

USC School of Pharmacy

Pharmacy Undergraduate Programs

SP 2022: BPSI-414: Pharmacoeconomics

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Office Hours:	Virtual Office Hours, Fridays 10:30am-12:30pm (link in Blackboard) University Park Campus, UPC – appointment, tdchurch@usc.edu Health Sciences Campus, HSC – appointment, tdchurch@usc.edu
Course Weight:	2 units (course meets 2 hours per week)
Days/Time/Location:	Tues. 12:30pm-2:20pm in KAP 163

Catalogue description: *Ethics as a challenge in the pharmaceuticals industry. Organizational ethics and bioethics related to research, development and marketing across the public and healthcare professional groups.*

Introduction

The business of pharmaceutical research and development requires ethical and professional conduct to be successful. Due to the changing nature of the practice of pharmacy, today's pharmacists, pharmaceutical scientists, and researchers are faced with an increasing number of ethical dilemmas. Through the introduction of current ethical problems, this course will prepare students through application of ethical decision making for current and future issues.

This course will focus on seven clinical and research ethical competencies that pharmaceutical scientists will face in real world settings: professional responsibility, patient's rights, privacy and confidentiality, truth telling, reproductive ethics, distributive justice, and research ethics. Students will learn to work through difficult ethical situations and attain a positive clinical, behavioral, or social outcome. This course will help establish a framework for developing the critical set of patient-related skills necessary for the practice of pharmaceutical science.

Objectives

This course will develop core competencies in dealing with ethical issues in healthcare and research settings amidst a biologically, socially, and culturally diverse patient population. This will include a discussion of the ethical responsibilities and professional conduct of the pharmaceutical industry, including clinical drug trials and studies, research, and marketing and

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promotion. This course will also provide a discussion of basic principles of business ethics and proper ethical conduct in other healthcare industries.

Students will be presented with case studies to help explore and understand the principles guiding the conduct of healthcare professionals. In addition, issues presented will involve the welfare and consideration of others in deciding how to act ethically. Topics including criminal and civil acts, contracts, negligence, and ethical concepts as they relate to the medical profession. Managed care, HIPAA, and other health care legislative rulings are discussed.

Upon successful completion of this course, the student should be able to –

- Identify sources of moral judgements
- Describe the ethical cornerstones of beneficence, justice, and autonomy
- Critique ethical questions in terms of veracity and fidelity
- Evaluate key issues in healthcare ethics and formulate arguments in defense and interrogation of those issues
- Appraise the consequences of improper drug use and abuse and its relationship to health, economy, wellbeing and society as presented in the literature

During the semester each student will be encouraged to participate in presenting his or her opinions on a given ethical 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.

Communication Method

If you have questions or concerns, please contact Dr. Church via email (tdchurch@usc.edu). Your email will be attended as quickly as possible within a 48-hour window. For more urgent or pressing issues, please contact Dr. Church via telephone at 323.442.0241.

Evaluation and Grading:

Evaluation will be based on case study debates and a final.

Description	Points	Weight
<i>Case Study Debates 10 (@ 10 pts each)</i>	100 pts	45%
<i>Final exam</i>	100 pts	55%

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Total

200 pts

100%

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 materials prior to the lecture and be prepared to discuss background, current understanding, treatments, and gaps in knowledge for the topic in each lecture. Due to the nature of ethics, it is expected that we will not always agree, and a richness of perspectives often helps illuminate the issues at hand.

45% Case Study Debates (each worth 4.5% of the class grade): The debates will be related to the weekly topic. Students will select ethical or legal cases related to the weekly lecture topic to be presented. These presentations will be used to guide the topical discussions. Students will need to research their topics and debate based on a journal article, legal case, ethical issue, or policy review they researched. The discussion will be driven by the weekly lecture. Specific information on the presentations can be found on pages 8-13.

55% Final: The Final Exam will be in the form of a take home test during exam week. The final exam will allow students to express their ideas based on facts derived from the course.

Please note, below is the “Approximate” grading scale breakdown. However, this scale is not set in stone and may slightly shift up or down based on overall scores. There are no pluses (+) or minuses (-) assigned to grades in this course.

Percent	Letter Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

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). After receipt of the written statement, a make-up exam will be provided.

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.

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Course Readings

This course is designed to be current and as such will rely on journal articles, book chapters, and other materials relevant to the weekly topics.

Other topical materials including but not limited to the syllabus, supplemental reading assignments and additional handouts will be posted on <http://blackboard.usc.edu/>. Students will also be encouraged to use the online discussions sessions (via Blackboard) as an additional learning tool.

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. Because this is an area of rapid change in policies, the readings may vary from one term to the next. Additional readings for each section that may be of added use are listed in the table below.

Content Warning

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course dealing with drug use, abuse and addiction, course topics can at times be political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

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Schedule of Topics

Week	Date	Topic
1	11 Jan	Introduction to Course
2	18 Jan	Moral Standing
3	25 Jan	Duty
4	1 Feb	Research Involving Human Subjects, Part 1
5	8 Feb	Research Involving Human Subjects, Part 2
6	15 Feb	Conflict of Interest
7	22 Feb	Breaking Promises
8	1 Mar	End of Life Decisions
9	8 Mar	Pharmaceutical Benefit and Risk
10	15 Mar	Spring Break
11	22 Mar	Genetics, Omics, and Precision Medicine
12	29 Mar	Patents and Discovery
13	5 Apr	Reproductive Choice
14	12 Apr	Economics of Pharmaceuticals
15	19 Apr	Allocating Resources and Health Insurance
16	26 Apr	International Business
Final Exam: Wednesday, May 11, 2022 from 2-4 p.m.		

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, policy.usc.edu/scientific-misconduct.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

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Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services - (213) 740-0776
osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

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USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Debate Structure and Presentation Topics

After Week 01, students will participate in a debate during class related to the weekly topic and assigned reading. These will be informal debates and will provide students with an opportunity to apply the ethical theories to our discussions.

Deliverable

After class, students will write a one page, 11 pt font, double-spaced reflection about the debate, this will be due prior to the next class.