



Association of Faculties
of Pharmacy of Canada

Association des facultés
de pharmacie du Canada

CPERC 2022

June 14-17 | Sheraton Hotel Newfoundland, St. John's, NL

PROGRAM



Co-hosted by:



DALHOUSIE
UNIVERSITY

Canadian Pharmacy Education and Research Conference

CPERC 2022



Association of Faculties
of Pharmacy of Canada

Association des facultés
de pharmacie du Canada

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PROGRAM-AT-A-GLANCE

All plenary sessions & first of 2 concurrent sessions are in the Fort William Ballroom; 2nd concurrent sessions are in the Signal & Garrison rooms. The opening reception, breakfast, lunch and breaks are in the Ballroom Foyer.

TUESDAY, JUNE 14

0900 h AFPC Business Meetings: Council of Deans, Board of Directors, Voting Members Annual Meeting; Special Interest Groups; Working Groups

1830 h **Opening Reception**

WEDNESDAY, JUNE 15

0730 h Poster Viewing & Breakfast

0915 h **Welcome & Opening Keynote: Navigating the intersection of identities – An evolving perspective**

1025 h Poster Viewing & Morning Break

1055 h **Faculty Updates on Teaching and Learning**

1. Laval: PharmD program at Université Laval, eleven years of experience: Lessons learned
2. Alberta: Developing pharmacy education – co-creation with students
3. Saskatchewan: USask Chronic Pain Clinic – A novel interprofessional patient care service
4. Manitoba: Implementation of a primary care advanced pharmacy practice experience (APPE) rotation
5. Memorial: Pharmacy students learn from the Seven Sacred Teachings
6. British Columbia: Evaluation of curriculum and assessment delivery approach in the entry-to-practice PharmD Program following experiences during COVID
7. Waterloo: Planning for assessment
8. Toronto: A quality assurance framework to support continuous improvement of experiential education
9. Montréal: Entrustable Professional Activities (EPA) implementation follow-up
10. Dalhousie: Course collaboration to assess student application and integration of knowledge

1235 h Lunch & Poster Viewing

1335 h **AFPC Annual Business Meeting & Townhall**

1415 h **Concurrent: Mini Session #1**

1. I'm overwhelmed: perceptions of student workload
2. An approach to promote student well-being in the Faculty of Pharmaceutical Sciences at UBC
3. Assessing the effectiveness of a novel wellness check-in activity among third-year pharmacy students

Concurrent: Program Evaluation and Educational Assessment SIGs

1. Predicting which applicants will most likely succeed in a PharmD program: Challenges and realistic expectations
2. Entrustable Professional Activities (EPA) implementation follow-up: educating the educators

1515 h Poster Viewing & Afternoon Break

1545 h **Concurrent: Faculty Updates on Student Leadership Development**

Concurrent: Skills Lab SIG

1. Pharmacy practice instructors as experience curators: Teaching using simulated longitudinal patients
2. Supporting patient-centred practice: A workshop for pharmacy students to provide strategies for empowering patient self-efficacy and health behavior change
3. A blueprint to design immersive simulation for novices that promote learning

1830 h **AFPC Awards Reception and Banquet**
(MUN Signal Hill Conference Centre – buses departing from 1800 h)

THURSDAY, JUNE 16

0730 h	Poster Viewing & Breakfast	
0900 h	Concurrent: Mini Session #2 <ol style="list-style-type: none"> 1. Let it go: A novel way to facilitate professional identity formation as students transition to practice 2. Pharmacy students' perceptions of pharmacist roles: Using an arts-informed method to explore professional identity formation 	Concurrent: Mini Session #3 <ol style="list-style-type: none"> 1. Delays in routine immunizations due to the COVID-19 pandemic and perceptions of the pharmacy channel for administering routine vaccinations: Findings from a nationwide survey 2. Integration of online virtual stimulation to support the acquisition of patient assessment skills during the COVID-19 pandemic
0940 h	Concurrent: AFPC Academic Electronic Health Record	Concurrent: Professional Identity Formation in Pharmacy: Why should we care and what can we do?
1040 h	Poster Viewing & Morning Break	
1110 h	Concurrent: Mini Session #4 <ol style="list-style-type: none"> 1. Implementation of deprescribing as a patient care service in community pharmacies as experienced and observed by pharmacy students 2. A curricular framework for an interprofessional approach to deprescribing 	Concurrent: Mini Session #5 <ol style="list-style-type: none"> 1. UPROOT: The building and delivery of mandatory Indigenous health and cultural safety course in pharmacy 2. Racism is deadlier than you think: An anti-racist approach to health education, care and systems
1150 h	Concurrent: Mini Session #6 <ol style="list-style-type: none"> 1. Two for one: Merging continuing professional development and faculty development for pharmacy preceptors 2. Does one size fit all? Preceptor experiences and perceptions of remote rotations 	Concurrent: Mini Session #7 <ol style="list-style-type: none"> 1. Promoting 2SLGBTQIA+ inclusion, diversity and equity in pharmacy education 2. Beyond the stigmas: Preparing graduates to address heteronormativity and systemic discrimination towards 2SLGBTQ+ people in pharmacy settings
1230 h	Lunch & Poster Viewing	
1330 h	Let's Chat Breakout Sessions: Current Topics in Pharmacy Education (Each breakout session is 30 minutes; delegates can attend 3 of the 5) <ol style="list-style-type: none"> 1. Prescription to thrive: Student wellness (<i>Avalon Room</i>) 2. COVID lessons and silver linings (<i>Battery Room</i>) 3. Spotlight: Meaningful classroom practices (<i>Plymouth Room</i>) 4. Learning about the human experience: Arts and humanities in pharmacy education (<i>Fort William Ballroom</i>) 5. Life as a pharmacy researcher (<i>Fort William Ballroom</i>) 	

1510 h	Afternoon Break	
1525 h	Concurrent: Mini Session #8 <ol style="list-style-type: none"> 1. Development of pharmacy student leadership placements for experiential learning 2. Use of animations in teaching pharmacology 	Concurrent: Mini Session #9 <ol style="list-style-type: none"> 1. The Opioid Use and Opioid Use Disorder ("OUOUD") e-Resource: Experiences to date 2. Unraveling another pandemic: Evidence-based strategies to taper the opioid crisis
1605 h	Closing Session: Stepwise approach to a competency-based curriculum development of a new undergraduate Doctor of Pharmacy program (PharmD) at the University of Ottawa	
1830 h	George Street Pub Experience (<i>O'Reilly's Pub, 13 George St.</i>)	

FRIDAY, JUNE 17

0830 h	Post-CPERC Symposium: Assessment of Student Performance in PharmD Programs <i>(breakfast @ 0745h; Signal & Garrison Rooms)</i>
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WELCOME FROM CO-HOST FACULTIES

On behalf of the College of Pharmacy, Dalhousie University and the School of Pharmacy, Memorial University, we are so excited to welcome you to St. John's for the 12th annual CPERC conference. By co-hosting CPERC, we are supporting AFPC's mission of advancing pharmacy education and research in Canada and in it's vision of better health for all Canadians through excellence in academic pharmacy.

The conference will open with a welcome reception on Tuesday evening, and on Wednesday evening we look forward to celebrating with the AFPC award winners at the awards gala at the stunning Emera Innovation Exchange at Memorial's Signal Hill Campus.

The opening keynote is presented by Dr. Kyle Wilby, Dalhousie University, on an evolving perspective on navigating the intersection of identities. Back by popular demand is a session devoted to faculty updates, with each school giving a brief presentation on innovative approaches to pharmacy education. There will be concurrent sessions on student leadership development, professional identity formation in pharmacy and AFPC's new academic electronic health record (aEHR). Other sessions will include 9 mini and 2 special interest group (SIG) concurrent sessions and an AFPC Townhall session.

New for 2022 are 5 Let's Chat breakout sessions. CPERC 2022 will close with presentation by Christine Landry on the development of the University of Ottawa's new PharmD program. Be sure to take time to see the 79 poster presentations and talk to the authors about their research and innovative pharmacy education approaches. To wrap up CPERC, there's a George Street pub experience at the famous O'Reilly's Pub with live music and a Newfoundland Screech In.

This year's conference program was planned by the 2022 CPERC Working Group, chaired by Heidi Framp, Dalhousie University and Beverly FitzPatrick, Memorial University, with guidance from the AFPC Education Committee. Many thanks to the Working Group members for their ideas and hard work: Nardine Nakhla, University of Waterloo; Julie Méthot, Université Laval; Lisa Bishop, Memorial University, Sarah Larose, Dalhousie University; Mike Chong, Memorial University; Jennifer Isenor, Dalhousie University; Patricia Gerber, University of British Columbia; Lavern Vercaigne, University of Manitoba. In addition, we would like to express our sincere gratitude to AFPC staff, Janet Cooper, Executive Director, and Sara West, Executive Assistant, for their substantial work in organizing the conference.

We trust that you will enjoy the conference, have a wonderful time reconnecting with friends and meeting new colleagues, and leave with lots of great memories and innovative ideas to take back to your faculties. We look forward to seeing you again next June in Winnipeg for CPERC 2023, co-hosted by the University of Manitoba and the University of Saskatchewan.

Sincerely from your co-host faculties,

Dalhousie University College of Pharmacy:

Ms. Susan Mansour, Director and Assistant
Dean, Faculty of Health

Dr. Heidi Framp, Associate Director,
Education

Memorial University School of Pharmacy:

Dr. Shawn Bugden, Dean

Dr. Beverly FitzPatrick, Assistant Professor

SCHEDULE of BUSINESS MEETINGS & CPERC SESSIONS

Sheraton Hotel Newfoundland, St. John's, NL | June 13-17, 2022

All plenary sessions & first of 2 concurrent sessions are in the Fort William Ballroom; 2nd concurrent sessions are in the Signal & Garrison rooms. The opening reception, breakfast, lunch and breaks are in the Ballroom Foyer.

Monday, June 13

0900-1700	AFPC Council of Faculties Meeting - <i>Confederation Boardroom (7th floor), Sheraton NL</i>
1830-2100	AFPC Council of Deans & Council of Faculties Dinner - <i>The Vu Restaurant, 115 Duckworth St</i>

Tuesday, June 14

0900-1230 h	AFPC Council of Deans Meeting - <i>Confederation Boardroom (7th floor)</i>
1230-1315 h	AFPC Council of Faculties and Council of Deans Lunch - <i>Columbus Suite (1st floor)</i>
1315-1415 h	AFPC Board of Directors Meeting - <i>Confederation Boardroom (7th floor)</i>
1415-1445 h	AFPC Annual Meeting of Voting Members - <i>Confederation Boardroom (7th floor)</i>
1430-1530 h	AFPC Opioid Working Group Meeting - <i>Marconi Suite (1st floor)</i>
1500-1700 h	AFPC Self-Care Therapeutics & Minor Ailments SIG Meeting - <i>Confederation Boardroom (7th floor)</i>
1500-1700 h	AFPC PEP-C Experiential SIG Meeting - <i>Viking Suite (1st floor)</i>
1500-1700 h	AFPC Program Evaluation and Educational Assessment SIGs meeting - <i>Avalon Room (lower level)</i>
1830-2100 h	Opening Reception - <i>Oppidan Room</i>

Wednesday, June 15

0730-0900 h	AFPC Informatics SIG Meeting - <i>Columbus Suite (1st floor)</i>	
0730-0900 h	AFPC Geriatrics SIG Meeting - <i>Marconi Suite (1st floor)</i>	
0730-0915 h	Poster Viewing & Breakfast	
0915-0925 h	Welcome & Opening Remarks from Host Universities	
0925-1025 h	Opening Keynote	
1025-1055 h	Poster Viewing & Morning Break	
1055-1235 h	Faculty Updates on Teaching and Learning	
1235-1335 h	Lunch	
1335-1415 h	AFPC Annual Business Meeting & Townhall	
1415-1515 h	Concurrent Mini Session #1	AFPC Special Interest Group Concurrent Session: Program Evaluation and Educational Assessment SIGs
1515-1545 h	Poster Viewing & Afternoon Break	
1545-1645 h	Concurrent Session: Faculty Updates on Student Leadership Development	AFPC Special Interest Group Concurrent Session: Skills Lab SIG
1830-2200 h	AFPC Awards Reception and Banquet , <i>Memorial University Signal Hill Campus, 100 Signal Hill</i>	

Thursday, June 16		
0730-0900 h	AFPC Skills Lab SIG Meeting - <i>Columbus Suite (1st floor)</i>	
0730-0900 h	Poster Viewing & Breakfast	
0900-0940 h	Concurrent Mini Session #2	Concurrent Mini Session #3
0940-1040 h	Concurrent Session: AFPC Academic Electronic Health Record	Concurrent Session: Professional Identity Formation in Pharmacy: Why should we care and what can we do?
1040-1110 h	Poster Viewing & Morning Break	
1110-1150 h	Concurrent Mini Session #4	Concurrent Mini Session #5
1150-1230 h	Concurrent Mini Session #6	Concurrent Mini Session #7
1230-1330 h	Lunch	
1230-1330 h	Business Meeting of Associate Deans Academics - <i>Columbus Suite (1st floor)</i>	
1330-1510 h	Let's Chat Breakout Sessions: Current Topics in Pharmacy Education <i>(Each breakout session is 30 minutes; delegates can attend 3 of the 5)</i> 1) Prescription to thrive: Student wellness - <i>Avalon Room (lower level)</i> 2) COVID lessons & silver linings - <i>Battery Room (lower level)</i> 3) Meaningful classroom practices - <i>Plymouth Room (lower level)</i> 4) Arts & humanities in pharmacy education - <i>Fort William Ballroom</i> 5) Life as a pharmacy researcher - <i>Fort William Ballroom</i>	
1510-1525 h	Afternoon Break	
1525-1605 h	Concurrent Mini Session #8	Concurrent Mini Session #9
1605-1645 h	Closing Session: Speaker and Closing Remarks	
1830-2200 h	George Street Pub Experience - <i>O'Reilly's Pub, 13 George St (no ticket required)</i>	
Friday, June 17		
0830-1445 h	Post-CPERC Symposium: Assessment of Student Performance in PharmD Programs <i>Garrison & Signal Rooms (breakfast 0745 h)</i>	

AFPC BOARD OF DIRECTORS & COUNCIL MEMBERS

2021-2022 AFPC Board of Directors

Council of Deans Directors:

Susan Mansour, President
College of Pharmacy
Dalhousie University

Lalitha Raman-Wilms
College of Pharmacy
University of Manitoba

Michael Coughtrie, Treasurer
Faculty of Pharmaceutical Sciences
University of British Columbia

Anne Dionne
Faculté de pharmacie
Université Laval

Jane Alcorn
College of Pharmacy and Nutrition
University of Saskatchewan

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Leslie Dan Faculty of Pharmacy
University of Toronto

Beverly FitzPatrick, Past President
School of Pharmacy
Memorial University

Theresa Charrois
Faculty of Pharmacy & Pharmaceutical Sciences
University of Alberta

Ema Ferreira
Faculté de pharmacie
Université de Montréal

Nardine Nakhla
School of Pharmacy
University of Waterloo

2021-2022 AFPC Council of Deans

Lyne Lalonde, Chair
Université de Montréal (July 2021 - May 2022)

Simon De Denus
Université de Montréal (June 2022)

Jane Alcorn
University of Saskatchewan

Shawn Bugden
Memorial University

Michael Coughtrie
University of British Columbia

Anne Dionne
Université Laval

Lisa Dolovich, Vice Chair
University of Toronto

Andrea Edginton
University of Waterloo

Christine Hughes
University of Alberta

Susan Mansour
Dalhousie University

Lalitha Raman-Wilms
University of Manitoba

2021-2022 AFPC Council of Faculties

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Courtney Charles
University of Saskatchewan

Theresa Charrois
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Natalie Crown
University of Toronto

Ema Ferreira
Université de Montréal

Christine Leong, Vice Chair
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Beverly FitzPatrick
Memorial University

Heidi Framp
Dalhousie University

Marie-Laurence Tremblay
Université Laval

Kerry Wilbur
University of British Columbia

AFPC 2021-2022 COMMITTEE and SIG CHAIRS

2021-2022 AFPC Standing Committee Chairs

Awards
Christine Leong
University of Manitoba

Nominations
Nardine Nakhla
University of Waterloo

Education
Beverly FitzPatrick
Memorial University

Research
Julie Méthot
Université Laval

2021-2022 AFPC Special Interest Group (SIG) & Working Group Chairs

Educational Assessment SIG
Ken Cor
University of Alberta

Informatics SIG
Lisa Bishop
Memorial University

Medicinal Chemistry SIG
Ed Krol
University of Saskatchewan

Self-Care Therapeutics & Minor Ailments SIG
Ravina Sanghera
University of Alberta

Program Evaluation SIG
Robert Renaud
University of Manitoba

PEP-C Experiential Education SIG
Ron Eros
University of Manitoba

Skills Lab SIG
Sheila Ng
University of British Columbia

Truth and Reconciliation SIG
Jaris Swidrovich, Co-chair
University of Toronto

Elaine Lillie, Co-chair
University of Waterloo

Academic Electronic Health Record Working
Group (aEHR)

Jason Min, Co-chair
University of British Columbia

Janet Cooper, Co-chair
AFPC Executive Director

AFPC Opioid Working Group

Beth Sproule
University of Toronto

CPERC 2022 WORKING GROUP MEMBERS

Beverly FitzPatrick
Memorial University
Working Group Co-Chair
Chair, AFPC Education Committee

Nardine Nakhla
University of Waterloo
Chair, AFPC Council of Faculties

Lisa Bishop
Memorial University
Co-host faculty representative

Mike Chong
Memorial University
Co-host faculty representative

Patricia Gerber
University of British Columbia
AFPC Education Committee representative

Janet Cooper
Association of Faculties of Pharmacy
Executive Director

Heidi Framp
Dalhousie University
Working Group Co-Chair

Julie Méthot
Université Laval
Chair, AFPC Research Committee

Sarah Larose
Dalhousie University
Co-host faculty representative

Jennifer Isenor
Dalhousie University
Co-host faculty representative

Lavern Vercaigne
University of Manitoba
AFPC Education Committee representative

PROGRAM - SESSION DESCRIPTIONS

Sheraton Hotel Newfoundland, St. John's, NL | June 14-17, 2022

Tuesday, June 14

0900-1445 h <i>Confederation BR</i>	AFPC Business Meetings: Council of Deans, Board of Directors, Annual Meeting of Voting Members
1430-1530 h <i>Marconi Suite</i>	AFPC Opioid Working Group Meeting
1500-1700 h <i>Viking Suite</i>	AFPC PEP-C Experiential Education SIG Meeting
1500-1700 h <i>Avalon Room</i>	AFPC Program Evaluation and Educational Assessment SIGs Joint Meeting
1500-1700 h <i>Confederation BR</i>	AFPC Self-Care Therapeutics & Minor Ailments SIG Meeting
1830-2100 h <i>Oppidan Room</i>	Opening Reception

Wednesday, June 15

0730-0900 h <i>Columbus Suite</i>	AFPC Informatics SIG Meeting
0730-0900 h <i>Marconi Suite</i>	AFPC Geriatrics SIG Meeting
0730-0915 h <i>Ballroom & Foyer</i>	Poster Viewing & Breakfast
0915-0925 h <i>Ballroom</i>	Welcome & Opening Remarks from Host Universities <i>Beverly FitzPatrick, Memorial University</i> <i>Shawn Bugden, Memorial University</i> <i>Heidi Framp, Dalhousie University</i>
0925-1025 h <i>Ballroom</i>	Opening Keynote Navigating the intersection of identities - An evolving perspective <i>Kyle Wilby, Dalhousie University</i> <i>Moderator: Heidi Framp, Dalhousie University</i> <p>After spending most of his career living and working in settings that forced concealment of his sexual identity from friends and colleagues, Kyle now aims to use his experiences to facilitate dialogue and actions to improve equity, diversity and inclusion (EDI) within pharmacy education and practice. This keynote will take audience members on a journey from Saskatchewan through Ghana, Qatar and New Zealand, and finally back to Nova Scotia. Kyle will highlight how the intersection of his personal and professional identities continues to evolve to support the work Dalhousie is doing in EDI. Kyle's approach to EDI is grounded in emotional intelligence theory and uses lived experiences to help</p>

	educators move past being 'afraid to make a mistake' to working collectively with colleagues and community members to facilitate change. Kyle will use the concepts of vulnerability and authenticity to highlight what's gone well, what's gone wrong and how we can move forward together as a profession.
1025-1055 h <i>Ballroom & Foyer</i>	Poster Viewing & Morning Break
1055-1235 h <i>Ballrooms</i>	<p>Faculty Updates on Teaching and Learning</p> <p><i>Moderators: Nardine Nakhla, University of Waterloo & Jennifer Isenor, Dalhousie University</i></p> <p>Part A: Curriculum Development and Enactment</p> <p>1. Laval: PharmD program at Université Laval, eleven years of experience: Lessons learned</p> <p><i>Chantale Simard, Université Laval</i></p> <p>Pros: Our 5 competency-based program brings together the 7 AFPC Educational Outcomes. These competencies are closely linked to 14 professional qualities. With the legislative changes in Quebec the update of our professionals' qualities was easily made without changing the competencies. We are then confident that constant changes in the profession can be readily integrated into our basic structure. Cons: In our curriculum, courses in one year are often prerequisites for the following year, making it less flexible to accommodate students with specific conditions. Moreover, the "Study Regulations" at Université Laval are not adapted to our competency-based program.</p> <p>2. Alberta: Developing pharmacy education - co-creation with students</p> <p><i>Rene Breault, University of Alberta</i></p> <p><i>Terri Schindel, University of Alberta</i></p> <p>Co-creation occurs "when staff and students work collaboratively with one another to create components of curricula and/or pedagogical approaches" (Bovill et al., 2016, p. 196). This Faculty update will present examples of co-creation within our programs highlighting the value it brings such as developing a socially relevant curriculum, deeper engagement in learning and teaching activities, improved learning environment, and integrating new perspectives.</p> <p>3. Saskatchewan: USask Chronic Pain Clinic - A novel interprofessional patient care service</p> <p><i>Derek Jorgenson, University of Saskatchewan</i></p> <p>Access to interprofessional chronic pain clinics is very limited in Saskatchewan. The USask Chronic Pain Clinic is pharmacist-led interprofessional patient care clinic that is operated by the College of Pharmacy and Nutrition and was established in 2020. The clinical team includes pharmacists, social workers, physical therapists, and a part-time chronic pain physician. Clinical services are delivered virtually for any resident of Saskatchewan or in-person in Saskatoon. This presentation will describe how this clinic functions, how learners are integrated, and will provide preliminary data regarding the effectiveness of the clinical services.</p> <p>4. Manitoba: Implementation of a primary care advanced pharmacy practice experience (APPE) rotation</p> <p><i>Ron Eros, University of Manitoba</i></p> <p>This presentation will review the navigation for the creation of a unique primary care advanced pharmacy practice experience (APPE) rotation. Each student in Year 4 of the UM College of Pharmacy experiential education will be required to complete this primary care rotation. Manitoba health care has established a provincial primary health care plan which continues to be</p>

implemented. This presentation will highlight the successes of implementation and the challenges we met.

5. Memorial: Pharmacy students learn from the Seven Sacred Teachings

Beverly FitzPatrick, Memorial University

Humility, honesty, respect, courage, wisdom, truth and love are universal Indigenous teachings. These principles, as described by David Bouchard, Canadian Metis author and Dr. Joseph Martin, are used in Memorial's pharmacy program to move students to "greater courage and wisdom and ultimately toward achieving and understanding what is true in life's journey" (Miigwech, 2016).

Part B: Assessment of Student Learning and Programs

6. British Columbia: Evaluation of curriculum and assessment delivery approach in the entry-to-practice PharmD Program following experiences during COVID

Marion Pearson, University of British Columbia

UBC delivered its Entry-to-Practice PharmD program in a predominantly virtual format from March 2020 to September 2021 and in a hybrid virtual/in-person format from September 2021 to April 2022 due to the COVID-19 pandemic. The sometimes-positive aspects of this experience provided an impetus to contemplate non-traditional formats for educational activities in the post-pandemic delivery of the program rather than a complete return to previous in-person approaches. The data collection plan to inform pedagogically sound decisions for curricular change was presented at CPERC 2021. This session will report some key findings of the inquiry undertaken during the past year.

7. Waterloo: Planning for assessment

Sarah Moroz, University of Waterloo

At UW Pharmacy, we finalized both a new Strategic Plan and a new Assessment Plan in 2020, giving us an opportunity to be thoughtful and intentional about how these plans interact. The Strategic Plan outlines high-level goals, and we track yearly progress in an associated Operational Plan. Meanwhile, the Assessment Plan maps detailed action required to track and meet all institutional outcomes and includes monthly check-ins with responsible staff and faculty. Information gathered from these check-ins feeds back into the Operational Plan. This system keeps us constantly accountable to institutional goals and the tasks required to achieve them.

8. Toronto: A quality assurance framework to support continuous improvement of experiential education

Debbie Kwan, University of Toronto

Our experiential education cycle is continuous with some rotation blocks comprised of over 350 students from three different years. This structure poses significant challenges in creating a quality assurance (QA) process that is timely and meaningful. We will present an overview of our QA framework. Led by our Experiential Education QA committee, we have developed a team-based approach to continuous quality review of site and preceptor performance, which includes site visits and a rotation dashboard and standardized QA domains for longitudinal tracking of feedback. Our Preceptor Development Program and Preceptor Performance Success and Management Plan are additional components that advance preceptor education and growth.

	<p>9. Montréal: Entrustable Professional Activities (EPA) implementation follow-up</p> <p><i>David Williamson, Université de Montréal</i></p> <p>The Master's in advanced pharmacotherapy program implemented entrustable professional activity (EPA) evaluation in January 2022 following a two-year development period. EPA evaluation is based on the preceptor's ability to delegate professional tasks to the learner using a supervision scale which is close to pharmacy practice. A total of seven EPAs were developed: three pharmaceutical care EPAs and four individual EPAs relative to communication, teaching, project management and community services. To implement EPA evaluation in undergrad programs, activities specific to community pharmacy practice need to be defined. Expected supervision levels will also be adjusted for community and establishment practicums.</p> <p>10. Dalhousie: Course collaboration to assess student application and integration of knowledge</p> <p><i>Emily Black, Dalhousie University</i></p> <p><i>Jennifer Isenor, Dalhousie University</i></p> <p><i>Lisa Walker, Dalhousie University</i></p> <p>For Dalhousie College of Pharmacy's PharmD program, an integrated assignment was developed by faculty from the first-year problem-based learning (PBL), critical appraisal series (CAS) and skills lab courses. This assignment was designed to demonstrate integration of content across the first-year curriculum. Students were expected to use knowledge and skills developed in each respective course to provide care to a patient presenting with a prescription. Students were required to respond to questions or complete assigned tasks for each course using the case description. Overall, the integrated assignment was well received, and most students felt the assignment demonstrated integration between courses.</p>		
<p>1235-1335 h</p> <p><i>Ballroom & Foyer</i></p>	<p>Lunch & Poster Viewing</p>		
<p>1335-1415 h</p> <p><i>Ballroom</i></p>	<p>AFPC Annual Business Meeting & Townhall</p> <p><i>Moderator: Natalie Crown, University of Toronto, AFPC Vice President</i></p> <p>AFPC Vice President Natalie Crown (University of Toronto) and Executive Director Janet Cooper, will present an association update and highlights of AFPC's initiatives since we last met in Edmonton for CPERC 2019. Lucinda Maine, Executive Vice President and CEO of the American Association of Colleges of Pharmacy, will bring greetings on behalf of AACCP. A dialogue with members will follow.</p>		
<p>1415-1515 h</p> <p><i>Mini: Ballroom</i></p> <p><i>SIG: Garrison & Signal</i></p>	<table border="1"> <tr> <td data-bbox="282 1467 919 2009"> <p>Concurrent Mini Session #1</p> <p><i>"And I shall have some peace there, for peace comes dropping slow" – W.B. Yeats</i></p> <p><i>Moderator: Nardine Nakhla, University of Waterloo</i></p> <p>1. I'm overwhelmed: perceptions of student workload</p> <p><i>Marion Pearson, University of British Columbia</i></p> <p>This presentation will report on a qualitative research project investigating student and faculty perceptions of academic workload in the UBC Entry-to-Practice PharmD program. Details will be provided regarding the experience of using a visual data collection</p> </td><td data-bbox="919 1467 1562 2009"> <p>Concurrent SIG Session</p> <p>AFPC Program Evaluation and Educational Assessment Special Interest Groups</p> <p><i>"How much wood would a woodchuck chuck if a woodchuck could chuck wood?" – Mother Goose</i></p> <p><i>Moderator: Robert Renaud, University of Manitoba Program Evaluation SIG Chair)</i></p> <p>1. Predicting which applicants will most likely succeed in a PharmD program: Challenges and realistic expectations</p> <p><i>Robert Renaud, University of Manitoba</i></p> <p>When reviewing how well PharmD program admission requirements (predictors) identify</p> </td></tr> </table>	<p>Concurrent Mini Session #1</p> <p><i>"And I shall have some peace there, for peace comes dropping slow" – W.B. Yeats</i></p> <p><i>Moderator: Nardine Nakhla, University of Waterloo</i></p> <p>1. I'm overwhelmed: perceptions of student workload</p> <p><i>Marion Pearson, University of British Columbia</i></p> <p>This presentation will report on a qualitative research project investigating student and faculty perceptions of academic workload in the UBC Entry-to-Practice PharmD program. Details will be provided regarding the experience of using a visual data collection</p>	<p>Concurrent SIG Session</p> <p>AFPC Program Evaluation and Educational Assessment Special Interest Groups</p> <p><i>"How much wood would a woodchuck chuck if a woodchuck could chuck wood?" – Mother Goose</i></p> <p><i>Moderator: Robert Renaud, University of Manitoba Program Evaluation SIG Chair)</i></p> <p>1. Predicting which applicants will most likely succeed in a PharmD program: Challenges and realistic expectations</p> <p><i>Robert Renaud, University of Manitoba</i></p> <p>When reviewing how well PharmD program admission requirements (predictors) identify</p>
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	<p>method in conjunction with semi-structured interviews.</p> <p>2. An approach to promote student well-being in the Faculty of Pharmaceutical Sciences at UBC</p> <p><i>Ingrid Price, University of British Columbia</i> <i>Lynda Eccott, University of British Columbia</i></p> <p>There is a growing need to promote and support student wellbeing in health care professions education. This session will provide the audience with the approach that the Faculty of Pharmaceutical Sciences at UBC has taken to focus on the mental health and wellbeing of their students.</p> <p>3. Assessing the effectiveness of a novel wellness check-in activity among third-year pharmacy students</p> <p><i>Cynthia Richard, University of Waterloo</i></p> <p>This research-based session will share the findings of our longitudinal qualitative study that aimed to determine what long-term effects a wellness check-in can have on pharmacy students. This presentation will also explore the student experience during the COVID-19 pandemic.</p>	<p>applicants with the greatest potential for success in the program (criteria), what can influence the predictor/criteria relationship? When interpreting the predictor/criteria relationship, how good is good enough? This session will discuss factors that can influence the relationship between admission (predictor) variables and students' subsequent success in the program (criterion), and clarify how much of a predictive relationship can be reasonably expected.</p> <p>2. Entrustable Professional Activities (EPA) implementation follow-up: educating the educators</p> <p><i>David Williamson, Université de Montréal</i></p> <p>We developed an educational program to help hospital pharmacy preceptors acquire competencies in EPA evaluation. Different methods were used including videos, discussions and interactive scenario analysis.</p>
1515-1545 h <i>Ballroom & Foyer</i>	Poster Viewing & Afternoon Break	
1545-1645 h <i>Faculty Updates: Ballroom</i> <i>SIG: Garrison & Signal</i>	<p>Concurrent Session</p> <p>Faculty Updates on Student Leadership Development</p> <p><i>Moderator: Patricia Gerber, University of British Columbia</i></p> <p>This session is a collaborative effort of representatives from each of the faculties/schools, that will collectively describe opportunities, challenges, guiding principles, and best practices in and elicit dialogue around student leadership development, provide an update on existing and up-coming efforts to develop student leadership within each program, and provide a springboard to further explore leadership development opportunities for collaboration and scholarly research.</p> <p><i>Session Moderator:</i> <i>Patricia Gerber, University of British Columbia</i></p>	<p>Concurrent SIG Session</p> <p>AFPC Skills Lab Special Interest Group</p> <p><i>"Should the answer to some questions not be sought within your heart?" – David Bouchard</i></p> <p><i>Moderator: Sheila Ng, University of Manitoba (SIG Chair)</i></p> <p>1. Pharmacy practice instructors as experience curators: Teaching using simulated longitudinal patients</p> <p><i>Mike Chong, Memorial University</i> <i>Terry Genge, Memorial University</i></p> <p>This session will discuss a teaching initiative that uses longitudinal simulated patient cases to teach students continuity of care and accountability. Pharmacy practice instructors will explain their educational philosophy and the design of scenarios and activities that allow students to make unique decisions. They</p>

	<p><i>Presenters:</i></p> <p><i>Patricia Gerber, University of British Columbia</i></p> <p><i>Tatiana Makhinova, University of Alberta</i></p> <p><i>Roy Dobson, University of Saskatchewan</i></p> <p><i>Lavern Vercaigne, University of Manitoba</i></p> <p><i>Nancy Waite, University of Waterloo</i></p> <p><i>Natalie Crown, University of Toronto</i></p> <p><i>Nathalie Letarte, Université de Montréal</i></p> <p><i>Julie Méthot, Université Laval</i></p> <p><i>Lisa Bishop, Memorial University</i></p>	<p>will describe how the initiative encouraged students to take ownership of their actions and recommendations in patient care.</p> <p>2. Supporting patient-centred practice: A workshop for pharmacy students to provide strategies for empowering patient self-efficacy and health behavior change</p> <p><i>Rene Breault, University of Alberta</i></p> <p><i>Michelle MacDonald, University of Alberta</i></p> <p>This session will describe the delivery and evaluation of a workshop focused on teaching patient-centred care and health behavior change support strategies. The impact on student learning, including understanding and confidence in applying a systematic approach, and their readiness to integrate these skills to change their practice will be described.</p> <p>3. A blueprint to design immersive simulation for novices that promote learning</p> <p><i>Marie-Laurence Tremblay, Université Laval</i></p> <p>This session presents a blueprint to inform the design of immersive simulation for pharmacy students that stimulate learning without causing cognitive overload. This blueprint is the result of three experimental studies in pharmacy simulation that showed the impact of increasing task and environment complexity on students' learning experience.</p>
1830-2200 h <i>Memorial University Signal Hill Campus</i>	<p>AFPC Awards Reception and Banquet</p> <p><i>100 Signal Hill (buses departing from 1800 h)</i></p>	

Thursday, June 16

0730-0900 h
Columbus Suite

AFPC Skills Lab SIG Meeting

0730-0900 h
Ballroom & Foyer

Poster Viewing & Breakfast

0900-0940 h
Mini #2: Ballroom
Mini #3: Garrison
& Signal

Concurrent Mini Session #2

"It's no use going back to yesterday, because I was a different person then" – Lewis Carroll

Moderator: Courtney Charles, University of Saskatchewan

1. Let it go: A novel way to facilitate professional identity formation as students transition to practice

Jill Hall, University of Alberta

Theresa Charrois, University of Alberta

The transition from school to work, from student to practitioner, can be challenging. A learner-centred, group-based course was developed to help students develop a strong professional identity and to resolve the disconnect between school and practice.

2. Pharmacy students' perceptions of pharmacist roles: Using an arts-informed method to explore professional identity formation

Theresa Schindel, University of Alberta

Documenting how first year pharmacy students view pharmacists' roles can set the stage for professional identity formation activities in the Doctor of Pharmacy program. Findings can be integrated into instructional material and individual students' professional portfolios. Students may use arts-informed approaches to facilitate reflection on their professional identity and its evolution.

Concurrent Mini Session #3

"What did the carrot say to the wheat? 'Lettuce' rest, I'm feeling 'beet'" – Shel Silverstein

Moderator: Julie Méthot, Université Laval

1. Delays in routine immunizations due to the COVID-19 pandemic and perceptions of the pharmacy channel for administering routine vaccinations: Findings from a nationwide survey

Shelita Dattani, Neighbourhood Pharmacy Association of Canada

A significant number of routine immunizations have been missed due to the COVID 19 pandemic, further increasing the risk of vaccine preventable illness (VPI). This poll demonstrates public support for leveraging pharmacy teams as a channel to increase access to immunizations and thus increase system wide vaccine access and uptake. Policymakers and public health leaders must consider this evidence when developing routine immunization rates to prevent VPI outbreaks.

2. Integration of online virtual stimulation to support the acquisition of patient assessment skills during the COVID-19 pandemic

Natalie Crown, University of Toronto

The use of virtual patient simulation is expanding in health professions education. This session will describe our experience implementing a commercially available online virtual patient simulation program to pharmacy students in physical assessment courses across two professional programs. We will describe faculty and student experiences leveraging this tool, and describe lessons learned in the process.

<p>0940-1040 h</p> <p><i>aEHR: Ballroom Identity: Garrison & Signal</i></p>	<p>Concurrent Session</p> <p>AFPC Academic Electronic Health Record</p> <p>The aEHR simulates electronic charts used in hospital and clinic settings. It has been developed by AFPC, in collaboration with the University of British Columbia Faculty of Pharmaceutical Sciences and overseen by a national working group of pharmacy faculty representatives.</p> <p>This session will provide a brief overview of the aEHR initiative, followed by a live demonstration, highlighting the newest features and the case bank infrastructure. Now piloted in 8 schools, Memorial University and University of Toronto will share how they used it. Following the presentation, participants will be given free student access to 4 cases in the aEHR, so that they can further explore, enter patient data and orders.</p> <p>Overview of aEHR Project:</p> <p><i>Janet Cooper, Association of Faculties of Pharmacy of Canada</i></p> <p>Live Demonstration of AFPC aEHR:</p> <p><i>Jason Min, University of British Columbia</i></p> <p>aEHR Pilots:</p> <p><i>Mike Chong, Memorial University</i> <i>Annie Lee, University of Toronto</i></p> <p>Q&A and Next Steps</p>	<p>Concurrent Session</p> <p>Professional Identity Formation in Pharmacy: Why should we care and what can we do?</p> <p>This session is designed to be both interactive and informative. During the panel discussion, presenters will share and reflect on their experiences in research and intentional curricular approaches for supporting students' professional identity formation (PIF) as they navigate pharmacy curriculum and into pharmacy practice. The current state of PIF research in pharmacy education will be discussed in the Canadian context. Examples of existing theories that inform PIF and educational interventions from the literature and from practice will be presented. Opportunity will be given to attendees to highlight questions as well as areas for exploration in the discussion that are relevant to their unique contexts and interests.</p> <p><i>Theresa Charrois, University of Alberta</i> <i>Jill Hall, University of Alberta</i> <i>Jamie Kellar, University of Toronto</i> <i>Natalie Kennie-Kaulbach, Dalhousie University</i> <i>Sandra Jarvis Selinger, University of British Columbia</i> <i>Kerry Wilbur, University of British Columbia</i></p>
<p>1040-1110 h</p> <p><i>Ballroom & Foyer</i></p>	<p>Poster Viewing & Morning Break</p>	
<p>1110-1150 h</p> <p><i>Mini #4: Ballrooms</i> <i>Mini #5: Garrison & Signal</i></p>	<p>Concurrent Mini Session #4</p> <p><i>"Grow old along with me! The best is yet to be" – Robert Browning</i></p> <p><i>Moderator: Lisa Bishop, Memorial University</i></p> <p>1. Implementation of deprescribing as a patient care service in community pharmacies as experienced and observed by pharmacy students</p> <p><i>Kelda Newport, Memorial University</i></p> <p>Understanding the barriers and facilitators of implementing a deprescribing service in community pharmacies is important so that appropriate support can be offered to pharmacists to ensure optimal uptake of such services. This session will present focus group findings on the implementation of a</p>	<p>Concurrent Mini Session #5</p> <p><i>"I dream a world where man no other man will scorn" – Langston Hughes</i></p> <p><i>Moderator: Kerry Wilbur, University of British Columbia</i></p> <p>1. UPROOT: The building and delivery of mandatory Indigenous health and cultural safety course in pharmacy</p> <p><i>Larry Leung, University of British Columbia</i> <i>Jason Min, University of British Columbia</i></p> <p>In this presentation, we will 1) Describe the Indigenous community and student-engaged process for course design, 2) Discuss course pillars, assessment strategies and activities to facilitate student learning of Indigenous cultural safety, and 3) Share student and</p>

	<p>deprescribing service in a community pharmacy as experienced and observed by pharmacy students.</p> <p>2. A curricular framework for an interprofessional approach to deprescribing</p> <p><i>Cheryl Sadowski, University of Alberta</i> <i>Lalitha Raman-Wilms, University of Manitoba</i></p> <p>The curriculum framework for deprescribing, developed with the Canadian Deprescribing Network, will be presented by authors. The session will include a review of the competencies, learning outcomes and assessment strategies, with a discussion of strategies to incorporate interprofessional learning activities.</p>	<p>Indigenous partner perceptions of course design and delivery. The presenters will share openly about their collective strengths and areas for improvement through this process and hope to engage in meaningful and safe dialogue amongst colleagues and partners.</p> <p>2. Racism is deadlier than you think: An anti-racist approach to health education, care and systems</p> <p><i>Timothy Lim, University of British Columbia</i></p> <p>Racism - both interpersonal and structural - continues to pervade western healthcare and health education. UBC's Faculty of Pharmaceutical Sciences has prioritized anti-racism work as a key strategy to improving future health care systems. Through a multi-stage approach, our team has developed a pilot project to introduce anti-racism as a necessary tool in addressing systemic racism and oppression.</p>
<p>1150-1230 h</p> <p><i>Mini #6: Ballroom</i> <i>Mini #7: Garrison & Signal</i></p>	<p>Concurrent Mini Session #6</p> <p><i>"We know what we are, but know not what we may be" – William Shakespeare</i> <i>Moderator: Christine Landry, University of Ottawa</i></p> <p>1. Two for one: Merging continuing professional development and faculty development for pharmacy preceptors</p> <p><i>Debbie Kwan, University of Toronto</i> <i>Naomi Steenhof, University of Toronto</i></p> <p>Combining continuing professional development and faculty development is a novel strategy to promote learning and create efficiency. We will present the findings of our study that combined these two components into a synchronous on-line workshop for pharmacy preceptors.</p> <p>2. Does one size fit all? Preceptor experiences and perceptions of remote rotations</p> <p><i>Debbie Kwan, University of Toronto</i> <i>Sandra Bjelajac-Mejia, University of Toronto</i></p> <p>Due to the pandemic, non-direct patient care experiential rotations were switched from traditional in-person to remote rotations. A survey was developed and</p>	<p>Concurrent Mini Session #7</p> <p><i>"Hope is the thing with feathers that perches in the soul" – Emily Dickinson</i> <i>Moderator: Sarah Larose, Dalhousie University</i></p> <p>1. Promoting 2SLGBTQIA+ inclusion, diversity and equity in pharmacy education (PRIDE-RX)</p> <p><i>Tristan Lai, University of British Columbia</i> <i>Alex Tang, University of British Columbia</i></p> <p>Are you interested in learning about ways to build a 2SLGBTQIA+ inclusive pharmacy curriculum? This session will outline the UBC Faculty of Pharmaceutical Sciences' plan to integrate queer and trans competencies into the Entry-to-Practice Doctor of Pharmacy program. This three-year initiative embeds principles of anti-oppressive practice, asset-based community development, community-engaged learning and queer pedagogy.</p> <p>2. Beyond the stigmas: Preparing graduates to address heteronormativity and systemic discrimination towards 2SLGBTQ+ people in pharmacy settings</p> <p><i>Kyle Wilby, Dalhousie University</i></p> <p>This session aims to provide an update on 2SLGBTQ+ health within pharmacy curricula,</p>

	<p>administered to gather preceptors' experiences and perceptions of this novel mode of precepting. We will present our findings and describe how transitioning to a remote environment generates new opportunities and drives innovation necessary for optimizing the student learning experience, especially during this continuously evolving pandemic and its disruption to education.</p>	<p>guidance for educators seeking to incorporate 2SLGBTQ+ health concepts into learning events, and a call to action for programs to safely address systemic discrimination that exists towards 2SLGBTQ+ people within pharmacy practice settings. The presenter will introduce participants to the minority stress model and demonstrate how systemic discrimination can be addressed using a theoretical approach. There will also be an emphasis on how to address these concepts safely, with special consideration of 2SLGBTQ+ identifiers within the classroom.</p>
1230-1330 h <i>Ballroom & Foyer</i>	Lunch & Poster Viewing	
1330-1510 h 1. Prescription: <i>Avalon</i> 2. COVID: <i>Battery</i> 3. Spotlight: <i>Plymouth</i> 4. Human Exp: <i>Ballroom</i> 5. Researcher: <i>Ballroom</i>	<p>Let's Chat Breakout Sessions: Current Topics in Pharmacy Education</p> <p>NEW for CPERC 2022 – Join us for a chat! Our former “Round-table Discussions” have been updated to a new format we have affectionately titled “Let’s Chat Sessions”. These sessions will provide the opportunity for participants to dialogue, network and collaborate. Participants are encouraged to share ideas, pose questions and learn about what others are doing and thinking.</p> <p>How does it work? All 5 sessions will run concurrently and repeat at 30-minute intervals. Facilitators will be present and remain consistent in each meeting room to help prompt and guide the discussions of each group of attendees that rotate through. Each room will have a limited number of seats per session to allow for a lively discussion. No sign-up will be required, and conference attendees will have the opportunity to attend any 3 of the planned sessions they consider most relevant to their practice.</p> <p>1. Prescription to thrive: Student wellness</p> <p><i>Facilitators:</i></p> <p><i>Kimberly Sponagle, Dalhousie University</i></p> <p><i>Ema Ferreira, Université de Montréal</i></p> <p>The purpose of this chat is to reflect on challenges we have experienced supporting students and their mental health, in particular in light of the pandemic. Sharing common struggles can be unifying and participants will be given the opportunity to discuss successes and opportunities.</p> <p>2. COVID lessons and silver linings</p> <p><i>Facilitators:</i></p> <p><i>Heidi Framp, Dalhousie University</i></p> <p><i>Cynthia Richard, University of Waterloo</i></p> <p>The purpose of this chat is to reflect on how we adapted our curriculum during the COVID-19 pandemic and what we feel was an improvement to “the way we used to do things”. Participants can share tips and tricks from small to large, what helped them teach BETTER, and what changes will we keep?</p>	

	<p>3. Spotlight: Meaningful classroom practices</p> <p><i>Facilitators:</i></p> <p><i>Lisa Bishop, Memorial University</i></p> <p><i>Theresa Charrois, University of Alberta</i></p> <p>The purpose of this chat is to reflect on the value of in-class time and talk about pedagogy. Participants can discuss various ways they are teaching and what strategies they employ to engage and encourage student learning.</p> <p>4. Learning about the human experience: Arts and humanities in pharmacy education</p> <p><i>Facilitators:</i></p> <p><i>Beverly FitzPatrick, Memorial University</i></p> <p><i>Gilles Leclerc, Université de Montréal</i></p> <p>In this chat, attendees will discuss the role and fit of arts and humanities in pharmacy education. Attendees can share their experiences with integrating arts and humanities into their teaching or programs.</p> <p>5. Life as a pharmacy researcher</p> <p><i>Facilitators:</i></p> <p><i>Jennifer Donnan, Memorial University</i></p> <p><i>Jennifer Isenor, Dalhousie University</i></p> <p>The purpose of this chat is to talk about opportunities in the wide range of pharmacy research. Participants can share their experiences doing research in or out of pharmacy schools and communities, discuss their methodologies, what chat about what worked or didn't work. Hey, maybe you'll discover your next great idea and find new collaborators!</p>		
<p>1510-1525 h</p> <p><i>Ballroom & Foyer</i></p>	<p>Afternoon Break</p>		
<p>1525-1605 h</p> <p><i>Mini #8:</i></p> <p><i>Ballrooms A&B</i></p> <p><i>Mini #9: Garrison & Signal</i></p>	<table border="1"> <tr> <td data-bbox="282 1289 889 1997"> <p>Concurrent Mini Session #8</p> <p><i>"As you start to walk on the way, the way appears" – Rumi</i></p> <p><i>Moderator: Ema Ferreira, Université de Montréal</i></p> <p>1. Development of pharmacy student leadership placements for experiential learning</p> <p><i>Michelle MacDonald, University of Alberta</i></p> <p>By the end of this session, you will learn about the philosophy of leadership development during experiential placements created and offered to U of A pharmacy students. You will be provided with a framework and approach to leadership development that can be adapted and incorporated into your own practice setting.</p> </td><td data-bbox="889 1289 1531 1997"> <p>Concurrent Mini Session #9</p> <p><i>"Nobody, but nobody can make it out here alone" – Maya Angelou</i></p> <p><i>Moderator: Theresa Charrois, University of Alberta</i></p> <p>1. The Opioid Use and Opioid Use Disorder ("OUOUD") e-Resource: Experiences to date</p> <p><i>Charlotte Boone, University of Toronto</i></p> <p>The opioid poisoning crisis continues unabated. Ensuring entry-to-practice undergraduate pharmacy programs have the tools they need to equip students with comprehensive pain and opioid knowledge and skills is key to our ability to respond to the crisis. This presentation will provide an introduction to the AFPC pain and opioid competencies and the OUOUD e-Resource, with identification of which modules address the recommended competencies. The findings</p> </td></tr> </table>	<p>Concurrent Mini Session #8</p> <p><i>"As you start to walk on the way, the way appears" – Rumi</i></p> <p><i>Moderator: Ema Ferreira, Université de Montréal</i></p> <p>1. Development of pharmacy student leadership placements for experiential learning</p> <p><i>Michelle MacDonald, University of Alberta</i></p> <p>By the end of this session, you will learn about the philosophy of leadership development during experiential placements created and offered to U of A pharmacy students. You will be provided with a framework and approach to leadership development that can be adapted and incorporated into your own practice setting.</p>	<p>Concurrent Mini Session #9</p> <p><i>"Nobody, but nobody can make it out here alone" – Maya Angelou</i></p> <p><i>Moderator: Theresa Charrois, University of Alberta</i></p> <p>1. The Opioid Use and Opioid Use Disorder ("OUOUD") e-Resource: Experiences to date</p> <p><i>Charlotte Boone, University of Toronto</i></p> <p>The opioid poisoning crisis continues unabated. Ensuring entry-to-practice undergraduate pharmacy programs have the tools they need to equip students with comprehensive pain and opioid knowledge and skills is key to our ability to respond to the crisis. This presentation will provide an introduction to the AFPC pain and opioid competencies and the OUOUD e-Resource, with identification of which modules address the recommended competencies. The findings</p>
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	<p>2. Use of animations in teaching pharmacology</p> <p><i>Sylvie Marleau, Université de Montréal</i></p> <p>Pharmacological animations have been developed to hopefully facilitate the understanding of the mechanism of action of biologics. Content, design and video clip examples will be presented.</p>	<p>of a Canada-wide pharmacy faculty survey on the use of this resource will be summarized and cases presented to highlight current use.</p> <p>2. Unraveling another pandemic: Evidence-based strategies to taper the opioid crisis</p> <p><i>Karin Ens, University of Manitoba</i></p> <p>Pharmacists are a key player in combatting the opioid crisis. This session will describe the supporting evidence and potential impacts of an ongoing randomized clinical trial evaluating the impact of a patient-centered, pharmacist-led, multidisciplinary opioid education and tapering initiative.</p>
<p>1605-1635 h</p> <p><i>Ballroom & Foyer</i></p>	<p>Closing Session</p> <p>Stepwise approach to a competency-based curriculum development of a new undergraduate Doctor of Pharmacy program (PharmD) at the University of Ottawa</p> <p><i>Christine Landry, University of Ottawa</i></p> <p><i>Moderator: Andrea Edginton, University of Waterloo</i></p> <p>As of 2022, there are ten pharmacy programs across Canada. The report from Le Consortium National de Formation en Santé (CNFS, 2022) illustrates that pharmacists are the professional providing the least health services in French in minority setting, outside of the province of Québec. As the University of Ottawa continues its endeavor to implement the curriculum of a pharmacy program offered in French in Ottawa in September 2023, a dedicated team has followed a systematic approach to establish the components of the program.</p> <p>The main objective of this presentation is to demonstrate the steps leading to a new curriculum, integrating evidence-based education guiding principles in the process. Using a concept map, the creation process will be presented, starting from gathering information through needs assessments, identifying the vision and guiding principles, integrating competencies requirement within selected entrustable professional activities (EPA), identification of essential knowledge and skills and mapping of most prevalent medical conditions to create a novel curriculum with built-in spiral integration in the course sequence. The opportunity to create a new PharmD program in Canada is a unique moment. We hope that our stepwise approach may encourage others to consider applying these strategies for curriculum development or revision.</p>	
<p>1635-1640 h</p> <p><i>Ballrooms A&B</i></p>	<p>Close of CPERC 2022</p> <p><i>Lalitha Raman-Wilms, University of Manitoba</i></p> <p><i>Jane Alcorn, University of Saskatchewan</i></p>	
<p>1830-2200 h</p> <p><i>O'Reilly's Pub</i></p>	<p>George Street Pub Experience</p> <p><i>13 George St. (Informal social event – live music; ticket is NOT required)</i></p>	

Post-CPERC Symposium

Friday, June 17

0830-1445 h

(breakfast 0745-0830 h)

Garrison & Signal

Assessment of Student Performance in PharmD Programs

Moderator: Ken Cor, University of Alberta; Chair, Educational Assessment SIG

Hosted by AFPC's Educational Assessment Special Interest Group, this informative symposium that will explore current assessment issues and approaches to addressing them in the classroom, skill labs and practicum contexts of pharmacy education.

You will:

- Be invited to participate in sharing challenges and successful practices of educational assessment.
- Be immersed in discussions about the educational value of assessment
- Learn from colleagues with expertise and experience in assessment who are willing to share lessons learned from their assessment practices
- Increase understanding of alignment, assessment formats, feedback, reporting, grading, and assessment-remediation connections
- Receive an educational assessment resource

Whether you are relatively new to teaching or have taught for many years, this symposium will be beneficial. You will have the opportunity to engage with pharmacy educators from across Canada to identify ways to improve educational assessment, including validity and efficiency.

What are the assessment challenges with which you are dealing? What approaches have worked for you? We begin with an opening discussion that will provide an opportunity to integrate assessment challenges and opportunities with feasible approaches for improved assessments. We will focus on creating an environment for assessment strategies and practices that allow for valid inferences about student learning.

Symposium Program:

1. Breakfast (0745-0830 h)
2. Introduction: Challenges and principles of assessment (0830-0930 h)
3. The importance of alignment: Outcomes and methods (0935-1035 h)
4. Assessment for learning and feedback (1055-1155 h)
5. Marking and grading (1300-1400 h)
6. Wrap-up (1400-1445 h)

Facilitators / Presenters:

Ken Cor, University of Alberta

Beverly FitzPatrick, Memorial University

Gilles Leclerc, Université de Montréal

Sarah Moroz, University of Waterloo

George Pachev, University of British Columbia

Robert Renaud, University of Manitoba

Lachmi Singh, University of Toronto

Kyle Wilby, Dalhousie University

AFPC Award Winners

Celebrating our Winners from 2020 & 2021 & 2022!

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.

- 2020: Anthony Ku, University of Toronto
- 2021: Zeynab Nosrati, University of British Columbia
- 2022: Danielle Drake, 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.

- 2020: Ahmad Shakeri, University of Toronto
- 2021: Rand Hussein, University of Waterloo
- 2022: Ashley Cid, University of Waterloo

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)

- 2020: Zeynab Nosrati, University of British Columbia
Paul Malik, University of Waterloo
Thomas Bogdanowicz, University of Toronto
- 2021: Gemma-Dawn MacDonald, Dalhousie University
Léa Turgeon-Mallette, Université de Montréal
Snehit Patel, University of Manitoba
- 2022: Ai-Leng Foong-Reichert, University of Waterloo
Brienne Desrochers, University of Manitoba
Amy Soubolsky, University of Saskatchewan

AFPC/Merck Postgraduate Pharmacy Fellowship Award

Purpose: A \$15,000 fellowship to stimulate the pursuit of research careers among pharmacy students and graduates (no longer funded after 2020).

- 2020: Julie Demers, Université de Montréal

FACULTY AWARDS

AFPC New Investigator Research Award

Purpose: To recognize outstanding research achievements and contributions of the junior members of the academic staff of faculties, colleges or schools of pharmacy in Canada.

2020: Mireille Schnitzer, Université de Montréal

2021: Marie Lordkipanidzé, Université de Montréal

2022: Mina Tadrous, University of Toronto

AFPC Award for Innovation in Education

Purpose: To recognize the development of a significant innovation in teaching, learning and/or assessment that has been implemented and evaluated by members of the academic staff and are currently in place and operating within a faculty, college or school of pharmacy within Canada.

2020: Julie Méthot, Université Laval & Louise Mallet, Université de Montréal

2021: Jason Min, University of British Columbia

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

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

2020: Annie Lee & Henry Halapy, University of Toronto and Kenneth Manson, University of Waterloo

2022: Sarah Moroz, Cynthia Richard, Robin Andrade & Lisa Walsh, University of Waterloo

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.

2020: Shana Kelley, University of Toronto

2021: Sandy Pang, University of Toronto

2022: Anick Bérard, Université de Montréal

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.

2021: Lavern Vercaigne, University of Manitoba

2022: Ema Ferreira, Université de Montréal

AFPC Woods-Hughes Special Service Award

Purpose: Presented to an individual or group of individuals, who are current or past AFPC members, and who have provided exceptional service to the Association. Named for two of the founding members of AFPC: Dean Esli Woods was the first Chair of the Canadian Conference of Pharmaceutical Faculties (CCPF), which later became AFPC, and Dr. Norman Hughes was the first secretary of CCPF.

2022: David Edwards, University of Waterloo

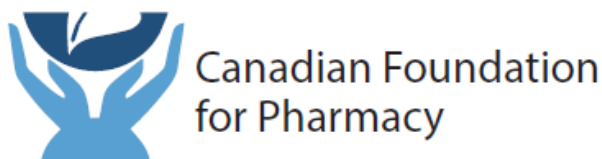
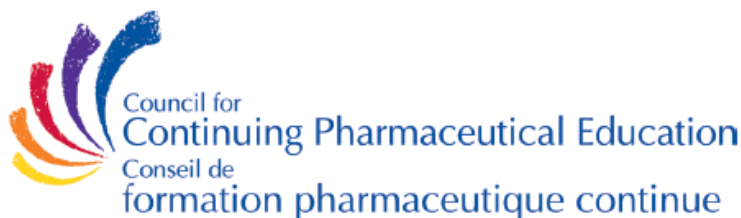
AFPC & Canadian Foundation for Pharmacy Past President Awards

2020: Lalitha Raman-Wilms, University of Manitoba

2021: Beverly FitzPatrick, Memorial University

2022: Susan Mansour, Dalhousie University

AWARD SPONSORS



THANK YOU TO OUR AWARD SPONSORS FOR YOUR GENEROUS SUPPORT!

LIST OF ABSTRACTS

Oral Presentations

- M1-1 "I'm overwhelmed": Perceptions of student workload
- M1-2 An approach to promote Student Wellbeing in the Faculty of Pharmaceutical Sciences at UBC
- M1-3 Assessing the effectiveness of a novel wellness check-in activity among third-year pharmacy students
- M2-1 Let It Go: A novel way to facilitate professional identity formation as students transition to practice
- M2-2 Pharmacy students perception of pharmacists' roles: Using an arts-informed method to explore professional identity formation
- M3-1 Delays in routine immunizations due to the COVID-19 pandemic and perceptions of the pharmacy channel for administering routine vaccines: findings from a nationwide survey
- M3-2 Integration of Online Virtual Simulation to support the acquisition of patient assessment skills during the COVID-19 pandemic
- M4-1 Implementation of Deprescribing as a Patient Care Service in Community Pharmacies as Experienced and Observed by Pharmacy Students
- M4-2 A Curricular Framework for an Interprofessional Approach to Deprescribing
- M5-1 UPROOT: The Building and Delivery of a Mandatory Indigenous Health and Cultural Safety Course in Pharmacy
- M5-2 Racism is Deadlier than You Think: An Anti-Racist Approach to Health Education, Care, and Systems
- M6-1 Two for One: Merging Continuing Professional Development and Faculty Development for Pharmacy Preceptors
- M6-2 Does One Size Fit All? Preceptor Experiences and Perceptions of Remote Rotations
- M7-1 Promoting 2SLGBTQIA+ Inclusion, Diversity, and Equity in Pharmacy Education (PRIDE-RX)
- M7-2 Beyond the stigmas: Preparing graduates to address heteronormativity and systemic discrimination towards 2SLGBTQ+ people in pharmacy settings
- M8-1 Development of Pharmacy Student Leadership Placements for Experiential Learning
- M8-2 Use of animations in teaching pharmacology
- M9-1 The Opioid Use and Opioid Use Disorder ("OUOUD") eResource: Experiences to Date
- M9-2 Unraveling another pandemic: Evidence-based strategies to taper the opioid crisis
- SIG-1 Predicting which applicants will most likely succeed in a PharmD program: Challenges and realistic expectations
- SIG-2 Entrustable Professional Activities (EPA) implementation follow-up: educating the educators
- SIG-3 Pharmacy practice instructors as experience curators: Teaching using simulated longitudinal patients
- SIG-4 Supporting Patient-Centred Practice: A workshop for pharmacy students to provide strategies for empowering patient self-efficacy and health behavior change.
- SIG-5 A Blueprint to Design Immersive Simulation for Novices that Promote Learning
- CS-1 Stepwise approach to a competency-based curriculum development of a new undergraduate Doctor of Pharmacy program (Pharm. D.) at the University of Ottawa

Poster Presentations

PE: Pharmacy Education PP: Pharmacy Practice PS: Pharmaceutical Science

- PE-1 Pharmacists as teachers: development of an education class specific to year-1 pharmacy residents
- PE-2 Interactive Videos to Promote Antimicrobial Stewardship
- PE-3 Structuring assessments to support adaptive expertise
- PE-4 Development and Implementation of a Master of Pharmacy in Advanced Pharmacy Practice (MPharm) Program
- PE-5 Preparing Students for Inpatient Practicum Experiences: A Virtual Workshop
- PE-6 Students' conception of local responses to global problems for a more peaceful and sustainable world
- PE-7 Assessing Pharmacy Student Performance on Practicum Using a Novel Rubric Based on the Dreyfus Model of Skill Acquisition
- PE-8 Difficult conversations: Using a virtual environment to create safer spaces
- PE-9 Supporting Connection and Leadership Development in Alumni of a Leadership Course
- PE-10 Maritime Community Pharmacists' Perceptions of Learner-Preceptor Models and Enablers, Barriers, and Motivators to Precepting Pharmacy Students
- PE-11 Pharmacy Student and Practice Educator Considerations on Developing a Virtually Delivered Direct Patient Care Practicum at a University Clinic
- PE-12 Undergraduate Pharmacy Students' Contributions as Pharmacist Extenders In Direct Patient Care during Inpatient Hospital Experiential Rotations: A Scoping Review
- PE-13 Regional Practicum Model for Pharmacy Experiential Education
- PE-14 Back in school: Reflections of pharmacy residents teaching in a longitudinal rotation
- PE-15 Use of written reflections to understand pharmacy student professional identity formation during an early experiential education experience
- PE-16 Implementing an Academic Electronic Health Record in a Pharmacy Informatics Course
- PE-17 A Novel Interprofessional Collaboration Practicum
- PE-18 Development of a Community-Engaged Learning Pharmacy Elective Focused on Population and Public Health Concepts
- PE-19 Evaluation of a milestone OSCE with joint in-person and remote delivery
- PE-20 Pharmacist Care Planning Services: A longitudinal case delivered to pharmacy students in a patient care skills course.
- PE-21 Impact of the COVID-19 Pandemic on Canadian Pharmacy Student Experiential Education
- PE-22 A novel online mapping resource for the recruitment of rural, remote, and Indigenous students to the UBC Faculty of Pharmaceutical Sciences
- PE-23 Development, Implementation, and Evaluation of a Remote Medication Adherence Simulation Activity within Program Year 1 of an Entry-to-Practice PharmD Program
- PE-24 Prevention strategies for psychological distress in students: experience of Laval University

- PE-25 Transitioning Students from Class to Practice - A Review of Institutional Practice Skills Course in Entry-to-Practice PharmD Program
- PE-26 Primary care content in undergraduate pharmacy curricula - a systematic review
- PE-27 A Case Study: Assessing Changes in Student Attitudes toward Duty-to-care
- PE-28 Integrating research into the undergraduate Doctor of Pharmacy program
- PE-29 Decolonization and Indigenization of UBC's Faculty of Pharmaceutical Sciences: Literature Review and Environmental Scan
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- PE-31 A Two-Eyed Seeing Framework for Building Indigenous Health Courses in Pharmacy
- PE-32 A cautionary tale of digital badges
- PE-33 Lessons learned from developing an innovative and interprofessional opioid poisoning management and prevention program on a university campus
- PE-34 Optimizing Online Interprofessional Case-based Learning for all Health Disciplines Involved
- PE-35 How Pharmacists Perceive their Professional Identity
- PE-36 Webinar-Based Training for Pharmacy Practice Educators
- PE-37 A Novel Instructional Media for Accessible Teaching and Education (ANIMATE)
- PE-38 Utilizing Near-Peer Teaching in a Pharmacy Community Service Learning Course
- PE-39 Cultural and Contextual Dimensions of Wellbeing
- PE-40 Observing Teaching and Student Engagement to Improve Curriculum Alignment with Competency-based Education
- PE-41 Framing Curriculum on Guiding Principles
- PE-42 University of Waterloo School of Pharmacy contributions to COVID Vaccination
- PE-43 How well do we do Well-Being in Pharmacy Education across the U.S. and Canada?
- PE-44 Impact of Online Seminar Course on Pharmacy Student Career Decisions and Understanding of the Pharmacist Role
- PE-45 Developing a Pharm.D. Dashboard for Evaluation and Continuous Improvement
- PE-46 Not so special: The vagueness of "special populations"
- PE-47 Deprescribing Education in Medicine, Nursing, and Pharmacy: A scoping review
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- PE-53 Building Diverse Cases Studies: A Description of Cases Used in an Advanced Therapeutics Course

- PE-54 Developing a Patient Safety Culture Training Curriculum for Healthcare Professionals
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- PE-56 Patient or Medication Safety Training: An Opportunity for Virtual Interactive Case System Innovation
- PE-57 How to Promote Learner Engage Through Observation in Immersive Simulation?
- PE-58 "I'm overwhelmed": Perceptions of student workload
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- PP-2 Implementation of a pharmacy-based intervention for patients with uncontrolled asthma
- PP-3 Introducing the active comparator restricted disproportionality analysis: A proposed method to better capture safety signals for diabetes medications.
- PP-4 A cost-utility analysis of naloxone dispensing from community pharmacies in Canada
- PP-5 Medication Assessment Centre Interprofessional Opioid Pain Service Phase I Evaluation
- PP-6 Supporting Self-governance of Medication Practices in a Remote Indigenous Community
- PP-7 Parent and healthcare providers preference factors, decision-making and knowledge on medication use during lactation: a Canada-wide survey study
- PP-8 Pharmacogenomic Considerations in Proposed COVID-19 Treatment and Management: A Systematic Review
- PP-9 Peripartum mental health and the role of the pharmacist: A scoping review
- PP-10 Pharmacy Practice Research for Urinary Incontinence in Older Adults: Insights into Pharmacist Participation
- PP-11 An Environmental Scan of Patient Safety Reporting and Learning Systems in Community Healthcare for Multi-disciplinary Teams
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- PP-14 Regulatory body disciplinary action: What do pharmacists, dentists, and nurse practitioners get in trouble for?
- PP-15 Adverse fetal outcomes associated with gabapentin use in pregnancy: A cohort study and a scoping review with meta-analysis
- PP-16 Pharmacists' role in mental health care: exploring the current state and factors impacting service provision
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- PS-2 MPE-298, a cyclic azapeptide ligand of CD36/SR-B2, slows progression of atherosclerosis in hypercholesterolemic apolipoprotein E-deficient mice
- PS-3 Characterization of the uric acid transporter URAT1 (SLC22A12) in platelets and megakaryocytes
- PS-4 Theranostic Nanomedicine for Imaging and Treatment of Multiple Joints in Rheumatoid Arthritis
- PS-5 An Infrared Thermography Approach to Monitor Disease Activity in Collagen-Induced Arthritis Mouse Model



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