

Term Information

Effective Term Autumn 2017

General Information

Course Bulletin Listing/Subject Area Pharmacy
Fiscal Unit/Academic Org Pharmacy - D1800
College/Academic Group Pharmacy
Level/Career Undergraduate
Course Number/Catalog 3420
Course Title Generation Rx: America's Drug-Taking Culture
Transcript Abbreviation Generation Rx
Course Description This course analyzes America's drug-taking culture by examining its past, present, and future. Students will identify factors that fuel it, discuss its influence on a patient's medication experience, and evaluate its role in a current public health crisis. The course will conclude with discussing ideas that promote a culture of health. Note: This course fulfill GE Cultures and Ideas course.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites None.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 51.2099
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Culture and Ideas

Course Details

Course goals or learning objectives/outcomes

- Students will be able to summarize the historical developments that propelled drugs to transform American culture.
- Students will be able to Analyze how healthcare beliefs, media sources, and social norms empower humans to engage in self-diagnosing and self-prescribing behaviors.
- Students will be able to explain how a patient's medication experience impacts their behaviors and expectations surrounding health.
- Students will be able to examine the ramifications of a drug-taking culture, including its role in America's opiate epidemic.
- Students will be able to generate ideas that society, business, government, and healthcare providers can implement to promote a culture of health.
- Students will be able to compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

Content Topic List

- Building a drug-taking culture: medication benefits, human behaviors, media, social norms, healthcare beliefs.
- A patient's medication experience: the meaning of medication, chronic medication
- America's Opiate Epidemic: prescription drug misuse - fueling factors; relationship between prescription opioids and heroin; health, social, legal consequences; social stigmas and stereotypes
- Toward a Culture of Health: attributes of a culture of health; safe medication-taking behaviors; actions for FDA, pharmaceutical industry, healthcare prescribers

Attachments

- 1. PHR3420-GE-Course-Proposal.pdf: Course Proposal
(Cover Letter. Owner: Higginbotham, Mary Christina)
- 2. PHR3420-Syllabus-AU17.pdf: Syllabus
(Syllabus. Owner: Higginbotham, Mary Christina)
- 3. PHR3420-QM-Self-Review.pdf: Distance Learning Review
(Other Supporting Documentation. Owner: Higginbotham, Mary Christina)
- 4. PHR3420-Supplemental-Resources.pdf: Course Blueprint
(Other Supporting Documentation. Owner: Higginbotham, Mary Christina)

Comments

COURSE REQUEST
3420 - Status: PENDING

Last Updated: Kelley, Katherine Ann
01/17/2017

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Higginbotham, Mary Christina	01/17/2017 01:21 PM	Submitted for Approval
Approved	Kelley, Katherine Ann	01/17/2017 03:00 PM	Unit Approval
Approved	Kelley, Katherine Ann	01/17/2017 03:01 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	01/17/2017 03:01 PM	ASCCAO Approval

GE Proposal – Culture & Ideas
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General Education: *Culture and Ideas*

- **Goal:** Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgement; and interpretation and evaluation.
- **Learning Outcomes:**
 1. Students analyze and interpret major forms of human thought, culture, and expression.
 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Course-specific Learning Outcomes:

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

1. Summarize the historical developments that propelled drugs to transform American culture.
2. Analyze how healthcare beliefs, media sources, and social norms empower humans to engage in self-diagnosing and self-prescribing behaviors.
3. Explain how a patient’s medication experience impacts their behaviors and expectations surrounding health.
4. Examine the ramifications of a drug-taking culture, including its role in America’s opiate epidemic.
5. Generate ideas that society, government, and the scientific and medical community can implement to promote a culture of health.
6. Compose analyses, interpretations, and evaluations of, as well as responses to America’s drug-taking culture.

Overview

Throughout history, medication has played a critical role in healthcare. Advances in drug discovery and development have helped us all live longer and healthier lives. We are preventing or curing many illnesses and relieving troublesome symptoms, in part, because of medications. However, along with these health benefits come changes in human beliefs, attitudes, and behaviors surrounding medication use. For example, Americans now use prescription medications at unprecedented rates and their use has become normalized in our culture. Additionally, our society expects quick fixes and frequently turns to medication to solve our problems. What benefits and harms result from this drug-taking culture? In this course, students will analyze America’s drug-taking culture through examining its past, present, and future. Students will identify factors that fuel it, discuss its influence on a patient’s medication experience, and evaluate its role in a current public health crisis—America’s opiate epidemic. The course will conclude with discussing ideas that promote a culture of health.

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GE Rationale

GE – LO1: Students analyze and interpret major forms of human thought, culture, and expression.

A. How do the course objectives address each individual GE expected learning outcome?

The first GE learning outcome will primarily be met through course objectives (CO) 1, 3-6.

- a. C-LO1: Through summarizing major historical developments that propelled drugs to transform American culture, students will be examining how our society built a drug-taking culture. Many of these historical developments illustrate the beneficial and harmful effects of medication, and thus greatly influenced human thoughts toward pharmaceuticals.
- b. C-LO3: Through explaining how a patient’s medication experience impacts their behaviors and expectations surrounding health, students will be analyzing the thoughts of patients taking chronic medication, and how patients express these thoughts through their medication-taking behaviors.
- c. C-LO4: By examining the ramifications of America’s drug-taking culture, students will be analyzing a serious consequence resulting from said culture – America’s opiate epidemic. Students will also analyze human thoughts surrounding drug addiction, including how prescription drug addicts challenge society’s stereotype of a drug addict.
- d. C-LO5: In Module 5, students will analyze and discuss attributes for a culture of health, including how society can express these traits through our lifestyle choices and adoption of safe medication-taking practices.
- e. C-LO6: Through completing the class discussions, short response writing assignments, and final project, students will have the opportunity to analyze America’s drug-taking culture, as well as interpret various artistic expressions about said culture.

B. How do the assigned readings address each individual GE expected learning outcome?

Texts for PHR3420 includes one non-fiction book that students will select and purchase from a specified list, as well as a variety of readings from scholarly journal articles.

Course Book

Students will select and purchase one of the three books below to read throughout the semester. Students will discuss select readings from their book (“Book” discussions) in assigned small groups (5-10 students). Although from different perspectives, each book provides students with the opportunity to analyze various aspects of our drug-taking culture, as well as interpret how we express our healthcare beliefs through our medication-taking behaviors (GE-LO #1).

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1. Critser, Greg. *Generation Rx: How Prescription Drugs are Altering American Lives, Minds, and Bodies*. New York, NY: Houghton Mifflin Company, 2005. Print and Ebook.
 - a. This book discusses the historical developments that propelled drugs to transform American culture. In addition, it was one of the first sources to discuss the relationship between human behaviors (like self-diagnosing and self-prescribing) and media (like direct-to-consumer marketing and the internet), and how this relationship impacts the social norms surrounding medication use as well as our healthcare behaviors.
 - b. This book more closely aligns with Course Learning Outcomes #1 and #2, and thus supports both GE LOs.
2. Karp, David. *Is it me or my meds? Living with Antidepressants*. Cambridge, MA: Harvard UP, 2006. Print and Ebook.
 - a. This book nicely discusses a patient’s medication experience through interviews with various patients diagnosed with clinical depression (and thus prescribed antidepressant medication). Each patient’s experience with antidepressants illustrates the spectrum of how chronic medication might make an individual feel, react, and think about medication, as well as influence their medication-taking behaviors. The book’s focus on antidepressant medication also facilitates discussion about how social views of specific medical conditions may also impact a patient’s medication-taking behaviors and thus our drug-taking culture.
 - b. This book more closely aligns with Course Learning Outcomes #1 and #3, and thus supports both GE LOs.
3. Quinones, Sam. *Dreamland: The True Tale of America’s Opiate Epidemic*. New York, NY: Bloomsbury Press, 2015. Print, Ebook, and Audio.
 - a. This book narrates the story of America’s opiate epidemic, including discussion of the relationship between the misuse of prescription opioids and the rise in heroin abuse. Portions of this book also chronicle the impact of this epidemic in southern Ohio, offering a potential personal connection for the students. Collectively, the book will help students examine the ramifications of a drug-taking culture.
 - b. This book more closely aligns with Course Learning Outcomes #2 and #4, and thus supports both GE LOs.

Primary Literature

Collectively, the remaining required readings by all students support GE-LO1 through the following:

- a. In Module 3, the scholarly journal articles listed as required reading primarily measure Course LO #3, and thus both GE-LOs. Some readings focus more on analyzing and interpreting the thoughts of patients taking chronic medication, and

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how these thoughts influence their medication-taking behaviors (GE-LO #1). [See Course Blueprint]

- b. In Module 4, the scholarly journal articles listed as required reading primarily measure Course LO #4, and thus both GE-LOs. Some readings focus more on analyzing the consequences resulting from America’s drug-taking culture (GE-LO#1). [See Course Blueprint]
- c. In Module 5, the scholarly journal articles listed as required reading primarily measure Course LO#5, and thus both GE-LOs. Week 13-14 readings will engage students in a dialogue about how Americans can build a culture of health, and thus more closely align with GE-LO#1.

C. How do the course topics address each individual GE expected learning outcome?

Course topics covered in each module are listed in the course schedule (see Syllabus). Module 2 topics that focus on how America built a drug-taking culture (medication benefits; drug-seeking, self-diagnosing, self-prescribing behaviors) address Course LO#1 and thus GE-LO #1. Module 3 topics discuss aspects of a patient’s medication experience, and thus address Course LO#3 and both GE-LOs. Module 4 topics such as consequences resulting from prescription drug misuse and the social stigmas surrounding addiction address Course LO#4, and more closely align with GE-LO#1. Module 5 topics that discuss attributes of a culture of health address Course LO#5, and more closely align with GE-LO#1.

D. How do the writing assignments address each individual GE expected learning outcome?

The main writing assignments include short response writings – I believe each short response writing measures both GE-LOs, yet measures different course learning outcomes (see Course Blueprint). These assignments ask students to analyze and interpret artistic expressions of America’s drug-taking culture (GE-LO #1), as well as discuss thought-provoking questions that evaluate how ideas influence our healthcare beliefs, social norms, and existing realities from our drug-taking culture (GE-LO #2). Please see Course Blueprint for writing prompts, examples of discussion questions, alignment of course objectives, and supporting details.

E. How do the remaining course components address each individual GE expected learning outcome?

The remaining course components include class and book discussions, journal entries, and the final project.

- a. The class discussions that support GE-LO#1 primarily include Discussion #2 (in Module 2), Discussion #6 (in Module 3), Discussion #8 (in Module 4), Discussion #10 (in Module 4), and Discussion #11 (in Module 5). Please see Course Blueprint for discussion prompts and supporting details. Regarding book discussions, some book discussions will support and measure GE-LO#1 at different points throughout the

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- semester, as some chapters of each book more closely align with this learning outcome.
- b. Students will submit a journal entry at the conclusion of each module – these writings will provide students with an opportunity to assess and reflect on their individual learning experiences throughout the module. Given the nature of this assignment, these entries will likely address both GE-LOs at various points throughout the semester.
 - c. The final project will consist of each student expressing their analysis of America’s drug-taking culture through an artistic platform of their choice, such as an original song performance, theatrical performance, dramatic reading of an original poem, or delivery of an original “TED-like talk”. Their selected course book will serve as a framework for their analysis, with the goal that they use the book and related discussions to examine their own beliefs, thoughts, and feelings about America’s drug-taking culture. In Part 2 of the final project, students will also interpret the meaning of a peer’s artistic expression of America’s drug-taking culture. See Course Blueprint for supporting details. In addition, a full write-up including instructions for the final project is available through submitted supplemental materials.

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GE – LO2: Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

A. How do the course objectives address each individual GE expected learning outcome?

The second GE learning outcome will primarily be met through course objectives (CO) 2-6.

- a. C-LO2: As we discuss how America built a drug-taking culture, students will analyze how healthcare beliefs, media sources, and social norms empower humans to engage in self-diagnosing and self-prescribing behaviors. For example, students will evaluate how ideas such as direct-to-consumer marketing helped normalize medication use in our society, as well as influenced our healthcare beliefs.
- b. C-LO3: As students explain how a patient’s medication experience impacts their behaviors and expectations surrounding health, they will evaluate the idea that one’s relationship with chronic medication is similar to marriage. For example, they’ll discuss questions such as, “What new realities does a patient experience or construct when they commit to chronic medication?”; “How do you think these new realities differ from their perceived realities prior to starting a medication?”
- c. C-LO4: As students examine the role of America’s drug-taking culture in the prescription drug misuse epidemic, they’ll evaluate the factors and ideas that fuel this epidemic. For example, students will evaluate society’s beliefs (or misperceptions) of the safety and legality related to prescription medication, as well as the social norms surrounding medication use that affect our perception of reality.
- d. C-LO5: In Module 5, students will generate ideas that society, government, as well as the scientific and medical community can implement to promote a culture of health. Students will then evaluate how these ideas can influence our healthcare beliefs, combat existing public health crises, and help safe medication practices become the norm that guides our medication-taking behaviors.
- e. C-LO6: Through completing the class discussions, short response writing assignments, and final project, students will have the opportunity to identify and evaluate the ideas that influence our healthcare beliefs, attitudes, and social norms which guide our medication-taking behaviors.

B. How do the assigned readings address each individual GE expected learning outcome?

As noted on p.2, texts for PHR3420 includes one non-fiction book that students will select and purchase from a specified list, as well as a variety of readings from scholarly journal articles.

Course Book

Please see descriptions of each available course book on p. 2-3. As noted in Section B for GE-LO #1, I believe that all three course book options address both GE-LOs. Through different perspectives, each book provides students with the opportunity to identify and evaluate

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specific ideas that influence our healthcare beliefs, attitudes, and social norms that impact our medication-taking behaviors.

Primary Literature

Collectively, the remaining required readings by all students support GE-LO2 through the following:

- a. In Module 2, the scholarly journal articles listed as required reading primarily measure Course LO #2, and thus the second GE-LO. Some readings address how the idea of direct-to-consumer pharmaceutical advertising influences our healthcare beliefs as well as helped form our current social norms surrounding medication use. The last reading focuses on how our cultural differences may influence our healthcare beliefs, and thus influence our medication-taking behaviors. [See Course Blueprint]
- b. In Module 3, the scholarly journal articles listed as required reading primarily measure Course LO #3, and thus both GE-LOs. Some readings focus more on how the patient’s healthcare beliefs and realities experienced upon committing to chronic medication are considered upon initiating therapy in an effort to improve their medication experience (GE-LO#2). [See Course Blueprint]
- c. In Module 4, the scholarly journal articles listed as required reading primarily measure Course LO #4, and thus both GE-LOs. Parts of the readings will help students evaluate how an individual’s beliefs about medication (often misperceptions) as well as the social norms governing medication use fuel prescription drug misuse (GE-LO#2). [See Course Blueprint]
- d. In Module 5, the scholarly journal articles listed as required reading primarily measure Course LO#5, and thus the second GE-LO. These readings discuss ideas that can help reshape our healthcare beliefs and formulate new social norms that guide our medication-taking behaviors. [See Course Blueprint]

C. How do the course topics address each individual GE expected learning outcome?

Course topics covered in each module are listed in the course schedule (see Syllabus). Module 2 topics focused on the ideas (media sources), healthcare beliefs, and social norms that influence our medication-taking behaviors primarily address Course LO#2 and thus GE-LO#2. Module 3 topics discuss aspects of a patient’s medication experience, and thus address Course LO#3 and both GE-LOs. Module 4 topics that focus on factors that fuel prescription drug misuse address Course LO#4, and more closely align with GE-LO#2. Module 5 topics that discuss safe medication-taking behaviors and actions for society, government, business, and healthcare providers address Course LO#5, and more closely align with GE-LO#2.

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D. How do the writing assignments address each individual GE expected learning outcome?

The main writing assignments include short response writings – I believe each short response writing measures both GE-LOs, yet measures different course learning outcomes (see Course Blueprint). These assignments ask students to analyze and interpret artistic expressions of America’s drug-taking culture (GE-LO #1), as well as discuss thought-provoking questions that evaluate how ideas influence our healthcare beliefs, social norms, and existing realities from our drug-taking culture (GE-LO #2). Please see Course Blueprint for writing prompts, examples of discussion questions, alignment of course objectives, and supporting details.

E. How do the remaining course components address each individual GE expected learning outcome?

The remaining course components include class and book discussions, journal entries, and the final project.

- a. The class discussions that support GE-LO#2 primarily include Discussion #4 (in Module 2), Discussion #10 (in Module 4), and Discussion #12 (in Module 5). Please see Course Blueprint for discussion prompts and supporting details. Regarding book discussions, some book discussions will support and measure GE-LO#2 at different points throughout the semester, as some chapters of each book more closely align with this learning outcome.
- b. Students will submit a journal entry at the conclusion of each module – these writings will provide students with an opportunity to assess and reflect on their individual learning experiences throughout the module. Given the nature of this assignment, these entries will likely address both GE-LOs at various points throughout the semester.
- c. Collectively, I believe the final project measures both GE-LOs (see Section E for GE-LO#1 for additional project details). The components of the project that more closely align with GE-LO#2 include: In Part 1, as part of their analysis, students must try to break-down a central idea (or ideas) that has influenced the healthcare beliefs, attitudes, and social norms which guide medication-taking behaviors. In Part 2, each student will evaluate and respond to a peer’s final project. Part of their evaluation will include demonstrating their ability to identify and evaluate said ideas. See Course Blueprint for supporting details. In addition, a full write-up including instructions for the final project is available through submitted supplemental materials.

GE Assessment Plan for PHR3420 *Generation Rx: America's Drug-Taking Culture*

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional Indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example define percentage of students achieving a specified level on a scoring rubric)</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p><u>ELO 1</u></p> <p>Students analyze and interpret major forms of human thought, culture, and expression.</p>	<p>GE ELO Scoring Rubric-based evaluation of Final Project (Appendix A)</p>	<p>100% of students meeting milestone 2. 70% of students meeting milestone 3.</p>	<p>At the end of each course offering, the instructors will convene to review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the benchmarks prove too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>
	<p>GE ELO Scoring Rubric-based evaluation of Module 1 and 6 Journal Entries (Appendix B)</p>	<p>100% of students mark milestone 3 or higher.</p>	
<p><u>ELO 2</u></p> <p>Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.</p>	<p>GE ELO Scoring Rubric-based evaluation of Final Project (Appendix A)</p>	<p>100% of students meeting milestone 2. 70% of students meeting milestone 3.</p>	
	<p>GE ELO Scoring Rubric-based evaluation of Module 1 and 6 Journal Entries (Appendix B)</p>	<p>100% of students mark milestone 3 or higher.</p>	

Appendix A: PHR3420: GE Outcome Scoring Rubric

Instructors will put an “x” in the appropriate cell for each ELO and each student based upon their final project. The instructor will then compile the number of students who met each milestone (1-4) for each of the ELOs, and this is how the data will be reported (i.e. ELO1: 3 students achieved level 4, 6 students level 3, 15 students level 2, and 4 students level 1).

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(ELO 1) Students analyze and interpret major forms of human thought, culture, and expression.	Student demonstrates a superior ability to analyze major forms of human thought and aspects of America’s drug-taking culture. Student demonstrates a superior ability to interpret artistic expressions of said culture.	Student effectively analyzes major forms of human thought and aspects of America’s drug-taking culture. Student effectively interprets artistic expressions of said culture.	Student is able to analyze and interpret some forms of human thought, culture, and expression but shows room for improvement.	Student demonstrates limited ability to analyze major forms of human thought and aspects of America’s drug-taking culture. Student demonstrates limited ability to interpret artistic expression of said culture.
(ELO 2) Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Student demonstrates a superior ability to evaluate how ideas influence the healthcare beliefs, attitudes, and social norms which guide medication-taking behaviors.	Student effectively evaluates how ideas influence the healthcare beliefs, attitudes, and social norms which guide medication-taking behaviors.	Student is able to evaluate how some ideas influence the healthcare beliefs, attitudes, and social norms which guide medication-taking behaviors but shows room for improvement.	Student demonstrates limited ability to evaluate how ideas influence healthcare beliefs, attitudes, and social norms which guide medication-taking behaviors.

Appendix B: PHR3420: GE Outcome Scoring Rubric

Instructors will put an “x” in the appropriate cell for each ELO and each student based upon analysis of their Module 1 and Module 6 journal entries (which will include each student completing this rubric). The instructor will then compile the number of students who agreed with each milestone (1-4) for each of the ELOs, and this is how the data will be reported (i.e. ELO1: 3 students agreed with level 4, 6 students level 3, 15 students level 2, and 4 students level 1).

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(ELO 1) Students analyze and interpret major forms of human thought, culture, and expression.	Student believes course provided a significant opportunity to analyze major forms of human thought and aspects of America’s drug-taking culture.	Student believes course provided opportunities to analyze major forms of human thought and aspects of America’s drug-taking culture, but some course improvements could be made.	Student believes course provided limited opportunities to analyze major forms of human thought and aspects of America’s drug-taking culture.	Student believes course provided no opportunities to analyze major forms of human thought and/or aspects of America’s drug-taking culture.
(ELO 2) Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Student believes course provided a significant opportunity to evaluate how ideas influence the healthcare beliefs, attitudes, and social norms which guide medication-taking behaviors.	Student believes course provided opportunities to evaluate how ideas influence the healthcare beliefs, attitudes, and social norms which guide medication-taking behaviors; but, some improvements could be made.	Student believes course provided limited opportunities to evaluate how ideas influence the healthcare beliefs, attitudes, and social norms which guide medication-taking behaviors.	Student believes course provided no opportunities to evaluate how ideas influence healthcare beliefs, attitudes, and social norms which guide medication-taking behaviors.

SYLLABUS: PHR3420

GENERATION RX: AMERICA'S DRUG-TAKING CULTURE AUTUMN 2017

COLLEGE OF PHARMACY

Course overview

Instructor

Instructor: Molly Downing, Ph.D.

Email address: downing.211@osu.edu

Office hours (optional):

- Join Dr. Downing's classroom via CarmenConnect:
<http://carmenconnect.osu.edu/r59n3x9nit7/>
- Tuesdays, 10-11am
- Thursdays, 3-4pm
- You may also email me to schedule a private meeting outside of office hours.

Course description

In this course, we analyze America's drug-taking culture through examining its past, present, and future. Students will identify factors that fuel it, discuss its influence on a patient's medication experience, and evaluate its role in a current public health crisis—America's opiate epidemic. The course will conclude with discussing ideas that promote a culture of health.

Note: This course serves as a GE Culture and Ideas course.

Prerequisites

None

Class Details

Credit Hours: 3

Class Day/Time: Online

Classroom Location: Online

Course learning outcomes

General Education: Culture and Ideas

- **Goal:** Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgement; and interpretation and evaluation.
- **Learning Outcomes:**
 1. Students analyze and interpret major forms of human thought, culture, and expression.
 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Course-specific Learning Outcomes:

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

1. Summarize the historical developments that propelled drugs to transform American culture.
2. Analyze how healthcare beliefs, media sources, and social norms empower humans to engage in self-diagnosing and self-prescribing behaviors.
3. Explain how a patient's medication experience impacts their behaviors and expectations surrounding health.
4. Examine the ramifications of a drug-taking culture, including its role in America's opiate epidemic.
5. Generate ideas that society, business, government, and healthcare providers can implement to promote a culture of health.
6. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

This course will achieve these outcomes through online videos, required readings, class and book discussions, and short response writings. The course will conclude with completion of a final project. By the end of the semester, students will be better able to analyze major aspects of America's drug-taking culture, interpret artistic expressions about said culture, as well as evaluate the beliefs, attitudes, and social norms that influence our medication-taking behaviors.

Course design

Course Structure

This is a distance-education course with *all* course work completed online. Students will progress through six, self-paced modules that feature various topics (see Course Schedule). Module activities will include viewing narrated lectures and online videos, participating in weekly discussions, and completing required readings and various assignments. See the Course Calendar (posted on Carmen) for a list of all module activities, including relevant due dates. The course will conclude with completion of a final project.

This course will be implemented through Ohio State University's course management system, Carmen. Unless otherwise noted, Carmen will be used to post all course materials and course announcements, as well as complete all course assessments.

Module Routine

Because this is a completely online course, there are no predetermined class sessions. Instead, we'll spread activity throughout each module that will combine the in-class and homework time you'd spend in a traditional brick and mortar class. As a result, **I strongly encourage you to consult the "Course Calendar" at the beginning of each module, and use this resource to plan your schedule for each week (and thus each module).**

Each module of the course will generally follow the same routine:

1. **Learn** (Mondays and Tuesdays)
 - View the online videos
 - Read the required readings
2. **Discuss** (Wednesdays and Thursdays)
 - Participate in the weekly discussion (either 'class' or 'book'-related)
3. **Apply** (submit on relevant Sundays)
 - Prepare and submit the short response writing assignment
 - If relevant, prepare and submit any final project check-points
4. **Reflect** (submit on relevant Sundays)
 - Prepare and submit module journal entry

Getting Started

To get started, click on the 'Module' tab listed on the course homepage. Begin by reviewing the "Module Roadmap" for Module 1, which identifies the module's required readings, online videos to view, and assignments to complete. Module 1 activities overview Carmen, course materials, the course layout, and student expectations. After completing all Module 1 activities, if you need clarification or have any questions about the course, please email Dr. Downing or visit during office hours.

Course materials

Required materials

Students are required to purchase *one* of the three following books:

1. Critser, Greg. *Generation Rx: How Prescription Drugs are Altering American Lives, Minds, and Bodies*. New York, NY: Houghton Mifflin Company, 2005. Print and Ebook.
2. Karp, David. *Is it me or my meds? Living with Antidepressants*. Cambridge, MA: Harvard UP, 2006. Print and Ebook.
3. Quinones, Sam. *Dreamland: The True Tale of America's Opiate Epidemic*. New York, NY: Bloomsbury Press, 2015. Print, Ebook, and Audio.

If you are a student in the Pharmaceutical Sciences program through the College of Pharmacy, please select either Book #1 or #2. All remaining students may select the book that most interests them – the selected book will be used during select discussions (termed “book discussions”) throughout the semester, and provide a framework for the student’s final project. All students must select and purchase their chosen book by the end of Week 1. Inform Dr. Downing of your selection by completing the assignment, “Final Project: Check-point #1”.

Additional texts, sites, and videos for required viewing will be accessible through Carmen (electronic). Students are expected to monitor the course page regularly, including reading updates in the course’s announcement section.

Supplemental materials and links

From the course homepage on Carmen, consult the section “Student Resources” for supplemental materials and links.

The Center for the Study and Teaching of Writing at Ohio State is available for use by all students. Per their website (www.cstw.osu.edu), their syllabus statement is:

The Writing Center offers the following free, collaborative sessions to members of the OSU community. We work with writers on any assignment or writing project (academic, professional, or personal) at any stage of the writing process (brainstorming, thesis development, revising, etc.). Our sessions vary and include:

- Face-to-face, 45-minute consultations by appointment at our main location in 4120A Smith Labs, (9 - 5, Monday through Friday) and certain hours at the Research Commons (3rd floor of the 18th Ave. Library).
- Face-to-face, 25-minute walk-in appointments at our satellite location in the Thompson Library 1st floor (Monday-Thursday, 11am-3pm and 5-7pm).
- Online 45-minute sessions via CarmenConnect by appointment.
- Week-long Drop-Off consultations (conducted via email) by appointment.
- Writing Groups for sustained, weekly feedback on writing and writing process facilitated by a Writing Center consultant. Sign up at <https://cstw.osu.edu/cstw-writing-groups>.

- If your project team would like to set up a Team consultation, please contact Dickie Selfe <selfe.3@osu.edu> for details.

See cstw.osu.edu/writing-center for details and sign up for appointments at <https://cstw.osu.edu/writing-center/schedule-appt>.

Course technology

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

Instructions for recording and uploading audio or video are provided in the necessary assignment write-ups on Carmen.

- CarmenConnect text and audio chat
- Recording and uploading video
- Recording and uploading audio

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Technology Assistance

For technology-related issues, concerns, questions, or requests, please contact the OSU IT Service Desk.

- Self-Service and Chat Support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu

Grading and faculty response

Grades

Your final grade will be determined by your performance on the following assessments. Consult Carmen and the Course Calendar for all assessment instructions and due dates. All learning will be assessed through a grading rubric. The appropriate rubric accompanies each assignment on Carmen, and all rubrics are posted as separate resources in the 'Student Resource' section in Carmen.

Any rebuts to grades earned must be brought to the attention of the instructor no later than one week after receiving the grade.

Types of Assessments	Points
Discussion (20 points each)	240 points (35% of grade)
Class discussions	160 points
Book discussions	80 points
Short Response Writings	220 points (32% of grade)
Module 1: Self-check quiz	10 points
Module 2: Film	35 points
Module 2: DTC Advertisement	35 points
Module 3: Poetry	35 points
Module 4: Music	35 points
Module 4: Theatre	35 points
Module 5: Blog	35 points
Module Journal Entries (10 points each)	60 points (9% of grade)
Final Project	165 points (24% of grade)
Total	685 points

Discussions

Students will participate in two types of discussions – class discussions and book discussions.

1. Class Discussions: students will participate in eight class discussions throughout the semester that focus on specific module topics, online videos, or required readings. All posts will be made to a central discussion board appropriately labeled [for example, "MODULE 1: Discussion #1 (class)"].

2. **Book Discussions:** students will participate in four book discussions throughout the semester that focus on reading assignments from their selected course book (see 'Course Materials'). Dr. Downing will assign students to small groups (5-10 students per group) to facilitate these discussions. Students will submit their posts only to their assigned discussion board [for example, "Group #1 | Dreamland – Discussion #3 (book)" or "Group #2 | Generation Rx – Discussion #3 (book)"].

All discussions are meant to help students achieve select learning outcomes, learn from a range of perspectives, as well as discuss controversial topics in a productive and respectful manner. Discussions will include submission of an initial post followed by a peer response. Consider these posts as replacement of any discussions that may occur in a formal classroom. Consult the "Attendance, Participation, and Discussion" section below as well as Carmen for discussion guidelines (see Module 1 materials). Consult Carmen and the Course Calendar for discussion instructions and due dates.

Short Response Writings

Short response writings will help students analyze and interpret artistic expressions of America's drug-taking culture, as well as evaluate the healthcare beliefs, attitudes, and social norms that guide our medication-taking behaviors. These writings will utilize different formats and instructional materials to help students achieve select learning outcomes. Consult Carmen and the Course Calendar for assignment instructions and due dates.

Module Journal Entries

Journal entries will provide students with an opportunity to assess and reflect on their individual learning experiences throughout the course. Students may submit journal entries through the format of their choice—written or video. Consult Carmen and the Course Calendar for journal entry instructions and due dates.

Final Project

The final project will consist of two parts. For Part 1, each student will express their analysis of America's drug-taking culture through an artistic platform of their choice, such as an original song performance, original theatrical performance, dramatic reading of an original poem, or delivery of an original "TED-like Talk". For Part 2, each student will interpret and evaluate a peer's project using similar guidelines applied in the short response writings completed throughout the semester. Your selected course book (see 'Course Materials') will serve as a framework to examine your own beliefs, thoughts, and feelings about our drug-taking culture. All projects will be presented to the class by recording the artistic expression through Carmen's Rich Content Editor (i.e. video capture tool) and uploading the video to the discussion board, "Final Project". You will submit your interpretation and evaluation of a peer's project by completing the assignment, "Final Project: Peer Response".

You will submit your selected course book during Week 1, your chosen artistic platform during Week 6, a draft for peer review during Week 13, and the final project during Weeks 16-17. Consult Carmen and the Course Calendar for final project instructions and due dates.

Late assignments

- Discussions: weekly discussions are due by the dates and times indicated in the Course Calendar. Lack of participation in any weekly discussion will result in a zero for that discussion—no exceptions. **Failure to act respectfully and professionally according to the guidelines outlined in the “Attendance, Participation, and Discussions” section will result in a grade deduction.**
- Short Response Writings: all short response writings are due by the date and time indicated in the Course Calendar. Assignments received later than the date and time specified will be marked down one grade for every 24 hours late.
- Module Journal Entries: all journal entries are due by the date and time indicated in the Course Calendar. Entries received later than the date and time specified will be marked down one grade for every 24 hours late.
- Final Project: the final project is due by the dates and times indicated in the Course Calendar. Any project submitted later than the date and time specified will be marked down one grade for every 24 hours late.

Grading scale

93–100: A	87–89.9: B+	77–79.9: C+	60 –66.9: D
90–92.9: A-	83–86.9: B	73–76.9: C	67 –69.9: D+
	80–82.9: B-	70 –72.9: C-	Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For all assignments, you can generally expect feedback within **7 days**. Feedback may appear in a written, audio, or video format.

E-mail

I will reply to e-mails within **24 hours on weekdays** and within **48 hours on the weekend**.

“Ask My Classmates or Instructor” Discussion board

Post any general questions related to the course or to any assignment on this board. Anyone can reply to these posts, but I will check and reply to messages every **24-48 hours on weekdays**.

Course schedule (tentative)

Modules	Weeks	Topics	Assessments (see Course Calendar)
Module 1: Getting Started	Week 1: Aug 22 - 27	Course Introduction Course Community	Discussion #1 (class) Self-Check Quiz Final Project: Check-Point 1 Journal Entry
Module 2: Building a Drug- Taking Culture	Week 2: Aug 28 – Sept. 3	Medication benefits	Discussion #2 (class)
	Week 3: Sept. 5 - 10	Human behaviors (drug-seeking, self-diagnosing & self-medicating)	Discussion #3 (book) Short Response Writing
	Week 4: Sept. 11 - 17	Media (DTC Marketing, the Internet)	Discussion #4 (class)
	Week 5: Sept. 18 - 24	Social norms Healthcare beliefs	Discussion #5 (book) Short Response Writing Journal Entry
Module 3: A Patient’s Medication Experience	Week 6: Sept. 25 – Oct. 1	The meaning of medication	Discussion #6 (class) Final Project: Check-Point 2
	Week 7: October 2 - 8	Chronic medication – Marriage imagery	Discussion #7 (book) Short Response Writing
	Week 8: October 9 – 11 <i>(Fall Break)</i>		Journal Entry Course mid-point survey
Module 4:	Week 9: October 16 - 22	Prescription drug misuse – fueling factors	Discussion #8 (class)

America's Opiate Epidemic	Week 10: October 23 - 29	Relationship between prescription opioids and heroin	Discussion #9 (book) Short Response Writing
	Week 11: Oct. 30 – Nov. 5	Health, Social, and Legal consequences	Discussion #10 (class)
	Week 12: Nov. 6 - 12	Social stigmas and stereotypes	Short Response Writing Journal Entry
Module 5: Toward a Culture of Health	Week 13: Nov. 13 - 19	Attributes of a culture of health Safe medication-taking behaviors	Final Project: Check-Point 3
	Week 14: Nov. 20 – 22 <i>(Thanksgiving)</i>		Discussion #11 (class)
	Week 15: Nov. 27 – Dec. 3	Actions for FDA, pharmaceutical industry, healthcare prescribers	Discussion #12 (class) Short Response Writing Journal Entry
Module 6: Course Wrap-up	Week 16: Dec. 4 – 6 <i>(last week of class)</i>		Final Project (Part 1) submitted for grading Journal Entry
	Week 17: Dec. 8 – 14 <i>(final exam week)</i>		Final Project: Peer Response (Part 2) submitted for grading Course Survey

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: FLEXIBLE**
Each module is self-paced; therefore, you may login as frequently as is needed to complete the necessary module activities and assignments by the due dates indicated in the Course Calendar. Students are expected to fully participate in all discussions and activities.
- **Office hours: OPTIONAL**
My office hours are optional. If you need to meet in our CarmenConnect classroom outside of my scheduled office hours, please email me to schedule a date and time.
- **Participation in weekly discussions: REQUIRED**
Participating in weekly discussions is required and must be completed by the due dates and times indicated in the Course Calendar. Lack of participation in any weekly discussion will result in a zero for that discussion. **Failure to act respectfully and professionally according to the guidelines below will result in a grade deduction.**

Based on university policy, for each course credit hour, it is expected that students will traditionally spend one hour in a classroom setting plus two additional hours outside the classroom dedicated to course studies. Accordingly, for a 3-credit hour online course, students are expected to dedicate approximately nine hours per week completing the various module activities—this includes reading of texts, viewing of online videos and narrated lectures, participation in weekly discussions, studying course materials, and completing all course assessments.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** When participating in weekly discussions or communicating with Dr. Downing via email, use appropriate “Netiquette” (see below), which includes using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. **Failure to act respectfully and professionally with your peers or with Dr. Downing will result in a grade deduction.**

- **Citing your sources:** For all writing assignments and even weekly discussions, please cite your sources to support what you say. Please consult the “Student Resources” section on Carmen to determine how to correctly cite sources.
- **Backing up your work:** Consider composing your academic and discussion posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Netiquette¹

Virginia Shea wrote the book, “Netiquette”, which is fully available online at <http://www.albion.com/netiquette/book/>. Netiquette is a code of behavior for using the internet. Your language tells about your personality, age, locality, and attitude. Please follow the proper online etiquette when completing all course assessments and when communicating with Dr. Downing via email.

Avoid using all caps.

Using all capitalization to compile your words is ineffective—when communicating online, it is equivalent to screaming. In addition, it confuses the eye and makes it difficult to focus.

Avoid dramatic punctuation.

While you can use the exclamation mark (!) to show excitement, do not solely rely on it. It is often hard to tell if an exclamation mark is negative excitement or positive excitement. Try using word choice and syntax to help convey your feelings, rather than a single key stroke.

Understand word choice counts.

Please consider word choice when composing your discussion posts and assignments. One word can change an entire statement. Avoid offensive language and flaming. Flaming is a form of verbal abuse when you intentionally attack or disparage someone.

Use proper grammar and spelling. Always refrain from e-speak.

If u rite liek this u will drvie doc D crrrrrazy lol. :) Typos and basic spelling mistakes will happen. However, using e-speak to communicate in an academic setting is unacceptable. It affects your credibility, confuses the reader, and will result in loss of points. Please ensure your academic writing, including any communication with Dr. Downing, uses proper grammar, spelling, and punctuation.

¹Shea, Virginia. *Netiquette*. Albion Books, 1994.

Other course policies

Academic integrity policy

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the [Code of Student Conduct](#) and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for accessibility

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact Dr. Downing privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting Dr. Downing, please contact the Office for Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Desire2Learn\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Your Mental Health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Note: CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at [614-292-5766](tel:6142925766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org



Quality Matters Self-Review Form

PHR3420 - Generation Rx: America's Drug-Taking Culture

General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide guidance to ensure learners get off to a good start.

STANDARD 1.1 - (3 Points) Required

1.1 Instructions make clear how to get started and where to find various course components.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

Instructions for how to get started are provided in the course syllabus, course calendar, as well as in Module 1 activities (see Course Blueprint).

The course syllabus includes a Course Overview section (p.1-3, including a section called "Getting Started") and a "Course Schedule" (p.9).

The Course Calendar provides a detailed schedule of activities with due dates for the whole course.

The Course Blueprint shares the introductory paragraph that will appear on the course homepage, which will begin with the text "READ ME FIRST" (p.10). This paragraph also alerts students to Module 1 activities, which include watching a narrated lecture ("Getting Started") that overviews Canvas, the course design, module activities, and the grading policy. Students will also complete a "self-check quiz" to ensure they understand how the course works.

STANDARD 1.2 - (3 Points) Required

1.2 Learners are introduced to the purpose and structure of the course.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

In Course Syllabus:

- The 'Course Description' (p.1) aids students with understanding the purpose of the course.
- The 'Course Design' (p.2) aids students with understanding that this is a distance education course with all coursework completed online.
- The 'Course Schedule' (p.9) as well as the document, "Course Calendar" reinforces the modular structure of the course.
- The 'Grading and faculty response' section (p.6) overviews the types of learning activities and how learning will be assessed.
- The 'Grading and faculty response' section (p.6) and the 'Attendance, participation, and discussions' section (p.11) outlines the expected modes of communication.

STANDARD 1.3 - (2 Points)

1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

In the Course Syllabus, the section 'Attendance, participation, and discussions' (p.11) includes a subsection "Discussion and Communication guidelines" as well as "Netiquette". These sections outline etiquette expectations.

STANDARD 1.4 - (2 Points)

1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

In the course syllabus, the section 'Grading and faculty response' (p.6) identifies the late assignment policy. The last section of the Course Syllabus outlines other course policies (p.13), including the academic integrity policy. Appropriate links to each policy are also provided in this section.

STANDARD 1.5 - (2 Points)

1.5 Minimum technology requirements are clearly stated and instructions for use provided.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

In the Course Syllabus, the 'Course technology' (p.5) section states the technology requirements. This section identifies how to obtain and install any necessary software, as well as identifies necessary equipment and technology skills. This information will also be found in the "Student Resources" section on Carmen. Technology instructions for how to participate in each assignment are also stated in each assignment write-up.

STANDARD 1.6 - (1 Point)

1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

There are no prerequisites for this course - this is stated on p.1 of the Course Syllabus.

STANDARD 1.7 - (1 Point)

1.7 Minimum technical skills expected of the learner are clearly stated.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

In the Course Syllabus, the 'Course technology' (p.5) section identifies the necessary technology skills. Instructions for how to utilize course-specific technology skills are stated in each assignment write-up.

STANDARD 1.8 - (1 Point)

1.8 The self-introduction by the instructor is appropriate and is available online.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

Page 1 of the Course Syllabus identifies the instructor's email, as well as online office hours. In the Course Syllabus, the section, 'Attendance, participation, and discussions' also outlines expected communication guidelines with the instructor.

The course webpage will also include a brief bio of the instructor (see p.8 in Course Blueprint). In addition, the instructor will participate in the first discussion assignment, which requires students to submit a video introducing themselves.

STANDARD 1.9 - (1 Point)

1.9 Learners are asked to introduce themselves to the class.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

The first discussion requires students to submit a video introducing themselves. An assignment write-up will be available on Canvas, which will include directions, question prompts, how to participate, etc. (see p.12-13 of Course Blueprint). The assignment write-up does indicate a video format, but a note is mentioned that one can email the instructor for permission to submit the introduction via an audio or written response, if needed.

General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.

Overview Statement: The learning objectives or competencies establish a foundation upon which the rest of the course is based.

STANDARD 2.1 - (3 Points) Required

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The course syllabus identifies the learning outcomes for General Education (Culture & Ideas), as well as the course-specific outcomes (p.2). The online video, "Getting Started", will discuss these learning outcomes.

The course-specific outcomes describe outcomes that are measurable. The Course Blueprint identifies the course-specific learning outcomes that align with each learning activity.

STANDARD 2.2 - (3 Points) Required

2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The module learning objectives are included in the Course Blueprint (p.10, 15, 24, 31, 39, 46) and will be identified on each module homepage in Carmen. The module objectives describe outcomes that are measurable. The Course Blueprint identifies the module objectives that align with each learning activity.

STANDARD 2.3 - (3 Points) Required

2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The course-specific learning outcomes are provided in the syllabus (p.2) and will appear on the course homepage in Carmen. Each module homepage will identify the module-specific learning objectives. Each assignment write-up also includes the appropriate module objectives that align with that specific assignment. I believe the objectives are written from the learner's perspective and void of technical jargon.

STANDARD 2.4 - (3 Points) Required

2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The course blueprint indicates how each course and module learning outcome correlates with the various learning activities. I will also list these outcomes in the appropriate module subsections in Canvas. The assignment write-ups provided on Carmen will specifically indicate the module objectives that support that particular assignment (see Course Blueprint).

STANDARD 2.5 - (3 Points) Required

2.5 The learning objectives or competencies are suited to the level of the course.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The course learning objectives utilize comprehension, analysis, and synthesis action verbs. The majority of the module learning outcomes utilize action verbs in the lower cognitive realm, with some utilizing 'analysis' action verbs.

General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content but also allows learners to track their learning progress throughout the course.

STANDARD 3.1 - (3 Points) Required

3.1 The assessments measure the stated learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

I believe the assessments measure the stated learning objectives...for each assignment, the module objective measured through that assignment will be indicated in the assignment write-up on Carmen. The course and module objectives measured through each assessment is also indicated in the Course Blueprint.

STANDARD 3.2 - (3 Points) Required

3.2 The course grading policy is stated clearly.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

In the Course Syllabus, the section, 'Grading and faculty response' (p.6) identifies the course grading policy and late submission policy. The information presented in the table on p.6 will also be included in the 'Grades' section of Canvas. In addition, each assignment write-up on Carmen indicates the amount of points each assignment is worth. The rubrics that will accompany each assignment on Canvas also indicate the point value for each assignment.

STANDARD 3.3 - (3 Points) Required

3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

Specific and descriptive criteria are provided to evaluate the learners' work through four types of grading rubrics:

1. Rubric for Discussions
2. Rubric for Short Response Writings
3. Rubric for Journal Entries
4. Rubric for Final Project

These rubrics will accompany each assignment on Canvas and will also be listed as separate resources in the 'Student Resource' section on Canvas. Students are notified of this on p.6 of the Course Syllabus, and it will also be made clear in the Module 1 activities.

Regarding discussions, in addition to the specific and descriptive criteria included in the rubric, Module 1 activities and resources in the 'Student Resource' section on Canvas will outline the instructor's expectations for discussion posts as well as peer responses. The section, 'Attendance, participation, and discussions' (p.11) in the Course Syllabus indicates some of these expectations.

STANDARD 3.4 - (2 Points)

3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

For this course, assessments are primarily authentic in nature. Assessments are sequenced such that students progress from short response writings to an application-based project in the final module. The short response writings vary in their format and structure in an effort to provide learners different opportunities to analyze and interpret various artistic expressions of America's drug-taking culture. Each module also includes opportunities for discussion and self-reflection (via journal entries), thus offering a variety of assessments.

STANDARD 3.5 - (2 Points)

3.5 The course provides learners with multiple opportunities to track their learning progress.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

The instructor will provide timely and constructive feedback on each short response writing. The syllabus indicates that feedback can be expected within 7 days of the assignment's due date, although the instructor is aiming to provide feedback within 3 days.

For the final project, students will conduct a peer review to receive feedback prior to submission of the final project. The instructor will also provide feedback at each final project check-point.

A peer response is required for each discussion, allowing students to receive more generalized feedback about their understanding of the course material and key concepts on a weekly basis. A peer response is also embedded in the final project.

Lastly, the module journal entries serve as opportunities for student self-assessment and self-reflection throughout the semester.

General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.

Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.

STANDARD 4.1 - (3 Points) Required

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

Instructional materials include both instructor produced (narrated lectures) and externally produced (online videos) multimedia. Other materials included required readings from journal articles and the course book. The Course Blueprint outlines how the instructional materials align with both the course and module learning outcomes. In addition, a brief description of the purpose of each instructional material and its support of a specific assignment will be provided on Carmen (see Course Blueprint for descriptions - more specific/detailed descriptions will likely be posted on Carmen).

STANDARD 4.2 - (3 Points) Required

4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

As noted in 4.1, a brief description of the purpose of each instructional material and its support of a specific assignment will be provided in Carmen (examples included in Course Blueprint). When appropriate, the descriptions also include the order students should view the materials. Lastly, each assignment write-up will include the instructional materials students can utilize as a resource for that assignment (with links to these resources on Carmen).

STANDARD 4.3 - (2 Points)

4.3 All instructional materials used in the course are appropriately cited.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

All instructional materials are appropriately cited - see the "Module Learning Plans" in the Course Blueprint. These full citations will also appear in the "Resources" section within each assignment write-up on Carmen.

STANDARD 4.4 - (2 Points)

4.4 The instructional materials are current.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

I will utilize the most current resources and sources available to construct the narrated lectures.

I believe the articles utilized in the required readings and assignments are current.

For the course books, I will continue to evaluate available non-fiction books to utilize as a course book in future offerings. The book, "Generation Rx", was published in 2005. However, many of the key ideas discussed in this book still fuel our current drug-taking culture. In addition, the book, "Is it me or my meds?", was published in 2006. However, I feel like this book nicely narrates a patient's medication experience - a concept that will likely be new for many students. It also does so using a drug class (antidepressants) that should be highly interesting and relevant for students.

STANDARD 4.5 - (2 Points)

4.5 A variety of instructional materials is used in the course.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

I've attempted to provide a variety of instructional materials, including narrated lectures, online videos, peer-reviewed articles, and a non-fiction book.

STANDARD 4.6 - (1 Point)

4.6 The distinction between required and optional materials is clearly explained.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

In the Course Syllabus, the 'Course materials' section (p.4) identifies the required and supplemental materials. In addition, each module will organize the instructional materials as "Lectures and Online Videos", "Required Readings", and "Optional Resources". The Course Blueprint identifies the instructional materials for each of these sections, and for each module.

General Standard 5: Course Activities and Learner Interaction: Course activities facilitate and support learner interaction and engagement.

Overview Statement: Course components that promote active learning contribute to the learning process and to learner persistence.

STANDARD 5.1 - (3 Points) Required

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

I believe the learning activities do promote the achievement of the stated learning outcomes. The Course Blueprint and assignment write-ups on Carmen do/will indicate the course and module objectives that align with each assignment.

STANDARD 5.2 - (3 Points) Required

5.2 Learning activities provide opportunities for interaction that support active learning.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The short response writings provide opportunities for students to engage in learner-instructor and learner-content interactions.

The final project provides an opportunity for all three types of interaction--learner-instructor, learner-content, and learner-learner (through both Parts 1 and Part 2).

The discussions and required readings promote learner-learner and learner-content interactions.

The course syllabus touches on the purpose of these interactions (p.6-7).

STANDARD 5.3 - (3 Points) Required

5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

In the Course Syllabus, the section 'Faculty feedback and response time' (p.8) identifies my plan for classroom response time and feedback.

STANDARD 5.4 - (2 Points)

5.4 The requirements for learner interaction are clearly stated.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

Requirements for learner interaction are stated in a few areas:

1. Course Syllabus--p.6-7 and the section, 'Attendance, participation, and discussions' (p.11) outlines expectations for interactions.
 2. Module 1 activities--one of the narrated lectures will feature expectations regarding discussion posts and appropriate/acceptable peer responses for the discussions. This information will also be posted in a handout available in the 'Student Resources' section on Canvas.
 3. For any assignment that requires learner-learner interaction, the rubric identifies the criteria needed to receive full credit for a peer response.
 4. For Final Project Check-Point #3, the students will utilize the final project rubric to guide their review and ensure students are receiving constructive and productive feedback.
-

General Standard 6: Course Technology: Course technologies support learners' achievement of course objectives or competencies.

Overview Statement: The technologies enabling the various course components facilitate rather than impede the learning process.

STANDARD 6.1 - (3 Points) Required

6.1 The tools used in the course support the learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The tools utilized in this course primarily include those featured in Carmen (discussion boards, recording audio and video, gradebook to receive feedback). CarmenConnect will be used for virtual office hours to support students .

STANDARD 6.2 - (3 Points) Required

6.2 Course tools promote learner engagement and active learning.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The tools identified in 6.1 promote interactions with instructor, materials, and other learners. The interactive nature of these tools promotes active learning and engagement with the course material.

STANDARD 6.3 - (2 Points)

6.3 Technologies required in the course are readily obtainable.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

All students have access to Carmen. The Course Syllabus (p.5) informs students how to obtain Microsoft Office.

STANDARD 6.4 - (1 Point)

6.4 The course technologies are current.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

All tools featured in Carmen are current; the Course Syllabus identifies a link for obtaining Microsoft Office to ensure students have access to the most current version.

STANDARD 6.5 - (1 Point)

6.5 Links are provided to privacy policies for all external tools required in the course.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

If I'm interpreting this standard correctly, this course does not utilize any external tools and thus this standard is not applicable.

General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success.

Overview Statement: It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

STANDARD 7.1 - (3 Points) Required

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

Module 1 activities will help students utilize the tools featured in Carmen. The Course Syllabus identifies how students can contact the OSU IT Service Desk (p.5) to obtain technical support.

STANDARD 7.2 - (3 Points) Required

7.2 Course instructions articulate or link to the institution's accessibility policies and services.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The Course Syllabus states and provides a link to Ohio State's accessibility policy and services (p.13-14).

STANDARD 7.3 - (2 Points)

7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

Ohio State's Center for the Study and Teaching of Writing will serve as one support service for this course. The Course Syllabus (p.4) informs students of the services offered through this center as well as how to obtain them. This information will also be included in the "Student Resources" section of Carmen.

The course page on Carmen also provides a "Library Link" for students to directly access the "Pharmacy Subject Guide". In addition, Module 1 online videos will review the information provided via this link, as well as how to cite sources. The "Student Resources" section on Carmen will also list citation guides.

STANDARD 7.4 - (1 Point)

7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

The last section of the Course Syllabus (p.13-14) explain specific support services available to students and how to obtain them through providing links and/or appropriate contact information.

General Standard 8: Accessibility and Usability*: The course design reflects a commitment to accessibility and usability for all learners.

Overview Statement: The course design reflects a commitment to accessibility, so that all learners can access all course content and activities, and to usability, so that all learners can easily navigate and interact with course components.

*Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

STANDARD 8.1 - (3 Points) Required

8.1 Course navigation facilitates ease of use.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The layout of instructional materials in Carmen will be consistent from module to module and follow the layout featured in the Course Blueprint. When instructional materials are presented, consistent naming nomenclature and descriptive links will be utilized, as seen in the Course Blueprint. The Carmen layout for this course will be imported from a course designed by an ODEE instructional designer.

STANDARD 8.2 - (3 Points) Required

8.2 Information is provided about the accessibility of all technologies required in the course.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

Information about the accessibility of Carmen is provided in the Course Syllabus (p.14). In addition, I attempted to provide information about accessibility for all instructional materials upon first mention of that source.

For required films, I will include information on how to access captions and transcripts through the "Lectures and Videos" content pages on Carmen. When I post my narrated lectures, I will also post a transcript of the lecture and post the lecture as both a PowerPoint and PDF file.

For PDFs, I will provide the citation for retrieving the original source, but I will also provide a descriptive hyperlink to the tagged PDF (if necessary). When I ran the accessibility check on the required PDFs, I noticed that a few of the PDFs retrieved from the original source were not tagged, but I will provide a tagged version for those that need it.

The assignment instructions on Carmen will reflect the information reported for this standard.

STANDARD 8.3 - (2 Points)

8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

Videos: I will provide instructions for how to access the captions and transcripts for any online video utilized as course materials. I'll also provide a transcript for every narrated lecture I produce. This information is noted in the Course Blueprint, and will also be listed in the "Lectures and Videos" content pages on Carmen.

For images, I will do my best to provide an audio description of any image utilized in a narrated lecture, as well as an alt-tag.

Some PDFs for required reading will also be posted as a tagged version, as the version from the original source was not tagged.

STANDARD 8.4 - (2 Points)

8.4 The course design facilitates readability.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

The course design will implement the features and organizational structure shown in the Course Blueprint. The Carmen course layout will follow that for a previous course, which was designed by an ODEE instructional designer.

STANDARD 8.5 - (2 Points)

8.5 Course multimedia facilitate ease of use.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

The multimedia course instructional materials are easy to view, operate, and interpret. Carmen will contain direct descriptive links to videos available online (e.g. YouTube) or through OSU libraries, as well as any narrated lectures captured via Mediasite. PDFs and articles are cited with direct links where the article can be retrieved, or the article can be accessed through OSU libraries.

Additional Review Comments:

TOTAL POINTS AWARDED: 99

FINAL RESULT: MET STANDARDS

COURSE BLUEPRINT

PHR 3420 – Generation Rx: America’s Drug-Taking Culture
(Distance Learning)

College of Pharmacy – Undergraduate Program

Course overview

Development details

Instructor	Molly Downing
Instructional designer(s)	N/A
Design term (semester)	AU16
Launch date (semester)	AU17
Course format	Online

Course context

Course description	<p>In this course, we analyze America’s drug-taking culture through examining its past, present, and future. Students will identify factors that fuel it, discuss its influence on a patient’s medication experience, and evaluate its role in a current public health crisis—America’s opiate epidemic. The course will conclude with discussing ideas that promote a culture of health.</p> <p><i>Note: This course serves as a GE Culture and Ideas course.</i></p>
Prerequisite courses and prerequisite knowledge	N/A
Next course in sequence	N/A



Student characteristics	None – relevant for any undergraduate interested in America’s drug-taking culture.
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Materials and technologies

Textbooks and readings used throughout the course
Course Book (students select one of three options)
Articles from the primary literature and other media outlets
Course technology (in addition to Carmen; include publisher platforms and other online tools)
Canvas—upload audio and video recording
OSU Libraries—access eVideos and articles

Additional requirements

Proctoring (requirements, options, costs, and when arrangements need to be made)
N/A
Required out-of-class (non-online) activities
N/A
Other costs or fees beyond textbooks
N/A

Course learning outcomes

See Fink's [Significant Learning Experiences](#) or Wiggins & McTighe's [Understanding by Design](#).

Course goals for students (What should students take away from the course in these areas?)

Use the [course goals worksheet](#) for ideas to brainstorm goals that capture more than just content.

- Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgement; and interpretation and evaluation.
 1. Students analyze and interpret major forms of human thought, culture, and expression.
 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Big ideas/major topics (core big ideas of the course, probably broad and abstract, one or two words)

Analysis of our drug-taking culture	Social norms surrounding medication use	Prescription drug misuse
Interpret artistic expressions of our drug-taking culture	Healthcare beliefs	Culture of Health
Aesthetic response	Patient's medication experience	Self-medicating – self-diagnosing and self-prescribing behaviors
Medication benefits and harms		

Essential questions (overarching questions or tensions students will probe throughout the course)

What is our analysis of America's drug-taking culture? What are our own beliefs, thoughts, and feelings about America's drug-taking culture? How did America build a drug-taking culture? What benefits and harms result from America's drug-taking culture? Is our drug-taking culture currently more beneficial or harmful to society? How has this changed over the past century? What are the cultural ramifications from our drug-taking behaviors? What do you believe is medication's past, present, and future role in American culture?

Course learning outcomes (written in terms of what students should be able to do)

See [Bloom's taxonomy](#) for help writing the outcomes as measurable performance objectives.

1. Summarize the historical developments that propelled drugs to transform American culture.
2. Analyze how healthcare beliefs, media sources, and social norms empower humans to engage in self-diagnosing and self-prescribing behaviors.
3. Explain how a patient's medication experience impacts their behaviors and expectations surrounding health.
4. Examine the ramifications of a drug-taking culture, including its role in America's opiate epidemic.
5. Generate ideas that society, business, government, and healthcare providers can implement to promote a culture of health.
6. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

Online teaching-learning strategy

See <http://odee.osu.edu/active-learning> for examples of activities that work well in online courses.

Basic scheme/routine of student activities in a typical week

Map of a typical week (as model for weekly learning plans, below)

1. Review module materials
 - a. Required readings
 - b. Narrated lectures (instructor produced)
 - c. Online videos (external)
2. Participate in weekly discussion
3. Work on or complete relevant assignments
 - a. Short response assignments
 - b. Final Project & Final Project Check-Points
4. Reflect on learning experiences through module journal entries

Multimedia content

Instructor produced

See <http://odee.osu.edu/multimedia-and-visual-storytelling> for options, pros/cons, & suggested tools.

Description of approach (including necessary hardware/software and estimated production time)

Instructor-produced videos will take the general approach of producing a visual- and audio-heavy piece that focuses on introducing specific terms or concepts that help students understand required readings and facilitate successful completion of module discussions and writings. For example, Prezi will be evaluated as a potential tool to capture instructor-produced videos.

Module 1

1. Getting Started
2. Student Expectations: Discussions and Sources

Module 2

1. Medication Benefits

2. Drug-Seeking Behaviors, Media & Social Norms

Module 3

1. The Medication Experience

Module 4

1. Factors that fuel Prescription Drug Misuse
2. Prescription Drug Misuse: Consequences

Module 5

1. Toward a Culture of Health

Module 6

1. The Final Project

Externally produced

See [our job aids](#) for planning videos that are produced by the ODEE Marking & Communications team.

List of externally produced multimedia content (or content to be acquired from outside sources)

Module 1

1. None

Module 2

2. "Pills, Powders, and Balms: The Cultural History of Medicines," Films Media Group, 2012, fod.infobase.com/PortalPlaylists.aspx?wID=97401&xtid=55004. Access this online video through [OSU Libraries](#).
3. "Pill Poppers: Miracles, Mysteries, and Misfires of Prescription Drugs," Films Media Group, 2009, fod.infobase.com/PortalPlaylists.aspx?wID=97401&xtid=41707. Access this online video through [OSU Libraries](#).

Module 3

4. Kevin Breel. Confessions of a depressed comic [Video]. TED. https://www.ted.com/talks/kevin_breel_confessions_of_a_depressed_comic?utm_source=tedcom Published May 2013. Accessed November 30, 2016.

Module 4

5. Healthsmart. Prescription Drugs [Video]. PBS. <http://www.pbs.org/video/2365230902/>. Published April 24, 2014. Accessed December 5, 2016.

6. "Narcotics," Films Media Group, 2010, fod.infobase.com/PortalPlaylists.aspx?wID=97401&xtid=39499. Access this online video through OSU Libraries.
7. MTV Films. Prescription for Change: Ending America's Opioid Crisis Video. YouTube. < <https://www.youtube.com/watch?v=2QePuumO31o>> Published October 11, 2016. Accessed November 30, 2016.

Module 5

8. View the Generation Rx University videos available on GenerationRx.org: Cardinal Health Foundation. Generation Rx University resources. GenerationRx. <http://www.generationrx.org/take-action/college/>
[note: videos will be published late December 2016/early January 2017]
9. TED Talks promote "ideas worth sharing". Watch a handful of TED Talks that most interest you
 - a. Playlist Option #1: What's wrong with what we eat?
http://www.ted.com/playlists/75/what_s_wrong_with_what_we_eat
 - b. Playlist Option #4: Get in shape (for real this time)
http://www.ted.com/playlists/218/get_in_shape_for_real_this_time
 - c. Playlist Option #3: Take charge of your healthcare
http://www.ted.com/playlists/199/take_charge_of_your_healthcare
 - d. Playlist Option #2: What doctors worry about
http://www.ted.com/playlists/70/what_doctors_worry_about

Canvas Course Syllabus Module

How this online class works

Organization:	<p>This is a distance-education course with <i>all</i> course work completed online. Students will progress through six, self-paced modules that feature various topics (see Course Schedule). Module activities will include viewing narrated lectures and online videos, participating in weekly discussions, and completing required readings and various writing assignments. See the Course Calendar (posted on Canvas) for a list of all module activities, including relevant due dates. The course will conclude with completion of a final project.</p> <p>This course will be implemented through Ohio State University's course management system, Canvas (Carmen—herein referred to as Canvas). Unless otherwise noted, Canvas will be used to post all course materials and complete all course assessments. Course announcements will be emailed and posted on Canvas.</p>
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Tech requirements:	See Course Technology section in syllabus.
Getting help:	See Technology Assistance section in Course Syllabus; post in the Course Q&A discussion with general questions; send a message to your instructor with personal questions about grades and feedback.

Instructor

Instructor Name
Molly Downing, Ph.D

Instructor Picture
Already in Canvas.

Brief bio and relevant information
<p>Molly Downing, Ph.D, is a Clinical Instructor in the College of Pharmacy at Ohio State University. She received her B.S. in Pharmaceutical Sciences at Purdue University and Ph.D. in Pharmacology at Vanderbilt University. At Ohio State, she has taught pharmacology and related courses to both undergraduates and professional pharmacy students. Outside of the classroom, she works closely with Generation Rx, an initiative that educates the general public about how to safely use prescription medications in an effort to prevent their misuse. She is the former Assistant Director of the Generation Rx Lab at the Center of Science and Industry, where she assisted with assessing the experiential impact of teaching the general public medication safety through conducting hands-on science experiments. In addition to working with Generation Rx, she also directs a summer science and career exploration program for high school students interested in the pharmaceutical sciences.</p>

Assignments (Gradebook) Setup

Assignment Category	% of Total Grade
Discussions	35%
Assignment Name	Assignment Type
Class Discussions (8)	Carmen Discussion
Book Discussions (4)	Carmen Discussion

Assignment Category	% of Total Grade
Short Response Writings	32%
Assignment Name	Assignment Type
Module 1: Self-check quiz	Carmen quiz
Module 2: Film	File Upload
Module 2: DTC Advertisement	File Upload
Module 3: Poetry	File Upload
Module 4: Music	File Upload
Module 4: Theatre	File Upload
Module 5: Blog	File Upload

Assignment Category	% of Total Grade
Module Journal Entries	9%
Assignment Name	Assignment Type
Module journal entries (5)	File Upload

Assignment Category	% of Total Grade
Final Project	24%
Assignment Name	Assignment Type
Final Project: Initial Post	Carmen Discussion with video
Final Project: Peer Response	Carmen Discussion

Module 1 Learning Plan

Getting Started

START HERE: Module 1 Overview

Course outcomes	Course Learning Outcome [Alignment]: <ol style="list-style-type: none">1. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.
Course topics and essential questions	Course Introduction Icebreakers Discussion Expectations Citations
Module introduction	READ ME FIRST: Welcome to PHR3420! In this course, we analyze America's drug-taking culture through examining its past, present, and future. Ready to get started? Begin by reviewing the 'Module 1 Roadmap', which will help you examine course materials and meet your classmates.
Module Learning Objectives	This module, including its activities, content, and assignments will help you to be able to do the following: <ol style="list-style-type: none">1. Develop membership in a course community2. Examine course layout, materials, and student expectations
Module roadmap	Here's everything you need to do and remember for the module. These items will all appear, in order, in the Module for this module. <ul style="list-style-type: none">• Review Module Contents, including:• Read required module reading<ul style="list-style-type: none">○ Course Syllabus○ Course Calendar○ Ch. 7-8 of <i>Choosing & Using Sources</i>• View narrated lectures and online videos<ul style="list-style-type: none">○ Getting Started○ Student Expectations: Discussions and Citations• Complete all assignments<ul style="list-style-type: none">○ Discussion #1 (class)○ Module 1: Self-Check Quiz



- Final Project: Check-Point #1
- Module 1 Journal Entry
- Maintain time management and refer to Course Calendar

Lectures and Videos: Module 1

Lectures and Videos

Objectives assessed/supported:

Module:

1. Examine course layout, materials, and student expectations

Course:

1. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

START HERE: To maximize your learning, I encourage you to watch the Module 1 narrated lectures in the order below. **“Getting Started”** overviews Carmen, the course design, module activities, and grading policies. If you have unanswered questions about the course after watching this video, email Dr. Downing or visit during office hours.

Next, view the video, **“Student Expectations: Discussions and Citations”**. This video overviews appropriate and inappropriate discussion posts, plagiarism, and how to cite sources. Information presented in this video is summarized in the Module 1 study guide—I encourage you to access these notes before viewing this video. This study guide will also help you complete the Module 1 self-check quiz.

When you are finished viewing both videos, complete the Module 1 Self-Check online quiz (see Assignments).

1. Module 1 Study Guide (Word doc and PDF versions)
2. Getting Started (Mediasite; instructor produced)
 - a. Video Link
 - b. PDF with transcript
3. Student Expectations: Discussions and Citations (Mediasite; instructor produced)
 - a. Video Link
 - b. PDF with transcript

Required Reading: Module 1

Required module readings

Objectives assessed/supported:

Module:

1. Examine course layout, materials, and student expectations

Course:

1. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

Review of the following materials will support your completion of Module 1 activities. In addition, if needed, consult the handouts featured through the [CSTW at Ohio State](#) when completing the various writing assignments throughout the semester. This link for the CSTW and a link to *Choosing & Using Sources* is also provided in "Student Resources".

1. Course Syllabus
2. Course Calendar
3. Teaching & Learning, Ohio State University Libraries. *Choosing & Using Sources: A Guide to Academic Research*. The Ohio State University, 2015. Ebook.
 - a. "Student Expectations: Discussions and Citations" overviews sections in the following Chapters: 7-8

Optional Resources: Module 1

Text Optional Resources (Objectives assessed/supported:)

None

Optional Internet Resources (Objectives assessed/supported:)

None

Assessments: Module 1

Item Type: Discussion #1 (discussion)

Objectives assessed/supported:

Module:

1. Develop membership in a course community

Course:

1. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

Welcome to PHR3420, Generation Rx: America's Drug-Taking Culture! Our first discussion consists of two parts: for Part 1, let's conduct an online meet n' greet by introducing ourselves via video. We'll also practice developing appropriate peer responses that model expected communication guidelines.

For Part 2, submit a list of five questions about America's drug-taking culture that you desire to have answered. We'll revisit these questions in our module journal entries throughout the semester.

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Discussions (posted on Canvas)

Item Type: Self-Check Quiz (quiz)

Objectives assessed/supported:

Module:

1. Examine course layout, materials, and student expectations

Course:

N/A

Students will complete a low-stakes Self-Check Quiz to ensure they have taken the time to view the "Getting Started" and "Student Expectations" videos for Module 1.

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: key provided via Carmen.

Item Type: Final Project: Check-Point #1 (text entry)

Objectives assessed/supported:

Module:

1. Examine course layout, materials, and student expectations

Course:

N/A

Students will submit their selected course book for purchase out of the three options identified in the syllabus.

Assignment write-up available on Canvas. Includes the following subsections: directions, resources, what to include, how to participate, due date

Assessment: this item will not be assessed

Item Type: Journal Entry (file upload)

Objectives assessed/supported:

Module:

1. Examine course layout, materials, and student expectations

Course:

1. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

In the first module journal entry, I'll encourage students to reflect on their own beliefs and attitudes that influence their medication-taking behaviors, their current analysis or understanding of America's drug-taking culture, as well as identify the social norms that they believe surround medication use in our culture. Similar questions will also be asked in the Module 6 journal entry. Therefore, Module 1 & Module 6 journal entries will serve as a Pre/Post indirect course assessment, and thus submitted as part of the course assessment plan.

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Journal Entries

Module 2 Learning Plan

Building a Drug-Taking Culture

START HERE: Module 2 Overview

Course outcomes	<p>Course Learning Outcome [Alignment]:</p> <ol style="list-style-type: none"> 1. Summarize the historical developments that propelled drugs to transform American culture. 2. Analyze how healthcare beliefs, media sources, and social norms empower humans to engage in self-diagnosing and self-prescribing behaviors. 3. Compose analyses, interpretations, evaluations, and responses of/to America’s drug-taking culture.
Course topics and essential questions	<p>Medication benefits Human behaviors (drug-seeking, self-diagnosing, and self-prescribing) Media (DTC Marketing and the Internet) Social norms Healthcare beliefs</p>
Module introduction	<p>In Module 2, we’ll discuss the historical developments that enabled America to build a drug-taking culture. In addition, we’ll analyze how healthcare beliefs, media sources, and social norms empower humans to engage in self-medicating behaviors. Module 2 activities include our first book discussion, as well as two short response writings. Ready to get started? Begin by reviewing the ‘Module Roadmap’.</p>
Module Learning Objectives	<p>This module, including its activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Identify major historical developments that illustrate the beneficial, and sometimes problematic, effects of medication. 2. Discuss human thoughts that drive drug-seeking behaviors. 3. Give examples of self-diagnosing and self-prescribing behaviors. 4. Analyze the role of direct-to-consumer marketing and the internet toward encouraging self-diagnosing and self-prescribing behaviors. 5. Discuss American beliefs about healthcare, as well as how social norms influence how we express these beliefs.

Module roadmap	<p>Here's everything you need to do and remember for the module. These items will all appear, in order, in the <u>Module</u> for this module.</p> <ul style="list-style-type: none"> • Review Module Contents, including: • Read required module reading <ul style="list-style-type: none"> ○ Select readings from course book ○ Ventola CL 2011 ○ Schommer JC et.al., 2005 ○ Horne R et.al., 2004 • View narrated lectures and online videos <ul style="list-style-type: none"> ○ Medication Benefits ○ Pills, Powders, and Balms: The Cultural History of Medicines ○ Drug-Seeking Behaviors, Media, & Social Norms ○ Pill Poppers: Miracles, Mysteries, and Misfires of Prescription Drugs • Complete all assignments <ul style="list-style-type: none"> ○ Discussion #2 (class) ○ Discussion #3 (book) ○ Module 2: Film ○ Discussion #4 (class) ○ Discussion #5 (book) ○ Module 2: DTC Advertisement ○ Module 2 Journal Entry • Maintain time management and refer to Course Calendar

Lectures and Videos: Module 2

Lectures and Videos

Objectives assessed/supported:

Module:

1. Identify major historical developments that illustrate the beneficial, and sometimes problematic, effects of medication.
2. Discuss human thoughts that drive drug-seeking behaviors.
3. Give examples of self-diagnosing and self-prescribing behaviors.
4. Analyze the role of direct-to-consumer marketing and the internet toward encouraging self-diagnosing and self-prescribing behaviors.

5. Discuss American beliefs about healthcare, as well as how social norms influence how we express these beliefs.

Course:

1. Summarize the historical developments that propelled drugs to transform American culture.
2. Analyze how healthcare beliefs, media sources, and social norms empower humans to engage in self-diagnosing and self-prescribing behaviors.

How did America build its drug-taking culture? In Week 2, we'll focus on learning the historical developments that illustrate medication's benefits through two videos: the narrated lecture, "**Medication Benefits**", and the online video, "**Pills, Powders, and Balms**". In Week 3, we'll flip the conversation and identify the historical developments that illustrate medication's potential harms through two videos: the narrated lecture, "**Drug-Seeking Behaviors, Media, & Social Norms**", and the online video, "**Pill Poppers**". To maximize your learning, I encourage you to first download the "Module 2 Study Guide" and then view the videos in the order listed below. As you view the videos, complete the study guide. These notes will assist you in completing Module 2 assignments.

Week 2:

1. Module 2 Study Guide (Word doc and PDF)
2. Downing, M. (2017) *Medication Benefits* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
 - a. Presentation and relevant PDF files posted
 - b. Transcript posted
 - c. [C-LO 1](#); [M-LO 1,2](#)
3. "Pills, Powders, and Balms: The Cultural History of Medicines," Films Media Group, 2012, fod.infobase.com/PortalPlaylists.aspx?wID=97401&xtid=55004. Access this online video through [OSU Libraries](#).
 - a. [C-LO 1,2](#); [M-LO 1,2,5](#)

Week 3:

4. Downing, M. (2017) *Drug-Seeking Behaviors, Media, & Social Norms* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
 - a. Presentation and relevant PDF files posted
 - b. Transcript posted
 - c. [C-LO 2](#); [M-LO 1-5](#)
5. "Pill Poppers: Miracles, Mysteries, and Misfires of Prescription Drugs," Films Media Group, 2009, fod.infobase.com/PortalPlaylists.aspx?wID=97401&xtid=41707. Access this online video through [OSU Libraries](#).
 - a. [C-LO 2](#); [M-LO 2-5](#)

The content page that lists these videos will also contain notes for how to improve accessibility of the two films published by Films Media Group (e.g., how to access captions and the video transcript).

Note: the alignment with the **Course Learning Outcomes (C-LOs)** refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Required Reading: Module 2

Required Module Reading

Objectives assessed/supported:

Module:

1. Identify major historical developments that illustrate the beneficial, and sometimes problematic, effects of medication.
2. Discuss human thoughts that drive drug-seeking behaviors.
3. Give examples of self-diagnosing and self-prescribing behaviors.
4. Analyze the role of direct-to-consumer marketing and the internet toward encouraging self-diagnosing and self-prescribing behaviors.
5. Discuss American beliefs about healthcare, as well as how social norms influence how we express these beliefs.

Course:

- Analyze how healthcare beliefs, media sources, and social norms empower humans to engage in self-diagnosing and self-prescribing behaviors.

Module 2 required readings include select readings from your course book, as well as readings from the primary literature. I encourage you to complete the readings during the assigned weeks as noted below.

Course Book Readings

Weeks 2-3:

1. Selected Course Book – (basis for Discussion #3); I will provide discussion question prompts for each group discussion.
 - a. Dreamland: read pgs. 13-99
 - b. Generation Rx: read pgs. 1-68
 - c. Is it me or my meds?: read pgs. 1-61
 - d. Each book addresses both **GE-LO 1-2**, but different course learning outcomes (Dreamland, **C-LO 2,4**; Generation Rx, **C-LO 1,2**; Is it me or my meds?, **C-LO 1,3**).

Week 4 - 5:

1. Selected Course Book – (basis for Discussion #5)
 - a. Dreamland: read pgs. 100-184
 - b. Generation Rx: read pgs. 68-133
 - c. Is it me or my meds?: read pgs. 62-126
 - d. Each book addresses both **GE-LO 1-2**, but different course learning outcomes (Dreamland, **C-LO 2,4**; Generation Rx, **C-LO 1,2**; Is it me or my meds?, **C-LO 1, 3**).

Primary LiteratureWeek 4:

1. Ventola CL. Direct-to-Consumer Pharmaceutical Advertising: Therapeutic or Toxic? *P&T*. 2011; 36(10): 669-684.
 - a. Reflection and evaluation of arguments incorporated in Short Response Writing for Week 4.
 - b. **GE-LO 2; C-LO 2; M-LO 1,3,4**
2. Schommer JC et al. Distinguishing characteristics of patients who seek more information or request a prescription in response to direct-to-consumer advertisements. *Research in Social and Administrative Pharmacy*. 2005; 1:231-250.
 - a. Analysis and response incorporated in Discussion #4.
 - b. **GE-LO 2; C-LO 2; M-LO 2-4**

Week 5:

1. Horne R et.al. Medicine in a multi-cultural society: the effect of cultural background on beliefs about medication. *Social Science & Medicine*. 2004; 59: 1307-1313.
 - a. Incorporate reflection in Module 1 Journal Entry - How does gender and cultural background influence healthcare beliefs?
 - b. **GE-LO 2; C-LO 2; M-LO 5**

Note: the alignment with the **Course Learning Outcomes (C-LOs)** refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Optional Resources: Module 2

Text Optional Resources (Objectives assessed/supported:)

None

Optional Internet Resources

Objectives assessed/supported:

None

Assessments: Module 2

Item Type: Discussions #2 - #5

Objectives assessed/supported:

Module:

1. Identify major historical developments that illustrate the beneficial, and sometimes problematic, effects of medication.
2. Discuss human thoughts that drive drug-seeking behaviors.
3. Give examples of self-diagnosing and self-prescribing behaviors.
4. Analyze the role of direct-to-consumer marketing and the internet toward encouraging self-diagnosing and self-prescribing behaviors.

Course:

1. Summarize the historical developments that propelled drugs to transform American culture.
2. Analyze how healthcare beliefs, media sources, and social norms empower humans to engage in self-diagnosing and self-prescribing behaviors.
3. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

1. Discussion #2 (Class) – evaluation and response of/to the online video, “Pills, Powders, and Balms”. Identify one historical development discussed in the video – how did it transform American culture? How does it illustrate the benefits of medication?
 - a. [GE-LO 1](#); [C-LO 1,6](#); [M-LO 1,2](#)
2. Discussion #3 (Book) – assigned book club discussion from required reading.
 - a. See ‘Required Readings’ section for alignment of objectives.
3. Discussion #4 (Class) – analysis and response to the Week 4 required reading (Schommer et al. 2005).
 - a. [GE-LO 2](#); [C-LO 2,6](#); [M-LO 2-4](#)
4. Discussion #5 (Book) – assigned book club discussion from required reading.
 - a. See ‘Required Readings’ section for alignment of objectives.

Assignment write-ups for every discussion will be posted on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Discussions (posted on Canvas)

Note: the alignment with the [Course Learning Outcomes \(C-LOs\)](#) refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Item Type: Module 2: Film (file upload)

Objectives assessed/supported:

Module:

1. Identify major historical developments that illustrate the beneficial, and sometimes problematic, effects of medication.
2. Discuss human thoughts that drive drug-seeking behaviors.

Course:

1. Summarize the historical developments that propelled drugs to transform American culture.
2. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

Students write a 1-2 page Response or "Position" Paper to the online video, "Pill Poppers". Students formulate a response to this film, and post this response to a discussion forum. Each student submits a peer response to a fellow student's post.

- a. Example of a prompted discussion question to support their position:
 - i. As humans, we are hard-wired to consume. How does this behavior impact our desire to constantly seek medical cures? What are the benefits and harms from this drug-seeking behavior?
- b. [GE-LO 1](#); [C-LO 1,6](#); [M-LO 1,2](#)

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Short Response Writings (posted on Canvas)

Note: the alignment with the [Course Learning Outcomes \(C-LOs\)](#) refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Item Type: Module 2: DTC Advertisement (file upload)

Objectives assessed/supported:

Module:

1. Identify major historical developments that illustrate the beneficial, and sometimes problematic, effects of medication.
2. Discuss human thoughts that drive drug-seeking behaviors.
3. Give examples of self-diagnosing and self-prescribing behaviors.
4. Analyze the role of direct-to-consumer marketing and the internet toward encouraging self-diagnosing and self-prescribing behaviors.

5. Discuss American beliefs about healthcare, as well as how social norms influence how we express these beliefs.

Course:

1. Summarize the historical developments that propelled drugs to transform American culture.
2. Analyze how healthcare beliefs, media sources, and social norms empower humans to engage in self-diagnosing and self-prescribing behaviors.
3. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

Step 1: Evaluate the arguments in the Ventola (2011) article.

Step 2: Identify and analyze a direct-to-consumer pharmaceutical advertisement (DTCPA) of your choice (e.g. print, radio, commercial, etc – it must be in a format that you can share on Carmen).

Step 3: Discuss. Example of possible discussion questions—

- a. Consider your identified DTCPA and the pro-con arguments put forth in the Ventola article. Analyze the advertisement according to these pro-con arguments. Should this type of advertisement be banned? Does this type of advertisement empower humans to engage in self-diagnosis and self-prescribing behaviors? Explain your reasoning.
- b. Evaluate the historical developments related to DTCPA outlined in the Ventola (2011) article. How did these milestones help drugs transform American culture? Did they help illustrate medication's beneficial or harmful effects (or both)?
- c. [GE-LO 1-2](#); [C-LO 1,2,6](#); [M-LO 1-5](#)

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Short Response Writings (posted on Canvas)

Note: the alignment with the [Course Learning Outcomes \(C-LOs\)](#) refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Item Type: Module 2: Journal Entry (file upload)

Objectives assessed/supported:

Module:

1. Identify major historical developments that illustrate the beneficial, and sometimes problematic, effects of medication.
2. Discuss human thoughts that drive drug-seeking behaviors.
3. Give examples of self-diagnosing and self-prescribing behaviors.
4. Analyze the role of direct-to-consumer marketing and the internet toward encouraging self-diagnosing and self-prescribing behaviors.
5. Discuss American beliefs about healthcare, as well as how social norms influence how we express these beliefs.

Course:

1. Summarize the historical developments that propelled drugs to transform American culture.
2. Analyze how healthcare beliefs, media sources, and social norms empower humans to engage in self-diagnosing and self-prescribing behaviors.
3. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

Students reflect on their learning experience throughout Module 2 – I will include prompted discussion questions that focus on their thoughts and feelings about Module 2 topics, videos, and readings.

- a. [GE-LO 1-2](#); [C-LO 1,2,6](#); [M-LO 1-5](#)

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Journal Entries (posted on Canvas)

Note: the alignment with the [Course Learning Outcomes \(C-LOs\)](#) refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Module 3 Learning Plan

A Patient's Medication Experience

START HERE: Module 3 Overview

Course outcomes	Course Learning Outcome [Alignment]: <ol style="list-style-type: none">1. Explain how a patient's medication experience impacts their behaviors and expectations surrounding health.2. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.
Course topics and essential questions	The meaning of medication Chronic medication – marriage imagery Patient's medication experience
Module introduction	In Module 3, we're discussing a patient's medication experience, including considering how taking chronic medications might make a patient feel, react, and think about medication. Module 3 activities include discussions, a short response writing, and completion of Check-Point #2 for the final project. Ready to get started? Begin by reviewing the 'Module Roadmap'.
Module Learning Objectives	This module, including its activities, content, and assignments will help you to be able to do the following: <ol style="list-style-type: none">1. Interpret how taking chronic medications might make a patient feel, react, and think about medication.2. Discuss how the social views of specific medical conditions influences a patient's medication experience.3. Discuss the realities a patient experiences when they commit to chronic medication, and compare these 'new' realities to their 'perceived' realities prior to beginning therapy.
Module roadmap	Here's everything you need to do and remember for the module. These items will all appear, in order, in the Module for this module. <ul style="list-style-type: none">• Review Module Contents, including:• Read required module reading<ul style="list-style-type: none">○ Select readings from course book○ Shoemaker & Ramalho de Oliveira 2008○ Shoemaker et.al., 2011



- Shoemaker SJ 2014
- View narrated lectures and online videos
 - The Medication Experience
 - TED Talk by Kevin Breeel
- Complete all assignments
 - Discussion #6 (class)
 - Final Project: Check-Point #2
 - Discussion #7 (book)
 - Module 3: Poetry
 - Module 3 Journal Entry
 - Course mid-point Survey
- Maintain time management and refer to Course Calendar

Lectures and Videos: Module 3

Lectures and Videos

Objectives assessed/supported:

Module:

1. Interpret how taking chronic medications might make a patient feel, react, and think about medication.
2. Discuss how the social views of specific medical conditions influences a patient's medication experience.
3. Discuss the realities a patient experiences when they commit to chronic medication, and compare these 'new' realities to their 'perceived' realities prior to beginning therapy.

Course:

1. Explain how a patient's medication experience impacts their behaviors and expectations surrounding health.

In Module 3, we're discussing a patient's medication experience – how does taking chronic medication make a patient feel, react, and think about medication? To maximize your learning, I encourage you to first download the "Module 3 Study Guide" and then view the videos in the order listed below. As you view the videos, complete the study guide. These notes will assist you in completing Module 3 assignments.

1. Module 3 Study Guide (Word doc and PDF)
2. Downing, M. (2017) *The medication experience* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
 - a. Presentation and relevant PDF files posted
 - b. Transcript posted

c. [C-LO 3](#); [M-LO 1-3](#)

3. Kevin Breel. Confessions of a depressed comic [Video]. TED.
 <https://www.ted.com/talks/kevin_breel_confessions_of_a_depressed_comic?utm_source=tedcomshare&utm_medium=referral&utm_campaign=tedsread> Published May 2013. Accessed November 30, 2016.
- a. [C-LO 3](#); [M-LO 2](#)

The content page that lists this YouTube video will also identify how to improve its accessibility – (access captions and transcript)

Note: the alignment with the [Course Learning Outcomes \(C-LOs\)](#) refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Required Reading: Module 3

Required Module Reading

Objectives assessed/supported:

Module:

1. Interpret how taking chronic medications might make a patient feel, react, and think about medication.
2. Discuss how the social views of specific medical conditions influences a patient's medication experience.
3. Discuss the realities a patient experiences when they commit to chronic medication, and compare these 'new' realities to their 'perceived' realities prior to beginning therapy.

Course:

1. Explain how a patient's medication experience impacts their behaviors and expectations surrounding health.

Module 3 required readings include select readings from your course book, as well as readings from the primary literature.

Course Book

1. Selected Course Book – (basis for Discussion #7); I will provide discussion question prompts for each group discussion.
 - a. Dreamland: read pgs. 187-269
 - b. Generation Rx: read pgs. 133-201
 - c. Is it me or my meds?: read pgs. 127-206
 - d. *Each book addresses both [GE-LO 1-2](#), but different course learning outcomes (Dreamland, [C-LO 2,4](#); Generation Rx, [C-LO 1,2](#); Is it me or my meds?, [C-LO 1,3](#)).*

Primary Literature

1. Shoemaker SJ and Ramalho de Oliveira. Understanding the meaning of medications for patients: The medication experience. *Pharm World Sci.* 2008; 30: 86-91.
 - a. GE-LO 1 > 2; C-LO 3; M-LO 1-3
2. Shoemaker SJ et al. The medication experience: Preliminary evidence of its value for patient education and counseling on chronic medications. *Patient Education and Counseling.* 2011; 83: 443-450.
 - a. GE-LO 1 > 2; C-LO 3; M-LO 1-3
3. Schommer JC. Decision-making during initiation of medication therapy. *Research in Social and Administrative Pharmacy.* 2014; 10: 313-327.
 - a. GE-LO 2 > 1; C-LO 3; M-LO 1-3

Note: the alignment with the **Course Learning Outcomes (C-LOs)** refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Optional Resources: Module 3

Text Optional Resources (Objectives assessed/supported:)

N/A

Optional Internet Resources
Objectives assessed/supported:

N/A

Assessments: Module 3

Item Type: Discussion #6 and #7

Objectives assessed/supported:

Module:

1. Discuss how the social views of specific medical conditions influences a patient's medication experience.

Course:

1. Explain how a patient's medication experience impacts their behaviors and expectations surrounding health.

1. Discussion #6 – response to the TEDTalk, “Confessions of a depressed comic”. How did Kevin's message make you feel? How do you believe the social views of mental illness impact

a patient's potential medication experience? Support your responses with examples from the required reading.

a. [GE-LO 1](#); [C-LO 3](#); [M-LO 2](#)

2. Discussion #7 – assigned book club discussion from required reading.

a. See 'Required Readings' section for alignment of objectives.

Assignment write-ups include the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Discussions (posted on Canvas)

Note: the alignment with the [Course Learning Outcomes \(C-LOs\)](#) refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Item Type: Module 3: Poetry (file upload)

Objectives assessed/supported:

Module:

1. Interpret how taking chronic medications might make a patient feel, react, and think about medication.
2. Discuss how the social views of specific medical conditions influences a patient's medication experience.
3. Discuss the realities a patient experiences when they commit to chronic medication, and compare these 'new' realities to their 'perceived' realities prior to beginning therapy.

Course:

1. Explain how a patient's medication experience impacts their behaviors and expectations surrounding health.
2. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

Students analyze and interpret the poem, "The Orange Bottle" by Joshua Mehigan.

- a. Mehigan, Joshua. The Orange Bottle. Poetry Foundation.
<https://www.poetryfoundation.org/poetrymagazine/poems/detail/56038> Published February 2013. Accessed December 5, 2016.
- b. Watch Joshua read this poem: <https://vimeo.com/152848246>

Example of prompted discussion questions:

- a. How did the poem make you feel? In your opinion, what story is Josh trying to share?
- b. For the individual depicted in the poem, what do you think their feelings, thoughts, and reactions were to chronic medication use? What realities do you think the individual confronted upon initiating, as well as attempting to stop, medication therapy?
 - i. Support your thoughts with examples from the required reading.
- c. [GE-LO 1-2](#); [C-LO 3,6](#); [M-LO 1-3](#)

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, grading criteria, and accessibility

Assessment: Rubric for Short Response Writings (posted on Canvas)

Note: the alignment with the [Course Learning Outcomes \(C-LOs\)](#) refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Item Type: Module 3 Journal Entry (file upload)

Objectives assessed/supported:

Module:

1. Interpret how taking chronic medications might make a patient feel, react, and think about medication.
2. Discuss how the social views of specific medical conditions influences a patient's medication experience.
3. Discuss the realities a patient experiences when they commit to chronic medication, and compare these 'new' realities to their 'perceived' realities prior to beginning therapy.

Course:

1. Explain how a patient's medication experience impacts their behaviors and expectations surrounding health.
2. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

Students reflect on their learning experience throughout Module 3 – prompted discussion questions that focus on their thoughts and feelings about Module 3 topics, videos, and readings will be included.

- a. [GE-LO 1-2](#); [C-LO 3.6](#); [M-LO 1-3](#)

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, grading criteria, and accessibility

Assessment: Rubric for Journal Entries (posted on Canvas)

Item Type: Final Project Check-Point #2 (text entry)

Objectives assessed/supported:

Module:

Course:

Students submit their preferred artistic platform for the final project.

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, due date, and accessibility

Assessment: no assessment

Item Type: Course mid-point survey (quiz)

Objectives assessed/supported:

Module:

Course:

Students complete course mid-point survey, available as a Carmen Quiz.

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, due date

Assessment: none

Module 4 Learning Plan

America's Opiate Epidemic

START HERE: Module 4 Overview

Course outcomes	Course Learning Outcome [Alignment]: <ol style="list-style-type: none">1. Examine the ramifications of a drug-taking culture, including its role in America's opiate epidemic.2. Generate ideas that society, business, government, and healthcare providers can implement to promote a culture of health.3. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.
Course topics and essential questions	Prescription drug misuse—fueling factors Relationship between prescription opioids and heroin Health, social, and legal consequences Social stigmas and stereotypes
Module introduction	In Module 4, we'll examine the ramifications of our drug-taking culture, including its role in America's opiate epidemic. We'll also consider the social stigmas surrounding addiction, and discuss how prescription drug misusers challenge society's stereotype of a drug addict. Module 3 activities include discussions and two short response writings. Ready to get started? Begin by reviewing the 'Module Roadmap'.
Module Learning Objectives	This module, including its activities, content, and assignments will help you to be able to do the following: <ol style="list-style-type: none">1. Examine the business, health, and cultural factors that fuel prescription drug misuse in the U.S.2. Discuss the relationship between the misuse of prescription opioids and the rise in heroin abuse.3. Explain how the health, social, and legal consequences resulting from the opiate epidemic impacts society.4. Analyze the social stigmas surrounding addiction, discussing how prescription drug misusers challenge society's stereotype of a drug addict.
Module roadmap	Here's everything you need to do and remember for the module. These items will all appear, in order, in the <u>Module</u> for this module.



- Review Module Contents, including:
- Read required module reading
 - Volkow and McLellan 2016
 - Select readings from course book
- View narrated lectures and online videos
 - Factors that fuel prescription drug misuse
 - Prescription Drugs
 - Narcotics
 - Prescription Drug Misuse: Consequences
 - Prescription for Change: Ending America's Opioid Crisis
- Complete all assignments
 - Discussion #8 (class)
 - Discussion #9 (book)
 - Module 4: Music
 - Discussion #10
 - Module 4: Theatre
 - Module 4 Journal Entry
- Maintain time management and refer to Course Calendar

Lectures and Videos: Module 4

Lectures and Videos

Objectives assessed/supported:

Module:

1. Examine the business, health, and cultural factors that fuel prescription drug misuse in the U.S.
2. Discuss the relationship between the misuse of prescription opioids and the rise in heroin abuse.
3. Explain how the health, social, and legal consequences resulting from the opiate epidemic impacts society.
4. Analyze the social stigmas surrounding addiction, discussing how prescription drug misusers challenge society's stereotype of a drug addict.

Course:

1. Examine the ramifications of a drug-taking culture, including its role in America's opiate epidemic.
2. Generate ideas that society, business, government, and healthcare providers can implement to promote a culture of health.

In Module 4, we're discussing the role of our drug-taking culture in America's opiate epidemic. Week 9 videos feature factors that may fuel prescription drug misuse, whereas Week 10 videos discuss consequences and potential solutions. To maximize your learning, I encourage you to first download the "Module 4 Study Guide" and then view the videos in the order listed below. As you view the videos, complete the study guide. These notes will assist you in completing Module 4 assignments.

Week 9

1. Module 4 Study Guide (Word doc and PDF)
2. Downing, M. (2017) *Factors that fuel prescription drug misuse* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
 - a. Presentation and PDF slides
 - b. Transcript
 - c. [C-LO 4; M-LO 1](#)
3. Healthsmart. Prescription Drugs [Video]. PBS. <http://www.pbs.org/video/2365230902/>. Published April 24, 2014. Accessed December 5, 2016.
 - a. [C-LO 4,5; M-LO 1,3](#)

Weeks 10-11:

1. "Narcotics," Films Media Group, 2010, fod.infobase.com/PortalPlaylists.aspx?wID=97401&xtid=39499. Access this online video through [OSU Libraries](#).
 - a. [C-LO 4; M-LO 2,3](#)
2. Downing, M. (2016) *Prescription Drug Misuse: Consequences* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
 - a. Presentation and PDF slides
 - b. Transcript
 - c. [C-LO 4; M-LO 3](#)
3. MTV Films. Prescription for Change: Ending America's Opioid Crisis Video. YouTube. <https://www.youtube.com/watch?v=2QePuumO31o> Published October 11, 2016. Accessed November 30, 2016.
 - a. [C-LO 4; M-LO 2-4](#)

Note: the alignment with the [Course Learning Outcomes \(C-LOs\)](#) refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Required Reading: Module 4

Required Module Reading

Objectives assessed/supported:

Module:

1. Examine the business, health, and cultural factors that fuel prescription drug misuse in the U.S.
2. Discuss the relationship between the misuse of prescription opioids and the rise in heroin abuse.

3. Explain how the health, social, and legal consequences resulting from the opiate epidemic impacts society.
4. Analyze the social stigmas surrounding addiction, discussing how prescription drug misusers challenge society's stereotype of a drug addict.

Course:

1. Examine the ramifications of a drug-taking culture, including its role in America's opiate epidemic.
2. Generate ideas that society, business, government, and healthcare providers can implement to promote a culture of health.

Module 4 required readings include select readings from your course book, as well as readings from the primary literature. I encourage you to complete the readings during the assigned weeks as noted below.

Course Book

Weeks 9-10:

1. Selected Course Book – (basis for Discussion #9); I will provide discussion question prompts for each group discussion.
 - a. Dreamland: read pgs. 273-353
 - b. Generation Rx: read pgs. 201-254
 - c. Is it me or my meds?: read pgs. 207-249
 - d. Each book addresses both **GE-LO 1-2**, but different course learning outcomes (Dreamland, **C-LO 2,4**; Generation Rx, **C-LO 1,2**; Is it me or my meds?, **C-LO 1,3**).

Primary Literature

Week 9:

1. Volkow ND and McLellan AT. Opioid Abuse in Chronic Pain – Misconceptions and Mitigation Strategies. *New England Journal of Medicine*. 2016; 374(13): 1253-1263.
 - a. **GE-LO 2 > 1**; **C-LO 4,5**; **M-LO 1-3**

Week 10:

1. Cicero et. al. Shifting Patterns of Prescription Opioid and Heroin Abuse in the United States. *New England Journal of Medicine*. 2015; 373(18): 1789-1790.
 - a. **GE-LO 1 > 2**; **C-LO 4**; **M-LO 2,3**
2. Compton WM et al. Relationship between Nonmedical Prescription-Opioid Use and Heroin Use. *New England Journal of Medicine*. 2016; 374(2): 154-163.
 - a. **GE-LO 1 > 2**; **C-LO 4**; **M-LO 2,3**
3. Cicero TJ and Ellis MS. Nonmedical Prescription-Opioid Use and Heroin Use. *New England Journal of Medicine*. 2016; 374(13): 1295-1296.
 - a. **GE-LO 1 > 2**; **C-LO 4**; **M-LO 2,3**

Week 12:

1. Botticelli MP and Koh HK. Changing the Language of Addiction. *JAMA*. 2016; 316(13): 1361-1362.
 - a. **GE-LO 1 > 2**; **C-LO 4**; **M-LO 4**

Note: the alignment with the **Course Learning Outcomes (C-LOs)** refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Optional Resources: Module 4

Text Optional Resources (Objectives assessed/supported:)

N/A

Optional Internet Resources

Objectives assessed/supported:

N/A

Assessments: Module 4

Item Type: Discussion #8-10

Objectives assessed/supported:

Module:

1. Examine the business, health, and cultural factors that fuel prescription drug misuse in the U.S.
2. Discuss the relationship between the misuse of prescription opioids and the rise in heroin abuse.
3. Explain how the health, social, and legal consequences resulting from the opiate epidemic impacts society.

Course:

1. Examine the ramifications of a drug-taking culture, including its role in America's opiate epidemic.
 2. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.
1. Discussion #8 – evaluation and response to the Healthsmart episode, “Prescription Drugs”. In your opinion, what factors fuel prescription drug misuse? In this episode, Dr. Hetrich mentions that we must change our drug-taking culture in order to address prescription drug misuse. He suggests we begin with answering this question, “Why do we feel the need to alter our consciousness?” What do you think? Support your responses with examples from the required reading.
 - a. **GE-LO 1; C-LO 4,6; M-LO 1,3**
 2. Discussion #9 – assigned book club discussion from required reading.
 - a. See ‘Required Readings’ section for alignment of objectives.

3. Discussion #10 – analysis and evaluation of the Week 10 required readings. Prompted discussion questions provided.
- b. GE-LO 1-2; C-LO 4,6; M-LO 2,3

Assignment write-ups will include the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Discussions (posted on Canvas)

Note: the alignment with the **Course Learning Outcomes (C-LOs)** refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Item Type: Module 4: Music (file upload)

Objectives assessed/supported:

Module:

1. Examine the business, health, and cultural factors that fuel prescription drug misuse in the U.S.
2. Discuss the relationship between the misuse of prescription opioids and the rise in heroin abuse.
3. Explain how the health, social, and legal consequences resulting from the opiate epidemic impacts society.

Course:

1. Examine the ramifications of a drug-taking culture, including its role in America's opiate epidemic.
2. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

Students analyze and interpret the song and music video, "Drug Dealer", by Macklemore. Students connect their thoughts to their evaluation of the MTV film, "Prescription for Change".

- a. Ryan Lewis. Macklemore – Drug Dealer (feat. Ariana Deboo) Official Music Video [Video]. YouTube. <<https://www.youtube.com/watch?v=fYN14UfO-Uc>> Published October 25, 2016. Accessed December 5, 2016.

Example of prompted discussion questions:

- a. How did the song and music video make you feel? In your opinion, what message is Macklemore trying to share? How does he use imagery from the video to share this message?
- b. For the individual affected in the song, what factors may fuel their opioid misuse/abuse? How has opioid misuse/abuse impacted their life? How does it impact society?
- c. GE-LO 1-2; C-LO 4,6; M-LO 1-3

Assignment write-up includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Short Response Writings (posted on Canvas)

Note: the alignment with the **Course Learning Outcomes (C-LOs)** refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Item Type: Module 4: Theatre (file upload)

Objectives assessed/supported:

Module:

1. Examine the business, health, and cultural factors that fuel prescription drug misuse in the U.S.
2. Explain how the health, social, and legal consequences resulting from the opiate epidemic impacts society.
3. Analyze the social stigmas surrounding addiction, discussing how prescription drug misusers challenge society's stereotype of a drug addict.

Course:

1. Examine the ramifications of a drug-taking culture, including its role in America's opiate epidemic.
2. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

Students analyze and interpret the theatrical performance, "Prescription Drug Abuse" by InterACT.

- a. Emily Keeler. Prescription Drug Abuse – Part 1 [Video]. YouTube. <<https://www.youtube.com/watch?v=SPlh79s2krs>> Published Nov. 9, 2012. Accessed December 5, 2016.

Examples of prompted discussion questions:

- a. How did the theatrical performance make you feel? In your opinion, what messages were the performers trying to share?
- b. Let's consider Mike's story. Mike believes that addiction to prescription drugs remains a choice. What do you think? What social stigmas exist around addiction?
- c. Mike and Annie offer very different perceptions of a prescription drug addict. What is your perception? In your opinion, do prescription drug misusers challenge society's stereotype of a drug addict? Support your thoughts with evaluation of the Week 12 required reading.
- d. **GE-LO 1-2; C-LO 4,6; M-LO 1,3,4**

Assignment write-up includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Short Response Writings (posted on Canvas)

Note: the alignment with the **Course Learning Outcomes (C-LOs)** refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Item Type: Module 4 Journal Entry (file upload)

Objectives assessed/supported:

Module:

1. Examine the business, health, and cultural factors that fuel prescription drug misuse in the U.S.
2. Discuss the relationship between the misuse of prescription opioids and the rise in heroin abuse.
3. Explain how the health, social, and legal consequences resulting from the opiate epidemic impacts society.
4. Analyze the social stigmas surrounding addiction, discussing how prescription drug misusers challenge society's stereotype of a drug addict.

Course:

1. Examine the ramifications of a drug-taking culture, including its role in America's opiate epidemic.
2. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

Students reflect on their learning experience throughout Module 4 – prompted discussion questions that focus on their thoughts and feelings about Module 4 topics, videos, and readings will be included.

b. [GE-LO 1-2](#); [C-LO 4,6](#); [M-LO 1-3](#)

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, grading criteria, and accessibility

Assessment: Rubric for Journal Entries (posted on Canvas)

Module 5 Learning Plan

Toward a Culture of Health

START HERE: Module 5 Overview

Course outcomes	Course Learning Outcome [Alignment]: <ol style="list-style-type: none">1. Generate ideas that society, business, government, and healthcare providers can implement to promote a culture of health.2. Compose analyses, interpretations, evaluations, and responses of/to America’s drug-taking culture.
Course topics and essential questions	Attributes of a culture of health Safe medication-taking behaviors Actions for FDA, pharmaceutical industry, healthcare providers
Module introduction	Module 5 shifts the conversation toward a culture of health. We’ll identify behaviors and beliefs that promote safe medication-taking practices and list actions that society, business, and healthcare providers can take to address America’s drug-taking culture. Module 5 activities include two class discussions and a short response writing. You’ll also receive your peer review group, and complete the third check-point for the final project. Ready to get started? Review the ‘Module Roadmap’.
Module Learning Objectives	This module, including its activities, content, and assignments will help you to be able to do the following: <ol style="list-style-type: none">1. Discuss attributes of a culture of wellness, including those that facilitate improving a patient’s medication experience.2. Identify behaviors and beliefs that promote safe medication-taking practices.3. List actions that individuals, the scientific and medical community, and government can take to address America’s drug-taking culture and the prescription drug misuse epidemic.
Module roadmap	Here's everything you need to do and remember for the module. These items will all appear, in order, in the <u>Module</u> for this module. <ul style="list-style-type: none">• Review Module Contents, including:• Read required module reading<ul style="list-style-type: none">○ Well AR 2016○ Herzberg D 2016



- Murthy VH 2016
- Skolnick P and Volkow ND 2016
- Kennedy-Hendricks et.al., 2016
- View narrated lectures and online videos
 - Toward a Culture of Health
 - GenerationRx.org videos
 - TED talks
- Complete all assignments
 - Final Project Check-Point #3
 - Discussion #11
 - Discussion #12
 - Module 5: Blog
 - Module 5 Journal Entry
- Maintain time management and refer to Course Calendar

Lectures and Videos: Module 5

Lectures and Videos

Objectives assessed/supported:

Module:

1. Discuss attributes of a culture of wellness, including those that facilitate improving a patient's medication experience.
2. Identify behaviors and beliefs that promote safe medication-taking practices.
3. List actions that individuals, the scientific and medical community, and government can take to address America's drug-taking culture and the prescription drug misuse epidemic.

Course:

1. Generate ideas that society, business, government, and healthcare providers can implement to promote a culture of health.

In Module 5, we're wrapping-up the course by shifting the conversation toward a culture of health. The GenerationRx.org videos identify safe medication practices, whereas the TED talks inspire listeners to prioritize a healthy lifestyle. To maximize your learning, I encourage you to first download the "Module 5 Study Guide" and then view the videos in the order listed below. As you view the videos, complete the study guide. These notes will assist you in completing Module 5 assignments.

Weeks 13-14:

1. Downing, M. (2017) *Toward a Culture of Health* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
 - a. Presentation and PDF slides

- b. Transcript
 - c. [C-LO 5; M-LO 1-3](#)
2. View the Generation Rx University videos available on GenerationRx.org: Cardinal Health Foundation. Generation Rx University resources. GenerationRx. <http://www.generationrx.org/take-action/college/>
 - a. [C-LO 5; M-LO 2,3](#)
 3. TED Talks promote “ideas worth sharing”. Watch a handful of TED Talks that most interest you from the playlists below:
 - a. Playlist Option #1: What’s wrong with what we eat? http://www.ted.com/playlists/75/what_s_wrong_with_what_we_eat
 - b. Playlist Option #4: Get in shape (for real this time) http://www.ted.com/playlists/218/get_in_shape_for_real_this_ti
 - c. Playlist Option #3: Take charge of your healthcare http://www.ted.com/playlists/199/take_charge_of_your_healthcare
 - d. Playlist Option #2: What doctors worry about http://www.ted.com/playlists/70/what_doctors_worry_about
 - e. [C-LO 5; M-LO 1,3](#)

Note: the alignment with the **Course Learning Outcomes (C-LOs)** refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Required Reading: Module 5

Required Module Reading

Objectives assessed/supported:

Module:

1. Discuss attributes of a culture of wellness, including those that facilitate improving a patient’s medication experience.
2. Identify behaviors and beliefs that promote safe medication-taking practices.
3. List actions that individuals, the scientific and medical community, and government can take to address America’s drug-taking culture and the prescription drug misuse epidemic.

Course:

1. Generate ideas that society, business, government, and healthcare providers can implement to promote a culture of health.

Module 5 required readings focus on readings from the primary literature. I encourage you to complete the readings during the assigned weeks as noted below.

Primary Literature

Weeks 13-14:

1. Weil AR. Defining and Measuring a Culture of Health. *Health Aff.* 2016; 35:1947.

- a. **GE-LO 1**; **C-LO 5**; **M-LO 1**
- 2. Weil AR. Building a Culture of Health. *Health Aff.* 2016; 35:1953-1958.
 - a. **GE-LO 1**; **C-LO 5**; **M-LO 1**

Week 15:

1. Herzberg D et al. Recurring Epidemics of Pharmaceutical Drug Abuse in America: Time for an All-Drug Strategy. *AJPH.* 2016; 106(3): 408-410.
 - a. **GE-LO 2**; **C-LO 5**; **M-LO 3**
2. Murthy VH. Ending the Opioid Epidemic – A Call to Action. *NEJM.* 2016; DOI: 10.1056/NEJMp1612578
 - a. **GE-LO 2**; **C-LO 5**; **M-LO 2,3**
3. Skolnick P and Volkow ND. Re-energizing the Development of Pain Therapeutics in Light of the Opioid Epidemic. *Neuron.* 2016; 92: 294-297.
 - a. **GE-LO 2**; **C-LO 5**; **M-LO 3**
4. Kennedy-Hendricks A et al. Primary care physicians' perspectives on the prescription opioid epidemic. *Drug and Alcohol Dependence.* 2016; 165: 61-70.
 - a. **GE-LO 2**; **C-LO 5**; **M-LO 1-3**

Note: the alignment with the **Course Learning Outcomes (C-LOs)** refers to the itemized numbers for the C-LOs listed in the Course Syllabus.

Optional Resources: Module 5

Text Optional Resources (Objectives assessed/supported:)

N/A

Optional Internet Resources
Objectives assessed/supported:

None

Assessments: Module 5

Item Type: Discussion #11-12

Objectives assessed/supported:

Module:

1. Discuss attributes of a culture of wellness, including those that facilitate improving a patient's medication experience.
2. Identify behaviors and beliefs that promote safe medication-taking practices.
3. List actions that individuals, the scientific and medical community, and government can take to address America's drug-taking culture and the prescription drug misuse epidemic.

Course:

1. Generate ideas that society, business, government, and healthcare providers can implement to promote a culture of health.
2. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

1. Discussion #11 – students create a mind map that represents their thoughts and beliefs regarding attributes of a culture of health. Students will be encouraged to generate their own ideas, as well as support their thoughts with ideas shared through the Week 13-14 required reading and online videos. Resources will include examples and a free digital tool for mind mapping: <http://www.mindmeister.com/>

a. *GE-LO 1; C-LO 5; M-LO 1,2*

2. Discussion #12 – evaluation and response to the Week 15 required readings. Prompted discussion questions provided.

a. *GE-LO 2; C-LO 5,6; M-LO 3*

Assignment write-ups will include the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Discussions (posted on Canvas)

Item Type: Final Project Check-Point #3 (discussion)

Objectives assessed/supported:

Module:

Course:

Students submit a draft of their final project for peer review – for additional details, please see the final project assignment instructions in the supplemental materials provided.

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Final Project

Item Type: Module 5: Blog (file upload)

Objectives assessed/supported:

Module:

1. Discuss attributes of a culture of wellness, including those that facilitate improving a patient's medication experience.
2. Identify behaviors and beliefs that promote safe medication-taking practices.
3. List actions that individuals, the scientific and medical community, and government can take to address America's drug-taking culture and the prescription drug misuse epidemic.

Course:

1. Generate ideas that society, business, government, and healthcare providers can implement to promote a culture of health.
2. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

Students will assemble ideas presented through the online videos, required readings, and assignments throughout the semester to write a blog post that generates ideas that society, government, and the scientific and medical community can implement to promote a culture of health. As part of their blog, students will evaluate how their ideas can influence our healthcare beliefs, combat existing public health crises, and help safe medication practices become the norm that guides medication-taking behaviors.

a. *GE-LO 1-2; C-LO 5,6; M-LO 1-3*

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, grading criteria, and accessibility

Assessment: Rubric for Short Response Writings (posted on Canvas)

Item Type: Module 5 Journal Entry (file upload)

Objectives assessed/supported:

Module:

4. Discuss attributes of a culture of wellness, including those that facilitate improving a patient's medication experience.
5. Identify behaviors and beliefs that promote safe medication-taking practices.
6. List actions that individuals, the scientific and medical community, and government can take to address America's drug-taking culture and the prescription drug misuse epidemic.

Course:

3. Generate ideas that society, business, government, and healthcare providers can implement to promote a culture of health.
4. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

Students reflect on their learning experience throughout Module 5 – prompted discussion questions that focus on their thoughts and feelings about Module 5 topics, videos, and readings will be included.

c. [GE-LO 1-2](#); [C-LO 5.6](#); [M-LO 1-3](#)

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, grading criteria, and accessibility

Assessment: Rubric for Journal Entries (posted on Canvas)

Module 6 Learning Plan

Course Wrap-Up

START HERE: Module 6 Overview

Course outcomes	Course Learning Outcome [Alignment]: <ol style="list-style-type: none">1. Summarize the historical developments that propelled drugs to transform American culture.2. Analyze how healthcare beliefs, media sources, and social norms empower humans to engage in self-diagnosing and self-prescribing behaviors.3. Explain how a patient's medication experience impacts their behaviors and expectations surrounding health.4. Examine the ramifications of a drug-taking culture, including its role in America's opiate epidemic.5. Generate ideas that society, business, government, and healthcare providers can implement to promote a culture of health.6. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.
Course topics and essential questions	Final Project
Module introduction	In Module 6, we're wrapping-up the course by submitting our final project. You'll submit Part 1 of the Final Project during Week 16, and Part 2 during Week 17. Ready to get started? Begin by reviewing the 'Module Roadmap'.
Module Learning Objectives	This module, including its activities, content, and assignments will help you to be able to do the following: <ol style="list-style-type: none">1. Analyze America's drug-taking culture and express this analysis through an original artistic work.2. Identify and evaluate the ideas that influence our healthcare beliefs, attitudes, and social norms which guide our medication-taking behaviors.
Module roadmap	Here's everything you need to do and remember for the module. These items will all appear, in order, in the Module for this module. <ul style="list-style-type: none">• Review Module Contents, including:• Read required module reading



- View narrated lectures and online videos
 - The Final Project
- Complete all assignments
 - Final Project: Part 1
 - Final Project: Part 2
 - Module 6 Journal Entry
 - Course Survey
- Maintain time management and refer to Course Calendar

Lectures and Videos: Module 6

Lectures and Videos

Objectives assessed/supported:

Module:

Course:

The following video reviews instructions for the final project itself, as well as each check-point:

1. Downing, M. (2017) *The Final Project* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
 - a. Presentation and PDF slides
 - b. Transcript

Required Reading: Module 6

Required Module Reading

Objectives assessed/supported:

N/A

Optional Resources: Module 6

Text Optional Resources (Objectives assessed/supported:)

N/A

Optional Internet Resources

Objectives assessed/supported:

N/A

Assessments: Module 6

Item Type: Final Project (discussion and file upload)

Objectives assessed/supported:

Module:

1. Analyze America's drug-taking culture and express this analysis through an original artistic work.
2. Identify and evaluate the ideas that influence our healthcare beliefs, attitudes, and social norms which guide our medication-taking behaviors.

Course:

All

Students submit Part 1 and Part 2 of their final project. The "book" discussions and final project check-points completed throughout the semester will support student completion of the project. For additional detail, please see the full assignment write-up in the supplemental materials provided.

Assignment write-ups will include the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Final Project (posted on Canvas)

Item Type: Journal Entry (file upload)

Objectives assessed/supported:

Module:

Course:

1. Compose analyses, interpretations, evaluations, and responses of/to America's drug-taking culture.

In the last module journal entry, I'll encourage students to reflect on the same questions they considered in the Module 1 Journal Entry (e.g., their own beliefs and attitudes that influence their medication-taking behaviors, their current analysis or understanding of America's drug-taking culture, social norms that they believe surround medication use in our culture). These questions will be framed in a context that will help students evaluate how the course helped them achieve the GE learning outcomes. In addition, students will complete the rubric identified in Appendix B for the

course assessment plan. Therefore, Module 1 & Module 6 journal entries will serve as a Pre/Post student self-evaluation, and thus submitted as part of the course assessment plan.

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Journal Entries

PHR3420 - AU17
Rubric for Discussions

Criteria	Level 4 (5 pts)	Level 3 (4.25 pts)	Level 2 (3.5 pts)	Level 1 (2.75pts)
Initial Post: Content	Clearly and completely addresses prompted discussion question. Post demonstrates excellence in grasping key concepts. Any evidence supporting the post is cited correctly.	Attempts to clearly and completely address prompted discussion question. Post demonstrates evidence of understanding most concepts. Most evidence supporting the post is cited correctly.	Attempts to address prompted question, yet post lacks a clear or complete explanation. Post demonstrates a superficial grasp of the material. Most evidence supporting the post is cited incorrectly.	Demonstrates minimal to no grasp of concepts or does not address the question as prompted. Most evidence supporting the post is not cited.
Initial Post: Interaction	Demonstrates excellence in extending the conversation by offering up meaningful ideas, personal reflection, supplemental resources, and questions that support classmates in reaching deeper levels of learning on the topic.	Attempts to extend the conversation by offering up some meaningful ideas, resources, and questions that support classmates in reaching deeper levels of learning on the topic.	Attempts to take part in the discussion but does not offer up new ideas, resources, or questions that support classmates in reaching deeper levels of learning on the topic.	Interacts with classmates minimally—little or no effort is made to extend the conversation by offering up some meaningful ideas, resources, and questions that support classmates in reaching deeper levels of learning on the topic.
Peer Response	Student thoughtfully responds to initial post by addressing a posed question, commenting on a new idea, or sharing a personal reflection. Entire post is respectful and professional.	N/A	Attempts to post a peer response, but does not meet Level 4 criteria. Entire post is respectful and professional.	Peer response is missing; or, part of post is disrespectful or unprofessional.
Grammar and Mechanics (both initial post + peer response)	Excellent grammar, spelling, punctuation, and of appropriate length. Entire post uses appropriate “Netiquette”.	A few errors in grammar, spelling, punctuation, but not many—appropriate length. Majority of post uses appropriate “Netiquette”.	Shows a pattern of errors in spelling, grammar, and/or punctuation; appropriate length. Majority of post does not use appropriate “Netiquette”.	Continuous errors—demonstrates little or no ability to use appropriate grammar, spelling, or punctuation. “Netiquette” not followed.

PHR3420 - AU17

Rubric for Journal Entries

Criteria	Level 4 (5 pts)	Level 3 (4.25 pts)	Level 2 (3.75 pts)	Level 1 (2.75 pts)
Content	Clearly and completely addresses prompted discussion questions. Student includes a meaningful personal reflection of their module learning experience.	Attempts to clearly and completely address prompted discussion question. Student includes a reflection of their module learning experience.	Student's journal entry lacks a clear or complete explanation of the prompted discussion questions. Student attempts to reflect on their module learning experience.	Student does not address the question as prompted or explanation is incomplete.
Aesthetic Response	Student demonstrates a strong ability for developing an informed aesthetic response that explains their thoughts and feelings about module materials and activities.	Student demonstrates an ability for developing an informed aesthetic response, yet reflection could be more personal or meaningful.	Student attempts to develop an aesthetic response that explains their thoughts and feelings about module materials and activities.	Aesthetic response not included.

PHR3420, AU17

Rubric for Short Response Writings

(Rubric for Final Project Part 2 as well)

Criteria	Level 4	Level 3	Level 2	Level 1
Interpretation 10 points	Student demonstrates strong ability to fully and effectively interpret the meaning of the artistic work. <i>(10 points)</i>	Student adequately interprets the meaning of the artistic work, yet interpretation is not convincing. <i>(8.5 points)</i>	Student attempts to interpret select parts of the artistic work. <i>(7 points)</i>	Student fails to demonstrate an ability to interpret the meaning of an artistic work. <i>(5.5 points)</i>
Content 15 points	Analysis and/or evaluation is exceptionally well-presented; ideas are well-developed. Clearly and completely addresses all guided questions. <i>(15 points)</i>	Analysis and/or evaluation is well-presented; ideas are developed. Attempts to clearly and completely address all guided questions. <i>(12.75 points)</i>	Analysis and/or evaluation is attempted, with ideas identified but not developed. Attempts to address guided questions, yet explanation is not clear or complete. <i>(10.5 points)</i>	Analysis and/or evaluation incomplete or not submitted; Does not address guided questions. <i>(8.25 points)</i>
Aesthetic Response 5 points	Student demonstrates a strong ability for developing an informed aesthetic response that explains how the artistic work makes them feel. <i>(5 points)</i>	Student demonstrates an ability for developing an informed aesthetic response that explains how the artistic work makes them feel. <i>(4.25 points)</i>	Student attempts to develop an aesthetic response that explains how the artistic work makes them feel. <i>(3.75 points)</i>	Aesthetic response not included; or, response does not adequately explain how the artistic work makes them feel. <i>(2.25 points)</i>
Grammar and Mechanics 5 points	Excellent grammar, spelling, punctuation, and of appropriate length. Entire post uses appropriate "Netiquette". <i>(5 points)</i>	A few errors in grammar, spelling, punctuation, but not many—appropriate length. Majority of post uses appropriate "Netiquette". <i>(4.25 points)</i>	Shows a pattern of errors in spelling, grammar, and/or punctuation; appropriate length. Majority of post does not use appropriate "Netiquette". <i>(3.75 points)</i>	Continuous errors—demonstrates little or no ability to use appropriate grammar, spelling, or punctuation. "Netiquette" not followed. <i>(2.25 point)</i>

PHR3420, AU17

Rubric for Final Project (Part 1)

Criteria	Level 4	Level 3	Level 2	Level 1
Analysis: Ideas 25 points	Student demonstrates an exceptional ability to break-down thoughts and ideas related to America's drug-taking culture into simple parts; and, student finds credible evidence to support all generalizations. Analysis provides new insight that improves understanding of an issue or idea. <i>(25 points)</i>	Student demonstrates an ability to break-down most thoughts and ideas into simple parts; and, student finds credible evidence to support most generalizations. Analysis represents a mixture of critical thinking and description of an issue or idea. <i>(21.25 points)</i>	Student breaks-down some thoughts and ideas into simple parts. Analysis lacks evidence to support most generalizations; or, most evidence is not credible. Analysis represents more description of ideas than critical thinking. <i>(17.5 points)</i>	Student demonstrates little to no ability to break-down ideas into simple parts; no evidence is provided or there is numerous factual mistakes. Student merely summarizes or describes an idea. <i>(13.75 points)</i>
Analysis: Creative Expression 15 points	Student demonstrates an exceptional ability to express ideas in a creative and engaging manner. <i>(15 points)</i>	Student experiments with expressing most ideas in a creative and engaging manner. <i>(12.75 points)</i>	Student expresses some ideas in a creative and engaging manner. <i>(10.5 points)</i>	Student lacks creative thinking and merely imitates existing artistic expressions. <i>(8.25 points)</i>
Support 25 points	Student provides compelling and accurate evidence from their selected course book to support their ideas and analysis. <i>(25 points)</i>	Student provides the necessary evidence from their selected course book to support most of their ideas and analysis. <i>(21.25 points)</i>	Student provides some evidence from their selected course book; or, evidence provided is oversimplified, incorrect, or incomplete. <i>(17.5 points)</i>	Student never references or utilizes their selected course book to support their ideas. <i>(13.75 points)</i>
Personal Response 15 points	Student effectively incorporates their personal response into a broader cultural dialogue while demonstrating respect for diverse viewpoints. <i>(15 points)</i>	Student demonstrates strong effort toward incorporating their personal response into a broader cultural dialogue while demonstrating respect for diverse viewpoints. <i>(12.75 points)</i>	Student includes their personal response, but does not incorporate it into a broader cultural dialogue; student demonstrates respect for diverse viewpoints. <i>(10.5 points)</i>	Student does not include their personal response; or, attempt to incorporate response disrespects diverse viewpoints. <i>(8.25 points)</i>

Structure 10 points	Structure is evident and understandable. Artistic work is of appropriate length. <i>(10 points)</i>	Structure is mostly evident and clear. Artistic work is of appropriate length. <i>(8.5 points)</i>	Structure is unclear; artistic work is of appropriate length. <i>(7 points)</i>	Structure is lacking; or, artistic work does not meet length requirements. <i>(5.5 points)</i>
Elocution 10 points	Student uses a clear voice with appropriate use of tone and gestures. <i>(10 points)</i>	Student uses a clear voice; most use of tone and gestures is appropriate. <i>(8.5 points)</i>	Student's voice is low; most use of tone and gestures is appropriate. <i>(7 points)</i>	Student mumbles; or, use of tone and gestures is inappropriate. <i>(5.5 points)</i>
Check-point #2 5 points	Submitted preferred artistic platform by due date/time in course calendar.	N/A	N/A	Preferred artistic platform not submitted.
Check-point #3 25 points	Complete draft submitted. <i>(15 points)</i> Peer review fully completed for one group member. <i>(10 points)</i>	N/A	N/A	Draft not submitted or submitted an incomplete draft. <i>(0-7.5 points)</i> Peer review not completed or submission was incomplete. <i>(0-5 points)</i>

Video & Discussion: MODULE 6

Final Project

Objectives

- Analyze America's drug-taking culture and express this analysis through an original artistic work.
- Identify and evaluate the ideas that influence our healthcare beliefs, attitudes, and social norms which guide our medication-taking behaviors.

Directions

The final project will consist of two parts. For Part 1, each student will express their analysis of America's drug-taking culture through an artistic platform of their choice, such as an original song performance, original theatrical performance, dramatic reading of an original poem, or delivery of an original "TED-like Talk". For Part 2, each student will interpret and evaluate a peer's project using similar guidelines applied in the short response writings completed throughout the semester.

Your selected course book (see 'Course Materials' in Syllabus) will serve as a framework to examine your own beliefs, thoughts, and feelings about our drug-taking culture (see 'What to Include'). The target audience for your project is your peers (i.e. college students).

All projects will be presented to the class by recording the artistic expression through Carmen's Rich Content Editor (i.e. video capture tool) and uploading the video to the discussion board, "Final Project". You will submit your interpretation and evaluation of a peer's project by completing the assignment, "Final Project: Peer Response".

Consider the examples of artistic expressions encountered throughout the semester – the theatrical performance "Prescription Drug Abuse", the poem "The Orange Bottle" by Joshua Mehigan, the song "Drug Dealer" by Macklemore, as well as a handful of TED talks. While these are certainly professional artistic works, they all embody the spirit of Part 1. I will use the "Rubric for Final Project" to assess Part 1 of the final project. Part 2 of the final project is essentially a short response writing; thus, I will utilize the "Rubric for Short Response Writings" to assess this part.

To keep everyone on track, we'll stagger and implement the following check-points throughout the semester (see 'What to Include'):

1. Check-Point #1: submit your selected course book (Module 1, Week 1)
2. Check-Point #2: submit your chosen artistic platform (Module 3, Week 6)

3. Check-Point #3: submit a draft of your project; participate in a peer review session (Module 5, Week 13)
4. Submit the final project (Part 1) for grading during Module 6, Week 16
5. Submit your peer response (Part 2) for grading during Module 6, Week 17

Resources

1. Book discussions throughout semester
2. [Rubric for Final Project \(Part 1\)](#)
3. [Rubric for Short Response Writings \(Part 2\)](#)

Academic Integrity

Category	YES	NO	N/A
Getting help on the exam	X		
Collaborating or taking the exam with others		X	
Copying or reusing previous work in the course		X	
Open-book research during the exam	X		
Citing sources	X		

What to Include

Check-Point #1:

- Select and purchase the book you'd like to use as the framework for your final project (see 'Course Materials' in Syllabus). Inform Dr. Downing of your selection by completing the assignment, "Final Project: Check-point #1".

Check-Point #2:

- Submit the artistic platform you've chosen to express your analysis of America's drug-taking culture. Ideas include:
 1. Write and perform an original song – any musical performance must be 3:30 – 5:00 minutes in duration.
 2. Write and perform an original theatrical script – any theatrical performance must be 7:00 – 10:00 minutes in duration.
 3. Write an original poem, and deliver a dramatic reading of it – any poem must be 200-250 words.

4. Deliver an original “TED-like Talk” – any talk must be 10:00 – 15:00 minutes in duration.
- Inform Dr. Downing of your selection by completing the assignment, “Final Project: Check-point #2”. Dr. Downing will reply to your submission and **confirm** your chosen artistic platform.

Check-Point #3:

- Write a draft of your final project – the draft should consist of your song lyrics, theatre script, poem, TED talk script, etc. In this document, identify three things that remain challenging and thus desire additional feedback on.
- Submit this draft within your “Peer Review Group” private Carmen discussion board by attaching it to a discussion post (you do not need to submit a video of your actual performance – just a draft of the lyrics, script, poem, etc). Partner with one peer within your group—as a group, collectively decide the partners.
- Conduct the Peer Review:
 1. Download the rubric, “Rubric for Final Project” (see Resources).
 2. Complete the rubric for your partner only. If you mark any item a Level 3 or lower, explain your reasoning. Help your partner identify solutions to improve that section.
 3. Share the completed rubric with your partner by replying to their discussion post. Feel free to also make comments directly in their draft—use the editing tools in Carmen to do this.

Submission of the final project:

- Part 1:
 1. After reflecting on your learning experiences throughout the semester, what is your analysis of America’s drug-taking culture? You can analyze our drug-taking culture as a whole, or perhaps just one aspect of it (e.g. a patient’s medication experience, prescription drug misuse, medication benefits/harm, etc).
 2. As part of your analysis, try to break-down a central idea (or ideas) that has influenced our healthcare beliefs, attitudes, and social norms which guide our medication-taking behaviors.
 3. In addition, consider the prompts below to help construct your analysis:
 - i. What are your own beliefs, thoughts, and feelings about America’s drug-taking culture?
 - ii. Is our drug-taking culture currently more beneficial or harmful to society? How has this changed over the past century?
 - iii. What are the cultural ramifications from our drug-taking behaviors?

- iv. What do you believe is medication's past, present, and future role in American culture?
 4. Identify and include evidence from your selected course book to support your analysis. Lastly, try to provide a new insight that improves the audience's understanding of a central issue or idea.
 5. Express your analysis through an original artistic work (i.e. poem, song, brief theatrical performance, TED talk, etc). Make sure you adhere to the length requirements specific for your selected artistic platform (see Check-point #2).
 6. Record your performance by using Carmen's Rich Content Editor (i.e. video capture tool) and upload the video to the discussion board, "Final Project".
 7. Attach a transcript of your performance (such as your final song lyrics, poem, theatrical script, or script for your TED talk) to your discussion post.
- Part 2:
 1. Interpret and evaluate a peer's final project. You must select a peer outside of your peer review group, as well as outside of your small book discussion group. Only one peer response is allowed per initial post (i.e., if a peer response has already been posted for a student, select a different peer to evaluate).
 2. Compose a 1-page response paper that addresses the following questions:
 - i. Interpret the artistic work: In your opinion, what is the meaning of the artistic work? What message or story is your peer trying to share?
 - ii. Evaluate the artistic work:
 - Did your peer's analysis improve your understanding of America's drug-taking culture?
 - Do you agree with their use of evidence from the course book to support their analysis?
 - Try to identify the ideas showcased in the artistic work that have influenced our healthcare beliefs, attitudes, and social norms surrounding medication use – do you agree or disagree with these ideas and their corresponding analysis?
 - iii. Develop an aesthetic response: How did the artistic work make you feel?

Due Dates

1. *Complete all check-points and submit the final project according to the dates/times in the Course Calendar.*

How to Participate

1. Check-point #1:
 - Submit your chosen course book by replying to the assignment, “Final Project: Check-Point #1”
2. Check-point #2:
 - Submit your chosen artistic platform by replying to the assignment, “Final Project: Check-Point #2”
3. Check-point #3:
 - Submit your draft by replying to the discussion within your “Peer Review Group” private Carmen discussion board. Attach your draft to a discussion post.
 - Submit your completed peer review rubric by replying to your peer’s post. Attach your rubric to the discussion post.
4. Final Project – Part 1:
 - Record your performance by using Carmen’s Rich Content Editor (i.e. video capture tool) and upload the video to the discussion board, “Final Project: Part 1”.
 - Attach a transcript of your performance (such as your final song lyrics, poem, theatrical script, or script for your TED talk) to your discussion post.
 - How do I reply to a Discussion as a student?
 - <https://guides.instructure.com/m/8470//190706-how-do-i-reply-to-a-discussion-as-a-student>
 - How do I record a video using the Rich Content Editor?
 - <https://guides.instructure.com/m/4152//41509-how-do-i-record-a-video-using-the-rich-content-editor>
5. Final Project – Part 2:
 - Submit your interpretation and evaluation of a peer’s project by completing the assignment, “Final Project: Part 2”.
 - How do I submit an online assignment?
 - <https://guides.instructure.com/m/4212//41972-how-do-i-submit-an-online-assignment>

Grading Criteria

Criteria	Points
Part 1	130
Analysis: Ideas	25
Analysis: Creative Expression	15
Support	25
Personal Response	15
Structure	10
Elocution	10
Check-point #2	5
Check-point #3	25
Part 2	35
Interpretation	10
Content	15
Aesthetic Response	5
Grammar & Mechanics	5
Total Points	165