Doctor of Pharmacy (Pharm.D.) Program (Proposal) Development

Project Charter:

PROJECT STATEMENT:

Design a new innovative program proposal leading to a Professional Doctoral Degree in Pharmacy (Pharm.D.) that is in compliance with direction set from the Association of Faculties of Pharmacy of Canada, and thus provides students with a strong knowledge in the pharmaceutical sciences, and a greater foundational and clinical knowledge base with more practice-oriented experience in preparation for pharmacy graduates to assume an expanded patient centered practice and/or novel pharmacist roles within the healthcare system including such areas of practice as community, primary care, ambulatory care, acute and long-term care facilities, industry, government and other specialized fields.

PROJECT BACKGROUND:

The formal training for practice of pharmacy in Canada has evolved over the past 75 years, from trade and apprenticeship courses to a professional degree program. So too, has the evolution of the complexity of the pharmacist’s role and the scope of their practice. In 2007 a Blueprint for Pharmacy Task Force was created, a collaborative partnership representing the full scope of the pharmacy profession – professional advocacy, regulatory, corporate and academic constituencies. By 2009 the Blueprint for Pharmacy document was authored and published, providing strong direction and purpose for change. The Blueprint prescribes “Our Way Forward: Optimizing drug therapy outcomes for Canadians through patient-centered care”. A concept embraced by all sectors represented.

The Association of Faculties of Pharmacy of Canada (AFPC) vigorously reacted to the recognition that current pharmacist training programs can no longer provide the volume of learning that is required for the pharmacist to respond to the challenge of the Blueprint: “the current baccalaureate professional program at Canadian pharmacy schools can no longer effectively accommodate the proposed added depth and breadth to curricular content knowledge in the pharmaceutical sciences nor provide graduates with the enhanced skills that the profession and the health care system will expect from pharmacists going forward”.

In a pivotal commitment to support this recognition, February 2010 the AFPC resolved to “commit to replacing current baccalaureate pharmacy curricula with a comprehensive doctor of pharmacy curricula of foundation knowledge in the biomedical and pharmaceutical sciences, practice skills training, and extensive clinical experiences for the first professional degree in pharmacy to ensure that graduates can enter practice to competently perform the enhanced patient care skills that will be expected of pharmacists” and that through a consultative process across Canada, there should be “significant effort to ensure that all pharmacy schools have a doctor of pharmacy curriculum in place”.

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1 AFPC/ADPC Joint Resolution on the Pharm.D. for the First professional Degree in Pharmacy Feb. 2010

2 http://blueprintforpharmacy.ca
PROJECT SCOPE
The project will be led by the Project Manager, and require 3 phases, guided by:

Principles:
- Transparency and accountability: with and to all stakeholders
- Alignment with the direction and recommendations from organizations of influence: e.g. Blueprint\(^3\) for Pharmacy; NAPRA\(^4\); AFPC\(^5\); CCAPP\(^6\), CSHP 2015\(^7\).
- Evidence based
- Build on Strengths
- Sustainable; build to last and adapt
- Responsive: to the health needs of Manitobans

Work Groups:
- representative of community and hospital pharmacists, faculty and staff, students, and key stakeholders.

Stakeholder Consultation and Feedback:
- University of Manitoba (UM) College of Pharmacy faculty, staff, Students and Alumni
- University of Manitoba Faculty of Health Sciences
- Professional Associations:
  - College of Pharmacists of Manitoba (CPHM)
  - Manitoba Society of Pharmacists (MSP)
  - Canadian Society of Hospital Pharmacists (CSHP)
  - Canadian Association of Chain Drug Stores (CACDS)
- Accrediting bodies:
  - Canadian Council for Accreditation of Pharmacy Programs (CCAPP)
- University Faculties: Science, Arts;
- Provincial Health Regions

Phase I: Development of the entry to practice doctorate (Pharm.D.) program proposal

Phase II: Development of an ‘Adaptable’ Pharm.D. program proposal for current practicing pharmacists, and foreign trained pharmacists

Phase III: Proposed Implementation strategy

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\(^3\) "Building UBC’s Next Pharmacy First Professional Degree Program; Program development structure: Peter Loewen 2013
\(^4\) http://napra.ca/content_files/files/comp_for_cdn_pharmacists_at_entrytopractice_march2014_b.pdf
\(^6\) http://www.ccapp-accredit.ca/site/pdfs/university/CCAPP_accred_standards_degree_2014.pdf
**Roles and Responsibilities:**

**Project Manager:**
- Accountable to the Project Leadership Team
- Ensures the project is on time and on task
- Is the spokesperson for the project, unless otherwise delegated
- Reports on a biweekly basis to the Project Leadership team
- Reports on a monthly basis to the College of Pharmacy Faculty and Staff
- Reports on a bi-monthly basis to the Pharm.D. Proposal Development Advisory Committee
- Communicates regularly with the Stakeholder group, as defined by the ‘Stakeholder’ Registry
- Coordinates all communication as required to ensure transparency of the project, and facilitate responsiveness
- Creates work groups to provide recommendations for, and ultimately provide approval for:
  - The ‘cognitive model’ for the curriculum envisioned
  - Elements to be included within or aligned with the proposed curriculum:
    - Prerequisite requirements
    - Definition of the contemporary ‘foundations of a pharmacy practice’
    - A competency matrix for each of the pharmacy students year
    - The pedagogy model to be used across student years, and courses
    - Experiential model, capacity, and support requirements
    - Integration of Interprofessional education and experience into the program
    - Evaluation and assessment strategy
  - Overall program evaluation plan
  - Staff development
  - Recruitment/retention strategy
  - Pre-requisites for entry to practice and for ‘Adaptable’ Pharm D degree proposal.
- Coordinates and directs the activities of the Work Groups
- Prepares and delivers reports (interim and final) required for approval(s)

**Project Leadership Team:**

Jan Coates *(Project Manager)* Dr. Neal Davies *(Dean)*; Dr. Lavern Vercaigne *(Associate Dean, Academic)*
- Provides oversight to recommendations from Work Groups and decisions
- Participates in communication to Key Stakeholders
- Provide support where required

**Pharm.D. Development Proposal Advisory Council**

**Mandate:**
To consider and provide feedback on recommendations received from the Work Groups, including Finance, in collaboration with the Pharm.D. Proposal development Leadership team, and thus assist in guiding the development and implementation a proposed pharmacy first professional doctoral degree program at U of

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7 To be established from broad representation across the Faculty of Health Sciences, the College of Pharmacy (student and staff), pharmacy practitioners and leaders from community and hospital practice.
M. This proposed program would fulfill all the criteria stipulated by CCAPP & AFPC Standards, to be called a professional doctoral (Pharm.D.) degree.

Advisory council cont’d

This is a consultative group – with the intention of being the conduit of information sharing with their Stakeholder representation, with the ultimate goal of providing positive support of the Stakeholder (s) for the final product.

Membership:
*To be established from broad representation across the College (student and staff), pharmacy practitioners and leaders from community and hospital practice*

**Work Groups:**

- **Proposed Pre-Requisite and Admissions:**
  - Phase I: Proposal for an entry to practice doctoral program
    - Define the scientific knowledge & skills required to meet the learning outcomes of the proposed curriculum
    - Define pre-pharmacy course requirements and equivalences
  - Phase II: Proposal for post baccalaureate and/or foreign trained degree candidate
    - Define course requirements and equivalences; identify transferable credits – experiential and/or didactic
    - Define the scientific knowledge & skills required to meet the learning outcomes of the proposed curriculum
  - Phase III: Proposed Admissions procedures
    - Create admission policy;
    - Identify marketing and recruitment challenges and opportunities
    - Recommend strategies to manage challenges and opportunities.

- **Proposed Curriculum Development:**
  - Phase I: PY1 through PY4 of the entry to practice PY program proposal
    - Create the model and pedagogy for integrated PY1, PY2, PY3 and PY4 curriculum addressing the needs required by Medication Management as defined within the *Blueprint* and the requirements of the AFPC
    - Identify changes that may be implicated as a result of proposed curriculum change
    - Collaborate with the Experiential Work Group for development of a proposed seamless interface of curriculum and experiential.
  - Phase II: post baccalaureate and foreign trained applicants proposal
    - Create the model and pedagogy for a proposed post baccalaureate curriculum addressing the needs required by ‘Medication Management’ as defined within the *Blueprint* and the requirements of the AFPC *(as in Phase I)*
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- make proposed recommendations re: part-time students vs (compulsory) full time

Curriculum Development cont’d

- Phase III
  - Advise on proposed curricular implementation
  - Recommend a transformation matrix for proposed implementation of Pharm.D., possible implementation of Adaptable Pharm.D. program, and potential phase out of BSc.Pharm
  - Consider impact on and future of the Residency program.
  - Consider impact on CPhM internship(s)

Experiential Education:

- Phase I and II: Design experiential components of the proposed program
  - Develop the model guided by the AFPC learning outcomes, and including relative time allocations community based vs primary care vs hospital; elective rotations vs core; urban vs rural
  - Determine allocation of proposed experiential learning per pharmacy program year
  - Explore interprofessional relationships with Faculty of Health Sciences for resource management and utilization (e.g. travel, housing, placements etc.)
  - Define the proposed pre-requisite skills at entry, and year to year skill competence
  - Collaborate with Curriculum Development and IPE work groups to agree on proposed inter-relationship of knowledge and skills
  - Define technology required to schedule, evaluate and document proposed experiential curriculum
  - Determine scope of proposed placements and preceptors required
  - Conduct a learning needs assessment for preceptors
  - Develop a standardized Preceptor education package and process for execution, for preceptor learning and development
  - Recruit preceptor educators and facilitators
  - Propose financial considerations re: preceptor recruitment and training
  - Propose financial considerations re: student travel and housing for placements outside of Winnipeg.

- Phase III:
  - Proposed advise on possible Implementation

Interprofessional Education (IPE)

- Phase I and Phase II
  - Considering the AFPC learning outcomes and CCAPP accreditation standards, describe how Interprofessional Education should be integrated into the proposed curriculum, specifically identifying year to year integration; and actual requirements.
  - In collaboration with the Faculty of Health Sciences, Interprofessional Committee, determine how Pharmacy students will integrate with the Faculty of Health Sciences Interprofessional Education curriculum; and into health care team rotations.
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- Recommend how the IPE experience will be standardized across proposed experiential placements.
  - Phase III
    - Through the Preceptor Educators and Facilitators, provide assessment criteria to ensure IPE is entrenched in the proposed learning experience

- Faculty and Staff Development
  - Phase I – III
    - Identify potential faculty learning needs and develop strategies to meet them.

- Assessment
  - Phase I - III
    - Define and advise on proposed implementation of assessment principles/practices/policies for all aspects of curriculum recommendations ensuring assessments are linked to the AFPC outcomes.
    - Make proposed budgetary recommendations if there are new tools/resources required to meet the assessment needs of the envisioned program.

- Program Evaluation
  - Phase I - III
    - Identify opportunities for measurement and assessment of the proposed program transition and in the envisioned program.
    - Create a proposal for a Program Evaluation framework

- Finance:
  - Phase I-III
    - Identify proposed financial considerations around resource implications (direct and indirect) and space requirements for recommendations from work groups, and according to approval body requirements
    - Identify sources of possible revenue.

- Communications
  - Phase I-III
    - Establish a robust communication strategy spanning the entire duration of planning, proposed program development and possible implementation.
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