School of Pharmacy
Required Course Syllabus
Spring – P2
PHAR 6263 – ISBP Track
Integrated Skills Lab IIB
Course Dates: January 17th, 2022 – May 12th, 2023
Scheduled Course Time: Tuesday 1-3:50 PM
Location: Campbell building 211
IPPE Hours: 20.5 hours

<table>
<thead>
<tr>
<th>Course Coordinator</th>
<th>Co-Coordinator</th>
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<tbody>
<tr>
<td>Natalie Gordon, PharmD, BCACP</td>
<td>Mandi Bever, PharmD</td>
</tr>
<tr>
<td>Office: Campbell Room 503</td>
<td>Office: Campbell Room 517</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:narndt@utep.edu">narndt@utep.edu</a></td>
<td>E-mail: <a href="mailto:mbiever@utep.edu">mbiever@utep.edu</a></td>
</tr>
<tr>
<td>Office Hours: Wednesdays 1:30 – 4 PM and by</td>
<td>Office hours: by appointment</td>
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<td>appointment</td>
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</table>

IPPE (Introductory Pharmacy Practice Experiences) Coordinator
Cristina Ortega, PharmD
Office Room Number: 705
Office Phone: 915-747-8183
E-mail: caortega@utep.edu
Virtual Office hours: by appointment

<table>
<thead>
<tr>
<th>Course Faculty</th>
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<tbody>
<tr>
<td>Sara Smith, PharmD</td>
<td>Sebastian Perez, PharmD</td>
</tr>
<tr>
<td>Office: Campbell Room 703</td>
<td>Office: Campbell 712</td>
</tr>
<tr>
<td>Email: <a href="mailto:scrico@utep.edu">scrico@utep.edu</a></td>
<td>Email: <a href="mailto:sebperez@utep.edu">sebperez@utep.edu</a></td>
</tr>
<tr>
<td>Office Hours: by appointment</td>
<td>Office Hours: by appointment</td>
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Note: The course coordinator may adapt the syllabus/course calendar as appropriate to support student and course success.

Office Hours Statement:

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.

Office hours may be held in-person on campus or virtually per the discretion of each faculty member. Instructors will post or announce the location and type of their office hours as necessary. Virtual Office Hours may be held through the online platform of each instructor’s choice (i.e. Microsoft Teams, Zoom, etc). Office hours will be used to discuss any questions regarding course content, course logistics, or exam questions. The course coordinator will try to respond as soon as possible (generally within 24-48 hours) to meeting requests. When sending an email, please indicate the course number/name (e.g., PHAR 6263 ISL IIB) and the issue/topic in the subject line of the email. For individual faculty, please email directly for their online office hours.
**Course Description**

Integrated Skills Lab will connect three tracks (ISBP, PCPI, and GHC) in the P2 and P3 years, including concepts and information that will be applied through case-based examples, written assignments and clinical simulations. 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.

This course is the fourth in a series of 6 laboratory experiences spanning the entirety of the didactic curriculum. In this course in the sequence students will utilize the Pharmacists’ Patient Care Process (PPCP) to **collect, assess, plan, implement, evaluate, communicate, collaborate** and **document** patient information as it applies to patients in an Ambulatory Care setting. This course will integrate knowledge learned in the Integrated Systems-Based Pharmacotherapy IIB1 and IIB2 course.

This course has an IPPE and/or IPE graded element outlined further in the syllabus.

**Introductory Pharmacy Practice Experience (IPPE)**

- IPPE hours and activities have been assigned to this course. Students will be responsible to complete a total of 20.5 hours as part of this course (1 hour simulation; 19.5 hours site).
- The IPPE requirements of the course (e.g. confirmed hours, field encounters, site assignments, etc.) will be coordinated by Dr. Cristina Ortega with guidance from the Office of Experiential Education.

**Course Learning Objectives (mapped to national outcomes):**

At the conclusion of this course, students should 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.
3. Develop a systematic approach to clinical care 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 a care plan.
7. Model and deliver effective and professional communication styles (e.g. verbal, nonverbal, and written).
8. Collaborate with patients, caregivers, and other health care professionals in order to provide patient centered care. (IPE)
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>CAPE Outcomes</th>
<th>PCOA</th>
<th>NAPLEX</th>
<th>Level of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1.</strong> Utilize the Pharmacists’ Patient Care Process to assess and</td>
<td>2.1</td>
<td>4.7.1</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6,</td>
<td>R, A</td>
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<tr>
<td>design a therapeutic plan for a given patient (e.g. pediatrics, geriatrics,</td>
<td></td>
<td>4.7.3</td>
<td>1.7, 2.1, 2.2, 2.4, 3.1, 3.2,</td>
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<td>multiple disease states).</td>
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<td>4.7.6</td>
<td>3.3, 3.4, 3.5, 3.6, 3.7, 3.8,</td>
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<td>3.9, 3.10, 3.11, 3.12, 6.2, 6.3</td>
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<td><strong>Objective 2.</strong> Integrate chronic-disease prevention, intervention, and</td>
<td>2.3</td>
<td>4.5.1</td>
<td>1.2, 1.5, 1.6, 3.2, 3.4, 3.7,</td>
<td>R, A</td>
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<td>educational strategies into the therapeutic plan for a given patient (e.g.</td>
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<td>4.5.3</td>
<td>3.8, 3.9, 3.12, 6.2, 6.3, 7.1,</td>
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<td>pediatrics, geriatrics, multiple disease states).</td>
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<td>4.7.7</td>
<td>7.2, 7.3, 7.4, 7.5, 7.6, 7.7,</td>
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<td>8.1, 8.2, 8.3, 8.4, 8.5, 8.6,</td>
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<td><strong>Objective 3.</strong> Apply clinical care algorithms, practice guidelines, and</td>
<td>2.4</td>
<td>4.1.4</td>
<td>1.7, 3.2, 3.11, 6.4, 1.7, 3.2,</td>
<td>I, R</td>
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<td>evidence-based medicine into the plan of care for select patient populations</td>
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<td>4.1.5</td>
<td>3.1, 3.11, 6.4, 1.7, 3.2, 3.11,</td>
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<td>(e.g. pediatrics, geriatrics, multiple disease states).</td>
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<td>4.1.6</td>
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<td>3.1, 3.11, 6.4, 1.7, 3.2, 3.11,</td>
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<tr>
<td><strong>Objective 4.</strong> Identify and prioritize therapeutic, social, and financial</td>
<td>3.1</td>
<td>3.8.5</td>
<td>1.2, 1.5, 1.6, 2.2, 3.2, 3.3,</td>
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<td>barriers to patient care.</td>
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<td>3.7, 3.8, 3.9, 3.12, 6.4, 6.4,</td>
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<td>3.7, 3.8, 3.9, 3.12, 6.4, 6.4,</td>
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<td><strong>Objective 5.</strong> Design, implement, and evaluate solution(s) to therapeutic,</td>
<td>3.1</td>
<td>3.8.3</td>
<td>1.2, 1.5, 1.6, 2.2, 3.2, 3.3,</td>
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<td>social, and financial barriers in the care plan.</td>
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<td>3.7, 3.8, 3.9, 3.12, 6.4, 6.4,</td>
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<td><strong>Objective 6.</strong> Display cultural sensitivity in the Pharmacists’ Patient Care</td>
<td>3.5</td>
<td>4.7.5</td>
<td>6.4, 1.2, 1.3, 6.1, 6.2</td>
<td>R</td>
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<td>Process.</td>
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<td>6.4, 1.2, 1.3, 6.1, 6.2</td>
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<td><strong>Objective 7.</strong> Model effective and professional communication style (e.g.</td>
<td>3.2</td>
<td>3.8.1</td>
<td>6.1, 6.2, 1.2, 1.3, 6.1, 6.2</td>
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<td>verbal, nonverbal, and written). (IPPE link)</td>
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<td>6.1, 6.2, 1.2, 1.3, 6.1, 6.2</td>
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<td>6.1, 6.2, 1.2, 1.3, 6.1, 6.2</td>
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<td><strong>Objective 8.</strong> Collaborate with patients, caregivers, and other health care</td>
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<td>3.8.2</td>
<td>1.2, 1.3, 6.1, 6.2</td>
<td>R, A</td>
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<td>professionals. (IPPE Link)</td>
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<td>1.2, 1.3, 6.1, 6.2</td>
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**IPPE Outcomes:**
After completion of the Site IPPE activity, students should be able to:

- Collect information to identify a patient’s medication-related problems and health-related needs (EPA 1)
- Analyze information to determine the effects of medication therapy, identify medication-related problems and prioritize health-related needs (EPA 2)
- Collaborate as a member of an interprofessional team (EPA 7)
Detailed Course Meetings & Location

This course will be held in-person on **Tuesday 1:00 pm – 3:50 pm in Campbell 211.**

*Attendance will be required for every session, unless noted otherwise.*

Occasionally, class may be held virtually and/or asynchronously per the determination of individual faculty members delivering each day’s content. Please refer to the course Blackboard page for the most up-to-date course calendar and course expectations.

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 (UTEP miners account) regularly.

**Online Platform (Blackboard and CoreElms):**
Blackboard will be utilized as the primary learning management system.

**Accessing Course Content on Blackboard:** All lectures, handouts, and course material will be located in Blackboard. To access Blackboard, log into My UTEP.edu and click on the Blackboard link then access the online course for PHARM 6163. 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.

**IPPE:**
**CORE ELMS Online Assessment Requirements:**
All experiential education materials (e.g. worksheets) will be located in CoreELMS®. Students are responsible for ensuring they have access to CORE ELMS before the beginning of the IPPE. If you cannot access your online CORE ELMS account, please contact Alma Dominguez (arsaldana2@utep.edu) to resolve this issue. 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) to ensure assignments can be accessed, downloaded, and uploaded as required.

Methods of Instruction/Learning

The learning outcomes in this course will be achieved via activities such as:

1. **Outside Preparation (e.g. readings, micro-lecture videos)**
2. **Lectures (in-person or virtual, synchronous and asynchronous)**
3. **Individual Assignments/Activities**
4. **Team Assignments/Activities**
5. **Case Discussions**
6. **Simulated Patient Interviews**
7. **Peer and Faculty Evaluations**
8. **Exams/Quizzes**
**Required Course Technology/Tools/Needs**

**Recommended Textbooks:**

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

**Calculator**
- Students are expected to bring a non-programmable calculator to class and to all class activities (phone/laptop calculators are acceptable). Some assessments (e.g., ExamSoft® exams, Blackboard quizzes) may require use of the software calculator only.

**Software/Technology must be tested in orientation/first week of courses to ensure functionality.**
- ExamSoft® Exam Monitor
- Blackboard® Respondus Lockdown
- Blackboard® Collaborate: Chrome Browser
- Microsoft® Teams
- Zoom®
- Audio (speaker & microphone) and video (camera)
- CoreELMS® for Experiential Learning
- EHR Go® - EHR GO®: provides an online, comprehensive, customizable, and realistic simulated electronic medical record (EMR). Some course activities and assignments will utilize EHR Go®. Reference the most updated version of the course calendar on Blackboard to identify which assignments will require the use of EHR Go®.
  - You will receive an invite at the beginning of school to create your account.
  - No additional account purchase required.
- *iClicker account and iClicker Student App*
  - If you have not already, go to [https://student.iclicker.com/](https://student.iclicker.com/) to create a free iClicker account. Search for UTEP in the institution dropdown, enter your FIRST and LAST name and miners.utep.edu email address. If you already have an iClicker account, you will be able to add PHAR 6263 ISL II B to your course list. More information can be found at: [https://www.utep.edu/technologysupport/_Files/docs/iClicker-Reef_Student-Signup-Instructions.pdf](https://www.utep.edu/technologysupport/_Files/docs/iClicker-Reef_Student-Signup-Instructions.pdf)
Conduct Expectations

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 and prepared for the day’s lesson(s). Entry into the classroom after session has started will result in a grade deduction or an unexcused absence.

Due to the nature of this course, attendance is mandatory for all lab sessions, unless otherwise noted. Attendance and punctuality at all labs are expected as a sign of professional behavior. See missed quizzes/exams/assignments policy in this syllabus for grade deductions related to tardiness, excused, and unexcused absences. Falsifying attendance (i.e. by signing for another student, etc.) is considered academic dishonesty and will be dealt with accordingly. Please see the academic integrity section of this syllabus and the Student Handbook for further information. If a student is late, they are expected to contact the course instructor upon entering a classroom late and prior to starting any class activities. Not checking in with the course instructor upon entering the classroom may result in an increased grade deduction or documentation of an unexcused absence. Students are responsible for all material covered in class regardless of attendance.

Missing class for work is NOT a valid reason for your absence.

If a student is seeking an excused absence, they should immediately:
1. Notify the course coordinator(s) and instructor(s) for any affected course day(s)
2. Contact Director of Student Affairs (Mrs. Carmen Ramos: ctortes2@utep.edu) via online form - https://www.utep.edu/pharmacy/current-students/student-absence-form.html (include supporting documentation to justify absence excusal)

Refer to the Handbook for more information regarding required documentation for submission to the Office of Student Affairs. If this process is not followed, absences will be unexcused, and course faculty have no obligation to accommodate unexcused absences. Additionally, absences will be considered unexcused until officially excused after approval from the Office of Student Affairs. Even if absences are excused, this does NOT guarantee that it will be possible to make-up/accommodate lab activities. As per the Student Handbook, any absence from a laboratory activity may result in a zero for any activities completed in lab that day.

IPPE-Related Attendance
Experiential education experiences generally occur outside of class time, including evenings, weekends, and holidays. For details about site placement process, check CORE ELMS. See IPPE document in Blackboard® for details.

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 or completing course activities. Using laptops for other activities than those causes a disruption to the class around you, and so is considered a lack of professionalism.
Class Disruption
Disruption of class activity due to electronic devices may result in a 10% penalty for that day’s assigned exam/quiz/assignment. Repeated violations may result in a 5% deduction of the total course grade for each violation that occurs after the first, initial instance.

Students are expected to conduct themselves at all times in a manner becoming to a pharmacy professional. This includes both “live” and virtual forms of communication (class sessions, video conferencing, assignment submissions, emails, etc). Aggressive, demeaning, or disrespectful communication to faculty or other students will not be tolerated.

Please refer to the Student Handbook for further details regarding professionalism expectations and repercussions of unprofessional conduct, which may include but are not limited to review by the Office of Student Affairs, OSCCR, the SOP Progressions Committee, School of Pharmacy administrators, and even the Dean of Students.

Unique Dress Policy for Course
**Integrated Skills Lab is considered a professional setting and is designed to prepare you for practice, where you are dressing for your patients, not your peers. Professional demeanor is conveyed to your colleagues and patients in your appearance, as well as in your behavior.**

Dress Code
- Professional attire MUST be worn for all simulated patient and provider exercises (i.e. Patient interview, patient counseling, and SBAR).
  - Professional attire includes the following:
    - Clean white lab jacket with a School of Pharmacy-issued nametag at all times. Lab coats from outside pharmacies are not acceptable.
    - Business casual attire
    - Clean, solid color, matching scrubs
    - Closed-toed shoes
    - As ISL is a simulated patient care environment, wearing effective masks/face coverings will be required
  - Students must always practice acceptable personal hygiene and grooming as well as wear a clean white lab coat with a College of Pharmacy-issued nametag in the lab.
- Failure to wear a white coat and professional attire, as well as other violations of professional classroom decorum, will result in a 10% grade deduction on that day’s assignment. Subsequent repeat violation will result in a zero for that day’s assignment and a 5% total course grade deduction per incident

IPPE Dress code
See IPPE document in Blackboard® for details.
COVID-19 Precautions

**When courses meet on campus during the semester, 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**

Everyone is highly encouraged to wear a face mask while inside the Campbell building, maintain social distance of a minimum of 6 or more feet, and practice proper hygiene practices. **As lab is simulating a patient care environment, where masks are typically required currently, it will be required for students to wear effective masks when in Integrated Skills Lab.** Points will be deducted from lab assignments for not wearing a mask as required.

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let the course coordinator and Ms. Carmen Ramos, Director of Student Affairs at cttorres2@utep.edu know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the UTEP Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

Evaluation and Grading Policy

Course point distribution:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Points</th>
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</thead>
<tbody>
<tr>
<td>Top 200 Quizzes</td>
<td>100</td>
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<tr>
<td>Weekly Activities</td>
<td>600</td>
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<td></td>
<td>(50 points per week x 12 weeks)</td>
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<tr>
<td>OSCEs and Summative Assessments</td>
<td>Midterm: 100</td>
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<tr>
<td>IPPE</td>
<td>Pass/Fail</td>
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<tr>
<td>Total</td>
<td>1000</td>
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Assignment of grades:

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

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

It is the responsibility of the student to monitor their progress during the course and see that they are maintaining the required competency level. Students should seek advice and assistance from the course facilitators as soon as they encounter any difficulty in the course.
Grades are earned throughout the course, not given at the end. As such, grade will be determined on the basis of completed coursework. Final grades will be rounded per typical rounding conventions (≥0.5 will be rounded up to the next whole percentage point).

For instance, a 79.6% rounds up to an 80%, equating to a letter grade of a B. However, a 79.2% rounds down to a 79%, equating to a letter grade of a C.

Assignment Submissions: Assignment submissions should be in a native file format as requested by the instructor (e.g., .docx, .ppt, .pdf, .mp4). Ensuring the accessibility of embedded attachments or hyperlinks is the responsibility of the student. It is also the student’s responsibility to make sure files are uploaded appropriately and to reach out to the proper channel (e.g., Blackboard Support, UTEP Help Desk) if any technological issues are encountered.

**Top 200 Quizzes:** There will be weekly individual quizzes over the Top 200 drugs and top 100 OTC products. The lists of medications organized by week/quiz are available on Blackboard. Top 200 Quizzes will be completed on the student’s own time, outside of class. Quizzes will open after class on Tuesdays and will close on Sundays at end of day (11:59 PM). Quizzes will be taken in Blackboard, utilizing the Respondus Lockdown Browser. Webcams will need to be enabled to allow for testing environment scans and test-taker identity verification.

**Experiential LINK (IPPE):** Students must pass Didactic and Experiential (IPPE / IPE) components (e.g. confirmed hours, field encounters, site assignments, etc.) of the IPPE 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. As per OEE Handbook, “hours should be recorded within 24 hours of that specific experience. Failure to record hours timely may result in an early alert from the IPPE coordinator and/or course coordinator, identifying the student is at risk of not completing the IPPE component of a course successfully”. All IPPE activities (i.e. hours, worksheets, evaluations) must be completed in its entirety by communicated due dates. Specific IPPE requirements will be listed in Blackboard/CORE ELMS.

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**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:**
Re-grade requests for assignments or exams should be made within **five (5) business days** of the posting of the grades. Requests must be made through email to the course coordinator and include rationale for the request. Requests regarding will not be entertained after this period (unless excused absence due to extenuating circumstances or faculty coordinator).
**Missed Assignments – Excused/Unexcused Absences**

**Excused Absences**
Only students who miss an assignment and/or other class activity due date as a result of an excused absence may be allowed to make-up the missed assignment or assessment. In some cases, the same quiz/assignment may not be feasible, in which case, the coordinator is under no obligation to accommodate or allow points to be made up. 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 assignment/activity for the student to be excused from that assignment/activity for an emergency.
- For non-emergency absences, the course coordinator MUST be notified in advance of the absence.
- In the case of religious holidays, the student MUST notify the course coordinator 10 business days prior to the assignment/activity.
- Students should not assume that they can miss an exam for vacation or other personal conflicts.
- Any excused absence from an assignment/activity for health reasons must be documented with a note from an appropriate health professional.
- Other absences will be handled on a case-by-case basis through discussion with the student and the course coordinators.
- Any unexcused absence from an assignment/activity will result in a grade of zero for that lab session/assignment.

A student will be required to provide documentation to the Office of Student Affairs for any excused absence in this course.

The course coordinator will determine the time and date for any make-up exam/assignment, which will usually occur prior to the final exam period. If the student is unable to attend either the original exam/assignment or the make-up exam/assignment, the course coordinator is not required to provide additional opportunities for the student make-up exam/assignment. The format of the make-up examination/assignment is at the discretion of the course coordinator.

**Unexcused Absences**
Students with unexcused absences will not be permitted to make up any course work, quiz, assignment(s), or exams and thus will receive a grade of zero for anything missed while unexcused.

**Missed IPPE Experiences**
See IPPE document in Blackboard® for details and/or OEE handbook.

**Tardiness**
Excessive tardiness (>2 instances) will be reported to the Office of Student Affairs for professional conduct review. Any work missed due to tardiness to class will not be permitted to be made-up. Grade deductions will be applied to assignments turned in by tardy students. These will be a minimum of 5% deduction up to a 50% deduction in proportion to the time tardy for the class in which the assignment was turned in.

Failure to arrive with a computer for an examination/quiz/assignment may result in a grade deduction for that activity. Failure to download an electronic examination/quiz/activity prior to the established date/time deadline may result in a 10% grade deduction for that activity. Arriving to any electronic examination/quiz/assignment without the necessary materials, including the exam itself downloaded, and without prior notification to the assigned course faculty for that day may result in a 10% grade deduction for
that activity. Repeated violations of arriving to an exam/quiz/assignment without a computer, a malfunctioning computer, or lack of necessary materials to complete the exam/quiz/assignment will result in a total course grade reduction as well as reporting to the Office of Student Affairs for professional conduct review.

**Late Assignments**
Late assignments, defined as any assignment attempted for submission after the established date/time deadline, may not be accepted resulting in a grade of zero. Late assignments, if accepted, will be subject to a grade penalty/deduction of 10% for every school day it is late, up to 5 days.

For example, if an assignment is due on Tuesday, but is turned in on Friday, it is three days late, and so will incur a 30% penalty deducted from the total score possible. After two weeks, no points will be able to be earned for late submissions.

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**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).

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**Course Evaluation**

During this course, students will be provided with an opportunity to evaluate this course and the instructors. UTEP uses an online course evaluation system. Course Evaluations will open toward the end of the course and can be accessed at my.utep.edu by clicking on the CLASSES TAB on the left. Click on the Course Name, or CRN, to complete the evaluation for the course. Every student’s participation is an integral part of this course and the accreditation process, and feedback is vital to improving education at the School of Pharmacy. It is each student’s professional responsibility to provide such feedback.

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**General Course Policies**

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.

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 (OSCCR). Please refer to the Student Handbook for SOP guidance on academic integrity.
Academic dishonesty includes, but is not limited to, cheating (including utilization of unapproved resources or other student’s work to complete your own), 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, breaching any course policy outlined in this syllabus, and any act designed to give unfair advantage to a student or the attempt to commit such acts. For instance, collaborating with other students and submitting the same answers to an assignment assigned as an individual assignment would be considered academic dishonesty, as it does not reflect an individual’s unique work.

Proven violations may result in sanctions including, but not limited to disciplinary probation, a failing grade on the work in question, a failing grade in the course, suspension, or dismissal. (For more information, see: https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.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/.

Students must notify the course coordinator by the completion of the first week of the semester if they will be using their accommodations. This is to allow sufficient time for the course coordinator to accommodate alternate exam-taking locations/times or any other accommodations approved by CASS.
# School of Pharmacy

**Spring – P2**  
PHAR 6263 / Integrated Skills Lab IIB  
Course Dates: January 17th, 2022 - May 12th, 2022  
Scheduled Course Time: Tuesday 1-3:50 PM*  
Location: Campbell building 211

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

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Course Topics</th>
<th>Top 200 Drug Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/17/23</td>
<td>Syllabus review; Re-Introduction to SOAP Notes</td>
<td>----</td>
</tr>
<tr>
<td>Week 2 1/24/23</td>
<td>Building a SOAP; How to Structure an Assessment and Plan</td>
<td>----</td>
</tr>
</tbody>
</table>
| Week 3 1/31/23 | Connector Case Intro—Data Collection (Pt Interview + S/O) | Topic: Diabetes  
Open: 1/31 – 2/5 |
| Week 4 2/7/23 | Putting the Pieces Together: Constructing a Full SOAP | Topic: Endocrine  
Open: 2/7 – 2/12 |
| Week 5 2/14/23 | EHR Go SOAP + Counseling Review | Topic: Aging Health  
Open: 2/14 – 2/19 |
| Week 6 2/21/23 | Counseling Practice | Topic: Dermatology  
Open: 2/21 – 2/26 |
| Week 7 2/28/23 | Improving your SOAPS: Revision and Revising | Topic: Otic + Rheumatoid  
Open: 2/28 – 3/5 |
| Week 8 3/7/23 | Midterm/Midpoint OSCE | ---- |
| Week 9 3/14/23 | **Spring Break – No Class** | ---- |
| Week 10 3/21/23 | OSCE Debrief—What to Improve | Topic: ID #1  
Open: 3/21 – 3/26 |
| Week 11 3/28/23 | Communicating the Plan – SBAR Introduction | Topic: ID #2  
Open: 3/28 – 4/2 |
| Week 12 4/4/23 | SBAR Practice | Topic: Psych 1  
Open: 4/4 – 4/9 |
| Week 13 4/11/23 | SOAP Partner Revision | Topic: Psych 2  
Open: 4/11 – 4/16 |
| Week 14 4/18/23 | OSCE Practice | Topic: Psych 3  
Open: 4/18 – 4/23 |
| Week 15 4/25/23 | OSCE Part 1 | ---- |
| Week 16 5/2/23 | OSCE Part 2 | ---- |

*Some course days will release early to off-set time required for IPPEs, up to a total of 5-7 hours

**Failing to submit IPPE documentation on time may result in failing the entire course**