

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

USER MANUAL – SECTION C

Sample Learning Objectives



Association of Faculties
of Pharmacy of Canada

Association des facultés
de pharmacie du Canada

INTRODUCTION

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)

In preparing the revised Educational Outcomes 2017, a decision was taken to preserve learning objective content from the Educational Outcomes 2010 in a separate resource guide. In this document, additional example learning objectives were added where new concepts were introduced in the Educational Outcomes 2017. The intent of the EO2017 is to provide a flexible framework within which courses and their associated learning objectives can be developed to align with the mission-specific needs of each school or college.

The sample learning objectives are illustrative only and do not represent the full spectrum of possibilities relevant to each key competency or enabling competency. In other words, the sample learning objectives are not designed to be prescriptive. Accordingly, AFPC members are encouraged to adapt these learning objectives to meet their programmatic needs and to contribute others over the lifespan of the Educational Outcomes 2017. Additional sample learning objectives may be submitted via the AFPC Special Interest Group (SIG) chairpersons, or for content for which a SIG does not exist, to the AFPC Executive Director. This document will be revised accordingly.

ACKNOWLEDGEMENTS

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The Task Force wishes to acknowledge the contributions of Jaris Swidrovich, who made available the sample learning objectives he created to support competencies that he adapted from the Indigenous Physician's Association of Canada and the Association of Faculties of Medicine of Canada's *First Nations, Inuit, Métis Health Core Competencies: A Curriculum Framework for Undergraduate Medical Education* for pharmacy undergraduate education at the University of Saskatchewan College of Pharmacy and Nutrition. A small selection of sample learning objectives derived from his work is included in each role statement.

Care Provider

EXAMPLES OF LEARNING OBJECTIVES:

Collect

- Elicit and complete an assessment of required information to determine the patient's medication-related and other relevant health needs.
 - Elicit the reason(s) for the patient's visit to the pharmacy or encounter with the pharmacist.
 - Obtain and evaluate relevant history from the patient, his/her chart, caregivers and other health care professionals.
 - Order, retrieve and assess relevant lab tests and diagnostic assessments.
 - Perform and interpret findings of relevant physical assessments that are required to determine appropriate medication therapy.
 - Complete an assessment of the patient's ability to take/use/administer his/her medications.

Assess

- Assess if a patient's medication-related needs are being met.
 - Evaluate the safety and effectiveness of a patient's medications with consideration of the patient's values and preferences, characteristics, conditions, functional capabilities, other medications and access to health care/monitoring.
 - Determine whether a patient is appropriately managing his/her therapy, including appropriate administration and adherence in particular for chronic disease management.
 - Determine whether a patient's medications are achieving the desired goals including consideration of efficacy and adverse effects.
 - Determine whether a patient requires medication assessment and reconciliation.
 - Where appropriate, identify a patient's medication-related needs as specific medication-therapy problems.
 - Determine if a patient requires additional care or services consistent with established collaborative practice agreements.
- Apply knowledge from the foundational sciences to determine if a patient has relevant, priority health and wellness needs.
 - Integrate all sources of information to recognize signs, symptoms and risk factors that relate to medical or health problems that fall into the scope of practice of a pharmacist versus other health care professionals.
 - Recognize and respond to signs and symptoms associated with medical emergencies.

Plan

- Integrate AFPC Communicator, Collaborator, Health Advocate, Scholar, Leader-Manager and Professional roles to develop a care plan that addresses a patient's medication-therapy problems and priority health and wellness needs.
 - In collaboration with the patient or caregiver and other health team members, prioritize a patient's medication-related needs.
 - Establish goals of medication therapy (desired endpoints, target values and timeframes for medication therapies).

- Assess alternative strategies and negotiate the therapeutic option best suited to the patient.
- Integrate the recommended therapeutic options for a patient's medication-related needs into a co-ordinated plan.
- Take into account the complexity, uncertainty and ambiguity that exists in the clinical situation.
- Determine monitoring parameters for desired therapeutic endpoints and potential adverse effect, specifying target values and start, frequency and end time-points for monitoring.
- Decide specific actions to be taken by the pharmacist as necessary for management of medication-related needs, specifically determining whether it is appropriate to:
 - dispense a medication according to a new prescription
 - dispense an authorized refill of a medication
 - authorize an extension of refills of a medication
 - discontinue or adapt (modify) a patient's medication
 - recommend changes in medications
 - prescribe medications or therapies
 - administer a medication
 - refer the patient to other health care professionals for assessment and management.
- Determine if a patient requires information or other support to facilitate his/her management of needs related to activities of daily living, health promotion or well-being.

Implement

- Refer patients for management of priority health and wellness needs that fall beyond the scope of practice of pharmacists.
- Integrate AFPC Communicator, Collaborator, Health Advocate, Scholar, Leader-Manager and Professional roles to undertake specific actions within the pharmacist scope of practice as specified in the care plan.
 - Educate the patient regarding the care plan to facilitate understanding and adherence; where applicable, obtain and document a patient's informed consent under supervision
 - Facilitate continuity of care through referral and communication with relevant care providers
 - Convey information on maintaining and promoting health
 - Contribute to coordination of care with other members of the health team
 - Schedule required follow-up in accordance with a patient care plan

Follow-up (Monitor, Evaluate, Modify Plans, Document) in collaboration with the patient and health team members

- Elicit clinical and/or lab evidence of patient outcomes.
 - Determine the clinical status of the patient, including completing physical assessments required for monitoring of medication therapy.
 - Evaluate the efficacy of the care plan relative to the desired goals.
 - Evaluate the safety of the care plan including the presence of adverse drug reactions or effect.

- Identify any medication errors or close calls.
 - Determine changes in pharmacotherapy that are required.
- Integrate AFPC Communicator, Collaborator, Health Advocate, Scholar, Leader-Manager and Professional roles to assess and manage patients' new medication-related needs.
 - Adapt the care plan as the complexity, uncertainty and ambiguity of the patient's clinical situation evolves.
 - Support the continuity of patient care by documenting patient care activities and communicating them to patients or caregivers and other health team members, including Indigenous Elders and healers where requested by a patient.
 - Document in a timely, retrievable, usable manner
 - Fulfill professional responsibilities for documentation
 - Report and document the reporting of adverse events, errors, close calls and unsafe practices.

Communicator

EXAMPLES OF LEARNING OBJECTIVES:

- Communicate non-verbally and orally with others.
 - When speaking, utilize organized processes and appropriate, precise expressions and vocabulary.
 - Describe the components of oral and non-verbal communication as it relates to high context and low context cultures.
 - Differentiate responsibility from responsiveness in communication situations.
 - Differentiate lay language from professional jargon.
 - Define respect, cultural safety, empathy, compassion, tact and active listening in relation to verbal, written and electronic communication.
 - Recognize when and how to incorporate the Medicine Wheel into care conversations with patients.
 - Use the Medicine Wheel when engaging in a care conversation with a self-identified Indigenous patient.
 - Explain informed consent.
 - Differentiate critical argument from argument.
 - Identify communication strategies that are effective for specific audiences and contexts.
 - Engage in culturally safe communication with First Nations, Inuit and Métis patients, colleagues and members of the community in which pharmacy is practiced.
- Optimize the communication environment for patient safety, comfort, dignity, privacy and engagement.
 - Describe elements of the physical environment that affect patient safety, comfort, dignity, privacy and engagement.
 - Explain the sacred use of tobacco, the four sacred medicines, the structure and rationale of a sweat lodge ceremony and the process and significance of smudging in Indigenous culture.
 - Mitigate physical barriers to communication to optimize the patient experience.
 - Describe how patient and pharmacist values, biases and perspectives can affect communication, trust and understanding.
 - Demonstrate an ability to establish a positive therapeutic relationship with Indigenous patients, characterized by trust, understanding, respect, honesty, humility and empathy.
 - Recognize when one's own values, biases, perspectives, culture and place within the hierarchy of the team affects the patient experience.
 - Use an appropriate custom protocol when inviting an Elder (or healer, medicine person, etc.) to speak or attend a clinical encounter or event involving an Indigenous patient.
 - Demonstrate respect for the role of an Elder, healer, medicine person, medicine keeper and knowledge keeper when communicating with Indigenous patients.
 - Recognize the value of Indigenous healing practices in care conversations.
- Optimize the communication environment in support of effective team functioning.

- Identify factors and behaviours that impede effective team communication.
- Give timely, sensitive, instructive feedback to others about their performance on the team.
- Receive and respond respectfully as a team member to feedback from others.
- Share accountability for the outcomes of suboptimal communication between team members.

Collaborator

EXAMPLES OF LEARNING OBJECTIVES:

- Work effectively with others.
 - Describe relationship-centered care.
 - Identify the stages of group development in health care settings.
 - Identify effective strategies for introducing yourself and your role to patients and caregivers, families, communities, pharmacist colleagues, physicians and other health professionals.
 - Define shared decision-making.
 - List factors that contribute to misunderstandings, differences and conflicts in health care settings.
 - Describe the role of self-reflection in improving and maintaining effective working relationships.
 - Compare and contrast enablers of and barriers to collaboration in health care.
 - Collaborate effectively and respectfully with Indigenous Elders and healers to incorporate Indigenous healing practices where requested by a patient within the care plan that has been negotiated with and for that patient.
 - Compare and contrast the training, roles, responsibilities and legal accountabilities of physicians, nurse practitioners, physician assistants, physiotherapists, occupational therapists, psychologists, dietitians, social workers, child life workers, chaplains, radiation therapists, massage therapists, naturopaths, acupuncturists, healthcare aides, pharmacy technicians, pharmacy assistants, pharmacy clerks, veterinary assistants, veterinarians, podiatrists, chiropractors, respiratory therapists and addictions support workers.
 - Describe approaches to promote understanding and manage differences.
 - Describe the principles of providing effective feedback.
- Safely handoff care of a patient to another care provider.
 - Provide examples of handovers in pharmacy practice.
 - Describe a structured framework for transfer of care between pharmacy team members and between pharmacists and other members of a patient's care team.
 - Describe specific information required for safe handover during transitions in care.
 - Identify when it is necessary to clarify information received in a handover of care.
 - Clearly, completely and concisely summarize a patient's issues in a written, verbal and electronically communicated handover summary.
 - Provide a safe handover of care for a First Nations patient who resides on a reserve.

Leader-Manager

EXAMPLES OF LEARNING OBJECTIVES:

- Demonstrate an ability to contribute to stewardship of healthcare resources.
 - Describe systems theory as it relates to health care.
 - Describe quality improvement methodologies.
 - Describe the domains of health care quality.
 - Describe how data available from pharmacy informatics can be used to optimize patient care.
 - Understand the impact of funding and payment policies on the provision of health services.
 - Utilize inventory control concepts to maintain an inventory system.
 - Participate in formal planning for changes to improve the quality of pharmacy services.
- Apply core concepts in patient safety and risk management.
 - Describe how safety design practices (standardization, simplification, human factors training, LEAN principles, etc.) can be used to analyze and improve health systems and business practices.
 - Describe available technology and automation that supports a safe medication use process.
 - Differentiate blameless culture and just culture, and describe the impact of using each approach in health care systems.
 - Analyze, anticipate, recognize and respond to situations that place patients at risk.
 - Define risk management in the context of operating a community pharmacy, hospital pharmacy and primary care/consulting pharmacy practice.
- Oversee the work of other individuals in the pharmacy team.
 - Compare and contrast leadership and management.
 - Differentiate roles of managers and supervisors in non-unionized and unionized pharmacy work environments.
 - Differentiate among pharmacists, pharmacy interns, pharmacy technicians, pharmacy-technicians-in-training, and pharmacy assistants and clerks.
 - With the assistance of others, supervise other members of the pharmacy team to assure competent performance of job tasks.
 - Coordinate workflow and workload to prioritize professional services.
 - Function as a role model for professional and support staff.
- Manage one's own practice of pharmacy.
 - Reflect on and set personal, educational and professional goals.
 - Analyze one's own leadership style and one's own management style.
 - Set priorities and manage time to balance patient care, workflow and practice requirements.
- Demonstrate leadership in pharmacy practice.
 - Prepare 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.

Health Advocate

EXAMPLES OF LEARNING OBJECTIVES:

- Understand core concepts in population and public health delivery in Canada
 - Define life, health, disease, death, burden of illness, causality and epidemiology of population health.
 - Describe how health is measured.
 - Describe the relationship between determinants of health and health equity and explain the implications of these two concepts.
 - Explain how “colonization” came to be included as a social determinant of health affecting Canada’s Indigenous peoples.
 - Describe the role of racism in relation to health disparities and health care access.
 - Describe the health care system, identifying communities or populations facing health inequities and the obstacles patients and families face in obtaining health care resources.
 - Explain Treaty rights and benefits for both parties involved.
 - Differentiate First Nations (status and non-status), Inuit and Métis peoples.
 - Summarize the linkage(s) between the residential school experience, social determinants of health and health equity.
 - Summarize the linkage(s) between the Sixties Scoop, social determinants of health and health equity.
 - Describe examples of commonly realized jurisdictional disputes between federal and provincial governments concerning health care of First Nations people who do not reside on reserves.
 - Describe the ethical and professional issues inherent in health advocacy, including altruism, social justice, autonomy, integrity and idealism.
 - Identify sources of Canadian health statistics, health promotion and public health information.
- Interpret the advocacy role of pharmacists and the profession of pharmacy.
 - Explain the role of the profession in advocating collectively for health, patient safety, Indigenous health, immigrant and refugee health, workplace health, global health, disabilities and independent living, healthy sexuality and LGBTIQ health.
 - Acknowledge and analyze the limitations of one’s own knowledge and perspectives as it relates to First Nations, Inuit and Métis health practices.
 - Identify the root causes of patient safety problems related to medication use.
 - Describe how policy and procedures impact on the health of the populations served.
 - Identify agencies or resources that address the health needs of patients.
- Promote health and healthy behaviours.
 - Describe the processes of disease prevention, health promotion and health surveillance.
 - Describe the value and limitations of promoting healthy behaviour.
 - Describe the principles of behaviour change.
 - Source and select appropriate resources to assist Indigenous people in their health journey.

- Select patient education resources related to the scope of pharmacist practice.
- Support patient access to required health services by representing or speaking on behalf of patients.
- Participate in health promotion activities, public health campaigns or patient safety initiatives that are relevant to pharmacist practice.
- Read and interpret available evidence in order to propose at least one change that would improve the health of the community in which you live.
- In collaboration with community leaders/Elders, identify a solution to address health disparities faced by Canada's Indigenous people.

Scholar

EXAMPLES OF LEARNING OBJECTIVES:

- Design effective educational activities.
 - Accurately gauge educational needs of individuals and groups.
 - Make a plan that utilizes teaching strategies to match learner needs.
 - Select content that is relevant for specific contexts, audiences and learner needs.
 - Compare and contrast assessment strategies to confirm that learning has occurred.
 - Present educational content in a manner that engages the audience.
 - Respond to and manage interaction with the audience.

- Demonstrate an understanding of the basis for research and scholarly inquiry.
 - Compare and contrast research and scholarly inquiry.
 - Describe methods of respectfully acquiring information (in a transparent manner) about First Nations, Inuit and Métis populations, and partnering with communities of Indigenous peoples.
 - Explain how quality assurance and quality improvement relate to research and scholarly inquiry.
 - Describe ethical principles related to consent for participation in research.
 - Critique the possible methods of addressing a given scholarly question.
 - Understand the need for the generation and discovery of new information as it pertains to the continuous development of the profession, innovations in practice and optimization of pharmacotherapy.
 - Recognize and define the parameters of relevant practice or medication use problems.
 - Formulate research questions/hypotheses.
 - Contribute to the design and conduct of practice-based research projects to address research questions.
 - Critically appraise the strengths and limitations of available data used as key indicators of Canadian Indigenous health.

- Promote safety in the learning/teaching situation.
 - Describe the characteristics of an effective preceptor.
 - Explain the appropriate use of observation, direct supervision and indirect supervision in preceptor activities.
 - Reflect on clinical situations involving learners that might pose a risk to patients, team members or the profession of pharmacy.
 - Describe factors that can positively or negatively affect learning in pharmacy practice environments.
 - Use effective strategies for reporting unsafe learning environments and dishonesty in assessment/evaluation.
 - Use effective strategies to share and promote health information with Indigenous patients/populations.

Professional

EXAMPLES OF LEARNING OBJECTIVES:

- Apply core concepts in professionalism.
 - Define honesty, integrity, humility, commitment, respect, diversity, compassion and altruism.
 - Design and role play a pharmacy practice scenario that demonstrates the principle of non-abandonment.
 - Demonstrate professionalism in relation to being accessible, diligent, timely and reliable in service to others.
 - Identify, acknowledge and analyze one's own considered emotional response to the many histories and contemporary environment of First Nations, Inuit and Métis peoples and offer opinions respectfully.
 - Describe strategies to maintain professional composure and demeanour in difficult situations involving patients, prescribers and pharmacy regulators.
 - Explain the misuses of technology-enabled communication in health care as it relates to professionalism.
 - Describe the link between professionalism and pharmacist commitment to patient safety and quality improvement.

- Demonstrate accountability to patients, society and the profession.
 - Describe the social contract between society and the profession of pharmacy.
 - Document activities that demonstrate adherence to regulatory requirements for maintenance of competence.
 - Describe behaviours that are unprofessional, unethical or illegal.
 - Demonstrate authentic, supportive and inclusive behaviour in all exchanges with First Nations, Inuit and Métis persons, health care workers and communities.

- Apply self-awareness strategies in relation to needs of self and others.
 - List strategies to manage stressors in professional life.
 - Demonstrate familiarity with resources to support improvement of health and wellness.
 - Seek assistance for personal health needs including mental health and medication misuse support.
 - Describe professional and ethical obligations to assist a colleague in need.
 - Design and role play a pharmacy practice scenario that demonstrates the professional and ethical obligations to assist a colleague in need.
 - Design and role play a pharmacy practice scenario that demonstrates Indigenous culturally safe interactions with a health professional colleague.



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