Course Syllabus

Course Information

Course Description

Advanced Elective: Integrative Learnining

That seems to be the question. This course examines some of the chief pharmacological agents used to treat common human diseases and pathologies, as well drugs that are used to facilitate the greater public health such as vaccines. Overview of the human biological systems as well as discussion of the role prevention might play in attempting to minimize drug utilization will be considered. In this Advanced Elective, students will analyze and discuss contrasting types of evidence, differentiating information sources, examining related content, and communicating learning experiences.

Course Learning Goals

After completing this course, you will be able to:

- Describe and explain the role that pharmacological agents play in health and disease (all discussions, case study)
- Apply the knowledge of the relationship between pharmacological agents and health/disease to develop an evidence based personal philosophy pertaining to a particular pharmaceutical regime (all discussions, case study, quizzes, digication post 2.2, 3.3, 5.2,)
- Formulate a personal philosophy on the relationship of the use of pharmaceutical medications and health (case study, discussions)
- Develop a list of your health care experts and offer reasons why they are your experts (module readings, all discussions, case study)
- Evaluate and discuss the importance, challenges, successes and limitations of the FDA (module 1 readings, discussion 1.2 and 2.1 and dropbox assignment 1.2)
- Describe the basic steps in prescription drug development (readings mod. 2, discussion 2.1)
- Analyze the issues that influence our perspective on the pharmaceutical industry (readings mod. 2 and discussions mod. 2.1, case study)
- Explain the basic mechanism of vaccines (mod. 3 readings and discussion 3.1)
- Describe the role of vaccines in the treatment of disease (mod. 3 readings and discussion 3.1, vaccine reflection 3.2)
- Analyze the cost vs. benefits of prescription medications (all module discussion and case study, assignment 1.4)

- Describe the indications, basic mechanism of action, primary action and important adverse effects of antibiotic use (mod. 4 readings and discussion 4.1)
- Explain the role of antibiotics in the treatment of disease (mod. 4 readings and discussion 4.1)
- Analyze the advantages and disadvantages of various pharmaceutical agents including vaccines, antibiotics, diabetes medications, heart disease drugs and pain medications (discussions 3.1, 4.1, 5.1, 6.1, 7.1)
- Analyze the major risk factors for development of diabetes type 2 (mod. 5 readings and discussion 5.1, quiz)
- Summarize the conditions for which diabetes type 2 is a risk factor (mod. 5 readings and discussion 5.1, quiz 5.3)
- Summarize the current model for the development of cardiovascular disease (mod. 6 readings and discussion 6.1, quiz 6.3)
- Summarize risk factors for cardiovascular disease (mod. 6 readings and discussion 6.1, quiz)
- Identify non pharmacological strategies that influence the development and course of cardiovascular disease, diabetes, infectious diseases, and pain (discussions 3.1, 4.1, 5.1, 6.1, 7.1, case study)
- Summarize the mechanisms of pain (mod. 7 readings, discussion 7.1, and pain management assignment 7.2)
- Articulate an evidence-based personal philosophy with regards to a particular drug regime/case study (case study, discussion 9.1)
- Identify positive and negative aspects of the use of prescription medication (all discussions, case study)

- Identify possible future developments in the relationship between consumers, the medical community, and prescription drugs (all discussions)

Course Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement and Criteria
E1	Can describe and explain the role that pharmacological agents play in health and disease.
	Articulates a model for healthy human homeostasis.
	Identifies various diseases/pathologies within specified b systems.
	Explain how specified pharmaceutical agents impact health/disease.
E2	Can apply the knowledge of the relationship between pharmacological agents and health/disease to develop ar evidence based personal philosophy pertaining to a partic pharmaceutical regimen.
	Identifies a health/disease situation and prescribed drug regime
	Evaluates the cost vs benefit of drug intervention
	Articulates a personal philosophy on the role pharmaceut agents play in health and disease

Course Resources

All course resources are found within the course content and in E-reserves.

Required Reading:

All required reading is found within the course content and in E-reserves.

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Grades lower than a C- do not earn credit at the School for New Learning.

Week, Module # and Title	Readings/Media	Assignment
Week 1, Module 1: **Introduction/FDA**	Ten Great Public Health Achievements -- United States, 1900-1999, CDC Adults Commonly Share Prescription Drugs with Friends and Family 8 Statistics on Prescription Drug Use Prescription Medication Sharing: A Systematic Review of the Literature Significant Dates in U.S. Food and Drug Law History, US Department of Health and Human Services The Story of the Laws Behind the Labels, US Department of Health and Human Services What FDA Regulates, US Department of Health and Human Services The Ten Worst Drug Recalls in the History of the US, 24/7 Wall St. Wire E-Portfolio/Digication Intructions	1.1 Introductions Discussion 1.2 Personal Philosophy 1.3 Evaluate FDA 1.4 Complete Patient Profile Form

	Resources for Case Study: "Top 100 Most Prescribed, Top selling drugs" Drugs.com Colorado State University's Website on Case Studies The Case Study as a Research Method Monash University Case Study	
Week 2, Module 2: **Pharmaceutical Industry**	Big Picture on Drug Development Top Companies: Most Profitable Drug Development Today and Tomorrow Prescription Drug Trends Prescription Drug Use Continues to Increase: U.S. Prescription Drug Data for 2007-2008 Physician Payments Sunshine	2.1 Perspectives on the Pharmaceutical Industry Discussion 2.2 Digication Post: Patient Profile

	Prescription Drug Marketing Act of 1987 Click through some of the links here: Prescription Drug Advertising Analyzing the side effects of drug ads **Additional Resources:** "History of Pharmaceuticals" "The Public on Prescription Drugs and Pharmaceutical Companies," USA Today/Kaiser Family Foundation/Harvard School of Public Health	
Week 3, Module 3: **Vaccines**	Ten Great Public Health Achievements --- United States, 2001—2010 Achievements in Public Health, 1900-1999 Impact of Vaccines Universally Recommended for Children -- United States, 1990-1998	3.1 Vaccine Role 3.2 Vaccine Reflection 3.3 Digication Post: Mechanism Action

Making Vaccines

Stanford Medicine Special Report: Shots Get the Once-Over

Conduct the survey and read about your results: "What Are Your Attitudes on Vaccinations for Infants and Children?"

Please view the full size image of: Vaccines and Autism Timeline: The Truth Unfolds

Why Does the Vaccine/Autism Controversy Live On?

Frontline: The Vaccine War DVD (60 minutes long)

The Children's Hospital of Philadelphia: Vaccine Safety FAQ's

The Anti-Vaccination Generation

Additional Resources:

Read "Immunize for Good" and

	view the attached animation on how vaccines work	
Week 4, Module 4: **Antibiotics**	Watch how penicillin kills bacteria Achievements in Public Health, 1900-1999: Control of Infectious Diseases Meet the Microbes Watch Flu Attack! How a Virus Invades your Body Antibiotics-Seven Wonders of the Microbe World Good Germs, Bad Germs Vital Signs: A Lethal Scratch Antibiotics Overview Antibiotics Quiz Antibiotic Use and Population Ecology: How You Can Reduce Your Resistance Footprint Get Smart: Know When	4.1 Antibiotics Discussion

	Antibiotics Work MRSA Surveillance Watch Bacterial Growth Animation Additional Resources: Humans as the World's Greatest Revolutionary Force	
Week 5, Module 5: **Diabetes**	The Covert Plague CDC webpage Overweight and Obesity for Professionals Prevalence of Obesity in the US Intricacies of Fat Killer Fat Harvard School of Public Health Diabetes Health Assessment Diabetes Treatment, Medications for Type 2 Diabetes Videos:	5.1 Diabetes Risk Factors and Prevention Discussion 5.2 Digication Post 5.3 Diabetes Quiz

	Effects of Diabetes Physical Activity and Diabetes Diet Differences for Type 1 and Type 2 Diabetes **Additional Resources:** National Diabetes Fact Sheet Physical Activity Resources for Health Professionals Healthy Data The Story of Type 2 Diabetes	
Week 6, Module 6: **Cardiovascular Disease**	Watch Atherosclerosis: An Animation Atherosclerosis: The New View Hunter-gatherer to sedentary lifestyle Harvard School of Public Health, Heart Disease Risk Index	6.1 Heart Risk Discussion 6.2 Heart Disease

Cardiac Medication

Print and take the Cigna Healthy Eating Survey

Nutritional management of coronary heart disease

Heart-healthy diet: 8 steps to prevent heart disease

Fatness vs. Fitness-a Weighty Debate

Exercise and Cardiovascular Health

Exercise vs. Diet

24 Foods That Can Save Your Heart

Additional Resources:

The Hidden Epidemic: Heart Disease in America

From Vulnerable Plaque to Atherothrombosis

Inflammation and Cardiovascular Disease

	Mechanism Adipose Tissue, Inflammation, and Cardiovascular Disease	
Week 7, Module 7: **Pain Medications**	Watch Pain Pathway video Pain Animations How Drugs Affect Neurotransmitters Pain and Why It Hurts Prescription Drug Deaths Increase Dramatically Addiction and the Brain: The Role of Neurotransmitters in the Care and Treatment of Drug Dependence The Addicted Brain	7.1 Pain Management Discussion 7.2 Pain Medication History
Week 8, Module 8: **Evaluation of a Drug's Effectiveness**	Read Module Content **Resources:** Drugs.com WebMD.com	8.1 Drug Evaluation Discussion

	MedlinePlus U.S. Food and Drug Administration	
Week 9, Module 9: Case Study	Read Module Content Case Study Instructions	9.1 Case Study Submission 9.2 Case Study Discussion
Week 10, Module 10: Conclusions	Read Module Content	10.1 Reflection

Please Note: Request for Pass/Fail grading option must be done no later than the due date as published in the DePaul University calendar.

Course Structure

This course consists of 10 modules. The estimated time to complete each module is 1 week.

The following table outlines the course topics, assignments, readings, videos and other assets. Please refer to the content for each Module for details.

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

Assessment of Learning

Percentage distribution of Assessments

Grading Category:	% of Final Grade:
Discussion	30%
Written Assignments	25%
Quizzes	5%
Digication Posts	15%
Case Study	25%
Total	100%

Late work will only be accepted with advance discussion and approval of the instructor. The highest grade late materials can achieve is a C.

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition,

you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Difficulties with submitting all written assignments by the due date should be brought to the instructor's attention immediately. Late work will only be accepted with advance discussion and notification of the instructor. Late work will be assessed on a pass/fail basis only, with the highest possible grade a late score can achieve is a C.

General Assessment Criteria for All Writing Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as–needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback–by–Email and IM conferencing (with or without a webcam). All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

Online Discussion

Discussion Forums

Discussion Forums are real time. Postings are to be completed within the designated weekly time frame. Postings after the end of the module discussion period are not included in the grade assessment.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility

to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Please also note that this is a course offered by DePaul University's School for New Learning (SNL), a college for undergraduate and graduate degree-seeking students 24 years and older. SNL welcomes the perspectives and encourages the participation of all DePaul students, and students who take this course should respect and be mindful of SNL's mission in supporting a diverse and

inclusive environment. More information about SNL can be found here.

View this brief demo Taking SNL Online courses in D2L to learn how to navigate through your course.

If you're new to SNL Online see additional resources on the course home page under Student Resources/Getting Started.

Course Netiquette

Online discussions are an important part of your course experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Be polite
- Respect other participants' views or opinions
- Think before you write, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive online community by offering assistance and support to other participants.
- Use correct grammar and syntax

Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your [Student Handbook](#) for further details.

Plagiarism

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or

unpublished, in whole or part, without proper acknowledgement that it is someone else's.

- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.

- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.

- The paraphrasing of another's work or ideas without proper acknowledgement.

- Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

DePaul University Incomplete Policy

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). See the Incomplete Grade Contract Form.

Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

Description of Pass/Fail Grading Options

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass **will earn credit hours toward degree completion but *will not* be included in computing grade point averages**. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but *will* **also be included in computing a student's grade point average.**

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

Please note: There are three SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Foundations of Adult Learning (course number LL 250; competences L-2 and F-1), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be

assessed at grades A through C- will earn a Pass in these classes.

There are an additional five SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system that may instead be taken for a letter grade assessment if this is a student's preference. These classes are: Independent Learning Seminar (course number LL 103; competence L1); Writing for Competence (course number LL 260; competence L-4), Critical Thinking (course number LL 270; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9), and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail, although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wants to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing by the beginning of the third week of the quarter. For courses that meet fewer than ten weeks of the quarter, this request must be made by the beginning of the third week of the *course*. The grading basis may not be changed after these deadlines, with no exceptions.

For Students Who Need Accommodations Based on the Impact of a Disability

Students seeking disability-related accommodations are required to register with DePaul's [Center for Students with Disabilities](#) (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

> Center for Students with Disabilities (CSD)
> Loop Campus: Lewis Center 1420. (312) 362-8002
> Lincoln Park Campus: Student Center 370. (773) 325-1677
> csd@depaul.edu

Students are also invited to contact their instructor privately to discuss your challenges and how the instructor may assist in facilitating the accommodations you will use in this course. This is best done early in the term and the conversation will remain confidential.

Dean of Students Office

The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally we have resources and programs to support health and wellness, violence prevention, substance abuse and drug

prevention, and LGBTQ student services. We are committed to your success as a DePaul student. Please feel free to contact us.

Back to Top

Protection of Human Subjects

For more information see: http://research.depaul.edu/

Demonstrating the acquisition of competencies in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.

- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.

- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or

observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.

- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, http://www.research.umn.edu/consent.

Back to Top

Copyright and Student Privacy

In accordance with DePaul's Acceptable Use Policy, commentary and materials within SNL Online classes shall not be copied, reproduced or published elsewhere without the express written consent of individuals involved.

Credits

This course was designed and produced by Patricia Stifter and staff at SCPS of the School for Continuing and Professional Studies of DePaul University.