



UNIVERSITY OF TORONTO
LESLIE DAN FACULTY OF PHARMACY

2016 - 2017 Calendar

IMPORTANT NOTICES

The university is required to report student-level enrolment-related data to the Ministry of Training, Colleges and Universities as a condition of its receipt of operating grant funding. The Ministry collects this enrolment data, which includes limited personal information such as Ontario Education Numbers, student characteristics and educational outcomes, in order to administer government postsecondary funding policies and programs, including planning, evaluation and monitoring activities.

CHANGES IN PROGRAMS OF STUDY AND/OR COURSES

The programs of study that our calendar lists and describes are available for the year(s) to which the calendar applies. They may not necessarily be available in later years. If the University or the Faculty must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through the Faculty, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, pre-requisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

REGULATIONS AND POLICIES

As members of the University of Toronto community, students assume certain responsibilities and are guaranteed certain rights and freedoms. The University has several policies that are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of the Faculty are listed in this calendar. In applying to the Faculty, the student assumes certain responsibilities to the University and the Faculty and, if admitted and registered, shall be subject to all rules, regulations and policies cited in the calendar, as amended from time to time. All University policies can be found on the Office of the Governing Council website at http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm. Those which are of particular importance to students are: Code of Behaviour on Academic Matters; Code of Student Conduct; University Assessment and Grading Practices Policy; and Policy on Official Correspondence with Students. More information about students' rights and responsibilities can be found at <http://life.utoronto.ca/get-help/rights-responsibilities/>.

ENROLMENT LIMITATIONS

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the calendar, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

COPYRIGHT IN INSTRUCTIONAL SETTINGS

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. Note that where such permission is granted by the instructor, materials reproduced are for the student's individual private use only, not for further reproduction or publication. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

PERSON I.D. (STUDENT NUMBER)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D.'s.

FEES AND OTHER CHARGES

The University reserves the right to alter the fees and other charges described in this calendar.

FREEDOM OF INFORMATION AND PRIVACY ACT

The University of Toronto respects your privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admissions, registration, academic programs, university-related student activities, activities of student societies, safety, financial assistance and awards, graduation and university advancement, and reporting to government. In addition, the Ministry of Training, Colleges, and Universities has asked that we notify you of the following: The University of Toronto is required to disclose personal information such as Ontario Education Numbers, student characteristics and educational outcomes to the Minister of Training, Colleges and Universities under s. 15 of the Ministry of Training, Colleges and Universities Act, R.S.O. 1990, Chapter M.19, as amended. The ministry collects this data for purposes such as planning, allocating and administering public funding to colleges, universities and other post-secondary educational and training institutions and to conduct research and analysis, including longitudinal studies, and statistical activities conducted by or on behalf of the ministry for purposes that relate to post-secondary education and training. Further information on how the Minister of Training, Colleges and Universities uses this personal information is available on the ministry's website. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to www.utoronto.ca/privacy or contact the University Freedom of Information and Protection of Privacy Coordinator at McMurich Building, Room 104, 12 Queen's Park Crescent West, Toronto, ON, M5S 1A8.

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Sessional Dates

FIRST, SECOND AND THIRD YEARS

FALL SESSION, 2016

September 2 Friday	Orientation for First Year students
September 5 Monday	Labour Day; University closed
September 6 Tuesday	Classes commence
September 19 Monday	Last day to add courses with F section codes
October 10 Monday	Thanksgiving; University closed
October 31 Monday	Last day to cancel (drop) courses with F section codes
December 5 Monday	Classes end
December 7 to 20	Examination period

WINTER SESSION, 2017

January 2 Monday	Classes commence
January 13 Friday	Last day to add courses with S section codes
February 17 Friday	Last day to withdraw without academic penalty
February 20 Monday	Family Day; University closed
February 21 to 24	Reading Week
March 3 Friday	Last day to cancel (drop) courses with S section codes
April 7 Friday	Classes end
April 10 to 29	Examination period
April 14 Friday	Good Friday; University closed

FOURTH YEAR

SUMMER SESSION, 2016

May 2 to 6	Transition to APPE Course
May 9 Monday	APPE Rotations Begin
August 19 Friday	APPE Rotations End

FALL SESSION, 2016

August 22 Monday	APPE Rotations Begin
January 20 Friday	APPE Rotations End

WINTER SESSION, 2017

January 23 Monday	APPE Rotations Begin
May 5 Friday	APPE Rotations End

The Leslie Dan Faculty of Pharmacy

HISTORICAL SKETCH

Pharmacy education in Ontario began over 140 years ago with informal academic experiments tracing back to 1868. The Faculty of Pharmacy at the University of Toronto came into being July 1, 1953, when the University assumed responsibility for the school that had been operated by the Ontario College of Pharmacy (now Ontario College of Pharmacists) since 1882. A lineal descendant of the Canadian Pharmaceutical Society and its short-lived predecessor, the Toronto Chemists' and Druggists' Association, established in 1867, the Ontario College of Pharmacists remains the provincial regulatory body of pharmacy; it retains vestiges of its educational functions in the internship of Ontario pharmacy graduates, and in its representation (a reciprocal arrangement) on the Faculty of Pharmacy Council at the University of Toronto.

The evolution of pharmaceutical education in Ontario shows a remarkable growth from a few evenings in 1868 of voluntary classes, with relatively no prerequisites, and with predominant emphasis upon a long, traditional apprenticeship controlled by a professional association, to the present compulsory, four-year second entry scientific and professional university program with supervised periods of extensive professional experiential education. The change is a significant one, for it represents the maturation of pharmaceutical education in Ontario from the nineteenth-century preoccupation with training for a trade by mastering primarily manual techniques, largely in the shop, to meet the current practice situation, to today's stress upon theoretical study embracing generalized principles whose application can, along with direct patient care experience, serve the future as well as the present needs of the citizens of Ontario and the profession. Also the importance of extensive experiential education has been recognized in academia. Students entering our new curriculum will receive more hands-on experiential training within many different practices than ever before. This includes the opportunity to provide direct patient care within interprofessional practices, working with many different health care professionals to optimize patient care.

The initiation of the first baccalaureate program by the Ontario College of Pharmacy in 1948 served as a natural and necessary prelude to the first graduate program, with the launching in 1953 of the MSc degree in pharmacy, and with the University now carrying the graduate and undergraduate teaching functions. The first affiliation of the College with the University came nearly six decades earlier in 1892, with primarily optional degree privileges being involved, while the first control of the University Senate over College examinations came in 1927, when certain courses were first taken by pharmacy students in University departments and the PhmB degree became mandatory.

Another consequence of University faculty status for pharmacy was the move of the teaching college to a building on the University campus at 19 Russell Street in 1963 from facilities it had outgrown at 44-46 Gerrard Street East, facilities which when first opened in 1887 had been the first of their kind in Canada. The physical and symbolic move to the University campus coincided with the first arrangements for a student to earn a PhD degree at the University of Toronto with pharmacy as a major area of research. In 2006, the Faculty moved to a new enlarged building at 144 College Street, which is located in close proximity to other health science Faculties such as medicine, nursing and dentistry and to many of the teaching institutions which together are called the Toronto Academic Health Sciences Network (TAHSN). This move allowed for significant growth in professional and graduate programs, a new Specialist Program in Pharmaceutical Chemistry and expansion of continuous professional development programs.

As the demands upon the profession changed with changing health care needs of Ontario's citizens, so did professional education. Recognizing the growing need for graduates with additional clinical experience and preparation in therapeutics, the Faculty introduced a post-baccalaureate Doctor of Pharmacy (PharmD) degree in 1992. This was a two year program which combined didactic in-class work with experiential rotations. In 2004, distance learning on a part-time basis version of this program was introduced; this was the first of its kind in Canada. In 2011, a combined Bachelor of Science in Pharmacy and Post Baccalaureate Doctor of Pharmacy program was introduced for a three-year period, to allow undergraduates students who had completed three years of the Bachelor of Science in Pharmacy program to graduate with both a BScPhm and PharmD degree.

The baccalaureate (BScPhm) program itself changed in 1994, when entering students were required to have a minimum of one year of university course work as a prerequisite for admission. This prerequisite education was extended to two years in 2011, which allowed for a significant change in the curriculum with more clinical pharmacy practice based course work. Along with the change in admissions, starting in September 2011, a new four-year, second-entry, professional program was implemented, with new courses in pharmacotherapy, medication therapy management, and experiential education, becoming the core of the curriculum. This new professional curriculum formally received approval by the Ministry of Training, Colleges and Universities as the entry-to-practice Doctor of Pharmacy (PharmD) degree in January 2013. This professional program emphasizes understanding and applying the concept of 'patient-centred care' throughout its four years and culminates with a 36-week component of clinical professional practice in a variety of practice sites including hospitals, clinics, and community pharmacies. Our first cohort in this new program graduated with a PharmD degree in June 2015.

Also, in 2013, with the last admits to the post-baccalaureate PharmD program, this program evolved to become the PharmD for Pharmacists program, providing pharmacists with a BScPhm the opportunity to graduate with a PharmD degree. This flexible and customizable program can be undertaken on a part-time basis and through distance learning.

DEANS, ONTARIO COLLEGE OF PHARMACY

E.B. Shuttleworth	1882-1891	R.O. Hurst	1937-1952
A.Y. Scott	1891-1892	F.N. Hughes	1952-1953
C.F. Heebner	1892-1937		

ASSISTANT DEAN, ONTARIO COLLEGE OF PHARMACY

F.N. Hughes	1948-1952
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DEANS, FACULTY OF PHARMACY

F.N. Hughes	1953-1973	E.W. Stieb, Acting	Aug. 1993-Jan. 1994
W.E. Alexander	1974-1978	K.W. Hindmarsh	1998-2009
E.W. Stieb, Acting	1978-1979	R. Bendayan, Acting	Jan.-June 2007
R.M. Baxter	1979-1985	H.J. Mann	2009-2013
E.W. Stieb, Acting	July-Dec. 1985	H. Boon, Interim	July 2013-June 2014
D.G. Perrier	1986-1998	H. Boon	July 2014-

ASSOCIATE DEANS

G.C. Walker	1970-1977	R.M. Reilly	2010-June 2015
E.W. Stieb	1978-1994	C.J. Allen, Interim	Jan.-Dec. 2011
J.P. Uetrecht	1994-1998	L. Raman-Wilms, Interim	Jan.-Dec. 2011
J.J. Thiessen	1999-2005	C.J. Allen	Jan.-Aug. 2012
D.M. Grant	2002-2005	H. Boon	2012-June 2013
L. Lavack	2005-2010	L. Raman-Wilms	2012-
R.B. Macgregor	2005-2010	I. Crandall, Interim	Jan.-Dec. 2013
R. Bendayan	2007-2011	C.J. Allen, Interim	Sept. 2013-June 2014
Z. Austin	2009-2010	C.J. Allen	July 2014-June 2015
H. Boon, Acting	Jan.-Dec. 2010	S. Angers	July 2015 -

ASSISTANT DEANS

E.W. Stieb	1975-1978	C.Y. MacNeil	2006-2011
L. Lavack	1994-2005	T.E.R. Brown	2007-2010
M. Nawrocki	2001-2007	D.M. White	2007-
K.A. Boyd	2005-2006	M. Bystrin	2013-2014

FACULTY SECRETARIES/REGISTRARS

H.M. Corbett	1953-1959	H.J. Ditzend	1985-2001
F.M. Ward	1959-1973	B.A. Thrush	2001-
H.M. Walton	1973-1985		

THE EVOLUTION OF THE PROFESSION OF PHARMACY

With the advent of large-scale industrial processes to produce high quality drugs and dosage forms, the focus of the pharmacist's primary role changed in the middle of this century from that of accurate compounding to one of distribution for the pharmaceutical industry. During this time the scientific basis of industrial drug discovery and development inspired parallel changes in pharmacy education, from empirical and descriptive knowledge focusing on the procurement, preparation, and evaluation of pharmaceuticals, to knowledge organized around scientific paradigms. The resulting divergence of pharmacy practice and pharmacy education led inevitably to a vocational paradox: the average pharmacist, trained as a scientist, did not "do" science in practice.

The concept of clinical pharmacy emerged in the late 1960s as society's economic base changed from industry to information. Within this model, the pharmacist was to function as a therapeutic consultant: the member of the health care team able to apply knowledge, skills, and values to ensure optimal drug use. In spite of this change, research evidence indicated that a significant percentage of North Americans were not receiving maximum benefit from drug therapy and adverse drug reactions continued to cause significant hospital admissions and mortality.

In 1990 a new model of Pharmacy practice proposed that the pharmacist accept responsibility for minimizing drug-related morbidity and mortality. Termed Pharmaceutical Care, a patient-centred practice model, requires the pharmacist to work in partnership with the patient and other health care professionals to:

- identify actual or potential drug-related needs of the patient;
- determine how these needs are related to patient's drug therapy, and;
- work with patients and other health care providers to design, implement, and monitor a pharmacy care plan which will resolve and/or prevent patients' resulting drug therapy problems.

Therefore, the profession of pharmacy serves society by being responsible for the optimal use of drugs – this is done by ensuring that all of a patient's medications are indicated, effective, safe and that the patient is adherent to therapy. In assuming this responsibility, each pharmacist's primary responsibility is to individual patients, with the ultimate goal of improving each patient's quality of life. This patient centred care is achieved by working with the patient to determine if any drug-related needs exist which are preventing the patient from attaining their desired goals related to drug therapy and then working with them and their other healthcare providers to ensure that these goals are met.

CHANGES IN PHARMACY EDUCATION

The program at the Faculty of Pharmacy was developed to provide pharmacy students with the knowledge, skills and values needed to provide pharmaceutical care. Although the traditional lecture format is still employed, a significant portion of the curriculum focuses on the acquisition of skills through the use of problem-based, student-centred learning. Students are taught to identify, research and solve drug therapy problems both independently and as members of groups. This learning model enables students to acquire such skills as problem-solving, self-directed learning, critical appraisal, communication and self-evaluation. Learning groups also provide the opportunity for students to develop the necessary skills of assertiveness, delegation, leadership and compromise. Lastly, as drug therapy problems may not have simple solutions, the student requires the maturity to cope with the demands of this challenging approach to education.

PHARMACY: IS IT FOR ME?

What kind of person does it take to practise patient-centred care?

- The pharmacist must be willing and able to establish an effective relationship with patients based on mutual respect and trust in order to be able to meet their drug-related needs.
- The pharmacist must be able to perform relevant physical assessment of the patient to ensure that their drug therapy is effective and safe.
- The pharmacist must be able to cooperate effectively as a member of a health care team for the direct benefit of the patient.
- The pharmacist must be capable of life-long learning to keep pace with the rapid change of knowledge on drugs and health care.
- The pharmacist must be an inquisitive and discriminating problem-solver and be able to think critically, in order to identify, solve, and prevent drug therapy problems.
- The pharmacist must be an instrument of change. The health of the profession depends on it!

THE PRACTICE OF PHARMACY

In earliest times, pharmacy was closely interwoven with medicine to the extent that one person usually carried out both functions. As both professions matured, the need for separate specialties became clear, although it remained equally clear they would need to retain close professional relationships for the greatest benefit to the patient. Although, typically the physician or another health professional may prescribe drugs and the nurse may administer drugs, the pharmacist is the member of the health care team whose expertise is in the appropriate use of medications.

The primary role of a pharmacist is to assure that the medications used by the patient are the most appropriate: that they are indicated for the patient, they are effective and safe, and that the patient is able to take it. This is done by working in partnership with the patient and in collaboration with the patient's other health care providers. Over the last few years the pharmacist's role has continued to expand and, in addition to optimizing patients' medications, many pharmacists can now administer influenza vaccination injections, prescribe medications to help patients stop smoking, and provide unique health services such as specialized monitoring of drug therapy for those with diabetes and those on anticoagulant medications such as warfarin.

Pharmacists assume a wide variety of specializations within the health care field. The majority of licensed pharmacists work in community pharmacies where they have responsibility for the medication and health care needs of the general community. Licensed pharmacists may also work in hospitals, in clinics and other ambulatory settings, in research and teaching, in the pharmaceutical industry and government laboratories. Whereas hospital pharmacists are primarily responsible for assuring the appropriate use of medicines by institutionalized patients, research-focused pharmacists are generally involved in the development of new medicines and dosage forms, in the determination of how medicines alleviate disease, and in the assessment of the social and economic factors influencing the use of medicines. As professors/teachers they may be involved in the education of pharmacy students and pharmacy technicians. Industrial pharmacists might work in sales, drug information, regulatory affairs, production, quality control or research within the pharmaceutical industry. Government departments with public health concerns also employ pharmacists in analytical or toxicology laboratories, as inspectors, health supplies officers or in the armed forces. These areas are outlined more fully under the following headings:

COMMUNITY PHARMACY

Since its beginning, pharmacy has been practised in the community environment. Although other types of pharmacy practice have evolved from community pharmacy, about 70% of all pharmacy graduates still find their "place of practice" in a community setting. Today a community pharmacy may take one of many forms such as an independently-owned pharmacy, a chain drug store, or a unit within a department store, or a supermarket.

The community pharmacist is an important member of the health care team and, as well, a part of the business community. As such, the requirements of community practice include both professional capability, and management and marketing skills, with an understanding of competitive enterprise.

The community pharmacist has a thorough knowledge of all medications including prescription drugs, non-prescription products such as cold remedies, vitamins, pain medications and herbal products, designed for self-medication. Being the most readily accessible health care professional and seen most often by the public, the community pharmacist needs to be able to meet patient needs by assuring the proper use of all drugs and related products. Today, many community pharmacists provide extensive health services, such as monitoring patients on medications for diabetes and providing annual influenza vaccinations.

Many community pharmacists also offer additional professional services such as surgical and home care supplies, self-diagnostic machines and kits and athletic supplies. Community pharmacists can practice, as well, in personal care or extended care homes and specialize in areas such as geriatric pharmacy. Clear and knowledgeable communication is important in each area of community pharmacy practice.

The professional capability of the community pharmacist is further enhanced by electronic documentation of patient records, which enables pharmacists to maintain patient specific information and the ability to assess the appropriateness of both over-the-counter and prescribed medications. Pharmacy technicians, who are regulated health professionals, assist the pharmacist in preparing the prescribed medications, enabling pharmacists to better fulfill their professional role as medication consultants.

HOSPITAL PHARMACY

The general duties are very similar to those of a community pharmacist but the hospital pharmacy department is only one of several units serving the patient. The hospital pharmacist provides optimum care to the patient by: assessing and monitoring the patient's drug therapy and by the provision of drug information to patients and to other health professionals. Pharmacists in hospitals are also involved in the selection and purchase of drugs to be used in the hospital, the method by which these drugs are distributed, and preparation of intravenous solutions.

The hospital pharmacist provides patient care at various locations throughout the hospital: on the ward or unit where the patient is, in an outpatient clinic where the patient visits, in patient education seminars, and as an active member of the patient's interdisciplinary health care team.

Hospital pharmacists work collaboratively with physicians, nurses and other health care professionals to provide patient care. They may be involved in determining patients' drug related needs while in the hospital, in educating patients about their medications before they are discharged, as well as monitoring drug therapy while in, and after leaving the hospital. Many hospital pharmacists work with the patient and their community pharmacist, to ensure that appropriate changes to medications are communicated to the community pharmacist, to enable patients to optimally use their medicines.

PHARMACEUTICAL INDUSTRY

The Pharmaceutical industry in Canada is engaged in the research, development, production and marketing of modern drugs. The pharmacist working in industry may act as a liaison with government or may be involved in providing drug information and technical correspondence, or may be responsible for the preparation of educational materials to both the public and health care professionals, or take part in research. Some pharmacists in industry act as pharmaceutical sales representatives presenting drug information to physicians and pharmacists. It is possible for pharmacy graduates to find many positions in industry but specialty areas such as the research and development of new drugs may require postgraduate degrees.

GOVERNMENT SERVICES

Interesting careers in pharmacy are available in government agencies at the local, provincial and federal levels. The armed forces also provide positions for pharmacists in military hospitals both in Canada and overseas. Pharmacists are commissioned as officers and may hold a rank from second lieutenant to lieutenant colonel.

Both provincial and federal governments require pharmacists to monitor the distribution of schedule drugs (poisons, narcotics, etc.) and administer various drug plans and health care programs. Health Canada (Therapeutic Products Directorate), the Provincial Ministries of Drug Program Branches and Forensic laboratories employ pharmacists in a variety of capacities.

EDUCATION AND RESEARCH

Careers in pharmaceutical education combine teaching with research and administrative activities. Most positions in education require a PharmD or a PhD degree; however, there are a few roles for BScPhm and Masters trained pharmacists. Many community and hospital pharmacists participate in the educational programs of the Faculty as professional teaching assistants or provide classroom instruction in their specialty areas of practice. A particularly important role is their involvement with the training of pharmacy students during their experiential education rotations.

OTHER

Other areas open to pharmacists with particular interests or abilities include executive or administrative work in professional pharmaceutical organizations at the provincial and national level. There are also positions available within provincial licensing and regulatory bodies as inspectors and executives.

Some pharmacists work within healthcare organizations and other pharmacists combine their pharmaceutical background with other professional endeavours such as law or business administration.

Pharmacists with good communication skills will find many opportunities to participate in professional relations and continuing education programs presented to groups ranging from school children to service clubs and health specific organizations, as well as to other health professionals.

Acknowledgement and appreciation is extended to the Canadian Foundation for Pharmacy from whom some of the above description was obtained.

DEGREES

The degrees offered are:

Bachelor of Science in Pharmacy – BScPhm

Doctor of Pharmacy – PharmD

Master of Science – MSc

Doctor of Philosophy – PhD

ACCREDITATION STATUS

The Doctor of Pharmacy program of the Leslie Dan Faculty of Pharmacy at the University of Toronto has been awarded the status of Full Accreditation by the Canadian Council for Accreditation of Pharmacy Programs for a three year term 2016-2019.

The Bachelor of Science in Pharmacy program of the Leslie Dan Faculty of Pharmacy at the University of Toronto has been awarded the status of Full Accreditation by the Canadian Council for Accreditation of Pharmacy Programs for a four year term 2013-2017.

REGISTRATION AS A PHARMACIST IN ONTARIO

A degree in pharmacy does not in itself confer the right to practice pharmacy. To acquire this right, pharmacy graduates must be licensed in accordance with the legislation of the province in which they wish to practice. The Ontario College of Pharmacists (OCP) is the body that is responsible for regulating the profession of pharmacy in Ontario which includes the issuance of certificates of registration for pharmacy students, interns, pharmacists and pharmacy technicians. In order to engage in the practice of pharmacy and perform the controlled acts of a pharmacist under the supervision of a pharmacist, pharmacy students and interns must be registered with OCP. The requirements for licensure (called registration) as a pharmacist in Ontario include successful completion of the Pharmacy Examining Board of Canada (PEBC) Qualifying Examination, the OCP Pharmaceutical Jurisprudence Examination and Structured Practical Training (SPT) as well as completing other requirements such as the Declaration of Good Character. It is the responsibility of pharmacy students to be aware of the current entry-to-practice requirements for registration as a pharmacist in Ontario.

For more information on the registration requirements in the province of Ontario, contact the Ontario College of Pharmacists, Client Services, 483 Huron Street, Toronto, ON, M5R 2R4. Telephone: 416-962-4861. www.ocpinfo.com.

Information on the PEBC Qualifying Examination can be obtained from the Pharmacy Examining Board of Canada, 717 Church Street, Toronto, ON, M4W 2M4. Telephone: 416-979-2431. www.pebc.ca.

Admission

Information related to admissions cited in this section was accurate at the time of printing; however, since changes may occur, prospective candidates and individuals selected for admission are advised to obtain up-to-date information from the Leslie Dan Faculty of Pharmacy website at <http://pharmacy.utoronto.ca>.

2017 Admission to the four-year Doctor of Pharmacy (PharmD) program.

SELECTION FACTORS (AN OVERVIEW)

For the 2017 admission cycle 240 candidates will be admitted to the four-year PharmD program. Since the number of applicants generally exceeds the number of available places the Faculty recommends that prospective applicants take a program of study which will not only meet the requirements for entry to Pharmacy but will make them eligible for entry to alternative programs/faculties.

Applicants are selected on a competitive basis in which overall performance is considered. The Faculty website provides up-to-date information and should be consulted for important information and relevant details for the current cycle.

APPLICATION PROCEDURES

All prospective applicants must access up-to-date information from the Faculty's website at <http://pharmacy.utoronto.ca>. An online application and online application fee payment must be submitted by the published deadline. In addition, required documents must be submitted as outlined in the 'Academic Requirements' and 'Application Process' sections of the Faculty website.

The admission requirements outlined in this calendar pertain only to the 2017 admission cycle and are based on information available at the time of printing. All prospective applicants who read this calendar should be aware that there may be changes for the current and future admission cycles and are advised to obtain updated information on the website. Detailed information related to application procedures, deadlines and the application fee for 2017 will be available on the Faculty's website as of September 2016.

If you wish to be considered for any alternative faculty choices at the University of Toronto, contact Enrolment Services at 416-978-2190 for details on procedures and application deadlines. It is advisable to do this early (by December) since application deadlines vary. The Pharmacy application and application fee will NOT be used for alternative faculty or university choices. Separate applications and relevant fees must be submitted for consideration for admission to other faculties or universities.

ACADEMIC CRITERIA

Consideration for entrance to the first year of the PharmD program will be given to candidates who:

- i) have obtained a cumulative university average of at least 70% (i.e., equivalent to a 'B-' at U of T);
- ii) have successfully completed all specific required subjects at the appropriate level (Grade 12 or University) as listed below. This normally necessitates a minimum of two years of study at the university level.

Preference will be given to candidates with a proven ability to successfully carry a full-time course load (i.e., a minimum of 5.0 full credit course equivalents in the regular academic year).

Candidates must refer to the Faculty’s website for detailed information related to the following subject requirements:

Physics	Grade 12 (SPH4U) OR 2 terms at university
Introductory Biology	University – minimum of 2 terms/semesters
Introductory/General Chemistry	University – minimum of 1-2 terms/semesters with labs (must be 2 terms at universities which offer first year material over 2 terms)
Organic Chemistry	University – 2 terms/semesters with labs
Physical Chemistry	University – minimum of 1 term/semester
Calculus	University – minimum of 2 terms/semesters
Statistics	University – minimum of 1 term/semester
Biochemistry	University – minimum of 1 term/semester
Humanities/Social Science	University – minimum of 2 terms/semesters
English (Literature/Composition)	University – minimum of 1 term/semester

Applicants who are lacking any of the required subjects, or who have obtained a cumulative university average below 70% will not be considered. Although 70% (B-) is the minimum required average in the initial screening of applicants the minimum acceptable average in the final selections may be higher.

Prospective applicants cannot take a required course in the summer session in the same year for which application is made since grades are issued too late for admission consideration. Normally all required courses must end by April/May to allow the final grades to be received by the Faculty of Pharmacy no later than the June deadline.

The university requirements may be completed at any university provided that university is an accredited institution where the courses are considered equivalent to the required courses at the University of Toronto. Special preference will not be given to students enrolled at the University of Toronto.

In addition to other published criteria, and regardless of other academic credentials and/or work/personal experience, candidates with previous registration in a Pharmacy program must have been in good standing during the most recent session/year of the Pharmacy program to be eligible for admission consideration.

OTHER REQUIREMENTS

All candidates must write the Pharmacy College Admission Test (PCAT). Information related to the PCAT, including PCAT registration procedures, is available at www.pcatweb.info. Candidates who meet minimum PCAT requirements, as well as other minimum academic requirements, will be selected to attend an interview (MMI).

Candidates must refer to the Faculty’s website for detailed information related to these and other application requirements.

ENGLISH FACILITY

Applicants whose first language is not English and who have not successfully studied in an **English language school system*** for at least four full years must present an acceptable score on one of the recognized English Facility Tests.

**An English language school system must be located in a country where the dominant language is English.*

Details on acceptable tests and required scores can be found on the Faculty’s web site.

APPLICANTS PRESENTING MORE THAN MINIMUM PREREQUISITES

Applicants who have completed more than the minimum academic prerequisites in any program, including those who have completed one or more degrees, are advised that they must meet the requirements and will be considered for admission to Year 1. Advanced standing or course exemption/transfer credit for those entering Year 1 is considered only for the courses listed in the 'Course Exemptions' section of the calendar/website. Admitted students who have completed one or more years of a Pharmacy program at a CCAPP or ACPE accredited school of pharmacy may be considered for additional course exemptions, up to a maximum of 9.0 full-credit equivalents, and would be considered on a case-by-case basis and placed appropriately.

SPECIAL (NON-DEGREE) STUDENTS

Students may be admitted to various individual courses as special (non-degree) students provided places are available, the course pre-requisites have been met, the permission of the instructor is obtained, and a need for registration in the requested course(s) is demonstrated. No credit towards the PharmD program will be allowed for students admitted in this category. Although preference may be given to hospital, industrial and community pharmacy residents, other candidates who are often considered for admission as special (non-degree) students include foreign Pharmacy graduates (whose qualifications have been evaluated and recognized by the Pharmacy Examining Board of Canada), as well as graduates from other Canadian schools of Pharmacy, and past graduates of this Faculty who wish to take courses either to upgrade their skills/knowledge or out of interest. Candidates wishing to apply to take individual courses as a special (non-degree) student must write directly to the Undergraduate Admissions Assistant at the Faculty to obtain the Special (Non-Degree) Student Application Form. These are available as of May 1st of each year. For all candidates applying from within Canada the deadline for receipt of these applications, with required documents, is August 1st for courses beginning in September, and December 1st for courses beginning in January. For prospective candidates applying from outside Canada the deadline for receipt of the applications with required documents, is July 1st for courses beginning in September and November 1st for courses beginning in January. Special (non-degree) students normally will not be considered for registration in certain courses, such as Medication Therapy Management courses and the Fourth Year Advanced Pharmacy Practice Experience courses. Candidates applying as special (non-degree) students whose first language is other than English must also meet the English facility requirements as listed in the 'English Facility' section.

ABORIGINAL PEOPLES

The Leslie Dan Faculty of Pharmacy welcomes applications from aboriginal peoples descended from the first inhabitants of North America. This includes people of Metis, Indian and Inuit heritage. Such applicants will be expected to meet the published admission requirements but may be considered separately from the mainstream applicants if further minimum standards in each of the admissions criteria, as established during final selections, are met. Aboriginal students are asked to identify themselves on the application form. A scholarship in the amount of \$1,000 is available for one aboriginal student entering First Year.

POST-ADMISSION REQUIREMENTS

Experiential Placement Requirements

Students must comply with Immunization, CPR, First Aid, mask fit testing, OCP registration and Drug Profile Viewer requirements (items A to E). Students who have not complied with these requirements will not be permitted to proceed to experiential placements (i.e., EPE-1, EPE-2, APPE) and will be denied access to the experiential database until all requirements are met. In addition, any site-specific requirements such as a Police Record Check/Vulnerable Sector Screening must be completed in order to proceed to experiential placements (see section F below). Please review the Office of Experiential Education website for the most up-to-date information on these requirements (www.pharmacy.utoronto.ca/oe).

A. Immunization Policy

Prior to experiential placements, students must provide documentation to indicate compliance with the 'Policies on Communicable Disease and Immunizations for Pharmacy Students'. Students are notified of the specific immunization requirements and deadlines for submission of supporting documentation.

i) Requirements:

a) *Tuberculosis:*

Students whose tuberculin status is unknown, and those previously identified as tuberculin negative (with only ONE single-step Mantoux), require a baseline two-step Mantoux skin test with PPD/5TU. However, if the student has a documented negative PPD test during the preceding 12 months a single-step test may be given.

For students who have had ≥ 2 previously documented negative single step PPD tests or 1 previously documented 2-step PPD test, a single-step test may be given.

Annual TB testing is a requirement for individuals who have previously tested negative.

Students who have had previous Bacille Calmette-Guerin (BCG) vaccine may still be at risk of infection and should be assessed. **A history of BCG vaccine is not a contraindication to tuberculin testing.**

Documented positive tuberculin skin test

If a student has a previously documented positive tuberculin skin test, the student does not need to receive another tuberculin skin test, but requires additional documentation.

A chest X-ray should be taken on students who:

- i. are TB skin test positive and have never been evaluated for the positive skin test;
- ii. had a previous diagnosis of tuberculosis but have never received adequate treatment for TB; and/or
- iii. have pulmonary symptoms that may be due to TB.

b) *Measles, Mumps, Rubella, Varicella:*

Proof of 2 vaccinations with documented date or positive titre results for antibodies is required.

c) *Diphtheria/Tetanus/Acellular Pertussis:*

Proof of current immunization status is required. Immunization against diphtheria/tetanus is effective for approximately ten years. Vaccination with acellular pertussis as an adolescent or adult is recommended.

d) *Polio:*

Proof of a complete primary series of polio vaccinations is required. Should immunization be required prior to the commencement of experiential placements, inactivated poliomyelitis vaccine (IPV) is indicated rather than oral poliomyelitis (OPV) vaccine because people receiving OPV may shed the virus and inadvertently expose immunocompromised patients to live virus. Persons who have not received a full primary course should have the series completed with IPV regardless of the interval since the last dose.

e) **Hepatitis B:**

Documented immunization of a complete series of Hepatitis B, including lab evidence of immunity Antibodies to HBsAg (Anti-HBsAg over 10 IU/L = immune) must be provided at least one month after the vaccine series is complete.

i. **Individuals who are non-immune** (i.e., do not have the antibodies against HBsAg after immunization), must be screened for the surface antigen (HBsAg). If the HBsAg result is positive, a further screen for e-antigen (HBeAg) must be performed.

ii. **Individuals who are non-immune and HBsAg negative** must undergo a second COMPLETE series of HB immunization, and subsequent lab results recorded. If lab evidence (anti-HBs) does not demonstrate immunity after the second series ('non-responder'), individual consideration should be given to the case, depending on the professional requirements.

Routine booster doses of vaccine are not currently recommended in persons with previously demonstrated antibody as immune memory persists even in the absence of detectable anti-HBs, however periodic testing should be conducted in hepatitis B responders who are immunosuppressed to ensure they are maintaining their anti-HBs titre.

ii) **Recommendations:**

Influenza vaccination: is strongly recommended for all pharmacy students participating in experiential placements. Students who choose not to have an annual influenza vaccination should be aware that they may be limited from clinical placements in sites requiring the vaccination.

iii) **Site Specific Requirements:**

Students must comply with institutional/corporate policy of the site to which they are assigned. 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 site assignments are confirmed.

iv) **Students with a Communicable Disease:**

- All students are expected to be in a state of health such that they may participate in the academic program, including patient care, without posing a risk to themselves or to others. Students with a communicable disease may participate in experiential visits and rotations only as long as their continued involvement does not pose a health or safety hazard to themselves or others.
- Students who acquire a communicable disease are required to seek medical opinion.
- In addition to complying with other regulations, students with tuberculosis, hepatitis B, hepatitis C or HIV infection must notify the Associate Dean, Professional Programs who may consult with experts as appropriate.
- The health status of the students shall remain confidential.

v) **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 infection control policies, including the principles of body substance precautions, when participating in the assessment and care of all patients, regardless of the patient's diagnosis.
- Students are responsible for conducting themselves in a manner which is consistent with the health and safety of themselves and others and shall be given appropriate training to do so.

Students who fail to meet these responsibilities may, depending on the circumstances, face sanctions under the provisions of the Standards of Professional Practice Behaviour for All Health Professional Students.

- Students are required to comply with the immunization policies of the Faculty.

B. Standard First Aid and Level C CPR

It is mandatory that all students be able to perform Standard First Aid and Level C CPR. To meet this requirement all students must submit:

- i) prior to experiential placements in Year 1 of the program, evidence of currently valid certification or re-certification and,
- ii) prior to experiential placements in Year 2 of the program, evidence of valid certification and,
- iii) prior to experiential placements in Year 4 of the program, evidence of recertification that is valid to the end of Year 4. Students are held individually accountable for submission of required documentation.

C. Mask Fit Testing

Students must have a valid mask fit test prior to experiential placements in Year 4 of the program. The mask fit testing documentation must be valid until the end of Year 4. Students in Year 1 and 2 of the program may require mask fit testing depending on the site requirement of their placement.

D. Registration with the Ontario College of Pharmacists

It is mandatory that students are registered with the Ontario College of Pharmacists. Initial registration requirements include submission of application, payment of fee, proof of identity, declaration of good character and acquisition of liability insurance. Once a student has fulfilled registration requirements, the registration is valid for the duration of the academic program at the Faculty. Students must acquire liability insurance for the duration of the registration.

E. Drug Profile Viewer

Students must register with eHealth for a ONEID account to access the Drug Profile Viewer prior to experiential placements in Year 4 of the program.

F. Police Record Check / Vulnerable Sector Screening (PRC/VSS)

Pharmacy students, as part of their curriculum, will have experiential placements (rotations) at various pharmacy practice settings. At some of these sites, students may work directly with, or in close proximity to, children or vulnerable persons. To protect these groups and maintain their safety, **sites may require Pharmacy students to obtain a Police Record Check**. A Police record check is more comprehensive than “Criminal Record Checks” and “clearance letters”.

Students undertaking experiential rotations in subsequent years of the program, and who have already completed a PRC/VSS, may be required by placement sites to show proof of an updated PRC/VSS.

Please note: The requirement for a PRC/VSS is between the student and the placement site. Students DO NOT submit PRC/VSS results to the Faculty of Pharmacy.

CORRESPONDENCE

All enquiries and communications regarding admission and the Pharmacy program should be addressed to the Leslie Dan Faculty of Pharmacy, University of Toronto, 144 College Street, Toronto, Ontario M5S 3M2. General enquiries regarding the University and other Faculties/programs should be addressed to Enrolment Services, University of Toronto, 172 St. George Street, Toronto, Ontario, M5R 0A3.

FURTHER INFORMATION

Practice as a professional pharmacist requires a certificate of registration as a pharmacist, which is issued by the Ontario College of Pharmacists. More detailed information may be obtained from the Registrar, Ontario College of Pharmacists, 483 Huron Street, Toronto, Ontario M5R 2R4.

ORIENTATION/REGISTRATION

1. Specific information regarding the date, time and location of the first year Orientation/Registration session will be provided to students directly. Students are expected to be present at this session.
2. Students who fail to register by the prescribed time are required to pay a late registration fee of \$44 plus \$5 for each day of delay.
3. Students who have been in attendance in the Doctor of Pharmacy program and who are proceeding to the next higher year will be expected to enrol without further application. Any student who for any reason has decided not to proceed with the program is requested to notify the Faculty Registrar as soon as feasible.

OBLIGATIONS OF A REGISTERED STUDENT

Students who enrol in courses agree by virtue of that enrolment to abide by all of the academic and non-academic policies, rules and regulations of the University and of his or her academic division, as set out in the divisional calendar, and confirm responsibility for payment of associated fees, and agree to ensure that the accuracy of personal information such as the current mailing address, telephone number, and utoronto.ca email address is maintained.

A student's registration is not complete until he or she has paid tuition and incidental fees, or has made appropriate arrangements to pay. Students who defer fee payment or whose payment is deferred pending receipt of OSAP or other awards, acknowledge that they continue to be responsible for payment of all charges, including any service charges that may be assessed. For details see the Student Accounts Web site at www.fees.utoronto.ca.

Fees

TUITION FEES

Each session students are required to pay tuition fees as established by the Governing Council and set out in the Fees Schedule. Tuition fees normally consist of two parts: academic fees (including instruction and library) and incidental/ancillary fees (including Hart House, Health Services, Student Services, Student Affairs, Athletics and student organizations). Additional fees may also be assessed to cover such items as instruments, photocopied handouts and laboratory manuals or other laboratory charges.

The information which follows is intended only as a general guideline and may be superseded by that on the Student Accounts invoice. For further details, consult the Student Accounts website: www.fees.utoronto.ca.

METHOD OF PAYMENT

Students who are eligible to register may view and print their fees invoice on the Student Web Service (www.acorn.utoronto.ca or www.rosi.utoronto.ca). Information pertaining to methods of payment can be found on the Student Accounts website (www.fees.utoronto.ca). Any enquiries regarding fees can be made by calling Student Accounts at 416-978-2142 (Monday to Friday 8:45 a.m. to 5:00 p.m.; July and August 8:45 a.m. to 4:30 p.m.), or via e-mail at info.studentaccount@utoronto.ca.

PAYMENT DEADLINES (FOR THE FALL/WINTER SESSIONS)

Fees may be paid in full or a minimum payment may be made as indicated on the Student Accounts Invoice. Specific deadlines are available on the Student Accounts website: www.fees.utoronto.ca.

SERVICE CHARGES

All outstanding balances, regardless of the source of payment, are subject to a monthly service charge of 1.5% compounded (19.56% per annum).

SANCTIONS FOR NON-PAYMENT OF FEES

Students who have not paid their accounts in full may not receive official statements of results or transcripts and may not re-register at the University until these accounts are paid. At least the minimum payment is due at the commencement of the academic year; the balance is due by the end of the Winter Session.

2016-17 FEES (Full-time Domestic Students):

	Academic Fee	Incidental/Ancillary Fee*	Total Fee
Years 1 to 3:	\$18,210.00	\$1,366.82	\$19,576.82
Year 4:	\$18,210.00	\$1,882.69	\$20,092.69

* *There may be additional Incidental/Ancillary fees levied for enrolment in specific courses or for other circumstances.*

RECEIPTS FOR INCOME TAX

Tuition and Education Credit certificates are available at the end of February on the Student Web Service (www.acorn.utoronto.ca or www.rosi.utoronto.ca) which students may view and print as needed. There is a \$5 charge for replacement certificates prepared by the University.

LATE REGISTRATION FEE

Any student who registers after the last date for normal Registration is required to pay (directly to the Faculty) a late registration fee of \$44 plus \$5 for each day of delay.

SPECIAL (NON-DEGREE) STUDENTS

Students taking only a few courses, and not proceeding to a degree, will pay fees on a per course basis.

2016-17 FEES (Domestic Students):

	Academic Fee Per Full Course	Incidental/Ancillary Fee
Years 1 to 4:	\$3,642.00	\$451.56

OTHER UNIVERSITY FEES

Additional ancillary fees are levied for enrolment in specific courses as follows:

PHM140H1 Course Notes	\$13
PHM241H1 Laboratory Manual	\$6
PHM241H1 Laboratory Equipment	\$15
Experiential Rotations – N95 Mask Fitting	\$35

Students are required to pay the following fees, as applicable:

Special Examination	\$70
Re-read of Final Examination Paper	\$36
Supplemental APPE Rotation	Academic fee for course
Building Access Fob	\$15

Regulations and General Information

WITHDRAWALS OR TRANSFERS

Students who wish to withdraw, or are considering a change of program, should consult the Faculty Registrar *immediately*.

STUDENT PARTICIPTION IN LABORATORY PROCEDURES

At various stages of the teaching program there are occasions when biochemical or physiological observations are made by students on themselves or on a fellow student. These exercises include some diagnostic procedures in common use. Unless some valid reason exists, students are expected to participate in such exercises.

If any investigative work involving student participation does not form part of the teaching program, participation is entirely voluntary.

GENERAL REGULATIONS

1. Degree students in the PharmD program are students who are registered in all academic activities (courses) which are offered in each specific academic year of the program. Students who may have exemptions in any given year must be registered in a minimum course load of 4.0 full course equivalents to maintain full-time status.

Students who have extenuating circumstances may request permission to take a reduced course load which may, in some cases, alter their status to part-time. Such requests will be considered only if the student can demonstrate he or she is unable to attend on a full-time basis.

2. Students must successfully complete all of the academic requirements of one year before proceeding to the next higher year.
3. It is normally expected that all students will complete the PharmD program within four years. However, where circumstances warrant, as determined on a case-by-case basis, the maximum duration allowed to complete the PharmD program is 8 years from the initial year of registration.
4. A student who is required to repeat a course or courses must meet the requirements of each professor concerned with respect to attendance, tests and assignments.
5. A student who receives permission to repeat a failed year must repeat the entire work of the year, including all examinations.
6. A student who has withdrawn voluntarily from any year and who is eligible to re-apply to the Faculty shall apply to Council for re-admission. Requests for re-admission must be submitted to the Faculty Registrar by May 31, 2017.

POLICY ON OFFICIAL CORRESPONDENCE WITH STUDENTS

Effective September 1, 2006

The University and its divisions may use the postal mail system and/or electronic message services (e.g., electronic mail and other computer-based online correspondence systems) as mechanisms for delivering official correspondence to students.

Official correspondence may include, but is not limited to, matters related to students' participation in their academic programs, important information concerning University and program scheduling, fees information, and other matters concerning the administration and governance of the University.

POSTAL ADDRESSES AND ELECTRONIC MAIL ACCOUNTS

Students are responsible for maintaining and advising the University, on the University's student information system (currently ROSI), of a current and valid postal address as well as the address for a University-issued electronic mail account that meets a standard of service set by the Vice-President and Provost.

Failure to do so may result in a student missing important information and will not be considered an acceptable rationale for failing to receive official correspondence from the University.

UNIVERSITY RIGHTS AND RESPONSIBILITIES REGARDING OFFICIAL CORRESPONDENCE

The University provides centrally-supported technical services and the infrastructure to make electronic mail and/or online communications systems available to students. University correspondence delivered by electronic mail is subject to the same public information, privacy and records retention requirements and policies as are other university correspondence and student records. The University's expectations concerning use of information and communication technology are articulated in the guidelines on Appropriate Use of Information and Communication Technology (available on the web site of the Office of the Vice-President and Provost: www.provost.utoronto.ca/English/Appropriate-Use-of-Information-and-Communication-Technology.html).

STUDENTS' RIGHTS AND RESPONSIBILITIES REGARDING RETRIEVAL OF OFFICIAL CORRESPONDENCE

Students are expected to monitor and retrieve their mail, including electronic messaging account[s] issued to them by the University, on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical. Students have the right to forward their University-issued electronic mail account to another electronic mail service provider address but remain responsible for ensuring that all University electronic message communication sent to the official University-issued account is received and read.

GUIDELINES CONCERNING ACCESS TO OFFICIAL STUDENT ACADEMIC RECORDS

Received by Committee on Academic Policy and Programs, May 13, 2008

Purpose: The University supports appropriate access to, and privacy of, official student academic records consistent with its commitment to the requirements of Freedom of Information and Protection of Privacy Act (FIPPA). These guidelines are intended to outline university-wide procedures and criteria for access, privacy, custody, and retention of the academic records of students of academic divisions of the University in order to ensure clarity and consistency of practice.

1. For the purposes of these Guidelines:

- **student** means any person registered at the University for full-time or part-time study in a program that leads to a degree or post-secondary diploma or certificate of the University or in a program designated as a program of post-secondary study at the University by the Governing Council or other University body having delegated authority. On the date of an enquiry or request relevant to this policy, persons who have been registered within a period of two calendar years shall be included in the provisions which relate to "students".
- **alumnus or alumna** means any person who has received a degree or post-secondary diploma or certificate from the University, or any person who has completed one year of full-time studies or the equivalent thereof as determined by the Governing Council, towards such a degree, diploma or certificate, and is no longer registered at the University.

- **former student** means any person who has been registered at the University in a program as defined in Section 2(a), has not been registered at the University within a period of two calendar years, and who is not an alumna.
- **Student Society** means a recognized student group as defined by the Policy for Compulsory Non-Academic Ancillary Fees.

2. Definition of the official student academic record

These guidelines pertain to student personal and academic information regardless of where, and in what medium, it resides. The official student academic record consists of the following information relating to a student's admission to and academic performance at this University:

(a) Permanent information

- 1) Personal information which is required in the administration of official student academic records such as name, student number, citizenship, social insurance number.
- 2) Registration and enrolment information.
- 3) Results for each course and academic period.

(b) Information used during the period of enrolment

- 4) Narrative evaluations of a student's academic performance subsequent to his or her admission, used to judge his or her progress through an academic program.
- 5) Basis for a student's admission such as the application for admission and supporting documents.
- 6) Results of petitions and appeals filed by a student.
- 7) Medical information relevant to a student's academic performance which has been furnished at the request or with the consent of the student concerned.
- 8) Letters of reference which may or may not have been provided on the understanding that they shall be maintained in confidence.
- 9) Personal and biographical information such as postal address, e-mail address and telephone number.

3. Access to official student academic records

(a) Access by a student

- 1) A student may examine and have copies made, at his or her expense, of his or her official student academic record defined in Section 2 above, with the exception of those portions of the record which comprise letters of reference (Section 2(b) (8)) which have been provided or obtained on the expressed or implied understanding that they shall be maintained in confidence. A student may, however, be advised of the identity of the authors of any confidential letters contained in his or her official academic record.
- 2) A student's request to examine a part of his or her official student academic record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall normally occur within 30 days of receipt of the request, or within such lesser period as a division may determine.
- 3) A student has the right to challenge the accuracy of his or her official student academic record and to have his or her official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments does not appear on reports such as transcripts or statements of results.

(b) Access by alumni and former students

- 1) An alumnus or alumna or a former student may examine and have copies made of the portion of his or her official student academic record as defined in Section 2(a) above.
- 2) A request from an alumnus or alumna or a former student to examine the portion of the official student academic record as defined in Section 2(a) shall be made in writing and

shall be complied with by the responsible authorities within a division. Such compliance shall normally occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

- 3) An alumnus or alumna or a former student shall have the right to challenge the accuracy of his or her official student academic record only under such terms and conditions as the academic division may determine and publish in the divisional calendar.
- (c) Access by University Staff and members of official University and divisional councils and standing committees
- 1) Members of the teaching and administrative staff of the University and members of official University and divisional councils and committees shall have access to portions of an official student academic record only as they need it for purposes related to the performance of their duties, and where their access to it is necessary and proper in the discharge of the University's functions.
 - 2) Access to medical information as defined in Section 2(b) (7) shall be granted to members of the teaching and administrative staff only with the prior expressed consent of the student.
 - 3) The Division of University Advancement shall have access to such personal information of students and alumni as is required for its own fundraising activities, such as maintaining contact with alumni. This information includes program(s) of study, years of attendance, and degree(s) obtained, but does not include academic performance.
- (d) Access by University campus organizations
- 1) University of Toronto Student Societies shall have access to the following information for the legitimate internal use of that organization: the name, sessional address, and telephone number of students who have been charged a compulsory non-academic incidental fee on behalf of the society. For purposes where an individual student's identity must be verified, additional information may be provided. The nature of the information, and the terms and conditions under which it will be provided, must be satisfactory to the Vice-President and Provost or designate and shall be reflected in formal confidentiality agreements which provide that the information is adequately safeguarded and used only for the purpose for which it is provided.
 - 2) Names and addresses of students will also be provided to Student Societies for the purpose of distributing materials when all of the following conditions are met:
 - The name and address information is not released to a third party (except as noted below).
 - The name and address information is not used for commercial purposes.
 - The organization proposes to distribute materials which, in the opinion of the University Registrar, the University would be willing to distribute if reimbursed by the organization. The materials to be distributed support or are related to the University or University activities and are not advertisements for non-University organizations.
 - The campus organization enters into a confidentiality agreement which includes agreeing to use the name and address information only for the specific purpose for which it was provided. In the event that the distribution of the materials is being conducted by a third party (e.g., a mailing house) on behalf of the student society, the confidentiality agreement shall be between the University and the third party.
 - 3) Notwithstanding other provisions of these guidelines, for the sole purpose of administering drug, health and dental insurance plans organized those Student Societies which are also Representative Student Committees as designated by the Governing Council, a list of the names, addresses, student numbers, faculty codes, birth dates, and gender of students charged the compulsory non-academic incidental fee for the relevant plan may be provided

to the insurance company designated by the student organization. The information included in the lists, and the terms and conditions under which they will be provided, must be satisfactory to the Vice-President and Provost or designate and shall be reflected in formal agreements which ensure that the information is adequately safeguarded and used only for the purpose for which it is provided. If it is demonstrated, to the satisfaction of the Vice-President and Provost or designate that the information is required for the administration of the plan and there is no practical means for the information to be provided directly by the University to the insurance company, a similar list may be provided directly to the student organization under the same terms and conditions.

(e) Access by others

- 1) The public conferral of degrees, diplomas and certificates is a core activity of the University and the information on the face of these records, together with the dates on which they were conferred, is personal information that is maintained for the purpose of creating a record that is available to the general public.
- 2) Any other information contained in the official student academic record shall be released to other persons and agencies only with the student's prior expressed written consent, or on the presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Training, Colleges and Universities for an annual enrolment audit, or otherwise as required by law. Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division. The release of the information concerning alumni and former students contained in the portions of the academic record as defined in Section 2(a) shall also be governed by the above provisions.
- 3) In the event that a student, alumnus or alumna or a former student is deceased, his or her personal representative shall be granted access to information in the individual's official student academic record to the extent that such access relates to the administration of the estate of the deceased.

(f) Refusal of access

The University reserves the right to withhold the official transcripts, diplomas and/or degree certifications of students, alumni and former students who have outstanding debts or obligations to the University in accordance with the Policy on Academic Sanctions for Students Who Have Outstanding University Obligations.

4. Custody and retention of official student academic records

- (a) Academic records of students are normally under the custodial responsibility of the academic division. Every academic division maintaining official student academic records shall draw up plans for the eventual disposition of their records in consultation with the University Archivist and in accordance with an approved records schedule which is in compliance with this policy.
- (b) Those portions of the official student academic record as defined in Section 2(a) shall be maintained permanently. Each academic division's records schedule shall specify the document, form or medium in which these records will be maintained.
- (c) Official student academic records preserved in the University Archives because of their archival value shall become open to researchers authorized by the University thirty years after a student has died.
- (d) Academic records shall be kept at all times under appropriate security.

POLICY ON ACADEMIC SANCTIONS FOR STUDENTS WHO HAVE OUTSTANDING UNIVERSITY OBLIGATIONS

In January, 1984 the Governing Council approved a policy on academic sanctions for students who have outstanding university obligations. (Revisions were approved in 1988 and 1993). The full text is available at www.governingcouncil.utoronto.ca/Governing_Council/Policies.htm.

RECOGNIZED UNIVERSITY OBLIGATIONS

The following is a list of recognized University obligations:

- tuition fees
- academic and other incidental fees
- residence fees and other residence charges
- library fines
- Bookstore accounts
- loans made by colleges, faculties or the University
- Health Service accounts
- unreturned or damaged instruments, materials and equipment
- orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the Code of Student Conduct.

ACADEMIC SANCTIONS

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

1. Statements of results or official transcripts of record, or both, will not be issued.
2. The University will not release either the official document (normally called diploma) which declares the degree, diploma or certificate earned nor provide oral confirmation or written certification of degree status to external enquirers.
3. Registration will be refused to a continuing or returning student.

UNDERGRADUATE PHARMACY SOCIETY

All undergraduate students registered with the Leslie Dan Faculty of Pharmacy are members of the Undergraduate Pharmacy Society (UPS). Every student pays a fee, as part of incidental fees, which is dispersed by the UPS in the interest of the student body. Sports, social and educational programs are funded with the money collected.

For the proper functioning of the UPS, all students are encouraged to participate.

REGULAR OFFICER TRAINING PLAN

Available to Canadian citizens, and tenable in approved degree courses. Four years compulsory service after graduation. Value: Tuition, a book allowance and a monthly living allowance. Apply: Canadian Forces Recruiting Centre, 4900 Yonge Street, Suite 100, Toronto, Ontario M2N 6A4, 416-635-4490. Website: www.forces.ca

TRANSCRIPTS

The transcript of a student's record reports the standing in all courses attempted, information about the student's academic status including refusal of further registration, completion of degree requirements and conferral of the degree.

As of May 3, 1999, the University issues a consolidated transcript. It contains a student's entire academic record while at the University of Toronto, for all divisions in which the student has been or is currently registered.

Transcripts may be ordered on the Student Web Service at www.acorn.utoronto.ca or www.rosi.utoronto.ca. Alternatively, a paper 'Transcript Order Form' may be submitted directly to the University of Toronto Transcript Centre (UTTC) as follows:

- in person or via regular mail to UTTC, 100 St. George Street, Room 1006, Toronto, ON, M5S 3G3
- via e-mail to transcripts@utoronto.ca

The paper Transcript Order Form is available on the UTTC website at www.transcripts.utoronto.ca

The fee for transcripts is \$12 per copy. Administrative and/or financial holds may be placed on a student's academic record. Should this occur, students would not receive Statements of Results, nor would transcripts be issued. Students can check their account status on the Student Web Service (www.acorn.utoronto.ca or www.rosi.utoronto.ca).

UNIVERSITY HOUSING SERVICES

Housing Services – Main Office

Koffler Student Services Centre

214 College Street, Room 203

Toronto, ON M5T 2Z9

Tel.: 416-978-8045

Fax: 416-978-1616

E-mail: housing.services@utoronto.ca

Web: www.housing.utoronto.ca

Get the most out of your housing experience with the help of U of T's Housing Services. In addition to the online off-campus rental listings and roommate finder service, Housing Services offers extensive resources for student renters and those interested in living in residence or Student Family Housing. Students interested in learning more are encouraged to visit www.housing.utoronto.ca.

SINGLE STUDENT RESIDENCES

If you are interested in residence, and have already received and enabled your JOIN/UTORid, please visit <https://myres.utoronto.ca> to apply.

If you have not received your JOIN/UTORid, you must apply through the University's residence application site – <http://uoft.me/starez>

As demand is high and spaces are limited, we recommend that you apply as soon as possible, even before you are admitted. Please visit <http://www.studentlife.utoronto.ca/hs/apply#node-1325> for further details about the application process and for information on what each residence has to offer.

The following U of T residences accommodate Pharmacy students:

Shared Apartment-Style Residence – No Meal Plan, Full-Kitchen Facilities

- **Graduate House:** <http://gradhouse.utoronto.ca>

Graduate House reserves a limited number of recruitment spaces for students in their first year of the entry-to-practice Doctor of Pharmacy (PharmD) program. To be considered for one of these spaces, you **must check the appropriate box on the entry-to-practice PharmD application form**. If you indicate your interest on the Pharmacy application form, and if you are offered admission to the Faculty, you will receive notification as to whether you have been offered one of the spaces. Decisions will be made strictly on the basis of students' rank on the Admissions Index.

If you receive notification from the Faculty that you have been assigned one of the spaces, you will be asked to complete and submit an application form and deposit to the Graduate House office. Failure to formalize the residence arrangements by the given deadline will result in forfeiture of your reserved residence space.

Pharmacy students can also apply directly for one of the non-recruitment spaces at Graduate House by completing the Graduate House application via the application site link above. In order to secure a space, we encourage you to apply early. Please note: Graduate House's application requires a \$100 application fee (which can be refunded upon request if you do not receive an offer or do not get into the program).

U of T Operated, Dormitory-Style Residences – Compulsory Meal Plan

- **Loretto College** (Women only): 70 St. Mary Street
416-925-2833 | loretto.college@utoronto.ca | <http://stmikes.utoronto.ca/loretto>

Affiliated, Independent Residences

- **Knox College:** 59 St. George Street
416-978-0168 | knox.residence@utoronto.ca | www.utoronto.ca/knox
- **Wycliffe College:** 5 Hoskin Avenue
416-946-3535 | wycliffe.college@utoronto.ca | www.wycliffecollege.ca

OFF-CAMPUS HOUSING

Housing Services maintains an online listing of rental ads, most located within 45 minutes travel to the University of Toronto. You will be required to login using your JOIN/UTORid and password.

Included in the listings are dormitory-style options, which are independently owned/operated residence-style accommodations that house many U of T students.

Students coming to Toronto from outside the area should arrange to stay in temporary housing while conducting their housing search. A list of temporary accommodations is available on the Housing website.

Rental housing in Toronto is usually advertised four to eight weeks in advance of the date the unit becomes available for occupancy. If you will be looking for rental housing, please note that it generally takes two to four weeks to locate something suitable, depending on the type of housing desired and your budget. Since the accommodations listed are not inspected, the quality cannot be estimated or guaranteed. Therefore, it is **very important that you to meet with prospective landlords and inspect the premises before entering into any rental agreement.**

STUDENT FAMILY HOUSING

Student Family Housing has over 700 apartments available on the St. George campus. Priority for these unfurnished apartments is given to student families. The term “family” refers to students residing with their dependent children and to childless couples in a permanent long-term intimate relationship for at least one full year.

While many students can be housed within 9 to 18 months of their application, this is only an average and depends on many variables, the most important of which is the supply of vacant apartments in any given month. However, if you are able to move with less than two months’ notice, then the waiting period can be significantly shorter. It is advisable to apply as soon as you are seriously considering attending the University – if possible before being given an offer of admission to the University. For more information, or to apply, contact the Student Family Housing office at 416-978-8049 or visit 35 Charles Street West. <http://studentfamilyhousing.utoronto.ca>.

FAMILY CARE OFFICE

Koffler Student Services Centre

214 College Street, Room 103, Toronto, Ontario M5T 2Z9

Telephone: 416-978-0951

E-mail: family.care@utoronto.ca

Website: www.familycare.utoronto.ca

The Family Care Office supports students and their families with family related issues. Services include information, guidance, referrals, educational programming and advocacy.

Students can meet with a staff member and/or a peer mentor to discuss their particular situation including:

- Planning for parenthood and pregnancy
- Child care options
- Financial resources and subsidies
- Managing school and family life
- Looking after aging relatives or siblings

We offer free workshops, family events, and discussion groups throughout the year. Sample offerings include:

- Planning for Pregnancy
- Debt Management for Student Parents
- Parenting workshops and Elder Care workshops
- Student Parents Discussion Group
- Separation and Divorce workshops

All services are free and confidential.

PROGRAMS AND SERVICES FOR STUDENTS WITH A DISABILITY

Accessibility Services – St. George Campus

455 Spadina Avenue, Suite 400

Toronto, ON M5S 2G8

Voice: 416-978-8060

Fax: 416-978-5729

E-mail: accessibility.services@utoronto.ca

Website: <http://studentlife.utoronto.ca/as>

UNIVERSITY COMMITMENT

The University's statement of institutional purpose states: "The University of Toronto is dedicated to fostering an academic community in which the learning and scholarship of every member may flourish with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity." The University's "Statement of Commitment Regarding Persons with Disabilities" is part of the University of Toronto Ontarians with Disabilities Act Plan 2004-05 and can be found at www.accessibility.utoronto.ca.

Faculty and staff carry a responsibility for creating and maintaining a community that is inclusive of all persons and treats all members of the community in an equitable fashion, responding appropriately to requests for accommodation of a disability as per the Ontario Human Rights Code 'Guidelines on Accessible Education' (2004). The guidelines can be found online at <http://www.ohrc.on.ca/english/consultations/ed-consultation-report.shtml>.

RESPONSIBILITIES OF STUDENTS WHO HAVE DISABILITIES

Students who request accommodations for their academic programs and related activities at the University are obligated to disclose their disabilities to the respective campus Service for Students with Disabilities, and request accommodations in a timely manner to facilitate the implementation of support and services. It is vitally important that students discuss their needs **as early as possible** with the Service in order to put accommodations in place. Students must present relevant and up-to-date documentation, as outlined on the website, from an appropriate health care professional.

SUPPORT SERVICES FOR STUDENTS

There are offices on all three U of T campuses that work to facilitate the inclusion of students with disabilities into all aspects of university life. The focus is on skills development, especially in areas of self-advocacy and academic skills. Services are provided to students who have a physical, sensory, or learning disability, mental health disability, acquired brain injury or chronic health condition as well as students who have temporary disabilities such as a broken dominant arm.

The Service provides a wide range of support, including:

- Learning disability assessments
- Adaptive technology assessments
- Adaptive technology and assistive devices
- Alternative test and examination arrangements
- Volunteer note taking services
- Sign-language interpreters
- Information on disability-related issues
- Liaison with academic and administrative offices within the University and with off-campus agencies
- On-campus transportation (St. George campus only)

To access the service, students meet with a disability counsellor to discuss individual needs, accommodations, and strategies for success. Where appropriate, eligible students are referred to one of the professionals on staff for assessments, such as the Adaptive Technologist or a Learning Strategist to identify strategies and determine any accommodations. Information shared with Accessibility Services about the impact of your disability on your academic work is shared on a need to know basis as outlined in the guidelines of the Freedom of Information and Protection of Privacy Act. Students are encouraged to meet and discuss their needs with their instructors.

There is a Bursary for Students with a Disability (BSWD) for students who have applied and established eligibility for OSAP. The BSWD helps students with disability related educational costs while attending post-secondary institutions. To access the bursary, students meet with a disability advisor on their campus. University alternate bursaries are also available for eligible support and services.

THE SEXUAL HARASSMENT OFFICE

The University of Toronto Sexual Harassment Office addresses harassment based on sex, sexual orientation, gender identity and gender expression. Sexual harassment may take the form of verbal abuse or insults, innuendo, homophobic comments or jokes, unwelcome advances or physical contact, persistent pressure for dates, or any offensive emphasis on your sex, sexual orientation, gender expression, and/or gender identity. The University of Toronto endeavours to provide to all students, staff and faculty an environment that is free from sexual harassment. The University's Sexual Harassment Policy provides a procedure for making a formal complaint of harassment.

The Sexual Harassment Office provides education to the university community and deals with complaints, on a completely confidential basis. If you feel that you are being harassed, or are worried that a complaint may be made about your behaviour by someone else, contact the Office. You can phone simply to talk or to find out about the policy, and unless you decide to make a formal complaint you need not give your name.

The Sexual Harassment Officer is available to run educational sessions, to facilitate workshops and training programs, to talk to your class, or to provide individual advice, referral, and information.

The best way to contact the office is by telephone. Visits are by appointment. Telephone: 416-978-3908; Website: www.sho.utoronto.ca.

OFFICE OF THE UNIVERSITY OMBUDSPERSON

As part of the University's commitment to ensuring that the rights of its individual members are protected, the University Ombudsperson investigates complaints from any member of the University not handled through regular University channels. The Ombudsperson is independent of all administrative structures of the University and is accountable only to Governing Council. In handling a complaint, the Ombudsperson has access to all relevant files and information and to all appropriate University officials. All matters are in strict confidence, unless the individual involved approves otherwise. The Ombudsperson offers advice and assistance and can recommend changes in academic or administrative procedures where this seems justified.

The Office operates year-round. Please phone or e-mail us for an appointment. All meetings are by appointment only. To enhance our accessibility for all members of the University of Toronto community, we offer meetings in-person at our office, by telephone, and also via Skype. For additional information please visit our website at: <http://ombudsperson.utoronto.ca>; Telephone 416-946-3485; E-mail Ombuds.person@utoronto.ca. The office is located at McMurrich Building, 12 Queen's Park Crescent, Room 102, Toronto, Ontario M5S 1S8.

Curriculum

STUDENT WEB SERVICE (SWS)

The University of Toronto's automated student records system allows students access to information via the Student Web Service (SWS). Specifically Pharmacy students can do the following:

Student Web Service (www.acorn.utoronto.ca or www.rosi.utoronto.ca)

- list their courses
- add/cancel elective courses
- check available space in courses
- view/print their academic record
- change their PIN
- set up PIN Reactivation
- access their grades, GPA and academic status
- check their personal information
- keep their address up to date
- check their fees account balance
- order transcripts
- view and print their T2202A form for tax purposes
- view a log of all their most recent successful SWS transactions

KEY TO ACADEMIC ACTIVITY (COURSE) DESCRIPTIONS

The following terms and symbols are used in the descriptions for academic activities (courses).

ACADEMIC ACTIVITY CODE

Under the SWS, a course listing is called an academic activity code, and consists of a series of 8 characters (e.g., PHM355H1):

- three letters which indicate the Faculty or Department offering the course
- three numbers which indicate the level of the course
- one letter which indicates the weight value of the course (H = a half credit; Y = a full credit)
- one number which indicates the campus where the course is offered (1 = St. George; 3 = University of Toronto at Scarborough; 5 = University of Toronto at Mississauga).

SECTION CODE

A section code indicates the duration of a course:

- F = fall session (from September to December)
- S = winter session (from January to April)
- Y = fall and winter sessions (from September to April)

COURSE LOAD

Degree students in the PharmD program are students who are registered in all academic activities (courses) which are offered in each specific academic year of the program. Students who have exemptions must be registered in a minimum course load of 4.0 full course equivalents to maintain full-time status.

COURSE EXEMPTIONS

The Faculty will complete an assessment of transfer credit for all candidates admitted to the PharmD program after admission has been granted. This assessment cannot be provided prior to admission. Decisions regarding course exemptions (transfer credit) are normally available during the first week of September in the year in which admission is granted.

As per policy adopted by the Governing Council at the University of Toronto, acceptance of transfer credits shall be based on the recognition that, while learning experiences may differ in a variety of ways, their substance may be essentially equivalent in terms of content and rigour.

This premise should be based on an understanding that the integrity of the Pharmacy program must be maintained. Although, in general, students should not be required to repeat previous learning experiences in which they have demonstrated competence, the fact that Pharmacy is a professional faculty where most courses are specially tailored for Pharmacy students must be taken into consideration. Therefore, a very limited number of courses are eligible for transfer credit consideration. The information given below is applicable for the 2016-17 academic year.

Exemption may be considered in the following courses:

- **PHM145H1 Human Histology and Anatomy** Eligibility for exemption requires course(s) which cover all major topics in Human Anatomy; a significant histology component must also be included. At universities where the material is offered over the span of two terms/semesters (e.g., Anatomy I and II) both courses are required for exemption eligibility. The course(s) must have an emphasis on human anatomy.
- **PSL205H1 Basic Human Physiology** Eligibility for exemption requires course(s) which cover all major systems in Human Physiology. At universities where the material is offered over the span of two terms/semesters (e.g., Physiology I and II) both courses are required for exemption eligibility. The course(s) must have an emphasis on human physiology.
- **PHM146H1 Fundamentals of Pharmacology** is equivalent to the University of Toronto courses PCL469H1 + PCL 470H1 or the former course PCL470Y1. Some other known exemptions are listed on the Exemptions Request Form on the Faculty's website (<http://www.pharmacy.utoronto.ca/pharmd/course-exemptions-transfer-credit>).
- **PHM140H1 Molecular Pharmacology** is equivalent to the University of Toronto course PHC301H1 (or former PHC300Y1). Those from a Pharmaceutical Chemistry program at other universities may also be considered on a case-by-case basis.
- **PHM141H1 Pharmaceutics** is equivalent to the University of Toronto course PHC230H1 (or former PHC330Y1). Those from a Pharmaceutical Chemistry program at other universities may also be considered on a case-by-case basis.
- **PHM240H1 The Science of Pharmacotherapy** is equivalent to the University of Toronto course PHC420H1. Those from a Pharmaceutical Chemistry program at other universities may also be considered on a case-by-case basis.
- **PHM340H1 Introductory Toxicology** is equivalent only to the University of Toronto course PCL362H1. Due to the focus of the course and assessment methods used, other Toxicology courses are not eligible for exemption consideration.
- Candidates who have taken a Microbiology course(s) as part of another professional health professions program may also be eligible for exemption from **PHM242H1 Microbiology of Infectious Diseases**. To ensure a clinical appreciation, Microbiology courses from general science programs will not be considered. These assessments will be made on a case-by-case basis.
- Candidates who have successfully completed another professional health professions program (e.g., Nursing or Medicine), and are licensed in their field may also be eligible for exemption from **PHM230H1 Injection Techniques and Physical Assessment**. These assessments will be made on a case-by-case basis.
- Students with previous attendance at a CCAPP (Canadian Council for Accreditation of Pharmacy Programs) or ACPE (Accreditation Council for Pharmacy Education) accredited program may be considered for exemption in individual courses not listed above on a case-by-case basis, up to a maximum of 9.0 full-credit equivalents.

The minimum grade requirement for course exemption is 70% (i.e., equivalent to B- at the University of Toronto).

A maximum of 9.0 full-credit equivalent course exemptions may be granted.

All requests for course exemption must be submitted in writing by the applicable deadline, unless exemption has been processed automatically by the Faculty upon admission (i.e., unless the course has already been removed from the student's course enrolment on the University's student records system. For any exemption not processed automatically by the Faculty, a 'Course Exemption Request Form' must be submitted no later than September 26, 2016 for courses beginning in September 2016 or by January 23, 2017 for courses beginning in January 2017. The form is available for downloading at <http://www.pharmacy.utoronto.ca/pharmd/course-exemptions-transfer-credit>.

Students granted course exemptions will not be eligible for awards based on the overall grade point average.

Further information on course exemptions is available on the Faculty's website (<http://www.pharmacy.utoronto.ca/pharmd/course-exemptions-transfer-credit>).

FIRST YEAR CURRICULUM

Subject		Total Hours						Weight Value
		Fall Term			Winter Term			
		Lec.	Tut.	Prac.	Lec.	Tut.	Prac.	
PHM101H1	Pharmacotherapy 1: Foundations and General Medicine	–	–	–	23*	20**	–	0.5
PHM105H1	Medication Therapy Management 1	–	–	–	12	3	24	0.5
PHM110H1	Health Systems I	24	2	–	–	–	–	0.5
PHM113H1	Pharmacy Informatics	11*	2	–	–	–	–	0.25
PHM114H1	Social and Behavioural Health	–	–	–	24	6	–	0.5
PHM130H1	Pharmaceutical Calculations	13	–	–	–	–	–	0.25
PHM140H1	Molecular Pharmacology	–	–	–	39	***	–	0.5
PHM141H1	Pharmaceutics	–	–	–	39	***	–	0.5
PHM142H1	Metabolic Biochemistry and Immunology	26	13	–	–	–	–	0.5
PHM143H1	Pathobiology and Pathology	–	–	–	36	3	–	0.5
PHM144H1	Pharmacokinetics	33	6	–	–	–	–	0.5
PHM145H1	Human Histology and Anatomy	39	–	–	–	–	–	0.5
PHM146H1	Fundamentals of Pharmacology	13	–	–	–	–	–	0.25
PHM151H1	Early Practice Experience 1	1	–	–	2	–	160 [#]	0.5
PSL205H1	Basic Human Physiology (Online course)	36	–	–	–	–	–	0.5

* Includes online learning components.

** Includes large group problem-based or case-based learning and/or small group tutorials.

*** A number of optional tutorial hours may be arranged.

[#] Experiential hours to be completed in the summer after Year 1.

In addition to the above courses, the first year curriculum includes online course work in jurisprudence, language of practice and the patient care process.

“Capstone” assessments which include an OSCE (Objective Structured Clinical Examination) component may be held at the end of Years 1, 2, and 3 of the PharmD program. Capstones in Years 1 and 2 will be focussed on assessing students' readiness for Early Practice Experience (EPE) 1 and 2 respectively. The Capstone in Year 3 will assess students' readiness for the Advanced Pharmacy Practice Experience (APPE) Rotations.

DESCRIPTION OF ACADEMIC ACTIVITIES (COURSES)

PHM101H1 Pharmacotherapy 1: Foundations and General Medicine *A. Woods and S. Yamashita*

This is the first of a series of courses taught over three years of the program which will provide the required knowledge and skills to effectively manage patients' drug therapy. In addition to covering selected therapeutic topics, the course will integrate relevant pathophysiology, pharmacology, clinical pharmacokinetics, selected pharmaceuticals and principles of evidence-based pharmacotherapy. Principles of drug therapy in geriatrics, pediatrics and other special populations will be addressed. Various learning and teaching methodologies will be used including didactic teaching, small group case discussions, and in-depth discussions of cases in small case study seminar groups. This course will help students prepare for the Medication Therapy Management course and the other Pharmacotherapy courses.

Prerequisite: PHM113H1; PHM142H1; PHM144H1; PHM145H1; PHM146H1; PSL205H1

Co-requisite: PHM105H1; PHM141H1; PHM143H1

PHM105H1 Medication Therapy Management 1 *J. Ahmad and A. Cameron*

Medication Therapy Management (MTM) is an array of pharmacist services that seeks to provide outcomes-based patient-centred care, and is founded on the philosophy of Pharmaceutical Care. In addition to exploring the core aspects of the patient care process, this course will introduce and develop the knowledge, skills and attitudes that students will require when they undertake early practice experience at the end of Year 1. Through a combination of lectures and laboratory simulations, students will progress through a series of large and small group activities, combined with individual work, that simulate practice in a community pharmacy setting, and that are transferable to other pharmacy practice settings (family health teams and hospital pharmacies). This course intentionally intersects with Pharmacotherapy 1, and students will be expected to apply knowledge from all Year 1 courses, including selected online material.

Prerequisite: PHM110H1; PHM113H1; PHM130H1

Co-requisite: PHM101H1; PHM114H1; PHM141H1

PHM110H1 Health Systems I *J. Farrell and S. Guilcher*

This course introduces pharmacy students to Canada's healthcare system including structures, functions and the policies that underpin healthcare services. Students will learn about the roles and responsibilities of key healthcare providers including pharmacists in a variety of healthcare settings. Students will gain insight into how and where pharmacy and medication fit within the larger system of care. Historical context will be used to explain why the healthcare system exists and critical reflection will be encouraged to explore how and why the system may be evolving, especially with respect to the roles that pharmacists play within the system. The course provides an introduction to essential management, communication and leadership skills that will be required by healthcare professionals to flourish within the evolving health system.

PHM113H1 Pharmacy Informatics *TBD*

Pharmacy informatics introduces students to two core types of information: 1) patient-specific information created in the care of patients and 2) knowledge-based information, which includes the scientific literature of health care. Informatics also implies the use of technology in managing information and knowledge. Students will develop the introductory knowledge and skills to assume responsibility for identifying, accessing, retrieving, creating and exchanging relevant information to ensure safe and effective patient care throughout the medication use process. This course will utilize an innovative e-Resource and ample opportunity to develop skills in this emerging area.

PHM114H1 Social and Behavioural Health *Z. Austin and A. Thompson*

This course is composed of three components: 1) introduction to sociological theories and concepts that impact health and health care; 2) introduction to professionalism and ethics and 3) introduction to the ways in which individual psychology shapes and affects health and health care. Topics such as the social determinants of health and related ethical issues; the social construction of disease; and the exploration of when and why people seek health care services will be used to stimulate discussion about how social forces impact pharmacy practice. Codes of ethics and other ethical principles for guiding

professional practice in pharmacy will be discussed through the analysis of ethics cases. Behaviouralist, cognitivist, developmentalist, and psychoanalytic theories will be used to help students understand the range of responses and behaviours individuals may demonstrate when dealing with health-related issues. Students will apply these theories to discussion of different patient education (counselling) approaches designed to optimize personal and health-related outcomes.

PHM130H1 Pharmaceutical Calculations

A. Bjelajac Mejia

As pharmacists, you are expected to integrate your knowledge and skills gained throughout the pharmacy curriculum to provide direct patient care. Pharmacy practice is calculations intensive and accuracy is critically important to safe and effective patient care. As medication therapy experts, patients and other health care providers value and depend on pharmacists' expertise and accuracy in pharmaceutical calculations. Throughout the course, students will be required to complete pharmaceutical calculations with a focus on accuracy. A case based approach will be taken to familiarize students with real life examples of common calculations required to practice in community and hospital settings. The objective of this course is to prepare the student to apply knowledge and skills gained to other courses in the program, such as the early practice experience (EPE 1).

PHM140H1 Molecular Pharmacology

J.W. Wells (Co-ordinator)

Many drugs act via the receptors and other proteins that mediate cellular signalling. Such proteins can be grouped into several families on the basis of their structural and functional similarities. Examples from each family are examined at the molecular level from a pharmacological, biochemical and biophysical point of view for insight into their structure, their mechanism of action, their modulation by drugs and the underlying dysfunctions toward which the drugs are directed. Basic principles of molecular pharmacology are introduced as a tool for decoding the relationship between dose and response across all families, with an emphasis on the explicit nature of concepts such as potency and efficacy.

Prerequisite: PHM142H1; PSL205H1

PHM141H1 Pharmaceutics

S. Wu (Co-ordinator)

Achieving effective treatment of a disease while minimizing adverse effects of a drug requires rational selection, formulation and administration of an appropriate dosage form. This course teaches the scientific background and technical aspects important in dosage form design, basic dosage forms and their therapeutic applications. This course will focus on the biopharmaceutical considerations and physicochemical foundation of various dosage forms. Discussion will include preformulation factors (melting point, solubility, viscosity, dissolution, particle and solid state properties), rheology, pharmaceutical solutions, pharmaceutical powders, colloids and dispersions, complexation, chelation, and protein binding.

PHM142H1 Metabolic Biochemistry and Immunology

J. Henderson

This course examines aspects of mammalian biochemistry, metabolism and molecular immunology pertinent to pharmacologically significant drug actions *in vivo*. Where appropriate the biochemical basis, mechanism, and effect of specific drugs on human physiology are also discussed. In addition this course examines the biochemical basis of pharmacogenetics and metabonomics differences seen in different human populations.

PHM143H1 Pathobiology and Pathology

I. Crandall

This course is designed to introduce pharmacy students to the physiological and biochemical mechanisms which lead to pathological states and includes the laboratory investigation and follow-up associated with specific diseases.

Prerequisite: PHM145H1; PSL205H1

PHM144H1 Pharmacokinetics

C. Cummins

This course will examine how physiologic and biochemical processes influence the fate of drugs in the body. The interrelationship between the physicochemical properties of the drug and the rate/extent of absorption will be explored. Mathematical modeling of the plasma concentration time curves following drug administration will constitute a major part of the course. Fundamental pharmacokinetic principles and quantitative relationships will be used to determine approaches in designing dosage

regimens, evaluating pharmacologic response and explaining mechanisms of drug-drug interactions. The resulting theory will form the basis for selecting a particular route of drug administration, determining the frequency of administration and identifying patient factors which require a modification of normal drug dosing regimen.

Co-requisite: PSL205H1

PHM145H1 Human Histology and Anatomy

H.S. Sun

This course introduces the student to the structure of the human body and its relationship to function. Following an introduction to basic human histology, the course will use a systemic approach to the study of human anatomy.

PHM146H1 Fundamentals of Pharmacology

M. Erclik

This course will introduce students to fundamental principles of pharmacology. The principles of drug-receptor interactions will be examined and various examples of protein targets of drug action shall be presented. The pharmacology of drugs that modify fundamental physiological processes such as the autonomic nervous system and endocrine and autocrine pathways will also be examined to serve as a background for future pharmacotherapy modules.

Co-requisite: PHM145H1; PSL205H1

PHM151H1 Early Practice Experience 1

K. Tan

This course is the first of two early experiential rotations, each 160 hours. Students will undertake this first EPE-1 during the summer following Year 1 (sometime between May and August). Each student will actively participate in day-to-day services within a direct patient care pharmacy practice setting, thus enabling application of knowledge, skills and values introduced in faculty-based courses and simulated practice environments (laboratories). Required activities include prescription/medication order processing, patient education, drug information provision, medication history taking, and observation of/participation in patient safety processes in the practice setting. Students also need to demonstrate effective communication skills, professionalism and teamwork during the rotation.

Prerequisite: PHM101H1; PHM105H1; PHM110H1; PHM113H1; PHM114H1

PSL205H1 Basic Human Physiology

D. Tweed

A course for pharmacy students which will include functions of the blood, circulation, respiration, muscle, nervous system, the senses, gastrointestinal tract, kidney, immunology, endocrinology and organs of reproduction. Particular emphasis is placed on homeostatic mechanisms maintaining normal functions of the body. Many of these mechanisms are explained in detail at the cellular level. This course will be taught online.

Co-requisite: PHM145H1

SECOND YEAR CURRICULUM

Subject	Total Hours						Weight Value
	Fall Term			Winter Term			
	Lec.	Tut.	Prac.	Lec.	Tut.	Prac.	
PHM201H1 Pharmacotherapy 2: Dermatology and EENT	17	22** +***	–	–	–	–	0.5
PHM202H1 Pharmacotherapy 3: Endocrinology, Nephrology and Urology	20	19**	–	–	–	–	0.5
PHM203H1 Pharmacotherapy 4: Infectious Diseases	–	–	–	25*	14**	–	0.5
PHM204H1 Pharmacotherapy 5: Cardiovascular Diseases	–	–	–	25*	14**	–	0.5
PHM205H1 Medication Therapy Management 2	12*	1	26	–	–	–	0.5
PHM206H1 Medication Therapy Management 3	–	–	–	12	3	24	0.5
PHM212H1 Research Methods for Pharmacy	18	8**	–	–	–	–	0.5
PHM213H1 Health Economics and Pharmacoeconomics	–	–	–	24	2	–	0.5
PHM215H1 Management: Skills, Communication and Collaboration	–	–	–	26	6**	–	0.5
PHM230H1 Physical Assessment and Injection Techniques	–	–	–	25*	–	14	0.5
PHM240H1 The Science of Pharmacotherapy (Online course)	–	–	–	26	***	–	0.5
PHM241H1 Topics in Pharmaceutical Quality and Clinical Laboratory Medicine	10	2**	24	–	–	–	0.5
PHM242H1 Microbiology of Infectious Diseases	38	1	–	–	–	–	0.5
PHM251H1 Early Practice Experience 2	2	–	–	2	–	160#	0.5

* Includes on-line learning components.

** Includes large group problem-based or case-based learning and/or small group tutorials.

*** A number of optional tutorial hours may be arranged.

Experiential hours to be completed in the summer after Year 2.

In addition to the above courses, the second year curriculum includes online course work in jurisprudence, language of practice and the patient care process.

DESCRIPTION OF ACADEMIC ACTIVITIES (COURSES)

PHM201H1 Pharmacotherapy 2: Dermatology and EENT

A. Narducci and D. Sibbald

Dermatology and Eye, Ear, Nose and Throat (EENT) is the second in a series of courses taught over three years which will provide the required knowledge, skills, attitudes and behaviours to effectively manage patients' drug therapy within this content domain. This course will build on content and skills in Pharmacotherapy 1: Foundations and General Medicine, and Medication Therapy Management 1. In addition to covering selected therapeutic topics relating to Dermatology and EENT, the course will incorporate relevant schema recognition, pathophysiology, pharmacology, clinical pharmacokinetics, pharmaceuticals and evidence-based authoritative sources of best practice pharmacotherapy. Principles of drug therapy in special populations and in practice contexts ranging from self-care to emergency care will be addressed. Knowledge building classroom and online designs and teaching methodologies will vary to address recognized learning styles, including interactive instructive teaching with audience response meters, progressing to in-depth Socratic discussions of integrated evolving cases using small student panels. It will prepare students to apply these principles to patient care in the concurrent Medication Therapy Management course and the other Pharmacotherapy courses.

Prerequisite: PHM101H1; PHM105H1; PHM113H1; PHM140H1; PHM141H1; PHM145H1; PHM146H1; PSL205H1

Co-requisite: PHM205H1; PHM242H1

PHM202H1 Pharmacotherapy 3: Endocrinology, Nephrology and Urology

M. Battistella and H. Halapy

This course is designed for pharmacy students to develop a broad understanding of pathophysiology, pharmacology, clinical pharmacokinetic and pharmacotherapy in major areas of endocrinology, nephrology and urology. The course will use a problem-based approach with emphasis on the integration and application of fundamental principles to specific clinical situations.

Prerequisite: PHM101H1; PHM105H1; PHM113H1; PHM140H1; PHM141H1; PHM142H1; PHM143H1; PHM144H1; PHM145H1; PHM146H1; PSL205H1

Co-requisite: PHM205H1

PHM203H1 Pharmacotherapy 4: Infectious Diseases

N. Dewhurst and G. Wong

This course is designed to provide students with the knowledge in pathobiology, pharmacology, pharmacotherapy, clinical pharmacokinetics and relevant pharmaceuticals required to be a practitioner in infectious diseases therapeutics. The course will be taught using a variety of techniques including on-line lectures, case-based learning and small interactive group learning.

Prerequisite: PHM101H1; PHM105H1; PHM113H1; PHM140H1; PHM141H1; PHM142H1; PHM143H1; PHM144H1; PHM145H1; PHM146H1; PHM205H1; PHM212H1; PHM242H1; PSL205H1

Co-requisite: PHM206H1; PHM230H1

PHM204H1 Pharmacotherapy 5: Cardiovascular Diseases

H. Kertland

This course is designed to provide students with the knowledge in cardiovascular pathophysiology, pharmacology, pharmacotherapy, clinical pharmacokinetics and pharmaceuticals required to be a practitioner. The course will be taught using a variety of techniques including lectures, case-based learning and interactive group learning.

Prerequisite: PHM101H1; PHM105H1; PHM113H1; PHM143H1; PHM146H1; PHM202H1; PHM212H1; PSL205H1

PHM205H1 Medication Therapy Management 2

K. Tan

This Medication Therapy Management (MTM) course is the second of the four-part series of simulated pharmacy practice courses. MTM 2 will enable a student to continue to apply knowledge and develop skills needed by a pharmacist to provide patient care, using a systematic patient-care process to define and achieve the goals of optimizing safe, effective pharmacotherapy. MTM 2 course content is drawn from relevant co- and pre-requisite courses. Lectures and simulated practice sessions are designed to facilitate independent and collaborative learning that will be transferrable to diverse practice settings and prepare a student for early experiential learning. Students will be responsible to perform and document a comprehensive patient assessment to identify, resolve and prevent drug therapy problems, and educate patients on the appropriate use of medications. Students will be required to assess a patient's health status; integrate relevant information to recommend appropriate therapy, determine efficacy and safety endpoints for monitoring therapy, document a care plan, and appropriate follow-up parameters with patients to evaluate their response to therapy, in a simulated practice environment. Students will also actively participate in the medication dispensing process, prepare extemporaneously compounded pharmaceutical products and interpret the pharmacist's professional, ethical and legal obligation within provincial and federal frameworks.

Prerequisite: PHM101H1; PHM105H1; PHM114H1

Co-requisite: PHM201H1; PHM202H1

PHM206H1 Medication Therapy Management 3

J. Kellar

Medication Therapy Management 3 (MTM 3) is the third of a four-part series of simulated pharmacy practice courses that is delivered longitudinally over three years of the undergraduate program. MTM 3 builds on the skills developed in MTM 1 and MTM 2, focusing on more comprehensive, integrated patient centred care. MTM is founded on the philosophy of Pharmaceutical Care and involves a partnership between the patient, pharmacist, and other health care providers to promote safe and effective medication use to achieve desirable patient outcomes. MTM 3 provides students learning opportunities to apply and

integrate materials learned through all courses in the curriculum to date, using simulated practice-based interactions to enhance their patient-care skills. Lectures will provide foundational material and skills which will be applied in the simulated interactions. Simulated interactions will focus on developing effective patient-centered management of multidimensional drug-therapy anchored in a professional context, in preparation for the student's second year practice experiential course.

Prerequisite: PHM101H1; PHM201H1; PHM202H1; PHM205H1

Co-requisite: PHM203H1; PHM204H1

PHM212H1 Research Methods for Pharmacy

A. Taddio

Pharmacists are required to apply research evidence in practice. As health care providers, pharmacists discern and translate both the quality and relevance of health information with the goal of optimizing patient outcomes. This course introduces students to clinical trial designs typically used in health care. The course will explore core principles in experimental and non-experimental research designs. The focus will be on randomized controlled trials as they are the primary method of generating evidence for therapeutic interventions. Students will learn how various research approaches are selected, designed, executed, analyzed, published and applied (including critical appraisal). The course covers a broad range of research topics at the introductory to intermediate level. Students will develop foundational knowledge and skills in research methods, statistics and ethics that will be applied in pharmacotherapy modules.

PHM213H1 Health Economics and Pharmacoeconomics

TBD

This course surveys the economic aspects of the pharmaceutical sector. The course will use the methods of economic analysis to investigate how markets allocate resources, when they work well and the role for government when they do not work well. Specific topics include the economics of the development of new drugs; economic aspects of drug insurance, economic appraisal of new drugs ("pharmacoeconomics"); and economic models of the pharmacist labour market.

PHM215H1 Management: Skills, Communication and Collaboration

J. Farrell

Management skills and related communication and collaboration skills are essential for success in any field of pharmacy practice. This course will provide students with an introduction to basic concepts in management, communication and collaboration with other health and business professionals, and will culminate with the development of a business plan that enables students to apply knowledge and skills. This course is also designed to give students a broad overview in collaborative leadership theory so that they are better prepared to work effectively in their chosen field. Students will learn how pharmacy practice in different settings has evolved from 1985 to 2000 to 2015 as well as how practice may evolve in the future. In doing so students will develop a greater appreciation of the skills required to deliver effective patient care-focused services. Overall, the aim of this course is to equip students with the ability to apply their clinical, pharmaceutical and management skills to provide high quality services that are patient focused and demonstrate value for money.

Prerequisite: PHM110H1

PHM230H1 Physical Assessment and Injection Techniques

TBD

This course will provide an introduction to the physical assessment of patients. Students will engage in lectures, on-line activities and skills practice in a laboratory setting. This course includes modules pertaining to immunizations and the administration of substances by injection that will allow students to meet the competencies required by the Ontario College of Pharmacists.

Prerequisite: PHM143H1; PHM145H1; PHM201H1; PHM202H1; PHM205H1; PSL205H1

Co-requisite: PHM203H1; PHM204H1; PHM206H1

PHM240H1 The Science of Pharmacotherapy

J. Utrecht

This course will build upon basic pharmacology and medicinal chemistry to make links between the basic sciences and demonstrate how basic principles can be used to improve clinical therapy. It will also include critical evaluation of evidence for specific mechanisms and therapies. The format of the course to address these issues will be online questions that are designed to illustrate these points. The questions will be either multiple choice or short answer. Online feedback will be provided.

Prerequisite: PHM140H1; PHM142H1; PHM144H1; PHM212H1

PHM241H1 Topics in Pharmaceutical Quality and Clinical Laboratory Medicine

D. Dubins, R. Reilly and TBD

This course will provide an introduction to pharmaceutical analysis and discuss the importance of assuring the pharmaceutical quality of medicinal products with an emphasis on establishment of quality control assays and specifications, bioequivalence testing of generic drugs, special considerations for biopharmaceutical products, and the regulatory process in Canada. In addition, the course will discuss the application of analytic techniques in clinical laboratory medicine with a focus on commonly used tests to monitor patient health and the therapeutic use of drugs, including tests for personalized drug therapy. The course includes a laboratory component which will present drug formulation and related quality control issues.

Prerequisite: PHM141H1; PHM144H1

PHM242H1 Microbiology of Infectious Diseases

I. Crandall

The course provides a brief introduction to the general biology of organisms, and an overview of the host response to infection. Attention is then focused on common bacterial, fungal, viral and parasitic infections of man, and their epidemiology, prevention and treatment. Other topics include sterilization, disinfection, and a survey of antibiotics and chemotherapeutic agents.

Prerequisite: PHM142H1

Co-requisite: PHM201H1

PHM251H1 Early Practice Experience 2

K. Tan

This course is the second of two early practice rotations, each consisting of 160 hours of experiential education. Students will undertake EPE-2 during the summer following Year 2 (sometime between May and August). Each student will actively participate in day-to-day services within a direct patient care pharmacy practice setting, thus enabling application of knowledge, skills and values learned in faculty-based courses and simulated practice environments (laboratories). Students practice and demonstrate effective patient care skills, communication and collaboration, prescription/medication distribution competency, evidence-informed approach, and professionalism during the rotation.

Prerequisite: PHM151H1; PHM201H1; PHM202H1; PHM203H1; PHM204H1; PHM205H1; PHM206H1

THIRD YEAR CURRICULUM

		Total Hours						Weight Value
		Fall Term			Winter Term			
		Lec.	Tut.	Prac.	Lec.	Tut.	Prac.	
Required Courses								
PHM301H1	Pharmacotherapy 6: Hematology, Oncology and Immunotherapies	24*	15**	–	–	–	–	0.5
PHM302H1	Pharmacotherapy 7: Neuropsychiatry	27	12**	–	–	–	–	0.5
PHM305H1	Medication Therapy Management 4	12	3	24	–	–	–	0.5
PHM310H1	Health Systems II	22	4	–	–	–	–	0.5
PHM330H1	Transition to Advanced Pharmacy Practice Experience	–	–	–	20*	16**	2	0.5
PHM340H1	Introductory Toxicology	26	–	–	–	–	–	0.5
Selective Courses								
PHM350H1	Pharmacotherapy in Ambulatory Care	–	–	–	14	12**	–	0.5
PHM351H1	Pharmacotherapy in Institutional Care	–	–	–	22	4**	–	0.5
PHM352H1	Pharmacotherapy in Older Adults	–	–	–	14	12**	–	0.5
PHM353H1	Pharmacotherapy in Critical Care	–	–	–	22	4**	–	0.5
PHM354H1	Pharmacotherapy in Pediatrics	–	–	–	26	–	–	0.5
PHM355H1	Pharmacotherapy in Women's Health	–	–	–	24*	2	–	0.5
PHM360H1	Personalized Medicine	–	–	–	6	20**	–	0.5
PHM361H1	Latest Developments in Drugs and Biologics	–	–	–	12	14**	–	0.5
PHM362H1	Assessing the Bioavailability and Bioequivalence of Medicinal Drug Products	–	–	–	24	2	–	0.5
PHM370H1	Community Pharmacy Management	–	–	–	26	–	–	0.5
PHM371H1	Institutional Pharmacy Practice Management	–	–	–	26	–	–	0.5
Elective Courses								
PHM320H1	Global Pharmaceutical Policy	24	2	–	–	–	–	0.5
PHM321H1	Selected Topics in the Pharmaceutical Industry	26	–	–	–	–	–	0.5
PHM322H1	Patient/Medication Safety	–	–	–	16	10	–	0.5
PHM323H1	Molecular Mechanisms of Drug Action	26	***	–	–	–	–	0.5
PHM324H1	Recent Developments in Dosage Form Design	26	–	–	–	–	–	0.5
PHM325H1	Aboriginal Issues in Health and Healing	22	4	–	–	–	–	0.5
PHM381H1	Medical Imaging for Pharmacists	–	–	–	19	7	–	0.5
PHM382H1	Nanomedicines in Oncology	–	–	–	26	***	–	0.5
PHM383H1	Antimicrobial Stewardship	16	10	–	–	–	–	0.5
PHM384H1	Teaching and Learning	–	–	–	16	6	4	0.5
PHM385H1	Diabetes Care	–	–	–	26	–	–	0.5
PHM386H1	Mental Health and Addiction	–	–	–	26	–	–	0.5
PHM387H1	Global Health	–	–	–	16	10**	–	0.5
PHM388H1	Minor Ailments	–	–	–	26	–	–	0.5
PHM389H1	Research Project (<i>Offered in Fall and Winter</i>)	–	–	78	–	–	78	0.5
PHM391H1	Current Compounding Topics and Practice Issues	–	–	–	20	6	–	0.5

* Includes on-line learning components.

** Includes large group problem-based or case-based learning and/or small group tutorials.

*** A number of optional tutorials hours may be arranged.

In addition to the above courses, the third year curriculum may include online course work in jurisprudence, language of practice and the patient care process.

DESCRIPTION OF ACADEMIC ACTIVITIES (COURSES)

REQUIRED COURSES

PHM301H1 Pharmacotherapy 6: Hematology, Oncology and Immunotherapies

C. De Angelis and M. Leung

This course is designed to provide pharmacy students with the pathobiology, pharmacology, pharmacotherapy and clinical pharmacokinetics required to be a practitioner in oncology, hematology and immunology therapeutics. The course will be taught using a variety of techniques including on-line lectures, case-based learning and small interactive group learning.

Prerequisite: PHM101H1; PHM105H1; PHM113H1; PHM140H1; PHM141H1; PHM142H1; PHM143H1; PHM144H1; PHM145H1; PHM146H1; PHM201H1; PHM202H1; PHM203H1; PHM204H1; PHM205H1; PHM206H1; PSL205H1

Co-requisite: PHM302H1; PHM305H1

PHM302H1 Pharmacotherapy 7: Neuropsychiatry

V. Arora

This course is designed to provide pharmacy students with the knowledge in pathobiology, pharmacology, pharmacotherapy and clinical pharmacokinetics required to be a practitioner in neuropsychiatric therapeutics. The course may be taught using a variety of techniques including on-line lectures, case-based learning and small interactive group learning.

Prerequisite: PHM101H1; PHM113H1; PHM140H1; PHM141H1; PHM142H1; PHM143H1; PHM144H1; PHM145H1; PHM146H1; PHM212H1; PSL205H1

PHM305H1 Medication Therapy Management 4

M. Rocchi

Medication Therapy Management 4 (MTM 4) is the final course in a four-part course series that is delivered longitudinally over three years of the undergraduate program. MTM 4 builds on the skills developed in previous MTM courses, offering students opportunities to apply and integrate materials learned through all courses in the curriculum to date. This course focuses on the development of skills required for Expanded Scope of Practice (renewing, modifying and initiating pharmacotherapy) and specifically medication reconciliation. Lectures and applied Simulated Practice Sessions emphasize the pharmacists' role and responsibilities as a communicator, care provider, collaborator and advocate, to prepare students for their Advanced Pharmacy Practice Experience rotations.

Prerequisite: PHM101H1; PHM202H1; PHM203H1; PHM204H1; PHM206H1; PHM251H1

Co-requisite: PHM301H1; PHM302H1; PHM310H1

PHM310H1 Health Systems II

J. Kellar and E. Paradis

This course will take an issues-oriented, critical-thinking approach to the healthcare system, with a particular emphasis on pharmacy practice. The course will build on the material from PHM110H1, PHM114H1 and PHM215H1, and will allow a deeper look into areas such as quality and patient safety, e-health technology and the health care needs of diverse populations. Students will also have an opportunity to explore the role of interprofessional collaboration in health care delivery. By following week by week the members of a virtual Canadian family as they navigate the healthcare system, students will examine issues with drug supply and access, pharmacy practice reform, expanded services, collaborative care and reimbursement models, and the interconnectivity of the disparate parts of the health care system. In addition to looking at health systems issues related to pharmacy practice in Canada, this course will include international comparisons between the Canadian system and the systems of the United Kingdom, United States and Australia. By participating in class discussions, reading course reference materials and completing assignments, students will learn to identify and analyze current and emerging health system issues from key stakeholder perspectives. In the course of doing so, they will also become aware of, understand and appreciate:

- factors internal and external to pharmacy and medication use that drive change in practice
- current strategies for evaluating and improving health care and pharmacy practice
- the role of interprofessional collaboration in the delivery of healthcare
- emerging roles and opportunities in pharmacy.

Prerequisite: PHM110H1; PHM114H1; PHM213H1; PHM215H1

PHM330H1 Transition to Advanced Pharmacy Practice Experience

N. Nakhla

(Pending approval of the Committee on Curriculum and Assessment.)

The Transition to Advanced Pharmacy Practice Experience (APPE) course is designed to strengthen and integrate students' knowledge, skills, and attitudes in preparation for, and make the transition to, APPE rotations. This course, via lectures, workshops, case-based role play activities and related assignments and assessments, will enable students to review, build on, consolidate and apply previous knowledge, skills and behaviours acquired throughout the curriculum in academic courses and in earlier experiential rotations in the areas of patient care provision, communication, collaboration, management, advocacy, scholarship, and professionalism. (CanMEDS, 2005, AFPC, 2010). The goal of this course is to engender students' practical skills and strategies to help prepare them for the role of advanced pharmacy practice students.

PHM340H1 Introductory Toxicology

P.G. Wells

Concerned primarily with drug-induced diseases, this lecture course provides students with a conceptual framework for understanding the broad spectrum of toxicological problems encountered in clinical practice, in drug development and regulation, and in medical research. Central biochemical mechanisms and the relevance of clinical factors to toxicological expression will be integrated and applied to illustrative models of drug-related diseases in humans.

Prerequisite: PHM140H1, PHM142H1, PHM143H1, PHM144H1, PHM145H1, PSL205H1

SELECTIVE COURSES

PHM350H1 Pharmacotherapy in Ambulatory Care

J. Hunchuck

Ambulatory care pharmacists are accountable for addressing drug therapy needs and developing sustained partnerships with patients in an outpatient environment. They practice in primary care, family health teams, community pharmacies and specialty clinics. This practice can be independent or in a collaboration with other health care providers. Ambulatory care pharmacists require the knowledge and skills to triage, prescribe, administer and monitor medication therapies. They provide pharmaceutical care to patients with a variety of medical conditions and levels of acuity. This course will provide students with the knowledge, skills, and values to be a contemporary ambulatory care practitioner with an emphasis on ambulatory care sensitive conditions and the evolving scope of pharmacy practice.

Prerequisite: PHM101H1; PHM105H1; PHM146H1; PHM201H1; PHM202H1; PHM203H1; PHM204H1; PHM205H1; PHM206H1; PHM230H1; PHM305H1

PHM351H1 Pharmacotherapy in Institutional Care

V. Teo

Institutional pharmacists are accountable for addressing drug therapy needs with patients in an inpatient environment. Students will learn to apply therapeutics that are commonly seen when caring for a hospitalized patient. Some of the topics included are: IV therapeutics (fluid and electrolytes), acute pain management, VTE prophylaxis, diabetic ketoacidosis and in-hospital management of diabetes, perioperative medication management. Topics may include a brief introduction to critical care and some aspects of emergency medicine. Aspects of patient and medication safety will be integrated into the course.

Prerequisite: PHM101H1; PHM113H1; PHM140H1; PHM141H1; PHM142H1; PHM144H1; PHM146H1; PHM305H1; PHM340H1

PHM352H1 Pharmacotherapy in Older Adults

L. Raman-Wilms

Growth in the proportion of the population over age 65 is expected to place significant demands on the Canadian health care system. Pharmacists must be prepared to effectively manage the pharmacotherapy in older patients in order to achieve optimal individual and health system outcomes. This selective course will prepare students for their future roles in geriatric practice through the development of specific competencies in the knowledge and application of pharmaceutical care for older adults. This course will cover demographics, biology of aging, socioeconomics, ethical issues, informed consent, elder abuse, and beliefs and barriers regarding health care and medication use in older individuals.

Communication issues, unique needs of caring for seniors, and barriers to medication taking will also be addressed. Specific pharmacotherapy of conditions prevalent in the elderly, including movement disorders, dementia, Parkinson's disease, urinary incontinence, and specific drug-induced illnesses will be covered. This course will rely on case-based discussions to enable students to develop skills integral to patient assessment and optimizing drug therapy in the older adult with complicated disease and medication history.

Prerequisite: PHM101H1; PHM143H1; PHM144H1; PHM145H1; PHM146H1; PHM202H1; PHM203H1; PHM204H1; PHM205H1; PHM301H1; PHM302H1

PHM353H1 Pharmacotherapy in Critical Care

C. Chant and N. Dewhurst

This course is designed to expose students to hospital-based clinical pharmacy practice, with a focus on the Intensive Care Unit (ICU). Various topics that encompass commonly encountered clinical conditions of patients in the ICU will be discussed, with an emphasis on the role of pharmacotherapy. Students will also be introduced to the role of multidisciplinary team members integral to the ICU including the respiratory therapist, nurse, ethicist and intensivist (pending availability). The course will be taught using traditional classroom lectures, case-based discussions, small-group learning projects, and self-directed learning. Student participation both within the classroom and online, and in group work assignments is expected.

PHM354H1 Pharmacotherapy in Pediatrics

S. Boodhan and J. Chen

This course builds on general knowledge and skills gained in the first three years of pharmacotherapy courses. It allows students to gain the fundamental pharmacotherapeutic knowledge and practice skills to care for patients from the neonatal period to the adolescent years. In addition to covering evidence based pharmacotherapy of several pediatric conditions, the course integrates relevant normal development and physiology (fetal, neonatal, infant, child and adolescent), pathophysiology, clinical pharmacokinetics, medication safety, poison prevention, and patient (through the ages) and caregiver education. Each week the course will consist of two hours of didactic lectures and group case discussions primarily presented by clinical pharmacy staff from Sickkids Hospital. The course allows students to effectively manage pediatric patients' medication therapy in selected pediatric conditions, prepares the student for pediatric direct patient care (DPC) and non-direct patient care (NDPC) rotations, and encourages a career in pediatric pharmacy practice.

Prerequisite: PHM101H1; PHM113H1; PHM144H1; PHM146H1; PHM202H1; PHM203H1; PHM204H1

PHM355H1 Pharmacotherapy in Women's Health

T. Brown

Medications used in the care of Canadian women are amongst the most commonly prescribed pharmaceuticals. This course is designed to allow the student to obtain fundamental pharmacotherapeutic knowledge of medications used from menarche to menopause. This course will encourage students to develop a practice that provides quality care to women.

Prerequisite: PHM146H1; PHM202H1; PHM206H1

PHM360H1 Personalized Medicine

M. Erlik and M. Piquette-Miller

This course builds upon fundamental pharmacokinetic concepts taught in the first and second years in order to understand, describe and predict the sources of intra- and inter-individual variability in drug disposition and response in different patient population groups. The course is designed for students to understand the underlying basic principles used to individualize drug and dosage regimens for patients based on genetic, physiological and environmental factors. Critical evaluation of evidence and review of current guidelines for dose or drug adjustments based on genetic factors and the potential for drug-diet, drug-drug or drug-disease interactions will be covered. Recent advances in pharmacogenomics and targeted drug therapy will also be covered. The format of the course to address these issues will be student presentations and in-class discussion of specific questions that are designed to illustrate these points.

Prerequisite: PHM140H1; PHM144H1

PHM361H1 Latest Developments in Drugs and Biologics

L. Kotra

This course will cover all aspects of new drugs and biologics approved in the preceding 12 month period, together with those that entered phase III clinical trials during the same period. This is a unique course in the curriculum that will discuss the latest on new drugs and biologics. Approximately 50% of the lectures will be delivered using traditional methods, covering new drugs and for the remainder of the classes, pre-selected pharmacy student groups will present their projects in new drugs and biologics. Instruction materials and reference materials will be drawn from Health Canada, FDA, scientific literature and drug information files.

PHM362H1 Assessing the Bioavailability and Bioequivalence of Medicinal Drug Products

D. Dubins

This course introduces regulatory, clinical, statistical and logistical considerations in assessing the relative bioavailabilities of formulations. A heavy emphasis is placed on clinical trial design, and biostatistics involved in second entry drug applications to regulatory bodies. Students will learn about the methods, regulations, techniques, pharmacokinetics, and biostatistics involved in creating bioequivalence studies, at an introductory level. The course has a heavy mathematical bias with a component dedicated to mathematical modeling and basic programming in R-project, an open source statistical package. After taking this course, students will understand the steps required to set up single-dose or steady-state pilot and pivotal bioequivalence trials using parallel, crossover and replicate designs. Students will be able to take a data set of plasma concentrations and be able to process and interpret the results of the trial. Students will gain a deeper understanding and context of the regulatory differences involved in generic drug testing between Canada, the United States and Europe.

Prerequisite: PHM141H1; PHM144H1; PHM241H1

PHM370H1 Community Pharmacy Management

J. Ahmad

A comprehensive program outlining the issues and topics which are critical in the successful operation of a community pharmacy practice including: selection of organizational structures, demographic review, financial analysis, business plan development, purchasing and financing a community pharmacy, operational workflow, financial management, risk management and insurance, inventory purchasing procedures and inventory management, pricing decisions, marketing strategy, advertising, sales promotion and salesmanship, ethics, security and general business policies. Building on the basic principles taught in PHM214H1, this course expands into a case based learning application of business administration which offer students exposure to Finance, Operations, Organizational Behaviour, Innovation and General Management as applied to the field of Pharmacy and Healthcare. The cases will provide students with the opportunity to develop skills for effective analysis, evaluation and problem-solving. To do this, students will learn about basic analytical tools (e.g., projections, break-evens, communication, organization theory) and will then be required to apply these tools using case methodology. Students will be given the opportunity to practice decision-making with imperfect information under time constraints and develop business writing skills. Preparation of a detailed business plan will also be a mandatory component for this course.

Prerequisite: PHM215H1

PHM371H1 Institutional Pharmacy Practice Management

W. Wilson

This course builds on the administrative, managerial and human resource principles presented in the prerequisite course, PHM214H1 Practice Management, with specific application to managing a pharmacy practice in an institutional setting. By means of lectures and assigned readings, students will explore institutional responses to health system changes and the “managed care environment”, the re-engineering of pharmacy practice, strategies for outcome and process improvement, workload management systems and professional accountability. Other topics will include the role of Pharmacy within the larger hospital environment including the interdisciplinary team and the importance of Family and Patient Centered Care.

Prerequisite: PHM215H1

ELECTIVE COURSES

PHM320H1 Global Pharmaceutical Policy

J. Kohler

(Not offered in 2016-17)

This course is designed for students who are interested in the critical analysis of global health policy and the interrelationship between global and domestic policy issues. The course will introduce students generally to the basic concepts and issues in global health with a particular focus on pharmaceutical policy. We will address key issues in global health and discuss core institutional and transnational actors, how governments in different jurisdictions manage public health responsibilities, the tension between economic imperatives and health objectives, global obligations, and pressure from special interest groups. More narrowly, we will analyse a breadth of complex policies questions. Examples include: the research and development global divide, political issues influences on pharmaceutical policy, how global commitments, such as membership in the World Trade Organization, conflict with or correspond to domestic policy directions and national sovereignty. Guest speakers will lead some sessions. This course will consist of lectures, group discussion, case studies and student-led presentations.

PHM321H1 Selected Topics in the Pharmaceutical Industry

M. Gautam

This course is designed to expose students to the pharmaceutical and biopharmaceutical industries, its environment, inner workings, and approach to engaging customers and stakeholders. The course outlines the business model of the industry and covers both drug development and commercialization, from international and Canadian perspectives. The course is intended to broaden the students' understanding of the industry, introduce critical concepts and terminology, build confidence and prepare students who may seek a career in the industry.

PHM322H1 Patient/Medication Safety

C. Ho

This course will look at patient safety and the potential for medication incidents from two aspects: (1) the medication-use system (e.g., prescribing, order entry, dispensing, administration, and monitoring of drug therapy); and (2) professional practice (e.g., preventable adverse drug events). It will build on topics previously covered in the curriculum, as well as additional materials related to the Institute for Safe Medication Practices Canada, the Canadian Patient Safety Institute, and the concept of continuous quality improvement in pharmacy practice.

PHM323H1 Molecular Mechanisms of Drug Action

S. Angers

The proteins and nucleic acids that are the targets of most prescribed drugs can be classified according to their structure and mechanism of action at the molecular level. In this course, basic concepts of enzyme action such as the mechanisms of enzyme catalysis, the Michaelis-Menten and pre-equilibrium equations, steady-state approximations, allostery and cooperativity will first be covered. Major classes of therapeutic targets will then be discussed with an emphasis on their normal biochemical roles that are exploited for therapeutic intervention. The mechanisms of action of drugs acting on enzymes (antiviral and antimicrobial agents) on nucleic acids and on the cytoskeleton (anti-cancer agents) will be of special interest. The concept of rational cancer therapy will also be covered with examples of drugs targeting growth factors signalling pathways that are dysregulated in cancers.

PHM324H1 Recent Developments in Dosage Form Design

P. Lee and S. Wu

This course introduces students to fundamental principles and mathematical tools for the design of modern dosage forms as well as new advances in the field of controlled release drug delivery. Topics to be covered include introduction to controlled drug delivery, mechanisms and kinetics of drug release and their dependence on design parameters, biopharmaceutical aspects of controlled drug delivery, in vitro and in vivo correlations, computer-aided design of controlled release dosage forms, polymers and hydrogels for drug delivery, colloidal drug delivery systems, and measurements of drug release profiles. This course is co-taught to graduate students, senior Pharmaceutical Chemistry students and PharmD students.

Prerequisite: PHM141H1; PHM144H1

PHM325H1 Aboriginal Issues in Health and Healing

D. Burman

This course examines the many issues surrounding the health of Aboriginal people living in Canada. During the 13 weeks of class, students will come to understand the present day health issues of aboriginal peoples from the perspective of their historical and political context and the effects of health care policy. The many highly qualified speakers from the Aboriginal community and its focus on health and the healing process make this course unique in the university. Optional, but strongly recommended, field trips include a “medicine walk” on the Six Nations reserve in which students will be able to see firsthand the source of some of the herbal preparations that are used in healing, and a purification (sweat) lodge ceremony outside the city. The course is enriched by its association between students of the Leslie Dan Faculty of Pharmacy and the Aboriginal Studies program in the Faculty of Arts, and Science, many of whom are of Aboriginal origin.

PHM381H1 Medical Imaging for Pharmacists

R. Reilly

This course will discuss the principles and applications of medical imaging in patient care. There will be an emphasis on radiopharmaceuticals and nuclear medicine imaging (SPECT and PET) but other imaging technologies will be discussed including MRI, ultrasound, X-ray, mammography and CT. These technologies are applied in diagnosing infectious disease, cancer, cardiovascular disease, hepatobiliary and renal dysfunction, and neurological disorders. The emerging role of molecular imaging using PET and SPECT in selecting patients for personalized medicines for cancer as well as monitoring response to these new therapies will be introduced.

Prerequisite: PHM202H1; PHM204H1; PHM241H1; PHM301H1

PHM382H1 Nanomedicines in Oncology

C.J. Allen

(Not offered in 2016-17)

This course covers a range of topics that pertain to the development and application of nanomedicines in oncology. Students will gain an understanding of the biological barriers to drug delivery in oncology as well as the tremendous heterogeneity in cancer and the challenges this presents for treatment. The concepts of passive and active targeting of nanomedicines will be covered with critical assessment of the enhanced permeability and retention effect. A detailed overview of the most advanced nanotechnology-platforms for drug delivery (i.e., liposomes, block copolymer micelles and polymer-drug conjugates) will be provided with additional discussion of new emerging platforms. The integration of imaging in drug development and development of theranostics and therapeutic-diagnostic pairs will also be discussed. Special emphasis on critical evaluation of scientific literature and pre-clinical/clinical studies will be made throughout the course.

PHM383H1 Antimicrobial Stewardship

M. So

Antimicrobial Stewardship is an inter-disciplinary, multi-faceted approach to optimize antimicrobial use. While the ultimate goal of Antimicrobial Stewardship is to improve patient outcome, appropriate and effective use of antimicrobials is an important component to control antimicrobial resistance, minimize unintended consequences such as *C. difficile* infections, and to contain health care costs. As of 2013, presence of an active Antimicrobial Stewardship Program has been made a Required Operating Practice for acute care hospitals and long-term care facilities by Accreditation Canada. This course expands and deepens knowledge gained from the Year 2 Infectious Diseases Pharmacotherapy and Microbiology courses, with an emphasis on clinical application within the antimicrobial stewardship context. It will introduce students to the principles of antimicrobial stewardship to facilitate rational selection of antimicrobial regimens; stewardship interventions; quality improvement methods; as well as program development, implementation and evaluation. The course culminates to a team proposal presentation for an antimicrobial stewardship program based on a fictitious institution’s profile. Each team is tasked with convincing a panel of judges, who in practice are antimicrobial stewardship clinicians or program executives, to support their proposed program.

PHM384H1 Teaching and Learning

A. Lee

The educator role for pharmacists is broad and involves diverse roles, including teaching patients, designing and delivering continuing education, mentoring/precepting students, and educating other care professionals in small and large group settings. In order to provide students with the knowledge, skills, and abilities necessary to fulfill this mandate, a course in educational theories and methods is important. Material from this course will be applied in a practical sense to pharmacy practice courses and experiential learning activities. Specific topics to be covered in the course will include: development of behavioural learning objectives, learning theories, teaching techniques for various audiences, assessment tools, methods, and techniques and educational practice as a professional.

PHM385H1 Diabetes Care

H. Halapy

This course provides many of the theoretical and practical aspects of diabetes management needed in providing comprehensive diabetes care. The goals and objectives of the course are modeled on the requirements for the Certified Diabetes Educator Exam and will provide much of the background needed in preparation for writing this exam. Topics covered in the course include (but are not limited to): review of the diabetes disease processes, nutrition and exercise management of diabetes, self-care strategies and strategies to reduce the risk of complications due to diabetes, management of hypo- and hyperglycemia, appropriate blood glucose monitoring, management of diabetes in special situations such as diabetes in pregnancy, in children, adolescents and the elderly, and management of complex patients.

Prerequisite: PHM101H1; PHM105H1; PHM201H1; PHM202H1; PHM203H1; PHM204H1; PHM205H1; PHM206H1; PHM301H1; PHM302H1; PHM305H1

PHM386H1 Mental Health and Addiction

M. Zhang

This course builds on the psychiatry components of the curriculum core courses while focusing on the pharmacotherapy of mental health and addiction disorders not covered in previous courses including attention deficit hyperactivity disorder (ADHD) and chronic pain with opioid addiction. In addition, it examines mental health and addiction disorders more broadly and in further depth. This will include evaluating marijuana use for recreational and medical purposes, strengthening the understanding of comorbid mental health and addiction disorders and the role of stigma. The course will also explore the relationship between the mental health system and the legal system, the role of non-pharmacologic treatments, including electroconvulsive therapy and psychotherapy. This course will contribute to developing foundational and specialized skills required to provide effective care in this population, for example, assessment and communication skills (e.g., regarding substance use and mental health first aid), and outcome measurement training (e.g., drug induced movement disorder scales, psychiatric symptom scales).

Prerequisite: PHM302H1

PHM387H1 Global Health

D. Cheng

Global Health is defined as an area for study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide by reducing avoidable diseases, disabilities, and deaths. This elective will introduce students to selected foundational competencies in global health education such as the global burden of disease, social and economic determinants of health, the globalization of health and healthcare, global health governance, human rights and equity. Students will discuss practical and ethical challenges in delivering care in low-resource settings, describe tools and strategies to address the needs of specific vulnerable populations and examine cultural awareness and its importance in caring for diverse vulnerable populations.

PHM388H1 Minor Ailments

N. Nakhla

The management of minor, self-limiting and self-diagnosed ailments such as rashes, cold sores and hay fever is within the scope of practice for pharmacists. This course is designed to build and enhance students' knowledge and skills necessary for contemporary and future pharmacy practice in the area of self-care and minor ailments. This course will cover the management of conditions not covered in other courses and will provide the students' with a comprehensive understanding of non-prescription and prescription therapeutics as they relate to patient self-medication and minor ailments. Emphasis will be placed on the role and responsibility of the pharmacist in accurately assessing and triaging patients, determining the appropriate use of non-prescription and prescription drugs, by determining when to follow-up, refer, and how to document the patient's care. The student will be equipped with the clinical skills, confidence, and tools needed to gather and convey reliable minor ailment information to patients and healthcare providers in an effort to effectively and confidently assess and treat patients. With this knowledge and a structured framework for conducting a minor ailments assessment, students will be able to help patients make appropriate decisions and achieve optimal outcomes from their selected, evidence-based therapy. The main course material will be presented as case-based didactic lectures; student participation in class discussions and interactive classroom activities will be expected. There will be an opportunity for application of the concepts discussed in lectures via simulated patient counselling activities, case-based group learning, and self-directed activities.

PHM389H1 Research Project

S. Cadarette and K.S. Pang, Coordinators

This course is designed to introduce to students the philosophy, methodology and performance of research in scientific fields offered by staff members with graduate faculty status at the Leslie Dan Faculty of Pharmacy. The research will involve the review of pertinent scientific literature and generation of new information. Depending upon the project and the supervisor, the research may be conducted in a laboratory at the Faculty, in a hospital, community pharmacy, pharmaceutical company, etc. Fields of study are wide-ranging, e.g., drug delivery, drug metabolism, medicinal chemistry, pharmaceuticals, pharmacokinetics, pharmacoepidemiology, pharmacy administration and pharmacoconomics, clinical pharmacy, pharmacy practice, radiopharmacy, receptor biology, therapeutics, and toxicology. Students are required to obtain prior written consent of the supervisor and course coordinator. Academic credit will not be given for research/work which contributes to the course if remuneration is received for such work.

PHM391H1 Current Compounding Topics and Practice Issues

V. Riss

Pharmacists are expected to understand and comply with Health Canada's directives (policies) regarding the distinction between manufacturing and compounding of medications, and with relevant federal and provincial/territorial legislation. Pharmacy graduates should be able to interpret literature, comply with current compounding guidelines and regulations, assess formulation risks, and make appropriate decisions on how to safely compound, label, and choose the correct administration route for compounded products. This course builds upon knowledge and skills gained in PHM141H1 Pharmaceutics, PHM212H1 Research Methods in Pharmacy and PHM241H1 Topics in Pharmaceutical Quality and Clinical Laboratory Medicine, and will explore core principles of sterile and non-sterile compounding in pharmacy. The course will cover a broad range of hazardous and non-hazardous parenteral and oral products with respect to compounding and safety aspects whenever such preparations and products are intended for human use. Students will develop foundational knowledge in compounding methods, safe use of parenteral and oral compounded products, parenteral routes of administration, stability and solubility, and managing product shortages.

Prerequisite: PHM141H1; PHM212H1; PHM241H1

FOURTH YEAR CURRICULUM

PHM400H1 Transition to Advanced Pharmacy Practice Experience (APPE) must be completed prior to commencing APPE rotations.

Contact hours: 20 Lecture (Includes online learning components);
16 Tutorial (Combination of large group problem-based or cased based learning and small group tutorials);
2 Practical
Weight value: 0.5

Advanced Pharmacy Practice Experience (APPE) courses are offered in the Summer, Fall and Winter terms of the Fourth Year. Each student is required to complete a total of 35 weeks of APPE courses, consisting of 25 weeks of required Direct Patient Care rotations and two 5-week elective rotations, as outlined below.

Contact hours: 40 hours per week
(i.e., 200 hours total per 5-week course; 400 hours total per 10-week course)
Weight value: 0.5 (per 5-week course)
1.0 (per 10-week course)

Required Direct Patient Care Rotations (1 x 10 weeks plus 3 x 5 weeks):

Required: Community Practice Direct Patient Care – 1 x 10 weeks
Required: Institutional Practice Direct Patient Care – 2 x 5 weeks, including a minimum of 5 weeks in an adult inpatient setting
Selective: Direct Patient Care – 1 x 5 weeks

Elective Rotations (2 x 5 weeks):

These may occur in Non-Direct Patient Care and/or Direct Patient Care settings.

DESCRIPTION OF ACADEMIC ACTIVITIES (COURSES)

PHM400H1 Transition to Advanced Pharmacy Practice Experience

N. Nakhla

The Transition to Advanced Pharmacy Practice Experience (APPE) course is designed to strengthen and integrate students' knowledge, skills, and attitudes in preparation for, and make the transition to, APPE rotations. This course, via lectures, workshops, case-based role play activities and related assignments and assessments, will enable students to review, build on, consolidate and apply previous knowledge, skills and behaviours acquired throughout the curriculum in academic courses and in earlier experiential rotations in the areas of patient care provision, communication, collaboration, management, advocacy, scholarship, and professionalism. (CanMEDS, 2005, AFPC, 2010). The goal of this course is to engender students' practical skills and strategies to help prepare them for the role of advanced pharmacy practice students.

PHM401H1 Institutional Practice Direct Patient Care 1

PHM402H1 Institutional Practice Direct Patient Care 2

All students will be required to complete two 5-week institutional rotations. At least five weeks will be in an adult in-patient service; the other five weeks may be in any area of the institution (including ambulatory clinics and pediatric populations). These rotations will ideally occur within academic health care institutions. The emphasis for all direct patient care rotations is for the student to be immersed in the responsibility of providing pharmaceutical care. Students will participate in, and take responsibility for, direct patient care activities including: patient assessment to identify and prioritize drug therapy problems, development of care plans that address desired patient outcomes, and patient monitoring including physical and laboratory assessment, and where feasible, carry out a follow-up evaluation and appropriate documentation. Students will communicate effectively with patients and care givers to monitor patient parameters, determine and assess target outcomes, and provide education. Students will work closely with members of the health care team in providing collaborative care, engaging in regular communication and documenting their assessment of patients' medication related needs and recommendations to address those needs.

PHM414Y1 Community Practice

All students will be required to complete a 10-week rotation in a community pharmacy setting. This type of rotation will ideally be held at an academic community pharmacy, with an emphasis on the provision of pharmaceutical care. Students will participate in, and take responsibility for, direct patient care activities including: patient assessment to identify and prioritize drug therapy problems, development of care plans that address desired patient outcomes, patient monitoring including physical and laboratory assessment, and carry out a follow-up evaluation and appropriate documentation. Students will educate and communicate effectively with patients and other health care providers, thereby providing medication therapy management, promoting health and wellness, and ensuring patient safety. The collaboration with other health care disciplines and acting as a member of a patient care team will be vital in providing optimum patient care. Students will manage safe and effective drug distribution under the guidance and supervision of the pharmacist as appropriate, and will participate in the full scope of pharmacy practice.

PHM424H1 Selective Direct Patient Care

PHM451H1 Elective Direct Patient Care 1

PHM452H1 Elective Direct Patient Care 2

These rotations will occur in sites serving a variety of health care needs, including, for example, acute care, rehabilitation, pediatric, geriatric, chronic care and specialty populations. Care may be provided in an institution, family health team, community pharmacy, ambulatory clinic or other types of patient care practices, with an emphasis on the provision of pharmaceutical care. Students will participate in, and take responsibility for, direct patient care activities including: patient assessment to identify and prioritize drug therapy problems, development of care plans that address desired patient outcomes, and patient monitoring including physical and laboratory assessment, and where feasible, carry out a follow-up evaluation and appropriate documentation. Students will communicate regularly with patients and care givers to monitor patient parameters, determine and assess target outcomes, and

provide education. Students will work closely with members of the health care team in providing collaborative care, engaging in regular communication and documenting their assessment of patients' medication related needs and recommendations to address those needs.

PHM461H1 Elective Non Direct Patient Care 1

PHM462H1 Elective Non Direct Patient Care 2

These Advanced Pharmacy Practice Experience (APPE) rotations will occur in practice areas or sites that do not primarily provide direct patient care, such as: Association/Advocacy/Leadership, Administration/Management, Consulting, Drug Use Evaluation, Drug Information, Drug/Medication/Patient Safety, Government/Health Services, Health Outcomes, Industry, Global/International Health, Pharmacoeconomics, Research, Teaching and Education. Students will participate in, and take responsibility for acquiring knowledge and skills in the various structures and functions of pharmacy practice or health care systems. Students will communicate regularly and collaborate with members of the health care team and/or stakeholders to accomplish the objectives and goals of the rotation.

INTERPROFESSIONAL EDUCATION

Interprofessional education (IPE) encompasses a learning continuum that stretches from the university to clinical practice in many types of settings. It involves numerous stakeholder groups, among them students, faculty, clients/patients/families, clinicians and administrators. IPE expands the traditional uniprofessional education model to an educational process where two or more professional groups are brought together to “learn about, from and with each other to enable effective collaboration and improve health outcomes” (World Health Organization, 2010). In current strategic planning that is occurring at Health Canada, the Ontario Ministry of Health and Long-Term Care, and the University of Toronto, IPE is seen as key to developing well-prepared professionals who will assume leadership roles in health care upon graduation.

The University of Toronto (IPE) curriculum/program builds upon a rich history of IPE and is focused on the development of specific values and core competencies across eleven health professional programs (i.e., dentistry, medical radiation sciences, medicine, nursing, occupational therapy, pharmacy, kinesiology and physical education, physician assistant, physical therapy, social work and speech-language pathology). The knowledge, skills/behaviours and attitudes developed through the IPE curriculum/program will enable students to provide collaborative patient/client-centred care in an interprofessional context.

This curriculum/program has traditionally included four core learning activities: Teamwork, Conflict in Interprofessional Life, a Case-based Interfaculty Pain Curriculum and IPE components during Advanced Pharmacy Practice Experience Rotations. In addition, students participate in a minimum of two elective IPE learning activities.

The University of Toronto is now expanding the Interprofessional Education for health professional students into an Integrated Curriculum model which includes the above core activities, but with more scheduled IPE activities, and fewer IPE electives being available. These activities will be incorporated into the curriculum as they are developed and approved.

Further information (including information on the number of contact hours for each learning activity) is available on the University of Toronto Centre for Interprofessional Education website (<http://ipe.utoronto.ca>).

Examinations

GENERAL

Students should be assured that every possible consideration is given toward their success within the framework of the regulations printed hereafter. Students should become thoroughly familiar with these regulations as they may apply to their own situation and should observe especially the procedures for petitioning where the need arises.

The academic results for each year are reviewed by a board of examiners made up of all the course coordinators for the courses in that particular year. The recommendations from each of the boards of examiners are reviewed in turn by a committee on academic standing of the Faculty Council. Taken together, this ensures as equitable a process as possible, given due appreciation by the students themselves of their own strengths and weaknesses.

The Leslie Dan Faculty of Pharmacy has established the following audit rules (criteria) for standings within the program:

Grade Point Average

I Honours	3.50 - 4.00
II Honours.....	2.70 - 3.49
Pass	1.70 - 2.69
Fail	0.00 - 1.69

To graduate ‘with honours’ students must obtain:

- (a) a cumulative Grade Point Average of 3.50 or higher in the first three years of the Doctor of Pharmacy program; and
- (b) a grade of ‘Honours’ in at least 2.0 of the 3.5 Advanced Pharmacy Practice Experience (APPE) full-course equivalents, and a grade of ‘Pass’ in the remaining APPE courses.

Only courses for which numeric grades are reported are factored into the calculation of Grade Point Averages, i.e., non-numeric designations are excluded.

GRADING PRACTICES POLICY

The following is based on the University Assessment and Grading Practices Policy as approved by the Governing Council of the University of Toronto on January 26, 2012. The full policy is available on the Governing Council website (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>)

1. a) Grades are a measure of the performance of a student. They are an indication of the student’s command of the content of the components of the academic program. In assessing student performance and translating that assessment into grades, the University’s standards and practices should be comparable to those of our academic peers.
- b) Once an assessment of the performance of the student has been made, the following grade scales are to be used:
 - i) the refined letter grade Scale, A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F;
 - ii) the numerical scale of marks, consisting of all integers from 0 to 100 (that is, 0,1...99, 100).

Grade Meanings	Refined Letter Grade Scale	Grade Point Value*	Numerical Scale of Marks
Excellent	A+	4.0	90 – 100%
	A	4.0	85 – 89%
	A-	3.7	80 – 84%
Good	B+	3.3	77 – 79%
	B	3.0	73 – 76%
	B-	2.7	70 – 72%
Adequate	C+	2.3	67 – 69%
	C	2.0	63 – 66%
	C-	1.7	60 – 62%
Marginal	D+	1.3	57 – 59%
	D	1.0	53 – 56%
	D-	0.7	50 – 52%
Inadequate	F	0.0	0 – 49%

* The grade point **values** above apply to marks earned in individual courses; grade point **averages** are weighted sums of the grade points earned, and thus do not necessarily correspond exactly to the scale above.

- c) In addition to the above, there are approved grade scales that are outside the standard grade scale system. These grades are assigned for courses in which only broad evaluative distinctions in assessing the quality of student performance are judged appropriate. Approved grade scales include:
- i) H (Honours), P (Pass), F (Fail);
 - ii) HH (High Honours), H (Honours), P (Pass), LP (Low Pass), F (Fail);
 - iii) CR (Credit), NCR (No Credit).
2. The distribution of grades in any course shall not be predetermined by any system of quotas that specifies the number or percentage of grades allowable at any grade level.
 3. The Board of Examiners will review and approve all final grades. All reported grades should be considered as final and any consultation should be done in advance, especially in courses with multiple instructors. The Board of Examiners is to be advised of any adjustment made and the reason for doing so. This pertains to grades adjusted for the overall class. (Any adjustments made for individual students should be considered on an individual basis at Board of Examiners.) Their recommendation will be forwarded to the Committee on Academic Standing, a Committee of the Faculty Council. Where grades have been adjusted by the Board of Examiners or the Committee on Academic Standing, the students, the instructor, and the Faculty Registrar shall be informed. The Faculty Registrar shall relay this information, upon request, to the student(s) and/or the instructor(s) with a description of the change, the methodology used, and a description of the divisional appeal procedure.
 4. Final grades shall not be reported or released to students as official until they are approved by the Committee on Academic Standing. Where final exams are written mid-year students will be informed of their unofficial grade.
 5. No final grades will be posted. However, term grades should be posted within four weeks after an examination, and shall be posted at least three weeks before the final exam. Exemptions must be approved by the Committee on Academic Standing. Secure electronic media (such as Blackboard) should be used to post term grades so individuals see only their own grade. Unless no other alternative exists, post term grades in hard copy using truncated student numbers to reduce the ability of students to identify one another's grades. The first four digits of the student number are to be removed, and the grades are to be sorted numerically by 'truncated' student number in either ascending or descending order.

6. Students must obtain an annual grade point average of at least 1.70 (C-) and at least 60% in every course before they can advance to the next higher year. This higher standard overrides those stated in the University Assessment and Grading Practices Policy.
7. Students who obtain an annual grade point average of at least 1.70 (C-) and a D (50-59) or F (0-49) in a course must write the first offered supplemental examination in that course. The original failed grade will stand and the supplemental examination grade will be reported as either Pass or Fail. In order to advance to the next higher year, students must obtain a grade of Pass on the supplemental examination.

The number of supplemental examinations which may be written in any one year by a full-time student cannot exceed 2.0 full course equivalents (fce's). If a student with an Annual GPA of 1.70 or higher fails more than 2.0 fce's he or she may write supplemental examinations in 2.0 fce's of their choosing. The student must repeat the remaining failed course(s) beyond the 2.0 fce's prior to proceeding to the next higher year.

The supplemental will be a cumulative examination comprising the entire assessment component of the course (unless otherwise advised). A weight of 100% is assigned. The format of the supplemental examination will not necessarily be the same as the format of the original examination. If students fail this supplemental examination, they must repeat that course in a subsequent year. Students will not be permitted to take a course and try the regular and supplemental examinations related thereto more than twice. Students may not proceed to a succeeding year until they have fulfilled all of the requirements of the preceding year.

Exception – Marginal Failures Policy:

Students who fail a course with a final grade of 57 to 59% will receive one assignable percentage point, up to a maximum of three, for each increment of 0.3 in his or her Annual GPA above 1.70; thus Annual GPAs of 2.00 to 2.29, 2.30 to 2.59 and 2.60 or more will yield 1, 2 and 3 assignable points, respectively. These assignable points may be assigned to individual grades of 57 to 59% in order to achieve 60%. The assignment of points among two or more eligible courses will be at the discretion of the student.

Please note:

- The Marginal Failures Policy is applicable only to students taking a full course load.
 - A student is allowed to take advantage of the process in each year of registration in the program.
 - The policy will be applied only to courses that are graded on the numeric grading scale.
 - The policy will be applied to all final grades, including those on supplemental examinations.
 - The original failed grade will stand and the transcript will be annotated to indicate that the grade is deemed a pass.
8. A student who fails an Early Practice Experience (EPE) rotation will be required to complete supplemental activities and/or additional rotation time, as recommended by the Director, Doctor of Pharmacy Program, in consultation with the Experiential Course Coordinator. The supplemental activities and/or rotation should (but not always) be undertaken in the same summer or early fall following the initial rotation. A student who fails a supplemental rotation will be required to successfully complete remedial activities prior to starting a second supplemental EPE rotation. Remedial activities will be tailored to the particular student's challenges. Should a student fail the second supplemental rotation, he or she would be dismissed from the program.

A student who fails an EPE rotation is permitted to enroll in the subsequent year's courses while completing supplemental activities and/or additional rotation time. PHM151H1 (EPE-1) must be successfully completed before enrolling in PHM251H1 (EPE-2), and PHM251H1 must be successfully completed prior to undertaking the Advanced Pharmacy Practice Experience (APPE) rotations.

9. a) Progression through Advanced Pharmacy Practice Experience (APPE) Rotations:

If a student fails one APPE rotation and the Experiential Course Coordinator or site personnel have not identified 'serious concerns' regarding the student's delivery of patient care (see information on Serious Concerns below), the student may be permitted to continue in subsequently scheduled rotations. At the start of the next rotation scheduled (in a similar rotation type), the student will be required to develop a **learning contract and a plan**, in consultation with the preceptor and experiential coordinator, to address the area(s) of deficiency identified in the previous rotation.

If a student receives a failing grade on two direct patient care rotations, the student is not permitted to continue to subsequent rotations until successfully completing academic support activities and two supplemental rotations.

b) Serious Concerns:

If a student receives an 'Unsatisfactory' (1) or 'Needs Improvement' (2) rating on the final rotation assessment, and the Experiential Course Coordinator or site personnel have identified 'serious concerns', the student will not be permitted to automatically proceed to the next scheduled rotation. Also, if a decision is made to permit the student to undertake a supplemental rotation, specific academic support activities will be required.

Serious concerns may include, but are not limited to, the following situations:

- i) Preceptors expect students to have and demonstrate the knowledge, skills and attitudes of a Fourth Year pharmacy student, ready to take on the responsibilities outlined in the APPE Manual. Should the preceptor identify concerns during the rotation that the student may be compromising patient care, e.g., if a student's ability to provide, or assume responsibility, for their patients' care is deemed well below expectations, then the preceptor may request that the rotation be ended early. The decision to end the rotation early is made by the Experiential Course Coordinator in consultation with the Director, Doctor of Pharmacy program. If this should occur, the student will be removed from the site and the rotation will be graded as 'Fail'.
- ii) Site personnel identify that the student is putting the patient, the preceptor and/or the site, at risk or harm. Should this occur during the rotation, the Experiential Course Coordinator in consultation with the Director, Doctor of Pharmacy program, may remove the student from the site and the rotation will be graded as 'Fail'.
- iii) If a student breaches the Code of Student Conduct, Code of Behaviour on Academic Matters and/or Standards of Professional Practice Behaviour for all Health Professional Students.

c) Supplemental Rotations:

- i) A student who fails a rotation during the APPE period normally will be given the opportunity to undertake a supplemental rotation. The supplemental rotation will be the same type as the failed rotation. The length of the supplemental rotation will be the same length as the original rotation for 5-week rotations. If a student fails the Community Pharmacy Direct Patient Care 10-week rotation (PHM414Y1), the length of the supplemental rotation will be 5 or 10 weeks as recommended by the Experiential Course Coordinator to address areas of student weaknesses. For students who fail APPE rotations, the student must successfully complete academic support activities during a subsequent rotation(s) or prior to a supplemental rotation(s) or concurrent with supplemental rotation(s). See Academic Support Activities section below for further information.

If the student fails the supplemental rotation, s/he may be given up to one further opportunity to take another rotation at the earliest opportunity when an available site can be confirmed. **If the student fails the rotation in this third attempt, s/he will be dismissed from the program.**

- ii) A student who fails 2 x 5 weeks of Direct Patient Care (DPC) rotations, and subsequently fails one supplemental DPC rotation, must re-enroll in up to five required courses within the curriculum as determined by a panel of faculty members convened for this purpose. Upon successful completion of these courses, s/he will have the opportunity to complete the APPE rotations to fulfill a total of 35 weeks of rotations. **If the student fails one further rotation, he/she will be dismissed from the program.**
- iii) Supplemental rotations will be scheduled at the earliest opportunity when an available site can be confirmed. These rotations are arranged by the Experiential Course Coordinator, in consultation with the student. Geographic preference and timeliness of beginning will be considered; however, students should expect some delays and difficulties in satisfying these preferences due to limited preceptor/site availability on relatively short notice.
- iv) The fee to complete a 5-week supplemental rotation is equivalent to the academic fee for a half credit course. The fee to complete a 10-week supplemental rotation is equivalent to the academic fee for a full credit course.

d) Academic Support Activities:

The specific type and duration of academic support activities will be based on the student's learning needs as determined by the Experiential Course Coordinator, in conjunction with the Director, Doctor of Pharmacy Program, as required.

If a student is removed from a rotation due to serious concerns (see section on Serious Concerns above), the student must undertake successful completion of academic support activities prior to being placed in a supplemental rotation.

If a student fails one or more APPE rotations, the student must successfully complete academic support activities. These may be successfully completed during a subsequent rotation(s) or prior to supplemental rotation(s) or concurrent with supplemental rotation(s).

CLASSROOM PROCEDURES

- a) By the second lecture period in a course, the instructor shall make available to the class, and shall file with the Faculty Registrar the methods by which student performance shall be evaluated. This shall include whether the methods of evaluation will be essays, tests, class participation, seminar presentations, examinations, or other, the relative weight of these methods in relation to the overall grade, and the timing of each major evaluation.
- b) Instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate. Where an instructor intends to accept and apply penalties to late assignments, this must be set out clearly in the course syllabus.
- c) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of a simple majority of students attending the class, provided the vote is announced no later than in the previous class. Any changes must be reported to the Faculty Registrar. The only exception to this is in the case of the declaration of a disruption.
- d) Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc., should have a value of more than 80% of the grade. Exemptions (e.g., PHM389H1) must be approved by the Committee on Academic Standing prior to the beginning of a course.
- e) In courses that meet regularly as a class, there should be an examination (or examinations) conducted formally under Faculty auspices and worth (alone or in the aggregate) at least one-third of the final grade. Exemptions must be approved by the Committee on Academic Standing prior to the beginning of a course. The relative value of each part of an examination should be indicated to the student. In the case of a written examination, the value shall be indicated on the examination paper.

- f) Students should have access to commentary on assessed term work and the opportunity to discuss the assessment with the instructor.
- g) At least one piece of term work which is part of the evaluation of a student performance and worth at least 10% of the final grade, whether essay, lab report, review, etc., must be returned to the student prior to the last date for withdrawal from the course without academic penalty. Exemption will require approval of the Committee on Academic Standing. In addition, the instructor shall inform the students of the exemption by the second lecture period in the course.

PROCEDURES IN THE EVENT OF DISRUPTIONS

PRINCIPLES

The following principles shall apply in the event of disruption of the academic program:

- (i) The academic integrity of academic programs must be honoured; and
- (ii) Students must be treated in a fair manner recognizing their freedom of choice to attend class or not without penalty.

PROCEDURES

- (a) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented, and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.
- (b) Individual instructors or multi-section co-ordinators responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.
- (c) Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Faculty Registrar with a report on the attendance at the class where the vote was taken.
- (d) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Dean with his or her recommendation, along with the results of any classroom votes. The Dean shall then make a decision.
- (e) Where classes are not able to convene, the instructor, with the prior approval of the Dean shall make changes deemed necessary to the classroom procedures. In the absence of the instructor such changes will be made by the Dean and require the approval of the Provost. Where courses are to be cancelled, approval of the Faculty Council is required. If the Faculty Council cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.
- (f) Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the Faculty offices, reporting to Faculty Council, as well as listing in the campus press. Should classes resume students must be informed, at class, of any changes made during the disruption.
- (g) Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.
- (h) Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.
- (i) A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade may appeal the grade following the procedure as set out in the Faculty.

ASSESSMENT IN CLINICAL AND FIELD SETTINGS

Reasonable exemptions to the Classroom procedures described above may be made in circumstances such as field or clinical courses where adherence to these procedures is not possible. Nevertheless, it is obligatory that the assessment of the performance of students in clinical or field settings should be fair, humane, valid, reliable and in accordance with the principles enunciated in the University Assessment and Grading Practices Policy. Accordingly, where a student's performance in a clinical or field setting is to be assessed for credit, the evaluation must encompass as a minimum:

- (a) a formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement should be available to all students before or at the beginning of the clinical or field experience;
- (b) a mid-way performance evaluation with feedback to the student;
- (c) written documentation of the final assessment.

In addition, for such clinical and field experiences, the Faculty must ensure that:

- (d) clinical and field assessors are fully informed regarding University, Faculty and course policies concerning evaluation procedures, including the specific assessment procedures to be applied in any particular field or clinical setting.

Any exception from the above would require a Faculty Council request with explanation for approval by the Governing Council.

MISSED EXAMINATIONS OR ASSIGNMENTS

Students are expected to write all examinations as scheduled and to submit all assignments by the specified deadlines. Only in cases of documented illness or legitimate conflict should a student submit a petition requesting accommodation for a missed examination or assignment.

Missed examinations include quizzes, term tests and final examinations which comprise a portion of the total evaluation of a course, where a student is absent for the entire quiz, term test or final examination.

Missed assignments include essays, laboratories, case study seminars, workshops and other components which comprise a portion of the total evaluation of a course, where a student fails to hand in or complete the essay, laboratory, case study seminar or other component by the deadline set.

When a student misses an examination or assignment, and wishes to request academic accommodation, it is the student's responsibility to immediately notify the course instructor and Faculty Registrar. The student must file with the Faculty Registrar a petition for consideration with respect to the missed examination or assignment together with the appropriate supporting documentation. A decision on the validity of the reason will be determined in the first instance by the Faculty Registrar and if need be with the Director, Doctor of Pharmacy Program. More complex situations may be referred to the Committee on Academic Standing as required.

The petition and supporting documentation must be filed within **seven** calendar days of the missed examination or assignment in order to be considered. For examinations missed during the regularly scheduled examination periods (December and April), petitions must be submitted by the end of the examination period. Supporting documentation should follow in a timely manner if unavailable by the end of the examination period, with an absolute deadline of the relevant Board of Examiners meeting. Information about this date may be obtained from the Faculty Registrar.

Students who are given permission to write make-up examinations or to complete missed assignments must pay a 'Special Examination' fee of \$70 per examination. When students receive information regarding the date and time of the make-up examination, they will also receive fee payment instructions and deadline information. Failure to make arrangements for paying this fee by the deadline provided will result in the loss of privilege to write the make-up examination, and a grade of '0' will be assigned for the missed examination.

If a final examination is missed in December, the make-up examination will be scheduled during Reading Week in February.

If a final examination is missed in April, a make-up examination will normally be held in August during the supplemental examination period (for First and Second Year students). For Third Year students, if a final examination is missed in April, a make-up examination will be held in late June to early July.

If Third Year students write a make-up examination in late June or early July and fail the course, the student would normally write the supplemental examination (if eligible) during the supplemental examination period in August.

If a student is eligible to write a make-up exam in a Pharmacy course, a maximum of two opportunities will be offered, unless otherwise specified in the course syllabus. If the make-up exams are also missed, the next opportunity to write such an exam will be during a specific designated exam period.

In accordance with Faculty policy, if the petition is not granted, or if there is no petition, a grade of zero will be assigned. Acceptable valid reasons in the past have included personal illness or illness or death of a close family member. A letter from a physician or member of clergy, or other appropriate professional person familiar with the circumstances, will be required to substantiate the reason. As noted above, a decision on the validity of the reason will be determined in the first instance by the Faculty Registrar and if needed with the Director, Doctor of Pharmacy Program. More complex situations may be referred to the Committee on Academic Standing for decision.

If the petition is granted the faculty member will be expected to proceed with the appropriate action according to the course policy. Course policy must conform to the University Assessment and Grading Practices Policy.

When any examination or assignment is missed, and where a petition deemed valid by the Faculty is presented, and the sum of all other examinations and evaluations in the course is equal to or greater than 20% of the total grade:

- i) the student will be given a make-up examination (written or oral at the instructor's discretion), or another assignment comparable to the missed evaluation, or
- ii) in a course with a cumulative final examination, the weight of the final examination will be increased to equal the value of the missed examination, plus the original value of the final.

Note that in accordance with the University Assessment and Grading Practices Policy, no one evaluation should have a value of more than 80% of the total grade. Exemptions must be approved by the Committee on Academic Standing prior to the commencement of a course.

If the sum of other examinations and assignments in the course is less than 20% of the total grade the student must be given a make-up examination or other assignment comparable to the value of the missed evaluation.

The examination or assignment option chosen by or available to the instructor must be conveyed to the students by the second lecture period in a course, with the method of evaluation, and filed with the Faculty Registrar.

STUDENT ACCESS TO PREVIOUS EXAMINATIONS

For all courses where there is a final written examination, instructors should provide access to copies of the previous years' final examination papers and other years' papers where feasible. Exemption may be granted by the Committee on Academic Standing.

CHECKING OF MARKS

Students may request to have a final examination re-read for a fee of \$36. (Students should note that failed examinations must be re-read by the professor before the marks are reported.)

Requests for re-reads of final examinations must be submitted, in writing, to the Faculty Registrar as follows:

For December examinations: by the end of March

For April examinations: by the end of September

For other examinations, such as mid-terms, make-ups, etc., requests for re-reads must be made to the professor responsible for the examination within 4 months of the date the examination was written.

A re-reading or recalculation may lead to a lowering, or a raising, or no change of the mark. If the mark is raised, a refund of the fee will be made to the student. For computer-marked exams where the answer sheets have been incorrectly or inadequately completed, a request for a re-read, with payment of the appropriate fee, will be accepted. However, should the student's grade increase and should the problem or error be that of the student, then no refund will be given.

Students who would like to see any examination may do so in the presence of the course coordinator. For final examinations, if a student requests more than one viewing of any examination, a fee of \$10 will be levied for the second and any subsequent viewing. Requests for the second and any subsequent viewing of the same examination must be made in writing and submitted to the Faculty Registrar along with the fee payment. The deadlines for submitting requests to view examinations are the same as the deadlines for submitting requests for re-reads of examinations (see above). The student may view only his/her own examination. Examination papers will not be reproduced for students.

RULES FOR EXAMINATIONS

“Examination” means all term tests and final examinations.

The “Presiding Officer” is normally an instructor responsible for the examination, and has authority for decisions throughout the examination proceedings in accordance with these rules. The Presiding Officer may designate another person(s) to assume responsibilities for the conduct of the examination as required.

Admittance to Examinations

1. Candidates should arrive at the place of examination 15 minutes before the time appointed for the commencement of the examination. Following the commencement of the examination, no candidate will be permitted to leave the examination room until one-third of the examination period has elapsed. Similarly, any candidate who arrives after one-third of the examination period has elapsed will not be permitted to write the examination without the consent of the Presiding Officer. In this case, if the Presiding Officer allows the candidate to write the examination, the Presiding Officer will report the circumstances to the Faculty Registrar. Under no circumstance will a candidate be permitted to enter once another candidate has left the examination room. Candidates admitted to the examination room after the examination has begun will not be provided additional time to complete the examination.
2. Without the permission of the Presiding Officer, no person is allowed in the examination room during the examination proceedings except the candidates and those supervising the examination.

Examination Room

3. The Presiding Officer has authority to assign seats to candidates.
4. Coats, jackets, hats, knapsacks, bags, purses, pencil cases, eye glass cases, notes and books must be deposited in the area(s) designated by the Presiding Officer and must not be taken to examination desks or tables.

Valuable items may be stored in a clear plastic bag under candidates' chairs. These items may include but are not limited to cellular phones, smart phones, other electronic/wireless devices, wallets and keys.

Personal computers may also be placed under candidates' chairs but they must be removed from their bags or carrying cases. The bags or carrying cases must be deposited in the designated area of the examination room.

All electronic/wireless devices must be turned off.

5. When authorized by the Examiner(s), non-programmable calculators may be used. Calculators must be removed from their cases which must be deposited in the designated area of the examination room.

6. A time piece is permitted on the examination desk or table provided the sole function of it is to display the time.
7. Candidates must bring their University of Toronto student card (TCard) to each examination, and place it on their examination desk or table for the duration of the examination.

Candidates

8. Once they have entered the examination room, candidates may not leave unescorted for any reason including to use the washroom.
9. Candidates are not permitted to wear baseball caps or other hats (religious head coverings are an exception). Sunglasses are also not permitted. Candidates who choose to wear earplugs while writing examinations will not receive special consideration should they not hear announcements made during examinations. The Presiding Officer and invigilator(s) have the authority to inspect all earplugs.
10. Food brought into the examination room for consumption is limited to a small snack in a transparent bag or container. Wrappers on food products, e.g., granola bars, must be removed. Only drinks in transparent bottles (with labels removed) are permitted.
11. In recording responses, candidates must write in the examination books or other materials provided. They must record responses to be graded in the stipulated areas (e.g., ruled pages of examination books), unless otherwise instructed by the Examiner(s). If applicable, rough work (not to be graded) may be recorded in designated/other areas of the examination materials. For examination books, responses must be numbered to correspond with the questions. On the outside of each book candidates must write their name, student number and subject of the examination, and must number each book, indicating the total number used.
12. Examination books and other materials issued for the examination must not be removed from the examination room except by authority of the Presiding Officer or Examiner(s).
13. Candidates must not communicate with one another in any manner once they have entered the examination room. When conversation is necessary between invigilators and candidates, it must be carried out as discretely as possible.
14. At 10 minutes and five minutes prior to the conclusion of the examination the Presiding Officer will announce the number of minutes remaining.
15. Candidates choosing to leave the examination room prior to the last 10 minutes of the examination period must leave promptly after they have turned in their examination materials.
16. No candidate still present during the last 10 minutes of the examination period will be permitted to leave during that interval, nor are candidates permitted to hand in their examination materials during that interval.
17. At the conclusion of an examination, all writing must cease. The Presiding Officer will seize the papers of candidates who violate this rule and a penalty may be imposed. Candidates must remain seated at the close of the examination until all examination materials are collected and until directed by the Presiding Officer to leave the room. At this time candidates must leave the room and premises promptly. All rules for the conduct of candidates during examinations remain in full force until this announcement is made.

Policies

18. Candidates are expected to make appropriate judgements about their fitness to attend an examination and must accept the outcome of their choices. Therefore, in the event that:
 - a) a candidate begins but does not complete an examination, the candidate is considered to have been present, and the examination will be graded. A make-up examination will not be permitted.
 - b) a candidate completes an examination, the examination will be graded and, there will be no opportunity to re-write the examination.

If candidates believe that there were extenuating circumstances affecting their performance, a petition with supporting documentation may be submitted to the Registrar's office. Such petitions will be kept on file until the Board of Examiners meets to approve final grades and to discuss candidates who are in academic difficulty.

Offences

19. It is an academic offence for candidates to access and/or utilize unauthorized materials and/or electronic devices during an examination. Candidates who assist or obtain assistance from other candidates or from any unauthorized source are liable to penalties under the Code of Behaviour on Academic Matters, including the loss of academic credit, suspension or expulsion from the University. Should an alleged academic offence occur the following steps, as applicable, will be taken:
- (a) The Presiding Officer will be informed of the incident.
 - (b) The Presiding Officer will immediately collect all evidence and the examination materials to that point, note the time and sign both the evidence and the examination materials, and have these witnessed by one of the invigilators.
 - (c) The candidate will then be given new examination materials and allowed to proceed with the examination.
 - (d) Should the candidate require the confiscated written paper for reference to continue, this may be done under the direct supervision of the Presiding Officer.

Unforeseen Circumstances

20. In the event of unforeseen or unregulated incidents arising before, during or immediately after the examination, the Presiding Officer is authorized to make decisions at his or her discretion, which will, however, be subject to review.

The University is not responsible for personal property left in examination rooms.

PETITION PROCEDURES

A petition is a written request for special consideration, because of illness or other circumstances, related to non-compliance with course requirements or impact on academic performance. Petitions are submitted to the Faculty Registrar, in the requisite form, and are considered in confidence by, or on behalf of, the Committee on Academic Standing. Petitions are presented to the Board of Examiners only in the event that a student's satisfactory performance in the program is in jeopardy.

If a petition is submitted by the appropriate deadline, with a clear explanation of the circumstances, and any required documentation is provided, the request will be given prompt consideration. Petition decisions are based on the validity of the request. Approval is not automatic and should not be taken for granted. If students fail to observe deadlines or to organize their academic priorities, or if they have been negligent about their responsibilities, then special consideration will not be warranted. The petition process is not a means to salvage courses and/or the academic record.

A petition should be submitted only when there are circumstances which are not only beyond the student's control, but which also could not reasonably have been anticipated or overcome, and which have affected the student's studies or impacted academic performance.

Relevant and appropriate documentation must be provided at the time the petition is submitted. In the absence of this documentation, the petition is not valid and a grade of '0' will be assigned for the missed evaluation. In the case of illness, a University of Toronto Verification of Student Illness or Injury form must be provided. Note that the physician's report must establish that the student was examined and diagnosed at the time of the illness, not after the fact. A statement that merely confirms a report of illness made by the student for documentation by the physician will not be sufficient; rather, the medical report must show:

- that the student was examined at the time of illness;
- the degree of incapacitation on academic functioning;
- the duration of the incapacitation.

Petitions for missed mid-term examinations, assignments or other course requirements must be submitted within seven calendar days of the missed examination, assignment or course requirement. For examinations missed during the regularly scheduled examination periods (December and April), petitions must be submitted by the end of the examination period. Supporting documentation should follow in a timely manner if unavailable at the end of the examination period, with an absolute deadline of the relevant Board of Examiners meeting. Information about this date may be obtained from the Faculty Registrar.

A “general” petition with supporting documentation may be submitted if students believe there were extenuating circumstances affecting their academic performance. The deadline to submit “general” petitions is seven calendar days after the release of the final grades.

APPEALS

1. Students may appeal to the Committee on Appeals decisions made by any Standing Committee of Faculty Council and approved by Faculty Council.

II. STRUCTURE:

1. The Appeals Committee of the Council of the Leslie Dan Faculty of Pharmacy has been established as the formal structure within the Faculty for the hearing of appeals. Within the Faculty, final decision on an appeal rests with this Committee which reports to Faculty Council for information.
2. The Committee is comprised of a Chair, four faculty members and one student enrolled in the same program but not in the same class as the appellant. Members of the Committee will not have had any previous association with the matter which forms the substance of the appeal.
3. A further right of appeal is to the Academic Appeals Committee of the Governing Council. An appeal to the Academic Appeals Committee shall, except in exceptional circumstances, be commenced by filing a notice with the Secretary of the Committee no later than ninety days after the decision from which the appeal is being taken has been communicated in writing to the appellant. Information regarding this process may be found on the Office of the Governing Council website at <http://www.adfg.utoronto.ca/processes/acappeals.htm>.

III. PROCEDURES:

1. In the event that students feel they have a cause for appeal and are considering a formal appeal, they must consult the Faculty Registrar about the preparation and submission of the appeal.
2. An appeal may be submitted when a student feels that relevant evidence of circumstances impacting his/her performance was not duly considered when a decision affecting the student was taken. Therefore, an appeal must normally be preceded by the submission of a petition. In the absence of a petition, permission to submit an appeal may be granted nonetheless by the Appeals Committee at the hearing of the appeal. In such a case, the reason(s) for the failure to submit a petition must be stated in the appeal.
3. Appeals and all material relied upon must be submitted to the Faculty Registrar within 21 calendar days of the communication of the decision that is being appealed. Permission to file any material which was not available, or could not by reasonable means be made available by this date, or which comes to light after this date and prior to the appeal hearing, must be obtained from the Faculty Registrar in consultation with the Chair of the Appeals Committee.
4. The appeal shall: i) be in writing; ii) state the nature and grounds of the appeal, and iii) be accompanied by any documents which will be used in support of the appeal.
5. Receipt of an appeal will be acknowledged by the Chair of the Appeals Committee in a letter sent by registered mail or other receipted delivery.
6. The Chair of the Appeals Committee, along with the Faculty Registrar, will then set a date and time for the appeal to be heard. The appellant will be notified of the date, time and place of the hearing by registered mail or other receipted delivery. The general format for the conduct of the hearing will also be communicated to the appellant.

7. Students have the right to appear before the Appeals Committee with or without legal counsel. If students intend to be accompanied by legal counsel, this must be communicated to the Chair of the Appeals Committee in the appeals submission.
8. Students also have the right to call evidence and present argument in person and/or through legal counsel.
9. The Appeals Committee is required to arrive at a majority decision and this decision, together with a concise but complete statement of the reasons for the decision, will be sent to the appellant by registered mail or other receipted delivery the day following the hearing.

IV. CONDUCT OF THE APPEAL HEARING

1. Prior to date of the hearing of the appeal, the Faculty Registrar will distribute, on a confidential basis, to each member of the Appeals Committee, to the Dean of the Faculty and to the appellant, a copy of the appeal submission and supporting documents, and a copy of any other relevant materials. Members of the Committee will review but will not discuss the case prior to the hearing.
2. On the day of the hearing, immediately prior to the hearing being called to order, the members of the Appeals Committee will meet to review the materials pertinent to the appeal. When the submission of an appeal has not been proceeded by the submission of a petition, the Committee will determine if the appeal will be heard.
3. When the hearing is called to order, the parties present will be the members of the Appeals Committee, the appellant and his/her legal counsel (if desired), the Dean of the Faculty and the Faculty Registrar.
4. The hearing will be conducted as follows:
 - i) the Chair will make an opening statement to provide information concerning the disposition of the case by the Committee;
 - ii) the appellant or his/her legal counsel will be given the opportunity to make a statement;
 - iii) the Dean of the Faculty will be allowed to provide comment;
 - iv) each member of the Committee will have the opportunity to ask questions of the appellant, the Dean and the Faculty Registrar;
 - v) the appellant or his/her legal counsel will be allowed to make a brief statement in summation of the appeal.
5. All parties except the members of the Appeals Committee will then leave the room and the Committee will proceed to deliberate and come to a decision on the appeal.

V. OTHER IMPORTANT INFORMATION

1. Students submitting an appeal are required to provide proper documentation in support of the appeal.

If illness is the reason for the appeal, the 'University of Toronto Verification of Student Illness or Injury' form should be submitted. Note that the physician's report must establish that the student was examined and diagnosed at the time of the illness, not after the fact. As well, a statement that merely confirms a report of illness made by the student for documentation by the physician will not be sufficient. Rather, the medical report must show:

- that the student was examined at the time of illness;
- the degree of incapacitation on academic functioning;
- the duration of the incapacitation.

Statements from social workers, lawyers, clergy and other professionals may also be relevant and should:

- state the nature and extent of the problem;
- give his/her professional opinion as to whether the student should receive special consideration on the grounds documented in the student's appeal.

2. Students are assured that all student records are confidential, including appeal submissions and supporting documentation. As stated in the University's 'Guidelines Concerning Access to Student Academic Records', only those staff members who need to may "have access to relevant portions of an official academic record for the purposes related to the performance of their duties."

3. Students are also assured that they will have the opportunity to raise matters of proper concern to them, throughout the appeals process, without fear of disadvantage.
4. University policies relevant to the appeals process include, but are not limited to the following:
 - ‘University Assessment and Grading Practices Policy’
 - ‘Policy on Access to Student Academic Records’
 - ‘Policy on Access to Information and Protection of Privacy’
 - ‘Statement of Institutional Purpose’
 - ‘Statement of Human Rights’

All University policies can be found at: www.governingcouncil.utoronto.ca/Governing_Council/Policies.htm.

LATE WITHDRAWAL

Any student who withdraws after February 17, 2017, or any student who does not withdraw but does not write the annual examinations, will be regarded for the purposes of these regulations as having failed the year.

GUIDELINES FOR FAILED/PASSED YEAR

A student who fails a year, and receives permission to repeat the failed year, must repeat the entire work of the year, including all examinations.

- If a student receives less than a 1.70 annual Grade Point Average (GPA), this will constitute a failed year.
- If a student receives less than a 1.70 annual GPA twice, re-admission or further registration will be denied.
- Students who receive an annual GPA of less than 1.70 and who are permitted to write a supplemental examination(s) through the petition or appeal process will be eligible to proceed to the next year of the program provided they pass the supplemental examination(s). The original annual GPA will stand.
- If a 1.70 annual GPA is received, a student will have passed the year only when all courses are successfully completed.
- If a petition and/or appeal relates to a particular course, and special consideration is given, this course may be cleared without a supplemental examination.

It is normally expected that all students will complete the PharmD program within four years. However, where circumstances warrant, as determined on a case-by-case basis, the maximum duration allowed to complete the PharmD program is 8 years from the initial year of registration.

STANDARDS OF PROFESSIONAL PRACTICE BEHAVIOUR FOR ALL HEALTH PROFESSIONAL STUDENTS

(June 16, 2008)

PREAMBLE

Health professional students engage in a variety of activities with patients/clients under supervision and as part of their academic programs. During this training, the University, training sites, and society more generally expect our health professional students to adhere to appropriate standards of behaviour and ethical values. All health profession students accept that their profession demands integrity, exemplary behaviour, dedication to the search for truth, and service to humanity in the pursuit of their education and the exercise of their profession.

These Standards express professional practice and ethical performance expected of students registered in undergraduate, graduate and postgraduate programs, courses, or training (for the purposes of this policy, students includes undergraduate/graduate students, trainees including post doctoral fellows, interns, residents, clinical and research fellows or the equivalents) in the:

- (a) Faculty of Dentistry;
- (b) Faculty of Medicine;
- (c) Lawrence S. Bloomberg Faculty of Nursing;
- (d) Leslie Dan Faculty of Pharmacy;

- (e) Faculty of Physical Education and Health;
- (f) Factor-Inwentash Faculty of Social Work;
- (g) Ontario Institute for Studies in Education (OISE Programs in School and Clinical Child Psychology; Counselling Psychology for Psychology Specialists; Counselling Psychology for Community and Educational Settings).

By registering at the University of Toronto in one of these Faculties or in courses they offer, a student accepts that he/she shall adhere to these Standards. These Standards apply to students in practice-related settings such as fieldwork, practicum, rotations, and other such activities arranged through the Faculty, program of study, or teaching staff. Other Faculties that have students engaged in such activities in health settings may also adopt these standards.

These Standards do not replace legal or ethical standards defined by professional or regulatory bodies or by a practice or field setting, nor by other academic standards or expectations existing at the University of Toronto. Action respecting these Standards by the Faculty responsible for the program or course does not preclude any other action under other applicable University policies or procedures, action by program regulatory bodies, professional bodies, or practice/field settings, or action under applicable law including the Criminal Code of Canada.

Breach of any of these Standards may, after appropriate evaluation of a student, and in accordance with applicable procedures, be cause for dismissal from a course or program or for failure to promote.

STANDARDS OF PROFESSIONAL BEHAVIOUR AND ETHICAL PERFORMANCE

(a) All students will strive to pursue excellence in their acquisition of knowledge, skills, and attitudes in their profession and will uphold the relevant behavioural and ethical standards of his or her health profession or Faculty, including:

1. Keeping proper patient/client records
2. Where patient/client informed consent to an action is required, the student will act only after valid informed consent has been obtained from the patient/client (or from an appropriate substitute decision-maker)
3. Providing appropriate transfer of responsibility for patient/client care
4. Being skilful at communicating and interacting appropriately with patients/clients, families, faculty/instructors, peers, colleagues, and other health care personnel
5. Not exploiting the patient/client relationship for personal benefit, gain, or gratification
6. Attending all mandatory educational sessions and clinical placements or provide appropriate notification of absence
7. Demonstrating the following qualities in the provision of care:
 - (a) empathy and compassion for patients/clients and their families and caregivers;
 - (b) concern for the needs of the patient/client and their families to understand the nature of the illness/problem and the goals and possible complications of investigations and treatment;
 - (c) concern for the psycho-social aspects of the patient's/client's illness/problem;
 - (d) assessment and consideration of a patient's/client's motivation and physical and mental capacity when arranging for appropriate services;
 - (e) respect for, and ability to work harmoniously with, instructors, peers, and other health professionals;
 - (f) respect for, and ability to work harmoniously with, the patient/client and all those involved in the promotion of his/her wellbeing;
 - (g) recognition of the importance of self-assessment and of continuing education;
 - (h) willingness to teach others in the same specialty and in other health professionals;
 - (i) understanding of the appropriate requirements for involvement of patients/clients and their families in research;

- (j) awareness of the effects that differences in gender, sexual orientation, cultural and social background may have on the maintenance of health and the development and treatment of illness/problems;
- (k) awareness of the effects that differences in gender, sexual orientation, and cultural and social background may have on the care we provide;
- (l) respect for confidentiality of all patient/client information; and,
- (m) ability to establish appropriate boundaries in relationships with patients/clients and with health professionals being supervised.

These Standards articulate the *minimum* expected behaviour and ethical performance; however, a student should always strive for exemplary ethical and professional behaviour.

(b) A student will refrain from taking any action which is inconsistent with the appropriate standards of professional behaviour and ethical performance, including refraining from the following conduct:

- 8. Misrepresenting or misleading anyone as to his or her qualifications or role
- 9. Providing treatment without supervision or authorization
- 10. Misusing or misrepresenting his/her institutional or professional affiliation
- 11. Stealing or misappropriating or misusing drugs, equipment, or other property
- 12. Contravention of the Ontario Human Rights Code
- 13. Unlawfully breaching confidentiality, including but not limited to accessing electronic records of patients/clients for whom s/he is not on the care team
- 14. Being under the influence of alcohol or recreational drugs while participating in patient/client care or on call or otherwise where professional behaviour is expected
- 15. Being unavailable while on call or on duty
- 16. Failing to respect patients'/clients' rights and dignity
- 17. Falsifying patient/client records
- 18. Committing sexual impropriety with a patient/client¹
- 19. Committing any act that could reasonably be construed as mental or physical abuse
- 20. Behaving in a way that is unbecoming of a practising professional in his or her respective health profession or that is in violation of relevant and applicable Canadian law, including violation of the Canadian Criminal Code.

ASSESSMENT OF PROFESSIONAL BEHAVIOUR AND ETHICAL PERFORMANCE

The Faculties value the professional behaviour and ethical performance of their students and assessment of that behaviour and performance will form part of the academic assessment of health professions students in accordance with the Grading Practices Policy of the University of Toronto. Professional behaviour and ethical performance will be assessed in all rotations/fieldwork/practicum placements. These assessments will be timely in relation to the end of rotation/fieldwork placement/practicum and will be communicated to the student.

Each Health Science Faculty will have specific guidelines related to these Standards that provide further elaboration with respect to their Faculty-specific behavioural standards and ethical performance, assessment of such standards and relevant procedures.

Breaches of these Standards or of Faculty-specific guidelines related to these Standards are serious academic matters and represent failure to meet the academic standards of the relevant health profession program. Poor performance with respect to professional or ethical behaviour may result in a performance assessment which includes a formal written reprimand, remedial work, denial of promotion, suspension, or dismissal from a program or a combination of these. In the case of suspension or dismissal from a program, the suspension or dismissal may be recorded on the student's academic record and transcript with a statement that these Standards have been breached.

With respect to undergraduate students, appeals against decisions under this policy may be made according to the guidelines for such appeals within the relevant Faculty.

In the case of graduate students, the procedures for academic appeals established in the School of Graduate Studies shall apply. Recommendation to terminate registration in a graduate program must be approved by the School of Graduate Studies. Decisions to terminate registration in a graduate program may be appealed directly to the School of Graduate Studies Graduate Academic Appeals Board (GAAB) in accordance with its practices and procedures.

In cases where the allegations of behaviour are serious, and if proven, could constitute a significant disruption to the program or the training site or a health and safety risk to other students, members of the University community, or patient/clients, the Dean of the Faculty responsible for the program or course is authorized to impose such interim conditions upon the student, including removal from the training site, as the Dean may consider appropriate.

In urgent situations, such as those involving serious threats or violent behaviour, a student may be removed from the University in accordance with the procedures set out in the Student Code of Conduct.

¹ Students who have (or have had) a close personal relationship with a colleague, junior colleague, member of administrative staff or other hospital staff should be aware that obligations outlined in the Provost's Memorandum on Conflict of Interest and Close Personal Relations pertain to these Standards. <http://www.provost.utoronto.ca/policy/relations.htm>

ACADEMIC OFFENCES BY STUDENTS

(from 'Code of Behaviour on Academic Matters' - Revised August 18, 1995)

A. PREAMBLE

The concern of the Code of Behaviour on Academic Matters is with the responsibilities of all parties to the integrity of the teaching and learning relationship. Honesty and fairness must inform this relationship, whose basis remains one of mutual respect for the aims of education and for those ethical principles which must characterize the pursuit and transmission of knowledge in the University.

What distinguishes the University from other centres of research is the central place which the relationship between teaching and learning holds. It is by virtue of this relationship that the University fulfills an essential part of its traditional mandate from society, and, indeed, from history: to be an expression of, and by so doing to encourage, a habit of mind which is discriminating at the same time it remains curious, which is at once equitable and audacious, valuing openness, honesty and courtesy before any private interests.

This mandate is more than a mere pious hope. It represents a condition necessary for free enquiry, which is the University's life blood. Its fulfillment depends upon the well being of that relationship whose parties define one another's roles as teacher and student, based upon differences in expertise, knowledge and experience, though bonded by respect, by a common passion for truth and by mutual responsibility to those principles and ideals that continue to characterize the University.

This Code is concerned, then, with the responsibilities of faculty members and students, not as they belong to administrative or professional or social groups, but as they co-operate in all phases of the teaching and learning relationship.

Such co-operation is threatened when teacher or student forsakes respect for the other – and for others involved in learning – in favour of self-interest, when truth becomes a hostage of expediency. On behalf of teacher and student and in fulfilment of its own principles and ideals, the University has a responsibility to ensure that academic achievement is not obscured or undermined by cheating or misrepresentation, that the evaluative process meets the highest standards of fairness and honesty, and that malevolent or even mischievous disruption is not allowed to threaten the educational process.

These are areas in which teacher and student necessarily share a common interest as well as common responsibilities.

B. OFFENCES

The University and its members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation or unfairness not be tolerated. To this end all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behaviour is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student.

Wherever in this Code an offence is described as depending on “knowing”, the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

B.I.

1. It shall be an offence for a student knowingly:
 - (a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;
 - (b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;
 - (c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work;
 - (d) to represent as one’s own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism (for a more detailed account of plagiarism, refer to Appendix A of Code);
 - (e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
 - (f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted.
2. It shall be an offence for a faculty member knowingly:
 - (a) to approve any of the previously described offences;
 - (b) to evaluate an application for admission or transfer to a course or program of study by reference to any criterion that is not academically justified;
 - (c) to evaluate academic work by a student by reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.
3. It shall be an offence for a faculty member and student member and student alike knowingly:
 - (a) to forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or in electronic form;
 - (b) to engage in any form of cheating, academic dishonesty or misconduct, fraud or misrepresentation not herein otherwise described, in order to obtain academic credit or other academic advantage of any kind.
4. A graduate of the University may be charged with any of the above offences committed knowingly while he or she was an active student, when, in the opinion of the Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

B.II Parties to Offences

1. (a) Every member is a party to an offence under this Code who knowingly:
 - (i) actually commits it;
 - (ii) does or omits to do anything for the purpose of aiding or assisting another member to commit the offence;
 - (iii) does or omits to do anything for the purpose of aiding or assisting any other person who, if that person were a member, would have committed the offence;
 - (iv) abets, counsels, procures or conspires with another member to commit or be a party to an offence; or

- (v) abets, counsels, procures or conspires with any other person who, if that person were a member, would have committed or have been a party to the offence.
 - (b) Every party to an offence under this Code is liable upon admission of the commission thereof, or upon conviction, as the case may be, to the sanctions applicable to that offence.
2. Every member who, having an intent to commit an offence under this Code, does or omits to do anything for the purpose of carrying out that intention (other than mere preparation to commit the offence) is guilty of an attempt to commit the offence and liable upon conviction to the same sanctions as if he or she had committed the offence.
 3. When a group is found guilty of an offence under this Code, every officer, director or agent of the group, being a member of the University, who directed, authorized or participated in the commission of the offence is a party to and guilty of the offence and is liable upon conviction to the sanctions provided for the offence.

C. PROCEDURES IN CASES INVOLVING STUDENTS

At both the divisional level and the level of the University Tribunal, the procedures for handling charges of academic offences involving students reflect the gravity with which the University views such offences. At the same time, these procedures and those which ensure students the right of appeal represent the University's commitment to fairness and the cause of justice.

C.I.(a) Divisional Procedures

Note: Where a student commits an offence, the Faculty in which the student is registered has responsibility over the student in the matter.

1. No hearing within the meaning of Section 2 of the 'Statutory Powers Procedure Act' is required for the purpose of, or in connection with, any of the discussions, meetings and determinations referred to in Section C.I.(a), and such discussions, meetings and determinations are not proceedings of the Tribunal.
2. Where an instructor has reasonable grounds to believe that an academic offence has been committed by a student, the instructor shall so inform the student immediately after learning of the act or conduct complained of, giving reasons, and invite the student to discuss the matter. Nothing the student says in such discussion may be used or receivable in evidence against the student.
3. If after such discussion, the instructor is satisfied that no academic offence has been committed, he or she shall so inform the student and no further action shall be taken in the matter by the instructor unless fresh evidence comes to the attention of the instructor, in which case he or she may again proceed in accordance with subsection 2 above.
4. If after such discussion, the instructor believes that an academic offence has been committed by the student, or if the student fails or neglects to respond to the invitation for discussion, the instructor shall make a report of the matter to the Dean.
5. When the Dean has been so informed, he or she shall notify the student in writing accordingly, provide him or her with a copy of the Code and subsequently afford the student an opportunity for discussion of the matter. In the case of the Dean being informed, the instructor shall be invited to be present at the meeting with the student. The Dean shall conduct the interview.
6. Before proceeding with the meeting, the Dean shall inform the student that he or she is entitled to seek advice, or to be accompanied by counsel at the meeting, before making, and is not obliged to make, any statement or admission, but shall warn that if he or she makes any statement or admission in the meeting, it may be used or receivable in evidence against the student in the hearing of any charge with respect to the offence or alleged offence in question. The Dean shall also advise the student, without further comment or discussion, of the sanctions that may be imposed under Section C.I.(b), and that the Dean is not obliged to impose a sanction but may instead request that the Provost lay a charge against the student. Where such advice and warning have been given, the statements and admissions, if any, made in such a meeting may be used or received in evidence against the student in any such hearing.
7. If the Dean, on the advice of the instructor, subsequently decides that no academic offence has been committed and that no further action in the matter is required, the student shall be so informed in

writing, and the student's work shall be accepted for normal evaluation or, if the student was prevented from withdrawing from the course by the withdrawal date, he or she shall be allowed to do so. Thereafter, the matter shall not be introduced into evidence at a Tribunal hearing for another offence.

8. If the student admits the alleged offence, the Dean may either impose the sanction that he or she considers appropriate under section C.I.(b), or refer the matter to the Provost, and in either event shall inform the student in writing accordingly. No further action in the matter shall be taken by the instructor or the Dean if the Dean imposes a sanction.
9. If the student is dissatisfied with a sanction imposed by the Dean, the student may refer the matter to the Provost for consideration.
10. If the student does not admit the alleged offence, the Dean may, after consultation with the instructor, request that the Provost lay a charge against the student. If the Provost agrees to lay a charge, the case shall then proceed to the Trial Division of the Tribunal.
11. Normally, decanal procedures will not be examined in a hearing before the Tribunal. A failure to carry out the procedures referred to in this Section, or any defect or irregularity in such procedures, shall not invalidate any subsequent proceedings of or before the Tribunal, unless the chair of the hearing considers that such failure, defect or irregularity resulted in a substantial wrong, detriment or prejudice to the accused. The chair will determine at the opening of the hearing whether there is going to be any objection to an alleged defect, failure or irregularity.
12. No degree, diploma or certificate of the University shall be conferred or awarded, nor shall a student be allowed to withdraw from a course from the time of the alleged offence until the final disposition of the accusation. However, a student shall be permitted to use University facilities while a decision is pending, unless there are valid reasons for the Dean to bar him or her from a facility. When or at any time after an accusation has been reported to the Dean, he or she may cause a notation to be recorded on the student's academic record and transcript, until the final disposition of the accusation, to indicate that the standing in a course and/or the student's academic status is under review. A student upon whom a sanction has been imposed by the Dean under Section C.I.(b) or who has been convicted by the Tribunal shall not be allowed to withdraw from a course so as to avoid the sanction imposed.
13. A record of cases disposed of under Section C.I.(a) and of the sanctions imposed shall be kept in the academic unit concerned and may be referred to by the Dean in connection with a decision to prosecute, or by the prosecution in making representations as to the sanction or sanctions to be imposed by the Tribunal, for any subsequent offence committed by the student. Information on such cases shall be available to other academic units upon request and such cases shall be reported by the Dean to the Secretary of the Tribunal for use in the Provost's annual report to the Academic Board. The Dean may contact the Secretary of the Tribunal for advice or for information on cases disposed of under Section C.II. hereof.
14. Where a proctor or invigilator, who is not a faculty member, has reason to believe that an academic offence has been committed by a student at an examination or test, the proctor or invigilator shall so inform the Dean, who shall proceed as if he or she were an instructor, by analogy to the other provisions of this section.
15. In the case of alleged offences not covered by the above and not involving the submission of academic work, such as those concerning forgery or uttering, and in cases involving cancellation, recall or suspension of a degree, diploma or certificate, the procedure shall be regulated by analogy to the other procedures set out in this section.

C.I.(b) Divisional Sanctions

1. In an assignment worth 10 percent or less of the final grade, the department chair may handle the matter if:
 - (i) the student admits guilt; and
 - (ii) the assignment of a penalty is limited to at most a mark of zero for the piece of work.

If the student does not admit guilt, or if the department chair chooses, the matter shall be brought before the Dean.

2. One or more of the following sanctions may be imposed by the Dean where a student admits to the commission of an alleged offence:
 - (a) an oral and/or written reprimand;
 - (b) an oral and/or written reprimand, and with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
 - (c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
 - (d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
 - (e) denial of privileges to use any facility of the University, including library and computer facilities;
 - (f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
 - (g) assignment of a grade of zero or a failure for the course in respect of which the offence was committed;
 - (h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of not more than twelve months. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.
3. The Dean shall have the power to record any sanction imposed on the student's academic record and transcript for such length of time as he or she considers appropriate. However, the sanctions of suspension or a notation specifying academic misconduct as the reason for a grade of zero for a course shall normally be recorded for a period of five years.
4. The Provost shall, from time to time, indicate appropriate sanctions for certain offences. These guidelines shall be sent for information to the Academic Board and attached to the Code as Appendix "C".

C.II.(a) Tribunal Procedures

1. A prosecution for an alleged academic offence shall be instituted by the laying of a charge by the Provost against the accused. This is done when the student does not admit guilt; when the sanction desired is beyond the power of the Dean to impose; when the student has been found guilty of a previous offence; or when the student is being accused simultaneously of two or more different offences involving more than one incident.
2. No charge shall be laid except with the agreement of the Dean concerned and of the Provost, after consultation between the Provost and the Discipline Counsel.
3. A charge shall be in writing, addressed to the accused, signed by or under the authority of the Provost and filed with the Secretary. It shall contain a statement that the student is charged with having committed an offence specified therein, with sufficient particulars of the circumstances to enable the student to identify the alleged act or conduct giving rise to the charge.
4. Upon receipt by the Secretary of the charge which appears to be in proper form, the member of the Tribunal designated to be the chair of the hearing and the Secretary shall immediately determine and give appropriate notice of a date, time and place for the hearing.
5. Withdrawal of a student from a course or program of study shall not preclude or affect any prosecution before the Tribunal in respect of an alleged academic offence.
6. The proceedings at a hearing, including the evidence and the verdict of the panel shall be recorded by the Secretary by means of a tape recording, stenographic reporter or other reliable means.
7. The procedures of the Tribunal shall conform to the requirements of the Statutory Powers Procedure Act, Revised Statutes of Ontario, 1990, Chapter S.22, as amended from time to time.
8. The Tribunal may, from time to time, by a majority of its members, make, adopt and modify rules governing its procedures which are not inconsistent with the provisions hereof, and all such rules and modifications shall be reported to the Academic Board for information.

9. The onus of proof shall be on the prosecutor, who must show on clear and convincing evidence that the accused has committed the alleged offence.
10. The accused shall not be compelled to testify at his or her hearing.
11. The Divisions of the Tribunal are:
 - (a) Trial; and
 - (b) Appeal.
12. The members of the Trial Division of the Tribunal shall consist of a Senior Chair, two Associate Chairs and up to fifteen co-chairs, appointed by the Academic Board.
13. No presiding member of the Trial Division of the Tribunal shall be a full-time student or a full-time member of the teaching staff or a member of the administrative staff.
14. The Senior Chair, associate Chairs and co-chairs shall be legally qualified.
15. The Senior Chair shall be the chair of the Tribunal and either the Senior Chair, an Associate Chair or a co-chair, as selected by the Secretary, shall preside at trial hearings of the Tribunal.
16. Trial hearings of the Tribunal involving students registered at Scarborough College shall normally be held on the Scarborough campus of the University and those involving students registered at Erindale College shall normally be held on the Erindale campus of the University.
17. (a) The Tribunal shall:
 - (i) hear and dispose of charges brought under the Code;
 - (ii) report its decisions for information to the Academic Board;
 - (iii) make recommendations to the Governing Council as contemplated by the Code;
 - (iv) advise the Academic Board, from time to time, on policy and procedures with respect to the Code; and
 - (v) determine its practice and procedures, subject to the provisions hereof.
- (b) Where it is considered to be warranted by the circumstances, the chair of a hearing may in his or her discretion award costs of any proceedings at trial, and may make orders as to the party or parties to and by whom and the amounts and manner in which such costs are to be paid.
18. Hearings in the Trial Division of the Tribunal shall be by a hearing panel composed of three persons, of whom one shall be a student, one shall be a faculty member and the third shall be the Senior Chair, an Associate Chair or a co-chair of the Tribunal.
19. The members of each panel (other than the chair) shall be drawn from a pool consisting of at least 15 students who are not also faculty members and at least 15 faculty members who are not also students. The members of such pool shall be appointed by the Secretary, drawn from the various academic divisions and units of the University, and shall serve for a period of two years. The appointments shall be renewable upon invitation by the Senior Chair of the Tribunal.
20. Panel members for each case shall be selected by the Secretary who shall exercise due discretion in excluding members who may know either the accused or the circumstances of the alleged offence. Generally, student members will not be drawn from the same program of study as the accused. Faculty members from the department in which an offence is alleged to have occurred will be excluded from the panel.
21. Either the accused or the prosecution may challenge prior to the hearing, and the chair of the hearing may disqualify any prospective panel member for cause, which in his or her opinion justifies such disqualification.
22. At trial hearings of the Tribunal,
 - (a) the chair of the hearing shall determine all questions of law, and has a vote on the verdict and sanction; and
 - (b) the panel shall determine all questions of fact and render a verdict according to the evidence.
23. Where, after a charge has been laid by the Provost but before a Tribunal hearing takes place, the accused admits the alleged offence, the Provost may refer the matter either (i) to the Dean, who shall impose the sanction(s) that he or she considers appropriate under section C.1.(b); or (ii) to a panel, in which event the panel may convict the accused without the prosecution having to lead evidence of guilt, and the panel shall impose a sanction or sanctions in accordance with section 25

- or 26; provided that before any sanction is imposed, the Dean or the panel, as the case may be, shall have afforded the accused an opportunity to offer an explanation and to present arguments and submissions as to sanction.
24. The verdict of a panel need not be unanimous but at least two affirmative votes shall be required for a conviction. Unless there are at least two affirmative votes for conviction, the accused shall be acquitted.
 25. The sanction or sanctions to be imposed upon conviction at a hearing shall be determined by a majority of the panel members, and the jury shall give reasons for the sanction or sanctions imposed.
 26. If the panel is unable to reach agreement, by a majority of its members, as to the sanction to be imposed, the chair of the hearing shall impose the sanction or set of sanctions which is the least severe of those that the individual members of the panel would impose.
 27. There shall be a University Discipline Counsel and there may be one or more assistants to the Discipline Counsel, appointed by the Academic Board on the recommendation of the Provost.
 28. The Discipline Counsel and any assistant shall be a barrister and solicitor qualified to practise law in Ontario and shall not be a full-time student or a full-time member of the teaching staff or a member of the administrative staff.
 29. The Discipline Counsel or an assistant shall conduct all proceedings on behalf of the Provost before the Tribunal and on any appeal from a Tribunal decision.
 30. The other duties of the Discipline Counsel and assistants shall be as determined by the Provost.
 31. The Secretary of the Tribunal and his or her assistants shall be appointed by the Academic Board on the recommendation of the Provost.
 32. The duties of the Secretary and assistants shall be determined by the Senior Chair and members of the Tribunal and reported to the Academic Board for information.
 33. Where anything is required by the Code to be done by or with the Secretary, it may be done by or with the Secretary or any of his or her assistants.

C.II.(b) Tribunal Sanctions

1. One or more of the following sanctions may be imposed by the Tribunal upon the conviction of any student:
 - (a) an oral and/or written reprimand;
 - (b) an oral and/or written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
 - (c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
 - (d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
 - (e) denial of privileges to use any facility of the University, including library and computer facilities;
 - (f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
 - (g) assignment of a grade of zero or a failure for any completed or uncompleted course or courses in respect of which any offence was committed;
 - (h) suspension from attendance in a course or courses, a program, an academic unit or division, or the University for such a period of time up to five years as may be determined by the Tribunal. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed;
 - (i) recommendation of expulsion from the University. The Tribunal has power only to recommend that such a penalty be imposed. In any such case, the recommendation shall be made by the Tribunal to the President for a recommendation by him or her to the Governing

Council. Expulsion shall mean that the student shall be denied any further registration at the University in any program and his or her academic record and transcript shall record this sanction permanently. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed. If a recommendation for expulsion is not adopted, the Governing Council shall have the power to impose such lesser penalty as it sees fit.

- (j) (i) recommendation to the Governing Council for cancellation, recall or suspension of one or more degrees, diplomas or certificates obtained by any graduate; or
 - (ii) cancellation of academic standing or academic credits obtained by any former student who, while enrolled, committed any offence which if detected before the granting of the degree, diploma, certificate, standing or credits would, in the judgement of the Tribunal, have resulted in a conviction and the application of a sanction sufficiently severe that the degree, diploma, certificate, marks would not have been granted.
2. The hearing panel shall have the power to order that any sanction imposed by the Tribunal be recorded on the student's academic record and transcript for such length of time as the jury considers appropriate.
 3. The Tribunal may, if it considers appropriate, report any case to the Provost who may publish a notice of the decision of the Tribunal and the sanction or sanctions imposed in the University newspapers, with the name of the student withheld.

Appeals

1. Appeals from decisions at trial shall be heard by a panel drawn from the Discipline Appeals Board consisting of the Senior Chair of the Tribunal, or an Associate Chair designated by him or her, and three members of the Discipline Appeals Board drawn preferably from the Academic Board nominees to the Board. The Academic Board's nominees shall be chosen from among its current or former members. At least one member of each panel shall be a faculty member who is not also a student and at least one shall be a student who is not also a faculty member.
2. The Senior Chair or an Associate Chair shall preside at all appeal hearings.
3. Where the Discipline Appeal Board hears an appeal,
 - (a) no Tribunal member who participated in the decision appealed from shall participate in the appeal;
 - and
 - (b) the decision of the majority of the members hearing the appeal shall govern, and the presiding Chair shall be a voting member.
4. An appeal to the Discipline Appeals Board may be taken in the following cases, only:
 - (a) by the accused, from a conviction at trial, upon a question which is not one of fact alone;
 - (b) by the Provost, from an acquittal at trial, upon a question which is not one of fact alone;
 - (c) by the accused or the Provost, from a sanction imposed at trial.

CODE OF STUDENT CONDUCT

Revised February 14, 2002

A. PREFACE

1. The University of Toronto is a large community of teaching staff, administrative staff and students, involved in teaching, research, learning and other activities. Student members of the University are adherents to a division of the University for the period of their registration in the academic program to which they have been admitted and as such assume the responsibilities that such registration entails.
2. As an academic community, the University governs the activities of its members by standards such as those contained in the *Code of Behaviour on Academic Matters*, which provides definitions of offences that may be committed by student members and which are deemed to affect the academic integrity of the University's activities.

3. The University sponsors, encourages or tolerates many non-academic activities of its members, both on its campuses and away from them. These activities, although generally separate from the defined requirements of students' academic programs, are a valuable and important part of the life of the University and of its students.
4. The University takes the position that students have an obligation to make legal and responsible decisions concerning their conduct as, or as if they were, adults. The University has no general responsibility for the moral and social behaviour of its students. In the exercise of its disciplinary authority and responsibility, the University treats students as free to organize their own personal lives, behaviour and associations subject only to the law and to University regulations that are necessary to protect the integrity and safety of University activities, the peaceful and safe enjoyment of University housing by residents and neighbours, or the freedom of members of the University to participate reasonably in the programs of the University and in activities in or on the University's premises. Strict regulation of such activities by the University of Toronto is otherwise neither necessary nor appropriate.

Under some circumstances, such as when a student has not yet reached the legal age of majority, additional limitations on student conduct may apply.

5. University members are not, as such, immune from the criminal and civil laws of the wider political units to which they belong. Provisions for non-academic discipline should not attempt to shelter students from their civic responsibilities nor add unnecessarily to these responsibilities. Conduct that constitutes a breach of the *Criminal Code* or other statute, or that would give rise to a civil claim or action, should ordinarily be dealt with by the appropriate criminal or civil court. In cases, however, in which criminal or civil proceedings have not been taken or would not adequately protect the University's interests and responsibilities as defined below, proceedings may be brought under a discipline code of the University, but only in cases where such internal proceedings are appropriate in the circumstances.
6. The University must define standards of student behaviour and make provisions for student discipline with respect to conduct that jeopardizes the good order and proper functioning of the academic and nonacademic programs and activities of the University or its divisions, that endangers the health, safety, rights or property of its members or visitors, or that adversely affects the property of the University or bodies related to it, where such conduct is not, for the University's defined purposes, adequately regulated by civil and criminal law.
7. Nothing in this *Code* shall be construed to prohibit peaceful assemblies and demonstrations, lawful picketing, or to inhibit freedom of speech as defined in the University.
8. In this *Code*, the word "premises" includes lands, buildings and grounds.
9. In this *Code*, "student" means any person,
 - (i) engaged in any academic work which leads to the recording and/or issue of a mark, grade or statement of performance by the appropriate authority in the University or another institution; and/or
 - (ii) associated with or registered as a participant in any course or program of study offered by or through a college, faculty, school, centre, institute or other academic unit or division of the University; and/or
 - (iii) entitled to a valid student card who is between sessions but is entitled because of student status to use University facilities; and/or
 - (iv) who is a post-doctoral fellow.
10. In this *Code*, the words "University of Toronto" refer to the University of Toronto and include any institutions federated or affiliated with it, where such inclusion has been agreed upon by the University and the federated or affiliated institution, with respect to the premises, facilities, equipment, services, activities, students and other members of the federated or affiliated institution.

Note: The University of Toronto has agreed that, when the premises, facilities, equipment, services or activities of the University of Toronto are referred to in this *Code*, the premises, facilities, equipment, services and activities of the University of St. Michael's College, Trinity College and Victoria University are included.

11. In this *Code*, where an offence is described as depending on “knowing”, the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.
12. This *Code* is concerned with conduct that the University considers unacceptable. In the case of student members of the University, the procedures and sanctions described herein shall apply, unless the matter has been or is to be dealt with under other provisions for the discipline of students. In the case of the other members of the University, such conduct is to be dealt with in accordance with the established policy, procedures and agreements that apply to the members.
13. Subject to the conditions and considerations outlined in Section B., this *Code* is concerned with conduct arising in relation to a wide variety of activities and behaviours including, but not limited to, conduct related to the use of computers and other information technology and the use or misuse of alcohol. In principle, alleged offences that arise in relation to such conduct are not distinct from those that arise out of other activities that occur in the University community. Such activities may also be considered the commission of one or more offences and, in appropriate circumstances, may be dealt with under other University policies or regulations specific to the behaviour.

B. OFFENCES

The following offences constitute conduct that shall be deemed to be offences under this *Code*, when committed by a student of the University of Toronto, provided that such conduct

- (i) has not been dealt with as failure to meet standards of professional conduct as required by a college, faculty or school; and
- (ii) is not specifically assigned to the jurisdiction of the University Tribunal, as in the case of offences described in the *Code of Behaviour on Academic Matters*, or to another disciplinary body within the University of Toronto, as in the case of sexual harassment as described in the Policy and Procedures: Sexual Harassment; or to a divisional disciplinary body, such as a residence council or a recreational athletics disciplinary body; or is covered under these policies but which is deemed by the head of the division to be more appropriately handled by the *Code of Student Conduct*; and
- (iii) except as otherwise provided herein, occurs on premises of the University of Toronto or elsewhere in the course of activities sponsored by the University of Toronto or by any of its divisions; and
- (iv) has not been dealt with under provisions for the discipline of students with respect to University offices and services whose procedures apply to students in several academic divisions, such as University residences, libraries or athletic and recreational facilities.

1. Offences Against Persons

- (a) No person shall assault another person sexually or threaten any other person with sexual assault.
- (b) No person shall otherwise assault another person, threaten any other person with bodily harm, or knowingly cause any other person to fear bodily harm.
- (c) No person shall knowingly create a condition that unnecessarily endangers the health or safety of other persons.
- (d) No person shall threaten any other person with damage to such person’s property, or knowingly cause any other person to fear damage to her or his property.
- (e) No person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and

that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, sex, sexual orientation, creed, age, marital status, family status, handicap, receipt of public assistance or record of offences of that individual or those individuals, and

that is known to be unwelcome, and

that exceeds the bounds of freedom of expression or academic freedom as these are understood in University polices and accepted practices, including but not restricted to, those explicitly adopted.

Note: Terms in this section are to be understood as they are defined or used in the *Ontario Human Rights Code*. Vexatious conduct that is based on sex or sexual orientation is considered an offence

under the University's *Policy and Procedures: Sexual Harassment*. If the Sexual Harassment Officer believes, after consultation with relevant parties, that a complaint based on sex or sexual orientation would be better handled under the *Code of Student Conduct*, the Officer may refer the matter to the appropriate head of division.

- (f) (i) No person shall, by engaging in the conduct described in subsection (ii) below, whether on the premises of the University or away from the premises of the University, cause another person or persons to fear for their safety or the safety of another person known to them while on the premises of the University of Toronto or in the course of activities sponsored by the University of Toronto or by any of its divisions, or cause another person or persons to be impeded in exercising the freedom to participate reasonably in the programs of the University and in activities in or on the University's premises, knowing that their conduct will cause such fear, or recklessly as to whether their conduct causes such fear.
- (ii) The conduct mentioned in subsection (i) consists of
- (a) repeatedly following from place to place the other person or anyone known to them;
 - (b) repeatedly and persistently communicating with, either directly or indirectly, the other person or anyone known to them;
 - (c) besetting or repeatedly watching the dwelling-house, or place where the other person, or anyone known to them, resides, works, carries on business or happens to be; or
 - (d) engaging in threatening conduct directed at the other person or any member of the family, friends or colleagues of the other person.

2. Disruption

No person shall cause by action, threat or otherwise, a disturbance that the member knows obstructs any activity organized by the University of Toronto or by any of its divisions, or the right of another member or members to carry on their legitimate activities, to speak or to associate with others.

For example, peaceful picketing or other activity outside a class or meeting that does not substantially interfere with the communication inside, or impede access to the meeting, is an acceptable expression of dissent. And silent or symbolic protest is not to be considered disruption under this Code. But noise that obstructs the conduct of a meeting or forcible blocking of access to an activity constitutes disruption.

3. Offences Involving Property

- (a) No person shall knowingly take, destroy or damage premises of the University of Toronto.
- (b) No person shall knowingly take, destroy or damage any physical property that is not her or his own.
- (c) No person shall knowingly destroy or damage information or intellectual property belonging to the University of Toronto or to any of its members.
- (d) No person, in any manner whatsoever, shall knowingly deface the inside or outside of any building of the University of Toronto.
- (e) No person, knowing the effects or property to have been appropriated without authorization, shall possess effects or property of the University of Toronto.
- (f) No person, knowing the effects or property to have been appropriated without authorization, shall possess any property that is not her or his own.
- (g) No person shall knowingly create a condition that unnecessarily endangers or threatens destruction of the property of the University of Toronto or of any of its members.

4. Unauthorized Entry or Presence

No person shall, contrary to the expressed instruction of a person or persons authorized to give such instruction, or with intent to damage or destroy the premises of the University of Toronto or damage, destroy or steal any property on the premises of the University of Toronto that is not her or his own, or without just cause knowingly enter or remain in or on any such premises.

5. Unauthorized Use of University Facilities, Equipment or Services

- (a) No person shall knowingly use any facility, equipment or service of the University of Toronto contrary to the expressed instruction of a person or persons authorized to give such instruction, or without just cause.
- (b) No person shall knowingly gain access to or use any University computing or internal or external communications facility to which legitimate authorization has not been granted. No person shall use any such facility for any commercial, disruptive or unauthorized purpose.
- (c) No person shall knowingly mutilate, misplace, misfile, or render inoperable any stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system.

6. False charges

No person shall knowingly or maliciously bring a false charge against any member of the University of Toronto under this *Code*.

7. Aiding in the Commission of an Offence

No person shall counsel, procure, conspire with or aid a person in the commission of an offence defined in this *Code*.

8. Refusal to Comply with Sanctions

No person found to have committed an offence under this *Code* shall refuse to comply with a sanction or sanctions imposed under the procedures of this *Code*.

9. Unauthorized Possession or Use of Firearms or Ammunition

No person other than a peace officer or a member of the Canadian Forces acting in the course of duty shall possess or use any firearm or ammunition on the premises of the University of Toronto without the permission of the officer of the University having authority to grant such permission.

Note: The President of the University or another senior officer designated by the President has been given the authority to grant such permission for the premises of the University of Toronto under the authority of the Governing Council of the University. The President has designated the Vice-President, Business Affairs, who is the Chief Administrative Officer of the University to exercise this authority. Various officers of institutions federated with the University of Toronto have authority to grant such permission with respect to the premises of the federated institutions.

C. PROCEDURES

1. General

- (a) The University shall establish a centrally appointed pool of trained Investigating and Hearing Officers, who shall be available to the divisions, at the discretion of the head of the division, if that is considered appropriate or preferable for any reason.
- (b) Each division shall appoint an Investigating Officer and a Hearing Officer, who may be student, staff or faculty members from that division.
- (c) Whether the incident is investigated locally or centrally, every effort shall be made to conclude the case through to delivery of a final decision within the University within one year from the alleged incident of misconduct.
- (d) Pursuant to the provisions of Section D., interim conditions may be imposed by the head of the division.
- (e) For the purposes of confidential and central record keeping, a one-page summary of the outcome of all investigations, whether or not they have proceeded to a Hearing, shall be copied to the Judicial Affairs Officer in the Office of the Governing Council.
- (f) Whenever possible and appropriate, informal resolution and mediation shall be used to resolve issues of individual behaviour before resort is made to formal disciplinary procedures.

2. Specific

- (a) An Investigating Officer shall be appointed for a term of up to three years by the principal, dean or director (hereinafter called "head") of each faculty, college or school in which students are

registered (hereinafter called “division”), after consultation with the elected student leader or leaders of the division, to investigate complaints made against student members of that division. Investigating Officers shall hold office until their successors are appointed.

- (b) A Hearing Officer shall be appointed for a term of up to three years by the council of each division to decide on complaints under this *Code* made against student members of that division. Hearing Officers shall hold office until their successors are appointed.
- (c) If the Investigating Officer is unable to conduct an investigation, or the Hearing Officer is unable to conduct a hearing, or where the head of the division believes on reasonable grounds that the appointed officer is inappropriate to conduct the particular investigation or chair a particular hearing, then the head of the division shall seek an appointment from the central pool for that particular case. If the head of the division intends to request either suspension from registration or expulsion from the University as a sanction in a particular case, or if the case appears to the head of the division to require a Hearing Officer with legal qualifications, then the Senior Chair of the University Tribunal may, on the application of the head of the division, appoint a legally qualified person as Hearing Officer for the particular case.
- (d) Where the head of the division has reason to believe that a non-academic offence as defined in this Code may have been committed by a student member or members of the division, the Investigating Officer will conduct an investigation into the case. After having completed the investigation, the Investigating Officer shall report on the investigation to the head of the division. If the head of the division concludes, on the basis of this report, that the student or students may have committed an offence under the *Code of Student Conduct*, the head of the division shall have the discretion to request that a hearing take place to determine whether the student or students have committed the offence alleged.
- (e) The hearing will be chaired by the Hearing Officer. The case will be presented by the Investigating Officer, who may be assisted and represented by legal counsel. If the right to a hearing is waived, or after a hearing, the Hearing Officer will rule on whether the student or students have committed the offence alleged and may impose one or more sanctions as listed below. The accused student or students may be assisted and represented by another person, who may be legal counsel.
- (f) Appeals against decisions of bodies acting under authority from the council of a division to hear cases arising out of residence codes of behaviour may be made to the Hearing Officer of the division, where provision therefore has been made by the council of the division.
- (g) Appeals against the decision of the Hearing Officer may be made to the Discipline Appeals Board of the Governing Council.
- (h) Where the head of a division has reason to believe that a non-academic offence may have been committed by a group of students including students from that division and from another division or divisions, the head may consult with the head of the other division or divisions involved and may then agree that some or all of the cases will be investigated jointly by the Investigating Officers of the divisions of the students involved and that some or all of the cases will be heard together by the Hearing Officer of one of the divisions agreed upon by the heads and presented by one of the Investigating Officers agreed upon by the heads.

D. INTERIM CONDITIONS AND MEASURES

1. Interim Conditions: Ongoing Personal Safety

In those cases where the allegations of behaviour are serious and, if proven, could constitute a significant personal safety threat to other students or members of the University community, the head of the division is authorized to impose interim conditions that balance the need of complainants for safety with the requirement of fairness to the respondent student. The interim conditions are in no way to be construed as indicative of guilt, and shall remain in place until the charges are disposed of under the *Code*'s procedures.

2. Interim Measures: Urgent Situations

In some circumstances, such as those involving serious threats or violent behaviour, it may be necessary to remove a student from the University. Where the head of the division has requested an investigation by the Investigating Officer and the investigation is pending, the Vice-President & Provost (or delegate) may, on the advice of the head of the division, suspend a student or students temporarily for up to three working days if, in the opinion of the Vice-President & Provost (or delegate), there is reasonable apprehension that the safety of others is endangered, damage to University property is likely to occur, or the continued presence of the student(s) would be disruptive to the legitimate operations of the University. The student(s) shall be informed immediately in writing of the reasons for the suspension and shall be afforded the opportunity to respond. Any such temporary suspension must be reviewed by the Vice-President & Provost (or delegate) within the three-day temporary suspension period, following a preliminary investigation, and either revoked or continued. If the suspension is continued, the student(s) may appeal to the Senior Chair (or delegate), or the Associate Chair (or delegate) of the University Tribunal, who shall hear and decide on the appeal within five days.

E. SANCTIONS

The following sanctions or combinations of them may be imposed upon students found to have committed an offence under this *Code*.

In addition, students found to have committed an offence may be placed on conduct probation for a period not to exceed one year, with the provision that one or more of the following sanctions will be applied if the conduct probation is violated.

1. Formal written reprimand.
2. Order for restitution, rectification or the payment of damages.
3. A fine or bond for good behaviour not to exceed \$500.
4. Requirement of public service work not to exceed 25 hours.
5. Denial of access to specified services, activities or facilities of the University for a period of up to one year.

The following two sanctions, which would directly affect a student's registration in a program, may be imposed only where it has been determined that the offence committed is of such a serious nature that the student's continued registration threatens the academic function of the University of Toronto or of any of its divisions or the ability of other students to continue their programs of study. Where the sanction of suspension and/or expulsion has been imposed on a student, the Vice-President & Provost (or delegate) shall have the power to record that sanction on the student's academic record and transcript for such length of time as he or she considers appropriate.

A sanction of suspension shall be recorded on the student's academic record and transcript for a period of five years. The following wording shall be used: "Suspended from the University of Toronto for reasons of non-academic misconduct for a period of [length of suspension], [date]."

A sanction of expulsion shall be permanently recorded on a student's academic record and transcript. The following wording shall be used: "Expelled from the University of Toronto for reasons of non-academic misconduct, [date]."

6. Suspension from registration in any course or program of a division or any divisions for a period of up to one year.
7. Recommendation for expulsion from the University.

MEMORANDUM ON THE MAINTENANCE AND USE OF THE RECORDS OF NON-ACADEMIC DISCIPLINE PROCEEDINGS

1. Keeping of Records

Records must be kept in all cases that have been the subject of an investigation and have resulted in the imposition of a sanction, whether or not the student has waived the right to a hearing. Likewise, a Record of the Proceedings of Non-Academic Discipline Hearings must be kept in all cases that have proceeded to a Hearing.

2. Composition of Record

The Record of Proceedings on Non-Academic Discipline cases shall comprise:

- (a) the written report of the Investigating Officers, if any;
- (b) the Notice of Hearing (including the offence charged);
- (c) documentary evidence filed at a Hearing;
- (d) the decision of the Hearing Officer and the reasons therefor.

3. Storage of Records

The Records of the Proceedings of Non-Academic Discipline Hearings shall be stored in the office of the head of the division.

4. Records of the Investigating Officer

Where the investigation has not proceeded to a Hearing, the records and notes of the Investigating Officer shall be kept and may have a bearing on the decision to prosecute in a future case. Where a sanction has been imposed, a copy of the letter of sanction to the student shall be filed, in confidence, with the Judicial Affairs Officer, Office of the Governing Council.

5. Publishing of Records

Decisions of the Hearing Officer, including the name of the respondent, the offence and the sanction, shall be reported to the Vice-President and Provost, who shall convey the information, anonymously and in statistical form, annually to the University Affairs Board. A Hearing Officer or the Discipline Appeals Board may recommend to the Vice-President and Provost that the nature of the offence and the sanction be published in the University newspapers. Where circumstances warrant, they may also order the publication of the name of the person found to have committed the offence. The Vice-President and Provost shall have the discretion to withhold publication of the name of the person.

6. Use of Records

Records of previous convictions may be taken into account in imposing a sanction.

7. Tape Recordings of Hearings

The Hearing Officer shall ensure that a tape recording is made of all sessions of a Hearing. Such tape recordings shall be kept by the head of the division for at least 90 days after notice has been given of the decision of the hearing.

MEMORANDUM OF PROCEDURES FOR HEARINGS ARISING FROM THE *CODE OF STUDENT CONDUCT*

1. Complaints about the alleged commission of any offence under the *Code of Student Conduct* may be made in writing by any person (“the complainant”) to the principal, dean or director (“the head”) of the college, faculty or school (“the division”) in which the student or students who are alleged to have committed the offence (“the accused”) are or were registered.
2. The head of the division shall consider the written complaint and shall determine if the conduct complained of appears to fall under the *Code of Student Conduct*. If it does not appear to fall under the *Code of Student Conduct*, the head may take whatever other action he or she deems appropriate to the circumstances, including communication to the complainant of the conclusion he or she has drawn. Where a student’s conduct comes to light after a student has left the University, the head of the division may decide to proceed, if the seriousness of the allegation warrants such action.
3. If the head of the division considers that the conduct complained of appears to fall under the *Code of Student Conduct*, he may request the Investigating Officer to conduct a discreet investigation of the case and to make a report to him or her.
4. If, on the basis of the report of the Investigating Officer, the head of the division concludes that the accused may have committed an offence under the *Code of Student Conduct*, he or she shall have the discretion to request that a hearing take place to determine whether the accused has committed the offence alleged.

5. To initiate a hearing, the head of the division shall give written notice to the accused indicating the nature of the complaint, the offence alleged and setting a date, time and place for a hearing to provide an opportunity for the accused to respond to the allegations made. The notice shall indicate that if the accused does not appear at the hearing, the hearing may proceed in the absence of the accused.
6. The hearing will be chaired by the Hearing Officer, who shall not have been involved in the investigation leading up to the decision to request a hearing, and who shall make a decision on the basis of evidence presented at the hearing.
7. Hearings shall be conducted in an informal manner, in accordance with the principles of natural justice, and the Hearing Officer shall not be bound to observe strict legal procedures. Procedural defects will not invalidate the proceedings unless there has been a substantial wrong or denial of natural justice.
8. The parties to the hearing are the head of the division, represented by the Investigating Officer, who may be assisted and represented by legal counsel, and the accused, who may be assisted and represented by another person, who may be a lawyer. Both parties shall be allowed to call, examine and cross-examine witnesses and present evidence and argument.
9. Hearings shall be open to members of the University unless the Hearing Officer decides there is sufficient cause to provide otherwise.
10. The Hearing Officer is not bound to conduct the hearing according to strict rules of evidence. Evidence may be received in written or oral form.
11. The Hearing Officer may take note of matters generally within the knowledge of members of the University community.
12. The accused may waive the right to a hearing under these procedures, in which case the Hearing Officer will rule on whether the accused has committed the offence alleged and impose one or more of the sanctions listed in the *Code of Student Conduct*.
13. After a hearing, the Hearing Officer shall rule on the complaint and, where the Hearing Officer finds that the accused has committed an offence, shall impose one or more of the sanctions listed in the *Code of Student Conduct* and give reasons for the decision. A copy of the letter to the student imposing the sanction shall be copied, in confidence, to the Judicial Affairs Officer, Office of the Governing Council.
14. The onus of proof is on the head of the division, who must show on clear and convincing evidence that the accused has committed the offence alleged.
15. Any penalty or remedy shall be stayed pending the outcome of any appeal to the Discipline Appeals Board.

Awards and Financial Assistance

POLICY ON STUDENT FINANCIAL SUPPORT

In April 1998, the Governing Council of the University of Toronto approved the following *Policy on Student Financial Support*.

1. STATEMENT OF PRINCIPLE

No student offered admission to a program at the University of Toronto should be unable to enter or complete the program due to lack of financial means.

2. SCOPE OF APPLICATION

This policy applies to all student financial support at the University of Toronto, whether funded by restricted funds, funds established under the Ontario Student Opportunities Trust Fund (OSOTF) program or through the University's operating budget, and including awards governed by the Policy on Student Awards. Financial support includes:

- grants, bursaries, scholarships, fellowships as defined in the Policy on Student Awards, whether funded from restricted funds, OSOTF or through the University's operating budget
- outside awards as defined in the Policy on Student Awards
- institutionally-negotiated loan programs; that is, programs negotiated by the University with a financial institution on behalf of students, and in some cases for the subsidization of interest payments by the University
- work-study and other forms of employment-based learning
- teaching assistantships and research assistantships

3. IMPLEMENTATION

- a) The University's guarantee: The financial support programs of the University of Toronto will be designed to guarantee that each student has access to the resources necessary to meet his or her needs as assessed by a common mechanism. This mechanism will be based on the Ontario Student Assistance Plan (OSAP) needs assessment with appropriate modifications as determined by the Vice-Provost, Students and the University Registrar in consultation with the academic divisions of the University. This guarantee will apply to students in good academic standing, and will be in effect so long as levels of OSAP support remain at least equivalent to those prevailing in 1997-1998.
- b) Needs as identified in 3(a) will be met as follows:
 - i) Full-time Students
Students are expected to rely on OSAP assistance, up to the level of the maximum OSAP loan. Assessed need which remains unmet above the OSAP maximum will be met as follows:
 - for students in first-entry undergraduate programs, need unmet by OSAP should be met primarily through grants
 - for students in second-entry professional programs (both undergraduate and graduate), need unmet by OSAP should be met through a mix of grants and institutionally-negotiated loans. The appropriate mix will vary across second-entry programs.

ii) Part-time Students

The University should develop a mechanism to assess the financial needs of part-time students, and to determine how best to support needy part-time students in meeting their educational costs.

iii) Out-of-province Students

Out-of-province students are expected to rely on programs of government support in their home jurisdictions. Where there is a difference between the level of support received from the home jurisdiction and the level which a comparable Ontario student would have received as an OSAP loan, the out-of-province student will have access to an institutionally-negotiated loan to make up the difference. Out-of-province students are also eligible for support in meeting unmet need on the same basis as Ontario students.

iv) International Students

International students must demonstrate that they have sufficient resources to meet their financial needs in order to qualify for a student visa. They are not eligible for the University's guarantee offered to domestic students. International students will nonetheless be eligible for emergency assistance as determined by academic divisions under guidelines issued by the Vice-Provost, Students, and the University Registrar as described in section 3 (b) v below.

v) Students with special financial needs

The Vice-Provost, Students, and the University Registrar, in consultation with the colleges, faculties and other academic divisions of the University, may issue guidelines dealing with categories of cases in which it is determined that the OSAP needs assessment mechanism does not reflect the true need of the student.

Students who are ineligible for government support for reasons such as disqualifying credit histories are not eligible for the University of Toronto guarantee, but will be assessed on request on a case-by-case basis to determine the level of support that it is appropriate and feasible for the University to provide.

- c) Within the common principles stated in 3 (a) and (b) above, divisional diversity and flexibility is to be encouraged with regard to the appropriate mix of student aid: grants, loans, debt remission, work-study, etc., and the appropriate mode of administration and delivery. Student participation in the design and delivery of programs of student financial support is to be encouraged at the divisional level.
- d) Consistent with the guarantee in 3 (a) above, need should be a necessary condition of eligibility for the preponderance of financial assistance (other than for doctoral-stream students) at the University. For some need-based awards, eligibility may require passing a certain threshold of merit.

4. AWARDS BASED ON MERIT ONLY

Although need should be a condition of eligibility for the preponderance of financial assistance for other than doctoral-stream students as stated in 3 (d) above, merit-only awards should also exist, consistent with the Policy on Student Awards, to recognize and promote academic excellence among the student body and to provide incentives for academically excellent students to select the University; and the University should also offer other means of recognizing particularly meritorious performance.

5. FINANCIAL COUNSELLING

The University and its divisions shall make financial counselling available to students.

6. ADMINISTRATIVE REGULATIONS

The Vice-Provost, Students, and the University Registrar may issue administrative regulations under this Policy and shall report such regulations for information to the Committee on Academic Policy and Programs.

7. ANNUAL REPORTING

The Vice-Provost, Students, shall issue an annual report on Student Financial Support. This report shall be submitted for information to the Committee on Academic Policy and Programs.

8. ADVOCACY

In making the case for public policies strongly supportive of an accessible public system of university education, the University will continue to advocate well designed programs of governmental financial support for students, sustained by substantial levels of public expenditure.

STUDENT FINANCIAL SUPPORT THE UNIVERSITY'S COMMITMENT

The University of Toronto is committed to the principle that students who are offered admission will have the financial support necessary to allow them to enter and complete their program. The commitment is based on the assumption that Canadian citizens/permanent residents will first access the government aid for which they are eligible. Financial need is assessed based on the Ontario Student Assistance Program (OSAP), because OSAP provides a uniform method of assessing student need. For students who are assessed by OSAP (or by another Canadian provincial government financial aid program) as requiring maximum assistance, and whose assessed need is not fully covered by the UTAPS assessment, the University will ensure that the full need is met.

BOUNDLESS PROMISE

Established in 2013, the Boundless Promise Program provides valuable financial assistance to students in need. Drawn from the University of Toronto's operating funds and administered centrally by the University, awards and bursaries established by donors under this program are matched dollar for dollar by the University, doubling both the donation and the impact it has on students in need of financial assistance. The Leslie Dan Faculty of Pharmacy currently has two awards under the Boundless Promise Program:

The Class of 7T8 Award

In celebration of the 35th anniversary of their graduation from the Leslie Dan Faculty of Pharmacy, the Class of 7T8 established an award presented annually to a pharmacy student in financial need.

The Wayne and Lois Hindmarsh Bursary

Dr. Wayne Hindmarsh was Dean of the Leslie Dan Faculty of Pharmacy from 1998 to 2009. Dr. Hindmarsh and his wife Lois established this bursary to support a pharmacy student in financial need.

GOVERNMENT FINANCIAL AID

The Ontario Student Assistance Program (OSAP) provides need based financial assistance to Ontario residents who are Canadian citizens, permanent residents or protected persons (recognized convention refugees). Students in course loads of sixty per cent or greater are considered for both federal and provincial interest-free student loans to assist with educational and living expenses. The Ontario Student Opportunity Grant provides partial forgiveness of loans on an annual basis for students who have incurred large debt loads. OSAP applications are available through the OSAP website (osap.gov.on.ca).

Students from other Canadian provinces/territories should apply through their home province. Links to provincial web sites for applications are available at www.adm.utoronto.ca/fa.

It is recommended that returning students apply for government financial aid by May 31 and new students by June 15. For more information refer to www.adm.utoronto.ca/fa.

UNIVERSITY OF TORONTO WORK-STUDY PROGRAM

This program provides on-campus part-time employment to students. For information refer to www.adm.utoronto.ca/fa or www.studentlife.utoronto.ca/cc.

BURSARY FOR STUDENTS WITH DISABILITIES

Non-repayable assistance is available from the federal and provincial governments for OSAP recipients who have special educational expenses as a result of a disability. Information and applications are available from Enrolment Services. For more information refer to www.adm.utoronto.ca/fa.

SCHOLARSHIPS, AWARDS AND BURSARIES

In accordance with the Policy on Student Awards established in the University of Toronto, June 1986, students should note that the first charge against any undergraduate monetary award shall be outstanding tuition and incidental fees, service charges and other debts due to the University, unless otherwise determined by Enrolment Services in consultation with Student Accounts. In-course scholarships are normally credited to fees upon registration the following September.

Students who carry a lesser course load than those in their year shall not be eligible for merit-based awards, except where they pertain to performance in individual courses. They are, however, given equal opportunity for bursary funds.

Recipients of merit-based awards will be selected based on the final grade and grade point average information that is available at the time of the relevant Awards Sub-Committee meeting. Also, students must be cleared to proceed to the next year of the program to be considered for a merit-based award.

In those cases where the amount of the award is not payable from income earned on an endowed fund, payment will be dependent upon the receipt of the amount of the annual award from the donor.

LOANS

Scotiabank offers the Scotia Professional Student Plan to pharmacy students. This program gives students access to a line of credit at a preferred rate of interest. This is an important source of support for students who have financial need beyond the amounts available through OSAP (or other government aid). Information on the Scotia Professional Student Plan can be found on the Scotiabank website at www.scotiabank.com/studentprofessional.

FACULTY AWARDS

ADMISSION AWARDS

Afro-Canadian Scholarship

Ian Stewart graduated from the Faculty of Pharmacy in 1988 with a Bachelor of Science in Pharmacy degree. From there he embarked on a career in retail pharmacy, first as a Pharmacist/Pharmacy Manager and then as a Pharmacist/Franchise Owner for Shoppers Drug Mart. Active in the profession and the community, Mr. Stewart serves on the Board of Directors of numerous industry associations, organizations and not-for-profits. He established the Afro-Canadian Scholarship to recognize a deserving black student (African-Canadian, Caribbean-Canadian, or Afro-Caribbean heritage) entering Year 1 of the undergraduate program at the Leslie Dan Faculty of Pharmacy who has community/volunteer involvement prior to entering the Faculty, and also demonstrates financial need.

Chinese Canadian Pharmacists' Association (Ontario) Entrance Scholarship

The Chinese Canadian Pharmacists' Association (Ontario) offer a scholarship to a student who is accepted into the entry-to-practice PharmD program with high academic achievement who has not received another entrance scholarship.

Federation of Chinese Canadian Professionals (Ontario) Education Foundation Entrance Scholarship

This scholarship, established by the Federation of Chinese Canadian Professionals (Ontario) Education Foundation, is awarded to a student who obtains the highest admission index and has not won an admission award of greater value.

Merck Canada Entrance Scholarship

This scholarship is awarded to the student entering the undergraduate program who obtains the highest admission index and has not won an entrance award of greater value.

Nathan Moses Entrance Scholarship

Nathan Moses was a 1946 graduate of the Faculty of Pharmacy and owned a pharmacy in Forest Hill Village. This scholarship will be awarded to the student entering the undergraduate program who obtains the highest admission index and has not won an award of greater value.

Pharma Plus Drugmarts Limited Scholarship

The Pharma Plus Drugmarts Limited Scholarship is awarded to the student who obtains the highest admission index and who has not won an admission award of greater value.

Pharmacy Admission Scholarships

The Governing Council of the University of Toronto has established admission scholarships in the Faculty of Pharmacy to be awarded on the basis of the admission index.

Rho Pi Phi Sidney Faibish Memorial Entrance Scholarship

The Rho Pi Phi Fraternity has established this scholarship in honour of their friend and colleague, Sidney Faibish. It is awarded to the student entering the undergraduate pharmacy program who obtains the highest admission index and who has not won an award of equal or greater value.

Arthur A. Shapiro Memorial Award

The Estate of Arthur A. Shapiro, Class of 3T7, has provided this scholarship to be awarded to the student who obtains the highest admission index and has not won an award of greater value.

Colonel F.A. Tilston Admission Scholarship

The late Colonel F.A. Tilston established admission scholarships for students entering First Year Pharmacy, with the highest admission index, and who have not won an admission award of greater value. One of these scholarships will be awarded to an aboriginal student. Colonel Tilston was a 1929 Pharmacy graduate and retired president and chief executive officer of Sterling Drug Ltd. He was the first University of Toronto graduate (and the 9th Canadian) to win the Victoria Cross, the highest Commonwealth award of wartime honor, in World War II.

William James Toth Pharmacy Memorial Scholarship

The William James Toth Pharmacy Memorial Scholarship is awarded to a student from Brant County entering First year in the Faculty of Pharmacy. If there are no candidates, the award will be forfeited until the following year.

War Memorial Scholarship

A scholarship from the graduates of the Ontario College of Pharmacy is awarded to the student who is accepted into the program with the highest admission index.

David White Entrance Scholarship

David White is the Assistant Dean, Advancement and Alumni Relations, at the Leslie Dan Faculty of Pharmacy. He established this scholarship to recognize the student entering the undergraduate program who obtains the highest admission index and has not received an entrance award of greater value.

GENERAL AWARDS

Paul G. Halligan Faculty of Pharmacy Spirit Award

Classmates (8T5) and friends of the late Paul G. Halligan have established this award in his honour. The award will be presented to a deserving undergraduate student who holds an official student governing position, played four or more intramural sports, exemplifies high leadership qualities and contributes greatly to the spirit of the student body at the Faculty of Pharmacy.

K. Wayne Hindmarsh Award of Excellence

This award, established in honour of K. Wayne Hindmarsh, Dean of the Leslie Dan Faculty of Pharmacy from 1998 to 2009, is awarded to a student who shows outstanding achievement in the areas in which Dr. Hindmarsh excelled – leadership, academics and the advancement of the pharmacy profession. The recipient must be enrolled in the first, second or third year of the undergraduate program, must have a Grade Point Average of 3.50 or higher in the year of application, and must be eligible for financial assistance under the OTSS guidelines. No student may be the recipient of this award more than once. The award will not be given if a suitable candidate is not identified.

Doris C. Kalamut Leadership Award

Doris Kalamut graduated from the Faculty of Pharmacy in 1978. She returned in 1981 to teach on a part-time basis, and became a full-time course coordinator and lecturer in Professional Practice in 2004. In 2012, she was appointed the inaugural Director of Student Experience and Academic Progress at the Faculty. Ms. Kalamut was very involved in student activities while attending the Faculty. She was valedictorian and president of her graduating class and remains actively involved in class activities, organizing all class reunions and spearheading the establishment of the Class of 7T8 award at the Class' 35th reunion in 2013. A long-time supporter of Pharmacy students, Ms. Kalamut established the Doris C. Kalamut Leadership Award to advocate for student success by encouraging leadership skills and involvement in extracurricular activities. It is awarded to a student in any year of the Professional Program who achieves academic excellence (minimum GPA of 3.0), exhibits strong leadership skills and is involved in extracurricular activities that contribute to the betterment of student life at the Leslie Dan Faculty of Pharmacy. No student is eligible to receive this award more than once and if, in a given year, a suitable candidate is not identified, the award will not be bestowed.

Horace David McCord Memorial Scholarship

This scholarship was established by the late Horace David McCord to be awarded to students who originally were educated in the Ottawa Valley, and who have high academic standing in the entry-to-practice PharmD program.

Kenny Tan Award

Kenny Tan graduated from the Faculty of Pharmacy in 1998. He is a community pharmacist who prides himself on being an educator and a mentor. He has been an ongoing contributing member of the Faculty in the capacity of a mentor to First year pharmacy students, preceptor to SPEP and APPE students as well as a lecturer in both Experiential and Medication Therapy Management courses. As an undergraduate student at the Faculty, Kenny held positions on the Executive Committee of the Undergraduate Pharmacy Society for three years. He was the recipient of the Walton Award after his Third year and received a Gordon Cressy Student Leadership Award in Fourth year. Kenny has always believed that it is important to be a well-rounded individual and that students maintain a good balance in their social, athletic and academic life. Kenny established this award to reflect this. The Kenny Tan Award will be given annually to a student in each of Years 1, 2 and 3 of the undergraduate pharmacy program who has a minimum academic standing of Second Class Honours and has accumulated the most UPS points for their respective cohort in the year of the award.

FIRST YEAR

Alumni Undergraduate Award

The Pharmacy Alumni Association has established an award for a student entering Second Year who has contributed to student activities in First Year. Candidates are recommended by the Undergraduate Pharmacy Society. Academic performance must be at least Second Class Honours.

E.E. Binder Memorial Prize

This prize, presented by Mrs. E.E. Binder, is awarded to the student obtaining the highest standing (First Class Honours) in Molecular Pharmacology (PHM140H1), and who has achieved at least Second Class Honours in the annual examinations of First Year.

Dr. Heather Boon Scholarship

Heather Boon is a graduate (9T1) of the BScPhm program at the Faculty of Pharmacy, University of Toronto; she completed her PhD at the University of Toronto in 1996. After completing a post-doctoral fellowship at Western University, she returned to U of T, first working in the Faculty of Medicine from 1998 to 2000. In 2001 she returned to the Leslie Dan Faculty of Pharmacy where her primary research interests are the safety and efficacy of natural health products as well as complementary/alternative medicine regulation and policy issues. She is a Full Professor at the Faculty and has served as the Associate Dean for Graduate Education. She is currently the Dean for the Faculty. The Dr. Heather Boon Scholarship is awarded to the student with the highest overall standing in Health Systems I (PHM110H1) and Social and Behavioural Health (PHM114H1).

Joseph Charendoff Scholarship

A bequest by the late Joseph Charendoff, a graduate of the Class of 5T3, has provided for a scholarship to be awarded to a student who obtains the highest standing in Medication Therapy Management 1 (PHM105H1).

C. Leroy Coultis Scholarship

The C. Leroy Coultis Scholarship was given by the late Mr. C. Leroy Coultis to be awarded to the student who attains the highest mark in First Class Honours in the subject Pharmaceutics (PHM141H1) and who obtains at least Second Class Honours standing in the First Year.

Lou Grainer Award

On the occasion of Mr. Grainer's 75th birthday and in recognition of his contribution to the profession of pharmacy, an award has been established for a student who obtains the highest standing at the annual examinations of the First Year, and who has not won an award of greater value.

Wilfred Isaacson Scholarship

In recognition of Mr. Wilfred Isaacson's contribution to the profession of pharmacy, his family and friends have established a scholarship to be awarded to a student who obtains the highest standing at the annual examinations of the First Year, and who has not won an award of greater value.

William Stanley Meeker Memorial Book Prize

In memory of Mr. William Stanley Meeker, who practised community pharmacy during his lifetime, a capital donation was made by Mrs. Edith Meeker, Professor Josephine P. Meeker, and others. The annual income, for the purchase of text books, will be awarded to the student who attains the highest mark in First Class Honours in the subject Pharmaceutics and who obtains at least Second Class Honours standing in First Year.

Ostrom and Pauley Scholarship

The Estate of Marjorie Grace Pauley has provided for a scholarship to be awarded to a student who obtains the highest standing in First Class Honours, and who has won no award of greater value.

Pharma Plus Drugmarts Limited Scholarship

The Pharma Plus Drugmarts Limited Scholarship is awarded to a student who obtains the highest standing in First Class Honours at the annual examinations of the First Year and who has not won an award of greater value.

George I. Puro Memorial Award

The George I. Puro Memorial Award is awarded to the student who obtains at least Second Class Honours at the annual examinations of the First Year, and who obtains the highest total grades in Health Systems I (PHM110H1) and Social and Behavioural Health (PHM114H1).

Joseph Senelnick Rho Pi Phi Memorial Prize

Nu Chapter of the Rho Pi Phi Fraternity established the Joseph Senelnick Rho Pi Phi Memorial Prize to be awarded to the student who obtains the highest total grades in the pharmacy subjects Health Systems I (PHM110H1), Social and Behavioural Health (PHM114H1), and Pharmaceutics (PHM141H1).

Teva Canada Awards

Teva Canada Limited provides two awards for two First Year students with the highest standing in Pharmaceutics (PHM141H1), and who have obtained at least Second Class Honours in the annual examinations of First Year.

Undergraduate Pharmacy Society Award

This award, established by the Undergraduate Pharmacy Society, is given to a Year 1 student who has made a significant contribution to the undergraduate student life over the past year and who has not held a position on UPS or Class Council in that year. Nominations are made by each class, are approved by UPS, and are forwarded to the Faculty's Awards Committee for final selection.

Flora M. Ward Scholarship

This award has been established through the generosity of Flora M. Ward, a long-time staff member originally with the Ontario College of Pharmacy and subsequently with the Faculty. Ms. Ward served as Faculty Secretary from 1959 to 1973. The scholarship is awarded to a First Year student in recognition of academic excellence who has not received an award of greater value. The Annual Grade Point Average will be used to determine the recipient.

SECOND YEAR

Alumni Undergraduate Award

The Pharmacy Alumni Association has established an award for a student entering Third Year who has contributed to student activities in Second Year. Candidates are recommended by the Undergraduate Pharmacy Society. Academic performance must be at least Second Class Honours.

Corbett Scholarship

The late H. Milton Corbett established the Corbett Scholarship in the amount of the income on \$5,000. It is to be awarded to a student who obtains First Class Honours standing in the annual examinations of Second Year and who has not received an award of greater value.

Dina Dichek Pharmacotherapy Scholarship

Dina Dichek is a graduate of the University of Toronto, Faculty of Pharmacy (7T0). She has practised pharmacy in many different roles, having worked in hospitals, in community settings, for national pharmacy organizations, for the University, government and as a consultant. She has mentored, precepted and/or supervised numerous Pharmacy students, interns and new graduates. Dina's lifelong learning has led to additional Pharmacy certifications as well as diplomas in management and adult learning. The Dina Dichek Pharmacotherapy Scholarship is awarded to the Year 2 student with the highest overall standing in Pharmacotherapy 2: Dermatology and EENT (PHM201H1), Pharmacotherapy 3: Endocrinology, Nephrology and Urology (PHM202H1), Pharmacotherapy 4: Infectious Diseases (PHM203H1), and Pharmacotherapy 5: Cardiovascular Diseases (PHM204H1). The recipient must also achieve First Class Honours in Year 2 of the Doctor of Pharmacy Program.

5T4 Award

The Pharmacy Class of 5T4 has established this award to be given to a student entering the Third Year in Pharmacy who has at least a B academic standing which has been most improved over the First Year record.

Max Kassel Memorial Scholarship

The friends of the late Mr. Max Kassel have established the Max Kassel Memorial Scholarship in the amount of the income on \$2,000. The scholarship is to be awarded to a student from those obtaining First Class Honours in the examinations of the Second Year and who has not received an award of greater value.

Merck Canada Scholarship

The Merck Canada Scholarship is awarded to a student who obtains First Class Honours at the examinations of the Second Year and who has not received an award of greater value. Financial need and leadership qualities may be considered.

Bill Parish Memorial Award

The Class of 1957 has established an award in tribute to the spirit that was Bill Parish, a member of the class. The award shall be given to a Second Year student who has been recognized as having contributed significantly to the professional, athletic and student life during that year. The point system of the Undergraduate Pharmacy Society, which embraces the above principles, will be used in selecting the winner.

Pharma Plus Drugmarts Limited Scholarship

The Pharma Plus Drugmarts Limited Scholarship is awarded to a student who obtains the highest standing in First Class Honours at the annual examinations of the Second Year and who has not won an award of greater value.

Procter & Gamble – J. Marvin Shaw Scholarship

Procter & Gamble Inc. provides a scholarship to be awarded to the student who stands first in First Class Honours at the annual examinations of the Second Year.

Jack H. Stein Award

The family of Jack H. Stein, Class of 5T2, has established this award in his honour. The award will be presented to a student, preferably from Essex County, who achieves at least Second Class Honours in PHM215H1 Management: Skills, Communication and Collaboration, and who has demonstrated participation in extra-curricular activities.

Fred W. Teare Memorial Scholarship

Family and friends of the late Fred W. Teare established this scholarship in his honour and memory. Dr. Teare was a member of the professorial staff of the Faculty from 1957 to his retirement in 1990. He taught in the area of instrumental analysis, analytical and clinical toxicology, and radiopharmacy. He was an active member of many committees within the Faculty, and professional organizations. This scholarship is awarded to the student who obtains the highest grade in PHM241H1 Topics in Pharmaceutical Quality and Clinical Laboratory Medicine.

Undergraduate Pharmacy Society Award

This award, established by the Undergraduate Pharmacy Society, is given to a Year 2 student who has made a significant contribution to the undergraduate student life over the past year and who has not held a position on UPS or Class Council in that year. Nominations are made by each class, are approved by UPS, and are forwarded to the Faculty's Awards Committee for final selection.

THIRD YEAR

Alumni Undergraduate Award

The Pharmacy Alumni Association has established an award for a student entering Fourth Year who has contributed to student activities in Third Year. Candidates are recommended by the Undergraduate Pharmacy Society. Academic performance must be at least Second Class Honours.

Jack Austin Retirement Scholarship

To honour the retirement of its founder and President, Jack Austin Drugs Limited has established a scholarship to be awarded to the Third Year student who obtains over 80% in PHM370H1 Community Pharmacy Management, and has not received an award of greater value.

M. Carolyn Braiden Scholarship

Miss M. Carolyn Braiden has established the M. Carolyn Braiden Scholarship in the amount of the income on \$3,000. The scholarship is to be awarded to a student who obtains First Class Honours in the examinations of the Third Year and who has not won an award of equal or greater value.

Harold G. Browne Prize

The Harold G. Browne Prize is awarded to the student who obtains the highest standing in PHM370H1 Community Pharmacy Management, achieves an Annual Grade Point Average of 2.70 or greater, and has not won an award of greater value.

Ward Charlebois Scholarship

The late Ward Charlebois graduated from the University of Toronto, Faculty of Pharmacy in 1988. He was the owner of an independent pharmacy in Angus, Ontario for several years prior to his death from cancer in August 2010. Drug Trading Company Limited established this award in his memory. The Ward Charlebois Scholarship is awarded to a student entering Year 4 of the undergraduate program who has achieved Second Class Honours, was born and educated in a small town in Ontario (population of less than 20,000), and who has experience working in an Independent Pharmacy.

John Connelly Memorial Scholarship

Friends and family established this scholarship to honour the life of John Connelly who was a good student, athlete and friend to his classmates. It will be awarded to a Third Year student who has achieved at least Second Class Honours, has participated in one or more intramural sports, and has not received an award of greater value.

Tony Crncich and Mahlon Dyer Scholarship

This scholarship, made possible through an endowment from Big V Pharmacies, has been established in honour of Tony Crncich and Mahlon Dyer, the original founding members of Big V Pharmacies. Mr. Crncich served as President for more than 20 years and Mr. Dyer was Vice President of Marketing for 30 years. This scholarship will be awarded to the Third Year student who achieves the highest total grades in PHM301H1 Pharmacotherapy 6: Hematology, Oncology and Immunotherapies and PHM302H1 Pharmacotherapy 7: Neuropsychiatry, and Honours standing in PHM305H1 Medication Therapy Management 4.

CSHP (Ontario Branch) Award

The CSHP (Ontario Branch) has established this award to be given to the student who obtains the second highest grade in PHM371H1 Institutional Pharmacy Practice Management. This award is intended to raise the awareness of Pharmacy students of hospital pharmacy through familiarization with the goals, activities and services of CSHP, and the Ontario Branch in particular. The recipient will receive a framed certificate and membership in CSHP for one year; if the recipient pursues a hospital pharmacy residency, the membership will be extended to three years.

Drug Trading Company Limited Awards

The Drug Trading Company Limited, Toronto, provides two awards of \$250 each to two students who obtain at least Second Class Honours at the examinations of the Third Year.

8T0 Award

The Class of 8T0 has established an award which shall be given to a Third Year student who has made the most significant contribution to the professional, athletic and social lives of her/his fellow classmates. The student shall be nominated by the class representatives at the conclusion of Third Year and subject to the student's successful completion of the academic year.

Horace J. Fuller Memorial Award

Family, friends and associates of Horace J. Fuller established this award to honour the memory of Mr. Fuller, the first professor of pharmacy administration at the University of Toronto. This award is presented to a Third Year student in recognition of his/her performance in the administrative, historical and social (behavioural) aspects of the Pharmacy program.

John H.H. Jury Scholarship

A bequest by the late Mr. J.H.H. Jury, Bowmanville, was made to establish a scholarship in the amount of the income on \$2,000. The award is made to a student of the Third Year on the basis of academic standing in the annual examinations.

Theodore James Kanas Memorial Scholarship

Mr. and Mrs. George Kanas have established this scholarship in loving memory of their son, Theodore James Kanas, who graduated from the Faculty of Pharmacy in 1973. The scholarship is to be awarded to the student who achieves the highest standing in the annual examinations of Third Year and who has won no other award. The recipient must continue his/her studies in Fourth Year.

D.R. Kennedy Memorial Award

This award was established by friends and colleagues in memory of Professor David R. Kennedy, a faculty member from 1955 until his retirement in 1988. He taught in the area of pharmaceuticals, jurisprudence and dispensing. He passed away in January 1994. In keeping with Professor Kennedy's area of interest, this award will be given to a Third Year student who demonstrates academic excellence in the Medication Therapy Management courses (PHM105H1, PHM205H1, PHM206H1 and PHM305H1).

Frank Kwiecien Memorial Scholarship

Frank Kwiecien graduated from the Faculty of Pharmacy in 1980 with a Bachelor of Science in Pharmacy degree. From there he embarked on a long and illustrious career in retail pharmacy, ultimately serving as Vice-President, Pharmacy, for Loblaw Companies Limited. Active in the profession and the community, Mr. Kwiecien served on the Board of Directors of numerous industry associations, organizations and not-for-profits. Frank passed away on September 12, 2011, after a brave battle with brain cancer. The Frank Kwiecien Memorial Scholarship was established to recognize a student in Year 3 of the undergraduate program who demonstrates exceptional vision and outstanding leadership through volunteer service to the community and the profession, and who is eligible for financial assistance under the OTSS guidelines.

E.A. Lovell Scholarship in Pharmacy

The family of the late Mr. E.A. Lovell, Phm.B., Oshawa, provided this scholarship to be awarded to a student who obtains First Class Honours at the annual examinations of the Third Year and has not won an award of greater value.

Jeanette Mednick Memorial Scholarship

The family of Jeanette Mednick (nee Danilack), son Howard, and daughters Joanne Myles and Adrienne Yamaguchi, have established this scholarship in memory of their mother who graduated from the Ontario College of Pharmacy in 1946. This scholarship is to recognize the pursuit of academic excellence, as characterized by Mrs. Mednick, and will be allocated to the student who also receives the Parke Medal (highest in First Class Honours at the annual examinations of Third Year). Jeanette Mednick was one of the earliest recipients of this medal and it is her family's wish that this medal continue to be awarded. This scholarship will subsidize the Parke Medal fund and also provide a monetary award.

Merck Canada Scholarship

Merck Canada has established a scholarship to be awarded to a student who obtains at least Second Class Honours in the examinations of the Third Year and who has not won an award of equal or greater value.

Ed Mirvish Centennial Scholarship in Pharmacy

This scholarship, presented by Honest Ed's Pharmacy Limited, will be awarded to the student who stands highest in First Class Honours at the examinations of Third Year and who has not won an award of greater value.

Starr Wilfred Oldershaw Scholarship

Mrs. Dorothy Oldershaw Cole has established the Starr Wilfred Oldershaw Scholarship in memory of her father, a graduate of the Ontario College of Pharmacy. The scholarship is to be awarded to a Third Year student with the highest standing in First Class Honours, who has not won any other award of equal or greater value.

Ontario Pharmacists Association Award

The Ontario Pharmacists Association is the largest advocacy organization, continuing education and drug information provider for pharmacy professionals in Canada. They are dedicated to working on behalf of patients, pharmacists, pharmacy students and pharmacy technicians across Ontario to evolve the practice of pharmacy and advocate for the highest standards of professional excellence and fair compensation. They established the Ontario Pharmacists Association Award to recognize, on an annual basis, five students entering Year 4 of the undergraduate program who have achieved academic excellence (minimum Grade Point Average of 3.0) and have demonstrated outstanding service to the community. Recipients must be student members of the Ontario Pharmacists Association to be eligible for this award.

Osborne Scholarship

The Estate of M.R. Osborne has provided for a scholarship to be awarded to the student who obtains the highest standing in First Class Honours at the annual examinations of the Third Year, who proceeds to Fourth Year, and who has not won an award of equal or greater value.

Lieut. George R. Parke Medal

A gold medal in memory of the late Lieut. Geo. R. Parke, phm.b. (Class of 1910–11), will be awarded to the student who stands first in First Class Honours at the annual examinations of the Third Year.

Pharma Plus Drugmarts Limited Scholarship

Pharma Plus Drugmarts Limited Scholarship is awarded to a student who obtains the highest standing in First Class Honours at the annual examinations of the Third Year, who has not won an award of greater value.

Ruth Segal Memorial Award

This award has been established by friends and colleagues of Ruth Segal to honour her memory. It will be presented to the Third Year student who obtains the highest standing in PHM386H1 Mental Health and Addiction.

Shoppers Drug Mart Award

This award was established by Shoppers Drug Mart to acknowledge individuals who demonstrate outstanding leadership in student activities at the Faculty, and to reward achievement in an area of study that will lead students to become successful and innovative community practice pharmacists. The Shoppers Drug Mart Award is awarded to a student entering Year 4 of the undergraduate program, who is a member of the Council of the Undergraduate Pharmacy Society, and has achieved the highest standing in the Community Pharmacy Management course (PHM370H1).

Teva Canada Award

Teva Canada Limited provides this award for a Third Year student with the highest standing in Introductory Toxicology (PHM340H1) and who has obtained at least Second Class Honours in the annual examinations of Third Year.

Undergraduate Pharmacy Society Award

This award, established by the Undergraduate Pharmacy Society, is given to a Year 3 student who has made a significant contribution to the undergraduate student life over the past year and who has not held a position on UPS or Class Council in that year. Nominations are made by each class, are approved by UPS, and are forwarded to the Faculty's Awards Committee for final selection.

Arthur and Pat Ward Scholarship

A bequest by the late Eleanor J. Ward has provided for a scholarship to be awarded to a Third Year student who demonstrates academic proficiency and has not received an award of greater value.

Sharon Wells Memorial Award

This award has been established by Philip Feldberg in honour of Sharon Wells and in memory to her family. Sharon was a pharmacy assistant at Medico Pharmacy for 22 years. The recipient will be nominated by class members of Third Year and, like Sharon, have demonstrated leadership skills, be dependable, compassionate, socially active and generous in helping others.

FOURTH YEAR

American College of Apothecaries Award

The Ontario Branch of the American College of Apothecaries has established an award for a Fourth Year student who has won the patient counselling competition.

Tom Chin Clinical Leader Award

Tom Chin passed away suddenly in 2009, and is remembered for his many significant contributions to the pharmacy profession through his involvement in clinical practice, teaching, research and management. He obtained his Bachelor of Science in Pharmacy degree from the Faculty of Pharmacy in 1977 and his Doctor

of Pharmacy degree from the University of Minnesota in 1980. The following year, Tom completed a one-year Post-Doctoral Research Fellowship at the Hennepin County Medical Center in Minneapolis, Minnesota. As an educator, Tom was always extremely dedicated to teaching, and he contributed to the learning of many practitioners, undergraduate pharmacy students, pharmacy residents, PharmD students and medical students. He was also very involved in clinical research. As principal or co-investigator of numerous studies, primarily in the area of infectious diseases, he demonstrated that pharmacists can play a significant role in contributing to healthcare research. Tom approached his work with dedication, passion and resolve, and consistently produced results that were of high calibre and generated pride from his fellow pharmacists. He always strived to provide exemplary pharmaceutical care to his patients. The Tom Chin Clinical Leader Award is awarded to the Year 4 student with the highest total grades in the seven required pharmacotherapy courses, who is also the recipient of a Gordon Cressy Student Leadership Award.

Mary T. Gannon Award

Ruth K. Gannon established this award in honour of her sister Mary (Class of 5T6) who was the Director of Pharmacy at Princess Margaret Hospital for 35 years. Mary was actively involved in the profession, in particular with the Canadian Society of Hospital Pharmacists. She strongly believed in mentoring the next generation of pharmacists. The recipient of the Mary T. Gannon Award will be a Fourth Year Pharmacy student who has been accepted into a hospital pharmacy residency program.

Leon Koffler Memorial Scholarship

In memory of Mr. Leon Koffler, Koffler Stores Limited presents a scholarship to the Fourth Year student with the highest cumulative GPA who achieves an Honours grade in PHM414Y1 Community Practice Direct Patient Care.

Marvin Kopstick Scholarship

This award was established by colleagues and friends in memory of Marvin Kopstick who passed away suddenly in May 1997. Reflective of Mr. Kopstick's extensive involvement in his community, this scholarship will be awarded to up to five Year 4 students who demonstrate significant involvement in their community while registered at the Leslie Dan Faculty of Pharmacy. Recipients must have achieved at least Second Class Honours in each of Years 1, 2 and 3, and must have achieved at least Pass standing in all Year 4 courses.

Danusia Oczko Award

The friends and family of Danusia Oczko, Class of 8T6, have established this award in honour of her determination, faith and courage. The recipient will be a Fourth Year student who has been accepted into a hospital pharmacy residency program and has contributed significantly to undergraduate professional, athletic and student life. The point system of the Undergraduate Pharmacy Society will be used as an aid in selecting the recipient.

Pfizer Fellowship in Pharmacy

A fellowship is offered by Pfizer Canada Inc. to a Fourth Year student who has been accepted into a Hospital Pharmacy Residency program with the highest cumulative Grade Point Average and Honours standing in at least three Advanced Pharmacy Practice Experience courses in Year 4.

Pharma Plus Drugmarts Limited Scholarship

The Pharma Plus Drugmarts Limited Scholarship is awarded to the student who obtains the highest number of Honours grades in the Fourth Year, and who has not won an award of equal or greater value. If there is a tie, the cumulative GPA will be considered.

Bob Pritchard Memorial Award

This award is in memory of Bob Pritchard who was the Manager of Pharmacy Practice Programs at the Ontario College of Pharmacists at the time of his sudden death in September 1995. Mr. Pritchard was a 1975 graduate of the Faculty of Pharmacy. He operated a community pharmacy until the early 1980s before becoming Director of Education and later the Professional Services Coordinator for one of the prominent pharmacy chains. Mr. Pritchard became involved in the Ontario College of Pharmacists' Council in 1983, was elected President in 1992, and became Manager of Pharmacy Practice Programs in 1993. He was a highly respected member of the pharmacy community, and a friend to all who knew

him. This award will be presented to the Fourth Year student who has obtained the highest cumulative points awarded by the Undergraduate Pharmacy Society (2/3 social; 1/3 athletic), who has achieved at least Second Class Honours in Years 1, 2 and 3, and who has achieved at least Pass standing in all Year 4 courses.

John Roberts Scholarship and Medal

The John Roberts Scholarship and Medal is awarded to the Fourth Year student who obtains the highest number of Honours grades in the Year 4 courses. If there is a tie, the cumulative GPA will be considered.

Sydney Shrott Award

Medical Pharmacies Group Limited established the Sydney Shrott Award to honour the retirement of one of its owners. Sydney Shrott has been a respected visionary and innovator in the profession of pharmacy for 58 years. Together with his partners, and with a consistent focus on people, he developed and operated 34 clinic pharmacies and became the largest provider of pharmacy services to long term care homes in Canada. This award is a tribute to his continuing dedication to developing strong pharmacy leaders. The Sydney Shrott Award will be given to a student in Year 4 of the undergraduate program on the basis of financial need, who has achieved the highest total grades in Pharmacotherapy in Older Adults (PHM352H1) and Community Pharmacy Management (PHM370H1), and completes an Ambulatory Care rotation as part of the Advanced Pharmacy Practice Experience program.

Douglas Stewart Memorial Award

The Faculty of Pharmacy established this award to honour the memory of Professor Stewart who passed away on May 5, 2000. Professor Stewart was a faculty member from 1963 until his retirement in 1984. During his early years with the Faculty, he was also the Director of Pharmacy at the Toronto General Hospital. In 1967 he established a hospital pharmacy residency program at TGH and initiated a clinical pharmacy service. At the Faculty, Professor Stewart was instrumental in the development of the first undergraduate clinical pharmacy course in Canada and impacted many careers through the Hospital Pharmacy Administration course. As well, he played a key role in hospital pharmacy residency program accreditation through the Canadian Hospital Pharmacy Residency Board. The Douglas Stewart Memorial Award will be allocated to a Fourth Year student who pursues a hospital pharmacy residency.

Doris Thompson Award

The friends of Doris Thompson have established this award to be given to the student who achieves the highest grade in Institutional Pharmacy Practice Management (PHM371H1), and who has been accepted into a hospital pharmacy residency program.

Major F.A. Tilston, V.C., Scholarship

The graduating class of 1929 established an annual award in honour of Major F.A. Tilston, V.C., a member of the class. The award is given to a Fourth Year student who achieves academic excellence over all four years of the Doctor of Pharmacy program and has not won an award of greater value.

Undergraduate Pharmacy Society Award

This award, established by the Undergraduate Pharmacy Society, is given to a Year 4 student who has made a significant contribution to the undergraduate student life over the past year and who has not held a position on UPS or Class Council in that year. Nominations are made by each class, are approved by UPS, and are forwarded to the Faculty's Awards Committee for final selection.

Deanna Williams Award

Deanna Williams graduated from the Faculty of Pharmacy in 1976. She joined the Ontario College of Pharmacists (OCP) in 1994 as Director of Programs. Deanna was appointed as Deputy Registrar in 1998 and as Registrar in 2000. This award was established in recognition of her service to the OCP and to the profession of pharmacy. It is given to a student registered in Year 4 of the undergraduate program who has achieved Second Class Honours in Years 1, 2 and 3, and Pass standing in all Year 4 courses, and who has demonstrated: innovative leadership in a pharmacy-related setting; the likelihood of a noteworthy future contribution to the profession; and a commitment to continuous learning. The recipient must have received financial assistance in Fourth Year.

BURSARIES

Bursary applications should be submitted to the Faculty Registrar by the Faculty's approximate deadline dates of November 1 and February 1.

Mary Asquith Fund

The Mary Asquith Fund is awarded to a student in any year of the undergraduate program in the Faculty of Pharmacy, based on financial need.

Professor Zubin Austin Award

Zubin Austin has been either a teacher or a student at the University of Toronto continuously since 1984, earning two bachelors' degrees, three masters' degrees and a PhD during this time. Since 1994, he has worked full time at the Leslie Dan Faculty of Pharmacy as a Lecturer, Senior Lecturer, and most recently as Professor and inaugural holder of the Ontario College of Pharmacists Professorship in Pharmacy Practice Research. The Professor Zubin Austin Award is awarded to a student in any year of the professional program who is in financial need and resides the furthest distance away in Canada from the Leslie Dan Faculty of Pharmacy. Students are eligible to receive this award only once during their studies at the Faculty.

Edward E. Barber Award

Edward E. Barber established this award in recognition of the unselfish contribution Leslie G. Henderson made to the advancement of the profession of pharmacy in the Commonwealth of Canada. This bursary is to be awarded to students demonstrating financial need.

Herbert R. Binder/Shoppers Drug Mart Bursaries

As a tribute to Herbert R. Binder upon his retirement from Shoppers Drug Mart in February 2001, executives, suppliers and associates of the company pledged donations to establish the Herbert R. Binder/Shoppers Drug Mart Bursaries. These bursaries will be awarded to students demonstrating financial need who are registered in any year of the undergraduate program.

Brusatin and Nagao Bursary

Giovanna (Brusatin) Nagao and Jack Nagao, both graduates of the Faculty of Pharmacy at the University of Toronto, established this entrance bursary to assist full-time undergraduate students from Ontario. The Brusatin and Nagao Bursary is awarded to a student entering Year 1 of the undergraduate pharmacy program who has not completed a prior degree upon admission.

Cirocco Bursary

Virginia Cirocco is a graduate of the Faculty of Pharmacy and recently stepped down as Executive Vice-President, Pharmacy, at Shoppers Drug Mart. This bursary has been established not only to assist students in financial need, but also to acknowledge and reward achievement in an area of study that will lead students to become successful and innovative community practice pharmacists. The Cirocco Bursary is awarded to students in the Third Year of the undergraduate program on the basis of financial need who have achieved the highest standing in PHM215H1 Management: Skills, Communication and Collaboration.

Ben Cohen Bursary Fund

The Ben Cohen Bursary Fund provides financial support to students demonstrating financial need who are registered in any year of the undergraduate program.

Dean's Award

The Dean's Award was established through the net proceeds of the 2006 Pharmacy Golf Classic Tournament and by subsequent event proceeds and other contributions. The Pharmacy Golf Classic is a tournament which brings together members of the Faculty (including student representatives) with representatives from the pharmaceutical industry and the pharmacy community for the purpose of raising funds to support students. The Dean's Award will be awarded to undergraduate students on the basis of financial need.

Yahya Farag Bursary

Yahya Farag established a bursary in gratitude for the support he received while a student at the Faculty of Pharmacy. The bursary will be awarded to a Year 2 student on the basis of financial need who achieved high academic standing in the course PHM141H1.

Philip Feldberg Award

Philip Feldberg was a 1969 graduate of the Faculty's BScPhm program. He founded Medico Pharmacy in 1970 and built the company into one of the largest multi-level support pharmacies for long term care facilities in the Greater Toronto Area. Mr. Feldberg passed away in April 2005, after a courageous battle with prostate cancer. In his will, he provided a gift to establish a bursary which is awarded to undergraduate students on the basis of financial need.

Nathan and Ethel Gotfrid Scholarship

A bequest by the late Ethel Gotfrid, in memory of her husband Nathan, has provided for a scholarship to be awarded to a student demonstrating financial need.

Barry Haberman Retirement Bursary

This bursary has been established by Mr. Haberman's aunt, Enid Cohen Lichter, in honour of his retirement in 2000. After graduating from the Faculty in 1953, Mr. Haberman practised in community pharmacy for over forty-five years. This award will be allocated to a student in any year of the undergraduate pharmacy program who demonstrates financial need. Preference will be given to a student interested in pursuing community pharmacy.

Ron Harris Bursary

The North Bay and District Pharmacists' Association have established a bursary in memory of Ron Harris, a local pharmacist. This bursary will be awarded to a deserving and needy student, preferably from Northern Ontario.

John Christie Higgins Bursary

The John Christie Higgins Bursary is awarded to a student, or students, in any year of the undergraduate program in the Faculty of Pharmacy, based on financial need.

Dean F. Norman Hughes Award

This award has been established in honour of F. Norman Hughes, Dean of the Faculty of Pharmacy from 1953 to 1973. The award will be given to a student registered in Fourth Year, who demonstrates the greatest financial need. The recipient may not receive an award of equal or greater value in the same academic year.

Hunter Family Contribution Bursary

Michael Hunter is a graduate of the Faculty of Pharmacy and is currently the owner of Hunter's Pharmacy Ltd. in Windsor, Ontario. He has established a bursary to be awarded to a student in Year 3 of the undergraduate program, on the basis of financial need, who is a Canadian citizen or permanent resident, preferably from outside the Greater Toronto Area and has achieved honours standing in the Medication Therapy Management 2 course (PHM205H1).

Maxwell D. Joel Memorial Bursary

Rokeah Chapter, Rho Pi Phi Pharmaceutical Fraternity, presents this bursary in memory of their friend and colleague, Maxwell D. Joel. The bursary will be awarded to a Third Year student who demonstrates financial need, and preferably having attained at least Second Class Honours.

John Dalziel Johnson Memorial Award

A bequest by the late John Dalziel Johnson, who graduated from the Ontario College of Pharmacists in 1931, provided for an award for students in the undergraduate program who demonstrate financial need.

Sidney & Elaine Kadish Bursary

Sidney Kadish (Class of 5T7) and friends established this award to help a student from Northern Ontario pursue a career in pharmacy with the intent that this may inspire the recipient to practice pharmacy in Northern Ontario. Therefore, the bursary will be awarded to undergraduate students from North Bay, or villages, towns or cities north of North Bay, who demonstrate financial need.

May Kong Memorial Bursary

The Class of 9T4 and faculty have established a bursary in memory of their classmate and friend, to show their respect and admiration of her courage. This bursary will be awarded on the basis of financial need.

Albert and Evelyn Krakauer Award

The Albert and Evelyn Krakauer Award will be awarded to undergraduate students on the basis of financial need and who have achieved First Class Honours in the Practice Management Course.

Ladies Auxiliary Fund, Hamilton

The Ladies Auxiliary Fund, Hamilton is awarded to a student in any year of the undergraduate program in the Faculty of Pharmacy, based on financial need.

Ladies Auxiliary Student Fund

The Ladies Auxiliary Student Fund is awarded to a student in any year of the undergraduate program in the Faculty of Pharmacy, based on financial need.

David Lang Memorial Bursaries

Mrs. Anna Lang established a bursary in memory of her late husband to be awarded to a deserving student who is entering the final year of the undergraduate program. Ms. Karen Lang established a similar bursary in memory of her late father also to be awarded to a deserving student who is entering the final year of the undergraduate program. Both recipients will be selected on the basis of financial need.

Janice Lawrie Memorial Bursary

This award has been established by the friends and family of Janice Lawrie (Class of 8T9) in memory of her dedication to the profession. The bursary will be given to a student in Third or Fourth Year of the undergraduate program, who is from the Barrie/Orillia area, and who demonstrates financial need.

Lightstone and Hainsworth Bursary

Richard Hainsworth is a graduate of the Faculty of Pharmacy at the University of Toronto (Class of 5T7). This bursary will be awarded to a minimum of two students in Year 4 of the undergraduate program on the basis of financial need, who have achieved First Class Honours in Year 3 of the undergraduate program.

Joseph Litchen Memorial Bursary

Rokeyah Chapter, Rho Pi Phi Pharmaceutical Fraternity, presents this bursary in memory of their friend and colleague, Joseph Litchen. The bursary will be awarded to a Fourth Year student who demonstrates financial need, and preferably has attained at least Second Class Honours.

London and District Pharmacists' Association Bursary

The London and District Pharmacists' Association offer this award to two students, preferably in First Year, who graduated from a secondary school in Middlesex, Elgin or Oxford county, and who have demonstrated financial need. No student can receive the award more than once.

Grace Mak Award

Family and friends established this award to honour Grace Mak. She was a 1998 graduate of the Faculty and pursued a career in community pharmacy in Orillia. Grace had an excellent rapport with her clients and treated each with dignity and respect. She had a passion for life and for people. The Grace Mak Award will be awarded to students demonstrating financial need who are registered in any year of the undergraduate program.

Dinah Mancini (Skaistys) Bursary

The late Dinah Mancini (Skaistys) graduated from the University of Toronto, Faculty of Pharmacy in 1979. After graduation, Dinah returned to her home in Grimsby, Ontario and practiced her profession for more than 30 years, primarily with Shoppers Drug Mart. To honour Dinah's memory and dedication to her profession, her family and friends have established the Dinah Mancini (Skaistys) Bursary which is awarded to a student in Year 3 of the undergraduate program on the basis of financial need, who is a graduate of a high school in the Niagara Peninsula. If there is not a student from Year 3 that meets the bursary conditions, a student will be selected from Year 2 of the undergraduate program. If the criteria are still unmet, the geographic region will be extended to the Hamilton/Burlington area.

Frank Rogers Marmoraton Memorial Award

This bursary has been established through a generous endowment from Ross A. Rogers, in memory of his father, Frank Rogers. Two recipients will be identified annually who demonstrate financial need: to one student who will have enrolled in Second Year and to a second student who will have enrolled in Third Year of the undergraduate Pharmacy program.

Nellie Adams Martin Bursary

The CSL Group Inc. have established this bursary to be awarded to a student who demonstrates financial need.

T.F. “Jock” McCrossan Memorial Award

This award has been established by the family of Thomas Frederick “Jock” McCrossan in memory of his years of service to the staff and students of the Faculty of Pharmacy. “Jock” was a valued member of the faculty staff; his friendly and helpful manner endeared him to all who came in contact with him. The award will be allocated to one student enrolled in each of Years 1, 2 and 3, and to four students enrolled in Year 4. Recipients must have achieved at least Second Class Honours.

Gordon Murray Award

The family of Gordon Murray established this award in his honour. Mr. Murray graduated from the Faculty of Pharmacy in 1973. He was a member of the Canadian Society for Hospital Pharmacists, Ontario Branch, from 1972 until the time of his death, serving as President from 1993 to 1994. Among his many other accomplishments, he served as Chairman of the Association of Directors of Pharmacy, Metro Toronto Hospitals, in 1989, and was a Council Member for the Ontario College of Pharmacists from 1998 to 2000. He also made numerous presentations to community groups on medication use and safety, and both organized and delivered presentations at educational sessions for pharmacists. The Gordon Murray Award will be awarded to students demonstrating financial need who are registered in any year of the undergraduate program.

Edwin H. Nelson Memorial Fund

The Edwin H. Nelson Memorial Fund was given by the late Mr. Lemuel W. Famulener to aid students of special ability and of high character, who demonstrate financial need, to obtain an education.

Robert Bruce Otto Bursary

The estate of Edna FitzPatrick Otto, in memory of her late husband Robert Bruce Otto, provides this award to a student who demonstrates financial need. Eligible recipients should preferably have come from a small town, village or rural municipality in Electoral District #2 [Counties of Durham, Frontenac, Haliburton, Hastings, Lennox and Addington, Northumberland, Peterborough, Prince Edward, and Victoria].

Anna M. Pearson Bursary

The Anna M. Pearson Bursary was established by the late Mr. Fred Pearson, to aid deserving undergraduates in pharmacy who have a good scholastic record.

Pfizer Canada Bursary

Pfizer Canada Inc. has established the Pfizer Canada Bursary to be awarded to a deserving student who is entering the final year of the undergraduate program (fourth year). The recipient should be a Canadian citizen or a landed immigrant and should be selected on the basis of financial need.

Pharmacy GRADitude Bursary

The Pharmacy GRADitude Bursary will be awarded to an undergraduate pharmacy student registered in Year 4 of the program who demonstrates financial need. The recipient must have been involved in UPS or Class Council while registered in Year 3.

Tricia Ramsumair/Pharmacy Class of 9T9 Award

The Class of 9T9 has established this award to commemorate the life of Tricia Ramsumair. Tricia’s cheerful disposition and quiet kindness has left a lasting impression on her classmates. This bursary will be awarded to a Third Year student on the basis of financial need.

Ernest Martin “Cappy” Rix Award

Dr. Donald B. Rix has established this award in honour of his father, Ernest Martin “Cappy” Rix, a graduate of the Class of 2T7. This bursary will be awarded to Second Year students who demonstrate financial need.

Shoppers Drug Mart Award

Through a generous endowment from Shoppers Drug Mart, awards will be given annually to students who demonstrate financial need, and who have successfully completed First, Second or Third Year of the undergraduate Pharmacy program. The awards to students who have successfully completed Second Year are designated as the **Arthur and Gordon Resnick/Shoppers Drug Mart Award**, in recognition of the invaluable contribution these brothers made to the profession of pharmacy and to the success of the company. The awards to students who have successfully completed Third Year are designated as the **Izzy Snyder/Shoppers Drug Mart Award**. This is to honour Mr. Snyder’s commitment and loyalty to the company and to the profession.

Allan Martin Starkman Memorial Bursary

Mrs. Catherine Starkman has established a bursary in memory of her late husband to be awarded to a deserving student who is entering the final year of the undergraduate program. The recipient will be selected on the basis of financial need.

Vi Stringer Memorial Bursary

The friends of Vi Stringer have established this bursary in her memory, to be awarded to a deserving student in any year of the undergraduate program who has demonstrated financial need.

Bev Sweezy Experiential Bursary

This bursary was established by Andrea Cameron, Senior Lecturer at the Leslie Dan Faculty of Pharmacy. Bev Sweezy was Ms. Cameron’s aunt; she graduated from the University of Toronto with a BScPhm degree in 1953. Ms. Sweezy practiced as a dedicated community pharmacist for many years, in various rural Eastern Ontario towns, as well as in Kingston and Toronto. She was known for her interest in helping the elderly and for being very supportive of new learners on their path to becoming the next generation of pharmacists. The Bev Sweezy Experiential Bursary is awarded to a student in Year 4 of the Professional Program embarking on their Advanced Pharmacy Practice Experiential rotations who is in financial need.

Teva Canada Bursary

The Teva Canada Bursary was established at the Leslie Dan Faculty of Pharmacy through a donation from Teva Canada Limited to celebrate the tenth anniversary of their operations in Canada and their formal name change from Teva Novopharm to Teva Canada. This bursary is awarded to a student in any year of the undergraduate program on the basis of financial need.

Helen M. Walton Bursary

Helen M. Walton joined the Ontario College of Pharmacy in 1941. Her role was initially a dual one – that of secretary to the academic staff including the Dean, as well as librarian of the College. In 1953, when the College became the Faculty of Pharmacy, she was primarily Secretary to the Dean. In 1973, she became the Faculty Secretary and through her dealings with students, she had opportunity to witness the impact of financial assistance. She established the Helen M. Walton Bursary to help pharmacy students pursue their studies. This bursary will be awarded to students on the basis of financial need.

Douglas Wingfield Memorial Bursary

This award was established through a bequest from Douglas Wingfield, a 1956 graduate of the Faculty of Pharmacy. The Douglas Wingfield Memorial Bursary will be awarded to undergraduate students on the basis of financial need.

Selene Wong Memorial Bursary

The Class of 9T5 has established a bursary in memory of their classmate, to be awarded to a Second Year student based on financial need. The recipient will also have participated in social and athletic activities, served on class council or faculty committees, and made a meaningful contribution to the class spirit.

Neil and Merda Wood Bursary

The Neil and Merda Wood Bursary will be awarded to a student in the First Year of the undergraduate program on the basis of financial need and who obtains a high admission index.

Residency Programs

HOSPITAL PHARMACY RESIDENCY PROGRAMS

The following hospitals provide Pharmacy Residency Programs.

Centre for Addiction and Mental Health
Toronto, Ontario

Hamilton Health Sciences Corporation
Hamilton, Ontario

Hospital for Sick Children
Toronto, Ontario

Kingston General Hospital
Kingston, Ontario

London Health Sciences Centre
London, Ontario

Mt. Sinai Hospital
Toronto, Ontario

William Osler Health System
Brampton, Ontario

Ottawa Hospital and Montfort Hospital
Ottawa, Ontario

St. Joseph's Healthcare
Hamilton, Ontario

St. Michael's Hospital
Toronto, Ontario

Sunnybrook Health Sciences Centre
Toronto, Ontario

Trillium Health Centre
Mississauga and Etobicoke, Ontario

University Health Network
Toronto, Ontario

Windsor Hospitals
Windsor, Ontario

The purpose of the residency program is to train selected graduates in Pharmacy for leadership roles in clinical practice and/or administration in Hospital Pharmacy. This is achieved through structured rotations in various clinical practice areas, education/teaching, drug information, research and administration. Residency programs prepare pharmacists for challenging and innovative pharmacy practice. Graduate residents are an important group of practitioners and many employers list residency training as a preferred qualification for clinical practice.

INDUSTRIAL PHARMACY RESIDENCY PROGRAMS

The following pharmaceutical companies, in co-operation with the Leslie Dan Faculty of Pharmacy, University of Toronto, provide 12-month Residency Programs. Joint residency certificates are awarded by the pharmaceutical company and faculty on the recommendation of a joint Faculty-Company Core Committee.

Allergan Inc.
Mississauga, Ontario

Apotex Inc.
Toronto, Ontario

Astellas Pharma Canada, Inc.
Markham, Ontario

Biogen Idec Canada Inc.
Mississauga, Ontario

Eli Lilly Canada Inc.
Toronto, Ontario

GlaxoSmithKline Inc.
Mississauga, Ontario

Hoffmann-LaRoche Ltd
Mississauga, Ontario

Purdue Pharma Canada
Pickering, Ontario

Sanofi Pasteur
Toronto, Ontario

The purpose of the residency program is to educate selected graduates in Pharmacy for a variety of roles in the pharmaceutical industry. Experience may be provided in the areas of marketing, clinical research, regulatory affairs, drug information, medical information, pharmacoeconomics, managed care, government and economics, and business development. Several participating companies, including Astellas Pharma Canada Inc., Eli Lilly Canada Inc., Hoffman-La Roche Ltd., and Sanofi Pasteur, offer two or more residency positions.

AMBULATORY CARE PHARMACY RESIDENCY PROGRAMS

These are structured 12-month post-graduate programs designed to prepare residents with the knowledge and skills necessary to establish a collaborative practice in ambulatory care. The emphasis is on developing skills necessary for the provision of pharmaceutical care to patients in an ambulatory care environment. Rotations include direct patient care rotations in a variety of practice areas, drug information, leadership, teaching and medication management. In addition to the rotations, residents will complete a research project relevant to the practice of pharmacy in the ambulatory setting. Canadian Pharmacy Residency Board (CPRB) accredited Ambulatory Pharmacy residency programs are currently offered at:

Sunnybrook Health Sciences Centre
Toronto, Ontario

Women's College Hospital
Toronto, Ontario

University Health Network
Toronto, Ontario

Combined PharmD-MBA Program

As the complexity of healthcare delivery increases, there is a growing need for clinicians (like pharmacists) who also have management training and expertise. Pharmacists with MBAs are found in both the public and private sectors, working in government, academia, hospitals, pharmaceutical companies, consulting companies, and in their own private practices. The additional knowledge and skills provided by an MBA can provide individuals with unique advantages across different sectors.

ADMISSION

Consideration for admission to the Combined PharmD-MBA program will be given to students who:

- i) Are enrolled in the full-time PharmD program;
- ii) Have completed at least an appropriate bachelor's level degree (e.g., Bachelor of Science) from a recognized institution prior to enrolment in the PharmD program;
- iii) Have successfully completed all Year 2 PharmD program requirements and are in good academic standing;
- iv) Meet the admission requirements of the 2-year MBA program. Admission to the MBA program is entirely at the discretion of the Rotman School of Management and will be based on the standards and requirements of that School as indicated on their website at: <http://www.rotman.utoronto.ca/Degrees/MastersPrograms/MBAPrograms.aspx>

PROGRAM OUTLINE

Year 1:

Students complete all requirements of the First Year of the PharmD program as outlined on pages 33 to 36 of the 2016-17 Faculty Calendar.

Students interested in the Combined PharmD-MBA program are encouraged to familiarize themselves with admission requirements to the Rotman School of Management during Year 1 of the PharmD program. Completion of the Graduate Management Admission Test (GMAT) or equivalent prior to the start of Year 2 of the PharmD program is recommended, to facilitate the application process.

Year 2:

Students complete all requirements of the Second Year of the PharmD program as outlined on pages 37 to 40 of the 2016-17 Faculty Calendar.

In order to qualify for the Combined PharmD-MBA program, students must receive a letter of acceptance from the Rotman School of Management by March 1 of Year 2 in the PharmD program, meaning students must meet Rotman's Cycle 2 Admission Deadline (see <http://www.rotman.utoronto.ca/Degrees/MastersPrograms/MBAPrograms.aspx> for further details). Once a letter of acceptance has been received, the student will defer admission to the MBA program for one year, in order to complete PharmD degree requirements.

Students' registration on the Student Web Service is transferred from the PharmD program to the Combined PharmD-MBA program effective the summer session immediately following the fall/winter

session of Year 2. During this summer session, students complete PHM251H1 Early Practice Experience 2 in May/June and then complete PHM348H1 Intermediate Pharmacy Practice Experience in July/August (see course description for PHM348H1 below).

PHM348H1 Intermediate Pharmacy Practice Experience

This direct patient care rotation is designed to build and enhance students' knowledge, skills, and attitudes in the provision of direct patient care in institutional, community or ambulatory pharmacy practice. The rotation will build on knowledge, skills and behaviours acquired in academic courses and earlier experiential rotations throughout the curriculum. This rotation will occur in sites serving a variety of health care needs, including, for example, acute care, rehabilitation, pediatric, geriatric, chronic care and specialty populations. Care may be provided in any patient care setting such as a hospital, family health team, community pharmacy, ambulatory clinic or other types of patient care practices, with an emphasis on establishing a context for the provision of pharmaceutical care in a clinical setting. Students will participate in, and take responsibility for, direct patient care activities including: patient assessment to identify and prioritize drug therapy problems, development of care plans that address desired patient outcomes, and patient monitoring including physical and laboratory assessment, and where feasible, provision of follow-up evaluation and appropriate documentation. Students will communicate with patients and care givers to monitor patient parameters, determine and assess target outcomes, and provide education. Students will work closely with members of the health care team in providing collaborative care, with regular communication with team members to share and document their assessment of the patient's medication related needs and recommendations to address those needs.

Year 3:

Students complete the requirements of the fall term of the Third Year of the PharmD program (i.e., 5 required courses and 1 elective course) as outlined on pages 41 to 49 of the 2016-17 Faculty Calendar. In the winter term of Year 3, students complete PHM330H1 Transition to Advanced Pharmacy Practice Experience prior to commencing their Advanced Pharmacy Practice Experience (APPE) rotations. Students complete 15 weeks of APPE rotations during the winter term of Year 3. They also complete 15 weeks of APPE rotations during the summer session immediately following Year 3. Please see pages 50 to 51 for descriptions of the APPE courses.

Year 4:

Students are registered in the PharmD program for the fall term of Year 4, and complete a self-directed course in pharmacy, in addition to all required First Year courses at Rotman.

Students are also registered in the MBA program (for both the fall and winter terms) and complete all requirements of the First Year of the MBA program.

Please note that the fall term courses of the First Year of the MBA program fulfill the selective/elective requirement of the winter term of the Third Year of the PharmD program. Consequently, the requirements of the PharmD degree are completed by the end of the fall term of Year 4. The PharmD degree is conferred in June, immediately following Year 4. Students will then be eligible to take the Pharmacy Examining Board of Canada (PEBC) Qualifying Examinations Parts I and II as part of the process of registration as a pharmacist with the Ontario College of Pharmacists.

Year 5:

Students complete all requirements of the Second Year of the MBA program. The MBA degree is conferred in June, immediately following Year 5.

The program requirements for the MBA component of the Combined PharmD-MBA program can be found on the Rotman School of Management's website at: <http://www.rotman.utoronto.ca/Degrees/MastersPrograms/MBAPrograms.aspx>

The following table provides a summary of the “registration path” of students enrolled in the Combined PharmD-MBA program.

	Year 1	Year 2	Year 3	Year 4	Year 5
Fall Term	Full-time PharmD Program	Full-time PharmD Program	Full-time PharmD Program	Full-time PharmD Program Full-time MBA Program	Full-time MBA Program
Winter Term	Full-time PharmD Program	Full-time PharmD Program	PHM330H1 Transition to APPE APPE Rotations (15 weeks)	Full-time MBA Program	Full-time MBA Program
Summer Term	PHM151H1 EPE-1	May/June: PHM251H1 EPE -2 July/August: PHM348H1 IPPE	APPE Rotations (15 weeks)	PharmD degree conferred	MBA degree conferred

POLICIES AND PROCEDURES

The policies and procedures contained in the Faculty Calendar for the Leslie Dan Faculty of Pharmacy are applicable for the PharmD component of the Combined PharmD-MBA program. However, students should be aware that any delay in their normal progress in the PharmD component will likely impact their eligibility to proceed to the MBA component. In this case, students will be permitted to return to the four-year PharmD program.

The policies and procedures of the Rotman School of Management are applicable to the MBA component of the Combined PharmD-MBA program.

FINANCIAL ASSISTANCE

Students enrolled in the PharmD component of the Combined PharmD-MBA program are eligible to apply for the bursaries listed on pages 98 to 103 of the 2016-17 Faculty Calendar for the Leslie Dan Faculty of Pharmacy.

Once enrolled in the MBA component, students should consult with the Rotman School of Management for potential sources of financial assistance.

PharmD for Pharmacists Program

The PharmD for Pharmacists program at the Leslie Dan Faculty of Pharmacy is designed for practicing pharmacists to meet the changing needs of the profession and prepare them for the future of health care practice. Flexible and customizable, this unique Canadian program combines course work and experiential learning to build on the knowledge and skills pharmacists obtained in their undergraduate pharmacy degree.

Course work in pharmacotherapy, critical appraisal, physical assessment, pharmacokinetics, educational theories, and health systems, provides the foundation needed to advance one's practice and fully embrace the changing scope of pharmacy in Canada. These cutting-edge courses are delivered in a variety of formats, including online lectures, online facilitated discussions, case-based learning, problem-based learning, independent project work, onsite didactic classes, and small group discussion. Advanced experiential rotations help develop and enhance practice skills and provide exposure to different areas of practice.

ADMISSION

ADMISSION REQUIREMENTS

The PharmD for Pharmacists program is designed to equip practicing pharmacists and recent graduates with the skills, knowledge, and experience to engage in the expanded scope of practice. The admissions process identifies the best possible candidates by assessing each applicant's overall achievements, including those in academic and non-academic areas. It is understood that current clinical practice and academic excellence are necessary, but not sufficient, to ensure success. A multitude of factors are used to determine the appropriateness of every candidate. As the applicant pool varies in qualifications, there will be an overlap in the distribution of applicants' practice settings, clinical skills, GPAs, and other criteria in accepted and declined candidates.

Only individuals who fulfill one of the three requirements listed below may apply for admission:

- i) Pharmacists who have graduated with a Bachelor's degree from an accredited (CCAPP) Canadian Pharmacy program or an accredited (ACPE) American Pharmacy program, or
- ii) Pharmacists who are currently licensed to practice as a pharmacist in any Canadian jurisdiction (except Quebec), or
- iii) Pharmacists who have graduated with the equivalent of a Bachelor's degree in Pharmacy from any International Pharmacy School AND have successfully completed the Pharmacy Examining Board of Canada (PEBC) Evaluating Exam.

APPLICATION PROCESS

- i) Complete and submit an application package, consisting of:
 - a. Application form
 - b. Curriculum vitae (or resume if preferred by applicant), including cover letter
 - c. OFFICIAL Transcript(s) from all post-secondary studies (must be submitted directly by each post-secondary institution to the PharmD for Pharmacists program)
 - d. Two confidential Professional References (must be submitted directly to the PharmD for Pharmacists program by the referees)
 - e. Application fee - Certified cheque or money order for \$200.00 Canadian (non-refundable) payable to the University of Toronto
 - f. Proof of English facility, if required

ii) Interview

- Selected applicants will be invited to participate in an interview process. Interview dates will be arranged directly with applicants once the Admissions team has reviewed the applications (see deadlines below for dates).
- Interviews will be conducted onsite or virtually, and will include both verbal and written components.

Not all candidates who meet the minimum requirements are offered an interview in the application process or a position in the program.

APPLICATION TIMELINES

The upcoming admission cycles are listed below:

	Application Deadline	Application Status Update	Interviews
January 2017 Intake	August 31, 2016	By mid-September 2016	Late Sept/Early Oct 2016
September 2017 Intake	March 15, 2017	By early/mid-April 2017	June 2017

Applications not received in their entirety by the above deadline, including all OFFICIAL transcripts and confidential professional references, will be considered for the next intake deadline.

Applications will be held for two consecutive intakes. If the application is not completed by the second intake, they will be considered incomplete and destroyed. Applicants will be required to re-apply for future admission intakes.

Admission offers to the PharmD for Pharmacists program cannot be deferred. Students wishing to defer must reapply for admission.

CURRICULUM

To earn your Doctor of Pharmacy (PharmD) degree from the PharmD for Pharmacists program at the Leslie Dan Faculty of Pharmacy, University of Toronto, students must complete the following requirements:

1. Didactic courses (11 courses);
2. Experiential rotations (4 rotations); and
3. Elective (1 course or 1 rotation).

1. DIDACTIC COURSES

Students must successfully complete a total of 11 didactic courses, as detailed below. Each course is considered a half-credit course:

- a. Foundations of Advanced Pharmacy Practice – 1 course
- b. Critical Appraisal – 1 course
Foundations of Advanced Pharmacy Practice and Critical Appraisal are pre-requisites or co-requisites for any other courses and pre-requisites for experiential rotations.
- c. Pharmacotherapy – 5 courses (*)
- d. Health Systems/Social Administration – 1 course (*)
- e. Physical Assessment – 1 course
- f. Pharmacokinetics – 1 course
- g. Teaching, Learning & Presentation – 1 course

(*) Students can select from a variety of Pharmacotherapy and Social/Administration courses to meet their practice needs and satisfy this requirement

Some of the above courses are offered online using web-based delivery of lectures and tutorials and utilize a range of communication tools. If the courses include live online webinars, participation is required for the tutorial times. The mid-term and final written/oral exams require student attendance on the St. George campus or an approved exam centre. Arrangements will be made for proctored exams for students who are at locations outside of the GTA. If you are eligible and require off-site proctoring, please submit your request to the PharmD for Pharmacists program at least one month prior to the scheduled exam date.

2. EXPERIENTIAL ROTATIONS

Students must complete a total of 4 rotations of 5 weeks in length. To satisfy this requirement, students must successfully complete the following rotations:

- a. Direct patient care rotations – 3 rotations
- b. Elective rotation – 1 rotation
 - Students will have the ability to select from a variety of elective rotations, including: drug information, research, administration, education, consulting, industry, global health, and direct patient care

Please note that each rotation is approximately 200 contact hours in an experiential placement setting.

Rotations are scheduled through the Office of Experiential Education at the Leslie Dan Faculty of Pharmacy (OEE). Students must ensure all required documentation has been submitted by the corresponding deadlines in order to commence their rotations.

3. ELECTIVE

Participants must complete one elective pharmacotherapy didactic course OR one experiential rotation of five weeks. To satisfy this requirement, students must successfully complete one of the following:

- a. Pharmacotherapy course
or
- b. Experiential Rotation

COURSE OFFERING ACADEMIC YEAR 2016 - 2017

Fall Term 2016	Winter Term 2017	Summer Term 2017
<ul style="list-style-type: none"> • PHM601 - Foundations of Advanced Pharmacy Practice • PHM606 - Critical Appraisal • PHM616 - Pharmacokinetics • PHM617 - Selected Topics on Social & Administrative Pharmacy • PHM619 - Physical Findings & Assessment • PHM653 - CTI - Oncology • PHM654 - CTI - Cardiology • PHM521 - Selected Topics in Industrial Pharmacy • Direct Patient Care Rotations • Elective Rotations 	<ul style="list-style-type: none"> • PHM601 - Foundations of Advanced Pharmacy Practice • PHM606 - Critical Appraisal • PHM619 - Physical Findings & Assessment • PHM650 - CTI - Nephrology • PHM651 - CTI - Infectious Diseases • PHM550 - PCT - Ambulatory Care • PHM551 - PCT - Institutional Care • PHM552 - PCT - Older Adults • PHM553 - PCT - Critical Care • PHM587 - Global Health • Direct Patient Care Rotations • Elective Rotations 	<ul style="list-style-type: none"> • PHM618 - Educational Theory & Practice • PHM652 - CTI - Primary Care • PHM655 - CTI - Addictions & Mental Health • Direct Patient Care Rotations • Elective Rotations

Note: the course offering above may change and will be confirmed before each term starts

DESCRIPTION OF DIDACTIC COURSES

PHM601H1 Foundations of Advanced Pharmacy Practice

T. Brown and N. Crown

The primary goal of this course is to provide students with a process for the provision of pharmaceutical care, and the tools to become an advanced practitioner.

PHM606H1 Critical Appraisal

N. Lathia and M. Tadrous

This course is designed to develop literature evaluation skills at an intermediate level for Doctor of Pharmacy students. The course covers a variety of forms of clinical evidence the student will be presented with as a clinician. Students will develop foundational knowledge and skills in research methods, statistics and critical appraisal that will be applied in pharmacotherapy courses. Experience is gained through practice exercises/assignments, discussion boards, and applied critical appraisal. Assessment is based on participation, assignments and examination.

PHM616H1 Advanced Pharmacokinetics

S. Walker

At the end of the course students should be able to understand the analysis of pharmacokinetic data as it is presented in the medical and/or scientific literature; understand pharmacokinetic principles such that they can interpret individual patient pharmacokinetic data, and demonstrate the application of pharmacokinetic principles to the monitoring of select drugs in patients.

PHM617H1 Selected Topics on Social & Administrative Pharmacy

N. MacLeod-Glover

Pharmacists provide leadership within the health care system and multiple levels (locally, provincially and nationally). This course will enhance students' understanding of the health care system and the health care system context for pharmacy practice. Skills gained will include the ability incorporate ethical and economic principles to analyze policy and operations for the purpose of developing and evaluating programs intended to change pharmacy practice environments.

PHM618H1 Educational Theory & Practice

Z. Austin

Pharmacists work as educators in a variety of different contexts: for patients, for peers, for students, and for other health professionals. This course will introduce students to major theoretical principles and methods of teaching, learning in the health professions and provide them with opportunities for application in their workplace.

PHM619H1 Physical Findings & Assessment

S. Moe

The Physical Findings and Assessment Course provides students with a general overview of physical assessment techniques for major systems, including cardiovascular, respiratory, peripheral vascular, skin, abdominal, HEENT, neurological and musculoskeletal. The course reviews the skills required to conduct effective patient interviews and to document patient encounters. The course focuses on the skills and knowledge needed to interpret physical assessment findings that are pertinent to evaluating drug therapy. The course serves to complement the knowledge and skills learned from foundational and therapeutics courses.

PHM650H1 Contemporary Topics in Nephrology

P. Lui

This course is designed to introduce students with selected topics in nephrology and to develop knowledge and skills to manage common complications related to chronic kidney disease. The course will use a case-based approach with emphasis on the integration and application of fundamental principles to specific clinical situations. All material will be delivered on-line in this course with opportunities for students to pose questions to an expert in the field. Each lesson will incorporate active learning activities for the students to complete in order facilitate knowledge and skill development.

PHM651H1 Contemporary Topics in Infectious Diseases

L. Dresser

This course is designed to advance the student's knowledge and skills in the management of infectious diseases through a focus on selected infection syndromes and their management. The course will be case-based with topics representing commonly encountered infections allowing the student to further develop their pharmacotherapy knowledge to be able to manage complex patients. Students will demonstrate their pharmaceutical care skills as they progress through the course. All material will be delivered on-line with opportunities for the student to pose questions for additional learning to an expert in the field. Each lesson will incorporate active learning activities for the students to complete in order to facilitate knowledge and skill development.

PHM652H1 Contemporary Topics in Primary Care

J. Lake

This course is designed to advance the student's knowledge and skills in the management of common topics encountered in a primary care practice through a focus on selected topics and their management. The course will be case-based with topics representing commonly encountered diseases allowing the student to further develop their pharmacotherapy knowledge to be able to manage complex patients. Students will demonstrate their pharmaceutical care skills as they progress through the course. All material will be delivered on-line with opportunities for the student to pose questions for additional learning to an expert in the field. Each lesson will incorporate active learning activities for the students to complete in order to facilitate knowledge and skill development.

PHM653H1 Contemporary Topics in Oncology

D. Gallo-Hershberg

This course is designed to introduce students with selected topics in oncology and to develop knowledge and skills to manage common complications related to cancer and chemotherapy/biological therapy adverse effects. The course will use a case-based approach with emphasis on the integration and application of fundamental principles to specific clinical situations. All material will be delivered on-line in this course with opportunities for students to pose questions to an expert in the field. Each lesson will incorporate active learning activities for the students to complete in order to facilitate knowledge and skill development.

PHM654H1 Contemporary Topics in Cardiovascular Diseases

H. Kertland

This course is designed to advance the student's knowledge and skills in the management of cardiovascular diseases through a focus on selected disease states/syndromes and their management. The course will be case-based with topics representing commonly encountered conditions allowing the student to further develop their pharmacotherapy knowledge to be able to manage complex patients. Students will demonstrate their pharmaceutical care skills as they progress through the course. All material will be delivered on-line with opportunities for the student to pose questions for additional learning to an expert in the field. Each lesson will incorporate active learning activities for the students to complete in order to facilitate knowledge and skill development.

PHM655H1 Contemporary Topics in Addictions & Mental Health

B. Sproule

This course is designed to advance the student's knowledge and skills in psychiatry through a focus on selected disorders and their management. There will be an emphasis on substance use disorders, and their comorbidity with other mental health disorders. The course will be case-based with topics representing commonly encountered disorders allowing the student to further develop their pharmacotherapy knowledge to be able to manage complex patients. Students will demonstrate their pharmaceutical care skills as they progress through the course. All material will be delivered on-line with opportunities for the student to pose questions for additional learning to an expert in the field. Each lesson will incorporate active learning activities for the students to complete in order to facilitate knowledge and skill development.

PHM520H1 Global Pharmaceutical Policy

(Not offered in 2016-17)

Please refer to PHM320H1 Global Pharmaceutical Policy.

PHM521H1 Selected Topics in Industrial Pharmacy

Please refer to PHM321H1 Selected Topics in Industrial Pharmacy.

PHM550H1 Pharmacotherapy in Ambulatory Care

Please refer to PHM350H1 Pharmacotherapy in Ambulatory Care.

PHM551H1 Pharmacotherapy in Institutional Care

Please refer to PHM351H1 Pharmacotherapy in Institutional Care.

PHM552H1 Pharmacotherapy in Older Adults

Please refer to PHM352H1 Pharmacotherapy in Older Adults.

PHM553H1 Pharmacotherapy in Critical Care

Please refer to PHM353H1 Pharmacotherapy in Critical Care.

PHM587H1 Global Health

Please refer to PHM387H1 Global Health.

POLICIES AND PROCEDURES

The policies and procedures for the PharmD for Pharmacists program are available on request.

For more information on the PharmD for Pharmacists program, visit the website at www.pharmacy.utoronto.ca/pharmdforpharmacists.

Graduate Program

Individuals with appropriate bachelor's or master's degrees may apply for admission to the Graduate Department of Pharmaceutical Sciences to pursue studies leading to an MSc or PhD degree. In addition, students may simultaneously enroll in a Hospital Pharmacy Residency and an MSc program. These research-based degrees are intended to prepare the student for a career in industry, academia, or government. The successful completion of either of these degrees rests on the student's ability to write and defend a thesis based upon original research. A limited amount of course work is also mandatory.

The program of study is individualized for each student within one of the research areas of the Department: Molecular Pharmacology and Toxicology; Pharmaceutics and Pharmacokinetics; or Clinical, Social and Administrative Pharmacy. The research may be carried out on campus at the University of Toronto, at one of the affiliated teaching hospitals or at an industrial site.

All incoming full-time graduate students are guaranteed a stipend. In addition, a number of scholarships, bursaries, and other forms of financial aid are available to students admitted to the Graduate Program. Details are available at <http://www.pharmacy.utoronto.ca/gradprograms/financial-support>.

You may obtain further information concerning admission requirements, courses of study and degree requirements by contacting the Graduate Department of Pharmaceutical Sciences by telephone at 416-978-8896, by email at phm.grad@utoronto.ca, or by visiting the website <http://www.pharmacy.utoronto.ca/gradprograms>.

Specialist Program in Pharmaceutical Chemistry

The Pharmaceutical Chemistry Specialist Program leads to a four-year BSc degree. It is offered jointly by the Leslie Dan Faculty of Pharmacy and the Faculty of Arts and Science. Pharmaceutical Chemistry combines knowledge of the biological, medical and physical sciences in the study of the scientific aspects of drug therapy. The emphasis is on the chemical nature of the reactions and interactions involved in drug therapy. Students will receive a solid background in the aspects of chemistry most relevant to drugs: physical, organic and analytical chemistry. They will also learn the fundamental aspects of the synthesis, manufacture, use and mode of action of drugs. The program is of special interest to students who are interested in a career in the pharmaceutical industry or doing post-graduate studies.

Please note that this degree is not a qualification for taking the Pharmacy licensing examinations.

For further information, including information on program requirements, please consult the website <http://www.pharmacy.utoronto.ca/pharmchem> or phone 416-978-2162.

PHARMACEUTICAL CHEMISTRY COURSES

PHC230H1 Pharmaceutics 1 **36L, 12T**

An introduction to the key concepts in the design, manufacture, and use of efficacious dosage forms. The course covers the characteristics of different delivery routes.

Prerequisite: (CHM135H1, CHM136H1)/(CHM138H1, CHM139H1)/CHM151Y1; CHM220H1/CHM222H1

Exclusion: PHC330Y1; PHM141H1

PHC300H1 Molecular Pharmacology 1 **26L, 12T**

Structural and mechanistic determinants of drug action at the molecular level. Topics include the physical-chemical properties of drugs per se as they relate to therapeutic intervention and the biophysical and biochemical properties of enzymes and nucleic acids that underlie and are affected by their interactions with drugs.

Prerequisite: (CHM138H1, CHM139H1)/CHM151Y1; CHM220H1/CHM222H1

Exclusion: PCL302H1; PHC300Y1; PHM222Y1

PHC301H1 Molecular Pharmacology 2 **36L, 12T**

Structural and mechanistic determinants of drug action via macromolecules that effect cellular signalling. Neurohumoral receptors and other signalling proteins are grouped according to their structure and mechanism of action. Native properties and their modulation by drugs are discussed in the context of basic principles of molecular pharmacology.

Prerequisite: BCH201H1; (CHM135H1, CHM136H1)/(CHM138H1, CHM139H1)/CHM151Y1; CHM220H1/CHM222H1

Exclusion: PCL302H1; PHC300Y1; PHM140H1; PHM222Y1

PHC320H1 Medicinal Chemistry **36L**

Modern discovery and synthesis of antibiotics, antineoplastics, antiviral and other therapeutic agents.

Prerequisite: BCH210H1; CHM247H1/249H1

PHC330H1 Pharmaceutics 2**36L, 12T**

This course presents a detailed examination of the material properties of pharmaceuticals and the role of cellular processes in delivery of a drug to its site of action.

Prerequisite: (CHM135H1, CHM136H1)/(CHM138H1, CHM139H1)/CHM151Y1; CHM220H1/CHM222H1

Exclusion: PHC330Y1

PHC331H1 Establishing the Bioequivalence of Pharmaceutical Products**48L**

Introduction to human clinical trial design for the demonstration of pharmaceutical bioequivalence of drug products. Students will learn the principles underlying the regulations and methods employed in bioequivalence studies.

Prerequisite: BCH210H1; CHM247H1/249H1; (MAT135H1, MAT136H1)/MAT135Y1

Pre- or co-requisite: (PHC230H1, PHC330H1)

PHC340Y1 Pharmaceutical Chemistry Laboratory**24L, 72P**

The scientific basis and practical techniques relevant to modern pharmaceutical development.

Prerequisite: BCH210H1; (CHM220H1, CHM221H1)/CHM223H1; CHM247H1/249H1

PHC401H1 Drug Transport Across Biological Membranes**24L**

The goal of this course is to provide students with knowledge of the molecular processes involved in drug transport across biological cell membranes with emphasis on their physiological and clinical significance.

Prerequisite: PHC300H1, PHC301H1; and enrolled as a Year 4 student in the Pharmaceutical Chemistry specialist program.

PHC420H1 Application of Medicinal Chemistry to Pharmacology**24L**

This course shows students the links between basic science and the drugs used therapeutically to treat clinical problems.

Prerequisite: PHC300H1, PHC301H1, PHC320H1

PHC421H1 Biomolecular Interactions and Thermodynamics I**36L**

This course provides students with a fundamental knowledge of the thermodynamics of the non-covalent interactions important in biochemical interactions and drug development.

Prerequisite: Enrolled as a Year 4 student in the Pharmaceutical Chemistry specialist program

PHC430H1 Recent Developments in Dosage Form Design**24L**

Introduction to controlled drug delivery: Mechanisms and kinetics of controlled drug release. Fundamental theories and mathematical tools for the design of modern dosage forms. Development and applications of controlled drug delivery dosage forms.

Prerequisite: Enrolled as a Year 4 student in the Pharmaceutical Chemistry specialist program

Recommended: (PHC230H1, PHC330H1)/PHC330Y1; PHC340Y1

PHC431H1 Selected Topics in Drug Development**24L**

In-depth discussion of implementation of pharmaceutical sciences in drug development strategies. Students will apply fundamental principles of pharmaceutics and drug delivery to current problems in the pharmaceutical industry.

Prerequisite: Enrolled as a Year 4 student in the Pharmaceutical Chemistry specialist program

Recommended: (PHC230H1, PHC330H1)/PHC330Y1; PHC340Y1

PHC432H1 Nanomedicines in Oncology**24L**

This course covers topics that pertain to the development and application of nanomedicines in oncology. Students will gain an understanding of the biological barriers to drug delivery in oncology as well as the heterogeneity in cancer and the challenge this presents for treatment. Passive and active

targeting of nanomedicines will be covered with critical assessment of the enhanced permeability and retention effect. Emphasis on evaluation of scientific literature and pre-clinical/clinical studies will be made throughout the course.

Prerequisite: PHC230H1, PHC330H1; and enrolled as a Year 4 student in the Pharmaceutical Chemistry specialist program

PHC435H1 Pharmaceutical Data Acquisition & Analysis **26P**

Application and development of devices for the purpose of collecting and analyzing experimental data in pharmaceutical development and manufacture.

Prerequisite: BCH210H1, CHM247H1/CHM249H1, (MAT135H1, MAT136H1)/MAT137Y1, PHC340Y1; and enrolled as a Year 4 student in the Pharmaceutical Chemistry specialist program

PHC460H1 Fundamentals of Drug Discovery **24L**

Lectures by scientists from academia and industry, and student seminars based on journal articles dealing with strategies for discovering new drugs for therapy and diagnosis.

Prerequisite: BIO120H1, BIO130H1; PHC301H1/PHC300Y1/PHM222Y1; and enrolled as a Year 4 student in the Pharmaceutical Chemistry specialist program

PHC462H1 Clinical Drug Development **24L**

This course is designed to broaden students' understanding of the development and licensing of new drugs and how scientific principles, ethics, governmental regulations, and commercial considerations are coordinated for designing clinical trials. The format involves lectures, group discussion and student presentations.

Prerequisite: PHC230H1, PHC301H1, PHC340Y1

PHC470H1 Global Pharmaceutical Policy: Power and Politics **24L**

Introduces concepts and issues in international pharmaceutical policy. Emphasis placed on how governments in different jurisdictions manage their public health responsibilities, international obligations, and pressure from special interest groups in terms of pharmaceutical policy.

Prerequisite: Enrolled as a Year 4 student in the Pharmaceutical Chemistry specialist program

PHC489Y1 Pharmaceutical Chemistry Research **144P**

This course will provide research experience under the supervision of a faculty member in the Graduate Department of Pharmaceutical Sciences. The goal is to deepen the student's understanding of the scientific basis and practical techniques relevant to modern pharmaceutical development.

Prerequisite: Enrolled as a Year 4 student in the Pharmaceutical Chemistry specialist program

Leslie Dan Faculty of Pharmacy Staff

ADMINISTRATIVE OFFICERS

Dean	H. Boon
Associate Dean, Education	L. Raman-Wilms
Associate Dean, Research	S. Angers
Assistant Dean, Advancement and Alumni Relations	D. White
Chief Administrative Officer	T. Oridota
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Director, PharmD for Pharmacists Program	T.E.R. Brown
Director, Pharmaceutical Chemistry Program	R.B. Macgregor
Director, Graduate Department of Pharmaceutical Sciences	R.B. Macgregor
Coordinators, Graduate Department of Pharmaceutical Sciences	S. Cadarette; A. Thompson
Director, Continuous Professional Development	R. McDowall
Academic Director, International Pharmacy Graduate Program	M. Rocchi
Director, Centre for Practice Excellence	Z. Austin
Director, Centre for Pharmaceutical Oncology	R. Reilly
Coordinator, Industrial Pharmacy Residency Program	P.I. Lee
Faculty Registrar	B. Thrush
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TBA	Ontario College of Pharmacists Professorship in Pharmacy Practice

DEAN EMERITUS

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Rocchi, M.A., B.SC.PHM.(TOR.)

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Acknowledgement is given to those members of the divisions within the University who give instruction to students registered at the Leslie Dan Faculty of Pharmacy. The Faculty also acknowledges the efforts of the many individuals who voluntarily contribute to the programs of the Faculty.

A list of officials of the University of Toronto can be found at
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2016 CALENDAR

JANUARY / JANVIER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
²⁴ / ₃₁	25	26	27	28	29	30

FEBRUARY / FÉVRIER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

MARCH / MARS						
S	M	T	W	T	F	S
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APRIL / AVRIL						
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JUNE / JUIN						
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JULY / JUILLET						
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²⁴ / ₃₁	25	26	27	28	29	30

AUGUST / AOÛT						
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SEPTEMBER / SEPTEMBRE						
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²³ / ₃₀	²⁴ / ₃₁	25	26	27	28	29

NOVEMBER / NOVEMBRE						
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2017 CALENDAR

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AUGUST / AOÛT						
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