PHM 310: Health Systems II
2015 Course Syllabus and Timetable

Course Description

This course will take an issues-oriented approach to pharmacy practice in Canada. Students will examine issues with drug supply, distribution and use systems in Canada and globally; and issues with reforming pharmacy practice in Canada and in comparator health systems. By participating in workshops and class discussions, reading course reference materials and completing assignments, students will learn to identify and analyze current and emerging issues from key stakeholder perspectives. In the course of doing so, they will also become aware of, understand and appreciate:

- factors internal and external to pharmacy that drive change in practice
- current strategies for evaluating and improving health care and pharmacy practice
- the need and opportunities for pharmacist-initiated continuing change in pharmacy practice in an evolving health care environment
- emerging roles and opportunities in pharmacy.

Rationale for Inclusion in the Curriculum

This course extends students' foundation knowledge about the Canadian health care system acquired in PHM 110 to discussion and analysis of health system issues, policies, and trends with implications for pharmacy practice. It will highlight the ongoing need for change in health care systems and pharmacy practice, and the need for innovativeness and adaptability as key pharmacist attributes. In so doing it will further develop students' critical thinking skills, particularly with respect to analysis of issues and strategic thinking about pharmacy practice.

Administrative Information

Hours and Location: Wednesdays 9:00-11:00 a.m.
Room PB-B250, Leslie Dan Faculty of Pharmacy

Course Coordinators: Jamie Kellar, Room 701, Leslie Dan Faculty of Pharmacy
jamie.kellar@utoronto.ca
John Greiss, Room 618
john.greiss@utoronto.ca

Office hours: By appointment

Teaching Assistants: Aleksandra Stanimirovic
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Jennifer Marshall
jen.marshall@mail.utoronto.ca
Course Learning Objectives

Upon completion of this course, students will have achieved the following learning objectives:

Knowledge

Introductory
1. To describe selected current issues and trends in the Canadian health care system with important implications for pharmacy practice.
2. To identify regulatory, reimbursement, quality of care, and technology drivers of pharmacy practice change in Ontario and, where relevant, nationally.
3. To discuss the trend to assessing and reporting quality indicators for health care systems and to holding health care provider organizations accountable for meeting quality targets, and provide examples of the trend in community pharmacy.
4. To compare Canada’s health system to systems in selected peer countries with respect to who and what is covered by the public system, methods of funding health care providers/provider organizations including hospitals, the health care workforce, current health care issues, and pharmacy practice and business models.

Intermediate
5. To explain how the health system issues and trends identified in objective #1 and 2 above have the potential to alter pharmacy practice.
6. To identify strategic pharmacist-initiated responses to issues and trends in health care such that the medication-related needs of clients (patients and third party payors) continue to be met.
7. To evaluate the role of the Blueprint for Pharmacy in transforming Canadian pharmacy.

Skills

Intermediate Level
8. To analyze pharmacy-related health systems issues and trends from the perspectives of major stakeholders and to effectively communicate this balanced analysis in writing.
9. To apply patient safety principles and tools to the identification of workplace factors contributing to medication incidents and to select strategies to reduce the likelihood of future incidents.
10. To use the Model for Improvement to plan the steps for a specific quality improvement project

Attitudes/Values

Introductory Level
11. To commit to act to support the changes proposed in the Blueprint for Pharmacy to realize the vision for Canadian pharmacy.

Intermediate Level
12. To develop a sense of enquiry and professional responsibility regarding being aware of, and informed about, emerging health issues, initiatives and policies that might affect pharmacy.

Required Resources/Textbooks/Readings

Selected journal articles, book chapters and reports listed on the course website.
Student and Instructor Responsibilities

Instructors (including course coordinators) are expected to:
- be enthusiastic and engaging as they present course material
- deliver the material in a clear and organized fashion
- provide students with relevant readings and show the linkages between lecture material and readings
- model critical thinking
- illustrate how the material applies to the practice of pharmacy
- be accessible to students
- assist students who express difficulty in understanding or applying course material
- Post material in a timely fashion

Students are expected to:
- participate and be active learners
- refer to the course syllabus as a first source of information on course requirements and procedures
- do required preparatory work, i.e., readings, assignments
- attend and participate in lectures and workshops
- seek the assistance of the guest instructor, course coordinator, and/or teaching assistant as appropriate when learning difficulties are encountered
- become apprised of all course announcements (which will be made in class, as well as posted on the course webpage)
- contact a course coordinator and registrar as soon as possible after an assignment, quiz, or exam has been missed (or, if relevant, in advance)

Students are encouraged to seek the assistance of the course coordinator in understanding course material, completing assignments, etc. In order to optimize this interaction, students should first read the instructions, do the required preparatory work, and reflect on the problem encountered.

Course Communications Policies

Students should check the course website on Blackboard at least twice a week for course announcements/new postings. Course coordinators will do their best to respond to emails within 48 hours.

Classroom Procedures

Class will begin promptly at 10 minutes after the hour. Students are asked to arrive several minutes before the class start time and be settled in their seats prior to the 9:10 start time by this time. This will permit class representatives to make announcements in advance of the lecture and allow the lecturer (often a guest) to start on time with the full attention of the class. In this same spirit of creating a good learning environment for all, students should check that cell phones are turned off and that laptop computers are used only for viewing course materials.
Policy on Audiotaping and Reproduction of Course Materials

The University of Toronto's policy on Copyright in Instructional Settings (found on the first page of the Faculty of Pharmacy Calendar) states: "If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor’s [lecturer’s] written consent beforehand. Otherwise, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor’s consent will not be unreasonably withheld."

The policy in this course is an adaptation of the U of T policy:

- Students are required to seek the instructor's permission to audiotape his or her lecture.
- The course coordinator cannot provide permission on behalf of other lecturers.
- Recordings are to be used for personal study and are not to be distributed/shared without the written permission of the instructor.

Each lecturer provides fairly detailed slide handouts in advance of the lecture. Therefore, note taking is not onerous. In addition, the process of taking notes develops active listening skills. Finally, the act of recording may inhibit other students from asking questions and from participating in frank and open discussion of course material in the classroom.

Assessment of Critical Thinking

This course focuses on thinking critically about health system issues with the potential to affect pharmacy practice, and students' work is assessed accordingly. When grading the assignment and the mid-term exam we focus on demonstration of critical thinking. Please see the document “Writing short answers” posted on the Course Information and Assignment sections of the course website for points to keep in mind as you write.

Although we use a precisely delineated Evaluation Checklist (see course website) to assess your assignment, it is useful to think of the overall letter grade as generally representing the following:

A: excellent overall, no major weaknesses
B: demonstrates more strengths than weaknesses and is more consistent in achieving high level performance than C work
C: demonstrates more than a minimum level of skill but it is also inconsistent, with as many weaknesses as strengths
D: borderline work; demonstrates only a minimal level of understanding and skill in critical thinking
F: the work does not display discernable critical reasoning or may be completely off-topic

Letter grades are converted to a numerical grade out of 10 using the midpoint of the range specified in the University Grading Practices Policy (see Pharmacy calendar, p. 50).
Assessment Methods

- Health system issue analysis assignment - 1000-1500 words with references 20%
- Mid-term Exam 25%
- MCQ online tests for IHI courses 5%
- Final exam 50%

Turnitin

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.

Remediation Opportunities

Students who do not achieve a passing grade are invited to review their assignment or exam responses with the course coordinator. The online IHI courses permit the student who does not achieve the 70% pass rate on each lesson to review the material and try that MCQ test again.

Students who are not successful in the course will meet at least once with course coordinator prior to the supplemental exam to enhance student understanding of course materials and discuss approaches to answering exam questions.

Policy and Procedures Regarding Make-up Assignments and Examinations

Missed Exam/Test Policy

Students who miss an examination and who have a valid petition filed with the Registrar’s office will be eligible to complete a make-up examination. 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 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 with no academic penalty.

Late Assignment Policy

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

Course Evaluation

Students will be invited to complete a comprehensive assessment of the course overall, using a modified version of the Faculty of Arts and Science Teaching Assessment form.
## PHM 310 Timetable of Classes, Assignments, and Exams: 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>September 9</td>
<td>Course Introduction: A Systems Perspective of Change in Pharmacy Practice</td>
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<td></td>
<td>John Greiss</td>
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<td>September 16</td>
<td>Medication Errors and Patient Safety: Tools for System Improvement</td>
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<td>Julie Greenall</td>
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<td><strong>September 23</strong></td>
<td>Using a Health Systems Issue Analysis Tool</td>
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<td>Jamie Kellar and John Greiss</td>
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<td>September 30</td>
<td>Small Group Workshop #1</td>
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<td><strong>October 7</strong></td>
<td>Drug Shortages: Causes and Management</td>
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<td>John Greiss and Jamie Kellar</td>
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<td>Also: Health System Issue Analysis Assignment Due</td>
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<td>October 14</td>
<td>Reimbursement for Medication Management Services in Canada</td>
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<td>John Greiss</td>
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<td>Also: Midterm exam review</td>
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<tr>
<td><strong>October 21</strong></td>
<td>Reimbursement for Medication Management Services: International Comparisons</td>
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<td>Linda MacKeigan</td>
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<td>Midterm Exam (October 26, 8:45-10:45am)</td>
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<td>October 28</td>
<td>Legislative Change — Expanded Scope of Pharmacists and Technicians</td>
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<td>Jamie Kellar</td>
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<td><strong>November 4</strong></td>
<td>E-health: Information and Communication Technologies in Health Care</td>
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<td>Marie Rocchi</td>
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<td>Also: Deadline to complete MCQ online tests for IHI courses</td>
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<td>November 11</td>
<td>Quality Improvement in Health Care</td>
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<td>Jamie Kellar</td>
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<td>Also: IHI course debrief</td>
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<td><strong>November 18</strong></td>
<td>Comparative Health Systems: USA, UK, Australia, and Canada</td>
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<td>Dave Edwards, John Farrell, Gagan Johar, John Greiss</td>
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<td>November 25</td>
<td>Small Group Workshop #2</td>
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<td><strong>December 2</strong></td>
<td>Course Wrap-up — Case Studies in Strategic Change Management</td>
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<td>John Greiss and Jamie Kellar</td>
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