### Course Description

Integrated Skills Lab will connect three tracks 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.
- 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.
- 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.

Course Learning Objectives (mapped to national outcomes):

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>CAPE Outcomes</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 design a therapeutic plan for a given patient (e.g. pediatrics, geriatrics, multiple disease states).</td>
<td>2.1</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>R, A</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>1.2, 1.5, 1.6, 3.2, 3.4, 3.7, 3.8, 3.9, 3.12, 6.2, 6.3</td>
<td>R, A</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>1.7, 3.2, 3.11, 6.4</td>
<td>I, R</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>1.2, 1.5, 1.6, 2.2, 3.2, 3.3, 3.7, 3.8, 3.9, 3.12, 6.4</td>
<td>R, A</td>
</tr>
<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>1.2, 1.5, 1.6, 2.2, 3.2, 3.3, 3.7, 3.8, 3.9, 3.12, 6.4</td>
<td>R, A</td>
</tr>
<tr>
<td><strong>Objective 6.</strong> Display cultural sensitivity in the Pharmacists’ Patient Care Process.</td>
<td>3.5</td>
<td>6.4</td>
<td>R</td>
</tr>
<tr>
<td><strong>Objective 7.</strong> Model effective and professional communication style (e.g. verbal, nonverbal, and written). (IPPE, IPE link)</td>
<td>3.2 3.6</td>
<td>6.1, 6.2</td>
<td>R, A</td>
</tr>
<tr>
<td><strong>Objective 8.</strong> Collaborate with patients, caregivers, and other health care professionals. (IPPE, IPE Link)</td>
<td>3.2 3.4</td>
<td>1.2, 1.3, 6.1, 6.2</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)

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.

The final OSCE will be split between two course days to allow assessment of the many skills built throughout the semester, potentially including various aspects of the Pharmacist Patient Care Process assessed through a simulated ambulatory care environment. These may include Collect through a patient interview, Assess/Plan/Implement/Follow-up through both written and verbal communication styles: SOAP notes, SBAR, and patient counseling. The final assessment of the course will also include a portion relating to the Top 200 Drugs.

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:

Software/Technology must be tested in orientation/first week of courses to ensure functionality.
• Examflify, ExamSoft® Exam Monitor
• Blackboard® Respondus Lockdown
• Microsoft® Teams
• Zoom®
• Audio (speaker & microphone) and video (camera)
• 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 activate your account (do not create multiple accounts. If you already created an account in P1 year, access that account).
  • No additional account purchase required.
  • To Log on: https://web21.ehrgo.com/auth/login
• *iClicker account and iClicker Student App
  • If you have not already, go to 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
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: cstorres2@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 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.

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 students for practice, where pharmacists are dressing for their patients, not their peers. Professional demeanor is conveyed to colleagues and patients through a pharmacist’s appearance, as well as in their behavior.**

Dress Code
- Professional attire MUST be worn for all synchronous class activities (unless otherwise noted).
  - 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 clothing (see Student Handbook for examples) OR clean, solid color, matching scrubs
      - NOTE: Jeans are not considered business casual and should not be worn in ISL
    - Closed-toed shoes
  - Students must practice acceptable personal hygiene and grooming
- 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 violations 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
See IPPE document in Blackboard® for details.
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>
</tr>
<tr>
<td>Weekly In-Class Activities</td>
<td>600</td>
</tr>
<tr>
<td>(50 points per week x 12 weeks)</td>
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<tr>
<td>OSCEs and Summative Assessments</td>
<td></td>
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<tr>
<td>Midterm: 100</td>
<td></td>
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<tr>
<td>Final: 200</td>
<td></td>
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<tr>
<td>IPPE</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Total</td>
<td>1000</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 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 an accessible 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. *Mac users in particular need to be cautious to ensure file formats are universal and accessible.*

**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.

**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 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. (Note: documentation does NOT need to be provided to the course coordinator—only OSA).

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.

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.
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.

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.

As a note, while the use of AI tools, such as ChatGPT, is not expressly prohibited in all cases, students are still responsible for generating their own work. It is unprofessional to take credit for intellectual property that was not created by the individual(s) submitting the assignment. The School of Pharmacy encourages appropriate use of AI tools for such tasks as assistance with idea generation, identification of potential resources, etc. Please note that any work submitted in this course may be subject to review to determine authorship or contribution by the student submitting it.

Further, students must be aware that submitting any type of protected patient information into an AI tool is a HIPAA violation, and would be subject to much higher sanctions potentially by the School, UTEP, health institution, and even federal government. Patient material for this course is fictitious and for learning purposes only. However, it is used to develop skills that will be needed in practice when handling protected patient health information. It is every students’ responsibility to learn how to collect, interpret, and assess such information responsibly.

Proven academic integrity 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.

Additional Course Policies:

Refer to the Common Syllabus for additional course policies that apply to all School of Pharmacy courses.
## School of Pharmacy

**Spring – P2**  
**PHAR 6263 / Integrated Skills Lab IIB**  
**Course Dates:** January 16th, 2022 - May 10th, 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</td>
<td>Syllabus review; Re-Introduction to SOAP Notes</td>
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<tr>
<td>1/16/24</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Building a SOAP: How to Structure an Assessment and Plan</td>
<td>----</td>
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<tr>
<td>1/23/24</td>
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<tr>
<td>Week 3</td>
<td>EHR Go SOAP</td>
<td>Topic: Diabetes</td>
</tr>
<tr>
<td>1/30/24</td>
<td>Introducing Ambulatory Care Counseling</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Connector Case Intro—Data Collection (Pt Interview + S/O)</td>
<td>Topic: Endocrine</td>
</tr>
<tr>
<td>2/6/24</td>
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<td></td>
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<tr>
<td>Week 5</td>
<td>Connector Case Follow-Up</td>
<td>Topic: Aging Health</td>
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<tr>
<td>2/13/24</td>
<td>Putting the Pieces Together: Constructing a Full SOAP Counseling Review</td>
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<tr>
<td>Week 6</td>
<td>Improving your SOAPS: Revision and Revising</td>
<td>Topic: Dermatology</td>
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<tr>
<td>2/20/24</td>
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<tr>
<td>Week 7</td>
<td>Midterm OSCE</td>
<td>Topic: Otic + Rheumatoid</td>
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<tr>
<td>2/27/24</td>
<td>REMEMBER: IPE Event on Friday 3/1</td>
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<tr>
<td>Week 8</td>
<td>Counseling Practice</td>
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<tr>
<td>3/5/24</td>
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<tr>
<td>Spring Break</td>
<td><strong>Spring Break – No Class</strong></td>
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<tr>
<td>3/12/24</td>
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<tr>
<td>Week 9</td>
<td>OSCE Debrief—What to Improve</td>
<td>Topic: ID #1</td>
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<tr>
<td>3/19/24</td>
<td>Non-assumptive Language: LGBTQ Health and Communication</td>
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<tr>
<td>Week 10</td>
<td>Communicating the Plan – SBAR Introduction</td>
<td>Topic: ID #2</td>
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<tr>
<td>3/26/24</td>
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<tr>
<td>Week 11</td>
<td>SBAR Practice</td>
<td>Topic: Psych 1</td>
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<tr>
<td>4/2/24</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>SOAP Partner Revision</td>
<td>Topic: Psych 2</td>
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<tr>
<td>4/9/24</td>
<td></td>
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<tr>
<td>Week 13</td>
<td>OSCE Practice</td>
<td>Topic: Psych 3</td>
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<tr>
<td>4/16/24</td>
<td></td>
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<tr>
<td>Week 14</td>
<td>OSCE Part 1</td>
<td>----</td>
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<tr>
<td>4/23/24</td>
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<tr>
<td>Week 15</td>
<td>OSCE Part 2</td>
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<tr>
<td>4/30/24</td>
<td></td>
<td></td>
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<tr>
<td>Finals Week</td>
<td>No Class</td>
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<tr>
<td>5/7/24</td>
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</table>

*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