

1. General Information

1a. Submitted by the College of: PHARMACY

Date Submitted: 10/22/2013

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/Year¹ fall semester 2014

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?: Yes⁴

2b. Prefix and Number: PPS 101

2c. Full Title: Pills, Potions and Poisons: What you need to know about medications

2d. Transcript Title: Pills, Potions and Poisons

2e. Cross-listing:

2f. Meeting Patterns

OTHER: 3

OTHEREXPLAIN: distance learning course in which each week's lessons 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?

RECEIVED

MAY 1 2014

OFFICE OF THE
SENATE COUNCIL

2j. **Course Description for Bulletin:** Students will learn basic principles of drug action, characteristics of drug dosage forms, important features of a variety of common drug classes, legal requirements of drugs, and contemporary issues with the use of prescription and over-the-counter drugs. 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 101 NEW Dept Review|20131022

SIGNATURE|FROMA2|Frank Romanelli|PPS 101 NEW College Review|20131024

SIGNATURE|JDLIND2|Jim D Lindsay|PPS 101 NEW HCCC Review|20131125

SIGNATURE|JMETT2|Joanie Ett-Mims|PPS 101 NEW Undergrad Council Review|20140501

Courses | **Request Tracking**

New Course Form

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

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	2472	Sample Rubric Cain.docx
Delete	3424	PPS 101 syllabus 4-28-14.doc

First | 1 | Last

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date: 10/22/2013

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact) _____ Email: _____ Phone: _____

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

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:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number): _____

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

- | | | | | | | | |
|----------------------|--------------|----------------------|-------------------------|----------------------|------------|----------------------|------------|
| <input type="text"/> | Lecture | <input type="text"/> | Laboratory ⁴ | <input type="text"/> | Recitation | <input type="text"/> | Discussion |
| <input type="text"/> | Indep. Study | <input type="text"/> | Clinical | <input type="text"/> | Colloquium | <input type="text"/> | Practicum |
| <input type="text"/> | Research | <input type="text"/> | Residency | <input type="text"/> | Seminar | <input type="text"/> | Studio |

3 Other If Other, Please explain:

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:

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 drug action, characteristics of drug dosage forms, important features of a variety of common drug classes, legal requirements of drugs, and contemporary issues with the use of prescription and over-the-counter drugs. 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 Both3. * 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 add 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 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.uky.edu/USC/new/forms.htm>).

Course Number and Prefix:	PPS 101	Date:	10/23/2013
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.			
<input checked="" type="checkbox"/> Internet/Web-based <input type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid			

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, or 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 detailing 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/illpage.php?web_id=253&lib_id=16

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

Instructor Name:
Peggy Plascik

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

Revised 8/09

^[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

^[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

^[3] 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. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

^[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

^[5] 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 101
Pills, Potions and Poisons:
What you need to know about drugs

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 drug action, characteristics of drug dosage forms, important features of a variety of common drug classes, legal requirements of drugs, and contemporary issues with the use of prescription and over-the-counter drugs. 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 common laws related to prescription medications and apply the laws to commonly occurring situations
2. Discuss the mechanism of action by which common medications are effective
3. Explain why medications are manufactured in a variety of dosage forms
4. Solve common patient medication-related problems based on principles learned in this course
5. Research a contemporary issue related to use of pharmaceuticals, 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 prescription and over-the-counter medications.
- 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 medications

TEXTBOOK & READINGS

No required textbook. Internet readings will 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 pharmacy or pharmaceutical-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):

- Security of the pharmaceutical supply chain
 - How do medications get from the manufacturer to the wholesaler to the pharmacy and to me? What can go wrong and what safeguards are present in the system?
- Counterfeit prescription drugs
 - I can get my medicine from Canada or India for a fraction of the cost. Why shouldn't I take advantage of the price difference?
- 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?
- Appropriate disposal of expired or un-used prescription drugs
- Moving prescription drugs to over-the-counter status
- Compounding pharmacies
 - Explain the NECC compounding tragedy and the repercussions that resulted. Should these pharmacies have stricter regulation? What would that entail?
- Antibiotic resistance
 - What does this mean and what are the concerns for future therapy for infections? What is antibiotic stewardship?
- Direct-to-Consumer advertising
 - Should drug companies be allowed to advertise their medications 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?
- Use of medication for lawful executions by penal officials?
 - Is this use of medications humane? What medications are used?
- Use of medications for clinician-assisted suicide
 - What medications are used? What are the legal and social considerations?

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 Intro Drug Dispensing & Basic Drug Law	Do pharmacists just count pills all day? What's the difference between a brand name drug and generic? What does all of that stuff on the label mean?	Are there times when a patient should take the brand name drug rather than the generic? Interview a pharmacist and find out. Provide examples if relevant.
Wk 2	Drug Composition	What is the difference between a capsule and tablet? What's in a tablet? Why does this suppository taste funny? How long after the expiration date is a medicine effective?	What is the most appropriate way to dispose of expired medications? Where did you find this information?
Wk 3	Drug Composition	What if I can't swallow a pill, but there is no liquid form of their medication? Why does the pharmacist put water in my child's antibiotic when I pick it up? Why do some drugs have to be injected instead of swallowed? How do patches work?	TBA
Wk 4	Drug Development	What goes into creating new drugs? Why do drugs cost so much? Why do some drugs get removed from the market?	Read the following section from the FDA's website as a tutorial. http://www.fda.gov/Drugs/DevelopmentApprovalProcess/
Wk 5	Pharmacodynamics or how drugs work	How does a drug get to where it works? What is a drug interaction? Why do they interact? Why did the doctor give me penicillin if	Even though medications do not "know where to go" in the body, is it possible to have drug therapies "target" an area of

		it makes me sick?	interest? What would be the advantage of this? Provide your opinion and cite resources to support your conclusion on the discussion board.
Wk 6	Pharmacokinetics or absorption, distribution, metabolism and excretion of drugs	<p>Why can I take Tylenol every 4-6 Hours, but Aleve only every 8-12 Hours?</p> <p>Why is my wife's allergy medication 180mg and mine 10mg?</p> <p>I take some meds with food and some without. Why does it matter? Why should some medications be taken in the morning and others in the evening?</p> <p>What if I miss a dose? When do I take the next one and why?</p>	<p>Watch the following YouTube video: http://www.youtube.com/watch?v=CMRZqdrkCZw</p> <p>Apply critical thinking skills, to answer the following questions:</p> <ol style="list-style-type: none"> 1. Why are two medications that work the same way, such as fexofenadine and cetirizine, vastly different in dosage (180mg vs 10mg, respectively)? 2. Drugs are frequently classified according to how they are eliminated from the body—either through the liver or the kidney. Why do you think the path of elimination of the medication is important? 3. What is bioavailability? How do you think absorption and metabolism of a medication affects bioavailability?
Wk 7	Over-the-Counter medications	<p>Why are some medications available over-the-counter and others not? What is the difference between over-the-counter ibuprofen and prescription Motrin? There are several different products on the shelf called Robitussin. What is the difference?</p>	<p>What is brand extension? Why do manufacturers use the same brand name for several different products? What potential problem does that cause for the consumer? Why do some medications move from prescription status to over-the-counter?</p>
Wk 8	Controlled Medications & Drugs of Abuse	<p>What is a controlled substance? Will I become addicted to a pain medicine if I take it?</p> <p>Why are so many doctors and pharmacies being shut down for inappropriately prescribing/dispensing drugs?</p>	<p>What is a controlled substance? Distinguish the difference between the following concepts: abuse, misuse, addiction, and dependence.</p>
Wk 9	Controlled Medications & Drugs of Abuse	<p>What happens if I take too much aspirin? What should I do?</p> <p>Will my urine drug test come back positive for marijuana if I haven't used it for two months?</p> <p>How can patients get marijuana for medicinal purposes if it is illegal?</p>	<p>Why do some states offer needle exchange programs?</p>
Wk 10	Controlled Medications & Drugs of Abuse	<p>Why do I have to get Sudafed behind the counter?</p> <p>What drugs are considered</p>	<p>Kentucky passed a law in July of 2013 limiting the sale of pseudoephedrine containing</p>

		"performance enhancing" and how do they work?	products to an even lesser amount that what the national laws have established. What limits does the new law put into place? Are there any other states that have passed similar or even stricter laws?
Wk 11	Wellness	Why does WebMD keep convincing me that I have a fatal disease? Why do I need a new flu shot every year? Should I take vitamins every day?	How has patient information-seeking changed over the last 50 years? Define the following terms: intermediation, disintermediation, and apomediation, in the context of obtaining patient health information.
Wk 12	Wellness	Why does it feel like I get a different antibiotic every time I'm sick? What about the Dr. Oz miracle medicine? What herbal products will keep me healthy?	Bonus activity – provide proof that you have had a flu shot for this season (5pts) Go to a pharmacy and explore the vitamins and supplements aisles. Pay attention to different brands of the same product. Do any of them have any special markings or seals of approval? Is this important?
Wk 13	Personalized Medicine	What do pharmacists do when they check my prescriptions at the pharmacy? With a whole list of side effects, why would I take that medication? What is the problem with going to more than one pharmacy? Why is grandma taking so many pills?	Why do some medications need to be compounded rather than coming prepared from a manufacturer?
Wk 14	Pharmacogenomics or how DNA affects the way drugs work	Why doesn't codeine work for me? Does family history play a role in a person's potential to be allergic to specific medicines? Why are some active ingredients more effective for some people than others?	Go to the website, https://www.23andme.com/ . What services are offered? What is the cost of genome analysis? How do you provide your DNA?
Wk 15	Top 10 Drugs in the U.S.	What are the top selling drugs in America? Why? Should I believe the TV ads for prescription drugs?	Use a website/software (such as http://scratch.mit.edu/) to create your own 30 sec TV ad for a drug. The drug can be a real drug or a made up one.
Wk 16	Student Topics	The final week of the course will be devoted to answering questions submitted by students throughout the semester	