



School of Pharmacy
Required Course Syllabus
Semester – P1 Fall

Course # PHAR 6120 / Track: Global Health Colloquium

Spanish for the Pharmacy Professional IA

Course Dates: August 26 – December 13, 2024

Scheduled Course Time: Thursdays 1:00-2:20 pm & 2:30-3:50 pm

Location: Campbell Rms 504, 505 AND 202

(IPPE: up to **2** hours / IPE: 0 hrs)

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

Sections: 1:00-2:20 pm #13522 – rm 504 (JAMES) #13218-rm 505 (MENDOZA)

2:30-3:50 pm #13216 – rm 504 (JAMES) #13217-rm 505 (MENDOZA)

Course Faculty

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

IPPE (Introductory Pharmacy Practice Experiences) Coordinator

Cristina Ortega, PharmD
Office Phone: (915) 747-8183
Office Rm 705
Email: cortega2@utep.edu

Office Hours Statement:

All Spanish instructors will primarily have in person office hours as listed. However, students may be able to schedule an online(virtual) meeting. Students may request an appointment with the coordinator in person or via e-mail. Individual guest faculty should provide office hours during lecture days. All extra appointments should be made at least 2 business days in advance.

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

If Virtual

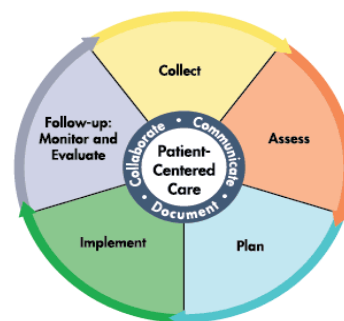
Virtual Office Hours will be synchronous through a UTEP-approved platform (e.g., Microsoft Teams, Blackboard, or Zoom) and will be used to discuss problematic exam questions and any course logistic problems. The course coordinator will try to respond as soon as possible (generally within 24-48 hours).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

Course Description:

Spanish Rx Professional IA: This course is designed to provide professional Spanish communication skills for the pharmacist. Students will develop and refine their Spanish communication proficiency in pharmacy, clinical, and/or community setting with dominant Spanish-speaking patients. Students will participate in language tasks through listening, reading, writing, and conversation. Topics include: pharmacy terminology and introductions, the subjective part of SOAP format (family and social history), clinical questions (objective information), cultural perspectives, and conversational Spanish.

The goal of this course is to make it possible for students to communicate in Spanish with patients whose dominant language is Spanish. This course is connected with IPPEs to reinforce language acquisition and technical language refinement. Topics will include:

- Pharmacy terminology and Introductions
 - Subjective part of SOAP format (Family history, Personal history)
- Clinical questions (objective information)
- Cultural perspectives/niceties
- Conversational Spanish



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.

Introductory Pharmacy Practice Experience (IPPE)

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

Course Learning Objectives (mapped to national outcomes):

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

Course Objectives	COEPA 2022	NAPLEX 2021*	Types of Activities to meet Learning Objectives	Assessment Measures	Level of Assessment (I) Introduce (R) Reinforce (A) Apply
Objective 1 Interview patients in Spanish using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.	2.2 Communication Actively engage, listen, and communicate verbally, nonverbally, and in writing when interacting with or educating an individual, group, or organization	Obtain, interpret or assess data, medical or patient information... 1.1 – From instruments, screening tools, laboratory, genomic or genetic information, or diagnostic findings 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 6.4 – Vulnerable populations, special populations, or risk prevention programs	<ul style="list-style-type: none"> • <i>Vocabulary words & phrases</i> • <i>Grammar tips</i> • <i>Audio files</i> • <i>Small group dialogues</i> • <i>Live & simulated experiences</i> 	<ul style="list-style-type: none"> • <i>Weekly Quizzes</i> • <i>Vocabulary Exam</i> • <i>Oral Presentations</i> • <i>Class Participation</i> • <i>Homework</i> • <i>IPPE worksheet</i> • <i>Fish Bowl OSCE</i> 	I, R
Objective 2 Actively listen and ask appropriate open and closed-ended questions to gather information.	2.3 Cultural & Structural Humility Mitigate health disparities by considering, recognizing, and navigating cultural and structural factors (eg, social determinants of health, diversity, equity, inclusion, and accessibility) to improve access and health outcomes. EPA 1. Collect Collect information necessary to identify a patient's medication-related problems and health-related needs. 11. Implement		<ul style="list-style-type: none"> • <i>Small group dialogues</i> • <i>Live & simulated experiences</i> 	<ul style="list-style-type: none"> • <i>Oral Presentations</i> • <i>Class Participation</i> • <i>IPPEs</i> • <i>Fish Bowl OSCE</i> 	I, R, A
Objective 3 Demonstrate an attitude that is respectful of different cultures .					I, R, A
Objective 4 Demonstrate empathy when interacting with others.					I, R, A

	<p>Educate the patient and others trusted by the patient regarding the appropriate use of a medication, device to administer a medication, or self-monitoring test. 14. Provide culturally and linguistically appropriate care to patients and/or clientele</p>				
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*Naplex Competency Statements <https://nabp.pharmacy/programs/examinations/naplex/competency-statements-2021/>]

IPPE OBJECTIVES: At the completion of the IPPE activity, students should be able to complete the objectives outlined:

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

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

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

Additional / Detailed Course Meetings & Location

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

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

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

In a major disruption (e.g., H1N1 epidemic, subzero weather), be prepared to maintain course progress via other means (e.g., Internet, our Blackboard course shell, etc.) and check your email (especially your UTEP miners account) regularly.

Online Platform (Blackboard and CoreElms):

This semester the course will be taught **on CAMPUS** 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 MyUTEP.edu and click on the Blackboard link to access the online course [PHAR 6120]. Log into My UTEP.edu and click on the Blackboard link to access the online course for PHAR 6120. The course

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

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

Methods of Instruction/Learning

UTEP or SoP may change to primarily online course if major disruption (e.g., pandemic, weather). For tips on succeeding in an online environment, see: <https://www.utep.edu/extendeduniversity/utepconnect/blog/february-2017/tips-for-online-learning-success.html>.

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

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

Required Course Technology/Tools/Needs

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

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

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

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

Recommended:

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

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

Laptop Computer

- Students are expected to bring laptop computers to the class each day for participation in on-line exercises or assessments. It is the responsibility of the students to make sure that the laptops are in working condition and meets the University and School of Pharmacy IT requirements (See SOP Student Handbook).
- **Audio (speaker & microphone) and video (camera) MUST be checked to be functional for classes and online exams.**
- (if online) Students should be ready at any time to share their screen with classmates/faculty for course learning

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

- **Blackboard® Collaborate: Chrome Browser**
- **Microsoft® Teams (for Office Hours)**
- **Blackboard® Respondus Lockdown**
- **IPPE: CoreELMS® for Experiential Learning**
- *ExamSoft® Exam Monitor – not anticipated to be used*
- Audio (speaker & microphone) and video (camera) MUST be checked to be functional for classes and online exams

Attendance

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

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

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

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

If a student has an **excused absence**, they should immediately notify the course coordinator(s) and instructor(s) and complete form under "Current Students" on the UTPE 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 jjsias@utep.edu.**

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

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

Classroom / Online Etiquette

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

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

Expectations of Students During Course

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

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

Unique Dress Policy for Course

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

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

Evaluation and Grading Policy

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

Type of Assessment	Estimated Total Points	% Course Grade
Weekly Competency Quiz (up to 10 open-book quizzes)	50	10%
Discussion Board (~5)	50	10%
Vocabulary /Grammar Exam (2) – Blackboard® Respondus	100	20%
Oral Presentation (1)	50	10%
OSCE Exam (3) – Oral + Listen/Written	250 (50, 100, 100)	50% (10, 20, 20)
IPPE	--	(Pass/Fail)
Cuénteme (Dialogue practice & participation – (Excused Absence: Office Hours, Video and Homework for topic of week)	0*	0%*
Total	500	100%

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

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

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

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

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

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

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

Letter grades are assigned according to the following class percentage:

A = 90% B=80% C=70% D=60% F≤60%

Grades may be curved based on total class performance.

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

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

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

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

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

Questions Related to the Course and Grading/Exams:

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

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

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

Course activities:

In-LAB Synchronous/Lab Active Participation in Cuénteme: In-class dialogues and practice. Students are expected to participate fully in the on campus and synchronous labs where attendance/participation will be documented. Students who miss the live lab (excused/unexcused) will still be responsible for material. **Excused absences** may be made up: **1)** submit a video ~5-7 minutes (or other activity approved by instructor) where students use material in Spanish for the week; and **2)** other activity deemed appropriate by course instructor. This make-up work must be **completed prior to the following class** or students will receive a grade penalty (see grading).

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

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

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

Oral Spanish Presentations: Short 1-3 minute presentations completed individually. Presentations will occur *f2f*, meaning that the students will be presenting during regular class time during the **on CAMPUS** sessions held on **Thursdays**. In case of an emergency, students need to contact course coordinator and instructor.

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

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

- for a student, “inside the fish bowl,” to conduct an “interview” in Spanish with a dominant Spanish-speaking patient actor
 - for classmates, “outside of the fish bowl,” to observe the student and patient “in the fishbowl” and use their listening skills and comprehension to collect and document the patient’s reported subjective information in English
1. These OSCEs will occur **ON CAMPUS**
 2. These OSCEs will be recorded to assist in student language acquisition and grading.
 3. Students arriving late (tardy) to an Fish Bowl OSCE **may not be admitted** to the exam room and are subject to receiving a failing grade with no option for remediation.

4. IPPE hours must be documented in CORE ELMS

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

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

EXAM-RELATED Technology and Guidance

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

Online Assessment Requirements:

This course requires the use of **Blackboard Respondus Lockdown® and CORE ELMS®**. Students are responsible for creating their online login within the first week of class. It is the student's responsibility to maintain access to a reliable internet connection (with the rare exception of when UTEP's systems are down).

If students cannot access your online account, please contact **Adrian Enriquez** (aealonso@utep.edu or jmshenberger@utep.edu), to resolve this issue **within five (5) business days of the first day of class**. Students are responsible for ensuring they have access to the online assessment system. Mr. Enriquez is **NOT available** for questions or laptop failures/requests **after business hours or on weekends**.

Electronic exams that need to be **downloaded should occur at a minimum of 2 hours prior to the examination** as outlined in the UTEP Student Handbook guidance for exams.

Missed Quizzes / Exams / Assignments – Excused/Unexcused Absences

Only students who miss an exam, quiz or an assignment due date as a result of an **excused absence** will be allowed to make-up the missed assignment or assessment. Students should consult the UTEP School of Pharmacy **Student Handbook** for definitions and examples of excused absences.

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

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

NO make-up pop quizzes will be given.

NO late assignments will be accepted for an UNEXCUSED ABSENCE.

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

Remediation Policy

See UTEP SOP common syllabi

Course Evaluation

See UTEP SOP common syllabi

General Statement about Course Policy

The syllabus is subject to change to meet course needs, especially if there are unexpected disruptions or changes in class size, resources, etc. The most updated syllabus can be found on the course Blackboard shell. It is the student's responsibility to review the syllabus periodically for updates.

P1 Fall 2024 | Course Calendar and Topic Outline
Spanish for the Pharmacy Professional IA | Course # PHAR 6120
Aug 26-Dec 13, 2024 | Sections on Thursday unless noted otherwise

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

Wk	Date	Topics	Required Reading / Activities
1	Thu, Aug 29	Course Orientation & Instructor Introductions <ul style="list-style-type: none"> Meeting the Patient Maternal and Paternal names (handout) Phrases and questions of clarification Spanish alphabet and spelling names GRAMMAR: Ud vs. Tú, gender alignment (adjectives) Content Quiz #1 (Due Thu, Aug 29 @1 pm)	Course Syllabus. Relevance of Medical Spanish. Spanish for the Pharmacy Professional (SPP), pg 1, 11, 190 Handouts provided in class Patient Assessment Modules (PA Mod) Discussion Board 1: Introduce Yourself First Entry: Due Fri, 8/30 @ 11:59 pm Response Due Date: Thu, 9/05 @ 1pm
2	Thu, Sep 5	Content Quiz #2 Maternal/Paternal, Phrases & Clarification questions (Due Thu, Sep 5 @1 pm) Meeting the patient	SPP pg 1 "Meeting the Patient" SPP pg 11 & 190 Clarifying Phrases & Questions
3	Thu, Sep 12	Content Quiz #3 (Due Thu, Sept 12 @ 1 pm) The parts of the human body / Animal vs Human parts Grammar Lesson: Qué/Cuál; verb conjugations	SPP pg 10 "The parts of the human body"
4	Class rescheduled to Fri, Sep 20 due to IPE on Thu, Sep 19	Vocab/Grammar Exam #1 (30 min) – Rm TBA (ON CAMPUS) Material Weeks 1-3 (NO notes, Blackboard Respondus®) <ul style="list-style-type: none"> Exam Released: Fri, Sep. 20 ASYNCHRONOUS Content (~30 minutes) – complete prior to Week 5 Family Members (Who lives with you?) Collect Subjective part of the SOAP format: social history -religion, occupation, profession, education, Language, Family Structure	Handouts Discussion Bd 2: Family Members & Social Hx First Entry: Due Fri, 09/20 @ 11:59 pm Response Due Date: Thu, 09/26 @1pm
5	Thu, Sep 26	Content Quiz #4 (Due Thu, Sept 26 @ 1 pm) Collect Subjective: social history (continued) Fish Bowl OSCE review (Weeks 1-4)	PA Mod 12, p 59-60 (Social History)
6	Thu, Oct 3	Content Quiz #5 (Due Thu, Oct 10 @ 1 pm) Collecting the Subjective part of the SOAP format: family history -family structure	
7	Thu, Oct 10	Fish Bowl OSCE Exam #1 Assigned 40 minute block: 1-5:00 pm	PA Mod 11, p56-57 (Family Hx) Discussion Board 3: Social Hx First Entry: Fri, 10/11 @11:59 pm Response Due: Thu, 10/17 @ 1pm
8	Thu, Oct 17	Content Quiz #6 (Due Thu, Oct 17 @ 1 pm) Collect Subjective: family hx -family illness & complications, & medical hx	PA Mod 11, p56-57 (Family Hx) PA Mod 10, p54-55 (Medical Hx)
9	Thu, Oct 24	1.5 hour class (1-2:20 pm) Vocab/Grammar Exam #2 (NO notes, BB Respondus®) Weeks 1-7 <ul style="list-style-type: none"> 1 pm (30 minutes) in ROOM TBA (James) and TBA (Mendoza) 1:30-2:20 pm CLASS: Collect Subjective: social, family, & medical hx 	Discussion Board 4: Ser y Estar First Entry: Fri, 10/25 @ 11:59 pm Due Date: Thu, 10/31 @ 1pm
10	Thu, Oct 31	Content Quiz #7 (Due Thu, Oct 31 @ 1 pm – Medical History) Pharmacy terminology: pharmacy formulations & verbs Fish Bowl OSCE review 2-2:30 pm EXTRA OSCE Practice Session (OPTIONAL) Content Quiz #8 (Due Thu, Nov 14, 1p AFTER OSCE-formulations/verbs)	SPP p. 8 (formulations and verbs with formulations)
11	Thu, Nov 7	Fish Bowl OSCE Exam #2 Assigned 40 minute block: 1-5:00 pm	
12	Thu, Nov 14	(Content Quiz #8 due – from Week 10) Pharmacy terms: Formulations, verbs with formulations, Ask Me 3 Auxiliary product labels / Units of measurement	SPP p8 (formulations) SPP p10-11 (Prime Questions: Ask-Me-3) SPP p 9 (auxiliary labels, measurements) Discussion Board 5: Por y Para First Entry: Fri, 11/15 @ 11:59 pm Due Date: Thu, 11/21 @ 1pm
13	Thu, Nov 21	Oral presentation #1 (upload into Blackboard Portal) Pharmacy terminology: REVIEW Fish Bowl OSCE review Content Quiz #9 (Due on or before Thu, Nov 28 @ 1 pm))	2-2:30 pm EXTRA OSCE Practice Session (OPTIONAL)
14	Thu, Nov 28	THANKSGIVING	Content Quiz #9 due – from previous week

15	Thu, Dec 5	Fish Bowl OSCE Exam #3 Assigned 40 minute block: 1-5:00 pm	DUE DATE (Fri, Dec 5) for IPPE (part of pending OSCE): Total 2 hours
	Dec 9-13	Finals – Week 16 – NO FINAL	