



EuroPharmaFaculties News

The Journal of the European Association of Faculties of Pharmacy

www.eafponline.eu

November 2015

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*Welcome to the 22nd EAFP annual conference in Paris
12-14 May 2016
University of Paris-Sud, France
Postgraduate studies in Pharmacy Education*

Announcement page 3

Check what you missed, if you were not in Athens for the 21st
conference : see EAFPonline.eu, conferences, previous conferences:
Quality Assurance in Pharmacy Education

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22nd EAFP annual conference in Paris, 12-14 May 2016

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Pharmacy. University of Valencia (Spain).page 7

2nd International Congress of the Greek Local Chapter
of Controlled Release Society (CRS), 22-24 June, 2016 page 12

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Changes in your files? Please send information to the General Secretary

For all information contact : Annie.Marcincal@univ-lille2.fr

EDITORIAL

Lilian M. Azzopardi
EAFP President



Focusing on collaboration

As most of us embark on another new academic year, we are looking to new student sessions, developments in research projects and extending professional networking to enrich these experiences. With the advances in the pharmacy profession and the updates in information technology, collaboration is key so as to put forward pharmacy education programmes and research projects which meet the required standards. Moreover collaboration gives an added dimension to academic work and makes the activities also enjoyable in that we are sharing our views and reflections with colleagues from other perspectives.

During the 2015 EAFP Annual Conference, a meeting of Deans or their representatives was launched within the conference. The idea for this meeting is to support collaboration. This forum is intended to be used by members and conference participants to share experiences and develop academic and research partnerships.

EAFP is also focusing on extending and sustaining collaboration with stakeholders and partners in pharmacy so as to be active in representing pharmacy education from a European perspective and contribute to the developments in pharmacy education and in the evolvement of the profession of pharmacy and of related workforce. I have just returned from participating at the International Pharmaceutical Federation meeting held in Dusseldorf in early October. During the conference, EAFP activities in the area of quality assurance in pharmacy education were presented during the plenary session on the topic. Moreover I am a member of the planning committee for the FIP Global Conference on Pharmacy and Pharmaceutical Sciences Education, to be held in November next year in China. EAFP is collaborating with other European associations in pharmacy including PGEU, EIPG and EAHP with regards to proposals for pharmacy education. In late October, the European Pharmaceutical Students Association, EPSA, had their Autumn General Assembly and I was pleased to participate and meet the over 250 participants. Through the continuous liaison with EPSA, EAFP is in contact with pharmacists-to-be who are active and may be in a position to take advocacy roles for pharmacy in the future.

One way to provide further development of pharmacists is by offering opportunities for further education. The 2016 EAFP Annual Conference theme is 'Post-graduate studies in pharmacy education'. Accepted abstracts will be published in the journal Pharmacy Education.

I look forward to see you in Paris in May 2016.



22nd EAFP ANNUAL CONFERENCE

www.eafponline.eu

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12 - 14/05/2016 *University of Paris-Sud, France*

Postgraduate studies in Pharmacy Education

Postgraduate studies in Pharmacy Education

Preliminary Scientific Program

Thursday May 12, 2016

09:30 - 13:00 Pre-Conference Workshop Nanotechnology and therapeutics

14:00 - 14:30 Opening Ceremony

14:30 - 16:30 1st Session: Hospital and Clinical Pharmacy

16:30 - 18:00 2nd Session: Post graduate studies in Industrial Pharmacy

19:00 Welcome Reception

Friday May 13, 2016

09:00 - 10:30 3rd Session: Doctorate and Post-Doctoral Studies

10:30 - 11:00 Poster Presentations

11:00 - 12:30 4th Session: Ethics in Pharmacy

12:30 - 13:30 EAFP General Assembly

13:30 - 15:30 Lunch, Poster Presentations, Career Fair

15:30 - 16:30 5th Session Future of Postgraduate studies

Round Table: with speakers from the previous sessions

16.30 - 17:00 Closing Session

20:00 Gala Dinner

Saturday May 14, 2016

6th Session

9.00-10.00 EPSA-EAFP Meeting

10:00-11:00 Staff and Student mobility

11.00-12.00 ACPE or AACP workshop

First summer school 'Pharmacy Education and Training'



Andries Koster

The summer school Pharmacy Education and Training was organized last summer from July 20-24 for the first time. Six participants from Belgium, Slovenia, Croatia and Armenia (5 faculties, 1 educational developer, members) participated in this summer school, which was organized by the Dept. Pharmaceutical Sciences (Utrecht) in collaboration with EAFP and PharQA. All practical arrangements (application, payment and housing of participants) were handled by the Utrecht Summer School organization.

The course was intended to assist pharmacy teachers and curriculum developers to become familiar with the principles of competency-based curriculum design and with the construction of active learning modules, which can be incorporated in their own curriculum. Course material was based on the book by John Biggs and Catherine Tang (Teaching for quality learning at University, 4th ed., SRHE 2011), supplemented with primary literature from the medical and pharmaceutical education (research) literature. The book and hand-outs of all course presentations were supplied during the course free of charge. Examples of course schedules and written exams of the curriculum in Utrecht were shared with the course participants. Details of the course can be found on the website www.utrechtsummerschool.nl (search for course M47).

In general, participants were satisfied with the course and recommend the course for curriculum developers and other colleagues. The course was not considered too difficult, and some suggestions for improvement were made by the participants. The participants' understanding of the educational concepts 'learning approaches', 'problem-based learning' and 'competency-based education' at the beginning of the course was relatively high, but some other educational concepts were less well understood initially. The course improved understanding of these concepts: 'achievement goal theory', 'self-determination theory', 'inquiry-based learning', 'conceptual change', 'constructive alignment' and 'serious gaming'.

A few quotes from the course evaluations:

- *"It was a great experience, very encouraging. Pleasant atmosphere, flexibility"*
- *"I would recommend [this course] to all teachers involved in pharmacy education. It was very inspiring and it opens the mind"*
- *"[The course] offers reflection of your own current activities, and insight into the Dutch system"*

It can be concluded that this first instance of the summer school Pharmacy Education and Training was successful. The number of participants was limited, but this facilitated a flexible course implementation. Some amendments were suggested, which can optimize the course. It is hoped that this course, which will be organized annually, can play a role in improving the quality of pharmacy education in Europe. Please contact Andries Koster (A.S.Koster@uu.nl) if you are interested in future courses.

Online community for Pharmacy Education launched

This summer, **PharmAcademy.org** was launched by Monash University (Australia), in conjunction with the biannual Monash Pharmacy Education Symposium (Prato, Italy). PharmAcademy is a community site designed to connect pharmacy educators globally and will function as a portal for the journal *Pharmacy Education*. Becoming a member in this online community is strongly advised for all who are interested in the further development and quality enhancement of their teaching.

IMPLEMENTATION OF A QUALITY ASSURANCE PROGRAM AT THE FACULTY OF PHARMACY OF LYON/FRANCE

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³Professor - Faculty of Pharmacy, Associate Vice-rector for Quality promotion, University of Montréal, Montréal, Canada and president CIDPHARMEF evaluation committee

Introduction: The Faculty of Pharmacy of Lyon/France is the third biggest Faculty of pharmacy among 24 in France. We started a Quality Assurance (QA) project based on the QA process of the International Conference of Deans of francophone schools of Pharmacy (CIDPHARMEF) in 2013/2014.

This project includes a rigorous evaluation process that is crucial for all quality assurance programs. Furthermore it is specific for Faculties of Pharmacy and will aim towards improvement of the quality of our students' education and the quality of their future practice. It is also important to know that the process relies on a voluntary basis and does not lead to a comparison or ranking between Faculties of Pharmacy. The objective

of the communication is to present the two first steps of our QA project: (1) self-assessment of our programs and Faculty and (2) assessment by international experts nominated by CIDPHARMEF.

Material and methods: We created a Committee with members from the teaching staff, the administrative staff, students and pharmacists practicing in community pharmacies, hospitals and industry, in order to work out a self-assessment report according to 10 themes, including the Faculty's missions, governance, resources, educational program, research training, research activities, continuing education and international cooperation.

For each theme, a report was written and information was analyzed by SWOT-method (Strengths, Weaknesses, Opportunities, Threats). This analysis allowed us to come up with recommendations for each topic. This report and a report written by students of our Faculty were analyzed in May 2014 by four experts from Faculties of Pharmacy from Canada, France and Lebanon. In June a five days visit by these experts allowed them to interview several stakeholders of our Faculty and University.

In summer 2014 the experts wrote an assessment report that included recommendations for our Faculty.

Results: The self-assessment report of 400 pages presented the main strengths and weaknesses for all themes. In their assessment report the experts pointed out 154 recommendations, the most important for the following themes: Faculty's missions, educational program, research training and activities. About 80% of experts' recommendations cross matched with the recommendations of our self-assessment report.

Five main areas for improvement of our faculty in the next years were highlighted:

- (1) improvement of the adequacy between training and pharmacists' activities
- (2) education methods
- (3) students' traineeships during their studies, in particular their objectives and evaluation methods
- (4) improvement of interactions with professional environment and
- (5) exchange of information about research training and activities.

These recommendations allowed us in 2014/2015 to develop an action plan including the following steps: priority setting among all recommendations, selecting actions that will allow us to fulfill the recommendations and the persons or groups who will implement these actions, and an implementation schedule for 2015-2020. This action plan was validated by the Council of our Faculty in February 2015 and by CIDPHARMEF Evaluation Commission in April 2015.

Conclusions: The QA project is a boosting process that involves all actors of our faculty. It will continue in the next years and allow us to ensure the adequacy of our students training and the needs of society, and to improve (1) the quality of our students' education and (2) their employability.

SERVICE-LEARNING PROJECTS: A TOOL TO ENHANCE LEARNING AND PROFESSIONAL DEVELOPMENT THROUGH SOCIAL COMMITMENT

ML Ferrándiz, TM Garrigues, MC Recio, MT Varea
Faculty of Pharmacy. University of Valencia (Spain).



UNIVERSITAT ID VALÈNCIA (U+V) Facultat de Farmàcia



In the context of the 21 EAFP Annual Conference held in Athens, we presented a pilot program of Service-learning that was developed this year at the Faculty of Pharmacy of the University of Valencia (Spain). The oral presentation was part of the Session devoted to Innovative Methods of Teaching.

It is part of an ambitious program of innovation, which looks for adapting the methods of teaching to the characteristics of our actual students and the needs of our stakeholders. Service-learning methodology is not a new one, but it has rarely been implemented in Europe and in the context of the Health Sciences (1,2).

We selected this project because Service-learning urges the student to develop an active citizenship, directed to the improvement of the quality of life in their own society, which is a relevant point for pharmacists. At the same time, this can increase students' interest in a subject matter because of the understanding of its importance for "real world" settings. On the other hand, learning is accomplished by critical reflection (whether in-class conversations, written assignments or project design) and implementation of classroom knowledge to real-world situations guided by values, professional mission and vision, which produces a deep learning. In summary, this activity enhances student's outcomes and their commitment. Figure 1 illustrates the essential concepts.



Figure 1

The students (190 corresponding to three groups) were recruited from the Clinical Pharmacy and Pharmaceutical Care course, a compulsory subject of the 5th year, as a part of the practical sessions. The activity consisted of designing a service-learning project, in teams of 4-5 students. We could not extend the activity further because this course corresponded to the first semester and the students engaged the Practical training period during the second.

As a first phase, we asked the students to prepare a slide with the three essential parts:

1. a real social need, connected to the professional expertise
2. the service to be performed and
3. the learning associated.

This step is crucial as represents a deep understanding of the competences achieved through the years of study and during the particular matter course. Some social needs pointed during the activity are shown in Figure 2.

Needs detected....



Figure 2

This step was developed under the supervision of the teacher during tutorials for every team. In seminar sessions, each group of students presented to the classroom mates the designed project, and answered to the questions raised. In the Figures 3 to 5, three slides corresponding to different groups are shown.

The second phase corresponded to the identification of partners. Two strategies were used at this point: to begin a project with a clear social need and persuade a relevant stakeholder, or to join an action or a proposal already on (i.e. Happy Hearts led by Puleva, a Spanish food producer). Concerning the first option, different possibilities were explored, from NGO to schools nearby the home/residence of the students, elderly care residences, social associations and others. We found many expressions of interest and support.

The third phase consisted of the detailed design of the project by writing. A report was to be submitted by means of the Virtual Classroom, with the following structure:

1. activities to be carried out (so everyone involved knows their tasks –partners, students and teachers-),
2. learning objectives (knowledge associated, competencies to be achieved), and
3. organization as detailed as possible (agreement between partners and University, leaflets to produce, interviews, where, when, budget).

The actual development of the service-learning project would represent the fourth phase, and evaluation would be the fifth. We did not accomplish these phases because of the time constraint (just a semester).


Both students and teachers, by means of a rubric covering different aspects, performed the evaluation of student's performance. It comprised reality and definition of the identified need, defined aims of learning and service, achievement of the scheduled actions, originality and predicted social impact of the activity. Communicative skills were also evaluated when explaining the project to peers, in a separated rubric. The teacher assigned a mark to the presented report, considering structure, definition and writing quality. The final mark average was 8.0/10 (5.6-9.2), pointing a good work of the teams.

Considering the activity as a whole, it was evaluated by a student satisfaction survey. The activity was qualified as interesting or very interesting by 79% of them. 94% of the students agreed that the activity helped them to think about the professional needs of their environment; 83% thought that the development of the project would reinforce the learnings of Pharmaceutical Care and 80% said that their project would be achievable. Remarkably, 83% thought that it was worth performing a project of service-learning in the present format.

In summary, our experience demonstrates that design of service learning projects helped the students to review thoroughly the learning objectives concerning the course, which led to a better understanding of the contents. The activity promoted generic competencies and transmission of values. Finally, the students increase the social compromise through specific tasks of pharmacists.

MEMORY STRINGS: WORKING TOGETHER DAY AFTER DAY

Need: Adherence to the treatment, assessment and care of the patient diagnosed of Alzheimer disease.




SERVICES

- Preparation of a leaflet representing a standard day: schedule of daily **important activities to carry out** and **special needs** of the patient, directed to the familiar encharged.
- Some text globus on it will show **when** to take **and how** to take the prescribed drugs.

LEARNING OUTCOMES

- Knowledge of the Alzheimer patient and social issues
- Knowledge of a day care residence or association devoted to this disease (AFAV)
- Team work and Pharmaceutical Care practice
- Reinforcement of pharmacology concepts





 Facultat de Farmàcia

Figure 3

Atención farmacoterapéutica para inmigrantes en situación irregular.





Acción de servicios

Dispensación del medicamento, y aportación de toda la información posible acerca de él

Aprendizaje

Profundizar conocimientos farmacológicos y toxicológicos, aspectos de posología, reacciones adversas, etc.

Pharmacotherapy care for illegal immigrants

Providing drugs and information

Pharmacology, toxicology, dosage regimen, ADR, ...


 Facultat de Farmàcia

Figure 4

Contracepción sin prohibición

Sensibilización sobre la contracepción y prevención de enfermedades sexualmente transmisibles

منع الحمل

SIDA

SERVICIO

- Campaña de sensibilización
- Educación sanitaria
- Prevención de enfermedades

APRENDIZAJES

Tener un conocimiento perfecto de:

- Fisiología,
- Fisiopatología humana,
- microbiología,
- Farmacología

Adaptarse y comunicar con una población mal informada

Trabajar en equipo

Planificar y Gestionar un proyecto.

No ban contraception

Health campaign to promote awareness of contraception and prevention of communicable diseases

- Knowledge of pharmacology, microbiology, physiopathology...
- Ability to communicate with misinformed population
- Team work
- Project planning and management

UNIVERSITAT ID VALÈNCIA (U*) Facultat de Farmàcia

Figure 5

REFERENCES

- 1-Holland B.A. "A comprehensive model for assessing service-learning and community-university partnerships" *New Directions for Higher Education*, 114: 51-60 (2001)
- 2-<http://rosbatlle.net/>. Accessed 1st September 2015.

**2nd International Congress of the
Greek Local Chapter of Controlled Release Society (CRS)**
22-24 June, 2016

TRIBUTE TO

Emeritus Professor George Digenis, University of Kentucky, USA
Emeritus Professor Gregory Gregoriadis, University College London, UK
Emeritus Professor Athanassios Iliadis, University of Aix Marseille, France

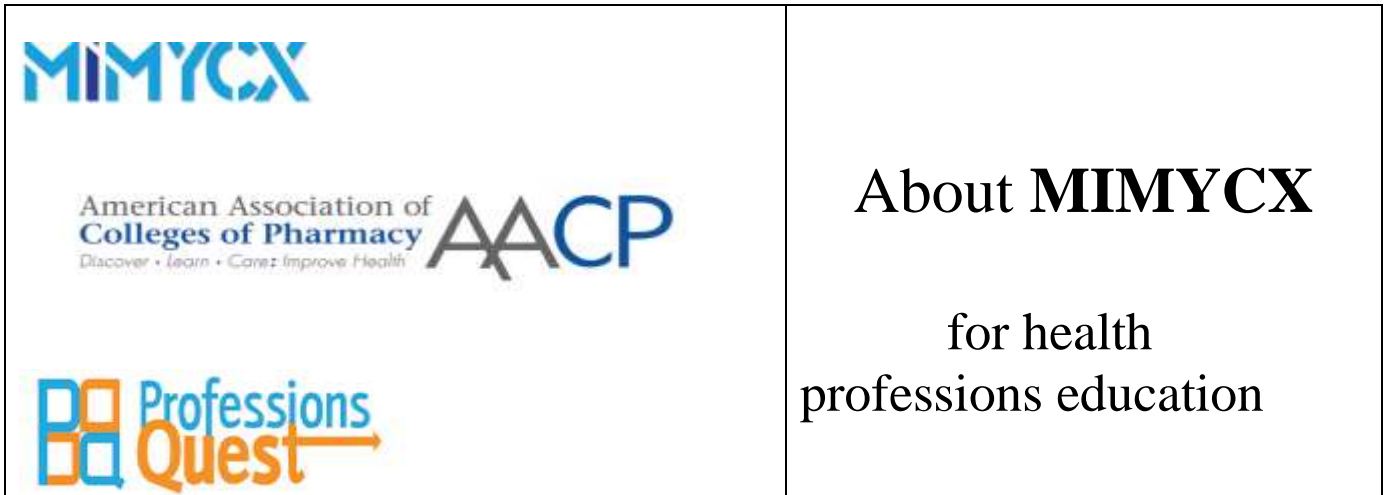
TOPICS

ADMET Studies
Analytical Sciences and Pharmaceutical Quality
Biosimilars
Biotechnological Drugs
Computational studies
Drug Delivery
Drug Design and Discovery
Formulation Design and Pharmaceutical Technology
Natural Products
Pharmaceutical Biotechnology
Pharmacoepidemiology and Health Technology Assessment
Pharmacokinetics, Pharmacodynamics and Systems Pharmacology
Pharmacology
Regulatory Sciences (including Dissolution/In vitro drug release,
BCS, BDDCS and Biowaivers, BA/BE and Clinical Bridging Studies)
Translational Research and Individualized Medicines

Congress Venue

Aegli Zappiou
Kipos Zappiou, Athens 105 57
Tel. 210-3369300, Fax. 210-3252952
web: www.aeglizappiou.gr, email: info@aeglizappiou.gr

Congress Website: www.afea.gr/crscongress



MIMYCX is an innovative learning tool, in the form of a game, that supports your IPE requirements and builds team players. Mimycx allows players to communicate and interact while providing feedback to students and faculty on individual and team performance.

Although the world is moving towards a team-based healthcare delivery model, most faculties at universities have struggled to find ways to incorporate team-based learning into their curriculum. While some healthcare professions may share a class or two, actual interaction – let alone collaboration – rarely happens.

That’s about to change with the introduction of MIMYCX created by Professions Quest. This interactive learning platform uses video game technology to bring multiple students from different healthcare professions together to solve real-world scenarios.

The scenarios, called “Quests,” demand players work collaboratively to communicate, plan, exchange ideas and develop options for solving the kind of challenges they’ll one day face in real life.

Not only does MIMYCX provide students with a fun and engaging vehicle to help master the established IPEC Core Competencies, it also has the potential to improve knowledge exchange throughout the healthcare industry.

AACP

Founded in 1900, AACP is the national organization representing the interests of pharmacy education. AACP is comprised of all accredited colleges and schools with pharmacy degree programs, including more than 6,400 faculties, 63,800 students enrolled in professional programs and 4,800 individuals pursuing graduate study. To learn more about AACP visit www.aacp.org

Professions Quest

Professions Quest was founded by AACP in 2014 to develop interprofessional education systems that could advance and improve future healthcare delivery. Headquartered at the VSGI at the Prince William campus of George Mason University, the team utilizes its knowledge in the education and gaming fields to create innovative learning tools that fill a need in the current higher education environment. For more information about Professions Quest visit www.professionsquest.com.

Conferences to come:

See also : www.pharmweb.net
www.pharmacy.org/conf.html

November 2015

10th November 2015 - 11th November 2015

Analytical Challenges and Solutions for Difficult Pharmaceutical Molecules
GSK, Ware, UK.

15th - 18th November 2015

EFMC-ASMC-15 6th EFMC International Symposium on Advances in Synthetic and Medicinal Chemistry - Tel Aviv, Israel

16th November 2015 - 17th November 2015

Diabetes Therapy & Management Congress - London, UK.

16th - 17th November 2015 - **Biosimilars and Biobetters USA** - Iselin, United States

18th - 19th November 2015

2nd Pharmacovigilance 2015 - London, UK

Website: <http://www.recunnect.com/pharma-events/pharmacovigilance-2015/>

24th November 2015

How to Implement a 7 Day Hospital Pharmacy Service
Maple House, Birmingham, UK.

25th - 27th November 2015

The development of biopharmaceuticals - Vienna, Austria

December 2015

30th November - 2nd December 2015

9th Global Summit and Expo on Vaccines & Vaccination
San Francisco, USA

1st - 3rd December 2015 - **CPhI and P-MEC India** at Bombay Convention and Exhibition - Mumbai, India

1st - 2nd December 2015

2015 PDA/FDA Vaccines Conference - Bethesda, MD, USA.

2nd - 4th December 2015

First International Conference on Pharmacy Education and Research Network of ASEAN (ASEAN PharmNET I), Bangkok, Thailand.

7th - 9th December 2015 Atlanta, USA

3rd International conference on clinical pharmacy Clinical and Medical Conferences - Atlanta, USA

10th December 2015

Maximising Productivity in Pharmaceutical QC and Stability Testing

Royal Society of Chemistry, London, UK.

10th - 11th December 2015

Genome Editing & Engineering Conference - Orlando, FL, USA.

15th - 20th December 2015

Pacifichem 2015 - Honolulu, HI, USA.

19th - 22nd December 2015

7th ILS 'Liposome Advances' Conference - London, UK.

2016

January 2016

20th - 21st January 2016

5th Annual Pharmaceutical Microbiology Conference - London, UK

27th - 28th January 2016 - **8th annual Pre-Filled Syringes Conference and Exhibition** – London, UK

February 2016

1st - 2nd February 2016

2nd Biologics & Biosimilars Congress 2016 - Berlin, Germany.

4th February 2016

Solving Problems with Spectral Imaging - London, UK.

10th - 12th February 2016 - **4th Annual Global Pharmaceutical and Medical Meetings Summit - Philadelphia, PA, USA**

15th - 18th February 2016

7th International Conference on Drug Discovery and Therapy
Dubai, UAE.

15th February 2016 - 18th February 2016
4th Biotechnology World Congress
Dubai, UAE.

18th - 19th February 2016
The Biomarker Conference
San Diego, CA, USA.

18th - 19th February 2016
Genome Editing and Engineering Conference
San Diego, CA, USA.

22nd - 23rd February 2016
3rd Annual International Conference on Cardiology & Cardiovascular Medicine Research (CCMR 2016) - Singapore.

22nd - 23rd February 2016
3rd Annual International Conference on Advances in Cancer Medical Research (ACMR 2016) - Singapore.

24th February 2016 - 25th February 2016
Africa Pharmaceutical Summit - Kenya.

25th - 26th February 2016
11th Annual Biomarkers Congress – Manchester, UK

March 2016

7th - 9th March 2016
7th Health and Environmental Conference - Dubai, UAE.

13th March 2016 - 17th March 2016
251st ACS National Meeting & Exposition - San Diego, CA, USA.

14th March 2016 - 17th March 2016
Middle East Pharma Cold Chain Congress - Dubai, UAE.

15th - 16th March 2016
Fourth Quality by Design Symposium - Leicester, UK.

16th - 18th March 2016
21st Congress of the European Association of Hospital Pharmacists (EAHP)
Austria Center Vienna.

17th March 2016
The Use of in Silico Modelling in Drug Development - London, UK.

17th March 2016 - 20th March 2016

Australian Pharmacy Professional Conference and Trade Exhibition (APP)
Gold Coast - Australia.

April 2016

1st - 2nd April 2016

International Conference on Nanomedicine, Drug Delivery, and Tissue Engineering (NDDTE'16) - Prague, Czech Republic.

22 April 2016

Biophysical Approaches for Drug Discovery
San Diego, CA