School of Pharmacy
Course Syllabus
Fall – P2
PHAR 6162 – ISBP Track
Integrated Skills Lab IIA
Course Dates: August 23rd – December 2nd, 2021
Scheduled Course Time: Tuesday 1:00 pm – 2:20 pm
Location: Campbell Room 211

IPPE Hours: 1 hour

<table>
<thead>
<tr>
<th>Course Coordinator</th>
<th>Co-Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalie Gordon (Arndt), PharmD</td>
<td>Jamie Stone, PharmD</td>
</tr>
<tr>
<td>Office Room Number: Campbell 503</td>
<td>Office Room Number: 517</td>
</tr>
<tr>
<td>Office Hours: Tuesdays from 4 – 5 PM</td>
<td>E-mail: <a href="mailto:jkstone@utep.edu">jkstone@utep.edu</a></td>
</tr>
<tr>
<td>Fridays from 11 – 12:30 PM</td>
<td>Office Hours: by appointment</td>
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<td>And by appointment</td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:nnarndt@utep.edu">nnarndt@utep.edu</a></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Course Faculty</th>
<th>IPPE Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uchenna Gbugu, PharmD, MPH, BCACP</td>
<td>Vicki Howe, PharmD, BCPS</td>
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<tr>
<td>Email: <a href="mailto:uogbugu@utep.edu">uogbugu@utep.edu</a></td>
<td>Office Room Number: 713</td>
</tr>
<tr>
<td>Office Hours: by appointment</td>
<td>Office Phone: 915-747-8270</td>
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<tr>
<td></td>
<td>E-mail: <a href="mailto:vlhowe@utep.edu">vlhowe@utep.edu</a></td>
</tr>
<tr>
<td></td>
<td>Virtual Office hours: by appointment</td>
</tr>
</tbody>
</table>

Note: The course coordinator may adapt the syllabus/course calendar as appropriate to support student and course success.

Office Hours Statement:
The coordinator will post office hours and accommodate all students as time permits. Students may request an appointment with the coordinator in person or via e-mail. Individual faculty lecturers should only be contacted regarding questions related to the material taught by them. 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. Blackboard Collaborate, Microsoft Teams, etc). Office hours will be used to discuss any questions regarding course content, course logistic problems, 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 6472 ISBP IIB1) 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 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.

This course is the third in a series of six laboratory experience 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 IIA1 and IIA2 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 13.5 hour as part of this course (1 hour simulation; 12.5 hours site). 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.

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

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 (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.
7. Model effective and professional communication style (e.g. verbal, nonverbal, and written).
8. Collaborate with patients, caregivers, and other health care professionals. (IPE)
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>CAPE Outcomes</th>
<th>PCOA</th>
<th>NAPLEX</th>
<th>Assessment Measures</th>
<th>Level of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1.</strong> Utilize the Pharmacists’ Patient Care Process to assess and design a therapeutic plan for a given patient (e.g. pediatrics, geriatrics, multiple disease states).</td>
<td>2.1</td>
<td>4.7.1</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12</td>
<td>Assignments Care Plans Patient Interviewing</td>
<td>I,R</td>
</tr>
<tr>
<td><strong>Objective 2.</strong> Integrate chronic-disease prevention, intervention, and educational strategies into the therapeutic plan for a given patient (e.g. pediatrics, geriatrics, multiple disease states).</td>
<td>2.3</td>
<td>4.5.1</td>
<td>1.2, 1.5, 1.6, 3.2, 3.4, 3.7, 3.8, 3.9, 3.12, 6.2, 6.3</td>
<td>Care Plans</td>
<td>I, R</td>
</tr>
<tr>
<td><strong>Objective 3.</strong> Apply clinical care algorithms, practice guidelines, and evidence-based medicine into the plan of care for select patient populations (e.g. pediatrics, geriatrics, multiple disease states).</td>
<td>2.4</td>
<td>4.1.4</td>
<td>1.7, 3.2, 3.11, 6.4</td>
<td>Assignments Care Plans</td>
<td>I</td>
</tr>
<tr>
<td><strong>Objective 4.</strong> Identify and prioritize therapeutic, social, and financial barriers to patient care.</td>
<td>3.1</td>
<td>3.8.5</td>
<td>1.2, 1.5, 1.6, 3.2, 3.3, 3.7, 3.8, 3.9, 3.12, 6.4</td>
<td>Assignments Care Plans</td>
<td>I, R</td>
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<tr>
<td><strong>Objective 5.</strong> Design, implement, and evaluate solution(s) to therapeutic, social, and financial barriers in the care plan.</td>
<td>3.1</td>
<td>3.8.3</td>
<td>1.2, 1.5, 1.6, 2.2, 3.2, 3.3, 3.7, 3.8, 3.9, 3.12, 6.4</td>
<td>Assignments Care Plans</td>
<td>I, R</td>
</tr>
<tr>
<td><strong>Objective 6.</strong> Display cultural sensitivity in the Pharmacists’ Patient Care Process.</td>
<td>3.5</td>
<td>4.7.5</td>
<td>6.4</td>
<td>Assignments Care Plans</td>
<td>R</td>
</tr>
<tr>
<td><strong>Objective 7.</strong> Model effective and professional communication style (e.g. verbal, nonverbal, and written). (IPPE link)</td>
<td>3.2 3.6</td>
<td>3.8.1</td>
<td>6.1, 6.2</td>
<td>Patient Interviews Patient Counseling IPPE</td>
<td>R, A</td>
</tr>
<tr>
<td><strong>Objective 8.</strong> Collaborate with patients, caregivers, and other health care professionals. (IPPE Link)</td>
<td>3.2 3.4</td>
<td>3.8.2</td>
<td>1.2, 1.3, 6.1, 6.2</td>
<td>Assignments IPPE</td>
<td>R, A</td>
</tr>
</tbody>
</table>

**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)
Additional / Detailed Course Meetings & Location
This course will be held in-person on Tuesdays from 1 to 2:20 PM in Campbell 211. Occasionally, class may be held virtually and/or asynchronously per the determination of individual faculty members delivering each day’s content. All lectures will be recorded. 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 (especially your 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 6162. 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:
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. 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).

Methods of Instruction/Learning
UTEP or SoP may change to primarily online course if major disruption (e.g., pandemic, weather). For tips on succeeding in an online environment, see:

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. Exams/Quizzes
Required Course Technology/Tools/Needs

Recommended Textbooks:

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

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

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) MUST be checked to be functional for classes and online exams**
- CoreELMS® for Experiential Learning
- EHR Go®: provides an online, comprehensive, customizable, and realistic simulated electronic medical record (EMR). Some course activities and assignments will utilize 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 6162 ISL IIA 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 prepared for the day’s lesson(s). Entry into the classroom after session has started may result in a grade deduction or an unexcused absence; please see missed quizzes/exams/assignments policy in this syllabus for more detailed information.

Due to the nature of this course, attendance is mandatory for all lab sessions, unless otherwise noted. Attendance and punctuality at all labs are strongly recommended and 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 has an excused absence, they should immediately notify the course coordinator(s) and instructor(s) for each course day to be missed. Please also immediately submit the Office of Student Affairs absence form and any documentation required to support excusing the absence. If an absence is necessary from an experiential education site, please also contact the preceptor and Clinical Coordinator and cc the Director of Experiential Education. Please follow all necessary Handbook procedures for approving an absence to be excused. 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 following approval from the Office of Student Affairs.

IPPE-Related Attendance
Experiential education experiences generally occur outside of class time, including evenings, weekends, and holidays. Additionally, IPPEs may be scheduled at other times of the day.
For details about site placement process, check Blackboard®.
For IPPE schedule refer to CoreELMS.

Classroom 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 these 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.

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

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, the 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 synchronous class activities (unless otherwise noted).
  - Professional attire includes the following:
    - Business casual clothing (see Student Handbook for examples)
    - Closed-toed shoes
    - Clean white lab jacket with a School of Pharmacy-issued nametag at all times. Lab coats from outside pharmacies are not acceptable. Scrubs are also not acceptable.
  - Students must practice acceptable personal hygiene and grooming as well
- 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 up to a 5% total course grade deduction per incident, at the discretion of the course coordinator.

IPPE Dress Code
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 Education Director.
COVID-19 Precautions

**When the course meets 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](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. Masks are not required. However, as lab is facilitating a practice environment, where masks are currently required, it is in the best interest of all students to prepare for such patient-care environments and wear masks regularly.

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 crrtore2@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.

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### Evaluation and Grading Policy

Course point distribution:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Points</th>
<th>Type of Assessment</th>
<th>% Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 200 Quizzes</td>
<td>100</td>
<td>Individual Weekly Quiz</td>
<td>13.3%</td>
</tr>
<tr>
<td>In-Class Activities</td>
<td>30 points per week x 14 weeks = 420 total</td>
<td>Activities as assigned per class content (EHR Go cases, data collection assignments, case reviews, care plans, etc.)</td>
<td>56%</td>
</tr>
<tr>
<td>Peer Interviewing/ Counseling (Formative)</td>
<td>10 points each x 8 in semester = 80 total</td>
<td>Peer-to-peer practice Formative grading based on rubric completion for interview/counseling partner</td>
<td>10.7%</td>
</tr>
<tr>
<td>Faculty Interviewing/ Counseling (Summative)</td>
<td>25 each x2 in semester = 50 total</td>
<td>Student-to-Faculty graded encounter Summative grading by faculty based on interview/counseling conducted</td>
<td>6.7%</td>
</tr>
<tr>
<td>Final/OSCE</td>
<td>100 points total</td>
<td>Cumulative Skills-Based Assessment</td>
<td>13.3%</td>
</tr>
<tr>
<td>IPPE</td>
<td>--</td>
<td>--</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Total</td>
<td>750</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

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 facilitator 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.

**Top 200 Quizzes:** There will be weekly individual quizzes over the Top 200 drugs and top 100 OTC products. Each quiz will be over 10-15 medications. 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 Fridays at end of day. Quizzes will be taken in Blackboard, utilizing the Respondus Lockdown Browser. Web cams will need to be enabled to allow for testing environment scans and test-taker identity verification.

**Weekly Class Assignments:** Each week of lab will have an activity associated with it, focused on the skills reviewed in that session. Activities can include worksheets, patient cases, data collection forms, drug information responses, EHR Go session documentation, etc.

**Patient Interviews/Counseling (student sessions):** Students will practice interviewing and counseling skills in pairs. Using provided cases, students will take turns interviewing and/or counseling a partner who will serve as a mock-patient, as well as a peer grader. The peer grader will utilize a provided rubric to score and offer their partner feedback on their counseling and/or interview. The grader will then upload the completed rubric and feedback to Blackboard, and also share a copy with their peer. Grades will be determined formatively based completeness and on depth of feedback provided to the interviewing/counseling student.

**Patient Interviews/Counseling (faculty sessions):** Twice over the course of the semester, students will be evaluated by a faculty member on their interviewing and/or counseling, per the rubric. Grades will be determined summatively based on the rubric. These faculty sessions will be done for 1/4 - 1/3 of students in the cohort each week that sessions are conducts, so that all students will complete two summative faculty sessions prior to the end of the semester.

**Experiential LINK (IPPE):**
All IPPE activities (i.e. hours, worksheets, evaluations [record all experiential hours (1 hr simulation; 12.5hrs site), complete 7 field encounters, complete all site onboarding activities and provide a preceptor evaluation. course specific information]) must be completed in its entirety by communicated due dates.
Questions Related to the Course and Grading/Exams

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

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

REGRADE REQUEST: Regrade requests for assignments or exams should be made within five (5) business days of the posting of the grades. Requests must be made through email to the course coordinator and include rationale for the request. Requests will not be entertained after this period (unless excused absence due to extenuating circumstances or faculty coordinator).

Missed Quizzes / Exams / Assignments – Excused/Unexcused Absences

Excused Absences
Only students who miss a lab, quiz, or an assignment due date as a result of an excused absence will be allowed to make-up the missed assignment or assessment; in some cases, the same quiz/assignment may not be feasible and an alternative assignment designated by the course coordinator will be made available. 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 absence for the student to be excused from that exam/assignment 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 exam. Students should not assume that they can miss an exam for vacation or other personal conflicts.
- Any excused absence from an exam for health reasons must be documented with a note from an appropriate health professional.
- Other absences will be handled on a case-by-case basis through discussion with the student, the course coordinator, and the Office of Student Affairs.
- Any unexcused absence from an exam or assessment 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 a make-up exam/assignment, which will usually occur before 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, quiz, assignment(s), or exams and thus will receive a grade of zero. Any unexcused absence, for any reason, may also result in up to 10% deduction of the overall course grade, per the course coordinator’s discretion.

Missed IPPE Experiences
Missed IPPE rotation time will be handled at the discretion of the OEE and in accordance with the policies contained in the OEE handbook. Incomplete IPPE requirements may result in failing the entire course.

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 assignment, defined as any assignment attempted for submission after the established date/time deadline, may not be accepted, thus resulting in a grade of zero. Late assignments, if accepted, may be subject to a grade penalty/deduction at the discretion of the assigned course or guest faculty based on the extent of the lateness of the assignment submission.

Remediation Policy
Remediation may occur if a student fails the course. Students must participate fully in the course to be eligible for remediation. Please refer to the Student Handbook for end-of-course remediation policies and timelines (see Student Handbook: Table of Contents for End of Course Remediation).

Course Evaluation
During this course, students will be provided with an opportunity to evaluate this course and the instructors. The Associate Dean for Assessment, Accreditation, and Strategic Planning will send an email reminder toward the end of this course to alert students to the availability of the course evaluation. UTEP uses an online course evaluation system. Course Evaluations can be taken at my.utep.edu by clicking on the CLASSES TAB on the left. 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.
General Statement about Course Policy
The syllabus is subject to change to meet course needs, especially if there are unexpected disruptions or changes in class size, resources, etc. The most updated syllabus can be found on the course Blackboard shell. It is the student’s responsibility to review the syllabus periodically for updates.

UTEP and SOP Policy for Academic Integrity
Any student who commits an act of academic dishonesty is subject to discipline (which could include failure of course or dismissal from School of Pharmacy). Please refer to the Student Handbook for SOP guidance on academic integrity (see Student Handbook - Table of Contents for Curriculum and Classroom Policies: Academic Integrity).

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.

Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students and on the homepage of the Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others. (For more information, see: https://www.utep.edu/student-affairs/oscr/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/oscr/student-conduct/index.html for further information). Any student who engages in conduct that is prohibited by the Board of Regents’ Rules and Regulations, University or SOP rules or by federal, state, or local law is subject to discipline whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct. Please refer to the Student Handbook for specific expectations regarding professional conduct in the SOP (see Student Handbook: Table of Contents for Academic Progression: Good Standing: Professional).

Cell Phones
Students should carry cell phones, but keep the phone on the vibrate mode in the event students need to be notified by the emergency alert system. Disruptive cell phone use for the purpose of texting, email or social media is not permitted. This use is disruptive to fellow classmates, faculty and the learning environment. The use of a cell phone or the ringing of the phone in class is considered unprofessional behavior. No cellphones, calculators, laptops or other items may be used during an assessment (e.g., exam or a quiz) unless specifically as part of that assessment and approved by the faculty member/instructor.

Technical Assistance
Checking computer requirements and ensuring that all software up to date is essential for students to access course content. Supported browsers include –
1) For a PC: Mozilla FireFox and Google Chrome (NOT Internet Explorer)
2) For a Mac: Safari, Firefox, and Chrome
Check for updates on supported browsers: [https://help.blackboard.com/Collaborate/Ultra/Participant/Get_STARTED/Browser_Support#supported-browsers_OTP-0](https://help.blackboard.com/Collaborate/Ultra/Participant/Get_STARTED/Browser_Support#supported-browsers_OTP-0)

To enhance browser performance, students should clear the browser cache and allow pop-ups. In addition to testing the web browser, check to ensure that the computer has an updated version of Java (go to [http://java.com](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](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).

For help with ExamSoft: 866.429.8889 or 954.429.8889.

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)

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**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/](http://sa.utep.edu/cass/)

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**Additional Information**

**Campus Concealed Carry:**
Effective August 1, 2016. [https://www.utep.edu/campuscarry/](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/](https://www.utep.edu/student-affairs/dean-of-students-office/community-of-care/)) and may be dismissed from class for blatant or sustained disruptive behavior.
Student Support:
UTEP provides a variety of resources for those in need (e.g., if you feel overwhelmed, stressed or dealing with a crisis):

- UTEP’s Counseling Center (free counseling to all students): **915-747-5302**, which after-hours goes to a crisis line
- Mental Health Crisis Line: **915-779-1800**
- National Suicide Prevention Hotline: 1-800-273-8255 / suicidepreventionlifeline.org
- Veterans Crisis Line: 1-800-273-8255 / www.veteranscrisisline.net

Further resources are available to students on the “Current Students” tab of the UTEP SOP website.

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 Integrated Skills Lab IIA

### Course Calendar and Topic Outline

**Course Dates and Time:** August 23rd – December 2nd, 2021 on Tuesday from 1:00 pm – 2:20 pm

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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Date</th>
<th>Topic</th>
<th>Top 200 Quizzes</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/24/2020</td>
<td>Syllabus Review EHR Go Activity</td>
<td>--</td>
<td>Gordon Stone</td>
</tr>
</tbody>
</table>
| 2    | 8/31/2020  | Collect: Interview review/practice EHR Go Data collection practice       | Topic: Respiratory 1  
Open: 8/31 – 9/3  
Gordon Stone  
Gordon Stone |
| 3    | 9/7/2020   | Assessment: Drug therapy problems (Indication and Adherence)           | Topic: Respiratory 2  
Open: 9/7 – 9/10  
Gordon Stone  
Gordon Stone |
| 4    | 9/14/2020  | Opioid Conversion Workshop                                             | Topic: Pain 1  
Open: 9/14 – 9/17  
Gordon Stone  
Gordon Stone |
| 5    | 9/21/2020  | Collect: Honing the interview                                           | Topic: Pain 2  
Open: 9/21 – 9/24  
Gordon Stone  
Gordon Stone |
| 6    | 9/28/2020  | Assessment: Drug therapy problems (Effectiveness and Safety)           | Topic: GI 1  
Open: 9/28 – 10/1  
Gordon Stone  
Gordon Stone |
| 7    | 10/5/2020  | Assessment: Putting the Rationale Together                            | Topic: GI 2  
Open: 10/5 – 10/8  
Gordon Stone  
Gordon Stone |
| 8    | 10/12/2020 | Plan: Determining Recommendations                                     | --              | Gordon Stone       |
| 9    | 10/19/2020 | Complete Assessment and Plan                                            | --              | Gordon Stone       |
| 10   | 10/26/2020 | Implement: Follow-up, Monitoring, Evaluation                            | Topic: BP 1  
Open: 10/26 – 10/29  
Gordon Stone  
Gordon Stone |
| 11   | 11/2/2020  | Pre-planning for patient care: Care Plan Basics                       | Topic: BP 2  
Open: 11/2 – 11/5  
Gordon Stone  
Gordon Stone |
| 12   | 11/9/2020  | Care Plans: 2 disease states                                           | Topic: Other CV 1  
Open: 11/9 – 11/12  
Gordon Stone  
Gordon Stone |
| 13   | 11/16/2020 | Care Plans: 3 disease states                                           | Topic: Other CV 2  
Open: 11/16 – 11/19  
Gordon Stone  
Gordon Stone |
| 14   | 11/23/2020 | Care Plan implementation                                               | --              | Gordon Stone       |
| 15   | 11/30/2020 | Final OSCE (in class)                                                  | --              | Gordon Stone       |

**All IPPE Requirements MUST be submitted before 5 PM on 12/3 in order to pass the course**

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