



**UNIVERSITY
OF ALBERTA**

**Faculty of Pharmacy &
Pharmaceutical Sciences**

**PharmD for Practicing Pharmacists
Experiential Education Policies and Procedures
Manual
2024-25**

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1 Introduction

Experiential Education Mission

The Faculty will foster high quality experiential education by recruiting, retaining and supporting exemplary preceptors in diverse practice settings throughout the province in order to provide students with optimal learning opportunities and graduate pharmacists capable of meeting the needs of society.

Program Overview

Goals of Experiential Training

In keeping with the goals of the PharmD for Practicing Pharmacists program, the aims of the experiential courses are to enhance the students’:

- Confidence in the role of the pharmacist
- Acceptance of responsibility and accountability for patient drug therapy outcomes
- Ability to make clinical decisions under conditions of uncertainty
- Critical thinking skills
- Communication skills

Experiential Education Course Requirements

- **Pharm 511** – Demonstrate professional competencies in the provision of patient care as part of an interprofessional team
- **Pharm 512** – Demonstrate professional competencies in the provision of patient care in an acute care setting
- **Pharm 513** – Demonstrate professional competencies in the provision of patient care in an ambulatory or community setting with a focus on community or primary care.
- **Pharm 514** – Complete an additional experiential learning placement in a patient care practice setting as outlined in PHARM 511, 512, or 513. (May be repeated)
- **Pharm 515** – Design and complete a practice-related placement including objectives, activities and an assessment mechanism. (May be repeated)

Students must receive 36 credits in experiential learning. They must receive credit in each course once. Pharm 514 or Pharm 515 will be repeated to complete the credit requirements. Students have the option to complete the program over a 5-year period. Students will be granted credit by completing placements or receiving recognition for prior learning (RPL) (see section 3). Students are encouraged to avoid gaps between courses that exceed 11 months. As per the [University of Alberta Calendar](#), students will be required to reapply and be readmitted if they “fail to maintain a registration in a program for 12 or more consecutive months”.

Faculty Responsibilities

Prior to the Placement

- Ensure that sites and preceptors meet the placement criteria
- Provide training, support and resources for preceptors
- Organize a placement schedule for each student
- Provide access to program manuals, course syllabi and other placement resources

During the Placement

- Monitors placement activities
- Supports students and preceptors when questions or concerns arise

After the Placement

- Solicit feedback from preceptors and students to evaluate the course and their student experience
- Utilize course feedback to continuously improve process and courses

2 Student Requirements and Responsibilities

Students are advised of prerequisites and requirements upon admission into the program and prior to the placements at the experiential orientation held during the school year. Details about each requirement can be found in the [Placement Pre-requisites Document](#). Students' documentation must be uploaded to CORE or Alfresco as directed in the [PPP Placement Requirements Checklist](#). Most requirements are due 30 days before matching or Student Initiated Placement request submission, and some requests are due 60 days before the placement start date.

If additional requirements are added during the program, students will be notified. Failure to comply with or maintain course requirements may result in cancellation of the placement. Out of province placements will have additional requirements. Fulfilling these requirements and any associated costs are the student's responsibility.

Academic Standing and Prerequisites

The prerequisites for PHARM 511, 512, 513, and 514 are PHARM 504, 521, 522, 523 & 533 and be in Satisfactory Standing or with Faculty consent. The prerequisites for PHARM 515 is PHARM 521 and be in Satisfactory Standing or with Faculty consent. Satisfactory standing is defined as having achieved a minimum letter grade of B- or received CR in credit/no credit courses.

Placement Requirements

Licensure Requirements

Students must be appropriately licensed for the jurisdiction of their placement. The costs of licensure, including registration, professional liability insurance and CPR certification are the responsibility of the student. Documentation must be updated annually as required.

Students must be registered with the Alberta College of Pharmacy (ACP) as a clinical pharmacist with authorization to administer drugs by injection for patient care placements in Alberta. ACP license numbers must be entered into the student's CORE account.

Students must be registered as a clinical pharmacist with authorization to administer drugs by injection for the appropriate jurisdiction for patient care placements outside of Alberta.

General Liability Insurance

As licensed pharmacists, the students must also carry a minimum of \$2 million in personal liability insurance. Proof of insurance must be updated annually, by July 1 or upon expiry, until completion of the program.

Emergency First Aid and Level C CPR

Students must be certified in Standard or Emergency First-Aid and Level C CPR. Students are required to recertify as needed to ensure the certification is current for all placements.

Police Information Check (PIC) with Vulnerable Sector Check

Under the Protection for Persons in Care Act, all students attending placement sites are required to complete a Police Information Check (PIC) with Vulnerable Sector Check (VSC) after enrollment in the program. The original must be presented to the program administrator and it must have been done within 90 days of presentation. Some police services, including Edmonton and Calgary, must be submitted in a shorter time frame due to their document expiry policies. Should the PIC be unclear, the student's placements may be delayed and the original document will be required for the placement site to assess. For continuing students, an annual declaration in Alfresco is required with an obligation by the student to promptly self-declare any change in criminal charges and/or convictions. A new PIC with VSC must be obtained when there is a lapse in program course registration for two or more full terms. Note: Some sites have additional PIC requirements, and they are noted in the site description in CORE.

Immunizations

Up-to-date immunization status is a program requirement for students in all Health Sciences faculties. All students will need to have a health care professional review their immunization history and complete the [Faculty Immunization Clearance Form](#) as proof the requirement has been met. Students can visit the [University Health Centre \(UHC\)](#) to ensure that your immunization requirements are met. Additional information on how to arrange an appointment, location, associated costs and where to find your current immunization records, is on the UHC's Health Faculty Immunizations webpage.

N95 Fit testing

N95 fit testing is required for AHS placements, and sometimes placements with other sites as well. Your certificate must be updated every 2 years and students must ensure that certification is up to date. Additional information on arranging a fit test can be found in the [Placement Pre-requisites Document](#).

Professional Portfolio

Students should upload a CV or resume to their CORE account prior to their first placement. As an assignment in Pharm 525, students will create a professional portfolio that should be linked to their CORE account. Depending on the timing, the professional portfolio may replace the CV/resume. The CV/resume or Professional Portfolio is intended to introduce the student to matched preceptors. The Professional Portfolio will also serve as a repository to document the student experiences (e.g. education, previous placements, work experience, certifications) and professional development and to record professional development plans and activities.

AHS Orientation Requirements

Students must complete the AHS Information & Privacy and General Student Orientation modules prior to any placement with Alberta Health Services. Completion of each module generates a document to indicate completion.

- [AHS Information & Privacy and IT Security & Compliance Training Module](#)
- [AHS Student Orientation Module](#)
- [AHS Alcohol & Drugs Policy](#)
- [AHS Respectful Workplaces and Prevention of Harassment and Violence Policy Course](#)

Disclosure of Personal Information Form

According to the AHS student placement agreement, the University of Alberta health science units are required to collect and share additional documentation from students such as date of birth or ACP license number for provision of network access. This form is housed within CORE. Login to your CORE account and select Surveys from the left hand navigation to access the form. The survey form that should be completed in CORE by the date provided.

Alberta NetCare Portal (ANP) Access: Community, LTC and PCN Placements

Students are responsible for initiating the request for NetCare access for ALL community pharmacy placements including PCNs and LTC facilities. Students are required to complete the [Alberta NetCare User Registration eForm](#)(URF) and send directly to the site preceptor and/or site Access Administrator (AA) **at least 4 weeks in advance of placement**. Additional information on UofA pharmacy student Netcare access can be found [HERE](#).

Student Expectations

Professional Conduct

Students are required to adhere to the Alberta College of Pharmacy [Code of Ethics](#) and the [Standards of Practice](#). Students may not receive any compensation for their experiential course activities. Students must act professionally at all times including interactions with staff, customers, other healthcare professionals and patients.

Professional Appearance

Students are expected to adhere to the dress code of the practice site. Student identification badges and lab coats must be worn unless otherwise directed. Dress and personal appearance

must be neat, clean and appropriate for work. Students are expected to use discretion. Note items such as beards, piercings, false nails, colored nail polish may be prohibited at some practice sites as these may pose a patient safety risk or compromise sterility of drug preparation areas.

Confidentiality

Students must ensure patient and practice site confidentiality. Patient confidentiality must be maintained at all times both in and out of the pharmacy or institution. Students must ensure that all patient identifiers are removed from posted assignments and that appropriate patient consent is obtained for presentations containing patient data. Business information regarding the practice site is confidential. Students must refrain from posting any patient, pharmacy practice or business information on any form of social media.

Mobile Devices

The use of cell phones and other devices is to be reviewed with the preceptor. If device use is authorized, they are to be used with utmost discretion for educational purposes only. If directed by the preceptor, devices may be used to contact them for course related communication.

Communication

The Faculty will send information to students via e-mail or post on the e-Class forum on the *PPP Experiential Education Resources Gateway*. Students are expected to check their email regularly during matching and placements. Failure to read or receive Faculty communications sent does not absolve students from knowing, responding or to or complying with the content of that communication.

Supervision

Students are expected to complete many placement activities under indirect supervision. It is important for the preceptor and the student to establish expectations of what can be done under indirect supervision. Patient safety must always guide the amount of supervision that a student receives. Students will require more supervision at the beginning of the program and each placement. As they progress through the placement and the program, the preceptor will adjust the level of supervision based on the practice environment and the students demonstrated competence.

Student Responsibilities

Prior to the Placement

- Confirm all placement requirements are complete & up to date as per the [PPP Placement Requirements Checklist](#).
- Ensure CORE ELMS information is up-to-date annually:
 - Upload your photo
 - In Custom Fields, enter ACP number, DOB, pronouns, AHS Network username (if known) and emergency contact information
 - Ensure your mobile number is current in case of emergency

- Post professional portfolio in CORE at least 30 days before your first placement. (If pre-Pharm 525, then post CV/resume and replace with professional portfolio after Pharm 525).
- Ensure NetCare Access requirements have been completed (non AHS placements).
- Inform the preceptor of any potential absences (e.g PharmD Seminars) from the placement as soon as possible. *Note that non-illness absences are not permitted during the placement unless prior approval from the course coordinator has been obtained.*
- Complete a Learning Plan and email it to the preceptor and post on CORE ELMs at least 7 days before the placement (Pharm 511/512/513/514).
- For Pharm 515, develop a placement proposal in consult with the preceptor and submit via eClass prior to the deadline indicated in the course syllabus.
- Review course syllabus; contact course coordinator if you have questions.
- Review Site Description on your placement site's CORE ELMS profile and prepare as recommended i.e. readings, resources, corporate orientation (if applicable).
- Contact preceptor (email or phone via contact information in CORE ELMS) to confirm the start time/parking on the first day, and address any questions. This should be done THREE WEEKS PRIOR to the placement start date. Please give preceptors one week to respond. If you have not heard at that point, phone the preceptor. Students must advise the course coordinator if they are having difficulties contacting their preceptor.

During the Placement:

- Discuss the learning plan and share expectations with the preceptor early in the placement.
- Manage time effectively to fulfill all placement commitments without prompting by the preceptor(s).
- Work independently and under indirect supervision.
- Show initiative and actively participate in all learning opportunities.
- Ensure all course activities are completed.
 - As a guideline, students can expect to complete, on average, 1-2 hours of work per day outside placement hours to be prepared for placement activities and complete assignments. The time required outside of placement time will be variable depending on the complexity of the placement setting, and baseline student competency (knowledge base and skills).
- Ensure that all course activities and assignments are completed as outlined in the course syllabi.
 - **Note:** *preceptors are not required to provide time during placement hours to complete course assignments. While some may build in time for this, it is expected that students complete these assignments on their own time while off-site.*
- Complete self-assessments and evaluations outlined in the course syllabi.
- Maintain open communication with the preceptor, other healthcare providers and the Faculty (see below).

At the end of the Placement:

- Complete the Post Course Evaluation (confidential; not shared with the preceptor) on CORE ELMS by the indicated deadline via eClass.
- Submit your placement assignments outlined in course syllabi by the indicated deadline via eClass.

- Nominate your Preceptor for a Preceptor Recognition Award if they should be recognized.
- Adhere to any NetCare processes that are required at the end placement.

When to Contact the Faculty

Students should contact the Course Coordinator as soon as possible if concerns arise about the ability to meet course expectations, such as:

- insufficient opportunities to complete required learning activities
- need for more dialogue and feedback from the preceptor
- performance difficulties
- ethical concerns
- conflict with the preceptor
- health issue or personal event (privacy is respected)

Concerns will be dealt with in confidence. The student and Faculty will develop a plan for resolving difficulties before any action is taken.

3 Placement Matching and Scheduling

The Faculty of Pharmacy and Pharmaceutical Sciences is the sole provider of pharmacy education in Alberta. It has developed partnerships with a variety of care providers and sites in Alberta that meet the standards set by the Faculty to offer clinical placements. The Faculty places high value on placing the students in learning environments that support the objectives of the program.

Students enrolled in this program may need to travel throughout the province to complete their experiential education course requirements. Travel and accommodation expenses are the responsibility of the student. Students are advised of requirements for travel related to experiential courses prior to admission to the program.

Recognition of Prior Learning (RPL)

Students with previous experience may choose to undergo an alternative assessment process in order to obtain credit for experiential placements. See RPL Policies & Procedures guides posted in the Manual section of PharmD Gateway. Placements will not be scheduled for courses that will be challenged through the RPL process.

Conflict of Interest

Students must take responsibility to avoid selecting placement sites where a relationship exists that could negatively impact an ability to learn, cause bias, or hinder meaningful and/or constructive feedback. Students and preceptors must disclose relationships that may create a conflict of interest in the placement environment prior to the matching process. The Course Coordinator, in consultation with the Program Director, will review the disclosures and make the decision to remove or keep the placement opportunity as a match option for that individual student.

Matching

Matching for experiential education placements occurs twice a year in November (for spring/summer of the following year) and April (for fall of the same year and Winter of the following year). Exact dates will be announced by the course coordinator via eClass.

Pharm 511, 512, 513, & 514 Matching

A lottery matching process in CORE ELMS is used to match and schedule Pharm 511-514 placements. Placement matching is based on the lottery, course requirements, and preceptor and student's program goals. Students will be able to view the Site descriptions prior to selection, where available.

Pharm 515 Matching

The matching process for Pharm 515 involves a first-come, first-serve expression of interest by students based on the Pharm 515 Opportunities List provided by the course coordinator during the matching periods. Interested students will be introduced to preceptors via email to undergo an interview process to determine if the placement is a good fit for both student and preceptor. Placement confirmation will be overseen by the course coordinator.

The following placements will be added to students' schedules prior to or after the Pharm 511-514 match:

- Pharmacy 515 placement(s)
- Student initiated placements
- Recognition of Prior Learning courses

Student Initiated Placements

To facilitate flexible and individualized placement plans, students may wish to set up their own placement(s) through the Student Initiated Placement (SIP) process. SIP cannot be perceived to compromise the matching process. Please refer to the [Student Initiated Placement Procedures](#) posted in eClass for additional information. A SIP is defined as the following:

- A Pharm 511, 512, 513, or 514 placement that is out-of-province or at a site that does not have a previously established relationship with the Faculty (ie: a Student Placement Agreement in place) OR
- A Pharm 515 placement that is not listed on the "Pharm 515 Opportunities List" and is a site that does not have a previously established relationship with the Faculty (ie: a Student Placement Agreement in place) .

Course Registration

The Faculty registers students for all experiential education courses once all requirements have been met to take the courses, typically 4-6 weeks before the placement start date. **Students cannot take other courses, with the exception of PharmD seminars (Pharm 525/535/545), while enrolled in and completing a placement.**

4 Placement Attendance

Students are expected to be present at the placement site on the pre-specified schedule such that they can achieve the objectives required of the course, and meet their obligations to patients, their preceptor and team members. It is expected that students will be at the placement site for 40 hours per week, but the scheduled days and start times will vary between placement sites. For Pharm 515 placements that are scheduled as part-time placements for 12 weeks, it is expected that students will be at the placement site (or remote office, if applicable) for 20 hours per week, but the scheduled days and start times will vary between placement sites.

In addition, it may be necessary for students to devote more time to complete all assignments. Evenings or weekends would be appropriate times to complete course assignments and/or placement-related activities thereby allowing for optimal learning opportunities to be maximized while on-site.

Absences from placements impacts the ability for students to achieve the number of practical hours in the program as required by the program requirements. Course coordinators will work with all students to assess the impact of absences from placements and determine an appropriate course of action, which may include having to make up missed time.

Placement Time Frame

To adhere to university policies, the placement time frame cannot be changed without course coordinator approval prior to the start of the placement.

Absence Tracker

Students are required to document all absences from the placement in CORE ELMS using the Absence Tracker. Students should include a short summary regarding the reason for absence, what has been discussed with the preceptor, and, if known, how the time will be made up (for absences more than 1 day). Preceptors will be prompted to 'approve or deny' the absence request by way of an email from CORE ELMS. Preceptors can contact the Faculty for clarification of a request if desired.

Illness

In the case of illness, the student should notify the preceptor and course coordinator as soon as possible. Illness of two days (consecutive or nonconsecutive) needs to be reported to the Faculty (via course coordinator) as additional information may be required. Routine medical or dental visits should be scheduled outside of placement hours. Time on placement may need to be made up if 2 or more days are missed due to illness.

Bereavement

A student is eligible for bereavement leave during the placement. It is essential that the course coordinator is informed promptly so that the course coordinator can work with the student to determine the required period of leave. Required travel, cultural traditions, and individual grievance needs will all be taken into consideration. After the student has returned from leave, the

course coordinator will work with the student and preceptor to determine the most appropriate way to manage the remaining portion of the student's placement based on the student's individual circumstances.

General Holidays

Should a general holiday fall within the timeframe of the placement (for example, Family Day), it is at the discretion of the preceptor to determine how to proceed. Students may be granted the general holiday off, a day off in lieu of the general holiday, or include that day as a placement day.

Religious Holidays

If there is a religious holiday (for example, Eid) that students celebrate, taking this day off (if it falls within placement time) is approved by the Faculty. Students are expected to notify their preceptor and course coordinator of this at the beginning of the placement (or earlier if it occurs as soon as the placement starts). This time may need to be made up. If the preceptor was planning to provide time off for a general holiday, and students prefer to work that day (if possible) as a substitute, that is acceptable.

Faculty Endorsed Events

Students are mandated to attend the PharmD Seminars when enrolled in Pharm 525 or Pharm 545. Attendance of seminar synchronous sessions are excused absence time from the placement. Students should remind preceptors of the seminar absence prior to the start of the placement.

Professional Development Activities

The Faculty supports student participation in professional development activities if feasible with the placement schedule, preceptor approval, and the time away from the placement is reasonable.

Absences for professional development activities must be requested and approved by the preceptor and course coordinator, in advance of the activity and when possible in advance of the placement, and logged within CORE ELMS. The preceptor/course coordinator may deny a request for professional development should the standard of care to patients or practice site be negatively affected by the absence of the student or it's anticipated that the time missed will impact the student's ability to complete the placement hours successfully.

5 Assessment Procedures (Overview)

All experiential course assessments and evaluations are completed online using CORE ELMS. Students can log into CORE ELMS to view the assessments prior to the placements. Once completed and submitted, assessments are visible to the person being assessed (either the student or preceptor(s)). Student Performance Assessment criteria and assessment information is included in course syllabi. Students should review this as well as additional assessment information posted in eClass prior to the start of each course.

It is important that students and preceptors discuss all assessments. Each assessment has an acknowledgement indicating that the assessment has been or will be discussed with either the preceptor or student; whichever is appropriate.

All assessments are monitored by the Faculty for completion.

Summative Assessment

Final Student Performance Assessment: completed by preceptor

- This final assessment occurs at the end of the placement.
- Preceptors provide a recommendation for the Final Placement Mark at the end of the Final Student Performance Assessment (pass or fail).

Criteria for passing a placement are outlined in each course syllabus.

Formative Assessments

Midpoint and Final Student Self-Assessments: completed by student

Self-assessments should be completed and submitted 2 days prior to the Student Performance Assessment discussions to allow time for preceptor review. Self-assessments should be discussed with the preceptor during the preceptor's review of the Students' Performance Assessment and highlight similarities and/or differences.

Midpoint Assessment of Student Performance: completed by preceptor

This assessment will formally address how the placement is going so far. It ensures that the student is aware of their progress, by indicating areas of strength and those which require improvement.

After discussing and completing the midpoint assessment, preceptor(s) and student should together develop the plan for the balance of the placement to achieve course outcomes. Students must add outcomes and skills that are identified by the preceptor as "Needing Improvement" to their Learning Plan at midpoint as a mechanism for identifying and ensuring accountability for their learning in the second half of the placement.

Final Assessment of Student Performance: completed by preceptor

Students receiving any "Needs Improvement to Reach an Acceptable Level of Performance" on their final assessment will incorporate learning goals regarding this in their learning plan for their next experiential course.

Midpoint and Final Evaluation of Preceptor and Site: completed by student

Students will assess the preceptor and site at the midpoint and end of the placement and discuss the assessment with the preceptor. It is important that students provide objective, constructive feedback about areas of strength and areas where the placement could be improved.

Course Evaluation Assessments

There is one post-course evaluation completed by students. This is mandatory for each placement.

1. Post Course Evaluation of Preceptor and Site: completed in CORE ELMS. This includes questions about the preceptor(s), practice site, and course. This evaluation is not viewable to preceptors and can only be seen by the course coordinator.

Assessment and Evaluation Summary

The following table outlines the assessment and evaluations that are submitted in CORE ELMS.

Assessment	Submission Timeframe	Submitted by	Comments
Student Self-Assessment	Midpoint & end of placement	Student	At midpoint, submit 2 days prior to the Student Performance Assessment discussion to allow time for preceptor review.
Student Performance Assessments: MIDPOINT	Midpoint of placement	Preceptor	Assessment of outcomes plus Identification of goals & expectations for balance of the placement
Student Evaluation of Preceptor: MIDPOINT & FINAL	Midpoint & end of placement	Student	To provide constructive feedback to the preceptor(s).
Student Performance Assessments & Placement Mark: FINAL	End of placement	Preceptor	Assessment of course objectives plus recommendation of placement mark (pass/fail)
Post Course Evaluation of Preceptor & Site	After student has left placement	Student	Due within 3 days after placement completion. Results not visible to the preceptor.

Course Assignments

Students must also complete all required course assignments as outlined in each course syllabus by the indicated due date, typically 3 days after placement completion. It is the student's responsibility to ensure that these assignments are completed during or after the placement and are submitted on eClass as outlined in the respective course syllabi. The course coordinator takes

the placement grade recommended by the preceptor along with adequate completion of course assignments and assessments into consideration when assigning the final course grade. Failure to complete or submit course assignments with satisfactory performance may result in failure of placement.

Assessment Concerns

Students Who May Require Support

The student should email the course coordinator following review of the Midpoint Student Performance assessment if any outcomes are rated as Not Meeting an Acceptable Level of Performance or if performance concerns are identified and the student would like additional support to address these.

6 Other Experiential Education Policies

Protection of Privacy

The personal information contained in the student performance assessments collected by the University, is collected under the authority of section 33(c) of the Alberta Freedom of Information and Protection of Privacy Act and will be protected under Part 2 of that Act. It will be used for the purpose of providing educational services to the student, managing the student's learning experience, and protecting public interest and/or public safety. The University may share or disclose this personal information on a need to know basis within the University or to a subsequent placement site, including preceptors at that subsequent placement site. Please direct any questions about this collection or use to Ann Thompson, Director, Experiential Education, Faculty of Pharmacy and Pharmaceutical Sciences, (780) 492-5905, athompson@ualberta.ca.

Practicum Intervention Policy

The Dean, or Supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of a practicum/clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest.

Student Withdrawal Requests from an Experiential Education Course

This policy refers to a student's request to withdraw from an Experiential Course after the placement has commenced. Student withdrawal from an experiential course for any reason will lengthen their program and may delay graduation.

Requests for withdrawal from an experiential course must be initially made in writing to the Course Coordinator. The circumstances of each withdrawal will be reviewed by the Course Coordinator, Program Director, and/or Associate Dean (Academic) as applicable to determine a course of action. Note that a request for withdrawal for any reason will normally require supporting documentation.

1. If deemed to be for an appropriate compassionate or health reason, an appropriate course of action will be determined (e.g. a leave of absence may be granted)

2. For alternate situations (other than compassionate or health reason), the following deadlines apply
 - Withdrawal on or before Day 8 of the placement will comply with the course add/drop date
 - Withdrawal between Day 9 to 13 (inclusive) will result in a grade of W on academic record and the student will receive a 50% refund on instructional fees. Non-instructional fees are reassessed as per the registration office.
 - Withdrawal between Day 14 to 18 (inclusive) will result in a grade of W on academic record and no refund.
 - Withdrawal Day 19 or later will result in no refund of instructional fees and a grade of NC.

After the withdrawal, the student will meet with the Course Coordinator to determine a return to placement plan.

Procedure for Failed Placements

Students who fail to meet the minimum criteria for passing a placement will receive a grade of Fail.

1. Students wishing to appeal a course grade should first discuss the situation with the course coordinator. If the matter is not resolved, students may initiate a Formal Appeal to the Faculty Academic Appeals Committee. The process to follow is outlined in the FoPPS Appeals Policies and Procedures for Undergraduate Programs (See [Academic Policies and Procedures](#)).
2. Failed placements need to be repeated and will be rescheduled as soon as possible depending on the circumstances. Course coordinators will work with the student to plan the repeat placement.
3. Students cannot fail more than 2 placements (on the first attempt) across the academic program. Students have one attempt to pass a failed placement.
4. Academic Standing and Required to Withdraw information are outlined in the [University Calendar](#).

Policies on Student Safety

Any student issues or concerns about safety should be brought to the immediate attention of the primary preceptor/supervisor, and course coordinator.

Practice Site (Workplace) Safety

Students are entering worksites that must comply with Occupational Health and Safety regulations that apply to their site. The worksite and the student both have responsibilities as it relates to workplace safety. It is expected that practice sites will ensure that students receive adequate orientation to the workplace safety practices of the rotation site. This should include but is not limited to:

- Adequate training to ensure activities are performed safely
- Identification of hazards and risk mitigation strategies that are employed by the practice site

- Review of practices in place to prevent workplace harassment or violence
- Procedures of how to report and who to report hazards identified by the student so that they can be mitigated

Needle Sticks and Human Blood and Body Fluid Exposures (HBBFE)

If a student experiences a needle stick injury:

1. Take Immediate Action

- Sharps Injury:
 - Allow wound to bleed freely
 - Wash well with soap and water or alcohol based hand rub
 - Cover area with dry dressing
- Mucous Membrane (eyes, nose, mouth):
 - Flush area well with water for 5-10 minutes
- Skin Exposure:
 - Wash well with soap and water or alcohol based hand rub

2. Seek Medical Attention

- Go to the nearest Urgent Care, Emergency Department, walk-in clinic or doctor's office for assessment, blood work and treatment.
- Make all efforts to have the source patient be tested, and request results be provided to the healthcare practitioner.

3. Report and Document

Once first aid has been administered, report the incident immediately to supervisor/preceptor and source patient testing should be initiated.

- Contact the Faculty or ask the preceptor to contact the Faculty. Email Experiential Education Program Administration: phexed@ualberta.ca. Also phone or email the Course Coordinator; refer to the syllabus for contact information.
- If the exposure was incurred while on placement at an AHS site, please ensure the appropriate zone is notified of the incident.
- The following reports need to be completed as soon as possible after the exposure:
 - The U of A now requests all to use the ARISe incident reporting platform: REPORT an INCIDENT and specifically the incident reporting form
 - Notify the Workers' Compensation Board
- Students can refer to the U of A Environmental Health and Safety Website for the Human Blood and Body Fluid Exposure (HBBFE) Flowchart and (HBBFE) Supplementary Information.

4. Follow up as required with the University Health Centre or a family physician.

Non-HBBFE Injury

1. Seek First Aid + Medical Attention Immediately If Required

- Common work-related injuries may include strains, sprains, slips, falls, concussions and occupational diseases (e.g., exposure).
- Go to the nearest Urgent Care, Emergency Department, walk-in clinic or doctor's office for assessment, blood work and treatment if required.

2. Report and Document

- Once first aid has been administered, report the incident immediately to supervisor/preceptor.
 - Contact the Faculty or ask the preceptor to contact the Faculty. Email Experiential Education Program Administration: phexed@ualberta.ca. Also, phone or email the Course Coordinator; refer to the syllabus for contact information.
 - The U of A now requests all to use the ARISe incident reporting platform: REPORT an INCIDENT and specifically the incident reporting form
 - Notify the Workers' Compensation Board
3. Return to Work
- Depending on the nature/severity of the injury, you may remain at work or return to work immediately after the injury. If the injury requires medical attention, a doctor will provide restrictions and limitations; please work with the course coordinator to arrange modified duties.

Home Visits

The University of Alberta recognizes the need for students to feel safe and to practice in safe learning environments. Any student issues or concerns about safety should be brought to the immediate attention of the primary preceptor/supervisor, and course coordinator. In general, the following policies should apply when attending to patient care in the home or other external premises.

1. Students should only attend a home care visit alone when a client/practitioner relationship has been established previously and the client is well-known to the practitioner.
2. Students have the right to refuse visits to a home/client independent of a supervising preceptor, where perceived danger exists or where personal safety may be compromised.
3. Students should not give out personal information to clients/patients (i.e., home/cell phone numbers and addresses).

The Alberta Occupational Health and Safety Code (Part Working Alone) requires that an employer must, for any worker working alone, provide an effective communication system that includes regular contact by the employer or designate at intervals appropriate to the nature of the hazard associated with the worker's work.