



PHARM 554 - Advanced Pharmacy Practice Experience Part 1 Fall 2023 Winter 2024

Fall 2023 / Winter 2024

Course Weight: 8

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Course Description

This 8-week structured practical learning experience will allow students to apply and integrate knowledge and skills in a community pharmacy setting. Students will develop practical knowledge necessary for the professional role of pharmacists as care providers, communicators, scholars, educators, advocates, practice managers, leaders and collaborators. Students are expected to step into the role of a pharmacist under the guidance of a pharmacist preceptor. Prerequisite: PHARM 454. (Restricted to Pharmacy students).

This advanced clinical placement provides opportunities for students to accept professional responsibilities and further develop evidence based clinical judgment and decision-making skills. As students are within months of graduating, at completion of the placement, they should be "entry to practice" competent.

Other course fees

Students are expected to travel within the province to complete their experiential education course requirements. Costs associated with travel, accommodation or additional requirements are student responsibilities. Students are encouraged to contact Student Services regarding funding opportunities.

Required readings

Here is the [Required Reading](#) list that pertains to all Advanced Pharmacy Practice Experiences (APPEs). This includes Resources for Covid-19 – there is some required information for your review prior to placement.

Recommended readings

Prior to the placement, students should ask their preceptor about resources that should be brought to the placement or pre-readings that should be completed prior to the placement.

Course Objectives/Outcomes

The course is designed to develop the following **knowledge, skills, and attitudes**:

- Apply fundamental knowledge in daily practice.
- Use best evidence to provide patient care and respond to drug information requests.
- Provide patient centred care and manage patients' medication and health needs.
- Exercise critical thinking and clinical judgment to make informed decisions and solve problems.
- Communicate both orally and in writing in an effective, responsible and responsive manner that encourages trust and confidence.
- Work collaboratively with the patient, family, caregivers and other healthcare professionals to facilitate the management of the patient's health needs.
- Promote the health of communities and populations (e.g. cultural groups, the vulnerable, disease awareness and prevention) and integrate health promotion into patient care.
- Participate in the site's process for managing accurate, effective and safe drug distribution, including management and documentation of medication errors.
- Participate in quality assurance and practice improvement strategies.
- Develop personal and professional leadership skills.
- Adhere to ethical standards in the delivery of pharmacy care and demonstrate accountability and respect for patients.
- Display professional behaviour and attitude, e.g. initiative, maximizing learning opportunities.
- Demonstrate a commitment to learning by evaluating their practice and knowledge/skills to identify areas for development.

Grading

| Title | Weight | Date | Type |
|---|---------------------|-------------------------|------------|
| Assignment #1: Pharm 554 Skills Inventory and Learning Plan | Pass/fail | See description | Assignment |
| Assignment #2: Medical Condition Diary | Pass/fail | See description | Assignment |
| Assignment #3: Chronic Disease Care Plans for 4 patients | Pass/fail | See description | Assignment |
| Assignment #4: Inter-professional | Pass/fail | See description | Assignment |
| Assignment #5: Enhancement of Community Pharmacy Practice Project | Pass/fail | See description | Assignment |
| Assignment #6: Continuous Quality Improvement Initiative | Pass/fail | See description | Assignment |
| Preceptor Assessment of Student: Midpoint | Formative | After 160 hours | Assessment |
| Preceptor Assessment of Student: Final | Pass/Fail | After 320 hours | Assessment |
| Student Self Assessment | Completion required | After 160 and 320 hours | Evaluation |
| Student Evaluation of Preceptor and Site | Completion | After 160 and 320 | Evaluation |

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| | required | hours | |
| Student Post Course Evaluation of Preceptor and Practice Setting | Completion required | After course completion | Evaluation |

- Pharm 554 is a Credit/No Credit course. At the end of the placement, preceptors recommend a grade on the final Student Performance Assessment (*see Appendix 1*).
- To receive course credit, students must receive a “pass” on their final Student Performance Assessment from their preceptor [*see below*], complete all required assignments in a satisfactory manner (including any resubmissions requested by the course coordinator or designated reviewer), and submit all required assessments. The Faculty course coordinator provides a final course grade (Pass: Credit or Fail: No Credit) following review of the submitted assessments and assignments. **For students who do not submit all assignments and requirements by the deadlines in the syllabus, they will receive No Credit (NC).**

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. Meeting Expectations of a Novice Practitioner: The student has independently and consistently demonstrated ALMOST ALL to 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 (*Please contact the Course Coordinator if this rating needs to be applied*).

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 the student would like additional support to address these.

Additional Information about Assessments

- Preceptor assessments are completed and submitted using CORE ELMS. Students are encouraged to review these assessments prior to the start of the placement.
- It is important that students understand the purpose and timelines of each assessment. It is the student's responsibility to submit all assessments in accordance with the stated deadlines.
- Preceptors are encouraged to provide formative feedback throughout the placement. It is recommended that students and preceptors discuss how things are going after week 1. This discussion should include any early concerns or clarifications regarding expectations or course activities.

Assessments completed by the students are:

1. Self-Assessments: completed 1-2 days prior to midpoint and final student performance discussions.
2. Student Evaluation of Preceptor and Site: completed and discussed with the preceptor during the midpoint and final student performance discussions.
3. Student Post-Course Evaluation: completed within 48 hours after placement completion. These are anonymous and not discussed with the preceptor.

There is additional information regarding each of these assessments in eClass.

ASSIGNMENT INFORMATION AND POLICIES

- The Skills Inventory and Learning Plan is posted before the placement begins. All other assignments are due by the last day of the placement. Assignments are reviewed for completion to ensure course requirements are met. Individual feedback may be provided if the assignment does not meet course requirements.
- Assignments that are posted late on eClass without notification of a delay from the student will require completion of a Professional Accountability Form which is placed on the student's file.
- Late assignments, including assignment clarifications requested by the course coordinator, may result in a delay of course grade posting. Students will receive a grade of "No Credit" unless all course requirements are met. Students must check their U of A email accounts every 3 days for at least 2 weeks following course completion in case an assignment resubmission is required.
- Posted assignments must be typed and patient care documents **must have all identifiers removed to ensure patient confidentiality.**
- To assist students and preceptors with planning across the 8 weeks, an "Activities,

Assignments and Assessments Schedule" has been provided in *Appendix 2*.

ASSIGNMENTS

1. Skills Inventory and Learning Plan

Students post their Skills Inventory and Learning Plan on CORE ELMS as a requirement at least 1 week prior to the start of the placement to allow for preceptor review.

Instructions:

- Based on their self-assessment, students will determine 2-3 practice goals to focus on during their placement. Templates are in *eClass (in Word)* and *Appendix 3* to provide students with an option of how to organize a learning plan. However, students can use their own template if they wish.
- After the initial posting prior to the start of the placement, updated plans are posted by the end of the first week (if changes were made), midpoint and at the final following review with the preceptor. Minimum 4 TOTAL POSTINGS: 1 before the placement and 3 during the placement. Students are encouraged to think of the Learning Plan as a tool to follow their learning and can update it as often as they wish to follow their learning.

Learning Plan Discussions and Posting Instructions

1. **FIRST WEEK OF PLACEMENT:** Discuss with the preceptor; make adjustments if necessary. In some cases, the practice may not allow for attainment of student goal(s) and therefore goal(s) will need to be modified. Finalize by the end of the first week. Repost if changes were made.
2. **MIDPOINT:** Students add progress updates, and speak personally to what they have achieved, and what they still see as opportunities for continued learning and improvement. Review with the preceptor; update to indicate progress made with the initial learning goals. Students must add the outcomes that are identified as "Needs Improvement" on the Midpoint Student Performance Assessment to the Midpoint Learning Plan to ensure these areas are focused on during the second half of the placement.
3. **FINAL:** Students add progress updates, and speak personally to what they have achieved, and what they still see as opportunities for continued learning and improvement (in future placements or practice). Review with the preceptor, update and repost the final Learning Plan. As students develop Learning Plans for their next placement, they should consider their final Student Performance Assessment in their previous placement as well as consider findings in their previous Learning Plan.

2. Medical Condition Diary (submitted during placement)

When providing care for patients with acute care, self-care and chronic diseases, students must complete the [Medical Condition Diary](#) Google form during their placement.

- As students provide care for patients (i.e. 20 acute care / self care cases and 20 chronic disease management cases), they are to complete the Google form to document the various conditions encountered when providing care to patients. This diary should help the student broaden their exposure to various medical conditions they encounter.
- Students are to review their Medical Condition Diary with their preceptor during their rotation so that the preceptor can help identify patients with conditions that the student has not been exposed to

- Students will receive a copy of this form, via email, when they submit it. As students encounter more patients during their rotation, use the link provided in the email received to return to the form and update the diary.

NOTE: Students are not expected to provide care for ALL of the conditions listed in the "Medical Condition Diary". This is only a guide to assist students and preceptors when determining which patients are selected for care plans.

3. Chronic Disease Care Plan Assignment (submitted at end of placement)

Students will be developing care plans for ALL patients. They should post those that best demonstrate their patient care process. FOUR care plans must be posted.

- The Pharmacy Care Plan Worksheet (posted in *eClass*) can be used or site specific Comprehensive Annual Care Plans (CACP) or Standard Medication Management Assessments (SMMA) can be submitted. It is suggested that preceptors and students discuss which format is appropriate and most comfortable for the student to use.
- ALL chronic medical conditions should be included in chronic disease management care plans as students should be caring for the patient holistically. If there is no DRP associated with a condition it should be stated in the care plan that the assessment resulted in no DRP for that specific condition but monitoring will be ongoing.
- Each assignment consists of:
 - relevant background data as applicable (reason for consult, past medical history, BPMH, pertinent ROS, relevant labs/diagnostic information)
 - care plan using the pharmacy care plan worksheet or site-specific format
 - corresponding clinical documentation as entered on the patient computer profile if applicable
 - written communication sent to another healthcare professional (if completed)

There are 4 *eClass* postings: (submitted by the end of the placement)

4. Interprofessional Assignment (submitted at end of placement)

After completion of visits with a healthcare professional, the student completes the Inter-Professional Survey Assignment on *eClass*. This assignment is due on the last day of the placement. Refer to *Appendix 4* for course and assignment information that can be provided to the health care professional being contacted for this assignment.

5. Enhancement of Community Pharmacy Practice Project (submitted at end of placement)

In collaboration with the preceptor, the student will design and complete a project that will benefit the practice site. Examples include creating a resource or tool for practice, developing a patient brochure, and/or enhancing patient care processes and clinical services. Following completion of the project, the student completes the Enhancement Project Survey questions on *eClass* at the end of the placement. Questions include title/topic, stimulus/trigger, activities completed, potential and real outcomes and what was learned through the completion of the project.


6. Continuous Quality Improvement Initiative (submitted at end of placement)

In collaboration with the preceptor, the student will use the ACP's ["The Systems Approach to Quality Assurance for Pharmacy Practice: A Framework for Mitigating Risk"](#) to complete a

Failure Mode and Effects Analysis (FMEA) on one aspect of the patient care process within the practice site. This process does not need to be limited to dispensing activities within the practice site - it can be used to prospectively identify and correct processes within the pharmacy that could lead to patient safety incidents. Following completion of the initiative, the student completes the Continuous Quality Improvement Initiative Summary questions on *eClass* at the end of the placement. Questions include description of the activity being analyzed, identification of potential failure modes associated with the activity chosen, and a description of the redesigned process that could be implemented to address the potential failure modes. While the pharmacy may not implement the recommendations during the student's placement, it is expected that the student will create a well constructed plan that will address the failure modes identified.

COURSE ACTIVITIES

Preceptor supervision is important, especially early in the placement with graduated independence for various activities such as gathering a medication history, patient education, as competence is demonstrated. Throughout the placement, restricted activities such as final checking of prescriptions and injections must be supervised.

| <p style="text-align: center;">COURSE ACTIVITIES</p> <p style="text-align: center;">The following are activities that students must complete during the placement to meet course objectives.</p> |  |
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| <p>Provide Patient Care</p> <p>During the placement, students will provide care to patients under the supervision of the preceptor(s). For all patient care encounters, students should provide patient care as deemed appropriate by the preceptor(s) and as outlined in the Patient Care Process.</p> <p>All documentation of patient care activities must be written by the student and reviewed by the preceptor.</p> <ul style="list-style-type: none"> ● Interview the patient or agent and / or other relevant healthcare providers to obtain necessary information to obtain necessary information and organize the information to determine medication and health related needs. ● Assess if the patient's medication and other health related needs are being met. (complete best possible medication history and / or review a medication reconciliation; review for indication, effectiveness, safety and adherence) ● List and prioritize the patient's medical conditions and drug related problems. ● Develop and implement a care plan that is based on best evidence and prioritizes and addresses the patient's drug therapy problems and wellness needs. Integrate assessment of patient readiness into the care plan (i.e. engage patients in shared decision-making, as appropriate). ● Take appropriate actions as required (i.e. prescribe under pharmacist supervision, order appropriate labs under pharmacist supervision, etc). | |

- Provide patient education (e.g. medication teaching, discharge counselling, etc.). Include education pertaining to patient self-management.
- Assist in patients' self-care (e.g. use of diagnostics, point-of-care testing and self-monitoring) as required
- Provide follow-up/continuity of care and modify care plans as needed; conduct follow-up (e.g. seamless care activities, modify plans as needed)
- Communicate and document patient care activities
 - The Pharmacy Care Plan Worksheet (posted in eClass) can be used or site-specific patient care plan formats may be used. At the start of the placement, it is suggested that preceptors and students discuss which format is appropriate and comfortable for the student to use.
- Administration of Drugs by Injection: Students who successfully completed the training and also have completed CPR Level C + First Aid, should practice administering drugs by injection. Students must only administer injections under the direct supervision of a pharmacist authorized by ACP to administer drugs by injection. Some sites may not be providing injections.

Designated Patient Care Activities

- Dispensing related
 - Students assess patients and their drug therapy for indication, safety, adherence and efficacy and document care for a minimum of 4 patients each day.
 - Across the placement, students should develop proficiency assessing all prescriptions as part of a systematic patient care process (including documentation).
- Acute care (includes Self-care)
 - Students provide patient care for a minimum of 20 patients with acute conditions and / or self-care needs such as infection, pain, allergic reaction, heartburn, etc.
 - The assessment by the student should be discussed with the preceptor and then documented on the patient's profile.
- Chronic disease management (CDM)
 - Students provide patient care for a minimum of 20 patients with chronic conditions (minimum of 4 different chronic diseases). To gain a greater understanding of an illness, it is suggested that students care for more than 1 patient with the same / similar condition to allow for a greater understanding of how conditions present in different patients and also see various stages or severity of diseases. As the placement progresses, students should care for patients with co-morbidities and increasing complexity.

Clinical Judgment: Review and Reflection

- For 3 patients, students will write a summary of the factors considered (i.e. specific variables, evidence) to formulate one of the recommendations made. The written summary should include the clinical issue, the patient assessment (including questions asked), clinical data retrieved and considered to make a decision. The student should review each written summary with the preceptor and discuss their rationale for the decision

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| <p>made and the outcome.</p> | |
| <p>Medication Distribution</p> <ul style="list-style-type: none"> ● Students participate in all stages of the distribution process and apply the standards of practice, laws, and regulations governing pharmacy practice. Includes prescription intake, review, processing, checking (under preceptor supervision) and counselling. ● By the end of the placement students should be able to fill and check at least 25 sequential prescriptions without errors. ● Students are expected to demonstrate competency in each stage of the distribution process as well as with the laws and regulations associated with pharmacy practice. | |
| <p>Drug Information Requests</p> <ul style="list-style-type: none"> ● Students will respond to questions in a timely manner using best evidence, including answers to self identified questions to care for patients. ● Information may be required either verbally, written or both. (Drug Information Inquiry Record form is posted on eClass if a site specific form is not available). ● Students are expected to use appropriate resources and various levels of evidence; primary, secondary and tertiary references and should also use more than one resource for each question. All answers to be discussed with the preceptor. | |
| <p>Interprofessional Collaboration</p> <ul style="list-style-type: none"> ● It is suggested that students use Inter-professional Student Shadowing cards developed by the Health Sciences Council (UofA) to guide expectations and discussion. Cards can be printed by going to: http://issuu.com/hserc/docs/student_s_guide_to_interprofessional_shadowing/2 ● It is important that the student thanks the health care professional for their time spent with the student. This can be in the method of choice by the student; verbal, email, card, etc. ● Prior to the IP visits, students will prepare an expectation of what they want to learn from the experience and review with the preceptor. ● During the IP visits, students will work collaboratively and demonstrate respect for the practice and knowledge of other health care professionals. ● After the IP visits, students will debrief their experience with their preceptor. Include strategies the preceptor uses to improve/promote collaboration and what barriers may affect professional collaboration. ● IP collaboration opportunities with a physician are preferred. If a physician opportunity is not available, alternatives include a PCN or homecare nurse, optometrists, physiotherapists, etc. ● Four 1/2-day visits or 2 full days are recommended. We ask that preceptors attempt to maximize the inter-professional opportunities for the student. | |

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| <p>Health Promotion Presentation <u>or</u> Health Awareness Clinic</p> <ul style="list-style-type: none"> ● Provide a minimum of one health promotion presentation for the public. (e.g. school; teachers or student classes, senior groups, disease advocacy groups, etc). <ul style="list-style-type: none"> ○ If an in person presentation is not possible, the student should prepare a recorded presentation that can be used by the pharmacy. <li style="text-align: center;">OR ● Provide a health promotion, screening or education clinic for the public on a disease state or focus for the pharmacy. (e.g. women's health, hypertension). This can be done in the community or the pharmacy. | |
| <p>Pharmacist for the Day</p> <ul style="list-style-type: none"> ● Students, with supervision, should assume patient care and dispensing responsibilities as the sole pharmacist at the practice site. Minimum of a ½ day during week 7 of the placement is suggested and can be increased as deemed appropriate by the preceptor. The experience should be debriefed so the student can reflect on their strengths and challenges. The activity may be repeated if needed to better assess if the student is capable and confident regarding these responsibilities. | |
| <p>Preceptor Library Resources</p> <ul style="list-style-type: none"> ● Students provide preceptors with an overview of the library resources and search strategies for the UofA Library Database(s) now accessible to preceptors. <ul style="list-style-type: none"> ○ The How-To-Guide: UofA Faculty of Pharmacy Library Resources is: http://tinyurl.com/lgppqay ○ The link to the UofA pharmacy library home page is https://guides.library.ualberta.ca/pharmacy | |
| <p>OPTIONAL: Practice Based Research</p> <ul style="list-style-type: none"> ● Students may be involved with practice-based research during their placement. Information will be provided prior to the start of the placement. Student participation in research activities is voluntary. | |

COURSE DISCUSSIONS

In addition to the prescribed activities and assignments, students are expected to have several discussions with the preceptors as a part of the series of Advanced Pharmacy Practice Experiences. These course discussions are outlined in the [APPE Discussions](#) document.

Course Schedule

Other information and exceptions:

Course dates are listed by the term. Individual student schedules are listed in CORE ELMS.

Students must register for the course in the term that the placement is scheduled.

Fall Term

- Block 1: August 28 - October 20, 2023
- Block 2: October 23 - December 15, 2023

Winter Term

- Block 3: January 8 - March 1, 2024
- Block 4: March 3 - April 26, 2024

Attendance and general holiday information: refer to [Undergraduate Experiential Education Policies and Procedures Manual](#)

Note: *The course schedule is subject to change.*

Additional Teaching Information

SUGGESTIONS and TIPS FOR SUCCESS

Full participation *in the course is the first step to passing the placement*. Because this is considered to be an advanced placement, personal accountability and self-motivation is expected. 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. Although preceptors will guide learning, students are ultimately responsible to ensure completion of all activities, assignments and assessments. Due to the variability of practice sites, experiences will differ. Students are expected to take initiative, identify learning opportunities and improve timeliness and efficiency over the course of the placement.

An important student responsibility is contacting the Faculty with concerns if they arise. Activities and assessments built into the course that provide checks and balances about 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. This includes if they are struggling or feeling overwhelmed. 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 Resources posted in eClass*) provides information including "*obvious*" and "*not-so-obvious*" strategies to ensure success in a placement.

APPENDICES

[USE THIS LINK TO ACCESS APPENDICES](#)

- APPENDIX 1: ASSESSMENT INFORMATION
- APPENDIX 2: ACTIVITY, ASSIGNMENT and ASSESSMENT SCHEDULE
- APPENDIX 3: SKILLS INVENTORY and LEARNING PLAN
- APPENDIX 4: INTER-PROFESSIONAL ACTIVITY INFORMATION

Policies and Procedures

Please refer to the [Undergraduate Experiential Education Policy and Procedure Manual](#) for experiential education policies. Students must review this manual prior to the placement. These include:

- Attendance policies (illness, bereavement) and participation in professional opportunities such as conferences, PDW, Pharm D interviews, etc. In general, it is expected that students are at the placement site average 40 hours per week, 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. UofA email accounts must be monitored daily during the placement and every 3 days after the placement is completed for at least 2 weeks to ensure all assignments and assessments have been submitted satisfactorily. All assignments must be completed to the satisfaction of the preceptor during the placement. 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.

Technology/Other Requirements

Personal Laptop Computers: Students may be asked to bring personal lap tops to placement sites to use for non-patient care activities.

eClass: Students must access eClass to obtain course information and resources.

CORE ELMS: Students must complete placement and course evaluations in CORE ELMS. Additionally, students are required to post their Learning Plan and CV/Resume under My Requirements within CORE ELMS. If technical assistance is required, contact phexed@ualberta.ca

Netcare Access: For information on Netcare (if required), see [website](#).

Attire: Students are required to wear their Faculty name tag or one provided to them when they are at the placement site. Students are required to have a lab coat if deemed appropriate based on setting.

University/FoPPS Policies

Plagiarism and Cheating: 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 Code of Student Behaviour; www.governance.ualberta.ca 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, 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 acknowledges that we are located on Treaty 6

territory, and respects the histories, languages, and cultures of First Nations, Metis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

L'Université de l'Alberta reconnaît qu'elle est située sur les terres du Traité 6 et respecte les histoires, les langues et les cultures des Premières Nations, des Métis, des Inuits et de tous les peuples autochtones du Canada, dont la présence continue d'enrichir notre communauté si vivante.

[Pharmacy Code of Professionalism](#): Students are expected to abide by the Faculty's Pharmacy Code of Professionalism at all times. Lapses in professional conduct may result in the issuing of a Professional Accountability Form. If issued, these forms will be kept on student records for 2 years.

[Accessibility Resources and Accommodations](#)

Students requiring accommodations must seek to register with [Academic Success Center](#) at the beginning of each academic term. Accessibility Resources will work with the FoPPS (Office of Student Services) to determine the nature of any accommodation that will be granted. Once approved, Accessibility Resources will provide students and the Faculty with a "Letter of Accommodation". FoPPS Assessment Services will schedule meetings with students who have approved accommodations within the first month of the term to discuss individual requirements and will share these requirements with primary and/or lab instructors.

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. The faculty recommends that staff and students 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.