



PHARM 554 - Advanced Pharmacy Practice Experience Part 1 Fall 2022 Winter 2023

Fall 2022 / Winter 2023

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 Survey	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 Evaluation of Course	Completion required	After 160 and 320 hours and post-course	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 [grading criteria in CORE ELMS], complete all required assignments in a satisfactory manner 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.

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.

Additional Information about Assessments

- Preceptor assessments are completed and submitted using CORE ELMS and posted in CORE ELMS prior to the start of the placement. Students are encouraged to review them 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.
- Submission timelines for completing assessments are outlined in the Activities, Assignments and Assessments Schedule; *Appendix 2*.
- 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 “incomplete” until 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:** Review with 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:** Review with 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.

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>	
<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 <ul style="list-style-type: none"> ○ 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 	

<p>under the direct supervision of a pharmacist authorized by ACP to administer drugs by injection. Some sites may not be providing injections.</p> <p><u>Designated Patient Care Activities</u></p> <ul style="list-style-type: none"> ● Dispensing related <ul style="list-style-type: none"> ○ 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 and / or Self-care <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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. 	
<p>Clinical Judgment: Review and Reflection</p> <ul style="list-style-type: none"> ● 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 made and the outcome. 	
<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>Continuous Quality Improvement</p>	

<ul style="list-style-type: none"> Students will review the ACP's "The Systems Approach to Quality Assurance for Pharmacy Practice: A Framework for Mitigating Risk". Students will 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. 	
<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_guid_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. 	
<p>Health Promotion Presentation</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.	
Health Awareness Clinic <ul style="list-style-type: none"> • 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. 	
Pharmacist for the Day <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. 	
Preceptor Library Resources <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 	
OPTIONAL: Practice Based Research <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 29 - October 21, 2022

- Block 2: October 24 - December 16, 2022

Winter Term

- Block 3: January 9 - March 3, 2023
- Block 4: March 6 - April 28, 2023

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

EXPERIENTIAL EDUCATION POLICIES AND PROCEDURES

Experiential placement policies and procedures are included in the [Undergraduate Experiential Education Policies & Procedures Manual](#). This is required reading prior to the placement. There are policies specific to this placement. These include:

- Attendance policies
 - Students are expected to be at the placement site for a minimum of 40 hours/week. Placement schedule is determined by the preceptor. Ideally, student schedules should mirror those of the primary preceptor. This means that schedules may include evenings and weekends, depending on the practice site.
 - Know policies regarding completion of Absence Tracker for illness, bereavement, etc.
 - Know policies regarding Faculty endorsed (e.g. job fair, PDW, residency interviews) and non-endorsed activities (e.g. job interviews).
- Human Blood and Bodily Fluid Exposure (HBBFE) Procedures (Needlestick Injury) Procedure

TECHNOLOGY REQUIREMENTS AND OTHER REQUIRED MATERIALS

- 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.
- Course Information and forms (e.g. Netcare, care plan worksheets, Learning Plan templates) will be posted in eClass.
- Students post assignments in eClass.
- Students post resume and Learning Plans in CORE ELMS.
- Assessments are submitted using CORE ELMS and will be posted prior to the start of the first placement for students to review. If CORE ELMS assistance is required, contact PhExEd@ualberta.ca.
- Netcare Information and instructions regarding Netcare registration and use are outlined on the Faculty website here:
<https://www.ualberta.ca/pharmacy/programs/current-students/current-undergrad-students/experiential-education/index.html>

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, patient 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

Policy

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 the Code of Student Behaviour (online at www.governance.ualberta.ca) 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.

Faculty Policy

Technology Requirements and Information

Personal Laptop Computers: Students may be asked to bring personal laptops 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, 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. Other attire

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

(Formerly: Student Accessibility Services (SAS))

Student accommodations are offered in accordance with the [Faculty of Pharmacy and Pharmaceutical Sciences \(FoPPS\) Essential Skills policy](#). Accommodations are not offered for quiz assessments. Students requiring accommodations for major assessment activities must seek to register with [Accessibility Resources](#) 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". The Faculty will share accommodation requirements with primary instructors and/or lab instructors. Those students who need accommodated exams must provide Student Services with the Accessibility Resources Exam Instructions & Authorization Form one week before each exam. You are encouraged to make an appointment with Student Services to discuss the required accommodations.

For students who write exams with accommodations at Accessibility Resources, please be cognizant of their deadlines and regulations. If you fail to meet these deadlines or follow the procedures, the result is most likely that Accessibility Resources will be unable to provide the necessary space and/or services you require. In these situations, the FoPPS does not have the resources to provide disability-related exam accommodations, and you will be invited to write your exams with peers during the allotted time in the assigned room.

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.