

Term Information

Effective Term Autumn 2022
[Previous Value](#) [Autumn 2021](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

to approve this course as a Health and Wellbeing theme GE course

What is the rationale for the proposed change(s)?

This update will provide maximum impact in providing this course to students and to best fit the course into the new GE structure.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Pharmacy
Fiscal Unit/Academic Org	Pharmacy - D1800
College/Academic Group	Pharmacy
Level/Career	Undergraduate
Course Number/Catalog	2410
Course Title	Drugstore Science
Transcript Abbreviation	Drugstore Science
Course Description	This course introduces the science behind common drugstore products, including over-the-counter (OTC) medications and drug-cosmetics, including how these products work, potential non-drug alternatives, and various drug-related issues involving their use. Note: Content of this course is not intended to be considered as professional medical advice or to replace advice from a healthcare provider.
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, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.2010
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Discuss factors that impact drugstore product use in healthcare.
- Explain how drugstore products work in the body to produce their range of effects.
- Analyze the self-care continuum within a framework that explains the role drugstore products play in managing one's health and well-being.
- Apply drugstore science to investigate various drug-related issues involving drugstore product use.
- *Students will be able to match over-the-counter drug classes with their therapeutic use(s).*
- *Students will be able to explain how over-the-counter medications and drug-cosmetics work in the body to produce their range of drug effects.*
- *Students will be able to discuss potential non-drug alternatives to common over-the-counter medications and drug-cosmetics.*
- *Students will be able to apply drugstore science to investigate various drug-related issues involving drugstore product use.*

Previous Value

COURSE CHANGE REQUEST
2410 - Status: PENDING

Last Updated: Kelley, Katherine Ann
05/06/2022

Content Topic List

- Drugstore product overview
- Pain and Fever Disorders
- Respiratory Disorders
- Gastrointestinal Disorders
- Skin Disorders and Care
- Drug Misuse
- Personal Care

Sought Concurrence

No

Attachments

- PHR2410 Syllabus AU22 (Downing).pdf
(Syllabus. Owner: Bowman, Michael Robert)
- PHR2410_submission-health-well-being (Downing).pdf
(GEC Course Assessment Plan. Owner: Bowman, Michael Robert)
- PHR2410-distance_approval_cover_sheet.docx: Distance Approval Cover Sheet
(Other Supporting Documentation. Owner: Bowman, Michael Robert)

Comments

- confirmed by Molly Downing and Nicole Kwiek 2/25/22
DL approval cover sheet received from Molly Downing 5/6/22 *(by Bowman, Michael Robert on 05/06/2022 03:24 PM)*
- The paperwork for the 100% DL has not been uploaded <https://ascas.osu.edu/curriculum/distance-courses> *(by Vankeerbergen, Bernadette Chantal on 05/03/2022 01:02 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowman, Michael Robert	02/25/2022 09:14 AM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	02/28/2022 07:46 AM	Unit Approval
Approved	Kelley, Katherine Ann	02/28/2022 08:45 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/03/2022 01:02 PM	ASCCAO Approval
Submitted	Bowman, Michael Robert	05/06/2022 03:24 PM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	05/06/2022 03:32 PM	Unit Approval
Approved	Kelley, Katherine Ann	05/06/2022 03:57 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/06/2022 03:57 PM	ASCCAO Approval

SYLLABUS: PHR2410

DRUGSTORE SCIENCE AUTUMN 2022

COLLEGE OF PHARMACY

Course overview

Instructor

- **Name:** Molly Downing, Ph.D.
- **Email:** downing.211@osu.edu
- **Student hours (optional):** Tuesdays, 2-3pm EST; Fridays, 10-11am EST
 - Student hours give students the opportunity to talk with Dr. Downing about topics related to both course and non-course activities (e.g. post-graduation plans, career insights, vent sessions about anything, etc.).
 - If you prefer a private conversation, please email Dr. Downing to schedule a meeting.
 - All meetings will occur using Dr. Downing's online classroom: <https://osu.zoom.us/my/downingclassroom>

Class Details

- **Credit Hours:** 3
- **Mode of Delivery:** Distance Learning
- **Course times and location:** no required schedule meetings; all instruction occurs in Carmen each week
- **Preferred means of communication:**
 - My preferred method of communication for questions is email.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvasnotifications) (go.osu.edu/canvasnotifications) to be sure you receive these messages.

Course description

In this course, we explore the role popular drugstore products play in health and well-being from scientific, socio-economic, historical, and personal perspectives. Students will engage in different activities to explain how these products work, discuss historical and socio-economic factors that influence their use in healthcare, analyze their role in managing one's health and well-being, and investigate various drug-related issues involving their use. *Note: The content of this course is not intended to be considered as professional medical advice or to replace advice from your healthcare provider.*

Prerequisites

None

Course Goals & Expected Learning Outcomes

GE Health and Well-being Theme

Goal 1: Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.

- 1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.

This course will achieve this goal and learning outcomes through students engaging in the weekly discussions, weekly quizzes, module case studies, and the final project. These assessments are collectively designed to help students explain and use health information critically, apply skills needed for promoting health and well-being, as well as analyzing the course topics through a variety of perspectives.

Goal 2: Successful students will integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.

- 2.1 Identify, describe and synthesize approaches or experiences as they apply to health and well-being.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

This course will achieve this goal and learning outcomes through multiple assessments. Through engaging in conversations, scholarly readings, and self-reflective exercises, students will make connections to the role drugstore products play in managing their own self-care, as well as recognize how this role may change with different perspectives and lived experiences.

Goal 3: Students will explore and analyze health and well-being through attention to at least two dimensions of well-being (e.g. physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.

3.2 Identify, reflect on, or apply strategies for promoting health and well-being.

This course will achieve this goal and learning outcomes by exploring and analyzing health and well-being through dimensions of physical, emotional, and intellectual well-being. Overall, all assessments in PHR2410 will collectively support students toward exploring and analyzing health and well-being from scientific and personal perspectives, with additional emphasis on historical and socio-economic perspectives. PHR2410 will help students develop skills toward safely using drugstore products and effectively interpreting relevant health information in order to support the self-care needs of themselves or others.

Course Expected Learning Outcomes (ELOs)

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

ELO1: Discuss factors that impact drugstore product use in healthcare.

1.1 Define terms that classify and characterize drugstore products.

1.2 Interpret information from a drugstore product's label toward making healthy and safe choices about one's self-care.

1.3 Discuss the scientific principles, historical developments, and socio-economic factors that may influence drugstore product use.

ELO2: Explain how drugstore products work in the body to produce their range of effects.

2.1 Match over-the-counter drug classes or drug cosmetics with their therapeutic use(s).

2.2 Describe the scientific mechanism that mediates the range of drug effects for the major drugstore product classes.

2.3 Explain drug issues surrounding popular drugstore products, including mechanisms that mediate drug-drug interactions and toxic effects.

2.4 Evaluate the effectiveness of complementary medicine and nondrug options that serve as an alternative to popular drugstore products.

ELO3: Analyze the self-care continuum within a framework that explains the role drugstore products play in managing one's health and well-being.

3.1 Compare proper medication use and misuse behaviors.

3.2 Discuss limitations of self-care for minor ailments, including identifying health situations where one should seek professional care.

3.3 Examine health strategies that address the self-care needs of yourself or others, including safe drugstore product use.

This course will achieve these outcomes through weekly quizzes, weekly discussions, module case studies, journal entries, and completion of a final project. By the end of the semester, students

will be better able to analyze health and well-being through describing the historical and socio-economic factors that impact a drugstore product's use in healthcare, explain how the product works in the body to produce its range of drug effects, and evaluate the role drugstore products play towards individuals engaging in self-care.

<i>Health and Well-being theme expected learning outcomes:</i>	Course LO1			Course LO2				Course LO3		
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3
GE LO1.1: Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical , cultural, technological, policy, and/or personal perspectives	X		X	X	X	X	X	X	X	X
GE LO1.2: Identify, reflect on, or apply the strategies for promoting health and well-being.		X				X	X		X	X

Course design

Course Structure

- Mode of delivery:** This is a distance-education course with *all* course work completed online. There are no required sessions when you must be logged in to Carmen at a scheduled time. 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.
- Pace of online activities:** We will achieve all learning outcomes by students progressing through seven, self-paced modules that feature various topics (see Course Schedule). Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. I strongly encourage you to consider finding a module routine that works best for your schedule – an example is provided in the section below.
- Credit hours and work expectations:** 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.

Module Routine

Each module will spread activity throughout the week that would combine the in-class and homework time you'd spend in a traditional in-person 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. Each module will generally follow the same routine:

- 1. Make a Plan (Monday)**
 - Read Dr. Downing's weekly announcement (posted on the course's home page)
 - Review the Course Calendar to plan your schedule
- 2. Work through the Learning Resources (Monday - Thursday)**
 - Work through the relevant learning resources assigned for that week, including any assigned readings, interactive lecture videos created by Dr. Downing, or any externally produced videos
- 3. Complete the Weekly Discussion (Wednesday – Friday)**
 - Submit the initial post by Wednesday, and peer response by Friday
- 4. Complete the Weekly Quiz (by Friday night)**
- 5. If relevant, prepare and submit any Module Case Studies or Journal Entries (submit Sunday)**

Getting Started

To get started, follow the instructions listed on the course's home page. These instructions encourage you to complete all Module 1 activities, which include reviewing a series of "Getting Started" videos that help orient you to the course, review the syllabus, Carmen, and student expectations. After completing all Module 1 activities, if you need clarification or have any questions about the course, please email Dr. Downing.

Course materials

Required materials

Any 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.

Videos for required viewing will consist of interactive lecture presentations produced by your instructor. Each interactive video presentation will introduce specific terms or concepts that help students understand required readings and facilitate successful completion of module assignments. Echo 360 will be utilized to create all interactive video presentations, allowing for the instructor to embed interactive knowledge checks throughout the presentation.

The structure of each video will include a brief introduction that discusses relevant historical or socio-economic factors that impact the product's use, followed by discussing the basic science behind how the drugstore product works along with relevant drug issues, and ending with identifying relevant nondrug options. For select interactive video presentations, the videos will

introduce the self-care continuum as a framework for contextualizing how the drugstore product class can help manage one's health and well-being.

Texts for required reading will consist of short paragraphs of text provided on Carmen to introduce the interactive video presentations, along with scholarly publications and news articles to strengthen understanding of course topics or for use in weekly discussions. See the Course Schedule and Carmen for a complete listing.

Optional materials

TED-Ed videos are listed before most interactive video presentations. Viewing these videos is optional, as their purpose provides any needed background information about the basic physiology underlying the organ system or disease state emphasized during conversations about the various drugstore products.

Course technology

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills highly recommended for this specific course

Instructions for how to record and upload audio or video are provided in the necessary assignment write-ups on Carmen.

- Recording and uploading video
- Recording and uploading audio
- Writing a blog, recording and uploading a podcast; or, recording and uploading a webinar.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access this course in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass – Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- [Install the Duo Mobile application](http://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Highly recommended 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://www.go.osu.edu/it>
- Phone: 614-688-HELP (4357)
- Email: servicedesk@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. Weekly quizzes and quiz-based portions of the case studies will be auto-graded through Carmen. Module discussions and discussion-based portions of the case studies will be graded through a rubric. The appropriate rubric accompanies each assignment on Carmen, and all rubrics are posted as separate resources in the 'Student Resource' section in Carmen (see Modules/Student Resources).

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
Weekly Quizzes (10 points each)	100 points (18% of grade)
Weekly Discussions (15 points each)	165 points (30% of grade)
Module Case Studies (25 points each)	125 points (23% of grade)
Journal Entries (10 points each)	20 points (4% of grade)
Final Project	135 points (25% of grade)
Check-Point #1	10 points
Check-Point #2	25 points
Final Project + Q&A Session	100 points
Extra Credit	up to 10 points
Total	545 points

Weekly Quizzes

Weekly quizzes will primarily apply your understanding of the material covered in the interactive video presentations or scholarly readings to prepare for successful completion of remaining module activities. Each quiz will consist of 4-8 questions that must be answered in 15 minutes. Question types will consist of multiple-choice, matching, true/false, and fill-in the blank. Quizzes are open-book, open-note, and open-internet, but students are not permitted to seek help from any individual while taking it. Quizzes must be completed, not started, by the indicated due date and time. Students will be allowed to drop their lowest two quiz scores, allowing their highest ten quiz scores to comprise their 'Quiz' grade. All quizzes will be posted on Carmen—see Course Calendar for due dates and times.

Weekly Discussions

Students will participate in weekly discussions that focus on specific module topics presented through various multimedia outlets (e.g. scholarly readings, news articles, externally-produced videos, etc). Discussions are intended to help students explain and use information critically, apply skills needed for promoting health and well-being, and engage in self-reflection about course material. 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. Students will be permitted to drop their lowest discussion score, allowing their highest 11 discussion scores to contribute toward the final grade. Consult the “Attendance, Participation, and Discussion” section below for discussion guidelines. Consult Carmen and the Course Calendar for discussion instructions and due dates.

Module Case Studies

At the completion of each module, students will solve various case studies involving different drugstore products. Case studies consist of two parts due on the same date. Part I consists of a Carmen quiz auto-graded by Carmen, and Part II consists of a discussion post submitted through Carmen and graded using a rubric. Case studies are intended to help students explain and use information critically and apply skills needed for promoting health and well-being. Cases may require students to describe how popular drugstore products work, explain drug issues surrounding drugstore product use, or evaluate the effectiveness of complementary medicine or nondrug alternatives to over-the-counter medications. In addition, all case studies will include a self-reflective exercise about strategies to strengthen one’s health and well-being. Consult Carmen and the Course Calendar for assignment instructions and due dates.

Journal Entries

In addition to the case studies, journal entries will provide students with an additional 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 students educating their peers about a drugstore product that most interests them. Students will discuss the socio-economic or historical factors that impact the product’s use in healthcare, explain how the product works in the body to produce its range of effects, and analyze the role the drugstore product may play in managing one’s health and well-being by using the self-care continuum as a framework (prescription medications are not an option; example products will be provided in the Check-Point #1 assignment). Students may select their preferred format from the three options listed below.

- Write an original blog
- Create an original podcast
- Present an interactive webinar (i.e. online presentation)

All students will also participate in an online Q&A session. To keep everyone on track, students will select their own topic and submit it for approval during Week 8, participate in a peer review session during Week 12, and submit the final project for grading during Week 15 (including participating in a Q&A session). Consult Carmen and the Course Calendar for final project instructions and due dates.

In addition, there are two options for completing the final project:

1. Work by yourself – complete all check-points as well as the final project by yourself.
2. Work in a group – select 1-2 peers and work together as a group (maximum group size is 3 students). Students will work as individuals to complete Check-Point #1. Students will work as a group to complete Check-Point #2 and the final project. All group members will receive the same score for Check-Point #2. Upon submitting the final project, each student will complete a peer evaluation of their group members. Dr. Downing will use the peer evaluation(s) to determine each group member's final score for the final project.

Students will elect to work by themselves or within a group in Check-Point #1. Students may form their own groups or ask Dr. Downing to place them in a group (placement will be based on student's interest in final project topic as well as schedule availability).

Extra Credit

Students can earn up to 10 extra credit points throughout the semester by providing a peer response within the discussion thread associated with the module case studies. All peer responses are due within 24h of the case study due date (by Monday, 11:59pm EST). Consult the module case study assignments on Carmen for specific instructions. Full completion of each peer response earns 2 extra credit points [5 module case studies are available for a maximum of 10 extra credit points]. Dr. Downing will monitor engagement and report the total number of extra credit points earned at the end of the semester.

Late assignments

- Quizzes: quizzes submitted after the indicated due date/time in the course calendar or simply not completing a quiz will result in a zero for that grade.
- Discussions: discussions are due by the dates and times indicated in the Course Calendar. Lack of participation in any discussion or submitting an initial post past the indicated due date/time in the Course Calendar will result in a zero for that grade unless an exception is authorized by Dr. Downing. For any discussion, failure to act respectfully and professionally according to the guidelines outlined in the "Attendance, Participation, and Discussions" section will result in a grade deduction.
- Case Studies, Journal Entries, and Final Project: all cases and the final project 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 10% for every 24 hours late (e.g. 10% deduction up to 24h late; 20% deduction for 24-48h late, etc). Failure to participate in the

Q&A session associated with the final project by the due date/time indicated in the Course Calendar will result in a zero for the Q&A session only.

Grading scale

Note: Dr. Downing will only round final course grades to the nearest percentage point using the hundredth position (e.g. 89.90 will not be rounded to a 90.0; however, an 89.95 will be rounded to a 90.0).

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 **7-10 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 Instructor or Classmates” 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 for due dates)
Module 1: Getting Started	Week 1: Aug. 23 - 28	Course Introduction	Quiz #1 Discussion #1
	Learning Resources:		
	<ul style="list-style-type: none"> Instructor-produced getting started videos 		
	Week 2: Aug. 29 – Sept. 4	Role of drugstore products in health and well-being Categories & Labeling	Quiz #2 Discussion #2
Learning Resources:			
<ul style="list-style-type: none"> Instructor-produced interactive video presentations and historical text introductions about each topic <i>Social Determinants of Health</i>. Social Determinants of Health – Healthy People 2030. (n.d.). Retrieved August 16, 2021, from https://health.gov/healthypeople/objectives-and-data/social-determinants-health Centers for Disease Control and Prevention. (2020, November 24). <i>Disparities</i>. Centers for Disease Control and Prevention. Retrieved August 16, 2021, from https://www.cdc.gov/healthyyouth/disparities/index.htm Rutter. Role of community pharmacists in patient’s self-care and self-medication. <i>Integrated Pharmacy Research and Practice</i>. 2015; 4: 57-65. 			
Module 2: Pain and Fever Disorders	Week 3: Sept. 5 - 11	Nonprescription Analgesics	Quiz #3 Discussion #3
	Learning Resources:		
<ul style="list-style-type: none"> Instructor-produced interactive video presentations and historical text introductions about each topic Centers for Disease Control and Prevention. (2021, February 17). <i>About CDC’s opioid prescribing guideline</i>. Centers for Disease Control and Prevention. Retrieved Sept. 3, 2021 from https://www.cdc.gov/opioids/providers/prescribing/guideline.html Krebs et.al. Effect of Opioids vs. Nonopioid Medications on Pain-Related Function in Patients with Chronic Back Pain or Hip or Knee Osteoarthritis Pain. The SPACE Randomized clinical Trial. <i>JAMA</i>. 2018; 319 (9): 872-882. Smith, A. (2018, March 6). <i>Opioids don’t beat other medications for chronic pain</i>. NPR. Retrieved Sept. 3, 2021 from https://www.npr.org 			

	Week 4: Sept. 12 - 18	Nonprescription Analgesics Musculoskeletal Injuries	Quiz #4 Discussion #4 Case Study #1
	<p>Learning Resources:</p> <ul style="list-style-type: none"> • Instructor-produced interactive video presentations and historical text introductions about each topic • "Aspirin." <i>Films On Demand</i>, Films Media Group, 2000, fod.infobase.com/PortalPlaylists.aspx?wID=145728&xtid=55110. Accessed 8 Feb. 2022. • Jang et.al. Assessment of literacy and numeracy skills related to non-steroidal anti-inflammatory drug labels. <i>SAGE Open Medicine</i>. 2019; 7: 1-8. • American Heart Association. (2021, October 12). <i>Draft USPSTF Aspirin Recs for primary CVD prevention align with prior AHA guidelines</i>. American Heart Association. Retrieved Jan. 25, 2022 from https://newsroom.heart.org 		
Module 3: Respiratory Disorders	Week 5: Sept. 19 - 25	Colds & Allergy COVID-19 tests	Quiz #5 Discussion #5
	<p>Learning Resources:</p> <ul style="list-style-type: none"> • Instructor-produced interactive video presentations and historical text introductions about each topic • Centers for Disease Control and Prevention. (2021, November 9). <i>Flu disparities among racial and ethnic minority groups</i>. Centers for Disease Control and Prevention. Retrieved January 25, 2022, from https://www.cdc.gov/flu • Center for Devices and Radiological Health (n.d.) <i>SARS-COV-2 viral mutations: Impact on COVID-19 tests</i>. U.S. Food and Drug Administration. Retrieved February 9, 2022, from https://www.fda.gov • <i>Here's what to know about at-home COVID-19 tests</i>. Cleveland Clinic. (2022, January 11). Retrieved February 9, 2022, from https://health.clevelandclinic.org 		
	Week 6: Sept. 26 – Oct. 2	Cough Combination products	Quiz #6 Discussion #6 Case Study #2
	<p>Learning Resources:</p> <ul style="list-style-type: none"> • Instructor-produced interactive video presentations and historical text introductions about each topic • Chiappini and Schifano. What about "Pharming"? Issues Regarding the Misuse of Prescription and Over-the-Counter Drugs. <i>Brain Sci</i>. 2020; 10(10): 736. • Chiappini et.al. Focus on Over-the-Counter Drugs' Misuse: A Systemic Review on Antihistamines, Cough Medicines, and Decongestants. <i>Front Psychiatry</i>. 2021; 12: 657397 (article 657397). • Center for Drug Evaluation and Research. (2020, October 01). <i>Taking too much of the allergy medicine Benadryl is dangerous</i>. U.S. Food and Drug Administration. Retrieved Jan. 25, 2022 from https://www.fda.gov/drugs 		

Module 4: Gastrointestinal Disorders and Care	Week 7: Oct. 3 - 9	Diarrhea, Gas, & Constipation Diet & Nutrition	Quiz #7 Discussion #7
	Learning Resources:		
	<ul style="list-style-type: none"> • Instructor-produced interactive video presentations and historical text introductions about each topic • Sing et al. Proton Pump Inhibitors: Risks and Rewards and Emerging Consequences to the Gut Microbiome. <i>Nutrition in Clinical Practice</i>. 2018; 33(5): 614-624. • Milanowski, A. (2019, February 15). <i>Long-term use of PPIs has consequences for gut microbiome</i>. Consult QD. Retrieved Sept. 29,, 2021 from https://consultqd.clevelandclinic.org • Abbasi, Jennifer. Are Probiotics Money Down the Toilet? Or Worse? <i>JAMA</i>. 2019; E1-E3. 		
	Week 8: Oct. 10 - 16	<i>Autumn Break</i>	Final Project Check-Point #1 Journal Entry #1
	Learning Resources:		
<ul style="list-style-type: none"> • See Carmen for supplemental resources to support completing Check-Point #1 			
Week 9: Oct. 17 - 23	Heartburn Nausea & Vomiting	Quiz #8 Discussion #8 Case Study #3	
Learning Resources:			
<ul style="list-style-type: none"> • Instructor-produced interactive video presentations and historical text introductions about each topic • Roerig et al. Laxative abuse: epidemiology, diagnosis and management. <i>Drugs</i>. 2010; 80(12): 1487-503. • Hazzard et.al. Diet pill and laxative use for weight control predicts first-time receipt of an eating disorder diagnosis within the next 5 years among female adolescents and young adults. <i>Int J Eat Disord</i>. 2021; 54(7): 1289-1294. 			
Module 5: Personal Care	Week 10: Oct. 24 - 30	Pregnancy and Contraceptives Oral Care	Quiz #9 Discussion #9
	Learning Resources:		
<ul style="list-style-type: none"> • Instructor-produced interactive video presentations and historical text introductions about each topic • Sindhu, Kunal K. Over-the-Counter Oral Contraceptives to Reduce Unintended Pregnancies. <i>JAMA</i>. 2020; 324(10): 939-940. • Continuous-dose Oral Contraceptive: Evaluation of Self-Selection and Use – ClinicalTrials.gov (n.d.) Retrieved October 20, 2021 from https://www.clinicaltrials.gov 			

	<ul style="list-style-type: none"> Sally Rafie, P.D. (2021, March 5). <i>An OTC birth control pill could become a reality</i>. Pharmacy Times. Retrieved October 20, 2021 from https://www.pharmacytimes.com 		
	Week 11: Oct. 31 – Nov. 6	Sleep Aids Stimulant Aids Tobacco Cessation	Quiz #10 Discussion #10 Case Study #4
	Learning Resources: <ul style="list-style-type: none"> Instructor-produced interactive video presentations and historical text introductions about each topic Leischow, Scott J. Increasing Smoking Cessation in the United States: Expanding the Availability of Over-the-Counter Medications. <i>JAMA</i>. 2019; 321(6): 541-542. <i>Varenicline OTC trial on efficacy and safety</i>. (n.d.) Retrieved January 28, 2022 from https://www.centerwatch.com/clinical-trials/listings/206541/varenicline-otc-trial-on-efficacy-and-safety/ Hartmann-Boyce et.al. Electronic cigarettes for smoking cessation. <i>Cochrane Database Syst Rev</i>. 2021 April 29; 4(4): CDC010216 		
Module 6: Skin Disorders and Care	Week 12: Nov. 7 - 13	Face Care Foot Care	Quiz #11 Final Project Check-Point #2 (formatted as discussion)
	Learning Resources: <ul style="list-style-type: none"> Instructor-produced interactive video presentations and historical text introductions about each topic Eichenfield DZ et.al. Management of Acne Vulgaris: A Review. <i>JAMA</i>. 2021 Nov 23;326(20):2055-2067. See Carmen for supplemental resources to support completing Check-Point #2 		
	Week 13: Nov. 14 - 20	First Aid Deodorant Sun Care	Quiz #12 Discussion #11 Case Study #5
	Learning Resources: <ul style="list-style-type: none"> Instructor-produced interactive video presentations and historical text introductions about each topic Matta et.al. Effect of Sunscreen Application Under Maximal Use Conditions on Plasma Concentration of Sunscreen Active Ingredients: a Randomized Clinical Trial. <i>JAMA</i>. 2019; 321(21): 2082-2091. Center for Drug Evaluation and Research. (n.d.) <i>Shedding More Light on Sunscreen Absorption</i>. U.S. Food and Drug Administration. Retrieved January 28, 2022 from https://www.fda.gov UVAHealth. (2021, June 10). <i>Myths vs. facts: Do people of color need sunscreen and sun protection?</i> Healthy Balance. Retrieved January 28, 2022, from https://blog.uvahealth.com 		

	Week 14: Nov. 21 - 27	<i>Thanksgiving Break (no class activities)</i>	
	Learning Resources: • None		
Module 7: Final Project	Week 15: Nov. 28 – Dec. 4		Discussion #12 Final Project
	Learning Resources: • See Carmen for supplemental resources to support completing the final project • Rutter. Role of community pharmacists in patient’s self-care and self-medication. <i>Integrated Pharmacy Research and Practice</i> . 2015; 4: 57-65.		
	Week 16: Dec. 5 - 11		Journal Entry #2

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.
- **Student hours: OPTIONAL**
Student hours are identified on p.1. In addition, Dr. Downing is available to meet with you via Zoom at a day/time convenient for you – please email to schedule an appointment.
- **Participation: REQUIRED**
Students are expected to fully participate in all discussions and activities according to the due dates and times indicated in the Course Calendar. Lack of participation will result in loss of points—see late submission policy (p.10). **During any discussion activity, failure to act respectfully and professionally according to the guidelines below will result in a grade deduction.**

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 any discussion 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 assignments and even 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.

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

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, substance use problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus:

- The College of Pharmacy Office of Student Services
 - Room 142 Parks Hall (614-292-5001)
- [The OSU Counseling and Consultation Services](#)
 - 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower (614-292-5766)
 - Review their list of [mental health service options](#)

Note: You can reach an on-call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) 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

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. In addition, if you are taking this course for a second time, and you are given the same or similar assignments the second time, all assignments for the second taking must be started from scratch (e.g., re-submission of assignments from a previous course section is considered academic misconduct). 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.

In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your case studies and final projects to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

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

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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 have a disability and experience difficulty accessing this course's content, please email cop-digitalaccessibility@osu.edu or email your instructor for assistance.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from

harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Distance Approval Cover Sheet

For Permanent DL/DH Approval

Course Number and Title: **PHR2410, Drugstore Science**

Faculty Preparer Name and Email: **Molly Downing, downing.211@osu.edu**

Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **Yes**

If no: **Enter additional details if you responded no...**

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **Yes**

Syllabus is consistent and is easy to understand from the student perspective. **Yes**

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **Yes**

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **N/A (100% asynchronous course)**

Additional comments (optional):
Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
 For each week of the course, I post Monday announcements on Carmen and share on Friday a 2-minute “selfie-style” video of me wrapping-up the course. Each week students engage in instructor-produced content that is narrated by me, and both myself and the course TAs leave personalized feedback on all assessments. I also engage in the weekly discussions, and our TAs ensure that each student receives a peer response.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **N/A**

Additional technology comments:

This course does not utilize any external technology tools. The tools utilized are accessible through Carmen, including use of Echo360 and Carmen discussion boards.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

The entire course is 100% asynchronous distance learning.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

This course was designed as a 100% asynchronous distance learning course in 2017, with the delivery modality staying consistent during the past five years. Thus, all course activities were intentionally designed for distance learning.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **Yes**

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. **Yes**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Summary of the module routine listed on p.5 of the syllabus:

Monday: students read the weekly announcements and consult the course calendar to make a plan (<1h)

Monday-Wednesday: students engage with the weekly learning resources, including viewing any instructor-produced videos (2h), as well as reading any required readings (1-2h)

Wednesday – Friday: students engage in the weekly discussion (2h), submit the weekly quiz (up to 1h), and prepare any relevant module case studies or journal entries (2-3h)

Sunday: students submit any relevant module case studies or journal entries

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **Select**

Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **Yes**

Description of any anticipated accommodation requests and how they have been/will be addressed. The instructor-produced content is generated in Echo360, which will allow me to easily provide course captions and video transcripts alongside the video material and PPT slides. I am in the process of checking for accessibility on all PDFs (i.e., required readings) and working with my college's accessibility coordinator to ensure compliance. If I am unable to ensure accessible versions of all PDFs before AU22, my plan is to work with the coordinator if an accommodation is needed during AU22. At that point, they will help me convert any remaining PDFs on an as needed basis.

Additional comments:

As a follow-up from above, the goal is for all required readings to be in compliance with the university's accessibility policy by the end of 2022. In addition, the accessibility coordinator in my college will be reviewing the Carmen shell of this course this summer to ensure it is also aligned with the university's accessibility policy.

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes**

Additional comments:

The course uses Turnitin for most course assessments.

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>



Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

The course utilizes a variety of assignment types including weekly discussions, weekly quizzes, and module case studies (formatted as a quiz and written text entry). Students can also select either a podcast, webinar, or blog format to submit the final project. Course information is shared through both video and text formats.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

The course primarily builds course community between students through the weekly discussions, as well as the discussion component of the module case studies. In my weekly announcements, I also include a “well-being” resource that connects students with current campus resources that support their well-being.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

I have three, 3-5 minute "getting started" videos for Week 1 that cover the first bullet, and instructions for all assignments provide context regarding its purpose, including listing the aligned learning outcomes. The weekly discussions, case studies, and journal entries provide students with an opportunity for self-reflection. Lastly, I administer a course mid-point survey that provides students with an opportunity to give course feedback.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, or apply strategies for promoting health and well-being. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)