New Course Outline

Course Number: PHM330H1

Course Title: Preparation for Advanced Pharmacy Practice Experience (APPE)

Outline Version Code:

Course Description:

The Preparation for Advanced Pharmacy Practice Experience (APPE) course is designed to strengthen and integrate students' knowledge, skills, and attitudes in preparation for, and to make the transition to, APPE rotations. This course, via lectures, workshops, case-based role play activities and related assignments and assessments, will enable students to review, build on, consolidate and apply previous knowledge, skills and behaviours acquired throughout the curriculum in academic courses and in earlier experiential rotations in the areas of patient care provision, communication, collaboration, management, advocacy, scholarship, and professionalism. (CanMEDS, 2005, AFPC, 2017). The goal of this course is to engender students' practical skills and strategies to help prepare them for their role as advanced pharmacy practice experiential students.

Semester: ☑ Winter  ☐ Fall  ☐ Summer

Course Type: ☑ Mandatory  ☐ Elective  ☐ Selective

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

• 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.
**Knowledge**

Introductory Level:

- Leader/Manager: recognize systems and infrastructure within institutional and community pharmacies (e.g. drug distribution, formulary); recognize the role pharmacists in contributing to other professional responsibilities

Intermediate Level:

- Care Provider: demonstrate proficiency at collecting patient data in the course of conducting complete patient assessments and medication reconciliation; interpret data in order to complete patient assessments, including determining drug therapy problems (DTPs); demonstrate ability to address DTPs and complete a care plan for patient cases; utilize an evidence-based approach in patient workups; demonstrate the ability to document the provision of care

- Advocate: discuss the role of pharmacists in advancing the health and wellbeing of individual patients, communities, and populations; demonstrate understanding of how pharmacists provide expanded scope of practice

- Scholar: retrieve, analyze and synthesize relevant and current data and literature, using information technologies and library resources to solve drug therapy problems; provide information and clinical recommendations utilizing methods which integrate the best research evidence

Advanced Level:

- Professional: demonstrate an understanding of the principles and practice of ethics and law as they apply to the practice of pharmacy; exhibit high standards of behavior expected of a self-regulated health professional at all times

**Skills**

Introductory Level:

- Leader/Manager: recognize systems and infrastructure within institutional and community pharmacies (e.g. drug distribution, formulary); recognize the role pharmacists in contributing to other professional responsibilities

Intermediate Level:

- Care Provider: demonstrate proficiency at collecting patient data in the course of conducting complete patient assessments and medication reconciliation; interpret data in order to complete patient assessments, including determining drug therapy problems (DTPs); demonstrate ability to address DTPs and complete a care plan for patient cases; utilize an evidence-based approach in patient workups; demonstrate the ability to document the provision of care

- Communicator: demonstrate ability to present patient cases; demonstrate ability to communicate effectively, both written and verbally
- Collaborator: demonstrate understanding of the role of, and how to work effectively with other members of the inter-professional and intra-professional patient care teams; demonstrate understanding of the role of pharmacists in health care organizations and the larger health care system

- Advocate: discuss the role of pharmacists in advancing the health and wellbeing of individual patients, communities, and populations; demonstrate understanding of how pharmacists provide expanded scope of practice

- Scholar: retrieve, analyze and synthesize relevant and current data and literature, using information technologies and library resources to solve drug therapy problems; provide information and clinical recommendations utilizing methods which integrate the best research evidence

Advanced Level:

- Professional: demonstrate an understanding of the principles and practice of ethics and law as they apply to the practice of pharmacy; exhibit high standards of behavior expected of a self-regulated health professional at all times

**Attitudes/Values**:  
Introductory Level:

Intermediate Level:

- Communicator; demonstrate ability to present patient cases; demonstrate ability to communicate effectively, both written and verbally

- Collaborator: demonstrate understanding of the role of, and how to work effectively with other members of the inter-professional and intra-professional patient care teams; demonstrate understanding of the role of pharmacists in health care organizations and the larger health care system

Advanced Level:

- Professional: demonstrate an understanding of the principles and practice of ethics and law as they apply to the practice of pharmacy; exhibit high standards of behavior expected of a self-regulated health professional at all times

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

To prepare students for the Advanced Pharmacy Practice Experience (APPE) rotations

3. **Pre-requisites:**

Enrolled in Year 3 of Pharm.D. Program
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>13</td>
</tr>
<tr>
<td>Large group problem-based/ case-based learning</td>
<td>7</td>
</tr>
<tr>
<td>Laboratory or Simulation</td>
<td></td>
</tr>
<tr>
<td>Tutorial/Seminar/Workshop/Small Group</td>
<td>8</td>
</tr>
<tr>
<td>Experiential</td>
<td></td>
</tr>
<tr>
<td>On-line</td>
<td>8</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
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<tr>
<td><strong>Total Course Contact Hours</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

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

Approximately 10 hours of preparation time during the course. This may include self-directed study and online review of course materials or other directed/provided resources.

7. Topics Covered and Lecture Specific Learning Objectives

**Week 1**
Lecture Topic: Introduction to PHM330; Introduction to New LMS QUERCUS; Meet your Experiential Education Course Coordinators; It's all about the match!

Lecture Learning Objectives:

Questions answered (OEE Staff and Experiential Education Course Coordinators)

**Week 2**
Lecture Topic: Patient Care Process; Wellness and Stress Management; Meet your New Pharmacy Embedded Counsellor

Lecture Learning Objectives:

**Week 3**
Lecture Topic: Medication Reconciliation in Transitions in Care; Contrasting cases

Lecture Learning Objectives:
Week 4
Lecture Topic: Documentation Workshop: Let’s be Practical

Lecture Learning Objectives:

Week 5
Lecture Topic: PowerSearching Skills Workshop …And Your Question is?

Lecture Learning Objectives:

Week 6
Lecture Topic: How to Present a Patient; Understanding and Interpreting Lab Values

Lecture Learning Objectives:

Week 7
Lecture Topic: Critical Appraisal Skills Workshop

Lecture Learning Objectives:

Week 8
Lecture Topic: Community cases- Workshop

Lecture Learning Objectives:

Week 9
Lecture Topic: Professionalism in APPEs; Professionalism and the New Code of Ethics

Lecture Learning Objectives:
Week 10
Lecture Topic: Family Health Teams in Ontario workshop

Lecture Learning Objectives:

Week 11
Lecture Topic: Giving and Receiving Feedback: Setting the Stage

Lecture Learning Objectives:

Week 12
Lecture Topic: Know the Levels of Expectation; New Assessment Form; Assessment in APPE rotations

Lecture Learning Objectives:

Week 13
Lecture Topic: Pharmacy Practice in Ontario; IPE requirements; Preparation for Final Exam

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>Assessment 1: Care Plan</td>
<td>Assessment 1: Written assignment</td>
<td>Assessment 1:20%</td>
<td></td>
</tr>
<tr>
<td>☐ Presentation</td>
<td>Assessment 2: Documentation</td>
<td>Assessment 2: Written assignment</td>
<td>Assessment 2:15%</td>
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<tr>
<td>☐ Participation</td>
<td></td>
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<tr>
<td>☐ Mid-term</td>
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<tr>
<td>☐ Final Exam</td>
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</tbody>
</table>
Assignment ☒ Presentation ☐ Participation ☐ Mid-term ☐ Final Exam

| Assessment 3: Critical Appraisal (Group Assignment) | Assessment 3: Written assignment (1/group) | Assessment 3: 10% |
| Assessment 4: Community Practice Workshop assessment | Assessment 4: Written assignment | Assessment 4: 10% |
| Assessment 5: Patient case presentation | Assessment 5: Oral case presentation | Assessment 5: 10% |
| Assessment 6: Preparation for APPE course material | Assessment 6: Final Exam (Cumulative) | Assessment 6: 35% |

**Expectation for pass grades for all Pharmacy courses is 60%**

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

Missed Exam/Test Policy: Students who miss an assessment or test and who have a valid petition filed with the Registrar’s office will be eligible to complete a make-up assessment or test. The format of this assessment or test will be at the discretion of the Course Coordinator, and may include, for example, an oral examination.

Missed Assignment/Workshop or Presentation Policy: Students who fail to submit an assignment by the specified due date, and who have a valid petition filed with the Registrar’s office will be eligible to submit a completed assignment or an alternative assignment based on course requirements with no academic penalty. Students who fail to deliver a presentation by the specified due date and who have a valid petition filed with the Registrar’s office will be eligible to deliver a make-up presentation to the Course Coordinator.

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

Students who fail to submit an assignment by the specified due date will have 10% deducted per day late for a maximum of 3 days in that component. After 3 days, the student will receive a grade of zero.

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;
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;
- **CM1.5** 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.