

## European Association of Faculties of Pharmacy

# NEWSLETTER

### **From the President: Relief, hope and science**

During the annual state of the union address in September by Ursula von der Leyen, the EU Commission President reflected on the achievement that 70% of the adult population were fully vaccinated in the European Union states. The scenario coincided with education institutions commencing their academic years. Across Europe we have seen the direction of moving more towards face-to-face activities within higher education institutions. In the majority, students were yearning to be back on campus. Campus life provides opportunities for the students to socialise, network, communicate within a real-life scenario and not within the challenges of a virtual platform. These skills are essential for personal development, and especially relevant for the professional development of students in pharmacy programmes.

The enthusiasm to get back to campus relied on direction, vision and leadership of the academic team to ensure safe environments within the still ongoing pandemic. Leveraging on the lessons learned from the pandemic, pharmacy education leaders are introducing new modalities of teaching including hybrid aspects, flipped classroom techniques so as to ensure resilience and sustainability in how we roll out pharmacy education courses.

From a public health perspective, the milestone of large-scale vaccination was achieved in Europe within 18 months after the declaration of the pandemic. Science, innovation and

entrepreneurship contributed to new technologies for vaccine development which led to this reality. The reflection that vaccinology should receive attention from multiple dimensions in pharmacy education is a timely one.

How are we as pharmacy educators reacting to the weaknesses exposed during the pandemic from a research and education perspective in terms of: teaching methods, pharmacy workforce competence requirements, research in vaccinology, medical devices? I invite you all to share your innovations as we embark on a new academic year that contribute to curricular changes, teaching methods and research aspects, particularly those in response to the experiences in the past months.

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### **EAFP News**

#### **EAFP Conference Proceedings Published**

The abstracts presented at the European Association of Faculties of Pharmacy (EAFP) Virtual Conference 2020 have been published in the Pharmacy Education Journal. You can access them on <https://doi.org/10.46542/pe.2021.213.124>

**EAFP development grants for research and education**

An article "Factors Facilitating and Hindering Development of a Medication Use Review Service in Eastern Europe and Iran-Cross-Sectional Exploratory Study" has been published within the framework and funding of the EAFP PRD 2019 grant "Development and implementation of medication use review services at community pharmacy in Eastern European countries", <https://www.mdpi.com/2227-9032/9/9/1207>

**ANNOUNCEMENTS**

**EAFP Annual Conference 2022, Valletta, Malta**



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.

**Pharma Industry 4.0**

Pharma Industry 4.0 international conference hosted under the auspices of the Department of Pharmacy at the National and Kapodistrian University of Athens is being held between the

22 and 23 October. Registration details are available at [www.pharma4future.com](http://www.pharma4future.com)



Dear Colleagues!

The Next Chapter in Patient Care (NCPC) is an interdisciplinary international conference series which in this year is dedicated to patient-centered care and digital innovation in healthcare. NCPC 2021 will be held on-site on 25-27 November at a seaside resort town Pärnu, Estonia.

NCPC 2021 offers us a new perspective on how to support the modern patient - an active party in decision-making processes who is often willing to use innovative health technologies. The lecture topics cover interventions improving rational use of medicines, medication reviews, new digital solutions which support patient outcomes and the application of patient perspective. The lectures alternate with interactive workshops, allowing to practice the newly gained knowledge.

The conference is targeted at pharmacists and assistant pharmacists, general practitioners, nurses, pharmacy and medical students, representatives of academia, and healthcare policy makers. One of the principles of the NCPC is to bring together specialists of different healthcare fields to support and improve coordinated activities through inter-professional learning.

It is possible to submit an abstract for an e-poster, which will be published in Research in Social and Administrative Pharmacy. The deadline for early-bird registration is 20 October; however, for those who will present an abstract, the deadline for registration with early bird rate is prolonged until 15 November. For more information and the registration link, see [www.ncpc2021.com](http://www.ncpc2021.com)

See you in November!

#### Literature Alert

Examples of innovations in pharmacy education and reflections from evaluations carried out are useful to support innovative ideas, strategic and action planning during curriculum and institutional updates.

**Student perceptions of co-curricular activities on pharmacy education: A review** by Onuoha CP et al. *Currents in Pharmacy Teaching and Learning* 2021, 13(5): 576-584. <https://doi.org/10.1016/j.cptl.2021.01.017>

In the US, the Accreditation Council for Pharmacy Education Standards of 2016 stress the value of co-curriculum in pharmacy education. Examples of such activities include team-based learning, and community services. The paper described student perception of co-curricular involvement, identified barriers for students to engage in voluntary co-curricular activities and assessed influence of participation in these co-curricular activities on academic performance.

**Assessing the impact of a journal club elective on literature evaluation performance** by Battise DM et al. *Pharmacy Education* 2021, 21, <https://doi.org/10.46542/pe.2021.211.356361>

The study presents the experience from a journal club elective activity organized for

third year pharmacy students and the impact of this learning experience on literature evaluation performance. The results gave a weak correlation towards student performance. The elective could be useful to students who require additional support in developing the competence of literature analysis.

**Feedback for learning in pharmacy education: A scoping review** by Nelson NR E et al. *Pharmacy* 2021, 9, 91. <https://doi.org/10.3390/pharmacy9020091>

The objectives of the scoping review were to inform the breadth and depth of the use of feedback within pharmacy education. Feedback is utilised across a variety of curricular activities. Structuring the feedback exercise supports the provision of effective and quality impact on pharmacy learners.

Identifying the teaching content on substandard and falsified medical products in global pharmacy education as critical public health issue by Kusynova Z et al. *Pharmacy Education* 2021; 21. <https://doi.org/10.46542/pe.2021.211.504516>

The paper provides an insight into the extent and modalities used within pharmacy courses of the teaching about substandard and falsified medicinal products. Most schools studied provide teaching particularly related to the prevention and detection of substandard and falsified medicines. Discussion on elaboration of teaching materials that could support the education programme is put forward.

**Lessons learned pivoting to a virtual OSCE: Pharmacy faculty and student perspectives**

by Deville RL et al. *Currents in Pharmacy Teaching and Learning* 2021, in press. <https://doi.org/10.1016/j.cptl.2021.06.046>

The COVID pandemic brought about the organization of virtual Objective Structured Clinical Examinations (OSCEs). The paper presents an experience of a re-designed OSCE assessment session offered to third year pharmacy students where virtual education was merged with skills-based assessments. Key takeaways are presented that could support future planning of OSCEs in the dimension of hybrid teaching modalities.

**Use of Face-to-Face Assessment Methods in E-Learning—An Example of an Objective Structured Clinical Examination (OSCE) Test**

by Sepp K et al. *Pharmacy* 2021, 9(3), 144; <https://doi.org/10.3390/pharmacy9030144>

The objective of this study was to assess whether and to what extent the transition from traditional learning and assessment environment to the e-setting impacts the knowledge and skills acquired by students and their satisfaction with new e-solutions of taking the OSCE test. The study compared the results of three face-to-face (2018–2019) and one electronically conducted (2021) OSCE tests, as well as students' feedback on the content and organization of the tests. The results demonstrated the feasibility and effectiveness of and students' satisfaction with OSCE tests in the Zoom environment. However, more focus on communication techniques is required in a remote communication environment to better cover all patient health-related and drug communication aspects.

**Looking ahead to 2030: Survey of evolving needs in pharmacy education by**

Papadopoulos V et al. *Pharmacy* 2021, 9, 59. <https://doi.org/10.3390/pharmacy9010059>

The paper reports on a survey undertaken amongst thought leaders and provides insights from a restricted perspective of key drivers of evolvments in pharmacy education. The trends identified could serve as signal areas where expansion and diversification is expected over the next years to maintain relevant curricula.

**Suggestions for online tools**

1. Safe use of medicines: The website developed by the American Society of Health System Pharmacists includes handouts and reference sources that could be used during practical sessions.

<https://www.safemedication.com/>

2. Podcasts: useful for students to be referred to listen to while running errands. Examples of such podcasts available that are relevant to pharmacy students include:

HelixTalk - Rosalind Franklin University's College of Pharmacy Podcast- <https://podcasts.apple.com/us/podcast/helixtalk-rosalind-franklin-universitys-college-pharmacy/id593635076>

Real Life Pharmacology - Pharmacology Education for Health Care Professionals- <https://podcasts.apple.com/ie/podcast/real-life-pharmacology-pharmacology-education-for-health/id1352791315>