



## School of Pharmacy

### Required Course Syllabus

Fall – P2

#### Course # PHAR 6162 / Track: Integrated Systems-Based Pharmacotherapy Integrated Skills Lab IIA

Course Dates: August 27 – December 3, 2019

Tuesday 1 pm – 2:20 pm; Campbell Rm 211

IPPE Hour: 1 hour

#### Course Coordinator

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#### Co-Coordinator

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#### Course Faculty

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Emily J. Christenberry, PharmD, BCPS, BCGP	Clinical Assistant Professor	514	<a href="mailto:ejchristenberry@utep.edu">ejchristenberry@utep.edu</a>	(915)747-5675
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#### IPPE Contact

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Vicki Howe, PharmD, BCPS <a href="mailto:vlhowe@utep.edu">vlhowe@utep.edu</a> ; 915-747-8270
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#### Course Facilitator

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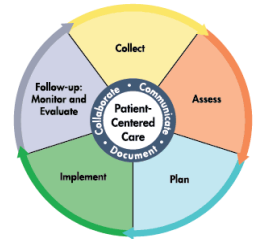
## Office Hours

The course coordinator and facilitator will post office hours and will accommodate all students as time permits. Students may request an appointment with the coordinator and/or facilitator in person or via e-mail. The course coordinator and course facilitator are available for grading questions or problems. Individual guest faculty should only be contacted regarding questions related to the case and lecture material taught by them. **All appointments should be made at least 2 business days in advance.**

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## Course Description

An Integrated Lab will connect all three tracks in the P2 and P3 years, including concepts and information that will be applied through case-based examples, algorithms, and written assignments. These didactic and early experiential opportunities introduce and reinforce PharmD students' foundation for science, practice and care that will be applied during the advanced pharmacy practice experiences in the fourth year of the curriculum.



**Pharmacists' Patient Care Process (PPCP):** This course will assist students on how to **collect, assess, plan, implement, evaluate, communicate, collaborate and document** patient information as it applies to PPCP.

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

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## Course Learning Objectives

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

1. Utilize the Pharmacists' Patient Care Process to assess and design a therapeutic plan for a given patient (e.g. pediatrics, geriatrics, multiple disease states).
2. Integrate chronic-disease prevention, intervention, and educational strategies into the therapeutic plan for a given patient (e.g. pediatrics, geriatrics, multiple disease states).
3. Develop a clinical care algorithm that incorporates practice guidelines and evidence-based medicine into the care of a select patient population (e.g. pediatrics, geriatrics, multiple disease states).
4. Identify and prioritize therapeutic, social, and financial barriers to patient care.
5. Design, implement, and evaluate solution(s) to therapeutic, social, and financial barriers in the care plan.
6. Display cultural sensitivity in the Pharmacists' Patient Care Process.
7. Model effective and professional communication style (e.g. verbal, nonverbal, and written).
8. Collaborate with patients, caregivers, and other health care professionals. (IPE)

## Course Objectives mapped to National Pharmacy Education Outcomes

PHAR 6162 Course Objectives	CAPE Outcomes	PCOA/ NAPLEX	Learning Activities	Assessment Measures	Level of Assessment (I) Introduce (R) Reinforce (A) Apply
<b>Objective 1:</b> Utilize the Pharmacists' Patient Care Process to assess and design a therapeutic plan for a given patient (e.g. pediatrics, geriatrics, multiple disease states).	2.1	4.7.1 4.7.3 4.7.6	Discussions and class activities (classroom simulation)	Patient Care Plan Oral Defense	R, A
<b>Objective 2:</b> Integrate chronic-disease prevention, intervention, and educational strategies into the therapeutic plan for a given patient (e.g. pediatrics, geriatrics, multiple disease states).	2.3	4.5.1 4.5.3 4.7.7	Discussions and class activities (classroom simulation)	Patient Care Plan Oral Defense	R, A
<b>Objective 3:</b> Develop a clinical care algorithm that incorporates practice guidelines and evidence-based medicine into the care of a select patient population (e.g. pediatrics, geriatrics, multiple disease states).	2.4	4.1.4 4.1.5 4.1.6	Readings, discussions, and class activities (classroom simulation)	Patient Care Plan Oral Defense	I, R
<b>Objective 4:</b> Identify and prioritize therapeutic, social, and financial barriers to patient care.	3.1- I/R	3.8.5	Discussions and class activities (classroom simulation)	Patient Care Plan Oral Defense	I, R
<b>Objective 5:</b> Design, implement, and evaluate solution(s) to therapeutic, social, and financial barriers in the care plan.	3.1	3.8.3 4.7.5	Discussions and class activities (classroom simulation)	Patient Care Plan Oral Defense	R
<b>Objective 6:</b> Display cultural sensitivity in the Pharmacists' Patient Care Process.	3.5	4.7.5	Discussions and class activities (classroom simulation)	Patient and Clinician Interviews Self-Reflections	R
<b>Objective 7:</b> Model effective and professional communication style (e.g. verbal, nonverbal, and written).	3.6	3.8.1	Readings, Discussions and class activities (classroom simulation)	Patient and Clinician Interviews Patient Care Plan Oral Defense Self-Reflections	R
<b>Objective 8:</b> Collaborate with patients, caregivers, and other health care professionals. (IPE)	3.4	3.8.2	Discussions and class activities (classroom simulation)	Patient and Clinician Interviews	I, R

### CAPE Educational Outcomes

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

**Level of Assessment:** 1 – Introduce 2 – Reinforce 3 – Apply

	CAPE Outcomes	Level of Assessment
2.1	<b>Patient-centered care (Caregiver):</b> Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).	2
2.3	<b>Health and wellness (Promoter):</b> Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.	2
2.4	<b>Population-based care (Provider):</b> Describe how population-based care influences patient centered care and influences the development of practice guidelines and evidence-based best practices.	1
3.1	<b>Problem Solving (Problem Solver):</b> Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.	1, 2
3.2	<b>Educator (Educator):</b> Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding. (Application lab, IPE)	2
3.4	<b>Interprofessional collaboration (Collaborator):</b> Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.	2
3.5	<b>Cultural sensitivity (Includer):</b> Recognize social determinants of health to diminish disparities and inequities in access to quality care.	2
3.6	<b>Communication (Communicator):</b> Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization. (Application lab, IPE)	2

### PCOA Competencies

The Pharmacy Curriculum Outcomes Assessment (PCOA) was developed by the National Association of Boards of Pharmacy and provides data on students' knowledge in four content areas and 28 subtopic areas (see <https://nabp.pharmacy/wp-content/uploads/2019/05/PCOA-School-Guide-2019.pdf>).

**Level of Assessment:** 1 – Introduce 2 – Reinforce 3 – Apply

	PCOA Competencies	Level of Assessment
3.8.1	Communication abilities (appropriate verbal, nonverbal, visual, and written) with patient and caregivers, including empathetic communication	2
3.8.2	Communication abilities with other health care providers	2
3.8.3	Assertiveness and problem-solving techniques in relation to difficult social and professional conflicts and situations	1, 2
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	2
4.1.4	Interpret guidelines as they apply in a clinical setting	2, 3
4.1.5	Utilize core scientific and systems-based knowledge in the patient care decision-making process	2, 3
4.1.6	Utilize basic science principles in the development and/or implementation of drug treatment protocols and clinical practice guidelines	2, 3
4.5.1	Recognize the proper use of nonpharmacologic therapies, including complementary and alternative medicines	2
4.5.3	Identify the role of immunizations in disease prevention and health promotion	2
4.7.1	Make therapy recommendations based on dosage calculations, specific uses and indications of drugs, and nutritional and support therapy	2, 3

4.7.2	Interpret therapeutic drug concentrations	2
4.7.3	Assess pharmacotherapy considering contraindications, therapeutic duplications, dietary interactions, adverse drug reactions and interactions, and allergies	2
4.7.5	Design patient-centered, culturally-relevant treatment plans	2
4.7.6	Apply evidence-based decision making to patient care	3

### NAPLEX Outcomes

The North American Pharmacist Licensure Examination (NAPLEX), is a component of the licensure process used by the boards of pharmacy as part of their assessment of a pharmacy candidate's competence to practice as a pharmacist (see <https://nabp.pharmacy/programs/naplex/>). The NAPLEX blueprint consists of two areas and 49 subareas.

**Level of Assessment:** 1 – Introduce 2 – Reinforce 3 – Apply

	NAPLEX Outcomes	Level of Assessment
	<b>Obtain, interpret, assess, and/or evaluate...</b>	
1.1.4	Laboratory and diagnostic findings	2
1.1.5	Signs and symptoms associated with diseases and medical conditions	2
	<b>Develop and implement individual treatment plans, taking into consideration...</b>	
1.2.1	Specific uses and indications and dosing for drugs	2, 3
1.2.2	Purported uses and indications for dietary supplements and alternative medicine	2, 3
1.2.3	Lifestyle and self-care therapy	2, 3
1.2.4	Pharmacologic classes and characteristics of drugs	2
1.2.5	Actions and mechanisms of actions of drugs	2
1.2.6	The presence of pharmacotherapeutics duplications and/or omissions	2, 3
1.2.7	Drug interactions	2, 3
1.2.8	Contraindications, warnings, and precautions	2, 3
1.2.9	Allergies	2, 3
1.2.10	Adverse effects and drug-induced illness	2, 3
1.2.11	Pharmacodynamic, pharmacokinetics, and pharmacogenomic principles	2
1.2.12	Pharmacokinetic data to determine equivalence among drug products	2, 3
1.2.13	Pharmacoeconomic factors	2, 3
1.2.14	Routes and methods of administration, dosage forms, and delivery systems	2, 3

## Course Meetings & Location

**Tuesday 1 pm – 2:20 pm at Campbell Building Room 211**

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 for **PHAR 6162**. 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.

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## Introductory Pharmacy Practice Experience (IPPE)

IPPE hours and activities have been assigned to this course. Students will be responsible to complete a total of one hours as part of this course (zero-hour site, one-hour Simulation). The IPPE requirements of the course (e.g. site assignments) will be coordinated by Dr. Vicki Howe 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.

Students will record their IPPE hour upon completion of the verbal defense, which is the summation of the patient care steps involved in this course.

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.

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## Methods of Instruction/Learning

The learning outcomes in this course will be achieved via:

1. **Outside Preparation**
2. **Team Assignment/Activity**

3. **Care plan/Verbal Defense** – provides practice opportunities for course ability outcomes and allows students to practice evaluating and assessing patient cases, make therapeutic recommendations and document patient interactions.
4. **Live Patient and Clinician Interview** – provides practice in interview skills and practice integrating clinical information, counseling patients and communicating recommendations
5. **Peer- and Self- Evaluations** – provides feedback and student growth which helps the student understand, learn, and develop abilities in interpersonal and group effectiveness, in communication strategies, and in performance assessment

## Required Course Technology/Tools/Needs

### Recommended Textbooks (If any, optional) :

- Textbooks or resources utilized in ISBP, Spanish, and all other pharmacy classes currently taking or taken.

### 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	Total Points	% Course Grade
Group Care Plan x 6	600	36
Verbal Defense & Presentation x 1	200	15
Patient Interview x 1	100	10
Clinician Interview x 1	100	10
Workshop x 2	200	14
Self-Assessment after Verbal Defense x 1	100	5
Peer-Evaluation – Patient Interview x 1, Clinician Interview x 1, Verbal defense Oral Presentation x 1	300	10
<b>Total Points</b>	<b>1600</b>	<b>100</b>

### Assignment of grades:

- A = 90 – 100%**
- B = 80 – 89%**
- C = 70 – 79%**
- D = 60-69%**
- F = < 60%**

All assessments will be administered via **Blackboard**, 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 facilitator as soon as he/she encounters any difficulty in the course.

### Team Assignments and Individual In-Class Performances:

Grading will be based on the individual and team performance as follows:

50% of the grade will be based on the graded team assignments submitted by the team, including 6 care plans and 2 workshops; whereas the remaining 50% of the grade will be based on verbal defense, patient/clinician interviews, self-assessment and peer-evaluation.

**ATTENDANCE AND PARTICIPATION IS MANDATORY FOR TEAM ASSIGNMENTS AND INDIVIDUAL PRESENTATION!**

All students should prepare to give a Verbal Defense, Interviews, and self- and peer evaluation prior to each lab. There will be **no credit** given to students who miss the team assignments or individual presentations.

**CarePlans:** There will be a total of 6 care plans (36% course grade) for this lab that will be graded. The topics will align with ISBP course. The grading rubric will be posted on Blackboard.

**Workshops:** There will be a total of 2 workshops (14% course grade) for this lab that will be graded. The topics will align with ISBP course. The workshop materials will be posted on Blackboard one-week prior to the scheduled classes; prior preparation outside of classroom is required for each workshop.

**Other Assignments:** Each student will be graded on giving a Verbal Defense (15%), Patient Interview (10%), and Clinician Interview (10%) whereas the remaining 15% will be for self- (5%) and peer evaluations (10%).

This course is connected to the IPPE: Students are expected to follow **OEE policies**, including the **dress policy, and maintain professionalism. Refer to the OEE handbook for details.**

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## 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).

**Active participation in class in assigned groups is required. Read: "Team Assignment Policy", "Individual Presentation Policy" and "Missed Lab Days and Assignments Policy."**

If a student has an excused absence, they should immediately notify the course coordinator(s) and instructor(s). To secure approval for an absence related to travel for professional meetings or for events that fall outside of the criteria outlined in the Student Handbook, please refer to the Handbook for more information regarding required documentation for submission to the **Office of Student Affairs (OSA)**.

## Classroom Behavior

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.

**Team Assignment Policy:** Team-based learning is the cornerstone of this course design and allows for students to develop roles and skills in interdisciplinary team dynamics. Students will be assigned to a team comprised of the following roles:



- **Leader:** Schedules team meetings, sets agenda, and ensures deadlines are met
- **Librarian/Historian:** Obtains literature (guidelines, class lecture material)
- **Writer:** Responsible for writing up the care plan
- **Reviewer:** Ensures content completeness and provides editing
- **Educator/Reviewer:** Responsible for reviewer role and any educational requirements of the activity

**\*\*\* Each team member will still be responsible for contribution and overall final product\*\*\***

**\*\*\* Switching of roles are not permitted \*\*\***

**Individual presentation policy:** Students must arrive on time for labs. Students arriving after any student(s) has/have started interviews or verbal defense and students leaving the lab may receive a score of zero. **No allowances will be made for a lab being missed, other than documented illness or emergency.** The student must contact the course coordinator for confirmation prior to the lab. If permission is granted to delay the lab; it is the student's responsibility to contact the course coordinator to arrange for an alternative lab time. In this event, the nature of the make-up will be at the discretion of the course coordinator (oral, written, increased weighting on the final, etc.). An unexcused absence from a lab may result in **a grade of "zero" for that lab and will result in an extra 5% deduction of the total overall course.**

**Unique Dress Policy for Course:** IPPE professional dress will be required for this course which include the use of **white coat.**

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### **Missed Lab Days and Assignments Policy – Excused/Unexcused Absences**

**NO make-up individual presentation** will be given and **NO late assignments** will be accepted for an **UNEXCUSED ABSENCE.**

Only an **excused absence** will be allowed to make-up the missed presentation/ assignment. 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 lab day for the student to be excused from that lab for an **emergency.**
- In the case of **religious holidays**, the student **MUST** notify the course coordinator 10 business days prior to the lab day. Students should not assume that they can miss a lab for vacation or other personal conflicts.
- Any excused absence from a lab for **health reasons** must be documented with a note from an appropriate health professional.

### **Questions Related to the Course and Grading**

In general, questions related to the overall course should be directed to the coordinator. **Content/topic-specific questions** and any questions concerning **presentation grades** should be directed to the content instructor within **five (5) business days** of the material being presented and the grades being posted. Any questions concerning **care plan grades** should be initially discussed with the **course coordinator within five (5) business days** after the grades have been posted. The course coordinator will forward the request to the instructor of the question that is the subject of the regrade request, as applicable. Regrade request will be considered on a **case-by-case basis.** If accepted, regrading is subject to the discretion of the course coordinator and/or content instructors.

## Remediation Policy

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 Table of Contents for End of Course Remediation**).

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## 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](http://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.

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## 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](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](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](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](mailto: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/>

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## 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](http://suicidepreventionlifeline.org)
- **Veterans Crisis Line: 1-800-273-8255 / [www.veteranscrisisline.net](http://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/>]

**PHAR 6162- Fall 2019: Course Calendar and Topic Outline**  
**Integrated Skills Lab IIA**  
**Tuesdays 1 – 2:20 PM**

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

WK	Date	Topics	Pre-Class Homework*	Faculty
1	8/27/2019	Course Orientation Intro to Care Plan Roles/Responsibilities Model: For students Interview of clinician/Patient Actionable Feedback	Assign groups/roles	Yang Andrews
2	9/3/2019	<b>Case 1: Pulmonology</b> Patient Interview / Clinician Interview	Prepare case for class	Yang
3	9/10/2019	<b>Case 1: Pulmonology</b> Verbal Defense Expert Q & A	Turn in Care Plan at <b>12AM</b> prior to lab Prepare for presentation	Yang
4	9/17/2019	<b>Case 2: Gastroenterology</b> Patient Interview / Clinician Interview	Prepare case for class	Pinal
5	9/24/2019	<b>Case 2: Gastroenterology</b> Verbal Defense Expert Q & A	Turn in Care Plan at <b>12AM</b> prior to lab Prepare for presentation	Pinal
6	10/1/2019	<b>Case 3: Smoking Cessation</b> Patient Interview / Clinician Interview	Prepare case for class	Navarrete
7	10/8/2019	<b>Case 3: Smoking Cessation</b> Verbal Defense Expert Q & A	Turn in Care Plan at <b>12AM</b> prior to lab Prepare for presentation	Navarrete
8	10/15/2019	<b>Workshop #1: Theophylline/Pharmacokinetics</b>	Review related materials prior to lab	Chavez
9	10/22/2019	<b>Workshop #2: Opioid Conversion</b>	Review related materials prior to lab	Loya
10	10/29/2019	<b>Case 4: Nephrology</b> Patient Interview / Clinician Interview	Prepare case for class	Yang
11	11/5/2019	<b>Case 4: Nephrology</b> Verbal Defense Expert Q & A	Turn in Care Plan at <b>12AM</b> prior to lab Prepare for presentation	Christenberry
12	11/12/2019	<b>Case 5: Cardiology I</b> Patient Interview / Clinician Interview	Prepare case for class	Sias Andrews
13	11/19/2019	<b>Case 5: Cardiology I</b> Verbal Defense Expert Q & A	Turn in Care Plan at <b>12AM</b> prior to lab Prepare for presentation	Sias Andrews
14	11/26/2019	<b>Case 6: Cardiology II</b> Patient Interview / Clinician Interview	Prepare case for class	Andrews
15	12/3/2019	<b>Case 6: Cardiology II</b> Verbal Defense Expert Q & A	Turn in Care Plan at <b>12AM</b> prior to lab Prepare for presentation	Andrews
16		<b>Final Week – No class</b>		

\* Additional reading material may be required by some guest faculties. Students should check the weekly Blackboard postings for updated information and/or requirements for each week as the course outline is subject to change.