Canadian Pharmacy Education and Research Conference

CPERC 2023

Association of Faculties of Pharmacy of Canada
Association des facultés de pharmacie du Canada

Co-hosted by:
University of Manitoba
University of Saskatchewan

Thank you to our CPERC sponsors

PLATINUM

CPS
The Canadian standard for drug & therapeutic content

Canadian Pharmacists Association
Association des pharmaciens du Canada

novonordisk

GOLD

Équipe de soins primaires
Team Primary Care
FORMER POUR TRANSFORMER
TRAINING FOR TRANSFORMATION

SILVER

SANDOZ A Novartis Division
SHoppers Drug Mart

BRONZE

Canada Health Infoway
Inforoute Santé du Canada
kenvue
Pfizer
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule of Business Meetings and CPERC Sessions</td>
<td>3</td>
</tr>
<tr>
<td>Welcome from Co-host Faculties</td>
<td>5</td>
</tr>
<tr>
<td>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</td>
<td>6</td>
</tr>
<tr>
<td>Detailed Program with Session Descriptions</td>
<td>9</td>
</tr>
<tr>
<td>AFPC 2023 Award Winners and Sponsors</td>
<td>22</td>
</tr>
<tr>
<td>Listing of Oral Mini &amp; SIG Presentation Abstracts</td>
<td>25</td>
</tr>
<tr>
<td>Listing of Poster Presentation Abstracts</td>
<td>26</td>
</tr>
<tr>
<td>CPERC 2024 - Québec City, June 11-14, 2024</td>
<td>30</td>
</tr>
<tr>
<td>Thanks to CPERC Sponsors</td>
<td>31</td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>MONDAY, JUNE 12</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0900-1700 h</td>
<td>AFPC Council of Faculties Meeting - Salon A</td>
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<tr>
<td>1400-1700 h</td>
<td>CCAPP Executive Meeting - Salon C</td>
</tr>
<tr>
<td>1830-2130 h</td>
<td>AFPC Council of Deans &amp; Council of Faculties Dinner - Solstice Room, Smith Restaurant</td>
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</tbody>
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<table>
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<th>TUESDAY, JUNE 13</th>
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<tr>
<td>0830-1200 h</td>
<td>AFPC Council of Deans Meeting - La Verendrye</td>
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<tr>
<td>0900-1700 h</td>
<td>CCAPP Board Meeting - Salon A</td>
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<tr>
<td>1200-1245 h</td>
<td>AFPC Council of Faculties and Council of Deans Lunch - La Verendrye</td>
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<tr>
<td>1245-1415 h</td>
<td>Strategic Planning Review - Council of Deans and Council of Faculties - La Verendrye</td>
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<tr>
<td>1300-1600 h</td>
<td>PEP-C Experiential Education SIG Meeting - Gateway</td>
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<tr>
<td>1415-1500 h</td>
<td>AFPC Board of Directors Meeting - La Verendrye</td>
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<tr>
<td>1500-1530 h</td>
<td>AFPC Annual Meeting - La Verendrye</td>
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<tr>
<td>1500-1700 h</td>
<td>Self Care Therapeutics and Minor Ailments SIG Meeting - Tache</td>
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<tr>
<td>1500-1630 h</td>
<td>AFPC Research Committee Meeting - Salon C</td>
</tr>
<tr>
<td>1530-1700 h</td>
<td>Educational Assessment SIG and Program Evaluation SIG Meeting - La Verendrye</td>
</tr>
<tr>
<td>1830-2130 h</td>
<td>Opening Reception - Concert Hall and 7th Floor Foyer</td>
</tr>
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<thead>
<tr>
<th>WEDNESDAY, JUNE 14</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>0715-0845 h</td>
<td>Geriatrics SIG Meeting - Salon C</td>
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<tr>
<td>0730-0845 h</td>
<td>Poster Viewing &amp; Breakfast - Grand Ballroom &amp; Foyer, Fort Garry Place</td>
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<tr>
<td>0845-0900 h</td>
<td>Welcome &amp; Opening Remarks from Host Universities - Grand Ballroom, Fort Garry Place</td>
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<tr>
<td>0900-1000 h</td>
<td>Opening Session: Blank Slate? Writing the next chapter of pharmacy education</td>
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<td>1000-1030 h</td>
<td>Poster Viewing &amp; Morning Break</td>
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<tr>
<td>1030-1215 h</td>
<td>Faculty Updates on Teaching and Learning</td>
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<tr>
<td>1045-1215 h</td>
<td>AFPC - CCAPP Executive Business Meeting - Suite 610, Fort Garry Hotel</td>
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<tr>
<td>1200-1430 h</td>
<td>CCAPP Working Group Meeting - Salon C, Fort Garry Hotel</td>
</tr>
<tr>
<td>1215-1315 h</td>
<td>Poster Viewing &amp; Lunch</td>
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<tr>
<td>1315-1355 h</td>
<td>AFPC Annual Business Meeting &amp; Townhall</td>
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<tr>
<td>1400-1500 h</td>
<td>Concurrent SIG Session: PEP-C ExEd - Gateway/Tache</td>
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<td>Concurrent Session: Editors Tell-All: Publishing Secrets to Get That Paper Accepted – La Verendrye</td>
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<td>1500-1545 h</td>
<td>Poster Viewing / Judging &amp; Afternoon Break</td>
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<td>1545-1645 h</td>
<td>Concurrent SIG Session: Skills Lab – Gateway/Tache</td>
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<td>Concurrent Mini SIG Session #1,2,3 - La Verendrye</td>
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<tr>
<td>1830-2200 h</td>
<td>AFPC Awards Reception and Banquet – Crystal Ballroom, Fort Garry Hotel</td>
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**THURSDAY, JUNE 15**

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<tr>
<th>Time</th>
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<tr>
<td>0715-0810 h</td>
<td>CPhA Satellite Breakfast: Addressing systemic bias and racism in therapeutic content in CPS - Grand Ballroom &amp; Foyer, Fort Garry Place</td>
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<tr>
<td>0715-0815 h</td>
<td>Poster Viewing &amp; Breakfast</td>
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<tr>
<td>0830-1700 h</td>
<td>CAPSI Council Meetings – Selkirk Room, Fort Garry Place</td>
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<tr>
<td>0815-0910 h</td>
<td>Plenary: Artificial Intelligence - Impact on Pharmacy Education</td>
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<td>0915-1015 h</td>
<td>Concurrent Mini Session #4,5,6 - Gateway/Tache</td>
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<td>Concurrent Session: Professional Identity Formation 2.0: Being Intentional in Your Curriculum - Grand Ballroom</td>
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<td>1015-1040 h</td>
<td>Poster Viewing &amp; Morning Break</td>
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<td>1045-1125 h</td>
<td>Concurrent Mini Session #7,8 - Gateway/Tache</td>
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<td>Concurrent SIG Session: T&amp;R part 1 - La Verendrye</td>
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<tr>
<td>1130-1210 h</td>
<td>Concurrent Mini Session #9,10 - Gateway/Tache</td>
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<td>Concurrent SIG Session: T&amp;R part 2 - La Verendrye</td>
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<tr>
<td>1215-1315 h</td>
<td>Poster Viewing &amp; Lunch</td>
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<tr>
<td>1210-1325 h</td>
<td>Truth and Reconciliation SIG Lunch Meeting – Salon C</td>
</tr>
<tr>
<td>1210-1325 h</td>
<td>Associate Deans Academic Lunch Meeting – Broadway</td>
</tr>
<tr>
<td>1210-1325 h</td>
<td>Skills Lab SIG Lunch Meeting – Salon A</td>
</tr>
<tr>
<td>1325-1415 h</td>
<td>Keynote: &quot;The Best Laid Plans...&quot; Navigating Student Accommodations in Pharmacy Education</td>
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<tr>
<td>1420-1500 h</td>
<td>Concurrent Mini Session #11,12 - Gateway/Tache</td>
</tr>
<tr>
<td></td>
<td>Concurrent Mini Session #13,14 - La Verendrye</td>
</tr>
<tr>
<td>1500-1520 h</td>
<td>Afternoon Break – Mezzanine, Fort Garry Hotel</td>
</tr>
<tr>
<td>1520-1700 h</td>
<td>Let’s Chat Breakout Sessions: Current Topics in Pharmacy Education – Broadway, Gateway, La Verendrye, Tache</td>
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<td>Concurrent Session: Integrating Deprescribing Competencies into Pharmacy and IPE Curriculum: A ‘How To’ Workshop - The Club Room</td>
</tr>
<tr>
<td>1930-2300 h</td>
<td>Social Event: Saskatchewan &amp; Manitoba Night – La Roca Mexican, 155 Smith St</td>
</tr>
</tbody>
</table>

**FRIDAY, JUNE 16**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>0730-1500 h</td>
<td>Post-CPERC Symposium: Equity, Diversity, Inclusion and Anti-racism: Honoring our Uniqueness and Disrupting Normalcy – Provencher Ballroom, Fort Garry Hotel</td>
</tr>
<tr>
<td>0830-1700 h</td>
<td>CAPSI Council Meetings – Selkirk Room, Fort Garry Place</td>
</tr>
</tbody>
</table>
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

Jane Alcorn, Dean
University of Saskatchewan

Christine Leong, Co-Chair
University of Manitoba

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

2022-2023 AFPC Council of Deans

Lisa Dolovich, Chair
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

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

Ema Ferreira
Faculté de pharmacie
Université de Montréal

Nardine Nakhla
School of Pharmacy
University of Waterloo

Christine Landry
School of Pharmaceutical Sciences
University of Ottawa

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 2022-2023 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Business Meetings</th>
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| 0900-1700 h | 0900-1700 h: AFPC Council of Faculties *(Salon A)*  
             | 1400-1700 h: CCAPP Executive Committee *(Salon C)* |

### TUESDAY, JUNE 13

<table>
<thead>
<tr>
<th>Time</th>
<th>Business Meetings</th>
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| 0830-1700 h | 0830-1200 h: AFPC Council of Deans *(La Verendrye)*  
             | 0900-1700 h: CCAPP Board Meeting *(Salon A)*           |
|          | 1200-1245 h: AFPC Council of Faculties and Council of Deans Lunch *(La Verendrye)*  
             | 1245-1415 h: AFPC Strategic Plan Review - Council of Deans and Council of Faculties *(La Verendrye)*  
             | 1300-1600 h: PEP-C Experiential Education SIG *(Gateway)*  
             | 1415-1500 h: AFPC Board of Directors *(La Verendrye)*  
             | 1500-1530 h: AFPC Annual Meeting of Voting Members *(La Verendrye)*  
             | 1500-1700 h: Self Care Therapeutics and Minor Ailments SIG *(Tache)*  
             | 1500-1630 h: AFPC Research Committee *(Salon C)*  
             | 1530-1700 h: Educational Assessment SIG and Program Evaluation SIG *(La Verendrye)* |
| 1830-2130 h | Opening Reception                                     |
|           | 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. |

### WEDNESDAY, JUNE 14

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<tr>
<th>Time</th>
<th>Business Meeting</th>
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<tr>
<td>0715-0845 h</td>
<td>Geriatrics SIG Meeting <em>(Salon C)</em></td>
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<tr>
<th>Time</th>
<th>Poster Viewing &amp; Breakfast</th>
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<tr>
<td>0730-0845 h</td>
<td>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.</td>
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<tr>
<th>Time</th>
<th>Welcome &amp; Opening Remarks from Host Universities</th>
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| 0845-0900 h | Lalitha Raman-Wilms, University of Manitoba  
<pre><code>         | Jane Alcorn, University of Saskatchewan |
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<th>Time</th>
<th>Event</th>
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| 0900-1000 h | Opening Session                                                      | Fort Garry Place: Grand Ballroom | Blank Slate? Writing the Next Chapter of Pharmacy Education  
Panel and live recording of University of Toronto’s *I’m Pharmacy Podcast*  
Host: Mina Tadrous, University of Toronto  
Panelists:  
Natalie Kennie-Kaulbach, Dalhousie University  
Sandra Jarvis-Sellinger, University of British Columbia  
Taylor Raiche, University of Saskatchewan  
Lalitha Raman-Wilms, University of Manitoba  
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’m Pharmacy Podcast* will explore these important questions at this pivotal time for pharmacy. |
| 1000-1030 h | Poster Viewing & Morning Break                                       | Fort Garry Place: Grand Ballroom & Foyer | 88 posters are being presented at CPERC under 4 categories: Pharmacy Education Initiative; Pharmacy Practice Research; Pharmaceutical Science Research; Teaching and Learning Research / Scholarship. |
| 1030-1215 h | Faculty Updates on Teaching and Learning                             | Fort Garry Place: Grand Ballroom | 1. **Université d’Ottawa: Change management strategies for the implementation of competency-based curriculum**  
Christine Landry and Pierre Giguère  
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.  
2. **University of Toronto: Development and implementation of a global rating scale in skills labs**  
Naomi Steenhof  
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.  
3. **Université de Montréal: Using student feedback to begin a reflection on program transformation**  
Ema Ferreira  
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... |
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).

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| 1215-1315 h | **Poster Viewing & Lunch**  
*Fort Garry Place: Grand Ballroom & Foyer* |
| 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 | **AFPC Annual Business Meeting & Townhall**  
*Fort Garry Place: Grand Ballroom* |
| 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. |
Concurrent SIG Session
AFPC Experiential Education (PEP-C) Special Interest Group

1. Implementation and evaluation of experiential site outreach visits
   Debbie Kwan, University of Toronto
   Marcia McLean, University of Toronto
   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.

2. Critical events shaping pharmacy student professional identity formation in introductory pharmacy practice experiences
   Natalie Kennie-Kaulbach, Dalhousie University
   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.

3. Preparing students in a bridging PharmD program for advanced pharmacy practice experiences (APPE)
   Karen Cameron, University of Toronto
   Kathy Vu, University of Toronto
   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.

Concurrent Session
Editors Tell-All: Publishing Secrets to Get That Paper Accepted
Moderator:
   Kyle Wilby, Dalhousie University
Panelists:
   Teri Charrois, University of Alberta
   Kerry Wilbur, University of British Columbia
   Jason Perepelkin, University of Saskatchewan
   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.

Poster Viewing / Judging & Afternoon Break
88 posters are being presented at CPERC under 4 categories: Pharmacy Education Initiative; Pharmacy Practice Research; Pharmaceutical Science Research; Teaching and Learning Research / Scholarship.
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).
Concurrent Session

**AFPC Skills Lab Special Interest Group**

1. **Virtual simulation in skills labs: Developing a Canadian version of MyDispense**
   
   Francis Richard, Université de Montréal
   
   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.

2. **Assessment of social determinants of health: Implementation and evaluation of a skills lab activity for pharmacy students**
   
   Rene Breault, University of Alberta
   
   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.

3. **Physical examination in pharmacy education: Where to start, and when to stop?**
   
   Marie-Laurence Tremblay, Université Laval
   
   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.

Concurrent Mini Session

1. **Pharmacists and the environment: Creation of a novel asynchronous educational module**
   
   Robert Pammett, University of British Columbia
   
   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.

2. **A longitudinal, narrative case-study of interprofessional socialization among pharmacy students**
   
   Natalie Kennie-Kaulbach, Dalhousie University
   
   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.

3. **Pharmacy students’ engagement with clinical decision making: How do they handle ambiguity and uncertainty?**
   
   Teri Charrois, University of Alberta
   Naomi Steenhof, University of Toronto
   
   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.
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
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.

6. **Stakeholder value of real-time medication intake monitoring: A qualitative analysis**
  Sadaf Faisal, University of Waterloo

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.

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<th>Session Type</th>
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<tr>
<td>0915-1015 h</td>
<td>Fort Garry Place: Grand Ballroom</td>
<td>Concurrent Session</td>
<td>Professional Identity Formation 2.0: Being Intentional in Your Curriculum</td>
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|          |                   | Facilitators:        | Teri Charrois, University of Alberta
|          |                   |                      | Jill Hall, University of Alberta
|          |                   |                      | Natalie Kennie-Kaulbach, Dalhousie University                           |
|          |                   | 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. |

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<tr>
<td>1015-1045 h</td>
<td>Fort Garry Place: Grand Ballroom &amp; Foyer</td>
<td>Poster Viewing &amp; Morning Break</td>
<td>88 posters are being presented at CPERC under 4 categories: Pharmacy Education Initiative; Pharmacy Practice Research; Pharmaceutical Science Research; Teaching and Learning Research / Scholarship.</td>
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| 1045-1125 h | Fort Garry Hotel: Gateway / Tache Room | Concurrent Mini Session | 7. **Challenging the purpose, functions and values of grading systems**
  Gilles Leclerc, Université de Montréal

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.

8. **Testing: Revisiting best practices through the lens of cognitive load theory**
  Gilles Leclerc, Université de Montréal

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. |

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| 1045-1125 h | Fort Garry Hotel: La Verendrye Room | Concurrent SIG Session | **AFPC Truth & Reconciliation Special Interest Group - Part 1**

1. **Developing a framework for faculties of pharmacy to engage in truth and reconciliation**
  Amber Ruben, University of Alberta

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
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<tr>
<td>1130-1210 h</td>
<td>Fort Garry Hotel:</td>
<td><strong>Concurrent SIG Session</strong></td>
<td><strong>AFPC Truth &amp; Reconciliation Special Interest Group - Part 2</strong></td>
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<td>La Verendrye Room</td>
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<td>3. <strong>UROOT: The delivery of a mandatory Indigenous health and cultural safety course in pharmacy</strong></td>
<td><strong>Jason Min, University of British Columbia</strong></td>
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<td>4. <strong>Reconciliation by partnership: Developing a research project with Alexander First Nation</strong></td>
<td><strong>Amber Ruben, University of Alberta</strong>; <strong>Verna Arcand, Alexander First Nation</strong></td>
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<td>1130-1210 h</td>
<td>Fort Garry Hotel:</td>
<td><strong>Concurrent Mini Session</strong></td>
<td><strong>PharmD 2.0: Stakeholder engagement in an iterative process yields revitalized curriculum</strong></td>
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<td>Gateway / Tache Room</td>
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<td><strong>Cynthia Richard, University of Waterloo</strong></td>
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<td>9. <strong>Feeling the burn: A qualitative study on the precepting perceptions of pharmacists in a tertiary care site</strong></td>
<td><strong>Michelle MacDonald, University of Alberta</strong></td>
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better support preceptors and the learning experiences.

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<td>1210-1325 h</td>
<td>Fort Garry Place: Grand Ballroom &amp; Foyer</td>
<td>Lunch</td>
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<td>1210-1325 h</td>
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<td><strong>Business Meetings</strong></td>
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<td>− Associate Deans Academic/Curriculum <em>(Broadway)</em></td>
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<td>− Skills Lab SIG <em>(Salon A)</em></td>
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<td>− Truth and Reconciliation SIG <em>(Salon C)</em></td>
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<td>1325-1415 h</td>
<td>Fort Garry Place: Grand Ballroom</td>
<td><strong>Keynote</strong></td>
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<td>&quot;The Best Laid Plans...&quot; Navigating Student Accommodations in Pharmacy Education*</td>
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<td>Jason Perepelkin, University of Saskatchewan</td>
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<td>Kaitlin Bondurant-D, CIUSSS de l'Ouest-de-l'Île-de-Montréal (Douglas Mental Health University Institute &amp; St-Mary's Hospital)</td>
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<td>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.</td>
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<td>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.</td>
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<td>1420-1500 h</td>
<td>Fort Garry Hotel: Gateway / Tache Room</td>
<td><strong>Concurrent Mini Session</strong></td>
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<td>11. Optimizing our skills lab to improve quality of learning</td>
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<td><em>Claude Mailhot, Université de Montréal</em></td>
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<td>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.</td>
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<td>12. Skills-based semi-immersive virtual reality (SIVR) scenarios in community pharmacy to support experiential learning</td>
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<td><em>Claude Deganaïs, Université de Montréal</em></td>
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<td>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.</td>
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### 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.

### Afternoon Break

1500-1520 h  
Fort Garry Hotel: mezzanine level

### 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
The document contains a discussion of academic accommodations and their application in pharmacy programs, a focus on artificial intelligence in pharmacy education, and an exploration of the gap between academia and practice. It also outlines two concurrent sessions: one on integrating deprescribing competencies into pharmacy and IPE curriculum, and another on the Saskatchewan & Manitoba Night social event.

### 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.

### 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.

### Social Event: Saskatchewan & Manitoba Night

1930-2300 h

**La Roca Mexican Restaurant, 115 Smith St.**

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

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| 0830-1700 h | **Business Meetings**  
  – CAPSI Council (Selkirk Room, Fort Garry Place) |
| 0730-1500 h | **CPERC Symposium**  
  **Equity, Diversity, Inclusion and Anti-racism:**  
  *Honoring our Uniqueness and Disrupting Normalcy*  
  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. |
| 0730-0815 h | Breakfast |
| 0815-0845 h | ***Welcome: Setting the stage***  
  *Lalitha Ramani-Wilms, University of Manitoba*  
  *Beverly FitzPatrick, Memorial University* |
| 0845-0945 h | **Conceptual thinking and language for antiracism**  
  *Courtney Charles, University of Saskatchewan*  
  *Hye Ji (Jay) Kim, University of Saskatchewan* |
| 0945-1000 h | Break |
| 1000-1130 h | ***Panel: How do you lead the way?***  
  *Moderator: Kyle Wilby, Dalhousie University*  
  *Panelists: Afomia Gebre, Childrens Hospital of Eastern Ontario (CHEO)*  
  *Jackie Gruber, British Columbia Institute of Technology*  
  *Jerry Maniate, Equity in Health Systems Lab (EqHS)* |
| 1130-1230 h | **Walking Together: Creating a supportive space for reflection, learning, dialogue and action (Equity in Health Systems Lab)**  
  *Cassandra Barber, Equity in Health Systems Lab (EqHS)*  
  *Jerry Maniate, Equity in Health Systems Lab (EqHS)* |
| 1230-1315 h | Lunch |
| 1315-1430 h | ***Classroom practices: Bringing authenticity and inclusivity to our teaching***  
  *Afoama Gebre, Childrens Hospital of Eastern Ontario (CHEO)*  
  *Courtney Charles, University of Saskatchewan*  
  *Kyle Wilby, Dalhousie University* |
| 1430-1500 h | **Reflective activity and wrap-up**  
  *Beverly FitzPatrick, Memorial University* |
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 Urlslak, 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
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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-SYSY 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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