

USC School of Pharmacy

Spring 2019: RXRS 412: Twenty First Medical Issues and the Law

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Course Weight: 4 Units (two 1.5 hour sessions; plus 1 hour outside activities)

Day/Time/Location: Thursdays, 2:00-4:50 PM, VPD 107

Introduction, Course Goals and Learning Objectives

This course is designed for undergraduate students who wish to have insight into very difficult to remedy health care and medical issues almost impossible to resolve even after consideration by the judicial system. The course is designed to allow students to interact with one another in a seminar type arrangement.

The instructor will provide the student with reading material each week that consists primarily of court cases and opinion documents that have attempted to answer in part or in whole the dilemma that exists in consideration of each one of the healthcare/medical issues to be discussed. Over the course of the semester the following controversial subjects will be discussed (usually the designated subjects noted below will occupy 3 hours of class time per week):

- Introduction Session: 12 Short Scenarios Presented to Test Student Reaction and Stimulate Student Opinion Discussions. A pre-evaluation survey of each student in the class will be taken to determine preliminarily how each student stands on a given healthcare/medical-legal matter that was presented in the first two meetings.
- The Psychiatrist/psychologist-patient relationship and insuring confidentiality.
- Legalization of Illegal Drugs
- Euthanasia and Physician Assisted Suicide
- Abortion
- Pharmacist participation in areas as pain management, off-label prescription dispensing.
- Health Care Workers who are HIV-Positive or other transferrable air-borne or blood diseases.
- Surrogacy and Use of Stored Frozen Embryos/Sperm/Ova.
- Derivation of Organs in Transplants and Criteria for Decision-Making in this area where Organ Availability is Limited.

- Genetic Engineering and Stem Cell Research
- Human Drug Experimentation
- The Death Penalty and Methods Employed to Terminate the Life of the Convicted and Sentenced Criminal.
- Corresponding Liability (physician, pharmacist, patient) in the provision of opioid substances.
- Ethical dilemmas in medical and pharmacy practice.

During the semester, the students will be asked to prepare a paper (limited to no more than 10 pages) and argue one of the topics listed above in a team debate in front of the class (e.g. student is or is not for legalization of specific drug substances that are illegal). Thus, the student will either participate in an oral debate that shall take place where one or two students will prepare their arguments and reasons why a position should be taken on one of the above topics, and will debate with one or two other students who will take and argue the opposite point of view. The student or students choosing to debate will first present their statements of position and defense of their position, then in the second round argue points made by the opposing one or two other students. Each debate will be limited to 20 minutes, with an opportunity of the audience of other students to make comments or ask questions after the formal debate is completed. If the student does not choose to be involved in a debate presentation, he or she will be asked to prepare up to a ten page paper arguing his or her position on a particular topic, providing details regarding the position he or she is taking, and what the student would anticipate as being the arguments presented by the opposition.

On the last day of the course meeting at the time of the final exam, the enrolled students will be given a survey on their assessment on the value of the course and the instruction.

During the semester each student will be encouraged to participate in presenting his or her opinion on a given topic. The subject matter presented allows for critical thinking and analysis. When a student states an opinion or takes a stand on a given subject, the major question posed is to understand why the student takes the position that he or she takes and to determine if his or her position is grounded in reasonableness and logic. Has the student carefully thought out the “why I believe what I believe” and perhaps the factors of influence (e.g. societal, religious, political, ethnic, economic, family, friends, education, etc.) that establish the belief?

The involvement in this course allows for students to, even though they may have a strong belief regarding one side of an argument, open-up their thought process to recognize that there is another or other sides of an argument, and be able to identify what the other sides of the argument might be.

Assignments and Grading:

The course grade will be based upon the following:

Student class participation -----	10 points
Five Quizzes (each 10 points) -----	50 points
Midterm Exam 1 -----	50 points

Midterm Exam 2 -----	50 points
Debate Participation or Paper-----	50 points
Final Exam -----	<u>50 points</u>
Total -----	260 points

230 to 260 = A

180 to 229 = B

110 to 179 = C

Below 110 = D

Course Coordinator Expectations

At each three-hour session a specific topic relating to a medical-legal issue will be considered. Because of the nature of the topics chosen, the legal-ethical problems associated with each have no easy solutions. The student during each session will be responsible for the following:

- Be prepared for each session by reading all assigned material for that session.
- Become actively involved in the discussions that will take place at each session.
- During the first six or seven weeks of the semester, decide on a medical-legal topic that you would like to take a stand on. You will be asked by about the eighth week of the semester to declare the subject you would like write about or verbally argue in a debate format.
- Your attendance, formal participation, as well as informal participation, and the grade you receive on the topic you have chosen, will serve as the basis for the grade that you will receive in the course.
- While the instructor for the course plans to do some lecturing at specific sessions, his or her major role is to actively solicit your oral participation as to your opinions on controversial medical-legal subjects. It will be the instructor's primary purpose to serve as a facilitator and draw you, the student, into discussion by direction questions to the class that will attempt to stimulate thinking, reasoning, imagination, and recall of known factual or recorded information.
- Every student is asked to respect the feelings, beliefs, and comments made by other students, and not allow your feelings, beliefs, or comments to create conditions of ill-will. A major purpose of this course is for the student to recognize that there are no easy solutions to the medical-legal issues raised.

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.

Week & Date	Topic	Subtopics to be Included	Assigned and Supplemental Reading
Week 1 Jan. 10	Introduction: expectations and goals of this class. First class to introduce students to type of medical controversies that make it difficult for the courts to come to well-balanced decisions	Fifteen brief introductory challenging scenarios to allow the students to present their opinions before discussing court, statutory, and regulatory rulings on various medical controversies that will be discussed during each session of the class. Class will be shown how to brief a court case since actual case decisions will be presented on different medical topics each week of the semester. Also, a discussion of the court system and how the courts are set-up.	Brief case scenarios will be presented from a course reader. The case, <i>Strunk v. Strunk</i> will be discussed for showing the students on how to brief a case with emphasis on; 1) parties, 2) facts, 3) issue, 4) rule presented, 5) analysis by court, and 6) conclusion with concurring and dissenting opinions.
Week 2 Jan. 17	Psychotherapists as Health Care Professionals and Their Responsibilities to Society	What happens when a psychiatrist's or psychologist' patient reveals that they plan to commit a horrible crime, and the psychiatrist or psychologist is held to maintain such statements confidential as a part of their professional responsibilities of ensuring that such information is privileged?	Cases from course reader: <i>Tarasoff v. Regents of U. Cal.</i> <i>McDowell v. County of Clark</i> <i>Thompson v. County of Alameda</i> <i>Lipari v. U.S.A.</i> <i>Doyle v. U.S.A.</i> <i>The James Holmes case</i>
Week 3 Jan. 24	Quiz 1 The Legalization of Illegal Drugs	Where should the line be drawn? What about agents such as caffeine, aspirin, alcohol & tobacco? The prognosis in legalizing marijuana	Readings from course reader: <i>Pro Legalization arguments on Marijuana v. Antilegalization Arguments.</i> <i>Hallucinogens used in religious ceremonies.</i> <i>Further tightening controls on availability of narcotics, sedatives, and stimulents.</i>
Week 4 Jan. 31	Quiz 2 Euthanasia and Physician Assisted Suicides	When and If Euthanasia/Physician Assisted Suicides should be allowed – Arguments Pro and Con. States where physician suicides are permitted: Oregon and now California. For such states to allow assisted suicides, what rules must be followed?	Cases & readings from course reader: <i>In the Matter of Karen Quinlan</i> <i>In Re Conroy</i> <i>Bouvia v. Superior Ct of L.A.</i> <i>Cruzan v. Mo, Dept. of Health</i> <i>In the Matter of Baby K</i> <i>Vacco v. Quill</i> <i>Washington v. Glucksberg</i> <i>Bush v. Schiavo</i> The Jack Kevorkian Cases.
Week 5 Feb. 7		MIDTERM EXAM 1	
Week 6 & 7 Feb. 14 Feb. 21	The Abortion Issue & Aspects of Constitutional Law Used to Support and Chip-Away at the Abortion Rights	Basics of woman hormonal physiology. What is the history associated with the abortion rights of women? Should the various abortion issues be decided by the federal courts or by the state courts? Is the "right of privacy" (the basis for allowing women to decide in having an abortion) clearly stated in the Constitution. Issues involving "Planned Parenthood." The use of contraceptive agents.	Cases & readings from course reader: Discussion on woman's hormonal physiology. Discussion on how the U.S. Constitution feeds into the abortion rulings. <i>Griswold v. Connecticut</i> <i>Doe v. Bolton: Then & Now</i> <i>Roe v. Wade</i> <i>City of Akron v. Akron Reproductive Health.</i> <i>Planned Parenthood of S.E. Pennsylvania</i> <i>Steinberg v. Carhart</i> <i>U.S. Supreme Court Standing Use of Emergency</i>

			<i>Contraceptive agents</i>
Weeks 8 Feb. 28	Quiz 3 AIDs and the Workplace – Appli-cation of Privacy/Confidentiality Rights & American Disabilities Act	History of AIDs in the United States. The symptomology of being HIV+. The revolution in treatment regimens for HIV+ patients, and what it has meant for survival rates. What is the future for AIDs research?	Cases & readings from course reader: <i>Healthcare workers and AIDs</i> <i>Bergalis Case</i> HIV+ Symptomology – Cause and Effect.. Early Days of Dealing with HIV+ patients. Treatment and Drug Research Should HIV+ patients be reported -where & how? Existing stigmas, concerns and realities regarding AIDs presently.
Week 9 March 7	Quiz 4 Surrogacy Issues & Frozen Sperm/Ova Technology	Present view on women serving as surrogates to undergo a pregnancy for married couples who cannot have children. Acknowledgement of the different combinations of a surrogacy. Should surrogacy contracts be legal binding documents? Do frozen sperms or ova always belong to the donor regardless of contract agreements?	Cases & readings from course reader: Article: Legal Problems Associated with Surrogacy Article: Section of Surrogate <i>In The Matter of Baby M</i> <i>York v Jones</i> <i>Davis v Davis</i> <i>Johnson v. Calvert</i>
		Spring Recess (March 10th to 17th)	
Week 10 March 21		MIDTERM EXAM 2	
Week 11 March 28	Stem Cell Research & Patient Medical Experimentation	The ethics of Stem Cell Research. Where stem cells come from, how they are transported, and what they are to accomplish. Government debate on stem cell research and human medical experimentation.	Readings from course reader: Where we are today with stem cell research. Ethical and religious views regarding stem cell research and human medical experimentation. <i>Sherley v Sebelius Analysis</i> Micheal J. Fox campaigns for stem cell research.
Week 12 April 4	Quiz 4 The Death Penalty	What purpose does the death penalty serve? What are the different methods of employed in the death penalty executions? A discussion on the different methods of inducing death. How does state's sentence of imposed death on a criminal stand under the Eighth Amendments concern of "cruel and unusual" punishment? Which is more costly to the state, a life sentence or the death sentence? When is the death penalty to be considered and instituted?	Cases & readings from course reader: Death penalty issues and methods. Application of the 8 th and 14 th Amendments in arguments against the death penalty. <i>Baze & Bowling v. Rees</i> <i>Coker v. Georgia</i> <i>Ring v Arizona</i> <i>Atkins v. Virginia</i> <i>Roper v. Siummons</i>
Week 13 April 11	Quiz 5 Miscellaneous Medical Contro- versial Issues: Immunizations of children	The provision of immunizations to young children and the concerns raised. Risks v Benefits.	Readings from course reader: Childhood Immunization Controversies.

	The high cost of drugs Medical Care for all Americans & its costs		
Week 14 April 18	Corresponding Liability (physician, pharmacist, patient) in the provision of opioid substances.	Ethical dilemmas in medical and pharmacy practice – part I & II	Course Reader information on articles regarding “Corresponding Liability in the medical & pharmacy professions with ethical case scenarios.
Week 15 April 25	Debate or hand in position paper.	Teams of two students each will debate on the various issues presented in class over the past 13 weeks. The specific debate issues will be made available for the students to choose from. The students will be instructed on set rules to be employed during the debates with each team having one rebuttal opportunity. Each debate shall be timed to not exceed 20 minutes.	Debate material may be derived from handouts and discussions provided and occurring over the last 13 weeks of the course. Students will also be encouraged seek out additional information through their own searches.
THURSDAY May 2, 2019 from 2 pm to 4 pm in VPD 107			

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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. 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>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour