

PHARM 515

COURSE OUTLINE and SYLLABUS

Winter, Spring/Summer & Fall 2025

Pharm 515: PharmD Experiential Learning Part 5

Course weight: *6

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Course Description

PharmD students are required to design and complete a practice-based placement including objectives, activities and an assessment mechanism. The placement proposal is subject to approval by the preceptor and the Course Coordinator. Travel and accommodation costs are the responsibility of the student. Credit may be obtained more than once. Prerequisites: PHARM 521, or with Faculty consent. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD for Practicing Pharmacists students).

Course Prerequisites

- Students must achieve satisfactory standing in PHARM 521, or with Faculty consent.
- Students must be licensed by the Alberta College of Pharmacists (or by governing college from another Canadian jurisdiction for placements outside of Alberta, fully remote placements, or placements with no direct patient care components) with authorization for injections.
- Placements may be cancelled or rescheduled if course prerequisites are not met by the deadlines specified in the [PharmD for Practicing Pharmacists Experiential Education Manual](#).
- Courses are restricted to PharmD for Practicing Pharmacists students.

Other Course Requirements

For further information, refer to the [PharmD for Practicing Pharmacists Experiential Education Manual](#) or the University Calendar. Requirements must be uploaded into CORE ELMS or presented to the program administrator as outlined in the [Placement Requirements Checklist](#) posted on eClass. Placements may be cancelled for those students who fail to provide the documentation outlined in the [Placement Requirements Checklist](#) by the stated deadlines. If this occurs, students will need to following usual course procedures when available to match to a new placement. *Note: link to online student CV can be posted to CORE ELMS after completion in Pharm 525.*

The requirements include:

- Police Information Check with Vulnerable Sector Check (original must be provided & copy retained)
- Proof of licensure
- Proof of authorization to give injections
- Proof of minimum of \$2 million in personal liability insurance
- Up-to-date immunization record
- Up-to-date N95 certification
- Standard or Emergency First-Aid and Level C CPR
- AHS Information & Privacy and IT Security & Compliance Training Module Certificate (if applicable)
- AHS Informed Consent for Disclosure of Personal Information form (if applicable)
- AHS Student Orientation Modules (if applicable)
- AHS Drugs and Alcohol Policy/Procedure (2 documents and survey) (if applicable)

NOTE that some placement sites may require proof of vaccination for COVID-19 as a requirement for learning at their site and interacting with patients under their care. Students must meet all site specific requirements prior to placement.

NOTE that additional requirements may be required by out of province placement sites if students arrange placements through the Student Initiated Placement process.

Required Textbooks

There are no required textbooks for this course.

Required Readings (all students)

- Tips for Planning your Pharm 515 Placement Presentation/Video - available on eClass

Required Readings (Placement Proposal Development)

- [Writing Intended Learning Outcomes](#) Center for Teaching Excellence, University of Waterloo
- [Writing Measurable Learning Objectives](#). Teach Online, Arizona State University

Required Readings (for Placements with Patient Care Components Only)

- [The Patient Care Process](#), Faculty of Pharmacy & Pharmaceutical Sciences and Pharmacy Services, Alberta Health Services, Version 2.0 June 2018
- Clinical Skills for Pharmacists (3rd edition) 2012, Chapter 6, [The Patient Case Presentation](#)
- Institute for Healthcare Improvement, [SBAR Toolkit](#)
- Jackson LD. Strategies pharmacy students can use to ensure success in an experiential placement. *CPJ* 2015; 148(6):308-13.

Recommended Readings

- [Continuing Competence Program Guide](#)
- [Continuing Competence Program Requirements](#)
- [Continuing Competence Program Tutorial](#) (login required)
- [Continuing Professional Development Portal](#) (login required)
- [AFPC Educational Outcomes 2017](#)

Other Required Materials

Students are required to wear identification at all times while they are in the practice environment. Students are required to have a lab coat and should be prepared to wear it while on placement if required. Students may be requested to bring their personal laptops to the practice site for non-direct patient care activities. Additional requirements may be described in the Site Description in CORE.

Course Objectives

The course develops the following **knowledge, skills and attitudes**. Students will:

Skills

1. Apply knowledge required of pharmacists in the practice setting
2. Exhibit proficiency in verbal, non-verbal (appropriate body language), and written communication (as applicable to the placement setting)
3. Integrate critical thinking, sound judgment and evidence-based medicine into practice (as applicable to the placement setting)
4. Apply the patient care process (if applicable to the placement setting)
5. Function as a member of a team and demonstrate relational competence (as applicable to the placement setting)
6. Employ scholarly skills such as teaching and principles of scientific inquiry (as applicable to the placement setting)

Attitudes

1. Demonstrate professionalism, responsibility, and accountability
2. Demonstrate initiative and self-directed learning
3. Promote the vision of the pharmacy profession

Grading

Course is credit/no credit. Preceptors will recommend a mark on the Final Student Performance Assessment. To receive a grade of credit, students must satisfactorily complete all course assignments. The course coordinator assigns the grade after reviewing the Final Student Performance Assessment and assignments.

Grading Criteria and Rating Scale

The following rating scale is used by preceptors to assess student performance, and also by students to complete their self-assessment:

1. **Consistently Meeting All Expectations:** The student has independently and consistently demonstrated ALL behaviours and/or skills associated with the outcome. *Hint: Typically this student rarely needs preceptor support and intervention.*
2. **Mostly Consistent in Meeting Expectations:** The student has independently and consistently demonstrated MOST behaviours and/or skills associated with the outcome. *Hint: Typically this student needs minimal preceptor support and intervention.*
3. **Inconsistently Meeting Expectations:** The student has independently and consistently demonstrated SOME behaviours and/or skills associated with the outcome. *Hint: Typically this student needs regular preceptor support and intervention.*
4. **Not or Rarely Meeting Expectations:** The student has independently and consistently demonstrated FEW behaviours and/or skills associated with the outcome. *Hint: Typically this student needs regular preceptor support and intervention most of the time.*
5. **Unable to Rate at Midpoint:** Apply this rating if the student has not had the opportunity to perform most of the listed behaviours and/or skills AT MIDPOINT and opportunities will be created by the end of placement. Selecting this rating will serve as a signal to pay special attention to these skills and behaviours between the midpoint and the final assessment.
6. **Not Applicable:** This rating should be awarded when the outcome cannot be assessed within the practice setting.

Placement Grade Determination by Preceptor

To pass the placement the student on the final student performance assessment must:

1. Achieve a rating of at least "**Mostly Consistent in Meeting Expectations**" on all professionalism outcomes and
2. Have no more than 3 (maximum of 2 for care provider) outcomes achieve a rating of "**Inconsistently Meeting Expectations**" and
3. Have zero ratings of "**Not or Rarely Meeting Expectations**"

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 or Rarely Meeting Expectations** or if performance concerns are identified and students would like additional support to address these. Students are encouraged to add

areas requiring improvement to their Learning Plan at midpoint so that they can take ownership of how they plan to address any noted deficiencies.

Assessment Information

All assessments are completed using CORE ELMS. All assessments are posted prior to the start of the placement. Students are encouraged to review the assessment outcomes and criteria prior to the placement. It is recommended that students and preceptors discuss these expectations at the end of week 1 and address any concerns at this time. Timelines for completion are outline in *Appendix 1*.

Additional Information about Assessments

The outcomes assessed for PHARM 515 are variable based on the type of placement:

A. Direct Patient Care ("Pharm 515 Student Performance Assessment Form A" available in eClass)

- The PharmD student will be assessed on their ability to demonstrate proficiencies in outcomes of:
 - Professionalism (3)
 - Communication (2)
 - Scholar (3)
 - Care Provider (6)
 - Collaboration (1)

B. Non-Direct Patient Care ("Pharm 515 Student Performance Assessment Form B" available in eClass)

- The PharmD student will be assessed on their ability to demonstrate proficiencies in outcomes of:
 - Professionalism (3)
 - Communication (2)
 - Scholar (4)
 - Collaboration (1)
 - Advocacy (1)

C. Combination of Direct Patient Care and Non-Direct Patient Care ("Pharm 515 Student Performance Assessment Form C" available in eClass)

- The PharmD student will be assessed on their ability to demonstrate proficiencies in outcomes of:
 - Professionalism (3)
 - Communication (2)
 - Scholar (3)
 - Care Provider (5)
 - Collaboration (1)

The [PharmD for Practicing Pharmacists Experiential Education Policies and Procedures Manual](#) has more information about assessment and evaluation including students at risk, placement mark, course grade and failed clinical placements. Please refer to this document for more details.

Course Schedule

These courses are offered in variable terms in the following blocks. Students must take this course once and it may be repeated once. Individual schedules are available in CORE. Students will be registered by the Faculty for the course in the term that the placement is scheduled to occur in accordance with University Policies outlined in the Calendar.

Winter	Block 1	January 6 to February 14
	Block 2	February 17 to March 28
Spring	Block 3	April 7 to May 16
	Block 4	May 19 to June 27
Summer	Block 5	June 30 to August 8
	Block 6	August 11 to September 19
Fall	Block 7	September 22 to October 31
	Block 8	November 3 to December 12

Note: students enrolled in PharmD seminar courses are expected to be away from the placement site to attend these sessions as applicable.

Note: part-time 12-week placements will start on the same day as usual blocks but end 6 weeks later (for example, Block 1 would run from Jan 6 to Mar 28, 2025).

Placement Selection and Scheduling:

- The course coordinator will make available to students a list of potential PHARM 515 placements where the site has already met the Experiential Education requirements (such as an established Student Placement Agreement) AND the preceptors have confirmed interest and availability for precepting. This list is referred to as the "Pharm515 Opportunities List". It is available on eClass and is updated continually based on changes in student capacity.
- Students are encouraged to identify a preceptor and site that aligns with their educational interests within the scope of pharmacy. The course coordinator will be available to students for consultation during this process.
- Students are required to be self-aware of possible conflicts of interest when organizing a PHARM 515 placement site. Students should choose a placement site and preceptor that fosters an unbiased and constructive learning environment.
- Although not a requirement, students may wish to finalize the placement dates of their PHARM 515 placement(s) (mandatory electives) prior to matching their other experiential courses. This allows students more awareness of scheduling limitations during the match process for PHARM 511, 512, 513, or 514. Additional timeline recommendations for scheduling a PHARM 515 placement can be found in eClass.
- The preceptor and student will determine the placement dates based on preceptor availability and what is mutually agreeable between student and preceptor. Placement dates align with the Program Placement Blocks. In most cases, students complete PHARM 515 with a "full time" regular schedule of 240 hours evenly distributed over 6 weeks. To clarify "full time", this would align with the preceptor and site's regular hours of work and would ensure the student has 2 days off from placement each week. Placements may be taken on a part-time basis (20 hrs per week) over 12 weeks but require approval from the course coordinator and is subject to preceptor availability.
- If the student confirms a placement from the "Pharm 515 Opportunities List" they must complete the

google form available on eClass to prompt scheduling of the placement by the course coordinator in CORE Elms. The placement must be mutually agreeable between the student and preceptor prior to finalizing and the course coordinator may consult with the preceptor to confirm the arrangement. Within the google form, the student will be asked to provide the following details:

- Preceptor name, contact information, and placement site
- Description of the placement activities if the preceptor did not provide a site description
- Placement dates
 - Indicate the placement block or proposed modified schedule if a part-time placement has been agreed upon. The placement start date will be the same as the usual block but will last for 12 weeks.
- Conflict of Interest declaration
 - Declare any actual or potential conflict of interest and mitigating factors
- Netcare requirements
- If the student wishes to schedule a Pharm 515 that is not part of the "Pharm 515 Opportunities List" it will be considered a "Student Initiated Placement" (SIP) and is subject to the requirements of the Student Initiated Placement procedures (available on eClass).
- Students enrolled in PHARM 545 are provided with excused absence time from the placement for the required synchronous components of the course. Please refer to PHARM 545 syllabus for exact dates/times.
- **Students are reminded to limit other commitments during their Pharm 515 placement. It is important to be mindful that this is a 6-credit experiential education course with expectations to be engaged in many placement site activities. Although some preceptors may provide flexibility and/or independence, students are expected to be fully engaged in their learning. Pharm 515 is not a self-directed studies course or a self-paced research course.**

Note. *The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.*

Near Peer Teaching Activities

Students are expected to temporarily assume the role of the coach or instructor different points throughout the placement when they are at the same site or on the same services as junior learners. Students will receive feedback and be evaluated on their precepting skills. The preceptor and student will collaborate to define the role based on the student's previous experience, stage in program and the clinical area. Please refer to the [Near Peer Teaching Guide](#) for additional information.

The student's role may include the following:

1. Assisting with orientation and clarifying expectations
2. Overseeing daily junior learner activities
3. Modeling, observing, coaching & debriefing patient and/or non-patient care activities with junior learners
4. Reviewing & providing feedback on junior learner care plans, documentation and assignments
5. Providing feedback to junior learners on knowledge & skills
6. Developing and/or leading therapeutic, patient, or other relevant topic discussions, as determined with preceptor

Placement Assignments

Additional information and details regarding course assignments will be posted on eClass.

Placement Proposal Assignment

- Using the template available in eClass, create a placement proposal (including a learning plan).
- Approximately 6 weeks prior to the placement start day, discuss your placement proposal with preceptor. Incorporate your preceptor's feedback to refine components.
- Submit your placement proposal to the course coordinator (via eClass) by the due date outlined below. The course coordinator may provide formative feedback. Once the placement proposal is approved by the coordinator, it will be issued a grade of "Complete".
 - Block 1 - December 13, 2024
 - Block 2 - January 17, 2025
 - Block 3 – Mar 7, 2025
 - Block 4 - April 15, 2025
 - Block 5 – May 30, 2025
 - Block 6 - July 18, 2025
 - Block 7 - Sept 5, 2025
 - Block 8 - Oct 3, 2025
- Provide preceptor with finalized placement proposal (with feedback incorporated from course coordinator) no later than 2 weeks prior to the placement start date.
- At the mid-point of the placement (120 hours), the student is to update part C of the placement proposal (learning plan) by completing the "Progress at Midpoint" column. The student may incorporate new goals or update/refine existing ones as appropriate. Once done, the student should share with his/her/their preceptor.
- At the end of the placement (240 hours), the student is to update part C of the placement proposal (learning plan) by completing the "Progress at Final" column. Once done, the student should share with his/her/their preceptor.
- The student must upload their completed learning plan (part C of the placement proposal) including the content added at midpoint and final into eClass no later than 5 calendar days after the end of the placement.

CCP Assignment

- Students are required to contribute to their continuing competence portfolio through appropriate documentation of an important learning experience in Pharm 515. Students holding a clinical pharmacist license in Alberta should ensure a learning record and implementation record is completed in their ACP CCP. The document used as evidence of implementation must be uploaded to eClass within 5 calendar days of the end of the placement. Students that hold licensure in a jurisdiction other than Alberta may complete a record of learning/implementation for that jurisdiction if they prefer or may use the template from ACP (posted on eClass). A copy or evidence of learning must be uploaded to eClass. Assignment details are posted on eClass.

Additional assessments completed by both the preceptor and student in CORE ELMS throughout the placement are outlined in Appendix 1.

Use of Artificial Intelligence

In this course, there are no plans to integrate Generative AI into course assessments and assignments. However, we acknowledge that students may use AI tools in various ways to support their own learning. *If you use generative AI to support your assessment task (assignments, presentations), we require that you clearly attribute and cite any AI-generated content in your work and include a statement describing how AI was used. For information on how to cite generative AI, please visit the U of A Library's [How to Cite Generative AI](#). Review AI outputs for accuracy and potentially harmful contents to the best of your ability.

The instructor reserves the right to prohibit the use of AI for specific assessment tasks when AI use is not in alignment with course learning outcomes. Failure to abide by the provided guidelines may be considered an act of cheating and a violation as outlined in the relevant sections of University of Alberta (September 2024) [Student Academic Integrity Policy](#). For the assessment tasks in this course, students may not use AI to create the first draft.

*Please visit the University of Alberta Library's [Using Generative AI](#) for helpful information and suggestions about how you can use AI in ethical and creative ways.

Credit: Adapted from CTL's Statements of Expectations for AI Use

Instructor Assumptions (Tips for Success)

Experiential education is most successful when learners and practice sites are engaged in learning with and from each other. In the placement environment, the students are expected to drive the learning process. They should take an active role in their learning by setting goals, seeking out learning opportunities and being self directed. Students will be expected to prepare for the placement ensuring they have reviewed pre-readings provided by the preceptor so that they can be engaged in patient care immediately. Therefore, professionalism, and self-directed learning are crucial components to these placements. Although preceptors will guide the learning, **students are ultimately responsible to ensure completion of all activities, assignments and assessments and to direct their learning.**

This is considered to be an advanced placement, therefore preceptors expect motivation and patient accountability to be demonstrated by the students. Engagement and full participation is the first step to passing the placement. The course activities listed are minimums; maximizing learning opportunities is a professional responsibility. Students that succeed go beyond these minimums and participate as a pharmacy team member. Due to the variability of practice sites, experiences will differ and students are expected to take initiative and identify learning opportunities. Students are expected to identify knowledge gaps through self-assessment and seek feedback and information as needed. Students are also expected to improve with timeliness and efficiency over the course of the placement.

Students should expect to spend time outside of the placement hours preparing for patient care activities and completing non direct patient care assignments. It is expected that students only take on extracurricular and employment commitments during placements if they are able to balance these without interfering with placement requirements and expectations. It is strongly recommended that students do not overcommit other responsibilities during placements. See the [PharmD for Practicing Pharmacists Experiential Education Policies and Procedures Manual](#) for additional student responsibilities.

Another important student responsibility is contacting the Faculty with concerns if they arise. There are assessments built into the course that provide checks and balances regarding learning and the overall

experience, however it is important that students contact the Faculty prior to or during the placement to discuss concerns or questions. These are dealt with in an individual and confidential manner.

The article “Strategies Pharmacy Students Can Use to Ensure Success in an Experiential Placement” (*see Required Reading List*) provides helpful information including “obvious” and “not-so-obvious” strategies to ensure success in a placement.

Preceptors

Preceptors in this program are selected based on their practice experience and enthusiasm for teaching. The majority of the preceptors are Clinical Preceptors or Clinical Academic Colleagues who demonstrate excellence in their practice. Students must be respectful of the preceptor and the work environment. ([Student Code of Behaviour](#)).

Experiential Education Course Policies and Procedures

All course policies and procedures are included in the [PharmD for Practicing Pharmacists Experiential Education Manual](#). Students must review this manual prior to placements. These include:

- Attendance policies (illness, bereavement, religious holidays) and participation in professional development opportunities such as conferences, etc. In general, it is expected that students are at the placement site an average 40 hours per week (or 20 hours per week for Pharm 515 if a part-time placement is selected), with schedule to be determined between student and preceptor(s). Any absence must be recorded in the CORE ELMS Absence Tracker.
- Human Blood and Bodily Fluid Exposure (HBBFE) Procedures (Needlestick Injury)
- Communication Policy
- Protection of Privacy Policy
- Preceptor Recognition Procedures
- Late Assignment Submission Policy: It is the student’s responsibility to submit all assignments in accordance with the stated deadlines. Failure to do so will result in no-credit. Assignments that are posted late on eClass will require completion and submission of a Professional Accountability Form. This form is placed on the student’s file.

Additional Course Fees

Costs associated with the travel, accommodation and placement requirements are the responsibility of the student.

Technology/Other Requirements

eClass

Students must routinely access eClass (powered by Moodle) to obtain additional course information. The Experiential Education Manual will be posted on eClass. **Failure to receive or read University communications sent via eClass announcements in a timely manner** does not absolve students and applicants from knowing, responding to, or complying with the content of that communication.

CORE ELMS

Placement schedules will be posted in CORE. Students must also complete all placement and course evaluations in CORE. Contact phexed@ualberta.ca for assistance with CORE.

NetCare

Netcare access procedures will differ depending on the site. Non-AHS/Covenant sites will follow community practice procedures where the pharmacy student is responsible for initiating their NetCare access. Information on NetCare procedures is on the [website](#).

Personal Computers

Student may be asked to bring personal laptops to placement sites to use for non-patient care activities due to space limitations at the practice site.

Electronic Communications

Please keep in mind these key points regarding electronic communications relating to this course:

- Check your @ualberta email regularly. *Consider creating alerts for eClass communications.*
- All students and applicants are assigned a University of Alberta Campus Computing ID (CCID) with e-mail privileges. Please use the 'CCID@ualberta.ca' email address originally assigned by the University.
- Failure to receive or read University communications sent to the University e-mail address in a timely manner does not absolve students and applicants from knowing, responding to or complying with the content of that communication.

University Policy

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of University of Alberta (September 2024) [Student Academic Integrity Policy](#) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Policy about course outlines can be found in [Course Requirements, Evaluation Procedures and Grading](#) of the University Calendar.

Territorial Acknowledgement

The University of Alberta and Faculty of Pharmacy and Pharmaceutical Sciences respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

L'Université de l'Alberta reconnaît respectueusement qu'elle est située sur les terres du Traité 6, lieu de rassemblement traditionnel pour de nombreux peuples autochtones dont les Cris, les PiedsNoirs, les Métis, les Sioux des Nakotas, les Iroquois, les Dénés, les Ojibwés/Saulteaux/ Anichinabés, les Inuits et bien d'autres encore, dont les histoires, les langues et les cultures continuent d'influencer notre communauté si vivante.

Equity, Diversity and Inclusivity

The Faculty of Pharmacy and Pharmaceutical Sciences is committed to providing an environment of equity and respect for all people within the university community, and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming to all. Check out the resources to support an inclusive learning experience provided by the [University](#) and the [Faculty](#). If you experience discrimination or harassment while in the program, please contact Student Services for support in how to navigate the situation. You can also report instances of discrimination and harassment through the [Office of Safe Disclosure and Human Rights](#).

The Faculty encourages staff and students to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation, and ethnic backgrounds. In order to create a thoughtful and respectful community, you are encouraged to use gender-neutral or gender-inclusive language and to become more sensitive to the impact of devaluing language. We are working to build a community in which human rights are respected, and equity and inclusion are embedded in all areas of academic, work, and campus life.

Participating in Online Sessions

It is expected that everyone will participate in any online sessions in a respectful and professional manner. The following expectations should be adhered to when participating in online sessions:

- Your first and last name must be displayed, and you are encouraged to share your preferred pronouns.
- Your camera must be on during sessions that involve active group work (if you have a reason that prohibits you from being able to turn on your webcam, contact your instructor to let them know and exceptions will be accommodated).
- For your privacy, it is recommended that you remove identifiable and personal belongings from the space in which you are participating in video conferencing activities. You may choose to have a blurred or alternate background.

If you are unable to attend a required session, you should inform your instructor *as soon as possible*. You may be required to complete alternate work for missed activities or assessments as per specific course requirements outlined in the course outline or LMS.

[Accessibility Resources and Accommodations](#)

The Faculty provides accommodations to support individual needs to access high quality learning. Students requiring accommodations to ensure access to learning that meets individual needs must register with [Accessibility and Accommodation Services](#) at the beginning of each academic term. Accessibility and Accommodation Services will provide students and Student Services with a "Letter of Accommodation". FoPPS Student Services will schedule meetings with students who have approved accommodation once letters are received to discuss individual requirements and how needs will be met. Student services will share requirements with all primary and/or lab instructors that have contact with the student for the term. Assessment services will follow up with students and instructors to facilitate approved exam accommodations.

Professionalism

Definition:

Professionalism encompasses core values (e.g., caring, compassion, altruism) and norms (e.g., accountability, teamwork, self-reflection, and continuous professional development) that define professional behaviour. It reflects professional identity, internalized through these characteristics, leading to a transformation in who one is as a professional. Professional identity development occurs throughout the program through diverse experiences, fostering a culture of empathy, support, and mutual respect. The development of student's individual professional identities will occur throughout the program, through experiences within and outside of the classroom. While professional identity is complex and difficult to assess, professional behaviours can and will be assessed.

Our Goal:

We aim to support your professional development by encouraging self-reflection, accountability, and a commitment to excellence in all aspects of your academic and professional life. If you need assistance, please reach out to Student Services for support and resources.

Expectations:

Students are expected to demonstrate professionalism through the following actions:

- **Engage in Preparatory Work:** Complete required pre-session work (e.g. readings, activities, etc) to enhance class discussions and activities.
- **Participate Actively:** Contribute meaningfully in sessions (seminars and labs) and fully engage in all learning opportunities.
- **Submit Assignments Promptly:** Ensure timely submission of assignments and required activities.
- **Show Respect:** Demonstrate respect for instructors, staff and classmates (in written and spoken communications), being punctual, and engaged.
- **Be Accountable:** Take responsibility for actions, reflecting on their impact on learning and the community.
- **Provide Constructive Feedback:** Offer constructive feedback to classmates and through course and program evaluations.
- **Practice Self-Reflection:** Regularly reflect on professional growth and identify areas for development.
- **Support Peers:** Foster a supportive learning environment by assisting and encouraging classmates.

Addressing Concerns:

If professionalism expectations are not met, the course coordinator may request a "Professionalism Accountability Form" to facilitate reflection and improvement. The Form should be completed and returned to the course coordinator and will be included in the student's file. Completing this form is a course requirement. If the Form is not adequately filled out or submitted, the course will be graded as Incomplete (IN) until the completed Form is submitted. If the Form is not submitted within 30 calendar days from the date of the last scheduled course session, the student will receive an F (for graded courses) or NC (for credit/no credit courses).

Appendix 1: Assessment Timelines

Assessment/Responsibility	Timeline
<p>Pre-Placement <i>Student responsibility:</i></p> <ul style="list-style-type: none"> • Upload placement proposal into eClass 	<p>~4 weeks prior to placement (see outlined dates above under Course Assignment section)</p>
<p>Pre-Placement <i>Student responsibility:</i></p> <ul style="list-style-type: none"> • Provide preceptor with finalized placement proposal (with feedback incorporated from course coordinator) no later than 2 weeks prior to the placement start date. 	<p>2 weeks prior to placement</p>
<p>Midpoint Assessments <i>Preceptor responsibility:</i></p> <ul style="list-style-type: none"> • Student Performance Assessment– Midpoint in CORE ELMS (complete and discuss with student) <p><i>Student responsibility:</i></p> <ul style="list-style-type: none"> • Student Self-Assessment in CORE ELMS and discuss with preceptor • Student Evaluation of Preceptor and Site – Midpoint in CORE ELMS and discuss with preceptor • Update Placement Plan - complete the “Progress at Midpoint” column incorporate new goals or update/refine existing ones as appropriate and discuss with preceptor 	<p>End of 120 hours (week 3)</p>

<p>Final Assessment: <i>Preceptor Responsibility</i></p> <ul style="list-style-type: none"> • Student Performance Assessment– Final in CORE ELMS and discuss with student <p><i>Student responsibility:</i></p> <ul style="list-style-type: none"> • Student Self-Assessment in CORE ELMS and discuss with preceptor • Student Evaluation of Preceptor and Site – Final in CORE ELMS and discuss with the preceptor) 	<p>End of 240 hours (week 6)</p>
<p>Post-Placement <i>Student responsibility:</i></p> <ul style="list-style-type: none"> • Complete Post-Course Evaluation of Preceptor and Practice Setting • Complete the “Progress at Final” column of the learning plan & upload final placement plan on eClass • Upload completed CCP assignment on eClass <p><i>(optional):</i> Nominate for Preceptor Recognition Program</p>	<p>3 days after placement end date</p>