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Pharmacy Practice Experience Program

Handbook for Students and Preceptors

2026-27

Entry to Practice Doctor of Pharmacy (Pharm.D.)

PHARMACY PRACTICE EXPERIENCE PROGRAM

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This handbook is subject to review and revision. The School of Pharmacy reserves the right to change or amend its policies and procedures at any time from those published in this handbook. The information is current as of **September 2026**

ENTRY-TO-PRACTICE PHARM.D. (EPPD) PHARMACY PRACTICE EXPERIENCE PROGRAM

INTRODUCTION

Pharmacy Practice Experience (PPE) is the experiential education component of the Entry-to-Practice Doctor of Pharmacy (PharmD) program. Experiential education provides students with structured, supervised learning opportunities in authentic pharmacy practice settings, enabling them to integrate classroom knowledge with direct patient care while progressively developing the competencies required for entry-to-practice as pharmacists.

This handbook outlines the requirements, structure, administration, policies, and procedures that govern Pharmacy Practice Experiences within the School of Pharmacy at Memorial University. It serves as a resource for students, preceptors, and faculty members by describing the expectations, responsibilities, and standards that support successful experiential learning throughout the PharmD program.

The experiential education program is grounded in the [School of Pharmacy's Vision, Mission, Values](#), and [Strategic Plan](#). These principles guide the design and delivery of practice experiences and foster the development of graduates who provide safe, ethical, evidence-informed, and patient-centered care while contributing to the health and well-being of individuals, communities, and the healthcare system.

GLOSSARY OF TERMS

Pharmacy Practice Experience (PPE) Program: is the experiential learning component of the Entry-to-Practice Doctor of Pharmacy (Pharm. D.) program. The PharmD program requires 44 weeks of practice experience: 12 weeks of early pharmacy practice experience (PPE) and 32 weeks of advanced pharmacy practice experience (APPE).

Practice experience: refers to hands-on, applied training in a specific field, often required to earn an academic degree, pass board exams, achieve professional certification, or qualify for professional practice.

Early pharmacy practice experience (PPE): refers to foundational, introductory experiential learning courses. They allow second- and third-year Doctor of Pharmacy (Pharm. D.) students to observe licensed pharmacists, build essential patient care skills, and apply classroom theory to real-world healthcare settings. These courses include PHAR 305P, PHAR 406P, and PHAR 407P.

Advanced Pharmacy Practice Experience (APPE): Advanced pharmacy practice experience courses are specialized, final-year pharmacy curriculum courses that transition students from foundational theory into direct, autonomous patient care. These courses focus on complex medication management, clinical reasoning, and independent prescribing. These include PHAR 605P, 606P, 607P, and 608P.

Student [Pre-Placement Requirements](#): Pre-placement requirements are mandatory medical, legal, and safety clearances that students must complete before beginning a placement. These rules ensure the student is fit for practice and protect both the student and the public. There are pre-placement requirements that are School requirements and those that are placement site-specific requirements.

PPE Handbook: Your PPE Handbook is your main guide for everything related to your pharmacy practice experiences. It explains the policies, expectations, and important information you'll need while on placement. Think of it as your reference manual during your rotation—helping you understand what's required, how to stay prepared, and where to look when you have questions about procedures or expectations.

Course Manual: Your Course Manual is the go-to guide for your PPE courses and APPE rotations. It includes your syllabus, expectations, schedules, assignments, and assessment information. Think of it as your roadmap for the placement: everything you need to understand what's required, how to prepare, and how to succeed during your practice experience.

Practice Experience Program Coordinator: The Practice Experience Program Coordinator at the Memorial University School of Pharmacy is a professional staff member responsible for the comprehensive planning, development, matching, coordination, administration, management, and evaluation of all student pharmacy practice experiences. The Coordinator leads the development of preceptors and practice sites, and fosters collaborative relationships with agency placement coordinators, preceptors, and students. This role also provides essential linkage between practice settings and the School, ensuring high-quality experiential learning environments and effective communication across all partners. In addition, the Coordinator supports students in planning their experiential learning, preparing for placements, and successfully completing all practice experience requirements.

Preceptor: An experienced pharmacist who provides practical, hands-on training and supervision to students in a pharmacy practice setting (e.g., hospital or community pharmacies). Preceptors guide learners through real-world patient care activities, offer ongoing coaching and feedback, and complete student evaluations as required by the School.

Practice Settings: The specific environments, organizations, or physical locations where student practice experiences may occur. In the School of Pharmacy, these settings may include healthcare facilities, community pharmacies, and industry or academic environments.

- **Direct Patient Care Setting:** an environment where pharmacy practitioners provide active, hands-on, or face-to-face services directly to individuals for diagnosis, treatment, and monitoring.
- **Acute Care Setting:** a hospital-based environment where patients receive immediate, short-term medical treatment for severe injuries, sudden illnesses, or post-surgical recovery.

Practice Site: The specific location where the student placement typically occurs.

CORE ELMS: The Experiential Learning Management System (ELMS) by CORE Higher Education Group used by the School of Pharmacy to manage student placements. CORE ELMS supports the administration of clinical and experiential rotations, tracks compliance with required placement documentation, and streamlines evaluations for students, preceptors, and faculty.

HSPnet: The Health Sciences Placement Network (HSPnet) is a secure, web-enabled database and management system used by universities, colleges, and healthcare organizations across Canada to coordinate, track, and evaluate student clinical practicums and placements. Newfoundland and Labrador Health Services (NLHS) uses HSPnet to manage student placements within its facilities, ensuring consistent communication, documentation, and oversight across practice sites.

PROGRAM OVERVIEW AND STRUCTURE

PharmD experiential placements are intended to be educational experiences rather than employment or workforce training. Guided by principles of experiential and adult learning, practice experience placements enable students to apply and refine their clinical knowledge, communication skills, clinical reasoning, and professional judgement in diverse pharmacy practice settings. Under the supervision of qualified preceptors, students assume increasing levels of responsibility that are appropriate to their stage of learning.

Professional identity formation is a core objective of experiential education. Through active participation in patient care, collaboration with interprofessional healthcare teams, reflective practice, and constructive feedback, students develop the professional values, ethical standards, accountability, and leadership expected of pharmacists. Experiential learning supports students as they transition from learners to entry-to-practice pharmacists who demonstrate commitment to lifelong learning, quality improvement, and excellence in patient care.

The experiential education program is designed to ensure that all practice experiences meet the accreditation standards established by the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) and support achievement of the [Association of Faculties of Pharmacy of Canada \(AFPC\)](#) Educational Outcomes as well as the [NAPRA Professional Competencies at Entry to Practice](#). Practice placements are intentionally structured to provide progressive learning opportunities that enable students to develop and demonstrate the competencies required for entry-to-practice as pharmacists in Canada.

The Pharmacy Practice Experiences (PPEs) at the School of Pharmacy requires **44 weeks** of practice experience: 12 weeks of **early** pharmacy practice experience and 32 weeks of **advanced** pharmacy practice experience (APPE). The following table outlines the requirements for the Pharmacy Practice Experience program:

	Year	Fall	Winter	Spring
Early pharmacy practice experience	2nd	[Academic Term 4]	[Academic Term 5]	PHAR 305P PPE I: Community Pharmacy (6 wks)
	3rd	[Academic Term 7]	[Academic Term 8]	PHAR 406P PPE II: Hospital Pharmacy (2 wks) PHAR 407P PPE III: Direct Patient Care (4 wks)
Advanced pharmacy practice experience	4th	[Academic Term 10]	[Academic Term 11]	Year 5 APPE courses begin (32 wks)
	5th	PHAR 605P APPE: Direct Patient Care (8 wks) PHAR 606P APPE: Acute Care Hospital (8 wks) PHAR 607P APPE: Community Pharmacy (8 wks) PHAR 608P APPE: Elective/Selective (8 wks)		

Note: A *week* is a period of seven consecutive days, i.e. a calendar week. A minimum of **40 hours** is required to be served each week. Within each PPE course, the weeks must be served consecutively.

EARLY PHARMACY PRACTICE EXPERIENCES

Early Pharmacy Practice Experiences (PPE) provide students with foundational opportunities to integrate didactic learning with supervised practice in authentic pharmacy environments. These experiences introduce students to the pharmacist's role, professional responsibilities, and the provision of patient-centred care while supporting the progressive development of knowledge, skills, attitudes, and professional behaviours required for entry-to-practice. Attendance is required for all practice experience placements.

YEAR 2 (SPRING SEMESTER)

PHAR 305P – Pharmacy Practice Experience I – Community Pharmacy

PHAR 305P provides six weeks (240 hours) of experiential learning in a community pharmacy setting. This introductory practice experience familiarizes students with the pharmacist's role in community practice and introduces foundational pharmacy services, including medication distribution processes and patient care activities. Students develop an understanding of the legal and regulatory framework governing pharmacy practice while gaining experience in prescription processing, gathering and assessing patient information, identifying medication-related needs, providing patient education, and supporting health promotion activities. Effective communication skills, professionalism, and teamwork are expected.

YEAR 3 (SPRING SEMESTER)

PHAR 406P – Pharmacy Practice Experience II – Hospital Pharmacy

[PHAR 406P](#) provides two weeks (80 hours) of practice experience in a hospital pharmacy practice setting. Students will apply their knowledge and skills in the provision of patient care. Effective communication skills, professionalism, and teamwork are expected. *[Please note that this course is currently under revision and the description will change officially in the 2027-28 University Calendar.]*

PHAR 407P – Pharmacy Practice Experience III – Direct Patient Care

PHAR 407P provides four weeks (160 hours) of experiential learning in a direct patient care setting. Building on previous practice experiences, students further develop patient care competencies through active participation in the assessment, prevention, and resolution of drug-related problems. Students collaborate with patients, caregivers, pharmacists, and other healthcare professionals to apply evidence-informed decision-making and develop patient-centred care plans under the supervision of a qualified preceptor. Effective communication skills, professionalism, and teamwork, are expected.

ADVANCED PHARMACY PRACTICE EXPERIENCES (APPE)

The final year of the Entry-to-Practice Doctor of Pharmacy (PharmD) program consists of Advanced Pharmacy Practice Experiences (APPEs). APPEs provide students with immersive, supervised practice experiences designed to support the integration and application of knowledge, skills, and professional behaviours required for entry-to-practice as pharmacists.

Students complete four APPE courses totaling 32 weeks (1,280 hours) of advanced experiential learning. Through these experiences, students progressively assume greater responsibility for patient care, demonstrate professional accountability, and develop leadership skills within diverse pharmacy practice environments. Mentorship and support of junior learners may be incorporated into APPE experiences where appropriate.

APPEs commence following completion of Academic Term 8 (late April/early May) and conclude by the end of the following April. Students complete APPE rotations throughout the final year according to an assigned schedule (provided to students in the fall semester of 4th year). Courses are not required to be completed sequentially and order of completion may vary among students based on placement availability and program scheduling requirements.

Students must complete a minimum of one APPE course during each academic semester (Spring, Fall, and Winter). Each semester is divided into two eight-week experiential blocks. Rotation dates usually begin and/or end outside standard academic semester dates, and students **must be available to participate in all APPE blocks**.

APPE COURSES

PHAR 605P – ADVANCED PHARMACY PRACTICE EXPERIENCE: DIRECT PATIENT CARE

PHAR 605P is an eight-week (320 hours) practice experience completed during the final year of the program (following Academic Term 11). Students will be expected to demonstrate leadership in the responsible provision of patient care by becoming an integral member of the healthcare team while confidently using clinical reasoning and critical thinking skills. Mentorship of junior students may be a component of this experience. Advanced Pharmacy Practice Experiences (APPE) may occur at any time during the academic year and may be offered in whole or in part outside the normal start and end dates of a semester.

PHAR 606P – ADVANCED PHARMACY PRACTICE EXPERIENCE: ACUTE CARE HOSPITAL

PHAR 606P is an eight-week (320 hours) practice experience where patient care is provided in an acute care hospital setting and is completed during the final year of the program (following Academic Term 11). Students will be expected to demonstrate leadership in the responsible provision of patient care by becoming an integral member of the healthcare team while confidently using clinical reasoning and critical thinking skills. Mentorship of junior students may be a component of this experience. Advanced

Pharmacy Practice Experiences (APPE) may occur at any time during the academic year and may be offered in whole or in part outside the normal start and end dates of a semester.

PHAR 607P – ADVANCED PHARMACY PRACTICE EXPERIENCE: COMMUNITY PHARMACY

PHAR 607P is an eight week (320 hours) practice experience where patient care is provided in a community pharmacy setting and is completed during the final year of the program (following Academic Term 11). Students will be expected to demonstrate leadership in the responsible provision of patient care by applying expanded scope of practice skills, as well as communicating and collaborating with patients, the pharmacy team, other health professionals, and the public while confidently using clinical reasoning and critical thinking skills. Mentorship of junior students may be a component of this experience. Advanced Pharmacy Practice Experiences (APPE) may occur at any time during the academic year and may be offered in whole or in part outside the normal start and end dates of a semester.

PHAR 608P – ADVANCED PHARMACY PRACTICE EXPERIENCE: ELECTIVE

PHAR 608P is an eight week (320 hours) experience completed during the final year of the program (following Academic Term 11). The experience may occur in either a direct or non-direct patient care setting. Options include patient care, research, health policy, drug information, teaching/education, advocacy, and administration. Placements may vary from year to year depending upon site and preceptor availability. Advanced Pharmacy Practice Experiences (APPE) may occur at any time during the academic year and may be offered in whole or in part outside the normal start and end dates of a semester.

PHARMACY PRACTICE EXPERIENCE MANUALS

Practice Experience Manuals for the Doctor of Pharmacy (PharmD) program are available on the School of Pharmacy website within the respective [Pharmacy Practice Experience \(PPE\) course pages](#) (updated yearly during the Winter semester). These manuals outline the required learning activities and expectations for each rotation and serve as a key resource for both students and preceptors. They support consistent, structured, and meaningful experiential learning opportunities by providing a clear framework for what students must achieve during their placements. The manuals also help ensure a degree of uniformity and standardization across practice experiences, guiding students as they plan their learning and engage fully in each rotation.

STUDENT AND PRECEPTOR RESPONSIBILITIES IN EXPERIENTIAL LEARNING

Preceptors guide students in completing the activities outlined in the practice experience manual and support the development of the knowledge, skills, and professional behaviours required of entry-to-practice pharmacists. Students are expected to take an active role in their learning by being self-directed, prepared, and accountable for completing assigned activities and seeking opportunities to maximize their practice experience.

Students should maintain an appropriate balance between completing required assignments and actively participating in pharmacy practice activities. While many tasks in the rotation manual are best completed at the PPE site, some work may—and should—be completed independently outside of scheduled placement hours.

Assignments alone cannot address all competencies required for pharmacy practice, and preceptors may identify additional activities that enhance learning and help students gain experience relevant to the practice setting.

The activities outlined in the practice experience manual support competency development but do not capture all learning opportunities within a practice environment. Preceptors are encouraged to incorporate additional tasks, discussions, and learning experiences that align with the student's learning objectives, the practice context, and the student's stage of development to enrich the overall experiential learning experience.

REMUNERATION

Practice experiences are structured educational learning opportunities and are not considered employment. Students participate in experiential education activities to develop and demonstrate pharmacy practice competencies under the supervision of qualified preceptors and **do not receive financial remuneration** for work performed during practice experience placements.

An exception applies to PHAR 407P, where students may apply eligible pharmacy employment hours completed during the Spring–Summer semester in which they are registered in the course toward fulfillment of course requirements, in accordance with program guidelines and approval processes.

WORKERS' COMPENSATION COVERAGE FOR STUDENTS

In accordance with the *Workplace Health, Safety and Compensation Act, Section 42* (Work Training Programs) and *Regulation 16* (Educational Institutions), a Memorial University pharmacy student participating in the practice experience program who is **not compensated** by the employer is considered to be a worker employed by the Province. Such a worker is eligible to receive Workers' Compensation benefits if a work-related injury occurs during the course of the training period.

ACADEMIC ACCOMMODATIONS

Academic accommodations may be implemented to reduce or remove barriers experienced by students with disabilities and may apply to Pharmacy Practice Experience (PPE) courses. Accommodations are determined based on [documented need](#) and are intended to support equitable access to experiential

learning opportunities while maintaining the academic and professional requirements of the PharmD program.

Students seeking an academic accommodation are responsible for submitting the required documentation and working with the Blundon Centre to establish appropriate supports. Information regarding the academic accommodation process is available through the [Blundon Centre](#).

Timely communication is essential when accommodations are required during a practice experience to ensure appropriate planning and implementation prior to the start of the rotation. The PPE Coordinator can support this process by collaborating with the student, practice site, and preceptor, as appropriate, to facilitate successful participation in the experiential learning experience.

STUDENT PLACEMENT PROCESS

The practice experience placement process is managed exclusively by the Practice Experience Program Coordinator. Students are assigned to approved practice sites and qualified preceptors for all Pharmacy Practice Experiences (PPEs), with the exception of PPE III (PHAR 407P).

For **PHAR 407P**, students self-select a practice experience opportunity by identifying and applying for a placement in any direct patient care setting. This is the **only** PPE in which students may independently seek a placement.

Students **must not** contact preceptors, pharmacies, or practice sites to request or arrange placements for any PPE course other than PHAR 407P, without prior approval of the PPE Office. The placement process coordinates multiple courses, students, practice sites, and preceptors, and must balance program requirements, site capacity, preceptor availability, and equitable access for all learners.

Unapproved student-initiated contact can disrupt this system and compromise existing relationships, formal agreements, and future placement opportunities.

All proposed preceptors and practice sites must meet the eligibility criteria outlined in [Appendix A](#) and receive approval from the School of Pharmacy before any placement is confirmed.

For each placement cycle (excluding PHAR 407P), the School of Pharmacy will issue a “Call for Preceptors” to the pharmacy practice community. A database of approved practice sites and eligible preceptors who are available to support student learning will be maintained by the School in CORE ELMS.

Students will have the opportunity to indicate their preferences for practice locations and learning environments. While reasonable efforts are made to consider these preferences, placement decisions are determined through a structured matching process that accounts for multiple factors, including site availability, preceptor capacity, learning requirements, and overall program needs. As a result, students may be assigned to any approved practice site within Newfoundland and Labrador.

Students are responsible for all expenses associated with participation in practice experiences, including travel, accommodation, and related costs.

Requests to complete practice experiences outside Newfoundland and Labrador are reviewed individually. Students interested in pursuing an out-of-province placement **must consult with the Practice Experience Program Coordinator before contacting any potential sites**. In some cases, students may be required to assist in identifying suitable placement opportunities that meet program requirements; however, all communication with prospective sites must occur only after consultation and with approval from the PPE Coordinator.

Practice experience assignments normally involve placement at a single site and location for the full duration of each rotation.

Students and preceptors will be notified once placements have been finalized. Practice experience assignments are considered final and are not subject to appeal or grievance. Students may not exchange or transfer placements with other students. If a practice site or preceptor becomes unavailable after placements have been confirmed, the PPE Office will notify affected students and provide available alternative placement options.

Preceptors must confirm their participation by completing a Preceptor Agreement. When multiple pharmacists contribute to the supervision and assessment of a student, each pharmacist should complete a Preceptor Agreement to ensure appropriate recognition and documentation of all individuals contributing to the student's experiential learning.

Students are expected to initiate communication with their assigned preceptor(s) following notification of their placement. Each student should prepare a letter of introduction and arrange an introductory meeting and/or provide the letter to the preceptor in advance of the rotation start date. Initial contact should occur well in advance of the practice experience, preferably at least two weeks before the scheduled start date, to support effective preparation and a successful learning experience.

PRE-EXISTING RELATIONSHIPS / CONFLICT OF INTEREST

To support a fair, objective, and effective learning environment, practice experience placements are not permitted at sites where a **family relationship** exists between the student and a potential preceptor or practice site contact. For the purposes of this policy, a family relationship includes relationships established through **blood, marriage, conjugal or common-law partnership, or adoption**.

Students and preceptors are responsible for disclosing any relationship or circumstance that may create a **real, perceived, or potential conflict of interest**, or that may introduce bias into the practice experience. Examples include, but are not limited to, **business, financial, contractual, or other professional relationships** between the student and a practice site, organization, or individual associated with the placement. Disclosure is also required when a student has **previous, current, or anticipated employment** with the practice site, or when a **close personal relationship** exists that may influence, or be perceived to influence, the learning or assessment environment.

A **Conflict of Interest Disclosure Form** is available through Brightspace and CORE ELMS. Disclosed circumstances will be reviewed by the School of Pharmacy to determine whether the placement may proceed while maintaining the integrity, fairness, and educational objectives of the practice experience.

Students will normally not be assigned to sites where they are currently employed or have been previously employed. An exception applies to **PPE III (PHAR 407P)**, which is a student-recruited practice experience and may involve placement at a site where the student has an existing employment relationship, provided that all program requirements, approval processes, and conflict-of-interest considerations are satisfied.

Students seeking a variance from these guidelines must submit a written request to the Program Coordinator. Requests will normally be reviewed by the Committee on Pharmacy Practice Experiences for consideration and decision.

Failure to disclose a relevant relationship or circumstance may compromise placement decisions, limit available options once a conflict is discovered, and may be considered a breach of the School's Professional Suitability guidelines. Students are expected to demonstrate professionalism, honesty, and integrity by disclosing all relevant information in a timely and accurate manner.

STUDENT PRE-PLACEMENT REQUIREMENTS

Students are required to comply with all policies, procedures, and requirements of their assigned practice experience site. Practice sites may have additional requirements related to screening, immunization, testing, documentation, or other pre-placement conditions beyond those established by the [School of Pharmacy](#). Students are responsible for completing all required processes within the specified timelines and for any associated costs.

Failure to meet practice site requirements may result in a delay in completing a practice experience, reassignment to an alternative site, interruption of progression through the program, or an inability to complete the requirements of the PharmD program. This may include situations where a practice site is unable to accept a student based on information obtained through required screening procedures, such as a criminal record check.

REGISTRATION AS A PHARMACY STUDENT

As per School of Pharmacy calendar regulation [4.1.2.1](#), all students enrolled in the undergraduate Doctor of Pharmacy (PharmD) program are required to register annually with the **College of Pharmacy of Newfoundland and Labrador (CPNL)** as a "Pharmacy Student." [Registration](#) must be completed by October 15 each year, in accordance with the University Calendar requirements:

As part of the registration process, students must:

1. Provide proof of professional liability insurance coverage in accordance with CPNL requirements as outlined in the [Professional Liability Insurance Requirements for Registration](#) policy.
2. Provide a certificate of conduct in accordance with CPNL's [Certificate of Conduct Requirements for Registration](#).

Students who fail to meet the [requirements for registration](#) with CPNL may be required to withdraw from the PharmD program until registration requirements are satisfied. Pharmacy student registration must be renewed annually throughout the duration of the program.

Students completing Pharmacy Practice Experiences outside Newfoundland and Labrador must also **register, where required, with the applicable provincial or territorial pharmacy regulatory authority** prior to the commencement of the practice experience. Information and links to Canadian pharmacy regulatory authorities are available through the [National Association of Pharmacy Regulatory Authorities \(NAPRA\)](#) website.

Additional requirements may apply for international Pharmacy Practice Experiences, including regulatory, immigration, health, or site-specific requirements. Students are responsible for ensuring that all required documentation and approvals are completed within the timelines established by the School and the placement site.

CPR AND FIRST AID

Students are required to maintain valid **Intermediate/Standard First Aid & CPR (AED/Level C)** certification for the duration of all Pharmacy Practice Experiences (PPEs). These represent the minimum certification requirements; higher levels of First Aid and CPR certification are acceptable.

Recognized providers of First Aid and CPR training include **St. John Ambulance, the Canadian Red Cross, and the Lifesaving Society**. Students who complete training through another provider are responsible for providing documentation from the instructor and/or training organization confirming that the course is equivalent in content, learning objectives, and instructional methods to the programs offered by the recognized providers.

The School of Pharmacy coordinates enrollment and scheduling of the required First Aid/CPR training during the Fall semester of Year 2. Students must upload documentation confirming successful completion of an approved certification program to CORE ELMS by the end of the Fall semester.

Students are responsible for ensuring that their certification remains current throughout the PharmD practice experience program. Recertification must be completed before the expiration date, and evidence of renewal must be submitted no later than one month prior to the expiry of the current certification.

Students entering their **final year** of the program **must ensure** that their First Aid/CPR certification remains valid through completion of all Advanced Pharmacy Practice Experience (APPE) rotations (i.e., until April 30 of the following year).

IMMUNIZATION

Maintaining current immunization status is an essential component of infection prevention and control in healthcare environments. Practice sites may require students who participate in patient care activities to provide evidence of immunization against specific vaccine-preventable diseases, as well as documentation of tuberculosis (TB) screening status, prior to beginning a Pharmacy Practice Experience (PPE).

These requirements are intended to protect the health and safety of students, patients, healthcare professionals, and the broader community by reducing the risk of transmission of communicable and vaccine-preventable diseases within practice settings.

Students are responsible for ensuring that their immunizations are current and that required health screening documentation is completed prior to commencing practice experiences. A baseline tuberculosis screening assessment must be completed before the first hospital-based practice experience in Year 3, with additional screening or updates completed as required throughout the practice experience program.

Practice sites may decline to accept or may restrict a student's participation in a PPE if required immunizations, screening documentation, or other health-related requirements have not been completed.

The School of Pharmacy works with the Student Health Nurse at Memorial University (St. John's campus) to support students in completing required health documentation. However, students remain responsible for ensuring their records are complete, obtaining required documentation, submitting information to practice sites when requested, and completing any required updates. Any costs associated with immunizations, testing, or documentation are the responsibility of the student.

Students who develop a potentially communicable illness during a practice experience must notify their preceptor and follow the appropriate procedures established by the practice site and the School of Pharmacy.

RESPIRATOR MASK FIT TESTING

Some practice experience sites require students to complete respirator fit testing prior to the commencement of a Pharmacy Practice Experience (PPE). Students are responsible for ensuring that fit testing requirements are completed within the timelines established by the practice site and for any associated costs.

The School of Pharmacy will support students by coordinating access to respirator fit testing through Memorial University's Technical Services Department during the Winter semester prior to the **PHAR 406P-Pharmacy Practice Experience II** placement.

ATTENDANCE, PUNCTUALITY, AND ABSENCES

PLEASE READ THIS SECTION CAREFULLY.

Attendance and active participation are essential components of Pharmacy Practice Experiences (PPEs). Each practice experience requires a **full-time** commitment, and students are expected to begin and complete their rotations within the assigned dates and timeframes. Students must complete a minimum of **40 hours per calendar week** during practice experiences, unless otherwise specified by the course requirements or approved by the PPE Coordinator.

Any changes to approved practice experience start or end dates, or requests for planned absences, **must receive prior approval from the PPE Coordinator.** Students requiring a change to their scheduled rotation dates or anticipating an absence must submit a request to the PPE Coordinator at least two weeks in advance, when possible, outlining the reason for the requested change and the proposed arrangements. Students should refer to the [Absences](#) section of this handbook for additional information regarding attendance expectations and procedures.

Unexpected absences, including illness, bereavement, or other unforeseen circumstances, **must** be communicated as soon as possible to both the preceptor and the PPE Coordinator. Documentation may be requested where appropriate. **All absences must be documented** in the “Absences” module in **CORE ELMS** (found in the left side menu).

Minor schedule adjustments (e.g., less than half a day) may be approved by the preceptor. **Missed time** will normally be expected to be made up in consultation with the preceptor and, when required, the PPE Coordinator.

Students and preceptors are responsible for collaboratively establishing practice schedules that support achievement of the learning objectives while meeting site and course requirements. Students should be prepared to participate in schedules that reflect the practice environment, including evening, weekend, or other shifts when applicable.

Preceptors may occasionally request that students participate in activities beyond their regularly scheduled practice hours, such as continuing education events, professional meetings, or other learning opportunities that contribute to the student’s development. Students should also anticipate that additional time outside scheduled practice hours may be required to complete practice experience activities, such as patient care assessments, documentation, presentations, assignments, or preparation activities. **Time away** from the practice site for independent study or library research should be discussed with and approved by the preceptor in advance.

PPEs are scheduled independently of the University academic calendar and may not align with standard semester dates, university closures, or academic breaks. As a result, University holidays or scheduled breaks do not automatically apply during practice experiences.

If a statutory holiday occurs during a scheduled practice experience, students are expected to follow the operating schedule of the practice site and attend the rotation if the site is open, unless otherwise directed by the preceptor.

- Statutory holidays are determined by the province or country in which the student is completing the practice experience.
- Students required to attend a practice experience on a statutory holiday will not normally receive an alternate day off in lieu.
- If the practice site is closed on a statutory holiday, students are not required to make up the missed day unless otherwise directed by the PPE Coordinator.

PUNCTUALITY

Students are expected to arrive on time and participate fully at the practice experience site according to the schedule established with their preceptor. Students must comply with any site-specific attendance procedures, including sign-in and sign-out requirements, when requested by the practice site or preceptor.

In the event of an unavoidable delay or emergency that affects a student's ability to arrive on time, **the student must notify the preceptor directly as soon as possible**. Students should discuss preferred methods of communication with their preceptor at the beginning of the practice experience to ensure timely notification of any unexpected changes.

Preceptors are encouraged to communicate concerns regarding repeated lateness, attendance concerns, or other such patterns of unprofessional behaviour to the PPE Coordinator for follow-up and support.

ABSENCES

Attendance and active participation are essential components of Pharmacy Practice Experiences (PPEs). Absences from practice experiences are permitted only for illness, bereavement, or other exceptional circumstances (e.g., family emergency). Supporting documentation may be required, except in cases of bereavement or short-term illness of fewer than five days.

Students are responsible for notifying their preceptor **as soon** as they become aware that they will be unable to attend a scheduled practice experience. Students must also **notify the PPE Coordinator** of the absence by telephone at (709) 864-4043 or by email at ppeprogram@mun.ca and record the absence in the **"Absences" module in CORE ELMS**.

For illnesses or medical conditions lasting five or more days, students must submit a completed **Student Health Certificate** form to the PPE Coordinator. The form is available under "Forms" through Memorial University's Registrar's Office: <http://www.mun.ca/regoff/forms.php>

This requirement is consistent with Memorial University's General Regulations 6.16.6, Information Required in Certificates from Health Professionals <http://www.mun.ca/regoff/calendar/sectionNo=REGS-0859>.

Students must not leave the practice site during scheduled practice hours without the knowledge and approval of the preceptor. Preceptors are asked to document student absences in the attendance section of the student's final evaluation form ("*Preceptor's Evaluation of Student*") in CORE ELMS.

Missed practice time will normally be required to be completed. The preceptor, in consultation with the student and, when necessary, the PPE Coordinator, will determine an appropriate plan to address missed time and ensure that course requirements and learning outcomes are achieved.

Absences related to approved professional development activities (e.g., professional meetings or educational events) will not normally require make-up time. **Such absences must receive prior approval from both the preceptor and PPE Coordinator.**

Unapproved absences or absences that do not meet the requirements outlined above may result in one or more of the following actions:

- Referral to the School of Pharmacy's **Professional Suitability Committee** for review.
- Loss of eligibility for certain scholarships or awards.
- Impact on eligibility for consideration for the Dean's List.
- Completion of remedial activities or additional requirements.
- **Failure** of the practice experience course.

SEVERE WEATHER

Weather-related closures and disruptions may occur at Memorial University, particularly during the winter months. However, healthcare and experiential learning sites often continue operations during periods of inclement weather. Students participating in Pharmacy Practice Experiences are expected to follow the attendance and operational policies of their assigned practice site.

Student safety is the highest priority. Students are expected to use appropriate judgment when determining whether travel to the practice site is safe (e.g., are there police warnings to avoid travel? Is public transit operating?) and **should** communicate any weather-related concerns with their preceptor as soon as possible. When attendance is affected by severe weather, the student and preceptor should discuss appropriate alternatives, where applicable, to support continued progress toward learning outcomes. Students must also notify the PPE Coordinator of weather-related absences and any alternative arrangements.

A weather-related absence does not automatically eliminate the student's responsibility to continue progressing in the practice experience. When appropriate, students may be expected to complete learning activities remotely or outside scheduled practice hours, as directed by the preceptor. Examples may include participating in virtual activities, completing assigned work, preparing patient care activities, or meeting other rotation requirements.

If the practice site is closed and the preceptor is unavailable to provide supervision, students are not expected to attend the PPE unless otherwise directed by the PPE Coordinator.

CONCURRENT EMPLOYMENT

Employment obligations and scheduling conflicts are **not** considered valid reasons for exemption from Pharmacy Practice Experience requirements. Students are responsible for ensuring that employment commitments do not interfere with their ability to meet PPE attendance, scheduling, and performance expectations. Where necessary, students must adjust their work schedules to accommodate practice experience requirements.

PROFESSIONALISM

Students enrolled in professional programs at Memorial University, including the PharmD program, are expected to demonstrate professional conduct and suitability as an essential academic requirement of their program. This expectation is consistent with Memorial University's General Academic Regulations, Regulation 6.13: *Professional Suitability*.

Professional behaviour is expected in all aspects of a student's academic and professional activities, including classroom settings, Pharmacy Practice Experiences (PPEs), interactions within healthcare environments, public settings, and all forms of communication, including digital and social media platforms. Students are responsible for understanding and demonstrating the professional behaviours, ethical principles, and standards expected of members of the pharmacy profession.

Students are referred to the School of Pharmacy document *Procedures for Conduct Unsuitable for the Profession*, available on the School's website, for additional information regarding professional suitability expectations and processes.

Students enrolled in the Pharmacy Program are also expected to adhere to the principles and *Code of Ethics* established by the College of Pharmacy of Newfoundland and Labrador (CPNL), which guide professional conduct and support the development of pharmacists who demonstrate integrity, accountability, respect, and commitment to patient-centred care.

PRACTICE EXPERIENCE SITES

Students are expected to demonstrate a professional image through their conduct, communication, and personal appearance at all Pharmacy Practice Experience (PPE) sites. Students must comply with the policies, procedures, and professional expectations of their assigned practice site while representing the School of Pharmacy and the pharmacy profession.

In addition to **site-specific requirements**, students are expected to adhere to the School of Pharmacy Code of Professional Conduct and Professional Attire Guidelines, available at: <http://www.mun.ca/pharmacy/programs/pharmd/policiesprocedures.php>

During practice experiences, students must wear a name badge that clearly identifies their full name and professional designation as **"Pharmacy Student."** Students are also expected to wear a laboratory/dispensing jacket when appropriate, unless otherwise directed by the preceptor or practice site based on the requirements of the learning environment.

A student may be removed from a practice site due to unsatisfactory performance, unprofessional conduct, violation of University, School of Pharmacy, or practice site policies, or behaviours that may compromise patient safety or the integrity of the learning environment. Preceptors are expected to notify the PPE Coordinator of any concerns related to student conduct, professionalism, performance, or safety.

CONFIDENTIALITY

Students are responsible for maintaining the confidentiality and security of all information obtained during Pharmacy Practice Experiences (PPEs). The collection, access, use, disclosure, storage, and disposal of information must comply with applicable privacy legislation, including the **Personal Health Information Act**, as well as professional standards, codes of ethics, and the policies and procedures of the assigned practice site.

Confidential information includes, but is not limited to, patient personal and health information, organizational policies and practices, business or financial information, and any other information obtained through participation in the practice environment. Students must follow all confidentiality and privacy requirements established by the practice site and the School of Pharmacy.

Students should be aware that accessing, collecting, using, or viewing confidential information that is not required to perform assigned duties constitutes a privacy breach, even if the information is not shared or disclosed to another person.

To reduce the risk of inadvertent breaches of confidentiality, students should:

- Discuss patient information only with members of the healthcare team who are directly involved in the patient's care or as required for legitimate educational purposes.
- Avoid discussing patient cases or practice-related information in public or shared areas where conversations may be overheard, including hallways, elevators, cafeterias, or other common spaces.
- Refer to patients in educational discussions, presentations, or case reviews using non-identifying terms (e.g., Patient A, Patient B) and ensure that identifying details are removed.
- Remove all patient identifiers (e.g., name, address, telephone number, MCP number, date of birth, or other identifying information) from notes, documents, assignments, and materials submitted for educational purposes.
- Follow the School of Pharmacy's guidelines and best practices for professional communication, including the appropriate use of online platforms and social media.

Students are expected to demonstrate the highest standards of confidentiality and privacy protection as an essential component of professional pharmacy practice. See *Student Guidelines and Best Practices When Communicating Online*.

COMMUNICATION

Students are expected to monitor their Memorial University email accounts **regularly** throughout the duration of each semester in which a Pharmacy Practice Experience (PPE) occurs, including after completion of a rotation if required. Official communications from the School of Pharmacy, PPE Coordinator, and practice experience sites will be directed to students' **MUN email accounts**.

Students **must** use their MUN email account for all communication with preceptors, the PPE Coordinator, and other individuals involved in the administration of their practice experiences. Students are responsible for ensuring that they remain accessible and responsive to practice experience-related communications throughout the program.

CELL PHONES AND ELECTRONIC DEVICES

Students and preceptors should review and discuss any practice site-specific policies regarding the use of cell phones and other electronic devices at the beginning of the Pharmacy Practice Experience (PPE). Where site policies permit the use of electronic devices for educational or practice-related purposes, students must follow the requirements of the site and the direction of the preceptor.

Personal use of cell phones and electronic devices, including personal calls, text messaging, social media, or general web browsing, is not permitted during scheduled practice hours except during designated breaks.

Electronic devices may be used for practice experience-related activities, including communication with the preceptor or completion of learning activities, when authorized by the preceptor and in accordance with site policies and confidentiality requirements.

RESOLVING CONFLICTS

Students and preceptors are encouraged to discuss concerns or conflicts that arise during a Pharmacy Practice Experience (PPE) directly with one another as early as possible. Differences in expectations, communication styles, or approaches to learning and practice may occasionally occur and can often be resolved effectively through timely, respectful, and open communication.

Students and preceptors may also contact the PPE Coordinator at any stage of the practice experience to seek guidance, support, or assistance in addressing concerns. The PPE Coordinator should be notified and involved in situations involving significant concerns, unresolved difficulties, concerns related to student performance, professionalism, patient safety, or circumstances that may affect successful completion of the practice experience.

The following strategies may assist in addressing concerns:

1. **Address concerns promptly.** Discuss the issue directly with the individual involved and work collaboratively toward a resolution whenever appropriate.
2. **Listen actively and respectfully.** Consider the perspectives of all individuals involved and seek to understand the situation before determining next steps.
3. **Be specific and solution-focused.** Clearly describe the concern, provide examples where appropriate, and focus on the situation or behaviour rather than the individual.
4. **Use feedback opportunities effectively.** Regular feedback discussions should be used to identify concerns early, clarify expectations, and support ongoing improvement.
5. **Review expectations and learning goals.** In some situations, it may be necessary to revisit rotation objectives, professional expectations, or performance requirements. The preceptor may outline specific strategies to support improvement and clarify how progress will be assessed.

Concerns should generally be addressed confidentially among the individuals directly involved, with involvement of the PPE Coordinator as appropriate. Students and preceptors **should avoid** discussing concerns with individuals who are not directly involved in the situation, including other students or practice site personnel, in order to protect privacy and maintain a respectful learning environment.

PHARMACY PRACTICE EXPERIENCE EVALUATION

Pharmacy Practice Experiences (PPEs) are academic courses within the PharmD curriculum and must be successfully completed in order for students to progress to the next stage of the program and meet the requirements for graduation from the School of Pharmacy.

Student performance is evaluated by the preceptor(s) responsible for supervising the student during the PPE using the assessment tools provided by the School. Evaluation is based on the student's observed demonstration of knowledge, skills, professional behaviours, and practice competencies within the experiential learning environment.

When multiple preceptors, pharmacists, or other members of the healthcare team contribute to a student's learning experience, the primary preceptor should establish how assessment responsibilities will be assigned and how feedback from all contributors will be incorporated into the final evaluation. This collaborative approach supports a comprehensive and fair assessment of student performance and progress toward entry-to-practice competencies.

EVALUATION FORM

The evaluation tools used for Pharmacy Practice Experiences (PPEs) were developed in alignment with both the **National Association of Pharmacy Regulatory Authorities (NAPRA) Professional Competencies for Pharmacists and Pharmacy Technicians at Entry to Practice in Canada (2024)** and the **Association of Faculties of Pharmacy of Canada (AFPC) Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada (2017)**. The evaluation process is designed to assess students' progressive development and demonstration of the knowledge, skills, attitudes, and professional behaviours required to meet the competencies expected of entry-to-practice pharmacists in Canada.

Students and preceptors are encouraged to review the evaluation criteria and assessment tools before the start of each PPE to ensure a shared understanding of learning expectations, performance standards, and feedback processes.

Student performance is assessed at multiple points throughout PPEs to support ongoing feedback, reflection, and competency development. These assessment opportunities allow students and preceptors to identify strengths, address areas for improvement, and support progression toward entry-to-practice readiness.

INFORMAL EVALUATION

Students should receive **regular, timely feedback** from the preceptor throughout the Pharmacy Practice Experience (PPE). Feedback should occur frequently (e.g., daily or every few days, as appropriate) and should highlight the student's strengths, identify areas where the student is progressing well, and address opportunities for further development or improvement.

When multiple preceptors or members of the practice team are involved in supervising the student, **regular communication among supervisors is encouraged** to ensure a shared understanding of the student's progress, learning needs, and overall performance. This collaborative approach supports consistent feedback and a comprehensive assessment of student development throughout the practice experience.

MID-POINT EVALUATION

At the midpoint of each rotation, the preceptor is required to complete an evaluation of the student's performance using the **Preceptor Evaluation of Student** form provided by the School and review the evaluation with the student. This midpoint assessment is an important opportunity for meaningful dialogue between the preceptor and student, allowing the student to reflect on their progress, recognize strengths, and identify areas requiring further development. It also provides an opportunity to identify any learning activities or competencies that have not yet been addressed and to adjust the remainder of the rotation plan as needed.

If concerns related to student performance, professionalism, progress toward learning outcomes, or achievement of competencies are identified, **the preceptor must notify the PPE Coordinator as soon as possible**. Early identification and communication of concerns are essential to allow appropriate support, guidance, and remediation strategies to be implemented to promote student success.

FINAL EVALUATION

At the conclusion of each Pharmacy Practice Experience (PPE), the preceptor must complete the **Preceptor Evaluation of Student** form in its entirety. The final evaluation assesses the student's

achievement of the required competencies and learning outcomes, based on their demonstrated knowledge, skills, professional behaviours, and performance throughout the practice experience.

STUDENT SELF-ASSESSMENT

An important component of the evaluation process is self-assessment. Self-assessment is an essential skill for self-directed, reflective professionals and supports ongoing professional development and lifelong learning. Throughout Pharmacy Practice Experiences (PPEs), students are expected to critically reflect on their knowledge, skills, and professional behaviours at key evaluation points and discuss their self-assessment with the preceptor. These discussions support reflective practice, goal setting, and the identification of opportunities for continued growth and development.

PPE GRADES

Overall performance in Pharmacy Practice Experiences (PPEs) will result in the assignment of one of the following final grades: **PAS (Pass)** or **FAL (Fail)**. The School of Pharmacy is responsible for determining the final grade assigned for each PPE course.

In addition to the preceptor's evaluation of student performance, successful completion of a PPE requires the student to demonstrate:

- Consistent professional and ethical behaviour that meets the expectations outlined in the School of Pharmacy's **Code of Professional Conduct for Pharmacy Students, Pledge of Professionalism, Professional Attire Guidelines**, and **Student Guidelines and Best Practices When Communicating Online**; Memorial University's **Student Code of Conduct**; applicable standards, guidelines, and policies governing the practice of pharmacy established by the provincial regulatory authority; and all relevant policies and procedures of the assigned practice site.
- Satisfactory completion of required learning activities, assignments, and assessments within established timelines, as determined through preceptor evaluation and submission of required materials to the preceptor and/or School of Pharmacy.
- Satisfactory attendance and participation throughout the practice experience.
- Achievement of any additional requirements or criteria specific to the individual practice experience, as outlined in the applicable rotation manual.

Students whose conduct, professionalism, performance, or other circumstances result in removal from a practice site will receive a grade of **FAL (Fail)** for that PPE and may be subject to further review, including potential withdrawal from the PharmD program.

Additional information regarding progression through the Advanced Pharmacy Practice Experience (APPE) courses in Year 5 and graduation requirements is available in the **Promotion Regulations for the Doctor of Pharmacy (PharmD), Full-Time Program**, Section 7.2 of the Memorial University Calendar: <https://www.mun.ca/university-calendar/st-johns-campus/school-of-pharmacy/7/2/>

CONTACT INFORMATION

We hope this information has provided a helpful overview of the School of Pharmacy Practice Experience Program structure, processes, and expectations, and has addressed any questions you may have.

If you require further clarification or have additional questions regarding experiential learning, please do not hesitate to contact the Practice Experience Program through the following:

PPE Program Office

School of Pharmacy, Memorial University
Room H3433, Health Sciences Centre
300 Prince Philip Drive, St. John's, NL A1B 3V6

Lisa Little

Practice Experience Program Coordinator
Tel: 709-864-4043; lisa.little@mun.ca

Markiesa Maloney *(on leave until January 2027)*

Practice Experience Program Administrator
Tel: 709-864-4378; markiesam@mun.ca

General inquiries can be directed to ppeprogram@mun.ca

PRECEPTOR RESPONSIBILITIES

The preceptor accepts responsibility for supporting the student's **learning, supervision, and assessment** throughout the Pharmacy Practice Experience (PPE). As an educator, role model, and mentor, the preceptor facilitates a safe and supportive learning environment that enables the student to develop and demonstrate the knowledge, skills, attitudes, and professional behaviours required for entry-to-practice pharmacy.

The preceptor is responsible for:

- Reviewing the Pharmacy Practice Experience Manual, learning objectives, required activities, assignments, and assessment and evaluation tools with the student.
- Providing an orientation to the practice site, including relevant policies, procedures, resources, workflow, and expectations.
- Discussing rotation expectations with the student, including responsibilities, scheduling, professional conduct, and learning priorities.
- Supporting achievement of practice experience goals and objectives by **planning meaningful learning activities** and providing opportunities for the student to **participate actively** in pharmacy practice and contribute to patient care at an appropriate level of responsibility.
- Encouraging questions, discussion, and reflection to support student learning.
- Serving as a professional role model by demonstrating ethical, patient-centred, and evidence-informed pharmacy practice.
- Monitoring student progress and providing timely, constructive feedback throughout the rotation. Preceptors may maintain notes and specific examples of student performance to support feedback and evaluation.
- Assessing student performance using the evaluation tools provided by the School of Pharmacy and determining whether the student has achieved the required learning outcomes and competencies.
- Communicating concerns regarding student performance, professionalism, progress, or patient safety to the PPE Coordinator as soon as possible to allow appropriate support and intervention.

PRECEPTOR CRITERIA

Pharmacists wishing to serve as PPE preceptors must normally meet the following criteria:

- Hold current licensure to practise pharmacy and be in good standing with the applicable provincial or territorial regulatory authority, without restrictions that would prevent effective supervision and assessment of a student.
- Have actively practised pharmacy for a minimum of **12 months**.
- Have a **minimum of three months of on-site experience** at the practice location to ensure familiarity with the practice environment, systems, and patient population.

- Have completed an approved preceptor education program:
<https://www.mun.ca/pharmacy/pharmacy-practice-community/practice-experience-program/preceptor-resources/>
- Demonstrate **willingness and ability to provide meaningful learning opportunities, supervise the student, and support competency development** throughout the PPE. Normally, the preceptor should be directly involved with the student for at least half of the student's time at the practice site.
- **Provide** regular feedback and complete required student evaluations, incorporating input from other pharmacists or team members involved in student supervision, where appropriate.
- Not be immediately **related** to the student (i.e., related by blood, marriage, conjugal relationship, or adoption).
- Not have a personal, professional, financial, contractual, or other relationship with the student that could compromise, or be perceived to compromise, the objectivity of supervision and assessment.

PRACTICE SITE CRITERIA

Approved PPE practice sites should:

- Demonstrate high standards of pharmacy practice and comply with applicable legal, regulatory, and professional requirements.
- Support experiential learning by providing an environment where the student and preceptor can engage meaningfully in a teaching and learning relationship.
- Provide appropriate space, resources, and access to information required to support student learning activities.
- Ensure pharmacists practising at the site are appropriately licensed and in good standing with the applicable regulatory authority, without restrictions that would affect their ability to support student learning.
- Where applicable, have been licensed and operational for a minimum of six months.
- Provide sufficient opportunities for students to complete required learning activities, participate in pharmacy practice, and interact appropriately with patients and healthcare professionals.

PROFESSIONAL ASSOCIATE APPOINTMENT

Memorial University encourages pharmacists who contribute to the education of pharmacy students through preceptorship to apply for appointment as a **Professional Associate** with the School of Pharmacy.

Professional Associate appointments provide preceptors with access to university resources, including Health Sciences Library resources, to support their ongoing contribution to pharmacy education and the professional development of students. Appointments are granted for a three-year term and may be renewed.

Applicants must submit an expression of interest that includes:

- A personal statement describing anticipated involvement in pharmacy student education.
- A curriculum vitae or completed CV form.
- Documentation of completion of an approved preceptor education program.

Additional information and application materials are available at:

<https://www.mun.ca/pharmacy/pharmacy-practice-community/practice-experience-program/preceptor-resources/>

Applications should be submitted to ppeprogram@mun.ca with the subject line: **Professional Associate Application**.

Further details regarding the application process are available at:

<https://www.mun.ca/pharmacy/community/professionalassociate.php>

STUDENT RESPONSIBILITIES

Students are responsible for actively engaging in and taking ownership of their learning during Pharmacy Practice Experiences. Preceptors volunteer their time and expertise to support student education; however, their primary responsibilities remain with their patients, colleagues, and employers. Students are expected to respect these responsibilities while maximizing the learning opportunities available during the PPE.

Students are expected to:

- Review the Pharmacy Practice Experience Manual, learning objectives, required activities, assignments, and assessment and evaluation tools prior to beginning the PPE.
- Discuss learning goals and expectations with the preceptor at the beginning of the rotation.
- Demonstrate initiative and a self-directed approach to learning by identifying and participating in appropriate learning opportunities within the expectations established by the preceptor and practice site.
- Maintain open, respectful, and professional communication with the preceptor and practice team.
- Ask questions and seek assistance when needed.
- Demonstrate respect and professionalism toward pharmacy staff, patients, families, caregivers, and other healthcare professionals.
- Clearly identify themselves as pharmacy students and not pharmacists. Students must practise within their level of training and may not make professional decisions or judgments independently without appropriate pharmacist oversight.
- Arrive prepared, punctual, and ready to participate in all scheduled practice activities.
- Seek and respond to regular feedback and use constructive feedback to support improvement.
- Engage in ongoing self-assessment, particularly before midpoint and final evaluations, identify learning needs, and take appropriate action to address areas for development.
- Follow all University, School of Pharmacy, and practice site policies, procedures, and guidelines.
- Comply with applicable ethical, legal, and regulatory requirements of pharmacy practice.
- Demonstrate adaptability and recognize that practice sites and rotations may differ in activities, expectations, workflow, and workload.

ATTENDANCE & PARTICIPATION: KEY POINTS TO NOTE

- PPEs require **full-time commitment**; students must complete **at least 40 hours per week** unless otherwise approved.
- Rotations must be **completed within assigned dates**; start/end date changes or planned absences require **prior approval** from the PPE Coordinator.
- Requests for changes or planned absences should be submitted **at least two weeks in advance**, when possible, with reasons and proposed arrangements.
- Students must follow the handbook's **Absences** procedures for all attendance-related matters.

UNEXPECTED ABSENCES:

- Illness, bereavement, or unforeseen circumstances must be reported **as soon as possible** to both the preceptor and PPE Coordinator.
- Documentation may be required.
- All absences must be recorded in the **Absences module in CORE ELMS**.
- Minor schedule adjustments (< half-day) may be approved by the preceptor; missed time is normally expected to be made up.

SCHEDULING EXPECTATIONS:

- Students and preceptors collaboratively set schedules that meet **learning objectives**, site needs, and course requirements.
- Students should expect schedules that reflect real practice environments, including **evenings, weekends, or other shifts**.
- Students may be asked to participate in **additional learning activities** outside regular hours (e.g., CE events, professional meetings).
- Additional time outside scheduled hours may be required for **patient care work, documentation, assignments, and preparation**.
- Time away from the site for independent study or research must be **approved by the preceptor**.

UNIVERSITY CALENDAR & HOLIDAYS:

- PPE schedules **do not follow the University academic calendar**; university holidays and breaks do not automatically apply.
- Students follow the **practice site's operating schedule** on statutory holidays.
 - Statutory holidays follow the **province/country of the placement**.
 - Students attending on a statutory holiday **do not normally receive a day off in lieu**.
 - If the site is closed, students **do not need to make up the day** unless directed by the PPE Coordinator.

For further detail please refer to the [ATTENDANCE, PUNCTUALITY, AND ABSENCES](#) section of this handbook.