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PHAR 514E.00: Case Studies in Pharmacy Ethics

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PHAR 514 - Pharmacy Ethics
SYLLABUS
Spring, 2014

Instructors:

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Rose Macklin, SB 321A or PHC, 327-3694 macklinr@partnersinhomecare.org

Class Meeting: Entire Class – Tuesday 8:10 – 9:40 SB 117; Class Split (refer to your schedule) Wednesdays or Thursdays 9:40-11am SB 336

Course description: Conducted in a plenary and discussion format, this course will review ethical principles and schools of thought, and allow the student to discuss and debate ethical dilemmas in health care and pharmacy practice.

Course objectives: Upon completion of this course, students will be able to utilize critical thinking skills to and apply ethical theory to analyze ethical dilemmas in health care and pharmacy practice scenarios. Students will also be able to evaluate their own ethical beliefs, justify their recommended courses of action, and demonstrate tolerance for opinions, which differ from their own.

Learning approaches: Faculty presentations, written assignments and classroom discussions/debates will all be utilized.

Grade determination: Grades will **NOT** be based upon a student's ethical position on **any** issue. They will be determined by the student's ability to identify a case's ethical concerns, address the many sides of each issue identified and apply ethical theories and principles to defend a position on each issue. Two take-home written case analyses will constitute the written evaluations for the course. Each student paper will be identified only by a number/identifier as selected by the student. The Administrative Assistant in Pharmacy Practice will be responsible for retaining the code key until after an assignment has been graded. Students will be graded on the articulation of the ethical dilemma present, the justification of their chosen course of action, and the quality of their writing, not the particular position chosen. Papers will be randomly assigned to students for initial grading. Faculty will review the grading for consistency. A grading rubric will be utilized.

Each student must write both case analyses. A score of zero will be assigned for any written cases not submitted. Late assignments will result in a **10-point per day** reduction in grade (clock begins end of class on the date due).

In addition to written assignments, students will be graded on the quality of their participation in individual and group discussions/presentations, and by the quality of their participation as an audience member during presentations by others. There will also be a final exam in this course.

Expectations:

It is the student's responsibility and obligation to:

1. Read assigned materials **before** attending class and prepare written assignments to be handed in when due;
2. Respect the opinions and views of classmates;
3. Adhere to the ground rules established that will afford the student a safe, learning environment;
4. Conduct yourself in a professional manner; refer to the student conduct code regarding classroom behavior;
5. Young children: It may sometimes be necessary for a student to bring their young child to class, due to school illness policy, daycare provider illness, etc. It is acceptable to bring a child to class in these situations. Please remember that children generally are **NOT** entertained by lectures, so provide some activity for them during class. It is the responsibility of the parent to assure that the child does not disrupt other students;
6. Due to the fact that the university is utilizing cell phones as a means to communicate emergency issues, cell phones are allowed in class on vibrate mode only. A student caught using their phones for other communication (such as text

messaging) will result in the instructor invoking the professionalism code of conduct.

7. **Plagiarism** is a form of academic dishonesty. This is using anyone else's work as your own. This includes another student's, another author's, etc. If you plagiarize anyone else's work this class, you **WILL** fail the assignment, and you may fail the course. What is plagiarism? While everyone has their own concept of this, the guide that will be used for this class is either copying more than six consecutive words verbatim or using more than two sentences in an assignment that reflect the original author's phrasing, sentence structure, and meaning rather than the student's own thoughts, with or without proper citation. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.
8. This course contributes to specific PharmD program outcomes. To view these outcomes, go to: <http://www.health.umt.edu/schools/pharmacy/documents/OutcomesforRequiredCoursesbyYearJuly2012.xlsx>
9. Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://www.umt.edu/disability>.

Point Distribution

Ethical Dilemma from the lay press

(Assignment 1)	50 points
Case analysis 1 –	100 points
Peer grading of first paper	25 points
Case analysis 2 -	100 points
Final presentations (with assignment 5)	50 points
Final Exam	100 points
Participation - case topic discussions (break out sessions)	<u>100 points*</u>

Total possible points 525 points

*Do not ignore these points-they WILL make the difference in a letter grade!

Pluses and minuses will be assigned in this course at natural breaks determined by the course coordinator.

The grading of ethics can pose some difficulties. There can be some disconnect between what one thinks and believes and how one articulates these thoughts or actions. No one will receive an "A" in the course if they do not receive an "A" average on their written assignments, nor an "A" on their participation in class. (i.e. extra credit points if given will NOT be utilized to get an A in the course.)

Assignments:

- 1) Assignment 1: Locate one article/story from the lay press (i.e. not from the medical literature), which you believe represents an ethical dilemma. A dilemma is a problem where there is a conflict of values where there is no clear right or wrong answer. Write a 1-2 page paper articulating the dilemma, identifying the facts, outlining possible solutions, selecting your solution (and why). Be prepared to articulate the dilemma presented in your article/story. **DUE in break out sessions on 1/29 and 1/30.** You will present your ethical dilemma during your break out sessions over the following weeks. Your paper should include the following:
 - a. Articulate the dilemma
 - b. Identify the facts
 - c. What principles/values are in conflict?
 - d. Who are the stakeholders?

- e. Outline possible solutions,
 - f. Select your solution (and why)
- 2) Assignment 2: First case analysis – “individual rights/autonomy” vs. “public health/employer rights” Last year a hospital in Texas tried to institute a practice NOT to hire overweight employees (physicians, nurses, pharmacists, and staff). The University of Pennsylvania Health System in Philadelphia recently announced that it would no longer hire smokers. Can health care institutions ETHICALLY refuse to hire smokers or overweight employees?

If you are in Wednesday’s breakout session, you are to take the PRO- stance of the institution–It is ETHICAL to refuse to hire smokers or overweight employees. If you are in Thursday’s breakout session, you are to take the CON stance of the institution It is NOT ETHICAL to refuse to hire smokers or overweight employees. The paper should not be more than three (3) TYPED pages. It is due IN CLASS on TUESDAY Feb 25th at 8:10 AM. A score of zero will be assigned for any written cases not submitted. Late assignments will result in a 10-point per day reduction in grade. (Clock starts to tick at 8:10 am on Tuesday.) Grades will be determined by the student’s ability to identify the case’s ethical concerns; address the side of the issue identified and apply ethical theories and principles to defend a position on each issue. *****NOTE-
The is NOT a legal case.*****

Please refer to the grading rubric when writing your paper.

		Points/ Possible Points
Grammar / punctuation	Contains virtually no errors in grammar, spelling, or punctuation	___/ 5
Position clearly Stated	Reader knows position (pro/con) early in paper	___/ 5
Communicates purpose	Presents strong and well-developed arguments in support of its position	___/ 10
Ethical analysis		
Thorough, unbiased coverage of topic in body of paper / demonstration of critical writing skills /demonstration of knowledge of schools of thought	All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound	_____/ 20
Incorporates philosophers’ views	Opinions are supported by at least 2 views	_____/ 30
Appropriate conclusions / demonstration of critical thinking skills / ethical reasoning	Identifies, appropriately, one’s own position on the issue, drawing support from experience, and from information not available from the literature	_____/ 10
Flow / organization of paper / creativity	Shows very clear focus of content on the topic and research that is thorough and accurate	_____/ 10

References	Ethical references as well as therapeutic/background citations	____/ 10
Total Points	100	____/ 100

3) Assignment 3: Student grading/evaluation of first case Due March 4th. Please be mindful of your grading. Write comments on the grading sheet rather than the paper itself. Use the grading rubric as a guide to your evaluation of the paper. REMEMBER you will be graded on your careful assessment. A “100 – Good Job” will probably not result in 25 points for you.

4) Assignment 4: Type a one-page description from your internship/externship or **pharmacy** work experience where you or the pharmacist with whom you worked with faced an ethical dilemma in practice. Do not include how the dilemma was dealt with. Provide enough details that the class can discuss the situation you describe. Please put your name on the BACK of the write-up. DUE April 8th.

5) Assignment 5: Second case analysis –Antibiotic resistance is one of the top 5 health threats for the year according to the CDC. See link: <http://www.cdc.gov/drugresistance/threat-report-2013/>. What is the ethical role /responsibility of pharmacists to impact the growing antibiotic resistance problem? Should pharmacists just fill antibiotic prescriptions and assume that the doctor knows best and it’s the patient's right to get treated or question potentially inappropriate antibiotics to protect society as a whole from increasing antibiotic resistance? Should there be a more structured process implemented before antibiotics are prescribed or covered by health insurance? (e.g. decision tree for determining if self-limiting infection, viral, when to do C&S, etc).

The paper should not be more than three (3) TYPED pages. It is due IN CLASS on TUESDAY April 16th at 8:10 AM. A score of zero will be assigned for any written cases not submitted. Late assignments will result in a 10-point per day reduction in grade. (Clock starts to tick at 8:10 am on Tuesday.) Grades will be determined by the student’s ability to identify the topic’s ethical concerns and apply ethical theories and principles to. Remember, you are writing this paper for an ETHICS class not a therapeutics course.

PHAR 514
Course Schedule

Tuesday 1/28	Course introduction/ Problem Solving and Ethical Dilemmas (D.Beall)
Wed/Thurs. 1/29-1/30	Ethical dilemmas from the “real world” discussions Assignment 1 due – ethical dilemma from lay press
Tuesday 2/4	Introduction to Ethics (R. Macklin)
Wed/Thurs. 2/5-2/6	Ethical dilemmas from the “real world” discussions (cont.)
Tuesday 2/11	Ethical Theories and Principles (R. Macklin)
Wed/Thurs. 2/12-2/13	Discussions of cases handed out on Tuesday

Tuesday 2/18	Ethics of genomics (Liz Putnam)
Wed/Thurs. 2/19-2/20	Discussions of cases handed out on Tuesday
Tuesday 2/25	Research Ethics/Experimentations on Human Subjects (D. Beall) Assignment 2 due – Can health care institutions ETHICALLY refuse to hire smokers or overweight employees?
Wed/Thurs. 2/26-2/27	Discussions of cases handed out on Tuesday
Tuesday 3/4	End of Life Issues (R Macklin) Assignment 3 due - Student grading/evaluation of first case
Wed/Thurs. 3/5-3/6	Discussions of cases handed out on Tuesday
Tuesday 3/11	End of Life Issues II (R. Macklin)
Wed/Thurs. 3/12-3/13	Discussions of cases handed out on Tuesday
Tuesday 3/18	Health Care Issues
Wed/Thurs. 3/19-3/20	Discussions of cases handed out on Tuesday
Tuesday 3/25	Impaired Pharmacist Program (Lori Morin)
Wed/Thurs. 3/26-3/27	Discussions of cases handed out on Tuesday
Tues/Wed/Thurs 4/1-4/3	SPRING BREAK
Tuesday 4/8	Professional ethics (D. Beall) Assignment 4 – dilemma from internship or other professional setting due
Wed/Thurs 4/9-4/10	Discussions of cases handed out on Tuesday
Tuesday 4/15	Health Care Disparities – focus in Native Americans (Annie Belcourt, PhD) Assignment 5 due Second case – What is the ethical role /responsibility of pharmacists to impact the growing antibiotic resistance problem?
Wed/Thurs 4/16-4/17	Discussions of cases handed out on Tuesday
Tuesday 4/22	Business Ethics /Conflicts of Interest (D. Beall)
Wed/Thurs 4/23-4/24	Discussions of cases handed out on Tuesday
Tues/Wed/Thurs 4/29-5/1	Student Case Presentations
Tues/Wed/Thurs 5/7-5/9	Student Case Presentations

Ethical Dilemmas and Decision Making
Donna Beall, Pharm.D.
PHAR 514
Spring, 2014

“What ought one to do?”
Socrates, fifth century BC.

It's probably happened to you. You're at a department store, a grocery store, a restaurant -- and the cashier gives you too much change. Should you keep it? Is it the store's misfortune and your lucky day?

What is a dilemma?

A dilemma is a problem where there is a conflict of values where there is no clear right or wrong answer. A choice must be made between two or more moral or ethical goods. If there is a CLEAR course of action, then there is no dilemma.

A key distinguishing feature of an ethical dilemma/question is that it typically arises when individuals or groups might be harmed, disrespected, or unfairly disadvantaged.

Approach ethical dilemmas systematically for best results:

1. Respond to the “sense” or feeling that something is wrong
2. Stop and THINK
3. Gather information/make an assessment
4. Identify principles and values that play a role in the situation and decide which are in conflict
5. Generate potential reasonable solutions to the dilemma
6. Select one of the alternatives
7. Evaluate the results “The ‘Pillow’ Test”