

# **Degree Level Expectations for Graduates Receiving the Degree of Doctor of Pharmacy**

## **Leslie Dan Faculty of Pharmacy University of Toronto**

October 2007

### **1 Introduction**

The mission of the Leslie Dan Faculty of Pharmacy is to be at the forefront of internationally significant innovation in the discovery and mobilization of pharmaceutical knowledge in the pursuit of health. Additionally we are committed to lead the nation in offering the most innovative and leading-edge education programs in pharmacy, making these programs accessible to a greater number of qualified applicants. The Doctor of Pharmacy programs mission is to provide a specialized learning environment for pharmacists' development of expanded knowledge and skills which enable them to improve patients' health outcomes and contribute to the advancement of the pharmacy profession. The University of Toronto, program in pharmacy leading to a Doctor of Pharmacy degree is fully accredited by the Canadian Council on Accreditation of Pharmacy Programs. The last successful accreditation was in 2007, with a full term of 6 years granted until 2013.

The Canadian Council on Accreditation of Pharmacy Programs receives assistance and support from the Accreditation Council for Pharmacy Education in the United States and the Canadian Medical Association Conjoint Accreditation Services. CCAPP is composed of representatives appointed by the Association of Deans of Pharmacy of Canada, the Association of Faculties of Pharmacy of Canada, the Canadian Pharmacists Association, the Canadian Society of Hospital Pharmacists, the National Association of Pharmacy Regulatory Authorities and The Pharmacy Examining Board of Canada. There is also a non-pharmacy member on the Council.

Accreditation Standards address items in the following categories

1. Mission, planning and evaluation
2. Organization and administration
3. Academic program
4. Pharmacy students
5. Faculty and staff
6. Facilities and learning resources

Each Faculty undergoes a full on-site visit at least every 6 years. First the University makes an application for accreditation, a site evaluation is conducted by a four-member team composed of a CCAPP board member, a dean, a pharmacy faculty member and the executive director of CCAPP. The team seeks information to supplement the comprehensive internal review report, assesses the feasibility of the strategic plan, and prepares a draft evaluation report. The Executive director prepares the final evaluation report on the Faculty. The board of directors makes a decision on the appropriate accreditation status to be granted the Faculty and determines the time period for the submission of the progress report and/or any conditions to be associated with the accreditation award. The University president and the dean of the Faculty are advised of the Board's decision and the accreditation status is published in the CCAPP Annual Report and Directory of Accredited Programs. Full accreditation is granted for six years. Thus, an ongoing cycle of comprehensive internal review, strategic planning and external review is established within each Faculty of Pharmacy.

## **2 Degree Learning Objectives and Requirements**

### **2.1 Overall Learning Objectives**

The Leslie Dan Faculty of Pharmacy aims to meet the educational outcomes for a doctor of pharmacy graduate in Canada, set forward by the Associations of Faculties of Pharmacy of Canada. There are general outcomes as well as specific outcomes. An outcome is defined as what a graduate should be able to do with what they have learned.

The general outcomes are: knowledge and thinking abilities, planning abilities, communication abilities, values and ethical principles, self-directed learning abilities and professional identity.

The specific outcomes contain both an outcome unit (which is a general description of the outcome) and outcome elements (which are parts that are needed to accomplish the whole).

The outcomes for the doctor of pharmacy degree parallel the baccalaureate pharmacy graduate outcomes, however, the outcomes between the two program differ in the level at which the graduates are expected to be able to perform a given task. An explanation of the levels is available at [www.afpc.info](http://www.afpc.info) under the publications section Educational Outcomes – PharmD.

The 5 specific outcomes and their outcome units and expected level of achievement are:

#### **Outcome #1 – Meets Patients’ Drug-Related Needs**

Outcome Unit: Pharmacy graduates, in partnership with patients and other health care providers, use their knowledge and skills to meet patients’ drug-related needs, with the objective of achieving optimal patient outcomes and maintaining or improving the patients’ quality of life.

Level of difficulty III

Proficiency level – developing

#### **Outcome #2 – Assume Legal, Ethical and Professional Responsibilities**

Outcome Unit: Pharmacy graduates will be able to practice within legal responsibilities, uphold ethical and professional standards of practice, fulfill professional responsibilities and contribute to the development of the profession.

Level of difficulty III

Proficiency level – initial

#### **Outcome #3 – Provide Drug and Drug Use Information and Recommendations**

Outcome Unit: Pharmacy graduates provide information and recommendations to individuals and groups concerning drugs and drug use to ensure optimum and cost effective patient care and to promote health.

Level of difficulty III

Proficiency level – developing

#### **Outcome #4 – Educate about Drugs, Drug Use and Health Promotion**

Outcome Unit: Pharmacy graduates educate individuals and groups to encourage appropriate drug use and to promote health.

Level of difficulty III

Proficiency level – developing

Outcome #5 – Apply the Principles of Scientific Inquiry to Contribute to the Profession and Society

Outcome Unit: Pharmacy graduates will apply the principles of scientific inquiry to address pharmacy practice issues.

Level of difficulty I

Proficiency level – intermediate

In order to graduate, each student must have met the requirements outlined in Section 2.2 each of which is based on assessment specific learning outcomes based on the outcomes summarized above.

## **2.2 Requirements to Graduate**

Course work in the Doctor of Pharmacy program is set out over 2 phases. Each phase of the program is predefined and students must successfully complete all course work for a given year before proceeding to the next phase. The first phase of the program consists of 10 small group problem based formatted courses plus a seminar course. The second phase involves 11 four-week experiential rotations plus a seminar course

A final grade of at least 70% is required before a student is eligible to proceed.

## **3 Degree Level Expectations for the Doctor of Pharmacy.**

The following section describes how the degree level expectations outlined in the Ontario Council of Academic Vice-Presidents Guidelines are met by students meeting the degree requirements outlined in section 2.2

### **3.1 Depth and Breadth of Knowledge**

The Faculty must meet the Canadian Council for the Accreditation for Pharmacy Programs accreditation standards, which ensure that the academic program provides both depth and breadth of knowledge in pharmacy. Standards for the Academic program are:

The Faculty of Pharmacy should offer an organized program of study intended to prepare its graduates for the general practice of pharmacy. Knowledge, skills, attitudes and values should be achieved that are necessary for the provision of pharmaceutical care in any pharmacy practice. The goals and objectives of the pharmacy curriculum should embrace the scope of contemporary practice responsibilities as well as emerging roles that ensure rational use of drugs in the individualized care of patients. The curriculum should evolve to meet the needs of the health care system to maintain the accountability of the profession to the individual patient and society. The importance of life-long learning should be reflected as an integral theme of the curriculum.

The Doctor of Pharmacy program is a post-baccalaureate program in which practicing pharmacists obtain the knowledge skills and values to become an advanced practitioner. The breadth of knowledge is narrower than that of the BScPhm degree as the Doctor of Pharmacy program concentrates on the clinical sciences in pharmacy. The depth of knowledge, however is much greater than in the BScPhm program.

### **3.2 Knowledge of Methodologies**

The students are required to take courses in Critical Appraisal and Health Care Systems. These courses along with a mandatory 4 week research rotation ensure that students will be able to:

Apply the principles of scientific inquiry to make plans to address pharmacy practice issues.

Use the results of research projects and literature to develop plans to effect change in pharmacy practice

Understand and adhere to ethical research principles and

Prepare and defend a research plan.

### **3.3 Application of Knowledge**

The students in the Doctor of Pharmacy program have to successfully complete 11 four week experiential rotations. There are 7 mandatory direct patient care rotations, 1 drug information rotation, 1 research rotation and 2 elective rotations. This component of the curriculum requires students to demonstrate the knowledge skills and attitudes that they have developed in the program.

### **3.4 Communication Skills**

The students have to participate in small group problem based courses, they need to prepare 4 different types of seminars, they must also prepare a number of written assignments, which demonstrate their ability to communicate and argue effectively through interactions with the teaching faculty. Additionally in the experiential component of the program, students must demonstrate the ability to interact with pharmacists, other health care professionals and the lay public.

### **3.5 Awareness of Limits of Knowledge**

The educators of the Doctor of Pharmacy program are largely advanced pharmacy practitioners who are involved in current practice; they understand the future trends and are leading change in the profession. Students are taught to appreciate uncertainties, ambiguities and limitations of knowledge in the practice of pharmacy.

### **3.6 Autonomy and Professional Capacity**

Students in the Doctor of Pharmacy program all have a previous undergraduate pharmacy degree and have successfully completed the Pharmacy Examining Board of Canada examinations prior to admission to the program. The self-directed small group problem based learning style of the program allows them to bring their past experiences for discussion and benefit to the whole group.

## **4.0 Implementation**

The faculty through a self-assessment process implements the above degree level expectations, which is required for accreditation by the Canadian Council for the Accreditation of Pharmacy Programs. The faculty is currently engaged in a curricular renewal process, based on feedback from our recent accreditation review and to anticipated changes to the educational outcomes developed by the Associations of Faculties of Pharmacy of Canada. Both of these factors will impact the status of the Doctor of Pharmacy degree.