The goal of this study is to identify, through individual interviews with students, the situations and conditions conducive to learning ("learning moments") in Pharmacy practicum settings. This topic is important because of the recently increased accreditation requirements for experiential education to 42 weeks, while many students enter the program without relevant practice education experience. Thus, it is important to provide support for student learning in practicum settings. Identifying opportunities for learning is the first step in building the necessary supports. The research questions were: (1) What are the practicum situations and conditions conducive to effective learning? (2) Are there differences in learning: between academic and practicum setting, across years and types of practicum settings (hospital and community)? Nine students from all years of the UBC Pharmacy Program were selected through stratified purposeful sampling and individually interviewed about their learning experiences during their summer practicum through a qualitative interview method. Data were analyzed through an ongoing process of data summarization, transcript coding, and content analysis. The practicums were described as conducive to acquiring interprofessional skills, self-assessment skills and feeling of self-efficacy. New knowledge acquisition was embedded in the care for patients and required self-directed learning skills. A "learning script" emerged from the participants' descriptions of the situations and conditions conducive to learning in both hospital and community settings. The script included a trigger (e.g., preceptor assigned task) and a sequence of common iterative steps of preparation (e.g., follow-up or a new cycle).

Themes:

Check (highlight) the most applicable theme according to the abstract.

<table>
<thead>
<tr>
<th>Innovation and Technology</th>
<th>Health and Wellness</th>
<th>Culture and Society</th>
<th>Sustainability and Conservation</th>
</tr>
</thead>
</table>

Comments:

Please offer background information for how you’re defining “learning moments”. Please indicate how the learning script differs from what had been provided in the environment previously if possible.