



THE UNIVERSITY OF BRITISH COLUMBIA

Office of Experiential Education
Faculty of Pharmaceutical Sciences



ENTRY-TO-PRACTICE PHARMD PROGRAM

PRACTICUM POLICIES, PROCEDURES & GUIDELINES

Effective May 2022

INNOVATIVE LEADERS OF EXCELLENCE IN PHARMACY EXPERIENTIAL EDUCATION

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Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. We would also like to acknowledge that our students and practice educators are from many places, near and far, and acknowledge the traditional owners and caretakers of those lands.

The Office of Experiential Education would like to thank the many individuals who have generously permitted the adaptation of their materials in the revision of our learner handbooks and policies, with individual recognition to Ann Thompson, Andrea Cameron, Harriet Davies and Doreen Leong and the University of Toronto, Leslie Dan Faculty of Pharmacy. We would also like to recognize Marguerite Yee, Amin Bardai, Rosemin Kassam and Angela Kim-Sing for their past contributions to our program.

Thank you to the following groups for their collaboration and sharing of ideas:

College of Pharmacists of British Columbia

British Columbia Pharmacy Association

Canadian Society of Hospital Pharmacists

Drug and Poison Information Centre

Association of Faculties of Pharmacy of Canada

Pharmacy Experiential Programs of Canada

Introduction

The mission of the Office of Experiential Education is to create and facilitate the structured learning opportunities necessary for students to develop the knowledge, skills and professional attributes required for direct-patient care roles and innovative pharmacy practice upon graduation. The Office of Experiential Education is responsible for the facilitation of over 1000 placements each year for our Entry-to-Practice PharmD Program, Flexible PharmD program and the Canadian Pharmacy Practice Program (CP3) for our international pharmacy graduates. Working closely with our experiential education sites and partners, we aim to provide students with valuable hands-on experience within a variety of practice settings under the supervision and guidance of our qualified practice educators.

Experiential education is an integral component of student learning. Students are immersed within the pharmacy practice setting in the early years of their program with the introductory pharmacy practice experience (IPPE) practicums and continue to the advanced pharmacy practice experience (APPE) practicums in their fourth and final year. These practicums are progressive and structured to provide students with practice experience in a variety of care sectors, involving patients with a variety of healthcare needs. These learning experiences are fundamental for students to develop and refine their ability to apply the necessary knowledge, skills and professional attributes to provide evidence-based patient-centered care within the real-world practice environment. By the completion of their program, we strive for our students to have the competence and confidence to serve as valued and collaborative members of the health care team.

The Faculty is grateful to the many dedicated practice educators that enthusiastically welcome our students to their practice sites each year. Without their unwavering commitment and dedication, our experiential education program would not be possible. We thank each of our practice educators for their ongoing collaboration with the Faculty and their valued contributions to the clinical education of our students.

Kind regards,



Dr. Janice Yeung, BSc.(Pharm), ACPR, Pharm D
Director, Office of Experiential Education

SECTION 1 – GENERAL INFORMATION

1.1 Office of Experiential Education Contact Information

Dr. Janice Yeung
Director
janice.yeung@ubc.ca

Vicky Lai
Program Administrative Manager
vicky.lai@ubc.ca

Faculty Course Coordinator & Portfolio

Course Number, Description

Dr. Neelam Dhaliwal
Practice Educator Development &
Community Engagement (Rural/Remote)
neelam.dhaliwal@ubc.ca

PHRM 371 Introductory Pharmacy Practice Experience
(IPPE) – Outpatient III

Kayla Fang
Inpatient Practice &
Health Authority Engagement (APPE)
kayla.fang@ubc.ca

PHRM 251 Institutional Practice Skills Course
PHRM 472 Advanced Pharmacy Practice Experience
(APPE) – Inpatient
PHRM 473 Selected Advanced Pharmacy Practice
Experience (APPE) – Inpatient Direct Patient Care Settings

Gilly Lau
Structured Practical Training &
Community Engagement (IPPE)
gilly.lau@ubc.ca

PHRM 171 Introductory Pharmacy Practice Experience
(IPPE) – Outpatient I
PHRM 473 Selected Advanced Pharmacy Practice
Experience (APPE) – Outpatient Direct Patient Care
Settings

Asal Taheri
Student Transition (Inpatient) &
Health Authority Engagement (IPPE)
asal.taheri@ubc.ca

PHRM 251 Institutional Practice Skills Course
PHRM 272 Introductory Pharmacy Practice Experience
(IPPE) – Inpatient

Alex Tang
Non-Direct Patient Care Practice
alex.tang@ubc.ca

PHRM 271 Introductory Pharmacy Practice Experience
(IPPE) – Outpatient II
PHRM 473 Selected Advanced Pharmacy Practice
Experience (APPE) – Non-Direct Patient Care Settings

Paulo Tchen
Student Transition (Outpatient),
Community Engagement (APPE) &
Community Outreach
paulo.tchen@ubc.ca

PHRM 471 Advanced Pharmacy Practice Experience
(APPE) – Outpatient

Gabriella Wong
Service Learning &
Community Engagement (Non-Rx), &
Student Support & Engagement
gabriella.wong@ubc.ca

PHRM 270 Community Service Learning II

Larry Leung
Interprofessional Education
larry.leung@ubc.ca

IPE Activities are embedded or are scheduled on the
Program Enhanced Activity Day (PEAD)
Longitudinal Learning

Jason Min
Interprofessional Education
jason.min@ubc.ca

IPE Activities are embedded or are scheduled on the
Program Enhanced Activity Day (PEAD)
Longitudinal Learning

Faculty members provide support to practicum sites, practice educators, and students for any issues related to:

- Course syllabi
- Practicum-associated assignments and activities
- Student assessment and evaluation
- Student performance
- Student absences
- Personal injury or major illness of students on practicum
- Any confidential issues related to the practicum

Should students have any questions or issues requiring discussion with a faculty member, please contact phar.oe@ubc.ca to schedule an appointment. Appointments are available Monday to Thursday, 8.30am to 3pm, Fridays 8.30am to 12 noon.

Administrative Support Team

Emma Ashby
Senior Program Assistant
emma.ashby@ubc.ca

Jane Lee
Senior Program Assistant
j.lee@ubc.ca

Flavio Mikami
Senior Program Assistant
flavio.mikami@ubc.ca

The administrative staff provides support to practicum sites, practice educators and students for:

- General enquiries
- Practicum scheduling and placements
- Practice educator or student contact information
- E*Value access
- Tracking
- Mailings, forms etc.
- UBC Cards

For enquiries about the above or questions about our experiential education program, please contact the Office of Experiential Education by email at phar.oe@ubc.ca or by phone at (604) 822 8077.

Off-Hours Issues

If you have immediate safety concerns for yourself or others, please call 911.

Crisis and After-Hours Contacts

- Crisis Centre BC | <http://crisiscentre.bc.ca/> | 1 800 SUICIDE (784 2433)
- Victim Link | 1 800 563 0808 (services in 110 languages)
- UBC Student Assistance Program (SAP) | <https://students.ubc.ca/health/ubc-student-assistance-program-sap>

For additional student supports, please see [Section 5 – Student Supports and University Resources](#).

1.2 Educational Outcomes

The goal of the PharmD program is to graduate competent, caring pharmacists, ready to enter the rapidly evolving environment of pharmacy practice and to manage patients' medication therapy. The learning opportunities in the program are designed to help students meet the Educational Outcomes for First Professional Degree Programs in Pharmacy articulated by the Association of Faculties of Pharmacy of Canada (AFPC)¹ and the Competencies of Entry Level Pharmacists articulated by the National Association of Pharmacy Regulatory Authorities (NAPRA)².

The Educational Outcomes for First Professional Degree Programs in Pharmacy are structured around seven key pharmacist roles¹:

- 1) **Care Provider:** As Care Providers, pharmacy graduates provide patient-centered pharmacy care by using their knowledge, skills and professional judgement to facilitate management of a patient's medication and overall health needs across the care continuum. Care Provider is the core of the discipline of pharmacy.
- 2) **Communicator:** As Communicators, pharmacy graduates communicate effectively in lay and professional language, using a variety of strategies that take into account the situation, intended outcomes of the communication and diverse audiences.
- 3) **Collaborator:** As Collaborators, pharmacy graduates work collaboratively with patients and intra- and inter-professional teams to provide safe, effective, efficient health care, thus fulfilling the needs of the community and society at large.
- 4) **Leader-Manager:** As Leaders and Managers, pharmacy graduates engage with others to optimize the safety, effectiveness and efficiency of health care and contribute to a vision of a high-quality health care system.
- 5) **Health Advocate:** As Health Advocates, pharmacy graduates demonstrate care for individual patients, communities and populations by using pharmacy expertise to understand health needs and advance health and well-being of others.
- 6) **Scholar:** As Scholars, pharmacy graduates take responsibility for excellence by applying medication therapy expertise, learning continuously, creating new knowledge and disseminating knowledge when teaching others.
- 7) **Professional:** As Professionals, pharmacy graduates take responsibility and accountability for delivering pharmacy care to patients, communities and society through ethical practice and the high standards of behaviour that are expected of self-regulated professionals. The Professional role is the overarching ethos of the discipline of pharmacy.

Graduates should also recognize the four domains of the **Model Standards of Practice for Canadian Pharmacists (MSOP)** developed by the National Association of Pharmacy Regulatory Authorities (NAPRA)³. These domains encompass standards against which pharmacists' performance can be evaluated when the pharmacists are undertaking the activities imperative for safe and effective practice in their daily work.

The Four Domains of MSOP for Canadian Pharmacists are:

- 1) Expertise in medications and medication-use
- 2) Collaboration
- 3) Safety and Quality
- 4) Professionalism and Ethics

Students are also expected to review the **UBC E2P PharmD Program Learning Outcomes** as outlined on the E2P PharmD Program Information Hub on Canvas.

For your reference:

¹AFPC Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada 2017.

Available at: https://www.afpc.info/system/files/public/AFPC-Educational%20Outcomes%202017_final%20Jun2017.pdf

²NAPRA Professional Competencies for Canadian Pharmacists at Entry to Practice.

Available at: http://napra.ca/sites/default/files/2017-08/Comp_for_Cdn_PHARMACISTS_at_EntrytoPractice_March2014_b.pdf

³NAPRA Model Standards of Practice for Canadian Pharmacists.

Available at: https://napra.ca/sites/default/files/2017-09/Model_Standards_of_Prac_for_Cdn_Pharm_March09_layout2017_Final.pdf

1.3 Course Descriptions

Course #	Course Name	Course Description
PHRM 171	Introductory Pharmacy Practice Experience (IPPE) – Outpatient I	<ul style="list-style-type: none"> Occurs at the end of first year in the months of May, June and July 160 hrs (4 weeks) Direct patient care practicum in the outpatient pharmacy setting, with emphasis on introducing students to outpatient pharmacy workflow, the role of the pharmacist, and application of knowledge and skills at a novice performance level in low patient complexity settings
PHRM 270	Community Service Learning II	<ul style="list-style-type: none"> Occurs during second year 20 community service hours in addition to required in-class time Providing service at a community placement site alongside site staff, partners and community members
PHRM 271	Introductory Pharmacy Practice Experience (IPPE) – Outpatient II	<ul style="list-style-type: none"> Occurs at the end of second year in the months of May, June and July 160 hrs (4 weeks) Direct patient care practicum in the outpatient pharmacy setting, with emphasis on knowledge, comprehension, and application of knowledge and skills at an advanced beginner performance level in low-moderate patient complexity settings
PHRM 272	Introductory Pharmacy Practice Experience (IPPE) – Inpatient	<ul style="list-style-type: none"> Occurs at the end of second year in the months of May, June and July 80 hrs (2 weeks) Introductory direct patient care practicum in the inpatient pharmacy setting that is a combination of observation and select direct patient care activities, with an emphasis on knowledge, comprehension, and application of skill at an advanced beginner performance level in low-moderate patient complexity settings

PHRM 371	Introductory Pharmacy Practice Experience (IPPE) – Outpatient III	<ul style="list-style-type: none"> Occurs at the end of third year in the months of May and June or June and July 320 hrs (8 weeks) Direct patient care practicum in the outpatient pharmacy setting, with emphasis on knowledge, comprehension, and application of knowledge and skills at an advanced beginner performance level in moderate patient complexity settings
PHRM 471	Advanced Pharmacy Practice Experience (APPE) – Outpatient	<ul style="list-style-type: none"> Occurs in the months of August to April of fourth year 320 hrs (8 weeks) Direct patient care practicum in the outpatient pharmacy setting, with emphasis on application of integrated problem-solving skills, knowledge and comprehension to resolve a wide range of therapy problems at a competent performance level in moderate patient complexity settings
PHRM 472	Advanced Pharmacy Practice Experience (APPE) – Inpatient	<ul style="list-style-type: none"> Occurs in the months of August to April of fourth year 320 hrs (8 weeks) Direct patient care practicum in the inpatient pharmacy setting, with an emphasis on integration (analyze, synthesize and evaluate) of knowledge, comprehension, and application of skills at a competent performance level in moderate patient complexity settings
PHRM 473	Selected Advanced Pharmacy Practice Experience (APPE)	<ul style="list-style-type: none"> Occurs in the months of August to April of fourth year Two 160 hr (4 weeks) practicums <u>or</u> one 320 hr (8 weeks) practicum Practicums will occur in direct patient care and/or non-direct patient care practice settings <ul style="list-style-type: none"> Direct patient care (DPC) practicums in inpatient and outpatient pharmacy settings emphasize integration of knowledge, comprehension, and application of skills at a competent performance level in moderate patient complexity settings Non-direct patient care (NDPC) practicums build on the knowledge, skills and behaviours learned in the previous pharmacy practice experiences with general overarching objectives involving an emphasis on the Communicator, Collaborator, Leader-Manager,

		Scholar, and Professional AFPC role domains within the framework of the program’s Cognitive Model. Because of the diversity of learning opportunities available, specific practicum objectives and outcomes will vary from practicum to practicum and will focus on developing different AFPC role domains
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Please review the full course syllabus for each course for further details. These can be found on the learning management system Canvas. Practice educators can review the course syllabi through the online [OEE Practice Educator Resource Centre](#).

SECTION 2 – PREPARING FOR YOUR PRACTICUM

2.1 Communication Policy

Information regarding practicum courses and placements are communicated by e-mail and E*Value. It is imperative that students ensure their e-mail addresses are correct and current with the Office of Experiential Education (OEE) and on their individual profiles within E*Value. In preparation for practicums, all students are expected to set up and use a UBC student email address (e.g. CWLusername@student.ubc.ca). All students are expected to check their UBC student email address frequently throughout the course of the academic year in order to stay current with program communications.

Students must use their UBC student email address for ALL practicum-related e-mail communications with practice educators, experiential education facilitators (EEFs), practicum site leadership or staff, and community partners. All other e-mail addresses (Hotmail, Gmail, Shaw, etc.) are NOT permitted for any practicum-related communication.

Please review the Guidelines for UBC Health E-mail Communications for further information.

<https://health.ubc.ca/education/resources/guidelines>

Should students wish to contact the OEE or their practice educator by e-mail, please observe the following:

- Include your first and last name and the course number in the subject heading
- Be concise and clear in your question/concern
- Ensure you have reviewed all available online resources to ensure your query is not already addressed within course materials
- Should students have questions about their specific practicum, the practice educator, site name, and the student's contact information should be included within the body of the e-mail to expedite a reply

Students can find more information on e-mail etiquette in the Professional Communication Hub on Canvas.

Faculty and staff are available Monday to Friday from 8:30am to 4pm by email at phar.oe@ubc.ca or by phone at (604) 822 8077.

The Office of Experiential Education is located in the Faculty of Pharmaceutical Sciences, 3112-2405 Wesbrook Mall, Vancouver, BC V6T 1Z3.

2.2 Students with Disabilities or Ongoing Medical Conditions

UBC Policy: https://universitycounsel-2015.sites.olt.ubc.ca/files/2021/10/Disability-Accommodation-Policy_LR7.pdf

UBC recognizes its moral and legal duty to provide academic accommodation. In accordance with Policy LR7 – Accommodations for Students with Disabilities (Joint Senate and Board Policy), UBC is committed to responding to the needs of students with disabilities while maintaining academic and technical standards. Provision of academic accommodations is accomplished through collaboration between the course coordinator, the student, and an Accessibility Advisor from the Centre for Accessibility.

If a student has an ongoing medical condition or disability that may impact their ability to perform on practicum and/or provide safe and effective care to patients, the student must register with the Centre for Accessibility at the beginning of the academic year in which the practicum is scheduled. Specific accommodations will be determined by the Centre for Accessibility and will vary for each student depending on their individual needs. Any accommodations required are provided by the Centre for Accessibility to the student typically in the form of a letter. Failure of the student to meet with the Centre for Accessibility in a timely manner to determine the required accommodations or in providing the written documentation outlining the required accommodations to the OEE may delay the student's practicum and subsequently their graduation.

Should a practicum already be scheduled and a need for academic accommodation is identified, it is the student's responsibility to immediately notify the Centre for Accessibility and the OEE. In such cases, there is no guarantee that the scheduled practicum site will be able to meet the accommodations requested. If an alternate placement is required to meet the accommodations, the OEE will work to find a new practicum site as soon as it is possible however, a delayed course schedule or graduation for the student may be beyond the control of the OEE.

Students are not permitted to make any accommodation requests directly with the practice site. All accommodations must be requested through the established university and faculty processes.

Students are reminded of the following:

- Letters of accommodation received from the Center for Accessibility may have an expiration date and/or only be applicable to a specific practicum course. Students must plan to follow up with their accessibility advisor to request an accommodation for any subsequent practicum courses.
- Should unforeseen issues related to the student's disability arise while the student is on practicum, the student should immediately connect with their Accessibility Advisor and course coordinator to address the concern and determine next steps.

For further information, please visit the UBC Centre for Accessibility website at <https://students.ubc.ca/about-student-services/centre-for-accessibility>

2.3 Practicum Eligibility

Promotion from one year to the next requires that the relevant program outcomes have been met and that all required courses of the year have been passed.

In order to be eligible for practicums:

- Students must be registered in the practicum course prior to the commencement of the practicum. Registration in the practicum courses must be completed by the required deadline
- As per Faculty policy (AP-22), students must complete all pre-practicum requirements by the specified deadline(s)
- PHRM 171, 271, 270, 272, 371 – students must pass all required pharmacy courses of their preceding and corresponding year
- PHRM 471, 472, 473 – students must pass all required pharmacy courses in years 1 to 3 and be promoted to year 4 of the program

Any expense (e.g. travel, accommodation) incurred as a result of any changes and/or delays to the practicum will be the responsibility of the student.

2.4 Placement Process

Practicums are scheduled at a variety of experiential education sites including, but not limited to, inpatient and outpatient pharmacy practice settings, governmental agencies and institutions, manufacturers in the pharmaceutical industry, academic institutions, community-based organizations and selected pharmacy organizations. Practicum sites are approved as affiliated teaching sites by the Faculty and are reviewed and coordinated by the OEE.

A placement software called E*Value is used to match students to practicum sites. Depending on the specific practicum course, students may have the opportunity to rank their preferred geographical region, month and/or practice setting/community partner site.

The OEE will endeavor to accommodate where possible, but the scheduling of practicums is dependent on both site and practice educator availability, therefore, **placement preferences cannot be guaranteed**. Students should expect to be placed at practicum sites anywhere throughout British Columbia and should include the travel and accommodation costs for all practicum experiences in estimating their total program-related expenses.

The placement process is subject to change on a yearly basis depending on practice site availability offered and additional factors.

2.4.a Placement Changes

Once the placement process is completed, no student-initiated changes to the practicum will be permitted. Practicum scheduling is **not subject to an appeal**. If the student feels that they have an extenuating circumstance, any request to change the practicum must be made in writing and submitted directly to the OEE. Where applicable, it is the student's responsibility to provide any/all supporting documentation for the requested change.

If a situation arises where a practicum is cancelled or changed, a notification will be sent to the student's UBC student email address through E*Value. It is imperative that students check their UBC student email account frequently.

If a student becomes aware of any changes to their practicum, they must notify the OEE immediately to ensure the appropriate scheduling and evaluation processes are updated for their practicum.

2.4.b Conflict of Interest

Students are not permitted to request specific practice sites and/or practice educators for their practicums. Students are not permitted to solicit or contact practice sites and/or practice educators to request or arrange their own placements.

Students will not be placed at a practicum site where an actual, potential or perceived conflict of interest may exist from the student and/or practice educator and/or practice site perspective(s). This is to avoid potential bias during the assessment process and to ensure the student-practice educator relationship is upheld.

Placements are not permitted where a personal or financial relationship with the student exists:

- Personal relationships (e.g. spouse/common-law, family, relatives or friends)
- Financial relationships (e.g. a practice site where the student has received a wage in the past, is currently employed or has a contract or promise for future employment)

Disclosure of any actual, potential or perceived conflict of interest is the responsibility of the student.

Students should avoid conflicts of interest that may in any way influence their practicum, learning experience or assessment process. It shall be the student's responsibility to vigilantly guard against conflicts and to contact the OEE as soon as possible when a conflict (actual, potential or perceived) is suspected or to seek further clarification when unsure. A student may be removed from the practice site at any time during the practicum if a conflict of interest has been determined. Failure to disclose may result in the student having to repeat the practicum at an alternate site and may affect the student's progress in the program.

2.4.c Remuneration

Practice Education Guidelines for BC Remuneration/Reimbursement Policy GL #2-5 (May 2013) – http://hspcanada.net/docs/PEG/2_5_Renumeration_Reimbursement.pdf

Students shall **not** receive any remuneration for their practicum experiences. Students are responsible for all transportation, housing, food, and any other personal expenses associated with their practicums.

Students requiring financial assistance should contact their Enrolment Services Advisor (ESA) – <https://students.ubc.ca/about-student-services/enrolment-services-advisors>

2.4.d Contacting your Practice Educator/Experiential Education Facilitator

All students should contact their practice educator/experiential education facilitator when advised to do so by OEE. Specific instructions on how and when to contact your practice educator/experiential education facilitator are provided to students via Canvas.

2.4.e Required Student Acknowledgements

Prior to the start of their practicums, students are responsible for acknowledging that they have read and understood the following documents posted on Canvas:

- The Practice Education Guidelines for BC Student Scope of Practice – http://hspcanada.net/docs/PEG/4_3_Student_Scope_Practice.pdf
- Student Pharmacist Statement of Expectation
- Conflict of Interest policy ([Section 2.4.b of this document](#))

2.5 Immunization

Practice Education Guidelines for BC Immunization Policy GL #1-3 (March 2013)

http://hspcanada.net/docs/PEG/1_3_Immunization.pdf

Appropriate immunization ensures the protection and safety of both the student and the patients with whom the student will be working. All students must be registered with UBC Student Health Services and immunized according to the **Post-Acceptance Requirements** outlined in the UBC Calendar.

Please review the information at the following link:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,956,1564>

Influenza

- In keeping with the BC Centre for Disease Control (BCCDC) guidelines, all students must be fully immunized against influenza. Health care workers have been implicated as the source of influenza in healthcare facilities. **All employed staff and students have an ethical responsibility to be immunized against influenza.** The influenza vaccine is offered free of charge to pharmacy students at UBC each fall.
- If a student has a medical contraindication to the influenza vaccine, it is the student's responsibility to immediately contact the OEE as the site and practice educator will need to be notified in advance of the practicum. Health authority policies require that the non-immunized student wear a procedure/surgical mask at all times within patient-care areas during the designated required vaccination period.
- If there is an influenza outbreak during the inpatient practicum (e.g. institutional, residential, long-term care, ambulatory care clinic) and the student is not vaccinated and/or not fully immunized, the student will be asked to leave the site and not permitted to return until the outbreak is over. Depending on the length of the outbreak, this may jeopardize the student's completion of the practicum and consequently, academic promotion within their program.

Students must comply with the institutional/corporate policy of the site to which they are assigned their placement. Individual institutions and practice sites may have immunization, testing or documentation requirements for student placements beyond those required by the Faculty. Information regarding these requirements will be provided to students when practicum site assignments are confirmed.

Completion of the above is a program and pre-practicum requirement. As per Faculty policy (AP-22), students must complete all pre-practicum requirements by the stated deadlines in order to be eligible to proceed on their practicum.

2.6 College of Pharmacists of BC Registration and Requirements

All UBC student pharmacists are required to be registered with the College of Pharmacists of BC (CPBC) prior to the start of their first year in the pharmacy program. Students entering the 2nd, 3rd or 4th year of their program, must renew their student pharmacist registration with the CPBC prior to the start of each new academic year. Please review the required documentation and associated fees on the College website at <https://www.bcpharmacists.org/ubc-pharmacy-student>

Completion of the above is a program and pre-practicum requirement. As per Faculty policy (AP-22), students must complete all pre-practicum requirements by the stated deadlines in order to be eligible to proceed on their practicum.

As a student pharmacist registrant of the CPBC:

- The student must actively identify themselves in all communications with patients and other health care providers as a “Student Pharmacist”
- The student must wear an engraved name tag with the UBC logo, the student’s first name and the title “Student Pharmacist”
- The Confidentiality Undertaking Form must be completed for each practicum site where students may have access to personal information at the pharmacy. The student must submit this to the practice educator on the first day of their practicum. – http://library.bcpharmacists.org/7_Forms/7-6_PharmaNet/9134-Confidentiality_Undertaking.pdf
- All activities undertaken in the context of pharmacy services, including community outreach, must be under the direct supervision of their practice educator and/or a designated pharmacist(s) in good standing with the CPBC

2.7 Privacy and Confidentiality

Students have an ethical and legal obligation to protect the privacy of their patients and to maintain patient confidentiality at all times. The patient's medical condition, treatments, and any/all other information regarding the patient are confidential and are not to be discussed with anyone outside the pharmacy or with any individuals that are not directly involved in the care of that patient. Students are responsible for conducting any patient-related discussions in private, confidential locations and ensuring only their practice educators or those involved in the care of the patient are present. Any discussions regarding a patient in a public area (e.g. cafeteria, elevator, etc.), where conversations may be overheard by others, is strictly prohibited.

Aside from prescriptions, there are many other purchases of a personal nature made in pharmacies and these command equal respect for the patient's right to a private transaction. No discussion of the patient's purchases should be made with anyone, other than the practice educator.

All patient, business records, pricing systems, professional policies, and any other pharmacy records revealed during the practicum period are confidential and must not be discussed by students outside the designated areas or without consent from the practice educator.

All patient information, including documentation of pharmacy activities, will comply with the Personal Information and Privacy Act (PIPA).

Students are not permitted to:

- Remove any documentation containing patient identifiers from the practice site (e.g. patient work-ups with the patient's name, birthday, personal health number, contact information, etc.)
- Remove/relocate site specific patient medical records and/or references from their original location at the practice site (e.g. removing a patient's medical record/chart from the ward)
- Post on the internet/social media, take pictures, text message, e-mail or in any other way communicate confidential patient information
- Make copies of and/or take copies of site-specific patient documentation off site

Any documentation submitted for the purpose of practicum courses must be devoid of any patient identifiers (e.g. the patient's name, address, phone number and personal health number). Patient identification on documentation kept as personal student notes and/or submitted to E*Value, Canvas, or the OEE must be limited to the patient's initials, age and gender.

All health care professionals regulated under the [B.C. Health Professions Act \(HPA\)](#) have a professional, ethical and legal responsibility to report any unsafe practice or professional misconduct of any other regulated health practitioner.

Any overt unauthorized breach of patient confidentiality will be reported and is subject to disciplinary action by the CPBC.

If evidence of breach of patient confidentiality is uncovered during the academic year, the student will receive a failing grade for the practicum course and may also be dismissed from the Faculty. If evidence is uncovered after the student has graduated, the individual will be subject to disciplinary action by the CPBC.

2.8 Professionalism

As a health care professional in training, students are expected to take responsibility for demonstrating professionalism and exhibiting behaviours and attitudes in accordance with Faculty's Code of Conduct and relevant Professionalism documents at all times:

https://pharmsci.ubc.ca/sites/pharmsci.ubc.ca/files/Web_UBCPS%20Code%20of%20Conduct_0.pdf

Adherence to these standards is mandatory for students and will be assessed throughout the course of each practicum. If the student, at any time, fails to conduct themselves as a professional, the student may be removed from the practice site by the practice educator or the Faculty. If a student has been removed from the practice site, the student is not to return to the site for any reason nor have any further contact with patients, their practice educator(s) or the site staff through any communication method (including, and not limited to, in-person, email, text or phone call). When a practicum has ended, students are no longer covered by WorkSafeBC and UBC's general and professional liability insurance. All questions and queries should be directed to the OEE.

Any professionalism infractions occurring prior, during, or after a practicum will be reported to the Faculty Mentoring and Advising on Professionalism (MAP) group in accordance with the Faculty policies posted on Canvas.

The Faculty has zero tolerance for unprofessional behaviour.

2.9 Insurance Coverage

UBC provides general and professional liability insurance coverage for students engaged in select University-sponsored activities such as practicums.

- UBC's general liability insurance covers students while the students are directly supervised and instructed in activities which form part of the applicable curriculum of studies
- Professional liability insurance covers any student while performing activities related to the applicable syllabus of education or pursuant to their engagement in an occupational, vocational or similar training program operated by or on behalf of UBC

During their practicums in the Entry-to-Practice PharmD Program, students are covered by the above insurances provided the student has acted within the scope of their responsibilities, knowledge and skills and are directly supervised by a qualified individual. Students involved in the provision of pharmacy services, such as those that are part of all direct patient care practicums, must be supervised by a full pharmacist registered and in good standing with the CPBC.

Students involved in activities that do not involve direct patient care, such as those that are part of the community service learning (e.g. PHRM 270) and non-direct patient care practicums (e.g. PHRM 473 (NDPC)), must be supervised by their designated community partner(s) or practice educator(s).

Students are expected to review and understand the information at <https://srs.ubc.ca/insurance/insurance-programs/general-liability-insurance/>

2.10 WorkSafeBC Coverage

Students are expected to review and understand the information at <https://srs.ubc.ca/health-safety/student-safety/practicumclinical-placement-student-safety/>

Students participating in practicum components of an educational program are covered by WorkSafeBC when both the student and practice site are located in the province of British Columbia. This means that a student will receive WorkSafeBC health care benefits if they are injured during their practicums in British Columbia. In turn, the University is obligated to ensure its compliance with the Workers Compensation Act, including the health and safety of its practicum students and the responsibility for orienting them to each practicum environment. This means that students must complete UBC's Mandatory Training for all Workers prior to their practicum. Students must also review all completed training modules prior to the start of each subsequent practicum.

Completion of the above is a pre-practicum requirement. As per Faculty policy (AP-22), if a student fails to complete the above, they will not be eligible for their practicum.

Once at the practice site, students must review the UBC Pharmacy Student Health and Safety Orientation with their practice educator and/or designated pharmacist(s) within 24 hours of the start of their practicum. Students must upload the completed form to Canvas within the first 72 hours of the start of the practicum or the student may be removed from the practicum site until the form is uploaded. The student will be required to make up any missed practicum time.

WorkSafeBC coverage may not extend to situations in which students are located outside of BC (e.g. remote practicums, out-of-province/country practicums). Students must have workplace safety insurance while on practicum and should contact the OEE as soon as possible for assistance with identifying alternate insurance coverage options.

2.11 Respectful Environment

UBC's Respectful Environment Statement for Students, Faculty, and Staff speaks to UBC's commitment to providing the best possible environment for working, learning and living, where respect, civility, diversity, opportunity and inclusion are valued. Students are expected to uphold these principles at the Faculty's affiliated practice sites.

Students are expected to review and understand the full statement at <http://www.hr.ubc.ca/respectful-environment/>

Bullying or harassment are not acceptable and will not be tolerated at UBC or at the Faculty's affiliated practice sites.

Students are expected to review and understand the information at <https://bullyingandharassment.ubc.ca>.

UBC is committed to providing an inclusive and welcoming environment for all sexual and gender diverse students, faculty, staff, and community members. Individuals encountered during a practicum, including students, practice educators, practice site staff, other health care professionals, and patients do not always use the pronouns that may be expected based on their name or appearance or may prefer to use their name and avoid pronouns altogether. For more information on gender diversity at UBC, please review the resources from the UBC Equity and Inclusion Office at <https://equity.ubc.ca/resources/gender-diversity/>.

2.11.a OEE Workplace Bullying and Harassment Policy Statement

Prior to the start of their practicums, students are expected to review and understand the resources and information available at www.worksafebc.com/bullying/.

The word “worker” is used interchangeably with the word “student”.

Workplace conduct

Bullying and harassment is not acceptable nor tolerated by the Faculty or by UBC. All students will be treated in a fair and respectful manner.

Bullying and harassment

- Includes any inappropriate conduct or comment by a person towards a student that the person knew or reasonably ought to have known would cause that student to be humiliated or intimidated, but
- Excludes any reasonable action taken by an employer or supervisor relating to the management and direction of students or the place of employment

Examples of conduct or comments that might constitute bullying and harassment include verbal aggression or insults, calling someone derogatory names, harmful hazing or initiation practices, vandalizing personal belongings, and spreading malicious rumours.

Workers must

- Not engage in the bullying and harassment of other workers
- Submit a report if bullying and harassment is observed or experienced
- Apply and comply with the employer’s policies and procedures on bullying and harassment

Application

This policy statement applies to all workers, including permanent, temporary, casual, contract, and student workers. It applies to interpersonal and electronic communications, such as email.

Annual review

This policy statement will be reviewed every year. All workers will be provided with a copy.

Date created 11 April 2014	Annual review date 1 February 2022
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2.11.b OEE Workplace Bullying and Harassment Reporting Procedures

How to report

Students at the practicum site can report incidents or complaints of workplace bullying and harassment verbally or in writing to the OEE. When submitting a written complaint, please use the **Office of Experiential Education – Workplace Bullying and Harassment Complaint Form**. When reporting verbally, the reporting contact, along with the complainant, will fill out the complaint form.

When to report

Incidents or complaints should be reported immediately after the incident is experienced or witnessed. This allows the incident to be promptly investigated and addressed.

Reporting contact

Report any incidents or complaints to the Pharmacy Manager/Supervisor at the practicum site and to Dr. Janice Yeung, Director, Office of Experiential Education (or designate) at janice.yeung@ubc.ca or (604) 827 4846.

Alternate reporting contact

If the Pharmacy Manager/Supervisor is the person engaging in bullying or harassing behaviour, report the issue directly to the Director, Office of Experiential Education.

What to include in a report

Provide as much information as possible in the report, such as the names of people involved, witnesses, where the events occurred, when they occurred, and what behaviour and/or words led to the complaint. Attach any supporting documents, such as emails, handwritten notes, or photographs. Physical evidence, such as vandalized personal belongings, can also be submitted.

Annual review

These reporting procedures will be reviewed on an annual basis. All workers will be provided with a copy.

Date created 11 April 2014	Annual review date 1 February 2022
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2.11.c OEE Workplace Bullying and Harassment Complaint Form

Please review the resources and information available at www.worksafefbc.com/bullying

Name and contact information of complainant:
Name of alleged bully or bullies:

Personal statement

Please describe in as much detail as possible the bullying and harassment incident(s), including:

- Names of the parties involved
- Names of witnesses to the incident(s)
- Location, date, and time of the incident(s)
- Specific details about the incident(s) (e.g. behaviour and/or words used)
- Any additional details that would help with an investigation

Attach any supporting documents, such as e-mails, handwritten notes, or photographs. Physical evidence, such as vandalized personal belongings, can also be submitted.

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Signature	Date
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2.12 Additional Health Authority Requirements

Please note, in addition to the below Health Authority Requirements, each individual Health Authority has site-specific requirements that will be outlined for students on Canvas and must be completed by students prior to their scheduled health authority practicums. These site-specific requirements and those listed below are subject to change.

Completion of the below and any additional site-specific requirements outlined on Canvas are pre-practicum requirements. As per Faculty policy (AP-22), students must complete all pre-practicum requirements by the stated deadlines in order to be eligible to proceed on their practicum.

2.12.a Respiratory Protection

Practice Education Guidelines for BC Respiratory Infection Policy GL #1-4 (February 2013)
http://hspcanada.net/docs/PEG/1_4_Respiratory_Protection.pdf

WorkSafeBC regulations require annual N95 respirator mask fit testing for all employees and UBC students who may be exposed to airborne infectious agents. Mask fittings are valid for a duration of one year. Therefore, students fitted for masks prior to their PHRM 272 practicums will need to be re-fitted for their 4th year Health Authority practicum(s).

Students are responsible for arranging their own respirator fit testing with an external company and all associated fees incurred. N95 respirator fit testing services are to be conducted in accordance with the CSA Standard CAN/CSA-Z94.4.02. The mask models generally supplied in the relevant clinical placements in the BC Health Authorities include: 3M Aura 1870+, 3M 1860, 3M 8210. Respirator masks afford protection against airborne transmission of infectious agents only if properly fitted to achieve a suitable seal. This requires an individual to be clean shaven around the seal of the mask – there can be no facial hair where the mask meets the face. The fitting process takes about 10 minutes to complete after which students are then given a card identifying the specific mask they are to use in the event of a respiratory-borne infectious outbreak. Should an outbreak occur during a student's practicum, the Health Authority site will supply the student with the respirator mask required.

If a student is unable to comply with the respirator mask fit test based on enumerated grounds under Human Rights Legislation (e.g. racial or religious reasons) or because of a medical condition, students are responsible for immediately contacting the OEE to obtain a written exemption letter. The exemption letter must be uploaded to the appropriate Canvas course site by the specified pre-practicum requirements deadline, in place of a mask fit card. OEE will then communicate to the student's practicum site that the student has not been N95 respirator mask fitted and that the student understands the potential risks involved.

2.12.b Student Practice Education Core Orientation (SPECO)

Practice Education Guidelines for BC Orientation - Student GL #1-6 (February 2013)

http://hspcanada.net/docs/PEG/1_6_Orientation_Students.pdf

Students assigned to a Health Authority are responsible for ensuring they complete the required online orientation modules prior to the start of their practicum.

2.12.c Student Placement Orientation

Students assigned to a Health Authority will also be required to complete the Health Authority-specific Student Placement Orientation prior to the start of their practicum.

2.12.d Violence Prevention Modules

The eight online modules within the Provincial Violence Prevention Curriculum (PVPC) have been adopted by all BC Health Authorities and must be completed by students prior to the start of their practicums.

All students are required to complete additional in-person violence prevention training. The dates and times for these sessions will be arranged through the OEE in collaboration with UBC Health and communicated to students during the term.

2.12.e Health Sciences Placement Network (HSPNet)

HSPNet is a Health Authority provincial database and a trusted source for student placement data and unique student identifiers.

- UBC is required by the Health Authority to provide the following information to HSPNet for each student: first and last name, specific start and end dates of the practicum(s), placement information and the student's UBC-issued e-mail address
- All student placements must be "accepted" by the Health Authority within HSPNet, before the student is permitted to start the practicum
- Entry to HSPNet validates the student and initiates the security process, network user and e-Chart access
- Through their UBC-issued email address only, students will be sent an activation code and a temporary password to access the health authority network and e-Charts.

2.12.f Student ID

All students must carry their UBC student ID and wear clearly visible identification (e.g. their UBC-engraved name tag) at all times while on practicum.

Students are expected to review and understand the Practice Education Guidelines for BC Student/Faculty Identification at

http://hspcanada.net/docs/PEG/2_2_Student_Faculty_Identification.pdf

SECTION 3 – DURING YOUR PRACTICUM

3.1 Required Orientation Documents

All site-specific orientation resources and the OEE 72-Hour Checklist, including forms referenced within this checklist, must be reviewed by the student with their practice educator and/or designated pharmacist. This must be completed within the first 72 hours of the practicum as part of their orientation to the practice site and practicum.

The 72-Hour Checklist is available for students on their respective practicum course's Canvas site.

3.1.a UBC Pharmacy Student Health and Safety Orientation

As outlined under [Section 2.10 WorkSafeBC Coverage](#), students must review the UBC Pharmacy Student Health and Safety Orientation (HSO) Form with their practice educator and/or designated pharmacist within the first 24 hours of their practicum. This is a course requirement and must be completed and submitted on Canvas within 72 hours of the start of the practicum.

The HSO form is available for students on their respective practicum course's Canvas site.

3.2 Practice Educator Roles

A practice educator (interchangeably also referred to as a preceptor) is responsible for supervising the student's day-to-day activities. All student activities undertaken at the practicum site that involve patient care and/or the provision of pharmacy services must be under the direct supervision of a full pharmacist registered and in good standing with the CPBC. In some select non-direct patient care practicums, the practice educator may be another licensed health care professional, a community partner, and/or a leader in the community.

Practice educators are motivated and committed individuals who volunteer their time for our students and the experiential education program. They are busy professionals with core responsibilities to their patients, colleagues, staff, professional practice and/or business. Their responsibility for the provision of patient care must take priority and the student should be adaptable to the practice environment and self-directed in their learning.

3.3 Student Pharmacist Scope of Practice and Supervision

As a student pharmacist with the College of Pharmacists of BC, students may only provide pharmacy services while under the supervision of a full pharmacist. Both the practice educator and the student must work together to ensure this legislative requirement is met throughout the entirety of the practicum. This process should be outlined and discussed at the beginning of the practicum.

Each student must also safely practice within the boundaries of their knowledge, skills and abilities. As outlined under [Section 2.4.e Required Student Acknowledgements](#), each student is responsible for reviewing and understanding the Practice Education Guidelines for BC Student Scope of Practice http://hspcanada.net/docs/PEG/4_3_Student_Scope_Practice.pdf

Students must consult with their practice educator and/or designated pharmacist(s) prior to carrying out any patient care activities and/or discussing any recommendations with patients and/or other health care providers. Commensurate with their program year level, knowledge, and experience, students must adhere to the provisions of their scope of practice as a student pharmacist at all times.

3.4 Professional Appearance

As per Faculty policy (AP-4) on student attire and appearance, students are expected to present themselves in appropriate professional attire and maintain required safety standards at all times during their practicums. By wearing the UBC-embroidered pharmacy lab coat and UBC-engraved name tag as required during all practicum experiences, students are visually identified as representatives of UBC and the Faculty of Pharmaceutical Sciences. These items should only be worn when students are participating in activities relating to the Faculty of Pharmaceutical Sciences, such as practicums and Faculty-approved community outreach activities. Students should **not** be wearing their UBC-embroidered pharmacy lab coat or UBC-engraved name tag at their place of employment or during activities unrelated to their academic program.

At all times during their practicum, students must:

- Be appropriately groomed and maintain appropriate personal hygiene
- Tie back hair shoulder length or longer that is at risk of entanglement
- Wear footwear completely enclosing the foot from heel to toe in direct patient care settings as required by WorkSafeBC
- Wear a UBC-engraved name tag that clearly indicates the student's first name and "Student Pharmacist" title. This is a requirement of the College of Pharmacists of BC
- Wear a clean, SHORT white pharmacy lab coat unless otherwise directed by the practice educator. The pharmacy lab coat must be devoid of any corporate logo or other lettering, with the exception of your UBC label. In most patient care areas, the short white pharmacy lab coat is worn to help patients identify the student as a healthcare professional, and to help employees and other healthcare professionals identify them as a student in training.

Clothing items that are NOT permitted to be worn by students on practicum:

- Overly revealing or provocative clothing (e.g. strapless, sheer, low-cut, cropped or excessively tight)
- Soiled, torn, frayed or badly wrinkled clothing
- Denim jeans of any color
- Leggings, jeggings, or spandex/stretch pants
- Hoodies
- Sportswear – T-shirts, sweat shirts or pants, tank tops, muscle shirts, shorts
- Clothing with designer logos (greater than 2.5 cm in diameter)
- No lettering of any kind on clothing (e.g. Hello Kitty, etc.) or words, terms, or pictures that might be offensive to others
- Running shoes, UGGs, flip flops, Crocs, open-toe sandals, excessively high heels
- Baseball caps, toques

Practice sites will often have their own dress code or professional image policies to which students are also required to adhere. Many facilities and institutions are designated as “scent/fragrance-free” environments. Please do not wear scented products, including perfume, cologne, hair/body products, after-shave, etc. to your practicums.

3.5 Practicum Scheduling and Attendance

The practicum will begin and end on the OEE scheduled practicum block dates. **Students must request permission from the OEE for ANY changes to the practicum start and end date.** Shift changes within the OEE scheduled block dates, initiated by the site/practice educator, do not need approval by the Faculty.

The daily scheduling of hours should be undertaken jointly by the practice educator and the student and should generally cover times that optimize the student's exposure to patient care activities and pertinent learning experiences relevant to the practicum course objectives. Practicum experiences are scheduled depending on the practice site, practicum type, and/or practice educator.

Students are not required to work on UBC observed holidays (e.g. statutory holidays). If a statutory holiday falls within the student's practicum period, they are not required to make up these hours. If the student is scheduled to work on a statutory holiday, the student is entitled to a day off in lieu.

For all direct patient care practicums, the majority of the student's time at the site should be spent being actively involved in direct patient care activities and interacting with other health care team members. Students are expected to be at the site for 40 hours/week, typically divided as eight-hour shifts for five days a week, not including breaks. Students cannot count "extra hours" and/or are not permitted to work "extra hours" each day in order to take a day off or finish the practicum early. Should it be determined that patient safety or student health or safety is at risk as a result of excessive hours of work, limitations and other terms or conditions can be imposed ([BC Standards Act, Section 39](#)).

For all non-direct patient care practicums, the student's time spent on site and on particular activities will be determined by the practice educator, practicum type and practice setting. Ideally, practice educators and students should be connecting at least once daily and when possible, students should be working alongside their practice educator at various time points throughout the practicum.

For all direct patient care and non-direct patient care practicums, students have a professional obligation to ensure all patient care responsibilities, clinical and/or project duties are completed before the end of their practicum day, even if it is after regular work hours. For all practicums, students should expect to devote a minimum of an additional ten hours per week at home to study, complete readings, prepare for coursework and activities, etc.

3.5.a Breaks

Students are entitled to a 30-minute lunch break. At the start of the practicum, students should clarify when lunch breaks are to be taken with their practice educator. Students are responsible for ensuring they return to the practice site after their break at the expected time. Lateness or tardiness is not acceptable.

In British Columbia, coffee breaks are given at the discretion of the employer.

<https://www2.gov.bc.ca/gov/content/employment-business/employment-standards-advice/employment-standards/hours>

3.5.b Vacations

Students are not permitted to be on or take vacation time during the practicum period. There is no midterm break during the practicum months.

3.5.c Punctuality and Absences

Students are responsible for reviewing and understanding the Faculty policies AP-22 (Academic Concession) and AP-26 (Attendance and punctuality) at the outset of their program.

Temporary Health Issues and Illnesses

Students must notify the practice educator and/or practice site as soon as possible and submit an academic concession request online to the Faculty, as described in Faculty policy (AP-22). In general, missed time must be made up. Where applicable, students must follow the policies of their practice site in addition to the advice of their health care professional and/or public health pertaining to their ability to attend practicum while experiencing a temporary health issue or illness.

Jurisprudence Examination

Students in year four of the program are required to schedule their Jurisprudence Exam on a date that does not fall within any scheduled practicum block. The College of Pharmacists of BC offers multiple examination sittings each year. There is no guarantee that a practice site will be able to accommodate any request for absence related to the Jurisprudence Exam during a practicum, and any missed time must be made up.

Professional Development

A student receiving an award or in a leadership position may request time away from practicum to attend a professional conference; however, there is no guarantee that this request can be accommodated by the OEE or practicum site. In accordance with Faculty policy (AP-22), the student must make an online academic concession request for this absence. All missed time will need to be made up within the scheduled block dates.

If a student is attending a sponsored pharmacy event in the evening or on a weekend (e.g. a pharmaceutical company or industry-sponsored dinner or event) or involved in a community outreach initiative external to the practicum/practice site, this is considered an extra-curricular activity, and is not considered as practicum time.

UBC Initiatives

From time to time, there may be UBC initiatives that will require student participation. In accordance with Faculty policy (AP-22), the student must make an online academic concession request for this absence in advance of the practicum and the event itself. All missed time will need to be made up within the scheduled block dates.

The practice educator cannot override the attendance policy.

3.5.d Concurrent Employment or Courses

Concurrent employment during the practicum is strongly discouraged. The practicum schedule and requirements shall take preference if the student's priority is successful completion of the practicum course. Employment conflicts will not be considered legitimate reasons for excusing a student from the practicum site or course expectations. Similarly, additional course work outside of the practicum will not be considered a legitimate reason for excusing a student from the practicum site or course expectations.

Participation in extracurricular activities such as sporting events, including those associated with the University, will not be considered legitimate reasons for excusing a student from the practicum site or course expectations.

3.5.e Inclement Weather Policy

As the functions of practice sites continue despite inclement weather, including snow storms, practicums are **not** cancelled. Students participating in these activities are expected to be present if they can reach the practice site safely. Students who are unable to attend the practice site must immediately notify the practice educator and complete the online Academic Concession Request form available on the E2P PharmD Program Information Hub on Canvas as per Faculty policy (AP-22). Students must directly speak with the practice educator to report any required follow up for pending patient care issues. The student is required to make up any missed time.

3.5.f Strike/Job Action

Please refer to the Practice Education Guidelines for BC – Strike/Job Action – http://hspcanada.net/docs/PEG/2_7_Strike_Job_action.pdf

3.5.g Emergency Situations and Natural Disasters

Students completing a practicum near an area impacted by an emergency situation and/or natural disaster (e.g. wildfire, flooding, etc.) with concerns about their personal safety must speak with their practice educator and contact the OEE immediately. Student safety is of utmost importance and students must follow all evacuation orders and the advice of local authority officials.

3.6 Resolving Conflict Situations

If any troublesome situation arises between a student and any individual at the practice site during the practicum and the individuals involved are not able to resolve the situation on site, the student should contact their course coordinator for conflict resolution guidance and support. In such situations, the OEE has a responsibility to conduct any necessary inquiries to support the individuals involved.

3.6.a Formal Complaints to the College of Pharmacists of BC

Should a student witness a situation on practicum which they deem to warrant a formal complaint to the College of Pharmacists of BC, they should contact the College of Pharmacists of BC directly. Health professionals have a duty to report any unsafe practices of any regulated health professional. Even if the student does not feel comfortable with submitting a formal written complaint, the College will make note of any information verbally provided by the student.

Please note, the complaint must be from the person that witnessed or was directly involved in the situation. The College is unable to act on any second-hand information. Legislation requires that formal complaints are in writing and that they are not anonymous.

3.7 Request for Information from Third-Party

UBC is obligated to ensure compliance with the Freedom of Information and Protection of Privacy Act (FIPPA). Should any individual at a practice site (e.g. practice educator, pharmacy manager, clinical coordinator, staff member, etc.) be contacted by an external third-party individual requesting personal information about a student or their practicum, these inquiries should be redirected to the Faculty to ensure adherence to the required processes in accordance with the privacy laws of BC.

Legislation that governs UBC's responsibilities can be found at <http://universitycounsel.ubc.ca/access-and-privacy/>

3.8 Dismissal from Practicum Site

At any time during a practicum, a student may be dismissed from their practicum site at the discretion of the practice educator and/or Faculty for unprofessional behaviour, insurmountable knowledge and skill deficits identified by the practice educator and/or the OEE, or if the student poses any risk to patient safety and/or is negligent in the provision of patient-centered care.

When there are matters pertaining to patient or student safety during a practicum, the OEE has the obligation to investigate and review all reasonable concerns. This includes contacting the practice site and speaking with all relevant parties involved, including but not limited to the pharmacy manager, pharmacy staff, practice educator and student.

If a student has been removed from the practicum site, the student is not to return to the site for any reason nor have any further contact with patients, their practice educator(s) or the site staff through any communication method (including, and not limited to, in-person, email, text or phone call). When a practicum has ended, students are no longer covered by WorkSafeBC and UBC's general and professional liability insurance. All questions and queries should be directed to the OEE.

3.9 Academic Misconduct

Students are responsible for reviewing and understanding the UBC Policy – <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0>

All students are responsible for meeting the University's and the Faculty's requirements for student conduct.

Plagiarism and other forms of academic dishonesty are not tolerated and will be dealt with in accordance with UBC policies.

3.10 Student Participation in Care of Patients with Communicable Diseases

Students are required to participate in the care of all patients assigned to them, including patients with communicable diseases, to a level commensurate with their level of training. Such participation is necessary for the student's learning as well as for satisfactory completion of academic requirements.

All students are expected to understand and adhere to UBC, public health, and site-specific infection control policies and guidance, including the principles of body substance precautions and use of personal protective equipment (PPE), when participating in the assessment and care of all patients, regardless of the patient's diagnosis.

3.11 Injuries

All students should be diligent in ensuring all preventative precautions are adhered to while on practicum to mitigate any risk of injury. Should any injury occur at an affiliated practice site:

- The student must immediately notify the OEE or course coordinator
- Both the student and the supervisor at the time of the incident must report the incident within 24 hours through the UBC Centralized Accident/Incident Reporting System (CAIRS) available at <https://www.cairs.ubc.ca/>
- Students on practicum within British Columbia must initiate a WorkSafeBC claim by calling WorkSafeBC Teleclaim Contact Centre at 1-888-WORKERS (1-888-967 5377)
- Students on practicum outside of British Columbia should confirm coverage with the province or country in which they will be on practicum.

IN ALL CASES, required documentation must be submitted to UBC CAIRS within 24 hours of the incident.

The following UBC Safety and Risk Service resources provide additional information on the accident and incident reporting process.

<https://srs.ubc.ca/health-safety/safety-programs/accident-incident/accidentincident-reporting-for-workers/>

For more information on insurance coverage for practicum placement in Canada please visit:

<https://srs.ubc.ca/insurance/insurance-programs/practicum-clinical-placement-insurance-for-ubc-students/>

3.11.a Blood or Body Fluid Exposure

Blood or body fluid exposure is an event where blood or other potentially infectious body fluids comes in contact with the skin, mucous membranes, or subcutaneous tissue via percutaneous injury (e.g. needle stick). Students should review the appropriate use of personal protective equipment (PPE) and handling of sharps with their practice educator at the onset of the practicum or during their site orientation. Students should contact the OEE should there be any additional concerns.

In general, for blood or body fluid exposures:

- Immediately inform your practice educator or the pharmacy staff
- For skin, wash well with soap and water. For mucous membrane or eye, rinse well with water and/or normal saline
- Allow injury or wound site to bleed freely, and then cover lightly (do not promote bleeding of percutaneous injuries by squeezing)

- Seek medical attention immediately. **Students must go to the emergency room at the nearest hospital within two hours of exposure. This is mandatory.**

The student must inform the medical practitioner that their injuries (or required tests) are part of a workplace injury as WorkSafeBC coverage (or equivalent) applies. The medical personnel should forward the student's assessment of care to their family physician or UBC Student Health Services to ensure results of any blood tests are appropriately forwarded or followed up.

- The student must immediately notify the OEE or course coordinator
- Both the student and the pharmacist supervising the student at the time of the incident must report the incident within 24 hours of the incident through the UBC Centralized Accident/Incident Reporting System (CAIRS) available at <https://www.cairs.ubc.ca/>
- Students on practicum within British Columbia must initiate a WorkSafeBC claim by calling WorkSafeBC Teleclaim Contact Centre at 1-888-WORKERS (1-888-967 5377)
- Students on practicum outside of British Columbia should confirm coverage with the province or country in which they will be on practicum.

IN ALL CASES, required documentation must be submitted to UBC CAIRS within 24 hours of the incident.

For more information on insurance coverage for practicum placement in Canada please visit: <https://srs.ubc.ca/insurance/insurance-programs/practicum-clinical-placement-insurance-for-ubc-students/>

The following resources provide guidance on how to manage inadvertent blood or body fluid exposure:

WorkSafeBC | Controlling Exposure: Protecting Workers from Infectious Disease
<https://www.worksafebc.com/en/resources/health-safety/books-guides/controlling-exposure-protecting-workers-from-infectious-disease?lang=en>

UBC Safety & Risk Services
<http://riskmanagement.sites.olt.ubc.ca/files/2016/06/UBCV-RMS-OHS-GDL-14-008-Handling-and-Disposal-of-Needles.pdf>

UBC Faculty of Medicine Students Blood and Body Fluid (BBF) Exposure
<http://med-fom-ugrad.sites.olt.ubc.ca/files/2016/11/20161110-FINAL-Procedure-MDUP-BBF-Exposure.pdf>

HealthLinkBC
<https://www.healthlinkbc.ca/health-topics/accidental-needle-sticks>

Canadian Centre for Occupational Health and Safety: Needle Stick Injuries
http://www.ccohs.ca/oshanswers/diseases/needlestick_injuries.html

3.12 Pharmacy Robbery

Both the student and the pharmacist supervising the student at the time of the incident must report the incident through the UBC Centralized Accident/Incident Reporting System (CAIRS) available at <https://www.cairs.ubc.ca/>

IN ALL CASES, required documentation must be submitted to UBC within 24 hours of the incident.

Students should immediately inform their course coordinator so that support can be provided.

<p>Please see WorkSafeBC – Preventing Violence, Robbery, and Theft: A Guide for Retail Owners, Managers, and Workers</p> <p>https://www.worksafebc.com/en/resources/health-safety/books-guides/preventing-violence-robbery-and-theft</p>	
<p>If someone tries to rob your store...</p>	<ul style="list-style-type: none"> • Play it safe • Don't be a hero • Cooperate; give up the money/drugs and don't resist • Even if you cannot see a weapon, assume that there is one • Stay calm and cautiously observe as much as possible about the robber • Don't stare as this may aggravate the robber • Don't lock the door to keep the robber from leaving. A person who feels trapped is more likely to panic and become violent • If you do not understand what the robber is telling you to do, ask for clarification • Avoid surprises • Keep your hands in sight and don't make any sudden moves • Inform the robber if you have to reach for something, if there is another employee in the store (for example, in the back room or cooler), or if something will make an unexpected noise • Keep it brief. The longer a robbery takes, the more nervous the robber becomes • Keep it smooth. Handle the entire situation as if it were a normal transaction • Activate the alarm only after the robber has left
<p>After the robber has left...</p>	<ul style="list-style-type: none"> • Don't chase or follow the robber • Lock the store • Call the police and follow their instructions • Ask any witnesses to stay until the police arrive • Protect the crime scene. Do not allow anyone to touch anything that

	<p>might be considered evidence, and do not resume business until the police are finished</p> <ul style="list-style-type: none">• Do not discuss details of the robbery with anyone until after the police have taken statements from everyone
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3.13 Off-Site Student Safety

Off-site locations are places that, as part of the practicum, are separate from the practice site-workplace setting and may include locations such as the patient's home.

Prior to conducting any home visits or off-site activities, students are responsible for reviewing and understanding information in the Home and Community Health Worker Handbook provided by WorkSafeBC at <https://www.worksafebc.com/en/resources/health-safety/books-guides/home-and-community-health-worker-handbook?lang=en>

All OEE practicum policies apply to off-site locations as well as the normal place of practice. In general, the following policies should apply when attending to patient care at an off-site location. Students on practicum:

- Are not permitted to conduct patient/client home visits or other off-site visits without their practice educator and/or designated pharmacist present. Students must follow the guidance of their practice educator and/or designated pharmacist while off-site and students may only provide pharmacy services while under the direct supervision of a full pharmacist, as per the College of Pharmacists of BC regulations.
- Are only permitted to conduct patient/client home visits or other off-site visits during their assigned practicum hours and the assigned work time of their supervising practice educator
- Are to keep the personal information of their patients (e.g. home/cell phone numbers and addresses) confidential and secured at all times. This information is only to be used for patient care activities during the practicum. Do not place or bring confidential information to places where it could be potentially lost or stolen.
- Should a student receive or retrieve any items from the off-site location intended to be returned to the practice site, they should inform their practice educator and return items to the practice site immediately.
- Must follow any practice site-specific policies related to home visits or off-site activities

Students are expected to review and understand the Practice Education Guidelines of BC – Vehicle Ride Along/Use regarding transportation to and from off-site locations.

http://hspcanada.net/docs/PEG/2_6_Vehicle_Ride_Along-Use.pdf

As required by WorkSafeBC, appropriate safety footwear completely enclosing the foot from heel to toe is required at all times. If requested by the patient, appropriate slip resistant shoe covers can be worn over existing safety footwear or a separate pair of clean safety footwear for indoor use can be worn instead.

Students have the right to refuse unsafe work. Any student issues or concerns about safety should be brought to the attention of the practice educator or designated supervisor immediately, and also directly to the course coordinator.

Adapted with permission from University of Alberta Faculty of Pharmacy and Pharmaceutical Sciences – Policy on Student Safety, University of Alberta Department of Family Medicine – Policy on Resident Safety, and Fraser Health – Policy on Safety Footwear

3.14 Site Property and Security

During practicums, students may be required to wear site-specific identification badges that identifies the individual as a student at the site. These identification badges must be returned to the site on the last day of the practicum.

If the student has been given any access to the pharmacy department (e.g. magnetic swipe card or key), these items must also be returned to the site on the last day of the practicum.

It is the student's responsibility to ensure any and all issued identification/access items, borrowed resource materials, etc. that are the property of the site are returned on the last day of the practicum. Any property (e.g. textbooks, resource materials, etc.) not returned by the student will be deemed stolen. Failure to return any identification/access items (e.g. magnetic swipe card, security tag, keys) on the last day of the practicum will be deemed a breach of security.

Students who wish to work independently at the practice site after their scheduled shift, or outside of the practice site hours of operation, must seek prior permission from the site's Pharmacy Manager or Director of the Unit before doing so.

3.15 Medication Incidents and Errors

Consistent with their professional responsibility in ensuring medication and patient safety, students are expected to be familiar with the medication incident reporting process at the practice site.

Students will be forthcoming and transparent in taking responsibility for their actions and involvement in any potential or actual medication or patient safety incidents or near misses. Site-specific procedures for addressing and reporting errors must be discussed by the student and practice educator at the start of the practicum (e.g. within the first 72 hours).

3.16 Technology

Students are responsible for reviewing and understanding the Faculty policy (AP-5) on digital technologies and communications.

The capacity to record, store and transmit information in electronic format brings new responsibilities to those working in healthcare with respect to privacy of patient information. Significant educational benefits can be derived from this technology, but students must be aware of potential problems and liabilities associated with its use.

Material that identifies patients, institutions, health care providers, or colleagues and is intentionally or unintentionally placed in the public domain may constitute a breach of standards of professionalism and confidentiality.

Respect of patient information extends to the use of the Internet at any time – whether in a private or public forum. Use of the internet includes posting on blogs and public media sites, mailing lists, video-sites, social media, instant messaging (IM), sites and e-mail. While on practicum, students are expected to refrain from activities such as e-mailing, instant/text messaging, and browsing/viewing content unrelated to the learning activity at hand during all working hours.

The site policies regarding the appropriate use of cell phones, computers, Internet, storage devices and the accessing of networking or social media sites must be discussed by the student and practice educator at the start of the practicum (e.g. within the first 72 hours).

3.16.a Online Communications

For all practicums, students are expected to communicate in a respectful and professional manner, in keeping with the Communicator and Professional roles as described in the AFPC Outcomes. Students may find it helpful to review UBC Distant Learning's Communication Online: Netiquette web page: <https://distancelearning.ubc.ca/learner-support/communicating-online-netiquette/>

Additionally, students can find more information on professional communication resources and practical tools in the Professional Communication Hub on Canvas.

3.17 Models of Supervision

There are a variety of models of supervision that may take place during a practicum experience. Each model has pros and cons that need to be considered. Practice educators are encouraged to explore additional models as they may offer benefit to both practice educators and students, depending on the clinical setting, days of work, patient caseload, physical space, staffing, the learning environment and opportunities. When choosing a model, the decision should be based on what best meets the needs of both the practice educator and the student. **Whichever model is employed, each student must still be under the direct supervision of a practice educator and/or designated pharmacist.**

The below descriptions and definitions briefly explain the various models. To support practice educators in providing these models of supervision, the **Near Peer Model in Pharmacy Experiential Education**, the **Peer Assisted Learning in Pharmacy Experiential Education**, the **Co-precepting in Pharmacy Experiential Education** handbooks, as well as recordings on different precepting models are available on the OEE Practice Educator Resource Centre <https://courses.cpe.ubc.ca/browse/ubcv/pharmaceutical-sciences-cpe/programs/oeo>.

- 1) **1:1 (Traditional Model):** One full-time, same-discipline practice educator oversees one student.
- 2) **1:2+ (Collaborative Model):** One practice educator oversees two or more students at one time. Learning activities should be carefully designed to foster collaboration among students (*Strohschein, Hagler, & May, 2002*). This model works best if students are at a similar level with similar needs (*Strohschein et al., 2002; Triggs Nemshick & Shepard, 1996*). The objective is for students to work collaboratively, not competitively (*Strohschein et al., 2002*).
- 3) **2:1+ (Shared Supervision Model):** Two practice educators oversee one or more student(s) at one time. Expectations for goals and processes in the placement should be clearly understood by both practice educators and students (*NHS Education for Scotland & AHP Practice-based Education Facilitators Programme, 2007*). Regular meetings are needed to facilitate communication, clearly delineate tasks, and allow for coordinated collaboration between educators for planning and assessment (*Barnett et al., 2010; Strohschein et al., 2002*). A primary practice educator from the two is responsible for setting expectations and evaluating the student. The primary practice educator will gather input from the other pharmacists involved in precepting the student in completing the summative evaluation.
- 4) **2:2 (Combined Collaborative & Shared Supervision Model):** Two practice educators oversee two students at one time. Students at similar levels and with similar needs should be paired (*Strohschein et al., 2002; Triggs Nemshick & Shepard, 1996*). It is best to use a student-centred approach to unify the various practice styles and perspectives of the different practice educators (*Strohschein et al., 2002*). Clear communication between the practice educators and students is crucial to ensure consistency and understanding of expectations (e.g. goals and processes) of

the clinical placement (*Strohschein et al., 2002*). Designation of a primary practice educator is required to oversee this process (*Strohschein et al., 2002*).

The Models of Supervision document was compiled by Stephanie Hsieh B.Sc.Pharm 2014, as part of her work as a student research assistant in the Office of Experiential Education. We would like to acknowledge the Northern Ontario Dietetic Internship Program/ Rehabilitation Studies, Northern Ontario School of Medicine for allowing us to adapt their original work on Supervisory Models. We would also like to thank Dr. Michael Legal, for his support and collaboration on the Models of Supervision. References available on request.

3.18 Assessment Processes

All assessments are guided by the programmatic assessment model for the E2P PharmD Program under the leadership of the Director of Student Assessment. The course assignments and activities are based on the course objectives, AFPC educational outcomes, and are in accordance with the UBC E2P PharmD Program's Cognitive Model.

Feedback is a critical component of a student's growth and learning throughout their practicums. Practice educators are encouraged to provide verbal feedback and assessment of performance to the student on a daily basis.

There are two types of assessment:

- **Formative** assessment is ongoing and progressive in nature and conducted throughout the learning process. It is intended to inform both the student and practice educator on the student's progress in achieving the learning objectives of the course or practicum. Formative assessment can be provided as verbal or written feedback throughout the course of the practicum and identifies what the student is doing well, what they have learned, and what they still need to learn. It creates opportunities for action to assist the student in closing gaps between their current performance and the performance level expected by the completion of the course or practicum. With frequent and regular practice educator feedback, the student is expected to self-reflect, make corrections and develop a strategy or learning plan, utilizing the feedback provided to improve in the specified areas.
- **Summative** assessment is conducted at the end of a course or practicum and is intended to evaluate student learning and achievement of the intended learning objectives. It involves making a judgment about a student's performance by comparing the observations of student performance to a specified rubric. A rubric is an assessment tool that provides a defined set of criteria and descriptions of levels of student performance. Summative assessments are utilized to ensure students achieve program-level outcomes, are able to meet established professional requirements and expectations upon graduation and inform the Faculty in making decisions about student advancement and promotion.

A formal formative assessment using the online **Practice Educator Assessment of Student*** form is completed by the practice educator at the midpoint of the practicum. This assessment reflects the practice educator's observation and assessment of the student's performance based on the criterion, and the rubrics and expectations of the University. The practice educator and student are expected to meet at the midpoint to formally discuss the student's progress and review the completed formative assessment form.

A formal summative assessment is completed at the end of the practicum using the same online **Practice Educator Assessment of Student*** form. The practice educator should consider all sources of

information to assess overall student performance throughout the course of the practicum including, but not limited to, completed presentations, care plans, education and counselling, collaboration with team members, etc. By the end of the practicum, the student's overall level of performance must be commensurate with their year level, as previously outlined. The practice educator and student are expected to meet on the last day of the practicum to formally discuss the student's progress and review the completed summative assessment form.

For community service learning practicums and two-week practicums such as PHRM 272, only one formal written summative assessment is completed at the end of the practicum.

All assessment forms are to be completed online on E*Value and are electronically submitted directly to the OEE upon completion.

The practice educator and/or designated pharmacist that is completing the assessment component of the course should have sufficient and multiple opportunities to interact with the student and observe their interactions to appropriately determine their level of performance in completing the course activities and learning objectives for the practicum. Depending on the practice environment and practicum itself, a student may regularly interact or be supervised by multiple pharmacists while onsite. In this case, there may be a designated practice educator who will complete the formal midpoint and/or final assessment of the student and provide feedback after reviewing the course work and consulting with other pharmacists who have observed or interacted with the student as necessary.

*Note: The Practice Educator Assessment of Student form varies depending on the course. The table below outlines the OEE Practice Educator Assessment of Student Forms used in each course and the frequency of formal assessment:

Course	Assessment Form	Frequency/Type
PHRM 171 PHRM 271 PHRM 371 PHRM 471 PHRM 472 PHRM 473 (DPC)	Direct Patient Care (DPC) Practice Educator Assessment of Student	Midpoint Final
PHRM 270	Community Partner Assessment of Student Performance*	Final
PHRM 272	PHRM 272 Practice Educator Assessment of Student	Final
PHRM 473 (NDPC)	Non-Direct Patient Care Practice Educator Assessment of Student	Midpoint Final

PHRM 473 (NDPC) LEAP	Non-Direct Patient Care: LEAP – Practice Educator Assessment of Student	Midpoint Final
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*Exception: Students are responsible for submitting completed form to Canvas course page.

Practice educators are strongly encouraged to review the **Assessment of Student Learning – A Guidebook for Practice Educators**, available on the **OEE Practice Educator Resource Centre**, for further information on the assessment processes for the practicum courses.

It is the responsibility of the student to immediately contact the course coordinator and alert them to any assessment scores below the expected level of performance at any point during the practicum to ensure appropriate support and guidance can be provided.

3.19 Reporting Concerns on Practicum

Students and practice educators are encouraged to provide feedback and report any concerns related to the experiential education program directly to the OEE. To maintain high quality in the practicum experience, students, practice educators, and/or practice site staff are asked to connect with the OEE immediately should an issue or concern be identified. This can be done via an in-person meeting, phone conversation, videoconference, email and/or E*Value evaluation surveys.

When a concern is brought to the OEE's attention, appropriate supports for the student and/or practice educator are identified and a process initiated to ensure relevant information is collected from all parties involved. Responses to identified concerns are determined on a case-by-case basis. All conversations with individuals are considered private, and requests for confidentiality will be maintained whenever possible.

SECTION 4 – AFTER YOUR PRACTICUM

4.1 Course Submissions

For each practicum course, students will be required to submit online E*Value Coursework entries, thereby documenting completion of all required course activities as outlined in the respective OEE Practicums Handbook by the specified deadlines.

Students should review Faculty policy (AP-22) regarding requests for academic concession for practicum course requirements.

4.2 Grade Assignment

The University of British Columbia grants the degree and therefore assigns the final course grade. Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to require a student to withdraw from the Faculty if that student is considered to be unsuited to proceed with the study or practice of pharmacy.

UBC FOPS Academic Regulations:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,397,392>

Students must be successful in both 1) the Practice Educator Assessment of Student and 2) all components of the course to receive a pass (P) grade. The assessment is non-compensatory. This means that the expected level of performance must be met for all criteria listed and as described in the **Practice Educator Assessment of Student*** to be successful in this course component.

A fail (F) grade will be recommended to the Student Progress Committee, if one or more of the following instances occur as assessed by the course coordinator. The student:

- Does not complete required number of practicum hours
- Does not meet expected level of performance for any element on the **Practice Educator Assessment of Student***
- Does not consistently exhibit professional attributes and skills
- Does not complete or submit required course submissions (evidence of learning) by the specified deadline
- Poses any risk to patient safety and is negligent in the provision of patient-centered care

The practice educator cannot override the course requirements.

All grade recommendations are made to the Faculty's Student Progress Committee by the course coordinator. The final grade decision (e.g. pass/fail) is determined by the Student Progress Committee.

*Note: The Practice Educator Assessment of Student form varies depending on course. The table in [Section 3.18 Assessment Processes](#) outlines the OEE Practice Educator Assessment of Student forms used in each course.

4.2.a Supplemental Assessments

As per Faculty policy (AP-13) on student progress, in general, no supplemental assessments will be granted for practicum courses. A failure in a practicum course normally requires the student to repeat the course at the next suitable opportunity in the following academic year.

4.2.b Access and Privacy

All students will be given full disclosure on why they were unsuccessful in the course.

Under the Freedom of Information and Protection of Privacy regulations, faculty are not permitted to discuss student matters with anyone who has not been provided with third party authorization by the student (e.g. discussing student records or experiences with parents or guardians). The University has a legal obligation to keep all personal student information confidential.

Legislation that governs UBC's responsibilities can be found at <https://universitycounsel.ubc.ca/subject-areas/access-and-privacy-general/>

4.2.c Post-Practicum Communication with the Practice Site

After the end of a practicum, all questions and/or queries related to the practicum should be directed to the OEE. Students are to not to communicate with their previous practice site, practice educator(s), site staff, patients and/or associated health care providers regarding their final assessment, grading, patient care activities and/or outcome of their practicum through any communication method (including, and not limited to, in-person, email, text or phone call). Should the student have any questions or concerns regarding their practicum, they should contact their course coordinator directly.

SECTION 5 – STUDENT SUPPORTS AND UNIVERSITY RESOURCES

Office of Experiential Education

Primary liaison for students and practice educators and facilitates all experiential learning that students engage in during their program at UBC Pharm Sci

604 822 8077

phar.oe@ubc.ca

<https://pharmsci.ubc.ca/practice-educators>

Student Assistance Program (SAP)

24/7 free counselling and wellness resource supporting students' mental, emotional, physical, and financial health

1 833 590 1328 (toll-free in North America)

1 604 757 9734 (outside North America)

<https://students.ubc.ca/health/ubc-student-assistance-program-sap>

UBC Counselling Services

Students can book an appointment with a Wellness Advisor for assessment and referral to an appropriate support

604 822 3811

<https://students.ubc.ca/health/counselling-services>

UBC Student Health Services (or student's family doctor or nearest medical clinic)

On-campus health assessments and treatments provided by doctors, nurses, and specialists

604 822 7011

student.health@ubc.ca

<https://students.ubc.ca/health>

UBC Enrolment Services Advisors

Helps students navigate UBC, from making a budget or applying for loans to understanding UBC regulations and processes

1 877 272 1422 (toll-free)

<https://students.ubc.ca/support>

UBC Centre for Accessibility

Facilitates disability-related accommodations and programming initiatives for students with disabilities and ongoing medical conditions

604 822 5844

info.accessibility@ubc.ca

<https://students.ubc.ca/accessibility>