New Course Outline

- The PharmD Approval Process for New Course Outlines document provides for more information on next steps and approval timelines.
- The Course Outline Submission Overview document provides more detailed guidelines on course learning objectives, topic outlines/scheduling requirements, and assessment methods.
- The AFPC Educational Outcomes for Professional Programs document provides complete information on roles and key competencies for Pharmacy Degree Programs.

Course Number: PHM 110H1

Course Title: Health Systems 1

Outline Version Code:

Course Description:

This course introduces pharmacy students to Canada's healthcare system including structures, functions and the policies that underpin healthcare services. Students will learn about the roles and responsibilities of key healthcare providers including pharmacists in a variety of healthcare settings. Students will gain insight into how and where pharmacy and medication fit within the larger system of care. Historical context will be used to explain why the healthcare system exists and critical reflection will be encouraged to explore how and why the system may be evolving, especially with respect to the roles that pharmacists play within the system. The course provides an introduction to essential management, communication and leadership skills that will be required by healthcare professionals to flourish within the evolving health system.

Semester: ☒ Fall ☐ Winter ☐ Summer

Course Type: ☐ Elective ☐ Selective ☐ Mandatory

1. Course Learning Objectives:
Upon completion of this course, students will have achieved the following level of learning objectives:
Introductory = knowledge and comprehension of concepts, definitions
Intermediate = application of concepts to simple situations
Advanced = application of concepts to more complex situations with ability to synthesize and evaluate
Knowledge
Introductory Level:

- Describe the underlying structures, functions, financing, and policies of the Canadian healthcare system
- Describe the skills that pharmacists require to be effective practitioners (in any area of pharmacy practice) including those related to management, leadership and communication

Intermediate Level:

- Explain how the current structures, functions, financing and policies of the Canadian healthcare system impact the current and future practices of pharmacists
- Compare and contrast the roles of different healthcare providers and professionals and explain the significance of their interaction with pharmacists within the Canadian healthcare system
- Critically reflect on the strengths and weaknesses of the current Canadian healthcare system

Advanced Level:

Skills
Introductory Level:

Intermediate Level:

- Critically reflect on the strengths and weaknesses of the current Canadian healthcare system
- Apply knowledge from the course to reflect on their individual assumptions about pharmacists and their place(s) within the Canadian healthcare system
- Communicate their ideas and reflections about course material effectively in written form

Advanced Level:

Attitudes/Values:
Introductory Level:

Intermediate Level:

- Apply knowledge from the course to reflect on their individual assumptions about pharmacists and their place(s) within the Canadian healthcare system

Advanced Level:

2. Rationale for Inclusion in the Curriculum:

This course provides a critical introduction to Canada's healthcare system for pharmacy students, as students require knowledge about the policies, structures, processes and players within the system in which they will eventually work. This course will help students to contextualize their learning while they are at the Leslie Dan Faculty of Pharmacy and help students prepare for their future careers. By understanding how the healthcare systems works and why, this course will facilitate students’ appreciation of their current and potential expanding roles within the system. This course will encourage students to reflect on the future of healthcare, the pharmacy profession and their own potential career path within the Canadian

3. Pre-requisites:

4. Co-requisites:
5. Course Contact Hours and Teaching Methodologies:

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactic (lecture)</td>
<td>26</td>
</tr>
<tr>
<td>Large group problem-based/ case-based learning</td>
<td></td>
</tr>
<tr>
<td>(group size: )</td>
<td></td>
</tr>
<tr>
<td>Laboratory or Simulation</td>
<td></td>
</tr>
<tr>
<td>Tutorial/Seminar/Workshop/Small Group</td>
<td></td>
</tr>
<tr>
<td>(group size: )</td>
<td></td>
</tr>
<tr>
<td>Experiential</td>
<td></td>
</tr>
<tr>
<td>On-line</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Course Contact Hours</strong></td>
<td>26</td>
</tr>
</tbody>
</table>

6. Estimate and description of student's weekly out-of-class preparation time excluding exam preparation:

The success of this course relies on students to read required materials assigned for each week's class, and attend all lectures to enable thoughtful reflections on weekly topics. Recommended readings are provided to further enhance student learning and serve as additional resources.

7. Topics Covered and Lecture Specific Learning Objectives

**Week 1**

**Lecture Topic:** Introduction to the Course and to Canada’s Healthcare System

**Lecture Learning Objectives:**

- a) Describe the objectives of the course
- b) Provide an overview of the Canadian health care system
- c) Summarize the key features of the Canada Health Act
- d) Explore and reflect on pre-conceived ideas about how the health care system works
- e) Describe the different roles provincial and federal governments play in the healthcare system

**Week 2**

**Lecture Topic:** Introduction to Leadership, Management and Communication

**Lecture Learning Objectives:**

- a) Describe different leadership approaches and capabilities that leaders need
- b) Explain the key roles that managers undertake including managing performance
- c) Describe features of effective communication
- d) Understand the relevance of leadership, management and communication to the healthcare system and pharmacy practice
Week 3
Lecture Topic: Health Human Resources: who are the players in the system?

Lecture Learning Objectives:

a) Identify key players in Canada’s health care system and how they interact with pharmacists;
b) Describe characteristics of healthcare professionals and how healthcare professionals are regulated in Ontario.
c) Describe inter-professional collaboration and its relevance to patient care.
d) Describe the pharmacy workforce in Ontario and current workforce challenges and opportunities
e) Identify different roles of pharmacists within the current health care system

Week 4
Lecture Topic: Introduction Quality and Safety in the Canadian Health care system

Lecture Learning Objectives:

a) Understand the importance of health quality and patient safety
b) Describe the scope of medical errors, and medication errors in health care
c) Describe the impact of a medical errors (including medication errors) on patients, caregivers, providers and decision-makers
d) Describe individual, provider and system level factors related to medical/medication errors

Week 5
Lecture Topic: Secondary and Tertiary Care

Lecture Learning Objectives:

a) Describe different types of secondary and tertiary hospital settings and their functions
b) Explain patient flow through different levels of care within the hospital
c) Explain the roles of pharmacists within hospital
d) Describe the different models of hospital pharmacy

Week 6
Lecture Topic: Public Health/ Health Promotion

Lecture Learning Objectives:

a) Identify social determinants that influence health and well-being
b) Describe the public health system in Ontario and its relationship with the health care system
c) Explain the role of pharmacists and the pharmacy system within the public health system
d) Discuss examples of pharmacy/public health interface
Week 7
Lecture Topic: Local Health Integrated Networks (LHINs) & Primary Care

Lecture Learning Objectives:

a) Describe the structure and function of LHINs in Ontario
b) List the elements of primary health care
c) Describe the various models of primary care in Canada, especially family health teams and community health centers in Ontario
d) Discuss potential roles/ responsibilities of a pharmacist working in primary care models

Week 8
Lecture Topic: Community Pharmacy

Lecture Learning Objectives:

a) Describe the structure and function of the community pharmacy sector
b) Describe the roles of pharmacists, interns, registered pharmacy students, and registered pharmacy technicians in the community pharmacy setting
c) Describe the process of drug distribution through community pharmacy
d) Describe revenue generation mechanisms within community pharmacy (including non-dispensing sources)
e) Explore current issues in community pharmacy

Week 9
Lecture Topic: Long term care/chronic care/ end of life care/ home and community care

Lecture Learning Objectives:

a) Explain the structure and function home care and residential care in the health care system
b) Describe Ontario's home care and residential care services (e.g., long-term care)
c) Explore current issues with informal caregiving
d) Explore current issues with palliative care

Week 10
Lecture Topic: The Pharmaceutical Industry: how do drugs enter our healthcare system?

Lecture Learning Objectives:

a) Identify the general processes involved in the development of a new drug
b) Describe the role of Health Canada in the review and approval of new drugs
c) Explain the role of the Patented Medicine Prices Review Board (PMPRB) in the establishment, and control of prices for new drugs
d) Describe the role of Common Drug Review and Pan-Canadian Oncology Drug Review in the decision to list drugs for reimbursement
f) Explain the roles of the provincial formularies in adding new drugs to their formularies for their patients

**Week 11**
**Lecture Topic:** Hour 1: Health Care Financing; Hour 2: Prescription Drug Financing

**Lecture Learning Objectives:**

a) Describe the sources of funding of prescription drugs, hospital services, physicians services and other health services in Canada
b) Explain the difference between the sources of funding for health services
c) Describe the sources of funding of prescription drugs in Canada
d) Describe the trends in provincial government drug coverage
e) Explain the arguments raised for and against a National Pharmacare Program

**Week 12**
**Lecture Topic:** Complementary and Alternative Medicine (CAM) in Canada

**Lecture Learning Objectives:**

a) Describe use of complementary and alternative medicine (CAM) by Canadians
b) Explain why patients use CAM
c) Differentiate between regulated and unregulated CAM practices
d) Explain how natural health products are regulated.
e) Describe the role of the pharmacist with respect to CAM

**Week 13**
**Lecture Topic:** Course Review & Exam Preparation

**Lecture Learning Objectives:**

a) Review key concepts of the course
b) Provide an opportunity for students to reflect on course learning
8. Assessment Methodologies Used:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course Learning Objectives Addressed</th>
<th>Assessment Method Used</th>
<th>Percent of Course Grade</th>
<th>For Group Work: Individualized or same mark for all group members</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Mid-term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Final Exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>☐ Assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☒ Mid-term</td>
<td></td>
<td></td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>☐ Final Exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Mid-term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☒ Final Exam</td>
<td></td>
<td></td>
<td>45%</td>
<td></td>
</tr>
</tbody>
</table>

Expectation for pass grades for all Pharmacy courses is 60%

9. Policy and procedure regarding late assignments/examinations/laboratories:

Late Assignment Policy:

Students who fail to submit an assignment by the specified due date will receive a deduction of -5% for each day beyond the due date (including weekends/holidays), to a maximum of 35%. Assignments will not be accepted for grading after 7 late days at which point students will receive a mark of 0 on the assignment.

10. Policy and procedure regarding missed assignments/examinations/laboratories:

Missed Exam/Test Policy:

Students who miss an examination or a test and who have a valid petition filed with the Registrar’s office will be eligible to complete a make-up examination or test. The format of this examination or test will be at the discretion of the course coordinators, and may include, for example, an oral examination.
11. AFPC Education Outcomes addressed (check all those that apply):
- Refer to AFPC Educational Outcomes for Professional Programs for further information about the role and key competencies.

As Care Providers, pharmacy graduates:

**CP1 – Practice within the pharmacist scope of practice and expertise**

☒ CP1.1 Apply knowledge from the foundational sciences to make decisions relevant to the contemporary and evolving scope of pharmacist practice;

☒ CP1.2 Integrate AFPC Communicator, Collaborator, Leader-Manager, Health Advocate, Scholar, and Professional roles in their practice of pharmacy;

☐ CP1.3 Recognize and respond to the complexity, uncertainty and ambiguity inherent in pharmacy practice;

☐ CP1.4 Explain the benefits, risks and rationale associated with pharmacist-provided care as an important step in obtaining and documenting consent to pharmacist care;

☐ CP1.5 Recognize and take appropriate action when signs, symptoms and risk factors that relate to medical or health problems that fall into the scope of practice of other health professionals are encountered.

**CP2 – Provide patient-centred care**

☐ CP2.1 Collect, interpret, and assess relevant, necessary information about a patient's health-related care needs;

☒ CP2.2 Formulate assessments of actual and potential issues and in collaboration with the patient and other health team members as appropriate, prioritize issues to be addressed in a given patient encounter;

☐ CP2.3 Create and document plans in collaboration with the patient and other health team members as appropriate, and make recommendations to prevent, improve or resolve issues;

☐ CP2.4 Implement plans in collaboration with the patient and other health team members as appropriate, including:

  - CP2.4.1 obtaining consent
  - CP2.4.2 making a referral or consulting others
  - CP2.4.3 adapting, initiating, renewing/continuing, discontinuing or administering medication as authorized
  - CP2.4.4a dispensing and/or
  - CP2.4.4b compounding and/or
  - CP2.4.4c delegating/authorizing such tasks to others appropriately
  - CP2.4.5 engaging the patient or care-giver through education, empowerment and self-management, and
CP2.4.6 negotiating the role of pharmacy and non-pharmacy team members in continuity and transitions of care.

☐ CP2.5 Follow-up by monitoring, evaluating progress toward achievement of the patient’s goals of therapy, adjusting plans in collaboration with the patient and health team members across the care continuum.

**CP3 – Actively contribute, as an individual and as a member of a team providing care, to the continuous improvement of health care quality and patient safety**

☒ CP3.1 Recognize and respond to harm and potential harm from health care delivery, including patient safety incidents;

☒ CP3.2 Adopt strategies that promote patient safety and address human and system factors;

As Communicators, pharmacy graduates:

**CM1 – Communicate in a responsible and responsive manner that encourages trust and confidence**

☒ CM1.1 Select and use oral, non-verbal and written communication strategies (tools, techniques, technologies, etc.) effectively so that the patient’s best interests are foremost;

☐ CM1.2 Provide timely, clear responses that are tailored to the context and audience;

☐ CM1.3 Express facts, evidence, opinions and positions accurately and effectively, with clarity and confidence;

☐ CM1.4 Listen, actively solicit and respond appropriately to ideas, opinions and feedback from others;

☐ CM1.5 Use language, pace, tone, and non-verbal communication that is suitable for:

  a) the intended outcomes of the communication, and
  b) the complexity, ambiguity, urgency and/or difficulty of a situation, conversation or conflict

☐ CM1.6 Seek and synthesize relevant information from others in a manner that ensures common understanding and where applicable, clarifies and secures agreement and/or consent;

☐ CM1.7 Compose and share oral, written, and electronic information in a manner that optimizes patient safety, dignity, confidentiality, and privacy.

**CM2 – Communicate in a manner that supports a team approach to health promotion and health care**

☒ CM2.1 Engage in respectful, empathetic, compassionate, non-judgmental, culturally safe, tactful conversations with patients, communities, populations, and health team members;

☒ CM2.2 Demonstrate awareness of the impact of one’s own experience level, professional culture, biases and power and hierarchy within the health team on effective working relationships,
communication and conflict resolution with health team members and adapt the approach to the situation appropriately;

☐ CM2.3 Demonstrate accuracy and appropriateness of communication as well as respect for the role of other health team members when disclosing information about harmful or potentially harmful situations;

☐ CM2.4 In word and in action, convey the importance of teamwork in patient-centred care, patient safety, health care quality improvement and health program delivery.

As Collaborators, pharmacy graduates:

CL1 – Work effectively with members of the health team including patients, pharmacy colleagues and individuals from other professions

☐ CL1.1 Establish and maintain positive relationships;

☐ CL1.2 Recognize, respect and negotiate the roles and shared/overlapping responsibilities of team members;

☐ CL1.3 Join with others in respectful, effective shared decision-making.

CL2 – Hand over the care of the patient to other pharmacy team members and non-pharmacy team members to facilitate continuity of safe patient care

☐ CL2.1 Determine when and how care should be handed over to another team member;

☐ CL2.2 Recognize, respect and honour the negotiate shared and overlapping responsibilities of patients, pharmacy team members and other health members when handovers occur;

☐ CL2.3 Demonstrate safe handover of care, using oral, written, and electronic communication, during a patient transition to a different care provider or setting.

As Leader-Managers, pharmacy graduates:

LM1 – Contribute to optimizing health care delivery and pharmacy services

☐ LM1.1 Work with others to apply quality improvement strategies and techniques to optimize pharmacy care;

☐ LM1.2 Contribute to a culture of patient safety;

☐ LM1.3 Confirm the quality, safety, and integrity of products;

☐ LM1.4 Use health informatics to improve the quality of care, manage resources and optimize patient safety.

LM2 – Contribute to the stewardship of resources in health care systems
☐ LM2.1 Apply evidence and management processes to achieve cost appropriate care;
☐ LM2.2 Allocate health care resources for optimal patient care;
☐ LM2.3 Contribute to the management of finances and health human resources in pharmacy practice settings;

LM3 – Demonstrate leadership skills
☒ LM3.1 Demonstrate leadership skills to enhance pharmacy practice and health care.

LM4 – Demonstrate management skills
☐ LM4.1 Work with others to apply the principles of effective management and supervision of health human resources and medication use systems;
☐ LM4.2 Use effective strategies to manage and improve their own practice of pharmacy.

As Health Advocates, pharmacy graduates:

HA1 – Respond to an individual patient’s health needs by advocating with the patient within and beyond the patient care environment
☒ HA1.1 Work with patients to address determinants of health that affect them and their access to needed health services or resources;
☒ HA1.2 Work with patients to increase opportunities to adopt healthy behaviours;
☒ HA1.3 Incorporate disease prevention, health promotion and health surveillance into interactions with individual patients.

HA2 – Respond to needs of communities or populations they serve by advocating with them for system-level change in a socially accountable manner
☒ HA2.1 Work with community or population to identify the determinants of health that affect them;
☒ HA2.2 Participate in health promotion and disease prevention programs.

As Scholars, pharmacy graduates:

SC1 – Apply medication therapy expertise to optimize pharmacy care, pharmacy services and health care delivery
☐ SC1.1 Use knowledge and problem-solving to arrive at recommendations and decisions that are appropriate, accurate, and practical;
SC1.2 Use professional experience to solve routine, previously encountered problems;

SC1.3 Use established decision-making frameworks and apply learning required to manage new situations and problems.

**SC2 – Integrate best available evidence into pharmacy practice**

- SC2.1 Generate focused questions related to needs for information, recommendations and decisions in practice;
- *SC2.2* Use systematic approaches in the search for best available evidence;
- *SC2.3* Critically appraise health-related research and literature;
- SC2.4 Incorporate best available evidence in the decision-making process.

**SC3 – Contribute to the creation of knowledge or practices in the field of pharmacy**

- *SC3.1* Apply scientific principles of research and scholarly inquiry;
- SC3.2 Apply ethical principles that underlie research and scholarly inquiry.

**SC4 – Teach other pharmacy team members, the public and other health care professionals including students**

- SC4.1 Provide effective education to others;
- SC4.2 Employ appropriate teaching roles when teaching others;
- SC4.3 Deliver effective feedback in teaching and learning situations;
- SC4.4 Use appropriate learning assessment and evaluation strategies when working with patients, team members, students and teachers.

As **Professionals**, pharmacy graduates:

**PR1 – Committed to apply best practices and adhere to high ethical standards in the delivery of pharmacy care**

- PR1.1 Exhibit professional behaviour whether face-to-face, in writing, or via technology-enabled communication. Professional; behaviour includes, but is not limited to:
  a) demonstrating honesty, integrity, humility, commitment, altruism, compassion, respect for diversity and patient autonomy;
  b) being accessible, diligent, timely and reliable in service to others;
  c) abiding by the principle of non-abandonment;
  d) maintaining appropriate interpersonal boundaries;
  e) maintaining professional composure, demeanor, and language even in difficult situations, and;
f) maintaining privacy and confidentiality;

☐ PR1.2 Use ethical frameworks as one component of professional judgment;

☐ PR1.3 Recognize and respond to situations presenting ethical dilemmas, including conflicts of interest;

☐ PR1.4 Engage in activities that:
   a) protect the public, and;
   b) advance the practice of pharmacy.

PR2 – Able to recognize and respond to societal expectations of regulated health care professionals

☒ PR2.1 Take responsibility and accountability for actions and inactions;

☒ PR2.2 Demonstrate a commitment to patient safety and quality improvement;

☒ PR2.3 Honour the laws, ethical codes, and regulatory requirements (by-laws, standards, policies) that govern the self-regulated profession of pharmacy;

☒ PR2.4 Demonstrate an understanding of federal, provincial/territorial, and municipal laws, policies and standards that apply to pharmacy workplaces;

☐ PR2.5 Demonstrate an ability to maintain competence to practice through evaluating areas for improvement and planning, undertaking learning activities to address limitations in competence and/or performance and incorporating learning into practice;

☒ PR2.6 Identify and respond to unprofessional, unethical, and illegal behaviours in pharmacists, other pharmacy team members, and other health professionals.

PR3 – Committed to self-awareness in the management of personal and professional well being

☐ PR3.1 Set professional and personal goals, priorities, and manage their time to balance patient care, workflow, and practice requirements;

☐ PR3.2 Examine, reflect upon, and manage personal attributes (knowledge, skills, beliefs, biases, motivations, emotions, etc.) that could influence self-development and professional performance;

☐ PR3.3 Adapt their practice of pharmacy to fulfill evolving professional roles;

☐ PR3.4 Recognize and respond to self and colleagues in need.