# 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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**Advanced Academic Assistants**
**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

<table>
<thead>
<tr>
<th>Identify project representatives</th>
<th>Initial site visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team contract</td>
<td>IPE immersive experiences</td>
</tr>
<tr>
<td>Project management using Trello™</td>
<td>Meetings with community mentor</td>
</tr>
<tr>
<td>Team time log</td>
<td>Meetings with project faculty</td>
</tr>
<tr>
<td>Prompt communications</td>
<td>Project proposal and approval</td>
</tr>
<tr>
<td>Peer evaluations</td>
<td>Project implementation</td>
</tr>
<tr>
<td>Reflection and debrief</td>
<td>Project deliverables</td>
</tr>
<tr>
<td></td>
<td>Report preparation</td>
</tr>
<tr>
<td></td>
<td>Project presentation(s)</td>
</tr>
</tbody>
</table>

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.**

**Project Components**

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. The team lead is also responsible for communicating with the project faculty and course coordinators on behalf of the team.
   - **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.**

**Access to your team’s Trello board**
Please give access to the following individuals:
- AUS: project faculty, AAA, Dr. Young, Sherrie Bendele
- RGV: project faculty, AAA, Dr. Aguilera, Dr. Young, Sherrie Bendele
- SAN: project faculty, AAA, Dr. Seltzer, Dr. Young, Sherrie Bendele

**Naming your team’s Trello board**
Your Trello’s board name must include your project number (e.g., AUS-2, RGV-2) and year (2018-2019), at a minimum.

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.

**Add time log to Trello**
Your team will need to make a copy of the time log template posted on Canvas. The time log is created using google sheet. Please paste the URL for your team time log to your Trello board, under the column (aka “list”) named “team time log.”
Access to team time log
Several course personnel will need access to your team time log. Please consider setting this google sheet to “everyone with the link can access,” or share our time log with the following individuals:

- AUS: project faculty, AAA, Dr. Young
- RGV: project faculty, AAA, Dr. Aguilera, Dr. Young
- SAN: project faculty, AAA, Dr. Seltzer, Dr. Young

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.

For projects from clinics and health institutions, an onboarding process may be required, which may delay the initial site visit. Please contact your community mentor promptly.

**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. The initial site visit does NOT count toward this requirement.

**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

Documentation of Experience

● Every student will complete his/her own documentation of an immersive experience. This will be done via Canvas quiz. A copy of the questions will be provided in advance to help you gather process your immersive experience.
● If you completed more than one immersive experience, choose one you would like to submit for documentation. You will only need to officially submit one documentation via Canvas. However, the information you gathered from the additional experiences will either be included in the project proposal, or will be instrumental in helping your team develop and/or implement the project.
● Concurrently, each team member should be logging his/her immersive experiences on Trello under the appropriate list. I would encourage you to use the “comment” section of the card to describe your experience, including what you learned about the CBO and the population, any social determinants that should be considered as you work on your project.

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 for review, depending on the CBO’s timeline and need. Submission after 10/30 will be subject to penalty as stated above.
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 strongly 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.

Email communications policy:
- Please be consistent in how you name your emails in the subject line. I strongly encourage you to start the email subject with the same tag line for all emails. For example: “Population Health Project,”, followed by your email purpose “Population Health Project – Requesting initial site visit.”
- All emails sent to the community mentor or other community staff is done by the community liaison. The following course personnel must be copied on these communications:
  - AUS: course faculty, AAA, Dr. Young
  - RGV: course faculty, AAA, Dr. Aguilera
  - SAN: course faculty, AAA, Dr. Seltzer

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. [See next page for email communications policy.]
Email communications policy:

- The “subject line” for all emails MUST include your team project number (e.g., AUS-8, SAN-1, RGV-3). Be consistent in your naming schematic.
- All emails sent to your team’s project faculty is done by the team lead. The following course personnel must be copied on these communications:
  - AUS: AAA, Dr. Young
  - RGV: AAA, Dr. Aguilera
  - SAN: AAA, Dr. Seltzer

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.

  If a preceptor certified by the State Board of Pharmacy is not present, a student **MAY NOT engage** in direct patient care activities, including, but not limited to, dispensing, patient counseling, providing health advice or recommendations to an individual (patient, client, family member).

- 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 the spring semester checklist]
Spring semester checklist:
- Class attendance and participation
- Project implementation (all projects)
- Project deliverables
- Abstract submissions (including draft and final submissions)
- Poster preparation (draft submissions)
- Report preparation
- Project presentation at an approved venue per region
- Update operational plan weekly
- 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 evaluation/Team debrief
- IPE reflection and IPE assessment

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/ to access the official University policies and procedures on scholastic 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](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](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.

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 you 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 – SPRING 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Sessions*</th>
<th>Project</th>
<th>CBO Activities</th>
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<tbody>
<tr>
<td>SPRING SEMESTER</td>
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| 1/23/2019  | • Review of spring course schedule  
• Elective course credit  
• Team update  
• Peer evaluations | • Implementation (all projects)  
• Update operational plan; time log; Trello  
• Inform project faculty of upcoming due dates (e.g., abstract, poster preparation) | • Contact CBO mentor regarding upcoming due dates, including what's in your operational plan  
• Discuss whether CBO needs the team to present project for CBO and stakeholders |
| 1/30/2019  | • **Topic:** How to write an abstract  
• Team time | • Continue work on project  
• Update operational plan; time log; Trello  
• Consult with project faculty on abstract and due date | • Update and seek guidance from CBO mentor |
| 2/13/2019  | • Topic discussion  
• Team time | • Continue work on project  
• Update operational plan; time log; Trello  
• Consult with project faculty on abstract and due date | • Remind CBO mentor of upcoming due dates  
• Update and seek guidance from CBO mentor |
| 2/13/2019  | **Abstract Draft #1 Due 11:59 PM:** Submit via course Canvas site |  |  |
| 2/20/2019  | • Topic discussion  
• Team time | • Continue work on project  
• Update operational plan; time log; Trello  
• Consult with project faculty on abstract and due date | • Update and seek guidance from CBO mentor  
• Inquire whether team needs to present project for the CBO |
| 2/22/2019  | **Abstract Draft #2 Due 11:59 PM:** Submit via course Canvas site |  |  |
| (not a class session) |                                                                                   |                                                                        |                                                                                |
| 2/27/2019  | • Topic discussion  
• Team time | • Continue work on project  
• Meet with project faculty PRN  
• Update operational plan; time log; Trello | • Update and seek guidance from CBO mentor  
• Inquire whether team needs to present project/findings for the CBO |
| 3/4/2019   | **Final Abstract Due**  
AUS: Submit to UT submission site (follow UT due date) AND upload to course Canvas (11:59 PM)  
SAN: Submit to UT Submission site (follow UT due date) AND upload to course Canvas (11:59 PM)  
RGV students: Upload to course Canvas site only (11:59 PM) |  |  |
| (not a class session) |                                                                                   |                                                                        |                                                                                |
| 3/13/2019  | • **Topic:** How to develop a professional poster  
• Team time | • Continue work on project  
• Meet with project faculty PRN  
• Update operational plan; time log; Trello | • Update and seek guidance from CBO mentor  
• Inquire whether team needs to present project/findings for the CBO |
| 3/27/2019  | • Topic discussion  
• Team time | • Continue work on project  
• Meet with project faculty PRN | • Update and seek guidance from CBO mentor |
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<tbody>
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<td></td>
<td></td>
<td>• Update operational plan; time log; Trello</td>
<td>• Inquire whether team needs to present project/findings for the CBO</td>
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<tr>
<td>4/1/2019</td>
<td>Poster draft #1 due by 11:59 PM via Canvas</td>
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<td>(not a class session)</td>
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<tr>
<td>4/3/2019</td>
<td>• Review poster drafts</td>
<td>• Continue work/wrap up project</td>
<td>• Share findings with CBO where applicable</td>
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<td></td>
<td>• Team time</td>
<td>• Project write-up</td>
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<td>• Meet with project faculty PRN</td>
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<td>• Update operational plan; time log; Trello</td>
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<tr>
<td>4/17/2019</td>
<td>• Topic discussion</td>
<td>• Project write-up</td>
<td>• Share findings with CBO where applicable</td>
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<td>• Team time</td>
<td>• Meet with project faculty PRN</td>
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<td>• Update operational plan; time log; Trello</td>
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<tr>
<td>4/17/2019</td>
<td>Poster draft #2 due by 11:59 PM via Canvas</td>
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<tr>
<td>Date TBD</td>
<td>Poster must be submitted for printing (details will be provided at a later date)</td>
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<tr>
<td>5/1/2019</td>
<td>• Preparing for poster presentation</td>
<td>• Wrap-up project</td>
<td>• Share findings with CBO where applicable</td>
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<tr>
<td></td>
<td>• Class wrap-up</td>
<td>• Update time log</td>
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<tr>
<td>5/3/2019</td>
<td>Interprofessional Health Showcase (poster presentations and IPE sessions/workshops)</td>
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<tr>
<td>(event)</td>
<td>Health Discovery Building; 9 AM – 2 PM (To be confirmed)</td>
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<td>AUS: team presence required</td>
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<td></td>
<td>SAN: team presence encouraged but not required</td>
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<td>RGV: not required to showcase at this event</td>
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<tr>
<td>5/7/2019</td>
<td>Reflection and assessment due via Canvas by 11:59 PM</td>
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<td>(not a class session)</td>
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<tr>
<td>5/9/2019</td>
<td>College of Pharmacy P3 Population Health Project Showcase – ALL teams will showcase posters</td>
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<tr>
<td>(event)</td>
<td>5-7 PM (To be confirmed)</td>
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*Timing of topics during class sessions may change due to stages of the project