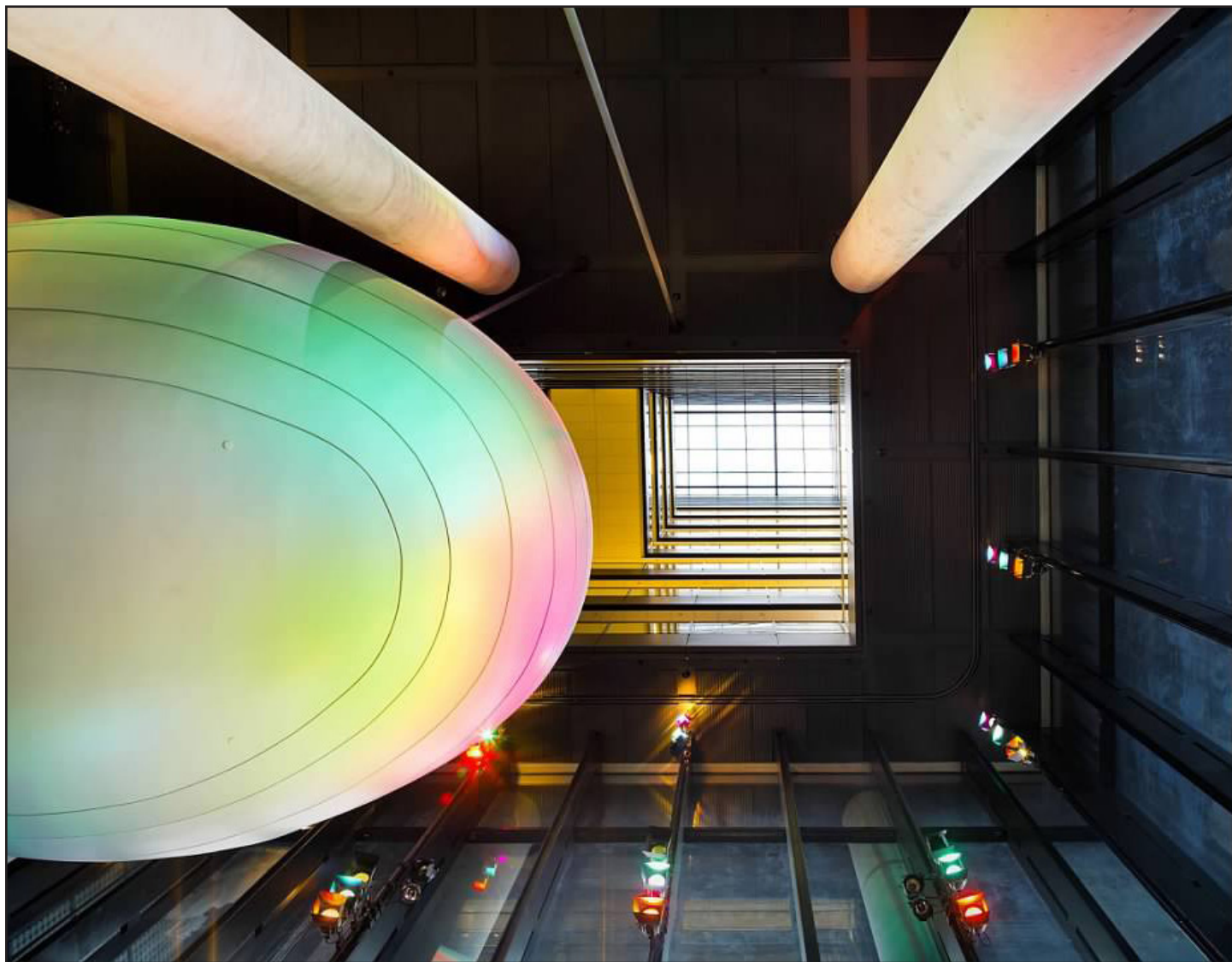


Volume 21, Pre-Issue 2019-2020

# MONOGRAPH

The Voice of the Pharmacy Student



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# The Monograph Team

## EDITOR'S ADDRESS

# Welcome back pharm!



### Editors-in-Chief

Shelby Yiu  
Andrew Tu



### 2T0 Representative

Joe Correia



### 2T1 Representative

William Nguyen



### 2T2 Representative

David Czosniak



### 2T3 Representative

TBD



### Photography

Pharmakon

We hope you have all had a relaxing and refreshing summer! Another school year is about to begin, and we are pleased to present the pre-issue of The Monograph. To the incoming class of 2T3, welcome to the Leslie Dan Faculty of Pharmacy. To the returning classes of 2T0, 2T1, and 2T2, welcome back for another year. We are Shelby and Andrew and we are the Monograph co-editors for the 2019-2020 year!

The Monograph is the pharmacy student newsletter written by pharmacy students for pharmacy students. This year marks the 21st Edition of The Monograph and the success of The Monograph would not be possible without the contributions of writers and readers in the pharmacy student community.

Featured in this pre-issue are “Letters to the Monograph” where you can read about the stories of a recent pharmacy graduate as well as an incoming pharmacy student. You can also meet the members of UPS in the “UPS Who’s Who” section and read about the amazing work these individuals will be doing throughout the year. If you are curious about your classes this year, you can visit the “Anti-Calendar” section where you can read course reviews and take some notes before classes begin. Finally, if you are looking to get involved outside of classes, check out our Clubs section to read more about the clubs in pharmacy and what they have to offer!

A big thank you to all who have contributed to the pre-issue as well as to Pharmakon for providing pictures, marketing for the infographics, and Sunny Huang the “Master of the Web” for helping us with all our tech issues.

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*Shelby and Andrew*

Monograph Co-editors

[monograph@uoftpharmacy.com](mailto:monograph@uoftpharmacy.com)

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## UPS ADDRESS

# Hello Phamily!

Hello everyone and welcome back to another year of blood, sweat, and tears (of joy)!

We hope that you all had an amazing summer whether you were travelling, working, or relaxing, and that your placements went well. Though it's another year of exams and assignments, we're looking forward to powering through the next academic year with you all!

To our new 2T3s, welcome to the faculty and we hope you had a fantastic Phrosh week! We're sure that many of you have created lasting phriendships over the course of Phrosh and will continue to do so throughout your time here in the faculty and during your future careers as pharmacists as well. In addition, big thank you's to Fabian, Samantha, and the Phrosh Planning Committee for their hard work and dedication in planning an amazing orientation event that the 2T3s definitely won't forget!

The Undergraduate Pharmacy Society (UPS) has been working hard all summer to make sure you experience everything our faculty has to offer. As always, UPS has some great events lined up for the upcoming year, including the Interprofessional Boat Cruise, the UofT vs. Waterloo Soccer Cup, CAPSI competitions, and the Phollies Talent Show.

Be on the lookout for more info on these events and we hope to see your lovely faces there!






Throughout the year, you can keep up with UPS and school events by following us on Instagram at @uoft-pharmacysociety, on Facebook at @UPSatUofT, or on our website! If you have any questions, feel free to reach out to us at [ups@uoftpharmacy.com](mailto:ups@uoftpharmacy.com) or come say hi to us in person at PB. We can't wait to meet/catch-up with all of you and we look forward to having a fantastic year together!

*Jacob and Gigi*

UPS President and Vice-President  
[ups@uoftpharmacy.com](mailto:ups@uoftpharmacy.com)

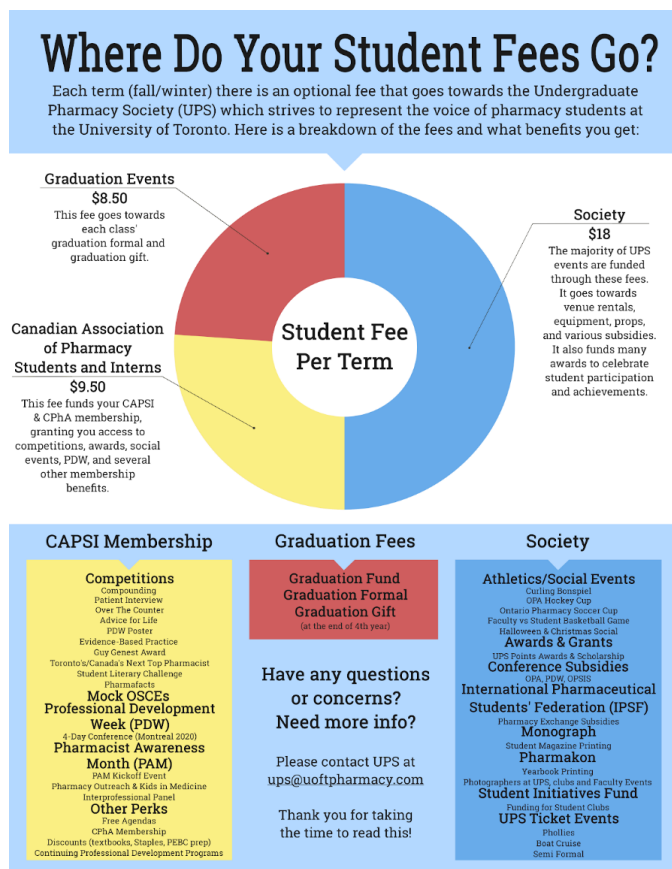


## UPS ADDRESS: Student fees

 <p><b>SOCIETY</b>          Athletics/Social Events          Awards &amp; Grants          Conference Subsidies          IPSF          Monograph          Pharmakon          Students Initiative Fund          UPS Ticket Events</p>	 <p><b>CAPSI</b>          Competitions          Mock OSCEs          Professional Development Week          Pharmacist Awareness Month          CPhA Membership          Textbook Discounts</p>	 <p><b>GRADUATION</b>          Graduation Fund          Graduation Formal          Graduation Gift</p>	<p><b>Distribution of Student Fees</b></p> <p><b>BREAKDOWN</b>          Society Fee \$18.00          CAPSI \$9.50          Class Fund \$8.50</p> <p>For more information, visit  <a href="http://www.uoftpharmacy.com/student-fees">www.uoftpharmacy.com/student-fees</a>          Please direct questions to  <a href="mailto:ups@uoftpharmacy.com">ups@uoftpharmacy.com</a></p>
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The Undergraduate Pharmacy Society (UPS) is the governing student council here at the faculty of and we represent pharmacy students at U of T. UPS organizes a variety of events and initiatives throughout the year to enhance student life, including the monograph you are reading right now! The Canadian Association of Pharmacy Students and Interns (CAPSI) is a national organization that serves to unify and support students from all ten faculties of pharmacy across Canada. CAPSI also holds events and activities throughout the year promoting professional development and pharmacy advocacy. U of T pharmacy students pay a small semesterly fee, which directly funds all extracurricular events and initiatives associated with UPS and CAPSI and Graduation Events. Though the student fees are not mandatory, we encourage you to remain opted in to ensure that you experience everything that our faculty has to offer! As well, remaining opted in ensures that we can continue to serve you to the best of our abilities, and to continue to provide you with opportunities that enrich your experience as students and as developing professionals. For those of you who may be interested in running for student council, payment of the UPS society fee is required.

For more information, visit <https://uoftpharmacy.com/student-fees/> to see all the benefits and services that the student fees cover! As well, please feel free to email us at [ups@uoftpharmacy.com](mailto:ups@uoftpharmacy.com) if you have any questions about fees or student life in general!



UPS 2019-2020 Council



## LETTERS TO MONOGRAPH:

## 2T3: Joining the pham. to be a future PharmD

When I first dreamed of becoming a pharmacist in early high school, what did I imagine? University graduates who spend hours repeatedly counting pills for patients for the entirety of their career. It even made me wonder, “What do I need a degree for?” Oh, how was I ever so wrong...

I had the great opportunity to volunteer in a small independent pharmacy over the summer of 2017. While my role was limited to counting pills, retrieving and storing medication, I had the opportunity to shadow a retail pharmacist's workday, and decide if this was the field for me. I learned that the pharmacist's role is less about dispensing medications directly and more social, and involves counselling patients, managing patients' medications, and resolving any inquiry a patient may have. I really enjoyed my time volunteering at the pharmacy and felt the urge to learn more about the potentials of the career. I saw myself wanting to fulfill all roles the pharmacist played.

Between my first and second pharmacy experience, I began to read about the different roles pharmacists play in healthcare. In addition to your typical retail and hospital pharmacist, there are pharmacists specialized in nuclear medicine, some who help determine government policy, and even specially trained pharmacists who provide treatment to armed forces around the world. In short, pharmacy isn't just limited to retail and hospital, but many different roles around the world!

I am currently beginning my second opportunity in a Shoppers Drug Mart pharmacy, where I plan to work concurrently during school to gain real-life experience working in a large pharmacy. The pharmacy is operated by current Leslie Dan students and graduates and I hope that by working under their guidance, I can intertwine material learned in class to my workplace in order to obtain an effective pharmacy education.



Compared to when I first considered pharmacy, I've learned that there is a lot more to the profession than the stereotypical pill-pushing that is portrayed. In fact, pill-pushing may be the least performed task performed by the pharmacist themselves. I would love to thank all the pharmacists, technicians, and assistants who trained me and allowed me to work alongside them to determine if pharmacy was the fit for me. To be honest, even with my experience, I'm not 100% sure what to expect from the PharmD program here at the Leslie Dan Faculty of Pharmacy. It will be busy and challenging to say the least, covering many different aspects of pharmacy from pharmacology to drug counselling to pharmacy management in addition to various conferences and social events in only four years. However, we've all worked very hard to make it to this point, and with guidance from amazing faculty and upper year students, I think our phamily will make the best of this experience together and I look forward to meeting everyone here!

**Amar Deonandan, 2T3**

## LETTERS TO MONOGRAPH:

## IT9: Enjoy the next four years of your life!



Class of 2T3s, Congratulations! You are now embarking on one of the most memorable four years of your life. If there is one thing I could share with you, it is to treasure every single second of the next four years. Trust me, it goes by fast!

The first few weeks of pharmacy school can be overwhelming. Take a deep breath and just explore. Explore the building. Introduce yourself to the fresh faces you do not yet know. Immerse yourself in activities and initiatives that interest you. Don't panic. There will always be support and guidance when you need them. Just enjoy and have fun!

The experiences that nurtured my growth and the memories that I get to treasure for a lifetime have made the last four years, the best four years of my life. In pharmacy school, you not only get to build your foundation, but you get to grow the skills and interests you have into something more tangible and rewarding. Join a club, take on a student leadership position, participate in an initiative. After four years, I only hear regrets from

peers who did not do anything. No matter what hardship people endured during the experience itself, not a single person came to regret it at the end. Be engaged.

I also want to ensure you that you made a great choice. Pharmacy is a great profession and the Leslie Dan Faculty of Pharmacy really is the #1 pharmacy school in Canada for a reason. I had my doubts as well when I first entered the profession, especially with the voices that tell you all the negative aspects of pharmacy. However, the more passionate pharmacists I met through the various opportunities the faculty and the profession offer, the more certain I became of my impression of pharmacy. Pharmacy is no longer what it once was. If you are stuck in the past instead of adapting for the future, you will become the outdated burnt out pharmacist that complains every single day and wish the clock moves faster when you are at work. Instead, if you have the slightest excitement for challenge and innovation, you will thrive and enjoy the current state of the profession immensely. You are also never alone. Be curious about our profession and soon you will share the same passion many of us have. You will discover a world of pharmacists that are doing amazing work and driving the profession forward every single day.

On the day of graduation, you will suddenly miss being a student. You will miss your friends, initiatives you took, and all the experiences you've had. Then, you will suddenly realized how much you have accomplished. You will remember the time that you struggled with a course, an exam, and started to doubt yourself. You will remember the time you had a difficult patient, heard someone talk negatively about the future of pharmacy and started to doubt whether you chose the right profession. But suddenly on graduation day, all your doubts are casted away and you feel ready and proud. Ready to move on and proud to be a pharmacist. Trust that for every problem, we have many solutions. Trust that together, we get to shape the future of pharmacy. I am excited for you to start your journey. I look forward to meeting you as a fellow colleague!

**tl;dr** treasure every moment, enjoy and have lots of fun

**Steven Shao, IT9**

## UPS WHO'S WHO



**Matthew Luu, 2T0**  
**Past President**  
[pastpres@uoftpharmacy.com](mailto:pastpres@uoftpharmacy.com)

**Role:** Act as an advisor to UPS Council.

**Advice for my First Year Self:** Enjoy every moment. These will be the best four years of your life.

**Talk to me about:** Food! I love trying new cuisines - I'm a decent cook as well.

**Jacob Poirier, 2T1**  
**President**  
[ups@uoftpharmacy.com](mailto:ups@uoftpharmacy.com)

**Role:** Oversees all events and initiatives run by our 30 amazing executive members, and acts as a liason between students and the faculty to ensure your voice is represented.

**Advice for my First Year Self:** Don't stress yourself out too much over grades. Although doing well in school is important, take every opportunity you can get to build strong friendships and get involved in the community that makes pharmacy school so amazing. Most of all enjoy the process - four years will be over before you know it.

**Talk to me about:** Music, sneakers, craft beer, Survivor.



**Gigi Lai, 2T1**  
**Vice President**  
[ups@uoftpharmacy.com](mailto:ups@uoftpharmacy.com)



**Role:** Together with the UPS President, I oversee all activities of UPS, voice your thoughts and concerns to the faculty, manage SIF funding for student clubs, and organize some fun events including Orientation Banquet, OPSIS, and UPS Awards Night!

**Advice for my First Year Self:** Please stop sleeping and take notes in class. Also, your friends are going to keep photos of you sleeping.

**Talk to me about:** UPS (duh), board games, baking, peach-flavoured drinks (!!), Harvest Moon, and I'm also looking for good book recommendatons!



# UPS WHO'S WHO

**Christina Truong, 2T2**  
**Executive Secretary**  
**secretary@uoftpharmacy.com**

**Role:** The UPS points bank teller and the person to go to for info on clubs or awards.

**Advice for my First Year Self:** Stop and smell the roses!

**Talk to me about:** Anything council-related...or the best dessert places in the city.



**Meagan Hatch, 2T1**  
**Senior Finance Director**  
**finance@uoftpharmacy.com**



**Role:** Organizing financial aspects of UPS alongside Patrick, including managing the annual budget and allocating funds to events, student initiatives and more.

**Advice for my First Year Self:** Join a club or intramural team, come out to social or academic events - whatever interests you, there is always something going on at PB!

**Talk to me about:** The best places in town for tacos, your go to Spotify playlists for studying, or anything you are curious about or interested in!

**Patrick Cheung, 2T2**  
**Junior Finance Director**  
**finance@uoftpharmacy.com**

**Role:** I manage the financial aspects along with the Senior Finance Director for UPS events and related activities.

**Advice for my First Year Self:** I would tell first year self to not be afraid of getting involved. It's scary to take the first step, but afterwards it gets a lot easier!

**Talk to me about:** Board games, chemistry, memes, Teamfight Tactics, sushi.



# UPS WHO'S WHO



**Shreeya Thakrar, 2T1**  
**Senior External Affairs Director**  
**external@uoftpharmacy.com**

**Role:** John and I work together on everything sponsorship; whether it be recruiting, coordinating or planning events with sponsors. Some of our events include Lunch and Learns and the Community Outreach Fair. I am also the Sr. CSHP liaison for UofT and with the help of the CSHP council, we advocate and provide opportunities through events related to hospital pharmacy.

**Advice for my First Year Self:** Don't be scared to branch out from your norm and explore new extracurriculars or activities you might find interest in! Academics are important but don't forget to balance that with time away from the books, whether that be getting involved in student council, clubs, intramurals or enjoying Toronto.

**Talk to me about:** Dancing, anything to do with food (especially where to get great tacos), places to explore downtown, really anything and everything! :)

**John Hunyh, 2T2**  
**Junior External Affairs Director**  
**external@uoftpharmacy.com**



**Role:** Shreeya and I will be working with the faculty to solicit sponsorships and maintain contact between our sponsors and the UPS. Outside of sponsorships, we organize events such as lunch and learns, the bi-annual blood drive and various events with the CSHP council to promote hospital pharmacy.

**Advice for my First Year Self:** Start those essays early.

**Talk to me about:** Video games, HIMYM, Brooklyn 99, school, anything.



**Aline Hunyh, 2T1**  
**Events Co-Director**  
**events@uoftpharmacy.com**

**Role:** Along with Alena, we are responsible for organizing the Interprofessional Boat Cruise, Phollies Talent Show and Semi Formal!!! We also help out with lots of other events throughout the year!

**Advice for my First Year Self:** Get out of your comfort zone!

**Talk to me about:** Cool shows on Netflix (I need recommendations).

# UPS WHO'S WHO

**Alena Tran, 2T1**  
**Events Co-Director**  
[events@uoftpharmacy.com](mailto:events@uoftpharmacy.com)



**Role:** Aline and I will be working together this year to plan some of UPS's exciting and popular events such as the Interprofessional Boat Cruise, Phollies and Semi Formal! I hope to meet/see you all again at these events :)

**Advice for my First Year Self:** Don't be afraid to step out of your comfort zone and be more confident in yourself!

**Talk to me about:** Anything food related, traveling, music, movies, or tell me some random facts about anything LOL I love learning new things!



**Matt Lau, 2T1**  
**Senior Athletics Director**  
[athletics@uoftpharmacy.com](mailto:athletics@uoftpharmacy.com)

**Role:** To organize athletic events along with intramural teams.

**Advice for my First Year Self:** Get out there and do as much as you can!

**Talk to me about:** Last night's game...but anything is cool!

**Jonathan Ko, 2T2**  
**Junior Athletics Director**  
[athletics@uoftpharmacy.com](mailto:athletics@uoftpharmacy.com)

**Role:** To plan and organize faculty-wide events including the Tug-of-War, Curling Bonspiel, Soccer Cup, Dodgeball Tournament and OPA cup. I also keep pharmacy up to date with athletic events and intramurals!

**Advice for my First Year Self:** It's okay to feel unsure. Take the leap to try new things, and live your best life! :)

**Talk to me about:** Dragon Boat, Volleyball, Biking, and Hockey!





# UPS WHO'S WHO



**Shelby Yiu, 2T1**  
**Monograph Co-Editor**  
[monograph@uoftpharmacy.com](mailto:monograph@uoftpharmacy.com)

**Role:** Producing and editing the pharmacy student newsletter with Andrew. Bossing around my Monograph reps, and begging people to contribute art, photographs or any written piece.

**Advice for my First Year Self:** Remember no matter what life throws at you, just keep going. Don't doubt yourself so much! And it's okay to cry in PB.

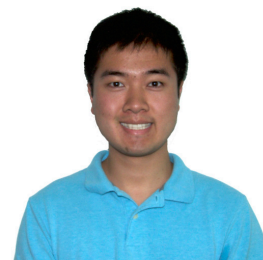
**Talk to me about:** Monograph, eating food, baking food, growing food (aka gardening), cartoons, DC, Pokemon, dad jokes.

**Andrew Tu, 2T2**  
**Monograph Co-Editor**  
[monograph@uoftpharmacy.com](mailto:monograph@uoftpharmacy.com)

**Role:** Making the pharmacy student newsletter, "The Monograph" this year with Shelby!

**Advice for my First Year Self:** Take advantage of every opportunity to explore and learn about pharmacy! Go to events, meet new people, and try new things...there is a lot this program has to offer!

**Talk to me about:** Writing for The Monograph, food, music, pharmacy events.



**Aya Akrawi, 2T2**  
**Pharmakon Co-Editor**  
[pharmakon@uoftpharmacy.com](mailto:pharmakon@uoftpharmacy.com)



**Role:** I photograph the memories that we make here at Leslie and help to put them together into a yearbook that you can hopefully look back at and smile!

**Advice for my First Year Self:** Don't be afraid to try something new! I'm willing to bet that some of your favourite memories and closest friendships will come out of it!

**Talk to me about:** Anything! Please don't hesitate to come up to me and don't forget to smile and strike a pose!

# UPS WHO'S WHO

**Jailyn Yen, 2T2**  
**Pharmakon Co-Editor**  
[pharmakon@uoftpharmacy.com](mailto:pharmakon@uoftpharmacy.com)

**Role:** My beautiful other half (Aya) and I manage a team of photographers and designers to document all the memories you will be making at the faculty this year. Find us at the upcoming events and smile for the camera! :)



**Advice for my First Year Self:** Never skip your morning coffee.

**Talk to me about:** Art + design!! Podcasts, coffee (obviously), your favourite books, wholesome memes, cooking + baking shows. (Great British Bake Off anyone?)

**Linda Pham, 2T1**  
**Marketing Co-Director**  
[marketing@uoftpharmacy.com](mailto:marketing@uoftpharmacy.com)



**Role:** From Facebook event covers, to posters, to promotional materials and designs, you name it - these are made by Katelyn and myself! We make pretty things, so that you'll want to look at them, heh. Through creative, eye-catching visuals and ads, we'll keep you in the loop of all Pharmacy events!

**Advice for my First Year Self:** Try anything and everything that piques your interests! You might not gain anything from it, but hey at least you tried :)

**Talk to me about:** CATS, visual art (shameless IG plug @lindordraws), making beautiful study notes, cooking, did I mention cats?!

**Katelyn Lei, 2T1**  
**Marketing Co-Director**  
[marketing@uoftpharmacy.com](mailto:marketing@uoftpharmacy.com)

**Role:** Re: Linda Pham.

**Advice for my First Year Self:** Don't stress so much!

**Talk to me about:** My weiner dog!



# UPS WHO'S WHO



**Sunny Huang, 2T1**  
**Webmaster**  
**webmaster@uoftpharmacy.com**

**Role:** Maintaining and updating the UPS Website, assisting with order packages and elections, sending out notifications via Listserv, anything web related within UPS.

**Advice for my First Year Self:** Try not to fall asleep so much in class...

**Talk to me about:** Computers, cycling, food, anything really. I'd be down to eat a large serving of brown truck poutine and promptly go on a 100km bike ride to burn it off :)

**Tom Fung, 2T1**  
**Speaker**  
**speaker@uoftpharmacy.com**

**Role:** As Speaker, I'm responsible for chairing all our meetings, ensuring that decorum is followed to our rules and standards and also ensuring that all voices and matters are properly heard and discussed. I also work to update and enforce the UPS constitution.



**Advice for my First Year Self:** Pharmacy school is probably the last time you will be in school. Enjoy all the benefits of being in school! (time, intramurals, social circles)

**Talk to me about:** My cat Jerry.



**Elaine Nguyen, 2T1**  
**Senior CAPSI Representative**  
**torontosr@capsi.ca**

**Role:** Working alongside Kristina to satisfy all your CAPSI-related needs, whether it be advocating for UofT pharmacy students on a national scale, local competitions, awards, Professional Development Week, or Pharmacists Awareness Month!

**Advice for my First Year Self:** Have a blast during first semester, because second semester is all sorts of nasty.

**Talk to me about:** Cooking, lush bath bombs, sleep deprivation, financial irresponsibility, and your favourite sangria spots.



# UPS WHO'S WHO

**Kristina Miclat, 2T2**  
**Junior CAPSI Representative**  
**[torontojr@capsi.ca](mailto:torontojr@capsi.ca)**

**Role:** As Jr. CAPSI Rep, I work alongside Elaine to help plan and execute CAPSI (Canadian Association of Pharmacy Students and Interns) events at the faculty, and advocate for UofT pharmacy students at the national level.

**Advice for my First Year Self:** Order less takeout and grocery shop more often - it'll save you so much money!

**Talk to me about:** What CAPSI has to offer pharmacy students!



**Laurel Liang, 2T1**  
**UTSU Representative**  
**[utsurep@uoftpharmacy.com](mailto:utsurep@uoftpharmacy.com)**



**Role:** I act as a liaison between our faculty and the UTSU and communicate relevant events and services that the UTSU offers to pharmacy students.

**Advice for my First Year Self:** Get Involved!

**Talk to me about:** Coffee, cats, and board games :)

**Sera Lee, 2T1**  
**OPA Student Board Member**  
**[opa@uoftpharmacy.com](mailto:opa@uoftpharmacy.com)**

**Role:** As the OPA Student Board Member, I work with the OPA Board and staff to make sure student concerns are heard and taken action for by our professional association. I also sit as the Chair of the UofT Committee where our focus is on relaying advocacy knowledge from OPA and creating opportunities for students to become directly engaged in pharmacy advocacy.

**Advice for my First Year Self:** Don't defer the first molpharm midterm...no matter what.

**Talk to me about:** Anything pharmacy, coffee, tortoises, NCT/BTS, film photography, my faith.



## UPS WHO'S WHO



**Michelle Wang, 2T0**  
**2T0 President**  
**2t0@uoftpharmacy.com**

**Role:** As fourth-year class president, I oversee all class council activities, advocate for student interests and work alongside faculty to enrich student life. I also organize the CTC textbook sale, help plan mock OSCE and PEBC review sessions, sit on the graduation committee and liaise with external organizations!

**Advice for my First Year Self:** Don't try doing it all yourself - share notes and study together!  $1+1 = 3$ . And remember - there's more to it than just academics! Get involved, join a club, play sports, become an advocate for something you believe in.

**Talk to me about:** Volleyball, class council, music, traveling, biking, anything (:

**Wendy Chen, 2T0**  
**2T0 Vice President**  
**2t0@uoftpharmacy.com**



**Role:** I am in charge of organizing pharmacy ~swag~ sales, planning Charity Week with other class VPs, and helping out with various UPS events! Along the 2T0 President, we act as liasons between the 2T0 class and UPS. Even though I am on APPE rotations this year, I'll still be stopping by the pharmacy building to say hi!

**Advice for my First Year Self:** Don't worry, you still haven't used anything you learned from MolPharm in real life yet. Also don't throw your notes away - you'll need them at some point!

**Talk to me about:** Anything and everything! Unless if you're discussing exam answers or talking about movie spoilers :/



**Yifan Zhou, 2T1**  
**2T1 President**  
**2t1@uoftpharmacy.com**

**Role:** Along with Teagan, we represent the 2T1s on a faculty level and support class council initiatives to better engage the class. I also do some CTMA & RxFiles textbook dealing and Phollies Bake Sale on the side.

**Advice for my First Year Self:** Maybe chillax a little more but you doing just fine :>

**Talk to me about:** How not to break a leg on vacation, what it feels like to stay at Pharmacy Building (PB) more than home, food around PB, and memes :)

# UPS WHO'S WHO

**Teagan Rolf Von Den Baumen, 2T1**  
**2T1 Vice President**  
**2t1@uoftpharmacy.com**

**Role:** Yifan and I plan and support class council initiatives, and aim to make our 3rd and last year in PB the best possible for our classmates! I am also the chair of Charity Week and coordinate CPR re-cert courses for upper years.

**Advice for my First Year Self:** You won't have time for things you don't make time for. It's important to prioritize things both within and outside of school!

**Talk to me about:** Local cafes, travelling, the Toronto Maple Leafs.



**Fabian Cretu, 2T2**  
**2T2 President**  
**2t2@uoftpharmacy.com**



**Role:** Along with Samantha Cesario, the 2T2 class council Vice-President, ensure that the 2T2 council is representing and enriching the student life of the Class of 2T2 and to welcome the first years on their journey at UofT Pharmacy!

**Advice for my First Year Self:** Enjoy the ride and don't forget to take care of yourself!

**Talk to me about:** Hip-hop, anime, memes, and pizza. Love to hear about people's unique experiences and stories!

**Samantha Cesario, 2T2**  
**2T2 Vice President**  
**2t2@uoftpharmacy.com**

**Role:** I work alongside Fabian, the 2T2 President, to represent and advocate for our class, welcome the 2T3s to our phamily, and use too many exclamation marks!!!

**Advice for my First Year Self:** You can learn so much from your phriends so never be afraid to ask for help!

**Talk to me about:** Vines, your next Instagram caption, The Office, obscure Spongebob references, and Iced Coffee! But I've been told I'm a good listener so try me!







# *UPS Clubs Who's Who*



# UPS CLUBS WHO'S WHO

## CAPSI (Canadian Association of Pharmacy Students and Interns)



As a U of T pharmacy student, you are automatically a member of CAPSI, which serves to unify and advocate for the interests of pharmacy students from all 10 Canadian faculties of pharmacy. We offer students enriching and diverse opportunities to gain practical and professional experience outside of the classroom. Come to our annual competitions, where you'll have several chances to win prize money and/or represent U of T at the national level. Don't miss out on meeting students from other pharmacy schools at Professional Development Week (PDW), which will be taking place in Montréal, Québec in January! Keep your eye out for our other initiatives as well, including our mock OSCEs, symposia, Pharmacist Awareness Month outreach programs, and social media challenges. We look forward to seeing you in September!

Elaine Nguyen 2T1, and Kristina Miclat 2T2



## CSHP

(Canadian Society of Hospital Pharmacists)

CSHP is a national voluntary organization of pharmacists. CSHP's mission is to commit to patient care through the advancement of safe, effective medication use in hospitals and other collaborative health-care settings. Our very own University of Toronto CSHP Student Committee is given the opportunity to liaise with various provincial and national CSHP groups. Our priority is to bridge the gap between CSHP and the students of UofT, raise awareness of student issues in regards to Hospital Pharmacy and promote the field of Hospital Pharmacy. We run various events throughout the year including a First Year Mixer and Resident's Speed Meeting.



Shreeya Thakrar, 2T1



## GMI

(Global Medicines Initiative)



GMI is a club that strives to promote awareness of issues that influence international health and access to medicines through a variety of educational events and fundraisers. In the past, we have hosted events such as International APPE information session, education seminar with experts in the pharmaceutical industry and the GMI Gala. Our GMI Gala is one of most anticipated events of the year, where it provides an opportunity for professors, students and sponsors to mingle and to learn about international access to medicine. We raised funds for organizations such as GRID project and PSF Canada through the Gala. There is always room to get involved at GMI, visit our booth on club's day to get more information

Yimin Liang, 2T1





# UPS CLUBS WHO'S WHO

## EVOLVE

### (Embracing Ventures and Orienting Leaders to Value Expanded Scope)

EVOLVE focuses on promoting the expanding scope of practice in pharmacy. However, as the profession evolves, so do pharmacists themselves - EVOLVE will also be taking a closer look at the effects that the rapid changes in the profession have had on individual pharmacists. We promote student collaboration and empowerment through initiatives such as the HOPE (Humans Of Pharmacists' Expanded scope) Campaign which aims to shed light on the pharmacy experiences of a variety of individuals within and outside of the pharmacy community in a "Humans of New York"-like manner. Other initiatives include journal clubs, speaker events, newsletters, and more.



Bobby Gill, 2T2



## PPI

### (Pharmacy Paediatric Initiative)

We raise awareness about issues faced by the paediatric population. We conduct several fundraising events, lunch & learns, and educational events in partnership with the Sickkids Hospital, and organizations such as Epilepsy Canada, Canadian Lung Association and Project Sunshine. Some past events include: the annual Lemonade Stand, our Halloween Raffle (for Unicef), Epilepsy lunch & learn, Paediatric OTC trivia, Paediatric Pharmacist panel + Q&A, Holiday Toy Drive and our annual Surgidoll event.



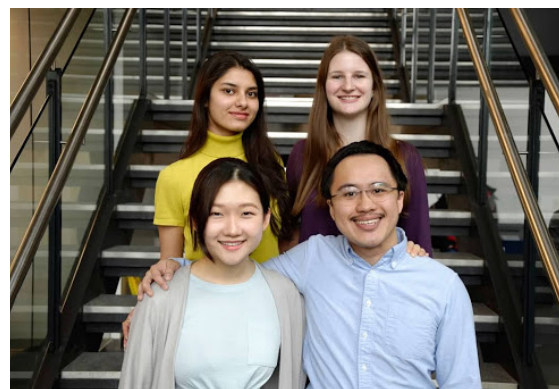
Shradha Madur, 2T1



## UofT OPA committee

The UofT OPA Committee acts as the liaison between our student body and the Ontario Pharmacists Association by providing advocacy and educational opportunities, streamlining important updates of ongoing changes in our profession, and through representing a unified student voice in the pharmacy profession. If you are passionate about the profession and are interested in taking an active role in advocating for and evolving pharmacy practice, be on the lookout for opportunities to become involved with the UofT OPA Committee! We hope to see you all at our events we will be hosting throughout the year such as our Lunch & Learn/Dinner & Learn sessions, Advocacy Assemblies, OPA Hockey Cup, and the annual OPA Conference.

Sera Lee, 2T1



# UPS CLUBS WHO'S WHO



## **IMAGINE (Interprofessional Medical and Allied Groups for Improving Neighbourhood Environments)**

IMAGINE is an interprofessional, student-run health clinic aimed at promoting and providing health care to neighborhoods in the downtown core. Volunteers will get the opportunity to apply their clinical knowledge, and work with other students from other healthcare professions. Through outreach activities, students will get the chance to learn about emerging health issues and deliver workshops empowering clients to take control over their own health.



**Amy Tian, 2T0**

## **PSFCA (Pharmacy Students For Cancer Awareness)**

PSFCA is a group which works to raise awareness for cancer in regards to the disease and the holistic approaches to therapy, including its social impact. We work through running events such as Lunch and Learns, bake sales, and other fun events in order to raise money and further inform fellow students. Our efforts aim to promote education and improve cancer therapy through donation of profits. We strive to advocate for our patients and inform students on pharmacists' role in patient care!



**Julia Liu, 2T0**

## **PhaMSA (Pharmacy Muslim Student Association)**



The purpose of PhaMSA is to facilitate the integration of our dual identities as Muslims and pharmacy students. As Muslims, Islam encourages us to act in excellence in all facets of life by demonstrating mercy, honesty, and compassion. As pharmacists, we have vowed to act with beneficence, prioritizing patients' needs and drawing from our formal education to help them as best we can. Our club hopes to merge these two aspects of our lives by holding events that emphasize charity, unity and commitment to patient-centred care.

**Danial Akif 2T1, and Hiba Siddiqui 2T1**

## **Pharmacy Choir**

Do you like to sing? Do you like to meet new people? Did you know that Leslie Dan has a choir? Pharmacy choir joins every week for one hour for choir practice, so that we can prepare for upcoming performances, relieve stress, laugh and have fun. Choir performs at Phollies and the annual UPS Christmas party in the fall term, and Pharmacy Arts night in the winter. It's a great way to make friends and take a break from studying! See you at practice!

**Rosa Del Giudice 2T1, and Michael Vu 2T1**





# UPS CLUBS WHO'S WHO

## IPHSA (Interprofessional Healthcare Students' Association)

IPHSA is an interdisciplinary healthcare professional student group that facilitates collaboration and communication among healthcare students. IPHSA includes student representation from 11 health-care faculties at the University of Toronto (Dentistry, Kinesiology & Physical Education, Medical Radiation Science, Medicine, Nursing, Pharmacy, Physician Assistants, Physiotherapy, Occupational Therapy, Social Work and Speech Language Pathology), plus the Canadian Memorial Chiropractic College and the Canadian College of Naturopathic Medicine. All pharmacy students at U of T are automatically IPHSA members and are welcome to attend events throughout the school year and participate in one of our committees: Health Policy, Education, Social and Outreach!



Meagan Hatch, 2T1

## SOAPE

(Students for Optimizing and Advocating Pharmacy Endeavors)



SOAPE is a non-profit, student-run organization at the University of Toronto Leslie Dan Faculty of Pharmacy. The vision of SOAPE is to help the profession of Pharmacy evolve through the involvement and leadership of pharmacy students. Our aim is to promote awareness of the competency of pharmacists to improve public health care and improve the efficiency of the health care system. SOAPE runs many events throughout the year including the Saturday Programme, Flu Shot Clinic volunteer program, the diabetes education fair, and many other events during Pharmacy Awareness Month with CAMH and UHN! Stay tuned!

Aayushi Patel 2T1, and Jash Parikh 2T2

**SOAPE**  
UNIVERSITY OF TORONTO

## PSWH

(Pharmacy Student for Women's Health)

PSWH is a club that aims to advance and promote women's health through advocacy and education within the profession of pharmacy as well as in the community. Women face a variety of unique health issues throughout their lives, and an informed and educated health professional can make a significant positive impact. Although all pharmacists receive some education regarding women's health in school, there are many complex issues relating to women's health that we do not receive exposure to as students. PSWH will provide students with opportunities for extra-curricular education, community involvement and advocacy relating to women's health in order to help better prepare tomorrow's pharmacists.



Mishka Danchuk-Lauzon 2T1, and Danielle Mara 2T1

**PSWH**

# UPS CLUBS WHO'S WHO

## Pharmacy Dragon Boat



Dragon Boat racing is a sport that combines health, discipline, and teamwork. Pharmacy's Dragon Boat club, "the Painkillers", is a co-ed team consisting of pharmacy students from all years. The Painkillers have been outstanding, most recently taking the gold medal win at the 2019 Toronto International Dragon Boat Race Festival. All experience levels are welcomed! Joining the Painkillers is a great opportunity to meet people and try something new. Dryland and water practices take place throughout the year, with our races occurring during the summer.

**Jonathan Ko, 2T2**



## Seniors Outreach

Make a small but significant impact on a senior's life through human connection! Seniors Outreach aims to enrich the lives of seniors in our community by having groups of three students visit their designated senior on a monthly basis. What to do during visits is up to the group and your senior, but they've ranged from playing games to simply talking sessions. This is an interprofessional club, so the other students in your group may or may not be pharmacy students (which is a great time to meet people outside the department!). First time members also get IPE credits if they fulfill a certain number of meetings and written reflections (sorry returning members!). Feel free to email us and we'll try to get back to you. Join Seniors Outreach and make a difference in a senior's life this year!



**Steven Fong, 2T2**



## PharmaPride

PharmaPride focuses on the intersection of the LGBTQ community and the pharmacy community! Some of our past events include a movie night, a lunch and learn on the history of HIV/AIDs, and a collaborative event held with "Out in Med", where we had several speakers come in to share their knowledge. Some came to share their experiences with healthcare professionals, and how future healthcare professionals can improve upon these interactions, while other speakers provided statistics and information on topics such as transitioning/mental health.

**Eli Yoshi, 2T2**





# UPS CLUBS WHO'S WHO

## PTEC

(Pharmaceutical Technology & Entrepreneurship Careers)

PTEC is a club that aims to promote both technology and entrepreneurship at the faculty of pharmacy. As a team, we try to introduce people to different technological skills that can help future pharmacists. We also try to promote the entrepreneurial spirit within the faculty by bringing in different founders of various companies and offering workshops that can help students begin their own adventures.

**Abraam Ghattas, 2T1**



## PAG

(Pharmacy Awareness of Geriatrics)

PAG attempts to fill this gap in knowledge in pharmacy students. PAG is committed to enlightening health professionals and members of the community about issues prevalent in the care of older adults. We strive to equip pharmacy students with the knowledge and skills to provide better care and improve the health outcomes of our geriatric population. Through community outreach events, we give seniors and their caregivers the tools to become more active members in their health care.

**Vicky Fung, 2T1**



## PhaSST

(The Pharmacy Student Service Team)

PhaSST promotes and encourages community involvement and volunteerism among pharmacy students. In doing so, we hope to develop social awareness and compassion, which can be integrated into our practices as future pharmacists. We connect students to volunteer opportunities at local service organizations. Through annual fundraising and donation events, we help to support the needs of individuals and local programs.

**Teagan Baumen, 2T1**



## PMP

(Pharmacy Mentorship Program)

PMP connects pharmacy students to practicing pharmacists for the purposes of mentorship and networking. Pharmacists of various fields, such as hospital, industry, or community will be matched as mentors for student mentees. The relationships formed here will develop future leaders and advance pharmacy.

**Andrew Liu, 2T1**



# UPS CLUBS WHO'S WHO



## COMPPS

**(Compounding Opportunities and Mentorship Program for Pharmacy Students)**

COMPPS aims to help pharmacy students develop compounding skills, access compounding resources, and network within the compounding community. Throughout the school year we host a series of compounding workshops (in which students learn to make ointments, lip balms, and suppositories- and more!), organize guest panels and provide opportunities to network with pharmacists in various fields, and hold our annual Patheon tour where students can visit a pharmaceutical manufacturing facility. We hope you'll join us for the exciting programming we have planned for this year!

**Stephanie Lau 2T2, and Chelsea Chow 2T2**



## Healthcare Keynotes

As you witness a great world leader walk up to the podium and address the thousands in the audience, a certain desire to be able to speak with such confidence and conviction is stirred in your soul. Though you may feel like you will never measure up to their abilities, it is crucial to remember that they weren't always phenomenal with public speaking. It is crucial to remember that they too were quivering, sweating, and stuttering in front of crowds of 6 spectators. With Healthcare Keynotes, you have the unique opportunity to improve your public speaking prowess, as well as listening to our inspirational guest speakers.

**Dylan Bedi, 2T1**



## PBGA

**Pharmacy Board Games Association**

PBGA brings together pharmacy students to create a fun and inclusive space where memories and friendships are made. We hosted a board games night during phrosh and will again this year. We also held a faculty, student games night, at the beginning of the school year to give students a chance to meet and hang out. We host meetings throughout the school year for pharmacy students to come and de-stress after molpharm, mtm, and exams. Join us at our board game events to relax, have fun, and make connections!

**Belle Li 2T1, and Shelby Yiu 2T1**





# UPS CLUBS WHO'S WHO

## UTSU

(University of Toronto Student's Union )

As pharmacy students, you are not only a part of the Undergraduate Pharmacy Society (UPS), but also a member of the University of Toronto Student Union! The UTSU works to advocate for its members through lobbying to the government and university administration. In addition, the UTSU provides services such as health and dental coverage, discount TTC metro passes, financial assistance services (such as scholarship guides), and printing services. Throughout the year, you will note UTSU organizing various campaigns, services, and events, and we encourage your participation. If you would like any information about getting involved in various clubs, or even starting your own, UTSU is a great place to start.

**Laurel Liang, 2T1**



## PSASS

(Pharmacy Students for Antimicrobial Stewardship)



With increasing antibiotic resistance, common infections are becoming deadly again. Pharmacists play a role in ensuring patients receive optimal antimicrobial therapy. PSASS aims to grow a culture of evidence-based antimicrobial usage. We will connect students from different health disciplines to raise awareness towards antimicrobial stewardship. Past events that PSASS has hosted include trivia night and lunch and learns. PSASS also creates education material on antimicrobial usage to keep students up to date with current guidelines.

**Meherzad Bhathena 2T1, Jeffery Lai 2T1**

## IMHAP

(Initiative for Mental Health Awareness in Pharmacy)

IMHAP is a non-profit, student-run organization at the University of Toronto Leslie Dan Faculty of Pharmacy. IMHAP is committed to enhancing understanding of the mental health journey patients face every day. As the Mental Health course is an elective, our initiative aims to provide opportunities for education to all student in the faculty about the unique challenges of managing mental illness. Through lunch and learns, movie nights, collaborative events and book clubs, our club advocates for the impact Pharmacists can have in a patient's mental wellbeing.



**Charlotte Boone 2T1, Alexandra Domingues 2T1**

# UPS CLUBS WHO'S WHO: ATHLETICS



Hope you had a great summer, Pharmacy!

There are many ways to get involved this year, including pharmacy athletics! We have many different intramurals available, free of charge! Becoming part of an intramural team is a great way to meet new people from all years. There are no try outs, and we have different divisions to accommodate all skill levels.

We have teams in sports including: Ice hockey, Volleyball, Soccer, Ultimate frisbee, Dodgeball, Basketball and many more.

UPS points will be awarded for each game attended!

If you have any questions, or are looking to join a team, you can send [athletics@uoftpharmacy.com](mailto:athletics@uoftpharmacy.com), or send us a message on facebook!

*Matt Lau*

Senior Athletics Director

*Jonathan Ko*

Junior Athletics Director



# ANTI-CALENDAR

## The Year 1 Anti-Calendar

David Czosniak, 2T2

### First Semester

#### PHM110H1: Health Systems

*Class Average: B+*

**Description:** This course discusses different topics related to pharmacy including lectures on hospital care, drug production, alternative medicine, indigenous health and many others. The course itself is largely taught by guest lecturers in different health care fields. This class is ever evolving as the role of the pharmacist changes in Ontario with the expanding scope of the profession. The course includes a midterm, written assignment, and a cumulative final exam.

**How to succeed:** The course is heavily based on memorization from the material taught in the lectures, as such, look for what the presenters emphasize during the presentations to know what to study for the exams. Make sure to put in a strong effort for the written assignment and use resources available at the university, such as the writing centre, because the assignment is worth a significant amount of the overall course and tends to bring peoples marks down.

#### PHM113H1: Pharmacy Informatics

*Class Average: A-*

**Description:** This course is very much a preparatory course for not only the second semester MTM course, but also EPE and pharmacy practice in general. The course focusses on a couple different areas, with the first being about pharmacy and patient information, and how it moves and is stored within the system while the second part of the course focusses on the different technologies and print resources that are available to pharmacists, such as the CPS (compendium of pharmaceutical science) or the website RxTx, and how they are used in patient care. The course itself includes a multiple choice midterm and final as well as two timed assessments.

**How to succeed:** Much of this course is self-taught with an online textbook being the main resource for the first midterm. It is important to take your time and go

through the online textbook and provide yourself with enough time to go through the material. Additionally, while the course does provide some time with the different print and electronic resources during class time there are also many sign-up times where you can practice with these resources in preparation for the second, more significant timed assessment. Take advantage of this time to ensure you are familiar with these resources so that you can breeze through the timed assessment.

#### PHM130H1: Pharmaceutical Calculations

*Class Average: Pass/Fail*

**Description:** This course focuses on calculations that you can expect to encounter in both community and hospital pharmacy practice. Typical calculations include determining doses, dosing regimens, compounding quantities and many more. The course includes 2 midterms and a final exam each of which are multiple choice. The course requires an average of 85% as well as a perfect on the second midterm to pass. There are three opportunities to take midterm two.

**How to succeed:** Practice! Practice! Practice! There are many questions provided in class and in the textbook to help you prepare. The exams are also open book/notes so feel free to take in any of the work or notes you have to help you with some of the trickier questions on the exam.

#### PHM142H1: Metabolic Biochemistry and Immunology

*Class Average: B*

**Description:** This course is broken into two different sections: one half focussing on the biochemistry of immunity and the associated cell types and the second half focussing on different metabolic pathways and the proteins/molecules involved that we may encounter as future pharmacists. The course is content heavy with many different pathways that will have to be memorized to a certain extent. The course includes a midterm and non-cumulative final as well as two written assignments.

**How to succeed:** The lectures for this course tend to be packed with information so you may wish to record the lectures (with permission, of course!) so that you can listen to them again later. As well, an excellent way to get extra marks in the course is to do one of the bonus



# ANTICALNDAR

presentations (done in groups during tutorial) which are worth an extra 4% for the entire course.

## PHM144H1: Pharmacokinetics

*Class Average: B+*

**Description:** This course is broken down into five different components all focussed on how drugs are impacted by the body. This includes an introduction to pharmacokinetics (the study of how drugs move throughout the body), metabolism of drugs in the body, how the body impacts drug absorption and elimination, an introduction to pharmacodynamics (the study of the body's response to drug levels), and the kidney's role in drug metabolism. The class involves both memorization for topics like different transport channels or metabolic reactions as well as calculations for questions related to PK or PD parameters. The class includes four workshops with multiple choice quizzes, a midterm and a cumulative final exam which are both mostly short answer with a little multiple choice.

**How to succeed:** This course contains a lot of material: there is class three times a week as well as an hour tutorial resulting in a lot of ground being covered each week. With that in mind keeping on top of the material is critical as much of what is learned builds on things learned previously in the class. A good way to ensure that you are keeping up with the material is the quizzes offered in the workshops. The workshops themselves review recent material to ensure everyone is keeping up. The tutorials are also helpful as the professor will go over some sample questions to show what is expected of the students when it comes to being tested on the material.

## PHM145H1: Human Histology and Anatomy

*Class Average: A-*

**Description:** This course briefly discusses the different types of cells within the body and then goes through a system by system breakdown of the different parts of the body noting the significant parts of each system. The course includes two midterms and a final, each of which account for roughly a third of the marks for the course.

**How to succeed:** This course is a memorization-based

course with a fair amount of material. As such it is important to understand what is important from each of the slides presented. Professor Sun will emphasize in class what is most important, and will as well provide sample questions, so it is recommended that you attend each class!

## PHM146H1: Fundamentals of Pharmacology

*Class Average: B+*

**Description:** This course focusses on certain specific drug classes and drug targets where the specific drugs act and how they impact the body. Examples of such drug targets include cholinergic and adrenergic receptors. While the course itself is only one hour per week, the lectures can be quite dense, especially as it moves from more background of pharmacology to specific mechanisms of action and types of drugs. The course itself includes in-class quizzes, a short essay, a midterm exam and a cumulative final.

**How to succeed:** This course involves a high amount of memorization. There are many different drugs and drug uses that must be memorized. Taking good notes and making sure you know your best way of memorizing a long list of drugs will be beneficial in this course. Also keep up with the material from class as there are quizzes throughout the semester that not only make sure you are understanding the lecture material but can have also impact your mark.

## Second Semester

### PHM101H1: Pharmacotherapy 1: Foundations and General Medicine

*Class Average: C+*

**Description:** This course helps in the understanding of different diseases and medication issues through the identification of different drug therapy problems. The course is broken into two different parts: each week, lecture, where the new health topic is brought up (osteoporosis and osteoarthritis, asthma and COPD, etc. for example) and workshop, where the previous week's material is presented as a case and you as a part of a group will rotate through either the work up (overview of the condition and treatment options) or care plan (specific interventions to be taken and why) for that specific case. In the course you are marked on one quiz, one work up, one care plan, one seminar, as well as a midterm and a cumulative final.



# ANTICALNDAR

**How to succeed:** This course involves a lot of prep work for each case the following week. This amount of work can be decreased by learning what the professors are looking for. Identifying how they determine the drug therapy problems and what the common drug therapy problems are and that should help you a lot in the course. Be sure to prepare ahead of time as the work ups and care plans can't just be done the night before class!

## PHM105H1: Medication Therapy Management 1

*Class Average: B*

**Description:** This course is different than all the other courses taken in first year as it prepares you for community pharmacy practice through labs that are performed each week. The course involves one lecture per week, preparing you for the week's lab which involve a variety of tasks including identifying mistakes on prescriptions, entering in two prescriptions, and then counselling on one of them. There are labs each week that begin to be graded in the second week, and then a final cumulative lab worth more than all the previous ones. There is a midterm and a final exam for the course, as well as a lab for making compounds.

**How to succeed:** While each lab only accounts for a small amount of your overall mark in the course, they begin to add up over the semester. Learn from your mistakes early so that you don't make silly mistakes in later labs. One way to do this is to follow a routine and checklist to make sure you have gotten all the information you require.

## PHM114H1: Social Behavioural Health

*Class Average: B+*

**Description:** This course is different from the other courses you will take in pharmacy in that it focusses on the social aspects of pharmacy practice in two different sections. The first section focusses on the ethics and sociology of health care including the social determinants of health and professional ethics, while the second half focusses on the psychology of the patient from a variety of different perspectives and how we as health care professionals can tackle issues using

these perspectives. The course last year included two in tutorial quizzes, a short essay, a midterm and non-cumulative final.

**How to succeed:** There are many topics discussed in this course that may not be first nature to students in a health care field but are nonetheless essential to our success as pharmacists. As such it is important to attend lectures and listen to what the professors emphasize so that you know what points are important for the exams. Additionally, take advantage of the writing resources available on campus to help with the essay, as many people in the class felt this was the hardest component of the course.

## PHM140H1: Molecular Pharmacology

*Class Average: C+*

**Description:** This course's main focus is on protein channels/receptors, their function and how they work. There is also a large emphasis on the theory and calculations behind these channels/receptors and how they respond to stimuli, with the rest of the course focussing on the application of the interaction between the stimulus and the receptor through ion channels, nuclear receptors, and receptor signalling. The course includes two midterms as well as a cumulative final. The first and largest section of the course is largely application based, while the second half is mostly memorization.

**How to succeed:** Start studying early and often as this course is often considered the most difficult of first year. There is a lot of material on the first midterm and if you do well on this midterm you are generally well set for the rest of the semester. There is a large test bank of past midterms, finals, and supplementals to study from, for the first midterm especially, and taking advantage of this resource will prepare you for the types of questions you will see on the exams. Be strategic about your studying, the first midterm is not designed to be finished in the allotted time, so focus on your strengths and the most time/mark efficient questions.

# ANTICALNDAR

## PHM141H1: Pharmaceutics

*Class Average: B*

**Description:** This course focusses on the practical issues that come with making medications in the real world, such as the need for sterile environments, conditions for making medications, and properties of molecules that impact their dosage form. The course includes a midterm, a final, as well as a few assignments spread throughout the semester. The midterm and final are largely application based from the topics presented in lecture, while the assignments involve some calculations.

**How to succeed:** Don't forget what you learned in pharmacokinetics in first semester as many of the concepts return in this course, especially in the first section. Really focussing and paying attention in lecture can help you understand the concepts taught in the course as the latter two thirds of the course are generally new topics to most students and might be difficult to understand just from the slides.

## PHM143H1: Pathobiology and Pathology

*Class Average: B*

**Description:** This course focusses on different disease conditions in the body, what causes them and how they can be treated, such as cardiovascular issues, ophthalmology, kidney disease and many more. The course is largely taught by different guest lecturers who are experts in their fields. The course includes a midterm and a non-cumulative final, both of which are multiple choice.

**How to succeed:** Attend lecture and see what the lecturers emphasize during their classes. This will help you identify what the important topics are from each lecture and help you prepare for the exam which is largely memorization based. Additionally, attend the pre-exam tutorials as the TA will go over the course in brief, highlighting what they believe to be important, as well as providing sample questions that you can use to gauge the type of questions that will be on the exams.

## The Year 2 Anti-Calendar

William Nguyen, 2T1

### First Semester

## PHM201H1: Pharmacotherapy 2: Self-Care Perspectives and Pharmacotherapy

*Class Average: B+*

*"Using terminology for dermatology, whilst challenging is important in differential diagnosis. To simply say a rash would be wholly inadequate information in making a definitive answer in determining which skin condition the patient has"*

This course covers topics pertaining to dermatology (e.g. acne, psoriasis, dermatitis) and minor ailments such as cough and otitis media (ear infections). Nonetheless, the course has a unique approach compared to the other second year course. The first few lectures are your typical lectures: the professor presenting powerpoint slides with students taking notes (please take notes, they

are quite content heavy and are testable). Afterwards, workshops become the norm and the bulk of testable material. Each workshop deals with many issues related to the topics being taught, which are highly applicable and relatable to scenarios one may face in community pharmacy practice. Henceforth, taking notes during the workshop is strongly suggested to understand and learn the cases that you can apply when going out onto the second-year rotations (EPE2) or when working in a pharmacy. Workshops are in a panel style where randomly selected students will answer questions. It can be quite intimidating at first but the amount of in-depth questions and the carefully crafted step-by-step walk-through for the cases made it a valuable learning experience. In particular, the methods and approaches used for differential diagnosis made it a valuable lesson in learning how to approach a patient should they present with a dermatological condition that has not been diagnosed yet.

# ANTICALENDAR

**Test and evaluation format:** The course consisted of all multiple-choice questions on both the midterm and the final exam. Do not let that fool you though. The questions are case-based so you need know the topic in detail and read the question carefully.

**What I liked about the course:** Although the tests and midterms were quite challenging, the format of the workshops and the approaches to it were top notch. It felt that each workshop made you learn a lot about dermatology which are highly applicable when working in a pharmacy, particularly with regards to performing a differential diagnosis, especially if a patient comes in with an undiagnosed dermatological condition.

**Challenges with this course:** The hardest were the multiple choice questions because owing to them being case-based, simply memorization is not enough; you need to read the cases carefully to understand the context before deciding which is the best course of option based on that. Another was that understanding the terminology did take a while, especially since there are many words you have never heard of. Differential diagnosis was also hard, simply due to the need to use the specific terminology correctly.

**Tips for success:** Prepare well in advance for each workshop; review lecture notes, and practice with the terminology to become more familiar with it. Take notes during the workshop; write down the key points.

## PHM202H1: Pharmacotherapy 3: Endocrinology, Nephrology and Urology

*Class Average: B+*

*"There is an endo workshop tomorrow!" "How far have you studied for the endo midterm today?"*

Known collaterally as "endo" for short, endocrinology, as the course name suggests focuses on conditions that involve the endocrine system such as thyroid disorders (hypothyroidism or hyperthyroidism), kidney disorders, and diabetes mellitus. No insult to nephrology and urology; these topics were taught as well. It is just that "endo" is more convenient to say and that the bulk of the course does focus on endocrinology. The format is similar to Gen Med (PHM 101); lectures, some with guest lecturers that are experts in their field, workshops

with randomly selected students either handing in their care plans or on the panel to discuss about the case and answer questions, and tests that involve multiple choice, short answers, and a long answer involving a case that requires you to do either a pharmacotherapy workup and/or a care plan. Workshops are not stressful. Despite being a challenging course, it was an interesting and fun course where you can learn a lot of these conditions. These topics are highly applicable in a community setting, particularly with diabetes being a common one that requires a lot of knowledge and counselling to patients. The professors who taught the course were very engaged in discussing their topics when they did the lectures and were helpful if any student needed help.

**Test and evaluation format:** Similar to Gen Med, the workshops involve either handing in a care plan or presenting on the panel. There is a small group seminar involving diabetes mellitus with a similar format to PHM101. Both the midterm and final exam involve multiple choice, short answers, and a long answer involving a case that requires you to do either a pharmacotherapy workup and/or a care plan. The questions and the case can be difficult so it is crucial to read them very carefully.

**What I liked about the course:** Most believed that learning the conditions made them feel more comfortable in dealing with patients, particularly with diabetes which was heavily emphasized in the latter half. Another thing about the course that was interesting was that some of the workshops involved virtual interactive cases, which offered a different perspective to paper based cases in terms of information gathering. Lastly, creating an integrated case was an excellent idea since it was more challenging to solve and more realistic since patients can have multiple conditions with multiple issues.

**Challenges with this course:** Learning all of the drugs for each medical condition was challenging. Therefore, try to create drug charts to make it easier to know the classes of drugs used to treat a condition.

**Tips for success:** Make drug charts, prepare for the workshop before coming to classes, and take notes from

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## PHM205H1: Medication Therapy Management 2

*Class Average: Pass/Fail*

*“Pray the RNG goddess gives you an easy medication, an easy marker, and an easy care plan”*

MTM2 is similar to MTM1 with one notable exception, that there is no written midterms or final exams. The lectures are mostly focused on preparing you for the next lab and the topic that will be covered, along with tips to improve (e.g. what were common errors seen from the previous week's lab). Nonetheless, much of the details regarding this are on the slides provided. The weekly labs consist of the clinical skills portion (taking a verbal prescription, processing a verbal one, checking two prescriptions for any errors, and writing up a care plan based on the given case) and the patient counselling section. Unlike MTM1, there are no drug lists to prepare the lab for; just only the topic that will be covered. Be careful; this course is a pass/fail course and it can be very stressful if things go south. The care plan is quite challenging since you need to be quick in deciding which DTP is present and then writing it down with key words. Even if you write the care plan nicely, it is very easy to fail it if you chose the wrong solution or omit key words, so review it carefully before submitting. Counselling is based on the verbal prescription that you have. Compared to MTM1, counselling requires you to resolve a DTP. Organize your time wisely as it can be hard to identify and resolve the DTP correctly.

**Testing and evaluation format:** Each lab has 4 separate components (prescription checking, verbal prescription, prescription processing and care plan) which are marked separately as pass or fail. There is a milestone at the end of the semester. To pass the course, you must pass all of the 4 components in 5/8 labs so basically get 5 passes for each component AND 3 of the 4 components in the milestone lab.

**What I liked about the course:** Since it is similar to MTM1 it helped me learn and refine my skills that were lacking in MTM1. In addition, the fact that you need to prepare on the spot made it more realistic and helped students prepare for counseling in real life during

rotations or at work. Lastly, it was pass/fail so it has no impact on GPA and shifted the focus to just passing rather than getting a good mark.

**Challenges with this course:** Being the first time it is a pass/fail course, it was stressful since the milestone lab was high stakes in that failing the lab could mean failing the course even if they did well in the other labs. The counselling section was largely dependent on whether the clinical instructor marked easy or hard which can be the difference between a pass or fail.

**Tips for success:** If you think that the care plan was marked unfairly, do not hesitate to fight to change it. It can make a difference between getting a fail or passing. In the counselling section, try to listen to any constructive criticism; they can help you improve in the next week. The goal is to be consistently good at counselling to ensure a higher chance of passing it.

## PHM212H1: Research Methods for Pharmacy

*Class Average: A-*

*“PICO: Population, Intervention, Comparison, Outcome”*

Some students that I have talked to have found this course to be “dry”. However, Professor Taddio, being an experienced researcher who has authored many papers, and she shares her expertise while teaching students what determines a research article to be deemed high quality and what determines it to be low quality. In her lectures, she goes over examples of how to critically appraise articles in a step by step manner. Personally, I think the course is important since I learned how to determine if the paper is good from those that are plain nonsense. The professor teaches students the various types of primary research and the tools used to critically appraise each type in a systematic way. Students also learn about clinical practice guidelines and the shortcomings of them, which I find rather interesting since I did not know they were not flawless. Although it may seem that most will not pursue a research position, I find it useful in that in the cases that a patient asks about a specific question related to articles, to help answer these kinds of questions and help guide patients in identifying good and reliable studies and research. There are patients who do spend time reading the literature that they use to make health care decisions ever since internet access has become widespread and easily accessible.



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**Test and evaluation format:** There are occasionally online quizzes in which the person has to read one article and answer questions that are related to critically appraising it. Midterms and finals are multiple choice with short answers based on the content presented in the lectures.

**What I liked about the course:** It is interesting that the professor shared some of her articles to the class and performed a critical appraisal of it in class. She also explained that randomized controlled trials and meta-analysis can also be flawed, hence the term: “garbage in, garbage out”.

**Tips for success:** Attend the lectures since the professor provides a good overview of the critical appraisal tools and shows you how to apply it by using a sample paper in lecture. Also try to practice using the critical appraisal tools on the assigned paper (there is an answer) to be more familiar and to do well on the midterm and final exam.

## PHM241H1: Topics in Pharmaceutical Quality and Clinical Laboratory Medicine

*Class Average: B+*

*“Compounding is the marriage between the pharmacist’s expertise in medication, formulation and pharmaceuticals with the creativity of the artist, both working to create specifically tailored products to patients in innovative ways”*

The course is divided into 2 main separate components: a weekly lecture that contains all the testable material, (nothing from the lab components are tested on the midterms or final exams) and a lab component that occurs every 1-2 weeks with a pre-lab quiz. The course’s name is indicative of the content being taught in the lectures; it revolves around pharmaceuticals in the first half and using biomarkers and their role in the diagnosis of certain diseases in the later half. The lab component involves compounding many things ranging from suspensions to tablets and suppositories. The quiz at the beginning of the lab tests material in the lab manual. Although the labs can be hard and time management is critical, the lab components

were exciting since many different compounds were made, including acetaminophen (Tylenol) capsules. Compared to previous years, the scheduling was perfect in that it did not have MTM labs afterwards, which made it more manageable, which was a common complaint from students in the previous years. This is a schedule that should be kept for future years. The midterms and final are straightforward, with content taken from the lectures; just be careful that in long short answers, one needs to put in key words to avoid losing marks.

**Test and evaluation format:** Labs with pre-lab quizzes are separate from the finals and midterms that are focused on the lectures. There is a formal lab report that is done in groups, meaning communication is key when doing the lab report.

**What I liked about the course:** Compounding and making all the various formulations, despite the labs being long was one of the best points about the course. It provided students with hands-on learning that other courses rarely have. For some students, the introduction of SDS PAGE was good since not all students did this and it was nice to introduce this.

**Challenges with this course:** The labs, while interesting and fun put your time management skills to the test. If you are slow in the labs, it will be difficult for you. In addition, students who had the labs at 8:30 in the morning need to commute earlier since delays in the TTC are quite common.

**Tips for success:** Come prepared for the lab by reading the lab manual to become familiar with the instructions so that you can plan your time ahead on what to do; how should the work be allocated for group work.

## PHM242H1: Microbiology of Infectious Diseases

*Class Average: B+*

*“ID lite”*

The course is a primer to PHM203, infectious diseases. The main emphasis is on the various bugs that cause the infectious diseases, the signs and symptoms, diagnosis, and treatment options. Compared to PHM203, there is less emphasis on drug therapy. Midterms and final exams are all multiple choice in which the content is taken directly from the lecture slides. Professor Crandall was always enthusiastic about presenting the material to the class while sharing slides

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and interesting and humourous stories during the lecture. Despite being a course that heavily emphasizes on memorization, the course is interesting and the lectures were engaging. Warning: Some contain graphic material and may not appropriate for some viewers. Viewer discretion is advised.

**Test and evaluation format:** Midterms and final exam are all multiple choice.

**What I liked about the course:** The professor told interesting stories, while being on topic. The professor truly made the class engaging.

**Challenges with this course:** A lot of memorization, especially with regards to which bugs cause a specific disease, what are the signs and symptoms of each disease, and how to treat it.

**Tips to success:** Know the lecture slides. The midterm and final exam revolves around you knowing the lecture slides to answer questions.

## Second Semester

*“Out of the frying pan and into the fire.” If first semester was hard, then second semester is one of the most challenging semesters and is more difficult than first semester second year, which in turn is more difficult than first year. Do not let this deter you; we will all make it through. After all, second semester is always the darkest before the dawn. Good luck.”*

### PHM203H1: Pharmacotherapy 4: Infectious Diseases

*Class Average: B-*

*“Just bite the bullet. ID may be hard but we will pass it.”*

*“Clindamycin is bad. I hate that medication for many infectious diseases.”*

*“The gatekeeper of year 2.”*

Known by everyone as “ID”, without a doubt it is one of the most, if not, the hardest course in second year. It makes PHM242 a piece of cake compared to this one. Professors Lesley Palmay was the main professors, but many other guest lecturers came

in to present their topics. Not sure if this is a coincidence but it seems that to be a lecturer in ID, one must talk fast; most of the lecturers talk rapidly. Each lecture is very dense, covering a lot of topics in a few hours. Therefore, when taking notes, look for key words and do not mindlessly take notes verbatim and try to not talk during lecture or sleep to avoid missing key info. The bonus is that the lectures and the content were very interesting, maybe because Lesley Palmay tends to add in humour in between the lectures, summarizes the guideline, and hates the medication clindamycin with a passion. If you do not fancy fast paced lectures, fast paced workshops are also not the solution. The workshops are intense, where there is a lot of material to be covered and the lecturers go through each question and slides very quickly. To prepare for the workshops, it is recommended to review the learning objectives for each topic and consult the recommended sources in addition to the required readings. If you do not prepare for the workshop, it is very easy to become confused and lost. To add insult to injury what makes the course notoriously difficult is the need to know the antibiotic spectrum for each class of antibiotics on top of the highly dense and content heavy lectures. The best way is to know your antibiotic spectrum by heart; professor Palmay has 2 review lectures dedicated to antibiotic spectrum. It is strongly recommended to make a spectrum to have a quick reference to refer to. A lot of the questions on the midterm and final exam requires knowledge of the spectrum in order to choose the correct medication. This is a course not to be messed around with; study hard, prepare for the workshops well, review the antibiotics and make an antibiotic spectrum. Put a lot of effort into this course; if you tolerate clindamycin, then you can tolerate ID.

**Test and evaluation format:** Midterms and final exam are all multiple choice that are case based, like dermatology. Workshops are evaluated in a similar way where people on the panel and handed in care plans are marked.

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**What I liked about the course:** Although the course was difficult, the challenging aspects of it made you proactively think about which antibiotics to use and why some are preferred.

**Challenges with this course:** Knowing the antibiotic spectrum is probably the most difficult, especially knowing which bugs each antibiotic does cover.

**Tips for success:** Repetition, repetition, repetition. Know the spectrum by heart. In preparing for workshop, use the recommended sources in addition to required readings to fully understand the disease condition. Take really good notes during lectures and workshops. Look at the general picture.

## PHM204H1: Pharmacotherapy 4: Cardiovascular Diseases

*Class Average: B+*

This course focuses on various cardiovascular diseases such as hypertension, dyslipidaemia, and heart failure. Similar to other pharmacotherapy courses, there are workshops. The workshops are different, where each student does a quiz at the beginning before going through a selected case in class with the professors. It is important to know that the care plans for an assigned case are submitted online and students will not know if their care plans will be marked so always prepare a care plan before hand. The quizzes are based on the readings and studies so always review them and ask yourself if you know it unless you really want to get 1/5 on every quiz. The professors, who did most of the lectures kept the lectures engaged, speaking at a decent pace despite being content heavy. The topics were very interesting especially since they are highly applicable in many settings since they are very common conditions. One key point; know the PICO (population, intervention, comparison, outcome) for important landmark studies. There are a lot of them to memorize;

some of which have nice catchy names like the TOP-CAT trial. Although the course was content heavy, the amount of cases and the challenging aspects of it while being straightforward in many aspects made it a really interesting and a fun course.

**Test and evaluation format:** Midterms and final exams are multiple choice with short answers related to a case that involves writing a care plan or answering various questions. Workshops have a short quiz at the beginning that are all multiple choice in which there are 2: one done individually and one done in a group, both of which have the same set of questions. Care plans are marked randomly so students will not know if their care plans are marked so it is important to submit care plans prior to the workshop starting.

**What I liked about the course:** The material contents were quite interesting and highly applicable in many settings in the workshops, the small group settings made it more interactive, allowing for everyone to participate instead of randomly selected students. The cases were challenging but the methods used to walk through it and ability to solve it definitely made it fun and rewarding.

**Challenges with this course:** Knowing the numerous trials using the PICO format was a daunting challenge. There were a lot of guidelines so knowing which recommendations to pursue based on the case was also a challenge. Therefore one has to definitely familiarize themselves with the guidelines.

**Tips for success:** Create a summary table for the trial names, mentioning the PICO for each of them helps to organize the numerous trials by name. Prepare for the workshops to do well on quizzes whilst reading the guidelines to memorize which recommendations/interventions are preferred. Lastly, take good lecture notes because the lectures are content heavy and detailed.

## PHM206H1: Medication Therapy Management 3

*Class Average: Pass/Fail*

*"If counselling is your forte"*

*"The return of Karen Cameron"*

*"Just as how espressos are too bitter and are added milk to form a latte that is more palatable, the bitterness of hard patients can be diluted by adding a milk of assurance/respect/explanation to ensure they have been listened to mutually come to an agreement with a more palatable solution."*



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This course unlike MTM1 and MTM2, the is entirely dedicated to counselling. Similar to MTM2, each of the labs will cover a topic covered in your other courses such as diabetes, hypertension, and skin and soft skin tissue infections. Make sure to bring your notes from your other courses into the lab in preparation for it. Each lab consists of a patient who will be played by a standardized actor and a clinical instructor who will observe your interaction and does the marking. Communication is key: each lab required you to make optimal use of your time in which you need to decide which information is relevant in information gathering in order to solve the patient's issues. Simply following the template document used in MTM1 and MTM2 can be a disaster here. The later labs will also include difficult cases where patients may be reluctant, angry, or stubborn. There are some lectures that involve techniques to deal with it. Other labs include BPMH (best possible medication history) which makes a return in which there is a stronger emphasis on communication skills. BPMDP (best possible medication discharge plan), the sibling to BPMH except that it is for a hospital discharge is introduced in here for the first time. Although Karen provided a good overview of what to expect in each lab in her lectures and provided good documentation examples, she was really sweet in that she would be willing to go over the previous labs and practice with you in a one on one scenario during her office hours to gain valuable feedback. Like MTM2, the goal is to be consistently be good with you communication skills. If you fail one lab, work on improving since consistency ensures you will pass more labs.

**Test and evaluation format:** There are 8 labs which are pass and fail. The criteria for each lab of what constitutes a pass or fail will vary since certain sections such as documentation are marked in some labs while in others, documentation is not marked. There is a milestone that consists of stations where there is a BPMH interaction, a BPMH documentation, regular counseling on a drug, and a documentation station related to that regular counseling. To pass the course, you need to pass 5/8 labs AND the milestone.

**What I liked about the course:** Karen was a really nice professor who went over each lab in lecture to show how to document, and how to deal with difficult patients. She was willing to practice one on one if the student decided to book a time for office hours.

**Challenges with this course:** For some students, they can appear stressful, especially if they did not do well in some labs. This could affect them when they are about to counsel. Another was the need to balance communication skills with clinical skills since the time limit can be short. Lastly, the exposure to difficult patients presented a challenge to some students that were weaker on the communication side.

**Tips for success:** Practice counselling with someone to get feedback. The more you do it, the more you feel comfortable. Be mentally strong; don't let a failed lab get in the way since you do not want to be feeling down in the next lab since that will increase your chance of failing. Ask for help to practice with someone or with the professor.

## PHM213H1: Health Economics and Pharmacoeconomics

*Class Average: B+*

*"There is excess demand for help but a limited supply for help"*

*"Higher utility, higher marks. Unfortunately our budget constraint is time as other courses exist"*

This course is one of polarization. If you have taken economics before, the first series of lectures will breeze by quickly. You'll know what are Amir and farmer Anne's economic decisions are. On the other hand for those who have never took economics before, confusion is the norm, punctured with brief periods of actually understanding the material. It's like riding a roller coaster. One part may be straightforward but the next section can be vertigo inducing confusion. Over thinking basic concepts can get you confused so try not to over think them. The first series of lectures by professor Grootendorst, while doing his best effort to explain it can still be difficult to understand for those who have not taken economics due to the theoretical nature of the lecture slides and examples. Having more concrete examples with numbers

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could have been used to illustrate the economic principles more easily. Midterms are another story of polarization. A lot of students had issues with their results due to lack of clarity or feedback on the reasons they were receiving their mark while others had lower than expected marks. A pro tip is to fight for your marks in most cases, the marking could have been done incorrectly and every mark counts! The second half of the course was done by Manny Papadopoulos. The concepts he taught were health economics and although the concepts were difficult to grasp or understand he talked about his interesting stories about his time in Latin America and his time at Lily, a big pharmaceutical company. Papadopoulos also offered some helping sessions to clarify some difficult concepts.

**Test and evaluation format:** Midterms and final exams are all short answers. There are assignments that involve answering questions, one of which can be done in groups and where can choose from 3 different topics. **What I liked about the course:** Grootendorst's example people (Amir, Ann, Cam) to help explain the very difficult concepts such as utility.

**Challenges about this course:** To students that have not taken economics, the content is hard and can be difficult to explain. More tutorials at more convenient times during the semester would be a benefit. Furthermore, the idea of putting detailed lecture notes for Grootendorst's section in a pdf or word format is good but it was limited to some lectures. It should be done to every lecture to aid in the clarification and provide detailed notes for students who are unable to come to lecture due to inclement weather or snowstorms.

## PHM215H1: Management: Skills, Communication and Collaboration

*Class Average: B+*

*"Professor Zubin's lecture sounds like it could have been a TedTalk podcast"*

*"We, as a group of students are not very hostile/angry (lack of xenophobia, scapegoating, etc.) despite the stressors like high cost of living, decreasing trust amongst institutions and others due to a strong survivor oriented outlook"*

*"Tort law (pertains to what constitutes harm in Canada's legal system) would apply if this article had not been written"*

This course was taught by various professors for which the bulk was done by 2 professors (Zubin and Monica). The first few lectures were done by Monica whose speciality is career talent and discovering each person's unique talent. Professor Zubin taught the next few lectures which covered topics ranging from law to personality traits and teamwork. His lectures and the way it was presented was excellent: the key points were articulated clearly at a pace that even handwriting notes seemed viable to most people who normally type. Professor Zubin was passionate about sharing his knowledge to the class and this helped make the lectures exciting, even for topics such as law that may be boring using a lot of good examples with clear explanations. To simply put this in layman's terms, Zubin had excellent speaking skills that each of lectures were like a Ted talk podcast. Amar did the latter half of the lectures in which he made the lectures straightforward while Peter had a unique take on the lectures where people formed small groups to formulate a business plan related to community pharmacy in terms of solving problems related to automation, and long wait ups. Whether one likes it or not, that is up to you to decide. Lastly Monica did the final lectures, including an optional one where she critiques an actual student's CV who was nice enough to volunteer. To top it off, professor Zubin shared the results of a social survey that the class of 2T1 did. The survey results are fascinating and are surprising. The only major issue with this course that numerous students have voiced their concerns was the writing assignment since the due date was during a week where students had a midterm on Tuesday, had to prepare for MTM 3 the next day and had both a midterm for infectious diseases and the written assignment due on the same day, which followed a week characterized by midterms. A better option was to choose a date that

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would not conflict with another midterm.

**Testing and evaluation format:** Midterms and final exams were short answer format in which the final can be quite intense if you are not optimizing time. There is a major written assignment that requires creative thinking to come up with novel solutions to a problem.

**What I liked about the course:** Professor Zubin's lectures were the most enjoyable, due to him being very passionate about sharing his info and going at a good pace.

**Challenges with this course:** Balancing the written assignment with the infectious diseases midterm on the same day is quite difficult. Knowing the various examples in law can be difficult.

**Tips for success:** Come to lectures and take good notes. Study as if you are studying for an exam consisting of short answers.

## PHM230H1: Physical Assessment and Injection Techniques

*Class Average: A-*

*"It's not nursing. Please do not call it nursing"*

*"That mannequin! It blinks and breathes. Creepy..."*

*"The fake skin during the injection is so squishy! A good substitute over injecting in a real person"*

*"Why can't we practice by injecting with our partners?"*

Although the course should technically not be called nursing, a lot of it is related to nursing, including the labs. That is why it is known in short as "nursing". But out of respect it should not be called nursing. This course is divided into 2 main parts: lectures and labs. The lectures are straightforward but there is a textbook that you need as a required reading. The textbook essentially covers the lecture materials but more in depth but is still testable. The labs occur weekly on the same day as the MTM 3 labs but they are 1 hour

long, so it is not stressful. They mostly deal with patient care such as measuring blood pressure, checking vital signs like heart rate, and vision tests in a nursing lab with TAs that come mostly from a nursing background. The labs are straightforward and not stressful but pay attention to what they say in the lab, it is testable material. The most important lab is the injections lab. You will need to familiarize yourself with it as you will be tested on your techniques later on. The material and the demonstration were excellent because they showed the difference between a subcutaneous and an intramuscular injection using a fake skin pad. They also provided a good refresher of injection techniques in a second lab in preparation for the test on injections towards the end of semester. The written assignment simply serves to show whether you can apply all of the concepts learned in class to solve a case. Personally, providing training on injections is a valuable experience since in community settings pharmacists can do flu shots or shingles injections as examples. Having proper knowledge of injections is critical.

**Test and evaluation format:** Midterms and final exams are all multiple choice with content taken from lectures, required readings and the labs. Labs are marked based on participation marks and are testable on midterms/final exam.

**What I liked about the course:** The labs were quite interactive, even the mannequins were good at simulating a normal person such as the heart rate sounds and the breathing sounds.

**Challenges about this course:** Learning all the things to observe for each body system and knowing what a particular abnormal sign or symptom meant was challenging.

**Tips for success:** Come to lectures and labs. Take notes during the labs and use the required textbook as an add on to the lecture material. For injection training, you can bring home the kit and practice with it on a fruit such as an orange.



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## PHM240H1: The Science of Pharmacotherapy

*Class Average: B+*

*"Online course"*

*"CAMs (complementary and alternative medicine) are scams"*

*"From today's newest and most improved selected articles: Did you know that rote learning is the best way to succeed in PHM240?"*

This year was the first time that professor Utrecht did the full course online. The online lectures are called modules in which each module contains a series of random questions related to a topic that the module covers. The only time there are in person lectures are during midterm reviews Utrecht will go over selected questions from the class. It is important that one tries to not fall behind in the modules or otherwise you will not have questions to ask during the midterm review, making it not as useful. The questions, along with the answers in each module are testable on both the midterm and final exam. Therefore this course heavily relies on memorization of all these questions and answers. Unless you enjoy reciting the most obscure quotes from Hamlet or other works as an example, it is controversial among others who may

see it as just memorization of random facts. Basically your mark represents how good you memorized the content.

**Test and evaluation format:** Midterms and final exams are short answers based on the questions taken from the modules.

**What I liked about the course:** Some of the answers from the modules, while correct were presented in a hilarious way such as CAMS being scams. It was also online so students could do it on their own time, freeing up more time for other courses. Some of the facts were taken from other courses like ID and cardiovascular diseases so it allows for better memorization in those courses.

**Challenges with this course:** Memorization of all of the answers was a challenge, considering that all of the questions are considered fair game on the midterms/final exam.

**Tips for success:** Memorization so rote learning either by flash cards, or anything that is best suited for you to memorize.

## The Year 3 Anti-Calendar

Joseph Correia, 2T0

### First Semester

#### Mandatory Classes

### PHM301H1: Pharmacotherapy 6: Hematology, Oncology and Immunotherapies

*Class Average: B+*

This course may seem overwhelming at first with the large amount of material presented in each lecture, but as long as you prepare adequately for workshops and give yourself time to study, doing well is very achievable. The most common complaint during the course was that there was often not enough time to cover the amount material during the allotted lecture period. Do not be

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overwhelmed by the large amounts of graphs, charts, and studies presented during each lecture. They are simply a tool to help you understand the main concepts that are being presented, therefore knowing the overall message should serve you well. The nice thing about this class, despite it being one of the more challenging PCT courses, is that the learning objectives are completed for you by the professors. This will be supplemented with readings, however if you are pressed for time, knowing the learning objectives and lecture material should be sufficient and you can use the readings for clarification if needed. The course consists of a midterm, workshop quizzes and participation, 2 care plans, and a final exam (non-cumulative).

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## PHM302H1: Pharmacotherapy 7: Neuropsychiatry

*Class Average: B*

A very useful course for both community and hospital settings that covers the essentials and nuances of medications indicated for schizophrenia, depression, anxiety, epilepsy, and bipolar disorder. You also get to learn about treatments for various substance abuse disorders. Jamie Kellar and Maria Zhang teach the material very well, but have very different teaching styles so it may take a little adjustment for the transition between professors. The professors will expose you to real life patients afflicted with these conditions, which allows you to view the condition from a patient's perspective as well. The course may be difficult for some because more so than most PCT courses, there are multiple efficacious therapies for each condition, which requires you to exercise clinical judgement to determine "the most correct answer" on examinations. You may be tempted to not prepare for the workshop because it is not marked and participation is usually optional, but both professors tend to go into a lot of detail during workshops; this material will be tested and motivating yourself to prepare and read the material ahead of time is beneficial. The course work consists of a critical appraisal, a midterm exam, and a noncumulative final exam.

## PHM305H1: Medication Therapy Management 4

*Class Average: Pass/Fail*

This MTM emphasizes communication more than the other MTM courses. You may be intimidated by this course because unlike the other courses, the therapeutic topics are not given to you in advance. However, while a basic understanding of therapeutics is important, this MTM is more about practicing a pharmacist's expanded scope in both a community and hospital setting. It allows you to practice doing a medication reconciliation, a medication renewal and adaptation, health promotion activities (naloxone training, vaccination counselling, nutrition advice), and discharge counselling. Some students really enjoy this format because it requires little preparation in terms

of brushing up on therapeutics, but some students will find this unpredictability a bit stressful. You may find it useful to practice the technique you will be performing in the lab the night before rather than brush up on therapeutics. It is similar to other MTMs with respect to grading. Each lab is pass or fail and the requirement for passing is getting a pass in 5/8 labs and passing the milestone.

## PHM310H1: Health Systems II

*Class Average: A-*

There were mixed feelings about this course. Some of the lectures were interesting, but it was often difficult to gauge what will be tested versus what was just for informational purposes. The tests were always more straightforward than anticipated, but there was often a lot of material to get through while studying. Going through the lecture material was sufficient to prepare for the midterm and the final. There were also two assignments alongside the exams. Going to class does help with understanding the context of the slides; some of the slides were really random without an explanation alongside them. There may be a change in the professors this year, so the structure and format of the course may change a little. There is usually a new professor every week teaching a different concept. Some concepts seemed more relevant than others, with the highlights being the opioid crisis and Aboriginal health issues.

## PHM340H1: Introductory Toxicology

*Class Average: B*

The brother of the legendary Dr. Jim Wells teaches this course, and you can definitely see some similarities in teaching styles. Some people enjoyed the course because it gives you a chance to stretch some of those chemistry skills that haven't been used in a while. The concepts and the chemistry are actually quite easy, however, some students struggled with the tests. Each of the two midterms is one question (with multiple parts), that pertain to only a few, or sometimes a single, key concept. You never know which lecture the question will be coming from, (and I advise you not to guess), so it is imperative to know all of the concepts very well. He will give you past midterms, and despite the many attempts of you and your peers to determine the pattern of the old exams to try to figure out which question

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he is going to ask, it is not worth the effort. There is no pattern. Just focus your efforts on learning each concept as best that you can so that you don't end up in a situation where you know nothing about the one concept he decides to test on. That being said, it is a good idea to do the old midterms in order to get an idea of the type of questions he will ask. The final was very difficult for most students, but overall it was an easier course than molpharm. Love it or hate, just study hard and you'll be able to get through your last chemistry course of pharmacy school!

## **PHM330H1: Preparation for Advanced Pharmacy Practice Experience**

*Class Average: B+*

This course consisted of biweekly assignments and a final exam. It wasn't difficult, but the markers were very particular about what they were looking for so many students found themselves either doing very well or very poorly in the class after the first couple assignments. Despite there being a lot of material to go through to prepare for the final exam, it was very straightforward. The best way to do well is to start early on assignments and go seek help if you find that you are confused about an assignment. The assignments are based on things you have already done before such as careplans, case presentations, and critical appraisals. You will find that many people stop going to class after the first couple lectures, but many engaging discussions about practice do occur during class that are helpful for preparation for your rotations.

### **First Semester Electives**

**Pick ONE from...**

**PHM320H1: Global Pharmaceutical Policy**

**PHM321H1: Topics in the Pharmaceutical Industry**

**PHM323H1: Molecular Mechanisms of Drug Action**

**PHM325H1: Aboriginal Issues in Health and Healing**

**PHM383H1: Antimicrobial Stewardship**

**PHM389H1: Research Project**

## **PHM320H1: Global Pharmaceutical Policy**

*Class Average: A-*

This course was taught by Gillian Kohler who is a renowned leader in her field of global policy. It focuses on the broader ideas of healthcare and pharmacy at a global level with very little to any focus on therapeutics. It touches on the industry, trade and the WHO amongst other topics related to global healthcare. The class requires participation and attendance is taken. However, the class is very engaging and Dr. Kohler is a fantastic lecturer. There is a midterm that is very reasonable, a presentation that can be a little daunting and lastly, a final paper that can be a little tough if you leave it to the last minute. Overall I highly recommend this class to anyone with an interest in healthcare from a global perspective and wants to maybe get away from a typical pharmacy school class!

## **PHM321H1: Selected Topics in the Pharmaceutical Industry**

*Class Average: A-*

While many of us have a good idea of what a community or hospital pharmacists do, exposure to the industry field is more difficult. This course gives a good overview of the many different roles a pharmacist can have in this sector. The course is largely comprised of guest lecturers, which are selected by Monica, providing students with many opportunities to network with professionals working in the industry. The workload is light to moderate and consists of a business plan, a midterm, and a final, which are all relatively straightforward. While the final exam is cumulative, Monica outlines what is expected from each lecture, and truly wants students to do well.

## **PHM323H1: Molecular Mechanisms of Drug Action**

*Class Average: A-*

This course is sometimes known as MolPharm 2, but it is actually the less challenging of the two MolPharm courses. The course is divided into 4 sections. The first 6 classes are taught by Dr. Jim Wells and the material is similar to what was taught in the first year MolPharm course but with simpler concepts and equations. Make sure to do as many practice questions as you can for Dr. Wells' section as this is the best way to learn and



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understand the models and equations. Exam questions for this section are similar to the first year course and also includes many bonus marks. The second section is taught by Dr. Crandall and covers material on anti-microbials, which is a good review of PHM242 Microbiology of Infectious Diseases. Exam questions come directly from the slides and are mostly multiple choice with a few short answers. Dr. Angers teaches part 3 of this course and he talks about cancer. This is similar to material that was covered in Dr. Angers's section in the first year MolPharm and also a lot of overlap material with the PHM301 oncology course, which you will be concurrently taking. Lastly, Dr. MacGregor teaches the last few classes of this course and he covers DNA structures and drugs that inhibit DNA synthesis. Out of all the different sections, this is probably the one you'd want to attend classes for as his slides consist of mostly diagrams which he will explain in class and he also gives tips on what should be known for the exam during class. Dr. Angers and MacGregor's sections on the exam were mostly short answer questions with a few multiple choice questions. Overall, I would recommend this course if you didn't find first year MolPharm too challenging, as it has a relatively light workload consisting mostly of material that has been covered in previous courses.

## **PHM325H1: Aboriginal Issues in Health and Healing**

*Class Average: A-*

Rather than a course, Indigenous Issues in Health & Healing can be considered an experience. There are hardly any didactic lectures. Instead, students learn as indigenous youth would. Students sit in a circle, share stories and experiences, and engage with the world around them. They also have the opportunity to participate in numerous indigenous activities and trips, including a blanket exercise, a medicine walk, and a sweat lodge. The focus of this course is not only physical healing, but also emotional and psychosocial healing as students explore indigenous reconciliation. The course is not heavy in content, and it has a relatively light workload. Assessments include assignments, weekly reflections, and a cumulative group project. The course does not have midterm or final exams. Dr. Burman is

very passionate and approachable as well. Due to the small class size, he gets to know all the students. In conclusion, this course forces students to adapt to a different style of learning and explore issues that are largely ignored in the pharmacy curriculum.

## **PHM383H1: Antimicrobial Stewardship**

*Class Average: A-*

Many students take this course because they believe it is a deeper dive into the therapeutics of infectious diseases. This is not the case. You do learn some therapeutics in the course and do a review of some as well (soft skin and tissue, C.difficile, and community acquired pneumonia). Some new therapeutics include ventilator acquired pneumonia, febrile neutropenia, and therapy in immunocompromised patients. However, if you are worried about missing out on these concepts by not taking the course, they will be covered in some detail in the institutional pharmacy course taught next semester. It is a challenging elective. The material was dense, and requires you to brush up on some ID to fully appreciate what is being learned in lecture. This course is particularly useful for students who are interested in policy implementation or antimicrobial stewardship placements during their hospital rotation. Even though it is not heavily based on therapeutics, you will practice general concepts about judicious use of antibiotics throughout the course. It also teaches you about project management and not only how to create a project, but implement that project and measure its success in a hospital setting. The course consists of a midterm, a final and major group project that requires you to create a stewardship program and pitch it to a panel of real hospital pharmacists. This may seem daunting, but it is actually quite fun and most groups do quite well.

## **PHM389H1: Research Project**

*Class Average: N/A*

This course is an opportunity for students to engage in research and develop their self-directed work ethic. The student must find their own research preceptor and discuss what their project will be. There are no assignments or weekly classes beyond the first week. Instead, there is a final research paper and presentation, which consists of approximately 80% of the student's grade, and a 1-on-1 meeting with the course

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coordinators early on to discuss the project outline. There is minimal follow-up from the coordinators and typically, research preceptors expect the student to be able to manage their time and complete the project. This “hands-off” approach will be unusual for many students as no one will notice if they do not complete any work for weeks. However, that is why it’s important the student keeps diligent and does not fall behind in their project. The final paper and presentation require a substantial amount of work, and many students claimed it required more work than other electives would have been. However, it is an opportunity to gain exposure to research and develop unique skills that other courses do not offer; making it one of my favourite courses in the pharmacy program. Good luck!

## Second Semester

### Electives

#### Pick ONE from...

**PHM350H1: Pharmacotherapy in Ambulatory Care**

**PHM351H1: Pharmacotherapy in Institutional Care**

**PHM353H1: Pharmacotherapy in Critical Care**

**PHM350H1: Pharmacotherapy in Ambulatory Care**

*Class Average: B*

While this course may have the lowest workload of the three courses in this elective category, it’s not as simple as a walk (or should I say ambulation) in the park! While it’s a good review of common conditions covered in previous courses such as diabetes, COPD, anticoagulation, mental health (drug interactions among antidepressants), pain, asthma, hypertension, CHF, and stable angina, it forces you to think beyond just one disease state and think about the patient as a whole. The course consists of documentation assignments as well as a midterm and final exam. Each week will focus on a specific disease state and the lecture time will be split between a didactic lecture and a patient case discussion. The didactic lecture will briefly outline the pathophysiology of the disease and provide some evidence for the available therapies. The second

half of the lecture will involve going through a patient case and discussing DTPs. The documentation assignment will be on the same case discussed in class. Only 5/8 documentation assignments count towards your grade, so you have some freedom to decide which ones you want to complete and it also gives you some room for error should a couple of assignments not go so well. The midterm and final exams are primarily case based short answer questions. They are generally straightforward but it’s important to provide evidence from literature if applicable (don’t need to know specific trial names), non-pharmacological recommendations, and specific efficacy and safety endpoints to get full marks. In conclusion this course not only serves as a good review of previously learned therapeutic topics but it also gives you a more realistic idea of the types of patients you may encounter in your APPE rotations and in practice.

**PHM351H1: Pharmacotherapy in Institutional Care**

*Class Average: B+*

So here’s the truth—it’s hard, but it’s really useful. This course might keep you up at night, but you’ll feel good about what you’ve learned. If you are interested in hospital pharmacy, it is highly recommended to take this course. It covers DVT prophylaxis, critical/emerg care, acid-base/electrolyte disorders, peri-op care, and more. The course format is similar to typical PCT courses with midterm and final (MCQ + short answer) and case based workshops, but there are additionally weekly quizzes based on readings and biweekly documentation. The workshops are two small groups seminars where your group hands in a care plan and is tested on an in-class case (no notes allowed). The quizzes are based on the weekly required readings (not too difficult) and the biweekly documentation is based on the weeks topics (marked fairly). Vince is a dynamic (and quirky) lecturer who brings in many of his colleagues at Sunnybrook as guests. Dr. Yamashita and Dr. Bury are not to be missed.

**PHM353H1: Pharmacotherapy in Critical Care**

*Class Average: N/A*

Want to know what are pharmacists’ roles in an intensive/critical care unit? Pharmacotherapy in Critical Care is the course to take! Coordinated by the famous Norman Dewhurst, students will be exposed to interesting and diverse topics such as Sepsis, Shock,

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Management of Pain, Agitation and Delirium, Traumatic Brain Injury etc. These are encountered on a daily basis in the ICU. While most topics are presented by hospital pharmacists, other health care professionals also present topics including mechanical ventilation, invasive monitoring devices and ethical issues in critical care. What makes this course even more awesome is that each student will have an opportunity to shadow an ICU pharmacist at St Michael's Hospital for a couple hours. Don't get me wrong, it is a difficult course. It is fast paced with dense slide decks. It can be overwhelming for those without any hospital background. Evaluation of the course consisted of 3 quizzes on Quercus (5% total), two case discussions (5% total) which aim to review for the midterm and the final, a critical appraisal assignment (10%), a midterm (35%) and a final exam (45%). Students found the first 2 quizzes difficult, and the midterm more difficult than the final. For the critical appraisal assignment, students worked in pairs to appraise an article assigned by the coordinator. Overall, it is a challenging but rewarding course if students put in the effort. It is an extremely useful course if students wish to have an APPE rotation or work in the ICU.

## Pick ONE from...

**PHM352H1: Pharmacotherapy in Older Adults**

**PHM354H1: Pharmacotherapy in Pediatrics**

**PHM355H1: Pharmacotherapy in Women's Health**

**PHM352H1: Pharmacotherapy in Older Adults**

*Class Average: B-*

This course is useful if you want to dip your toes into the world of elderly patients and how common disease states present differently as our patients age. It is not, however, a class to take if you want a deep PCT experience. Many of the lectures have little to no pharmacotherapy component, and lecturers instead choose to focus on pathophysiologic changes in older people that we wouldn't be used to seeing in the "typical" younger patient we focused on in prior PCT courses. The course spends a lot of time discussing the Comprehensive

Geriatric Assessments – a concept that essentially entails looking at the patient as a whole and not focusing solely on their medical ailments. There is also a big focus on deprescribing and the tools that can help us do so. Overall, I recommend this course for students that are interested in dealing with older adults – those Baby Boomers aren't getting any younger. It's a good review of some of the topics we've learned any potentially forgotten like BPH, UI, and Osteoporosis and you'll learn about new topics like Dementia and Parkinson's disease.

**PHM354H1: Pharmacotherapy in Pediatrics**

*Class Average: A-*

Pediatrics was a straightforward course with a 35% midterm, 40% final exam, and a 25% assignment. Practicing pharmacists in the field gave a majority of the lectures, from which almost all of the tested material was drawn from. This made the midterm and final exam quite manageable. The assignment involved calculations for drug levels and documentation of pharmacy notes. Overall, the assignment had a fairly high average (~80%). The topics covered in class included pediatric development, nutrition, pediatric diabetes, cardiology, vaccines, cystic fibrosis, allergies, and many more topics with a pediatric focus on provision of care. The course was enjoyable and relevant to institutional pediatric care, but may not have as much relevance to community practice compared to Women's Health and Geriatrics, so keep that in mind when selecting courses. The course coordinator was very helpful and was very receptive to questions and inquiries.

**PHM354H1: Pharmacotherapy in Women's Health**

*Class Average: B+*

As probably the most widely useful of the three selectives in this category, this course will develop knowledge in both previously learned and brand-new concepts in female physiology, making it easier for students to understand the wide variety of possible recommendations made in clinical practice. Topics covered include basic female reproductive physiology, contraception (much further in depth than in PHM202), planning for pregnancy, medication use in pregnancy and lactation, nausea and vomiting in pregnancy, chronic conditions in pregnancy, PCOS,



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infertility management, menopause, dysmennorhea, PMS, endometriosis, transgender health and hormone therapies, and some others. Women's health was taught by two professors - Tom Brown and Lisa McCarthy. Tom Brown takes on a slightly old school style of teaching with chalkboard-only notes. This makes it quite easy to follow along (and also condenses the amount of material he can actually present in one lecture, so his stuff is not that dense). Tom presents probably the most widely applicable topics in the course including contraception menopause, and some others. Lisa, on the other hand, is completely modern in that her lectures are all done by PowerPoint presentation. She is a bit faster and her material is slightly more niche (including infertility), but her lectures on pregnancy are as, if not more, useful than Tom's. The course has a small assignment, and for Winter 2019 it was a small "Microlecture" recorded on your own. Tom provides these as summaries for his topics with each of his lectures, so students will have plenty of examples to work off of. In Winter 2019, we were tasked with making a Microlecture covering one small section of Lisa's course material. Overall, the lectures are very fun and laid back, as well as quite informative as they are taught by experts in the field.

## Pick ONE from...

### **PHM360H1: Personalized Medicine**

### **PHM361H1: Latest Developments in Drugs and Biologics**

### **PHM362H1: Assessing the Bioavailability and Bioequivalence of Medicinal Drug Products**

### **PHM360H1: Personalized Medicine**

*Class Average: A-*

Even if you find pharmacogenomics to be somewhat of a boring topic, this course also helps to you to review common drug interactions and how to intervene when they occur. Some of the lectures are quite interesting, but it is basically what you expect from a pharmacogenomics class since portions of this class have been taught in your PCT courses. Half the course is in a lecture format and the latter half is solely student presentations.

Unfortunately, student presentations encompass the entirety of the exam, but knowing the key points of each presentation is sufficient with the exception of knowing the main genetic variants (ex. \*1, \*2 etc), which can be tedious to learn. However the concepts are relatively simple and will seem familiar. The course consisted of a midterm, final, a group presentation, a short appraisal, and participation marks.

### **PHM361H1: Latest Developments in Drugs and Biologics**

*Class Average: A*

This course focuses on the development medications, and outlines the process that pharmaceutical companies have to go through to get their medications approved. It starts out with Dr. Kotra's lectures which lay out the foundation and main principles of the process. After that, students will present in groups about a newly approved medication on the market. This presentation involves the review of the medication's discovery pharmacology, formulation, toxicology data, clinical trials, and reason for approval. Marks are based on the presentation, midterm, and final exam. The work load is quite light, no extra readings are required and most students are able to do very well in the class.

### **PHM362H1: Assessing the Bioavailability and Bioequivalence of Medicinal Drug Products**

*Class Average: A-*

This course is designed for individuals interested in research, industry, and/or regulatory affairs. Throughout the course, students learn about the different steps in planning a clinical trial, from preparing a study design to running the PK analysis to drafting a quality assurance report. Dr. Dubins is very teaches the material thoroughly and ensures everyone is able to follow along. Although students will do basic programming with Excel and R studio, Dr. Dubins provides sample spreadsheets, coding, and examples. Assessments include assignments, and a midterm and final exam. Assignments test students' knowledge to apply lecture material and focuses on programming. The exams are long and require good time management. In conclusion, this course provides students with many practical tips for working in pharmaceutical industry.

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## Pick ONE from...

**PHM370H1: Community Pharmacy Management**  
**PHM371H1: Institutional Pharmacy Practice Management**

**PHM370H1: Community Pharmacy Management**

*Class Average: B+*

Community management is beneficial to anyone who is considering owning (or even managing) a store down the line. You'll learn about inventory management, financials, layout and HR considerations, ownership models, among other topics. With his years of experience as a SDM associate and more recently as an independent owner, Jauher is very knowledgeable and covers a lot. He also brings in several experienced guest speakers to lend their knowledge. The course load is heavy due to the assignment and business plan – which combined for a maximum 45 pages. However, they are interesting and force you to think outside the box, as you'll be doing a locational analysis, analysis of competitors, designing your pharmacy's brand, mapping the layout, and more. To do well/not cry: Attend class as Jauher highlights essential points and tells you what he expects for the exams and business plan and start assignment/business plan early (ya right)

**PHM371H1: Institutional Pharmacy Practice Management**

*Class Average: B+*

Tom Brown seems to be a big proponent of teaching you how to think and organize information. His lectures (about 1/3rd of all lectures) involve audience participation and discuss topics such as how to problem solve, create SWOT analyses, and write a mission statement. For the other 2/3rds of classes, he brings in guest lecturers, some of whom offer similarly interactive classes on drug shortages and a hospital formulary. Other guest lecturers give classic presentations on topics such as how a hospital pharmacy is organized and run, accreditation standards, and medication safety.

## Pick TWO from...

**PHM322H1: Patient/Medication Safety**  
**PHM381H1: Medical Imaging for Pharmacists**  
**PHM382H1: Nanomedicines in Oncology (NOT OFFERED)**  
**PHM384H1: Teaching and Learning**  
**PHM385H1: Diabetes Care**  
**PHM386H1: Mental Health and Addiction**  
**PHM387H1: Global Health**  
**PHM388H1: Self-Care Perspectives and Pharmacotherapy for Minor Ailments**  
**PHM389H1: Research Project**  
**PHM391H1: Current Compounding Topics and Practice Issues (NOT OFFERED)**

**PHM322H1: Patient/Medication Safety**

*Class Average: A-*

You'll learn many different ways to analyze medication incidents throughout this course – both proactive and retrospective. The course material is dry at times but the application is interesting to learn, and different than anything we've learned in other courses. It's not very difficult and Certina is a great instructor. There are 3-4 workshops throughout the semester that are 3 hours (4-7pm instead of the usual 4-6pm class time) but she makes up for it by giving us the last 2 weeks off to write our paper. The workshops are lead by ISMP Canada instructors and you get certificates for them (they're normally a full-day workshop that people would pay for). There's one major project that comes toward the end of the semester. It's a group data analysis & presentation, and an individual write-up worth a collective 40% of your grade. It's a lot of work but most students do very well. Overall, a good course that's something a little different and good exposure to a non-traditional pharmacy career option.

**PHM381H1: Medical Imaging for Pharmacists**

*Class Average: N/A*

In a quick snapshot, the course covers the various different types of radiological techniques used for medical imaging, as well as the clinical aspects medical imaging used in various diagnoses. Dr. Ray Reilly teaches the course in a very structured manner. The first half focuses on the details about how the medical

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imaging machines actually capture the images used in various diagnoses. He covers common techniques such as X-rays, CT, MRI, ultrasound, SPECT and PET. The second half of the course is split between Dr. Reilly and various radiologists who come in and give talks in their various fields. The lectures by Dr. Reilly cover the clinical side of how radiologists use medical imaging for diagnosing patient. Although this may sound intimidating, it is very interesting and almost like radiology 101. The talks by the various radiologist called "Read with the Expert Sessions" are not testable and are simply meant to enhance student learning. These are definitely the highlight of the course – working through patient cases, and diagnosing diseases based on images and clinical features. This course is an invaluable resource for those that are interested in hospital pharmacy because it offers a unique insight that pharmacy students cannot acquire elsewhere.

## PHM384H1: Teaching and Learning

*Class Average: A-*

This course is an excellent introduction into teaching from MTM lab facilitation, to providing feedback and formulating test questions, this course introduces students to many key components of teaching. The instructor Annie Lee is very passionate about education and is involved in the development of many courses within the faculty. She typically starts the class each week with a short presentation, which is then followed by a practical and engaging activity. The evaluations consist of 1 research essay and 3 reflections based on facilitating the MTM-3 practice lab, the MTM-1 MedsCheck lab and a group presentation. There is no midterm and the final exam is cumulative and short answer, based on 10 lectures since the last few lectures are group presentations on a topic of your choosing, which are not testable. Overall a great course, light workload and practical.

## PHM385H1: Diabetes Care

*Class Average: B-*

Diabetes Care is hands-down the most useful and hands-down the most difficult of the electives in this category. Taught almost entirely by "Diabetes Deity" Henry Halapy (with a couple of guest lecturers thrown in), this course is NOT old information. The expectation is that students go into the course with all of the base knowledge taught in PHM202 as this course builds upon that to turn students into knowledgeable diabetes practitioners. Topics covered in this course include a short review on diabetes pathophysiology, insulin regimens and dosing, nutritional diabetes management, exercise in diabetes management, self-care including foot care, micro- and macrovascular complications, cardiovascular protection in diabetes, insulin pumps, pediatric diabetes considerations, special situations including travel, fasting, etc., as well as special complex situations. Finally, a small lecture on education theory is thrown in in order to meet requirements to write the Certified Diabetes Educator exam, which you cannot write until at least 5 years after becoming a licensed pharmacist, so keep that in mind. The course grade is determined by a multiple-choice midterm worth 40% of the overall grade and MC and short answer final exam worth 60%. As shown by the topics listed, the material in this course is quite dense but nearly all of it is highly applicable and will make you a better diabetes practitioner. Henry is also a wonderful guy who is passionate about both diabetes and education, and who will do everything he can in order to explain things if you do not understand them.

## PHM386H1: Mental Health and Addiction

*Class Average: A-*

Mental health was one of my favourite classes of third year. Some topics (e.g., ADHD, personality disorders, street drugs) are new but some topics (e.g., opioid use disorder) we would have learned about already. I really enjoyed how Maria Zhang brought in speakers (we had a mom who spoke to us about her daughter's experiences and struggles with the healthcare system as a child with ADHD) and it makes learning the topics more interesting. The exams are straightforward (MCQ and SA for midterm and just MCQ for final) and there was one in class assignment on movement disorders



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(interesting and easy marks!) and one written assignment about mental health issues in the news. Final class average was in the mid 80s. Would definitely recommend if you're interested in learning about about the social aspect of mental health disorders!

## PHM387H1: Global Health

*Class Average: A-*

This course is taught by professor of the year Doret Cheng and examines many different ailments that afflict people around the world and how they are treated in 2nd and 3rd world countries. Doret is a fantastic lecturer who engages the class wonderfully and brings in many interesting guest speakers, many of whom who have treated the illnesses in question first hand before. Most weeks there is a condition to read up on and a subsequent class discussion on the topic. The weekly work is rather light and Doret does not expect anyone to come to class an expert, rather just a simple workup/careplan for the case. The course also has a final presentation done in partners, as well as final paper that focuses on a plan to address an issue in global health of the students choosing. Lastly there is a midterm that is open book, however it can still be a little tricky. I highly recommend this class to anyone with an interest in global health that would perhaps like to work or volunteer abroad in the future!

## PHM388H1: Self-Care Perspectives and Pharmacotherapy for Minor Ailments

*Class Average: B+*

This course was taught by a few guest lectures, but was primary taught by Debra Sibbald from dermatology. However, you felt about the way she ran that course, she was absolutely fantastic at coordinating this one. She really tries to get you away from the traditional checklist approach to assessing patients that we become accustomed to in MTM, and tries to enforce asking relevant questions specific to each topic. Half the course is lectures and half the course involves panels similar to dermatology. However, the course may change this year because Debra may continue to experiment with the format since this was her first year teaching this course in a while. The goal of the course is to provide you with the tools to become an efficient yet thorough pharmacist and it should be a requirement. The course consisted of an MCQ midterm and an MCQ final with an optional bonus assignment. The assessments were both difficult because the options on her test differ ever so slightly, which requires you to really understand the material. While therapeutics are essential, the course really teaches you how to screen patients for referral to a physician and deciding what questions to ask in different situations. These concepts are the focus of the assessments.