Policies and Procedures Manual

for the Entry-to-Practice PharmD Program

Faculty of Pharmacy and Pharmaceutical Sciences

Undergraduate Experiential Education Program

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Contact Information

Please contact Experiential Education Administrative Services phexed@ualberta.ca for general inquiries or the course coordinator for course-related questions. Other Faculty contact information can be found on the [Faculty website](#).

Course Requirements

Students are advised of requirements upon admission into the program and prior to placements during experiential orientations held during the academic year. All requirements are outlined on the [Faculty website](#). Requirements are monitored by Student Services or the College of Health Sciences Office of Education. If requirements are added during the year (for example, a site implements a new vaccine requirement), students will be notified. Failure to comply with course requirements may result in inability to enter the matching lottery and/or cancellation of the placement. More detailed information regarding experiential course requirements can be found under [Student Requirements](#).

Students with Deferred Examinations or Failed On-Campus Courses

1. Any failed courses must have reexaminations completed and courses passed before experiential courses can commence.
2. All deferred examinations must be completed before students are allowed to start Spring/Summer experiential classes.

For students with a planned reexamination in a failed course, please notify Student Services and also rank Pharm 354/454 courses in later placement dates (typically Block 2 and onward) to minimize disruptions to the placement schedule. See additional information under Placement Matching Process and Policies.

See [Policy Statement on Matching Requirements](#) and Academic Standing for more information.

Student Professionalism Expectations

Professionalism

Students are required to adhere to the Alberta College of Pharmacy (ACP) Code of Ethics and the Pharmacy Code of Professionalism (Pharmacy and Pharmaceutical Sciences Student Handbook).

When on placement, students are expected to practice with:

- Responsibility, Reliability and Accountability
  - Be prepared for the placement: know course objectives, activities and assessment processes.
  - Adhere to the placement schedule (i.e., be on time) and make a request to your preceptor(s) in a timely manner if you need to ask for changes to the schedule.
  - Be prepared to engage in the activities required to achieve the course objectives.

- ○ When receiving feedback, take accountability for actions, including errors, and seek to incorporate feedback.
  - ○ When providing feedback, evaluate preceptor(s) and peers in a constructive, clear and honest manner.
- ● Respect for Others
  - ○ Dress and hygiene appropriate for practice setting, and students must follow the practice setting dress code policies.
    - ■ Clothing should be comfortable and practical, but not distracting or offensive to others.
    - ■ Business professional attire is preferred.
    - ■ The use of perfumes, colognes, or other scented products should be minimized.
    - ■ Clothing that would generally be worn at the beach (e.g., tank tops, muscle shirts, shorts), for yard work (e.g., jeans), dance clubs, or the gym (e.g., yoga pants) are not appropriate nor permitted at sites.
    - ■ Casual head apparel (e.g., baseball cap, toque) is not permitted.
    - ■ Closed toe shoes shall be worn; avoid wearing footwear that is dirty or tattered.
    - ■ Students should check with the site regarding dress and appearance policies (beards, piercings, false nails, colored nail polish, etc.) as these may pose a patient safety risk or compromise sterility of drug preparation areas.
    - ■ Name badge must be worn.
  - ○ Only use technology (e.g.., cell phones, tablets, smart watch) at appropriate times as guided and deemed appropriate by the preceptor(s). Personal use of cell phones should only occur during breaks or meal breaks.
  - ○ Demonstrate regard for others' position, responsibility, time, knowledge.
  - ○ Demonstrate respect for and sensitivity to others including staff, customers, other healthcare professionals and patients.
  - ○ Work well with others.
- ● Honesty and Integrity:
  - ○ Demonstrate honesty, forthrightness and trustworthiness.
  - ○ Model ethical behaviour.
- ● Commitment to Excellence
  - ○ Demonstrate motivation and seek out additional knowledge and skills.
  - ○ Demonstrate care and concern for others.

(Adapted from Memorial University, 2017 and University of Waterloo School of Pharmacy, 2018)

Confidentiality

Students must ensure patient and practice site confidentiality at all times (both in and out of practice setting). Business information regarding the practice site is confidential.

Posted Assignments: students must ensure that all patient identifiers are removed (care plans, screen shots, etc.). Students must:

- use a meaningless but unique number (i.e., patient #1).
- use an age range (i.e., 60-65); do not include date of birth.
- not include any identifiers such as physician names.

Social Media

Students must refrain from posting any patient, pharmacy practice or business information on any form of social media (Facebook, Twitter, Instagram, YouTube, etc.)

Student Responsibilities

Prior to Placement Preparation

- Ensure all Student Requirements for Experiential Education, as outlined above under Course Requirements, are fulfilled within the required timeframe. See Placement Matching Process and Policies for more details.
- 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 current CV/Resume on CORE ELMS at least four weeks at least 4 weeks prior to the placement start date.
- Post any other course requirements by the specified time frame (i.e. Skills Inventory and/or Learning Plan).
- Ensure Netcare access registration requirements have been completed for non-AHS/Covenant placements (see Netcare section).
- Register for the correct placement time frame in Bear Tracks at least 4 weeks prior to the placement start date.
- 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.
- Bring to the placement:
  - Resources as suggested by the preceptor or Faculty.
  - N95 Respirator Mask certificate (required for any patient care placements at AHS/Covenant). Ensure it is not expired.

During 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).
- Share expectations regarding the placement early with the preceptor(s).
- Complete all required assessments.
- Students should contact the course coordinator 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 concerns

Concerns will be dealt with in confidence. Students and Faculty will work collaboratively to develop a plan.

At the End of the Placement

- Thank the preceptor(s) for their time and commitment to precepting.
- Ensure all assignments are posted and assessments are submitted.
- Nominate the preceptor(s) for an award if they should be recognized (see Preceptor nomination Information).
- Complete Netcare processes as applicable to the practice site (See Netcare section).

Alberta Netcare Information

Pharmacy 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) located on the [FoPPS website](#) and send directly to the site preceptor and/or site Access Administrator (AA) **at least 6 weeks in advance of placement**. This is not required for hospital/institutional practice settings as the site will request Netcare access directly.

Experiential Education Policies and Procedures

1. Attendance During Placements

University of Alberta's Entry to Practice PharmD Program is accredited by [The Canadian Council for Accreditation of Pharmacy Programs](#) and, therefore, must adhere to the Accreditation Standards for Canadian First professional Degree in Pharmacy Programs (July 2018 [revised 2020]). The standards state that an academic program leading to the PharmD first professional degree includes a total of forty weeks (minimum) (1600 hours) of practice experiences. Absences from placements impacts the ability for students to achieve the number of practical hours in the program as required by the accreditation standards above. 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.

Students are expected to be at the placement site on a full time basis. While this typically means students will work 5 days a week for a minimum of 8 hours/day, different practice sites may require different schedules as students will typically mirror the schedule of their preceptor(s). For introductory practice experiences (after years 1 and 2), 160 hours must be completed (4 weeks averaging 40 hours/week), and for advanced pharmacy practice experiences, 320 hours per placement are completed. Should time be missed across the placement, the placement may need to be extended and/or additional time completed to complete the requisite hours. This will be determined in collaboration with the preceptor and site.

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.

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, students are expected to notify the preceptor as soon as possible. Contact the Faculty if the absence exceeds 1 day. Absences due to illness of two days or more require an explanation and/or evidence such as a physician's note. Time missed from the placement site due to illness that exceeds 1 day needs to be made up. It should be noted that absences for

illness are specifically for illnesses - it is not intended to provide students with time off for personal use.

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 may also request to have time for customary practices, such as Jummah prayers (Friday prayer, for 1 hour on Friday at noon). If this is feasible, and the time can be made up, students can work with their preceptor(s) to schedule this. Students are expected to notify their preceptor of this at the beginning of the placement (or earlier if the request occurs as soon as the placement starts). This time needs to be made up. If the preceptor planned to grant time off for a general holiday and it was feasible with proper supervision, the student could choose to work that day as a substitute.

Faculty Endorsed Activities

The Faculty supports student participation in professional development activities such as facilitating in the Skills Lab for 1 afternoon per placement block (for students in Edmonton), conferences, PDW and career fair, 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, in advance of the activity and when possible in advance of the placement, and logged within CORE ELMS. The preceptor 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.

Non-Endorsed Activities

Activities ineligible for absence approval include mock OSCE's, jurisprudence exams, job interviews, travel and vacation.

2. Communication

- In accordance with the UofA's Electronic Communication Policy for students, the Faculty will communicate to students via email. Students should use only UofA email accounts (i.e. not Hotmail, Yahoo, etc). Students are expected to deal with queries in a timely manner, and failure to do so may result in an "incomplete" in the course until course activities are completed in a satisfactory manner.
- Failure to receive or read Faculty communications sent does not absolve students from knowing, responding to or complying with the content of that communication.
- When emailing a preceptor or Faculty member, include the course in the subject line.

3. Conflict of Interest Policy

The Conflict of Interest Policy is intended to avoid potential bias during the evaluation process and ensure the "learner: teacher" relationship is upheld.

Placements are not permitted at sites where a personal or financial relationship exists.

- Personal relationship (friends, family)
- Financial relationship (pharmacy practice site in which the student has received a wage in the past, is currently employed or has a contract or promise for future employment)

Disclosure is the responsibility of the student. Failure to disclose a potential conflict of interest may result in the student having to repeat the placement at an alternate site.

Students will complete a Conflict of Interest Disclosure survey in Year 1 of the program to ensure they are aware of this policy.

4. Student Safety Policies

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

4a. 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. 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

4b. 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.

4c. 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.

4d. Home Visit Policy

The University of Alberta recognizes the need for students to feel safe and to practice in safe learning environments. The following policies should apply when attending to patient care. Students:

1. Are not permitted to conduct patient/client home visits without their preceptor or designate present. Restricted activities must be performed under direct supervision, as per the health professions' regulatory authority.
2. Should not give out personal information to clients/patients (i.e., home/cell phone numbers and addresses).

5. Protection of Privacy

The personal information contained in the student performance assessments collected by the University in accordance with each course syllabus, and the section entitled Assessment and Survey Procedures within this manual, 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, Assistant Dean, Experiential Education, Faculty of Pharmacy and Pharmaceutical Sciences, Office: ECHA 3-174, 11405 87 AvenueUniversity of Alberta, Edmonton, Alberta T6G 1C9, (780) 492-5905, athompson@ualberta.ca.

6. 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. Students have one attempt to pass a failed placement. Course coordinators will work with the student to plan the repeat placement.
3. PharmD students cannot fail more than 2 placements (on the first attempt) across the academic program.

4. Academic standing information and Requirement for Withdraw are outlined in the [University Calendar](#).

7. Student Request to Withdraw from an Experiential Course in the PharmD Program

This policy refers to a student's request to withdraw from an experiential course after the placement has commenced. Student withdrawal is normally not permitted, as progression in the program is year by year and not course by course. Withdrawal from an experiential course for any reason will lengthen the program and will likely 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 and Associate Dean (Academic) or designate 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. If not deemed to be an appropriate reason, a grade of "NC" will be assigned.

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

8. 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 placement/practicum/clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest. Refer to the [Practicum Intervention Policy](#) for additional information.

9. Insurance Coverage
- Liability Insurance: The University has a policy of general liability insurance, which insures pharmacy students acting within the scope of their duties during the placements.
- Worker's Compensation: The University provides worker's compensation coverage for students. University Insurance: does not cover vehicles not owned by the University. When using a personal vehicle for work/study related activities, appropriate insurance will be required through the students' insurer.

10. Additional Policies
- Students cannot take other courses while enrolled in and completing a placement except for those outlined in the Program of Study in the university calendar.
- Students cannot be paid for the placement or receive any monetary reimbursement (including gift cards).

Placement Matching Process and Policies

Through the use of CORE ELMS, students will be matched to their placement site. Students are advised of the matching process each year prior to the selection process.

Important information to note:

1. All experiential placements are arranged by the faculty. Students are not permitted to reach out to sites/pharmacists to ask for their availability and/or make their own arrangements. If students have a particular preceptor or placement suggestion, please contact the course coordinator to discuss.
2. Orientations will be held annually for each class ahead of matching so questions can be answered.
3. If requirements due before the matching process are not met within the required deadlines, students will be withheld from the matching process. These students will be matched to sites after all other students (who fulfilled requirements by the deadlines) have been matched.
4. Students are expected to complete at least one placement in a rural or suburban setting (outside of a 50km radius surrounding each Edmonton and Calgary) during the course of their undergraduate studies. Based on availability, students may need to complete more than one placement in a rural or suburban location. Students are advised of the requirement for travel related to experiential courses prior to admission to the program.
5. Travel and accommodation expenses are the responsibility of the student. If students are facing financial difficulty or distress, students are encouraged to contact Student Services (phstud@ualberta.ca) to review resources and eligibility criteria for emergency funding and bursaries available through the [Office of the Registrar](#).
6. Swaps are not permitted. Match results are final. However, sometimes preceptors, specialization areas, projects and locations may change. In these cases, the ExEd team will provide an alternative to the original placement.
7. For PH 354, 454, 554, and 555, students will have the option to participate in the Advance Rural/Suburban Match (ARM) prior to the general Computer Lottery Match (CLM). This gives students the opportunity to go to a preferred rural/suburban site.
8. When participating in the Computer Lottery Match (CLM) round for PH 354, 454, 554, and 555, you will be required to rank two rural/suburban options in your list of selections. If you do not include two rural sites, your match will be conducted in the next round of the computer lottery match (CLM) out of fairness to your peers.
9. Considerations will be made in the Y4 matching process for students who went rural/suburban for PH 354 and PH 454.
10. Placement Changes: Once the placement matching process is completed, no student-initiated changes to the placement will be permitted. Placement scheduling is not subject to an appeal. If an extenuating circumstance arises, any request to change the placement must be made in writing and submitted to the course coordinator. Where applicable, it is the student's responsibility to provide any/all supporting documentation for the requested change. If a situation arises where a placement is cancelled or changed, student's will be notified via their ualberta email address and the faculty will make alternate arrangements. If a student becomes aware of any changes to their placement, please notify the course coordinator immediately to ensure appropriate scheduling and evaluation processes are updated for their placement.

11. Policy Statement on Matching Requirements and Academic Standing: As part of the PharmD curriculum, students complete 4-week (160 hour) Introductory Pharmacy Practice Experiences (Pharm 354 after year 1 and Pharm 454 after year 2) in the spring and/or summer semesters. Prior to students beginning these courses, the Faculty must ensure each student is in satisfactory academic standing and has met all program requirements. As these courses are offered province-wide in various pharmacy practice settings requiring sufficient lead time for scheduling purposes, the lottery matching occurs in early winter. Each course is scheduled in 4-week block dates, and the first block usually starts on the first day of spring semester. Block 2 dates start either 2 weeks (as with Pharm 454) or 4 weeks (as with Pharm 354) later. Circumstances that preclude students from ranking a Block 1 placement for Pharm 354, or Block 1 and 2 placements for Pharm 454 are:
    a. Requirement to write a reexamination for a failed Fall term course (which is scheduled in May) or a GPA less than 2.1 after the Fall term.
    b. For students who did not complete Pharm 354 after year 1, this course will need to be scheduled first, typically in Block 2, and Pharm 454 will be scheduled later in the summer semester.

    NOTE: Students with incomplete requirements by the start date of Block 1 will be required to have a schedule change for their spring placement (if already scheduled). This includes students who defer an exam in winter term (and are scheduled for Block 1 for Pharm 354, or Block 1 & 2 for Pharm 454).

    The rationale for this policy is to minimize the need for last minute changes to the placement schedule. This is to minimize the preparation work for affected preceptors and students.

Assessment Procedures (Overview)

All experiential course assessments and evaluations are completed on-line 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: non-anonymous, completed in CORE ELMS. This includes questions about the preceptor(s), practice site, and course.

Assessment and Evaluation Summary

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

Assessment	Submission	Submitted by	Comments

	Timeframe		
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 48 hours of placement completion. Results not visible to the preceptor.

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.

Preceptor Recognition Program

The Preceptor Recognition Program allows students to nominate and honor preceptors who made a significant contribution to their learning. Annually, a Preceptor Recognition Theme is chosen, and students are invited to nominate preceptors based on the established criteria.

Eligibility: All preceptors and co-preceptors for student placements with the UofA Faculty of Pharmacy and Pharmaceutical Sciences are eligible to receive this award.

Students will be invited to nominate their preceptor(s) after experiential education courses are completed.