



Association of Faculties
of Pharmacy of Canada

Association des facultés
de pharmacie du Canada

CPERC 2024

June 11-14, 2024 | Québec City

PROGRAM



Co-hosted by:

Université 
de Montréal



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Canadian Pharmacy Education and Research Conference

CPERC 2024



Association of Faculties
of Pharmacy of Canada

Association des facultés
de pharmacie du Canada

Co-hosted by:

Université
de Montréal



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WELCOME FROM CO-HOST FACULTIES

On behalf of the University of Montreal and Laval University, we are so excited to welcome you to Québec City for the 14th annual Canadian Pharmacy Education and Research (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.

CPERC 2024 is extra special as the Faculty of Pharmacy at the University of Laval is celebrating its 100th anniversary this year! Celebrations began in June and we are delighted that CPERC coincides with Laval's centennial year.

With record-breaking attendance of almost 300, the conference will open with a welcome reception on Tuesday evening. On Wednesday night we look forward to celebrating with the AFPC faculty and student award winners at the historic Salles des promotions, Séminaire de Québec. To wrap up CPERC, on Thursday there's a Montréal-Laval fun night, with a DJ and poutine truck, at Brasserie Inox on the renowned Grande Allée.

The CPERC program is jam-packed with over 70 presenters and facilitators. The opening session is on planetary health and pharmacy education. At the Townhall you'll be updated on AFPC activities since we last met in Winnipeg. 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 2024 includes an opening plenary on the future of higher education and implications for curricular reform in pharmacy, and a closing keynote on current challenges in science communication by renowned Québec pharmacist and science communicator, Olivier Bernard, alias Le Pharmacien. He is one of the ambassadors for the Laval's centennial celebrations.

There are 34 mini and special interest group (SIG) presentations. The five other concurrent sessions are on planetary health, strategies to promote a culture of wellbeing, using AFPC's academic electronic health record for interprofessional education, strategies for meeting CCAPP's new Indigenous standards, and using artificial intelligence (AI) in educational assessment.

Be sure to take time to see the 133 poster presentations (a CPERC record) and talk to the authors about their research and innovative education initiatives. The post CPERC symposium on Friday was organized by AFPC's Research Committee and is on excellence in pharmacy education research and the scholarship of teaching and learning.

This year's conference program was planned by the 2024 CPERC Working Group, co-chaired by Ema Ferreira, Université de Montréal, and Marie-Laurence Tremblay, Université Laval. Many thanks to the Working Group members for their ideas and hard work: Courtney Charles, Beverly FitzPatrick, Jill Hall, Chantale Simard, Martin Darisse, Lucie Blais, Marie-Élaine Métras, Katherine Desforges, Joe Kamal, Florence Bédard Perrault, Cynthia Richard, Karen Cameron and David Edwards. 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. Have fun partying at the Québec fun night on Thursday that we are co-hosting. We booked the entire Brasserie Inox brewpub - with a DJ and poutine truck!

We look forward to seeing you again next June in Niagara Falls for CPERC 2025, co-hosted by the University of Toronto and the University of Waterloo.

Sincerely from your co-host faculties,

Marie-Laurence Tremblay
CPERC 2024 Co-chair
Laval University

Julie Méthot, Dean
Laval University

Ema Ferreira
CPERC 2024 Co-chair
University of Montreal

Simon de Denus, Dean
University of Montreal

BIENVENUE DE LA PART DES FACULTÉS HÔTES:

Au nom de l'Université de Montréal et de l'Université Laval, nous sommes très enthousiastes de vous accueillir à Québec pour la 14e édition du Congrès canadien sur l'éducation et la recherche en pharmacie (CPERC). En coorganisant le CPERC, nous soutenons la mission de l'AFPC visant à faire avancer l'éducation et la recherche en pharmacie au Canada, ainsi que sa vision d'une meilleure santé pour tous les Canadiens grâce à l'excellence en pharmacie académique.

Le CPERC 2024 revêt une touche spéciale alors que la Faculté de pharmacie de l'Université Laval célèbre cette année son 100e anniversaire ! Les célébrations ont débuté en juin et nous sommes ravis que le CPERC coïncide avec l'année du centenaire de l'Université Laval.

Avec une participation record de près de 300 personnes, le congrès débutera par une réception de bienvenue le mardi soir. Le mercredi soir, nous avons hâte de souligner les lauréats des prix de l'AFPC à la Salles des promotions, à l'historique Séminaire de Québec. Pour clore le CPERC, le jeudi soir sera dédié à une soirée amusante organisée par Montréal-Laval avec un DJ et un camion de poutine à la Brasserie Inox sur la célèbre Grande Allée.

Le programme du CPERC comprend plus de 70 présentateurs et animateurs. La séance d'ouverture portera sur la santé planétaire et l'éducation en pharmacie. Lors de la séance de « Town Hall », vous serez informés des activités de l'AFPC depuis notre dernière rencontre à Winnipeg. À la demande générale, les mises à jour des facultés seront de retour, avec chaque faculté faisant une brève présentation sur des approches innovantes de l'enseignement et de l'apprentissage.

Le deuxième jour du CPERC 2024 inclut une plénière inaugurale sur l'avenir de l'enseignement supérieur et ses implications pour la réforme des programmes en pharmacie, ainsi qu'une conférence de clôture sur les défis actuels en matière de communication scientifique par le pharmacien et communicateur scientifique québécois de renom, Olivier Bernard, alias Le Pharmacien. Il est l'un des ambassadeurs des célébrations du centenaire de Laval.

Il y a 34 mini-présentations et présentations spéciales de groupes d'intérêt particulier (SIG). Les cinq autres sessions concurrentes portent sur la santé planétaire, les stratégies pour promouvoir une culture du bien-être, l'utilisation du dossier de santé électronique académique de l'AFPC pour l'éducation interprofessionnelle, les stratégies pour répondre aux nouveaux standards autochtones de CCAPP, et l'utilisation de l'intelligence artificielle (IA) dans l'évaluation éducative.

Prenez le temps d'aller voir les 133 présentations d'affiches (un record pour le CPERC) et de discuter avec les auteurs de leurs recherches et initiatives éducatives innovantes. Le symposium post-CPERC du vendredi a été organisé par le Comité de la recherche de l'AFPC et porte sur l'excellence en recherche en éducation de la pharmacie et le scholarship de l'enseignement et de l'apprentissage (SOTL).

Le programme de la conférence de cette année a été planifié par le Groupe de travail CPERC 2024, coprésidé par Ema Ferreira, Université de Montréal, et Marie-Laurence Tremblay, Université Laval. Un grand merci aux membres du groupe de travail pour leurs idées et leur travail acharné : Courtney Charles, Beverly FitzPatrick, Jill Hall, Chantale Simard, Martin Darisse, Lucie Blais, Marie-Élaine Métras, Katherine Desforges, Joe Kamal, Florence Bédard Perrault, Cynthia Richard, Karen Cameron et David Edwards. De plus, nous souhaitons exprimer notre sincère gratitude au personnel de l'AFPC, Janet Cooper, directrice exécutive, et Sara West, assistante de direction, pour leur travail remarquable dans l'organisation de la conférence.

Nous sommes convaincus que vous apprécierez la conférence, passerez un moment formidable renouer avec des amis et à rencontrer de nouveaux collègues, et repartirez avec de nombreux souvenirs fantastiques et idées innovantes à ramener dans vos facultés. Venez célébrer avec nous à la soirée québécoise que nous co-organisons. Nous avons réservé toute la brasserie Brasserie Inox - avec DJ et camion à poutine!

Nous espérons vous revoir en juin prochain aux chutes du Niagara pour CPERC 2025, co-organisé par l'Université de Toronto et l'Université de Waterloo.

Sincèrement, de la part de vos facultés co-organisatrices,

Marie-Laurence Tremblay
CPERC 2024 Co-président
Université Laval

Julie Méthot, Doyenne
Université Laval

Ema Ferreira
CPERC 2024 Co-président
Université de Montréal

Simon de Denus, Doyen
Université de Montréal

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Université Laval

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Memorial University

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University of Ottawa

AFPC 2023-2024 COMMITTEE and SIG CHAIRS

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Education

Beverly FitzPatrick
Memorial University

Awards

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University of Waterloo

Nominations

Courtney Charles
University of Saskatchewan

Research

Jill Hall
University of Alberta

2023-2024 AFPC Special Interest Group (SIG) & Working Group Chairs

Educational Assessment SIG

Sandra Bjelajac Mejia
University of Toronto

Geriatrics SIG

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

Neelam Dhaliwal
University of British Columbia

Program Evaluation SIG

Robert Renaud
University of Manitoba

Self-Care Therapeutics & Minor Ailments SIG

Drena Dunford
University of Manitoba

Skills Lab SIG

Rene Breault
University of Alberta

Truth and Reconciliation SIG

Jaris Swidrovich
University of Toronto

AFPC Opioid Working Group

Beth Sproule
University of Toronto

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CPERC 2024 Co-Chair
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University of Saskatchewan

Beverly FitzPatrick

Chair, AFPC Education Committee
Memorial University

Jill Hall

Chair, AFPC Research Committee
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Université Laval

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Co-host faculty representative
Université Laval

Lucie Blais

Co-host faculty representative
Université de Montréal

Marie-Élaine Métras

Co-host faculty representative
Université de Montréal

Katherine Desforges

Co-host faculty representative
Université de Montréal

Joe Kamal

CAPSI student representative
Université Laval

Florence Bédard Perrault

CAPSI student representative
Université de Montréal

Cynthia Richard

AFPC Education Committee representative
University of Waterloo

Karen Cameron

CPERC 2025 co-host representative
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David Edwards

CPERC 2025 co-host representative
University of Waterloo

Janet Cooper

Executive Director
Association of Faculties of Pharmacy of Canada

Sara West

Executive Assistant
Association of Faculties of Pharmacy of Canada

Schedule of CPERC Sessions & AFPC Business Meetings

Delta Québec Hotel, Québec City, QC | June 10-14, 2024

AFPC OFFICE *Chateau Room, Ground Floor*

SUNDAY, JUNE 9

1400-1700 h	CCAPP Executive Meeting <i>Le Conseil</i>
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MONDAY, JUNE 10

0815-1700 h	AFPC Council of Faculties Meeting <i>L'Accueil (4th floor)</i>
0800-1700 h	CCAPP Board Meeting <i>Buade, 3rd floor</i>
1830-2200 h	AFPC Council of Deans & Council of Faculties Dinner <i>Il Teatro, 972 rue St-Jean</i>

TUESDAY, JUNE 11

0745-1230 h	AFPC Council of Deans Meeting <i>L'Accueil (4th floor)</i>
1230-1330 h	AFPC Council of Faculties and Council of Deans Lunch <i>L'Accueil & Le Conseil (4th floor)</i>
1330-1430 h	AFPC Board of Directors Meeting - <i>L'Accueil (4th floor)</i>
1430-1445 h	AFPC Annual Meeting of Voting Members <i>L'Accueil (4th floor)</i>
1400-1700 h	AFPC PEP-C Experiential Education Special Interest Group Business Meeting <i>Cremazie-Garneau</i>
1500-1630 h	AFPC Research Committee Business Meeting <i>L'Accueil (4th floor)</i>
1500-1700 h	AFPC Educational Assessment and Program Evaluation Special Interest Groups Business Meeting <i>D'Auteuil</i>
1530-1630 h	AFPC-CCAPP Joint Officers Meeting <i>Le Conseil (4th floor)</i>
1830-2130 h	Opening Reception <i>Delta Hotel Quebec: Wolfe/Montcalm</i>

WEDNESDAY, JUNE 12

0700-0800 h	AFPC Self-Care Therapeutics and Minor Ailments Special Interest Group Meeting <i>D'Auteuil</i>		
0700-0800 h	AFPC Medicinal Chemistry Special Interest Group Meeting <i>Buade</i>		
0715-0810 h	Poster Viewing & Breakfast		
0810-0915 h	Welcome & Opening Remarks from Host Universities & Opening Plenary		
0915-1000 h	AFPC Annual Business Meeting & Townhall		
1000-1100 h	Poster Viewing / Judging & Morning Break		
1100-1245 h	Faculty Updates on Teaching and Learning		
1245-1345 h	Lunch		
1345-1425 h	Concurrent Mini Session M1-M2 Ballroom	Concurrent Mini Session M3-M4 Wolfe/Montcalm	Concurrent Mini Session M5-M6 Cremazie-Garneau
1430-1530 h	Concurrent Mini Session M7-M8-M9 Ballroom	Concurrent SIG Session S10-S11-S12 Wolfe/Montcalm	
1530-1600 h	Poster Viewing & Afternoon Break		
1600-1700 h	Concurrent Session #1 Ballroom	Concurrent Session #2 Wolfe/Montcalm	Concurrent Session #3 Cremazie-Garneau
1830-2200 h	AFPC Awards Reception and Banquet <i>Salles des promotions, Séminaire de Québec, 1 rue des Ramparts</i>		

THURSDAY, JUNE 13

0700-0800 h	AFPC Geriatrics Special Interest Group Business Meeting <i>Buade</i>		
0715-0810 h	Poster Viewing & Breakfast		
0715-1700 h	CAPSI Council Meetings <i>Cremazie-Garneau</i>		
0810-0855 h	Day 2 Plenary Session		
0900-1000 h	Concurrent Session #4 <i>Ballroom</i>	Concurrent SIG Session S13-S14-S15 Wolfe/Montcalm	
1000-1030 h	Poster Viewing & Morning Break		
1030-1110 h	Concurrent SIG Session S16-S17 Ballroom	Concurrent Mini Session M18-M19 Wolfe/Montcalm	
1115-1215 h	Concurrent Session #5	Concurrent Mini Session	

	Ballroom	M20-M21-M22 Wolfe/Montcalm
1215-1345 h	Lunch & Poster Viewing AFPC Committee & Special Interest Group Business Luncheon Meetings	
1215-1315 h	AFPC-CAPSI Joint Officers Meeting Chauveau	
1215-1345 h	Associate Deans/Directors Academic Meeting L'Accueil (4 th floor)	
1215-1345 h	AFPC Skills Lab Special Interest Group Business Meeting D'Auteuil	
1215-1345 h	AFPC Truth and Reconciliation Special Interest Group Meeting Buade	
1345-1445 h	Concurrent Mini Session M29-M30 Ballroom	Concurrent Mini Session M31-M32 Wolfe/Montcalm
1450-1530 h	Concurrent Mini Session M23-M24-M25 Ballroom	Concurrent Mini Session M26-M27-M28 Wolfe/Montcalm
1530-1550 h	Afternoon Break	
1550-1700 h	Closing Keynote & Closing Remarks	
1900-2300 h	Social Event: Montréal & Québec Night (Brasserie Inox, 655 Grande Allée E)	
FRIDAY, JUNE 14		
0730-1530 h	Post-CPERC Symposium Excellence in Pharmacy Education Research and the Scholarship of Teaching and Learning Wolfe/Montcalm	
0715-1600 h	CAPSI Council Meetings Cremazie-Garneau	

Canadian Pharmacy Education and Research Conference

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WEDNESDAY, JUNE 12

0700-0800 h	AFPC Special Interest Group Business Meetings
0715-0810 h	Poster Viewing & Breakfast
0810-0820 h (Ballroom)	Welcome & Opening Remarks from Host Universities <i>Simon de Denus, Dean, Université de Montréal</i> <i>Erna Ferreira, CPERC 2024 Co-chair, Université de Montréal</i> <i>Julie Méthot, Dean, Université Laval</i> <i>Marie-Laurence Tremblay, CPERC 2024 Co-chair, Université Laval</i>
0820-0915 h (Ballroom)	Opening Plenary Planetary Health - at the Forefront of Pharmacy Education <i>Rob Pammett, University of British Columbia</i> <i>Caitlin Roy, Saskatchewan Health Authority</i> <i>Shellyza Sajwani, The Ottawa Hospital, University of Ottawa</i>
0915-1000 h (Ballroom)	AFPC Annual Business Meeting & Townhall <i>AFPC President: Jane Alcorn, University of Saskatchewan</i> <i>AFPC Vice President: Christine Leong, University of Manitoba</i> <i>AFPC Executive Director: Janet Cooper</i>
1000-1100 h (Ballroom & Foyer)	Poster Viewing & Judging Morning Break (Judging during break for Whit Matthews Student Poster Awards and Faculty Educational Scholarship Poster Award)
1100-1245 h (Ballroom)	Faculty Updates on Teaching and Learning New Developments 1. Université Laval: Towards equity: Unveiling social determinants of health – <i>Chantal Simard</i> 2. University of Alberta: A community-engaged approach to challenging the social determinants of health – <i>Lisa Guirguis</i> 3. University of Waterloo: Development of a core cultural safety and humility course – <i>Kelly Grindrod</i> 4. University of Manitoba: Implementation of a pharmacist-led travel health clinic at the College of Pharmacy – <i>Ron Eros</i> Program Enhancements 5. Université de Montréal: Working towards a more inclusive admission process – <i>Nathalie Letarte</i> 6. Memorial University: Beyond the classroom: Integrating experiential learning into pharmacy practice courses – <i>Lisa Bishop & Saniya Alwani</i> 7. University of Toronto: Responding to the Truth and Reconciliation Commission of Canada's Call to Action #24: Skills-based training in intercultural competency via a medication therapy management skills lab – <i>Jaris Swidrovich</i> 8. University of British Columbia: Nothing about us without us – <i>Tristan Lai & Alex Tang</i>
1100-1245 h (Ballroom)	Improving Assessment 9. Université d'Ottawa: Entrustable Professional Activities at the core of competence assessment – <i>Christine Landry & Laurent Montpetit</i> 10. University of Saskatchewan: Development of remediation guidelines for a PharmD program at the U of S – <i>Ed Krol</i> 11. Dalhousie University: Assessing critical appraisal skills using posters, videos, and...fortune tellers? – <i>Daniel Rainkie</i>
1245-1345 h	Lunch

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1345-1425 h	Concurrent Mini Session (Ballroom) Empowering pharmacy students to challenge the social determinants of health through community service-learning projects <i>Lisa Guirguis, University of Alberta</i> What to do and when? Representation of diversity in learning materials: The Dalhousie experience <i>Heidi Framp, Dalhousie University</i> <i>Kyle Wilby, Dalhousie University</i>	Concurrent Mini Session (Wolfe/Montcalm) Development and implementation of an advanced primary care pharmacist training program <i>Janet Cooper, Association of Faculties of Pharmacy of Canada</i> <i>Christine Pappoushek, University Health Network</i> Equity-diversity-inclusion and Indigenous training for pharmacy professionals and students working in and with interprofessional primary care teams <i>Amy Lamb, Indigenous Pharmacy Professionals of Canada</i> <i>Amber Ruben, University of Alberta</i> <i>Timothy Lim, University of British Columbia</i>	Concurrent Mini Session (Cremazie-Garneau) An innovative postgraduate diploma in specialized pharmaceutical care at Université Laval: A catalyst to foster top-level care and cutting-edge practices in hospital pharmacy <i>Isabelle Laverdière, Université Laval</i> Hospital environment discovery room: An exciting new learning initiative at Université de Montréal <i>Katherine Desforges, Université de Montréal</i> <i>Claude Mailhot, Université de Montréal</i>
1430-1530 h	Concurrent Mini Session (Ballroom) Student developed cases: Are they any better than faculty at representing the communities we serve? <i>Teri Charrois, University of British Columbia</i> Climate crisis preparedness in pharmacy: Simulation-based training for future challenges <i>Marie-Laurence Tremblay, Université Laval</i> Increasing rural student representation in health professions programs through mentorship <i>Sandra Jarvis-Selinger, University of British Columbia</i>	Concurrent SIG Session: AFPC Experiential Education (PEP-C) Special Interest Group (Wolfe/Montcalm) Evaluation of a novel approach to experiential learning within a pharmacy school operated patient care clinic <i>Taylor Raiche, University of Saskatchewan</i> Fostering a culturally safe experiential learning environment <i>Neelam Dhaliwal, University of British Columbia</i> <i>Kayla Fang, University of British Columbia</i> Navigating emotionally challenging situations during clinical placements <i>Natalie Kennie-Kaulbach, Dalhousie University</i>	
1530-1600 h	Poster Viewing & Afternoon Break		
1600-1700 h	Concurrent Session #1 (Ballroom) Planetary Health SIG Workshop: Developing Planetary Health Learning Outcomes in Pharmacy Education <i>Karen Dahri, University of British Columbia</i> <i>Simroop Ladhar, University of British Columbia</i> <i>Christine Landry, Université d'Ottawa</i> <i>Rob Pammett, University of British Columbia</i> <i>Shellyza Sajwani, The Ottawa Hospital, Université d'Ottawa</i> <i>Randilynne Urslak, The Ottawa Hospital, Université d'Ottawa</i>	Concurrent Session #2 (Wolfe/Montcalm) Strategies to Promote a Culture of Wellbeing Among Students and Faculty <i>Lynda Eccott, University of British Columbia</i> <i>Ema Ferreira, Université de Montréal</i>	Concurrent Session #3 (Cremazie-Garneau) From Classroom to Practice: IPE in the AFPC aEHR for the Everyday Instructor <i>Jason Min, University of British Columbia</i> <i>Irene Luong, University of British Columbia</i> <i>Sanjit Bains, University of British Columbia</i> <i>Sara Hiebert, University of British Columbia</i> <i>Mina Rim, University of British Columbia</i> <i>Brandon Whitmore, University of British Columbia</i>
1830-2200 h	AFPC Awards Reception and Banquet (Séminaire de Québec, Salles des promotions, 20 Rue Port Dauphin)		

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THURSDAY, JUNE 13

0700-0800 h	AFPC Special Interest Group Business Meetings	
0800-1700 h	CAPSI Council Meetings (Cremazie-Garneau)	
0715-0810 h	Poster Viewing & Breakfast	
0810-0855 h	Day 2 Plenary (Ballroom) The Future of Higher Education: Implications for Curricular Reform in Pharmacy <i>Jamie Kellar, University of Toronto</i>	
0900-1000 h	Concurrent Session #4 (Ballroom) Truth & Reconciliation SIG: Strategies for Faculties of Pharmacy to Meet (and Exceed) CCAPP's new Indigenous Standards <i>Jaris Swidrovich, University of Toronto</i>	Concurrent SIG Session: AFPC Experiential Education (PEP-C) Special Interest Group (Wolfe/Montcalm) Approaches to preparing for experiential practicums in pharmacy (APPLY) <i>Neelam Dhaliwal, University of British Columbia</i> <i>Kayla Fang, University of British Columbia</i> Enhancing quality of preceptor assessments in experiential education: Frame of reference training <i>Karen Cameron, University of Toronto</i> <i>Debbie Kwan, University of Toronto</i> Preceptor development through self-reflection and virtual roundtable discussion <i>Kelly Drummond, University of Manitoba</i>
1000-1030 h	Poster Viewing & Morning Break	
1030-1100 h	Concurrent SIG Session: AFPC Truth & Reconciliation Special Interest Group (Ballroom) Assessing pharmacy student perceptions of a new cultural safety course <i>Kelly Grindrod, University of Waterloo</i> Alexander First Nation members' views of their relationships with community pharmacists: Providing ethical space <i>Amber Ruben, University of Alberta</i>	Concurrent Mini Session (Wolfe/Montcalm) Understanding the factors that affect the assessment of student performance in pharmacy practicums <i>Tila Pelletier, University of British Columbia</i> <i>Janice Yeung, University of British Columbia</i> Artificial Intelligence: A wealth of opportunities for pharmacy practice and education. <i>Olivier Barbier, Université Laval</i>
1115-1215 h	Concurrent Session #5 (Ballroom) Educational Assessment and Program Evaluation SIGs: Using Artificial Intelligence (AI) in Educational Assessment <i>Sandra Bjelajac Mejia, University of Toronto</i> <i>Gilles Leclerc, Université de Montréal</i> <i>Robert Renaud, University of Manitoba</i>	Concurrent Mini Session (Wolfe/Montcalm) Building foundations for success in decolonizing pharmacy education <i>Sandra Jarvis-Selinger, University of British Columbia</i> Indigenous students' experiences with pharmacy education in Canada <i>Jaris Swidrovich, University of Toronto</i> Inclusive pharmacy: Where are we and how can we do better? A study on the experiences of 2SLGBTQ+ clients receiving care and pharmacists providing care in British Columbia <i>Reema Abdoulezak, University of British Columbia</i> <i>Lillian Chen, University of British Columbia</i>

1215-1345 h	Lunch & Poster Viewing AFPC Committee & SIG Business Luncheon Meetings	
1345-1445 h	Concurrent Mini Session (Ballroom) PharmD in three: The University of Toronto's 3-year proposed PharmD curriculum <i>Natalie Crown, University of Toronto</i> <i>Jamie Kellar, University of Toronto</i> Piloting hybrid learning: Enhancing student flexibility <i>Marion Pearson, University of British Columbia</i> What do we need and when do we need it? An environmental scan of the current assessments of pharmacy human resource requirements in Atlantic Canada. <i>Shawn Bugden, Memorial University</i>	Concurrent Mini Session (Wolfe/Montcalm) Evaluation of the USask chronic pain clinic health provider mentorship program <i>Derek Jorgenson, University of Saskatchewan</i> Patient experiences and perceptions of health professionals on the effects of advanced practice of pharmacists in Family Medicine Groups (EXPAND project) <i>Marie-Claude Vanier, Université de Montréal</i> ENACT: Pharmacy student perspectives on engaging in pharmacy practice <i>Jill Hall, University of Alberta</i> <i>Teri Charrois, University of British Columbia</i>
1450-1530 h	Concurrent Mini Session (Ballroom) PERL: Making educational scholarship count <i>Simon Albon, University of British Columbia</i> <i>Marion Pearson, University of British Columbia</i> A realist evaluation of an integrated interprofessional education program at the Leslie Dan Faculty of Pharmacy, University of Toronto <i>Della Croteau, University of Toronto</i> <i>Jamie Kellar, University of Toronto</i>	Concurrent Mini Session (Wolfe/Montcalm) Professional identity formation in pharmacy learners: How do preceptors contribute? <i>Natalie Kennie-Kaulbach, Dalhousie University</i> Professional fulfillment versus burnout: Where are year 4 students' heads at? <i>Danielle Nagy, University of Alberta</i>
1530-1550 h	Afternoon Break	
1550-1700 h (Ballroom)	Closing Keynote Science vs Pseudoscience: Current Challenges in Science Communication <i>Olivier Bernard, Pharmacist and Science Communicator</i>	
1900-2300 h	Social Event: Québec Fun Night (hosted by Montréal & Laval) <i>(Brasserie Inox, 655 Grande Allée Est)</i>	

Download the CPERC2024 app on the Apple or Google app stores for speaker, schedule and session information.
Password: cperc24

CPERC 2024 DETAILED PROGRAM with Session Descriptions

MONDAY, JUNE 10	
0815-1700 h	AFPC Council of Faculties Meeting (L'Accueil – 4 th floor)
0800-1700 h	Canadian Council for Accreditation of Pharmacy Programs (CCAPP) Board of Directors Meeting (Baude)
TUESDAY, JUNE 11	
0900-1700 h	AFPC Business Meetings (L'Accueil – 4 th floor) – AFPC Council of Deans: 0745-1230 h – AFPC Board of Directors: 1330-1430 h – AFPC Annual Meeting of Voting Members: 1430-1445 h – AFPC-CCAPP Joint Officers Meeting: 1530-1700 h (Le Conseil – 4th floor)
1400-1700 h	AFPC Committee and Special Interest Group Business Meetings – AFPC PEP-C Experiential Education SIG: 1400-1700 h (Cremazie-Garneau) – AFPC Educational Assessment and Program Evaluation SIGs: 1500-1700 h (D'Auteuil) – AFPC Research Committee: 1500-1630 h (L'Accueil – 4th floor)
1830-2130 h	Opening Reception (Wolfe/Montcalm Room)
WEDNESDAY, JUNE 12	
0700-0800 h	AFPC Special Interest Group Business Meetings – AFPC Self-Care Therapeutics and Minor Ailments SIG (D'Auteuil) – AFPC Medicinal Chemistry SIG (Buade)
0715-0810 h (Foyer)	Poster Viewing & Breakfast
0810-0820 h (Ballroom)	Welcome & Opening Remarks from Host Universities <i>Simon de Denus, Dean, Université de Montréal</i> <i>Ema Ferreira, CPERC 2024 Co-chair, Université de Montréal</i> <i>Julie Méthot, Dean, Université Laval</i> <i>Marie-Laurence Tremblay, CPERC 2024 Co-chair, Université Laval</i>
0820-0915 h (Ballroom)	Opening Plenary Planetary Health - at the Forefront of Pharmacy Education <i>Rob Pammett, University of British Columbia</i> <i>Caitlin Roy, Saskatchewan Health Authority</i> <i>Shellyza Sajwani, The Ottawa Hospital, University of Ottawa</i> Pharmaceuticals and pharmacy practice contribute a significant amount to greenhouse gas emissions, pollution, and climate change. This session introduces the intersection of healthcare and planetary health and describes pharmacy's roles and responsibilities in the area. Practical opportunities for pharmacy professionals to lead and create change will be shared, including incorporating this topic as a fundamental component into pharmacy

	curricula. Rob is the Chair of AFPC's new Planetary Health Special Interest Group. Shellyza and Caitlin are co-Chairs of the Canadian Association of Pharmacy for the Environment (CAPhE).
0915-1000 h (Ballroom)	AFPC Annual Business Meeting & Townhall <i>AFPC President: Jane Alcorn, University of Saskatchewan</i> <i>AFPC Vice President: Christine Leong, University of Manitoba</i> <i>AFPC Executive Director: Janet Cooper</i> AFPC will present an association update and highlights of AFPC's initiatives since we last met in Winnipeg for CPERC 2023. A dialogue with members will follow.
1000-1100 h (Ballroom & Foyer)	Poster Viewing & Judging Morning Break <i>(Judging during break for Whit Matthews Student Poster Awards and Faculty Educational Scholarship Poster Award)</i>
1100-1245 h (Ballroom)	Faculty Updates on Teaching and Learning New Developments Université Laval Towards equity: Unveiling social determinants of health <i>Chantal Simard</i> In collaboration with community health specialist, we have developed a 3-credit (45h) course on inclusive practices and the social determinants of health also offered to other health sciences students. This course deals with the social, cultural, political and economic aspects that influence health, in addition to the biological aspects. Through exchange and collaborative activities, the course enables students to reflect on contemporary issues of equity, diversity and inclusion in health, by addressing various notions such as gender, sexual orientation, ethnocultural origin, autochthony or socioeconomic status. It provides tools for using intervention strategies aimed at achieving ethical and caring practices that are more adapted to and respectful of individuals and the different groups that make up society. University of Alberta A community-engaged approach to challenging the social determinants of health <i>Lisa Guirguis</i> Robinson (2021) advocates teaching the Social Determinants of Health as catalysts for change rather than static facts. To implement this approach, a required course was redesigned over three years to engage students in community service learning, despite limited time (5 seminars) and resources. Over 125 students in 16 groups were partnered with four community organizations to explore the drivers of health inequities and develop solutions. Student groups shared experiences in small group discussions with their peers, partners, and educators. Finally, they wrote a critical reflection analyzing their personal reactions, social location, and external context to inform future professional practice. University of Waterloo Development of a core cultural safety and humility course <i>Kelly Grindrod</i> Efforts to include anti-racism and EDI initiatives in our curriculum led to the development of a new course focused on cultural safety and cultural humility skill building. The mandatory second-year course focuses on the healthcare experiences of people who belong to Indigenous, 2SLGBTQ+, and/or racialized communities. Popular student activities included attendance at events related to the National Day for Truth and Reconciliation and a book club project.

4. University of Manitoba

Implementation of a pharmacist-led travel health clinic at the College of Pharmacy

Ron Eros

Pharmacists are in an opportune position to improve the accessibility of travel health services. In this presentation, we will describe the implementation of a travel health clinic at the College of Pharmacy, the services provided, and the role of pharmacists and pharmacy students. We will also describe the procedures developed to enable students to apply their knowledge and skills in travel medicine to optimize outcomes for patients.

Program Enhancements

5. Université de Montréal

Working towards a more inclusive admission process

Nathalie Letarte

Approximately 2,000 candidates apply each year for the Université de Montréal Pharm. D. program and only 240 students are admitted. The Casper test and GPA are the two admission criteria for selection. Analyses of our cohorts indicate that no Indigenous students and very few students from black communities are enrolled in our program. To increase their enrolment, we created two new categories of applicants with reserved places for these communities. Self-declaration and an interview are part of the admission process.

6. Memorial University

Beyond the classroom: Integrating experiential learning into pharmacy practice courses

Lisa Bishop & Saniya Alwani

Experiential activities are integrated into 4 years of the PharmD pharmacy practice courses. In year 1, students complete a community pharmacy mentorship and receive an orientation to community pharmacy. Then, throughout years 2 to 4, students participate in activities at the School of Pharmacy's Medication Therapy Services Clinic. The activities take a tiered approach; year 2 focuses on communication and observing an interview, in year 3 they help collect and document a medication history and observe follow-ups, and in year 4 students conduct a patient interview and document their recommendations. These activities enhance student's simulated learnings in their pharmacy practice courses.

7. University of Toronto

Responding to the Truth and Reconciliation Commission of Canada's Call to Action #24: Skills-based training in intercultural competency via a medication therapy management skills lab

Jaris Swidrovich

An Indigenous-led pharmacy skills lab with Indigenous actors was piloted with second year PharmD students to facilitate skills-based training in intercultural competency. First Nations and Métis adults across Toronto were recruited, trained, and then portrayed Indigenous patients with hypertension. Students were provided with education about various aspects of Indigeneity, traditional medicines, and/or Indigenous ceremony that they would encounter in their skills lab and both students and Indigenous actors were surveyed following their experience with this pilot lab.

8. University of British Columbia

Nothing about us without us

Tristan Lai & Alex Tang

2SLGBTQ+ people face health inequities because of individual and systemic oppression. Working alongside community stakeholders and subject matter experts, the PRIDE-RX team at the UBC Faculty of Pharmaceutical Sciences developed one of Canada's first integrated 2SLGBTQ+ curricula. This multi-year and multi-stakeholder initiative scaffolds Sexual Orientation, Gender Identity and Expression (SOGIE) education throughout all four years of the PharmD program. The curriculum is comprised of mandatory and elective components, and it

integrates didactic and experiential learning to support student learning. Upon graduation, students will be better prepared with the necessary knowledge, skills, and attitude to care for 2SLGBTQ+ clients.

Improving Assessment

9. Université d'Ottawa

Entrustable Professional Activities at the core of competence assessment

Christine Landry & Laurent Montpetit

The University of Ottawa is using a unique model of competence assessment that integrates the Entrustable Professional Activities (EPA) and manages several constraints like the extensive NAPRA competency framework, and the gradual nature of competency development and milestones. The impact of our approach is to obtain a quick assessment of student performance to allow rapid remediation, a longitudinal view of student performance over time to identify weaknesses, and continuity of learning by using the same EPA competency profiles on and off campus. Using the technology, the model establishes a comprehensive and structured approach to competence assessment, applicable to a whole curriculum.

10. University of Saskatchewan

Development of remediation guidelines for a PharmD program at the U of S

Ed Krol

Early remediation for students struggling in courses has the potential to improve pharmacy program outcomes in both the short and long term. To this end, we have developed faculty guidelines for the provision of remediation for struggling students. Our presentation will outline these guidelines, provide examples of remediation strategies in different courses, describe benefits and discuss the challenges we experienced in the development of these guidelines.

11. Dalhousie University

Assessing critical appraisal skills using posters, videos, and...fortune tellers?

Daniel Rainkie

This session will provide an overview of a new assessment embedded into the critical appraisal series at the Dalhousie College of Pharmacy that utilized the principles of Universal Design for Learning to improve the ability for all students to demonstrate their knowledge and skills related to critical appraisal.

1245-1345 h
(Foyer)

Lunch

1345-1425 h
(Ballroom)

Concurrent Mini Session

M1. 102718

Empowering pharmacy students to challenge the social determinants of health through community service-learning projects

Lisa Guirguis, University of Alberta

The University of Alberta reintroduced Community Service-Learning (CSL) to reinforce understanding of social determinants of health. CSL was added to a BASE 5 course for third-year pharmacy students, which comprises three components: seminar activities, a showcase, and an individual reflection. Pharmacy students gain valuable skills by applying course material to new situations and deepening their understanding of social issues.

	M2. 102697 What to do and when? Representation of diversity in learning materials: The Dalhousie experience <i>Heidi Framp, Dalhousie University</i> <i>Kyle Wilby, Dalhousie University</i> This presentation will integrate the findings of three research projects aimed to develop guidance for meaningful representation of diversity within student learning materials. Participants will take away actionable strategies to deliberately and thoughtfully improve representation of diversity in learning materials, while being conscientious of potential harms and propagation of stereotypes.
1345-1425 h (Wolfe/ Montcalm)	Concurrent Mini Session M3. 102721 Development and implementation of an advanced primary care pharmacist training program <i>Janet Cooper, Association of Faculties of Pharmacy of Canada</i> <i>Christine Papoushek, University Health Network</i> This program was one of AFPC's four Pharmacist Training for Collaborative Primary Care subprojects - part of the federally funded Team Primary Care - Training for Transformation initiative. This session will provide a detailed overview of the advanced training curriculum. In addition, results of the evaluations of the phases of training and plans for sustainability will be shared. M4. 102683 Equity-diversity-inclusion and Indigenous training for pharmacy professionals and students working in and with interprofessional primary care teams <i>Amy Lamb, Indigenous Pharmacy Professionals of Canada</i> <i>Amber Ruben, University of Alberta</i> <i>Timothy Lim, University of British Columbia</i> There is a lack of pharmacy specific equity, diversity, inclusion (EDI) and Indigenous health education for pharmacy professionals and students. Through Team Primary Care: Training for Transformation, a Canada wide initiative seeking to enhance integrated and comprehensive primary care training for health professionals, educational content that provides foundations for EDI and Indigenous health related work was developed. This session will discuss the process of creating the educational modules, its content, and presenters will share learnings and reflections from this work.
1345-1425 h (Cremazie- Garneau)	Concurrent Mini Session M5. 102560 An innovative postgraduate diploma in specialized pharmaceutical care at Université Laval: A catalyst to foster top-level care and cutting-edge practices in hospital pharmacy <i>Isabelle Laverdière, Université Laval</i> An innovative third-cycle professional diploma in specialized pharmaceutical care was developed at Université Laval in collaboration with institutional partners. The diploma targets practicing hospital pharmacists seeking advanced expertise to provide cutting-edge pharmaceutical care and drive innovation in their specialties. Four specialized domains are currently offered: psychiatry, oncology, pediatric and nuclear pharmacy.

	M6. 101974 Hospital environment discovery room: An exciting new learning initiative at Université de Montréal <i>Katherine Desforges, Université de Montréal</i> <i>Claude Mailhot, Université de Montréal</i> As part of the extensive modernization initiative within the pharmacy program, the objective of the hospital environment discovery room was to better prepare students for their hospital clinical rotations. This presentation will discuss on the extensive planning and work by a multidisciplinary team that was done to build both the physical environment and the activities associated with the exploration within the room, and will provide feedback on our experience with students.
1430-1530 h (Ballroom)	Concurrent Mini Session M7. 102441 Student developed cases: Are they any better than faculty at representing the communities we serve? <i>Teri Charrois, University of British Columbia</i> Our objective was to determine if when students created patient cases, they used or considered patient descriptors that represented individuals from underrepresented groups We found that a minority of students considered including factors related to equity-seeking groups. Faculty need to more consciously ensure inclusive representation of identities across the curriculum. M8. 101899 Climate crisis preparedness in pharmacy: Simulation-based training for future challenges <i>Marie-Laurence Tremblay, Université Laval</i> This session introduces a simulation-based training program developed to prepare pharmacy students for the challenges posed by climate-induced crises. Inspired by real-life events, the program immerses students in a scenario where they must manage pharmacy operations during a community evacuation. Results indicate high student engagement and recognition of the simulation's efficacy in fostering essential skills like leadership, communication, and crisis-resource management, crucial for navigating pharmacy practice in the face of climate change. M9. 102480 Increasing rural student representation in health professions programs through mentorship <i>Sandra Jarvis-Selinger, University of British Columbia</i> To address shortages of rural healthcare workers, we developed an online mentoring program (Rural eMentoring BC) that supports youth from rural communities to explore pathways to healthcare careers. The program successfully inspired high school students who participated in the program to consider pursuing healthcare careers through career exploration and educational support. By supporting rural students throughout their educational journeys, we hope that they then return home to practice.
1430-1530 h (Wolfe/ Montcalm)	Concurrent SIG Session AFPC Experiential Education (PEP-C) Special Interest Group S10. 102475 Evaluation of a novel approach to experiential learning within a pharmacy school operated patient care clinic <i>Taylor Raiche, University of Saskatchewan</i> To reach more students in its experiencing learning offerings, the Medication Assessment Centre (MAC) changed from offering 8-week Advanced Pharmacy Practice Rotations (APPE) for 6 senior students/year to

	offering short (1/2 day) and repeated (twice/year) immersion rotations for all students in years 1 and 3. This project describes that change and shares an evaluation of student experiences with the change. S11. 102736 Fostering a culturally safe experiential learning environment <i>Neelam Dhaliwal, University of British Columbia</i> <i>Kayla Fang, University of British Columbia</i> This presentation describes an initiative to develop practice educator training to cultivate a culturally safe learning environment for students on practicum. We will describe the develop and delivery of a live, in-person workshop, as well as next steps to create additional resources aimed at providing practice educators with anti-racism and cultural safety training specifically in the experiential education context. S12. 102620 Navigating emotionally challenging situations during clinical placements <i>Natalie Kennie-Kaulbach, Dalhousie University</i> Students in health professions have reported experiencing difficult situations during clinical placements that may have a significant impact on them and produce strong emotions. While these may happen commonly, students often feel unprepared for their own emotional responses, and they may be left alone to handle these experiences. This session describes a pre-rotation orientation session that exposes students to emotionally challenging situations and helps raise awareness of personal strategies for managing emotions.
1530-1600 h (Foyer)	Poster Viewing & Afternoon Break
1600-1700 h (Ballroom)	Concurrent Session #1 Planetary Health SIG Workshop: Developing Planetary Health Learning Outcomes in Pharmacy Education <i>Rob Pammett, University of British Columbia</i> <i>Christine Landry, Université d'Ottawa</i> <i>Shellyza Sajwani, The Ottawa Hospital, Université d'Ottawa</i> <i>Randilynne Urslak, The Ottawa Hospital, Université d'Ottawa</i> <i>Simroop Ladhar, University of British Columbia</i> <i>Karen Dahri, University of British Columbia</i> As an inaugural Planetary Health SIG hosted session, this workshop will share the current state of knowledge on planetary health teaching within pharmacy schools internationally, results of a pan-Canadian environmental scan of topics promoting sustainable healthcare in the Canadian pharmacy curriculum, and student experiences of pharmacy related sustainability content from UBC. The workshop will provide participants with the opportunity to reflect on, and contribute to, preliminary development of learning outcomes and competencies for Canadian pharmacy students in planetary health.
1600-1700 h (Wolfe/ Montcalm)	Concurrent Session #2 Strategies to Promote a Culture of Wellbeing Among Students and Faculty <i>Lynda Eccott, University of British Columbia</i> <i>Ema Ferreira, Université de Montréal</i> Fostering student wellbeing is critical in supporting academic success and providing students with the skills they need in order to be resilient practitioners. In this workshop, we will examine some of the most common stressors that students encounter and discuss the strategies our own schools have in place to support student wellbeing. We will also share the results from the national survey we conducted to determine what wellbeing initiatives are in place in the remaining pharmacy schools in Canada. Finally, we will facilitate a discussion on optimal strategies, what more we could be doing, and next steps on a national level to support this important

	initiative.
1600-1700 h (Cremazie-Garneau)	Concurrent Session #3 From Classroom to Practice: IPE in the AFPC aEHR for the Everyday Instructor <i>Jason Min, University of British Columbia</i> <i>Irene Luong, University of British Columbia</i> <i>Sanjit Bains, University of British Columbia</i> <i>Sara Hiebert, University of British Columbia</i> <i>Mina Rim, University of British Columbia</i> <i>Brandon Whitmore, University of British Columbia</i> Healthcare programs are challenged with an increasing gap between what collaborative practice looks like versus how interprofessional education is typically taught. Distributed education programs, increasing emphasis on team-based care, and the utilization of advanced technologies can be difficult to incorporate into authentic learning environments. The adoption of electronic health records, as an enabling tool for learners, are available to Canadian health programs and can be used to narrow the practice/classroom divide by providing authentic, higher-level interprofessional competency activities. This session will review the evidence behind using electronic health record tools in education, a review of the commercial options available in Canada, and provide an interactive group-work experience using the latest version of AFPC's aEHR. As part of the national Team Primary Care project, the AFPC aEHR received funding to further enhance the tool with a focus on interprofessional and team-based care, including a suite of ready-made IPE cases that are available for use.
1830-2200 h	AFPC Awards Reception and Banquet <i>(Séminaire de Québec, Salles des promotions, 20 Rue Port Dauphin)</i>
THURSDAY, JUNE 13	
0700-0800 h	AFPC Special Interest Group Business Meetings – AFPC Geriatrics SIG <i>(Baude)</i>
0715-1700 h	CAPSI Council Meetings <i>(Cremazie-Garneau)</i>
0715-0810 h (Foyer)	Poster Viewing & Breakfast
0810-0855 h	Day 2 Plenary <i>(Ballroom)</i> The Future of Higher Education: Implications for Curricular Reform in Pharmacy <i>Jamie Kellar, University of Toronto</i> The landscape of higher education is changing rapidly. The sector is seeing new online learning opportunities, emerging technologies, funding challenges and rising costs, alongside increased student debt and higher expectations from students for meaningful learning experiences. Significant advances in pharmaceutical sciences, biotechnology, digital health and artificial intelligence are disrupting the healthcare sector which further impacts the health professions education sector. In this session, we will explore current trends disrupting higher education and how they may impact pharmacy education of today and the future.

0900-1000 h (Ballroom)	Concurrent Session #4 Truth & Reconciliation SIG: Strategies for Faculties of Pharmacy to Meet (and Exceed) CCAPP's new Indigenous Standards <i>Jaris Swidrovich, University of Toronto</i> <i>Kaitlin Bynkoski, University of Waterloo</i> <i>Ron Eros, University of Manitoba</i> <i>Larry Leung, University of British Columbia</i> <i>Kyle Wilby, Dalhousie University</i> This session will prepare faculties of pharmacy to meet (and exceed) each of the new Canadian Council for Accreditation of Pharmacy Programs (CCAPP) standards related to Indigenous engagement, Indigenous health, and Indigenous Peoples. The session will cover three areas of focus: 1) curriculum and assessment (Criterion 3.4, 3.5, 6.1); 2) recruitment, retention and student services (Criterion 16.2, 16.3, 17.1, 18.1, 18.3); 3) staff, faculty and program considerations (Criterion 8.3, 8.4, 11.2, 19.3, 20.2, 24.1). It will include the perspectives and experiences of several faculties of pharmacy in Canada. Participants will leave this session with tangible and realistic strategies, steps and solutions to meet all Indigenous CCAPP standards.
0900-1000 h (Wolfe/ Montcalm)	Concurrent SIG Session AFPC Experiential Education (PEP-C) Special Interest Group S13. 102734 Approaches to preparing for experiential practicums in pharmacy (APPLY) <i>Neelam Dhaliwal, University of British Columbia</i> <i>Kayla Fang, University of British Columbia</i> Our presentation describes the steps undertaken to review strategies for preparing students for the transition from classroom to experiential learning. We will discuss our findings from surveying the student body as well as semi-structured interviews with pharmacy faculty across Canada. We will share plans for next steps to explore a pre-practicum course and strategies to incorporate preceptor and peer-to-peer involvement in preparing students for practicums. S14. 102428 Enhancing quality of preceptor assessments in experiential education: Frame of reference training <i>Karen Cameron, University of Toronto</i> <i>Debbie Kwan, University of Toronto</i> Frame of reference training (FORT) utilizes deliberate practice and feedback to establish a shared mental model for delineating students' performance. We created a series of interactive virtual FORT modules for preceptors with the goal of establishing a common understanding of assessment criteria to enhance consistency of student assessments. In this session we will share our design and implementation process and summarize evaluation results. S15. 102580 Preceptor development through self-reflection and virtual roundtable discussion <i>Kelly Drummond, University of Manitoba</i> The knowledge, skills and attitudes required to be an excellent clinical pharmacist versus an excellent student preceptor can be different. Taking time to self-reflect after precepting is a critically important step in identifying areas of your practice you want to improve. A self-reflective exercise followed by a virtual roundtable discussion with other preceptors, facilitated by the Office of Experiential Education (OEE), has been developed in partnership with the Winnipeg Regional Health Authority (WRHA) and St. Boniface Hospital Pharmacy programs.

1000-1030 h (Foyer)	Poster Viewing & Morning Break
1030-1110 h (Ballroom)	Concurrent SIG Session AFPC Truth & Reconciliation Special Interest Group S16. 102611 Assessing pharmacy student perceptions of a new cultural safety course <i>Kelly Grindrod, University of Waterloo</i> In September 2023 a first iteration of a course in cultural humility was offered with students finding the learning valuable but challenging. Students identified the most impactful online modules/speakers related to biases and microaggressions, structural and systemic racism, a seminar on Indigenous healing practices, and a community-based activity for National day for Truth and Reconciliation. S17. 102700 Alexander First Nation members' views of their relationships with community pharmacists: Providing ethical space <i>Amber Ruben, University of Alberta</i> Exploring a First Nation's members' views of their relationships with community pharmacists in a co-created research design provided information about facilitators of relationships. These conversations also provided information on how cultural safety, humility, and increased cultural knowledge can be centred in pharmacy education to improve relationships.
1030-1110 h	Concurrent Mini Session (Wolfe/Montcalm) M18. 101963 Understanding the factors that affect the assessment of student performance in pharmacy practicums <i>Tila Pelletier, University of British Columbia</i> <i>Janice Yeung, University of British Columbia</i> Why would similarly performing students receive disparate assessments from different practice educators? This session will review original research that explored the influences on practice educators during assessments on practicum. The themes identified will be presented as well as key take home messages that educators can use when designing experiential programs. M19. 102674 Artificial Intelligence: A wealth of opportunities for pharmacy practice and education. <i>Olivier Barbier, Université Laval</i> A literature survey was performed from September to December 2023 with the following objectives: i) to assess how IT and AI are currently mobilized in the practice (both community and hospital) and teaching of pharmacy; and ii) to comprehensively understand the potential of AI for improving the formation of the pharmacists.

1115-1215 h (Ballroom)	Concurrent Session #5 Educational Assessment and Program Evaluation SIGs: Using Artificial Intelligence (AI) in Educational Assessment <i>Sandra Bjelajac Mejia, University of Toronto</i> <i>Gilles Leclerc, Université de Montréal</i> <i>Robert Renaud, University of Manitoba</i> This session will explore how the use of AI is driving changes to assessment practices, summarize recent applications of AI to assess student learning, and explore potential benefits of incorporating AI into assessment practices. Including AI in relevant assessment practices may facilitate more thorough, timely, detailed feedback to students. Participants will be invited to share their current applications of AI and any changes in assessment practices in their schools. The presenters want to acknowledge the contribution of Kirsten Archbell, University of Waterloo, in preparing for this session.
1115-1215 h (Wolfe/ Montcalm)	Concurrent Mini Session M20. 102402 Building foundations for success in decolonizing pharmacy education <i>Sandra Jarvis-Selinger, University of British Columbia</i> Health inequities and anti-Indigenous racism faced by Indigenous patients has been well documented in numerous reports, and the Truth and Reconciliation Calls to Action implore progress in closing gaps in health, representation in health care, and embedding cultural competency into health education. M21. 102696 Indigenous students' experiences with pharmacy education in Canada <i>Jaris Swidrovich, University of Toronto</i> Both current and former First Nations and Métis Peoples gifted their stories to this PhD study with respect to their experiences with pharmacy education in Canada. The three major themes identified were: 1) Isolation, 2) Whiteness and white supremacy, and 3) Incomplete pharmacy curricula. 27 recommendations for Canadian faculties of pharmacy arose from this study within the areas of recruitment and retention, admissions, curriculum and pedagogy, assessment and evaluation, experiential learning and general faculty considerations. M22. 102586 Inclusive pharmacy: Where are we and how can we do better? A study on the experiences of 2SLGBTQ+ clients receiving care and pharmacists providing care in British Columbia <i>Reema Abdoulrezzak, University of British Columbia</i> <i>Lillian Chen, University of British Columbia</i> We present a snapshot of 2SLGBTQ+ pharmacy care experiences in British Columbia from both the perspectives of 2SLGBTQ+ clients and pharmacists. Spoiler alert: there is room for improvement. Join us to learn where the gaps are in 2SLGBTQ+ care in the pharmacy, and where pharmacy education can begin to fill them.

1215-1345 h	Lunch & Poster Viewing AFPC Committee & Special Interest Group Business Luncheon Meetings – Associate Deans/Directors Academic/Curriculum (<i>L'Accueil</i>) – AFPC Skills Lab SIG (<i>D'Auteuil</i>) – AFPC Truth and Reconciliation SIG (<i>Buade</i>) – AFPC-CAPSI Joint Officers Meeting (<i>Chauveau</i>)
1345-1445 h (Ballroom)	Concurrent Mini Session M23. 102555 PharmD in three: The University of Toronto's 3-Year proposed PharmD curriculum <i>Natalie Crown, University of Toronto</i> <i>Jamie Kellar, University of Toronto</i> After conducting an environmental analysis and considering student and stakeholder feedback, the Leslie Dan Faculty of Pharmacy (LDFP) at the University of Toronto is proposing transforming the PharmD into a 3-year program. Guided by faculty specialists on adaptive expertise and backward design, and commitment to best practices in pharmacy education, the project is moving forward with a planned launch of the 3-year curriculum in August 2025. M24. 102424 Piloting hybrid learning: Enhancing student flexibility <i>Marion Pearson, University of British Columbia</i> Findings from our in-depth evaluation of the impacts of different curriculum delivery methods used during the COVID-19 pandemic indicated that the PharmD program would benefit from retaining and optimizing certain adaptations. Prime among these was the shift of some content from in-person to asynchronous online delivery. This presentation will include details of the principles we are using to select content suitable for such a shift; our approach to the design of high quality, learning-centred asynchronous learning activities; and the outcomes from piloting these activities. M25. 102684 What do we need and when do we need it? An environmental scan of the current assessments of pharmacy human resource requirements in Atlantic Canada. <i>Shawn Bugden, Memorial University</i> The pharmacy profession is experiencing a human resource (HR) crunch but data to assess the degree of the shortage of pharmacy professionals has been lacking. This presentation reviews two approaches taken in Atlantic Canada to try to estimate the HR needs and create evidence to inform decisions about enrollments.
1345-1445 h (Wolfe/ Montcalm)	Concurrent Mini Session M26. 102412 Evaluation of the USask chronic pain clinic health provider mentorship program <i>Derek Jorgenson, University of Saskatchewan</i> The USask Chronic Pain Clinic (UCPC) is an interdisciplinary clinic operated by College of Pharmacy and Nutrition (University of Saskatchewan). In addition to caring for individual patients, the UCPC aims to increase capacity of the primary care system to manage chronic pain through a unique mentorship program. The study aimed to determine health provider perceptions of the impact of UCPC mentorship program on their practice. M27. 102632

	Patient experiences and perceptions of health professionals on the effects of advanced practice of pharmacists in Family Medicine Groups (EXPAND project) <i>Marie-Claude Vanier, Université de Montréal</i> Perceptions of health professionals on implementation of an advanced practice partnership agreement (EPAP) in their clinic allowing their clinic pharmacists independent prescribing was assessed in six Family Medicine Groups (GMF). The experience of patients with medication prescriptions by their GMF pharmacist was also explored. Independent prescribing by GMF pharmacists was well accepted by patients and health professionals and increased fluidity of care and services and freed up time for other professionals to carry out tasks requiring their unique expertise. M28. 102296 ENACT: Pharmacy student perspectives on engaging in pharmacy practice <i>Teri Charrois, University of British Columbia</i> <i>Jill Hall, University of Alberta</i> As pharmacist's scope of practice continues to evolve, professional abstinence is being observed by students in workplaces and on practicums. Exposure of students to professional abstinence may cause distress, as they are challenged by practices that do not match what they are taught in school. This study describes pharmacy student perspectives on professional abstinence in community practice settings and their thoughts on how it could be addressed.
1445-1525 h (Ballroom)	Concurrent Mini Session M29. 102356 PERL: Making educational scholarship count <i>Simon Albon, University of British Columbia</i> <i>Marion Pearson, University of British Columbia</i> CPERC 2013 we gave the presentation "Walking the talk": A scholarly approach to fostering the scholarship of teaching and learning through a teaching support unit. There has been considerable growth in SoTL efforts at the University of British Columbia since then, fostered through PERL, the Pharmacy Education Research and Leadership research cluster. We will describe the conditions for success and current status of PERL. M30. 102603 A realist evaluation of an integrated interprofessional education program at the Leslie Dan Faculty of Pharmacy, University of Toronto <i>Della Croteau, University of Toronto</i> <i>Jamie Kellar, University of Toronto</i> A realist approach was taken to evaluate the impact of the integrated Interprofessional Education (IPE) curriculum at the University of Toronto on two cohorts of PharmD graduates exploring: mechanisms which support collaborative competencies; significant learning opportunities; factors contributing to collaborative competency development; and areas for further curriculum development.
1445-1525 h (Wolfe/ Montcalm)	Concurrent Mini Session M31. 102221 Professional identity formation in pharmacy learners: How do preceptors contribute? <i>Natalie Kennie-Kaulbach, Dalhousie University</i> Pharmacy preceptors play a role in helping students form professional identities during experiential education, however it is not clear what specific roles preceptors have and strategies that can be used to best foster professional identity formation (PIF). This session will present the results of a qualitative study of pharmacy preceptors from five experiential education programs to explore how preceptors perceive their role and their

	contributions to supporting pharmacy learner PIF. Findings and strategies identified can be used to inform curricular approaches and preceptor development that intentionally support PIF. M32. 102353 Professional fulfillment versus burnout: Where are year 4 students' heads at? <i>Danielle Nagy, University of Alberta</i> This presentation will describe the results of a mixed methods study, reporting current levels of professional fulfillment and burnout in Year 4 pharmacy students, predictors of each, and student-perceived barriers and facilitators. Study findings highlight key activities associated with pharmacy student professional fulfillment and burnout and provides evidence for the integration of these topics into pharmacy education to support students' transition to practice.
1525-1550 h (Foyer)	Afternoon Break
1550-1650 h (Ballroom)	Closing Keynote Science vs Pseudoscience: Current Challenges in Science Communication <i>Olivier Bernard, Pharmacist and Science Communicator</i> Self-proclaimed experts, sensationalist or far-fetched scientific news in the media, miraculous diets, conspiracy theories... Science seems under attack, and scientists too. What do we know about these concerning movements, which now have enormous platforms and resources, and which are gradually penetrating the media and the political realm? And can we do something about it as healthcare professionals? This presentation aims to raise awareness and mobilize scientists with the aim of protecting scientific rigor in the public space. Olivier Bernard is a pharmacist and Fellow of the Order of Pharmacists of Quebec. His work focuses on science communication for the general public in mass media and on social media. He was the recipient of the international John Maddox award for defending science through adversity (2019) and of the Governor General of Canada's Meritorious Service Decorations for his contribution to national debates on misinformation in healthcare (2024).
1650-1700 h	Wrap-up & CPERC 2025 CPERC 2025 will be in Niagara Falls June 17-20. As co-hosts, the University of Toronto and the University will wrap up by inviting you back to CPERC in 2025.
1900-2300 h	Social Event: Québec Fun Night (hosted by Montréal & Laval) <i>(Brasserie Inox, 655 Grande Allée Est)</i>

FRIDAY, JUNE 14	
0800-1700 h	CAPSI Council Meetings <i>(Cremazie-Garneau)</i>
0730-1530 h <i>(Wolfe/ Montcalm)</i>	Post-CPERC Symposium Excellence in Pharmacy Education Research and the Scholarship of Teaching and Learning Educational research and the scholarship of teaching and learning (SoTL) bring together researchers, clinicians, students and others across all disciplines. This symposium will provide participants with an opportunity to explore the different types of research questions, study designs and methods, and how to best present data for publication and implementation. Whether you have engaged in SoTL before or are new to this type of research, this symposium will offer you an opportunity to improve your educational scholarship as we explore the lifespan of a project. Participants are encouraged to bring an idea or project in progress to work with throughout the symposium – but one is not necessary!
0730-0815 h	Breakfast
0815-0830 h	Welcome: Setting the stage <i>Kyle Wilby, Dalhousie University</i> <i>Jill Hall, University of Alberta</i>
0830-0930	Developing research questions and using theoretical frameworks <i>Mary Douglass Smith, Presbyterian College</i> <i>Teri Charrois, University of British Columbia</i> <i>Naomi Steenhof, University of Toronto</i>
0930-0945	Break
0945-1045	Methods Matter: What, when and how to combine measurement methods <i>Spencer Harpe, Midwestern University</i> <i>Sherilyn Houle, University of Waterloo</i>
1045-1100	Break
1100-1200	Manuscript Misadventures: Presenting and interpreting meaningful data <i>Jordan Covvey, Duquesne University</i> <i>Kyle Wilby, Dalhousie University</i>
1200-1300	Lunch
1300-1400	Implementation and Impact <i>Kevin Astle, University of South Florida</i> <i>Jill Hall, University of Alberta</i>
1400-1530	Best Brains Exchange Symposium facilitators will lead participants through interactive project development with the goal of having each participant leave having made progress on identifying/drafting a research question, selecting the best study design type, and navigating potential data analysis methods. Participants will have the chance to further discuss the idea they brought (or just thought of!) across round table groups and with the experts available.

AFPC 2024 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.

Valerie Facca, University of Toronto

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.

Amy Soubolsky, University of Saskatchewan

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).

Élisabeth Leblanc, Université de Montréal

Jenna Esteban Villarba, University of Manitoba

Analisa Jia, University of British Columbia

AFPC / Council for Continuing Pharmaceutical Education 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).

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 of pharmacy in Canada.

Jacquelyn Cragg, University of British Columbia

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 of pharmacy within Canada.

Jeff Nagge, University of Waterloo

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

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

Emily Black, Dalhousie University

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).

AFPC / Pfizer 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.

Chantal Guillemette, Université Laval

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.

Cynthia Richard, University of Waterloo

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.

Simon Albon, University of British Columbia

Yvonne Shevchuk, University of Saskatchewan

Susan Mansour, Dalhousie University

AFPC & Canadian Foundation for Pharmacy Past President Awards

Jane Alcorn, University of Saskatchewan

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LIST OF CPERC 2024 POSTER PRESENTATION ABSTRACTS

Poster Presentation Categories:

PE: Pharmacy Education

PS: Pharmaceutical Science

PP: Pharmacy Practice

T: Teaching and Learning Research / Scholarship

- PE1 Master's program in advanced pharmacotherapy: focus on the primary care concentration.
- PE2 Virtual Immersive Simulations and In-person Experiential Opportunity in Pharmacy Education for Secondary and Post-Secondary Students from Underrepresented Communities.
- PE3 Preparing future pharmacists as antimicrobial stewards: Experiences implementing a 3rd year PharmD elective
- PE4 Competency Profile in the International pharmacy bridging program (IPGP) QeP
- PE5 Student Creation of Rubrics for Assessment of Patient Role Plays in a Pharmacy Skills Course
- PE6 Pharm. D. Experiential Training in Hospitals - evolution of the 4-week clerkship of exposure to hospital practice in the 2nd year at Université de Montréal
- PE7 Development of a Canadian Historical Pharmaceutical Dictionary
- PE8 Description and Evaluation of an Elective Academic Teaching Practicum
- PE9 Implementation of a peer-review, self-reflection, SOAP note activity in pharmacy case-based learning at the University of British Columbia
- PE10 Implementation of an Adapted Digital Minute Reflection Form to improve student learning and session design
- PE11 Evaluating the First Nationwide Canadian Oncology Mentorship Program (2022-2023) by the University of Toronto NCODA Chapter
- PE12 Workload reduction in the Master's program in advanced pharmacotherapy at Université Laval
- PE13 Experiential education rotations in remote areas; how to get students far away from home!
- PE14 Demographic Diversity of Patient Cases in the Undergraduate Pharmacy Curriculum
- PE15 Improving the Efficiency of Documentation in an Academic Pharmacy Clinic Through Quality Improvement and Education
- PE16 Identification of Barriers and Facilitators for Course Development within the Spiral Curriculum Model at the University of Ottawa PharmD Program: A Qualitative Study

- PE17 Curriculum Design to Foster Leadership Identity Development in Emerging Pharmacy Leaders
- PE18 Implementing Harvard business case studies in a Pharmacy Practice Management and Leadership course
- PE19 PEGGY 2.0: Advancing Online Pharmacy Communication Skills Training
- PE20 Implementing a Minor Ailments Curriculum into the Pharmacy Technician Program at Humber College
- PE21 Supporting Learner's Patient Care Process and Clinical Reasoning and Decision-Making in Clinical Placements using the SNAPPS Approach: Initial Implementation and Evaluation
- PE22 Micro-credentialing in Pharmacy : A Needs Assessment
- PE23 Professional Development Programming : A Needs Assessment
- PE24 Improving pharmacist facilitator preparation for teaching via a novel online training program
- PE25 Pharmacists and the Environment - Evaluation of a Novel Online Educational Module
- PE26 Competency Mapping and Backwards Design the Intersection of Interprofessional and Experiential Education
- PE27 Development and Implementation of Minor Ailments Prescribing Activities within Program Year 1 of an Entry-to-Practice PharmD Program
- PE28 Bite-sized Educational Resources and a Virtual Community of Practice to Engage Healthcare Professionals and Students in Quality Improvement
- PE29 Creating Space for Professional Advocacy in Experiential Learning: Development and Implementation of an Elective Advanced Pharmacy Practice Experience
- PE30 Bridging the Knowledge Gap: Sexual and Gender Minority Related Care in the PharmD Curriculum
- PE31 A Collaborative Approach to Preceptor Development in Hospital Pharmacy
- PE32 Description and Implementation of the RENAL (Reinforcement of Education for Nephrology Academic Learning) Project
- PE33 Closing the education/practice divide in interprofessional education by leveraging an Academic Electronic Health Record platform
- PE34 Longitudinal Embedding of a Complex Mental Health case across 3 years in the PharmD Program
- PE35 From principles to practice: the use of province-wide leadership group discussions during elective placement experiences
- PE36 Pharmacists' experiences of precepting during Alberta wildfires
- PE37 A glance at a century of excellence in pharmaceutical education at Université Laval

- PE38 Unveiling nanoprograms: a revolutionary approach to continuous education tailored for practicing pharmacists
- PE39 Instilling cultural safety: Supporting sexual and gender diversity in pharmacy
- PE40 Piloting Universal Design for Learning Approaches in a Final Year Online Pharmacy Course
- PE41 Dispensaries and Drugs: A Dice-Driven Branching Narrative Case Resolution Framework for Experiential Learning in Paper Cases
- PE42 From Networking to Nation-Wide Initiatives: The Building of the Geriatrics Special Interest Group
- PE43 Implementation of a Capstone Exam Series in an Entry-to-Practice Doctor of Pharmacy Program
- PE44 Teaching sustainable development at the Faculty of pharmacy at Université Laval
- PE45 Building Blocks of Inpatient Pharmacy Practice Experience in the Entry-to-Practice PharmD Curriculum.
- PE46 Student as Partners - A Pedagogical Framework to Redesigning a Pharmacy Practicum Course
- PP1 Factors Influencing Implementation of Point-of-care Testing for Acute Respiratory Infectious Diseases in Community Pharmacies: A Scoping Review Using the Consolidated Framework for Implementation Research
- PP2 Data driven quality improvement in Community Pharmacy: Evaluating the use of Audit and Feedback (A&F) interventions to improve pharmaceutical care
- PP3 Developing an Ontario community-pharmacy based Minor ailment service Evaluation framework (DOME)
- PP4 Cannabis and Patient Decisions Regarding Their Rheumatologic Medications Doses: A Provincial Survey in Alberta
- PP5 Decision Tools for Patients with Arthritis: A Scoping Review Conducted to Develop a Decision Tool
- PP6 British Columbia Community Pharmacy During COVID-19: Identifying Provider Challenges and Opportunities through Google Reviews
- PP7 The pharmacist's role in beta-lactam allergy assessment: A scoping review
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- PP9 Lyme Disease Chemoprophylaxis Prescribing Before and After Pharmacist Prescriptive Authority in Nova Scotia
- PP10 Antimicrobial stewardship targets in pediatric community-acquired pneumonia - where do we stand in the post-COVID era ?

- PP11 Environmental Scan of Post-Graduation Training in Geriatrics for Pharmacists in Canada
- PP12 Environmentally Sustainable Opportunities for Health Systems: Metered-Dose Inhaler Prescribing, Dispensing, Usage and Waste at a Tertiary Academic Center
- PP13 Potential Risk Factors Among Patients Developing Venous Thromboembolism While Admitted to the Dubé Centre for Mental Health
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- PP15 Family Planning for Community Pharmacists: Developing a pharmacist consultation checklist for assessing and prescribing emergency and hormonal contraception.
- PP16 Evaluation of a protocol for managing the cyclosporine and nirmatrelvir/ritonavir drug-drug interaction in kidney transplant recipients
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- PP19 Participants' experiences and acceptability of HIV, hepatitis C, and syphilis testing by pharmacists in the APPROACH 2.0 study
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- PP21 Evaluation of the Impact of the USask Chronic Pain Clinic on Patient Health Status
- PP22 Impact of a Pharmacist Consultation Service on Patient's Medication-Related Burden Quality of Life
- PP23 Economic Impact of Pharmacist Prescribing for Minor Ailments in Ontario: A Cost-Minimization Analysis
- PP24 Quality Improvement Evaluation of an Order Set in the Electronic Patient Record for Deprescribing Proton Pump Inhibitors (PPIs) in a Geriatric-Medicine Unit
- PP25 Health Human Resource Needs in Newfoundland and Labrador: Community Pharmacists
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- PP27 Improving Community Pharmacy Access in Remote First Nations Communities
- PP28 Regulation and Standardization of Pharmaceutical Compounding Practices: Opportunities for Quality Improvement
- PP29 Portrait of Polypharmacy in 2019 Among Children Insured Under the Quebec Public Prescription Drug Insurance Plan
- PP30 Talking to those with the power? Management perspectives of pharmacist burnout
- PP31 Patient Satisfaction with Care Received through a Pharmacist Consultation Service

- PP32 Changing the Conversation: Empowering Community Pharmacists to Address Pneumococcal Vaccine Hesitancy
- PP33 Implementing pharmacist prescribing in a university-affiliated pharmacist-led clinic: lessons learned and educational opportunities
- PP34 Late onset hypogonadism: A review of guidelines
- PP35 Introducing practice innovations in community pharmacy-based vaccinations: How to play CARD (Comfort Ask Relax Distract)
- PP36 Perspectives of community pharmacists on the use of the AppGuide to support their interventions in non-adherence to pharmacotherapy for chronic diseases: a qualitative study
- PP37 Opioid deprescribing through a stigma theory lens: results of a critical narrative review and clinical implications for pharmacists
- PP38 Co-Developing a Culturally Safe Engagement Framework with Urban Indigenous Partners
- PP39 Social Network Analysis of Collaboration in Pharmacist-Led Primary Care
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- PP41 Patient and pharmacist perspectives of pharmacist-led remote hypertension monitoring
- PP42 Pharmacists' Experience, Knowledge, Attitudes, and Perspectives Regarding Psilocybin Therapy
- PS1 The Effects of Antipsychotic Discontinuation or Maintenance on the Process of Recovery in Remitted First-Episode Psychosis Patients - A Systematic Review and Meta- Analysis of Randomized Controlled Trials
- PS2 N-phenyl ureidobenzenesulfonates, a new family of human dihydroorotate dehydrogenase inhibitors inducing apoptosis and differentiation in acute myeloid leukemia
- PS3 When less is better: association between psychotropic drugs and torsade de pointes
- PS4 Half-life, oral absorption and antitumoral activity of CEU-938, a novel prodrug targeting CYP1A1-expressing breast cancer cells
- PS5 Causality assessment of adverse events among drug users in a hospital setting: Are these investigated by healthcare professionals? A retrospective study conducted at Institut universitaire de cardiologie et de pneumologie de Québec - Université Laval
- PS6 Protective effect of the CD36/SR-B2 receptor ligand EP80317 against hind limb ischemia-reperfusion-induced remote inflammatory response in mice
- PS7 Portrait of declarations of serious adverse event since implantation of a new legislation at Institut universitaire de cardiologie et de pneumologie de Québec-Université Laval

- PS8 PROTECTIN DX ENHANCE THE THERAPEUTIC RESPONSE OF OBETICHOIC ACID IN THE CONTEXT OF CHOLESTATIC AUTOIMMUNE LIVER DISEASES.
- PS9 Distinct endocytic pathways after synthetic and endogenous ligands binding to the CD36 scavenger receptor in macrophages
- PS10 Atrial remodeling in pregnant mice
- PS11 Characterization of the transport of insulin-like growth factor binding protein 2 (IGFBP2) and fibroblast growth factor 21 (FGF21) across the blood-brain barrier (BBB).
- PS12 Pyridinyl 4-(2-oxoalkylimidazolidin-1-yl)benzenesulfonates and their hydrochloride salts as novel antimitotic prodrugs bioactivated by cytochrome p450 1A1 in breast cancer cells
- PS14 Investigating the role of 2-linoleoyl glycerol in skin lipid metabolism in vitro
- PS15 Leukocyte recruitment kinetics after a myocardial infarction in a murine model
- PS16 Antipsoriatic microneedle patches loaded with polyphenols or methotrexate
- PS17 Ketone body transport across the blood-brain barrier by in situ cerebral perfusion in a mouse model of Alzheimer's disease
- PS18 Repurposing FGF21 as a therapeutic tool in Alzheimer's disease
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- T2 Experiential Educator Recognition: Exploring Preceptorship as Accredited Learning
- T3 Using Professional Ethics Scenarios to assess Professional Identity Formation among First Year Pharm D Students
- T4 Fostering a Culture of Student Wellbeing: Results and Recommendations from the UBC Pharmacy Student Wellbeing Survey
- T5 Assessing Pharmacy Students' Awareness of Indigenous Peoples in Canada: From Insight to Action
- T6 An Environmental Scan of Cannabis Education in Canadian Doctor of Pharmacy Programs and CCCEP-Accredited Continuing Education Courses
- T7 Characterizing LGBTQ+ Education Interventions for Pharmacy Students, Pharmacy Residents and Pharmacists.
- T8 Assessing Complex Thinking in an Objective Structured Clinical Examinations (OSCE) in a Pharmacy Program
- T9 Impact of an online branching community pharmacy case on student's patient communication skills
- T10 Student perspectives on the integration of environmental sustainability and climate change into the Doctor of Pharmacy Program curriculum
- T11 Embedding Interprofessional Education Activities in Experiential Courses

- T12 Pharmacy Students' Perspective: Blended Learning Sessions Design Guidelines
- T13 Creating a Patient-Friendly Medication Decision Support Tool for Parkinson Disease
- T14 "This should be included in our normal content": Evaluation of an upper-year 2SLGBTQ+ pharmacy classroom-based elective
- T15 Development and Evaluation of an Educational Module and Workshop for Pharmacists Managing Suicidal Ideation
- T16 Uncovering the Underrepresentation of Skin of Color Education in the UBC PharmD curriculum
- T17 State of the academic pharmacy workforce specializing in geriatrics
- T18 Best Practices in Geriatrics Pharmacy Education: An International Survey of Exemplars
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- T24 Factors impacting pharmacists' knowledge, attitudes, and confidence in recommending mobile health applications in patient care
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