



School of Pharmacy
Required Course Syllabus SPRING – P3
Course # PHAR 6135 / Track: Global Health Colloquium
Spanish for the Pharmacy Professional IIIB
Course Dates: Jan 21-May 7, 2020 | Time: Mondays 3-4:20 pm
Campbell Rm 203
IPPE Hours: 9.5 total (8 hours SITE / 1.5 SIM hrs) / IPE: 0 hrs

Course Coordinator, Instructor:

Jeri J Sias, PharmD, MPH, jjias@utep.edu
Office Room 714
915-747-8599
Office hours: Mon/Thurs 11-11:50 am / Wed 8:30-9 am

Course Instructor/ Competency Testing:

Laura Mendoza, lemendoza2@utep.edu
Office Room 516
Office hours: Tuesdays, 12-12:45 pm

Course Instructor/ Competency Testing:

Susana V James, MFA, msjames@utep.edu
Office Room 516
Office hours: Tue/Wed, 12-12:45 pm

Teaching Assistant / Technical Support:

Fabiola Murillo, CPhT
Office Rm 516 Office Hours: TBD

IPPE (Introductory Pharmacy Practice Experiences) Contact in Office of Experiential Education (OEE)
Jacquelyn P. Navarrete, PharmD / jpnavarrete@utep.edu

Office Hours

Students may attend 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

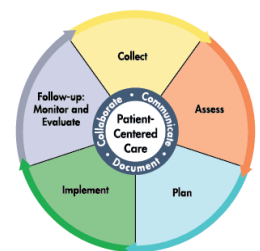
Questions related to the course in general and Blackboard® should be directed to the course coordinator, Dr. Sias, whereas content/topic-specific questions should be directed to the instructor.

Course Description

This course is designed to advance professional Spanish communication skills for the pharmacist who will be engaging in work and learning experiences in a predominantly Spanish-speaking community. Students will develop/refine their communicative proficiency in the use of the Spanish Language in the pharmacy/clinical settings with dominant 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 patients whose dominant language is Spanish. This course is connected with IPPEs to reinforce language acquisition and technical language refinement. Topics will include:

- Facilitating comprehensive medication reviews, common medication counseling, and medication education (oral/written) in Spanish
- Collecting from, assessing, and educating patients with health/medication information in Spanish
- Using language that is patient friendly and at improved health literacy level



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

Pharmacists' Patient Care Process (PPCP):

Students will use the Pharmacist's Patient Care Process throughout class to **communicate to collect, assess, implement education plans, and following with patients** using basic Spanish.

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 will build on technical Spanish developed in P1 and P2 years to communicate in basic Spanish with a dominant Spanish-speaking patient as outlined in the objectives below:

Course Objectives	CAPE Outcomes	PCOA	NAPLEX	Learning Activities	Assessment Measures	Level of Assessment (I) Introduce (R) Reinforce (A) Apply
<ul style="list-style-type: none"> Conduct a patient visit in Spanish for common disease states using the Pharmacist-Patient Care Process (PPCP) to collect patient medical-related information Counsel in Spanish on more complex formulations and medication education plans Document basic written medication information in Spanish Use patient care and health literacy language adapted to the patient 	<p>2.1 Patient Centered-Care (Caregiver)</p> <p>3.5 Cultural sensitivity (Includer)</p> <p>3.6 Communication (Communicator)</p> <p>4.4 Professional (Professionalism)</p>	<p>3.8.1 verbal, nonverbal, visual, and written) with patient</p> <p>3.8.3 Assertiveness and problem-solving techniques in relation to difficult social and professional conflicts and situations</p> <p>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</p>	<p>Obtain, interpret, assess, and/or evaluate...</p> <p>1.1.1: information from patient interviews</p> <p>1.1.2 Patient medical records</p>	<ul style="list-style-type: none"> Vocabulary words & phrases Grammar tips Audio files Small group dialogues Simulated case experiences 	<ul style="list-style-type: none"> Vocabulary Quiz Competency Checks In-Class Assignments Patient education material development 	R, A

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

IPPE/SIM	Activity	Location/Date/Time
SIM 1.5 hours	Two Competency Assessments and In-class interviewing assessment Objectives: Apply patient interviewing skills in Spanish to collect subjective information using the PPCP. Provide counseling on basic formulations in Spanish	Refer to course calendar
SITE 8 hours	On-Site Medication Reviews and Counseling with (Primarily) Spanish Speakers	Coordinated with OEE

Questions Related to the Course and Grading/Exams

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.

Any questions concerning **competency assessment and quiz grades** should be discussed with the **course coordinator within five (5) business days** after the grades have been posted.

Tutoring: Tutoring hours (part of Office Hours) are available by all instructors. Instructors are able to schedule additional time as appropriate. While students are encouraged to help each other with language acquisition, at this point, the **only “approved” tutors for the course are the Spanish course instructors.**

Students who have questions about course materials are encouraged to seek tutoring assistance quickly. With even 20-30 minutes of additional practice and language reinforcement each week via tutoring, the instructors expect that students can improve acquisition of the technical (pharmacy) language. Students may be asked to document their participation in tutoring.

Additional / Detailed Course Meetings & Location:

Classes will take place in CABL building **room 203 on Mondays from 3-4:20 pm.** Updates will be announced on Blackboard®. Occasional class sections may be conducted together to facilitate learning activities. IPE activities may lead to a change in date/location of class and will be updated in course calendar.

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 My UTEP.edu and click on the Blackboard link to access the online course [PHAR 6135]. 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.

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. It is the student’s responsibility to maintain access to a reliable internet connection (with the rare exception of when UTEP’s systems are down).

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

Electronic exams that need to be **downloaded should occur at a minimum of 2 hours prior to the examination to avoid a 10% grade penalty** deduction. Repeated instances (> 1 time) of not downloading electronic exams will result in a referral to the professionalism committee on the **SOP Progression Committee and additional 10% grade penalty** deduction from the student’s earned exam score.

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).

Introductory Pharmacy Practice Experience (IPPE):

IPPE hours and activities have been assigned to this course. Students will be responsible to complete a total of **9.5 hours** as part of this course (**1.5 Simulation / 8 hours Site**). The IPPE requirements of the course (e.g. site assignments) will be coordinated by **Dr. Jacquelyn Navarrete** with guidance from the Office of Experiential Education (OEE)

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. **All hours must be documented in CORE ELMS by the dates provided** by the Office of Experiential Education or students may receive an incomplete for the semester grade (**usually** by end of business of the semester’s “Dead Day” for IPPE hours completed during the course and by the end of the day of the FINAL for IPPEs related to the FINAL).

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.

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**– students are expected to review/study vocabulary/phrases and apply grammar tips in preparation for competency testing.
2. **In-class Grammar and Medication-Related Assignments**- allows for students to apply Spanish vocabulary and grammar concepts
3. **Vocabulary Quizzes**– completed online exams during class to reinforce vocabulary, phrases and selected grammar
4. **Competency Assessments**– faculty formally assess students’ abilities to conduct pharmacy-based patient visits in Spanish
5. **Group Medication Education Assignment** – Students review and present patient education materials focused on disease states, medication use and/or side effects in Spanish
6. **Peer & Self-Evaluations** – Students may be engaged in evaluating their peers and themselves to monitor improvement in Spanish and use of terminology and literacy levels appropriate for patient care in Spanish
7. **IPPE Hours** - provides practice opportunities for course ability outcomes and allows students to practice evaluating and assessing patient cases, make therapeutic recommendations and document patient interactions

Required Course Technology/Tools/Needs

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

1. ExamSoft®
2. Blackboard® (with Respondus®)

Required Textbooks:

1. *Spanish for the Pharmacy Professional* (Sias, James, Cabello C. de Martínez) - online

****HARD COPY STRONGLY RECOMMENDED****

Bookmark **ONLINE** available in APhA® PHARMACY LIBRARY. Bookmark the audio version of the Spanish dialogues found online through the American Pharmacists Association. **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 online texts 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).

Evaluation and Grading Policy: Course point distribution will be as follows:

Type of Assessment	% Course Grade
Vocabulary Quiz	10
Weekly In-class Assessments/Assignments	20
Group Spanish Medication Education Assignment (End of semester)	10
Competency #1 (oral – 25 / listen/document – 5)**	30
Competency #2 (oral -25/ listen/document – 5)**	30
IPPE (SITE – 8 hours)	PASS/FAIL
Total	100

*Reflects active participation and professionalism throughout class. Lack thereof may lead to a drop in letter grade. Grades may be reviewed by instructors to evaluate overall student performance and provide opportunities for improving competency of Spanish language.

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

Assignment of grades*:

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

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

C = Demonstrate basic one-way verbal communication and understanding of written technical Spanish

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 Assessments will be administered via Blackboard® or ExamSoft® , unless noted otherwise.

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.

Major Course Competencies:

1. Competency Testing: Includes oral and written assessments of pharmacy-based Spanish language skills
2. Vocabulary Quiz: Summarize major pharmacy-based vocabulary in Spanish

Unique Dress Policy for Course:

Site IPPEs: Students are expected to dress professionally *at all times* (e.g. tie (male), no excessive jewelry, closed toed shoes, skirts/dressed above the knee, excessive perfume or cologne, well-groomed). Additionally, some sites may have specific dress requirements the student must follow (e.g. scrubs) It is the student’s responsibility to contact the site two weeks in advance to verify any site-specific requirements. Pharmacy student/intern name badge must be *worn at all times* during IPPE/APPE rotations.

In this course, pharmacy student/intern **white coat**, name badge, and professional attire must *be worn at all times during IPPEs (SIM) - competency assessment*. Because competencies are randomized, students should plan to bring white coat to class every week there is a “competency assessment”.

Expectations of Students During Course

Attendance:

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 requirement. Attendance will be taken in the form of weekly evaluations (for example: in-class assignments, self-assessment, observer, competency assessment, patient education, vocabulary quiz). Student absences must be cleared with course coordinator in advance. If more than one absence occurs (or excessive absences) without course coordinator approval, a letter grade drop will be given to the student.

If students have an excused absence, you should immediately notify the course coordinator and instructor. The doctor's note or any other form in support of the excused absence should be provided to the course coordinator as soon as possible.

Who to contact/how document absence: **Dr Jeri Sias via Blackboard® email at jjsias@utep.edu.**

Out of class preparation:

Students are to review, study, and practice vocabulary, verbs, and case dialogues prior to each class /competency assessment.

In class participation:

Active participation in group discussions and "Cuénteme" dialogues will assist students in language acquisition. Instructions regarding Observer and Self-evaluations will be provided in class and/or via Blackboard®.

Course assignments, quizzes, and competency assessments:

Instructions will be provided in class and/or via Blackboard®. There will be a **weekly in-class assignment** that should be uploaded into Blackboard®. The assignments will be assessed for completeness/quality of documentation (0% not complete-not well documented/no name/no date, 50% partially complete or partially documented/no name/no date, 100% complete and well documented).

Group Spanish Medication Education Assignment:

There is one group assignment that will provide students an opportunity to explore medication education materials in Spanish. It is due at the end of the semester. Details regarding this project will be provided in class and on Blackboard®.

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 **1.5 IPPE hours (SIM) and 8 IPPE hours (SITE)** that the student completes. The IPPE component of the class is pass/fail.

Competency Assessment Day

Students must arrive on time to class for competency examinations which will be assigned weekly. During assessments, students will have a set time to prepare for, ask medication-related question or counsel on medications, AND document in writing the findings. Students may petition for an extended time for the competency.

On the days that students are assigned to Competency Assessments and on Group Presentation days, students should plan for the class/lab to be from 3-4:20 pm. Other days, classes may be released at 4:00 pm (approximately 8 class periods).

Students arriving after any student(s) arriving late on the day of a competency may not be allowed to sit for the competency assessment, and **may receive a score of zero**. No allowances will be made for a competency being missed, other than documented illness or emergency. The student must contact the course coordinator for confirmation prior to a requested excused absence to gain permission to delay the competency; it is the student's responsibility to contact the course coordinator to arrange for an alternative competency time. In this event, the nature of the make-up will be at the discretion of the course coordinator. An **unexcused absence** from a competency assessment may result in a **grade of "zero" for that assessment** – student is eligible for retesting but can only earn up to 75% on the competency grade.

Missed Quizzes / Competency Assessment Exams / Assignments Policy

NO make-up assessments/quizzes will be given for an UNEXCUSED ABSENCE.
NO late assignments will be accepted for an UNEXCUSED ABSENCE.

Remediation Policies

Student must participate in all assignments to be eligible for remediation. Other important factors are also considered. See student handbook for details.

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

All cell phones must be turned off before the beginning of the class. If a student forgets to turn it off, he/she will have to leave the classroom and may only return with the instructor's permission. Cell phone disruptions during OSCE exams leads an automatic "0" on the professionalism/patient care grade.

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 UTEP Help Desk (915-747-HELP) for assistance (or https://www.utep.edu/technologysupport/ServiceCatalog/NET_VPNGlobalProtect.html).

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

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: 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/index.html>) 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://namiep.org>
- <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 <https://www.utep.edu/titleix/>]