New Course Outline

Course Number: PHM230H1

Course Title: Physical Assessment and Injection Techniques

Outline Version Code:

Course Description:

This course will provide an introduction to physical assessment of patients. Students will engage in lectures, on-line activities, and skills practice in a laboratory setting. This course includes a module pertaining to the administration of substances by injection that allows students to meet the competencies required by the Public Health Agency of Canada and the Ontario College of Pharmacists.

Semester: ☒ Winter

Course Type: ☒ 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 and apply a systematic approach to performing a physical assessment of a patient using four modes of assessment – inspection, palpation, percussion and auscultation
- Describe expected physical assessment findings for patients throughout the lifespan
- Identify, describe and apply best practices for preparing and administering substances by injection.

**Intermediate Level:**

**Advanced Level:**

**Skills**

**Introductory Level:**

- Demonstrate knowledge and competencies necessary to assess, monitor and document an individual’s condition appropriate to the patient’s complaint and condition based on knowledge of anatomy, physiology and pathophysiology.
- Demonstrate knowledge and competencies necessary to safely and effectively administer medications via injection.

**Intermediate Level:**

**Advanced Level:**
**Attitudes/Values:**

**Introductory Level:**

**Intermediate Level:**

- Develop an appreciation of and respect for differences related to ethnicity, gender, sexual orientation, religion, language and socio-economic status and how these may impact health, health practices, and physical assessment.

**Advanced Level:**

2. **Rationale for Inclusion in the Curriculum:**

A key component of pharmacists’ ability to identify, resolve and prevent drug therapy problems is to assess the patient’s health and drug-related information. Patient assessment includes a physical assessment to determine the effectiveness and safety of drug therapy. In addition to enabling students to gain the required physical assessment skills for pharmacists, the course will also provide education pertaining to the administration of substances by injection.

3. **Pre-requisites:**

PHM145H1: Human Histology & Anatomy
PSL 205H1: Physiology

PHM143H1: Pathobiology and Pathology.

4. **Co-requisites:**

PHM201H1: Pharmacotherapy 2 – Dermatology & EENT

PHM202H1: Pharmacotherapy 3 - Endocrine, Nephrology & Urology
5. Course Contact Hours and Teaching Methodologies:

<table>
<thead>
<tr>
<th>Didactic (lecture)</th>
<th>Hours: 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large group problem-based/ case-based learning (group size: 240)</td>
<td>Hours:</td>
</tr>
<tr>
<td>Laboratory or Simulation</td>
<td>Hours: 9</td>
</tr>
<tr>
<td>Tutorial/Seminar/Workshop/Small Group (group size: 30-40)</td>
<td>Hours:</td>
</tr>
<tr>
<td>Experiential</td>
<td>Hours:</td>
</tr>
<tr>
<td>On-line</td>
<td>Hours: 16</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>Hours:</td>
</tr>
<tr>
<td><strong>Total Course Contact Hours</strong></td>
<td><strong>Hours: 38</strong></td>
</tr>
</tbody>
</table>

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

Each week, students will watch videos, read assigned textbook chapter and additional readings if assigned, and complete a learning guide related to the weekly module content. Examinations require review of 5-6 modules. Videos, readings and learning guides should take no more than 1-2 hours weekly.

7. Topics Covered and Lecture Specific Learning Objectives

**Week 1**

**Lecture Topic:** Course Introduction, Introduction to physical exam and techniques

**Lecture Learning Objectives:**

1. Examine the different components of information gathered to gain a comprehensive health history.

2. Discuss the diagnostic skills of inspection, palpation, percussion, and auscultation.

3. Identify the equipment used in health assessment.

4. Define body mechanics and health care ergonomics.

**Skills**

1. Apply your interpersonal skills to an interview with a partner.

2. Apply your knowledge of a health history in a role play with a partner.
3. Demonstrate appropriate body mechanics when working with a partner

**Week 2**

**Lecture Topic:** Vital Signs

**Lecture Learning Objectives:**

**Knowledge**

1. Identify when and why vital signs should be taken.
2. Compare core and surface temperatures.
3. Describe factors that cause variations in body temperature.
5. Identify sites commonly used to assess pulse.
6. Analyze the characteristics that should be included when assessing pulse.
7. Describe how to measure the radial and the apical pulse as well as the apical-radial pulse.
8. Identify the characteristics that should be included when assessing respirations.
10. Differentiate between systolic and diastolic blood pressure.
11. Describe the five phases of Korotkoff’s sounds.
12. Identify various methods and sites used to measure blood pressure.
13. Describe the technique for and importance of measuring the palpable blood pressure (two-step method).
14. Describe some common errors in blood pressure measurement.
15. Identify ranges of acceptable vital signs for an infant, a child and an adult.
16. Explain variations in technique used to assess vital signs in an infant, a child and an adult.

**Week 3**

**Lecture Topic:** Integument and Mental health assessment

**Lecture Learning Objectives:**

**Knowledge**

1. Describe the key components of a mental status assessment.
2. Describe key abnormal findings associated with mental status.

3. Describe developmental considerations associated with mental health.

4. Differentiate between delirium and dementia.

5. Understand the anatomical structures and functions of the skin.

6. Discuss the normal cultural and age related variations related to assessment of the integument.

7. Describe the health history relevant to assessment of the integument.

8. Differentiate the common abnormal findings found in assessing the integument such as primary and secondary lesions.

Skills

1. Use the diagnostic skills of listening, observation, inspection and palpation to assess the skin, hair and nails of a partner.

2. Use various mental status tests with a partner to explore their use in practice.

3. Begin to document findings after assessment of a partner.

Attitudes

1. Verbalize the importance of providing non-judgmental assessment and health care to persons with mental health issues.

Week 4
Lecture Topic: Head and Neck Assessment

Lecture Learning Objectives:

Knowledge

1. Identify the anatomical structures used during the Head and Neck, Nose, Mouth and Throat assessment.

2. Explore the normal age related and cultural variations present in assessing the Head and Neck, Nose, Mouth and Throat.

3. Describe the health history specific to the Head and Neck, Nose, Mouth and Throat.

4. Explore common abnormal findings when assessing the Head and Neck, Nose, Mouth and Throat

Skills

1. Use the diagnostic skills of listening, observation, and palpation and auscultation to systematically assess the Head and Neck, Nose, Mouth, and Throat of a partner.
2. Begin to document findings after assessment of a partner

**Week 5**

**Lecture Topic:** Injections and immunology

**Lecture Learning Objectives:**

**Knowledge**

1. Describe the different types and parts of the syringe and needle
2. Discuss the principles of preparing injections from an ampule and a vial
3. Determine the appropriate syringe size, needle length and gauge, and angle of insertion for each injection site (subcutaneous and intramuscular)
4. Identify incorrect administration of injections, and describe possible adverse effects of improper technique
5. Explain the steps involved in preparing and administering an injection
6. Discuss best practice guidelines for administering subcutaneous and intramuscular injections
7. Identify safety measures involved in administering medications by injection
8. Discuss needle stick injuries, guidelines for prevention and steps to take in the event of a blood-borne pathogen exposure
9. Demonstrate an understanding of the rationale and benefit of immunization.
10. Describe Canadian guidelines pertaining to storage, handling and transportation of vaccines.
11. Identify and demonstrate understanding about management of adverse events following immunization.
12. Demonstrates an understanding of the immunization system in Canada and its impact on pharmacy practice.

**Skills**

1. Demonstrate effective preparation of injections
2. Demonstrate appropriate landmarking techniques
3. Demonstrate safe and effective administration of injections (subcutaneous and intramuscular) in a laboratory setting
4. Communicate effectively about immunizations. Attitudes

1. Demonstrates an awareness of an infection control conscious as it pertains to the administration of a substance by injection.
2. Describe the ethical implications when a provider's beliefs conflict with evidence-based recommendations for immunization.

**Week 6**
**Lecture Topic: Eye and Ear Assessment**

**Lecture Learning Objectives:**

**Knowledge**

1. Identify the external and internal anatomy of the eye and ear that is relevant for assessment.
2. Discuss age related changes and cultural variations in assessment of the Eye and Ear.
3. Describe the health history specific to Eye and Ear assessment.
4. Explore common abnormal findings when assessing the Eye and Ear.

**Skills**

1. Use the diagnostic skills of listening, observation and palpation to assess the functional ability, external structures and internal structures of the eye and ear of a partner.
2. Practice documenting the findings from assessment of a partner.

**Week 7**
**Lecture Topic: Cardiovascular and Peripheral Vascular assessment**

**Lecture Learning Objectives:**

**Knowledge**

1. Identify the anatomical and related physiology of the heart and vascular system needed to assess these systems.
2. Explore the cultural and age related changes found in cardiovascular and peripheral vascular assessment.
3. Describe the relevant health history to assess the cardiovascular and peripheral vascular systems.
4. Explore common abnormal findings in assessment of the cardiovascular and peripheral vascular system.

**Skills**

1. Use the diagnostic skills of listening, observation, palpation and auscultation to systematically assess the heart and vascular systems of a partner.
2. Practice charting the findings from assessment of a partner.
Week 8
Lecture Topic: Infection Prevention and Control

Lecture Learning Objectives:

Knowledge

1. Explain the relationship of the chain of infection to the transmission of infection.
2. Identify risk factors for infection and those individuals most at risk for acquiring an infection.
3. Understand the incidence, transmission, and prevention of health care-associated infections (HAIs).
4. Explain the difference between medical and surgical asepsis.
5. Explain the rationale and components of Routine Practices.
6. Explain the rationale and components of Additional Precautions.

Skills

1. Identify the importance of hand hygiene and demonstrate ability to perform effective hand hygiene.
2. Identify the four moments for hand hygiene and provide examples of each.
3. Understand the importance of personal protective equipment (PPE) and demonstrate how to don and remove PPE safely.

Attitudes

Understand the meaning of one’s infection control conscience

Week 9
Lecture Topic: Respiratory Assessment

Lecture Learning Objectives:

Knowledge

1. Identify the anatomical landmarks of the chest that are used in respiratory assessment.
2. Discuss the normal cultural and age related variations related to the assessment of the respiratory system.
3. Describe the health history relevant to respiratory assessment.
4. Understand the methods of examination of the respiratory system.
5. Identify normal and adventitious breath sounds heard on auscultation.
6. Describe the characteristics of the most common respiratory complaints. Skills

1. Use the diagnostic skills of observation, inspection, palpation, percussion and auscultation to systematically assess the respiratory system of a partner.

2. Begin to document findings after assessment of a partner.

**Week 10**
**Lecture Topic:** Neurological assessment

**Lecture Learning Objectives:**

**Knowledge**

1. Identify the anatomical structures and relevant physiology needed to assess the neurological system.

2. Discuss the normal age related variations related to the assessment of the neurologic system.

3. Describe the health history relevant to neurological assessment.

4. Explore common abnormal findings in the neurological assessment that require action

**Skills**

1. Use the diagnostic skills of listening, observation, inspection, and palpation to systematically assess cerebral functioning, cerebellar functioning, cranial nerves, sensation and reflexes on a partner.

2. Begin to document findings after assessment of a partner

**Week 11**
**Lecture Topic:** Abdominal assessment

**Lecture Learning Objectives:**

**Knowledge**

1. Identify the anatomical structures and landmarks used to assess the abdomen.

2. Examine the normal cultural and age related variations, which would be present when assessing the abdomen.

3. Describe the health history specific to assessment of the abdomen.

4. Explore common abnormal findings in the abdominal assessment that require action.

**Skills**

1. Use the diagnostic skills of listening, observation, auscultation, and palpation to assess the abdomen of a partner.
2. Practice charting the findings from their abdominal assessment of a partner.

**Week 12**  
**Lecture Topic:** Musculoskeletal assessment

**Lecture Learning Objectives:**

**Knowledge**

1. Identify the structure and functions of the bones, joints, muscles and tendons.
2. Discuss the normal cultural and age related variations related to musculoskeletal assessment.
3. Describe the health history relevant to musculoskeletal assessment.
4. Identify the common abnormal findings in the musculoskeletal assessment

**Skills**

1. Use the diagnostic skills of listening, inspection and palpation to systematically assess the musculoskeletal system of a partner.
2. Demonstrate the normal range of motion (ROM) and muscle testing for different joints such as: temporomandibular, neck, shoulder, elbow, wrist, fingers, spine, hip, knee, ankle and toes.
3. Begin to document findings after assessment of a partner.

**Week 13**  
**Lecture Topic:** N/A

**Lecture Learning Objectives:** N/A

---

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>Describe and apply a systematic approach to performing a physical assessment of a patient using four modes of assessment – inspection, palpation, percussion and auscultation.</td>
<td>Multiple Choice Questions, Short Answer</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>☐ Presentation</td>
<td>Demonstrate knowledge and competencies necessary to assess, monitor and document an individual’s condition appropriate to the patient’s complaint and condition based on knowledge of anatomy, physiology and pathophysiology.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☒ Participation</td>
<td></td>
<td>Multiple Choice Questions, Short Answer</td>
<td>30%</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>
necessary to safely and effectively administer medications via injection

<table>
<thead>
<tr>
<th>☒ Assignment</th>
<th>☐ Presentation</th>
<th>☐ Participation</th>
<th>☐ Mid-term</th>
<th>☒ Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate skills necessary to safely and effectively administer medications via injection, including principles of infection prevention and control, safety, landmarking, communication and preparation of substance for injection.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are required to pass this injection technique assignment in order to pass the course. This is the basis for injection competency prior to experiential rotations and students must demonstrate competency in this assignment, or through remediation with the course coordinator to be successful in the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ability to assess and reflect on professional practice through writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Injection Video Project – Injections and Immunology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☐ Assignment</th>
<th>☐ Presentation</th>
<th>☐ Participation</th>
<th>☐ Mid-term</th>
<th>☒ Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and apply a systematic approach to performing a physical assessment of a patient using four modes of assessment – inspection, palpation, percussion and auscultation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge and competencies necessary to assess, monitor and document an individual’s condition appropriate to the patient’s complaint and condition based on knowledge of anatomy, physiology and pathophysiology.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of principles of immunization in Canada and the impact on pharmacy practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Choice Questions, Short Answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☐ Assignment</th>
<th>☐ Presentation</th>
<th>☐ Participation</th>
<th>☐ Mid-term</th>
<th>☐ Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and apply a systematic approach to performing a physical assessment of a patient using four modes of assessment – inspection, palpation, percussion and auscultation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge and competencies necessary to assess, monitor and document an individual’s condition appropriate to the patient’s complaint and condition based on knowledge of anatomy, physiology and pathophysiology.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop an appreciation of and respect for differences related to ethnicity, gender, sexual orientation, religion, language and socio-economic status and how these may impact health, health practices, and physical assessment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory Participation (including online activities), Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10%</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:

Late Assignment Submission: Students are required to submit all assignments by the due date. Late assignments will incur a penalty of 2% of the grade for each late day including weekends. To avoid incurring a late penalty, a student may submit a petition to the Registrar’s office within one week of the original due date. Students with a petition that is deemed valid by the program will be granted an extension with an identified new due date.
Attendance at clinical (lab) practice and completion of the required clinical practice lab hours stipulated for this course are mandatory. Labs missed must be made up.

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 director, and may include, for example, an oral examination.

Mandatory Laboratory Practice Sessions: You will be assigned randomly to one lab section. Weekly labs are compulsory and attendance is taken. If you need extra help with certain skills, extra lab practice time is available by appointment. Please contact the course director, Andrea LeBlanc-Millar to discuss additional practice time.

Students who miss a scheduled laboratory session/tutorial and who have a valid petition filed with the Registrar's office will be eligible to attend a subsequent regularly scheduled laboratory session with permission from the course director, Andrea LeBlanc-Millar and/or will be eligible for a make-up lab session.

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.