and Medication Literacy • The Patient Side of Patient Safety • Health Literacy Assessment • Health Literacy Project • In class activities/critiques	Loya			Wk #5	Pharmacotherapy eChapter: Health Literacy	In class Worksheet
7	Mon Oct 8			Wk #6				Assign #2/Pt A: Health Lit Assess Tool
	Wed Oct 10							In class Worksheet Fri, Oct 12 –RANK: Study Away
8	Mon Oct 15					Assign #2/Pt B: Health Literacy Table Projects		
	Wed Oct 17					In class Worksheet: Health Literacy		
9	Mon Oct 22	CULTURE, LITERACY & COMMUNITY HEALTH Wrap Up, Exam review, ASSIGNMENTS #3 & #5: Culture Presentations & Study Away Overview	Sias	MID TERMS: No S-L site (flexible based on mid- term schedules)				
	Wed Oct 24	EXAM #1 (1 hour)	Sias / Loya			Exam #1 (1 hour)		
10	Mon Oct 29	DIVERSE CULTURES & RELIGIONS: Guest Speakers	Sias	Wk #7	To be Assigned			

	Wed Oct 31	DIVERSE CULTURES & RELIGIONS: Guest Speakers	Sias		To be Assigned	Reflection #3 Due
11	Mon Nov 5	DIVERSE CULTURES & RELIGIONS: Guest Speakers	Sias	Wk #8	To be Assigned	In Class Culture Worksheets
	Wed Nov 7	COMMUNITY COMPETENCY "CULTURE": Writing from the border: finding our voices in literature-Daniel Chacón, Dir Creative Writing	Sias Daniel Chacón		To be Assigned	In Class Culture Worksheets
12	Mon Nov 12	DIVERSE CULTURES & RELIGIONS: Guest Speakers	Sias	Wk #9	To be Assigned	In Class Culture Worksheets
	Wed Nov 14	COMMUNITY COMPETENCY Exploring Cultures Group Presentations	Sias/Loya			Assign #3: Culture Presentations
13	Mon Nov 19	COMMUNITY COMPETENCY Exploring Cultures Group Presentations	Sias/Loya	Thanksgiving Week: No service-learning site		Assign #3 (continued): Culture Presentations
	Wed Nov 21	COMMUNITY COMPETENCY Exploring Cultures Group Presentations	Sias/Loya			Assign #3 (continued): Culture Presentations
14	Mon Nov 26	Final Preparation for IPPE Hours (Health Literacy Proj)	Sias/Loya	Wk #10 or IPPE hours		Assign #4: Artifacts Due
	Wed Nov 28	COMMUNITY COMPETENCY & ENGAGEMENT El Paso Findings - Group Presentations	Sias / Loya			Group Presentations - on Neighborhoods
15	Mon Dec 3	COMMUNITY COMPETENCY In-Class Activity based on Zip Code/Study Away	Sias	Wk #10 or IPPE hours		Assign #5: Study Away Reflection Due
	Wed Dec 5	Course Wrap Up & Review /PCOA- PPCP Link Course Evaluations	Sias, Pinal, Navarrete, Loya, Andrews, Lunares, Christenberry			Reflection #4 Due IPPEs @ S-L Sites In Class Worksheet
16	Dec 10-14	NO FINAL				

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