

# **Levels of Performance Expected of Students Graduating from First Professional Degree Programs in Pharmacy in Canada**

A Supporting Document  
to the  
2010 Educational Outcomes for a First Professional  
Degree Programs in Pharmacy

*Association of Faculties of Pharmacy of Canada*

*Educational Outcomes Task Force*

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## Background

In June 2010, the Association of Faculties of Pharmacy of Canada (AFPC) approved the revised *Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada* (1), which define what faculty expect students to be able to do upon completion of their first professional degree program in pharmacy. These educational outcomes are based on ensuring that students can fulfill the multiple roles expected of them upon completion of a university-based health sciences program, including the ability to meet society's and patient's needs for pharmaceutical care and services.

As a supporting document to these educational outcomes, the Task Force was mandated to prepare more specific descriptions of the level of performance expected for each of the educational outcomes. The intention of these descriptions was to provide a more detailed and clear understanding of the expectations of students at the time of graduation. Faculty feedback had confirmed that clarity would be facilitated by creating descriptions at three levels of performance: the level which would be considered as below that required to graduate; the level at which students would be expected to perform upon graduation, and: an above expected level of performance that students could use as a goal for continuing professional development both during their education and into their early years of practice. The Task Force clarifies that the levels are **not** meant to differentiate in any manner between a B.Sc.Pharm. and an entry-level Pharm.D. program. Nor are the levels meant to refer to the average performance expected of students. Faculty and Deans also requested that the levels emphasize the clinical judgement, proficiency and confidence required of pharmacy students to enable them to take appropriate responsibility for their decisions and recommendations.

## Format

The format followed by the AFPC Task Force on Educational Outcomes when defining the level of performance expected of students at the time of graduation differs from the format used in the 1998 Levels document. The original version of the levels provided extremely detailed lists of performance criteria and examples for each element for every educational outcome. In reviewing this format, the Task Force considered the comments from AFPC Council regarding the specific intended uses of the levels. These included use for program evaluation, curricular mapping and planning, guidance in the development of bridging and continuing education programs, and development of instructional and assessment material. Although a number of faculty referred to the potential use of the levels for development of student assessments, it is emphasized that the levels document is **not** meant to be used directly for student evaluation. Instead, it is intended that faculty could use the levels as the basis for the development of specific assessment tools.

To ensure that the levels document provided the most appropriate support to faculty, the Task Force sought feedback from the AFPC Council and the Association of Deans of Pharmacy of Canada (ADPC). Discussion focused on the advantages and disadvantages, and appropriateness, of preparing lengthy, detailed lists of performance criteria. Reference was made to best practices in student assessment which are supporting an increasing use of global assessments and a movement away from reliance on detailed checklists of behaviours (2- 7). In particular, widely evaluated and accepted assessment tools such as the American Board of Medicine's mini-CEX (8) and the Longitudinal Evaluation of Performance (9) rely on global assessments of performance. It was also emphasized by the Task Force that the effective use of such global assessments require faculty to receive appropriate training and to rely on their experience and judgement. Such reliance on judgement allows assessment of less tangible, more subjective outcomes. Concerns about subjectivity and inter-rater reliability were also addressed, with discussion as to how these can be appropriately managed through increased opportunities for assessment by a range of faculty. Again, reference was made to the mini-CEX, and the related pharmacy-specific versions of this assessment that have been created by the University of Montreal, Faculty of Pharmacy.

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\* These comments were provided to the Task Force in 2009 by Faculties as part of their review of the draft educational outcomes.

Based on these best practices, and in recognition of the need to create a manageable document, the Task Force proposed an approach to the levels that focuses on more global descriptions of the performance expected of students, emphasizing the confidence, commitment, proficiency and clinical judgement required of students. Support was obtained in February 2010 from AFPC Council and ADPC for this approach. Therefore the Task Force developed, for each educational outcome, a global statement of the three levels of performance. It is clarified that each level builds upon the lower level, meaning that students who perform at the 'above expected level' would also be expected to fulfill the 'at expected' level of performance. These descriptions are followed by a series of examples of behaviours for each level of performance. To facilitate linkages between the educational outcome elements and the levels of performance, the Task Force aimed to create at least one example for each educational outcome element. For clarity, it is again emphasized that these are examples only and are not exhaustive. Furthermore, all of the examples bear similar importance and are not weighted in any manner.

## Medication Therapy Experts

The goal of First Professional Degree Programs in Pharmacy (FPDPP) in Canada is to graduate Medication Therapy Experts. This requires students to have a strong foundation in the biomedical, pharmaceutical, behavioural, social and administrative sciences and to integrate this knowledge with skills and attitudes from all seven educational outcomes. Via this integration, students are educated to meet the competencies required of Canadian pharmacists as described by the profession (10). These competencies include roles relating to care and services for individual patients as well as roles emphasizing the responsibilities to populations of patients, to communities and to the profession itself. In addition, students who at graduation are **Medication Therapy Experts** are educated to fulfill roles beyond those required of pharmacists, acknowledging that the goal of university education extends beyond solely preparing students for pharmacy practice. These include, for example, preparation for entry into graduate education.

The level of performance expected of students as **Medication Therapy Experts** is described by the following overarching statements:

**As Medication Therapy Experts, at the time of graduation pharmacy students are appropriately confident and capable of meeting the medication-related needs of both patients and populations. They are prepared to enter into graduate studies or fulfill their professional responsibilities via pharmacy practice. They have a commitment to care for, and care about, patients; a fundamental knowledge of medications, the pharmaceutical, biomedical, sociobehavioural and clinical sciences, and health-systems; the motivation, professionalism, confidence and clinical judgement to apply this knowledge appropriately and effectively, and: an attitude that enables them to work with others while making, acting upon and taking responsibility for scientifically-sound decisions.<sup>†</sup>**

The following provide the levels of performance for each of the educational outcomes. For reference, the AFPC-approved educational outcomes and contexts are provided and readers are referred to the full description of these approved outcomes for further detail (1). These outcomes and contexts are 'greyed' in the following document as these have been approved by AFPC Council and are not, at the present time, being considered for revision.

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<sup>†</sup> Modified from reference 11.

## Care Provider

As **Care Providers** pharmacy graduates use their knowledge, skills and professional judgement to provide pharmaceutical care and to facilitate management of patient's medication and overall health needs.

### Range of Contexts in Which Fulfilment of the Outcome is Expected

Graduates from FPDPP in Canada fulfill this educational outcome in all sites where licensed pharmacists provide patient care either as an integral component of the dispensing of medications, or as a professional service provided independently from the dispensing of medications.

This means that graduates:

- i. **possess** the core knowledge, skills and attitudes required of pharmacists to:
  - manage the medication therapy of patients who require the pharmacist's participation in their care;
  - manage the medication therapy of patients who are willing and able to accept the responsibilities required by this care;
  - manage the medication therapy of patients with common medication-therapy problems and patients who require urgent care<sup>†</sup>;
  - provide basic first aid and CPR;
  - administer injections in accordance with laws and regulations;
  - provide care in accordance with accepted frameworks that expand the pharmacist's scope of practice (e.g. medical directives);
  - recommend appropriate sources of support<sup>§</sup> for patients experiencing common difficulties in daily living<sup>\*\*</sup>;
  - advise patients on common, current health promotion programs, and;
- ii. **are able to acquire** the knowledge and skills required to manage patients with uncommon or highly complex medication-related needs, or;
- iii. are able to appropriately refer patients for the management of medication therapy needs that fall beyond their individual scope of practice, and:
- iv. are able to appropriately triage patients to other primary care providers for needs that fall outside the scope of practice of pharmacists.

<sup>†</sup> Urgent medication therapy needs are those that require urgent care by the pharmacist or urgent referral to primary care providers (e.g. via ambulance or referral to ER).

<sup>§</sup> Graduates are **not** expected to possess knowledge of specific community resources: they must only know that such services / resources may exist and be able to direct the patient regarding who to contact.

<sup>\*\*</sup> Difficulties with, for example, transportation, activities of daily living, emotional, spiritual needs.

<b>Performance Indicators</b>		
<b>Below Expected Performance</b>	<b>Performance Expected Upon Completion of the Undergraduate Program</b>	<b>Above Expected Performance</b>
Students demonstrate deficiencies or inconsistencies in their ability or commitment to fulfilling their professional obligations to care for patients.	<p>Students consistently demonstrate appropriate confidence, commitment, proficiency and clinical judgement while fulfilling their professional obligations to care for patients.</p> <p>Students take appropriate responsibility for optimizing patient's medication therapies and managing their medication-therapy problems.</p> <p>Students use their clinical judgement to make patient-centred, evidence-based decisions in a confident manner.</p> <p>Students accurately and effectively triage patients to appropriate care providers with due consideration for efficient use of health resources.</p>	<p>Students fulfill their professional obligations to care for patients in a flexible and efficient manner, responding easily to changing patient needs.</p> <p>Students confidently and competently provide care to patients with uncommon or specialized medication-related problems.</p>

<b>Examples</b>		
<b>Students will not meet this performance indicator at an expected level if they, for example:</b>	<b>Students will meet this performance indicator at an expected level if they, for example:</b>	<b>Students will exceed the expected level of performance on this indicator if they, for example:</b>
focus on technical or distributive functions rather than prioritizing patient care.	effectively and appropriately prioritize patient care when faced with multiple professional responsibilities.	confidently provide a wide range of primary health care services.
are unclear of their professional role or perform it inconsistently or inflexibly.	maintain appropriate boundaries with patients, peers and other care providers, confidently and accurately articulating their roles and responsibilities in a professional manner.	confidently and effectively articulate the expanding role of their profession, and consistently fulfill expanded roles while providing patient-centred care.
adopt paternalistic or uncaring roles with patients, or place their personal values in preference to the patient's values.	effectively develop and maintain professional, patient-centred relationships with patients and their health care providers.	determine and develop the professional relationship most appropriate for complex patients or those with complex care needs.
complete patient assessments in a formulaic, minimally flexible or unstructured manner.	complete patient assessments in a thorough, yet efficient, professional manner,	effectively modify their patient assessment approaches to provide appropriate care to

	appropriately incorporating expanded activities when necessary.	patients with uncommon or complex needs.  routinely and appropriately incorporate expanded activities into their patient assessments.
lack confidence, or are inappropriately over confident, in their decision-making ability when providing patient care.	demonstrate appropriate confidence in their evidence-based decision-making and recommendations when providing patient care.	
demonstrate critical gaps in knowledge, skills or attitudes required to care for patients with common medication therapy problems.	demonstrate mastery of required knowledge and skills, resulting in their ability to effectively manage patients with common medication-therapy problems.	consistently formulate sound decisions in appropriate time frames, even on matters of complexity or where limited evidence exists, appropriately analyzing available data and using their knowledge base to make sound clinical recommendations.
demonstrate critical inability to apply their knowledge / skills effectively to identify patients' medication-therapy problems.	consistently identify patient's common and / or critical medication-therapy problems in an efficient, accurate manner.	anticipate and effectively manage challenges to identifying a patient's medication-therapy problems.
provide care or services beyond their scope of practice.  do not recognize patients who require referral, or refer patients to an inappropriate care provider.  are unable to rationalize the need for referral.	consistently identify patients who require referral and make referrals to the appropriate care providers.  provide an appropriate, efficient rationale for the referral, and provide patients with appropriate referral notes.	have an appropriate understanding of the roles / responsibilities of a wide range of health care providers and can appropriately refer patients to these providers.
develop patient therapeutic and monitoring plans that are incomplete, non-specific, unrealistic or do not foster autonomy of the patient or the incorporation of self-care.	consistently develop accurate, efficient patient therapeutic and monitoring plans that incorporate best practices and that respect the autonomy of the patient and incorporate the principles of self-care as appropriate.	integrate the therapeutic and monitoring plans for multiple medication-therapy problems to support efficient patient self-care.  efficiently formulate appropriate management plans including plans that address complex, poorly defined or controversial issues.
minimize attempts to ensure team and patient agreement with and understanding of therapeutic and monitoring plans.	consistently gain team and patient agreement with and ensure understanding of therapeutic and monitoring plans.	demonstrate ease and confidence when gaining agreement with and implementing patient management plans
do not provide follow-up or provide it in an inconsistent manner, demonstrating lack of understanding of or commitment to their responsibility to provide such follow-up.	consistently fulfill their commitment to provide follow-up care to patients.	develop and implement systems that integrate and streamline patient follow-up.
complete documentation that is either too limited or too lengthy.	consistently support continuity of care by appropriately documenting patient and care	create clear, concise documentation that maximizes team member's understanding

	information in a clear manner.	and consistently supports continuity of care.
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<h2>Communicator</h2> <p>As <b>Communicators</b> pharmacy graduates communicate with diverse audiences, using a variety of strategies that take into account the situation, intended outcomes of the communication and the target audience.</p>
<h3>Range of Contexts in Which Fulfilment of the Outcome is Expected</h3> <p>Graduates from FPDPP in Canada communicate effectively with patients to whom they are providing care, including those presenting communication challenges, and with peers and other health care professionals in both individual and group settings.</p>

Below Expected Performance	Performance Expected Upon Completion of the Undergraduate Program	Above Expected Performance
Students demonstrate inconsistencies or deficiencies in their ability or commitment to communicating, verbally, non-verbally and in writing, in a professional, timely, efficient, flexible manner.	<p>Students demonstrate appropriate confidence in and ability to effectively manage challenging communication situations.</p> <ul style="list-style-type: none"> <li>• Within a practice environment, students effectively communicate (verbally, non-verbally and in writing) to provide patient-centred, collaborative care and to ensure safe and effective distribution of medications.</li> <li>• Within an education environment, students effectively support learning, using appropriate instructional methodologies that are tailored to the audience.</li> </ul>	Students manage challenging communication situations with ease and in an efficient, professional manner. Students have a range of techniques that they use appropriately and flexibly to manage situations of conflict, including patient or inter-professional conflict, ethical dilemmas, or sensitive professional situations.

Students will not meet this performance indicator at an expected level if they, for example:	Students will meet this performance indicator at an expected level if they, for example:	Students will exceed the expected level of performance on this indicator if they, for example:
use their communication skills in a formulaic manner or unstructured manner, resulting in inefficient use of time and potentially ineffective interventions.	<p>effectively use appropriate communication techniques to fulfill their professional responsibilities in a timely manner.</p> <p>appropriately respond to and</p>	demonstrate an ease of communication that enables patients and other health care providers to rapidly develop trust and confidence in their professionalism and competence as a health care provider.



	respect differences in culture, language and health literacy.	
respond ineffectively to challenging situations by, for example, becoming angry, defensive or neglecting their professional responsibility to resolve the situation.	adapt their communications to effectively address challenging communication situations such as dealing with conflict, anger, confusion or errors and discussing sensitive issues or severe conditions.	demonstrate confidence and proficiency in effectively managing situations presenting communications challenges such as conflict, anger, confusion or errors, and discussing sensitive issues or severe conditions.
complete documentation that has errors, uses non-traditional short forms or misrepresents their actions or the actions of others.  create written communications that are unclear, with missing or confusing rationalization.	consistently ensure that documentation is clear, error free and consistent with best practices for patient safety.	consistently ensure that documentation is clear, concise, accurate, and in the appropriate format and amount of depth based on the clinical situation being managed.
appear unprepared or disorganized when presenting information, and do not abide by appropriate time frames.  are unable to respond effectively to basic questions regarding presented information.	are capable and appropriately confident presenting information in a timely, professional and effective manner.  respond effectively to audience questions.	use non-traditional or innovative approaches to engage the audience and maximize participation, translation and integration of learning.
use communication technologies in a manner that detracts from audience learning.	effectively and appropriately use communication technologies to support audience learning.	use communication technologies in an innovative manner to enhance learning.

<h3>Collaborator</h3> <p>As <b>Collaborators</b> pharmacy graduates work collaboratively with teams to provide effective, quality health care and to fulfill their professional obligations to the community and society at large.</p>
<h4>Range of Contexts in Which Fulfilment of the Outcome is Expected</h4> <p>Graduates from FPDPP in Canada collaborate effectively with:</p> <ul style="list-style-type: none"> <li>• the patient and the full range of health care professionals on the patient care team;</li> <li>• co-workers, and:</li> <li>• professional groups / associations.</li> </ul>

Below Expected Performance	Performance Expected Upon Completion of the Undergraduate Program	Above Expected Performance
Students fail to interact with the intra and inter-professional team in a manner that achieves appropriate outcomes, including patient care.	Students develop appropriate intra and inter-professional relationships and work effectively in partnership with a range of team members to achieve negotiated, agreed-upon objectives.	Students actively and consistently endeavour to develop new intra and inter-professional relationships and networks for diverse purposes including patient care, while recognizing and capitalizing upon the opportunities presented for professional advocacy.

Students will not meet this performance indicator at an expected level if they, for example:	Students will meet this performance indicator at an expected level if they, for example:	Students will exceed the expected level of performance on this indicator if they, for example:
routinely demonstrate behaviours or attitudes that undermine inter-professional relationships.	consistently demonstrate basic interpersonal skills required for harmonious, effective professional relationships including effectively managing inter-professional conflict.	effectively and efficiently manage inter-professional conflict in a manner that increases the successful management of both patient's needs and opportunities for professional advocacy.
are unable to show leadership abilities when it is appropriate or required.	effectively adapt their role in the team, utilizing leadership abilities consistent with the pharmacist's role as a medication therapy expert, the team's objectives and their personal experience and expertise.	show initiative in creating and leading inter-professional teams.  are recognized as leaders by others in the inter-professional team.
are unclear or defensive when articulating their role relative to other health care providers.	consistently explain their roles and responsibilities in a confident, constructive, effective manner.	assist the team in clarifying relative roles and responsibilities to ensure effective achievement of objectives

undertake activities or provide care that is more appropriately provided by other team members	demonstrate appropriate flexibility in the activities undertaken or care provided as consistent with the scope of practice of other team members	develop and maintain collaborative relationships with a network of care providers, resulting in efficient, effective collaborative care
are not aware of or are not committed to their obligation to collaborate with the patient and his/her care providers in order to provide follow-up of care.	routinely collaborate and communicate with care providers to ensure safe and optimal patient care.	have formalized processes / procedures for collaborative care.

<p><b>Manager</b></p> <p>As <b>Managers</b> pharmacy graduates use management skills in their daily practice to optimize the care of patients, to ensure the safe and effective distribution of medications, and to make efficient use of health resources.</p>
<p><b>Range of Contexts in Which Fulfilment of the Outcome is Expected</b></p> <p>Graduates from FPDPP in Canada manage their individual practice and staff for whom they are directly responsible to ensure that their patients are provided the care, services and medications required to meet their medication therapy needs. They support sustainable practices that address patient needs and changing professional roles<sup>††</sup>.</p>

Below Expected Performance	Performance Expected Upon Completion of the Undergraduate Program	Above Expected Performance
<p>Students do not accept responsibility for managing personnel, do not appreciate the influence of workflow / human resources management on the quality of team work, or appear un-motivated or incapable of fulfilling this role.</p> <p>Within a practice environment, students place undue focus on the distribution aspects of the dispensing process, or accept responsibility for primarily technical tasks relative to provision of professional services.</p>	<p>Students ensure both the safe distribution of medications and the provision of the care / professional services required for safe and effective medication use.</p> <p>Students effectively manage their personal practice environment and recognize the importance of efficiency in the workplace.</p>	<p>Students are appropriately confident in their ability to take charge of the work environment, optimizing delegation of tasks and work flow. Within a practice environment, students ensure safe and effective distribution while focussing on providing expanded professional services appropriate to patient need.</p>

Students will not meet this performance indicator at an expected level if they, for example:	Students will meet this performance indicator at an expected level if they, for example:	Students will exceed the expected level of performance on this indicator if they, for example:
<p>are challenged to set appropriate priorities or work within reasonable time frames.</p>	<p>effectively and appropriately manage their personal practice, including managing their own time and personnel under their direct supervision, to ensure patients receive optimal care.</p>	<p>consistently identify and implement improvements in workflow or practices that improve the quality of care provided or support the provision of new professional services.</p>
<p>assume roles that disrupt the efficiency and safety of the</p>	<p>ensure that, when they are responsible for the dispensing of</p>	<p>evaluate the work environment to identify strengths and</p>

<sup>††</sup> For clarity, it is emphasized that the graduates are **not** expected to be able to be managers of a pharmacy upon completion of the FPDPP.

<p>medication distribution system.</p>	<p>medications, all medications compounded, dispensed or sold are appropriate, accurate, effective and safe, and are provided in a manner consistent with all legal requirements.</p> <p>ensure, while they are responsible for dispensing of medications, the safety and quality of the drug distribution system.</p>	<p>weaknesses in the operations, and advocate for changes when needed.</p>
<p>are unclear on their appropriate role in managing medication distribution, either performing tasks that are more appropriately delegated, or permitting pharmacist's professional services to be provided by technical or untrained staff.</p>	<p>consistently ensure that dispensing occurs only in conjunction with provision of required patient care (see educational outcomes 1.3 to 1.6).</p>	<p>can efficiently manage situations where conflicts in roles of pharmacy staff arise, engendering respect while ensuring adherence to legislation, Human Rights, standards of practice, codes of ethics and best practices are followed.</p>
<p>minimize the importance of errors, do not assume responsibility, or place patients at risk by not disclosing errors.</p>	<p>effectively manage adverse drug events, errors, and incidents in a fair manner consistent with current best practices, including disclosure, professional apology and formal reporting.</p>	<p>ensure that post-event analysis occurs with the goal of managing processes / policies / systems to prevent similar adverse drug events, errors or incidents in the future, and initiate documentation of these processes.</p>
<p>disregard unsafe practices via either not recognizing them as unsafe or not recognizing their responsibility to manage unsafe practices.</p>	<p>routinely evaluate their own practice, recognizing unsafe or less than optimal procedures / practices and accept responsibility for rectifying these situations.</p>	<p>seek out and lead formal practice analyses for the purposes of patient safety, quality assurance, and practice improvement.</p>
<p>disregard activities required to maintain the financial health or sustainability of the practice, such as not providing professional services (e.g. MedsCheck or pharmaceutical opinions) or inappropriately or incompletely billing for professional services.</p>	<p>consistently recognize the importance of financial sustainability by providing and billing for an appropriate balance of reimbursable services.</p>	<p>seek out and develop new models or sources of revenue for professional services that contribute to the financial sustainability of the practice.</p>

<h2>Advocate</h2> <p>As <b>Advocates</b> pharmacy graduates use their expertise and influence to advance the health and well-being of individual patients, communities, and populations, and to support pharmacist's professional roles.</p>
<h3>Range of Contexts in Which Fulfilment of the Outcome is Expected</h3> <p>Graduates from FPDPP in Canada advocate on behalf of individual patients, local patient groups and the profession of pharmacy, at an individual, organizational / institutional, and government level.</p>

Below Expected Performance	Performance Expected Upon Completion of the Undergraduate Program	Above Expected Performance
<p>Students consistently meet patient's needs for accurate and safe medication supply yet display minimal or little acknowledgement of their professional responsibility to assist patients with their management of other health needs or with supporting their maintenance of health.</p> <p>Students maintain a focus on their individual practice without evidence of understanding or being committed to the advancement of the profession.</p>	<p>Students effectively support patient access to the health and associated resources that patients require to prevent disease and promote their health and well-being.</p> <p>For the profession, students maintain an involvement with organizations or activities that support the advancement of the profession and patient care.</p>	<p>Students actively seek opportunities to promote access to health and associated resources for patients, proactively identifying their needs and independently implementing strategies to meet these needs.</p> <p>Students are identified as leaders in the community and profession as it relates to the development of new professional services.</p>

Students will not meet this performance indicator at an expected level if they, for example:	Students will meet this performance indicator at an expected level if they, for example:	Students will exceed the expected level of performance on this indicator if they, for example:
<p>are unaware of, provide minimum response to or inappropriately refer patients who face challenges gaining access to required resources.</p>	<p>consistently provide accurate and clear guidance to patients regarding availability and appropriate use of <b>local</b> health care services</p> <p>accurately and appropriately interpret health information for patients to support their decision-making and access to health services.</p>	<p>consistently seek out connections and opportunities to develop a reference network to efficiently facilitate patient navigation through the health care system.</p>
<p>are unaware of, provide minimum response to or refuse patient groups' requests for guidance</p>	<p>appropriately respond to patient groups' requests for guidance related to medication or health</p>	<p>proactively seek opportunities to identify appropriate policy / procedure changes and lead the</p>

related to medication or health policies or practices.	policies or practices.	advocacy strategies to accomplish required changes.
focus on the distribution of medications and provision of only basic professional services required for safe dispensing of medications.  are unaware of or minimize their responsibility for promoting patient health and wellness.	routinely incorporate into their practice the provision of professional services that aim to promote the health, reduce health risks and maintain the safety of individual patients.	consistently seek out current information on health promotion and patient safety initiatives, actively incorporating activities related to these goals in their daily practice.
are unaware of the importance of, or are unreceptive to, their involvement in addressing professional issues.	consistently respond to requests for professional advocacy, appropriately balancing their involvement in advocacy with their other professional responsibilities.	actively participate in efforts to address professional issues by effectively and routinely functioning as a representative of the profession for political or policy purposes.

### Scholar

As **Scholars** pharmacy graduates have and can apply the core knowledge and skills required to be a medication therapy expert, and are able to master, generate, interpret and disseminate pharmaceutical and pharmacy practice knowledge.

#### Range of Contexts in Which Fulfilment of the Outcome is Expected

Graduates from FPDPP in Canada use their knowledge and skills:

- for clinical reasoning and decision-making required during daily pharmacy practice;
- to provide drug information and recommendations to inform practices and health policy at an individual and organizational / institutional level;
- to educate the following regarding medications and appropriate medication use, including the pharmacist's role:
  - individual and groups of patients, peers, pharmacy and allied health care professional students, interns and residents, allied other health care professionals;
  - individual medical specialists and;
- to initiate or collaborate on projects related to problems identified during daily pharmacy practice including projects related to drug utilization and continuous quality improvement.

Below Expected Performance	Performance Expected Upon Completion of the Undergraduate Program	Above Expected Performance
Students do not demonstrate the required depth or breadth of core knowledge or skills or are unable to apply this knowledge consistently and effectively while performing their professional roles.	Students appropriately, consistently and confidently use their professional judgement when making evidence-based decisions, providing drug information and facilitating learning, relying aptly on a blend of their core knowledge, experience and critically-appraised, literature-based evidence.	While maintaining their abilities to fulfill all of their professional responsibilities, students demonstrate advanced proficiency in research or teaching.
<b>Students will not meet this performance indicator at an expected level if they, for example:</b>	<b>Students will meet this performance indicator at an expected level if they, for example:</b>	<b>Students will exceed the expected level of performance on this indicator if they, for example:</b>
have consistent or critical deficiencies in their core knowledge and are unable to provide accurate explanations or rationale for decisions / recommendations / solutions to medication-related issues.	have a thorough understanding of core knowledge and an ability to apply this knowledge and associated skills to effectively manage medication-related issues.  consistently and accurately rationalize their	have a mastery of both core and a specialized area of proficiency



	recommendations / solutions.	
are not conscious of deficiencies in their knowledge or skills, being unaware of the complexities of situations and/or their need to seek assistance.	accurately and consistently identify when their knowledge and experience is insufficient to manage a situation, and appropriately seek strategies to resolve the situation.  consistently recognize when a situation is deviating from an expected course (e.g. not going according to plan) and appropriately seek assistance.	routinely incorporate reflection on their quality of care provided and care processes followed to detect deviations from expected outcomes, and openly seek opportunities and resources to improve this care and care processes.
consistently rely on inappropriate literature to investigate and solve medication-related issues or drug information requests.  do not check accuracy of information when there are questions or controversies.	consistently use a systematic approach to accessing and reviewing appropriate literature, integrating critical content and effectively formulate responses / recommendations or translating literature into practice.	are increasingly efficient in their accessing and critical reviewing of relevant literature, and are able to make appropriate recommendations related to ambiguous medication-related issues and those where evidence is limited or contradictory.
are unclear on the appropriate role of pharmacists in educating pharmacy students	consistently provide appropriate support and education to junior pharmacy students	are recognized as exemplary practitioners and role models for students.
consistently present information in an unstructured or irrational manner.	consistently establish and follow a clear educational plan, including assessing the learning of their audience.	are flexible in modifying their presentations and presentation style according to the feedback being received from the audience.
embark on projects or evaluations without consideration of requirements for consent or ethics approval.	participate only in research that is scientifically sound and complies with all major ethical principles.	consistently contribute to the creation of new pharmacy-related knowledge through active participation in research.
	are appropriately prepared for entry into graduate level training in a range of health sciences.	

<p><b>Professional (12, 13, 14)</b></p> <p>As <i>Professionals</i> pharmacy graduates honour their roles as self-regulated professionals through both individual patient care and fulfillment of their professional obligations to the profession, the community and society at large.</p>
<p><b>Range of Contexts in Which Fulfilment of the Outcome is Expected</b></p> <p>Graduates from FPDPP in Canada conduct themselves professionally in all situations where they are reasonably perceived to be a representative of the profession of pharmacy.</p>

Below Expected Performance	Performance Expected Upon Completion of the Undergraduate Program	Above Expected Performance
Students do not recognize their responsibility of acting professionally. They do not recognize that their behaviours reflect on the profession including when they are not in their formal work environment.	Students fulfill the full range of roles required of a self-regulated health professional. They consistently act in a professional manner. In a practice environment they maintain the patient's best interest as their priority.	Students demonstrate exemplary abilities to maintain a professional demeanour in stressful situations.

Students will not meet this performance indicator at an expected level if they, for example:	Students will meet this performance indicator at an expected level if they, for example:	Students will exceed the expected level of performance on this indicator if they, for example:
violate fundamental ethical principles related to professional accountability or patient autonomy, confidentiality and nonabandonment.  minimize their responsibility for managing ethical dilemmas, either inappropriately referring or dismissing the dilemma.	consistently provide patient-centred care that is consistent with ethical guidelines governing the health professions.	effectively detect and efficiently resolve situations presenting ethical dilemmas.
undertake to complete only the minimum activities to maintain their competence to practice.  are resistant to feedback on their performance.	demonstrate acceptance of the need for their continual professional growth and learning.  adapt to change within the profession, being receptive to feedback on their performance and accurately recognizing when additional development is required.  consistently determine appropriate strategies for	strongly value the need for continual professional growth and change within the profession, actively seeking feedback on their performance and reflecting on when additional development is required.  can develop new strategies to achieve required learning, depending on the professional development required.

	achieving this learning.	
demonstrate a lack of commitment to the professional role of pharmacists, with focus on maintaining a status quo and limited involvement with professional activities and organizations.	demonstrate a deep understanding of and commitment to the developing role of pharmacists in the Canadian health system.	consistently participate in activities or with organizations that promote the profession.
are unaware of key issues facing the profession, with no or little capacity to plan for practice change or improvement.	identify the key components of an effective practice advancement plan, with focus on plans that are rational and feasible, and based on managing important issues facing the profession.	effectively reflect on practice and develop appropriate practice management plans to improve practice.

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