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OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: PHARMACY

Date Submitted: 5/20/2014

1b. Department/Division: Pharmacy Practice & Science

1c. Contact Person

Name: Peggy Piascik

Email: piascik@uky.edu

Phone: 257-1766

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year ¹ Spring 2015

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course2a. Will this course also be offered through Distance Learning?: Yes ⁴

2b. Prefix and Number: PPS 102 201

2c. Full Title: Complementary and Alternative Medicine: What you need to know about dietary supplements

2d. Transcript Title: Dietary Supplements

2e. Cross-listing:

2f. Meeting Patterns

OTHER: 3

OTHEREXPLAIN: distancelearning course in which each week's lesson should equal 3 on-campus 50 minute sessions

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

- 2j. **Course Description for Bulletin:** Students will learn basic principles of herbs and dietary supplements used for common conditions, how they are regulated by the federal government, marketing of these products, and contemporary issues that have occurred with use of dietary supplements. These concepts will be discussed with an emphasis on applying this information in common, everyday life situations.
- 2k. **Prerequisites, if any:** Bio 152 or equivalent CHE 105 or equivalent CHE 107 or equivalent
- 2l. **Supplementary Teaching Component:**
3. **Will this course taught off campus?** No
If YES, enter the off campus address:
4. **Frequency of Course Offering:** Summer,
Will the course be offered every year?: Yes
If No, explain:
5. **Are facilities and personnel necessary for the proposed new course available?:** Yes
If No, explain:
6. **What enrollment (per section per semester) may reasonably be expected?:** 25-30
7. **Anticipated Student Demand**
Will this course serve students primarily within the degree program?: No
Will it be of interest to a significant number of students outside the degree pgm?: Yes
If Yes, explain: course is expected to be of primary interest to students planning to enter a health professions program
8. **Check the category most applicable to this course:** Not Yet Found in Many (or Any) Other Universities ,
If No, explain:
9. **Course Relationship to Program(s).**
a. **Is this course part of a proposed new program?:** No
If YES, name the proposed new program:
b. **Will this course be a new requirement for ANY program?:** No
If YES, list affected programs:
10. **Information to be Placed on Syllabus.**
a. **Is the course 400G or 500?:** No
b. **The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached:** Yes

Distance Learning Form

Instructor Name: Peggy Piascik

Instructor Email: piascik@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Students and faculty will interact via email, discussion board and additional web-based tools. The course syllabus conforms to Senate syllabus guidelines including distance learning considerations.
2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. This course is only offered via distance learning. Students will utilize videos prepared by instructors as well as web-based readings and activities.
3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Assignments are activities to perform, essay style responses and short answer questions. There will not be one single answer that students must determine. Rather the activities will require critical thinking and providing evidence to support conclusions drawn. Quizzes will utilize the same style as well as multiple choice questions. When multiple choice questions are used, they will be drawn randomly from a pool and time limits will be used. The possibility of using interactive video sites will be explored with the distance learning office. Students may also be offered the opportunity to take quizzes at the College of Pharmacy under faculty supervision.
4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No
If yes, which percentage, and which program(s)? not applicable
5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? This class is not offered in a traditional classroom. It is only offered by distance learning. Students will receive information about distance learning services through the syllabus. If the student contacts the instructor about the need for student services, the instructor refers the student or makes the appropriate request on the student's behalf.
6. How do course requirements ensure that students make appropriate use of learning resources? Most assignments and the final project require the student to find an evidence basis for their answers and to supply the reference for information cited in the answers.
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students will need a computer, internet access, library access and access to video equipment. Students have access to these services as well as assistance for creating the video final assignment through the Hub at W.T. Young library.
8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Students will receive information about the technical help available via the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. It will utilize DLP services.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Peggy Piascik

SIGNATURE|DBU227|David Burgess|PPS 102 NEW Dept Review|20140521

SIGNATURE|FROMA2|Frank Romanelli|PPS 102 NEW College Review|20140605

SIGNATURE|JDLIND2|Jim D Lindsay|PPS 102 NEW HCCC Review|20140716

SIGNATURE|JMETT2|Joanie Ett-Mims|PPS 102 NEW Undergrad Council Review|20141031

Courses	Request Tracking
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New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Generate R

Open in full window to print or save

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	3468	Sample Rubric Cain.docx
Delete	3469	PPS 102 syllabus Dietary Supplements final.doc
Delete	3490	PPS 102 APPROVAL BY COP REVIEWERS.pdf

First 1 2 Last

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: PHARMACY Submission Date: 5/20/2014
- b. * Department/Division: Pharmacy Practice & Science
- c.
 - * Contact Person Name: Peggy Piascik Email: piascik@uky.edu Phone: 257-1786
 - * Responsible Faculty ID (if different from Contact) Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year Spring 2015
- e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: PPS 102 201
- c. * Full Title: Complementary and Alternative Medicine: What you need to know about dietary supp
- d. Transcript Title (if full title is more than 40 characters): Dietary Supplements
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> 3 Other	If Other, Please explain: distance learning course in which each week's lesson should equal 3 c		
- g. * Identify a grading system:
 - Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade (Non-medical students will receive a letter grade)
 - Graduate School Grade Scale
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Students will learn basic principles of herbs and dietary supplements used for common conditions, how they are regulated by the federal government, marketing of these products, and contemporary issues that have occurred with use of dietary supplements. These concepts will be discussed with an emphasis on applying this information in common, everyday life situations.

k. Prerequisites, if any:

Bio 152 or equivalent
CHE 105 or equivalent
CHE 107 or equivalent

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 25-30

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

course is expected to be of primary interest to students planning to enter a health professions program

8. * Check the category most applicable to this course:

- Traditional - Offered in Corresponding Departments at Universities Elsewhere
- Relatively New - Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. The **department** proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.ukv.edu/USC/New/forms.htm>).

Course Number and Prefix:	PPS 102	Date:	5/20/14
Instructor Name:	Peggy Piascik	Instructor Email:	piascik@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/>		Interactive Video <input type="checkbox"/>	Hybrid <input type="checkbox"/>

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
Students and faculty will interact via email, discussion board and additional web-based tools. The course syllabus conforms to Senate syllabus guidelines including distance learning considerations.
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, and student learning outcomes, etc.
This course is only offered via distance learning. Students will utilize videos prepared by instructors as well as web-based readings and activities.
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.
Assignments are activities to perform, essay style responses and short answer questions. There will not be one single answer that students must determine. Rather the activities will require critical thinking and providing
- Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any of as defined above?
No
Which percentage, and which program(s)?
not applicable
*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
This class is not offered in a traditional classroom. It is only offered by distance learning. Students will receive information about distance learning services through the syllabus. If the student contacts the instructor

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
Most assignments and the final project require the student to find an evidence basis for their answers and to supply the reference for information cited in the answers.
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
Students will need a computer, internet access, library access and access to video equipment. Students have access to these services as well as assistance for creating the video final assignment through the Hub at W.T. Young

Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
Students will receive information about the technical help available via the syllabus.
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No
If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
It will utilize DLP services.
- Does the syllabus contain all the required components, below? Yes
 - Instructor's *virtual* office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning/>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.
 - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
 - Specific dates of face-to-face or synchronous class meetings, if any.
 - Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&ljb_id=16
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.
- Instructor Name: _____
Peggy Piascik

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

- ⓘ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ⓘ The chair of the cross-listing department must sign off on the Signature Routing Log.
- ⓘ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ⓘ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ⓘ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

Final Project Grading Rubric

Category	Excellent	Satisfactory	Unsatisfactory
Learning outcomes 10 points	Provides succinct and accurate description of learning outcomes (9-10 points)	Adequately describes learning outcomes (7-8 points)	Does not adequately describe learning outcomes (0-6 points)
Pros/cons and other requirements (e.g. definitions, policies, etc.) 35 points	Completely and accurately presents both the pros and cons of the topic, using valid and appropriate references (31-35 points)	Partially presents both the pros and cons of the topic, using valid and appropriate references OR Accurately presents both the pros and cons of the topic, but used invalid or inappropriate references (22-30 points)	Provides limited insight into the topic or does not use appropriate sources. (0-21 points)
Formation of opinion 25 points	Forms a complete and validated opinion, supported by appropriate references (22-25 points)	Forms a partially complete opinion and/or does not fully support with appropriate reference (16-21 points)	Does not form a complete, validated opinion OR contains missing or inappropriate references. (0-15 points)
Organization 25 points	Ideas flow logically ; Organization is clear (22-25 points)	Organization is adequate, but elements could be improved. (16-21 points)	Ideas do not flow logically or is poorly organized (0-15 points)
Presentation 20 points	Presenter uses appropriate language, tone, volume and speed; visual aids contain no typographical error and enhance the presentation (18-20 points)	Presenter's language, tone, volume and speed are appropriate, but could be improved. Minor typographical errors only. (13-17 points)	Presenter uses inappropriate language, tone, volume. Numerous or major typographical errors (0-12 points)
Creativity 15 points	Project is creative (13-15 point)	Project is partially creative, but could use improvement. (10-12 points)	Project shows very little creativity. (0-9 points)
Video length 10 points	Meets specified video length parameters (10 points)	Falls outside video length parameters by < 2 minutes (6-9 points)	Falls outside video length parameters by > 2 minutes (0-5)
References 10 points	Appropriately cites & references resources (9-10 points)	Minor errors in citations or minor references missing. (7-8 point)	Failure to cite and/or reference sources (0-6 points)
TOTAL (150 possible)	Excellent (134-150 points)	Satisfactory (90-133 points)	Unsatisfactory (0-89 points)

PPS 102
Complementary and Alternative Medicine:
What you need to know about dietary supplements

INSTRUCTORS

Peggy Piascik, PhD, RPh
255 Biological Pharmaceutical Complex
789 South Limestone
Lexington, KY 40536-0596
859-257-1766
piascik@uky.edu
Office hours by appointment

Jeff Cain, EdD, MS
114M Biological Pharmaceutical Complex
789 South Limestone
Lexington, KY 40536-0596
859-257-4429
Jeff.cain@uky.edu
Office hours by appointment

COURSE SCHEDULE

This course is delivered online with readings and assignments due weekly throughout the semester.

COURSE DESCRIPTION

Students will learn basic principles of herbs and dietary supplements used for common conditions, how they are regulated by the federal government, marketing of these products, and contemporary issues that have occurred with use of dietary supplements. These concepts will be discussed with an emphasis on applying this information in common, everyday life situations.

PREREQUISITE COURSES

Bio 152 or equivalent
CHE 105 or equivalent
CHE 107 or equivalent

STUDENT LEARNING OUTCOMES

The course will specifically address the following learning outcomes:

At the end of this course the student should be able to:

1. Describe how dietary supplements are regulated and discuss issues that arise with common use of these products
2. Discuss the top dietary supplements and their proposed uses and potential problems
3. Critique an ad for a dietary supplement and determine whether it is truthful or misleading to consumers
4. Utilize web-based resources to find the evidence basis for appropriate use of a dietary supplement

5. Research a contemporary issue, using topics provided below or ones approved by faculty, related to use of dietary supplements. Prepare a 10-15 minute evidence-based video on the subject, and answer relevant questions on the subject.

COURSE GOALS

- To introduce undergraduate students to pharmacy as a potential career choice.
- To provide information that will make undergraduate students better consumers of medication-related information and better health care consumers with regard to dietary supplements and consumer-specific needs.
- To develop skills that will allow students to evaluate the evidence basis of information about medications and to make better choices with regard to use of dietary supplements.

TEXTBOOK & READINGS

Do You Believe in Magic?: The Sense and Nonsense of Alternative Medicine Paul A Offitt MD
(available from Amazon for less than \$9 - used paperback)

Internet readings will also be assigned throughout the semester.

TEACHING/LEARNING METHODS

Methods of instruction will vary throughout the course, but may consist of recorded lectures, online discussions, online assignments, and a variety of activities and projects to assist students in achieving course outcomes. Students will be provided a weekly list of learning activities to complete by Sunday night at midnight of the respective week.

ASSESSMENT

Assignments:	100 points
Quizzes:	150 points
Final Project:	150 points

Assignments – There will be 15 assignments worth 5-10 pts each depending on the effort required to complete the assignment. Assignments will be submitted using Blackboard. It is anticipated that the length of the assignments will vary from a few paragraphs to a full page in response to the prompt.

Quizzes – There will be 15 quizzes worth 10 pts each (10 questions). The quizzes will be Blackboard-based and will have a time limit stated for each quiz.

Students will receive a midterm evaluation by the published date based on the number of assignment and quiz points earned divided by the total number of points possible at the time of the semester. This will be provided in the form of a percentage grade.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Final Project (Due on Monday of Week 15)

The culminating project for this course will be preparation of a 10-15 minute video on a contemporary dietary supplement-related issue from the list of topics provided at the end of the syllabus. Required elements of the project include:

1. Statement of expected outcomes – what should the viewer learn from the video about the subject?
2. State the issue and provide the pros and cons to each side of the issue.
3. Formulate an opinion regarding the issue and state that opinion with the appropriate supporting evidence.
4. Provide references for the information provided in the video.

Topics (with a reference to get the project started):

- Regulation of the dietary supplements:
 - What laws are in place now regarding supplements? How do supplements get from the manufacturer to the pharmacy and to me? What can go wrong and what safeguards are present in the system? What does the USDA do? What standards if any do they have to meet? Does the FDA have power to intervene? Should the FDA treat dietary supplements and herbal remedies the same as they do over-the-counter medications.
- Safety and efficacy of dietary supplements
 - What regulations ensure that the supplements I purchase without a prescription are safe for me to take? How do I know that they will be effective for the advertised purpose?
- Direct-to-Consumer advertising
 - Should drug companies be allowed to advertise their dietary supplements on TV and in magazines? What are the current regulations and how do they differ from other countries?
- State approval of marijuana for medical use
 - Is this legal according to federal statutes? What are the issues involved in this decision?
- Protein supplements:
 - Are protein supplements safe to use? Are there precautions for protein supplements that users should be aware of? What are good supplements to use? How should athletes use them to see the best effects?
- Work-out supplements:
 - Are there certain work-out supplements that can help increase work out performance? Should certain athletes focus more on one type of supplement than others? Example: runner vs. weight lifter vs. gymnast. Create a work-out regimen and supplemental remedies for a specific type of athlete.
- Saint John's wort:

- Research the pros and cons of Saint John's wort. Germany and other countries use St. John's wort as a prescription medication. Find supporting evidence to decide if you think this should be a prescription medication in America. Make your decision based on safety and efficacy for patients.
- Ephedra was removed from the market in the U.S. Why? Describe the debate over ephedra safety. What is used in place of ephedra today?

Students may choose a topic of personal interest with approval by course instructors.

COURSE GRADING SCALE

Course grades will be assigned on the following basis:

360 – 400 points	=	A
320 – 359 points	=	B
280 – 319 points	=	C
240 – 279 points	=	D
0 – 239 points	=	E

Errors in Grading

Errors can occur in grading and students have the right to have any error corrected. Students have one week after the return of assignments to submit for grade corrections. All errors in grading must be brought to the attention of the faculty member within one week of the assignment being returned.

Academic Integrity

Except in those instances where students are explicitly instructed to submit work done as a group, students are expected to work and submit material individually. Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Students are required to adhere to University regulations. All academic offenses will be administered through the University regulations, as defined in Section VI (Student Academic Affairs) of the University Senate Rules (<http://www.uky.edu/StudentAffairs/Code/part2.html>).

ATTENDANCE

This course is offered through distance learning. Students are required to complete all activities by their weekly due date. Each week begins on Monday and ends on Sunday at 10PM. Student assignments must be submitted by Sunday at 10PM in order to avoid a late submission penalty of ½ the maximum assignment credit. Students must complete the weekly on-line quiz by Sunday evening at 10PM to avoid a 50% penalty on the quiz score. If a student encounters

circumstances defined as an excused absence that prevents him/her from completing activities, s/he should notify the professor immediately.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. An extension to complete missed quizzes and assignments will be permitted if the excuse is found to be valid.

Students anticipating an inability to complete activities due to a major religious holiday are responsible for notifying the instructor in writing no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Makeup Policy

Students will have one week after an excused absence to contact the instructor and make up any graded work that has been missed during the period of the excused absence.

PROCEDURES FOR DISABILITY ACCOMODATION

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257□2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

COURSE COMMUNICATION POLICY

Communication from instructors to students will occur via email and through the learning management system. The official UK email address will be used when sending email and students are expected to check their UK email regularly. Problems with UK email accounts should be reported immediately to the UK IT Customer Service Center at 218-HELP.

COLLEGE OF PHARMACY ON-LINE COURSE EVALUATION POLICY

Regular course and instructor evaluations are required by state, university and college regulations. These evaluations are essential for improving student learning by providing feedback to faculty about their classroom presentations. Based on your feedback, important decisions are made about courses and how they are taught. This process CANNOT work without

your input. Please complete a course and instructor's evaluation for each of your courses. Your individual responses are completely anonymous.

Please be certain that your UK email address is working so that you will receive timely e-mail notification throughout the semester as online course evaluations become available.

DISTANCE LEARNING CONSIDERATIONS

Virtual office hours – the preferred method of instructor contact is by email. Instructors will respond within 24 hours.

Technological Requirements - Students must have internet access to complete course requirements.

Contact information for Teaching and Learning Services Center (<http://www.uky.edu/TASC/>; 859-257-8272) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>; 859-257-1300). Students with a valid technical problem will be granted an extension on submission dates for required activities.

Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

COURSE SCHEDULE

The course schedule is provided below. When unforeseen circumstances necessitate changes, these will be negotiated with the class and reflect the nature of the circumstances necessitating the change. For example, a severe winter storm causing cancelation of classes on exam day would necessitate a change in the exam date or perhaps result in a take-home exam.

Due Date	Theme	Example Questions To Be Answered	Assignments due by the end of the week
Wk 1	Course Introduction	What is complementary and alternative medicine (CAM)? How does CAM differ from prescription medications and over-the-counter products? How are CAM products relevant to me? Why should I care?	Pre-impression Survey Examples of CAM products they may use
Wk 2	Regulation of dietary supplements	How does the FDA regulate CAM products? What does heart healthy mean? The product is on the pharmacy shelf. That means it's	What statements are dietary supplement manufacturers allowed to put on the product label or

		safe, right?	in ads? Give examples of what they can and cannot say.
Wk 3	Top 10 - Part 1	What are the most common dietary supplement products used (top 5)? What are they used for and how effective are they? What are the disadvantages and potential side effects of their use?	Pick a popular CAM product. State what it is used for and what is claimed by the manufacturer. Is there any evidence to back this up and is it believable?
Wk 4	Top 10 - Part 2	What are the most common dietary supplement products used (#6-10)? What are they used for and how effective are they? What are the disadvantages and potential side effects of their use?	Pick another popular CAM product. State what its used for, and what is claimed by the manufacturer. Is there any evidence to back this up and is it believable?
Wk 5	Vitamins and Minerals	What type of vitamin supplement should I take? Can vitamins hurt me? Is more always better? Do most Americans need a daily multivitamin? Why or why not?	Activity: Evaluate your daily vitamin supplement. If you don't take a vitamin supplement, go to a local pharmacy, choose a product and take a picture of the label (front and back) to use for the assignment. 1. Read the back and determine if the product provides the appropriate vitamin and mineral doses for you. - Males - make sure it meets male daily requirements. - Females - make sure it meets daily female requirements. 2. Determine potential problems if doses are too high or low for certain vitamins and minerals.
Wk 6	Probiotics/Fish Oil	Can yogurt help my stomach and immune system? Is yogurt better than a probiotic capsule? How is fish oil beneficial? I don't like the taste of fish. What are my options?	Is a prebiotic the same as a probiotic? Explain the difference. What are the important fatty acids within fish oils and how are they beneficial to our body?
Wk 7	Other forms of CAM	Is acupuncture for real? What is homeopathy? Can I improve my health by deep breathing?	Apply critical thinking skills to answer the following questions: 1. What is homeopathy? 2. Who developed homeopathy? 3. In your opinion do you support homeopathy instead conventional

			medicine? Why or why not?
Wk 8	Most common adulterated dietary supplement products/ Performance Enhancing Supplements, weight loss products, male enhancement products	Viagra or Extenze, which is better? This pre-workout supplement makes me pumped, why is it better than others I have tried? I need to lose some weight. Which of these supplements will work best?	What is CGMP and what is it supposed to do? What are possible consequences for products with undeclared ingredients? What steps can be taken to ensure safety of herbs and supplements? List at least 3 programs that can help in this area and what do they ultimately accomplish with their programs?
Wk 9	Informed Consumers Part 1	How do I know this website is legit? Who do I believe? How did the snake oil salesman come to be? Is Dr. Oz the great and powerful or just a man behind a curtain?	https://elearning.uky.edu/bbcswebdav/pid-3020132-dt-content-rid-17779500_2/xid-17779500_2 Use the link above to help answer the following activity. 1. Pick an article or find a commercial/ youtube video that makes a claim about a natural product. Determine if this is something that can be trusted. Give reasons why or why not?
Wk 10	Informed Consumers Part 2	How do I read a label? How do I know what's really in this? Are these products all natural? How much is too much? Do supplements interfere with my prescription medications?	What law required nutritional labeling on food and dietary supplements? What is a proprietary blend and how does this differ from normal listed amounts of ingredients? Warfarin is a commonly used medicine with heart and vasculature conditions. What nutrient/ingredients in supplements could affect warfarin use if taken in large amounts and what are the consequences?
Wk 11	The Worst Offenders	Are there dietary supplements on the market that are unsafe? I am feeling a little moody. How about some Saint John's wort?	Look up pros and cons of Saint John's wort. Would you recommend it to a patient in general? What about recommending it to a patient with depression? Explain your reasoning.
Wk 12	Study Session (Energy Drinks & Other Cognitive	My coffee isn't working. What should I do? Is ginseng really going to help with	Read this article: http://www.mayoclinic.org/healthy-living/nutrition-and-

	Stimulants)	my forgetfulness? Can aromatherapy help stimulate my mind?	healthy-eating/in-depth/caffeine/art-20045678 . How much caffeine do you normally consume a day and how does it compare to recommended intake? What potential harm can too much caffeine cause and how can it affect some medications? Also, what are some things that could help you decrease your caffeine intake?
Wk 13	Diets	Will cayenne pepper detoxify and help me lose weight? I really think a body reset will help me jumpstart my diet. Which product should I choose? Does alkalizing my blood really make for a healthier me?	Pick a dietary supplement and evaluate whether you believe it will actually produce weight loss. What is the active ingredient? What does the product claim? Will it have any benefits? Could it cause harm to the patient?
Wk 14	Supplements In the News Week 1	Discussion of current "hot" dietary supplement products.	TBA – depends on the products discussed
Wk 15	Student Project	Time for students to work on the final project	
Wk 16	Student Project		

NEW COURSE PROPOSAL - PPS 102

Complementary and Alternative Medicine: What you need to know about dietary supplements (Piascik/Cain)

- Approved by majority vote of UK College of Pharmacy Curriculum Committee on May 30, 2014 (Dr. Melody Ryan, Committee Chair).
- Approved by majority vote of UK College of Pharmacy Faculty on June 4, 2014 (Dr. Paul Bummer, Faculty Secretary) .