This course provides two (2) patient care hours, 0 hours of simulation and 0.5 hours of reflection towards the overall Introductory Pharmacy Practice Experience (IPPE) requirement. Refer to the separate IPE syllabus for the IPE component of this course.

### Course Coordinator
Clinical Associate Professor and
Assistant Dean for Experiential and Professional Affairs

- **Office**: PHR 5.112C
- **Phone**: (512) 475-9752
- **E-mail**: jennifer.ridings-myhra@austin.utexas.edu
- **Office Hours**: By appointment or check with Student Affairs front desk

### Course Co-Coordinator
Veronica Young, Pharm.D., M.P.H.
Clinical Associate Professor and
Director of Interprofessional Education and Community Engagement

- **Office**: PHR 5.112P
- **Phone**: (512) 475-9755
- **E-mail**: youngv@austin.utexas.edu
- **Office Hours**: By appointment

### Supporting Faculty
Lucas G. Hill, Pharm.D.
Clinical Assistant Professor and Co-Coordinator for FICP

- **Office**: PHR 2.222G
- **Phone**: (512) 232-7832
- **E-mail**: lucas.hill@austin.utexas.edu
- **Office Hours**: By appointment

### IPPE Coordinator
Sherrie Bendele

- **Office**: PHR 5.102
- **Phone**: (512) 232-2630
- **E-mail**: s.bendele@austin.utexas.edu

### Teaching Assistant (TA)

- **Class period**: Fridays, 8:00 a.m.-8:50 a.m
- **Location**:
  - Austin: PHR 3.106
  - UTHSCSA: MCD 2.108
  - UTRGV: 1.202 Distance Ed Classroom

### Distance Campus Coordinators:
UT Health San Antonio
Jennifer Seltzer, Pharm.D.
(210) 567-4285
seltzer@uthscsa.edu
Advanced Academic Assistants (AAAs)

Portfolios and reflections

For questions regarding

- **attendance**, please contact the TA, Shuang Chen.
- **community service/IPPE**, please contact Ms. Bendele.
- **portfolio/reflection assignments**, please contact assigned AAA first, then Dean Ridings-Myhra.
- **interprofessional education (IPE) requirements**, please contact Dr. Hill or Dr. Young.
- **all other questions**, please contact Dean Ridings-Myhra.

**PREREQUISITES**

Prerequisites for this course include completion of all previous first and second year Foundations of Professional Development courses.

**FPD SECTIONS**

There are multiple sections for this course. Students will automatically be grouped in their same teams from the P1 year to the extent possible. Each section will have one assigned AAA. Each student will also have a faculty mentor.

**THE FOUNDATIONS OF PROFESSIONAL DEVELOPMENT (FPD) COURSE SERIES**

The goal of the FPD course sequence is to provide in-depth education and training to promote personal and professional development of students. The FPD courses are built on six interdependent pillars: Self-Awareness, Professionalism, Leadership, Career Development and Planning, Contemporary Issues in Practice, and Interprofessional Collaborative Practice (ICP). These courses employ a series of seminars, team-based workshops, and interprofessional learning experiences to inculcate students into the College of Pharmacy and profession of pharmacy. Class sessions will focus on self-awareness, professionalism, leadership development, career planning and decision-making, contemporary issues in pharmacy practice, and interprofessional collaboration.

**Goals for the FPD Series are to provide a mechanism by which:**

1. (Module I) Students will establish a solid foundation to develop self-awareness through the use of various tools and assessment mechanisms to identify personal attributes, learning styles, personalities, and behaviors.
2. (Module II) Students set the foundation for personal professional identify formation, professional socialization, and comprehensive understanding of the role of pharmacists in healthcare.
3. (Module III) Students can develop leadership skills necessary to advance patient care and advocate for the profession of pharmacy.
4. (Module IV) Students will apply knowledge of self as a guide to career development and planning. Various career options and practice requirements will be presented throughout the FPD course sequence.

5. (Module V) Contemporary Issues in Practice will provide an avenue for career exploration and understanding of emerging roles for pharmacists in healthcare.

6. (Module VI) Students will engage in interprofessional education (IPE) activities with students from other professions in preparation for interprofessional collaborative practice (ICP) aimed at delivering quality and safe patient-centered and community/population-oriented care.

**COURSE OBJECTIVES**

By the completion of this course, students should be able to:

1. Implement a defined, systematic process to explore various careers in pharmacy. (Modules I, II, & IV)
2. Utilize knowledge of self to assist with career development and planning. (Modules I, II, & IV)
3. Identify the (postgraduate) education, training, and certifications needed for various careers in pharmacy in the context of personal qualities, skills, competencies and self-awareness. (Modules I, II, & IV)
4. Relate a personalized understanding of professional development expectations (e.g., professional and ethical behavior, leadership) to real-life examples of a professional in pharmacy. (Modules II, & III)
5. Further develop a plan for personal and professional development for the purpose of individual growth. (Modules I and II)
6. Demonstrate personal self-awareness through the use of techniques such as reflection and critical thinking. (Modules I and III)
7. Evaluate one’s personal skill set and development opportunities relative to leadership development. (Modules I and II)
8. Identify contemporary pharmacy practice issues and their impact on career planning and knowledge of the healthcare enterprise. (Modules IV and V)
9. Course objectives for IPE portion of course, please see IPE syllabus.

Learning methods include reflective writing, threaded discussion, team exercises, collaboration, ongoing interaction, and connection with each other, faculty mentors, facilitators, and practitioners.

**COURSE DESCRIPTION**

In PHM 283S, students will participate in sessions involving only pharmacy students (i.e. Friday morning pharmacy sessions from 8-8:50 a.m.). Students will complete different requirements for the interprofessional education (IPE) component of this course. IPE requirements include several Wednesday morning sessions from 8-8:50 a.m., and completion of activities and assignments as articulated by Dr. Young. Please NOTE that there are uniquely different requirements and course policies for the pharmacy and IPE components. There are two syllabi for this course, one for the pharmacy component (this one) and the other for the IPE portion.

**COURSE REQUIREMENTS: PHARMACY SESSIONS (EVERY FRIDAY; 8:00 A.M.-8:50 A.M.)**

1. **Attendance.** Regular and prompt attendance at all class meetings is required.

   Attendance will be taken at the beginning of each class by distribution of a class roster. Falsifying the roster by signing for another student is considered scholastic dishonesty and will be dealt with accordingly. Signing in and then leaving class will be considered an absence. The signed class roster will be considered an official university document.
Any student who arrives to class after the speaker has started will be counted absent for that day.

Students are allowed two absences for the semester—“excused” or “unexcused”—it does not matter. Five points will be deducted from the final course grade for each absence beyond the two allowed. Regardless of the reason for the absence, students will be required to view the lecture and complete required assignments by the original published deadlines.

Notifying the TA and/or course coordinator is highly recommended for any absence. Although the attendance policy does not indicate a need for course coordinator approval of any absence, any extenuating circumstances can be handled more appropriately when relevant information explaining the reason for the absence can be provided by the student. Any resulting action will occur at the discretion of the course coordinator.

“College-approved” absences are not necessarily "instructor-approved". Students are required to get approval from their instructors to miss other courses for participation in IPPE participation.

2. **Milestone Examinations.** Students are required to complete the P2 formative milestone examination during the week of Labor Day. More information will be provided by Dr. Roberts via email. Scores on the milestone examination will not be used to determine the final grade in this course; however, students will receive individual feedback about their performance, including areas of competency and areas for improvement. **Failure to take the milestone exam will result in failure of the course.**

As a reminder, this will be the second in a series of milestone examinations. The P1 and P2 examinations are formative and intended to be a diagnostic tool for students to determine areas for improvement. The P3 examination utilizing the national PCOA is planned for the spring semester of 2019. It is summative and must be completed with a passing score in order to progress to the P4 year.

3. **Community Service/IPPE.** This course provides two (2) Patient Care IPPE hours, 0 hours of simulation and 0.5 hours of reflection toward the student’s overall Introductory Pharmacy Practice Experience (IPPE) requirement. Students will be required to complete two (2) hours of health-related community service in an approved activity. Events that count towards the required hours must take place in the current semester or may precede the current semester with prior approval from Dean Ridings-Myhra. Hours cannot carry over. Hours earned after the semester deadline cannot be used retroactively to meet the requirement for that semester. Activities will be health-related with a preference for those that include interactions with other health professionals. A list of approved activities will be posted on the course Canvas website. The list will be updated based on availability of new activities. Project Collaborate and Know Your Medicine events are automatically approved. Students can find the calendar of events for Project Collaborate and KYM events on the college’s Community Outreach website at [http://sites.utexas.edu/phr-student-orgs/community-outreach/](http://sites.utexas.edu/phr-student-orgs/community-outreach/). Simulation activities may not count as IPPE hours. If a student wishes to complete an activity that is not on the approved list, the student must submit a description of the activity via the Request for Approval of an Event form (in Canvas) directly to phr-ippe@austin.utexas.edu at least three weeks prior to the activity for approval. This includes events that were approved in previous semesters. The description must include the sponsoring organization, a description of the activity, the date of the activity, and the name and contact information for the individual overseeing the experience. Activities not submitted via the official form at least three weeks prior to the event will not be approved. If the activity involves the
provision of pharmaceutical care, the person overseeing the activity must be a licensed pharmacist and listed as a preceptor with the Texas State Board of Pharmacy.

The following rules govern any IPPE activity:

a. Students may not be paid for participation in any experiential activity (this includes IPPEs and APPEs). To earn experiential hours during employment hours is a violation of accreditation standards, and will result in penalties as determined by the Dean’s Office.

b. Falsification of hours constitutes academic dishonesty and will be dealt with accordingly, and could result in failure of the course.

c. Students should follow the site’s or activity’s instructions for use of cell/smart phones and other electronic devices. Inappropriate use of these devices may result in disciplinary action against the student.

Prior to undertaking IPPE activities in this course, the student will review the American Association of Colleges of Pharmacy Center for the Advancement of Pharmacy Education (CAPE) 2013 Educational Outcomes. Upon completion of the activity, students will complete the IPPE Verification Form and have the person overseeing the activity sign the form to document the hours. Then, students will upload the IPPE hour sheet into the appropriate assignment in Canvas®. Students should verify that submitted hours have been recorded appropriately. Keep the paper version for your records in case there are any questions.

All hours must be completed, and the IPPE Verification form submitted as a Canvas assignment, by 11:59 p.m. CST on Monday, November 26, 2018.

Failure to complete IPPE hours and submit IPPE verification forms prior to the stated deadline below will result in a letter grade deduction for the course. Failure to complete IPPE hours and submit IPPE verification forms prior to 5 p.m. on the last day of class for the semester will result in an F in the course.

4. Course Assignments. Students will have access to two Canvas sites for this course:
   - the Canvas site for PHM 283S—sessions for pharmacy students only
   - the Canvas site for IPE

All FPD pharmacy course assignments are to be uploaded into the Professional Development Portfolio (PDP) or the Canvas course site as instructed for each assignment. Students are required to complete weekly assignments and three reflections for the pharmacy specific portion of the course, and additional assignments for the interprofessional component of PHM 283S. All activities are assigned through the use of the Canvas Assignment system. See the table in this section for specific assignments and due dates. Advanced Academic Assistants (AAA) will review students’ assignments on a weekly basis. Course assignments and any additional activities must be submitted (posted on Canvas) by 11:59 p.m. Central Time on the due date. The evaluation of the PDP weekly course assignments and three reflections make up 50% of the course grade. Assignments and requirements for the interprofessional portion of PHM 283S will make up the other 50% of the course grade but are posted to the IPE Canvas site. Failure to successfully submit or post each weekly assignment, update, or reflection or other course requirement by the deadline will result in a 50% decrease in that assignment’s grade. If the assignment is not submitted by 11:59 p.m. on the fourth day after the deadline, the student will receive a grade of “0” on the assignment. Similar to the attendance policy
stated above, any extenuating circumstances that may impact a student’s ability to submit an assignment on time will be handled on a case-by-case basis, and any resulting action will occur at the discretion of the course coordinator.

Format for Reflections. Reflections will be written in a different format this year. The PIE-RECAP format will not be used. More information to follow.

Petition for Re-Evaluation of Reflection or Weekly Assignment Grading. Students earning an “unacceptable grade” on a reflection or other ePortfolio assignment may petition the course coordinator for a resubmission. The petition must be submitted within one week of receiving the rating for that particular assignment. If the course coordinator grants the student’s petition, the student will submit a revised assignment to his or her AAA by the date and time set by the course coordinator.

If the AAA determines that the assignment submitted has improved and assigns a rating of “acceptable”, the course coordinator will replace the original rating. Otherwise, the original rating of unacceptable will stand. Resubmissions cannot be used to remove a late assignment penalty.

The pharmacy assignment topics and due dates are as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due to AAA</th>
<th>Comments back from AAA</th>
<th>Due for final submission</th>
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</thead>
<tbody>
<tr>
<td>Weekly career speaker assignment</td>
<td>Monday, September 10</td>
<td></td>
<td></td>
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<tr>
<td>Weekly career speaker assignment</td>
<td>Monday, September 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection #1: Student’s Choice!</td>
<td>Monday, September 24</td>
<td>Friday, September 28</td>
<td>Friday, October 5</td>
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<tr>
<td>Weekly career speaker assignment</td>
<td>Monday, September 24</td>
<td></td>
<td></td>
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<tr>
<td>Weekly career speaker assignment</td>
<td>Monday, October 1</td>
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<td></td>
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<tr>
<td>Weekly career speaker assignment</td>
<td>Monday, October 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor meeting form</td>
<td>Wednesday, October 10</td>
<td></td>
<td></td>
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<tr>
<td>Weekly career speaker assignment</td>
<td>Monday, October 15</td>
<td></td>
<td></td>
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<tr>
<td>Reflection #2: Rotation Selection</td>
<td>Monday, October 15</td>
<td>Friday, October 19</td>
<td>Friday, October 26</td>
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<tr>
<td>Weekly career speaker assignment</td>
<td>Monday, October 22</td>
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<tr>
<td>SMIT</td>
<td>Monday, October 29</td>
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<tr>
<td>Weekly career speaker assignment</td>
<td>Monday, November 5</td>
<td></td>
<td></td>
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<tr>
<td>IPPE Verification Form</td>
<td>Monday, November 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection #3: Your Fall 2018 IPPE experience</td>
<td>Monday, November 26</td>
<td>Friday, November 30</td>
<td>Friday, December 7</td>
</tr>
<tr>
<td>Weekly career speaker assignment</td>
<td>Monday, December 3</td>
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</tr>
<tr>
<td>Personal Life Plan (PLP)</td>
<td>Monday, November 26 Update your PLP at end of semester. Make a separate tab labeled Update Fall 2018.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Detailed information for each assignment will be available in Canvas.
PLEASE NOTE: If your graded assignment was submitted late and therefore has the 50% late penalty, then the late penalty will be upheld, regardless of whether you complete an instructor-approved revision or not (for an “unacceptable” evaluation). In other words, the approved revision is available for the purpose of improving an “unacceptable” rating to an “acceptable” one. It is NOT available for the purpose of avoiding the late penalty.

5. **E-Portfolio.** During the Foundations of Professional Development series of courses, the student is expected to continue to build and maintain two portfolios in Canvas: the Professional Development Portfolio (PDP) and the Personal Life Plan (PLP). These portfolios will be the repository throughout the student’s tenure at the college to document and track personal and professional development, reflect on educational and professional career achievements, and assist with career planning and selection. During this course, the student will be given specific instructions regarding documents and information to add to the portfolio. The Faculty Mentor (FM) assigned during the Fall 2016 semester (if still available) will continue to review the PDP and PLP and provide guidance and input as the student progresses through the Pharm.D. curriculum.

*Failure to update the Personal Life Plan (PLP) and submit to your AAA for review prior to the stated deadline in the table of assignments will result in a letter grade deduction for the course. Failure to complete the PLP and submit to your AAA for review prior to 5 p.m. on the last day of class for the semester will result in an F in the course.*

6. **Mentor Meeting.** Students will be required to meet with their assigned faculty mentor within the first month of the start of the semester. Students are responsible for contacting their respective mentor and arranging a meeting time and date. Minimum elements of discussion are required, and both the student and faculty mentor will be required to sign a document verifying that the minimum elements were discussed. Students will then upload this document to the Assignments section of Canvas.

*Failure to meet with your mentor and submit the Minimal Elements Verification form by October 10 will result in a letter grade deduction for the course. Failure to submit the Minimal Elements Verification form prior to 5 p.m. on the last day of class for the semester will result in an F in the course.*

7. **Professional Classroom Decorum.** All cell phones and other electronic devices must be silenced during class time. Text messaging and e-mailing in class is prohibited. The use of cell phones, tablets, laptops, and all other electronic devices is prohibited, unless specifically allowed for certain purposes and announced in advance of class. Students should plan to download and print any slides they may wish to access for lecture in advance of class.

**Dress Code is as follows:**
- Clean white lab jacket with nametag
- Men: full length slacks, dress shirt or polo shirt (shirts must have collars)
- Women: pants or skirts with blouses or dresses
- No scrubs, shorts, jeans, sneakers, athletic shoes, flip-flops, caps or hats will be permitted.

Students are required to wear their white lab coats upon entering the classroom. Failure to wear a white coat and professional attire, as well as other violations of professional classroom decorum, will
result in a warning on the first offense, either individually or corporately (in other words, if students are reminded to put their lab coats on as a class, that counts as a warning to all). Subsequent offenses will result in a 5% decrease in course grade per incident.

7. **Class Recordings.** If video recordings of a class are made available by the College of Pharmacy, they are intended solely for the purpose of review by students currently enrolled in that class. Faculty and students utilizing class video recordings should be careful to not compromise the privacy of either themselves or other users (http://registrar.utexas.edu/students/records/ferpa), or the rights of the presenter. Students are free to make their own recordings of lectures for personal use only unless specifically prohibited from doing so by the presenter. **Any additional distribution of College- or student-generated recordings (regardless of format) is prohibited without the written and signed permission of the presenter and students identifiable on the recording.**

8. **Course Communications.** Instructors will use Canvas as the primary means of communication for course information. Students should check Canvas well in advance of each class period for any assignments due for that class. All lecture materials and web sites needed to access information for class will be posted in Canvas. Course grades will also be posted in Canvas. You can find Canvas support through the Canvas website home page.

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible for keeping the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—daily is recommended, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at http://www.utexas.edu/its/help/utmail/1564. Consequently “I didn’t see the e-mail” or returned mail and “Mailbox Full” or “user unknown” should not be a problem for any communication. Students are required to use the e-mail account that is part of their University record for course correspondence.

There are no required textbooks for this class.

9. **Food Policy.** Students may bring a light breakfast to class. All liquids must be in a spill-proof container. Items that may generate significant noise or odor that would impact others’ ability to concentrate on classroom activities are not permitted. Each student is responsible for making sure that his or her desk area is completely clean for the next class.

**GRADING POLICY:**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Components of Course Grade*</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 90</td>
<td>A Reflection Assignments</td>
<td>30% (10 pts. x 3 reflections)</td>
</tr>
<tr>
<td>89 – 80</td>
<td>B E-Portfolio Weekly Assignments</td>
<td>20% (2 pts.x 10 assignments)</td>
</tr>
<tr>
<td>79 – 70</td>
<td>C IPPE, Mentor meeting, and PLP</td>
<td>Completion</td>
</tr>
<tr>
<td>69 – 65</td>
<td>D IPE Portion of Course†</td>
<td>50%</td>
</tr>
<tr>
<td>&lt; 65</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

*Other components of the final grade calculation: Keep in mind that absences beyond the two allowed will result in the lowering of five points on the final course grade for each absence. In addition, students who
violate the professional classroom decorum (including tardiness) will receive a warning on the first offense. Subsequent offenses will result in a 5% decrease in course grade per incident. Failure of this course prevents progressing to the PDC VI course in the spring, and thus automatically delays graduation by one year.

†The IPE course is pass/fail. If a student fails the IPE portion of the course, automatic failure of FPD is implied.

Writing Flag
The FPD course sequence carries two required University-level Writing Flags. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

OTHER COURSE, COLLEGE OR UNIVERSITY POLICIES AND INFORMATION
Confidentiality of Student Information
Reflection and weekly assignments will be reviewed by an AAA, and eventually read by your faculty mentor. The TA for this course provides assistance with attendance and other assignments. All have completed FERPA training and are required to keep all student information confidential.

Scholastic Dishonesty and Standards of Ethical Conduct
The “Policy Statement on Ethical Conduct and Scholastic Integrity in the College of Pharmacy” reads as follows: “Pharmacy practitioners enjoy a special trust and authority based upon the profession’s commitment to a code of ethical behavior in its management of client affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students. Students who violate University rules on scholastic dishonesty not only violate that trust, but are also subject to disciplinary penalties, including failure of the course involved and dismissal from the College and/or University. Since dishonesty harms the individual, fellow students, and the integrity of the University and College of Pharmacy, policies on scholastic dishonesty will be strictly enforced.”

Faculty and students of the College of Pharmacy have pledged their support to the Policy Statement on Ethical Conduct and Scholastic Integrity and the Code of Ethics that implements this Policy Statement. Upon entering the College of Pharmacy, and each academic year thereafter, students are asked to recite and sign the following pledge:

“As a student of the University of Texas College of Pharmacy, I have reviewed and hereby pledge my full support to the Honor Code. I pledge to be honest myself, and in order that the spirit and integrity of the Honor Code may endure, I pledge that I will make known to the appropriate authorities cases of dishonesty which I observe in the College of Pharmacy.”

Campus Carry
Students should familiarize themselves with the information provided by the University regarding the implementation of “Campus Carry” legislation. You will find an information sheet specifically for students (as well as sheets for parents, visitors, faculty, and staff) at http://campuscarry.utexas.edu/info-sheets
University of Texas Student Honor Code
As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.  http://www.utexas.edu/about-ut/mission-core-purpose-honor-code

University of Texas Code of Conduct
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.  http://www.utexas.edu/about-ut/mission-core-purpose-honor-code

Oath of the Pharmacist
Students are required to adhere to the principles that guide our profession including the oath taken by the college’s student pharmacists and all pharmacist practitioners:

Oath of Pharmacist
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“At this time, I vow to devote my professional life to the service of all humankind through the profession of pharmacy.
I will consider the welfare of humanity and relief of human suffering my primary concerns.
I will apply my knowledge, experience, and skills to the best of my ability to assure optimal drug therapy outcomes for the patients I serve.
I will keep abreast of developments and maintain professional competency in my profession of pharmacy.
I will maintain the highest principles of moral, ethical, and legal conduct.
I will embrace and advocate change in the profession of pharmacy that improves patient care.
I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.”
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Plagiarism
Information on (avoiding) plagiarism and related UT policies can be found at http://deanofstudents.utexas.edu/sjs/acadint_plagiarism.php.

Undergraduate Writing Center
Students are strongly encouraged to take advantage of the Undergraduate Writing Center, FAC 211, 471-6222; http://uwc.utexas.edu. The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. These services are not just for writing that has "problems": Getting feedback from an informed audience is a normal part of a successful writing project. The UWC’s trained consultants work with students from every department on both academic and non-academic writing. Using methods that preserve the integrity of each student’s work, they help develop strategies to improve independent writing. Whether writing a lab report, a resume, a term paper, a statement for an application, or poetry, UWC consultants will be happy to assist.

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1Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994 American Association of Colleges of Pharmacy 1426 Prince St. Alexandria, VA 22314 Phone: (703) 739-2330 Fax: (703) 836-8982
Email AACP
**Students with Disabilities**
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, at 512-471-6259 (voice) or 232-2937 (video phone) or www.utexas.edu/diversity/ddce/ssd.

**Accommodations for Religious Holidays**
In accordance with University of Texas at Austin policy, you must notify the course coordinator or teaching assistant of your pending absence from class at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Behavioral Concerns Advice Line (BCAL)**
If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and the University of Texas Police Department (UTPD). Call 512-232-5050 or visit [http://www.utexas.edu/safety/bcal](http://www.utexas.edu/safety/bcal).

**Emergency Evacuation Policy**
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

If you require assistance to evacuate, inform the course instructor in writing during the first week of class. In the event of an evacuation, follow course coordinator instructions. Do not re-enter a building unless given permission to do so by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Students on the other College of Pharmacy affiliated campuses will be instructed on this process as specific for the classroom and building on that campus.

**Emergency Preparedness**
All students are encouraged to become familiar with your campus’ safety policies and procedures. Visit [http://www.utexas.edu/safety/preparedness/](http://www.utexas.edu/safety/preparedness/) for UT Austin information, or, on an affiliated campus, check with your course coordinator for information specific to your location.
**PROFESSIONAL DEVELOPMENT CONVOCATION**
**PHM 283S**
**FALL 2018 PRESENTATION SCHEDULE (tentative)**

Disclaimer: Speakers and Topics are tentative and may change based on availability of speakers

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<td>- Course expectations</td>
<td>Myhra</td>
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<td>- Template for speakers</td>
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November 30: Career Path: Infectious Disease Pharmacy Practice

December 7: Preparation and Goal Setting for the Spring 2019 Semester
## SPEAKERS AND FACULTY COORDINATORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>M. Lynn Crismon, Pharm.D.</td>
<td>Dean, College of Pharmacy</td>
</tr>
<tr>
<td>Molly Curran, Pharm.D.</td>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>Genoveva “Hennie” Garza, MS, R.Ph., CDE</td>
<td>Consultant, Dallas</td>
</tr>
<tr>
<td>Gerard Gawrys, Pharm.D.</td>
<td>Infectious Disease Clinical Pharmacy Specialist and Residency Program Director, Methodist Healthcare System, San Antonio</td>
</tr>
<tr>
<td>Cynthia Gutierrez, Pharm.D.</td>
<td>Clinical Assistant Professor and Clinical Pharmacist, South Texas Veterans Affairs Health Care System, San Antonio</td>
</tr>
<tr>
<td>Jon Herrington, Pharm.D.</td>
<td>Oncology Pharmacy Specialist, Baylor Scott &amp; White Medical Center, Temple</td>
</tr>
<tr>
<td>Donna Jermain, Pharm.D.</td>
<td>Pfizer, Inc., Georgetown</td>
</tr>
<tr>
<td>Jon Olson, Pharm.D.</td>
<td>Specialist, Clinical Informatics, Ascension Clinical Research Institute</td>
</tr>
<tr>
<td>Evan Peterson, Pharm.D.</td>
<td>Cardiology Pharmacy Specialist, Seton Medical Center</td>
</tr>
<tr>
<td>Teisha Ray, Pharm.D.</td>
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</tr>
<tr>
<td>Jennifer Ridings-Myhra, M.Ed., R.Ph.</td>
<td>Assistant Dean for Experiential and Professional Affairs and Clinical Associate Professor</td>
</tr>
<tr>
<td>Althea Woodruff, Ph.D.</td>
<td>Well-being in Learning Environments Project Coordinator and Senior Field Trainer and Analyst, Counseling and Mental Health Center</td>
</tr>
<tr>
<td>Veronica Young, Pharm.D.</td>
<td>Clinical Associate Professor and Director of Interprofessional Education</td>
</tr>
</tbody>
</table>
SHelter in Place:
1. Get Low
   Go to the lowest level of the building, if possible.
2. Avoid Windows
   Stay away from the windows.
3. Go to Interior
   Go to interior rooms and hallways.
4. Protect Yourself
   Use arms to protect head and neck in a “drop and tuck” position.
5. Keep in the Know
   Monitor emergency communications for specific instructions:
   www.utexas.edu/emergency

Follow the 5 OUTS for Lockdown:
1. GET Out
   Get out of the facility, if possible.
2. CALL Out
   Use mobile phone to call 911.
3. KEEP Out
   Do not lock exterior doors. Close, lock, and barricade interior doors, if possible.
4. HIDE Out
   Seek shelter in nearest secured place. Turn off lights and any devices indicating that the room is occupied. Keep out of the line of sight. BE QUIET. Do not respond to anyone at the door.
5. TAKE Out
   Last resort. Use anything to distract or disable the suspect.
**OUTDOOR WARNING SYSTEM SIREN**

One of the ways campus will be notified of an emergency is the Outdoor Warning System (Siren). If you hear the siren at a time other than the scheduled monthly test (11:50 a.m. on the first Wednesday of each month), you should immediately seek cover in the closest building or facility and await further instructions through other communication systems. The siren is NOT used to signal all clear.

**LOCKDOWN**

The directive “Lockdown” is used to protect occupants in proximity of an immediate threat by limiting access to buildings and rooms. If no specific locations are given, all buildings should initiate lockdown procedures.

Should you discover that there is a violent or potentially violent person in your building or area, DO NOT CONfront THE PERSON UNLESS THERE IS NO OTHER OPTION TO SAVE YOUR LIFE.

**If you are outside a building in lockdown:**

1. **DO NOT ENTER THE BUILDING.** Move as far away as possible from the building under lockdown.
2. Await further instructions from law enforcement.
3. Check the university’s website and university social media sites for updates and further information as it becomes available.
4. **DO NOT CALL THE LOCATION THAT IS IN LOCKDOWN.** Phone calls to anyone inside the building that is in lockdown may endanger them.
5. **DO NOT LEAVE YOUR SAFE AREA** until law enforcement has opened the door.

**If the threat is outside your building:**

1. If the exterior doors are not electronic and it is safe to reach them, lock them.
2. If safe, leave a person at the door to let others (non-threatening) coming from outside into the building.
3. Close interior doors. Lock doors, if possible. Barricade the doors.
4. Follow Step 4 for “HIDE Out” listed below.
5. Follow Step 2 for “CALL Out” listed below.

**If the threat is inside your building:**

Follow the 5 OUTS

1. **GET Out:**
   Get OUT OF THE FACILITY if possible.
2. **CALL Out:**
   Use mobile devices to call emergency personnel at 911 or 471-4441 and provide relevant information. High mobile phone volume may interfere with emergency communications and should be limited to contact with emergency personnel only.
3. **KEEP Out:**
   Do not lock exterior doors. Close, lock, and barricade interior doors, if possible.
4. **HIDE Out:**
   Seek shelter in the nearest secured place, i.e. classroom or office. Turn off lights and any devices that may indicate that the room is occupied. If you are on the first floor, close any window blinds or curtains. Stay away from doors and try to keep out of the line of sight. Sit or lie on the floor or crouch behind or under desks. Be as invisible as possible. BE QUIET. DO NOT respond to anyone at the door while in lockdown mode. Law enforcement will announce themselves and release anyone in that room when it is safe. Should the fire alarm be activated during a lockdown, wait for direction on the building PA System or from the police before evacuating if there is no immediate danger. If there is smoke or fire present, you may need to evacuate.
5. **TAKE Out:**
   Last resort. Use anything to distract or disable the suspect.
**PHM 283S/T – Fall 2018 and Spring 2019**

**Foundations of Professional Development V and VI**

***Syllabus for the IPE Course Component of FPD ***

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**DESCRIPTION**

This is a required longitudinal experience spanning the fall and spring semesters of the third year of the professional PharmD curriculum. Pharmacy students will be placed in teams with a community-based organization (CBO) to work on a community-identified need using a model for improvement framework. A CBO may be a non-profit organization, government agency, health care institution, ambulatory care clinic, or other community-based entity whose mission is to promote or improve health. Students will complete required activities with the CBO as well as an outcomes-driven project that instills an appreciation for the social determinants of health, the roles and responsibilities of other health and/or community stakeholders, and the role of the pharmacist in population health. This interprofessional requirement will also emphasize teamwork, leadership skills, and project management.

**GOAL**

The overall goal is to prepare PharmD students to improve community/population health through place-based experiences that demonstrate the impact of interprofessional collaboration on health outcomes in the continuum of care. Improving the health of the population is a key element of the Institute for Health Care Improvement (IHI) Triple Aim.

**LEARNING OBJECTIVES**

1. Identify and analyze factors, including social determinants, that adversely impact health and access to care in a specific community or population.

2. Apply the model for improvement in addressing a community-identified need in real-time.

3. Describe the roles and responsibilities of health professionals and/or community personnel (e.g., community health workers, public health officials) in the continuum of care and their impact on the health of the population.

4. Describe the role of the pharmacists as an integral member of an interprofessional team addressing issues impacting the health of the population.

5. Demonstrate skills essential to team development, effective teamwork, shared problem-solving and performance improvement.

6. Demonstrate altruism, integrity, trustworthiness, flexibility and respect in all interactions and communications with team members, community partners and other course/project personnel.

7. Reflect on the impact of individual contributions and team performance on team effectiveness in the delivery of quality and safe patient-/ population-oriented care.
KEY PROGRAM ELEMENTS

1. **Place-Based Immersion.** Teams will gain appreciation for the community/population served, services provided by the CBO, the roles and responsibilities of various staff or stakeholders within that organization, and the origins of the identified need.

2. **Integration of Model for Improvement.** Teams will complete a place-based project in response to a community-identified need following the Plan-Do-Study-Act framework. Teams will consult with interprofessional stakeholders where available, and will implement and assess project outcomes.

3. **Student Mentoring.** This experience will help students explore their role in population health through civic engagement. Students will receive guidance and feedback on a regular basis to address opportunities/barriers and to ensure that the necessary support is provided for a successful learning experience.

4. **Presentation of Experience.** Student teams will present their project, project outcomes, and share lessons learned regarding the impact of interprofessional collaboration on health outcomes in the continuum of care.

5. **Value and Sustainability.** The program aims to build valued and sustainable relationships with community partners. Evaluations will be conducted to assess the partnership, how well expectations are met, and areas for improvements.

COURSE AND PROJECT PERSONNEL

1. **Community Mentors:** Point of contact representing the community/organization
   - Identifies community/organizational need
   - Provides feedback and direction regarding the place-based project
   - Assists students in addressing barriers to implementation

2. **Project Faculty:** Faculty member or health professional for the team
   - Oversees project approval, execution and progress
   - Meets with student team periodically
   - Evaluates team performance and provides formative feedback

3. **Course Faculty (Class Sessions):** Pharmacy faculty providing content sessions
   - Meets with students from all regions on a regular basis during class sessions
   - Develops and provides instructional content coverage
   - Guides teams in meeting project and other course requirements

4. **Course Coordinators:** Pharmacy faculty in each region
   - Serve as point of contact for community mentors and faculty project instructors
   - Ensure all course requirements are met by regional student teams
   - Evaluates team performance and provides summative feedback

5. **Advanced Academic Assistants:** Near-peer mentor
   - Review work and provide feedback
   - Offer guidance and recommendations to student team
   - Monitor progress
REQUIRED COURSE COMPONENTS

1. Attend pharmacy class sessions

The mandatory class sessions are designed to guide student teams through the various phases of the project. Concepts and tools will be presented followed by discussions and team project time.

Attendance Policy

*This policy is different from that for the pharmacy portion of the course. This policy applies to all IPE class sessions, regardless of when the IPE discussion sessions are held.*

- Attendance at all in-class sessions is mandatory.

- Excused absences are only accepted in the case of an emergency or illness. Contact the appropriate course personnel in advance when possible, or immediately after where circumstance permits.
  - AUS students: contact course coordinator (Dr. Young)
  - RGV students: contact regional IPE coordinator (Dr. Aguilera)
  - SAN students: contact regional IPE coordinator (Dr. Seltzer)

- Absences for all other reasons, including College functions approved by the Dean, must be approved in advance by the appropriate course personnel in each region. REQUEST FOR PERMISSION must be obtained by sending an email request via Canvas at least 2 weeks before the conference/event.
  - AUS students: contact course coordinator (Dr. Young)
  - RGV students: contact regional IPE coordinator (Dr. Aguilera)
  - SAN students: contact regional IPE coordinator (Dr. Seltzer)

- Inform team members of approved absences in advance and make the necessary arrangements for team contributions.

- Please do not assume that your request will be automatically approved. Each unexcused absence will result in a 20% reduction in the IPE portion of the FPD grade. IPE accounts for 50% of the final FPD course grade.

2. Complete a community-identified project following the model for improvement framework over the fall and spring semesters

Students will work in teams to complete the community-identified project and will seek guidance and consultation with other professionals. The project has required, unique components spanning over the fall and spring semesters. Specific instructions for each component will be presented in class.
Overview of project components

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<thead>
<tr>
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<th>Initial site visit</th>
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<td>IPE immersive experiences</td>
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<td>Project management using Trello™</td>
<td>Meetings with community mentor</td>
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<td>Team time log</td>
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<td>Peer evaluations</td>
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<td>Reflection and debrief</td>
<td>Project implementation</td>
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<td>Project deliverables</td>
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<td>Report preparation</td>
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<td>Project presentation(s)</td>
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Successful completion of the project will be measured by timeliness and quality of submissions and project-specific deliverables. Late submissions of required components or activities and/or failure to meet project deliverables will incur a penalty to the IPE portion of the final FPD course grade per occurrence.

**Penalty for late submission/completion.** Unless otherwise instructed, late submissions are accepted, with penalty, within the first 72 hours after the due date/time. Submission within the first 72 hours will result in a 40% reduction in the IPE portion of the final FPD course grade. Submission after the first 72 hours may result in failing the IPE portion of the course, thus failing FPD. The penalty applies to all team members for team submissions.

a. **Identify student representatives for the project**
   Within each team, members will be asked to self-identify a member for each of these roles: (1) team lead; (2) community liaison; (3) team scribe. To maintain project continuity, the students who step up to be the team lead and community liaison must fulfill their role over the entire duration of the project. The team may propose additional leadership role(s), but the three key roles identified cannot be altered.

   - **Team lead:** The project lead will work with team members and the project faculty to manage every stage of the project.
   - **Community liaison:** The primary role of the community liaison is to represent the team in communicating with the community mentor and other CBO staff.
   - **Team scribe:** The team scribe takes notes at meetings and all other proceedings in a manner that is organized and accessible to other team members, project faculty, AAAs, and course/regional coordinators.

b. **Develop and maintain team contract**
   Each team will develop a team contract using the template provided. The team contract will be submitted via Canvas. It is intended to be a living document to be used by your team members to facilitate teamwork, communication, and accountability.
c. **Manage project using Trello™ (www.trello.com)**

As part of project management, teams are required to define roles and responsibilities of team members, develop and update an operational plan, and maintain meeting notes. The project management app selected for use in this course is Trello™. Trello is a free app approved as a LTI (learning tool interoperability) tool for use within Canvas. Visit trello.com to complete your free registration. **The team’s Trello board should be updated weekly, by Sunday, 11:59 PM.**

d. **Maintain team time log**

Each student is responsible for logging his/her time spent each week related to the project. Enter the time on the team log which is created using google spreadsheet. There is no minimum or maximum number of hours required per week. The IPE portion of the course accounts for 50% of the final course grade, which is 1 course credit. It is likely the number of hours spent each week will fluctuate over time, with some weeks requiring less or more hours, or team members logging different hours due to varying responsibilities. Logging your hours truthfully is part of academic integrity and professionalism. Falsifying hours is a form of cheating. We will monitor your time spent to help gauge project expectations and your team’s workload. **Time recorded for the week is due every Sunday by 11:59 PM**

If your project faculty feel that there is reason to believe that a student may be misrepresenting his or her hours as recorded on the time log, the Course Coordinator or Regional IPE Coordinator should be notified immediately. This type of behavior constitutes academic dishonesty and will not be tolerated. The penalty for falsification of hours is failure of the course.

e. **Complete initial site visit and create a site profile**

All teams are required to arrange with their community mentors for an initial site visit. The purpose of this visit is to get to know your community mentor, learn more about your partnering organization and the populations served, and begin to learn more about your project. Please remember you are an extension of the College of Pharmacy and UT Austin. In your outreach, you are an ambassador for the profession and the university.

In most instances, some advance preparatory work will be needed before the actual site visit. Upon completion, the team will create and submit a **site profile** for their CBO. Additional information will be provided in class regarding this requirement.

It is strongly encouraged that all team members attend the initial site visit. If this creates a barrier, please carefully consider which member should be represented at this first visit.

**Initial site visits should be completed no later than 9/25/2018. The site profile is due 10/2/2018.**
f. **Participate in IPE immersions**

Students will complete immersive experiences as arranged with the community mentor. The goal of these experiences is for students to engage with the community/population served, identify problems impacting health and assess their magnitude, and explore how the roles and responsibilities of various stakeholders impact the health of the population served.

**Requirement:** Each student is required to complete a *minimum of 1 immersive experience* in the fall semester, as early in the semester as possible. Your community mentor or project faculty may require you to complete more than one immersive experience. There is no minimum hourly requirement for this experience as it depends on your arrangement, and whether you have gained enough experience as a team to complete the project deliverables (see below). Not all members of the team have to complete the same IPE immersion. In fact, it is encouraged that team members complete different types of IPE immersions to gain a wider perspective of the scope of services provided and barriers to health encountered by those served. Your findings and lessons learned from these immersive experiences will be included in the project proposal. Additional details of this requirement will be presented in class.

**Examples of Immersive Experiences (not all inclusive):**

- Actively shadow/observe community staff(s)
- Attend meetings with community mentor or another designated personnel
- Attend community support groups or educational sessions
- Assist in a community event

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g. **Complete project proposal**

Project proposal instructions will be provided. Student teams will be developing a proposal following elements of the model for improvement as presented in the IHI modules. A proposal must be developed with input from the community mentor, and guidance from the project faculty. The proposal will be submitted via Canvas for final review and approval from the course and regional IPE coordinators. Revisions and/or clarifications may be needed before final approval is given. **The last day for submission of project proposals is 10/30/2018 by 11:59 PM.**

Project proposals may be submitted prior to this date, depending on the CBO’s timeline and need. Submission after 10/30 will be subject to penalty as stated above.

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h. **Meet and update community mentor**

After the first initial site visit, your team should be in regular contact with the community mentor to update him/her on progress, and to ensure the work remains on target. All communications with the community mentor or other staff at the site should be done by the project’s community liaison. Having only one student represent the team in all communications with the partner avoids duplication and confusion. The community liaison represents the entire team in all communications. **At a minimum, the team should meet with the community mentor at least once per semester (not counting the initial site visit).** Meetings may be
conducted on site or via video- or teleconference. Additionally, the community mentor should receive an update or check-in email from the team at least once every other week.

For scheduled meetings with the community mentor, it is encouraged that all team members attend where possible. Should this create a barrier, please carefully consider which team members should be present depending on the project phase.

i. Meet and update project faculty
The project lead is responsible for communicating and updating the project faculty on a regular basis and to arrange for team meetings with the faculty as needed. The project lead represents the entire team in all communications. Having only one student represent the team in all project-related communications avoids duplication and confusion. At a minimum, the team should meet with the project faculty at least three times per semester. Meetings may be conducted in-person, or via video- or teleconference. Additionally, the project faculty should receive an update or check-in email from the team once per week.

Please consult with your project faculty to determine if the entire team’s presence at scheduled meetings is expected. Otherwise, it is encouraged that all team members attend where possible. Should this create a barrier, please carefully consider which team members should be present depending on the project phase.

3. Present project
Your community mentor may require that your team present the project to the organization/ institution. Additionally, it is a course requirement to present and showcase your project at an approved venue as arranged by your region. Most venues will require an abstract submission that will be peer-reviewed. More information will be made available during the latter part of the fall semester.

4. Peer evaluations
You will be evaluating your team members’ participation. The feedback will be shared with your team members and all feedback will be provided anonymously. Team members are encouraged to provide positive and constructive feedback. The goal is to improve teamwork through an exploration of team dynamics, including strengths and non-strengths among members that contributes to efficiency and effectiveness.

Failure to complete and submit peer evaluation by due date will incur a penalty as stated above.

Your written feedback will be reviewed by a faculty and/or AAA for professionalism and opportunities for improvement. Your comments will be kept confidential. You may be contacted in the event revisions are necessary. We focus on “how” your perspective is presented, not “what” is being presented, unless the content is outside the scope of providing constructive feedback (e.g., attacking a team member’s personality). You may also be contacted if you copied and pasted the same comment for all team members.
5. **Complete one IPE reflection in the spring semester**
   Students will individually complete one IPE reflection in the spring semester.

6. **Complete one IPE assessment in the spring semester**
   Students will individually complete an IPE assessment in the spring semester.

**PROFESSIONALISM & STANDARDS OF CONDUCT**

As a pharmacist, you are expected by your patients, subordinates, employers, community partners and colleagues to act and dress in a professional manner at all times. This same expectation is applicable in the classroom environment and in community outreach activities.

**Pharmacy Sessions: Classroom Decorum**

It is your responsibility to attend the sessions and conduct yourself in a manner respectful to both faculty and fellow students in the classroom. Please consider the following:

- Please attend all scheduled sessions and arrive on time. Late arrivals and early departures are very disruptive to the learning of other students.

- Please do not schedule other engagements during this class time.

- If you have trouble hearing the faculty facilitator because of distractions around you, quietly ask those responsible for the distraction to stop.

- Students who are engaged in any unproductive or disruptive activities or activities that are unrelated to the classroom session will be asked to leave the lecture hall.

- Please do not use your cell or smart phones during these sessions. Please silent your phones or put them on vibrate mode.

- Promptly inform the course coordinator if you have any problem that is preventing you from performing satisfactorily in this class.

**Placed-Based Experiences: Standards of Conduct and Dress Code**

- Students must abide by all laws and regulations pertaining to a student-intern as defined by the Texas Pharmacy Act and Rules. Violation of these laws and regulations may jeopardize the intern’s privilege to become a registered pharmacist in Texas and may also result in failure of the course and dismissal from the College and/or the University.

- Students are required to abide by the facility’s policies and procedures, which will vary by your community organization and the locations at which events are held. For projects affiliated with health institutions, students are required to abide by the Health Information Portability and
Accountability Act (HIPAA) policies. You may be required to sign a temporary HIPAA form at your site.

• Students will be removed from an IPE activity and/or project for conduct deemed unprofessional by the community mentor, course personnel, and/or Student Affairs Office, or if the student’s actions endanger a patient’s health or welfare, where applicable. This includes unprofessional communication via email or other platforms. Such actions may result in failure of the course.

• Dress code expectations may vary depending on community site and activity. Please dress according to site/activity dress code. Professional decorum is expected at all IPE activities. Students represent The University of Texas College of Pharmacy at all off-campus functions completed to fulfill the IPE activity requirement, and must act accordingly.

GRADING POLICY (IPE COMPONENT OF FPD)

The IPE component of the FPD course is pass/fail. Completion of all required IPE components will result in earning 50% of the final FPD course grade. Failure to complete any required component will result in failure of the IPE portion of the course, thus, failing FPD. Late submission of assignments, if permitted, will result in a penalty applied to the IPE portion of the final course grade. Please refer to each activity requirement for penalty policy.

Checklist of required IPE components:

Fall semester checklist:

☐ Class attendance and participation
☐ Identification of project representatives
☐ Team contract
☐ Initial site visit
☐ Completion of minimum IPE immersions
☐ Submission of project proposal
☐ Maintain weekly team time log
☐ Manage project via Trello™ weekly
☐ Meetings with community mentor (minimum of 1 meeting, not counting the initial site visit)
☐ Meetings with project faculty (minimum of 3 meetings)
☐ Update or check-in with community mentor (minimum once every other week)
☐ Update or check-in with project faculty (minimum once per week)
☐ Peer evaluations/team debrief
☐ Project implementation (project-dependent)

(see next page for spring checklist)
Spring semester checklist:
- Class attendance and participation
- Project implementation (all projects)
- Project deliverables
- Report preparation
- Project presentation at an approved venue per region
- Maintain weekly team time log
- Manage project via Trello™ weekly
- Meetings with community mentor (minimum of 1 meeting, not counting the initial site visit)
- Meetings with project faculty (minimum of 3 meetings)
- Update or check-in with community mentor (minimum once every other week)
- Update or check-in with project faculty (minimum once per week)
- Peer evaluations/team debrief
- IPE reflection

**RECORDINGS AND USE OF CLASS MATERIALS**

Audio and video-recording of the class and small groups for personal use is not allowed unless you have a letter from Services for Students with Disabilities that states you require this accommodation.

The materials used in this class are copyright-protected works and are not to be shared outside of the class. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to non-University websites for the purpose of sharing those materials with other current or future students.

**USE OF CANVAS**

The official course management site is CANVAS for this course. Canvas can be accessed via http://canvas.utexas.edu. Access is UTEID-protected and provides you with links to the courses in which you are currently enrolled. You must access this site for course-related materials including schedule changes, distribution of course-related materials. Canvas also will be used for official course-related announcements and exchange of class information and questions via the discussion board. Please be aware that messages posted to the discussion board are available to all enrolled students and faculty. This website also can be used to contact the course coordinator. **It is the student’s responsibility to check Canvas on a regular basis for new announcements and other course correspondence. Students will be held responsible for all materials posted on Canvas.**
Getting Help for Canvas-related Issues

If you encounter any problems with accessing Canvas or require other technical assistance, please contact the Instructional Technologies (ITS) Help Desk at 475-9400 (Monday-Friday, 8 AM – 6 PM) or the “Tutorials for Students” at http://canvas.utexas.edu.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your email regularly and frequently. Checking your e-mail daily is highly recommended, but at a minimum, you should check e-mail twice a week in order to stay current with course- and university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

For students who prefer communicating with the faculty via e-mail, responses to questions related to the course are generally returned within two to three working days. In the event that you do not receive a response within that time frame, please send another email message because email can get lost during transmission.

OTHER COURSE, COLLEGE OR UNIVERSITY POLICIES AND INFORMATION

UNIVERSITY OF TEXAS HONOR CODE

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values and integrity, honesty, trust, fairness, and respect toward peers and community.

ACADEMIC INTEGRITY

The “Statement on Ethical Conduct and Scholastic Integrity of the College of Pharmacy” reads as follows: “Pharmacy practitioners enjoy a special trust and authority based upon the profession’s commitment to a code of ethical behavior in its management of client affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including failure of a course involved and dismissal from the college and/or the University. Since dishonesty harms the individual, fellow students, and the integrity of the University and the College of Pharmacy, policies of scholastic dishonesty will be strictly enforced in this class.”

Faculty and students of the College of Pharmacy have pledged their support to the Policy Statement on Ethical Conduct and Scholastic Integrity and the Code of Ethics that implements this Policy Statement. Upon entering the College of Pharmacy, students are asked to recite and sign the following pledge:
“As a student of the University of Texas College of Pharmacy, I have reviewed and hereby pledge my full support to the Honor Code. I pledge to be honest myself, and in order that the spirit and integrity of the Honor Code may endure, I pledge that I will make known to the appropriate authorities cases of dishonesty which I observe in the College of Pharmacy.”

The following oath will be included at the end of all class examinations. At the discretion of the instructor, the oath may also be required for other assignments, written reports, or papers:

“I have neither participated in nor witnessed any acts of academic dishonesty pertaining to this assignment.”

Students are expected to work independently on assigned work and examinations, unless otherwise instructed by the course instructor. For group work, students are expected to collaborate only within their respectively assigned group. Any student discovered to have committed scholastic dishonesty will be given a grade of “zero” on that assignment, laboratory, or examination. Any student suspected of academic dishonesty will be reported to the Dean of the College of Pharmacy and to the Dean of Students, as per University regulations. Students are expected to have read an understood the current issue of the General Information Catalog published by the Registrar’s Office for information about procedures and about what constitutes scholastic dishonesty.

Common examples of scholastic dishonesty include, but are not necessarily limited to, the following:

1. Copying (manually or electronically) answers from another student's assignment, lab report, or examination paper
2. The use of crib notes or crib sheets
3. Writing notes or information for testing purposes or concealed pieces of paper, desk tops, your skin, your clothing or any other material
4. Stealing copies of the test or examination
5. Changing answers after the test/examination period is completed
6. Talking to another student during a test or examination
7. Talking to another student from an earlier lab session seeking answers for a lab you have not yet participated in
8. Any other act which gives a student an unfair advantage on an examination or a lab session as compared with his/her classmates
9. Falsifying hours recorded on time sheet

Also, you should refer to the Student Judicial Services website at [http://deanofstudents.utexas.edu/sjs/](http://deanofstudents.utexas.edu/sjs/) to access the official University policies and procedures onscholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

**PLAGIARISM**

Plagiarism is considered scholastic dishonesty and will not be tolerated in the course. Any assignment found to contain plagiarized material will receive a grade of zero. At the prerogative of the course coordinator, the student may be assigned a new topic to complete within a specified length of time. The highest grade a student will receive from this second write-up is 65%.
According to the American Medical Association Manual of Style (9th edition), plagiarism in its broadest sense is an attempt to deceive. Specifically, the Manual of Style states that plagiarism occurs whenever “an author passes off as his or her own the ideas, language, graphics, or even scientific protocols created by someone else, whether published or unpublished, without giving appropriate credit. Plagiarism of published work violates copyright laws as well as standards of honesty and collegial trust and may be subject to penalty imposed by a court should the holders of the copyright bring suit.” Several types of plagiarism have been identified with 2 major examples being (1) verbatim (word-for-word) use of passages of text without enclosing the material in quotation marks, and (2) paraphrasing material without attribution to the original author (i.e., not footnoting the material). It is important to note that plagiarism also includes using a mixture of one’s own original work/phraseology with material that closely resembles someone else’s work. Even if footnotes are used, use of wording that is verbatim (in whole or in part) OR consistently resembles the original work of another author with only minor changes in phrasing constitutes plagiarism. Since it is virtually impossible to differentiate deliberate plagiarism from “accidental” plagiarism or mere coincidence, any evidence of plagiarism will result in a grade of zero for the paper.

Information on (avoiding) plagiarism and related UT policies can be found at http://deanofstudents.utexas.edu/sjs/acadint_plagiarism.php.

UNDERGRADUATE WRITING CENTER

You are strongly encouraged to use the Undergraduate Writing Center (UWC), FAC 211, (512) 471-6222; http://uwc.utexas.edu if you are having problems with your writing. Faculty may refer you to the Center if they feel it would be beneficial or essential. The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. These services are not just for writing that has "problems": Getting feedback from an informed audience is a normal part of a successful writing project. The UWC’s trained consultants work with students from every department on both academic and non-academic writing. Using methods that preserve the integrity of your work, they help you develop strategies to improve your writing and become a more independent writer. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you.

OATH OF A PHARMACIST

Students are required to adhere to the principles that guide our profession including the oath taken by all pharmacist practitioners.

“At this time, I vow to devote my professional life to the service of all humankind through the profession of pharmacy.
I will consider the welfare of humanity and relief of human suffering my primary concerns.
I will apply my knowledge, experience, and skills to the best of my ability to assure optimal drug therapy outcomes for the patients I serve.
I will keep abreast of developments and maintain professional competency in my profession of pharmacy.

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I will maintain the highest principles of moral, ethical, and legal conduct.
I will embrace and advocate change in the profession of pharmacy that improves patient care.
I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.”

**BEHAVIOR CONCERNS ADVICE LINE (BCAL)**

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call *(512) 232-5050* or visit [http://www.utexas/safety/bcal](http://www.utexas/safety/bcal).

**ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. All University rules concerning accommodations must be followed, including the student arranging for special accommodations prior to each examination. In the absence of such prearrangement, it is assumed that the student is not requesting special accommodations for that test, and will be expected to take that test with the rest of the class at the regularly scheduled test period. A student with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, at 471-6259 (voice) or 1-866-329-3986 (video phone) as soon as possible to request an official letter outlining authorized accommodations. The URL is [http://www.utexas.edu/diversity/ddce/ssd/](http://www.utexas.edu/diversity/ddce/ssd/).

Notification of Faculty. Students registered with SSD should provide their faculty members with an official letter from SSD outlining the academic accommodations for which they have been approved. It is the student’s responsibility to deliver the letter to each faculty member and to discuss the accommodations. The student should remind the instructor of any testing accommodations five business days before each exam.

**ACCOMMODATIONS FOR RELIGIOUS HOLIDAYS**

By UT Austin policy, the student must notify the course coordinator of the pending absence at least 14 days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, a laboratory session, or a project in order to observe a religious holy day, the student will be given an opportunity to complete the missed work within a reasonable time after the absence.

**CAMPUS CARRY**

Students should familiarize themselves with the information provided by the University regarding the implementation of “Campus Carry” legislation. You will find an information sheet specifically for students (as well as sheets for parents, visitors, faculty, and staff) at [http://campuscarry.utexas.edu/info-sheets](http://campuscarry.utexas.edu/info-sheets).
**EMERGENCY EVACUATION POLICY**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be made aware of the following policies regarding evacuation: familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one your used when you entered the building.

If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow the class instructor instructions. Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
# COURSE SCHEDULE – FALL/SPRING 2018-2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Sessions*</th>
<th>Project</th>
<th>CBO Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td></td>
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<tr>
<td>8/31/18</td>
<td>Orientation</td>
<td>Identify team lead, community liaison, team scribe</td>
<td>Research CBO</td>
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<td></td>
<td></td>
<td>Create Trello account</td>
<td>Begin preparing for initial site visit</td>
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<td></td>
<td></td>
<td>Develop team contract</td>
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<tr>
<td>9/5/18</td>
<td>Project requirements</td>
<td>Contact project faculty for meeting</td>
<td>Contact CBO mentor</td>
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<tr>
<td>8-9 AM</td>
<td>Project management with Trello</td>
<td>Maintain team time log</td>
<td>Set up initial site visit</td>
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<td></td>
<td>Team time</td>
<td>Manage project via Trello</td>
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<td><strong>Due:</strong></td>
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<td></td>
<td></td>
<td>Begin creating your team’s Trello board</td>
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<td></td>
<td></td>
<td>Create Trello card with names of student representatives, 9/5, 11:59 PM</td>
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<td></td>
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<td>Upload team contract via Canvas, 9/5, 11:59 PM</td>
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<td></td>
<td></td>
<td>Attach team contract to Trello, 9/5, 11:59 PM</td>
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<tr>
<td>9/12/18</td>
<td>Project proposal</td>
<td>Begin work on project proposal</td>
<td>IPE immersions (take notes)</td>
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<tr>
<td>8-9 AM</td>
<td>PDSA cycle</td>
<td>Maintain team time log</td>
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<td></td>
<td>SMART objectives</td>
<td>Manage project via Trello</td>
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<td></td>
<td>Healthy People 2020</td>
<td>Meet with project faculty in Sept</td>
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<td></td>
<td>Operational plan</td>
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<td></td>
<td>Project management</td>
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<td></td>
<td>Team time</td>
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<tr>
<td>9/19/18</td>
<td>Project proposal</td>
<td>Work on project proposal</td>
<td>IPE immersions (take notes)</td>
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<td>8-9 AM</td>
<td>PDSA cycle</td>
<td>Maintain team time log</td>
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<td>Team time</td>
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<td><strong>Due:</strong> Complete initial site visit by 9/25</td>
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<td>9/26/18</td>
<td>Project proposal</td>
<td>Work on project proposal</td>
<td>IPE immersions (take notes)</td>
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<td>8-9 AM</td>
<td>Outcomes assessment</td>
<td>Maintain team time log</td>
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<td></td>
<td>Project management</td>
<td>Manage project via Trello</td>
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<td></td>
<td>Q&amp;A/ team time</td>
<td>Meet with project faculty in Sept</td>
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<td><strong>Due:</strong></td>
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<td>Upload site profile via Canvas by 10/2, 11:59 PM</td>
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<td>Attach site profile to Trello by 10/2, 11:59 PM</td>
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<tr>
<td>10/10/18</td>
<td>Community data sources</td>
<td>Work on/submit project proposal</td>
<td>IPE immersions (take notes)</td>
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<tr>
<td>8-9 AM</td>
<td>Outcomes assessment</td>
<td>Meet with project faculty PRN</td>
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<tr>
<td></td>
<td>Q&amp;A/ team time</td>
<td>Submit IRB if needed</td>
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<td>Maintain team time log</td>
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### Project

- **Social determinants of health**
- **Q&A/ team time**

### Activities

- **IPE immersions (take notes)**
- **Meet with CBO mentor PRN**

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### Due: Last day to submit project proposal, 10/30, 11:59 PM

### 11/14/18

- **Teams present projects**
- **Topic discussions related to projects/immersions**

### Due: Peer evaluations due 12/5, 11:59 PM

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### SPRING SEMESTER (TENTATIVE)

### January 2019 Dates TBD

- **Tool development**
- **Health literacy (applied)**

### February 2019 Dates TBD

- **Topic discussions related to projects**

### March 2019 Dates TBD

- **Topic discussions related to projects**
- **Measuring outcomes**

### April 2019 Dates TBD

- **Project presentations**

### May 2019

- **Project presentations**
- **Debrief and wrap-up**
- **IPE Reflection**
- **IPE assessment**

### Notes:

- *timing of topics during class sessions may change due to stages of the project*