



School of Pharmacy

Required Course Syllabus –Spring 2021-P1 Year

PHAR 6121 (1 credit hour)/ Track: Global Health Colloquium

Spanish for the Pharmacy Professional IB

Course Dates: January 19 – May 4, 2021 | **Time:** Tuesdays, 1:00-2:20 pm & 2:30-3:50 pm

(IPPE: (2 hrs SIM / Live IPPE up to 4 hrs) / IPE: 0 hrs)

Sections: Ms. James CRN #25935 1:00-2:20 pm #26920 2:30-3:50 pm

Dr. Anchondo CRN #25936 1:00-2:20 pm #26292 2:30-3:50 pm

Ms. Mendoza CRN #25937 1:00-2:20 pm

<p>Course Co-Coordinator / Instructor: Jeri J Sias, PharmD, MPH, jjσίας@utep.edu Office Room 714 / 915-747-8599 VIRTUAL Office hours: Mon 5-5:45 pm/Fri 12:15-1 pm (or by appointment)</p>	<p>Course Co-Coordinator/ Instructor: Laura Mendoza, PhD, lemendoza2@utep.edu VIRTUAL Office hours: Wed 12:15-12:45 pm <i>Provided in Blackboard®</i></p>
<p>Course Instructor: Susana V James, MFA, msjames@utep.edu VIRTUAL Office hours: Wed 12:15-12:45 pm <i>Provided in Blackboard®</i></p>	<p>Course Instructor: Luis Anchondo, PhD, laanchondo@utep.edu VIRTUAL Office hours: Tue 12:15-12:45 pm <i>Provided in Blackboard®</i></p>
<p>Teaching Assistant / Technical Support: Fabiola Murillo, CPhT, fmurillo2@utep.edu VIRTUAL Office Hours: Mon 12:15-12:45 pm <i>Provided in Blackboard®</i></p>	<p>Teaching Assistant Michelle Martinez, pmmartinez2@miners.utep.edu</p>
<p>IPPE (Introductory Pharmacy Practice Experiences) Contact</p>	
<p>P1 Courses: Sara Smith, PharmD, scrigo@utep.edu; 915-747-8270 Office hours: <i>Provided in Blackboard®</i></p>	

Virtual Office Hours

Students may attend virtually (Blackboard® Collaborate feature) regularly scheduled office hours without an appointment on a first-come, first-serve basis. Students may request an appointment with the coordinator in person or via e-mail. All 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, whereas content/topic-specific questions should be directed to the instructor

Virtual Office Hours will be synchronous through Microsoft Teams 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

Spanish Rx Professional IB: This course is designed to provide professional Spanish communication skills for the pharmacist. Students will develop/ refine their communicative proficiency in the use of the Spanish Language in the

pharmacy/clinical settings with dominate Spanish speaking patients. Students will participate in language tasks through listening, reading, writing, and conversation. The goal of this course is to make it possible for students to communicate in Spanish with those whose dominate language is Spanish.



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

Topics include:

- Medication counseling and confirmation
- Clinical Questions (Objective) of SOAP format
- Health and Wellness
- Cultural perspectives of health and wellness

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)

- IPPE hours and activities have been assigned to this course. Students will be responsible to complete a total of **four (4)** hours as part of this course (**2 site, 2 simulation**). 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.

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

Course Learning Objectives (mapped to National Pharmacy Education Outcomes)

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

At the end of this course, students should be able to communicate in basic Spanish with a dominant Spanish-speaking patient as outlined in the objectives below:

Course Objectives	CAPE Outcomes	PCOA	NAPLEX (2021)	Learning Activities	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.	2.1 Patient Centered-Care (Caregiver) 3.5 Cultural sensitivity (Includer) 3.6 Communication (Communicator)	3.8.1 verbal, nonverbal, visual, and written) with patient 3.8.3 Assertiveness and problem-solving techniques in relation to difficult social and professional conflicts and situations	1.2 – From patients: treatment adherence, or medication-taking behavior; chief complaint, medication history, medical history, family history, social history, lifestyle habits, socioeconomic background 5.5 – Instructions or techniques for drug administration 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 Quiz</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.	4.4 Professional (Professionalism)	3.8.5 Development of cultural competency in pharmacy personnel such that services are respectful of the responsive to the health beliefs, practices, and cultural and linguistic needs of diverse patient populations		<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

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

IPPE/SIM	Activity	Location/Date/Time
Site One 2 hr session	¡A practicar en la comunidad! Activity: Work with clinic/pharmacy to interview dominantly Spanish-speaking adults. Objective: <ul style="list-style-type: none"> • Demonstrate patient interview on Spanish to collect the subjective: patient history 	CORE®ELMS lottery for sites Homework: Activity sheet. Due date: TBD by OEE
SIM 2 hours	Oral presentations, Online Verbal/Listening Exams, and weekly Simulated Pharmacist-Patient encounters in Spanish Objectives: <ul style="list-style-type: none"> • Apply patient interviewing skills in Spanish to collect subjective information • Demonstrate comprehension by listening and documenting medical information in Spanish and English 	Refer to course calendar

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

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

Additional / Detailed Course Meetings & Location

Weekly Language Lab: This language lab course will take place virtually in a synchronous (live) way using the Blackboard® Collaborate feature on Blackboard®. This lab will be held online synchronously for 1 hour each week (NOTE: live courses are 80 minutes). Students are expected to also complete approximately 20 minutes of course preparation asynchronously. Homework and assignments may take 1-2 hours each week.

Classes will take place on Tuesdays (depending on course section) from 1PM for 60 min and 2:30 PM for 60 min unless otherwise noted on the syllabus for oral exams. Updates will be announced on Blackboard®. All lectures will be recorded and posted the next business day for students' availability. 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 time (~30 minutes).

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 online 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

This semester, the course will be taught primarily online via Blackboard Learning Management System. For tips on succeeding in an online environment, see:

<https://www.utep.edu/extendeduniversity/utepconnect/blog/february-2017/tips-for-online-learning-success.html>.

The learning outcomes in this course will be achieved via the following activities:

1. **Outside Preparation 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 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 4-13 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. **Website:** <http://www.pharmacist.com/learning-aids-spanish-pharmacy-professional> . 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:

- Basic Spanish Grammar, 6th Ed (Used: ~\$5-New: ~\$84)–Jarvis AC, Lebreo R, Mena-Avilon F

- Barron’s Spanish Verbs (~\$12).
- 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.**
- Students should be ready at any time to share their screen with classmates/faculty for course learning

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 (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 and 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: attendance at office hours (notify instructor by email in advance), development of a short video (2-3 minutes) covering the material for the missed class, or other form of participation to document attendance/participation. **Missing class for work is NOT a valid reason for your absence.**

Student absences must be cleared with course coordinator and Office of Student Affairs in advance. If more than one 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) (*****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 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.

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 **4 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.

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.

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.

At all times during the IPPE and/or IPE, 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 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 Education Director.

COVID-19

It is anticipated that this lab course will not meet on campus during the semester. **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>

IPPE: For IPPE, please check with the practice site policy.

Introductory Pharmacy Practice Experience (IPPE)

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 may be able to select IPPE slot preferences through CORE ELMS. Please refer to CORE ELMS for specific dates from which they may select to schedule IPPE hours. 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.

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.

Evaluation and Grading Policy

Course point distribution will be as follows: (Approximately - 60% oral / 40% written/listen)

Type of Assessment	Total Points	% Course Grade
Weekly Competency Quiz (up to 10 open-book quizzes), Homework	100	20%
Vocabulary /Grammar Exam (2) – Blackboard® Respondus	100	20%
Discussion Board (3 - 10 pts each) + Oral Presentation (2 – 35 pts each)	100	20%
OSCE Exam (2) – Oral + Listen/Written	200	40%
IPPE		(Pass/Fail)
Cuénteme (Dialogue practice & participation – (Make-up: Office Hours, Video 3 minutes 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. **Up to a 5-point deduction will occur for every lab where no participation is evident (options: live, tutoring, or submission of make-up work) up to 1 letter grade (50 points).** Grades may be reviewed by instructors to evaluate overall student performance and provide opportunities for improving competency of Spanish language.

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.

Course activities:

In-LAB Synchronous/Lab Active Participation in Cuénteme: In-class dialogues and practice. Students are expected to participate fully in the synchronous lab and attendance/participation will be documented. Students who miss the live lab will be expected to make up the course time via: 1) attendance at tutoring office hours with a course-approved instructor/TA, 2) submit a video ~2-3 minutes where students use material in Spanish for the week; 3) other activity deemed appropriate by course instructor.

Homework/Preparation: A variety of handouts and/or reviews which will be submitted online by 1 pm each week of class (**Tuesdays**). 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 compete 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 **1PM before the day of scheduled class**.

Weekly Competency (Open-book) Quizzes: Weekly quizzes document understanding and attendance. Quizzes will be submitted by 1PM before the day of scheduled class. Quizzes will be completed asynchronously.

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

“Fish Bowls OSCE” Exams (proportionate grade for each OSCE 60% oral / 40% 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 synchronously

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

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/Grammar 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.

Experiential LINK (IPPE):

All IPPE activities (i.e. hours, worksheets, evaluations [course specific information])) 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 **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 their online account, please contact **Adrian Enriquez (aealonso@utep.edu)**, to resolve this issue **within five (5) business days of the first day of class**. Students are responsible for ensuring they have access to the online assessment system. Mr. Enriquez is **NOT available** for questions or laptop failures/requests **after business hours or on weekends**.

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

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 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

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, you will be provided with an opportunity to evaluate this course and your 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.

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
- Mental 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: 915-534-5478 / <https://nami.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/>]