

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



Association of Faculties  
of Pharmacy of Canada

Association des facultés  
de pharmacie du Canada

## ACKNOWLEDGEMENTS

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- Canadian Council for Accreditation of Pharmacy Programs
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## EXECUTIVE SUMMARY

The Association of Faculties of Pharmacy of Canada (AFPC) Educational Outcomes (EOs) 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). They signal curricular priorities and a framework for curriculum design without being overly prescriptive. The Educational Outcomes focus attention on outcomes that matter to patients, the profession of pharmacy and Canadian society. They aim to advance pharmacy education so that pharmacy graduates are prepared to meet the changing expectations of the communities they serve.

The APFC Task Force on Educational Outcomes was struck by the AFPC Council of Faculties in mid-2016 to revise the 2010 version and they completed their work in spring 2017. The result was the development of a revised set of educational outcomes for all entry-to-practice pharmacy programs in Canada, regardless of the degree offered (Bachelor of Science in Pharmacy or PharmD). The work was informed by feedback from focus group discussions with representatives from faculties of pharmacy in Canada and literature from pharmacy and the other health professions. The Task Force sought feedback on the draft documents from all pharmacy faculties across Canada, national and provincial pharmacy organizations and external stakeholders. The final document includes modifications based on the recommendations from these groups.

The 2017 version of the AFPC Educational Outcomes retains CanMEDS terminology (Royal College of Physicians and Surgeons of Canada) and draws from several concepts in CanMEDS 2015 role statements. It also draws upon concepts described in other sources. The 2017 Educational Outcomes represent a conceptual shift since publication of the 2010 EOs. In the 2010 version, the expression of each role was independent of and had no particular relationship to one another. In the 2017 version, the relationship of the roles to one another is based on provision of patient care (Care Provider), which is at the heart (core) of the discipline of pharmacy in Canada. To meet the expectations of patients and society, graduates must take an appropriate approach to the core of the discipline, which is pharmacy care. To provide the quality of pharmacy care required, graduates are able to approach pharmacy practice by skilfully integrating Communicator, Collaborator, Leader-Manager, Scholar and Health Advocate roles in their Care Provider role. In addition, graduates are educated to fulfill roles beyond those required of pharmacists, acknowledging that the goal of university education extends beyond solely preparing graduates to enter into pharmacy practice. AFPC believes that pharmacy graduates must be grounded in a professional identity when being a Care Provider. Accordingly, the conceptual shift is that the Professional role is not one among many roles; rather it is the overarching ethos of the discipline of pharmacy – the spirit that guides graduates’ practice and their approach to practice regardless of the type of practice in the field of pharmacy.

The 2017 Educational Outcomes are significantly different from previous ones in organizing structure. The EOs comprises multiple Role Statements: Care Provider, Communicator, Collaborator, Leader-Manager, Health Advocate, Scholar and Professional. Within each Role Statement, the Key Competencies define what graduates need to achieve by the end of the program. These competencies focus on measurable behaviours that are the end product of the program. They reflect the expectation that there will be use or application of knowledge and skill acquired during the program. Enabling Competencies delineate specific sub-components of competencies that graduates need to achieve in order to attain the competency required at the end of the program. A complete listing of Concepts that underlie the EOs 2017 is available in each Role Statement. To support the EOs 2017, several documents are included in an Educational Outcomes 2017 User Manual: Orientation Resource – Conceptual Framework for Educational Outcomes for Canadian First Professional Degree Programs in Pharmacy; Crosswalk to Canadian Interprofessional Health Collaborative (CIHC) National Interprofessional Competency Framework; Sample Learning Objectives; and Glossary of Terms.

**SUMMARY: AFPC EDUCATIONAL OUTCOMES 2017 – ROLES and KEY COMPETENCIES**

ROLE	DEFINITION	KEY COMPETENCIES – Pharmacy Graduates are able to:
<b>CARE PROVIDER (CP)</b>	As <b>Care Providers</b> , pharmacy graduates provide patient-centred pharmacy care by using their knowledge, skills and professional judgement to facilitate management of a patient’s medication and overall health needs across the care continuum. Care Provider is the core of the discipline of pharmacy.	<p><b>CP1:</b> Practise within the pharmacist scope of practice and expertise.</p> <p><b>CP2:</b> Provide patient-centred care.</p> <p><b>CP3:</b> Actively contribute, as an individual and as a member of a team providing care, to the continuous improvement of health care quality and patient safety.</p>
<b>COMMUNICATOR (CM)</b>	As <b>Communicators</b> , pharmacy graduates communicate effectively in lay and professional language, using a variety of strategies that take into account the situation, intended outcomes of the communication and diverse audiences.	<p><b>CM1:</b> Communicate in a responsible and responsive manner that encourages trust and confidence.</p> <p><b>CM2:</b> Communicate in a manner that supports a team approach to health promotion and health care.</p>
<b>COLLABORATOR (CL)</b>	As <b>Collaborators</b> , pharmacy graduates work collaboratively with patients and intra- and inter-professional teams to provide safe, effective, efficient health care, thus fulfilling the needs of the community and society at large.	<p><b>CL1:</b> Work effectively with members of the health team including patients, pharmacy colleagues and individuals from other professions.</p> <p><b>CL2:</b> Hand over the care of a patient to other pharmacy team members and non-pharmacy team members to facilitate continuity of safe patient care.</p>
<b>LEADER-MANAGER (LM)</b>	As <b>Leaders and Managers</b> , pharmacy graduates engage with others to optimize the safety, effectiveness and efficiency of health care and contribute to a vision of a high-quality health care system.	<p><b>LM1:</b> Contribute to optimizing health care delivery and pharmacy services.</p> <p><b>LM2:</b> Contribute to the stewardship of resources in health care systems.</p> <p><b>LM3:</b> Demonstrate leadership skills.</p> <p><b>LM4:</b> Demonstrate management skills.</p>
<b>HEALTH ADVOCATE (HA)</b>	As <b>Health Advocates</b> , pharmacy graduates demonstrate care for individual patients, communities and populations by using pharmacy expertise to understand health needs and advance health and well-being of others.	<p><b>HA1:</b> Respond to an individual patient’s health needs by advocating with the patient within and beyond the patient care environment.</p> <p><b>HA2:</b> Respond to the needs of communities or populations they serve by advocating with them for system-level change in a socially accountable manner.</p>
<b>SCHOLAR (SC)</b>	As <b>Scholars</b> , pharmacy graduates take responsibility for excellence by applying medication therapy expertise, learning continuously, creating new knowledge and disseminating knowledge when teaching others.	<p><b>SC1:</b> Apply medication therapy expertise to optimize pharmacy care, pharmacy services and health care delivery.</p> <p><b>SC2:</b> Integrate best available evidence into pharmacy practice.</p> <p><b>SC3:</b> Contribute to the creation of knowledge or practices in the field of pharmacy.</p> <p><b>SC4:</b> Teach other pharmacy team members, the public and other health care professionals including students.</p>
<b>PROFESSIONAL (PR)</b>	As <b>Professionals</b> , pharmacy graduates take responsibility and accountability for delivering pharmacy care to patients, communities and society through ethical practice and the high standards of behaviour that are expected of self-regulated professionals. The Professional role is the overarching ethos of the discipline of pharmacy.	<p><b>PR1:</b> Committed to apply best practices and adhere to high ethical standards in the delivery of pharmacy care.</p> <p><b>PR2:</b> Able to recognize and respond to societal expectations of regulated health care professionals.</p> <p><b>PR3:</b> Committed to self-awareness in the management of personal and professional well being.</p>

## INTRODUCTION

The Association of Faculties of Pharmacy of Canada (AFPC) Task Force on Educational Outcomes was struck by the AFPC Council of Faculties in mid-2016 and completed their work in Spring 2017. The result was the development of a revised set of educational outcomes for all entry-to-practice pharmacy programs in Canada, regardless of the degree offered (Bachelor of Science in Pharmacy or PharmD). The work was informed by feedback derived from focus group discussions with two groups of representatives from faculties of pharmacy in Canada (Cor, 2016) and literature from pharmacy and the other health professions. Feedback called for the following actions:

- Minimize redundant key competencies and enabling competencies between role statements
- Describe outcomes that are measurable and achievable within a 4-year pharmacy program, to support curriculum design, evaluation and quality improvement efforts
- Create outcomes that can be supplemented by support materials over the lifespan of the document
- Make connections between existing content in the foundational sciences and how it helps to achieve the outcomes
- Simplify the Care Provider competency
- Incorporate Leader concepts in the Manager role; frame competencies as entry level supervisor or manager capabilities rather than fully fledged manager (post-entry level) competencies
- Apply consistent terminology and provide a glossary rather than footnotes for ease of reading.

The Task Force sought feedback on the draft documents from all Faculties of Pharmacy across Canada and stakeholders internal and external to the field of pharmacy in Canada. The final document includes modifications based on the recommendations from these groups.

### Purpose

The 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. They signal curricular priorities and a framework for curriculum design without being overly prescriptive. The Educational Outcomes focus attention on outcomes that matter to patients, the profession of pharmacy and Canadian society. They aim to advance pharmacy education so that pharmacy graduates are prepared to meet the changing expectations of the communities they serve.

This 2017 version of the AFPC Educational Outcomes retains CanMEDS terminology and draws from several concepts in CanMEDS 2015 role statements (Frank et al, 2015). Recognizing that the CanMEDS 2015 competency framework is primarily intended for post-graduate rather than undergraduate medical education and that the competencies are further delineated by milestone statements, the Task Force has chosen to also draw upon concepts described in other sources. Specifically, the AFPC Educational Outcomes 2017 draw upon concepts in current Australian (Stupans et al, 2015), United Kingdom (General Pharmaceutical Council, 2011) and American (Medina et al, 2013) pharmacy educational outcomes, as well as key source documents produced by the Canadian Patient Safety Institute (Frank & Brien, 2008; CPSI Teamwork and Communications Working Group, 2011), Canadian Interprofessional Health Collaborative (CIHC 2010), Interprofessional Education Collaborative (USA) (IEC Expert Panel,, 2011; IEC, 2016) and National Association of Pharmacy Regulatory Authorities (NAPRA, 2014).

## Conceptual Framework

This version of the AFPC Educational Outcomes represents a conceptual shift since publication of the AFPC Educational Outcomes 2010. In the 2010 version, the expression of each role was independent of and had no particular relationship to one another. This sometimes led to challenges when applying the educational outcomes to curriculum design. In the 2017 version, the relationship of the roles to one another is based on:

- Provision of patient care (**Care Provider**), which is at the heart (**core**) of the discipline of pharmacy in Canada. In other words, by the end of the program, **graduates are able to provide patient care**.
- To meet the expectations of patients and society, graduates must take an appropriate approach to the core of the discipline, which is pharmacy care. To provide the quality of pharmacy care required by Canadian society (NAPRA), **graduates are able to approach pharmacy practice by skilfully integrating Communicator, Collaborator, Leader-Manager, Scholar and Health Advocate roles** in their Care Provider role. Acknowledging that the goals of a university education extend beyond preparing graduates to enter pharmacy practice, it is expected that graduates will also be able to integrate and apply these supporting roles in any other role that is assumed after graduation.
- AFPC believes that pharmacy graduates must be grounded in a **Professional** identity when being a Care Provider who approaches practice through the integration and application of Communicator, Collaborator, Leader-Manager, Health Advocate and Scholar roles. Accordingly, the conceptual shift is that the **Professional** role is not one among many roles; rather it is the **overarching ethos of the discipline of pharmacy** – the spirit that guides graduates' practice and their approach to practice regardless of the type of practice in the field of pharmacy.

### Summary

The goal of First Professional Degree Programs in Pharmacy in Canada is to graduate **Care Providers** who use their **Medication Therapy Expertise** to benefit patients, communities and populations. Skilful integration of **Communicator, Collaborator, Leader-Manager, Health Advocate and Scholar** knowledge, skills and behaviours enables graduates to provide care collaboratively as members of intra- and inter-professional teams, provide care for Canada's diverse patient populations, contribute to the improvement of health quality and patient safety and effectively manage their practice of pharmacy and supervise highly technological pharmacy workplaces. In carrying out the Care Provider, Communicator, Collaborator, Leader-Manager, Health Advocate and Scholar roles, graduates demonstrate the **Professional** skills and personal attributes expected of Canadian pharmacists as described by the profession (NAPRA). In addition, graduates are educated to fulfill roles beyond those required of pharmacists, acknowledging that the goal of university education extends beyond solely preparing graduates to enter into pharmacy practice.

## Organizing Structure

The 2017 Educational Outcomes are significantly different from previous ones in organizing structure:

- The Educational Outcomes comprises multiple **Role Statements**: Care Provider, Communicator, Collaborator, Leader-Manager, Health Advocate, Scholar and Professional.
- Within each Role Statement, the **Key Competencies** define what graduates **need to achieve by the end of the program**. These competencies focus on measurable behaviours that are the end product of the program. They reflect the expectation that there will be use or application of knowledge and skill acquired during the program.
- **Enabling Competencies** delineate **specific sub-components of competencies that graduates need to achieve** in order to attain the competency required **at the end of the program**. Enabling Competencies are deliberately broad but are sufficiently specific to provide direction in constructing learning goals and objectives for individual courses that make up a program.
- **Concepts** describe the **fundamental characteristics that are to be embodied in learning objectives** that arise from the Key Competencies and the Enabling Competencies associated with those Key Competencies.
- **Resources** listed at the end of each Role Statement are the **most influential source documents** used to construct the content of that role. This list is not all-inclusive; rather, it is provided as a quick resource for users of the Educational Outcomes 2017.
- A **Glossary** of important terms, including suggested resources, is **available in a companion document to these Educational Outcomes**.
- The **Bibliography** lists resources that were consulted in the preparation of the Educational Outcomes 2017.

As a result of the focus group feedback and literature review, the AFPC Task Force made a deliberate decision to strengthen or add many concepts in this 2017 version of the Educational Outcomes:

- Affective domain of learning (self-awareness, respond to, commit to, value, etc.)
- Application of core biomedical, pharmaceutical, behavioural, social, administrative and clinical sciences to contemporary and evolving pharmacist roles
- Consent
- Continuous quality improvement
- Cultural competency; respect for diversity
- Cultural safety (with particular emphasis in relation to the *Truth and Reconciliation Commission of Canada: Calls to Action*)
- Disclosure of harmful patient incidents
- Handovers of patient care (transitions of care)
- Health equity
- Health systems literacy
- Integration of Communicator, Collaborator, Health Advocate, Scholar, Leader-Manager and Professional Roles in carrying out the Care Provider role, with the understanding that these capabilities are transferable to other roles the graduate might assume upon graduation
- Patient safety
- Pharmacists as active participants within the health care system
- Professional communication via telecommunications technologies
- Self-awareness of one's own role, limits and responsibility; accountability for self-improvement

- Shared decision-making
- Situational awareness
- Social accountability
- Supervision of other pharmacy team members
- Stewardship of health care resources
- Teaching others in pharmacy and in the health professions
- Time management
- Trust in pharmacist-patient and pharmacist-health team relationships

[A complete listing of Concepts that underlie the Educational Outcomes 2017 is available in each Role Statement.]

**Special Note Regarding the Truth and Reconciliation  
Commission of Canada: Calls to Action**

AFPC recognizes that Canada is a society of diverse peoples and all peoples are entitled to access to compassionate, empathetic, culturally safe pharmacy care. AFPC also acknowledges that the health inequities among Canada's Indigenous peoples require special consideration in curriculum design and delivery. Therefore, the Association of Faculties of Pharmacy of Canada is committed to a national, special and significant reconciliatory response to the **Calls to Action** during the lifespan of the AFPC Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada 2017.

Accordingly, by implementing the AFPC Educational Outcomes 2017, every Canadian first professional degree in pharmacy program curriculum will place a high priority on advancing the process of reconciliation with Canada's First Nations, Métis and Inuit peoples by incorporating curriculum content in the first professional degree in pharmacy program, minimally to include "...Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights and Indigenous teachings and practices." (Truth and Reconciliation Commission of Canada, 2015). To the greatest extent possible and practical, curriculum will emphasize "skills-based training in intercultural competency, conflict resolution, human rights and anti-racism." (Truth and Reconciliation Commission of Canada, 2015) in relation to the key and enabling competencies defined in the AFPC Educational Outcomes 2017.

## CARE PROVIDER

### Definition

As **Care Providers**, pharmacy graduates provide patient-centred pharmacy care by using their knowledge, skills and professional judgement to facilitate management of a patient’s medication and overall health needs across the care continuum. Care Provider is the core of the discipline of pharmacy.

KEY COMPETENCIES	ENABLING COMPETENCIES
<b>Pharmacy Graduates are able to:</b>	<b>Pharmacy Graduates are able to:</b>
<b>CP1 Practise within the pharmacist scope of practice and expertise.</b>	<b>CP1.1</b> Apply knowledge from the foundational sciences to make decisions relevant to the contemporary and evolving scope of pharmacist practice.
	<b>CP1.2</b> Integrate AFPC Communicator, Collaborator, Leader-Manager, Health Advocate, Scholar and Professional roles in their practice of pharmacy.
	<b>CP1.3</b> Recognize and respond to the complexity, uncertainty and ambiguity inherent in pharmacy practice.
	<b>CP1.4</b> Explain the benefits, risks and rationale associated with pharmacist-provided care as an important step in obtaining and documenting consent to pharmacist care.
	<b>CP1.5</b> Recognize and take appropriate action when signs, symptoms and risk factors that relate to medical or health problems that fall into the scope of practice of other health professionals are encountered.
<b>CP2 Provide patient-centred care.</b>	<b>CP2.1</b> Collect, interpret and assess relevant, necessary information about a patient’s health-related care needs.
	<b>CP2.2</b> Formulate assessments of actual and potential issues and in collaboration with the patient and other health team members as appropriate, prioritize issues to be addressed in a given patient encounter.
	<b>CP2.3</b> Create and document plans in collaboration with the patient and other health team members as appropriate, and make recommendations to prevent, improve or resolve issues.
	<b>CP2.4</b> Implement plans in collaboration with the patient and other health team members as appropriate, including: <ul style="list-style-type: none"> <li>CP2.4.1 obtaining consent</li> <li>CP2.4.2 making a referral or consulting others</li> <li>CP2.4.3 adapting, initiating, renewing/continuing, discontinuing or administering medication as authorized</li> <li>CP2.4.4a dispensing and/or</li> <li>CP2.4.4b compounding and/or</li> <li>CP2.4.4c delegating/authorizing such tasks to others appropriately</li> <li>CP2.4.5 engaging the patient or care-giver through education, empowerment and self-management, and</li> <li>CP2.4.6 negotiating the role of pharmacy and non-pharmacy team members in continuity and transitions of care.</li> </ul>
	<b>CP2.5</b> Follow-up by monitoring, evaluating progress toward achievement of the patient’s goals of therapy, adjusting plans in collaboration with the patient and health team members across the care continuum.
<b>CP3 Actively contribute, as an individual and as a member of a team providing care, to the continuous improvement of health care quality and patient safety.</b>	<b>CP3.1</b> Recognize and respond to harm and potential harm from health care delivery, including patient safety incidents.
	<b>CP3.2</b> Adopt strategies that promote patient safety and address human and system factors.

Concepts: Care Provider Role		Key or Enabling Competency
A1	Accuracy	CP2.1
A2	Agreed upon goals of care	CP2.3
A3	Application of core clinical and biomedical sciences to pharmacy care	CP1.1
A4	Applied capacity for self-regulation (monitoring one's thoughts, behaviours, emotions and attention to optimal performance and well-being)	CP1.3
A5	Attention to psychological aspects of illness	CP2.5
A6	Clinical decision-making	CP2
A7	Collaboration with other providers across the care continuum	CP2.5
A8	Complexity, uncertainty, ambiguity in clinical decision-making	CP1.3
A9	Consent	CP1.4
A10	Constructive negotiation	CP2.4
A11	Cultural safety	CP1, CP2
A12	Compounding and dispensing to implement a care plan	CP2.4.4abc
A13	Disclosure of harmful and potentially harmful patient safety incidents; commitment to disclosure as part of maintaining trusting relationships	CP3.1
A14	Direct instruction	CP2.4.5
A15	Duty of care; scope of practice	CP1.5
A16	Effective oral and written information for patient care across all media	CP2.4.5
A17	Effective triage of patients' issues	CP2.4.2
A18	Follow-up	CP2.5
A19	Integration of Communicator, Collaborator, Leader-Manager, Health Advocate, Scholar, Professional roles in the Care Provider role	CP1.1
A20	Intraprofessional health care	CP2.4.4
A21	Interpreting diagnostic tests	CP2.1, CP2.4, CP2.5
A22	Interprofessional health care	CP2.3, CP2.4, CP2.5
A23	Legal frameworks governing practice	CP2.4.4
A24	Medication therapy expertise	CP1.1, CP1.2
A25	Patient-centred clinical assessment and management	CP2
A26	Patient safety; commitment to patient safety	CP3
A27	Priority-setting	CP2.2
A28	Quality improvement; commitment to quality improvement	CP3
A29	Situational awareness	CP1.3
A30	Transitions and continuity of care	CP3
A31	Working within the health team	CP1.2, CP1.5, CP2.3, CP2.4, CP2.5

### Resources:

Bhanji F, et al. Medical Expert. In: Frank JR, Snell L, Sherbino J (Eds). *CanMEDS 2015 Physician Competency Framework*. Ottawa, ON: Royal College of Physicians and Surgeons of Canada, 2015.

Joint Commission of Pharmacy Practitioners. *Pharmacists' Patient Care Process*. Ibid; May 29, 2014. Available: <http://icpp.net/patient-care-process/>. Accessed November 23, 2016.

National Association of Pharmacy Regulatory Authorities (NAPRA/ANORP). *Professional competencies for Canadian pharmacists at entry to practice*. Ottawa, ON: NAPRA; 2014.

## COMMUNICATOR

### Definition

As **Communicators**, pharmacy graduates communicate effectively in lay and professional language, using a variety of strategies that take into account the situation, intended outcomes of the communication and diverse audiences.

KEY COMPETENCIES	ENABLING COMPETENCIES
<b>Pharmacy Graduates are able to:</b>	<b>Pharmacy Graduates are able to:</b>
<b>CM1 Communicate in a responsible and responsive manner that encourages trust and confidence.</b>	<b>CM1.1</b> Select and use oral, non-verbal and written communication strategies (tools, techniques, technologies) effectively so that the patient's best interests are foremost.
	<b>CM1.2</b> Provide timely, clear responses that are tailored to the context and audience.
	<b>CM1.3</b> Express facts, evidence, opinions and positions accurately and effectively, with clarity and confidence.
	<b>CM1.4</b> Listen, actively solicit and respond appropriately to ideas, opinions and feedback from others.
	<b>CM1.5</b> Use language, pace, tone and non-verbal communication that is suitable for: a) the intended outcomes of the communication, and b) the complexity, ambiguity, urgency and/or difficulty of a situation, conversation or conflict.
	<b>CM1.6</b> Seek and synthesize relevant information from others in a manner that ensures common understanding and where applicable, clarifies and secures agreement and/or consent.
	<b>CM1.7</b> Compose and share oral, written and electronic information in a manner that optimizes patient safety, dignity, confidentiality and privacy.
<b>CM2 Communicate in a manner that supports a team approach to health promotion and health care.</b>	<b>CM2.1</b> Engage in respectful, empathetic, compassionate, non-judgmental, culturally safe, tactful conversations with patients, communities, populations and health team members.
	<b>CM2.2</b> Demonstrate awareness of the impact of one's own experience level, professional culture, biases and power and hierarchy within the health team on effective working relationships, communication and conflict resolution with health team members and adapt the approach to the situation appropriately.
	<b>CM2.3</b> Demonstrate accuracy and appropriateness of communication as well as respect for the role of other health team members when disclosing information about harmful or potentially harmful situations.
	<b>CM2.4</b> In word and in action, convey the importance of teamwork in patient-centred care, patient safety, health care quality improvement and health program delivery.

Concepts: Communicator Role		Key or Enabling Competency
B1	Accuracy	CM1.3, CM2.3
B2	Active listening	CM1.4
B3	Agreed upon goals of care	CM1.6, CM2.1
B4	Appropriate documentation	CM1.3, CM1.7
B5	Attention to psychological aspects of illness	CM1.7
B6	Bias	CM2.1
B7	Complexity, uncertainty, ambiguity in clinical decision-making	CM1.5
B8	Conflict resolution, management and prevention	CM2.2
B9	Consent	CM1.4
B10	Cultural safety	CM1, CM2
B11	Disclosure of harmful and potentially harmful patient safety incidents; commitment to disclosure as part of maintaining trusting relationships	CM2.3
B12	Effective oral and written information for patient care across all media	CM1
B13	Efficiency, timeliness	CM1.2
B14	Eliciting and synthesizing information for patient care	CM1.6
B15	Empathy	CM2.1
B16	Ethics in the patient-pharmacist encounter	CM2.1
B17	Feedback (seeking and/or providing)	CM1.4
B18	Handovers (of patient care)	CM1.7
B19	Intraprofessional care	CM1, CM2
B20	Interprofessional care	CM1, CM2
B21	Mutual understanding	CM1.6
B22	Patient-centred approach to communication	CM1.1
B23	Patient safety; commitment to patient safety	CM 1.6, CM2.3, CM2.4
B24	Performance assessment	CM2.2
B25	Privacy and confidentiality	CM1.7
B26	Proficient oral and non-verbal communication	CM1, CM2
B27	Quality improvement; commitment to quality improvement	CM2.4
B28	Relational competence in interactions	CM1, CM2
B29	Respect for diversity	CM2.1, CM2.2
B30	Self-awareness; insight	CM2.2
B31	Self-improvement	CM2.2
B32	Shared decision-making; securing agreement	CM1.6
B33	Sharing knowledge and information	CM1.7
B34	Team dynamics	CM1
B35	Therapeutic relationships with patients	CM1
B36	Time management	CM1.7
B37	Trust in the patient-pharmacist relationship	CM1
B38	Working within the health team	CM1.3, CM1.4, CM1.5, CM2.4

## Resources:

Canadian Interprofessional Health Collaborative (CIHC). *A National Interprofessional Competency Framework*. Vancouver BC: CIHC; 2010. Available: [http://www.cihc.ca/files/CIHC\\_IPCompetencies\\_Feb1210.pdf](http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf) Accessed October 12, 2016.

Interprofessional Education Collaborative. *Core competencies for interprofessional collaborative practice: 2016 update*. Washington, DC: Interprofessional Education Collaborative; 2016.

Neville A, et al. Communicator. In: Frank JR, Snell L, Sherbino J (Eds). *CanMEDS 2015 Physician Competency Framework*. Ottawa, ON: Royal College of Physicians and Surgeons of Canada, 2015.

Teamwork and Communications Working Group. *Improving patient safety with effective teamwork and communication: Literature review needs assessment, evaluation of training tools and expert consultation*. Edmonton, AB: Canadian Patient Safety Institute; 2011. Available: <http://www.patientsafetyinstitute.ca/en/toolsresources/teamworkcommunication/pages/default.aspx>. Accessed November 23, 2016.

## COLLABORATOR

### Definition

As **Collaborators**, pharmacy graduates work collaboratively with patients and intra- and inter-professional teams to provide safe, effective, efficient health care, thus fulfilling the needs of the community and society at large.

KEY COMPETENCIES	ENABLING COMPETENCIES
<b>Pharmacy Graduates are able to:</b>	<b>Pharmacy Graduates are able to:</b>
<b>CL1 Work effectively with members of the health team including patients, pharmacy colleagues and individuals from other professions.</b>	<b>CL1.1</b> Establish and maintain positive relationships.
	<b>CL1.2</b> Recognize, respect and negotiate the roles and shared/overlapping responsibilities of team members.
	<b>CL1.3</b> Join with others in respectful, effective shared decision-making.
<b>CL2 Hand over the care of a patient to other pharmacy team members and non-pharmacy team members to facilitate continuity of safe patient care.</b>	<b>CL2.1</b> Determine when and how care should be handed over to another team member.
	<b>CL2.2</b> Recognize, respect and honour the negotiated shared and overlapping responsibilities of patients, pharmacy team members and other health team members when handovers occur.
	<b>CL2.3</b> Demonstrate safe handover of care, using oral, written and electronic communication, during a patient transition to a different care provider or setting.

Concepts: Collaborator Role		Key or Enabling Competency
C1	Collaboration with other care providers across the continuum	CL 2
C2	Conflict resolution, management and prevention	CL1.1, CL2.2
C3	Constructive negotiation	CL1.2
C4	Cultural safety	CL1, CL2
C5	Duty of care; scope of practice	CL2.1
C6	Effective consultation and referral	CL2.1
C7	Effective health teams	CL1
C8	Effective triage	CL2.1
C9	Handovers (of patient care)	CL2
C10	Intraprofessional health care	CL1, CL2
C11	Interprofessional health care	CL1, CL2
C12	Legal frameworks governing practice	CL1.2
C13	Patient safety; commitment to patient safety	CL2.3
C14	Pharmacist role, responsibilities, accountabilities as it relates to patient care)	CL1.2, CL2.2
C15	Recognizing one's own roles and limits	CL2.1
C16	Situational awareness	CL2.1
C17	Shared decision-making; securing agreement	CL1.3
C18	Sharing knowledge and information	CL2.3
C19	Team dynamics	CL1
C20	Transitions and continuity of care	CL2

### Resources:

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Richardson D, et al. Collaborator. In: Frank JR, Snell L, Sherbino J (Eds). *CanMEDS 2015 Physician Competency Framework*. Ottawa, ON: Royal College of Physicians and Surgeons of Canada, 2015.

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## LEADER-MANAGER

### Definition

As **Leaders and Managers**, pharmacy graduates engage with others to optimize the safety, effectiveness and efficiency of health care, and contribute to a vision of a high-quality health care system.

KEY COMPETENCIES		ENABLING COMPETENCIES	
Pharmacy Graduates are able to:		Pharmacy Graduates are able to:	
<b>LM1</b>	<b>Contribute to optimizing health care delivery and pharmacy services.</b>	<b>LM1.1</b>	Work with others to apply quality improvement strategies and techniques to optimize pharmacy care.
		<b>LM1.2</b>	Contribute to a culture of patient safety.
		<b>LM1.3</b>	Confirm the quality, safety and integrity of products.
		<b>LM1.4</b>	Use health informatics to improve the quality of care, manage resources and optimize patient safety.
<b>LM2</b>	<b>Contribute to the stewardship of resources in health care systems.</b>	<b>LM2.1</b>	Apply evidence and management processes to achieve cost appropriate care.
		<b>LM2.2</b>	Allocate health care resources for optimal patient care.
		<b>LM2.3</b>	Contribute to the management of finances and health human resources in pharmacy practice settings.
<b>LM3</b>	<b>Demonstrate leadership skills.</b>	<b>LM3.1</b>	Demonstrate leadership skills to enhance pharmacy practice and health care.
<b>LM4</b>	<b>Demonstrate management skills.</b>	<b>LM4.1</b>	Work with others to apply the principles of effective management and supervision of health human resources and medication use systems.
		<b>LM4.2</b>	Use effective strategies to manage and improve their own practice of pharmacy.

Concepts: Leader-Manager Role		Key or Enabling Competency
D1	Allocation and management of health care resources	LM2
D2	Business principles	LM2
D3	Commitment to optimizing pharmacy and health services	LM1
D4	Constructive negotiation	LM1.1, LM2.3, LM4.1
D5	Cultural safety	LM1, LM2, LM3, LM4
D6	Health informatics	LM1.4
D7	Intraprofessional health care	LM4.1
D8	Leading change	LM1.2, LM2.1, LM3.1
D9	Management to maintain practice and personal health	LM4.2
D10	Organizing, structuring, budgeting, financing	LM1, LM2, LM4
D11	Patient safety; commitment to patient safety	LM1.2, LM1.4
D12	Personal leadership skills	LM3.1
D13	Pharmacist role, responsibilities, accountabilities as it relates to patient care	LM1, LM3, LM4
D14	Pharmacist role, responsibilities, accountabilities as it relates to society	LM1, LM2, LM3
D15	Priority-setting	LM4
D16	Quality improvement, commitment to quality improvement	LM1
D17	Reflection on practice	LM4.2
D18	Remuneration	LM2
D19	Responsibility to self, including personal care, in order to serve others	LM4.2
D20	Self-awareness, insight	LM4.2
D21	Self-improvement	LM4.2
D22	Stewardship of health resources and human resources	LM2
D23	Supervising others	LM2.3, LM4.1
D24	Systems approach to health care	LM2, LM4.1

**Resources:**

Baker GR. Identifying and assessing competencies: a strategy to improve healthcare leadership. *HealthcarePapers* 2003; 4(1): 49-58.

Dath D, et al. Leader. In: Frank JR, Snell L, Sherbino J (Eds). *CanMEDS 2015 Physician Competency Framework*. Ottawa, ON: Royal College of Physicians and Surgeons of Canada, 2015.

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## HEALTH ADVOCATE

### Definition

As **Health Advocates**, pharmacy graduates demonstrate care for individual patients, communities and populations by using pharmacy expertise to understand health needs and advance health and well-being of others.

KEY COMPETENCIES	ENABLING COMPETENCIES
<b>Pharmacy Graduates are able to:</b>	<b>Pharmacy Graduates are able to:</b>
<b>HA1</b> “Respond to an individual patient’s health needs by advocating with the patient within and beyond the patient care environment.” <sup>1</sup>	<b>HA1.1</b> “Work with patients to address determinants of health that affect them and their access to needed health services or resources.” <sup>1</sup>
	<b>HA1.2</b> “Work with patients to increase opportunities to adopt healthy behaviours.” <sup>1</sup>
	<b>HA1.3</b> “Incorporate disease prevention, health promotion and health surveillance into interactions with individual patients.” <sup>1</sup>
<b>HA2</b> “Respond to the needs of communities or populations they serve by advocating with them for system-level change in a socially accountable manner.” <sup>1</sup>	<b>HA2.1</b> “Work with a community or population to identify the determinants of health that affect them”. <sup>1</sup>
	<b>HA2.2</b> Participate in health promotion and disease prevention programs.

Concepts: Health Advocate Role		Key or Enabling Competency
E1	Adapting practice to respond to needs of patients, communities/populations served	HA2
E2	Advocacy in partnership with patients, communities and/or populations served	HA2
E3	Collaboration with other providers across the continuum of care	HA2
E4	Commitment to promotion of public good in health care	HA2
E5	Cultural safety	HA1, HA2
E6	Determinants of health	HA1.1, HA2.1
E7	Disease prevention	HA2.2
E8	Health equity	HA1.2
E9	Health policy principles and implications	HA2.2
E10	Health promotion	HA2.2
E11	Health system literacy	HA1, HA2
E12	Quality improvement, commitment to quality improvement	HA1.2, HA2.2
E13	Social accountability	HA2
E14	Societal expectations of pharmacists and the profession	HA1, HA2
E15	Systems approach to health care	HA2

### Resources:

1. Sherbino J, et al. Health Advocate. In: Frank JR, Snell L, Sherbino J (Eds). *CanMEDS 2015 Physician Competency Framework*. Ottawa, ON: Royal College of Physicians and Surgeons of Canada, 2015.
2. Association of Faculties of Medicine of Canada. *AFMC Primer on Population Health: A virtual textbook on Public Health concepts for clinicians*. Ottawa, ON: Ibid, 2013.

## SCHOLAR

### Definition

As **Scholars**, pharmacy graduates take responsibility for excellence by applying medication therapy expertise, learning continuously, creating new knowledge and disseminating knowledge when teaching others.

KEY COMPETENCIES	ENABLING COMPETENCIES
<b>Pharmacy Graduates are able to:</b>	<b>Pharmacy Graduates are able to:</b>
<b>SC1 Apply medication therapy expertise to optimize pharmacy care, pharmacy services and health care delivery.</b>	<b>SC1.1</b> Use knowledge and problem-solving to arrive at recommendations and decisions that are appropriate, accurate and practical.
	<b>SC1.2</b> Use professional experience to solve routine, previously encountered problems.
	<b>SC1.3</b> Use established decision-making frameworks and apply learning required to manage new situations and problems.
<b>SC2 Integrate best available evidence into pharmacy practice.</b>	<b>SC2.1</b> Generate focused questions related to needs for information, recommendations and decisions in practice.
	<b>SC2.2</b> Use systematic approaches in the search for best available evidence.
	<b>SC2.3</b> Critically appraise health-related research and literature.
	<b>SC2.4</b> Incorporate best available evidence in the decision-making process.
<b>SC3 Contribute to the creation of knowledge or practices in the field of pharmacy.</b>	<b>SC3.1</b> Apply scientific principles of research and scholarly inquiry.
	<b>SC3.2</b> Apply ethical principles that underlie research and scholarly inquiry.
<b>SC4 Teach other pharmacy team members, the public and other health care professionals including students.</b>	<b>SC4.1</b> Provide effective education to others.
	<b>SC4.2</b> Employ appropriate teaching roles when teaching others.
	<b>SC4.3</b> Deliver effective feedback in teaching and learning situations.
	<b>SC4.4</b> Use appropriate learning assessment and evaluation strategies when working with patients, team members, students and teachers.

Concepts: Scholar Role		Key or Enabling Competency
F1	Bias	SC3
F2	Clinical decision-making	SC1
F3	Clinical reasoning	SC1, SC2
F4	Commitment to optimize pharmacy care, pharmacy services	SC1
F5	Conflict of interest	SC2, SC3
F6	Consent	SC3.2
F7	Critical appraisal of the literature	SC2.3
F8	Cultural safety	SC4
F9	Direct instruction	SC4.2
F10	Ethical principles and theories, ethical codes	SC3.2
F11	Ethics in research and scholarly inquiry	SC3.2
F12	Evidence-informed decision-making	SC1, SC2
F13	Facilitation of learning	SC4.1, SC4.2, SC4.3
F14	Feedback (seeking and/or providing)	SC4.3
F15	Learner assessment	SC4.4
F16	Optimization of the learning environment	SC4.1, SC4.2
F17	Pharmacist expertise	SC1
F18	Principles of assessment	SC4.4
F19	Privacy and confidentiality	SC3
F20	Role modeling	SC4.2
F21	Scholarly inquiry	SC3
F22	Scientific principles	SC3.1
F23	Supervising others	SC4.2
F24	Teacher assessment	SC4.4

### Resources:

- Richardson D, et al. Scholar. In: Frank JR, Snell L, Sherbino J (Eds). *CanMEDS 2015 Physician Competency Framework*. Ottawa, ON: Royal College of Physicians and Surgeons of Canada, 2015.

## PROFESSIONAL

### Definition

As **Professionals**, pharmacy graduates take *responsibility and accountability for delivering pharmacy care* to patients, communities and society through ethical practice and the high standards of behaviour that are expected of self-regulated professionals. The Professional role is the overarching ethos of the discipline of pharmacy.

KEY COMPETENCIES	ENABLING COMPETENCIES
<b>Pharmacy Graduates are:</b>	<b>Pharmacy Graduates are able to:</b>
<b>PR1 Committed to apply best practices and adhere to high ethical standards in the delivery of pharmacy care.</b>	<b>PR1.1</b> Exhibit professional behaviour whether face-to-face, in writing or via technology-enabled communication. Professional behaviour includes but is not limited to: <ul style="list-style-type: none"> <li>a) demonstrating honesty, integrity, humility, commitment, altruism, compassion, respect and respect for diversity and patient autonomy;</li> <li>b) being accessible, diligent, timely and reliable in service to others;</li> <li>c) abiding by the principle of non-abandonment;</li> <li>d) maintaining appropriate interpersonal boundaries;</li> <li>e) maintaining professional composure, demeanour and language even in difficult situations; and</li> <li>f) maintaining privacy and confidentiality.</li> </ul>
	<b>PR1.2</b> Use ethical frameworks as one component of professional judgment.
	<b>PR1.3</b> Recognize and respond to situations presenting ethical dilemmas, including conflicts of interest.
	<b>PR1.4</b> Engage in activities that: <ul style="list-style-type: none"> <li>a) protect the public; and</li> <li>b) advance the practice of pharmacy.</li> </ul>
<b>PR2 Able to recognize and respond to societal expectations of regulated health care professionals.</b>	<b>PR2.1</b> Take responsibility and accountability for actions and inactions.
	<b>PR2.2</b> Demonstrate a commitment to patient safety and quality improvement.
	<b>PR2.3</b> Honour the laws, ethical codes and regulatory requirements (by-laws, standards, policies) that govern the self-regulated profession of pharmacy.
	<b>PR2.4</b> Demonstrate an understanding of federal, provincial/territorial and municipal laws, policies and standards that apply to pharmacy workplaces.
	<b>PR2.5</b> Demonstrate an ability to maintain competence to practise through evaluating areas for improvement and planning, undertaking learning activities to address limitations in competence and/or performance and incorporating learning into practice.
	<b>PR2.6</b> Identify and respond to unprofessional, unethical and illegal behaviours in pharmacists, other pharmacy team members and other health professionals.
<b>PR3 Committed to self-awareness in the management of personal and professional well being.</b>	<b>PR3.1</b> Set professional and personal goals, priorities and manage their time to balance patient care, workflow and practice requirements.
	<b>PR3.2</b> Examine, reflect upon and manage personal attributes (knowledge, skills, beliefs, biases, motivations, emotions) that could influence self-development and professional performance.
	<b>PR3.3</b> Adapt their practice of pharmacy to fulfill evolving professional roles.
	<b>PR3.4</b> Recognize and respond to self and colleagues in need.

Concepts: Professional Role		Key or Enabling Competency
G1	Accountability to professional regulatory authorities	PR2, PR3.4
G2	Altruism	PR1.1
G3	Applied capacity for self-regulation (monitoring one's thoughts, behaviours, emotions and attention to optimal performance and well-being)	PR3
G4	Clinical decision-making	PR1.2
G5	Clinical reasoning	PR1.2
G6	Commitment to optimize pharmacy practice, pharmacy services	PR3.3
G7	Commitment to upholding professional standards	PR2.3
G8	Commitment to promotion of public good in health care	PR2.2
G9	Compassion and caring	PR1
G10	Conflict of interest	PR1.3
G11	Consent	PR2
G12	Compounding and dispensing to implement a care plan	PR2.3
G13	Cultural safety	PR1, PR2
G14	Disclosure of pharmacist and other health professionals' limitations that affect care	PR1.3, PR2.1, PR2.6, PR3.4
G15	Efficiency, timeliness	PR1.1
G16	Empathy	PR1.1
G17	Ethical principles and theories, ethical codes	PR1.2, PR1.3, PR2.1, PR2.3
G18	Ethics in the patient-pharmacist encounter	PR1.2, PR1.3, PR2.1, PR2.3
G19	Feedback (seeking and/or providing)	PR2.5
G20	Health policy principles and limitations	PR1.4
G21	Integrity and honesty	PR2.1, PR2.3
G22	Legal frameworks governing practice	PR2.1, PR2.2, PR2.3
G23	Life-long learning	PR2.5
G24	Management to maintain practice and personal health	PR1.1, PR3
G25	Moral and ethical behaviour	PR1.1, PR1.2, PR1.3
G26	Patient safety, commitment to patient safety	PR2.1, PR2.2
G27	Performance assessment	PR2.5, PR3.2
G28	Personal leadership skills	PR3.1
G29	Personal learning plan	PR2.5, PR3.1
G30	Pharmacist role, responsibilities, accountabilities as it relates to society	PR1.1, PR1.4, PR2
G31	Privacy and confidentiality	PR1.1, PR2.5, PR2.6
G32	Professional boundaries	PR1.1
G33	Quality improvement, commitment to quality improvement	PR2.1, PR2.2
G34	Recognizing one's own roles and limits	PR3.2
G35	Reflection on practice	PR2.1, PR2.5, PR3.2, PR3.4
G36	Respect for diversity	PR1.1
G37	Responsibility to self, including personal care, in order to serve others	PR3.4
G38	Responsibility to the profession	PR1, PR2, PR3
G39	Self-awareness, insight	PR2.1, PR2.5, PR3.2, PR3.4
G40	Self-improvement	PR3.2
G41	Societal expectations of pharmacists and the profession	PR2
G42	Supervising others	PR2.3
G43	Time management	PR1.1, PR3.1

### Resources:

1. Medina MS, Plaza CM, Stowe CD, et al. Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes 2013. *Am J Pharm Educ* 2013; 77(8): Article 162.
2. National Association of Pharmacy Regulatory Authorities (NAPRA/ANORP). *Professional competencies for Canadian pharmacists at entry to practice*. Ottawa, ON: NAPRA; 2014.
3. O'Connell MB, Rodriguez de Bittner M, Poirier M, et al. AACP White Paper: Cultural Competency in Health Care and Its Implications for Pharmacy Part 3A: Emphasis on Pharmacy Education, Curriculums and Future Directions. *Pharmacotherapy* 2013; (33)12: e346-367.
4. Snell L, et al. Professional. In: Frank JR, Snell L, Sherbino J (Eds). *CanMEDS 2015 Physician Competency Framework*. Ottawa, ON: Royal College of Physicians and Surgeons of Canada, 2015.

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