



**Royal
Pharmaceutical
Society**
of Great Britain

**Pharmacy Regulation & Education
In Ontario and British Columbia Canada
RPSGB Study Tour
October 2005**

REPORT

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Thanks go to all the people in Ontario and British Columbia, who allowed us to meet them and their staff, to pick brains and generally fact find.

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- Canadian Health Services Research Foundation
- Pharmacy Examining Board of Canada
- National Association of Pharmacy Regulatory Authorities
- College of Pharmacists of British Columbia

Special thanks and acknowledgement goes to the fifteen Ontario pharmacists who allowed us to watch them undertake their Practice Review on Sunday 1st October. We were pleased (and relieved) to see them through to the end and to know that they were in one piece! Our hearts were beating at the initial briefing, especially the pharmacists in the team - the thought 'it might be us' was never far away.

Thanks must also go to the administrative team at the Society – Lyn McCulloch, Florita Sanz and Karen Jones who made sure we arrived in Canada and had beds to sleep in.

“The team had a great opportunity to learn not only from the successes of Canadian colleagues, but also from their problems”. Rob Darracott quoted in Hi Society (Society's staff newsletter).

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Introduction and purpose of study tour

The main purpose of the study tour was to learn about pharmacy education and regulation in Ontario and to generate knowledge that could be utilised in the RPSGB's pharmacy education policy development programme. The study tour explored the continuum of pharmacy education from initial qualification through to re-accreditation (revalidation) processes.

A key element of the study tour was to observe the Ontario College of Pharmacists' Practice Review and learn more about the purpose and development of the process. To contrast with this approach the study tour also included a visit to Vancouver to find out more about the College of Pharmacists of British Columbia Professional Development and Assessment Program.

The study tour provided an opportunity to learn more about initial pharmacy education processes in Canada. There are a number of interesting features that may have value for the RPSGB as it seeks to develop pharmacy education policy. For example the Lesley Dan Faculty of Pharmacy uses an admissions test to explore key attitudes and values relevant to being a pharmacist. Also, the equivalent of the RPSGB's registration examination in Canada includes an Observed Structured Clinical Examination (OSCE) component and can be taken when the candidate feels ready.

As there are a number of bodies in Ontario who undertake the roles of the RPSGB it was important that we understood the wider context of pharmacy education and regulation, therefore a wide range of organisations were included in our meeting schedule. The study tour also provided an opportunity to meet with two organisations based in Washington and with the Canadian Health Services Research Foundation which is a world leader in developing knowledge transfer and promoting evidence based policy making, as well as the College of Pharmacists of British Columbia.

During the study tour meetings were held with the following organisations:

- American Association of Pharmaceutical Scientists (AAPS)
- Canadian Health Services Research Foundation (CHSRF)
- Canadian Pharmacists Association (CPA)
- Citizens Advocacy Centre (CAC)
- College of Pharmacists of British Columbia
- Health Practitioners Regulatory Advisory Council (HPRAC)
- Leslie Dan Faculty of Pharmacy, University of Toronto
- National Association of Pharmacy Regulatory Authorities (NAPRA)
- Ontario College of Pharmacy (OCP)
- Pharmacy Education Board of Canada (PEBC)

The study tour has enabled the team to make useful connections with these Canadian and American organisations which will support ongoing policy development and networking activities. Where relevant meetings involved two way learning with the Society sharing information on its own policies and developments, in particular in relation to technician registration which is being considered in Ontario.

Section 1 – Regulatory Context

1.1 National Context

Since 1962, Canada has had a federal government funded healthcare system founded on the five basic principles of the Health Act. The principles are to provide a healthcare system that is: universally available to permanent residents; comprehensive in the services it covers; accessible without income barriers; portable within and outside the country; and publicly administered. Under this system, Canada's provinces and territories are responsible for administering their own healthcare plans, and must provide residents with prepaid coverage for all medically necessary hospital and physician services.

Provincial and territorial responsibilities therefore include planning, financing, and providing hospital care, medical care, public health, and some facets of dispensing prescriptions. Coverage for services such as dental care, prescription drugs, optometric services, hearing aids, and home care, varies by province or territory. Canada's healthcare system is funded by both the federal government, and by the provincial and territorial governments. The main source of revenue is taxation, i.e., personal and corporate income taxes (in some provinces, sales tax is also used). Some provinces also charge a yearly healthcare premium based on annual income. In Ontario, for example, an individual with taxable income of C\$48,500 (£24,000) would pay a premium of C\$575 (£290) in the 2005 tax year.

The regulation of healthcare professionals is undertaken by the provinces and territories though there are national provisions to support movement of healthcare professionals across territory and province boundaries using a Mutual Recognition Agreement. This means that healthcare professionals registered in one province will normally be able to register in a different province.

There are national advisory bodies which support the province and territory based regulators to maintain common standards. In the case of pharmacy there is the National Association of Pharmacy Regulatory Authorities (NAPRA) which works to enhance the activities of the pharmacy regulatory authorities by:

- Representing the common interests of the member organisations;
- Serving as a national resource centre; and
- Promoting the national implementation of progressive regulatory programmes and standards

NAPRA's Council of Pharmacy Registrars of Canada (CPRC) is responsible for matters relating to professional practice, professional policy development, and regulatory issues of national importance. This committee also offers a venue for discussion and information sharing between provincial and territorial regulatory bodies on matters affecting pharmacists across Canada, and provides a forum for liaison with the federal government.

There are national healthcare professional development bodies such as the Canadian Pharmacy Association (CPA) which is the national organisation of pharmacists, committed to providing leadership for the profession of pharmacy.

1.2 Health Professional Regulation in Ontario

In response to a major review of the regulation of health professions in Ontario in the 1980s, the Ontario Government introduced the Regulated Health Professions Act (RHPA) and 21 profession-specific Acts in 1991 to provide a comprehensive framework for regulating most health professions in Ontario.

1.2.1 Regulated Health Professions Act (RHPA)

The RHPA governs approximately 220,000 health professionals in Ontario. Each profession is governed by a profession-specific Act through a self-regulatory College. It also affects unregulated practitioners who provide health services by restricting the activities and procedures they may perform.

The RHPA framework sets out:

- the health professions that are regulated, their scopes of practice and protected titles
- the powers and duties of the governing Colleges
- those health care acts and procedures that may only be performed by regulated health professions
- the professional obligations of regulated practitioners
- fitness to practise, complaints, discipline and appeals procedures

The RHPA designates 13 controlled acts, which are procedures that, if not performed correctly and by a competent person, present a significant risk of harm to patients/clients. They may be performed only by regulated professionals to whom one or more of the controlled acts are designated within the scope of practice by a profession-specific act under the RHPA. For example the Pharmacy Act designates that the controlled act of *'Prescribing, dispensing, selling or compounding a drug as defined in clause 113(1) (d) of the Drug and Pharmacies Regulation Act or supervising the part of a pharmacy where such drugs are kept'* is within a pharmacist's scope of practice.

The RHPA may be viewed as having four inter-related policy objectives – public protection, quality of care, access and accountability:

Public protection

- restrictions on which practitioners may perform harmful acts and procedures;
- prohibition against unregulated practitioners providing treatment or advice when it is reasonably foreseeable that serious harm may result;
- restrictions on the use of professional titles and designations;
- complaints, discipline and fitness to practice processes; and
- funding for therapy for victims of sexual abuse.

Quality of care

- broad regulatory authority given to governing bodies (Colleges), including authority to set and enforce standards of practice; and

- mandatory Quality Assurance and Patient Relations programs.

Access

- abolition of exclusive scopes of practice; and
- fewer restrictions on direct access to practitioners.

Accountability

- transparency through requirements for open council meetings, discipline hearings and complaint reviews; and
- balanced representation on the governing councils of Colleges, including representation by professionals, academics and the public.

All regulatory Colleges under the RHPA have the following responsibilities:

- to develop, establish and maintain qualifications for membership in the College
- to approve professional and ongoing education programs
- to establish and enforce professional and ethical standards
- to receive and investigate complaints against members of the College
- deal with issues of discipline, professional misconduct, incompetence and incapacity of members of the College

1.2.2 Health Professions Regulatory Advisory Council (HPRAC)

The RHPA established the Health Professions Regulatory Advisory Council (HPRAC) to provide independent policy advice to the Minister of Health and Long-Term Care on matters related to the regulation of health professions in Ontario. HPRAC has a statutory mandate under the Act to advise the Minister on:

- whether to regulate or de-regulate health professions
- suggested amendments to the RHPA and related Acts and their regulations
- matters concerning the quality assurance programs of health professional colleges
- any matter related to the regulation of health professionals referred by the Minister

1.2.3 The Health Professions Appeal and Review Board

The Health Professions Appeal and Review Board (formerly the Health Professions Board) was also given responsibilities under the RHPA. This Board is a tribunal whose primary responsibility is to review certain decisions made by College complaints or registration committees when an appeal is made. Complaint reviews are proceedings during which the Board considers a regulatory College's complaints committee's decision or investigatory process. Either party may request the review and may have a lawyer represent them during the review. The Board also conducts reviews or hearings of registration appeals. These reviews or hearings occur when an individual seeking membership in a College believes a registration committee has acted unfairly.

1.2.4 Review of RPHA

The Minister of Health and Long-Term Care asked HPRAC to review the effectiveness and impact of the RPHA and the profession-specific Acts within five years of their enactment. The review was designed around the question 'Has the RHPA generated a regulatory system that is effective, efficient, flexible and fair?'

The review was entitled 'Adjusting the Balance' (HPRAC, 2001) and made 122 recommendations in total. The overall outcome of the review was that the RHPA had achieved a good balance in the regulation of health professions in Ontario and needed a little adjustment for the system to be truly effective, efficient, flexible and fair. Some issues included:

- absence of public awareness about how health professionals are regulated
- complaints and discipline processes that require strengthening
- less than optimal transparency of college processes and outcomes
- giving complainants and members an opportunity to review and comment on the recording of their statements in the investigation of their complaint
- guidelines for the use and limitations on the use of alternative dispute resolution
- requirements for publishing more summary information about the results of complaints

In 2005 the Minister of Health and Long-Term Care referred a number of issues to HPRAC for review, including:

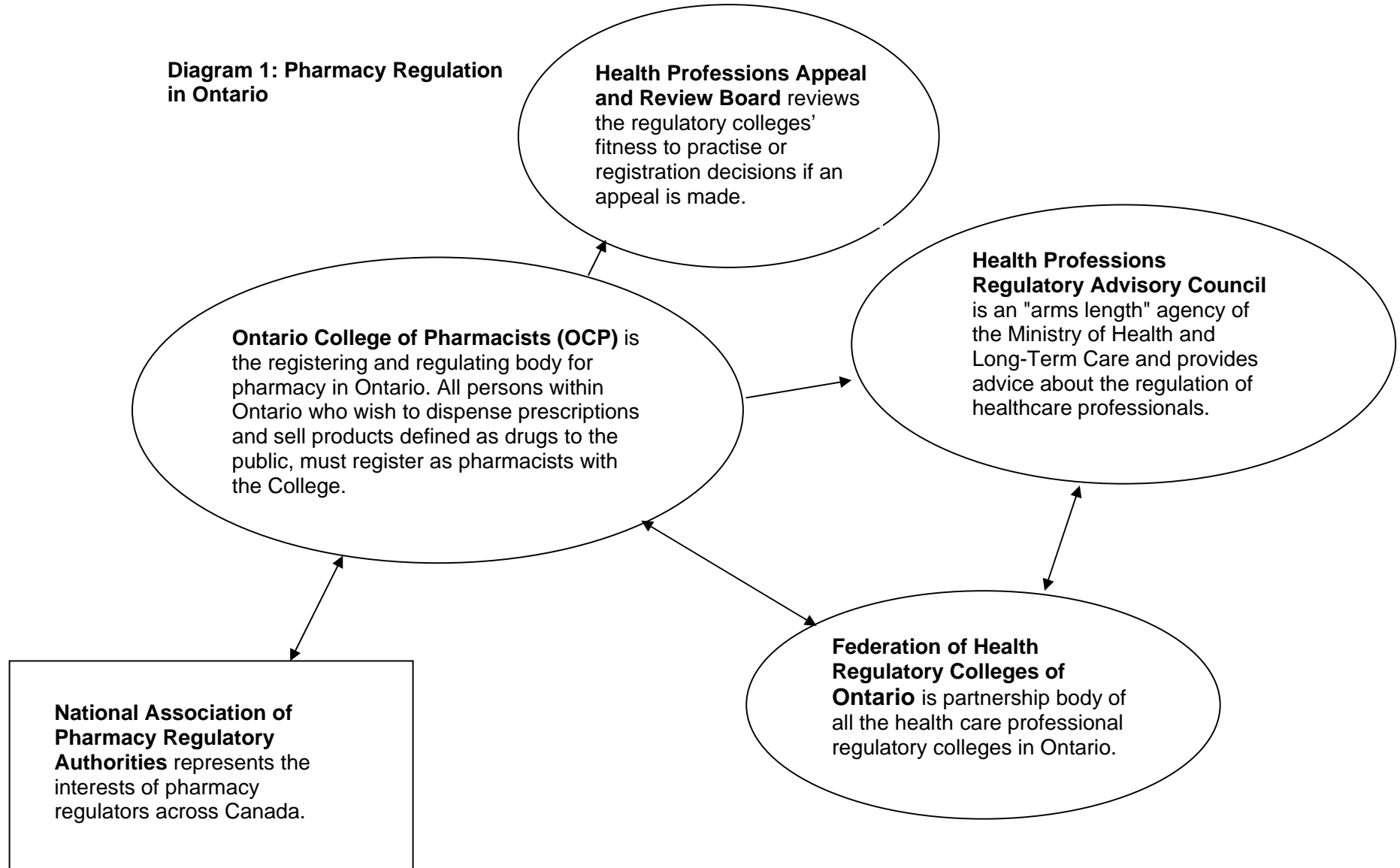
- the currency of, and any additions to, recommendations made by the Council in the Adjusting the Balance report
- the currency of, and any additions to, the Council's recommendations in relation to the College's quality assurance and patient relations programmes
- the currency of, and any additions to, the Council's recommendations in relation to the College's quality complaints and discipline procedures
- whether new groups should be regulated e.g. pharmacy technicians, homoeopaths and kinesiologists
- whether psychotherapy should be an additional controlled act under the RHPA
- whether there are any impediments in the existing legislation to a shared services business model

HPRAC are currently consulting with the regulatory Colleges, professional associations and the public about these issues.

1.2.5 Federation of Health Regulatory Colleges of Ontario (FHRCO)

There is a Federation of Health Regulatory Colleges of Ontario (FHRCO) which is partnership body of all the health care professional regulatory colleges in Ontario. This group works to promote public awareness of health professional regulation and influence policy.

Diagram 1: Pharmacy Regulation in Ontario



1.3 Pharmacy Regulation in Ontario

The Ontario College of Pharmacists (OCP) is the registering and regulating body for pharmacy in Ontario. Its mission is to regulate the practice of pharmacy, through the participation of the public and the profession, in accordance with standards of practice which ensure that pharmacists provide the public with quality pharmaceutical service and care. All persons within Ontario who wish to dispense prescriptions and sell products defined as drugs to the public, must register as pharmacists with the College. The College administers the Regulated Health Professions Act (RHPA), the Pharmacy Act, the Drug and Pharmacies Regulation Act and portions of the Drug Interchangeability and Dispensing Fee Act. Drug distribution is governed by the Drug and Pharmacies Regulation Act. Hospitals and other licensed health care facilities are exempt from its provisions. Dispensing, however, is a controlled act that is restricted by the RHPA to pharmacists. Physicians and dentists may also dispense to their patients. The RHPA permits the delegation of controlled acts, and the College, in conjunction with hospital pharmacists and other interested parties, is developing suitable protocols for this delegation.

In accordance with the Pharmacy Act (1991) the Council is composed of 17 pharmacists elected from the electoral districts of the province, two of whom represent hospital pharmacists, between nine and 16 public members appointed by the Lieutenant-Governor-in-Council, and the Dean of the Faculty of Pharmacy. Every member of the College who is a resident of Ontario and has paid the annual fee qualifies to vote in an election of members to Council. The Council holds elections for one-third of the electoral districts yearly and the term of office is three years with a maximum of nine consecutive years.

The Council elects a President and Vice President from among its members. The Council must meet at least twice a year, although in practice it meets four times a year in September, December, February, and May. Council activities are subject to review by the Minister of Health and Long Term Conditions. The Minister can advise or make certain requests of Council regarding the regulatory responsibilities of the College. The Health Professions Procedural Code and the Pharmacy Act require Council to establish and appoint seven statutory committees and allow Council to establish other committees as members deem appropriate. The seven required statutory committees are the Executive, Complaints, Discipline, Fitness to Practise, Patient Relations, Quality Assurance, and Registration Committees. The Pharmacy Act also requires the College to establish an Accreditation Committee. In addition, under a bylaw, Council has established the Professional Practice and Finance Committees.

The Council of the College is the policy-making group and functions as a board of directors. The administrative staff has the responsibility of carrying out these policies and administering the Regulated Health Professions Act (RHPA), the Pharmacy Act, the Drug and Pharmacies Regulation Act (DPRA), and associated Regulation.

The College's objects, as outlined in the Acts, are:

- to regulate the practice of pharmacy and to govern the members in accordance with the Pharmacy Act, the Code, and the Regulated Health Professions Act, 1991 and the regulations and by-laws

- to develop, establish and maintain standards of qualification for persons to be issued Certificates of Registration
- to develop, establish and maintain programs and standards of practice to assure the quality of the practice of pharmacy
- to develop, establish and maintain standards of knowledge and skill and programs to promote continuing competence among the members
- to develop, establish and maintain standards of professional ethics for the members
- to develop, establish and maintain programs to assist individuals to exercise their rights under the Code and the Regulated Health Professions Act, 1991
- to administer the Pharmacy Act, the Code and the Regulated Health Professions Act, 1991 as it relates to pharmacy, and to perform the other duties and exercise the other powers that are imposed or conferred on the College
- any other objects relating to human health care that the Council considers desirable
- to regulate drugs and pharmacies under the Drug and Pharmacies Regulation Act
- to develop, establish and maintain standards of qualification for persons to be issued Certificates of Accreditation

Beyond the statutory requirements, Council brings pharmacists' views to a central coordinating body. Through discussing policies and making recommendations to governments regarding legislation it provides leadership and guidance for the profession in providing pharmaceutical services to the public.

Section 2 Initial Pharmacy Education

2.1 Roles and Responsibilities

There are a number of bodies who have a role to play in the education and training of pharmacists in Ontario.

With the April 2000 signing of the Mutual Recognition Agreement for the Profession of Pharmacy in Canada, nine Canadian pharmacy regulatory authorities agreed to adopt harmonized initial licensing requirements. NAPRA's National Model Licensing Program outlines the harmonized core requirements that make up the Mutual Recognition Agreement. The Model Program was created to assist pharmacy licensing bodies in ensuring that candidates for licensure meet NAPRA's Professional Competencies for Canadian Pharmacists at Entry-to-Practice. These competencies are:

- 1: Practise Pharmaceutical Care
- 2: Assume Ethical, Legal and Professional Responsibilities
- 3: Access, Retrieve, Evaluate and Disseminate Relevant Information
- 4: Communicate and Educate Effectively
- 5: Manage Drug Distribution
- 6: Apply Practice Management Knowledge and Skills

As detailed above the Ontario College of Pharmacy (OCP) is the pharmacy regulatory body for Ontario. In relation to initial pharmacy education it is responsible for developing, establishing and maintaining standards of qualification for persons to be issued Certificates of Registration. These requirements are based on the Professional Competencies for Canadian Pharmacists at Entry-to-Practice (NAPRA) and are measured through qualifications and practice experience.

The mission of the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) is to evaluate the quality of pharmacy professional degree programmes in Canadian universities and to provide continued improvement of such programmes. 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. A non-pharmacy member is also appointed to Council by CCAPP. CCAPP currently accredits 11 pharmacy academic programs offered at nine Canadian universities. Graduates from a CCAPP accredited program may apply directly for the Qualifying Examination of the Pharmacy Examining Board of Canada (PEBC).

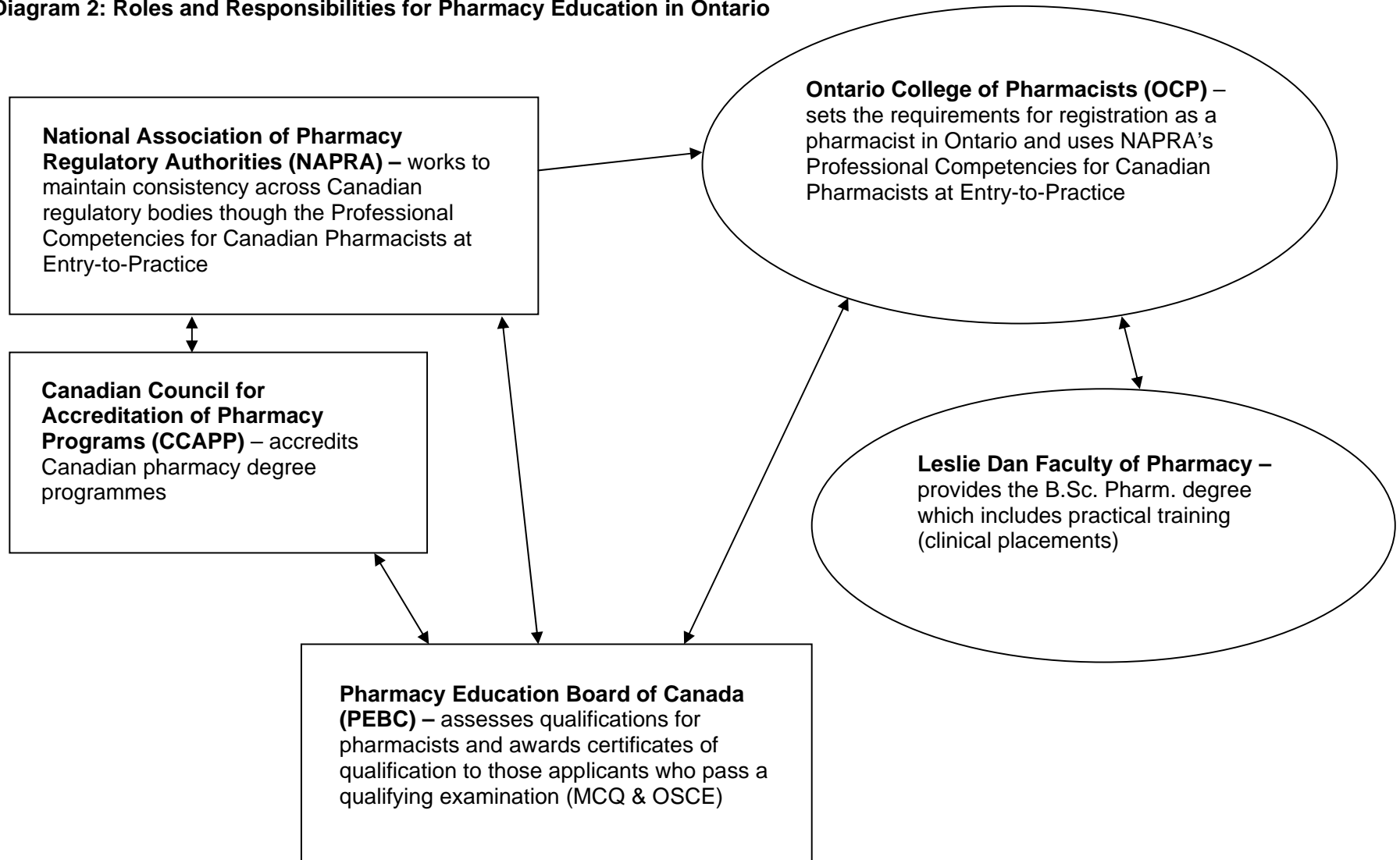
The Leslie Dan Faculty of Pharmacy at the University of Toronto is currently the only provider of an accredited B.Sc. Pharm. degree in Ontario. It is a four year programme with a structured curriculum and entry is after at least one years college foundation course. Foundation courses in the basic/medical sciences include Organic and Physical Chemistry, Human Anatomy and Physiology, Biochemistry and Molecular Biology, Pharmacology, Toxicology, Microbiology, and Medicinal Chemistry. Specialised professional practice courses are integrated throughout the programme as are courses in Social and Administrative Pharmacy. Students spend the last half of the final year of the programme in both community and institutional practices throughout Ontario where,

under the tutelage of leading-edge pharmacists called Teaching Associates, they undertake the Structured Practical Experience Program (SPEP).

The Pharmacy Examining Board of Canada (PEBC) is a non-profit, self-supporting organisation that was established by Special Act of Parliament in 1963, and functions under statute of the Federal government as an arms-length national examining board for the pharmacy profession in Canada. The purpose of the Board is to assess qualifications for pharmacists acceptable to participating pharmacy licensing bodies. To that end, the Board awards certificates of qualification to those applicants who pass a qualifying examination. A major responsibility of the Board is to assure the achievement of a minimal level of competence to practise at an entry-level. The board is responsible for: assessing the qualifications of pharmacists on behalf of provincial pharmacy regulatory authorities and ensuring that entry-level pharmacists have the necessary professional knowledge, skills and abilities to practise pharmacy.

Key features of the pharmacy education landscape in Ontario are the existence of the Professional Competencies for Canadian Pharmacists at Entry-to-Practice which provide a consistent framework and the inter-relationships between many of the organisations. Representatives of each organisation sit on the boards of other organisations ensuring consistency and information flow.

Diagram 2: Roles and Responsibilities for Pharmacy Education in Ontario



2.2 Undergraduate Education

2.2.1 Context

The province of Ontario has one pharmacy training provider: the Leslie Dan Faculty of Pharmacy, University of Toronto. A second, running an independent franchise of the Dan course, is due to be opened soon in Waterloo, Ontario. Currently less than half of the pharmacists needed in the province are trained by the Faculty and the Waterloo development is part of a strategy to address the shortfall. The Faculty's undergraduate course is a 4-year B.Sc.Pharm which is run alongside taught Masters courses, PhDs, a BSc in Pharmaceutical Sciences, a graduate-entry PharmD and the International Pharmacy Graduate Program. The introduction of an undergraduate PharmD is in discussion.

2.2.2. Content of the B.Sc.Pharm

The B.Sc.Pharm is a four-year undergraduate course with a knowledge base centred on relevant science, pharmacy practice, social administrative pharmacy and a structured practical experience programme. Students enroll on the course having already spent at least one year as a university student, although two or more years is common and a significant number of applicants are already graduates in other disciplines. The course has been designed to prepare students to become pharmacists, with the core assumption that pharmacists are patient orientated; as such they have a responsibility to care for patients' drug-related needs and to engage with other healthcare professionals as a routine part of practice. Undergraduates are required to be registered with the Ontario College of Pharmacy (OCP) as student members. Two features of the course are particularly worthy of note: the structured practical experience program and the Faculty's admissions strategy.

Structured Practical Experience Program (SPEP): The SPEP is a 16-week practice rotation for all students in their fourth year, which forms the first part of the OCP's Structured Training Program (STP). The OCP's STP Studentship Competencies must be achieved during the 16 weeks (two eight-week rotations in different practice settings) and while engaged in SPEP students are bound by the Faculty's Student Standards of Professional Practice Behaviour. They govern behaviour in all situations where students are brought into contact with the public, as patients or otherwise, and are broader in scope than the OCP's STP Student Competencies. Students are orientated within SPEP through a seminar run by the College and other activities run by the Faculty. Close liaison between the OCP and the Faculty is an interesting feature of STEP. The second part of the OCP's STP is an additional 12-week rotation undertaken when graduates have registered with the College as interns. During this period a different set of STP Competencies must be achieved.

During both rotations students/interns are mentored by trained preceptors. Those employed by the Faculty to mentor students are known also as Teaching Associates and enjoy some benefits, such as a library card, but the principal attraction is an engagement with trainee professionals. There are initial and top-up training programmes for preceptors run by the Faculty and the OCP.

The Admissions Process: The Faculty has developed an admissions process aimed at identifying students with an orientation towards and commitment to pharmacy (as well as

demonstrating appropriate academic attributes). There is evaluation and counselling during the foundation year for students wanting to become health care professionals but demonstrating inappropriate behaviour and attitudes. In addition to having a relevant academic record applicants must sit the University of Toronto's Pharmacy Admissions Test (UTPAT). The test has three components: an essay, to test reading, writing and thinking; a multiple choice section; and short answers. Once information has been gathered from these sources it is considered by an admissions committee which then makes offers to students. Successful candidates must not only demonstrate satisfactory academic ability, but must display motivation for and understanding of a career in pharmacy and demonstrate they possess the qualities and skills believed to be the most valuable to be effective pharmacists. These include the ability to read, think and write effectively.

This admissions test is one part of a lengthier process which begins with targeted recruitment exercises and, after admission, seeks to retain students through providing a high quality student experience with a clear professional focus. Once in practice Leslie Dan graduates are contacted through an alumni program to act as a resource for professional activities like becoming teaching associates and preceptors. The admissions process was devised in response to an unsatisfactory application profile and has not only increased numbers of applications but also their quality.

2.2.3. Assessment

Superficially, the assessment diet of the B.Sc.Pharm is not strikingly different from other courses but its unambiguous focus on professional practice is. While this is woven into the fabric of many modules it is most clear in SPEP, where students have to achieve the OCP's Structured Training Program (STP) Competencies, which are grouped under six headings:

- Practise pharmaceutical care
- Assume ethical, legal and professional responsibilities
- Access, retrieve, evaluate and disseminate relevant information
- Communicate and educate effectively
- Manage drug distribution
- Apply practice management

2.2.4. Quality Assurance

The quality assurance instruments used in UK higher education are to be found in Canada (institutional review, course validation, module evaluation by students etc) and degrees are equivalent to those in the UK according to National Recognition Information Centre (NARIC). The most innovative aspect of quality assurance is the evaluation of students as trainee professionals.

2.3 Internship and entry to register (Canadian/US graduates)

2.3.1 Entry Requirements

In order to practice pharmacy in Ontario and use the title 'pharmacist' applicants must be granted a Certificate of Registration by the Ontario College of Pharmacy. This requires

fulfilling the requirements set out in the Pharmacy Act (1991). These include examinations, academic and practical training requirements, as well as character, legal status and fluency requirements. The path to registration is a progressive one with applicants undergoing a number of registration stages through completing requirements while registered as a student and then as an intern before achieving 'pharmacist' registration.

To be registered as a pharmacist, applicants need to:

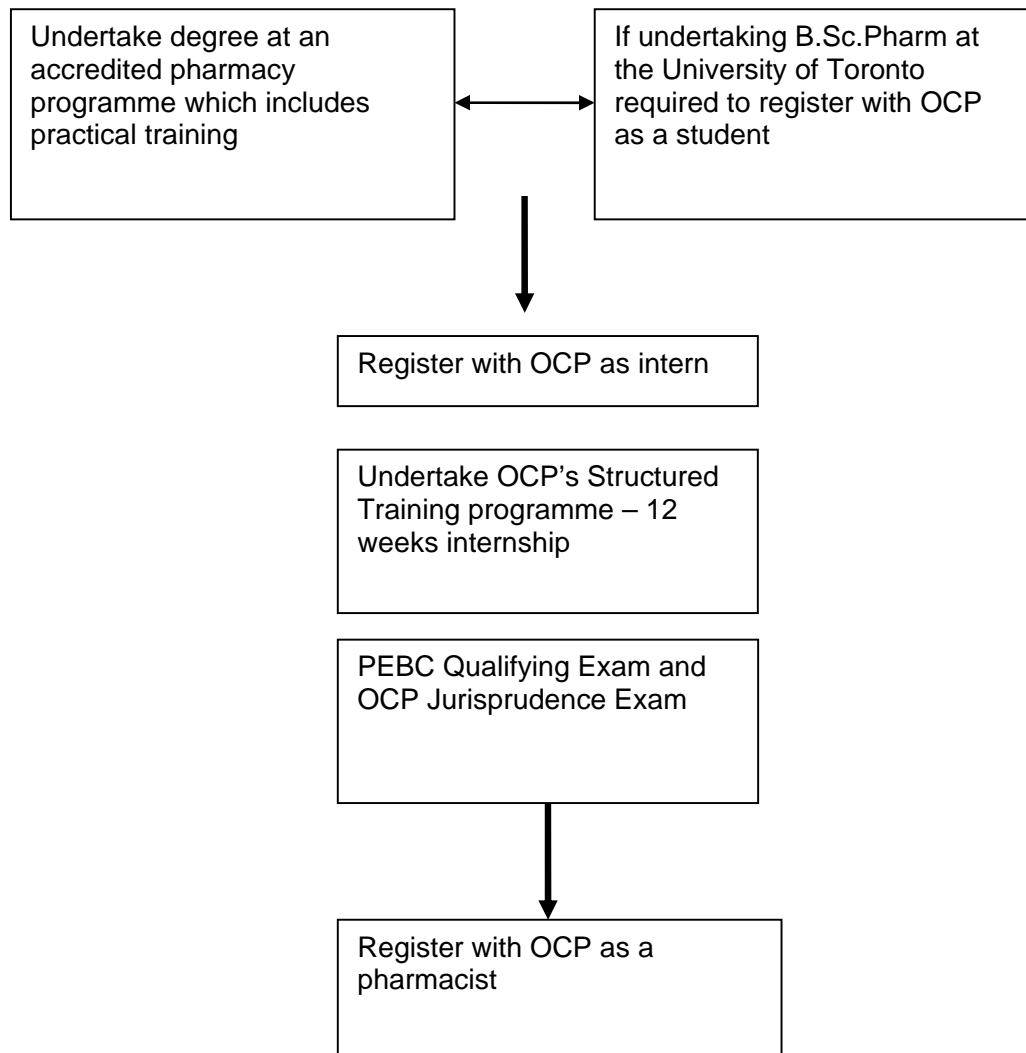
- provide evidence of identity
- provide evidence of legal status in Canada
- provide evidence of good character
- possess reasonable fluency in either English or French
- have a bachelor of pharmacy degree
- have a Certificate of Qualification from the Pharmacy Examining Board of Canada (PEBC)
- pass the College's pharmaceutical jurisprudence examination
- successfully complete a minimum of 48 weeks of in-service training, or training of such duration and content as approved by College Council, while registered as a student or intern with the College

The requirements are the same for overseas but the process differs slightly (see section 2.4 for details)

Diagram 3 below illustrates the registration process for Canadian/US students

While some elements of the process can only be undertaken in sequence others such as the Qualifying Exam and Jurisprudence Exam can be completed at any point once registered as a student or intern.

Diagram 3: Registration process for Canadian/US students



2.3.2 Internship

All Canadian and US graduate applicants must undertake 12 weeks of internship. Internship is a period of post-graduate training in employment supervised and assessed by a preceptor. Internships must be in direct patient care settings and as interns undertake controlled acts they must be registered with OCP. If an intern is not signed off by the preceptor at the end of the appropriate period, then OCP can institute a monthly assessment and reporting regime up to a maximum of 36 months.

The training is delivered and assessed using the OCP's Structured Practical Training Internship Competencies. These competencies are based on the Professional

Competencies for Entry to Practice laid down by the National Licensing Standards Committee which is part of the National Association of Pharmacy Regulatory Authorities (NAPRA).

Preceptors for interns must meet criteria laid out in OCP regulations which include working in direct patient care settings, having no fitness to practise cases outstanding with OCP and being registered with OCP for at least three years. Preceptors must undergo a one day orientation course with OCP before they can take a student or an intern and are required to attend biennial refresher courses. Sites for OCP internships (and studentships) must be visited and approved by OCP's inspectors.

2.3.3 PEBC Qualifying Examination

The qualifying examination is in two parts. The first is a written multiple choice questionnaire (MCQ) paper and the second an objective structured clinical examination (OSCE) based on patient scenarios. The exams are taken on different days and in different venues. There are two sittings a year (May and November) of each part and four attempts are allowed at the whole exam. The exam can be sat at any stage after the candidate has both graduated and is registered with OCP (as a student or intern). Many candidates sit the exam after graduating and before or during their internship. Marking is weighted to reflect the relative importance of the various competencies. There is a criterion-referenced pass/fail standard for each part of the exam therefore there is no universal pass mark. There is no separate calculations paper in the qualifying exam but there is an assessment of calculations skills at the end of the 3rd year of the B.Sc.Pharm degree which must be passed for progression to the 4th year.

Questions for MCQ and scenarios for the OSCE are worked up and tested in the same way. They are devised by teams of experts (Question Writing Panel) in practice and placed in a question bank. PEBC runs workshops to discuss, develop and screen the questions/scenarios and to keep the bank up to date. For each exam a balanced group of questions/scenarios is then selected. All questions/scenarios are pre-tested at a previous exam and at the pre-testing the marks are not counted towards the candidate's results. The Faculty and OCP co-operate in these activities but PEBC runs them separately at federal level. The assessment of OSCEs is carefully monitored and scrutinised to ensure consistency. Results are published and notified to the candidates direct, but only as pass or fail with feedback being provided to those who fail the OSCE element.

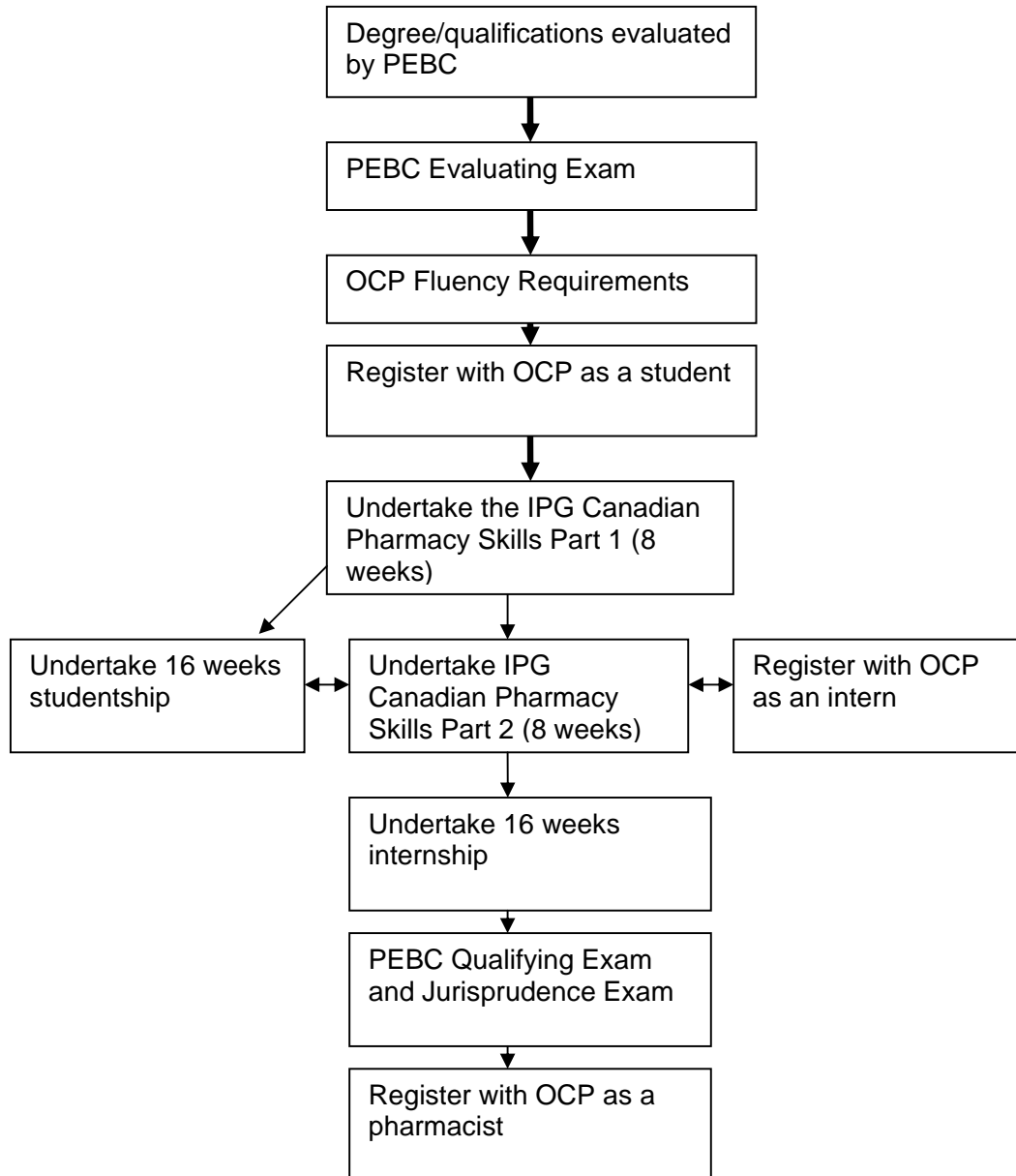
2.3.4 Jurisprudence Exam

Jurisprudence in Ontario is dealt with as a free-standing topic covered by self-directed learning and with its own multiple choice examination. OCP provides web based learning materials and a (discretionary) one-day seminar. The Jurisprudence Examination is offered four times a year. OCP recommends that the optimum time to take the exam is just before internship, but it can be taken at any time between the beginning of the third year of the faculty's degree and admission to the register. Applicants may take the exam a maximum of three times over a three year period. A pass at the exam is valid for four years as one of the qualifications for registration.

2.4 Registering as an International Pharmacy Graduate

While international pharmacy graduates are expected to meet the same requirements and competencies as Canadian or US pharmacy graduates (see 2.3.1) the process undertaken to demonstrate the competencies is slightly different.

Diagram 4: registration process undertaken by international pharmacy graduates



There is some flexibility in that the 16 week Structured Practical Experience Studentship (OCP) can be taken either before or after the Canadian Pharmacy Skills Part 2 module.

2.4.1 Evaluation by PEBC

All non-Canadian/US degrees are screened by PEBC to ensure that they are bona fide qualifications in pharmacy in a process called document evaluation. If the degree is not accepted then the application fails at this stage but with a right of appeal to the Health Professions Appeal and Review Board. The screening is normally a paper exercise based on precedent. In the case of a GB MPharm, for example, the screening will check the applicant off against the RPSGB Register and the degree against the list of RPSGB accredited degrees. All documents must come from institutions in the applicant's home state direct to PEBC. The screening will include post-graduate/post-registration education, training and experience, although unless this has been undertaken in North America it is unlikely to be considered of much relevance to practice in Canada.

Once a degree is accepted it follows one of two routes through the various bodies. The first is on very rare occasions to grant exemption from an evaluating examination and allow the applicant to move straight to meeting the registration requirements of the relevant College. The second is to proceed to the evaluating exam and to full provincial requirements for registration.

The evaluating exam is mandatory for all non-exempted non-Canadian/US graduates and must be passed before they can pre-register with the local College in the relevant province. It is a written multiple choice test to evaluate the applicant's knowledge in the major areas of biomedical sciences, pharmaceutical sciences and pharmacy practice. It tests the applicant's academic preparation (including calculations skills) but does not attempt to assess practice. Applicants are allowed three attempts automatically and a fourth can be requested after remediation. The pass mark is 60%. The exam consists of two 3.5 hours papers that are sat on successive days. There two sittings a year in locations across all the provinces and some sittings outside Canada.

2.4.2 OCP Fluency Testing

Before being registered by OCP internationally trained applicants must demonstrate that they have adequate fluency in English or French. OCP accepts evidence from TOEFL or C-TOEFL (Test of English as a Foreign Language), TSE (Test of Spoken English), CanTEST, IELTS (International English Language Testing System), MELAB (Michigan English Language Assessment Battery) and others.

2.4.3 International Pharmacy Graduate (IPG) programme

Once their qualifications have been accepted and after passing the evaluating exam, international pharmacy graduates can register with OCP as a student and move on to meeting the studentship, internship and examination requirements. The Leslie Dan Faculty of Pharmacy, University of Toronto has developed a bridging education program, called the International Pharmacy Graduate Program (IPG), to assist international pharmacy graduates meet pharmacy practice standards and licensing requirements in Canada. This unique and comprehensive programme provides pharmacists educated outside North America access to university-based courses and other support as preparation for Canadian pharmacy practice in a structured and individualised manner. The Ontario College of Pharmacists (OCP) and the Ministry of Training, Colleges and Universities provided funding to support development and implementation of the programme. The IPG Program is designed to enhance the knowledge and skills of

International Pharmacy Graduates to allow them to participate fully within the profession of pharmacy and play a valuable role in health care in Canada. The teaching lasts 16 weeks of the 48 weeks in pre-registration required by OCP. It is delivered in two modules (Canadian Pharmacy Skills 1 and Canadian Pharmacy Skills 2) with an assessment at the end of each. Teaching is face to face in small groups. The CPS Curriculum is based on nationally defined Professional Competencies for Canadian Pharmacists at Entry-to-Practice (NAPRA).

The Faculty and OCP place a very high value on cultural competence and are anxious to instill it in non-Canadian/US applicants. This is because 68% of Fitness to Practise cases in Ontario concern non-Canadian/US graduates. OCP and the Faculty believe that lack of cultural competence may pre-dispose a pharmacist to work outside Ontarian professional and cultural norms of practice. This increases the risk of conduct which generates complaints and exacerbates situations which might not otherwise have generated complaints at all. The best means of instilling cultural competence has been found to be mentoring the students on the IPG programme. The mentors are allocated on a one-to-one with students. They do not assess or judge in any way, only buddy and coach. The mentor will pay special attention to the management of practice in an open, multi-cultural, equal opportunities society. The mentor will also help the student with social skills and norms (e.g. the etiquette of hand shaking).

Once an international pharmacy graduate has completed Canadian Pharmacy Skills 1 and Canadian Pharmacy Skills 2 they move on to complete a 16 week studentship. There is some flexibility in that students can undertake the studentship prior to completing CPS2. Following completion of the studentship period (and CPS 2) the applicant can move on to the internship components of the OCP's registration requirements as well as the PEBC qualifying examination and OCP Jurisprudence examination following the same process as Canadian/US graduates.

Section 3 – Post Registration: CPD and Practice Review

3.1 Quality Assurance Program in Ontario

One of the requirements of the RPHA is that regulatory colleges put in place quality assurance mechanisms. The Ministry of Health and Long-Term Care guidelines for quality assurance programmes recommend that Colleges have programmes with components that:

- maintain and improve the competence of individual members
- raise the collective performance of the profession by focusing on improved patient/client outcomes
- identify and provide ways of dealing with members who are incompetent.

These guidelines give Colleges the flexibility to develop quality assurance programmes that best meet the needs of the professions they regulate, but all such programmes have several things in common. For example, Colleges have an obligation to promote and maintain their members' competence through continuing education programs.

OCP's Quality Assurance (QA) programme has a number of components:

- Two-part Register
- Continuing Education – Learning Portfolio
- Practice Review Process
- Remediation of Behaviour and Remarks of a Sexual Nature

3.1.1 Two-Part Register

Each year upon completing their annual fee forms, members of the College will confirm their election into either of two parts of the Register, Part A or Part B. Part A is the 'active in direct patient care' part of the College Register. Pharmacists electing into Part A are retrospectively declaring that they have worked a minimum of 600 hours in direct patient care over the past three years on each annual fee form. Currently pharmacists practicing direct patient care in any Canadian jurisdiction may elect into Part A, provided he or she is prepared to come to the College and undergo the Practice Review when randomly selected to do so. Members of the College who are practicing outside Canada may also remain in Part A but are expected to come to the College and undergo the Practice Review at their own expense within one year of being randomly selected to do so. The College considers that a pharmacist is providing 'direct patient care' if they are providing pharmacy services directly to the public. This includes: dispensing, selling and/or compounding drugs and providing non-prescription drugs, health care aids and devices; providing information related to drug use; and directly supervising the part of a pharmacy where drugs are kept.

Election into Part B, the 'active in non-direct patient care' part of the Register, means that the member cannot work as a pharmacist in an Ontario pharmacy or perform any of the controlled acts that are associated with providing pharmacy services to the public. Pharmacists in Part B are not required to meet the minimum practice requirement of 600 hours over three years, nor will they be subject to random selection for the Practice Review process. All pharmacists who elect into Part B remain active members of the

College and as such may own a pharmacy but may not be a designated manager.

A member may move from Part A to Part B of the Register at any time simply by notifying the College, in writing, of his or her intent to do so. The change in election would take place immediately, and a new wallet card reflecting the member's change in election to Part B would be sent to the member. A member may move from Part B to Part A of the Register by notifying the College, in writing, of his or her intent to do so and by successfully undergoing the College's Practice Review. Every attempt is made to ensure that a member wishing to undergo a Practice Review for the purposes of transferring from Part B to Part A is promptly scheduled into the next available administration.

Current policy allows a member in Part B to work in a pharmacy under the direct supervision of a pharmacist in Part A, for the purposes of preparing for the Practice Review, for a period of time not to exceed two consecutive six-month periods without the approval of the Quality Assurance Committee. In order to do this, pharmacists in Part B must notify the College in writing of their intention, citing the name of the pharmacist under whom they will be working, the name and address of the practice site, and the anticipated start and finish dates. A member will be transferred from Part B to Part A provided they successfully complete the Phase II of the Practice Review and also satisfies the educational and practice requirements that may be specified by the Quality Assurance Committee.

The Quality Assurance Committee has the discretion to transfer a member from Part A to Part B of the Register by the authority granted under Section 47(3) of the College's Quality Assurance regulation, which reads:

If a pharmacist listed in Part A fails to undergo a required practice review, the Committee may transfer the pharmacist to Part B after giving him or her a reasonable opportunity to make written submissions.

This section would apply to any member who fails to participate in either Phase I or Phase II of the Practice Review process after being randomly selected to do so. The Quality Assurance Committee would only act under the authority of this section in instances where repeated communications from the College to a member have gone unanswered. Section 47(3) gives the Quality Assurance Committee the power to transfer a member from Part A to Part B in such instances after giving him or her reasonable opportunity to make written submissions to the Quality Assurance Committee. Members must be given 14 days in which to make written representation or to request an appearance before the Quality Assurance Committee in order to make an oral submission to the Quality Assurance Committee citing reasons why they should not be transferred into Part B.

3.1.2. Continuing Education - Learning Portfolio

All members of the College, whether electing into Part A or Part B, are expected to maintain their own record of continuous learning and to submit it to the College upon request. A member may use the learning portfolio that was developed by the College as a tool but this is not required. Any method of filing or recording one's continuous learning activities is acceptable as long as it is current.

3.1.3. The Practice Review Process

All pharmacists in Part A of the Register are subject to random selection for the College's Practice Review. The Practice Review consists of two phases.

Phase I: Every year, 20% of members in Part A of the Register will be randomly selected to take part in Phase I of the Practice Review. This means that approximately 1,500 pharmacists will be selected to participate each year, and every pharmacist in Part A will be selected to participate in Phase I once every five years. Candidates who are randomly selected for Phase I are required to complete a Self-Assessment Survey and Summary of Continuing Education Activities and submit it to the College within eight weeks.

Phase II: Currently, approximately 200 pharmacists per year are selected for the Phase II of the Practice Review, which is a clinical knowledge and practice-based assessment lasting approximately six hours. Practice Reviews are held in Toronto at the College four times a year. Phase II of the Practice Review is an assessment based on the competencies that were approved by College Council in 1995. The Practice Review consists of:

- an orientation session
- an educational and sharing session on continuous learning and the learning portfolio
- a written test of clinical knowledge consisting of 15 cases each followed by four multiple choice questions
- standardised patient scenarios
- a general feedback session at the end of the review process.

In Phase II of the Practice Review, there are four main components in which candidates are assessed:

- clinical knowledge
- gathering information
- patient management and follow-up
- communication skills

Candidates demonstrate their ability to communicate through assessment in five domains:

- verbal expression
- non-verbal expression
- empathy
- organisation of the interview/coherence
- clinical knowledge

The assessors used in the practice review are pharmacists appointed by the Quality Assurance Committee and historically represent various practice settings. These individuals have been specially trained by a consultant to assess members in a standardised fashion.

In June of 2001, Council agreed to the following exemptions related to selection into Phase II of the Practice Review:

- to exclude members who have recently passed the Pharmacy Examining Board of Canada Qualifying Examination including the OSCE component from the pool for Phase 2 selection for a period of 5 years from the date of the examination
- to exclude new graduates in the pool for Phase 2 selections for a period of 5 years from the date of graduation
- to exclude members who have successfully completed Phase II the Practice Review from the pool for Phase II selection for a period of 5 years. Should they be chosen for Phase II of the Practice Review in the next 5 years, they will be assessed with the clinical knowledge assessment in a convenient location

Members of the College who are randomly selected for Phase II of the Practice Review, who are practicing in Canada, are reimbursed for reasonable expenses incurred in travelling to the College upon submission of all receipts according to the College's reimbursement policies and guidelines. If a member resigns after having been selected for either Phase I or Phase II of the Practice Review process; their obligation to participate in the process will cease with their resignation. However, should that member be reinstated according to current College policy, he or she shall resume his or her position in the Quality Assurance process and shall be expected to continue as a full participant.

3.1.4 Reporting of results from participating in Phase II

Within four to six weeks the consultant presents the individual results from a practice review administration to the Quality Assurance Committee. The Quality Assurance Committee considers individual results by candidate number only, and as such, is unaware of the identities of individual candidates. In this way, all candidates are considered in the same fashion and treated equally. Once the direction of the Quality Assurance Committee has been received, College staff will send letters to all candidates. Each candidate receives a performance report with a detailed explanation about how to interpret and understand the information enclosed. The report includes:

- a performance summary table that outlines their score in each of the four components along with the minimum performance level (pass mark) and their status (Met Standard or Fell Below Standard)
- a Self-Assessment Summary which is a summary of their current submission of the Self-Assessment Survey broken into the seven broad categories along with a comparison against all other pharmacists who completed the survey during the same period
- a table of results from the Clinical Knowledge Assessment broken down by case with a guide outlining the clinical focus of each case with a comparison against other candidates from the same administration
- a table outlining their performance in the Gathering Information component in the standardised patient interviews with a comparison against other candidates from the same administration
- a table outlining their performance in the Patient Management and Follow up component in the standardised patient interviews with a comparison against other candidates from the same administration

- A table outlining their performance in the five Communication domains scored with a comparison against other candidates from the same administration

Candidates who meet or exceed standards in all four components receive a letter which congratulates them on successful completion of the Practice Review process and invites them to contact a designated staff member should they have any questions or concerns. These individuals are also invited to participate in the Practice Review development process or be trained as an assessor.

Candidates who fall below the standard in one of the Gathering Information or Patient Management and Follow up components are informed that the Quality Assurance Committee encourages them to review the list of educational resources included with their letter and participate in any programmes that may assist them in enhancing their professional knowledge and skills, especially in the noted areas.

Candidates who fall below the standard in one of the Clinical Knowledge or Communication Skills components are required to undergo reassessment following a period of remediation. The Quality Assurance Committee considers that a sound clinical knowledge base is critical to minimal competence, and that a member's ability to effectively communicate knowledge to their patients and other health care providers is equally important. Candidates are generally asked to submit a written action plan, meet with a panel of the Quality Assurance Committee, undertake their planned remediation and be reassessed by rewriting the clinical knowledge portion or the standardised patient scenario portion of the Practice Review.

Candidates who fall below the standard in two or more components are required to submit an educational action plan to the College within four to six weeks. It outlines the remedial education activities that they intend to pursue for the purpose of enhancing their professional knowledge and skills in the areas where weaknesses have been identified. These candidates are also offered the opportunity to meet either in person or by teleconference with a peer support group of the Quality Assurance Committee to discuss the plans for their remediation and reassessment. During the meeting with the panel, the candidates are asked how much time they anticipate remediation will require, and when they feel they may be ready to undergo their reassessment. The Quality Assurance Committee also reiterates its expectation that the candidate be reassessed in all components of the practice review at an agreeable time. Generally, candidates schedule their reassessments within a year, but this time frame is flexible depending on a candidate's comfort level and degree of readiness.

3.2 Professional Development and Assessment Program in British Columbia

The study tour included a brief visit to Vancouver specifically to learn more about the College of Pharmacists of British Columbia processes of continuing competence and quality assurance. As in Ontario the College receives its authority from - and is responsible for administering - provincial pharmacy legislation. Its mission is to *ensure British Columbian pharmacists provide safe and effective pharmacy care to help people achieve better health.*

The College launched a Professional Development and Assessment Program (PDAP) in 2003. This programme promotes professional development and encourages lifelong learning while ensuring safe and effective pharmacy practice outcomes. It builds on

College standards of practice which are described in the Framework of Professional Practice (FPP). The purpose of the PDAP is twofold: the programme supports the College's mission 'to ensure safe and effective pharmacy practice outcomes' and it promotes continuous learning and professional development.

In developing PDAP the College committed to:

- focusing on professional development
- ensuring the process is transparent and straightforward for pharmacists, administrators and assessors
- ensuring the programme is easy to understand and provides frequent two-way communication
- ensuring programme options are fair, effective and available to all pharmacists
- confirming that pharmacists who meet the standards and criteria in their selected option are not required to re-test in a second option
- evaluating the programme on a regular basis

Once every three years the College will select about 1500 pharmacists to take part in the programme (roughly one half of the membership). The entire membership (excluding non-practicing and affidavit registrants) participates in a programme over a six-year cycle. Pharmacists who have certified through the PEBC certification program since May 2001 are exempt from PDAP for a 6-year period from the time of certification.

Exemptions may also apply to pharmacists who in the past six years have successfully completed the PEBC Qualifying Examination - Part II (OSCE) or the Ontario College of Pharmacists (OCP) Quality Assurance assessments. If you do not engage in direct patient care activities, or do not directly supervise or manage others in direct patient care activities, you can choose to sign an Affidavit at any time after completing the Self-Assessment Form.

3.2.1 Self – Assessment

The programme starts with self-assessment to enable pharmacists to identify areas where they may need to improve. The College encourages pharmacists to complete a self-assessment once a year. However, only PDAP participants for the current cycle need to submit a completed Self-Assessment Form to the College. Self-assessment gives pharmacists the opportunity to reflect on practice in a systematic way and identify one or more areas for development. The self-assessment process enables pharmacists to:

- affirm strengths and areas of good practice
- clarify areas in which practice or skills need improvement
- identify potential professional development goals
- receive feedback at the end of the assessment process

The Self-Assessment Form is based on the Framework of Professional Practice (FPP), a comprehensive description of good pharmacy practice developed by British Columbian pharmacists. The FPP describes what British Columbian pharmacists do in their daily work and how they know they are doing it well. It describes the standards the College uses to assess the quality of pharmacy practice and provides the basis of all current and

future practice support initiatives, including PDAP. The FPP is designed to help pharmacists enhance their practice and patient outcomes and guide their development.

3.2.2 Knowledge Assessment

Following the self-assessment pharmacists can choose one of two options – the Knowledge Assessment (KA) which is a two and a half hour open book examination which serves as an indicator of pharmacy practice knowledge and problem-solving skills or the Learning and Practice Portfolio (LPP). The Knowledge Assessment (KA) is a written test of clinical knowledge. It serves as an indicator that you have the clinical knowledge and problem-solving skills required to meet the standards described in the FPP. Pharmacists need this knowledge to provide safe and effective pharmaceutical care. Research shows that results on a written test of clinical knowledge like the KA compare well with results of a practical assessment of clinical knowledge. They also correlate well with the results of individual practice assessments in practice settings. Topics include therapeutics, clinical decision-making and ethical-professional judgement issues.

3.2.3 Learning and Practice Portfolio

The Learning & Practice Portfolio (LPP) supports pharmacists to plan, implement and evaluate their professional development and link it directly to practice. The LPP serves as an indicator of effective professional development and practice enhancement to ensure safe and effective pharmacy practice outcomes. The LPP recognizes the value of all types of learning, including:

- continuing education courses
- conferences
- workshops
- home study
- research
- professional interactions with others
- workplace problem-solving

3.2.4 Phase 2 and Phase 3

Most pharmacists will successfully complete PDAP during Phase 1. However if pharmacists do not successfully complete PDAP during Phase 1 they have further options. They can take the KA, LPP, a Practice Audit (PA) or Objective Structured Clinical Examination (OSCE).

A Practice Audit (PA) is an on-site process during which pharmacists are observed at work. A trained peer auditor records actual performance. The process usually takes several hours over one day. Practising pharmacists trained as auditors conduct the audit using the Framework of Professional Practice (FPP) as a guide. The purpose of a PA is to observe practice in the workplace, and determine whether pharmacists achieve safe and effective pharmacy practice. By carefully observing interactions between pharmacists and clients, auditors can determine both the nature of the outcomes and how well clients' needs are met. Participants receive feedback in two parts:

- a report on areas of strength and those that need improvement
- a summary of performance across all FPP functions observed

The Objective Structured Clinical Examination (OSCE) is a practical examination that assesses communication and problem-solving skills and overall performance. It is a simulation of actual pharmacy practice. Scoring is based on standard rating guidelines. The OSCE is based on the National Association of Pharmacy Regulatory Authorities (NAPRA) competencies and assesses how pharmacists:

- practise pharmaceutical care
- assume ethical, legal and professional responsibilities
- access, retrieve, evaluate and disseminate relevant information
- communicate and educate
- manage drug distribution
- apply practice management knowledge and skills

The OSCE is a series of seven-minute stations which involve simulations of professional tasks that are critical in nature and frequently performed by pharmacists. These stations involve interacting with trained actors playing standardised clients or physicians. They also include non-client stations where you respond in writing to the situation posed. Each station requires completion of one or more short tasks such as:

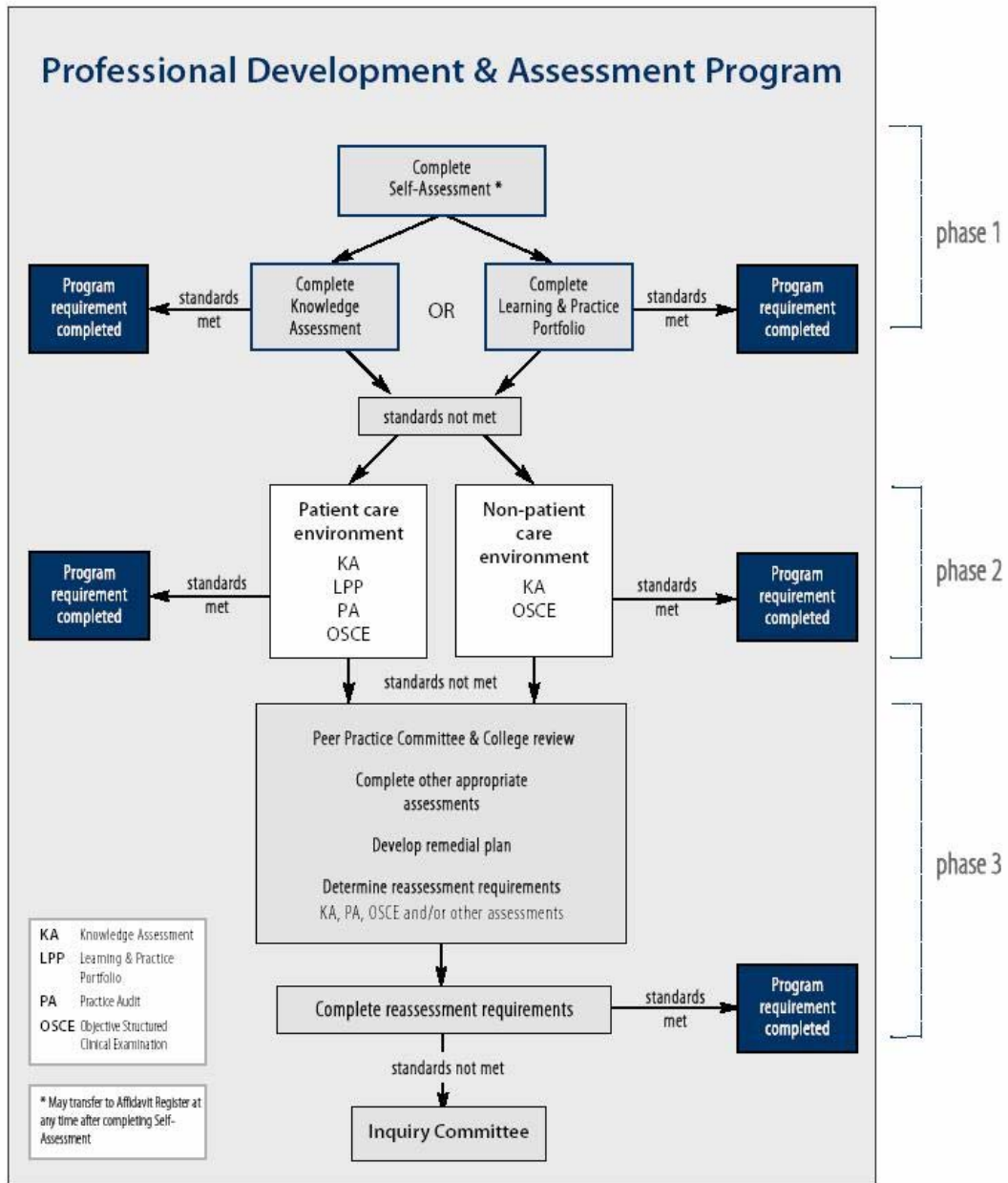
- counselling clients
- responding to oral or written questions
- responding in writing to a message or request for information or advice
- screening and evaluating new prescriptions
- checking dispensed prescriptions for accuracy

A trained pharmacist assessor evaluates performance at each station following standard scoring guidelines. The Pharmacy Examining Board of Canada (PEBC) administers the OSCE twice a year in May and November. Feedback includes a summary report on your performance in each major competency area.

If a pharmacist is unable to successfully complete PDAP Phase 2 by a specified date the College's Peer Practice Committee and College staff will collaborate with the pharmacist to develop an individualised remediation program. This may include mentoring and additional professional development. Reassessment requirements may include:

- Knowledge Assessment (KA)
- Practice Audit (PA)
- Objective Structured Clinical Examination (OSCE)
- other assessments as needed.

Diagram 5: Professional Development and Assessment Program



Final Thoughts

In many ways the study tour exceeded our expectations. We learnt from both positive and negative experiences of introducing changes to the pharmacy education and training process and came away with a sense of what is possible and what the key barriers to implementation are. Obviously it is not the intention to replicate the systems and processes we saw in Canada as we need to be cognisant of our own regulatory professional context. However these experiences will contribute to our work and help shape the Society's education policy development programme as we move forward. Finally, we would like to record our thanks to our many Canadian colleagues for their hospitality and their considerable willingness to share their experience and knowledge with a group that always had "just one more question".

Sue Ambler

P. Burn





Phil Green

Peter Wilson



Appendix 1 Acronyms and Glossary

RHPA	Regulated Health Professions Act 1991
OCP	Ontario College of Pharmacists
HPRAC	Health Practitioners Regulatory Advisory Council
CCAPP	Canadian Council for the Accreditation of Pharmacy Programs
NAPRA	National Association of Pharmacy Regulatory Authorities
PEBC	Pharmacy Education Board of Canada
OSCE	Observed Structured Clinical Assessment

College of Pharmacists of British Columbia:

Competencies: Skills, knowledge and professional behaviour expected of a licensed pharmacist.

Controlled acts: These are procedures that, if not performed correctly and by a competent person, present a significant risk of harm to patients/clients. They may be performed only by regulated professionals to whom one or more of the Controlled Acts are designated by a profession-specific Act under the RHPA. The controlled act that pharmacists can undertake is 'Dispensing, selling or compounding a drug as defined in subsection 117 (1) of the *Drug and Pharmacies Regulation Act*, or supervising the part of a pharmacy where such drugs are kept'.

Intern: A person registered with the College to complete his/her final training period before becoming eligible to apply for a Certificate of Registration as a Pharmacist. An intern has a degree in pharmacy and may perform the controlled acts (under supervision).

International Pharmacy Graduate (IPG): An applicant who has a degree in pharmacy from a university outside of Canada or the United States.

International Pharmacy Graduate Program: A program consisting of two 8 week academic modules (CPS I and CPS II) offered by the Faculty of Pharmacy, University of Toronto. International pharmacy graduates are required to complete this program in conjunction with Structured Practical Training.

Internship: The final training period required to become a pharmacist in Ontario.

Jurisprudence Examination: An examination administered by the Ontario College of Pharmacists that tests your knowledge of the laws about the production, distribution, advertising, sale and use of drugs in Ontario.

Ontario College of Pharmacists (OCP/the College): The licensing and regulatory body for pharmacy and pharmacists in Ontario.

Pharmacy Examining Board of Canada (PEBC): The Pharmacy Examining Board of Canada is an independent pharmacy examining body incorporated under federal laws.

Pharmacist: A person who has met all the requirements of, and is registered with, the Ontario College of Pharmacists. A pharmacist can perform the "controlled acts" within the pharmacist's scope of practice.

Preceptor: A licensed pharmacist that supervises students and interns, and meets the Ontario College of Pharmacists' qualifications for preceptors.

Professional Competencies for Canadian Pharmacists at Entry to Practice:

Scope of Practice: The custody, compounding and dispensing of drugs, the provision of nonprescription drugs, health care aids and devices, and the provision of information related to drug use.

Structured Practical Training (SPT): A structured, competency-based training period with scheduled assessments.

Student: A person registered with the College to complete his/her initial training period. Able to perform the controlled acts under direct supervision of a pharmacist

Studentship: The initial training period required to become a pharmacist in Ontario.

Appendix 2 Meeting Schedule

Date	Time	Organisation	Key contact	Purpose	Team members
FRI 30 th Sept	10am	Citizens Advocacy Centre (CAC)	David Swankin 1400 16th Street Northwest, Suite 101, Washington DC 20036 Phone: (202) 462-1174 davidswankin@cacenter.org	To discuss continued competence of healthcare professionals and developments in the US	RD
FRI 30 th Sept	2pm	American Association of Pharmaceutical Scientists (AAPS)	Richard V. Lawson Director of Technology American Association of Pharmaceutical Scientists 2107 Wilson Blvd., Suite 700 Arlington, VA 22201 Phone: 703-248-4770 Fax: 703-243-9532 lawsonr@aaps.org		RD
SAT 1 st Oct	2-5pm	Briefing meeting at hotel		To review meeting schedule and discuss key objectives for each meeting	ALL
SUN 2 nd Oct	8.30am	Ontario College of Pharmacists (OCP)	Nora MacLeod-Glover Manager, Continuing Competency Programs Ontario College of Pharmacists 483 Huron Street, Toronto, ON M5R 2R4 Phone: 416-847-8269 Fax: 416-847-8282 nmacleod@ocpinfo.com	To observe Practice Review process	ALL

MON 3 rd Oct	10am onwards	Lesley Dan Faculty of Pharmacy, University of Toronto	Wayne Hindmarsh, Ph.D., FCSFS Dean, Leslie Dan Faculty of Pharmacy University of Toronto Phone: 416-978-2880 Fax: 416-978-8511 wayne.hindmarsh@utoronto.ca	Issues we have asked to discuss include: - an overview of developments in pharmacy education in Canada especially selection processes, curriculum design, assessments, teaching of clinical skills and professionalism - the Structured Practical Experience Program and in particular the work you do to engage and support the placement tutors - the International Pharmacy Graduate Program	ALL
3 rd Oct	3-5pm	Health Professions Regulatory Advisory Council (HPRAC)	Brian O'Riordan Executive Co-ordinator and Chief Operating Officer Health Professions Regulatory Advisory Council 55 St. Clair Avenue West, Suite 806, Box 18 Toronto, Ontario M4V 2Y7 Canada Phone: 416-326-1553 Fax: 416-326-1549 Email: Brian.Oriordan@moh.gov.on.ca	To discuss issues in healthcare regulation in particular controlled acts	ZW, RD, SA
4 th Oct	10am	Ontario College of Pharmacists (OCP)	Nora MacLeod-Glover Manager, Continuing Competency Programs Ontario College of Pharmacists 483 Huron Street, Toronto, ON M5R 2R4 Phone: 416-847-8269 Fax: 416-847-8282	To discuss issues arising from Practice Review observation. To discuss registration requirements	ALL

			nmacleod@ocpinfo.com		
4 th Oct	2pm	Pharmacy Education Board of Canada (PEBC)	John Pugsley, B.Sc. Phm. Pharm.D. Registrar-Treasurer The Pharmacy Examining Board of Canada 415 Yonge Street, Suite 601 Toronto, Ontario M5B 2E7 Phone: 416-979-2431 Fax: 416-599-9244 jpugsley@pebc.ca	Meeting to discuss developing assessments for entry to the register	DD, PB, PG
5 th Oct	AM	Ontario College of Pharmacists (OCP)	Nora MacLeod-Glover Manager, Continuing Competency Programs Ontario College of Pharmacists 483 Huron Street, Toronto, ON M5R 2R4 Phone: 416-847-8269 Fax: 416-847-8282 nmacleod@ocpinfo.com	To discuss technician regulation/education and advanced practice including pharmacist prescribing	PW, PG
5 th Oct	9.30am	Canadian Pharmacy Association (CPA)	Jeff Poston Canadian Pharmacists Association 1785 Alta Vista Drive, Ottawa, ON K1G 3Y6 Phone: 613-523-7877 Fax: 613-523-0445	To discuss the development of pharmacy practice and implications for education	RD
5 th Oct	10am	Canadian Health Services Research Foundation (CHSRF)	Patrycja Maksalon, Senior Program Officer Networks and Exchanges and Dave Clements,	To learn more about effective dissemination through Knowledge Transfer and Exchange	ZW, SA

			<p>Senior Program Office Summaries and Dissemination Canadian Health Services Research Foundation (CHSRF) 1565 Carling Ave., Suite 700, Ottawa, Ontario, K1Z 8R1</p> <p>Phone: 613.728.2238, ext. 252 Fax: 613.728.3527 robyn.graham@chsrf.ca</p>		
5 th Oct	1pm	Canadian Pharmacy Association (CPA)	<p>Angela Todd, Head of Policy and Development Canadian Pharmacists Association 1785 Alta Vista Drive, Ottawa, ON K1G 3Y6</p> <p>Phone: 613-523-7877 Fax: 613-523-0445</p>	To discuss education and workforce research strategy	SA
5 th Oct	2pm	National Association of Pharmacy Regulatory Authorities (NAPRA)	<p>Ken Potvin, R.Ph., M.Sc.Epi. Executive Director National Association of Pharmacy Regulatory Authorities 220 Laurier Ave West, Suite 750, Ottawa, ON, K1P 5Z9</p> <p>Phone: (613) 569-9658 ext. 224 Fax: (613) 569-9659 kpotvin@napra.ca</p>	Discussion of issues impacting on pharmacy regulation in particular across different political/legal jurisdictions	ZW, RD
6 th Oct	10-3pm	College of Pharmacists of British Columbia	<p>Doreen Leong College of Pharmacists of British Columbia 200-1765 West 8th Avenue Vancouver, BC V6J 5C6</p>	To discuss continued competence of pharmacists and the learning portfolio used in British Columbia	PW, PG

			Tel: 604.733.2440 Fax: 604.733.2493 Doreen.Leong@bcpharmacists.org		
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Appendix 3 Useful Websites

Association of Faculties of Pharmacy of Canada (AFPC)

<http://www.afpc.info/>

AFPC is the national non-profit organization advocating the interests of pharmacy education and educators in Canada. Representing the nine Canadian Pharmacy Faculties including their faculty and students pursuing undergraduate professional or graduate training, AFPC is committed to the development of and excellence in pharmacy education. The website contains information on pharmacy education in Canada including reports of conferences and newsletters.

Canadian Association of Pharmacy Students and Interns (CAPSI)

<http://www.capsi.ca/>

The Canadian Association of Pharmacy Students and Interns (CAPSI) is an association of pharmacy students, pharmacy interns, and undergraduate pharmacy organizations across Canada. The Association was developed to promote and advocate the interests of Canadian pharmacy students before organized bodies in pharmacy, other professions, government, industry, hospital and the community. CAPSI also serves to prepare Pharmacy students as professionals ready and willing to provide the best health care possible within pharmacy's realm of expertise, and to enhance the profession of pharmacy by providing guidance and information to all members.

Canadian Council for the Accreditation of Pharmacy Programs

<http://www.ccapp-accredit.ca/>

Website contains the accreditation standards for pharmacy degrees in Canada.

Canadian Pharmacists Association (CPA)

<http://www.pharmacists.ca/index.cfm>

College of Pharmacists of British Columbia

<http://www.bcpharmacists.org/>

Website contains details of how to register with the College of Pharmacists of British Columbia, the Framework of Professional Practice and details of the Professional Development and Assessment Program.

Health Professions Regulatory Advisory Council (HPRAC)

<http://www.hprac.org/english/default.asp>

Website contains details of the RHPA and updates on the current review process including the Adjusting the Balance report.

Leslie Dan Faculty of Pharmacy, University of Toronto

<http://www.utoronto.ca/pharmacy/>

Website includes details of the B.Sc.Pharm curriculum and admissions processes (UTPAT) as well as information on the International Pharmacy Graduate Program.

National Association of Pharmacy Regulatory Authorities (NAPRA)

<http://www.napra.org/>

Website includes details of the pharmacy regulatory authorities across Canada and the Professional Competencies for Canadian Pharmacists at Entry to Practice

Ontario College of Pharmacy (OCP)

<http://www.ocpinfo.com/client/ocp/OCPHome.nsf/>

Website contains details of how to register with the Ontario College of Pharmacists and details of the Quality Assurance Program.

Pharmacy Education Board of Canada (PEBC)

<http://www.pebc.ca/EnglishPages/General/HomePage.html>

Website includes details of both the Evaluating and Qualifying Examinations including sample questions.