

AFPC Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada 2017

USER MANUAL – SECTION E

User Guide for the Professional Role



Association of Faculties
of Pharmacy of Canada

Association des facultés
de pharmacie du Canada

Overview

The Association of Faculties of Pharmacy of Canada (AFPC) Educational Outcomes focus on what graduates are able to do at the end of a Baccalaureate or Doctorate program that is the first professional degree in pharmacy (i.e., entry-to-practice pharmacy degree programs). The AFPC Task Force on Educational Outcomes was struck by the AFPC Council of Faculties to revise the 2010 version. The 2017 Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada were approved by the AFPC Board of Directors in June 2017.

The [2017 Educational Outcomes](#) (EO2017) comprises multiple Role Statements: Care Provider, Communicator, Collaborator, Leader-Manager, Health Advocate, Scholar and Professional. The Professional Role is the overarching ethos of the discipline of pharmacy. Key Competencies define what graduates need to achieve by the end of the program. To support the 2017 version, several documents are included in an [AFPC Educational Outcomes 2017 User Manual](#):

- A. Orientation Resource – Conceptual Framework for 2017 Educational Outcomes (July 2017)
- B. Crosswalk to CIHC National Interprofessional Competency Framework (July 2017)
- C. Sample Learning Objectives (July 2017)
- D. Glossary of Terms (July 2017)
- E. User Guide for the Professional Role (June 2018)

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The AFPC 2017 Educational Outcomes **User Guide for the Professional Role** (Section E) was prepared by the AFPC AdHoc Professionalism Committee. Members include:

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EXECUTIVE SUMMARY

The Association of Faculties of Pharmacy of Canada (AFPC) Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada delineate what graduates of entry-to-practice pharmacy degree programs are able to do. The 2017 Educational Outcomes (EO) comprises multiple Role Statements: Care Provider, Communicator, Collaborator, Leader-Manager, Health Advocate, Scholar and Professional.

Introduced as the “overarching ethos of the discipline of pharmacy”, the Professional Role outlines three key competencies: a commitment to applying best practices and adhere to high ethical standards, ability to recognize and respond to societal expectations of health care professionals, and a commitment to self-awareness in the management of personal and professional well-being. These competencies provide a roadmap of curricular priorities for faculties of pharmacy to support curricular design and development efforts.

In 2017, the AFPC AdHoc Professionalism Committee identified the need for a User Guide as a supporting document outlining principles for operationalizing the Professional Role. The intent was to develop a common platform to bring professionalism into focus at each institution. With the multitude of knowledge- and skill-based competing priorities within time-constrained curricula, and professionalism being a challenging concept to define, teach and assess, there is potential for it to appear as a less prominent priority than other more tangible competencies, by mistakenly assuming it is organically acquired as students move through a curriculum. As such, there was appetite for a document that would support academic leaders at Canadian faculties of pharmacy in advocating for the importance of allocating time, space and adequate resources to design, develop and implement professionalism initiatives and activities, to help guide student achievement of key professionalism competencies outlined in the Educational Outcomes.

The Committee recognizes that the AFPC Educational Outcomes were developed in consultation with the Canadian Council for Accreditation of Pharmacy Programs (CCAPP), Canadian Pharmacists Association (CPhA), Canadian Society of Hospital Pharmacists (CSHP), National Association of Pharmacy Regulatory Authorities (NAPRA) and The Pharmacy Examining Board of Canada (PEBC). We recognize that the content of this User Guide expands upon the Professional Role of the EO so that it can be operationalized. In our work we reviewed the applicable standards of these organization as well as those of provincial regulator’s code of ethics. We believe that all of the content of this Guide is consistent with and supports the relevant standards of these organizations.

The AFPC AdHoc Professionalism Committee hopes that this User Guide will support academic leaders in focusing the implementation of the Professional Role in pharmacy curricula by outlining guiding principles, providing a framework of defined targets or milestones to mark student progression and guiding the assessment of professionalism.

I. INTRODUCTION

The [AFPC Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada](#) delineate what graduates of Canadian pharmacy programs should be able to do at the end of a Baccalaureate or Doctor of Pharmacy first degree program. The 2017 edition of the Educational Outcomes present the Professional Role as the “overarching ethos of the discipline of pharmacy” rather than as a stand-alone role, to reflect AFPC’s view that professionalism and a professional identity (defined as “the transformative process of identifying and internalizing the ways of being and relating within a professional role” by adopting characteristics of a professional¹) underpin all aspects of pharmacy practice.

For the Professional role, the Educational Outcomes outline the following competencies that students need to demonstrate by the end of the program and provide guidance on corresponding learning objectives as follows:

Professional Role Key Competencies:

Pharmacy Graduates are:

1. Committed to apply best practices and adhere to high ethical standards in the delivery of pharmacy care.

Enabling competencies:

- a. Exhibit professional behaviour whether face-to-face, in writing or via technology-enabled communication.
 - b. Use ethical frameworks as one component of professional judgment.
 - c. Recognize and respond to situations presenting ethical dilemmas, including conflicts of interest.
 - d. Engage in activities that protect the public; and advance the practice of pharmacy.
2. Able to recognize and respond to societal expectations of regulated health care professionals.

Enabling competencies:

- a. Take responsibility and accountability for actions and inactions.
 - b. Demonstrate a commitment to patient safety and quality improvement.
 - c. Honour the laws, ethical codes and regulatory requirements (by-laws, standards, policies) that govern the self-regulated profession of pharmacy.
 - d. Demonstrate an understanding of federal, provincial/territorial and municipal laws, policies and standards that apply to pharmacy workplaces.
 - e. Demonstrate an ability to maintain competence to practise through evaluating areas for improvement and planning, undertaking learning activities to address limitation in competence and/or performance and incorporating learning into practice.
 - f. Identify and respond to unprofessional, unethical and illegal behaviours in pharmacists, other pharmacy team members and other health professionals.
3. Committed to self-awareness in the management of personal and professional well-being.

Enabling competencies:

- a. Set professional and personal goals, priorities and manage their time to balance patient care, workflow and practice requirements.

- b. Examine, reflect upon and manage personal attributes (knowledge, skills, beliefs, biases, motivations, emotions) that could influence self- development and professional performance.
- c. Adapt their practice of pharmacy to fulfill evolving professional roles.
- d. Recognize and respond to self and colleagues in need.

The Educational Outcomes also list 43 concepts embodied in the Outcomes, which can be categorized into **five domains**:

1. **Professional identity** (underpinned by four key principles described in the literature: that it's a developmental process, it's formed in the context of a preexisting individual identity, it's the result of socialization into a community of practice, and it results from a series of transformations that occur at times of transition)²
2. **Commitment to patients** (e.g., altruism, compassion, caring, empathy, respect for diversity)
3. **Commitment to society** (e.g., accountability to professional regulatory authorities, commitment to promotion of public good in health care, pharmacist role, responsibilities, commitment to abide by the laws of society, accountabilities as it relates to society)
4. **Commitment to the profession** (e.g., commitment to optimize pharmacy practice, pharmacy services, Commitment to upholding professional standards)
5. **Commitment to self** (e.g., life-long learning, personal learning plan, self-awareness, personal care, feedback).

Origin of this User Guide

In 2016, an AFPC AdHoc Professionalism Committee with representation from each school and faculty of Pharmacy in Canada was struck to support them in achieving the AFPC Educational Outcomes associated with the Professional Role. As a first step, an environmental scan was conducted to gather information about how the schools/faculties are operationalizing the Professional Role as well as to identify common areas of challenge, opportunity and/or possible collaboration. This project revealed a range of strategies and tools used to enhance the culture of professionalism across institutions and exposed challenges in defining, teaching, assessing and remediating professionalism.

In the Spring of 2017, the Committee discussed the need to develop a **supporting document** to the Educational Outcomes in the form of a User Guide that would underpin the Professional Role by outlining principles for operationalizing the Role within each school/faculty. It was agreed that such a document would provide a common platform to bring the Professional Role into focus and serve as a roadmap to support its roll-out at each institution. The goal was to develop an appending document to support the design of course- and session- outcomes, activities and assessments within the professional domain. Thus, this User Guide is the result of national dialogue and collaboration.

Objectives of this User Guide

1. Provide a framework to enable programs to **focus the implementation** of the Professional Role in pharmacy curricula.
2. Provide **guiding principles** and an **inventory of teaching strategies and tools** for achieving competency in the Professional Role.
3. Provide a **framework of defined targets or milestones** to mark student progression of competence and guide the assessment of professionalism.

II. USER GUIDE FOR THE PROFESSIONAL ROLE

Guiding Principles for Operationalizing the Professional Role

- Programs should endorse explicit, publicly defined, learner-centered, professionalism outcomes from which learning activities and assessments flow.
- Professionalism, professional ethics and professional identity formation (the 3 key domains underpinning all that is encompassed in the Professional Role) require **deliberate time and focus in the curriculum**.
- **Leadership and faculty buy-in** into the following elements is essential:
 - Importance of imparting to students the knowledge and skills outlined in the Professional Role.
 - Need for allocating resources to develop, teach and assess these concepts.
- An agreed-upon, in-house, **operational definition** of professionalism and/or professional behavior or listing of key attributes or tenets could serve as a springboard for curricular efforts related to the Role.
 - In developing an operational definition of professionalism, programs should consider incorporating language from local or school-specific standards or policies in addition to the AFPC Educational Outcomes, such as the local licensing body's code of conduct or the institution's own guidelines for professionalism.
- Although difficult to define, professionalism **can be taught and developed** in students.
 - A professionalism curriculum which encompasses the 3 key domains should be embedded within the Program using a variety of teaching and learning methods, across a **range of courses and settings**, in **all years of the program** and be **revisited frequently**.
- Student professionalism should be:
 - **Intentionally and clearly defined** for students (see above suggestion for an in-house definition).
 - **Longitudinally tracked** for the length of the program and in all settings. Examples in the literature of tools to capture professional and unprofessional occurrences include The Pharmacy Professionalism Instrument³, Professionalism Assessment Tool⁴, instrument to assess behavioral aspects of professionalism⁵).
 - **Acknowledged** (e.g., via formal awards, recognition initiatives and informal/spontaneous means). Efforts should be made to identify and report events of professionalism for sharing and recognition.
- Lapses of professionalism are more easily identified and defined than professionalism or professional behavior. Such occurrences should be viewed as **opportunities for mentoring and coaching**.
- Programs should minimize the extent to which lapses in professionalism are managed punitively (e.g., via deduction of marks) and instead use non-punitive mechanisms such as self-reflection, mentoring, goal setting, working towards established expectations, etc.
 - However, programs should adopt policies and procedures for suspension or dismissal from a program on grounds of professional unsuitability.
- Developing student professionalism is everyone's responsibility.
 - **Role modelling** and mentoring are key ways of imparting professionalism skills on students and positively influencing their socialization/professionalization (the process by which

students acquire the attitudes, values and norms expected of a pharmacist) and professional identity formation.⁶

- The “hidden curriculum” (the unwritten rules, unspoken messages and lessons about norms and values not openly intended, but which students learn in the social environment) can negatively impact or contradict curricular efforts to enhance student professionalism.
- Creating initiatives to enhance faculty, staff and peer role-modelling for students and engaging external faculty, preceptors and other health care professionals in these, can contribute to the professionalism culture in the program. (Examples: faculty mentoring program, peer mentoring program).

Framework of Performance and Milestones

This section of the Guide provides a framework for performance continuum to help programs define which professionalism milestones could be attained as students advance through the program. The framework was developed working backwards from the defined timelines outlined by NAPRA and CCAPP standards, which outline competencies that must be met by entry-to-practice or by graduation.

The demonstration of professionalism requires definition of milestone statements. Given the inherent differences between programs, the selected milestones were defined based on student ability rather than program year.

- With professionalism encompassing a range of behaviours and attributes demonstrated and applied across a variety of contexts, assessment of student development of professionalism is challenging and may or may not fit the model of earning/losing marks. Furthermore, if marks are assigned, a range of grading methods may be employed.
 - A numerical approach may be considered when assessing skills such as demonstrating empathy.
 - A binary approach may be appropriate when assessing attributes such as punctuality, where Dreyfus’s model of skill acquisition⁶ (which proposes that students pass through the distinct stages of novice, advance-beginner, competent, proficient, etc.) may not apply.
 - In areas such as professional identity formation, which is a *developmental* process, a gradual, longitudinal approach over the course of the program, and facilitated by self-reflection linking student experiences to the complexity of the activities students are confronted with, may be appropriate.
- How each program articulates what the student should know and be able to do or understand to meet the competent level of performance at a given milestone (as outlined on page 9) may vary, as each program constructs their curriculum and makes choices about the authentic or simulated practice experiences that will enable students to demonstrate competency at any given point in the program.

Assessment Within the Professional Role

- Professionalism is a contextual concept and, as such, its assessment must be in context, considering the students’ understanding, compliance with and demonstration of adherence to contextual norms of a given setting/activity.
- Professionalism assessment strategies may include presentations, self-reflection, role-playing, patient interviews and the development of individual learning plans.

- Assessment strategies should extend beyond observable behaviours, as lapses of professionalism may be non-observable (e.g., cheating).
- There are several published instruments, tools and rating scales to measure behavioural aspects of professionalism which programs can use to code the content of the framework of milestones presented below.^{7,8}
- There is a lack of consensus in the literature as to the most effective approach to supporting student development of a professional identity and the assessment thereof. The Milestone-Competency Framework outlines professional identity formation using a modified approach to Miller’s Pyramid.⁹ It is intended to help guide the assessment of student progress toward developing a professional identity.²
- Programs should adopt a system of assessment of professionalism to help **identify students who require support in the form of mentoring/coaching as well as students who, despite the additional support, are not ready to progress** to the next milestone (e.g., from Introductory/Early Pharmacy Practice Experience [I/EPPE] to Advanced Pharmacy Practice Experience [APPE]). The use of a mentoring-coaching **rather than a punitive approach** to the remediation of students identified as not-yet-meeting competency is consistent with best practices.
- Although the overall goal is for students to demonstrate competent-level performance in the Professional Role in any given milestones of the program, students may exceed competent-level and demonstrate proficient-level performance in one or multiple contexts or tasks, and therefore exceed the requirements of the program. Programs should have a mechanism for acknowledging students who demonstrate exemplar professionalism.

Sampling of Professionalism Curricular Features and Initiatives within Canadian Schools / Faculties of Pharmacy

- Organizational features:
 - Competencies Committee – Université de Montréal Faculty of Pharmacy
 - Curricular coordinator of professionalism “theme” – University of Toronto Leslie Dan Faculty of Pharmacy; University of British Columbia Faculty of Pharmaceutical Sciences
 - Mentoring & Advising on Professionalism (MAP) Group – University of British Columbia Faculty of Pharmaceutical Sciences
 - Professionalism Sub-Committee - University of Waterloo School of Pharmacy
- Activities:
 - "What Not to Wear" video about professional attire – University of Alberta Faculty of Pharmacy and Pharmaceutical Sciences
 - Student-developed Pledge of Professionalism for the White Coat Ceremony – University of Saskatchewan College of Pharmacy and Nutrition; University of Waterloo School of Pharmacy
- Admissions:
 - Scenario-based CASper^R test to measure personal/professional characteristics – University of Waterloo School of Pharmacy; Université de Montréal Faculty of Pharmacy; Université Laval Faculté de Pharmacie
- Codes/Policies
 - Professional Unsuitability By-Law – University of Manitoba College of Pharmacy

- Code of Conduct for faculty, students and staff – University of British Columbia Faculty of Pharmaceutical Sciences
- Student-developed Pledge of Professionalism recited at the White Coat Ceremony – University of Saskatchewan College of Pharmacy and Nutrition; University of Waterloo School of Pharmacy
- Recognition:
 - Professionalism “Stars” awards to students nominated by students – University of Waterloo School of Pharmacy
 - Competency Award (from competency assessment profile where professionalism is one criteria) – Université de Montréal Faculty of Pharmacy
- Assessment Tools/Resources:
 - Professionalism self-assessment rubric – Dalhousie University College of Pharmacy
 - Competency assessment tool – Université de Montréal Faculty of Pharmacy
 - Pharmacy Skills courses professionalism assessment tool – Memorial University School of Pharmacy
 - Professionalism rubric and tracking system – University of British Columbia Faculty of Pharmaceutical Sciences
 - Remediation self-reflection/professionalism form – University of Alberta Faculty of Pharmacy and Pharmaceutical Sciences
 - Online professionalism platform on managing harassment - University of Waterloo School of Pharmacy in partnership with McMaster University Medical School.

III. MILESTONE-COMPETENCY FRAMEWORK

The 2017 Educational Outcomes define the Professional Role as “the overarching ethos of the discipline of pharmacy”. The Key Competencies outlined within the Professional Role, reflect the measurable knowledge, skill and behaviour expectations of graduates at the *end* of the program, and as such, are grounded in the delivery of patient care in the practice setting.

The intent of the Milestone-Competency Framework below is to suggest statements for each criterion within the Role *leading up to* the expectations of graduates in the practice setting, to guide the development and implementation of learning activities and assessment strategies for professional behaviours in *pre-graduation* settings (e.g., the classroom, practice labs and the experiential setting). It is intended to provide direction in curriculum design without being overly prescriptive, with the expectation that each school/faculty will tailor the suggested milestones to best suit the unique features of each program.

With the Professional Role serving as “the overarching ethos”, the reader may find that there are a few statements within the table below which could be viewed as overlapping with other Educational Outcomes Roles, such as Communicator or Advocate. For instance, demonstrating “appropriate use of verbal and written communication” is an important aspect of professional behavior as well as a key competency in the Communicator Role.

MILESTONE-COMPETENCY FRAMEWORK

Competency	Milestone 1 (e.g., By the end of the pre-experiential, in-class component of the curriculum)	Milestone 2 (e.g., Throughout the experiential components of the curriculum)	Milestone 3 (e.g., “At entry to practice/graduation)
PR1. Committed to apply best practices and adhere to high ethical standards in the delivery of pharmacy care.			
PR1.1 Exhibits professional behaviour.	<ul style="list-style-type: none"> • Exhibits honesty and integrity in all interactions with peers, faculty, staff, patients, pharmacy colleagues and other health care professionals. • Describe the behavioural norms expected of a pharmacist. • Recognizes when individual behaviours are appropriate. • Demonstrates respect for diversity and for issues concerning cultural safety in all aspects of practice. • Dresses professionally and maintains appropriate personal hygiene. • Demonstrates respect for patient autonomy. • Exhibits punctuality. • Demonstrates care, courtesy, fairness and compassion for self and for others. • Demonstrates appropriate use of verbal and written communication. Uses and follows relevant policies related to technology-enabled communication (including a personal online profile) in a professional, ethical and respectful manner. Uses social media responsibly by refraining from posting information that is untruthful, hurtful or disrespectful. 	<ul style="list-style-type: none"> • Dresses professionally and maintains appropriate personal hygiene suitable for practice in healthcare environments. • Recognizes and respects professional boundaries. • Consciously demonstrates the behaviours expected of a pharmacist. • Maintains privacy and confidentiality while recognizing limitations on confidentiality in practice settings. • Models professional behaviour for peers and colleagues. 	<ul style="list-style-type: none"> • Maintaining professional composure, demeanor and language even in difficult situations. • Abides by the principle of non-abandonment. • Consistently demonstrates the values, attitudes and behaviours expected of one who has come to “think, act and feel” like a pharmacist. • Successfully integrates their values with those of the profession to continue the development of their own professional identity. • Intervenes when behaviours of others undermine a respectful environment. • Intervenes when aware of breaches of professionalism. • Provides reliable, diligent, timely and quality patient care services. • Demonstrates commitment to excellence.

Competency	Milestone 1 (e.g., By the end of the pre-experiential, in-class component of the curriculum)	Milestone 2 (e.g., Throughout the experiential components of the curriculum)	Milestone 3 (e.g., "At entry to practice/graduation)
<p>PR1.2 Uses ethical frameworks as one component of professional judgment.</p> <p>PR1.3 Recognizes and responds to situations presenting ethical dilemmas, including conflicts of interest.</p>	<ul style="list-style-type: none"> • Describes principles and theories of ethical practice. • Outlines an ethical decision-making-process to address dilemmas that incorporates ethical concepts. • Recognize typical pharmacy practice dilemmas. • Recognize real and potential personal, business, commercial, political, academic and financial conflicts of interest, and outline approaches to resolving them. 	<ul style="list-style-type: none"> • Recognizes ethical issues encountered in practice. • Articulates an ethical decision-making-process for resolving patient cases and practice-based dilemmas. • Manages real conflicts of interest transparently and in accordance with ethical, legal and moral obligations. • Demonstrates appropriate use of health records (including electronic health and pharmacy records systems). 	<ul style="list-style-type: none"> • Applies ethical concepts in the context of clinical reasoning. • Responds to ethical issues encountered in practice. • Participates in learning activities such as a debrief/discussion/roleplay/debate of a difficult ethical issue or clinical dilemma. • Demonstrates accountability for all decisions made. • Proactively resolves perceived and potential conflicts of interest transparently and in accordance with ethical, legal and moral obligations. • Applies the principles of self-regulation and professional codes of ethics.
<p>PR1.4 Engages in activities that protect the public and advance the practice of pharmacy.</p>	<ul style="list-style-type: none"> • Describes the social contract between society and the profession of pharmacy. • Explains the roles and responsibilities of pharmacists in promoting the public good. • Identifies opportunities to facilitate patient navigation through the health care system and to promote patient access to health resources. • Describes opportunities and possible strategies for advancing the profession. 	<ul style="list-style-type: none"> • Becomes involved in opportunities and strategies for pharmacists to advance the profession and with the planning and/or implementation of initiatives that advance the profession. • Explains how health policy affects pharmacy practice. • Describes how changes to pharmacy practice can advance patient care. 	<ul style="list-style-type: none"> • Recognizes whether particular health policies support or jeopardize pharmacy services and patient. • Serves society by using expertise to solve problems involving the public or the profession. • Participates in efforts to address professional issues by representing the profession for health policy purposes. • Seeks opportunities to facilitate patient navigation through the health care system and to promote patient access to health resources. • Seeks opportunities to advance the profession in the practice setting.

Competency	Milestone 1 (e.g., By the end of the pre-experiential, in-class component of the curriculum)	Milestone 2 (e.g., Throughout the experiential components of the curriculum)	Milestone 3 (e.g., "At entry to practice/graduation)
PR2. Able to recognize and respond to societal expectations of regulated health care professionals.			
PR2.1 Takes responsibility and accountability for actions and inactions.	<ul style="list-style-type: none"> • Describes the levels of accountability of student pharmacists, pharmacists, pharmacy technicians and pharmacy managers in relation to the patient, the profession and society. • Describes the roles and responsibilities of student pharmacists, pharmacists and pharmacy technicians as it relates to addressing professional issues. • Is accountable to faculty, community partners, peers, colleagues and patients for performance and decisions. 	<ul style="list-style-type: none"> • Accepts responsibility and accountability for own performance and own impact on the performance of others. • Practices within the scope of knowledge, skills and abilities. • Seeks guidance when uncertain about own knowledge, skills, abilities or scope of practice. 	<ul style="list-style-type: none"> • Accepts responsibility and demonstrates accountability to society and the profession for own actions and decisions including the impact of actions (e.g., recommendations made to colleagues and patients and the resulting outcomes) and decisions. • Practises within the scope of knowledge, skills and abilities.
PR2.2 Demonstrates commitment to patient safety and quality improvement.	<ul style="list-style-type: none"> • Describes processes for disclosing, managing and reporting adverse drug events. • Describes high alert drugs and high-risk processes that place patients at risk of harm. • Describes the link between professionalism and a commitment to patient safety and quality improvement. 	<ul style="list-style-type: none"> • Demonstrates commitment to patient safety and quality improvement through adherence to policy and procedures of the practice setting. • Participates in the management and reporting of adverse drug events and incidents relating to patient safety. • Employs best practices when disclosing to a patient the occurrence of a medication incident or adverse drug event. 	<ul style="list-style-type: none"> • Implements system changes to reduce/prevent harm to patients and enhance the delivery of health care. • Adapts own practice to align with system changes intended to improve patient's needs and quality of care. • Evaluates the safety, efficacy and cost effectiveness of pharmacy services. • Takes responsibility to share information about problems, resolutions, system changes and lessons learned with others in the practice setting. • Applies principles of risk management to practice by anticipating, recognizing and managing situations that place the patient at risk.

Competency	Milestone 1 (e.g., By the end of the pre-experiential, in-class component of the curriculum)	Milestone 2 (e.g., Throughout the experiential components of the curriculum)	Milestone 3 (e.g., "At entry to practice/graduation)
PR2.3 Honours the laws, ethical codes and regulatory requirements that govern the self-regulated profession of pharmacy.	<ul style="list-style-type: none"> • Describes laws, standards, policies and codes that govern the profession. • Describes standards of privacy, confidentiality that govern the profession. 	<ul style="list-style-type: none"> • Describes how to respond to, cope with constructively learn from an occurrence, incident or complaint. • Applies laws, standards, policies and codes that govern the profession to the practice setting. 	<ul style="list-style-type: none"> • Intervenes when aware of breaches of privacy, confidentiality, laws, ethical codes and regulatory requirements. • When overseeing work of others, takes responsibility to ensure that assigned functions are carried out to meet accepted standards.
PR2.4 Demonstrates understanding of federal, provincial/territorial and municipal laws, policies and standards that apply to pharmacy workplaces.	<ul style="list-style-type: none"> • Describes the regulatory structures governing pharmacists and the profession at the federal, provincial/territorial and municipal levels. 	<ul style="list-style-type: none"> • Applies knowledge of laws, policies, standards and codes to the practice setting. 	<ul style="list-style-type: none"> • Conducts professional activities in a self-directed manner. • Practises within legal requirements, complying with policy/procedures of the practice environment as well as relevant laws, standards and codes.
PR2.5 Demonstrates 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.	<ul style="list-style-type: none"> • Explains the link between competence and the social contract that pharmacists have with society. • Describes and recognizes key behaviours of a lifelong learner. • Describes the principles of self/peer reflection and assessment. • Describes the principles of personal, professional and academic integrity. • Reflects and self-assesses to identify strengths and opportunities for improvement. 	<ul style="list-style-type: none"> • Develops personal learning plans. • Accepts, incorporates and provides effective and constructive feedback. 	<ul style="list-style-type: none"> • Initiates, implements and documents personal learning plans. • Seeks mentorship to address professional development needs. • Demonstrates a commitment to lifelong learning and maintaining and enhancing competence. • Fosters integrity in others by being vigilant and reporting any observations or evidence of violations of ethical/legal practice and integrity.
PR2.6 Identifies and responds to unprofessional, unethical and illegal behaviours in pharmacists, other	<ul style="list-style-type: none"> • Demonstrates academic integrity and intervenes when aware of violations of academic integrity. 	<ul style="list-style-type: none"> • Fosters integrity in others by responding to peer or group lapses in professional conduct. • Describes and identifies regulatory codes and procedures relevant to 	<ul style="list-style-type: none"> • Intervenes when aware of illegal, unethical and unprofessional actions or situations.

Competency	Milestone 1 (e.g., By the end of the pre-experiential, in-class component of the curriculum)	Milestone 2 (e.g., Throughout the experiential components of the curriculum)	Milestone 3 (e.g., "At entry to practice/graduation)
pharmacy team members and other health professionals.	<ul style="list-style-type: none"> • Describes and recognizes behaviours that are illegal, unprofessional or unethical. • Describes standard setting procedures relevant to the profession. • Describes self-regulation relevant to the profession. 	involving a regulatory body in a case of unprofessional, illegal or unethical behaviour or practice.	
PR3. Committed to self-awareness in the management of personal and professional wellbeing.			
PR3.1 Sets professional and personal goals, priorities and manages their time to balance patient care, workflow and practice requirements.	<ul style="list-style-type: none"> • Describes the connection between self-care, personal health and wellbeing and patient safety. • Is diligent, reliable and timely in completing assigned responsibilities. • Describes how to set priorities and manage time to balance workflow with patient care and practice requirements in simulated environments. 	<ul style="list-style-type: none"> • Exhibits a commitment to a mindful and reflective approach to practice. • Incorporates self-care into personal and professional routines. • Sets professional and personal goals and priorities. • Manages time to balance patient care, workflow and practice requirements. 	<ul style="list-style-type: none"> • Demonstrates organizational skills necessary to prioritize, organize and deliver quality patient care. • Manages the impact of physical and environmental factors on performance. • Prioritize, organize and manages patient care.
PR3.2 Examines, reflects upon and manages personal attributes (knowledge, skills, beliefs, biases, motivations, emotions) that could influence self-development and professional performance.	<ul style="list-style-type: none"> • Describes how pharmacists are vulnerable to physical, emotional and spiritual illness. • Demonstrates an ability to regulate attention, emotions, thoughts and behaviors while maintaining capacity to perform professional tasks. • Accepts and incorporates constructive feedback to make changes in behaviour. • Explains the importance of and describes ways to develop and implement self-improvement strategies based on identified limitations/errors. 	<ul style="list-style-type: none"> • Uses strategies to improve self-awareness to enhance performance. • Maintains attention, emotions, thoughts and behaviours in challenging situations and settings. • Demonstrates acceptance of feedback and limitations/errors and seeks to make appropriate changes in behaviour accordingly. • Demonstrates development and implementation of self-improvement strategies based on identified limitations. 	<ul style="list-style-type: none"> • Uses strategies to mitigate stressors and enhance performance in challenging situations. • Manages competing personal and professional priorities. • Exhibits self-awareness, self-directedness and manages influences on personal wellbeing and professional performance. • Recognizes evolving professional identity and self-authorship transitions and manages inherent stresses.

Competency	Milestone 1 (e.g., By the end of the pre-experiential, in-class component of the curriculum)	Milestone 2 (e.g., Throughout the experiential components of the curriculum)	Milestone 3 (e.g., "At entry to practice/graduation)
	<ul style="list-style-type: none"> Maintains composure in challenging situations and settings. 		<ul style="list-style-type: none"> Role models how to reflect upon and manage personal beliefs, biases, motivations and emotions.
<p>PR3.3 Adapts their practice of pharmacy to fulfill evolving professional roles.</p>	<ul style="list-style-type: none"> Describes the components and characteristics of an optimal pharmacy service in relation to professional and societal expectations. Identifies opportunities for pharmacists to advance the scope of practice. 	<ul style="list-style-type: none"> Identifies opportunities for pharmacists to advance the scope of their practice. Identifies potential leadership roles for the pharmacist to support the advancement of the profession. 	<ul style="list-style-type: none"> Participates in efforts to respond to societal expectations of the profession. Manages tensions between own expectations, pharmacist expectations, other health professional expectations and society's expectations. Seeks involvement in opportunities for pharmacists to advance the scope of their practice.
<p>PR3.4 Recognizes and responds to self and colleagues in need.</p>	<ul style="list-style-type: none"> Identifies strategies to support personal wellbeing, a healthy lifestyle and appropriate self-care. Describes the multiple ways that a pharmacist's poor health can present, including disruptive or self-harming behaviour. Describes professional and ethical obligations related to intervention for self or colleagues in need of assistance. 	<ul style="list-style-type: none"> Seeks appropriate health care for own needs. Supports colleagues in the pursuit of health and well-being. Discloses personal limitations that affect care. 	<ul style="list-style-type: none"> Supports colleagues and peers in their professional transitions. Promotes a culture that recognizes, supports and responds effectively to colleagues in need. Uses strategies to mitigate the impact of patient or personal/professional safety incidents. Reports limitations of other health professionals that affect care. Demonstrates mindful and reflective approach to practice.

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