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Propositions

1. Identifying how expectations of student performance may vary among assessors in different workplace-based contexts (e.g. physical, institutional, social, educational, practice, patient) is essential for understanding pharmacist training. (this thesis)
2. Clinical preceptors situated in different nations but sharing a competency-based curriculum express common expectations of pharmacist trainee performance in hospital environments. (this thesis)
3. Multidisciplinary team members and pharmacist trainees enact narrow scopes of expected interprofessional communication and collaboration in hospital environments. (this thesis)
4. Pharmacist trainees develop interprofessional competencies largely through transactional exchanges with physicians casting doubt on the utility of team members as credible sources of formative assessment and the verity of campus-based interprofessional education curriculum. (this thesis)
5. Despite proposed advantages of global curricular harmonization including improving the quality of care, the challenges and unintended consequences require greater study. (Giuliani, et al)
6. Competency-based education requires that educators structure assessment of clinical performance using outcome frameworks, but translating these into authentic workplace-based assessment involve negotiating with numerous influencing actors and institutions. (Tavares, et al)
7. Context shapes trainee attitudes, creates opportunities for professional identity development, motivates learners, influences career decisions and affords authentic opportunities for learners to apply their skills and knowledge. (Bates, et al)
8. Critiques of competency frameworks include their development by consensus processes based on opinion, rather than more rigorous empirical approach to understanding professional practice. (Lurie)
9. Disconnection between intended and enacted curriculum identified across diverse training contexts may be reconciled through intentional measures, but also merit renewed consideration of the authenticity of the competency standards themselves.