

MAPflow Integration in Minor Ailments Education: A Tale of Two Canadian Pharmacy Schools

Debra Sibbald, BScPhm, ACPR, RPh, MA, PhD¹ Kristi Van Gaalen, BMSc, RPh, PharmD² Nardine Nakhla, RPh, PharmD²

¹Leslie Dan Faculty of Pharmacy, University of Toronto

²School of Pharmacy, University of Waterloo

Background¹

As pharmacists’ minor/common ailment prescribing authority expands across Canada, pharmacy curricula must evolve to prepare students for autonomous assessment and management. Covering all conditions through traditional instruction is impractical, necessitating innovative educational approaches.

State of Minor Ailment Education in Canada²

Canadian pharmacy schools adequately prepare students for self-care counseling and minor ailment prescribing, though curriculum variability across provinces reflects different practice environments and institutional priorities. The core content covered across school curricula varies, with a total range of

13 to 91 hours

Read more:

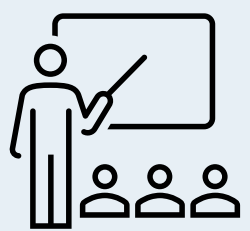


Problem: Traditional instruction cannot cover all minor ailment management as pharmacist scope expands across Canada.

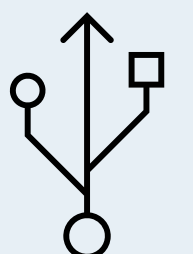
Goals



To evaluate the implementation of MAPflow, a digital clinical decision-support tool, in minor ailment instruction at two Canadian pharmacy schools.



To compare different pedagogical approaches and assess impact on **student learning, confidence, and skill development.**



To inform technology integration strategies in pharmacy education that can address growing curriculum demands and evolving professional roles.

Description



University of Toronto

Approach: Optional self-directed educational tool

Courses: 2nd year required course + 3rd year elective

Timeline: Fall 2023, 2024; Winter 2024, 2025

Method: Independent simulation of prescribing scenarios

Data Collection: Post-course surveys & qualitative feedback analysis



University of Waterloo

Approach: Structured competency-based assessment

Course: 2nd year required course

Timeline: Fall 2024

Method: Standardized patient labs

Data Collection: Structured rubrics

Key Findings



Increased confidence in minor ailment prescribing



Enhanced competence in patient assessment



Improved documentation and communication skills



Valuable self-directed learning tool

Effectiveness of the Initiative

University of Toronto

Survey responses (2023: N=166/194 users; 2024: N=177/199 users; 2025: N=127/168 users) showed increased confidence and competence in minor ailment prescribing. Qualitative themes identified MAPflow as a valuable self-directed learning tool, noting key affordances including reinforcement of clinical concepts, facilitation of exam preparation, and exposure to critical patient care skills: assessment and documentation.

University of Waterloo

The structured approach demonstrated effective integration of technology with skills assessment. Facilitators noted that guided MAPflow use with 122 students enhanced communication and documentation skills more effectively than independent exploration.

Key Insights

Two distinct yet effective approaches to successfully incorporating digital health technology in pharmacy education were identified:

Toronto's independent-use model:

- Fostered self-directed learning and prescribing confidence

Waterloo's structured model:

- Strengthened communication and documentation competencies



Digital platforms like MAPflow offer scalable, province-tailored solutions to rapidly bridge curriculum gaps and optimize student learning as pharmacists’ scope continues to expand.

References & Disclosures

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2. Nakhla N, Black E, Abdul-Fattah H, Taylor J. Self-care education across Canadian pharmacy schools: Curriculum survey findings. *Can Pharm J (Ott)*. 2020;154(1):52-60. Published 2020 Dec 16. doi:10.1177/1715163520976161

Nardine Nakhla is CEO & Co-Founder of MAPflow. She had no direct role in the design, delivery, or assessment of the teaching initiatives at either the University of Toronto or the University of Waterloo. All other authors report no conflicts of interest.

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