

European Association of Faculties of Pharmacy

NEWSLETTER

From the President: Innovating Pharmacy Education in Response to the Pandemic

The onset of the COVID-19 pandemic brought humanity to a standstill and we were pushed to reflect. At the micro level, reflections revolved around feelings of uncertainty, loss of social interaction and health concerns. At the macro level, the socio-economic matrix was challenged. As academics, our world was shaken and we were engulfed within the commitment to re-dimension our teaching modalities, to contribute to relevant research activity and to answer to corporate needs particularly relevant to pharmaceutical health systems.

As I was experiencing these emotions and answering to the needs in pharmacy education, I found solace in reading books and one book that I found which I could assimilate to was *The Innovators* by Walter Isaacson. This book reverberated strong messages of teamwork and alliances and to be inventive and creative especially when challenged. Teamwork was a strength I found within my colleagues at the Department of Pharmacy and the Faculty of Medicine and Surgery of the University of Malta. I found extremely helpful the ability to connect, albeit remotely, with my European and international collaborators. Though the face-to-face discussions during scientific meetings enriched the meeting by giving space to establishment of scholarly collaborations and discussions which are very difficult to emulate through the remote platform, the ability to participate and

follow discussions with my extended multinational network strengthened the ability to think, learn and innovate.

Feeling a sense of belonging within the European academic pharmacy community provides a framework through which, as an individual and as a team leader in our own institutions, we can handle the crisis and learn to identify opportunities that may be considered for regeneration and innovation in pharmacy education in the post-Covid era. I urge colleagues to positively react to the chance to join the European Association of Faculties of Pharmacy as a platform to network, advocate and lead innovation in pharmacy education.

Lilian M. Azzopardi

University of Malta

EAFP News

EAFP development grants for research and education

SUBMISSION DEADLINE: 31 May 2021

The EAFP executive committee has decided to make available 4 partnership development grants for the year 2021. Each grant involves a maximum of 2000 Euro's, plus a free participation in an EAFP annual conference (conference fee, travel expenses, 3 nights of accommodation). Grants will be effective by September 1st, or as soon as the Covid-19 situation permits.

The grants are intended to facilitate network forming between European member institutions, to identify new opportunities for education (PED-grant) or for research (PRD-grant). The grants are primarily intended to provide funding for members and member institutions to start up new projects and to assist in the development of an effective collaboration. Project-funded activities must take place within one year after the grant allocation.

Details about eligibility criteria and the application procedure can be found in the EAFP website.

Is your institution already a member?

At the moment EAFP is representing around 60 Faculties and Schools of Pharmacy in Europe, but an even better representation is possible. At an annual fee of only 500 Euro all faculty and/or staff members can enjoy the benefits of being a member of this European network:

- ◆ Enhanced visibility of the department/institution on the EAFP website
- ◆ Being involved in European decision making
- ◆ Enhanced visibility of activities, conferences, etc.
- ◆ Assistance with staff and/or faculty recruitment
- ◆ Access to EAFP research and education development grants
- ◆ Reduced conference fees for all faculty and/or staff members

If your institution is not a member yet, contact our secretarial office! All members can be

found on the EAFP website, where also a membership application form is available.

Please note that all known institutions should have received a membership invitation letter by the end of 2020; check with your dean and/or international relationships officer.

EAFP Annual Conference 2022, Valletta, Malta

Due to the current pandemic situation we would like to announce that the EAFP Annual Conference 2021 is postponed to 2022. The EAFP Annual Conference for 2022 is planned to be organised in Malta, with tentative dates of 4-6 May 2022.

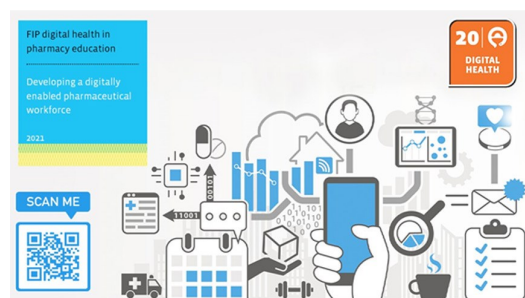
Kindly note that all paid registrations for the 2020 conference will be transferred for the 2022 conference.

For abstracts transferred for the 2021 conference, you will have the opportunity to update the abstract and resubmit to the abstract portal following a new abstract call which will be issued in due course.

Further information will be announced in due course.

ANNOUNCEMENTS

Digital Health in Pharmacy Education Report launched by the International Pharmaceutical Federation



Last January, the International Pharmaceutical Federation (FIP) released the report on a global overview on digital health in pharmacy education.

The survey was conducted amongst schools of pharmacy, faculty members, students and practitioner groups from 91 countries and investigated the readiness and responsiveness of pharmacy education with regards to digital health. The report reflects on what informs preparedness of graduates and which learning experiences can be effective to equip the pharmaceutical workforce with the necessary digital health knowledge, skills and competences. The report sets the foundation for the development of a global competency framework for digital health in pharmacy education. The report can be accessed through the link: <https://www.fip.org/publications?publications=item&publication-item=352>.



UNICA Student webinar

The Network of Universities from the Capitals of Europe (UNICA) in collaboration with EAFP and EPSA is organising an online student webinar to reflect on Pharma and Biomedical Careers in Europe. The webinar is being held on 11 May at 15.00-17.00. Participation is free.

The webinar will expose opportunities for pharmaceutical graduates in European Institutions with Philip Hines sharing experiences within the European Medicines Agency. Experiences in manufacturing, quality and medical affairs in the pharmaceutical industry are also exposed.

The invitation is open to students and colleagues active in student recruitment from EAFP member organisations.

Zoom link is available at <https://www.unica-network.eu/event/unica-student-webinars-pharma-and-biotech-careers-in-europe/>

For further information please contact Professor Luciano Saso, President of UNICA at luciano.saso@uniroma1.it.

Instilling skills to pose more questions & find new answers: Pharmacy Research Symposium

The Annual Pharmacy Symposium organised by the Department of Pharmacy of the Faculty of Medicine and Surgery of the University of Malta was this year held virtually between Monday 8 March and Thursday 11 March.

The opening session was addressed by Professor Alfred J Vella, Rector of the University who noted that the Symposium is an example of the vision of the Department and the University of instilling skills in graduates to pose questions and find new answers through research. Professor Godfrey LaFerla, Dean of the Faculty of Medicine and Surgery commented on the opportunity for students to participate in research projects which are leading to practice transformation. The keynote address of the symposium was delivered by Dr Catherine Duggan from the International Pharmaceutical Federation who reflected on evolvments in pharmacy and pharmaceutical sciences that are supported by interprofessional collaboration and practice research.



Eleven students completing their Post-Graduate Doctorate in Pharmacy degree presented their research dissertations which focused on areas of patient-centred pharmaceutical services and patient safety. Thirty-one students reading for the Master of Pharmacy degree and ten students in their final year of the course leading to the Bachelor of Science (Hons) Pharmaceutical Technology degree presented their research work. The sessions were chaired by an interprofessional panel. Second, third and fourth year pharmacy students presented their work-in-progress projects through poster discussion fora and a virtual gallery.

The best Pharmaceutical Technology was awarded to Jeremy Gauci who is working on the project entitled “Medical devices in the management of diabetes mellitus” carried out under the supervision of Dr Francesca Wirth. This prize was supported by Aurobindo Pharma. The best Master of Pharmacy presentation was presented to Krysta Cutajar who is working on her dissertation entitled “Evaluation of Patient Information Leaflet for Stem Cell Transplant Patients” under the supervision of Professor Anthony Serracino-Ingloft and Dr Louise Grech. This award was supported by CombinoPharm.

Proceedings of the 2021 Annual Pharmacy Symposium are available at <https://www.um.edu.mt/ms/pharmacy/research/symposium>.

LITERATURE ALERTS

Recently, two Special Issues of the journal *Pharmacy (MDPI)* were dedicated to *Pharmacy Education Development* and *Pharmacy Curriculum Development* (edited by Claire Anderson and Naoko Arakawa, Nottingham, UK, and Andries Koster, Utrecht,

the Netherlands, respectively). Together, 23 articles in these issues cover a wide range of subjects related to the design and implementation of curricula, skills training, courses, student learning, management and quality enhancement. Although the set of articles can be considered a ‘mixed bag’ there are many articles that can inspire or assist those of you who are involved in curriculum change processes.

A number of articles addresses the design and evaluation of experiential education (El-Akel et al., Lebanon; Schellhase et al., United Kingdom, two articles; Lorenzoni et al., Brazil) and the need for continuous education and professional development in Japan (Terajima et al.) and Kuwait (Al-Haqan et al.). Implementation of pre- and postgraduate education, based on the CanMEDS-framework, is described by Koster et al. (the Netherlands). Training of skills in pharmacy curricula is best implemented longitudinally, extending over the whole curriculum, and this is illustrated in an article by Wolters et al. (the Netherlands) about patient-oriented communication.

Once a curriculum is established, continuous evaluation can help in adapting the content, based on locally experienced needs. This aspect is addressed in papers by Syed-Abdul et al. (nutrition), Falope et al. (vaccination), McGee et al. (antimicrobial stewardship) and Clark et al. (polypharmacy and deprescribing), all from the United States.

Teaching and learning formats can have a strong influence on the motivation and learning approaches of students.



In these special issues several articles showcase creative solutions, intended at more deeply involving students in their own learning. Ryan et al. (Ireland) pay attention to the development of professional attribute through integration of science and practice experiences, while Van Houwelingen et al. (the Netherlands) describe the design and evaluation of an interdisciplinary course which is intended to stimulate autonomous motivation of students. Koster and Vermunt (the Netherlands) investigated how deep and surface learning can be affected by designing a curriculum on constructivist principles.

Accelerated by the Covid-19 pandemic, the possibilities (and limitations) of hybrid teaching methods, online learning and serious gaming are explored increasingly. A number of articles can be assessed as examples of this development. Mirzaian and Franson (United States) summarize the need for further digital transformation of teaching and learning during the pandemic, while Malekigorji and Hatahet (Belfast) illustrate a combination of team-based learning and flipped classrooms. The possibilities of using simulations and serious gaming in pharmacy education is nicely illustrated in the articles of Mak et al. (Australia) and Fens et al. (the Netherlands).

Finally, management and quality enhancement of new and existing curricula is necessary to continuously improve and adapt courses and curricula to ever-changing societal needs. Evaluations can be aimed at particular subjects (e.g. compounding training, Kosari et al.) or the whole curriculum (Volmer et al., Estonia; Takeda and Arakawa, Japan). Sociopolitical processes during a complete curriculum-reform are described by Lemay and Moreau (Kuwait).

Not all articles may be relevant for everyone, but interesting subjects can be found in these Special Issues for managers, designers, teachers and pharmacy practitioners alike. A wide perspective is given by contributions from the Middle East and Japan, in addition to Australia, the United states and Western Europe. All articles are available online on MDPI's open access website: Pharmacy Education Development & Pharmacy Curriculum Development.

There are two dimensions of digitalization in pharmacy education: the opportunities and challenges in using digitalization in providing education and the development of competences in digital health education. A literature scan for papers published in the first quarter of this year provides a glimpse into experiences across schools of pharmacy. Sharing of experiences and networking supports transformation.

We look forward to hear from you and to have examples of your experiences shared in the next Newsletter.

Leading a digital transformation in pharmacy education with a pandemic as the accelerant by Mirzaian E et al. *Pharmacy* 2021, 9, 19. <https://doi.org/10.3390/pharmacy9010019>

The concept paper shares the experience of digital transformation in pharmacy education as brought forward by the pandemic. The experience of embarking on a strategic shift to embrace digitalization in education and how to ensure effective and deep learning is shared.

Meeting pharmacy educational outcomes through effective use of the virtual simulation myDispense by Mak V. et al. *Currents in Pharmacy Teaching and Learning* available online 2 April 2021, <https://doi.org/10.1016/j.cptl.2021.03.003>

The use of a virtual simulation, MyDispense in enhancing didactic instruction and as a means to complement experiential education is presented. Reflections on the utility of the resource within the context of the limitations put forward by the COVID-19 pandemic are exposed.

Doctor of pharmacy student preferences for computer-based vs paper-and-pencil testing in a social and administrative pharmacy course. Franic DM et al. *Currents in Pharmacy Teaching and Learning* available online 2 April 2021, <https://doi.org/10.1016/j.cptl.2021.03.018>

Pharmacy students' personal and professional use of social media by Jeminiwa R et al. *Currents in Pharmacy Teaching and Learning* available online 2 April 2021, <https://doi.org/10.1016/j.cptl.2021.01.043>

The predominant beliefs among pharmacy students regarding the use of social media for professional and personal purposes indicate that students are active for personal reasons on Facebook and Instagram and used LinkedIn, Facebook and YouTube for professional reasons.

Development of professional attributes through integration of science and practice at first-year pharmacy level by Ryan TJ et al. *Pharmacy* 2021, 9(1), 4; <https://doi.org/10.3390/pharmacy9010004>

The design, implementation and evaluation of a year 1 pharmacy-integrated component is described. The integrated cases were student led and delivered through peer-to-peer teaching. Student feedback supported the recognition by students of the importance of core science knowledge for practice, the enabling of integrated learning and the suitability of the integrated component at entry-level into the programme.

Book Review: Pedagogies for Pharmacy Curricula

Isabel Vitória Figueiredo (University of Coimbra, Portugal) and Afonso Miguel Cavaco (University of Lisbon, Portugal)

Pedagogies for Pharmacy Curricula presents emerging teaching practices and methods for pharmacy curricula and reviews pedagogic methodologies on the scope of pharmaceutical care in pharmacy curricula. The chapters present learning outcomes on general and specific topics, impact of undergraduate interventions on patient outcomes, and comparisons between different teaching pedagogies/models. While highlighting topic areas such as perspectives on learning and teaching, evidence-based practice education, and the relationships between academia and professionals, this book is ideal for health professionals, pharmacists, teachers, schools of pharmacy, medical school faculty, international organizations, clinicians, practitioners, researchers, academicians, and students who are interested in learning about the latest pedagogic methodologies in pharmacy curricula.

Topics Covered

The many academic areas covered in this publication include, but are not limited to:

- ◆ Decision-Making Learning
- ◆ Evidence-Based Practice Education
- ◆ Health Humanities
- ◆ Pedagogic Methodologies
- ◆ Pharmaceutical Care
- ◆ Pharmacy Curricula
- ◆ Pharmacy Education
- ◆ Pharmacy Workforce Training
- ◆ Relationship Building
- ◆ Societal Needs for Pharmaceuticals

Chapter 1, Perspectives on Learning and Teaching Science: Influence on Clinical Pharmacy Education, by Maria José de Almeida, Isabel Vitória Figueiredo, Maria Margarida Caramona, Chapter 2, Adapting Education to the Needs of Pharmacists and Pharmaceutical Scientists, by Bruno Sepodes, João Pedro Rocha, Maria-Eduardo Figueira, Chapter 3, Teaching and Learning Methods for Drug Information, by Fernando Fernandez-Llimos, Helena H. Borba, Antonio M. Mendes, Roberto Pontarolo, Fernanda S. Tonin, Chapter 4, Challenges in Evidence-Based Practice Education: From Teaching Concepts Towards Decision-Making Learning, by Helena H. Borba, Fernanda S. Tonin, Roberto Pontarolo, Fernando Fernandez-Llimos, Chapter 5, Bridging Pharmacy Education and Health Humanities: The Contribution of Narrative Medicine to Pharmacists' Caring Abilities, by Afonso Miguel Cavaco, Catarina Martins Pires, Margarida Pinto Dias, Cecília Beecher Martins, Teresa Casal, Maria de Jesus Cabral

Chapter 6, Building the Pharmacy Workforce of Tomorrow: Aligning Pharmacists' Education With Society Needs, by Ema Paulino, Filipa Alves da Costa, Mariana Rosa, Chapter 7, Implementation and Evaluation of Team-Based Learning in a Pharmacy Law and Ethics Module, by Mara Pereira Guerreiro, Chapter 8, Clinical Research and Regulatory Affairs: Skills and Tools in Pharmacy Education, by Maria Teresa Herdeiro, Nélia Gouveia, Fátima Roque, Chapter 9, Relationships Between Academia and Professionals: The Contribution of the Portuguese Education and Practice Platform, Filipa Alves da Costa, Maria Margarida Caramona, Conclusion, by Rogério Sá Gaspar.

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<https://eafponline.eu/>

General Assembly 2021

31 May 2021 at 15.00

Via Remote platform.

Please contact us at info@eafponline.eu if you do not receive link by mid May 2021.