

# Online POP Course Syllabus

## PHA6277: Ethics in Drug Production, Distribution, and Use

3 credit hours

**Note:** The final syllabus posted in the Course Canvas site is the most current and supersedes this syllabus.

### Class Meeting Times

Tuesdays, 8:30-10:30 pm Eastern

### Class Meeting Location

Class meetings are held in Zoom, which can be accessed via the course Canvas site. If you are having trouble accessing the course Canvas site, please contact Distance Education Support Services at [DESS@ahc.ufl.edu](mailto:DESS@ahc.ufl.edu).

### Instructor

Christopher T. Owens, PharmD, MPH

Adjunct Associate Instructional Professor, University of Florida, College of Pharmacy

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[chris.owens@ufl.edu](mailto:chris.owens@ufl.edu)

Phone/Text: 208-406-4161

Office Hours: By appointment

Office Location: via Zoom or phone

### Course Description

The purpose of this course is to introduce basic concepts in bioethics and provide an opportunity for discussing important ethical issues and controversies in modern healthcare, especially those that relate to the use of pharmaceuticals. We will survey topics in medical ethics ranging from normative moral theories and their roots in philosophical and religious traditions, to the application of ethical principles to specific issues facing us today. Such issues include clinical research, justice in the allocation of health-related resources, use of reproductive technologies, and end-of-life issues.

The emphasis in this course will be on the ethical use of drugs in medical practice and issues relating to the production, distribution, and use of pharmaceuticals. We will spend time on individual patient/healthcare professional interactions, but will also include the health of communities and the policies and practices relevant to public health.

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## Course Objectives

Upon completion of this course, the student will:

1. Gain a greater appreciation for the complexity of ethical issues in health care and the reasoning that may be applied to support opposing viewpoints
2. Become more aware of one's own ethical standpoint and background and the basis from which one's own moral reasoning proceeds
3. Understand general ethical theories and the major principles of bioethics, and be able to apply them to practical contemporary issues
4. Be able to analyze situations or policies, identifying the ethical factors and conflicts, and provide a reasoned and defensible course of action for addressing them
5. Be able to examine critically and respond intelligently to ethical issues in verbal and written formats
6. Be able to argue for one's own ethical standpoint constructively and politely, and allow for others to do the same

## Relationship to Program Outcomes

This course pertains to the following program outcomes:

1. Identify, interpret, and utilize core knowledge across the spectrum of Pharmaceutical Sciences.
2. Analyze and apply material from foundation courses in the curriculum, interpret data, and synthesize a response to a complex problem or case.

## Required Textbooks and/or Software

Veatch, Robert M; Guidry-Grimes, Laura K. The Basics of Bioethics (4th ed), Taylor and Francis, 2020. ISBN-13: 978-1138580084; ISBN-10: 1138580082

## Recommended Materials

None

## Course Pre-Requisites

None

## Structure and Organization

This course is organized into weekly modules in UF's e-learning system, Canvas. The assigned work (eg, readings, videos, discussion boards, and assignments) for each module is clearly detailed in Canvas. In addition, the faculty and students meet synchronously once per week using Zoom. This course is self-paced to

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accommodate the time constraints of individual students. However, students are expected to complete the assigned work for each module before each weekly synchronous class meetings and by the posted deadline.

## Course Schedule

Week	Date	Topic(s)	Assignments
1	Tuesday, January 10	Introduction to Ethics, Moral Theories, and Moral Standing	<ul style="list-style-type: none"> <li>• Read Veatch chapters 1-3</li> <li>• Read codes of ethics (AMA &amp; APhA) and any other posted article(s)</li> <li>• Participate in online forum</li> <li>• Take Week #1 quiz</li> </ul>
2	Tuesday, January 17	Principles of Bioethics – Nonmaleficence, Beneficence, & Respect for Autonomy	<ul style="list-style-type: none"> <li>• Read Veatch chapters 4, 6-7</li> <li>• Read other posted article(s)</li> <li>• Participate in online forum</li> <li>• Take Quiz #2</li> <li>• Work on Paper #1</li> </ul>
3	Tuesday, January 24	Virtue Ethics & Decision Making	<ul style="list-style-type: none"> <li>• Read Veatch chapter 5</li> <li>• Read posted article(s)</li> <li>• Participate in online forum</li> <li>• Take Quiz #3</li> <li>• Submit Paper #1</li> </ul>
4	Tuesday, January 31	Justice & Social Utility	<ul style="list-style-type: none"> <li>• Read Veatch chapter 12</li> <li>• Read other posted article(s)</li> <li>• Participate in online forum</li> <li>• Take Quiz #4</li> <li>• Work on Paper #2</li> </ul>
5	Tuesday, February 7	Ethics at the End of Life	<ul style="list-style-type: none"> <li>• Read Veatch chapters 8-9</li> <li>• Read other posted article(s) and materials</li> <li>• Watch “Facing Death”</li> <li>• Participate in online forum</li> <li>• Take Quiz #5</li> <li>• Submit Paper #2</li> </ul>
6	Tuesday, February 14	Human Control of Life	<ul style="list-style-type: none"> <li>• Read Veatch chapters 10-11</li> <li>• Read other posted article(s)</li> <li>• Participate in online forum</li> <li>• Take Quiz #6</li> <li>• Work on Paper #3</li> </ul>
7	Tuesday, February 21	Ethical Issues in Research	<ul style="list-style-type: none"> <li>• Read Belmont Report</li> </ul>

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			<ul style="list-style-type: none"> <li>• Read other posted article(s) and materials</li> <li>• Participate in online forum</li> <li>• Take Quiz #7</li> <li>• Submit Paper #3</li> <li>• Take Comprehensive Final Exam by end of the week</li> </ul>
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## Evaluation Methods

### Quizzes on the reading/viewing assignments

- Quizzes are over the reading/viewing assignments of that week
- 10 points each, 70 points total
- Quizzes will consist of multiple-choice and/or short-answer questions, and will focus on the following:
  - Basic concepts from the reading or videos
  - Identifying the ethical factors involved in a situation or policy
  - Identifying and evaluating ethical arguments
  - Applying ethical theories or principles
- Quizzes are open book and open notes, but they are timed, you will not be able to look up every answer; please study for these!

### Final comprehensive examination

- 50 points total
- Will consist of multiple-choice and an essay question
- Will contain information covered throughout the course
- The exam will be during the last week of class (see schedule)
- Like weekly quizzes, the final exam is also open book/open notes

### Participation in on-line discussions

- 70 points total (10 points per week)
- To get full points, you have to make substantive contributions. It's not enough just to say, "Yes, I agree," or "No, that can't be right." Explain and defend your views, applying the theories, principles, etc. covered in the course. Use examples when appropriate and explain your point of view.
- In addition to your response to ONE of the questions/topics of the week, you should also comment on at least ONE other person's post
- Unprofessional or discourteous interactions will not be tolerated and may result in loss of participation points.

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## 3 short papers: 3 – 5 pages each (500-1000 words; double-spaced, 12-pt font)

- 30 points each, 90 points total
- Brief research paper, properly formatted and referenced
- You will be asked to analyze a case, review a policy, summarize the arguments in a debate, etc. Paper topics will be as follows:
  - Paper #1
    - *Topic: Moral Standing*
  - Paper #2
    - *Topic: Ethical Decision-Making*
  - Paper #3
    - *Topic: Justice*
- Cite all sources. Plagiarism and other forms of academic dishonesty will not be tolerated and may result in a failing grade for the paper and the course. The format you use for citations is not important (choose MLS, APA, whichever you prefer), but you MUST use references beyond the textbook and lecture notes.
- Papers must be received by the stated deadlines. Five points will be deducted for each day a paper is late. Contact me to make arrangements if you are ill or facing special circumstances.

- **Timeline for instructor feedback:** Grades and feedback will be posted within 7 calendar days

## Attendance Policy for this Course

Attendance at weekly sessions is expected. If students are unable to attend, it is their responsibility to inform the instructor prior to class. Unexcused absences may affect the student's grade (loss of participation points).

## Attendance Policy for UF Graduate Students

Students may not attend classes unless they are registered officially or approved to audit with evidence of having paid audit fees. After the end of drop/add, the Office of the University Registrar provides official class rolls/addenda to instructors. Students who do not attend at least one of the first 2 class meetings of a course or laboratory in which they are registered and who have not contacted the academic unit to indicate their intent may be dropped from the course. Students must not assume that they will automatically be dropped if they fail to attend the first few days of class. The academic unit will notify students dropped from courses or laboratories by posting a notice in the academic unit office. Students may request reinstatement on a space-available basis if documented evidence is presented. The University recognizes the right of the individual professor to make attendance mandatory. After due warning, professors may prohibit further attendance and then assign a failing grade for excessive absences. Students who have registration changes, at any time during the semester, should verify their registrations before the last day of class of the term. Retroactive drop/add or

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other registration changes will not be permitted. See the [UF graduate academic regulations](#) for more information.

## Quiz/Exam Policy:

Weekly quizzes will be online and opened for approximately 24 hours to allow for completion as it fits the student's schedule. Once quizzes are closed, they will not be reopened unless prior arrangements have been made.

## Make-up Quiz/Exam Policy

Make-up quizzes are allowed only under extreme circumstances and must be arranged prior to the scheduled quiz date with the instructor. The instructor may consider extenuating circumstances on a case-by-case basis if contacted by the student in advance of the due date. Contact the instructor with concerns.

## Assignment Deadlines

Assignments must be completed by the stated deadlines. Five points will be deducted for each day a paper is late. The student will need to contact the instructor to make special arrangements if the student is ill or facing unusual circumstances that may require accommodation.

## Grading Policy

The only passing grades for graduate students are A, A-, B+, B, B-, C+, C, and S. Grades of B-, C+ or C count toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with grades of B+, A- and A, respectively. Grade points are not given for S and U grades; S and U grades are not used to calculate grade point averages. All letter-graded courses eligible to count toward the graduate degree, except 1000- and 2000-level courses, are used to calculate the cumulative grade-point average. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level, although the grade points associated with these letter grades are included in grade point average calculations. See the [UF graduate academic regulations](#) for more information.

A	>92.500%
A-	89.500–92.499%
B+	86.500–89.499%
B	82.500–86.499%

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B- 79.500–82.499%

C+ 76.500–79.499%

C 72.500–76.499%

C- 69.500–72.499%

D+ 66.500–69.499%

D 62.500–66.499%

D- 59.500–62.499%

E <59.499%

## Course Technology Support

Your instructor is not able to handle technological issues or answer questions related to computer issues.

- **Assistance accessing course Canvas page:** Contact Distance Education Support Services at [DESS@ahc.ufl.edu](mailto:DESS@ahc.ufl.edu)
- **IT Support:** Contact UF Computing Help Desk at 352-392-HELP (4357) or [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) or submit an [online request form](#). If a technical problem causes you to miss an assignment, you must report the problem to the Help Desk and then email your instructor your Help Desk ticket number to the instructor in order to receive an extension.

## Students Requiring Academic Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course technologies meet online learning accessibility standards for sight and hearing-impaired learners. Likewise, course materials are developed in accordance with accessibility standards. Course documents and webpages are formatted for screen-reader accessibility with the use of headings, styles, or alternative text tagging for images. Accessibility design tools in Microsoft Office products and in Canvas are used to evaluate and update accessibility issues detected in the instructional materials. Synchronous class sessions in Zoom are recorded. These recordings are posted to the course site to accommodate students unable to attend.

- [Canvas Accessibility](#)

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- [Zoom Accessibility](#)

## Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/).

## University Honesty Policy and Academic Integrity

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Regarding academic integrity, students in the program are strongly encouraged to be mindful of what constitutes plagiarism. Written assignments that contain the research or other original published work of someone else must be properly quoted, cited, paraphrased, or referenced appropriately. A software (TurnItIn) that is integrated with Canvas Assignments may be utilized to help students determine if a written submission meets the criteria for a properly referenced research paper. Please ask for help, utilize resource materials and take advantage of opportunities like creating a draft of your paper to test, ensuring you have addressed any errors prior to the final submission.

Please watch these short videos about this topic:

- [Understanding and Avoiding Plagiarism: Types of Plagiarism](#)
- [Avoiding Plagiarism](#)

## Software Use and Course Technology

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.



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Educational technology in the program is primarily the Canvas Learning Management System (LMS) and Zoom web conferencing software. These tools firmly support learning objectives and course goals. Writing with communication tools, reading articles from digital collections, and viewing video presentations in high-quality, accessible formats are essential to facilitate meaningful learning experiences. These experiences expand knowledge and influence professional work habits and skills such as information-gathering techniques and evidence-based practice. Synchronous class sessions in Zoom provide learners with opportunities to gain confidence and practice how they interact and collaborate in online meetings.

- [Canvas Student Guide](#)
- [Zoom Resources](#)

A minimum number of other technical skills are required for success in the online courses. These include accessing course webpages to read text and listen to recorded videos, using word processing tools (MS Word, PowerPoint), downloading/uploading content, submitting online assignments and using a variety of communication tools (Canvas Inbox, Discussions, Zoom Conferences).

## Course Communication

Canvas (Inbox tool) will be used as the primary communication tool between the instructor and students. Check daily for new announcements or notifications about course updates. UF email will also be used occasionally for mass communication to the class, so please check your email at least once a day as well. All emails sent out to the entire class will also be posted as an Announcement on Canvas. The instructor will generally respond to student messages within 72 hours

General questions about course content (e.g., assignments or lectures) or policies should be posted to the course discussion board. We expect students to help each other track down answers as best as possible. Read through all the other posts in the discussion board first before posting to make sure your question has not been addressed/answered already. Please include a clear subject title for your topics to make it clear what your post pertains to. The instructor will generally respond to questions posted on the course discussion board within 72 hours.

Emotions can easily be misinterpreted on a discussion board/emails, so make sure your message is clear before sending it since there are no physical gestures or voice inflections that accompany posts/emails. Any posts/emails deemed inappropriate by the faculty will be dealt with on a case-by-case basis with either the faculty directly or they will be sent on to the Associate Dean for Professional Affairs.

For personal issues/questions, please email your instructor. Be sure to include in your subject line the course listing and then a quick subject (e.g., PHAXXXX – Your Name -). This will allow instructors to quickly identify emails related to the course amongst the many emails that are received each day. Emails not correctly addressed may get lost in the shuffle and unintentionally deleted or ignored so be sure to follow the

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guidelines exactly.

## Student Privacy

There are federal laws protecting your privacy in terms of grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Recordings of weekly class sessions in Zoom are created for the purpose of course teaching and learning, as well as for use as a resource for students who miss a class session.

The use of video (or web camera) feature in Zoom is not a requirement, but rather is voluntary for meeting participants. For both the audio and video features in Zoom, you will have the option to Start or Stop these functions.

Students who participate with their camera engaged or who utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

- [Zoom Software Privacy Statement](#)
- [Canvas \(by Instructure\) Privacy Policies](#)

## Security

Online activity in Canvas requires an active UF GatorLink account to log in, as well as enrollment in courses. The Zoom Conference meetings for weekly classes are accessed within Canvas. These meetings have a pass code applied as an additional security setting. Students in the class do not need to enter the passcode, however anyone not enrolled in the course cannot join the meeting without it.

## Library Resources

For remote access to UF library resources such as e-journals or other digital collections, use the [UF VPN or proxy server to connect](#).

## Additional University Resources

- **U Matter, We Care:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

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- [Counseling and Wellness Center](#)
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu)
- **E-learning technical support:** 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- **Teaching Center:** Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- **Writing Studio:** 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints**