USC School of Pharmacy

RXRS 413: Globalization of the Biomedical Industry

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University of Southern California
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(323) 442-1975

Spring 2018: M 2:00-4:50pm
Location: THH 112

Course Weight: 4 Units

Course Hours: Meets 3 hours per week – one three-hour session

Catalogue description: Globalization; pharmaceuticals, biologics, medical devices, and combination products in advanced, emerging, and developing markets; regional and national regulations, global and regional harmonization efforts, ethical considerations

Introduction

The marketplace for biomedical products is global. For the industry that develops, manufactures, and commercializes these products, the ability to successfully navigate the international regulatory and business landscape is critical to grow global sales and ensure the financial viability of the company. In addition, discovery, development, clinical testing and manufacturing of products are increasingly conducted overseas, which adds complexity to managing processes, projects, and relationships in this highly regulated field. This course is designed to provide students with an understanding of the international regulatory and business aspects of the biomedical industry (pharmaceutical, biotechnology, and medical device companies) in the context of local and regional differences in culture, economy, and healthcare. While this industry was historically dominated by the advanced economies of US, Europe, and Japan, the recent seismic shift in the dynamics of global economy has moved the revenue growth centers to China, India, and other emerging regions. This has profound implications on the industry’s business model including research and development (R&D), regulatory, and commercialization strategies.

Objectives

This course, designed to meet the requirements of the GE-G (Global Perspectives: Citizenship in a Diverse World), will expose students to a diverse set of topics that compare the healthcare, business practices, laws, regulations and institutions governing medical products in United States with those of other countries and regions. To facilitate their learning experience, course content will cover cultural, historical, ethical, and political elements that influence discovery, development and delivery of therapeutics. Difference in behavioral and cultural adaptation to changes in economic, political, or social settings and how this affects the delivery of medicines to patients in advanced and developing countries will be presented and discussed in the
classroom. Moreover, students will become familiar with the regulations shaping the structure and conduct of preclinical and clinical trials in other countries, including developing countries where ethical considerations are often very important to understand. The course will include case studies to examine strategies employed by multinational companies to expand their business globally as well as those employed by local companies and national authorities to stimulate domestic innovation and provide their patients access to medical products. This course should have a broad appeal to many USC undergraduates, including but not limited to, those pursuing Pre-Pharmacy, Pre-Medicine and other health and life science majors as well as students interested in biomedical engineering, psychology, business, international studies, law and sociology.

Upon successful completion of this course, the student should be able to demonstrate a working knowledge of:

- Globalization as it relates to healthcare and the biomedical industry
- The biomedical industry and its major stakeholders; importance of stakeholder engagement in developing policies
- The process of bringing biomedical products to the market: discovery, development, clinical testing and manufacturing
- Differences between healthcare, business practices, laws, regulations and institutions governing medical products in United States with those of other countries and regions
- Ethical and cultural considerations of globalization
- Opportunities and challenges of the expanding marketplace; examine the relationship between health and wealth of nations; as well as that between health and healthcare spending across nations
- The regulatory framework for obtaining market access for products in the major regions around the world
- The history and evolution of the global biomedical marketplace including the dynamics among advanced, emerging, and developing markets
- The role and accomplishments of the International Council for Harmonization and other harmonization efforts
- Current issues of concern when clinical trials are conducted in underdeveloped countries

Assignments and Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>20 pts (5%)</td>
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<td>4 quizzes @ 10 pts each</td>
<td>40 pts (10%)</td>
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<tr>
<td>1 midterm exam @ 80 pts</td>
<td>80 pts (20%)</td>
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<tr>
<td>2 written reports @ 60 pts each</td>
<td>120 pts (30%)</td>
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<tr>
<td>1 final exam (partially cumulative)</td>
<td>140 pts (35%)</td>
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<td><strong>Total</strong></td>
<td><strong>400 pts.</strong></td>
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Class Participation and Attendance (20 pts): On a scale of 20, 0-indicating no participation, 20-indicating best participation. You can therefore increase the probability of getting a higher mark by being proactive in terms of asking (relevant) questions in class and/or contributing to discussions.
Attendance at all classes is expected. Participation will include asking and answering questions and being actively involved in the discussion. It is expected that the students read the assigned papers prior to the lecture and be prepared to discuss background, current understanding, treatments, and gaps in knowledge for the topic in each lecture.

There will be 4 pop quizzes over the course of the semester that will primarily be based on questions pulled from the reading assignments and lecture materials. The instructor may post an assignment on blackboard in lieu of a pop quiz.

The midterm (80 points) will include multiple choice, T/F, and short answer questions (2–4 points each), and 1 short essay (10-20 points). Students will be required to write two written reports designed to demonstrate their critical thinking and understanding of the subject. The reports should be 10 pages each, Times New Roman 12pt font, 1 inch margins, and double-spaced. References, tables, and figures will not be included in the page count.

The final exam (140 points) will include multiple choice, T/F, and short answer questions (2-4 points each) and one or two short essays (20 pts). The final exam will be cumulative, but will emphasize material covered after the midterm.

There are no make-up exams. If exceptional circumstances prevent you from attending an exam, your reason for missing it must be accompanied by a written statement from a third party (e.g. a note from a medical doctor).

Notes, books, calculators, electronic dictionaries, regular dictionaries, cell phones or any other aids are not allowed during exams.

Students will be asked to complete an anonymous critical evaluation of the course at its completion.

Course Readings

Required Readings (specific chapters/pages will be specified on blackboard)


Other course materials including but not limited to the syllabus, supplemental reading assignments and additional handouts will be posted on http://blackboard.usc.edu/. The students will also be encouraged to use the online discussions among fellow classmates via Blackboard.

**Recommended**


**Course Outline**

This course will be in the format of a directed seminar/lecture under the guidance of the instructor for the specific session. During each weekly session, the instructor will engage the students with questions and draw comments or interpretations primarily based on the assigned reading. Students are expected to ask questions and participate in an interactive fashion.
<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Topic</th>
<th>Subtopics to be Included</th>
<th>Assigned and Recommended Readings</th>
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</thead>
<tbody>
<tr>
<td>1 Jan 8</td>
<td>Introduction: expectations and goals of this class. General overview of the biomedical industry EP</td>
<td>Global biomedical market: pharmaceutical, biotechnology, medical device, diagnostics Case studies of global development and commercialization of high profile products</td>
<td>Babler, Chapter 1. Additional readings to enrich subject matter will be posted on Blackboard. Outlook for Global Use of Medicines through 2021</td>
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<tr>
<td>Jan 15</td>
<td>No Class</td>
<td>Martin Luther King Jr. Day</td>
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<td>2 Jan 22</td>
<td>Globalization, world economy, and world health</td>
<td>Understanding globalization and its impact on healthcare; contemporary health issues</td>
<td>IOM Global Risk Framework: Governance for Global Health Baran and Kiani, Chapter 1</td>
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<td>3 Jan 29</td>
<td>US Regulatory Environment EP</td>
<td>FDA Structure and Function</td>
<td>FDA.gov Baran and Kiani, Chapter 4</td>
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<tr>
<td>4 Feb 5</td>
<td>Global Pharmaceutical and Medical Device Industry EP</td>
<td>Companies, products, and markets</td>
<td>Babler, Chapter 2-4 EvaluatePharma World Preview 2016, Outlook to 2022 EvaluateMedTech World Preview 2016, Outlook to 2022 Outlook for Global Use of Medicines through 2021</td>
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<td>5 Feb 12</td>
<td>Regional and national regulatory authorities EP</td>
<td>How to get products onto the market?</td>
<td>Babler, Chapter 2-4, 12</td>
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<td>Feb 19</td>
<td>No class</td>
<td>President’s Day</td>
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<td>6 Feb 26</td>
<td>Ensuring Quality in a Global Environment Michael Jamieson, DRSc</td>
<td>How do you ensure quality of biomedical products in a global environment? Supply chain management, regulatory inspections, import/export considerations</td>
<td>Babler, Chapter 11</td>
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<td>7 Mar 5</td>
<td>Global clinical trials Nancy Smerkanich, DRSc</td>
<td>Multifunctional product teams in an international environment</td>
<td>Babler, Chapter 10</td>
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<tr>
<td>Mar 12</td>
<td>No class</td>
<td>Spring break</td>
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<td>8 Mar 19</td>
<td>Global Product Development Team Dynamics Nancy Smerkanich, DRSc</td>
<td>Legality, logistics, and ethics of conducting global clinical trials</td>
<td>Babler, Chapter 8-9</td>
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<td>9 Mar 26</td>
<td>Global product development strategies; Business and culture EP</td>
<td>Science, regulation, and ethics of developing biomedical products for a global market</td>
<td>Babler, Chapter 10</td>
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<td>Written report #2, April 8th</td>
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| 10 | Harmonization efforts  
**Michael Jamieson, DRSc** | International regulatory harmonization for the global industry. How regulatory policies impact the industry | Institute of Medicine (2013). International Regulatory Harmonization Amid Globalization of Drug Development |
| 11 | Risks in global project management  
**Robert Pacifici, PhD** | In-sourcing and Out-sourcing  
International business relationships | Babler, Chapter 5-7 |
| 12 | Commercialization EP | Marketing and selling products in a global market  
Reimbursement: Who pays for the products?  
| 13 | Future outlook EP | Current issues, regulatory activities, market dynamics  
Latest events to be used as case studies | World Health Organization (2011) Local Production for Access to Medical Products: Developing a Framework to Improve Public Health |
| 14 | Study days | | |

**Final Exam, Monday, May 7, 2-4pm, THH 217**

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**Statement on Academic Conduct and Support Systems**

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* [https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions](https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* [http://equity.usc.edu](http://equity.usc.edu) or to the *Department of Public Safety* [http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us](http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us). This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* [http://www.usc.edu/student-affairs/cwm/](http://www.usc.edu/student-affairs/cwm/) provides 24/7 confidential support, and the sexual assault resource center webpage [http://sarc.usc.edu](http://sarc.usc.edu) describes reporting options and other resources.

**Support Systems**

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* [http://dornsife.usc.edu/ali](http://dornsife.usc.edu/ali), which sponsors courses.
and workshops specifically for international graduate students. The Office of Disability Services and Programs [http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, [USC Emergency Information](http://emergency.usc.edu) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**Emergency Preparedness/Course Continuity:**
In case of emergency, and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed at a distance. For additional information about maintaining your classes in an emergency please access: [http://cst.usc.edu/services/emergencyprep.html](http://cst.usc.edu/services/emergencyprep.html)