I. ASCRC General Education Form

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<th>Group</th>
<th>Group VIII Ethics and Human Values</th>
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<tr>
<td>Dept/Program</td>
<td>Pharmacy</td>
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<tr>
<td>Course Title</td>
<td>Case Studies in Pharmacy Ethics</td>
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<tr>
<td>Prerequisite</td>
<td>3rd professional year standing</td>
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<td>Credits</td>
<td>3</td>
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II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Donna Beall</th>
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<tbody>
<tr>
<td>Phone / Email</td>
<td>243-6710 <a href="mailto:donna.beall@umontana.edu">donna.beall@umontana.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Michael Rivey</td>
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<tr>
<td>Dean</td>
<td>David Forbes</td>
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<th>Please type / print name</th>
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<td>9/24/08</td>
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III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

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.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

Courses focus on one or more of the specific traditions of ethical thought (either Western or non-Western), on basic ethical topics such as justice or the good life as seen through the lens of one or more traditions of ethical thought, or on a professional practice within a particular tradition of ethical thought.

1) Example of PRO/CON paper
Should Congress and other policy makers legalize prescription drug importation?

Your assignment is to research the issue of prescription drug importation. If your break out session is on WEDNESDAYS, take the PRO side of the issue (It is morally and ethically acceptable for the government to legalize prescription drug importation) and if you meet on THURSDAYS take the CON side (It is ethically and morally wrong for government to legalize prescription drug importation). In your argument cite reasons for your stance using the teachings of at least 2 philosophers either discussed in class or ones you have researched their teachings.
Courses provide a rigorous analysis of the basic concepts and forms of reasoning which define the traditions, the ethical topics, or the professional practices that are being studied.

| Assignment examples: |  
|----------------------|-----------------------|
| Locate one article from the professional or lay press, 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. DUE 1/23. You will present your ethical dilemma during your break out sessions. (50 points) | |
| 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 2/5 | |

V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

| correctly apply the basic concepts and forms of reasoning from the tradition or professional practice they studied to ethical issues that arise within those traditions or practices; | 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. |
analyze and critically evaluate the basic concepts and forms of reasoning from the tradition or professional practice they studied

Weekly case discussions on the following topics germane to the practice of pharmacy including:
- Relevant topics (examples)
  - Ethical dilemmas from the “real world” discussions
  - Health Care Disparities
  - Professional ethics/ Conflicts of Interest
  - Ethics of genomics
  - End of Life Issues
  - Research Ethics

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.

**PHAR 514 - Pharmacy Ethics**  
**SYLLABUS**

**Spring, 2008**

**Instructors:**  
Donna Beall, SB 328 ext. 4237/CHC 106B ext 6710 donna.beall@umontana.edu  
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 9:10 – 10:40 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. Three take-home written case analyses will constitute the written evaluations for the course. Each student paper will be identified only by a sequential number (1-n) 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 all 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.

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.

**Expectations:**

It is the student’s responsibility and obligation to:
1. Attend every session; students anticipating having to miss a class session should contact one of the instructors beforehand. Five (5) points will be deducted for each **unexcused** absence;
2. Read assigned materials **before** attending class and prepare written assignments to be handed in when due;
3. Respect the opinions and views of classmates;
4. Adhere to the ground rules established that will afford the student a safe, learning environment;
5. Conduct yourself in a professional manner; refer to the student conduct code regarding classroom behavior;
6. 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.

7. 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://www.umt.edu/SA/VPSA/index.cfm/page/1321](http://www.umt.edu/SA/VPSA/index.cfm/page/1321).

**Point Distribution:**

- Ethical Dilemma written assignment 50 points
- Written case analyses (2@100 points each) 200 points
  (75 points content; 25 points writing and grammar)
- Final written case 100 points
  (75 points content; 25 points writing and grammar)
- Participation
  - scenario presentations and discussion 50 points*
  - case topic discussions 100 points*

**Total possible points** 500 points

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.

*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.

**Assignments:**

1) Locate one article from the professional or lay press, 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. DUE 1/23. You will present your ethical dilemma during your break out sessions. (50 points)

2) 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 2/5

3) First case - Should Human Papillomavirus Vaccination Be Mandatory? DUE 2/19

4) Student grading/evaluation of first case DUE 2/26
5) Second case- Should Congress and other policy makers legalize prescription drug importation? - DUE 4/1
6) Student grading/evaluation of first case DUE 4/8
7) Final paper – TBD DUE 5/4

PHAR 514
Course Schedule
Spring, 2006

Tuesday 1/22  Course introduction/ Problem Solving and Ethical Dilemmas (D.Beall)

Wed/Thurs. 1/23-1/24  Ethical dilemmas from the “real world” discussions
Assignment 1 due

Tuesday 1/29  Introduction to Ethics (R. Macklin)

Wed/Thurs. 1/30-1/31  Ethical dilemmas from the “real world” discussions (cont.)

Tuesday 2/5  Ethical Theories and Principles of Aristotle, Kant and Mill (R. Macklin)
Assignment 2 due

Wed/Thurs. 2/6-2/7  Discussions of cases handed out on Tuesday

Tuesday 2/12  Ethics of genomics (Liz Putnam)

Wed/Thurs. 2/13-2/14  Burden of Knowledge Video and discussion

Tuesday 2/19  Research Ethics (D. Beall)
Assignment 3: Case 1 DUE

Wed/Thurs. 2/20-2/23  Discussions of cases handed out on Tuesday

Tuesday 2/26  Health Care Disparities (D. Beall)
Assignment 4: Case 1 graded by students completed

Wed/Thurs. 2/27-2/28  Video - Health Care Issues

Tuesday 3/4  End of Life Issues I (R. Macklin)

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  Video - Death of Nancy Cruzan and discussion

Tuesday 3/18  Professional ethics/ Conflicts of Interest (D. Beall)

Wed/Thurs. 3/19-3/20  Discussions of cases handed out on Tuesday

Tues/Wed/Thurs 3/25-3/28  Spring Break

Tuesday 4/1  Impaired Pharmacist Program (Lori Morin)
Assignment 5  Case 2 DUE

Wed/Thurs 4/2-4/3  Discussions of cases handed out on Tuesday

Tuesday 4/8  Business Ethics (D. Beall)
Assignment 6: Case 2 graded by students completed

Wed/Thurs 4/9-4/10  Discussions of cases handed out on Tuesday

Tuesday 4/15  Ethics of Health Care Teams (D. Beall)

Wed/Thurs 4/6-4/17  Discussions of cases handed out on Tuesday

Tues/Wed/Thurs 4/22-4/24  Student Case Presentations

Tues/Wed/Thurs 4/29-5/1  Student Case Presentations

Thursday 5/4  Student Case Presentations & FINAL CASE DUE