

UBC PharmD Entry-To-Practice Program

Outcomes Map

drafted by Peter Loewen, Patricia Gerber, Angie Kim-Sing, and Arun Verma
 DRAFT 19-Feb-16
 Aligns with the UBC PharmD E2P Program Cognitive Model v.1.7 and the AFPC 2010 Outcomes. Compatible with and is superceded, where applicable, by the Faculty's Code of Conduct and UBC Policies.

| Outcome | AFPC Role | Subdomain | AFPC# | Novice | Advanced-Beginner | Competent | Proficient | Expert |
|---|---------------|------------------------|-------|---|---|---|---|--------|
| <i>Develop and maintain professional, collaborative relationships required for patient care</i> | Care Provider | Assess Patients | 1.1 | Describes the principles of professional collaboration (professional communication, interview skills, respectful listening, etc.) and is beginning to apply these in low-complexity professional and patient-care situations (eg. Simulations, experiential, CSL, etc.) by END OF PY1 | Collaborates professionally with colleagues in low- to moderate-complexity professional and patient-care situations (e.g. patients with cognitive dysfunction, combative patients or colleagues, etc.) by END OF PY2 | Collaborates professionally with colleagues in moderate-complexity professional and patient-care situations. by END OF PY3 | Collaborates professionally with colleagues in moderate-complexity professional and patient-care situations in a flexible and efficient manner, responding easily to changing patient needs, behaves appropriately in the face of uncertainty/ambiguity. by END OF PY4 | N/A |
| <i>Elicit and complete an assessment of required information to determine the patient's drug-related and other relevant health needs.</i> | Care Provider | Assess Patients | 1.2 | Describes the assessment process (information gathering, care planning, lab interpretation, interview, physical assessment, etc) and is beginning to apply it in low-complexity patients involving conditions covered in the program so far. by END OF PY1 | Completes assessments of low-moderate complexity patients involving conditions covered in the program so far. by END OF PY2 | Completes assessments of moderate complexity patients involving conditions covered in the program so far, and can adapt the assessment process to accommodate patient-specific needs (eg. language barriers, additional diseases, cognitive dysfunction, cultural sensitivities, physical disabilities, etc). by END OF PY3 | Completes assessments of moderate complexity patients, and can adapt the assessment process to accommodate patient-specific needs (see "Competent" for examples) in a flexible and efficient manner, responding easily to changing patient needs, acts appropriately in the face of uncertainty / ambiguity. by END OF PY4 | N/A |
| <i>Assess if a patient's drug-related needs are being met</i> | Care Provider | Assess Patients | 1.3 | In low-complexity patients involving conditions covered in the program so far, (a) Describes the process of assessing drug appropriateness [e.g. therapeutic thought process (e.g. necessary, effective, safe, adherence), values & preferences, goals of therapy, med rec, etc.] and is beginning to apply it, and (b) identifies drug therapy problems and whether additional services are required (e.g. referral). by END OF PY1 | Assesses if a patient's drug-related needs are being met, including safety and effectiveness, values & preferences, goals of therapy, need for reconciliation self-management, adherence access to care, functional capabilities in low-moderate complexity patients involving conditions covered in the program so far AND identifies drug therapy problems and whether additional services are required (e.g. referral). by END OF PY2 | In moderate complexity patients, assesses if a patient's drug-related needs are being met, including safety and effectiveness, values & preferences, goals of therapy, need for reconciliation self-management, adherence, access to care, functional capabilities AND identifies drug therapy problems and whether additional services are required (e.g. referral). by END OF PY3 | In moderate complexity patients, assesses if a patient's drug-related needs are being met, including safety and effectiveness, values & preferences, goals of therapy, need for reconciliation self-management, adherence, access to care, functional capabilities AND identifies drug therapy problems and whether additional services are required (e.g. referral) in a flexible and efficient manner, responding easily to changing patient needs, and acts appropriately in the face of uncertainty / ambiguity. by END OF PY4 | N/A |
| <i>Determine if a patient has relevant, priority health and wellness needs</i> | Care Provider | Assess Patients | 1.4 | Can describe patient problems (e.g. signs, symptoms, risk factors, severity) which necessitate care by other health care professionals for conditions covered in the program so far. by END OF PY1 | Recognizes when care by other health care professionals is required and identifies what type of care is required for conditions covered in the program so far. by END OF PY2 | Appropriately refers patients to other health care professionals when required. by END OF PY3 | Collaborates with other health care professionals to complement and coordinate patient care when required and appropriate. by END OF PY4 | N/A |
| <i>Refer patients for management of priority health and wellness needs that fall beyond the scope of practice of pharmacists</i> | Care Provider | Plan Care | 1.5 | merged with 1.4 by END OF PY1 | merged with 1.4 by END OF PY2 | merged with 1.4 by END OF PY3 | merged with 1.4 by END OF PY4 | N/A |
| <i>Develop a care plan that addresses a patient's drug-therapy problems and priority health and wellness needs</i> | Care Provider | Plan Care | 1.6 | For conditions covered in the program so far, identifies and prioritizes the most important drug-related needs and issues in low-complexity patients, describes goals of therapy, identifies limited therapeutic alternatives, with guidance chooses the most appropriate option and explains the justification, describes a monitoring plan, and teaches the patient. by END OF PY1 | For conditions covered in the program so far, identifies the most important and relevant drug related needs and issues in low-moderate complexity patients, prioritizes them, describes goals of therapy, identifies therapeutic alternatives, with guidance chooses and implements the most appropriate option for the most important issues, including describing a monitoring plan and teaching the patient. by END OF PY2 | For conditions covered in the program so far, identifies relevant drug-related needs and issues in moderate-complexity patients, prioritizes them, collaborates with the patient and other caregivers to set goals of therapy, identifies and evaluates most therapeutic alternatives, chooses and implements the most appropriate option for each issue, including implementing and carrying out a monitoring plan. Prescribes drugs, modifies therapy, orders & interprets laboratory tests, teaches the patient, administers drugs, and refers for assessment and management as appropriate. by END OF PY3 | Identifies all relevant drug-related needs and issues in moderate complexity patients, prioritizes them, collaborates with the patient and other caregivers to set goals of therapy, identifies and evaluates all therapeutic alternatives, chooses and implements the most appropriate option for each issue, including implementing and carrying out a monitoring plan. Prescribes drugs, modifies therapy, orders & interprets laboratory tests, teaches the patient, administers drugs, and refers for assessment and management as appropriate. by END OF PY4 | N/A |
| <i>Implement the care plan</i> | Care Provider | Plan Care | 1.7 | merged with 1.6 by END OF PY1 | merged with 1.6 by END OF PY2 | merged with 1.6 by END OF PY3 | merged with 1.6 by END OF PY4 | N/A |
| <i>Elicit clinical and / or lab evidence of patient outcomes</i> | Care Provider | Follow-up and Evaluate | 1.8 | Describes the process for follow up, including physical assessments, interviews, diagnostic/laboratory tests of the status of the patient, response to therapy (efficacy & toxicity), drug errors, and needs for therapeutic adjustments and is beginning to apply it in low-complexity patients involving conditions covered in the program so far. by END OF PY1 | Using physical assessments, interviews, and diagnostic/laboratory tests, performs assessments of the status of the patient, response to therapy (efficacy & toxicity), drug errors, and needs for therapeutic adjustments in low-moderate complexity patients involving conditions covered in the program so far. by END OF PY2 | Using physical assessments, interviews, and diagnostic/laboratory tests, performs assessments of the status of the patient, response to therapy (efficacy & toxicity), drug errors, and needs for therapeutic adjustments in moderate complexity patients involving conditions covered in the program so far, and can adapt the assessment process to accommodate patient-specific needs (eg., language barriers, additional diseases, cognitive dysfunction, cultural sensitivities, physical disabilities, etc) by END OF PY3 | Using physical assessments, interviews, and diagnostic/laboratory tests, performs assessments of the status of the patient, response to therapy (efficacy & toxicity), drug errors, and needs for therapeutic adjustments in moderate complexity patients, and can adapt the assessment process to accommodate patient-specific needs (eg., language barriers, additional diseases, cognitive dysfunction, cultural sensitivities, physical disabilities, etc) in a flexible and efficient manner, responding easily to changing patient needs, acts appropriately in the face of uncertainty / ambiguity. by END OF PY4 | N/A |
| <i>Assess and manage patients' new drug-related needs</i> | Care Provider | Follow-up and Evaluate | 1.9 | Identifies new drug-related needs as they arise in low complexity patients involving conditions covered in the program so far. by END OF PY1 | Identifies new drug-related needs as they arise in low-moderate complexity patients involving conditions covered in the program so far. by END OF PY2 | Identifies new drug-related needs as they arise in moderate-complexity patients. by END OF PY3 | Accurately identifies all new drug-related needs as they arise in moderate-complexity patients. by END OF PY4 | N/A |
| <i>Support the continuity of patient care by documenting their patient care activities</i> | Care Provider | Document | 1.10 | Can generate documentation in an accepted standardized format of patient care activities involving low-complexity patients and conditions covered in the program so far, can describe the rationale for doing so, and the advantages and disadvantages from the patient, pharmacist, and other caregivers' perspectives of the different ways and places this documentation can be stored. by END OF PY1 | For significant patient issues, generates documentation in an accepted standardized format of patient care activities involving low-moderate complexity patients and conditions covered in the program so far in a timely, retrievable, professional manner that meets all professional standards and requirements. by END OF PY2 | For significant patient issues, documents patient care activities in moderate-complexity patients with issues covered in the program so far in a timely, retrievable, professional manner that meets all professional standards and requirements. by END OF PY3 | Incorporates written documentation of patient care activities that is timely, retrievable, professional, and meets all professional standards and requirements into their routine process of providing care. by END OF PY4 | N/A |
| <i>Communicate non-verbally and verbally with others</i> | Communicator | | 2.1 | Describes verbal and non-verbal communication techniques and is beginning to demonstrate them in low-complexity professional and IPPE situations. Communicates accurately and clearly to instructors, peers, and low-complexity patients, ideas and concepts covered in the program so far, using audience-appropriate language and appropriate medical terminology, and is beginning to relay information in a logical and concise manner. Describes empathy and sensitivity, and is beginning to apply in communications in low-complexity professional and IPPE situations. by END OF PY1 | Demonstrates appropriate verbal and non-verbal communication techniques in moderate-complexity professional and IPPE situations. Communicates accurately and clearly to instructors, peers, and moderate-complexity patients, ideas and concepts covered in the program so far, using audience-appropriate language and appropriate medical terminology, relaying information in a logical and concise manner. Demonstrates empathy and sensitivity to the cultural and personal characteristics and perspectives in moderate-complexity professional and IPPE situations. by END OF PY2 | Consistently demonstrates appropriate verbal and non-verbal communication techniques in moderate-complexity professional and IPPE situations, and can adapt communication to accommodate patient-specific needs (eg., language barriers, additional diseases, cognitive dysfunction, cultural sensitivities, physical disabilities, etc.) Communicates accurately, persuasively, confidently, and clearly to instructors, peers, and moderate-complexity patients, ideas and concepts covered in the program so far, using audience-appropriate language and appropriate medical terminology, relaying information in a logical and concise manner Consistently uses approaches (and adjusts when needed) in communications that demonstrate empathy and sensitivity to the cultural and personal characteristics and perspectives in moderate-complexity professional and IPPE situations by END OF PY3 | Consistently demonstrates appropriate verbal and non-verbal communication techniques in moderate-complexity professional and APPE situations, and can effectively adjust communication approach to any circumstance/context (eg., language barriers, additional diseases, cognitive dysfunction, cultural sensitivities, physical disabilities, etc) to facilitate efficient and effective clinical encounters, responding easily when engaged in crucial or difficult conversations, demonstrating emotional resilience and tolerance of ambiguity and anxiety. Communicates ideas and concepts accurately, persuasively, confidently and clearly to all audiences, using audience-appropriate language and appropriate medical terminology, relaying information in a logical and concise manner Consistently uses approaches (and adjusts when needed) in all communications that demonstrate empathy and sensitivity to the cultural and personal characteristics and perspectives for all audiences including patients, patient representative and families, colleagues and other health care providers Identifies and mitigates barriers to communication under all circumstances, reflects on barriers (e.g. physical, cultural, psychological, and social) to all communications, and applies insights learned to future communications by END OF PY4 | N/A |

| Outcome | AFPC Role | Subdomain | AFPC# | Novice | Advanced-Beginner | Competent | Proficient | Expert |
|---|--------------|-----------|-------|---|--|---|---|--------|
| Communicate in writing | Communicator | | 2.2 | In low-complexity professional and IPPE situations, generates written communications and documentation that are appropriate, clear, timely and professional that meets professional standards and requirements. In low-complexity professional and IPPE situations, applies appropriate level writing skills in communications (e.g. patient documentation, pharmacy materials, papers), using methods, guidelines, and terminology covered in the program so far. Understands culturally sensitive and appropriate terminology in written materials and beginning to integrate with communications in low-complexity professional and IPPE situations. by END OF PY1 | In moderate-complexity professional and IPPE situations, generates written communications and documentation that are appropriate, clear, timely and professional that meets professional standards and requirements. In moderate-complexity professional and patient-care situations, applies appropriate level writing skills in communications (e.g. patient documentation, pharmacy materials, papers), using methods, guidelines, and terminology covered in the program so far. Integrates culturally sensitive and appropriate terminology in written materials to foster effective communication in moderate-complexity professional and IPPE situations. by END OF PY2 | In moderate-complexity professional and IPPE situations, ensures that communications and documentation are clear, accurate, succinct, timely, courteous, critically presented, well-cited, and consistent with best practices. In moderate-complexity professional and patient-care situations, applies appropriate level writing skills in communications (e.g. patient documentation, pharmacy materials, papers), using methods, guidelines, and terminology covered in the program so far. Integrates culturally sensitive and appropriate terminology in written materials to maximize effective communications, and adjusts the messages accordingly in order to assure the effectiveness of communication in moderate-complexity professional and IPPE situations. by END OF PY3 | In moderate-complexity professional and APPE situations, consistently ensures that all communications and documentation are clear, accurate, succinct, timely, courteous, critically presented, well-cited, and consistent with best practices. Applies well-developed and professional level writing skills in all communications using appropriate methods, guidelines, and terminology. Integrates culturally sensitive and appropriate terminology in all written materials to maximize effective communications in moderate-complexity professional and patient-care situations, and adjusts messages accordingly to assure effectiveness of communications. by END OF PY4 | N/A |
| Present information | Communicator | | 2.3 | Presents low-complexity information based on material covered in the program so far accurately and clearly. Is beginning to display confidence with presenting information and responding appropriately to audience questions. by END OF PY1 | Presents moderate-complexity information based on material covered in the program so far professionally, effectively, accurately, clearly, and with appropriate confidence. Responds appropriately to audience questions. by END OF PY2 | Presents moderate-complexity information based on material covered in the program so far professionally, effectively, accurately, clearly, and with appropriate confidence. Engages the audience and responds appropriately to audience questions. by END OF PY3 | Confidently and effectively presents meaningful moderate-complexity information in all settings and to diverse audiences including colleagues, health care workers, professional groups and the general public. Engages the audience effectively and responds appropriately to audience questions. by END OF PY4 | N/A |
| Use communication technology | Communicator | | 2.4 | Describes relevant information systems and communication technologies and is beginning to use these systems to communicate in low-complexity professional and IPPE situations Uses available technology and other media to assist with communication as appropriate Can describe and complies with the UBC Social Media Guidelines, other relevant UBC Policies, and the Faculty's Code of Conduct. by END OF PY1 | Uses information systems and appropriate communication technologies to enhance the delivery communications in moderate-complexity professional and IPPE situations. Uses available technology and other media to assist with communication as appropriate. Complies with the UBC Social Media Guidelines, other relevant UBC Policies, and the Faculty's Code of Conduct. by END OF PY2 | Uses information systems and appropriate communication technologies to support audience learning and to enhance the delivery of all communications with moderate-complexity patients, patient representative and families, colleagues and other health care providers. Uses available technology and other media to assist with communication as appropriate. Complies with the UBC Social Media Guidelines, other relevant UBC Policies, and the Faculty's Code of Conduct. by END OF PY3 | Exhibits adaptability and good judgment in choosing and using information systems and appropriate communication technologies to support audience learning and to enhance the delivery of communications with moderate-complexity patients, patient representative and families, colleagues and other health care providers. Uses available technology and other media to assist with communication as appropriate. Complies with the UBC Social Media Guidelines, other relevant UBC Policies, and the Faculty's Code of Conduct. by END OF PY4 | N/A |
| Function as members of teams | Collaborator | | 3.1 | Describes the diversity of other health and social care roles, responsibilities and competencies. Uses appropriate language to describe roles, knowledge, skills and attitudes of the pharmacist. Describes team work communication principles. In collaborative learning contexts, IPE experiences, and IPPE, actively listens to other team members including patients/ clients/families. Describes the potential positive nature of conflict. (adapted from CHC National Interprofessional Competency Framework 2010) by END OF PY1 | Recognizes how to assess others' skills and knowledge appropriately (e.g. based on educational credentials, professional designation and experience). Describes and is beginning to practice principles for working together that respects the ethical values of members. Participates in, and respects all members' participation in collaborative decision-making. Describes common situations that are likely to lead to disagreements or conflicts, including role ambiguity, power gradients, and differences in goals. Takes constructive steps to address actual and potential situations where conflict can occur. (adapted from CHC National Interprofessional Competency Framework 2010) in LOW-complexity situations by END OF PY2 in LOW-MODERATE complexity situation by END OF PY3 | Fulfills own role in a culturally respectful way. Integrate competencies/roles into models of service delivery. Facilitates discussions and interactions among team members. Reflects on their functioning with team learners/ practitioners and patients/clients/ families. Respects team ethics, including confidentiality, resource allocation, and professionalism. Works to address and resolve disagreements, including analyzing the causes of conflict and works to reach an acceptable solution (adapted from CHC National Interprofessional Competency Framework 2010) by END OF PY4 | N/A | N/A |
| Support team-based care in a community setting with geographically distinct centres of care | Collaborator | | 3.2 | Describe the role of the pharmacist and that of other health care professionals. Describes the role of others in determining one's own professional and interprofessional role. Describes the process of team development. (adapted from CHC National Interprofessional Competency Framework 2010) by END OF PY1 | Is beginning to function in the role of pharmacist amid other health care professionals (in collaborative learning contexts, IPE experiences, and IPPE). Has practiced negotiating own professional and interprofessional role in relation to others and has experienced and can reflect upon own experiences with the stages of team development. in LOW-complexity situations by END OF PY2 in LOW-MODERATE complexity situations by END OF PY3 | Establishes and maintains effective and healthy working relationships with learners, practitioners, patients/clients, and families, whether or not a formalized team exists. Co-creates a climate for shared leadership and collaborative practice. Integrates the principles of continuous quality improvement into work processes and outcomes. by END OF PY4 | N/A | N/A |
| Work collaboratively with the patient and his/her health care professionals to provide care and services that facilitate management of the patient's health needs | Collaborator | | 3.3 | Supports the participation of patients/clients, their families, and/or community representatives as integral partners alongside with healthcare personnel. Listen respectfully to the expressed needs of all parties in shaping and delivering care or services (adapted from CHC National Interprofessional Competency Framework 2010) by END OF PY1 | Shares information with patients/clients (or family and community representatives) in a respectful and understandable manner, encourages discussion, and enhances participation in decision-making (adapted from CHC National Interprofessional Competency Framework 2010) in LOW-complexity situations by END OF PY2 in LOW-MODERATE complexity situations by END OF PY3 | Ensures that appropriate education and support is provided to patients/clients, family members and others involved with care or service. Develop trusting relationships with patients/clients/ families and other team members (adapted from CHC National Interprofessional Competency Framework 2010) by END OF PY4 | N/A | N/A |
| Manage their personal practice | Manager | | 4.1 | Describes how to set priorities and manage time to balance workflow with patient care and practice requirements in simulated and IPPE environments. Explains the concept of evolving professional roles. by END OF PY2 | Within a practice environment, sets priorities and manages time to balance workflow with patient care requirements. Within a practice environment identifies opportunities and takes steps to participate in evolving professional roles. by END OF PY3 | Within a practice environment, sets priorities and manages time to balance workflow with patient care and practice requirements. Within a practice environment, participates in evolving professional roles and adapts to new roles. by END OF PY4 | N/A | N/A |
| Manage the safe and efficient distribution of drugs | Manager | | 4.2 | Explains the concepts of inventory control to maintain an inventory control system. Within simulated and IPPE environments, performs the distribution of some specialty and compounded drugs. Identifies factors that are critical to safe and efficient drug distribution. Describes drug distribution situations that place patients at risk and risk reduction strategies. by END OF PY2 | Within a practice environment, takes steps to utilize inventory control concepts to maintain an inventory control system. Within a practice environment, performs and manages the distribution of some specialty and compounded drugs in a variety of settings. Within a practice environment, takes steps to manage the factors that are critical to safe and efficient drug distribution Within a practice environment, anticipates and recognizes distribution situations that place patients at risk and takes steps to manage them. by END OF PY3 | Within a practice environment, utilizes inventory control concepts to maintain an inventory control system. Within a practice environment, performs and manages the distribution of the majority of specialty and compounded drugs in a variety of settings. Within a practice environment, manages factors that are critical to safe and efficient drug distribution. Within a practice environment, anticipates, recognizes and appropriately manages distribution situations that place patients at risk. by END OF PY4 | N/A | N/A |
| Participate in quality assurance and improvement programs | Manager | | 4.3 | Explains how to evaluate quality of care and cost effectiveness of patient services. Describes the process of disclosing, managing and reporting adverse drug events, errors and other incidents that affect patient safety. Explains how to adapt and implement practice changes to meet patient's needs and to improve the quality of patient care. by END OF PY2 | Evaluates the quality of care and cost effectiveness of a specific patient service in a specific situation. Within a practice environment, takes steps to disclose, manage and report adverse drug events, errors and other incidents that affect patient safety. Within a practice environment, identifies opportunities and takes steps to adapt and implement some practice changes to meet patient's needs and improve the quality of patient care. by END OF PY3 | Within a practice environment, evaluates the quality of care and cost effectiveness of patient services. Within a practice environment, participates in the disclosure, management and reporting of adverse drug events, errors and other incidents that affect patient safety. Within a practice environment, adapts to and implements practice changes to meet patient's needs and improve the quality of patient care. by END OF PY4 | N/A | N/A |

| Outcome | AFPC Role | Subdomain | AFPC# | Novice | Advanced-Beginner | Competent | Proficient | Expert |
|--|-----------|-----------|---------|---|---|---|------------|--------|
| Manage the staff under their direct supervision | Manager | | 4.4 | <p>Describes the principles and challenges involved in supervising pharmacy team members and how to appropriately delegate responsibilities to ensure safe and efficient drug distribution.</p> <p>Explains how to manage workload to facilitate the prioritization of the provision of professional services.</p> <p>Describes the pharmacist as a role model for professional and support staff.</p> <p>In the classroom and practice environment, acts professionally at all times (refer to PROFESSIONAL Role outcomes).</p> <p>Identifies the factors involved in staff selection, training, development and evaluation.</p> <p>by END OF PY2</p> | <p>Within a practice environment, identifies opportunities and takes steps to participate in staff selection, training, development and evaluation.</p> <p>Within a practice environment, takes steps to manage workload to facilitate the prioritization of the provision of professional services.</p> <p>In the practice environment, acts professionally at all times (refer to PROFESSIONAL Role outcomes). Identifies professional role models and describes their attributes.</p> <p>In all learning environments, acts as a professional role model for more junior students.</p> <p>by END OF PY3</p> | <p>Within a practice environment and where authorized, takes limited steps to supervise pharmacy team members and to appropriately delegate responsibilities to ensure safe and efficient drug distribution, and participates in staff selection, training, development and evaluation.</p> <p>Within a practice environment, manages workload to facilitate the prioritization of the provision of professional services.</p> <p>Within a practice environment, acts as a pharmacist role model for professional and support staff.</p> <p>In all learning environments, acts as a professional role model for more junior students.</p> <p>by END OF PY4</p> | N/A | N/A |
| Manage to maintain the sustainability of the practice | Manager | | 4.5 | <p>Explains the impact of the current funding and payment policies on the provision of professional services.</p> <p>Explains how to create a business plan to provide professional services.</p> <p>Describes how to employ strategic planning and the use of marketing principles and technology to maintain a sustainable practice.</p> <p>by END OF PY2</p> | <p>Examines the impact of the current funding and payment policies on the provision of professional services in a specific situation.</p> <p>Within a practice environment, identifies opportunities and takes steps to create a business plan to provide professional services.</p> <p>Within a practice environment, identifies opportunities and takes steps to participate in strategic planning and incorporating marketing principles and technology to maintain a sustainable practice.</p> <p>by END OF PY3</p> | <p>Within a practice environment, evaluates the impact of the current funding and payment policies on the provision of professional services and proposes changes to current policies.</p> <p>Within a practice environment, creates a business plan to provide professional services and takes steps to implement them.</p> <p>Within a practice environment, participates in strategic planning, and incorporates marketing principles and technology to maintain a sustainable practice.</p> <p>by END OF PY4</p> | N/A | N/A |
| Interpret the advocacy role of pharmacists / profession of pharmacy | Advocate | | 5.1 (a) | <p>Describes the advocacy roles of the pharmacist and the profession of pharmacy at the level of an individual patient, as well as collectively for health and patient safety.</p> <p>Articulates the importance of the involvement of the pharmacist in addressing professional issues.</p> <p>Describes how policy and procedures impact the health of populations served.</p> <p>In low-complexity professional and patient-care situations, is beginning to demonstrate professional responsibility for assisting patients with their health-related needs.</p> <p>Describes ways in which the profession of pharmacy can and needs to advance (e.g., scope of practice, etc.) and can begin to articulate how this can be achieved by each pharmacist in their practice settings.</p> <p>Describes how commitment to the advancement of the profession can be displayed by the pharmacist.</p> <p>by END OF PY2</p> | <p>Accurately and appropriately interprets health information for patients to support their decision-making and access to health services.</p> <p>Identifies opportunities to develop a reference network to efficiently facilitate patient navigation through the health care system.</p> <p>Identifies opportunities to promote access to health and associated resources for patients.</p> <p>Can describe opportunities and possible strategies to accomplish desired changes in health policy/procedures.</p> <p>Identifies opportunities for pharmacists to participate in efforts to address professional issues for political or policy purposes.</p> <p>Begins to become involved with the planning and/or implementation of initiatives that advance the profession of pharmacy.</p> <p>by END OF PY3</p> | <p>Provides accurate and clear guidance to patients regarding availability and appropriate use of local health care services</p> <p>Seeks out connections and opportunities to develop a reference network to efficiently facilitate patient navigation through the health care system.</p> <p>Seeks 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>Seeks opportunities to identify appropriate policy/procedure changes and leads the advocacy strategies to accomplish required changes</p> <p>Participates in efforts to address professional issues by representing the profession for political or policy purposes.</p> <p>Seeks out opportunities to be involved with organizations or activities that support the advancement of the profession and patient care.</p> <p>by END OF PY4</p> | N/A | N/A |
| Describe the ethical and professional issues inherent in health advocacy | Advocate | | 5.1 (b) | <p>Describes typical pharmacy practice ethical dilemmas and professional issues inherent in health advocacy and can outline a decision making process needed to resolve these.</p> <p>Describes a decision making process needed to resolve pharmacy practice ethical dilemmas and professional issues inherent in health advocacy, within low complexity professional and patient-care situations.</p> <p>by END OF PY2</p> | <p>Applies a decision making process needed to resolve pharmacy practice ethical dilemmas and professional issues inherent in health advocacy, in low-moderate complexity professional and patient-care situations.</p> <p>by END OF PY3</p> | <p>Applies a decision making process needed to resolve ethical issues inherent in health advocacy within moderate complexity professional and patient-care situations.</p> <p>by END OF PY4</p> | N/A | N/A |
| Promote the health of individual patients, communities, and populations | Advocate | | 5.2 | <p>Describes the role of the pharmacist in promoting the health of individual patients, communities, and populations.</p> <p>Describes the role of the pharmacist in health promotion activities, public health campaigns and patient safety initiatives directed at disease prevention, disease screening processes, risk factor reduction and/or harm minimization.</p> <p>Identifies sources of information on health promotion and patient safety initiatives that can be incorporated in daily practice.</p> <p>by END OF PY2</p> | <p>Participates in opportunities to promote the health of individual patients, communities, and populations by (a) facilitating patient's interaction with the health care system through advice, education and/or guidance, (b) supporting patient's access to health services by representing or speaking on behalf of patients, (c) representing patient's interests through participation in policy and procedure development within health systems</p> <p>Is beginning to undertake roles in health promotion activities, public health campaigns and patient safety initiatives directed at disease prevention, disease screening processes, risk factor reduction and/or harm minimization</p> <p>Describes the role of other health care providers in health promotion activities, public health campaigns and patient safety initiatives directed at disease prevention, risk factor reduction and/or harm minimization</p> <p>Is beginning to apply information on health promotion and patient safety initiatives in low-moderate complexity professional and patient-care situations.</p> <p>by END OF PY3</p> | <p>Seeks out and leads opportunities to promote the health of individual patients, communities, and populations by (a) facilitating patient's interaction with the health care system through advice, education and/or guidance, (b) supporting patient's access to health services by representing or speaking on behalf of patients, (c) representing patient's interests through participation in policy and procedure development within health systems</p> <p>Plan and implements health promotion education and awareness-raising campaigns in collaboration with other health professionals</p> <p>Effectively supports patient access to health and associated resources that patients require to prevent disease and promote their health and well-being.</p> <p>Responds to patient groups' requests for guidance related to drug or health policies or practices.</p> <p>Routinely applies information on health promotion and patient safety initiatives into moderate-complexity professional and patient-care situations.</p> <p>by END OF PY4</p> | N/A | N/A |
| Support the role of pharmacists in evolving health care systems | Advocate | | 5.3 | <p>Describes the role of pharmacists in evolving health care systems as it pertains to the role of the pharmacist in (a) positively impacting patient outcomes, and (b) the development and implementation of health procedures and policies.</p> <p>Identifies potential leadership roles for the pharmacist to support the advancement of the profession of pharmacy.</p> <p>by END OF PY2</p> | <p>Begins to promote the role of pharmacists in evolving health care systems as it pertains to the role of the pharmacist in (a) positively impacting patient outcomes, and (b) the development and implementation of health procedures and policies.</p> <p>by END OF PY3</p> | <p>Promotes the role of pharmacists in evolving health care systems as it pertains to the role of the pharmacist in (a) positively impacting patient outcomes, and (b) the development and implementation of health procedures and policies.</p> <p>Seeks out leadership roles for the pharmacist to support the advancement of the profession of pharmacy.</p> <p>by END OF PY4</p> | N/A | N/A |

| Outcome | AFPC Role | Subdomain | AFPC# | Novice | Advanced-Beginner | Competent | Proficient | Expert |
|---|--------------|---|-------|---|--|--|------------|--------|
| <i>Demonstrate a thorough understanding of the fundamental knowledge required of pharmacists and apply this knowledge in daily practice</i> | Scholar | | 6.1 | For conditions covered in the program so far, in low-complexity situations can describe the scientific and evidence-based concepts relevant to resolving a clinical problem. by END OF PY1 For conditions covered in the program so far, in low-moderate complexity situations can describe the scientific and evidence-based concepts relevant to resolving a clinical problem. by END OF PY2 | For conditions covered in the program so far, in moderate-complexity situations uses foundational science and best evidence to make, justify and explain decisions in practice simulations and IPPE. by END OF PY3 | Uses fundamental knowledge in everyday practice to rationalize, make, explain, and justify appropriate decisions based on scientific concepts, best evidence, and prior experience in moderate-complexity patients. Uses professional experience to readily resolve routine problems previously encountered. Uses established decision-making frameworks to analyze and develop solutions in situations which are unfamiliar, including undertaking and applying additional learning where required. by END OF PY4 | N/A | N/A |
| <i>Provide drug information and recommendations</i> | Scholar | | 6.2 | Describes types of sources of drug and therapeutic information (e.g., primary, secondary, tertiary literature, databases, etc) and can describe hierarchies of evidence, strengths and weaknesses, advantages and disadvantages of each for different types of information needs. Describes and applies a defined process for formulating an answerable clinical question and literature search (e.g. PICO) in low-complexity situations. Conducts literature searches using appropriate databases, extracts relevant findings and performs basic interpretations to address the information need. Communicates results accurately using appropriate medical terminology. by END OF PY1 Describes types of sources of drug and therapeutic information (e.g., primary, secondary, tertiary literature, databases, etc) and can describe hierarchies of evidence, strengths and weaknesses, advantages and disadvantages of each for different types of information needs. Describes and applies a defined process for formulating an answerable clinical question and literature search (e.g. PICO) in low-moderate-complexity situations. Conducts low-moderate-complexity literature searches using appropriate databases, extracts relevant findings and performs basic interpretations to address the information need. Communicates results accurately using appropriate medical terminology. by END OF PY2 | In authentic moderate-complexity patient care (simulated and IPPE) situations, applies a defined process for formulating an answerable clinical question (e.g. PICO), conducts systematic literature searches using appropriate databases, extracts relevant findings and performs interpretations to address the information need. Communicates results accurately using appropriate medical terminology, including identifying possible solutions to the problem. Documents the information provided and the process by which it was obtained and evaluated. by END OF PY3 | In moderate-complexity APPE patient care situations, routinely and in a timely manner applies a defined process for formulating answerable clinical questions (e.g. PICO), conducts systematic literature searches using appropriate databases, extracts relevant findings, critically appraises evidence using defined frameworks, evaluates possible responses/solutions for their applicability to the problem, and communicates recommendations using appropriate medical terminology for the audience. Routinely documents the information provided and the process by which it was obtained and evaluated. by END OF PY4 | N/A | N/A |
| <i>Educate regarding drugs and appropriate drug use, including the pharmacist's role</i> | Scholar | | 6.3 | Describes fundamental principles of providing education, identifying learning needs of the audience, selecting educational techniques appropriate for the learners, selecting and organizing content, implementing educational plans, assessing the outcomes of their education. by END OF PY1 In low-moderate complexity situations (e.g., IPPE, IPE, CSL, classroom) applies fundamental principles of providing education, identifying learning needs of the audience, selecting educational techniques appropriate for the learners, selecting and organizing content, implementing educational plans, assessing the outcomes of the education. by END OF PY2 | In classroom, IPPE, IPE, CSL situations educates others regarding drugs and appropriate drug use by identifying learning needs of the audience, selecting educational techniques appropriate for the learners, selecting and organizing content, and implementing educational plans. by END OF PY3 | Routinely educates others regarding drugs and appropriate drug use, including the pharmacist's role, by identifying learning needs of the audience, selecting educational techniques appropriate for the learners, selecting and organizing content, implementing educational plans, and assessing the outcomes of their education. by END OF PY4 | N/A | N/A |
| <i>Apply principles of scientific inquiry and critical thinking while participating in practice-based research</i> | Scholar | | 6.4 | Describes the principles and importance of evidence-based practice in healthcare decision-making, the role of clinical evidence in practice. Describes the main types of clinical study designs and their applicability to different kinds of clinical questions. Explains hierarchies of evidence and the process of critically appraising literature using accepted frameworks specific to the study design. by END OF PY1 Applies principles of evidence-based practice to simulated and IPPE drug use and clinical problems by retrieving and evaluating evidence using hierarchies and defined critical appraisal frameworks. by END OF PY2 | Identifies a meaningful clinical or drug use problem for which new knowledge is required, systematically appraises available literature, and proposes an appropriately-designed study to evaluate key unanswered research questions. by END OF PY3 | In practice recognizes practice or drug use problems, retrieves and assess literature relevant to the problem, formulates research questions and designs and undertakes a practice-based research project to answer the research questions, thereby contributing to knowledge creation/translation, practice innovation, and development of the profession. by END OF PY4 | N/A | N/A |
| ACCOUNTABILITY | Professional | UBC PharmSci Code of Conduct, Professionalism Policy, OEE policies; UBC Policy on Respectful Environment; AFPC Outcomes | | N/A | N/A | Is consistently accountable to instructors, preceptors, community partners, colleagues, patients, clients, and peers for performance and decisions. Accepts responsibility for recommendations made to colleagues and patients and resulting outcomes. Practices within the scope of knowledge, skills, and abilities. In low-complexity tasks in [CONTEXTS: classroom, IA, Flex, Pharmacy Practice Lab activities, Community practice settings where visitations and/or drug distribution activities are assigned, IPE & CSL activities] by END OF PY1 In low-moderate complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE & CSL activities] by END OF PY2 In moderate-complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE, research activities] by END OF PY3 In moderate-high complexity tasks in [CONTEXTS: practice settings where patient care (APPE) activities are assigned, IPE, research and scholarship activities] by END OF PY4 | N/A | N/A |

| Outcome | AFPC Role | Subdomain | AFPC# | Novice | Advanced-Beginner | Competent | Proficient | Expert |
|---|--------------|--|-------|--------|-------------------|---|------------|--------|
| ATTIRE AND APPEARANCE | Professional | UBC PharmSci Code of Conduct, Professionalism Policy, OEE policies; UBC Policy on Respectful Environment; AFPC Outcomes | | N/A | N/A | Consistently and when applicable maintains a professional image and presents him/herself with professional attire and appearance. in low-complexity tasks in [CONTEXTS: classroom, IA, Flex, Pharmacy Practice Lab activities, Community practice settings where visitations and/or drug distribution activities are assigned, IPE & CSL activities] by END OF PY1 in low-moderate complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE & CSL activities] by END OF PY2 in moderate-complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE, research activities] by END OF PY3 in moderate-high complexity tasks in [CONTEXTS: practice settings where patient care (APPE) activities are assigned, IPE, research and scholarship activities] by END OF PY4 | N/A | N/A |
| | Professional | UBC PharmSci Code of Conduct, Professionalism Policy, OEE policies; UBC Policy on Respectful Environment; AFPC Outcomes | | N/A | N/A | Consistently demonstrates care, compassion, acceptance, and empathy. Consistently demonstrates commitment to the wellbeing of others. in low-complexity tasks in [CONTEXTS: classroom, IA, Flex, Pharmacy Practice Lab activities, Community practice settings where visitations and/or drug distribution activities are assigned, IPE & CSL activities] by END OF PY1 in low-moderate complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE & CSL activities] by END OF PY2 in moderate-complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE, research activities] by END OF PY3 in moderate-high complexity tasks in [CONTEXTS: practice settings where patient care (APPE) activities are assigned, IPE, research and scholarship activities] by END OF PY4 | N/A | N/A |
| CARE AND COMPASSION CIVILITY AND RESPECT | Professional | UBC PharmSci Code of Conduct, Professionalism Policy, OEE policies; UBC Policy on Respectful Environment; AFPC Outcomes | | N/A | N/A | Consistently fosters civility and respect in the academic, experiential, and online environments, and contributes to a respectful environment that's free from bullying and harassment. in low-complexity tasks in [CONTEXTS: classroom, IA, Flex, Pharmacy Practice Lab activities, Community practice settings where visitations and/or drug distribution activities are assigned, IPE & CSL activities] by END OF PY1 in low-moderate complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE & CSL activities] by END OF PY2 in moderate-complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE, research activities] by END OF PY3 in moderate-high complexity tasks in [CONTEXTS: practice settings where patient care (APPE) activities are assigned, IPE, research and scholarship activities] by END OF PY4 | N/A | N/A |
| COMMUNICATION | Professional | UBC PharmSci Code of Conduct, Professionalism Policy, Communication Policy, OEE policies; UBC Policy on Respectful Environment; AFPC Outcomes | | N/A | N/A | Consistently shows respect for patients by listening actively and considering their needs and expectations. - Consistently uses professional verbal, written, and nonverbal communication in all interactions with instructors, colleagues, preceptors, community partners, patients, clients, and peers. - Consistently uses social media responsibly by refraining from posting information that is untruthful, hurtful, or disrespectful in low-complexity tasks in [CONTEXTS: classroom, IA, Flex, Pharmacy Practice Lab activities, Community practice settings where visitations and/or drug distribution activities are assigned, IPE & CSL activities] by END OF PY1 in low-moderate complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE & CSL activities] by END OF PY2 in moderate-complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE, research activities] by END OF PY3 in moderate-high complexity tasks in [CONTEXTS: practice settings where patient care (APPE) activities are assigned, IPE, research and scholarship activities] by END OF PY4 | N/A | N/A |
| CONFIDENTIALITY | Professional | UBC PharmSci Code of Conduct, Professionalism Policy, OEE policies; UBC Policy on Respectful Environment; AFPC Outcomes; College of Pharmacists of BC policies | | N/A | N/A | Consistently maintains confidentiality by limiting discussions of sensitive matters pertaining to other learners, colleagues, or patients to necessary instances, in appropriate settings, and only with appropriate individuals such as supervisors and course coordinators. - Consistently ensures confidentiality when communicating with other learners about matters relating to the content of assignments and/or exams in low-complexity tasks in [CONTEXTS: classroom, IA, Flex, Pharmacy Practice Lab activities, Community practice settings where visitations and/or drug distribution activities are assigned, IPE & CSL activities] by END OF PY1 in low-moderate complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE & CSL activities] by END OF PY2 in moderate-complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE, research activities] by END OF PY3 in moderate-high complexity tasks in [CONTEXTS: practice settings where patient care (APPE) activities are assigned, IPE, research and scholarship activities] by END OF PY4 | N/A | N/A |

| Outcome | AFPC Role | Subdomain | AFPC# | Novice | Advanced-Beginner | Competent | Proficient | Expert |
|-----------------------|--------------|---|-------|--------|-------------------|---|------------|--------|
| CONFLICT OF INTEREST | Professional | UBC PharmSci Code of Conduct, Professionalism Policy, OEE policies; UBC Policy on Respectful Environment; AFPC Outcomes | | N/A | N/A | <p>Consistently discloses and manages all conflicts of interest.</p> <ul style="list-style-type: none"> - Does not engage in supervisor/supervisee sexual/romantic relations or in exploitive relations with patients, or their caregivers. - Refrains from using Faculty or UBC resources for personal gain. - Does not misrepresent personal interests as being those of the Faculty or UBC - Consistently maintains appropriate professional boundaries with patients. <p>in low-complexity tasks in [CONTEXTS: classroom, IA, Flex, Pharmacy Practice Lab activities, Community practice settings where visitations and/or drug distribution activities are assigned, IPE & CSL activities] by END OF PY1</p> <p>in low-moderate complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE & CSL activities] by END OF PY2</p> <p>in moderate-complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE, research activities] by END OF PY3</p> <p>in moderate-high complexity tasks in [CONTEXTS: practice settings where patient care (APPE) activities are assigned, IPE, research and scholarship activities] by END OF PY4</p> | N/A | N/A |
| CONFLICT RESOLUTION | Professional | UBC PharmSci Code of Conduct, Professionalism Policy, OEE policies; UBC Policy on Respectful Environment; AFPC Outcomes | | N/A | N/A | <p>Consistently resolves conflicts collaboratively, non-defensively, and respectfully in order to achieve solutions that satisfy all parties involved.</p> <p>in low-complexity tasks in [CONTEXTS: classroom, IA, Flex, Pharmacy Practice Lab activities, Community practice settings where visitations and/or drug distribution activities are assigned, IPE & CSL activities] by END OF PY1</p> <p>in low-moderate complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE & CSL activities] by END OF PY2</p> <p>in moderate-complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE, research activities] by END OF PY3</p> <p>in moderate-high complexity tasks in [CONTEXTS: practice settings where patient care (APPE) activities are assigned, IPE, research and scholarship activities] by END OF PY4</p> | N/A | N/A |
| LIFE-LONG LEARNING | Professional | UBC PharmSci Code of Conduct, Professionalism Policy, OEE policies; UBC Policy on Respectful Environment; AFPC Outcomes | | N/A | N/A | <p>Develops professional competence through commitment to lifelong learning.</p> <p>in low-complexity tasks in [CONTEXTS: classroom, IA, Flex, Pharmacy Practice Lab activities, Community practice settings where visitations and/or drug distribution activities are assigned, IPE & CSL activities] by END OF PY1</p> <p>in low-moderate complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE & CSL activities] by END OF PY2</p> <p>in moderate-complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE, research activities] by END OF PY3</p> <p>in moderate-high complexity tasks in [CONTEXTS: practice settings where patient care (APPE) activities are assigned, IPE, research and scholarship activities] by END OF PY4</p> | N/A | N/A |
| HONESTY AND INTEGRITY | Professional | UBC PharmSci Code of Conduct, Professionalism Policy, OEE policies; UBC Policy on Respectful Environment; AFPC Outcomes | | N/A | N/A | <p>Consistently demonstrates professional and academic integrity and fosters integrity in others</p> <ul style="list-style-type: none"> - Is vigilant, and reports any observation or evidence of a violation of academic integrity <p>in low-complexity tasks in [CONTEXTS: classroom, IA, Flex, Pharmacy Practice Lab activities, Community practice settings where visitations and/or drug distribution activities are assigned, IPE & CSL activities] by END OF PY1</p> <p>in low-moderate complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE & CSL activities] by END OF PY2</p> <p>in moderate-complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE, research activities] by END OF PY3</p> <p>in moderate-high complexity tasks in [CONTEXTS: practice settings where patient care (APPE) activities are assigned, IPE, research and scholarship activities] by END OF PY4</p> | N/A | N/A |
| PUNCTUALITY | Professional | UBC PharmSci Code of Conduct, Professionalism Policy, OEE policies; UBC Policy on Respectful Environment; AFPC Outcomes | | N/A | N/A | <p>Contributes to a respectful atmosphere by being consistently punctual.</p> <ul style="list-style-type: none"> - Makes him/herself available to patients and colleagues. - Consistently meets deadlines and completes tasks in a reliable fashion. <p>in low-complexity tasks in [CONTEXTS: classroom, IA, Flex, Pharmacy Practice Lab activities, Community practice settings where visitations and/or drug distribution activities are assigned, IPE & CSL activities] by END OF PY1</p> <p>in low-moderate complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE & CSL activities] by END OF PY2</p> <p>in moderate-complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE, research activities] by END OF PY3</p> <p>in moderate-high complexity tasks in [CONTEXTS: practice settings where patient care (APPE) activities are assigned, IPE, research and scholarship activities] by END OF PY4</p> | N/A | N/A |

| Outcome | AFPC Role | Subdomain | AFPC# | Novice | Advanced-Beginner | Competent | Proficient | Expert |
|-----------------------------------|--------------|--|-------|--------|-------------------|---|------------|--------|
| REQUIREMENTS OF PHARMACY PRACTICE | Professional | UBC PharmSci Code of Conduct, Professionalism Policy, OEE policies; UBC Policy on Respectful Environment; AFPC Outcomes; College of Pharmacists of BC policies | | N/A | N/A | <p>Consistently complies with legal and regulatory requirements of practice</p> <ul style="list-style-type: none"> - Consistently fulfills the full range of roles required of a self-regulated professional - Consistently provides patient-centered care that complies with ethical guidelines governing the health professions. - Involves the patient in decision-making and prioritizes patients needs. <p>in low-complexity tasks in [CONTEXTS: classroom, IA, Flex, Pharmacy Practice Lab activities, Community practice settings where visitations and/or drug distribution activities are assigned, IPE & CSL activities] by END OF PY1</p> <p>in low-moderate complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE & CSL activities] by END OF PY2</p> <p>in moderate-complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE, research activities] by END OF PY3</p> <p>in moderate-high complexity tasks in [CONTEXTS: practice settings where patient care (APPE) activities are assigned, IPE, research and scholarship activities] by END OF PY4</p> | N/A | N/A |
| SELF-EVALUATION OF BEHAVIOUR | Professional | UBC PharmSci Code of Conduct, Professionalism Policy, OEE policies; UBC Policy on Respectful Environment; AFPC Outcomes | | N/A | N/A | <p>Consistently demonstrates acceptance of feedback and accepts limitations/errors and seeks to improve these.</p> <ul style="list-style-type: none"> - Consistently accepts feedback and makes appropriate changes in behaviour accordingly. - Develops and implements self-improvement strategies based on identified limitations. - Consistently maintains composure in difficult situations. <p>in low-complexity tasks in [CONTEXTS: classroom, IA, Flex, Pharmacy Practice Lab activities, Community practice settings where visitations and/or drug distribution activities are assigned, IPE & CSL activities] by END OF PY1</p> <p>in low-moderate complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE & CSL activities] by END OF PY2</p> <p>in moderate-complexity tasks in [CONTEXTS: classroom, IA activities, practice settings where patient care (IPPE) activities are assigned, IPE, research activities] by END OF PY3</p> <p>in moderate-high complexity tasks in [CONTEXTS: practice settings where patient care (APPE) activities are assigned, IPE, research and scholarship activities] by END OF PY4</p> | N/A | N/A |