

PHM 310: Health Systems II

2017 Course Syllabus and Timetable

Course Description

This course will take an issues-oriented, critical-thinking approach to the healthcare system, with a particular emphasis on pharmacy practice. The course will build on the material from PHM 110, from PHM 114, and from PHM 215, and will allow a deeper look into areas such as quality and patient safety, e-health technology and the health care needs of diverse populations, including Indigenous peoples. Students will also have an opportunity to explore the role of interprofessional collaboration in health care delivery. Week by week students will examine issues with drug supply and access, pharmacy practice reform, expanded services, collaborative care and reimbursement models, and the interconnectivity of the disparate parts of the health care system. By participating in class discussions, reading course reference materials and completing assignments, students will learn to identify and analyze current and emerging health system 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 and medication use that drive change in practice
- current strategies for evaluating and improving health care and pharmacy practice
- the role of interprofessional collaboration in the delivery of healthcare
- 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 the health care system and pharmacy practice. This course also provides significant opportunity for students to develop their critical reading and writing skills.

Administrative Information

Hours and Location: Tuesdays 3:00-5:00 pm
Room PB-B150, Leslie Dan Faculty of Pharmacy

Course Coordinators: Jamie Kellar, Room 701, Leslie Dan Faculty of Pharmacy
jamie.kellar@utoronto.ca

Elise Paradis, Room Room 606, Leslie Dan Faculty of Pharmacy
elise.paradis@utoronto.ca

Office hours: By appointment

Teaching Assistants: Aleksandra Stanimirovic aleksandra.stanimirovic@mail.utoronto.ca
Jennifer Marshall jen.marshall@mail.utoronto.ca
Qi Guan qi.guan@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 and internationally.
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 and hospital/institutional pharmacy.
4. To explain some of the consequences associated with the system of professions and its impact on care delivery and collaborative care relationships.
5. To discuss the current opioid crisis from a system perspective and propose system level solutions that pharmacists can lead and be involved in.
6. Discuss a “*Leading the Way*” plan to respond to the Truth and Reconciliation Commission of Canada *Calls to Action* as it relates to the pharmacist/pharmacy practice role in healthcare and/or society.

Intermediate

7. To explain how the health system issues and trends identified in objective #1 and 2 above have the potential to alter pharmacy practice.
8. 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.

Skills

Intermediate Level

9. To analyze pharmacy-related health systems issues and trends from the perspectives of major stakeholders and to effectively communicate this analysis in writing.
10. To critically reflect on the limitations inherent to collaborative care as a solution for broader problems of care delivery in writing.
11. To critically assess suggestions to improve equity in the healthcare system.
12. To use the Model for Improvement to plan the steps for a specific quality improvement project

Attitudes/Values

Intermediate Level

13. To reflect on one’s own explicit and implicit beliefs about different groups of people (such as the elderly, women, racial and sexual minorities, Indigenous peoples etc.), in order to evaluate the impact of these beliefs and of social categorization on practice and downstream health equity.
14. 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
- Provide feedback on student writing to foster development in this area

Students are expected to:

- participate and be active learners
- come to class with an open mind, ready to reconsider some of their beliefs about pharmacy practice and the healthcare system
- refer to the course syllabus as a first source of information on course requirements and procedures
- do the required preparatory work, i.e. readings, assignments
- attend and participate in lectures
- seek the assistance of the guest instructor, course coordinators, and/or teaching assistants 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 or exam has been missed (or, if relevant, in advance)

Students are encouraged to seek the assistance of the course coordinators 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 during the work week. Please do not resend your email within that time window. Students should email *both* course coordinators every time they write.

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 3:10 start 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 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. The kind of critical thinking students will be assessed on will be modeled in class by the instructors, as well as described at length during the first week. 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.

For this course we will 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:

85-100%	excellent overall, no major weaknesses
80-84%	demonstrates more strengths than weaknesses and is more consistent in achieving high level performance than C work
70-79%	demonstrates more than a minimum level of skill but it is also inconsistent, with as many weaknesses as strengths
60-69%	borderline work; demonstrates only a minimal level of understanding and skill in critical thinking
0-59%	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).

Assessment Methods

Assessment	Date Due	Percentage of Final Grade
Assignment #1: Health system issue analysis assignment I – 400 words	Week 3 Tuesday, 26 September 2017, before 3:15PM	15%
Midterm Exam Short answer, critical thinking questions	Week 7 Monday, 23 October 2017, 9:30-11:30AM Rooms EX300, EX310 and EX320	25%
Assignment #2:.* Health systems issue analysis assignment II – 1,000 words	Week 12 Tuesday, 28 November 2017 before 3:15PM	20%
Final Examination	TBD (December)	40% <i>Cumulative Exam</i>

Turnitin

All students will be required to submit their course essays to Turnitin.com on Blackboard 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. You are allowed to resubmit your assignment to Turnitin.com until but not after the due date listed above.

Remediation Opportunities

Students who do not achieve a passing grade are invited to review their assignment or exam responses with the course coordinators.

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 upon completion of the course. Please remember that these course evaluations are really important for the instructors' promotion packages, and for the improvement of the course in future years. Before making comments about the course, evaluate whether your comments are fair and constructive. Fair comments are those that represent the overall performance of the course instructor, rather than one specific moment in the course, and evaluate the instructor against similar instructors for similar materials. Constructive comments are those that will help the instructors reconsider their teaching and the course, and will lead to improvements in the course for upcoming cohorts of pharmacy students.

PHM 310 Class Schedule: 2017

Date and Lecturer	Topic	Proposed Objectives
<p style="text-align: center;">Week 1 September 12, 2017</p> <p style="text-align: center;"><i>Jamie Kellar Elise Paradis Aleksa Stankic</i></p>	<p style="text-align: center;">Introduction to the course and the health systems analysis tool Overview of Critical Thinking and Writing –workshop style</p>	<ol style="list-style-type: none"> 1. Describe goals and objectives of the course 2. Review the health system analysis tool that will be used for writing assignments I and II 3. Summarize the key elements of critical thinking and writing 4. Practice critical thinking and writing skills
<p style="text-align: center;">Week 2 September 19, 2017</p> <p style="text-align: center;"><i>Lisa Dolovich</i></p>	<p style="text-align: center;">Pharmacists Interface with Healthcare System: A systems perspective on change in pharmacy practice</p>	<ol style="list-style-type: none"> 1. Discuss the many interfaces of pharmacists with the health care system 2. Describe the evolution of change in pharmacy practice from a systems perspective
<p style="text-align: center;">Week 3 September 26, 2017</p> <p style="text-align: center;">Marcia A Decoteau Lisa Richardson</p>	<p style="text-align: center;">Indigenous Health: The way forward</p>	<ol style="list-style-type: none"> 1. Describe the impact of colonization on indigenous people’s health 2. Contrast Western thinking about health and healing with indigenous conceptualizations 3. Describe the key features of the Truth and Reconciliation Act, and how it relates to healthcare
<p style="text-align: center;">Week 4 October 3, 2017</p> <p style="text-align: center;"><i>Elise Paradis</i></p>	<p style="text-align: center;">System of Professions: Interprofessional Care and Education Across Healthcare Settings</p>	<ol style="list-style-type: none"> 1. Discuss different theories about the healthcare professions 2. Situate individual professional practice within the system of professions 3. Describe how features of the system of professions limit the possibilities for change in pharmacy practice, including collaborative care and interprofessional education
<p style="text-align: center;">Week 5 October 10, 2017</p> <p style="text-align: center;"><i>Jamie Kellar</i></p>	<p style="text-align: center;">Accreditation and Quality in Health Care</p>	<ol style="list-style-type: none"> 1. Define quality in health care 2. Summarize ways in which quality is assessed in the Canadian health care system. 3. Describe the role of indicators in health care 4. Compare and contrast patient safety vs. quality of care

		<ol style="list-style-type: none"> 5. Explain the need for risk management activities in pharmacy practice settings and be able to select and apply tools to support risk management activities (ISMP Medication Safety) 6. Identify ways in which quality of care for pharmacy in Ontario is assessed 7. Describe the goals and potential benefits of voluntary pharmacy accreditation programs
<p>Week 6</p> <p>October 17, 2017</p> <p><i>Coaching Sessions – Writing</i></p>	<p>Writing coaching sessions during usual class time (2x120 students; 2 instructors + 3 TAs supervising)</p>	<ol style="list-style-type: none"> 1. Students will get an opportunity to receive feedback/tips on their first drafts of assignment number 2 by the instructors and the TAs
<p>Week 7</p> <p>October 24, 2017</p> <p><i>Philip Emberley</i> <i>Beth Sproule</i></p>	<p>Canada's Opioid Crisis – A system level review</p>	<ol style="list-style-type: none"> 1. Describe the "opioid crisis" in Canada and what have been the contributing factors to its rise. (Juurlink - 30 min I think?) 2. Explain how Canada compares to other countries with regards to opioid use/misuse? (5-10 min) 3. Identify key stakeholders in the health system who have a vested interest in the use of prescription opioids in Canada and their desired outcomes. 4. Discuss system strategies, including key safety initiatives, being implemented to respond to the crisis. 5. Identify potential roles for pharmacists to contribute to a solution. 6. Explain the role of national pharmacy associations in the determining priorities/strategies. 7.
<p>Week 8</p> <p>October 31, 2017</p> <p><i>Julie Greenall</i></p>	<p>Patient Safety and Medication Errors: Tools for system improvement</p>	<ol style="list-style-type: none"> 1. Explain the need for risk management activities in pharmacy practice settings 2. Be able to select and apply appropriate medication tools to support risk management activities. 3. Describe the rationale for multidisciplinary participation in

		<p>analysis teams</p> <ol style="list-style-type: none"> 4. Apply systems theory and human factors engineering principles at a basic level in the identification of contributing factors to incidents and the development of strategies to reduce the likelihood of medication incidents.
<p>Week 9 November 7, 2017 <i>Nedžad Pojskic</i></p>	<p>Reimbursement Frameworks/National Pharmacare, Role of third party payors</p>	TBD
<p>Week 10 November 14, 2017 <i>Marie Rocchi</i></p>	E-Health	<ol style="list-style-type: none"> 1. Discuss the development and current status of e-Health in Canada and Ontario. 2. Discuss results of CPhA and Infoway's survey of community Pharmacists. 3. Discuss current trends and issues in Consumer Health Informatics & Digital Health. 4. Discuss the cost-effectiveness evidence for EHR integrated e-prescribing systems. 5. Discuss status of pan-Canadian e-Prescribing and compliance with NAPRA's PPMS Standards by Jan 2016.
<p>Week 11 November 21, 2017 <i>Elise Paradis</i> <i>Jamie Kellar</i></p>	Disease, Illness, Population Health and the Healthcare System	<ol style="list-style-type: none"> 1. Differentiate between disease and illness 2. Contrast population health with individual-level health 3. Contrast systems thinking with individual-level thinking 4. Describe the principles behind definitions of population health 5. Discuss the socially constructed nature of risk, disease and mental health
<p>Week 12 November 28, 2017 <i>Elise Paradis</i></p>	The Social Psychology of Categorization and its Impact on Pharmacy Practice	<ol style="list-style-type: none"> 1. Identify social determinants that influence health and well-being 2. Understand how use categorization to understand and navigate the world 3. Explain how processes of social categorization might lead to stereotyping 4. Differentiate between explicit and

		<p>implicit beliefs and biases</p> <p>5. Identify mechanisms whereby bias can have consequences during clinical encounters</p> <ul style="list-style-type: none"> ○ Among professionals ○ Between patients and professionals <p>6. Identify mechanisms to address bias and improve equity at the individual and system levels</p>
<p>Week 13</p> <p>December 5, 2017</p> <p><i>Jamie Kellar</i> <i>Elise Paradis</i></p>	<p>Integrating the course: What is systems thinking, and how can it transform pharmacy practice?</p>	<p>1. Integrate materials covered during the course into a vision about what systems thinking is, and how it could be mobilized to push the pharmacy profession further;</p> <p>2. Prepare for exam by reviewing as a group a key contemporary system issue with pharmacy practice</p>