

PHR 176E: Interprofessional Ethics Spring 2016

- Lecture: Thursdays, 11:00 a.m. – 12:00 p.m., PHR 3.106
- Interprofessional Discussion Sections: Three **mandatory** (one evening per month) panel-presented cases and discussion sessions on interprofessional case studies.
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- Office Hours: By appointment
- Teaching Assistant
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- Interprofessional Case Discussion Panelists *Diane B. Ginsburg, Ph.D., R.Ph., FASHP*, Clinical Professor & Assistant Dean for Student Affairs, College of Pharmacy
John C. Luk, M.D., Assistant Dean for Regional Medical Education, UTMB Health
Robert A. Prentice, J.D., Professor & Department Chair, McCombs School of Business
Bobbie S. Sterling, R.N., Ph.D., Assistant Professor, School of Nursing
Mitchell Sudolsky, MSSW, Clinical Professor, School of Social Work
- Course Texts: **REQUIRED: STUDENTS MUST PURCHASE THIS TEXT FOR THIS COURSE.** *“Case Studies in Pharmacy Ethics”*, R.M. Veatch & A. Haddad, Oxford University Press (2008). *Text is available at the UT Coop*
- Web-based readings and articles as indicated
- Exam and quiz questions will come from assigned text and additional readings as well as lecture and discussion sections**
- Web Resources: The *official Canvas® website* for this course can be accessed either through UT Direct or via <http://course.utexas.edu>. Either access point is UT EID-protected, and provides you links to the courses in which you are currently enrolled. You are strongly

encouraged to visit this site for additional resources associated with this course (your grades, powerpoint presentations, the discussion board, contacting faculty by e-mail, electronic versions of **required** readings and hyperlinks).

The website will also be used for official, course-related announcements and for questions via the discussion board. Be aware that any messages posted to the discussion board are available to all enrolled students and faculty.

If you encounter problems with accessing Canvas[®], please contact the ITS helpdesk at (512) 475-9400 or the FAQ's at www.utexas.edu/academic/blackboard/answers.

Learning Outcomes: After taking this course you should be able to:

1. Identify the importance of morality and ethics in healthcare and their role in the provision of pharmacist-directed patient care.
2. Demonstrate competency in the application of bioethical principles to patient situations.
3. Apply appropriate decision-making strategies in providing care for patients.
4. Understand the interdisciplinary nature of ethical decision-making and the role different healthcare providers play in the provision of patient care.
5. Collaborate with peers in developing effective interpersonal communication skills required of a pharmacist and the advantages of discussing ethical dilemmas with other practitioners.

Team-Based Learning:

The Team-Based Learning (TBL) approach will be used in this course. TBL advocates self-directed learning of course content and will facilitate your application of new knowledge within small collaborative teams and full classroom discussions. TBL requires you to be prepared and attend all lecture and discussion sections. Your participation will provide you with the opportunity to learn from your peers as well as work and negotiate within your team. As this is a course in pharmacy ethics, you will be provided with multiple opportunities to apply your knowledge to real-life scenarios during the semester. Working with your team members and other colleagues will provide you with multiple opportunities to apply your skills and knowledge.

TBL is NOT just group work. This is very different than other group-based work or projects that you have experienced in the past. All group work will be done in class. Your team can only help you, not hurt you.

Course Sequence:

PHR 176E has been divided into four chronological units. Information about what to read, where you can find it, and when to read it is listed below and posted on the course website in Canvas®. Each three-day unit will follow this sequence:

- Day 1: Individual Quizzes – Topic Clarification
- Day 2: Spotlight Topics
- Day 3: Principle Application - Cases

Course material will applied to cases during lecture and the discussion sessions.

Lecture/Class Schedule:

Lecture	Date	Topic	Assigned Readings
1	1/21/16	<ul style="list-style-type: none"> •Introduction to Interprofessional Ethics •Completion of Student Diagnostic Forms for Team Assignments 	
		<i>Introduction – Four Questions of Ethics</i>	
2	1/28/16	<ul style="list-style-type: none"> •Practice Readiness Assurance Test Administered – Introduction to Course Topics •<i>Team Case Presentation Format</i> 	Pages 3-17 (Veatch)
<i>Unit 1</i>		<i>Ethics and Values in Pharmacy</i>	
3	2/4/16	<ul style="list-style-type: none"> •Introduction to Ethics, Values, and Moral Reasoning Models for Ethical Problem Solving 	Chapters 1-3 (Veatch)
4	2/11/16	<ul style="list-style-type: none"> •Model for Ethical Problem Solving •Values in Health and Illness •Sources of Moral Judgments <p><i>Unit 1 Readiness Assurance Test Administered</i></p>	Chapters 1-3 (Veatch)
5	2/18/16	Unit 1 Follow-up <i>Spotlight Topic: Models for Ethical Problem Solving</i> <i>Team Case Presentations</i>	
2/23/16		Interprofessional Case Discussion Panel – *WEL 1.316 (Robert A. Welch Hall)* 6:45 p.m. – 8:00 p.m.	

2/23/16		Peer Evaluation #1 Due	
6	2/25/16	Unit 1 Follow-up <i>Principle Application Cases: Sources of Moral Judgments – Role of Professional Codes</i> <i>Team Case Presentations</i>	Cases 1-1 and 2-1 (Veatch)
Unit 2		Ethical Principles in Pharmacy Ethics	
7	3/3/16	The “Georgetown Mantra” – Ethical Principles Unit 2 Readiness Assurance Test Administered	Chapters 4-6 (Veatch)
8	3/10/16	Unit 2 Follow-up <i>Spotlight Topics: Beneficence, Nonmalficience, Autonomy, and Justice</i> <i>Team Case Presentations</i>	
	3/17/16	No Class – Spring Break	
9	3/24/16	Midterm Examination – Units 1 & 2	
3/24/16		Interprofessional Case Discussion Panel – *WEL 1.316 (Robert A. Welch Hall)* 6:45 p.m. – 8:00 p.m.	
10	3/31/16	<i>Principle Application Cases: Professional Duties of Practitioners – Applying Principles to Patient Situations</i> <i>Team Case Presentations</i>	Cases 3-1, 3-4, and 3-6
Unit 3		Honesty, Truth Telling, and Avoidance of Killing	
11	4/7/16	Dealing Honestly with Patients Unit 3 Readiness Assurance Test Administered	Chapters 7-9 (Veatch)
4/13/16		Interprofessional Case Discussion Panel – *WEL 1.316 (Robert A. Welch Hall)* 6:45 p.m. – 8:00 p.m.	
4/13/16		Peer Evaluation #2 Due	
12	4/14/16	Unit 3 Follow-up	

		<i>Spotlight Topic: Ethical Issues in Pain Management</i>	
Unit 4		<i>Sensitive Patient Scenarios – Application of Ethical Principles and Decision-Making Models</i>	
13	4/21/16	Abortion, Sterilization, and Contraception Mental Health Issues Right of Refusal Research Ethics <i>Unit 4 Readiness Assurance Test Administered</i>	Chapters 10-12, 14, and 15
14	4/28/16	Unit 3 Follow-up <i>Principle Application Cases: Avoidance of Killing</i> <i>Team Case Presentations</i>	Cases 3-7, 6-5, 6-6
15	5/5/16	Unit 4 Follow up <i>Principle Application Cases: Application of Ethical Principles in Sensitive Patient Situations</i> <i>Right of Refusal and Patient Autonomy</i> <i>Team Case Presentations</i>	Cases 8-2, 9-1, and 9-7
		<i>Final Examination – Date and time to be assigned by University</i>	

Course Policies:

Course Grades:

Individual Quizzes – Readiness Assurance Tests (RATs)	20 points each	4 quizzes	80 points
Discussion Sessions and Class Participation (Mandatory attendance of Interprofessional Panel Cases and Participation in	25 points	3 assignments	75 points

Discussion and Reflection Assignments)			
Canvas -Discussion posts to questions	40 points		40 points
Case Preparation and Presentations -In class case preparation and presentations	35 points	Each team is required to prepare and present a case and lead the classroom discussion – team presentation schedule will be posted to Canvas	35 points
Peer Evaluation of Team Members	20 points	2	40 points
Midterm Examination	100 points	1	100 points
Final Examination	200 points	1	200 points
Total Points			570 points

Course Grading:

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-77%	C
70-72%	C-
68-69%	D+
66-67%	D
below 65%	F

Examinations:

There will be a midterm examination given at the midpoint of the semester, plus a cumulative final administered during the Final Exam period. ***The Midterm will be given on Thursday, March 24th, from 11:00 a.m. – 12:00 p.m. in PHR 3.106.***

Quizzes:

Individual Quizzes:

Individual quizzes (Readiness Assurance Tests – RATs) will be administered at the beginning of each unit. Students will be given a 10 question, multiple-choice quiz over the assigned readings during the first 20 minutes of class. Individual quiz grades will be based on the number of correct answers selected by the student.

Students must arrive on time for examinations and quizzes. All instructions and corrections will be made at the beginning of the examination period and will not be repeated. Exams and quizzes will begin promptly at the designated hour and picked up at the end of the examination time period. Students arriving after any students have completed the exam or quiz and left the room may not be allowed to sit for the exam or quiz, and may receive a score of zero for the exam or quiz.

No allowances will be made for an exam or quiz being missed, other than documented illness or emergency. The student must contact the course coordinator for confirmation ***prior to the exam or quiz.*** If permission is granted to delay the exam or quiz, it is the student's responsibility to complete the College Form titled "Student Request for Alternate Exam Time" for final consideration and *final approval* by the course coordinator. In this event, the nature of the make-up will be at the discretion of the course coordinator (oral, written, increased weighting of the final, etc.). An unexcused absence from an exam may result in a "zero" for that exam or quiz.

The grading of objective questions will be based on scantron sheets turned in, i.e., not answers written on the exam papers. After the exams have been graded and an item analysis performed (Measurement and Evaluation Center), questions may be discarded at the discretion of the course coordinator before arriving at final grades.

Missed Quiz Policy:

Students are not allowed to make-up individual/team quizzes. One (only one, single, one-time) exception will be allowed. In such case, the student must provide the TA *written notice* of his or her expected absence at least *two days* before the scheduled quiz, and is responsible for making arrangements with the TA to make up the quiz at a time convenient for the TA. Students who take make-up quizzes will not receive team extra-credit points. Students are not allowed to make up team assignment work, peer evaluations, or participation points.

Reconsideration Policy:

Students may meet with the course coordinator individually to review exam grades. Students have two weeks after grades are posted in Blackboard to meet with the course coordinator to review their exam. If there is disagreement over the answer to a specific question, the student should present a written explanation with appropriate documentation to the course coordinator within 72 hours after reviewing their exam with the course coordinator. Documentation may include statements from textbooks, assigned readings, and/or materials provided to students in class. The explanation must be clear, rational, and concise. (This policy does not apply to addition or other grading errors).

Final Exam Re-Examination Policy:

The re-examination policy for this course will follow the General Information Catalog (GIC) and College of Pharmacy policies for the University, which read as follows: *“Only a student who has a grade average of at least a C on all class work and lab work submitted before the final exam (in this course, >70% on each exam) may request a temporary delay of the final course grade because he or she failed the final examination (i.e., <65%), which is the examination given during the final exam period as printed in the official examination schedule. If the petition is denied by the instructor, the grade on the re-examination will be **substituted** for the grade on the original exam in determining the student’s final course grade, provided the student earns at least a C on the re-examination. **If the grade on the re-examination is less than a C (in this course, <70%), a final course grade of F must be recorded.**”*

All students who are eligible for re-examination according to the University criteria specified above will be notified by the course coordinator within 24 hours of posting the final examination scores, and **must reply within the specified time as to whether they will be taking the re-examination.** Those students who choose to take the re-examination will be awarded a course grade of “X” until the re-examination is evaluated and the final course grade computed.

Discussion Sessions:

There will be three Interprofessional Panel Discussion Sessions with individuals representing other healthcare disciplines (pharmacy, nursing, social work, medicine, law, and business). Students will be required to attend the case discussion sessions and participate by applying principles discussed in lecture. Students will be required to write a reflective essay on directed questions following the discussion sessions using the Canvas Learning Management system.

Attendance is mandatory and will be taken at the beginning of every session. No unexcused absences are permitted. Excused absences are only accepted in the case of an emergency, illness, or College function approved by the Dean. In all cases the student should contact the course coordinator before the discussion section. **A zero will be assigned for each unexcused absence.**

Peer Evaluation:

In the professional world, your success is influenced by three things: your own effort, the effort of the people you depend upon, and the way you work together. The same is true in this course. During the course you will complete two peer evaluations for each member of your team in an effort to further improve your team's successful working relationship. Feedback should reflect your judgment in these areas:

- Preparation: Did he or she prepare well for each class and discussion section?
Contribution: Did he or she contribute productively to the team discussion and work?
Respect: Did he or she encourage others to contribute their ideas, and give them careful disregard?
Flexibility: Was he or she open to new points of view when disagreements occurred?

It is important to provide positive feedback to people who truly worked hard for the good of the team and also to make suggestions to those you perceive could be working more effectively on team assignments.

Dress Code:

You are expected to dress in a professional manner in the Interprofessional Panel Discussion Sessions. Professional dress includes a clean, white lab jacket with your name clearly identified. (Nametags may be ordered through UT-ASP.) The appropriate dress for men is dress slacks, shirt, and tie. Women may wear dress slacks or skirts and blouses or dresses. No shorts, jeans, tennis shoes, or flip-flops may be worn. Inappropriate dress may result in dismissal from the Discussion Section.

Class Recordings:

Students are free to make their own recordings of lectures unless specifically prohibited from doing so by the presenter. Any additional distribution of College- or student-generated recordings (regardless of format) is prohibited without the written and signed permission of the presenter and students identifiable on the recording.

Classroom Decorum:

A Word about Decorum

*Every student has the **right** to learn as well as the **responsibility** not to deprive others of their right to learn. Every student is accountable for his or her actions.*

In order for you to get the most out of this class, please do the following:

- a. Please attend all scheduled classes and arrive on time. Students arriving late will be asked to leave.
Late arrivals and early departures are very disruptive and violate the first basic principle listed above.
- b. Please do not schedule other engagements during this class time.
- c. If you have trouble hearing the lecture because of distractions around you, quietly ask those responsible for the distraction to stop.
If the distraction continues, please let me know.

- d. Let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class.
- e. All cell phones, PDAs (iPhones, BlackBerrys, Droids, etc.) and two-way pagers should be turned to the “off” position during all classes and laboratory sessions. Cellphones and other electronic devices may not be used to photograph any course materials, RATs, exams, etc. Laptop computers (iPads) should only be used to review lecture materials and take notes.

Academic Integrity:

The “Statement on Scholastic Integrity of the College of Pharmacy” reads as follows: “Pharmacy practitioners enjoy a special trust and authority based upon the profession’s commitment to a code of ethical behavior in its management of client affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including failure of the course involved and dismissal from the College and/or University. Since dishonesty harms the individual, fellow students, and the integrity of the University and the College of Pharmacy, policies on scholastic dishonesty will be strictly enforced in this course.

Students are expected to work independently on all examinations. Any student caught cheating will be given a “zero” on the exam (minimum). Any student suspected of dishonesty will be reported the Dean of the College of Pharmacy and to the Dean of Students, as per University regulations. Students are expected to have read and understood the current issue of the General Information Catalog published by the Registrar’s Office for information about procedures and about what constitutes scholastic dishonesty.

Students with Disabilities:

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. All University rules concerning accommodations must be followed, including the student arranging for special accommodations *prior to each examination*. In the absence of such *prearrangement*, the student will be assumed that the student is not requesting special accommodations for that exam, and will be expected to take the exam with the rest of the class at the regularly scheduled exam time. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

Standards of Ethical Conduct

Pharmacy practitioners enjoy a special trust and authority based on the profession’s commitment to a code of ethical behavior in its management of client affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students.

Toward that end, the faculty and students of the College of Pharmacy have pledged their support to the Policy Statement on Ethical Conduct and Scholastic Integrity and the Code of Ethics that implements this Policy Statement. Upon entering the College of Pharmacy, and each academic year thereafter, students are asked to recite and sign the following pledge:

“As a student of the University of Texas College of Pharmacy, I have reviewed and hereby pledge my full support to the Honor Code. I pledge to be honest myself, and in order that the spirit and integrity of the Honor Code may endure, I pledge that I will make known to the appropriate authorities cases of dishonesty which I observe in the College of Pharmacy.”