



Framework of Professional Practice

Framework of Professional Practice

COLLEGE *of* PHARMACISTS
O F B R I T I S H C O L U M B I A

200-1765 West 8th Avenue, Vancouver, British Columbia V6J 5C6
Tel 604-733-2440 • Toll-Free 800-663-1940 • Fax 604-733-2493
email: info@bcpharmacists.org www.bcpharmacists.org

Acknowledgements

The Framework of Professional Practice (FPP) provides a comprehensive description of the work pharmacists do, supervise/manage, or teach/train others to do.

The College of Pharmacists of British Columbia acknowledges with gratitude the valuable information, observations and time given by all the pharmacists who contributed to the development and validation of this document.

For more information about the Framework of Professional Practice, please contact the College office, or visit our web site at www.bcpharmacists.org.

College of Pharmacists of British Columbia
March 2006

Table of Contents

Framework of Professional Practice	1
About the Framework of Professional Practice	1
How the Framework of Professional Practice was developed	1
How to use the Framework of Professional Practice	2
How to read the Framework of Professional Practice	3
Framework of Professional Practice Components	4
Roles	6
Roles and Functions	7
Role 1 Provide Pharmaceutical Care	8
Role 2 Produce and Distribute Drug Preparations and Products	11
Role 3 Contribute to the Effective Operation of the Pharmacy	13
Role 4 Maintain Professional Development & Contribute to the Professional Development of Others	17
Role 5 Contribute to the Effectiveness of the Health Care System	18
Knowledge and Skills Specifications	21
Appendices	
Code of Ethics	28
Glossary of Terms	33
About the College of Pharmacists of British Columbia	35

Framework of Professional Practice

About the Framework of Professional Practice

The Framework of Professional Practice is a blueprint of good pharmacy practice. It describes what British Columbia pharmacists do in their daily work and how they know they are doing it well. It is the foundation for all College of Pharmacists of British Columbia programs and services.

It describes the standards the College uses to assess quality of pharmacy practice, and provides the basis of current and future practice support initiatives. It supports the College's mission to ensure safe and effective pharmacy care to help the people of British Columbia achieve better health.

The Framework of Professional Practice is designed to help pharmacists enhance their practice and patient outcomes and guide their professional development.

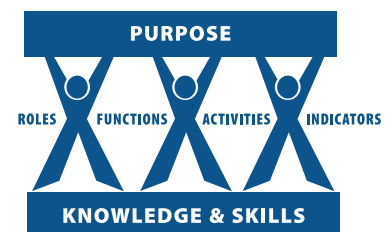
How the Framework of Professional Practice was developed

Pharmacists experienced in many types of pharmacy practice developed this framework. Through a systematic process called functional analysis they described:

- what pharmacists do
- why and when they do it
- how they do it
- how they know when they perform well
- what they need to know to perform all aspects of their work

Through this process, they drafted a core statement that describes the primary reason the profession of pharmacy exists. They described why pharmacists do what they do, how they do it and whom they do it for. Based on this statement of purpose, they defined the:

- key roles pharmacists perform
- broad functions that enable pharmacists to fulfill each role
- daily practice activities that contribute to each function
- indicators of good practice for each activity
- specifications for the knowledge and skills pharmacists need



The objective of the Framework of Professional Practice is to describe the components of good pharmacy practice. It is not a description of any one pharmacist's job. Some components are most relevant to pharmacists involved in direct patient care, while others are more relevant to pharmacists engaged in research, management, education or consulting. B.C. pharmacists validated the Framework of Professional Practice, confirming it reflects contemporary pharmacy practice.

How to use the Framework of Professional Practice

Individual pharmacists can use the Framework of Professional Practice to:

- evaluate ways of working
- assess practice outcomes, knowledge, skills and abilities
- develop a practice enhancement or professional development plan
- communicate more effectively with colleagues and clients

Teams of people working in a practice can use the Framework of Professional Practice to:

- review ways of working
- identify gaps in practice or services to clients
- clarify work roles and responsibilities
- highlight professional development needs
- generate and provide feedback

Managers and human resource specialists can use the Framework of Professional Practice to:

- improve recruiting and hiring
- provide employee feedback and training
- develop job-specific training programs
- foster team development
- enhance communication with other departments or external agencies

The College uses the Framework of Professional Practice as a foundation for all programs and initiatives, including to:

- recognize practice excellence
- guide Quality Assurance programs including the Professional Development and Assessment Program, pharmacy site visits and the Inquiry process

How to read the Framework of Professional Practice

At first glance the Framework of Professional Practice looks like a complex document. Reading it systematically will help you understand and use it in your everyday practice.

The best way to read the Framework of Professional Practice is to:

- Review the “Roles and Functions”
- Identify a Role that is relevant to your practice
- Review that Role in the Framework of Professional Practice
- Focus on the Functions first, then the Activities
- Ask yourself whether all or some of the Functions and/or Activities are relevant
- Do you or others in your practice perform these Functions and/or Activities?
- If so, how important are they to you and your practice, and to patient outcomes?
- For each Activity that is relevant, look at the Indicators of good practice
- Do they describe how you practice all the time, some of the time, or seldom?
- Repeat this process for each Role

Each component of the Framework of Professional Practice reflects a different level of detail. Give yourself enough time to become familiar with the Framework of Professional Practice. Referring to it regularly will help provide structure to your daily practice.

Framework of Professional Practice

Components

Purpose

“The primary purpose of the profession of pharmacy is to help people achieve their desired health outcomes. Pharmacists do this by providing current, rational, safe and cost-effective pharmaceutical services, information, and products, in collaboration with clients and others in the health care community.”

Pharmacists who contributed to a functional analysis process that describes why the profession of pharmacy exists, developed this purpose statement. Much like a mission statement, the purpose statement is fundamental to understanding the Framework of Professional Practice. It is the starting point for each component and it relates to everyone who contributes to the profession.

Roles

The work of today’s pharmacists goes far beyond the public’s general notion of ‘dispensing’ drugs. It is both more complex and more related to promoting health and wellness than most people realize. As health care professionals, we are key members of our clients’ health care teams.

To maintain good standards of pharmacy practice, and meet the standards described in this Framework of Professional Practice, B.C. pharmacists identified five key roles that require direct pharmacist involvement or supervision.

1. Provide pharmaceutical care
2. Produce and distribute drug preparations and products
3. Contribute to the effective operation of the pharmacy
4. Maintain professional development and contribute to the professional development of others
5. Contribute to the effectiveness of the health care system

Functions

In order to fulfill the five Roles of the Framework of Professional Practice, pharmacists are responsible for a wide range of Functions in their daily practice. No one pharmacist is responsible for all of the Roles and Functions described in the Framework of Professional Practice. Some Functions are more relevant to pharmacists actively involved in direct patient care, while others are more relevant to pharmacists engaged in research, management, education or consulting.

Each Function describes a broad area for which pharmacists have responsibility. Making sure these Functions are performed well and consistently within each practice setting is essential to the fulfillment of each Role.

Activities and Indicators of good practice

Each Activity describes a component of a Function. Activities describe the day-to-day work pharmacists (or their colleagues) do to achieve each Function. Following each Activity is a list of Indicators of good practice. Each Indicator is a description of good pharmacy practice. The Indicators for any one Activity may not be the only possible ones. They are the ones that B.C. pharmacists say are most critical to good performance. These indicators answer the question, “How do I know an activity is being performed well?”

Knowledge and skills specifications

The final section of the Framework of Professional Practice specifies Knowledge and Skills Specifications. It is the fundamental knowledge and skills that pharmacists possess that enable them to perform the Roles, Functions and Activities described in the Framework of Professional Practice. To do this, pharmacists draw on their expertise, usually in the form of knowledge, skills and abilities unique to each pharmacist.

Roles

Role 1 Provide pharmaceutical care

Pharmaceutical care is a primary responsibility of the pharmacist, although shared with physicians and other health care providers. Pharmacists may provide this service directly to patients or their caregivers; or they may manage/supervise or teach/train others to provide this care. Thus the 'client' may vary depending on the specific responsibility pharmacists have in this role.

Role 2 Produce and distribute drug preparations and products

Drug distribution is a primary technical responsibility, often performed by pharmacy technicians under direction or supervision of the pharmacist. The pharmacist is legally responsible for all functions in this role, so they must be able to perform these functions in order to train or supervise others, even if they do not perform the functions directly.

Role 3 Contribute to the effective operation of the pharmacy

All pharmacists, regardless of their responsibility, contribute directly or indirectly to this role. For example: they contribute by helping to maintain the effectiveness and efficiency of the workplace; supervising others; ensuring adequate staffing; and/or ensuring quality products and services are provided to meet client needs.

Role 4 Maintain professional development and contribute to the professional development of others

Professional development is a continuous process in the changing profession of pharmacy. As pharmacy practice evolves, pharmacists need to keep current and knowledgeable, and support others. They can do this through professional development, continuing education; workplace interaction and problem-solving.

Role 5 Contribute to the effectiveness of the health care system

As members of the health care community, pharmacists contribute to the health care team by identifying ways to improve overall health outcomes. Pharmacists do this by promoting health and wellness in the community; improving working relationships; investigating emerging therapies; and sharing new information to benefit their clients.

Roles and Functions

Role 1 Provide pharmaceutical care

- Function A Assess the client's health status and needs
- Function B Develop a care plan with the client
- Function C Support the client to implement the care plan
- Function D Support and monitor the client's progress with the care plan
- Function E Document findings, follow-ups, recommendations, information provided and client outcomes

Role 2 Produce and distribute drug preparations and products

- Function A Produce drug preparations and products
- Function B Store drug preparations and products
- Function C Distribute drug preparations and products
- Function D Dispose of drug preparations and products

Role 3 Contribute to the effective operation of the pharmacy

- Function A Contribute to the maintenance of a productive working environment
- Function B Contribute to the management of human resources within the practice
- Function C Contribute to systems to provide products and quality services
- Function D Contribute to the viability of the practice
- Function E Minimize practice errors and omissions, unsafe practices and professional misconduct

Role 4 Maintain professional development and contribute to the professional development of others

- Function A Plan and implement personal development strategies to improve current and future performance
- Function B Contribute to the professional development of colleagues

Role 5 Contribute to the effectiveness of the health care system

- Function A Promote, evaluate and improve health in the community
- Function B Advocate and support policies that promote improved health outcomes
- Function C. Create, maintain and enhance working relationships with others
- Function D Contribute to the education and training of students and health professionals
- Function E Contribute to the discovery of new knowledge and skills and their application to pharmacy practice and the health care system

Role 1 Provide Pharmaceutical Care

Functions A, B, C, D, & E

PROVIDE PHARMACEUTICAL CARE *Pharmaceutical care is a primary responsibility of the pharmacist, although shared with physicians and other health care providers. Pharmacists may provide this service directly to patients or their caregivers; or they may manage/supervise or teach/train others to provide this care. Thus the 'client' may vary depending on the specific responsibility pharmacists have in this role.*

Function A Assess the client's health status and needs

Activity 1 Establish and maintain a relationship with the client

Indicators of good practice

- An effort is made to establish trust and respect
- A safe, quiet and private environment is created, as feasible
- Confidentiality is maintained
- Client is encouraged to express his/her needs and views
- Role, responsibilities and accessibility of the pharmacist in supporting the client is clarified
- Barriers to communication and other limitations are identified and evaluated

Activity 2 Obtain information about the client's health

Indicators of good practice

- Relevant providers of information are determined
- Client's medical history and other relevant information is obtained from appropriate and reliable sources
- Client's characteristics, beliefs and lifestyle factors pertaining to health are determined and discussed
- Client's signs, symptoms and health parameters are accurately evaluated
- Information obtained is relevant, accurate and current
- Questions and information are communicated in a manner that promotes client understanding
- Client is encouraged to participate in the discussion
- Client's understanding is verified
- Information relating to the client's health is documented

Activity 3 Determine the client's desired health outcomes and priorities

Indicators of good practice

- Client's expectations are determined, discussed and clarified
- Measurable therapeutic objectives are established with the client and other healthcare providers, as appropriate

Function B Develop a care plan with the client

Activity 1 Formulate care plan options

Indicators of good practice

- Options are relevant to the client's expectations, priorities and limitations
- Options reflect accepted pharmacotherapeutic practice
- Financial considerations are discussed with the client

Activity 2 Make recommendations to meet the client's need

Indicators of good practice

- Recommendations are communicated in a manner that promotes understanding
- Benefits and drawbacks of recommendations are discussed with the client

Activity 3 Support the client to select (a) care plan option(s)

Indicators of good practice

- Client is encouraged to evaluate and select option(s)
- Client is given adequate time to reflect on options
- Client concerns and questions are responded to appropriately and respectfully
- Client is given information to help in the decision making process
- Information provided is supported by literature and appropriate to the client's needs
- Pharmacist respects the client's decision

Activity 4 Refer the client to other services

Indicators of good practice

- Referral information is accurately presented in a timely manner
- Information reflects available and accessible services in the community
- Information is conveyed in a manner that promotes client understanding

Function C Support the client to implement the care plan

Activity 1 Enable the client to maximize health outcomes

Indicators of good practice

- Therapeutic objectives are confirmed with the client
- Client's understanding of therapy is confirmed

Activity 2 Provide drug therapy and devices

Indicators of good practice

- Drug therapy and devices are provided in a manner that reflects legal and professional requirements
- Instructions are provided in a manner that promotes client understanding

Activity 3 Provide information

Indicators of good practice

- Information provided is relevant, accurate and current
- Information is conveyed in a manner that promotes client understanding
- Information includes non-drug therapy options, as relevant to desired health outcomes
- Appropriate written information and reference sources are provided to support the client's management of therapy

Function D Support and monitor the client's progress with the care plan

Activity 1 Obtain and evaluate information on the client's progress with the care plan

Indicators of good practice

- Needed follow-ups with the client are conducted
- Information is gathered as appropriate
- Changes in health and health care are evaluated
- Compliance is assessed and positively reinforced

Activity 2 Confirm or modify the client's care plan

Indicators of good practice

- Options are reviewed, evaluated and modified with the client
- Client is given adequate time to reflect on changes
- Modified care plan reflects the needs of the client

Function E Document findings, follow-ups, recommendations, information provided and client outcomes

Activity 1 Document information

Indicators of good practice

- Information is relevant, accurate and current
- Information meets legal and professional requirements
- Confidentiality is maintained
- Records are up-to-date, relevant and accurate

Activity 2 Maintain and store information

Indicators of good practice

- Access to information is controlled and integrity of records is protected
- Electronic files are backed-up in case of data loss
- Effective methods are used
- Records are maintained for an appropriate length of time
- Maintenance and storage systems meet legal and professional requirements

Role 2 Produce and Distribute Drug Preparations and Products

Functions A, B, C, & D

PRODUCE AND DISTRIBUTE DRUG PREPARATIONS AND PRODUCTS *Drug distribution is a primary technical responsibility, often performed by pharmacy technicians under direction or supervision of the pharmacist. The pharmacist is legally responsible for all functions in this role, so they must be able to perform these functions in order to train or supervise others, even if they do not perform the functions directly.*

Function A Produce drug preparations and products

Activity 1 Prepare pharmaceutical products

Indicators of good practice

- Materials and procedures are selected to maximize the integrity of the product
- Calculations and quantities of ingredients are complete and accurate
- Ingredients are correct, within the expiry date for intended use and in the correct quantity
- Proper aseptic techniques are used for sterile products
- Equipment and environment are consistent with the needs of the procedure

Activity 2 Package pharmaceutical products

Indicators of good practice

- Product meets specifications, is within expiry date for intended use and in the correct quantity
- Container is appropriate for intended use and assures integrity and stability of the product
- Labeling is accurate and complete and meets legal and professional requirements

Activity 3 Create and maintain records

Indicators of good practice

- Prescriptions are complete, accurate, authentic and meet all legal and professional requirements
- Records are up-to-date, relevant and accurate
- Records meet legal and professional requirements

Function B Store drug preparations and products

Activity 1 Maintain storage environment

Indicators of good practice

- Environment maintains the stability and integrity of products
- Environment is maintained to meet legal and professional requirements

Activity 2 Maintain storage system

Indicators of good practice

- Access is limited to authorized personnel
- Security of product is maintained to meet legal and professional requirements
- Storage system minimizes dispensing errors and drug diversion

Function C Distribute drug preparations and products

Activity 1 Maintain security and integrity during the distribution process

Indicators of good practice

- Container is appropriate to intended use and transport
- Preparation and distribution systems minimize drug diversion
- Discrepancies are dealt with promptly and in accordance with legal and professional requirements

Activity 2 Maintain records of distribution

Indicators of good practice

- Audit trail is created and maintained and discrepancies are reconciled
- Records are signed, dated and accurate
- Receipt of controlled products is confirmed in accordance with legal and professional requirements

Function D Dispose of drug preparations and products

Activity 1 Identify products requiring disposal

Indicators of good practice

- Inventory is checked regularly for items requiring disposal
- Products received from others requiring disposal are identified

Activity 2 Store products requiring disposal securely

Indicators of good practice

- Products for disposal are stored in a suitable container and clearly identified
- Products for disposal are stored separately

Activity 3 Remove products from pharmacy for disposal

Indicators of good practice

- Methods for disposal are safe and environmentally responsible
- Secure disposal service providers are identified and utilized
- Products are disposed of in a manner that meets legal and professional requirements

Role 3 Contribute to the Effective Operation of the Pharmacy

Functions A, B, C, D, & E

CONTRIBUTE TO THE EFFECTIVE OPERATION OF THE PHARMACY *All pharmacists, regardless of their responsibility, contribute directly or indirectly to this role. For example: they contribute by helping to maintain the effectiveness and efficiency of the workplace; supervising others; ensuring adequate staffing; and/or ensuring quality products and services are provided to meet client needs.*

Function A Contribute to the maintenance of a productive working environment

Activity 1 Maintain physical environment

Indicators of good practice

- Space allocations maximize effectiveness of operations and assure confidentiality
- Needs and deficiencies within the environment are identified
- Recommendations for improving systems and procedures for acquiring and maintaining resources are referred to the appropriate person
- Routine maintenance is carried out to conform to legal and professional requirements
- Records of acquisitions and maintenance are kept
- Manuals and contracts are readily accessible to others

Activity 2 Contribute to the health, safety and security of the environment

Indicators of good practice

- Heating, lighting, ventilation, and cleanliness meet legal and professional requirements
- Required security systems and procedures are maintained
- Safety equipment, procedures and systems are maintained
- Staff are updated promptly on modifications relating to health, safety and security

Function B Contribute to the management of human resources within the practice

Activity 1 Contribute to identifying human resource needs

Indicators of good practice

- Human resource needs are identified in keeping with practice objectives, current and anticipated workload, and legal and professional requirements
- Human resource needs are identified and discussed with others
- Individual, team and practice development needs are considered at regular intervals

Activity 2 Contribute to the development of individuals and teams

Indicators of good practice

- Development needs of individuals and teams are identified
- Development is encouraged and assisted through a collaborative process
- Participation and achievement is supported, encouraged and recognized
- Individuals and teams are encouraged to provide feedback on their progress
- Records and documentation of development are maintained

Activity 3 Supervise staff

Indicators of good practice

- Work activities and methods are planned and organized
- Individual responsibilities reflect legal and professional requirements
- Staff workload and performance expectations are clearly defined and communicated
- Evaluations of work are used to plan and organize current and future work activities
- Staff are encouraged to offer feedback on work activities and methods
- Constructive feedback is given to improve staff motivation and performance

Activity 4 Anticipate and prepare for change

Indicators of good practice

- Emerging issues and practices are identified and their likely impact on practice operations are assessed
- Opportunities to discuss potential changes and their implications are offered to individuals and teams
- Suggestions and plans are offered for effective and practical ways of implementing change

Function C Contribute to systems to provide products and quality services

Activity 1 Contribute to management and maintenance of inventory

Indicators of good practice

- Inventory is maintained to meet the client's needs
- Inventory is organized to minimize errors
- Inventory is organized to maximize efficiency and security
- Opportunities for drug diversion are recognized and preempted
- Inventory complies with legal and professional requirements

Activity 2 Create, maintain and improve information and resources

Indicators of good practice

- Information and resources are collected to fulfill the objectives of the practice
- Information and resources are relevant, accurate, and current
- Information and resources meet legal and professional requirements
- Information is recorded and stored following accepted formats, systems and procedures
- Information can be retrieved promptly and conveniently when required
- Information is evaluated and exchanged to make decisions and solve problems
- Systems and procedures for storing and disposing of client information and records maintain confidentiality
- Information is documented, dated, and authenticated according to legal and professional requirements

Activity 3 Seek continuous improvement

Indicators of good practice

- Feedback is sought from clients and staff about the effectiveness of services and products
- Systems and procedures to monitor and evaluate the effectiveness of products and services are implemented
- Improvements suggested and implemented are effective and comply with legal and professional requirements
- Outcomes of changes made are evaluated against expectations and further opportunities for improvement are identified

Function D Contribute to the viability of the practice

Activity 1 Maximize the efficient use of resources

Indicators of good practice

- Therapies are selected in agreement with the prescriber and the client
- Resources are used to maximize client outcomes
- Work activities and methods are designed to minimize waste
- Security and integrity of resources and products is maintained to minimize loss and waste

Activity 2 Promote and market the pharmacy practice

Indicators of good practice

- Information and advice about products and services are readily available
- All promotional information and advice is relevant, accurate, current and meets the identified needs of individuals and the community
- Opportunities to promote the practice to individuals and the community are identified and responded to as appropriate
- Recommendations for improving the effectiveness of marketing and promotional activities are made
- Promotional and marketing activities are safe, effective and meet legal and professional requirements

Function E Minimize practice errors and omissions, unsafe practices and professional misconduct

Activity 1 Identify and prevent practice errors/omissions, unsafe practices and professional misconduct

Indicators of good practice

- Policies and procedures to ensure safety and effectiveness of persons, products and services are maintained and communicated to staff
- Accuracy and quality checks are routinely conducted and documented
- Incidents are promptly documented and causal factors are reviewed
- Documented incidents are regularly reviewed for patterns, causal factors and outcomes

Activity 2 Minimize, manage and report practice errors and omissions

Indicators of good practice

- Errors and omissions are investigated, corrected, documented and reported to those affected by them
- Consequences are monitored and care provided as necessary
- Practice changes and/or preventive measures are implemented in consultation with those affected by them
- Alleged medical errors, unsafe practices and professional misconduct are investigated, documented and reported in accordance with legal and professional requirements

Activity 3 Respond to and resolve unsafe practices and professional misconduct

Indicators of good practice

- Practice and conduct resulting in actual or potential risk is immediately stopped and consequences monitored
- Corrective actions and/or referrals are implemented and documented

Role 4 Maintain Professional Development & Contribute to the Professional Development of Others

Functions A & B

MAINTAIN PROFESSIONAL DEVELOPMENT AND CONTRIBUTE TO THE PROFESSIONAL DEVELOPMENT OF OTHERS *Professional development is a continuous process in the changing profession of pharmacy. As pharmacy practice evolves, pharmacists need to keep current and knowledgeable, and support others. They can do this through professional development, continuing education, workplace interaction and problem-solving.*

Function A Plan and implement personal development strategies to improve current and future performance

Activity 1 Create and maintain a professional development plan to improve current and future performance

Indicators of good practice

- Personal and professional needs are identified in keeping with current and future goals
- Professional development goals are established
- Realistic development priorities are set
- Emerging issues in pharmacy are reflected in priorities
- Development opportunities are identified, selected and pursued

Activity 2 Monitor, evaluate and record development achievements

Indicators of good practice

- Development is reviewed on a regular basis
- Achievements and practice outcomes are evaluated and documented
- Development plans are modified in keeping with changing goals

Function B Contribute to the professional development of colleagues

Activity 1 Respond to the development needs of colleagues

Indicators of good practice

- Needs of others are identified, acknowledged or confirmed
- Responses are timely, collaborative, constructive and professional
- Sources of information and expertise are suggested
- Feedback is requested on effectiveness of contribution

Activity 2 Support development and practice enhancement initiatives

Indicators of good practice

- Opportunities to learn and enhance practice are promoted and supported
- Meaningful feedback is provided constructively and professionally
- Feedback is timely and relevant

Role 5 Contribute to the Effectiveness of the Health Care System

Functions A, B, C, D & E

CONTRIBUTE TO THE EFFECTIVENESS OF THE HEALTH CARE SYSTEM *As members of the health care community, pharmacists contribute to the health care team by identifying ways to improve overall health outcomes. Pharmacists do this by promoting health and wellness in the community; improving working relationships; investigating emerging therapies; and sharing new information to benefit their clients.*

Function A Promote, evaluate and improve health in the community

Activity 1 Encourage health and wellness

Indicators of good practice

- Clients are supported to make healthy and relevant lifestyle choices
- Clients are encouraged and supported to seek knowledge of disease prevention and management
- Options to promote health are presented

Activity 2 Support access to health information

Indicators of good practice

- Sources of relevant, accurate and current information are identified for the client
- Information on disease prevention and management is provided
- Clients are referred to other services

Activity 3 Identify problems and solutions to improve health care in the community

Indicators of good practice

- Clients' misuse or abuse of the health care system is identified, discouraged and prevented whenever possible
- Clients are provided with effective choices
- Drug use is monitored and in keeping with legal and professional requirements
- Inappropriate practices are identified and addressed

Function B Advocate and support policies that promote improved health outcomes

Activity 1 Contribute to public and professional forums to promote improved health outcomes

Indicators of good practice

- Information and ideas presented are current and relevant to audience
- Information and advice are provided in a format and in a manner that promotes understanding

Activity 2 Contribute to policy direction and decisions to improve health outcomes

Indicators of good practice

- Input provided is in the best interest of the public
- Policy direction and decisions are current and realistic
- Policy direction and decisions are reviewed on a regular basis to ensure applicability to current practice

Activity 3 Collaborate with other health care professionals in their efforts to improve health outcomes

Indicators of good practice

- Opportunities for collaboration are identified
- Collaboration reflects common goals and interests

Function C Create, maintain and enhance working relationships with others

Activity 1 Exchange information and advice with others

Indicators of good practice

- Information needs are clarified
- Relevant, current references and literature are accessed, interpreted and shared with others, as appropriate
- Information obtained and exchanged is accurate, objective, current and timely
- Information and advice provided responds to the client's needs
- Referrals to other information services are made, as appropriate
- Information and advice are provided in a format and in a manner that promotes understanding
- Recommendations and information exchanged are documented

Activity 2 Contribute to health and wellness problem-solving

Indicators of good practice

- An active role is maintained
- Significant contributions to problem-solving are documented
- Contributions reflect professional judgment and expertise

Function D Contribute to the education and training of students and health professionals

Activity 1 Identify the learning needs and goals of students and health professionals

Indicators of good practice

- Individuals and groups are encouraged to clarify learning needs
- Individuals and groups are given information and support to enable them to define and set learning goals

Activity 2 Select or develop learning activities to meet identified needs and goals

Indicators of good practice

- Multiple and diverse learning opportunities are identified, supported, provided and recognized
- Activities are relevant to the needs, learning styles and abilities of the learners
- Learning resources are relevant, engaging and promote the development of the learners' skills and knowledge

Activity 3 Facilitate or implement learning activities and assess outcomes

Indicators of good practice

- Learning environment fosters curiosity, discussion and personal reflection
- Learning activities encourage the learners' active participation
- Learners are encouraged and supported to ask questions and value constructive feedback from peers and others
- Assessment strategies and tools are valid, reliable and appropriate
- Learning and assessment outcomes are recorded in a timely, accurate and meaningful way

Activity 4 Evaluate quality of education and training

Indicators of good practice

- Feedback is requested from learners
- Feedback is analyzed, interpreted and used to review learning activities and assessment strategies
- Changes in learning activities and assessment strategies are planned and implemented based on the results of the evaluation, as appropriate

Function E Contribute to the discovery of new knowledge and skills and their application to pharmacy practice and the health care system

Activity 1 Participate in client care practices that yield new or expanded knowledge about the effectiveness and safety of drugs

Indicators of good practice

- Unanticipated drug therapy outcomes are monitored and reported through professional, scientific or regulatory channels
- Findings arising from independent observations about drug therapies are reported, tested and validated or discarded
- Formal research activities conform to accepted standards of study design, data collection, data confidentiality, security, interpretation and presentation of findings
- Participation in research activities conforms to ethical standards
- Expertise, resources and data from practice settings are provided to research studies in adherence with ethical, legal and professional requirements

Activity 2 Investigate and contribute to research activities that improve health outcomes, support the health of the public and enhance pharmacy practice

Indicators of good practice

- Health care issues are identified through a systematic process
- New services that can enhance health outcomes in clients are investigated, supported and promoted
- Evidence-based, cost-effective drug strategies are developed, implemented and supported
- Pharmaceutical care processes and pharmacy practices are regularly evaluated and evidence-based
- Technological advancements are studied and implemented where appropriate
- Systems are established to support the implementation of the changes

Knowledge and Skills Specifications

In order to perform the Roles, Functions and Activities reflected in the Framework of Professional Practice, pharmacists need a strong foundation in a wide variety of knowledge and skills. What follows are the knowledge and skill specifications associated with the work of pharmacists. As part of daily practice, pharmacists:

- make decisions
- solve problems
- respond to contingencies
- analyze and synthesize information
- grow and develop in their work

To do this, pharmacists draw on their expertise, usually in the form of knowledge, skills and abilities unique to each pharmacist. This expertise is based on education, training and experience. There are six areas in which all pharmacists need fundamental knowledge and skills:

- foundation sciences
- systems
- health and safety
- communication
- groups and relationships
- professional practice and accountability

Each area includes detailed specifications that B.C. pharmacists say are 'essential' or 'very important' to achieving good and consistent practice outcomes. Each of these is divided into three categories:

- theories, concepts and principles
- skills
- facts, data and information

Given the integrated nature of the work performed by pharmacists, most knowledge and skills are applicable to most Roles. However, in some cases, the knowledge and skills described are more relevant to one or more specific Role.

Knowledge and Skills Specifications

Foundation Sciences

Theories, Concepts and Principles Pharmacists need to understand:	Skills Pharmacists need to have the ability to:	Facts, Data and Information Pharmacists need to know about:
<ul style="list-style-type: none"> • Basic pharmaceutical sciences including: <ul style="list-style-type: none"> ◊ Pharmacology ◊ Pharmaceutical chemistry ◊ Pharmacokinetics ◊ Pharmacodynamics ◊ Pharmaceutics ◊ Pharmacotherapeutics ◊ Pharmacoeconomics • Other medical sciences including: <ul style="list-style-type: none"> ◊ Bacteriology ◊ Biology ◊ Biomedical Ethics ◊ Biostatistics ◊ Chemistry ◊ Epidemiology ◊ Genetics ◊ Human anatomy ◊ Microbiology ◊ Pathophysiology ◊ Physiology ◊ Therapeutics • Basic theories of psychology, including behavioral and organizational psychology • Pharmacy practice including clinical pharmacy • Principles of pharmaceutical care • Principles of evidence-based medicine • Theories of critical thinking • Principles, theoretical basis and implications of a wide range of medical conditions and disease states • Principles of mathematics especially relating to calculation and measurement • Impact of age, race, gender, and socio-economic status on health, wellness and disease states 	<ul style="list-style-type: none"> • In a nonjudgmental and unbiased manner: <ul style="list-style-type: none"> ◊ Observe ◊ Evaluate ◊ Make decisions ◊ Record ◊ Disseminate information and advice • Critically evaluate, assess and interpret signs, symptoms and health status (1, 5) • Identify, solve and give advice about drug-related problems (1, 4, 5) • Research, review and evaluate literature (1, 4, 5) • Utilize professional judgment while upholding legislative requirements • Accurately perform mathematical calculations • Work collaboratively with individuals and teams • Compound • Interpret diagnostic values 	<ul style="list-style-type: none"> • Current issues and trends related to health and the practice of pharmacy • Demographics including health/wellness of population served and characteristics of special populations (1, 2, 3, 5) • Patient health records and other patient information (1, 5) • Information on the properties of products and packaging (2) • Information on the uses and effects of products • Public policy priorities (5) • Relevant and recent research findings • References and resources for drug disease information • Current referral information for relevant resources • Specialty pharmacy practice issues • Compounding techniques • Relevant legislation, regulations and policies affecting practice

Note: When a type of knowledge or skill is critical only to specific Roles, the relevant Role number(s) appear in brackets.

Knowledge and Skills Specifications

Systems

Theories, Concepts and Principles Pharmacists need to understand:	Skills Pharmacists need to have the ability to:	Facts, Data and Information Pharmacists need to know about:
<ul style="list-style-type: none"> • Critical concepts of systems theory such as: <ul style="list-style-type: none"> ♦ key components of systems ♦ basic functions of systems ♦ impact of change on systems ♦ sources of power ♦ effect of power imbalances within systems • Formal and informal organizational systems such as: <ul style="list-style-type: none"> ♦ the mandate and philosophy of the organization where they work ♦ organizational structures, functions and subsystems ♦ indicators of quality and effectiveness • Wider health care and community systems such as: <ul style="list-style-type: none"> ♦ the regulatory, licensing and funding framework ♦ the role and function of other related formal and informal services and supports • Concept of a client-centered care system including issues of autonomy, responsibility and support • Concepts of quality management • Basic principles of environmental responsibility, waste reduction and recycling • Basic principles of business management • Principles of time management • Principles of inventory management (3) • Concept of prioritization 	<ul style="list-style-type: none"> • Anticipate, recognize and evaluate the potential impact of practice on systems • Create, implement and manage an effective workplace system • Analyze systems • Improve systems within the organization and community • Create policies and procedures • Anticipate and recognize how systems impact clients • Balance competing priorities and respond to shifting priorities • Work within and manage budgets (3) • Read and evaluate financial data (3) 	<ul style="list-style-type: none"> • The philosophy, structure, mandate, objectives, policies and procedures of their own organizations • The socioeconomic and cultural characteristics of the communities they serve • Key government and professional bodies influencing pharmacy practice • Barriers and challenges that exist within systems • Availability and costs of different drug distribution systems (1, 2, 3, 5) • Policies and procedures for disposal of confidential material • Policies and procedures for inventory management • Relevant community resources • Relevant legislation, regulations and policies affecting practice

Note: When a type of knowledge or skill is critical only to specific Roles, the relevant Role number(s) appear in brackets.

Knowledge and Skills Specifications

Health and Safety

Theories, Concepts and Principles Pharmacists need to understand:	Skills Pharmacists need to have the ability to:	Facts, Data and Information Pharmacists need to know about:
<ul style="list-style-type: none"> • Concepts and implications of universal precautions • Basic principles of workplace safety • Basic principles of Workplace Hazardous Materials Information Systems (WHMIS) (2, 3) • Basic principles of environmental pollutants and disposal systems (2, 3, 5) • Principles of health and wellness • Concept of “quality of life” • Principles of risk management 	<ul style="list-style-type: none"> • Apply standards • Evaluate and anticipate potential problems and deficiencies • Recognize and intervene in potentially risky or unsafe situations • Implement changes and preemptively work to remove risk • Follow-through and monitor identified areas of concern • Respond to emergencies and shifting priorities 	<ul style="list-style-type: none"> • Relevant workplace and environmental standards and concerns • Health and safety standards • WCB guidelines • Employment standards • Past and current issues, problems or concerns and information about the effectiveness of changes and corrections that have been instituted (3) • Standards, procedures and equipment for aseptic techniques (2, 3) • Current information and resources for product storage, expiry, disposal and transport (2, 3, 5) • Relevant contracts and equipment information and warranties (3) • Professional associations and/or union supports • Relevant legislation, regulations and policies affecting practice

Note: When a type of knowledge or skill is critical only to specific Roles, the relevant Role number(s) appear in brackets.

Knowledge and Skills Specifications

Communication

Theories, Concepts and Principles Pharmacists need to understand:	Skills Pharmacists need to have the ability to:	Facts, Data and Information Pharmacists need to know about:
<ul style="list-style-type: none"> • Principles of effective communication • The range of individual communication styles and modalities • The impact of personal communication styles on practice • The role of socio-economic, cultural, language, gender and social experiences on communication • Conflict management strategies 	<ul style="list-style-type: none"> • Use verbal, non-verbal and written communication methods effectively and appropriately • Demonstrate active listening skills • Recognize, respect and respond appropriately to a wide range of individual communication styles • Adjust the method, pacing and level of communication to suit the listener • Identify barriers to communication and attempt to overcome them • Demonstrate effective use of open-ended and closed questions to elicit information • Provide information and advice that is: <ul style="list-style-type: none"> ♦ relevant ♦ current ♦ accurate ♦ verifiable • Create written and electronic records in a manner that promotes sharing, ease of use and retrieval of necessary data • Utilize problem solving strategies to resolve conflicts • Interpret and explain technical language, information and jargon to clients and other service providers • Use technology productively and effectively • Give effective presentations to groups (3, 4, 5) • Effectively market products, information and the organization (3) • Advocate for client(s) (3, 4, 5) 	<ul style="list-style-type: none"> • Demographics and needs of population served • Relevant and current referral information and resources • Contact information for other health professionals • Translation resources (1, 5) • Visual and auditory aids and other resources, equipment and devices to support communication (1, 5) • Relevant legislation, regulations and policies affecting practice

Note: When a type of knowledge or skill is critical only to specific Roles, the relevant Role number(s) appear in brackets.

Knowledge and Skills Specifications

Groups and Relationships

Theories, Concepts and Principles Pharmacists need to understand:	Skills Pharmacists need to have the ability to:	Facts, Data and Information Pharmacists need to know about:
<ul style="list-style-type: none"> • Basic principles of Human Resource Management (3, 4) • Interpersonal relationship development • Theory of group dynamics • Core principles of team building and development • The influence of varied cultural and demographic experiences on relationship building • The range and implications of individual learning styles (1, 3, 4, 5) • Basic principles and role of assessment in learning and individual development (1, 3, 4, 5) • The role and function of mentoring, role modeling and other learning strategies (1, 3, 4, 5) • Basic concepts of problem-based learning, a learner-centered system, and experiential learning (1, 3, 4, 5) 	<ul style="list-style-type: none"> • Establish and maintain productive professional relationships • Contribute to the development of teams and other groups • Display flexibility and patience in working with others • Collaborate with others and share expertise • Delegate and supervise effectively and respectfully • Demonstrate and model empathy and respect for the views, opinions and beliefs of others • Demonstrate cultural sensitivity by working effectively and diplomatically with people from diverse backgrounds • Act as a role model or mentor (1, 3, 4, 5) • Provide effective feedback and contribute to the development of others (1, 3, 4, 5) • Encourage and support others to help them make decisions and implement plans (1, 3, 4, 5) • Select and use appropriate assessment methods and tools (1, 3, 4, 5) • Establish and support formal and informal networks 	<ul style="list-style-type: none"> • Responsibilities, mandates, and roles of associated groups, organizations, teams and networks • Needs of staff, colleagues and the community (1, 3, 4, 5) • Training and education resources including assessment tools and strategies (1, 3, 4, 5) • University requirements (1, 3, 4, 5) • Accreditation guidelines (1, 3, 4, 5) • Current trends in pharmacy education and related fields (1, 3, 4, 5) • Relevant legislation, regulations and policies affecting practice

Note: When a type of knowledge or skill is critical only to specific Roles, the relevant Role number(s) appear in brackets.

Knowledge and Skills Specifications

Professional Practice and Accountability

Theories, Concepts and Principles Pharmacists need to understand:	Skills Pharmacists need to have the ability to:	Facts, Data and Information Pharmacists need to know about:
<ul style="list-style-type: none"> • Concepts of life-long learning • The importance of reflection and self-awareness • The impact of personal values and philosophy on practice • Theories of stress-management • Professional ethical standards and ethical decision-making • Concepts of accountability, privacy and confidentiality • Basic principles of legal liability 	<ul style="list-style-type: none"> • Model respect for the profession • Reflect on and evaluate own practice • Systematically identify own strengths and limitations • Identify and respond to own learning needs • Continually set and consciously commit to new learning goals • Apply new learning to practice • Give and receive constructive criticism • Clarify personal values and philosophy of practice • Incorporate ethical standards and decision-making into day-to-day practice • Recognize and maintain appropriate professional boundaries • Adapt practice to reflect current and emerging needs • Balance and respond to competing priorities and responsibilities • Initiate and maintain contacts with professionals in similar and related fields to share information and ideas • Manage own health and well-being 	<ul style="list-style-type: none"> • Standards of good practice • Code of Ethics • Current issues and trends related to health and wellness and the practice of pharmacy • Legislation, regulations and policies relevant to human rights, privacy, legal liability, discipline and freedom of information • Professional development resources and opportunities • Supportive role of professional organizations • Accreditation guidelines • Educational requirements and programs • Relevant legislation, regulations and policies affecting practice

Note: When a type of knowledge or skill is critical only to specific Roles, the relevant Role number(s) appear in brackets.

Appendix I

Code of Ethics

Preamble

The Code deals with the ethics rather than the laws governing pharmacy practice. Laws and ethics of health care necessarily overlap considerably, since both share the concern that the conduct of health care professionals reflects respect for the well-being, dignity and self-determination of patients. The two domains of law and ethics remain distinct, and the Code, while prepared with awareness of the law, is addressed to ethical obligations.

The pharmacist, by entering the profession, is committed to moral norms of conduct and assumes a professional commitment to the health and well-being of patients. As citizens, pharmacists continue to be bound by the moral and legal norms shared by all other participants in society. As individuals, pharmacists have a right to choose to live by their own values as long as those values do not compromise pharmacy care.

Adoption of the Code represents a conscious undertaking on the part of the members of the College of Pharmacists of British Columbia to be responsible for practising in accordance with the expressed principles (values and obligations). The Code defines and seeks to clarify the obligations of pharmacists to use their knowledge and skills for the benefit of others, to minimize harm, to respect patient autonomy and to provide fair and just pharmacy care for their patients.

- For those entering the profession, the Code identifies the basic moral commitments of pharmacy care and serves as a source for education and reflection.
- For those within the profession, the Code serves as a basis for self-evaluation and peer review.
- For those outside the profession, the Code provides public identification of the professional ethical expectation of its members.

Therefore the Code of Ethics is educational, guides behaviour, and expresses to the larger community the values and ideals that we espouse by reason of trust and commitment.

Appendix I

Elements of the Code

The Code

The Code contains different elements designed to help the pharmacist in its interpretation. The values and obligations are presented by topic and not in order of importance.

- **Values** express broad ideals of pharmacy practice. They establish correct directions for pharmacy practice. In the absence of a conflict of ethics, the fact that a particular action promotes a **value** of pharmacy practice may be decisive in some specific instances. Pharmacist behaviour can always be appraised in terms of values; How closely did the behaviour approach the value? How widely did it deviate from the value? The values expressed in the Code must be adhered to by all pharmacists in their practice. Because they are so broad, however, values may not give specific guidance in difficult instances.
- **Obligations** provide more specific direction for conduct than do values; obligations spell out what a value requires under particular circumstances.

It is also important to emphasize that even when a value or obligation must be limited, it nonetheless carries moral weight. For example, a pharmacist who is compelled to testify in a court of law on confidential matters is still subject to the values and obligations of confidentiality. While the requirement to testify is a justified limitation upon confidentiality, in other respects confidentiality must be observed. The pharmacist must only reveal that confidential information that is pertinent to the case at hand, and such revelation must take place within the appropriate context.

Value 1 A pharmacist respects the professional relationship with the patient and acts with honesty, integrity and compassion.

Obligations

1. The patient-pharmacist relationship is a covenant, meaning that a pharmacist has moral obligations in response to the trust received from society. In return for this, a pharmacist promises to help patients achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.
2. A pharmacist has a duty to tell the truth, to act with conviction of conscience, and to avoid discriminatory practices and behaviour.

Value 2 A pharmacist honours the individual needs, values and dignity of the patient.

Obligations

1. A pharmacist assists patients to make informed choices about their own best interests.
2. A pharmacist aids patients in their expression of needs and values, and recognizes their right to live at risk.
3. A pharmacist's commitment to the patient's care must be sensitive to, but not prejudiced by, factors such as the patient's race, religion, ethnic origin, social or marital status, gender, sexual orientation, age, or health status.
4. A pharmacist recognizes the patient's membership in a family of choice, and, with the patient's consent, attempts to facilitate, where appropriate, the participation of significant others in the care of the patient.

5. A pharmacist's conduct at all times acknowledges the patient as a person. Discussion of care in the presence of the patient should, whenever possible, actively include the patient.

Value 3 A pharmacist supports the right of the patient to make personal choices about pharmacy care.

Obligations

1. A pharmacist has the primary responsibility to inform the patient about available pharmacy care. Consent is an essential precondition to the provision of care.
2. A pharmacist owes a duty to disclose material risks associated with medication therapy. Adequate disclosure is normally achieved by highlighting the more frequent and serious side effects, as well the probability of their occurrence.
3. Valid consent, usually verbal, represents the free and informed choice of the competent patient to undergo pharmacy care.
4. A pharmacist should aid patients in becoming an active participant in their care to the maximum extent that circumstances permit.
5. A pharmacist provides information to the patient in an understandable and sensitive way.
6. A pharmacist does not withhold pertinent medication information or use deceptive tactics in obtaining consent. When the patient's questions require information beyond that available to a pharmacist, the patient will be referred to an appropriate health care professional.

Value 4 A pharmacist provides competent care to the patient.

Obligations

1. A pharmacist commits to lifelong learning designed to maintain relevant knowledge and skills.
2. A pharmacist places concern for the well-being of the patient at the centre of professional practice, providing the best care that circumstances, experience and education permit.

Value 5 A pharmacist protects the patient's right of confidentiality.

Obligations

1. A pharmacist provides pharmacy care with consideration for the personal privacy of patients.
2. An affirmative duty exists to institute and maintain practices that protect patient confidentiality.
3. A pharmacist, where appropriate, reveals to the patient the boundaries of professional confidentiality. Pharmacy care may require that other health care personnel have access to or be provided with the relevant information. Whenever possible, the patient should be informed, and generally, it is up to the patient to determine who should be informed and what personal information should be released.
4. When a pharmacist is confronted with the necessity to disclose, confidentiality should be preserved as much as possible. Both the amount of information disclosed and those to whom disclosure is made should be restricted to that which is necessary.
5. A pharmacist may breach confidentiality when the failure to disclose information will place other persons or the patient in serious danger. A pharmacist will, whenever possible, consult with other health professionals involved with the patient before breaching confidentiality.

Value 6 A pharmacist actively supports the patient's right to receive competent and ethical health care.

Obligations

1. A pharmacist who suspects incompetence or unethical conduct by a health care professional will first consider the welfare of the patient. Subject to that principle, the following will apply:
 - A pharmacist should engage in direct discussion with the health care professional involved, if a situation can be resolved without peril to the patient.
 - A pharmacist shall not participate in efforts to deceive or mislead patients about the cause of alleged harm or injury resulting from unethical or incompetent conduct.

Value 7 A pharmacist respects the values and abilities of colleagues and other health professionals.

Obligations

1. A pharmacist accepts responsibility to work with colleagues and other health care professionals and with public interest pharmacy organizations and patient advocacy groups, to promote safe and effective pharmacy care.
2. A pharmacist, when appropriate, asks for the consultation of colleagues or other health professionals or refers the patient.

Value 8 A pharmacist endeavours to ensure that the practice environment contributes to safe and effective pharmacy care.

Obligations

1. A pharmacist manager has a responsibility to foster an optimal practice environment and to ensure the provision of required resources.
2. If there is a conflict between professional activities and management policies, professional responsibilities will take precedence.
3. A pharmacist will challenge employment conditions that are inconsistent with professional practice as described in this code.

Value 9 A pharmacist ensures continuity of care in the event of job action, pharmacy closure or conflict with moral beliefs.

Obligations

1. A pharmacist has a duty through coordination and communication to ensure the provision of essential pharmacy care throughout the duration of any job action or pharmacy closure. Patients who require ongoing or emergency pharmacy care are entitled to have those needs satisfied.
2. A pharmacist is not ethically obliged to provide requested pharmacy care when compliance would involve a violation of his or her moral beliefs. When that request falls within recognized forms of pharmacy care, however, there is a professional obligation to refer the patient to a pharmacist who is willing to provide the service. The pharmacist shall provide the requested pharmacy care if there is no other pharmacist within a reasonable distance or available within a reasonable time willing to provide the service.

Appendix I

Code of Ethics Commentary

Ethical Problems

Situations often arise that present ethical problems for pharmacists in their practice. These situations tend to fall into three categories:

- (a) **Ethical violations** involve the neglect of moral obligation; for example, a pharmacist who neglects to provide competent pharmacy care to a patient because of personal inconvenience has ethically failed the patient.
- (b) **Ethical dilemmas** arise where ethical reasons both for and against a particular course of action are present and one option must be selected. A patient who is likely to refuse some appropriate form of pharmacy care presents the pharmacist with an ethical dilemma. For example, a patient might refuse to take medication to treat their cancer if there is a likelihood of hair loss. In this case, substantial moral reasons may be offered on behalf of several opposing options.
- (c) **Ethical distress** occurs when pharmacists experience the imposition of practices that provoke feelings of guilt, concern or distaste. Such feelings may occur when pharmacists are ethically obliged to provide particular types of pharmacy care despite their personal disagreement or discomfort with the course of treatment prescribed. For example, the sale of injection devices for nonmedical use has been shown to reduce the HIV infection rate, but a pharmacist may hold a personal belief against facilitating the use of illicit drugs.

The Code provides clear direction for avoiding ethical violations. When a course of action is mandated by the Code, and there exists no opposing ethical principle, ethical conduct requires that course of action.

The Code cannot serve the same function for all ethical dilemmas or for ethical distress. There is room within the profession of pharmacy for conscientious disagreement among pharmacists. The resolution of any dilemma often depends upon the specific circumstances of the case in question, and no particular resolution may be definitive of good pharmacy practice. Resolution may also depend upon the relative weight of the opposing principles, a matter about which reasonable people may disagree.

The Code cannot relieve ethical distress but it may serve as a guide for pharmacists to weigh and consider their responsibilities in the particular situation. Inevitably, pharmacists must reconcile their actions with their consciences in providing pharmacy care to patients.

The Code tries to provide guidance for those pharmacists who face ethical problems. Proper consideration of the Code should lead to better decision-making when ethical problems are encountered.

It should be noted that many problems or situations seen as ethical in nature are problems of miscommunication, failure of trust or management dilemmas in disguise. There is, therefore, a distinct need to clarify whether the problem is an ethical one or one of another sort.

Appendix II

Glossary of Terms

Assessment strategies

Methods to ensure students, interns, trainees, or employees meet required standards of performance, skills and knowledge. This may include workplace evaluations, practical assessments or demonstrations, written or oral assessments or some combination of these, all of which are designed to give participants useful feedback on their performance and/or skills and knowledge.

Care plan

A plan developed by the client and pharmacist working together to achieve agreed upon outcomes. This may include resolving the patient's drug-related problems, meeting therapeutic goals for the patient's medical conditions and preventing development of future drug-related problems. The plan may be simple or detailed, verbal or documented. This varies depending on the individual client's requirement. The plan must include a desired outcome linked to the client(s) identified problem(s) and monitoring parameters.

Client

A consumer, patient, patient's agent or caregiver, and/or other members of the health care team. The client may vary depending on the practice setting and the context in which pharmacists work. Most pharmacists work with many different clients in their day-to-day practice depending on the services to be provided, the nature of the interactions with others and/or the work environment. At any given time, a pharmacist may work with one or more different clients simultaneously.

Colleagues and health professionals

This includes pharmacists, pharmacy technicians, doctors, nurses, health educators, research and development professionals and/or others who directly or indirectly contribute to or influence the practice of pharmacy.

Documentation

Any material including a description, evidence, statistic or other information that confirms, supports, proves, represents, certifies and/or verifies work or activity(ies). Documentation can be paper or electronic-based. The extent of documentation may vary depending on what is required to sustain continuity of care and good practice standards.

Evidence-based

The use of science-based evidence to carry out or withhold specific recommendations, actions, decisions, or practices.

Legal and professional requirements

Legislation, policies, guidelines and standards accepted by the profession or mandated by government.

Limitations

Characteristics, barriers or obstacles that need to be considered in working with clients, such as physical, cognitive, emotional or financial limitations. This may also include factors that limit effective communication, such as language and cultural differences. Within a pharmacy practice limitations may include inadequate resources including financial, human, technological and/or time constraints.

Medical error

An error or omission in prescribing, preparing or administering therapy; inaccurate or insufficient drug knowledge dissemination; or other system failure; resulting in an adverse drug event or failure to achieve desired outcome(s).

Medication error

An error or omission in the process of medication use, prescribing, dispensing or administration of medications, resulting in the failure to achieve desired outcome(s). A medication error usually refers to human errors or omissions in therapeutic recommendations, counselling, monitoring and follow-up; or in drug distribution, drug names, labeling, system design and drug delivery design.

Non prescription pharmaceutical products

Non prescription medications, nutrition supplements, health care devices, home care products, complementary and alternative medicines.

Pharmaceutical care

A process whereby the pharmacist and client assume responsibility for designing or modifying, monitoring, and evaluating a client's pharmacotherapy, and achieve the desired outcomes of the care plan.

Professional development

The process whereby pharmacists improve patient and/or practice outcomes by acquiring and assimilating an increasing breadth and depth of professional knowledge and skills and applying it to their practice. This process can include many development activities, including continuing pharmacy education, workplace interaction and problem-solving and independent reading and research.

Quality management

A systematic approach to improving the delivery of services and products within organizations using a set of standards to guide internal decision-making. Examples include Total Quality Management (TQM), the National Quality Institute (NQI) and the International Organization for Standardization (ISO). In the practice setting, on-going quality management may include establishing programs and/or guidelines that monitor staff performance, systems, facilities and adherence to standards of practice.

About the College of Pharmacists of British Columbia

The College of Pharmacists of British Columbia is the licensing and regulatory authority for the profession of pharmacy and its practice environment, obtaining authority from the Pharmacists, Pharmacy Operations and Drug Scheduling Act. The College is responsible for the administration of the Act and is accountable to the public.

The College's mission is to ensure British Columbia pharmacists provide safe and effective pharmacy care to help people achieve better health. We believe the Framework of Professional Practice provides a tool that may help health professionals, government officials and the people of B.C. understand the complex work of practising pharmacists.

All pharmacists are licensed health care professionals governed by federal and provincial legislation, who must follow a professional code of practice. In British Columbia, every practising pharmacist must register with the College.

British Columbia has more than 4,000 pharmacists and 960 pharmacies. Pharmacists are experts on drugs and drug therapies. About two thirds of B.C.'s pharmacists work in community pharmacies, about one third practice in hospitals, and a small percentage teach, consult and work in government and industry.

For more information, please check out our web site at:

www.bcpharmacists.org.