New Course Outline

- The PharmD Approval Process for New Course Outlines document provides 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: PHM151H1

Course Title: Early Practice Experience (EPE) - Year 1

Outline Version Code:

Course Description:

This course is the first of two early experiential rotations, consisting of 160 hours of experiential education in a community pharmacy practice site. Students will undertake EPE-1 during the summer following Year 1 (sometime between May to end of August). Each student will actively participate in day-to-day services within a direct patient care community pharmacy practice setting, thus enabling application of knowledge, skills and values learned in faculty-based courses and simulated practice environments (laboratories). Required activities include prescription/medication order processing, patient education, (drug information provision,) medication history taking, and observation of/participation in patient safety processes in the practice setting. Students also need to demonstrate effective communication skills, professionalism and teamwork during the rotation.

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
2. Rationale for Inclusion in the Curriculum:

Early Practice Experience-1 will enable a student to progress toward competency in all seven AFPC outcomes, with emphasis on the following roles at an Introductory level: Care Provider, Communicator, Manager and Professional. A student will be expected to apply and extend the knowledge from the Year 1 classroom and laboratory-based courses to pharmacy practice sites, building a foundation and context for further learning at the Year 2 level.

3. Pre-requisites:

- PHM101H1 Pharmacotherapy 1: Foundations and General Medicine,
- PHM105H1 Medication Therapy Management 1,
- PHM110H1 Health Systems 1,
- PHM113H1 Pharmacy Informatics,
- PHM114H1 Social and Behavioural Health

4. Co-requisites:

N/A
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>3</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>160</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><strong>163</strong></td>
</tr>
</tbody>
</table>

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

Some out of site time expected prior to (e.g. 4 hours) and during EPE rotation block (e.g. 10-20 hours) to develop Learning Contract, reflect on activities, and document learning in conjunction with course assessment methods.

7. Topics Covered and Lecture Specific Learning Objectives

   **Week 1**
   Lecture Topic:

   **Lecture Learning Objectives:**

   **Week 2**
   Lecture Topic:

   **Lecture Learning Objectives:**

   **Week 3**
   Lecture Topic:

   **Lecture Learning Objectives:**
Week 4
Lecture Topic:

Lecture Learning Objectives:

Week 5
Lecture Topic:

Lecture Learning Objectives:

Week 6
Lecture Topic:

Lecture Learning Objectives:

Week 7
Lecture Topic:

Lecture Learning Objectives:
Week 8
Lecture Topic:

Lecture Learning Objectives:

Week 9
Lecture Topic:

Lecture Learning Objectives:

Week 10
Lecture Topic:

Lecture Learning Objectives:

Week 11
Lecture Topic:

Lecture Learning Objectives:
### Week 12

#### Lecture Topic:

#### Lecture Learning Objectives:

### Week 13

#### Lecture Topic:

#### Lecture Learning Objectives:

---

### 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>Some or all of mandatory and agreed upon objectives (as per Learning Contract)</td>
<td>Mid-rotation electronic assessment by preceptor, using assessment guidelines/framework prepared by Course Coordinator</td>
<td>N/A</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>☐ Assignment</td>
<td></td>
<td></td>
<td>Fail = 1 or 2 on final assessment</td>
<td>N/A</td>
</tr>
<tr>
<td>☐ Presentation</td>
<td></td>
<td></td>
<td>Pass = 3 or 4 on final assessment</td>
<td>N/A</td>
</tr>
<tr>
<td>☐ Participation</td>
<td></td>
<td></td>
<td>Honours = 5 on final assessment</td>
<td>N/A</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>☒ Assignment</td>
<td>All of mandatory and agreed upon objectives (as per Learning Contract)</td>
<td>End-rotation electronic assessment by preceptor, using assessment</td>
<td>N/A</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>☐ Assignment</td>
<td>Submissions</td>
<td>All required documents completed and filed electronically on the electronic rotation platform (Core Elms)</td>
<td>Complete course work submissions</td>
<td>N/A</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>☒ Assignment</td>
<td>Extra assessments may be instituted if student performance is below satisfactory</td>
<td>Student to log 160 practice hours electronically</td>
<td>160 hours at the site must be documented electronically</td>
<td>N/A</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>
</tbody>
</table>

*Expectation for pass grades for all Pharmacy courses is 60%*
9. Policy and procedure regarding late assignments/examinations/laboratories:

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

Students who fail an EPE rotation will be required to complete supplemental activities and/or additional rotation time, as determined by the Course Coordinator. The supplemental activities and/or rotation will usually (but not always) be undertaken in the same summer or early fall following the initial rotation. If the student fails a supplemental rotation the student will be required to successfully complete remedial activities prior to starting a second supplementary EPE rotation. Remedial activities will be tailored to the particular student’s challenges. Should the student fail the second supplemental rotation, s/he would be dismissed from the program.

Students failing an EPE rotation are permitted to enroll in the subsequent year's courses. EPE-1 must be successfully completed before enrolling in EPE-2, and EPE-2 must be successfully completed prior to undertaking the Advanced Pharmacy Practice Experience (APPE) rotations.

Please note: new wording of this policy is required based on discussions at Academic Standing and Faculty Council.

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
- CP2.4.4 dispensing and/or
- 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.