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: PHM387H1 / PHM587H1

Course Title: Global Health

Outline Version Code:

Course Description:

Global health is defined as “an area for study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide” by “reducing avoidable diseases, disabilities, and deaths”1. This course will introduce students to selected foundational competencies in global health education2 such as the global burden of disease, social and economic determinants of health, the globalization of health and healthcare, global health governance, human rights and equity. Students will discuss practical and ethical challenges in delivering care in low-resource settings, describe tools and strategies that are relevant to pharmacists to address the needs of specific vulnerable populations and examine cultural competencies and its importance in caring for diverse vulnerable populations. Clinical topics will include the pharmacotherapeutic management of selected communicable and non-communicable diseases in low resource settings: HIV/AIDS, TB, Malaria, Neglected Diseases, Cardiovascular disease, Diabetes among others.

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 major global causes of morbidity and mortality (global burden of disease) and how disease risks vary by world regions.
- Recognize the relationship between health and the social and economic determinants of health (e.g. education, occupation, income, social class, gender, age and ethnicity)
- Identify major multinational efforts and collaborations (e.g. WHO, Millennium Development Goals, FIP, Partners in Health, etc.) to improve health globally.
- Discuss global governance and the politics surrounding global pharmaceutical policies.

**Intermediate Level:**

- Apply the concepts of social determinants of health to the clinical management of disease.
- Describe barriers to health and healthcare access in low-resource settings and vulnerable populations.

**Advanced Level:**

**Skills**

**Introductory Level:**

**Intermediate Level:**

- Identify and critically analyze clinical interventions and strategies that have been used to improve individual and/or population health.
- Apply and adapt clinical skills and practice for common communicable and non-communicable diseases (e.g. HIV/AIDS, TB, Malaria, Tropical medicine, Cardiovascular diseases, Diabetes, Chronic pain) in challenging, resource-constrained settings.

**Advanced Level:**

- Generate ideas and solutions to global health challenges faced by resource poor countries.

**Attitudes/Values:**

**Introductory Level:**
Intermediate Level:

- Acquire an understanding of cultural and ethical issues when working with underserved/vulnerable populations and be able to apply these to clinical practice in cross-cultural settings.
- Consider how pharmacists can address global health priorities and seek opportunities to support global health goals.

Advanced Level:

2. Rationale for Inclusion in the Curriculum:

In today's health care setting, cultural competence and a good understanding of global health priorities form a vital aspect of the overall competence of pharmacists working collaboratively with inter-professional teams and diverse patient populations. This course introduces pharmacy students to the major factors affecting health and the delivery of health care with a focus on low-resource global settings. Global health provides a framework to address issues such as the global burden of disease, inequities in health, globalization, social and economic determinants of health, culture and ethics. Students will develop global health literacy, gain perspective on how global health and clinical pharmacy practice intersect, reflect on how pharmacists can contribute positively to patient care within the overall global and public health arena, and thereby enhance their own global citizenship.

3. Pre-requisites:

4. Co-requisites:

5. Course Contact Hours and Teaching Methodologies:

<table>
<thead>
<tr>
<th>Didactic (lecture)</th>
<th>Hours: 12</th>
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</thead>
<tbody>
<tr>
<td>Large group problem-based/ case-based learning (group size: up to 50)</td>
<td>Hours: 10</td>
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<tr>
<td>Laboratory or Simulation</td>
<td>Hours:</td>
</tr>
<tr>
<td>Tutorial/Seminar/Workshop/Small Group (group size: )</td>
<td>Hours:</td>
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<tr>
<td>Experiential</td>
<td>Hours:</td>
</tr>
<tr>
<td>On-line</td>
<td>Hours:</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>Hours: 4</td>
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<tr>
<td><strong>Total Course Contact Hours</strong></td>
<td><strong>Hours: 26</strong></td>
</tr>
</tbody>
</table>

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

- Readings 3 - 6 hours (Students are expected complete assigned readings and be prepared for discussion)
- Case work-up – 3 – 6 hours/week (During weeks of facilitated case discussions)
7. Topics Covered and Lecture Specific Learning Objectives

**Week 1**
Lecture Topic: Introduction to Global Health and the Global Burden of Diseases

Lecture Learning Objectives:

1. Introduction and overview of course, learning objectives, assessment, timelines

   **Knowledge:**

2. Describe the major communicable, non-communicable diseases and injuries, which account for morbidity and mortality in various regions of the world; compare and contrast between high, middle and low-income regions.
3. Discuss the impact of international travel and migration on the diseases seen in Canada and Toronto.
4. Identify global systems of funding for health research and service provision and describe what is meant by the concept of neglected diseases

   **Skills:**

5. Efficiently access global health data (e.g. WHO Global Burden of Disease measures) and critique the limitations of these data.

**Week 2**
Lecture Topic: Social and Economic Determinants of Health & Resource Allocation

Lecture Learning Objectives:

   **Knowledge:**

1. Define health inequity and be able to describe one local and one international example
2. Describe the relationship between access to clean water, sanitation, nutrition, environmental degradation and pollution and risk of communicable and chronic diseases.
3. List major social determinants of health and their impact on differences in life expectancy, major causes of morbidity and mortality and access to health care between and within countries (topics will include: race, gender, housing, education, social class, income, urbanization)

**Week 3**
Lecture Topic: Culture and ethics

Lecture Learning Objectives:

   **Knowledge:**

1. Explain professional and ethical responsibilities and issues of practice in resource-poor settings
2. Discuss the health care perceptions and values in various cultures and how that impacts service delivery
Attitude:
3. Reflect upon on the intercultural relationships, gender, family and community roles, and religion
4. Appraise the pros and cons of foreign aid (e.g. donation of medicines)

**Week 4**
**Lecture Topic:** Access to Medicines and Pharmaceutical Policies

**Lecture Learning Objectives:**

**Knowledge:**

1. Describe the key barriers that developing countries face in the provision of health care and their impact on the health of population and individuals (e.g. health care system funding, health care worker migration, access to medicines)
2. Discuss the complexity of global health governance, including the roles of international organizations, the private sector, and civil society
3. Describe selected current issues and trends in global pharmaceutical policy
4. Identify the major multinational efforts to improve health globally
5. Discuss the function/intention of the Sustainable Development Goals

**Week 5**
**Lecture Topic:** Medication Safety in Developing Countries

**Lecture Learning Objectives:**

**Knowledge:**

1. Become familiar with the WHO Patient Safety Initiative, "Medication Without Harm."
2. Understand factors and situations that contribute to medication error and harm.
3. Recall measures that may prevent medication error in health systems.
4. Discuss some examples of actual and potential medication errors from health systems in developing countries

**Week 6**
**Lecture Topic:** Inter-professional Collaboration – Mobile Clinics

**Lecture Learning Objectives:**

**Knowledge:**

1. Introduction to an example of an inter-professional global health collaboration
2. Discuss various opportunities available to pharmacists in the area of global health service
3. Outline the skills required to practice effectively in developing countries
4. Outline the necessary preparations/logistics required prior to short or long-term experiences abroad

**Attitudes:**
1. Reflect on the motivations for going abroad and how that might impact career choices

**Week 7**
**Lecture Topic:** Facilitated Case Discussion Case #1: HIV/AIDS and TB

**Lecture Learning Objectives:**

**Skills:**

- Apply therapeutic knowledge and patient care process skills to develop a patient care plan, taking into consideration the various barriers and issues as discussed, particularly:
  - Social and economic determinants of health
  - Access to health and medicines

**Attitudes:**

- Consider the necessary reflective, culturally sensitive and ethical principles required as a pharmacy practitioner

**Week 8**
**Lecture Topic:** Facilitated Case Discussion Case #2: Malaria

**Lecture Learning Objectives:**

**Skills:**

- Apply therapeutic knowledge and patient care process skills to develop a patient care plan, taking into consideration the various barriers and issues as discussed, particularly:
  - Social and economic determinants of health
  - Access to health and medicines

**Attitudes:**

- Consider the necessary reflective, culturally sensitive and ethical principles required as a pharmacy practitioner providing patient care

**Week 9**
**Lecture Topic:** Facilitated Case Discussion Case #3: Neglected tropical diseases

**Lecture Learning Objectives:**

**Skills:**

- Apply therapeutic knowledge and patient care process skills to develop a patient care plan, taking into consideration the various barriers and issues as discussed, particularly:
  - Social and economic determinants of health
  - Access to health and medicines
Attitudes:

- Consider the necessary reflective, culturally sensitive and ethical principles required as a pharmacy practitioner providing patient care

Week 10
Lecture Topic: Facilitated Case Discussion Case #4: Cardiovascular diseases (Hypertension and Stroke)

Lecture Learning Objectives:

Skills:

- Apply therapeutic knowledge and patient care process skills to develop a patient care plan, taking into consideration the various barriers and issues as discussed, particularly:
  - Social and economic determinants of health
  - Access to health and medicines

Attitudes:

- Consider the necessary reflective, culturally sensitive and ethical principles required as a pharmacy practitioner providing patient care

Week 11
Lecture Topic: Facilitated Case Discussion Case #5: Diabetes and Pain Management

Lecture Learning Objectives:

Skills:

- Apply therapeutic knowledge and patient care process skills to develop a patient care plan, taking into consideration the various barriers and issues as discussed, particularly:
  - Social and economic determinants of health
  - Access to health and medicines

Attitudes:

- Consider the necessary reflective, culturally sensitive and ethical principles required as a pharmacy practitioner providing patient care

Week 12
Lecture Topic: Student Presentations

Lecture Learning Objectives:

General topic:
• Identify and critically appraise the tools and strategies that have been developed to address international infrastructures for the supply and use of medicines or address the global burden of diseases

**Week 13**
**Lecture Topic:** Student Presentations

**Lecture Learning Objectives:**

**General topic:**

• Identify and critically appraise the tools and strategies that have been developed to address international infrastructures for the supply and use of medicines or address the global burden of diseases

**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>1. Describe the major global causes of morbidity and mortality (global burden of disease) and how disease risks vary by world regions.</td>
<td>Short Answer</td>
<td>35%</td>
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<tr>
<td>☐ Presentation</td>
<td>2. Recognize the relationship between health and the social and economic determinants of health (e.g. education, occupation, income, social class, gender, age and ethnicity)</td>
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<td>☐ Participation</td>
<td>3. Apply the concepts of social determinants of health to the clinical management of disease.</td>
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<tr>
<td>☒ Mid-term</td>
<td>4. Identify major multinational efforts and collaborations (e.g. WHO, Millennium Development Goals, FIP, Partners in Health, etc.) to improve health globally.</td>
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<tr>
<td>☐ Final Exam</td>
<td>5. Discuss global governance and the politics surrounding global pharmaceutical policies.</td>
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<td>6. Describe barriers to health and healthcare access in low-resource settings and vulnerable populations.</td>
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<td></td>
<td>9. Acquire an understanding of cultural and ethical issues when working with underserved/vulnerable populations and be able to apply these to clinical practice in cross-cultural settings.</td>
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<tr>
<td>☒ Assignment</td>
<td>3. Apply the concepts of social determinants of health to the clinical management of disease.</td>
<td>Care plan reflections (Best 4 out of 5)</td>
<td>20% (4x5%)</td>
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<td>☐ Presentation</td>
<td>7. Identify and critically analyze clinical interventions and strategies that have been used to improve individual and/or population health.</td>
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<td>☐ Participation</td>
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<td>Final Exam</td>
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</table>

1. Describe the major global causes of morbidity and mortality (global burden of disease) and how disease risks vary by world regions.

2. Recognize the relationship between health and the social and economic determinants of health (e.g. education, occupation, income, social class, gender, age and ethnicity)

3. Apply the concepts of social determinants of health to the clinical management of disease.

4. Identify major multinational efforts and collaborations (e.g. WHO, Millennium Development Goals, FIP, Partners in Health, etc.) to improve health globally.

5. Discuss global governance and the politics surrounding global pharmaceutical policies.

6. Describe barriers to health and healthcare access in low-resource settings and vulnerable populations.

7. Identify and critically analyze clinical interventions and strategies that have been used to improve individual and/or population health.

8. Generate ideas and solutions to global health challenges faced by resource poor countries.

9. Acquire an understanding of cultural and ethical issues when working with underserved/vulnerable populations and be able to apply these to clinical practice in cross-cultural settings.

10. Consider how pharmacists can address global health priorities and seek opportunities to support global health goals.

**Group Presentations**

- Group work – same mark for all group members

**Written assignment**

- Written assignment (final) 35%
Expectation for pass grades for all Pharmacy courses is 60%

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

Late Assignment/Care Plans Policy: Students who fail to submit an assignment by the specified due date will receive a deduction of 10% for each day beyond the due date (including weekends/holidays), to a maximum of 50%. Assignments will not be accepted for grading after 5 late days.

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

Missed Examination/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 coordinator, and may include, for example, an oral examination.

Missed Assignment/Care Plans 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 the completed assignment, or an alternative assignment based on course requirements, with no academic penalty.

Missed Presentation Policy: Students who fail to attend the group presentation by the specified date, and who have a valid petition filed with the Registrar’s office will be eligible to deliver an alternative presentation on an alternative date at the discretion of the course coordinator, with no academic penalty.

Supplemental assignments/examinations/laboratories:

Students are eligible to write a supplemental exam if they meet the criteria as outlined by Faculty policy.

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
- CP2.4.4b 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**
Apply scientific principles of research and scholarly inquiry;
Apply ethical principles that underlie research and scholarly inquiry.

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

Provide effective education to others;
Employ appropriate teaching roles when teaching others;
Deliver effective feedback in teaching and learning situations;
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

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;

Use ethical frameworks as one component of professional judgment;
Recognize and respond to situations presenting ethical dilemmas, including conflicts of interest;
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

Take responsibility and accountability for actions and inactions;
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.