Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Pharmacy

Course Number and Title: PHR 2450 – A tough pill: Health Identity, Disparity, and Discrimination

# Carmen Use

When building your course, we recommend using the Collee of Pharmacy course template. Reach out to the [Learning Design and Multimedia team](mailto:cop-design@osu.edu?subject=Carmen%20Template%20Inquiry) for assistance with acquiring and implementing the template. For more on use of Carmen, please review Carmen: Common Sense Best Practices.

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

# Syllabus

Proposed syllabus uses the college of pharmacy syllabus template (go.osu.edu/OEIS-syllabus), includes boilerplate language, where required, as well as a clear description of technical and academic support services offered, and how learners can obtain them.

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

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

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

## Additional Comments

* No synchronous sessions; supplement course outline walks through module content.

# Instructor Presence

For more on instructor presence: [About Online Instructor Presence](https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence).

Students should have [regular and substantive academic interaction](https://teaching.resources.osu.edu/glossary/term/regular-substantive-interaction) with the course instructor. Some ways to meet 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.

## Additional Comments

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

* The course instructor plans to develop new lecture content for inclusion in the course in nearly each week of the course.
* The course instructor is well-versed in using the available tools inside Carmen to provide both text-based and video-based updates to his students for each week.

# Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters rubric](https://www.qualitymatters.org/). For information about Ohio State learning technologies, review the [Toolsets page](https://teaching.resources.osu.edu/toolsets).

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

Course tools promote learner engagement and active learning.

Technologies required in the course are current and readily obtainable.

## Additional technology comments:

* The instructor plans to leverage Echo360 interactive media elements to enhance cognitive engagement with his created instructional videos.
* The instructor plans to leverage hypothesis for review of external learning materials (e.g., websites and online articles). This usage will promote the support of course LOs 2 and 3.

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 planned for asynchronous delivery.

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

* n/a

# Workload Estimation

For more information about calculating online instruction time: [TLRC Credit Hour Estimation](https://teaching.resources.osu.edu/keep-teaching/odee-credit-hour-estimation)

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

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

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

## Sample outline – Week 2

**US Healthcare System:** Goal of this week is to orient students to the US Healthcare model, including relevant healthcare organizations, and HealthyPeople 2030. [Course Objective 1, Objective 2 | GE objective 2a]

1. **Overview Page [10 mins]**
   1. Short video or text overview of Week 2’s goal and feedback from previous week of course
2. **Instructor Created Lectures [1 to 1.5 hours]**
   1. Overview of the US Healthcare System
      1. Introduction to Surgeon General reports (which will first mention health disparities in the 90s)
   2. Overview of US Healthcare Payment
   3. Overview of Top US Health Concerns
      1. Introduce racism as a CDC identified health concern
3. **External Support/Reading/Videos: [1 to 1.5 hours]**
   1. [Healthy](https://health.gov/healthypeople) People 2030
   2. [The](https://www.youtube.com/watch?v=yN-MkRcOJjY) Healthcare System of the United States (with comparator videos to other country healthcare systems)
4. **Assignments: [4 - 6 hours]**
   1. **Discussion Board:** Students will be assigned terminology or ideas associated with the US health care industry/system (deductible, referral, Affordable Care Act, Medicare) and be asked to explain it to their peers (ELI5 – explain it like I’m five). Students will then be asked to respond to a variety of their peers and acknowledge positive and negative attributes of each of these ideas or concepts.
   2. **Reflection:** Students asked to answer prompts about lectures and external support – goal is to use Hypothesis social annotation tool

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

# Accessibility

For more information or a further conversation, contact the [College of Pharmacy digital accessibility team](mailto:cop-digitalaccessibility@osu.edu?subject=Distance%20Education%20Accessibility%20Question). For tools and training on accessibility, review the [Digital Accessibility Services resources](https://das.osu.edu/).

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.

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.

Description of any anticipated accommodations requests and how they will have been/will be addressed.

* For any needs related to hypothes.is, the course instructor will work with the College of Pharmacy digital accessibility team to ensure access for students.
* The Learning Design and Multimedia team will partner with the course instructor to verify accuracy of transcripts and closed captioning in course lecture materials.

## Additional Comments

* n/a

# Academic Integrity

For more information review: [Academic Integrity](https://teaching.resources.osu.edu/teaching-topics/strategies-tools-academic-integrity)

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

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.

## Additional Comments

* Most assignments are reflective in nature which require personalized responses and considerations from students.
* Quizzes are lower stakes course assessments—instructor plans to provide two attempts with the best score kept for grading. No proctoring solutions needed.

# Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](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 will leverage quizzes both within Carmen and within Echo360 to assess comprehension of concepts and knowledge within learning materials.
* Many assignments in the course will ask the students apply course knowledge and skills to real-world tasks. For example:
  + Reviewing healthcare organizations and institution statements and evaluating why they support DEI or addressing inequity.
  + Reviewing the legacy and impact of racism in healthcare (e.g., HeLa cells and the Tuskegee Experiment)
  + Identifying and reviewing gender disparities and discrimination its impacts on healthcare and proposing solutions.

# Community Building

For more information: [Student Interaction Online](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):

* Many materials and assignments in the course promote the contextualization and relevance of materials to students.
* The use of discussion boards and hypothesis should promote academic interactions with one another.

# Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning).

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):

* The college of pharmacy carmen template provides guidance around developing context and rationale language to explain purpose and relevance of major tasks and assignments.
* The college of pharmacy carmen template provides technology tutorials for Echo360 and Hypothesis for Students. For Echo360, it has tutorials to show students how they can record presentations and embed them directly onto Carmen discussion boards. For Hypothesis, it has help articles to showcase how to annotate on articles. Additionally, the template has a practice hypothesis assignment which the course instructor can employ during week 1 of the course to get students used to its use.
* The final week of the course will contain a course evaluation quiz to give students an opportunity to provide feedback on the course.
* Many of the proposed assignment types allow for students to investigate topics of interest and/or choose from learning materials to react to and reflect upon.
* The identity reflections provide opportunities for students to consider the course materials and how their own identify has shaped their interactions and experiences with healthcare.

# Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

n/a

Syllabus review and coversheet completed by Steven Nagel on 6/15/23.