



Association of Faculties
of Pharmacy of Canada

Association des facultés
de pharmacie du Canada

CPERC 2023

June 13-16, 2023 | Winnipeg, Manitoba

PROGRAM



Co-hosted by:



**University
of Manitoba**



**UNIVERSITY OF
SASKATCHEWAN**

Canadian Pharmacy Education and Research Conference

CPERC 2023



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of Pharmacy of Canada

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de pharmacie du Canada

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of Manitoba

UNIVERSITY OF
SASKATCHEWAN

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TABLE OF CONTENTS

Schedule of Business Meetings and CPERC Sessions	3
Welcome from Co-host Faculties	5
List of AFPC 2022-2023 Board of Directors, Council of Deans, Council of Faculties, Standing Committee Chairs, Special Interest Group Chairs, CPERC 2023 Working Group Members	6
Detailed Program with Session Descriptions	9
AFPC 2023 Award Winners and Sponsors	22
Listing of Oral Mini & SIG Presentation Abstracts	25
Listing of Poster Presentation Abstracts	26
CPERC 2024 - Québec City, June 11-14, 2024	30
Thanks to CPERC Sponsors	31

Schedule of Business Meetings and CPERC Sessions

Fort Garry Hotel (FGH) & Fort Garry Place (FGP), Winnipeg, MB | June 13-16, 2023
Plenary sessions, posters, breakfast, lunch and most breaks are in the Grand Ballroom & Foyer at Fort Garry [Place](#). Most concurrent sessions are on the mezzanine level at Fort Garry [Hotel](#).

AFPC Office - Salon B

MONDAY, JUNE 12

0900-1700 h	AFPC Council of Faculties Meeting - <i>Salon A</i>
1400-1700 h	CCAPP Executive Meeting - <i>Salon C</i>
1830-2130 h	AFPC Council of Deans & Council of Faculties Dinner - <i>Solstice Room, Smith Restaurant</i>

TUESDAY, JUNE 13

0830-1200 h	AFPC Council of Deans Meeting - <i>La Verendrye</i>
0900-1700 h	CCAPP Board Meeting - <i>Salon A</i>
1200-1245 h	AFPC Council of Faculties and Council of Deans Lunch - <i>La Verendrye</i>
1245-1415 h	Strategic Planning Review - Council of Deans and Council of Faculties - <i>La Verendrye</i>
1300-1600 h	PEP-C Experiential Education SIG Meeting - <i>Gateway</i>
1415-1500 h	AFPC Board of Directors Meeting - <i>La Verendrye</i>
1500-1530 h	AFPC Annual Meeting - <i>La Verendrye</i>
1500-1700 h	Self Care Therapeutics and Minor Ailments SIG Meeting - <i>Tache</i>
1500-1630 h	AFPC Research Committee Meeting - <i>Salon C</i>
1530-1700 h	Educational Assessment SIG and Program Evaluation SIG Meeting - <i>La Verendrye</i>
1830-2130 h	Opening Reception - <i>Concert Hall and 7th Floor Foyer</i>

WEDNESDAY, JUNE 14

0715-0845 h	Geriatrics SIG Meeting - <i>Salon C</i>
0730-0845 h	Poster Viewing & Breakfast - <i>Grand Ballroom & Foyer, Fort Garry Place</i>
0845-0900 h	Welcome & Opening Remarks from Host Universities - <i>Grand Ballroom, Fort Garry Place</i>
0900-1000 h	Opening Session: Blank Slate? Writing the next chapter of pharmacy education
1000-1030 h	Poster Viewing & Morning Break
1030-1215 h	Faculty Updates on Teaching and Learning
1045-1215 h	AFPC - CCAPP Executive Business Meeting - <i>Suite 610, Fort Garry Hotel</i>
1200-1430 h	CCAPP Working Group Meeting - <i>Salon C, Fort Garry Hotel</i>
1215-1315 h	Poster Viewing & Lunch
1315-1355 h	AFPC Annual Business Meeting & Townhall

1400-1500 h	Concurrent SIG Session: PEP-C ExEd - Gateway/Tache	Concurrent Session: Editors Tell-All: Publishing Secrets to Get That Paper Accepted - La Verendrye
1500-1545 h	Poster Viewing / Judging & Afternoon Break	
1545-1645 h	Concurrent SIG Session: Skills Lab -Gateway/Tache	Concurrent Mini SIG Session #1,2,3 - La Verendrye
1830-2200 h	AFPC Awards Reception and Banquet - Crystal Ballroom, Fort Garry Hotel	
THURSDAY, JUNE 15		
0715-0810 h	CPA Satellite Breakfast: Addressing systemic bias and racism in therapeutic content in CPS - Grand Ballroom & Foyer, Fort Garry Place	
0715-0815 h	Poster Viewing & Breakfast	
0830-1700 h	CAPSI Council Meetings - Selkirk Room, Fort Garry Place	
0815-0910 h	Plenary: Artificial Intelligence - Impact on Pharmacy Education	
0915-1015 h	Concurrent Mini Session #4,5,6 - Gateway/Tache	Concurrent Session: Professional Identity Formation 2.0: Being Intentional in Your Curriculum - Grand Ballroom
1015-1040 h	Poster Viewing & Morning Break	
1045-1125 h	Concurrent Mini Session #7,8 - Gateway/Tache	Concurrent SIG Session: T&R part 1 - La Verendrye
1130-1210 h	Concurrent Mini Session #9,10 - Gateway/Tache	Concurrent SIG Session: T&R part 2 - La Verendrye
1215-1315 h	Poster Viewing & Lunch	
1210-1325 h	Truth and Reconciliation SIG Lunch Meeting - Salon C	
1210-1325 h	Associate Deans Academic Lunch Meeting - Broadway	
1210-1325 h	Skills Lab SIG Lunch Meeting - Salon A	
1325-1415 h	Keynote: "The Best Laid Plans..." Navigating Student Accommodations in Pharmacy Education	
1420-1500 h	Concurrent Mini Session #11,12 Gateway/Tache	Concurrent Mini Session #13,14 La Verendrye
1500-1520 h	Afternoon Break - Mezzanine, Fort Garry Hotel	
1520-1700 h	Let's Chat Breakout Sessions: Current Topics in Pharmacy Education - Broadway, Gateway, La Verendrye, Tache	Concurrent Session: Integrating Deprescribing Competencies into Pharmacy and IPE Curriculum: A 'How To' Workshop - The Club Room
1930-2300 h	Social Event: Saskatchewan & Manitoba Night - La Roca Mexican, 155 Smith St	
FRIDAY, JUNE 16		
0730-1500 h	Post-CPERC Symposium: Equity, Diversity, Inclusion and Anti-racism: Honoring our Uniqueness and Disrupting Normalcy - Provencher Ballroom, Fort Garry Hotel	
0830-1700 h	CAPSI Council Meetings - Selkirk Room, Fort Garry Place	

WELCOME FROM CO-HOST FACULTIES

On behalf of the College of Pharmacy, University of Manitoba, and the College of Pharmacy and Nutrition, University of Saskatchewan, we are so excited to welcome you to Winnipeg for the 13th annual CPERC conference. By co-hosting CPERC, we are supporting AFPC's mission of advancing pharmacy education and research in Canada and in its vision of better health for all Canadians through excellence in academic pharmacy.

With record-breaking attendance, the conference will open with a welcome reception on Tuesday evening in the Fort Garry Hotel's historic Concert Hall. On Wednesday night we look forward to celebrating with the AFPC faculty and student award winners in the elegant Crystal Ballroom. To wrap up CPERC, on Thursday there's a Saskatchewan-Manitoba fun night, with live music, at La Roca Mexican restaurant/bar.

The CPERC program is jam-packed with over 60 presenters. The opening session is a panel on writing the next chapter in pharmacy education. Their discussion will be released as part of the University of Toronto's I'm Pharmacy Podcast series. Back by popular demand are the faculty updates, with each school giving a brief presentation on innovative approaches to teaching and learning. Day 2 of CPERC 2023 includes a panel on the impact of artificial intelligence on pharmacy education and a keynote on navigating student accommodations in pharmacy education.

There are 14 mini and 10 special interest group (SIG) presentations. Other concurrent sessions are on secrets to getting papers published, professional identity formation and 4 Let's Chat breakout sessions. Be sure to take time to see the 88 poster presentations (a CPERC record) and talk to the authors about their research and innovative pharmacy education approaches. The post CPERC symposium on Friday is on equity, diversity, inclusion and anti-racism.

This year's conference program was planned by the 2023 CPERC Working Group, chaired by Christine Leong, University of Manitoba, and Courtney Charles, University of Saskatchewan. Many thanks to the Working Group members for their ideas and hard work: Roy Dobson, Saskatchewan; Ema Ferreira, Montréal; Beverly FitzPatrick, Memorial; Jill Hall, Alberta; Kaarina Kowalec, Manitoba; Ed Krol, Saskatchewan; Jason Perepelkin, Saskatchewan; Marie-Laurence Tremblay, Laval; Lavern Vercaigne, Manitoba; and Madison Wong, CAPSI student rep, Manitoba. In addition, we would like to express our sincere gratitude to AFPC staff, Janet Cooper, Executive Director, and Sara West, Executive Assistant, for their tremendous work in organizing the conference.

We trust that you will enjoy the conference, have a wonderful time reconnecting with friends and meeting new colleagues, and leave with lots of great memories and innovative ideas to take back to your faculties. We look forward to seeing you again next June in Québec City for CPERC 2024, co-hosted by Université Laval and Université de Montréal.

Sincerely from your co-host faculties,

Lalitha Raman-Wilms, Dean
University of Manitoba

Christine Leong, Co-Chair
University of Manitoba

Jane Alcorn, Dean
University of Saskatchewan

Courtney Charles, Co-Chair
University of Saskatchewan

AFPC BOARD OF DIRECTORS & COUNCIL MEMBERS

2022-2023 AFPC Board of Directors

Council of Deans:

Jane Alcorn, Vice President

College of Pharmacy and Nutrition
University of Saskatchewan

Susan Mansour, Past President

College of Pharmacy
Dalhousie University

Lalitha Raman-Wilms

College of Pharmacy
University of Manitoba

Michael Coughtrie, Treasurer

Faculty of Pharmaceutical Sciences
University of British Columbia

Anne Dionne

Faculté de pharmacie
Université Laval

Council of Faculties:

Natalie Crown, President

Leslie Dan Faculty of Pharmacy
University of Toronto

Beverly FitzPatrick

School of Pharmacy
Memorial University

Theresa Charrois

Faculty of Pharmacy & Pharmaceutical Sciences
University of Alberta

Emma Ferreira

Faculté de pharmacie
Université de Montréal

Nardine Nakhla

School of Pharmacy
University of Waterloo

Christine Landry

School of Pharmaceutical Sciences
University of Ottawa

2022-2023 AFPC Council of Deans

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University of Toronto

Simon De Denus

Université de Montréal

Shawn Bugden

Memorial University

Christine Hughes

University of Alberta

Susan Mansour

Dalhousie University

Michael Coughtrie

University of British Columbia

Jane Alcorn

University of Saskatchewan

Lalitha Raman-Wilms

University of Manitoba

Anne Dionne

Université Laval

Andrea Edginton, Vice Chair

University of Waterloo

Daniel Figeys

University of Ottawa

2022-2023 AFPC Council of Faculties

Christine Leong, Chair
University of Manitoba

Theresa Charrois, Vice Chair
University of Alberta

Nardine Nakhla
University of Waterloo

Heidi Framp
Dalhousie University

Courtney Charles
University of Saskatchewan

Ema Ferreira
Université de Montréal

Kerry Wilbur
University of British Columbia

Natalie Crown
University of Toronto

Marie-Laurence Tremblay
Université Laval

Beverly FitzPatrick
Memorial University

Christine Landry
University of Ottawa

AFPC 2023-2023 COMMITTEE and SIG CHAIRS

2022-2023 AFPC Standing Committee Chairs

Education
Beverly FitzPatrick
Memorial University

Awards
Brett Barrett
University of Waterloo

Nominations
Christine Leong
University of Manitoba

Research
Jill Hall
University of Alberta

2022-2023 AFPC Special Interest Group (SIG) & Working Group Chairs

Educational Assessment SIG
Ken Cor
University of Alberta

Geriatrics SIG (new)
Cheryl A. Sadowski, Co-chair
University of Alberta

Louise Papillon-Ferland, Co-chair
Université de Montréal

Informatics SIG
Lisa Bishop
Memorial University

Medicinal Chemistry SIG
Ed Krol
University of Saskatchewan

PEP-C Experiential Education SIG
Ron Eros
University of Manitoba

Program Evaluation SIG
Robert Renaud
University of Manitoba

Self-Care Therapeutics & Minor Ailments SIG
Drena Dunford
University of Manitoba

Skills Lab SIG
Sheila Ng
University of Manitoba

Truth and Reconciliation SIG

Jaris Swidrovich, Co-chair
University of Saskatchewan

Elaine Lillie, Co-chair
University of Waterloo

AFPC Opioid Working Group

Beth Sproule
University of Toronto

Academic Electronic Health Record Working Group (aEHR)

Janet Cooper, Co-chair
AFPC Executive Director

Jason Min, Co-chair
University of British Columbia

CPERC 2023 WORKING GROUP MEMBERS

Christine Leong, Co-Chair
Chair, AFPC Council of Faculties
University of Manitoba

Courtney Charles, Co-Chair
University of Saskatchewan

Beverly FitzPatrick, AFPC Education Committee
Chair
Memorial University

Jill Hall, AFPC Research Committee Chair
University of Alberta

Lavern Vercaigne, Co-host faculty rep
University of Manitoba

Kaarina Kowalec, Co-host faculty rep
University of Manitoba

Roy Dobson, Co-host faculty rep
University of Saskatchewan

Ed Krol, Co-host faculty rep
University of Saskatchewan

Jason Perepelkin, Co-host faculty rep
University of Saskatchewan

Marie-Laurence Tremblay, CPERC 2024 rep
Université Laval

Ema Ferreira, CPERC 2024 rep
Université de Montréal

Madison Wong, CAPSI student rep
University of Manitoba

Janet Cooper, Executive Director
Association of Faculties of Pharmacy

Sara West, Executive Assistant
Association of Faculties of Pharmacy

PROGRAM - SESSION DESCRIPTIONS

Fort Garry Hotel & Fort Garry Place, Winnipeg, MB | June 13-16, 2023

MONDAY, JUNE 12	
0900-1700 h	<p>Business Meetings</p> <ul style="list-style-type: none"> – 0900-1700 h: AFPC Council of Faculties (<i>Salon A</i>) – 1400-1700 h: CCAPP Executive Committee (<i>Salon C</i>)
TUESDAY, JUNE 13	
0830-1700 h	<p>Business Meetings</p> <ul style="list-style-type: none"> – 0830-1200 h: AFPC Council of Deans (<i>La Verendrye</i>) – 0900-1700 h: CCAPP Board Meeting (<i>Salon A</i>) – 1200-1245 h: AFPC Council of Faculties and Council of Deans Lunch (<i>La Verendrye</i>) – 1245-1415 h: AFPC Strategic Plan Review – Council of Deans and Council of Faculties (<i>La Verendrye</i>) – 1300-1600 h: PEP-C Experiential Education SIG (<i>Gateway</i>) – 1415-1500 h: AFPC Board of Directors (<i>La Verendrye</i>) – 1500-1530 h: AFPC Annual Meeting of Voting Members (<i>La Verendrye</i>) – 1500-1700 h: Self Care Therapeutics and Minor Ailments SIG (<i>Tache</i>) – 1500-1630 h: AFPC Research Committee (<i>Salon C</i>) – 1530-1700 h: Educational Assessment SIG and Program Evaluation SIG (<i>La Verendrye</i>) – 1530-1830 h: Poster Setup & Registration Desk (<i>Fort Garry Hotel - Lobby</i>)
1830-2130 h <i>Fort Garry Hotel: Concert Hall & Logia, 7th floor</i>	<p>Opening Reception</p> <p>Reconnect with your friends and colleagues from across Canada in the elegant, century-old Fort Garry Hotel Concert Hall and Logia. A generous array of appetizers and snacks, including a Prairie station with perogies and sausages, will be served.</p>
WEDNESDAY, JUNE 14	
0715-0845 h	<p>Business Meeting</p> <ul style="list-style-type: none"> – Geriatrics SIG Meeting (<i>Salon C</i>)
0730-0845 h <i>Fort Garry Place: Grand Ballroom & Foyer</i>	<p>Poster Viewing & Breakfast</p> <p>88 posters are being presented at CPERC under 4 categories: Pharmacy Education Initiative (x 40); Pharmacy Practice Research (x 27); Pharmaceutical Science Research (x 5); Teaching and Learning Research / Scholarship (x 16). Under the e-Poster tab on the delegate portal, you can see the abstract, a PDF of the poster (if posted by authors) and chat with the authors.</p>
0845-0900 h <i>Fort Garry Place: Grand Ballroom</i>	<p>Welcome & Opening Remarks from Host Universities</p> <p><i>Lalitha Raman-Wilms, University of Manitoba</i> <i>Jane Alcorn, University of Saskatchewan</i></p>

<p>0900-1000 h</p> <p>Fort Garry Place: Grand Ballroom</p>	<p>Opening Session</p> <p>Blank Slate? Writing the Next Chapter of Pharmacy Education</p> <p>Panel and live recording of University of Toronto's <i>I'm Pharmacy Podcast</i></p> <p><i>Host:</i></p> <p><i>Mina Tadrous, University of Toronto</i></p> <p><i>Panelists:</i></p> <p><i>Natalie Kennie-Kaulbach, Dalhousie University</i></p> <p><i>Sandra Jarvis-Sellinger, University of British Columbia</i></p> <p><i>Taylor Raiche, University of Saskatchewan</i></p> <p><i>Lalitha Raman-Wilms, University of Manitoba</i></p> <p>Pharmacy is having a moment – a moment 50 years in the making. But is pharmacy education keeping up? What is a pharmacist and how should we be shaping pharmacy education today to empower current and future pharmacists to reach their full potential? This pan-Canadian panel session and live recording of the University of Toronto's <i>I'm Pharmacy Podcast</i> will explore these important questions at this pivotal time for pharmacy.</p>
<p>1000-1030 h</p> <p>Fort Garry Place: Grand Ballroom & Foyer</p>	<p>Poster Viewing & Morning Break</p> <p>88 posters are being presented at CPERC under 4 categories: Pharmacy Education Initiative; Pharmacy Practice Research; Pharmaceutical Science Research; Teaching and Learning Research / Scholarship.</p>
<p>1030-1215 h</p> <p>Fort Garry Place: Grand Ballroom</p>	<p>Faculty Updates on Teaching and Learning</p> <p>Curriculum Updates</p> <ol style="list-style-type: none"> <p>Université d'Ottawa: Change management strategies for the implementation of competency-based curriculum</p> <p><i>Christine Landry and Pierre Giguère</i></p> <p>The University of Ottawa will launch its new PharmD program in September 2023, featuring a competency-based curriculum with active learning and entrustable professional activities. A multi-disciplinary team created a series of 9 workshops over 5 months to prepare new faculty members, mostly clinicians, for the novel teaching and learning methods. Topics included concept maps, EPAs, and other active learning approaches. The objective is to facilitate the transition and change towards incorporating these methods in the pharmacy curriculum.</p> <p>University of Toronto: Development and implementation of a global rating scale in skills labs</p> <p><i>Naomi Steenhof</i></p> <p>For the past five years, University of Toronto Pharmacy has used a clinical checklist to assess students' performance in our upper-year skills labs. In the summer of 2022, the skills-lab faculty developed a global rating scale (GRS) to address some challenges we encountered when assessing students with the clinical checklist. We will present how we piloted the GRS in the Fall of 2022 in our skills lab and subsequently implemented the GRS in the Winter of 2023. We will report the key findings from the process including the development, piloting feedback, and implementation of the new assessment system.</p> <p>Université de Montréal: Using student feedback to begin a reflection on program transformation</p> <p><i>Ema Ferreira</i></p> <p>The PharmD program was launched in 2007 in Montreal. Between then and 2017, several relatively small changes were made to the program. In 2022, the student association wrote a white paper on its suggestions to improve the program after consulting the students from all cohorts. The report is divided in 5 distinct sections: 1. Stress, well-being, and life balance; 2. Curriculum structure; 3. Program additions to meet the pharmacy</p>

profession needs; 4. Equity, diversity, and inclusion; 5. A 5-year program. The faculty update will present the program direction reflections on the report and discuss plans for its program transformation.

4. Université Laval: Increasing the size of our cohorts to address labour shortage: how many, how much and how?

Chantale Simard

As a response to the current labour shortage in the field of pharmacy, numerous stakeholders have put forth pressing demands to increase the number of pharmacy students per cohort. However, this task presents multiple challenges, such as financial, human, and material resource limitations. In this session, we aim to present an overview of our plan to expand our cohort size while balancing the available resources.

Program Delivery Updates:

5. Dalhousie University: Making the critical [appraisal] switch to blended learning in PHAR1011

Jennifer Isenor

The first installment of the five term Critical Appraisal Series at Dalhousie's College of Pharmacy introduces concepts of evidence-based practice, critical appraisal, and critical thinking with a focus on effectively finding and using credible drug and health information resources. The forced switch to online learning during the pandemic provided the opportunity to explore interactive, asynchronous ways to teach the course. We will share an update on the success of the online approach that has led to the formal application and approval of the course to move from an in-person lecture-based course with blended components to a hybrid learning model.

6. University of Saskatchewan: Moving from "I practice" to "We practice": Enhancing interprofessional collaboration during experiential learning rotations

Erin Yakiwchuk

Interprofessional collaboration for pharmacy students is essential. However, this can be challenging to facilitate in experiential rotation settings. In the field, learners benefit from peer connection and support with collaboration. The Interprofessional Experiential Education Consortium created well-resourced, just-in-time modules relevant to caring with older adults e.g., medications, nutrition and health of persons living in residential care settings, palliative approach to care, antipsychotic medications and dementia. With minimal preceptor involvement needed, learners can participate from everywhere. This approach supports learners to develop a better understanding of the backgrounds and disciplines of their interprofessional team members to facilitate productive interprofessional collaboration.

7. University of British Columbia: Simulation stethoscopes and standardized patients

Fong Chan

With the rapid changing landscape in BC as we return to in-person teaching and the introduction of prescribing for minor ailments, the ability for pharmacists to conduct physical assessment is at the forefront of practice. In this session, we will discuss our experience using simulation stethoscopes with standardized patients. The use of simulation stethoscopes paired with standardized patients provides opportunities for our students to conduct physical assessment and identify authentic physical exam findings while practicing communication and bedside manners with a live person.

8. University of Manitoba: Designing a novel interprofessional and inter-university education session for healthcare trainees to improve interprofessional practice

Heather MacPhee and Linnéa Hodge

Interprofessional education is widely acknowledged as critical for training clinicians, however logistical challenges often interfere with its implementation. In this presentation, we will describe the instructional design and implementation of content about swallowing disorders, medication delivery, and the role of health care professionals for speech-language pathology and pharmacy students. We will also describe the procedures developed to enable students in different health professional programs in different geographic regions within the same country to learn about each other's professions and apply this knowledge to optimize outcomes for patients.

EDIA & New Initiatives:

9. University of Alberta: Dermatological care for patients with skin of colour

Ravina Sanghera

Canada, and the rest of the world, are becoming increasingly diverse and multicultural with changing patterns of immigration and transmigration. Knowledge gaps in the presentation and treatment of dermatological conditions in skin of colour patients persist, where 50% of dermatologists report inadequate training for skin conditions in patients of colour, potentially leading to delayed treatments or misdiagnosis. Key curricular changes in dermatology education can impact a pharmacy students' medical experiences and abilities to provide equitable and inclusive dermatological care to our diverse group of patients. The Faculty of Pharmacy and Pharmaceutical Sciences has taken steps to diversify lecture content, case studies and skills lab experiences to enhance the skill set of students to provide dermatological care to patients with skin of colour. In this session, an overview of curricular content, sample case work and physical assessment activities will be presented that support the initiative of mitigating disparities in dermatological care.

10. University of Waterloo: Development of a new culturally safe patient care course

Cynthia Richard

In September of this year, Waterloo's School of Pharmacy will offer a new course, Culturally Safe Patient Care. The course will focus on providing care to equity-deserving groups with a focus on Indigenous patients. Pharmacy is engaging in a collaborative process with a newly formed group at University of Waterloo with specific expertise in Indigenous knowledges and anti-racist pedagogies. The course will be a hybrid offering with both online and in-person components and anticipated reliance on first-person patient and practitioner narratives.

11. Memorial University: The intertwining of poetry and pharmacy education

Beverly FitzPatrick

In pharmacy education we emphasize cognitive learning as students develop their medication expertise to become care providers. But, it is essential that we also honor the development of social and aesthetic sensibilities as students learn to care and provide care. The cognitive and affective domains should be seen as inseparable in learning. Too often, postsecondary programs ignore aesthetic development in favor of preparing students for the workplace, a neoliberal stance that receives criticism from scholars who consider creative thinking foundational for developing the caring part of our identities. This poetic snippet will "fuse the cognitive and affective elements of consciousness—sensations, images, feelings, ideas—into personally lived-through poems" (Rosenblatt, 1980/2005, p. 98).

1215-1315 h

Fort Garry Place:
Grand Ballroom &
Foyer

Poster Viewing & Lunch

88 posters are being presented at CPERC under 4 categories: Pharmacy Education Initiative; Pharmacy Practice Research; Pharmaceutical Science Research; Teaching and Learning Research / Scholarship.

1315-1355 h

Fort Garry Place:
Grand Ballroom

AFPC Annual Business Meeting & Townhall

AFPC President: Natalie Crown, University of Toronto

AFPC Vice President: Jane Alcorn, University of Saskatchewan

AFPC Executive Director: Janet Cooper

AFPC will present an association update and highlights of AFPC's initiatives since we last met in St. John's for CPERC 2022. A dialogue with members will follow.

<p>1400-1500 h</p> <p><i>Fort Garry Hotel: Gateway / Tache Room</i></p>	<p>Concurrent SIG Session</p> <p>AFPC Experiential Education (PEP-C) Special Interest Group</p> <ol style="list-style-type: none"> <p>1. Implementation and evaluation of experiential site outreach visits</p> <p><i>Debbie Kwan, University of Toronto</i></p> <p><i>Marcia McLean, University of Toronto</i></p> <p>This session will describe the design, implementation and evaluation of our Experiential Site Outreach Visits Program. Faculty and preceptor perspectives on the perceived value of the visits and recommendations for continual improvement will be presented.</p> <p>2. Critical events shaping pharmacy student professional identity formation in introductory pharmacy practice experiences</p> <p><i>Natalie Kennie-Kaulbach, Dalhousie University</i></p> <p>Experiential learning plays a fundamental role in supporting students' Professional Identity Formation (PIF), yet there is a gap in understanding of critical events that influence pharmacy student PIF during experiential learning placements. This session will present findings from a qualitative study using narrative inquiry to explore critical events that shape pharmacy students' PIF during introductory experiential learning in community and hospital settings. Key learnings from this study help to inform faculty or preceptor led debriefings to further support PIF.</p> <p>3. Preparing students in a bridging PharmD program for advanced pharmacy practice experiences (APPE)</p> <p><i>Karen Cameron, University of Toronto</i></p> <p><i>Kathy Vu, University of Toronto</i></p> <p>Learners in PharmD bridging programs have diverse practice experience, educational background and are geographically diverse. The diversity is enriching but poses challenges with experiential education. We developed a mandatory non-credit course to help prepare learners for their first APPE rotation. This session will take you through the development of the pre-APPE course and highlight the results of the course evaluation.</p>
<p>1400-1500 h</p> <p><i>Fort Garry Hotel: La Verendrye Room</i></p>	<p>Concurrent Session</p> <p>Editors Tell-All: Publishing Secrets to Get That Paper Accepted</p> <p><i>Moderator:</i></p> <p><i>Kyle Wilby, Dalhousie University</i></p> <p><i>Panelists:</i></p> <p><i>Teri Charrois, University of Alberta</i></p> <p><i>Kerry Wilbur, University of British Columbia</i></p> <p><i>Jason Perepelkin, University of Saskatchewan</i></p> <p>This session will take participants on a 'behind the scenes' journey to explore the publishing process, while providing practical strategies to help move papers past the editor's desk, into peer review, and eventually 'early online'! Speakers will use their own work and experiences to highlight common but important 'offences' that result in those dreaded rejection emails. Speakers will discuss critical topics such as why 'first of its kind' papers fail to impress, what makes a paper a 'tired trope' in pharmacy education or practice, and how to avoid the 'so what?' factor with meaningful data collection and analysis.</p>
<p>1500-1545 h</p> <p><i>Fort Garry Place: Grand Ballroom & Foyer</i></p>	<p>Poster Viewing / Judging & Afternoon Break</p> <p>88 posters are being presented at CPERC under 4 categories: Pharmacy Education Initiative; Pharmacy Practice Research; Pharmaceutical Science Research; Teaching and Learning Research / Scholarship.</p> <p>Judging of poster presentations will be done during the afternoon break for the Whit Matthews Student Poster Awards (28 undergraduate and graduate students competing) and the Educational Scholarship Poster Award (top 5 submissions).</p>

<p>1545-1645 h</p> <p>Fort Garry Hotel: Gateway / Tache Room</p>	<p>Concurrent Session</p> <p>AFPC Skills Lab Special Interest Group</p> <ol style="list-style-type: none"> <p>1. Virtual simulation in skills labs: Developing a Canadian version of MyDispense</p> <p><i>Francis Richard, Université de Montréal</i></p> <p>MyDispense is an open-source cloud software for virtual simulation in pharmacy, including validation, dispensing and OTC exercises, used in more than 200 universities worldwide. The Université de Montréal is the first Canadian faculty to integrate it in the PharmD curriculum. This presentation will cover the development plan, including the creation of patient cases, adaptation to the French-Canadian environment and implementation in the skills labs.</p> <p>2. Assessment of social determinants of health: Implementation and evaluation of a skills lab activity for pharmacy students</p> <p><i>Rene Breault, University of Alberta</i></p> <p>This session will briefly review how social determinants of health affect patient outcomes and describe the design, development, delivery and evaluation of an activity delivered to year 3 pharmacy students in a practice skills lab. Student perceptions of knowledge and skills gained as well as additional learning needs will be discussed.</p> <p>3. Physical examination in pharmacy education: Where to start, and when to stop?</p> <p><i>Marie-Laurence Tremblay, Université Laval</i></p> <p>This presentation attempts to establish a consensus around which physical exams should be performed in pharmacy, and which of these should be taught in priority in our curriculum. We will present the results of a Delphi study and confront our findings with relevant literature on physical examination for therapy management.</p>
<p>1545-1645 h</p> <p>Fort Garry Hotel: La Verendrye Room</p>	<p>Concurrent Mini Session</p> <ol style="list-style-type: none"> <p>1. Pharmacists and the environment: Creation of a novel asynchronous educational module</p> <p><i>Robert Pammett, University of British Columbia</i></p> <p>There is growing interest by pharmacy students in understanding the impacts of the healthcare industry on the environment. An educational module was developed for pharmacy students on this topic and will be integrated into a fourth year E2P course in 2023, with possible expansion into an elective course.</p> <p>2. A longitudinal, narrative case-study of interprofessional socialization among pharmacy students</p> <p><i>Natalie Kennie-Kaulbach, Dalhousie University</i></p> <p>The presentation will describe a longitudinal, narrative case study with the purpose to examine pharmacy student interprofessional identity development during professional socialization experiences in the pharmacy curriculum and at entry into practice. Study findings highlight key experiences that support interprofessional identity development and collaboration and may be helpful to inform future interprofessional education curriculum development.</p> <p>3. Pharmacy students' engagement with clinical decision making: How do they handle ambiguity and uncertainty?</p> <p><i>Teri Charrois, University of Alberta</i> <i>Naomi Steenhof, University of Toronto</i></p> <p>Acting with confidence while simultaneously remaining uncertain is very challenging for pharmacy students as they often conceptualize certainty to be a necessary precursor for action. The purpose of this educational intervention was to assess whether introducing students to ambiguous patient scenarios in a simulation setting could help students understand that uncertainty is common in clinical practice, and that clinicians can still act and make decisions even if they are uncertain.</p>

1830-2145 h

Fort Garry Hotel:
Crystal Ballroom,
7th floor

AFPC Awards Reception and Banquet

Celebrate the winners of the AFPC student and faculty awards. See the Award Winners tab on the virtual portal for the gala program and bios of the winners.

THURSDAY, JUNE 15

0715-0810 h

CPhA Satellite Breakfast

Addressing systemic bias and racism in therapeutic content in CPS

Barry Power, PharmD, Editor-in-Chief and Acting Chief Pharmacist Officer, Canadian Pharmacists Association

Clinical Editors from CPS have reviewed content to identify statements containing potential bias. We will review the process used to assess statements and the editorial policies developed to guide future development and revision of our content. Examples include statements identifying specific racial or ethnic groups as high risk for conditions or complications, statements about different responses to medications based on race and inclusion of images to better reflect the diversity of skin tones seen in day-to-day practice.

0830-1700 h

Business Meeting

– CAPSI Council (*Selkirk Room, Fort Garry Place*)

0815-0910 h

Fort Garry Place:
Grand Ballroom

Plenary

Artificial Intelligence - Impact on Pharmacy Education

Moderator:

Roy Dobson, University of Saskatchewan

Panelists:

Lisa Guirguis, University of Alberta

Jeff Nagge, University of Waterloo

Brenda Stoesz, University of Manitoba

Lavern Vercaigne, University of Manitoba

This plenary is designed to provide an overview of the potential uses and impact of new AI technologies in pharmacy education. A panel of educators representing various levels of experience with AI technology will provide their individual perspectives, as well as demonstrations of the application of these technologies in an educational setting. Following individual presentations, the panel members will engage in an in-depth discussion with one another, as well as answering questions from the audience.

0915-1015 h

Fort Garry Hotel:
Gateway / Tache
Room

Concurrent Mini Session

4. Evidence-based data for the use of newly approved medications in older adults: A descriptive analysis from clinical trials to product monographs

Caroline Sirois, Université Laval

We searched monographs and clinical trials of medications newly marketed in Canada to assess the quality of evidence for the treatment of older adults. A quarter of the 195 monographs reported a lack of information for use in older adults, and less than half provided conclusive data in the case of renal or hepatic impairment. Of the 373 studies related to 30 medications often used in geriatrics, only a quarter included a significant proportion of older adults, making it difficult to implement evidence-based clinical practice.

5. Beyond injection technique: Equipping pharmacy students with knowledge and skills to improve vaccination experiences

Natalie Crown, University of Toronto

As pharmacists begin vaccinating younger clients and immunizations services expand, students require additional training on evidence-based methods to improve vaccination experiences. In an iterative step-wised

	<p>approach over three years, we expanded our injections training at the University of Toronto to incorporate new approaches on building vaccine trust and improving immunizations experiences by reducing immunization stress responses, including incorporating the CARD (Comfort, A-Ask, R-Relax, D-Distract) system. We developed new instructional content, assessments and a co-curricular experiential opportunity in campus-based vaccine clinics.</p> <p>6. Stakeholder value of real-time medication intake monitoring: A qualitative analysis</p> <p><i>Sadaf Faisal, University of Waterloo</i></p> <p>Smart medication adherence products offer the potential for improving adherence by providing clinicians with real-time monitoring of medication intake. In this presentation, we will detail the value different stakeholders, such as clinicians, patients, caregivers and insurance providers place on the availability of this data based on Schwartz's value theory.</p>
<p>0915-1015 h</p> <p>Fort Garry Place: Grand Ballroom</p>	<p>Concurrent Session</p> <p>Professional Identity Formation 2.0: Being Intentional in Your Curriculum</p> <p><i>Facilitators:</i></p> <p><i>Teri Charrois, University of Alberta</i></p> <p><i>Jill Hall, University of Alberta</i></p> <p><i>Natalie Kennie-Kaulbach, Dalhousie University</i></p> <p>This session is designed to be both interactive and informative and builds from CPERC 2022's Professional Identity Formation in Pharmacy: Why should we care and what can we do? Presenters will share examples of intentional curricular approaches for supporting students' professional identity formation (PIF). Participants will identify existing curricular activities that support PIF and will collaborate in streams (e.g., practice skills, sciences, behavioural/social/admin, therapeutics, experiential) to brainstorm how to further refine existing and/or build intentional activities in their own curricula.</p>
<p>1015-1045 h</p> <p>Fort Garry Place: Grand Ballroom & Foyer</p>	<p>Poster Viewing & Morning Break</p> <p>88 posters are being presented at CPERC under 4 categories: Pharmacy Education Initiative; Pharmacy Practice Research; Pharmaceutical Science Research; Teaching and Learning Research / Scholarship.</p>
<p>1045-1125 h</p> <p>Fort Garry Hotel: Gateway / Tache Room</p>	<p>Concurrent Mini Session</p> <p>7. Challenging the purpose, functions and values of grading systems</p> <p><i>Gilles Leclerc, Université de Montréal</i></p> <p>Grading is a pervasive process in education. Seeking to understand the rationale of grading systems as well as latent assumptions about them is fundamental. This presentation will discuss methodology used, steps taken and challenges encountered to give (some) meaning back to grading.</p> <p>8. Testing: Revisiting best practices through the lens of cognitive load theory</p> <p><i>Gilles Leclerc, Université de Montréal</i></p> <p>Recent advances in cognitive psychology, particularly around cognitive load, provide new insights into item writing and test composition. This presentation will discuss the contribution of these advances to improve examination practices.</p>
<p>1045-1125 h</p> <p>Fort Garry Hotel: La Verendrye Room</p>	<p>Concurrent SIG Session</p> <p>AFPC Truth & Reconciliation Special Interest Group - Part 1</p> <p>1. Developing a framework for faculties of pharmacy to engage in truth and reconciliation</p> <p><i>Amber Ruben, University of Alberta</i></p> <p>A five-step framework has been developed to guide faculties of pharmacy in moving towards fulfilling the health-related Truth and Reconciliation Calls to Action. Progressive annual priorities provide staff, faculty and</p>

	<p>student understanding of colonization, assimilation and differences in worldview to promote anti-racist and anti-oppressive culturally safe care for Indigenous patients. This work is also expected to enhance the sense of belonging for current and prospective Indigenous students in pharmacy.</p> <p>2. Developing First Nations-specific anti-racism, cultural safety and humility pharmacy education modules</p> <p><i>Tiana Tilli, University of British Columbia</i> <i>Turner Berreth, First Nations Health Authority, BC</i></p> <p>First Nations-specific anti-racism, cultural safety and humility programs exist but pharmacy-specific modules are lacking. This session will review how two pharmacy-specific modules were developed in a respectful way and in partnership with First Nations Health Authority's Health Benefits and Services team. Attendees will have the opportunity to see how principles of relationships, storytelling and reciprocity were integrated into module development, including First Nations advisory groups and pharmacy team members advisory groups.</p>
<p>1130-1210 h</p> <p><i>Fort Garry Hotel: La Verendrye Room</i></p>	<p>Concurrent SIG Session</p> <p>AFPC Truth & Reconciliation Special Interest Group - Part 2</p> <p>3. UPROOT: The delivery of a mandatory Indigenous health and cultural safety course in pharmacy</p> <p><i>Jason Min, University of British Columbia</i></p> <p>This project provides an assessment of the first two years of a new, compulsory course on Indigenous health at UBC. Indigenous and non-Indigenous pharmacy students were evaluated, focusing on the understanding of culturally safe principles as well as their perceived comfort with Indigenous-specific clinical practices.</p> <p>4. Reconciliation by partnership: Developing a research project with Alexander First Nation</p> <p><i>Amber Ruben, University of Alberta</i> <i>Verna Arcand, Alexander First Nation</i></p> <p>Research of First Nation communities has historically been done about, rather than with the community. Community-based participatory research between a First Nation in Alberta and pharmacy practice researchers at the University of Alberta has facilitated the co-creation of a study of First Nation views of their relationships with community pharmacists. This presentation describes the essential components of collaboration as well as how challenges were overcome.</p>
<p>1130-1210 h</p> <p><i>Fort Garry Hotel: Gateway / Tache Room</i></p>	<p>Concurrent Mini Session</p> <p>9. PharmD 2.0: Stakeholder engagement in an iterative process yields revitalized curriculum</p> <p><i>Cynthia Richard, University of Waterloo</i></p> <p>Informed by survey data, curricular mapping and stakeholder input, Waterloo Pharmacy opted to examine its PharmD curriculum for ways to offer students a more cohesive experience for a dynamic practice environment. In a deliberately iterative process, feedback from instructors and other stakeholders was used to propose a renewed curriculum that included new courses in pharmacy management, leadership and culturally safe patient care; merging of courses with overlapping content related to health systems; reduced elective weight; concentration of institutional course material in a third year term; and revised fourth year structure that allowed the inclusion of "flex weeks" and academic periods interspersed between clinical rotations. This overview of the curricular renewal process will provide a roadmap for other institutions looking to reinvigorate their programs.</p> <p>10. Feeling the burn: A qualitative study on the precepting perceptions of pharmacists in a tertiary care site</p> <p><i>Michelle MacDonald, University of Alberta</i></p> <p>Identifying and understanding pharmacist's perceptions and experiences with precepting is important in order to mitigate the precepting strain, fatigue and burnout and also help to foster positive experiences. Collaborating together with practice site pharmacy leadership team, faculty liaisons and pharmacist preceptors led to identifying an action plan with solutions and strategies to</p>

	better support preceptors and the learning experiences.
1210-1325 h <i>Fort Garry Place: Grand Ballroom & Foyer</i>	Lunch
1210-1325 h	Business Meetings <ul style="list-style-type: none"> – Associate Deans Academic/Curriculum (<i>Broadway</i>) – Skills Lab SIG (<i>Salon A</i>) – Truth and Reconciliation SIG (<i>Salon C</i>)
1325-1415 h <i>Fort Garry Place: Grand Ballroom</i>	Keynote "The Best Laid Plans..." Navigating Student Accommodations in Pharmacy Education <i>Presenters:</i> <i>Jason Perepelkin, University of Saskatchewan</i> <i>Kaitlin Bondurant-D, CIUSSS de l'Ouest-de-l'Île-de-Montréal (Douglas Mental Health University Institute & St-Mary's Hospital)</i> <p>Student accommodations help ensure equal opportunities and access to education and come in many shapes and sizes. In this keynote presentation, the audience will hear from a practicing pharmacist, who will discuss their personal experiences of accommodations during their academic and professional careers. They will share concrete examples and experiential knowledge, with, at times, a pharmacist's eye towards evidence-based practice. The discussion will centre on questions such as: How did they and their university determine needs? Were there unexpected outcomes? How did they prepare for internships and overcome challenges? What were the red herrings? The speakers hope to provide candor, insight and guidance for the pharmacy education community, while also emphasizing the importance of maintaining inclusive and accessible learning environments.</p> <p>Kaitlin has been a pharmacist since 2017 and completed residency in 2020. She has worked as a clinical pharmacist on both surgical and geriatric units at Montreal's Hôpital Notre-Dame and the Institut Universitaire de Gériatrie de Montréal. Jason is an Associate Professor at the University of Saskatchewan. On top of working with students that require accommodations during their academic journey, he also had academic accommodations as an undergraduate and graduate student.</p>
1420-1500 h <i>Fort Garry Hotel: Gateway / Tache Room</i>	Concurrent Mini Session 11. Optimizing our skills lab to improve quality of learning <i>Claude Mailhot, Université de Montréal</i> <p>A working group analyzed how to enhance skills lab experience to fully develop students' abilities and competencies needed for practicing new activities entrusted by pharmacy regulations. Steps toward the development of a new simulation and virtual reality center will be discussed.</p> 12. Skills-based semi-immersive virtual reality (SIVR) scenarios in community pharmacy to support experiential learning <i>Claude Deganaïs, Université de Montréal</i> <p>We explored the utility of skills-based semi-immersive virtual reality (SIVR) scenarios in community pharmacy to support experiential learning. This approach requires a significant investment upfront but then becomes much less resource-intensive than practice laboratories, while still exposing students to credible real-life situations and generating significant engagement. It may serve as a bridge between the classroom, the practice laboratory and the clinical rotation.</p>

1420-1500 h

Fort Garry Hotel:
La Verendrye
Room

Concurrent Mini Session

13. PRIDE-RX progress updates: Navigating the straights and narrow of higher education

Tristan Lai, University of British Columbia

Alex Tang, University of British Columbia

Join us to learn about the current progress on the development and implementation of a SOGIE-inclusive pharmacy curriculum. This session will describe the progress made at the UBC Faculty of Pharmaceutical Sciences in integrating 2SLGBTQ+ content in pharmacy education by leading changes to the Entry-to-Practice Doctor of Pharmacy curriculum. Learn about the evaluation data and future plans for the PRIDE-RX initiative, which will shape the future of inclusive pharmacy education.

14. Inclusive leadership: Multi-perspective "deliberative dialogues" in a leadership class

Patricia Gerber, University of British Columbia

We will share our experience using deliberative dialogues involving pharmacists from marginalized populations to enhance student understanding of inclusivity as a critical element in the workplace and in leadership.

1500-1520 h

Fort Garry Hotel:
mezzanine level

Afternoon Break

1520-1700 h

Fort Garry Hotel:

Session 1:
Broadway Room
(lobby level)

Session 2:
Gateway Room

Session 3:
La Verendrye
Room

Session 4:
Tache Room

Let's Chat Breakout Sessions

Current Topics in Pharmacy Education

(30-minute sessions; delegates attend 3 of 4)

Join us for a chat! Our former "Round-table Discussions" have been updated to a new format we have affectionately titled "Let's Chat Sessions". These sessions will provide the opportunity for participants to dialogue, network and collaborate. Participants are encouraged to share ideas, pose questions and learn about what others are doing and thinking.

How does it work? All 4 sessions will run concurrently and repeat at 30-minute intervals. Facilitators will be present and remain consistent in each meeting room to help prompt and guide the discussions of each group of attendees that rotate through. Each room will have a limited number of seats per session to allow for a lively discussion. No sign-up will be required, and conference attendees will have the opportunity to attend any 3 of the planned sessions they consider most relevant to their teaching.

1. How to declutter our curricula

(Broadway)

Facilitators:

Jill Hall, University of Alberta

Cynthia Richard, University of Waterloo

The role of pharmacists has continually evolved and pharmacy education has expanded to meet these needs. The purpose of this chat is to reflect on curricular inefficiencies (i.e., hoarding) within the pharmacy curriculum to ensure content and skills (e.g., critical thinking, self-directed learning) taught are relevant to current and future pharmacy practice.

2. Student accommodations

(Gateway)

Facilitators:

Ema Ferreira, Université de Montréal

Lavern Vercaigne, University of Manitoba

Academic accommodations aim to provide equal access to learning and services for students experiencing a disability-related barrier in demonstrating their knowledge and skills without interfering with the ability to appropriately assess the learning outcomes of the course or program. The purpose of this chat is to reflect on

how academic accommodations have been applied and relate to the pharmacy program, and to share any positive or challenging experiences with academic accommodations.

3. Artificial intelligence in pharmacy education

(La Verendrye)

Facilitators:

Lisa Guirguis, University of Alberta

Jeff Nagge, University of Waterloo

ChatGPT is a large natural language processing tool launched that has the capability to understand and produce large texts, including essays. The purpose of this chat is to discuss the potential benefits and drawbacks/risks of ChatGPT within pharmacy education and explore how ChatGPT could be integrated into the pharmacy program.

4. Gaps between academia and practice

(Tache)

Facilitators:

Courtney Charles, University of Saskatchewan

Teri Charrois, University of Alberta

The purpose of this chat is to discuss the opportunities and challenges related to what is taught within the pharmacy program and the realities of pharmacy practice that practicing pharmacists often face. Participants will also explore strategies to help bridge this gap.

1520-1700 h

Fort Garry Hotel:
Club Room (lower level)

Concurrent Session

Integrating Deprescribing Competencies into Pharmacy and IPE Curriculum: A 'How To' Workshop

Facilitators:

Barbara Farrell, Bruyere Research Institute, University of Ottawa

Lalitha Raman-Wilms, University of Manitoba

Cheryl Sadowski, University of Alberta

Jennifer Isenor, Dalhousie University

This 100-minute interactive workshop will include the development of an action plan to incorporate deprescribing competencies within pharmacy and IPE curriculum and will focus on identifying curricular gaps, determining curricular content and considering strategies to teach and assess deprescribing. Those involved in therapeutics education, skills labs, experiential teaching and curriculum administrators will be interested. Registrants can access the published curriculum manuscript [here](#), review in advance, bring relevant course outlines/materials and come prepared to work in small groups to share strategies. Participants will be able to: 1) explain deprescribing competencies and related knowledge and skill requirements; and 2) develop a plan to integrate deprescribing components into the curriculum.

1930-2300 h

La Roca Mexican Restaurant, 115 Smith St.

Social Event: Saskatchewan & Manitoba Night

Unwind after 2 busy days of CPERC sessions with your friends and colleagues for a festive Mexican night. There will be live music and dinner is included. All delegates welcome!

FRIDAY, JUNE 16

0830-1700 h	<p>Business Meetings</p> <ul style="list-style-type: none"> – CAPSI Council (<i>Selkirk Room, Fort Garry Place</i>)
<p>0730-1500 h</p> <p><i>Fort Garry Hotel: Provencher Room</i></p>	<p>CPERC Symposium</p> <p>Equity, Diversity, Inclusion and Anti-racism: Honoring our Uniqueness and Disrupting Normalcy</p> <p>This symposium will provide an opportunity to increase our understandings about equity, diversity, inclusion and anti-racism. We offer a welcoming environment where a safe space for learning will be pivotal to our discussions about the centrality of EDI-AR in pharmacy education. Whether you are relatively new to teaching or have taught for many years, this symposium will be beneficial. You will have the opportunity to engage with pharmacy educators from across Canada to expand your knowledge of inclusive teaching practices as an integral part of your pedagogical thinking and learning environment.</p>
0730-0815 h	Breakfast
0815-0845 h	<p>Welcome: Setting the stage</p> <p><i>Lalitha Raman-Wilms, University of Manitoba</i> <i>Beverly FitzPatrick, Memorial University</i></p>
0845-0945 h	<p>Conceptual thinking and language for antiracism</p> <p><i>Courtney Charles, University of Saskatchewan</i> <i>Hye Ji (Jay) Kim, University of Saskatchewan</i></p>
0945-1000 h	Break
1000-1130 h	<p>Panel: How do you lead the way?</p> <p><i>Moderator:</i> <i>Kyle Wilby, Dalhousie University</i></p> <p><i>Panelists:</i> <i>Afomia Gebre, Childrens Hospital of Eastern Ontario (CHEO)</i> <i>Jackie Gruber, British Columbia Institute of Technology</i> <i>Jerry Maniate, Equity in Health Systems Lab (EqHS)</i></p>
1130-1230 h	<p>Walking Together: Creating a supportive space for reflection, learning, dialogue and action (Equity in Health Systems Lab)</p> <p><i>Cassandra Barber, Equity in Health Systems Lab (EqHS)</i> <i>Jerry Maniate, Equity in Health Systems Lab (EqHS)</i></p>
1230-1315 h	Lunch
1315-1430 h	<p>Classroom practices: Bringing authenticity and inclusivity to our teaching</p> <p><i>Afomia Gebre, Childrens Hospital of Eastern Ontario (CHEO)</i> <i>Courtney Charles, University of Saskatchewan</i> <i>Kyle Wilby, Dalhousie University</i></p>
1430-1500 h	<p>Reflective activity and wrap-up</p> <p><i>Beverly FitzPatrick, Memorial University</i></p>

AFPC 2023 Award Winners

STUDENT AWARDS

AFPC / Council for Continuing Pharmaceutical Education Graduate Student Research Award

Purpose: To recognize the best research paper written by a graduate student, and accepted for publication or published, during the calendar year preceding the AFPC annual meeting.

Sepideh Soukhtehzari, University of British Columbia

AFPC / Canadian Foundation for Pharmacy Graduate Student Award for Pharmacy Practice Research

Purpose: To recognize the best pharmacy practice research paper by a graduate student, published or accepted for publication during the year preceding the AFPC annual meeting.

Danielle Nagy, University of Alberta

AFPC / Council for Continuing Pharmaceutical Education Student Research Poster Award

Purpose: To stimulate and foster the development of research programs and research skills, in all areas of pharmacy, by undergraduate and graduate students (3 national awards).

Erin Chung, University of Toronto

Jennifer Einarson, University of Manitoba

Sneha Singh, University of British Columbia

AFPC / CCPE Whit Matthews Undergraduate and Graduate Student Poster Awards

Purpose: To recognize the best undergraduate and graduate student posters presented at the annual AFPC conference (judged at CPERC).

Randilynne Urslak, University of Waterloo

Courtney Lawrence, University of Manitoba

FACULTY AWARDS

AFPC New Investigator Research Award

Purpose: To recognize outstanding research achievements and contributions of the junior members of the academic staff of faculties, colleges or schools of pharmacy in Canada.

Davide Brambilla, Université de Montréal

AFPC Award for Innovation in Education

Purpose: To recognize the development of a significant innovation in teaching, learning and/or assessment that has been implemented and evaluated by members of the academic staff and are currently in place and operating within a faculty, college or school of pharmacy within Canada.

Marie-Laurence Tremblay, Université Laval

AFPC / Pharmacy Examining Board of Canada Award for Excellence in Research or Innovation in Assessment of Competence

Purpose: To forge external partnerships and give recognition of support for PEBC. To recognize excellence in the area of assessment of competence in the field of pharmacy.

Janice Yeung, University of British Columbia

AFPC Educational Scholarship Poster Award

Purpose: To recognize the best innovative and effective educational scholarship poster presented by a faculty member at the AFPC annual conference (judged at CPERC).

Kerry Wilbur, University of British Columbia

AFPC Research Career Award

Purpose: To stimulate and foster the development of research programs in all areas of pharmacy by recognizing research excellence of members of the academic staff.

Brian Rodrigues, University of British Columbia

AFPC National Award for Excellence in Education

Purpose: To recognize an academic staff member's contribution(s) to the development of major innovations in Canadian pharmacy education.

Theresa Charrois, University of Alberta

AFPC Honoured Life Membership

Purpose: to recognize an individual's outstanding contribution to AFPC at a national level, in accordance with established criteria. Honoured Life Members shall have the right to belong to AFPC as a member for their lifetime.

Tannis Jurgens, Dalhousie University

Anne Marie Whelan, Dalhousie University

AFPC & Canadian Foundation for Pharmacy Past President Awards

Natalie Crown, University of Toronto

LIST OF ORAL MINI & SIG PRESENTATION ABSTRACTS

See abstracts in the SUMMARY section under the Schedule tab for each session in the virtual portal

- M-1 Pharmacists and the environment: Creation of a novel asynchronous educational module
- M-2 A longitudinal, narrative case-study of interprofessional socialization among pharmacy students
- M-3 Pharmacy students' engagement with clinical decision making: How do they handle ambiguity and uncertainty?
- M-4 Evidence-based data for the use of newly approved medications in older adults: A descriptive analysis from clinical trials to product monographs
- M-5 Beyond injection technique: Equipping pharmacy students with knowledge and skills to improve vaccination experiences
- M-6 Stakeholder value of real-time medication intake monitoring: A qualitative analysis
- M-7 Challenging the purpose, functions and values of grading systems
- M-8 Testing: Revisiting best practices through the lens of cognitive load theory
- M-9 PharmD 2.0: Stakeholder engagement in an iterative process yields revitalized curriculum
- M-10 Feeling the burn: A qualitative study on the precepting perceptions of pharmacists in a tertiary care site
- M-11 Optimizing our skills lab to improve quality of learning
- M-12 Skills-based semi-immersive virtual reality (SIVR) scenarios in community pharmacy to support experiential learning
- M-13 PRIDE-RX progress updates: Navigating the straights and narrow of higher education
- M-14 Inclusive leadership: Multi-perspective "deliberative dialogues" in a leadership class
- SIG-1 Implementation and evaluation of experiential site outreach visits
- SIG-2 Critical events shaping pharmacy student professional identity formation in introductory pharmacy practice
- SIG-3 Preparing students in a bridging PharmD program for advanced pharmacy practice experiences (APPE)
- SIG-4 Virtual simulation in skills labs: Developing a Canadian version of MyDispense
- SIG-5 Assessment of social determinants of health: Implementation and evaluation of a skills lab activity for pharmacy students
- SIG-6 Physical examination in pharmacy education: Where to start, and when to stop?
- SIG-7 Developing a framework for faculties of pharmacy to engage in truth and reconciliation
- SIG-8 Developing First Nations-specific anti-racism, cultural safety and humility pharmacy education modules
- SIG-9 UPROOT: The delivery of a mandatory Indigenous health and cultural safety course in pharmacy
- SIG-10 Reconciliation by partnership: Developing a research project with Alexander First Nation

Canadian Pharmacy Education and Research Conference

CPERC 2023



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LIST OF POSTER PRESENTATION ABSTRACTS

Poster Presentation Categories:

PE: Pharmacy Education *PS: Pharmaceutical Science*

PP: Pharmacy Practice *T: Teaching and Learning Research / Scholarship*

- PE-1 Implementation of an academic electronic health record in patient case tutorials within an entry-to-practice PharmD program at the University of British Columbia
- PE-2 A learning structure for EDIA work
- PE-3 Steering the ship: Use of an evaluation matrix to inform quality improvement of course content of an introductory pharmacy practice experience
- PE-4 Implementation and evaluation of a drug-drug interaction decision making algorithm, TLC-Act, into pharmacy curriculum
- PE-5 Supporting the provision of care for the deaf community
- PE-6 Pharmaceutical artifacts of the Faculty of Pharmacy of the University of Montreal and an educational initiative
- PE-7 Teaching of pharmaceutical legislation at the Faculty of Pharmacy of the Université de Montréal: 18 years of experience
- PE-8 Prioritization of topics for the creation of training video for the safe handling of hazardous drugs
- PE-9 Pilot testing a virtual interactive case system innovation to support pharmacist prescribing for minor ailments
- PE-10 Post-pandemic pedagogies in academic pharmacy: Piloting a technology-enabled hybrid course design for student engagement
- PE-11 Building resources and assessments in neurology (the BRAIN Project) to optimize pharmacy student learning
- PE-12 Opioid assessment in pharmacy practice: an educational initiative for pharmacy students
- PE-13 The UPROOT Indigenous pharmacy student collegium: Creating safe spaces and scholarships for cultural learning
- PE-14 Choose your own adventure: Co-developing an online communication learning tool
- PE-15 Supporting institutional practice sites to foster a culture of precepting
- PE-16 Microlearning as a pedagogical tool in an online learning activity for PharmD students
- PE-17 Implementation of a novel and individualized online therapeutic discussion between a student and pharmacist instructor within an entry-to-practice PharmD program at the University of British Columbia
- PE-18 Conducting a validation study: Challenges and issues in selection
- PE-19 A prescription for healthy life habits among PharmD students

- PE-20 Building patient-informed medication resources for Parkinson disease
- PE-21 Frozen II: Still letting it go... Student reflections on professional identity formation as they transition to practice
- PE-22 Development, launch and evaluation of a preparatory online learning platform for students in a pharmacy bridging program for international graduates
- PE-23 Whiteness in our educational Institutions
- PE-24 Implementation of a discrimination in health care reflection assignment within program year 1 of an entry-to-practice PharmD program
- PE-25 Development and implementation of a mental calculations module within program year 1 of an entry-to-practice PharmD program
- PE-26 A new pharmacy program: Updating of skills through individualized support
- PE-27 A lower urinary tract symptoms practice laboratory for pharmacy students
- PE-28 Health advocate competency role: A gulf between instruction and practice remains
- PE-29 Incorporating injection training as a mandatory component of the pharmacy technician curriculum at Humber College
- PE-30 Evaluation of virtual immersive simulations to promote practice readiness to full scope for pharmacy and pharmacy technician students
- PE-31 Evaluation of the Queer Curriculum Advisory Committee: Co-creating a SOGIE-inclusive pharmacy curriculum through community engagement
- PE-32 Development of a microprogram for graduate pharmacists in pharmaceutical care for older adults
- PE-33 Creating an opportunity for PharmD students to participate in advocacy
- PE-34 Introducing a novel lecture on sexual and gender minority health to an advanced patient self-care course
- PE-35 Gamification in patient safety health profession education
- PE-36 Longitudinal Care: Making a follow-up case template for pharmacy students to revisit their recommendations to enhance preparation for experiential learning
- PE-37 Podcast on quality improvement and leadership for pharmacy students and early career healthcare professionals
- PE-38 Virtual reality simulation of suicide risk assessment performed by pharmacy learners
- PE-39 How to enhance paper-based cases with the aEHR: recommendations from student power-users
- PE-40 Reviewing a logic model for program evaluation of the Doctor of Pharmacy Program with program administrator and pharmacy learner
- PP-1 Importance of point-of-care testing education in the pharmacy curriculum
- PP-2 Patient and clinician's experiences with how and why prescribing cascades occur: A qualitative descriptive study
- PP-3 Cefazolin protein binding and target attainment in patients on hemodialysis

- PP-4 Adverse drug effects of vancomycin, daptomycin and ertapenem in the Winnipeg Regional Health Authority Community Intravenous Program
- PP-5 The use of statins for the primary prevention of cardiovascular disease in patients with type 2 diabetes: a quantitative benefit-risk analysis
- PP-6 Peripartum mental health and the role of the pharmacist: A scoping review
- PP-7 Evaluating standardized research definition models to describe community opioid overdoses in the primary literature
- PP-8 Impact of COVID-19 pandemic on the prescription trends of antiseizure medications
- PP-9 Treatment initiation, time-to-treatment, treatment duration and treatment discontinuation of direct-acting antivirals for hepatitis-C in Manitoba
- PP-10 Pharmacist-led teams can help taper the opioid crisis
- PP-11 Gabapentin use during pregnancy and adverse neonatal birth outcomes: a population-based cohort study
- PP-12 Antiseizure medication use in pregnancy and adverse neonatal birth outcomes: A population-based cohort study
- PP-13 Antiseizure medication safety in pregnant people for non-epilepsy conditions
- PP-14 Two Spirit People's experiences accessing and receiving care in community pharmacies
- PP-15 Exploring pharmacists' lived experiences working during the COVID-19 pandemic through Photovoice
- PP-16 Utilization trends and indications of gabapentin use during pregnancy: A population-based study
- PP-17 Patterns of antiseizure medication prescription among pregnant people: Population-based study in Canada
- PP-18 Deaf, deaf-blind and hard of hearing community needs and perceptions of pharmacy services
- PP-19 Pharmacist intervention for lower urinary tract symptoms (PILUTS): A 1-year analysis
- PP-20 Marijuana use and the risk of incident venous thromboembolism in people with HIV
- PP-21 Drug utilization patterns before and during COVID-19 pandemic in Manitoba, Canada: A population-based study
- PP-22 Respiratory drugs and antibiotics use before and during COVID-19 in asthma and COPD patients: A quasi-experimental study
- PP-23 Pharmacist-led virtual group appointments for complex health conditions with high medication burden
- PP-25 Mental health first aid (MHFA) training in community/primary care pharmacy practice: An evaluation of the value and impact of MHFA on patient care from the perspective of pharmacists
- PP-26 Rural residence is associated with a delayed trend away from sulfonylurea use for treatment intensification of type 2 diabetes
- PP-27 Facilitators and barriers to minor ailment prescribing in Ontario: Perceptions of pharmacists, physicians and patients to service implementation

- PS-1 The cellular mechanisms of amyloid-induced beta-cell death in human islets: A potential role for islet-derived extracellular vesicles
- PS-2 Pharmacological blockade of interleukin-1 beta action reduces extracellular amyloid-induced beta-cell death
- PS-3 The different prognostic significance of polysialic acid and cd56 expression in tumor cells and lymphocytes identified in breast cancer
- PS-4 Improving precision of vancomycin dosing in neonatal sepsis based on clinical outcome evaluation and population pharmacokinetics
- PS-5 Developmental changes in somatostatin and dopamine receptor subtypes during the transition from non-neuronal to terminally differentiated SH-SY5Y cells
- T-1 Promises and pitfalls of time and efficiency in pharmacy education
- T-2 Indigenous student safety in pharmacy
- T-3 The use of the patient voice in Canadian pharmacy programs
- T-4 Pharmacist prescribing for minor ailments (PPMA) in Ontario: Needs assessment of pharmacy students
- T-5 Identifying indicators of quality experiential education learning experiences and effective methods to evaluate them
- T-6 Pharmacy students' perspectives on reflecting for effective learning during practicum
- T-7 Progress toward assessing high-level thinking in objective structured clinical examinations (OSCE) in a pharmacy program
- T-8 Answering drug information requests (DIR): Resources used by pharmacy students during outpatient practicum
- T-9 Evaluation of a mandatory first-year lecture and a second-year workshop on sexual orientation, gender identity and expression
- T-10 Perceptions of pharmacy technician students of the CARD (Comfort Ask Relax Distract) system education implemented as part of vaccine injection training
- T-11 Sexual and gender minority health content in undergraduate pharmacy curricula
- T-12 Evaluating the learning impact and satisfaction with implementing the academic electronic health record in the PharmD program
- T-13 A collaborative way to gain user feedback for healthcare educational media
- T-14 Effect of group-formation principles on students' academic achievement
- T-15 Understanding practice readiness in University of Waterloo Doctor of Pharmacy students and new graduates
- T-16 The use of bonus marks as an incentive to encourage independent learning



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