

# Program

As at 6 March 2025 – program is subject to change



## Monday 7 July 2025 (pre-conference day)

This day is held at The University of Sydney School of Pharmacy

0815 – 1430	Registration desk open	
<b>0900 – 1200</b>	<b>Workshop 1</b>	<b>Workshop 2</b>
	<b>Workshop: Think about the student perspective: Applying principles of assessment to promote learning and engagement</b> Dr Megan Anakin, University of Sydney	<b>Workshop: Using generative artificial intelligence in pharmacy education - intelligently!</b> Dr Rebecca Roubin, University of Sydney
<b>1200 – 1400</b>	Lunch	
<b>1400 – 1700</b>	<b>Workshop 3</b>	
	<b>Emotional Intelligence 101</b> Prof Zubin Austin, The University of Toronto, Canada	
<b>1700 – 1900</b>	<b>Welcome Reception</b>	

## Tuesday 8 July 2025

0800 – 1600	Registration desk open
<b>0800 – 0855</b>	<b>Arrival tea and coffee</b>
<b>0900 – 0930</b>	<b>Conference opening</b>
	<b>Room:</b> Blackwattle rooms 1,2 and 3
	<b>Welcome to Country</b> <b>Conference opening words</b>
<b>0930 – 0945</b>	<b>Artwork info session</b>
<b>0945 – 1045</b>	<b>Plenary on sub-theme: 1.1 Cultural responsiveness in pharmacy education</b>
	<b>Cultural responsiveness in pharmacy education: WTF (Why the fuss)</b> Prof Faye McMillan AM, University of Technology Sydney, Australia
<b>1045 – 1130</b>	<b>Morning tea</b>

1130 – 1230 Plenary on sub-theme: 1.2 Hopping and skipping - Current challenges in pharmacy education					
	<b>Bridging the theory-practice gap: implementing evidence-based medicine</b> Ms Natalie Raffoul, National Heart Foundation of Australia				
1230 – 1330 Lunch					
1330 – 1500 Concurrent session 1					
	Workshop 1 (sub-theme 1.1)	Oral presentations 1A (sub-theme 1.2)	Oral presentations 1B (sub-theme 1.3)	Small group session 1 (sub-theme 2.1)	Poster session - 2 min oral presentations 1 (sub-theme 2.2)
Room:	Rose Bay room	Blackwattle room 1	Blackwattle room 2	Blackwattle room 3	Level 1 foyer & Cockle Bay room
1330 – 1345	<b>Dancing in the dark: Living Indigenous ways of knowing, being, and doing</b> Ms Anna Tiatia Fa'atoese Latu, Mr Lloyd Dolan, and Mrs Chastina Heck, Indigenous Health Strategy Group, Australian Pharmacy Council, Australia	<b>Entrustable professional activities and their use in credentialing pharmacists for medication management reviews</b> Mrs Carmen Abeyaratne, Monash University, Australia	<b>Advanced Pharmacy Australia's Specialty Practice program: Providing pathways for lifelong learning, professional growth, leadership and influence</b> Mrs Suzanne Newman, Advanced Pharmacy Australia, Australia	<b>Building resilience equips future pharmacists for lifelong success</b> Mrs Jocelyn Bussing, University of Sydney, Australia, and Prof Kerry K Fierke, University of Minnesota, United States	<b>Exploring healthcare professional students' perceptions of disaster management: A mixed-methods study</b> Dr Banan Mukhalalati, Qatar University, Qatar
1345 – 1400					<b>Returned medicine disposal practices of community pharmacists in Aotearoa New Zealand and pharmacist knowledge about third-party destruction of medicines</b> Dr Trudi Aspden, University of Auckland, New Zealand
1400 – 1415					<b>Developing core concepts in pharmacy administration and leadership training</b> Dr Michael Stepanovic, University of North Carolina, United States
		<b>Pharmacist competency examination methods in various countries: Bibliometric analysis of trends and research developments related to pharmacist professional education</b> Dr Anna Wahyuni Widayanti, Universitas Gadjah Mada, Indonesia	<b>ANZCAP – the first year: Building a national recognition framework for advanced pharmacy practice</b> Ms Kylee Hayward, Advanced Pharmacy Australia, Australia		<b>Interdisciplinary pharmacotherapeutics education: Development of an integrated pharmacotherapeutics curriculum for dental students</b> Dr Jessica Pace, University of Sydney, Australia
		<b>Using action research to evaluate a professional activity-based national pre-registration pharmacist training programme in Singapore</b> Adj A/Prof Camilla Wong, Ministry of Health, Singapore	<b>5 years on: Has a Registrar Training Program been embraced by the nation?</b> Ms Erica Marsom, Advanced Pharmacy Australia, Australia		<b>Pharmacy students on clinical placement – can we entrust students to document medication histories in our electronic medical records?</b> Miss Truc Ngoc Thi Bui, SA Health Pharmacy, Australia
		<b>Enhancing training for provisionally registered</b>	<b>Charting a course: Introducing student</b>	<b>Searching for the elusive AI</b>	<b>Purple Pen Podcast – Podcasting: A novel medium of continuing education for pharmacy professionals</b> Ms Kristin Xenos, University of Newcastle, Australia
1415 – 1430					<b>Shaping the future of Pharmacy Education: A four-year analysis of learner feedback on the Innovative Clinical Pharmacy Orientation Program</b> Ms Marianne Jovanovic, Monash Health, Australia
					<b>A scoping review of resilience interventions in higher education</b> Mr Abdullah Jaafar, Monash University, Australia
					<b>Exploring the awareness and attitudes of undergraduate pharmacy students and staff towards the environmental sustainability of pharmacy</b> Dr Sara Hanning, University of Auckland, New Zealand
					<b>Evaluating education for pharmacist prescribing</b> Ms Kristin Xenos, University of Newcastle, Australia
					<b>Evaluating pharmacy students' perceived confidence levels after performing a simulated electronic medical record exercise</b> Mr Joi Hei Chan, Monash University, Australia
					<b>No-to-nicotine: Enhancing pharmacy education on smoking and vaping cessation</b>

		<b>pharmacists (interns): Key insights for workplace-based assessments</b> Dr Hayley Croft and Dr Lynn Cheong, Australian Pharmacy Council, Australia	<b>pharmacists to Continuing Professional Development (CPD)</b> Dr Mary Bridgeman, Rutgers University, United States	<b>Tasmania tiger of assessments: Rethinking assessment redesign with digital competencies in mind</b> A/Prof Kellie Charles, University of Sydney, Australia	Prof Bandana Saini, University of Sydney <b>Standardizing virtual interactive cases for pharmacist prescribing for minor ailments</b> Dr Certina Ho, University of Toronto, Canada <b>Exploring unique postgraduate opportunities – A discussion on academic fellowships in pharmacy</b> Dr Jennifer Trujillo, University of Colorado, United States <b>Bringing students into the modern age of therapeutics</b> Dr Jonathan J Du, University of Sydney, Australia
1430 – 1445		<b>Examining the perception of undergraduate pharmacy students towards their leadership competencies: A mixed-methods study</b> Dr Banan Mukhalalati, Qatar University, Qatar	<b>Pharmacy administration and leadership: Engaging in global role delineation and lifelong learning</b> Dr Michael Stepanovic, Dr Kathryn Morbitzer, and Stephen Eckel, University of North Carolina, United States		
1445 – 1500		<b>Accreditation insights from the Advanced Pharmacy Australia (AdPha) Resident Training Program</b> Ms Erica Marsom, Advanced Pharmacy Australia, Australia	<b>Emergency contraception practice guidelines: Fertilising the “kraznozem” to increase the crop yield</b> Ms Ruth Nona, James Cook University, Australia		
<b>1500 – 1530</b>	<b>Afternoon tea</b>				
<b>1530 – 1700</b>	<b>Concurrent session 2</b>				
	<b>Workshop 2 (sub-theme 1.2)</b>	<b>Oral presentations 2A (sub-theme 1.3)</b>	<b>Oral presentations 2B (sub-theme 2.1)</b>	<b>Small group session 2 (sub-theme 2.2)</b>	<b>Poster session - 2 min oral presentations 2 (sub-themes 1.1 and 1.2)</b>
<b>Room:</b>	Rose Bay room	Blackwattle room 1	Blackwattle room 2	Blackwattle room 3	Level 1 foyer & Cockle Bay room
1530 – 1545	<b>Connecting the dots: Using a competency-based approach to design a microcredential for a new scope of practice</b> Dr Naoko Arakawa and Prof Claire Anderson, University of Nottingham, United	<b>Determining the effectiveness of the Undergraduate Pharmacy Program at the UMP on lifelong learning</b> Van-Thanh Tran, University of Medicine and Pharmacy, Ho Chi Minh City, Vietnam	<b>Cultural competency in pharmacy education: Bringing the intangible to life through Object-Based Learning (OBL)</b> Dr Jessica Pace, University of Sydney, Australia	<b>Building a culture of successful education and training in pharmacy practice</b> Mrs Elira Menxhiqi, Alfred Health, Australia	<b>Diversity, equity, and inclusion: Strategies from continuing pharmacy education providers</b> Dr Logan Murry, Accreditation Council for Pharmacy Education, United States <b>Incorporation of inclusive teaching training within a US-based Postgraduate Residency Teaching Certificate Program</b> Dr Toby Trujillo, University of Colorado, USA <b>Designing a culture of student centredness: Lessons from the University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences, USA</b> Dr Ralph J Altieri, University of Colorado, United States <b>Equality, diversity and inclusivity: Evaluating the inclusivity of the Primary Care Pharmacy Education Pathway (PCPEP) assessment strategy</b>

	Kingdom, and Prof Kirstie Galbraith, Monash University, Australia				Mrs Sneha (snay-ha) Varia, Centre for Pharmacy Postgraduate Education, United Kingdom
1545 – 1600		<b>Cultivating lifelong learning in pharmacy: Supporting pharmacy student learning journeys with dispositional learning analytics</b> Dr Helen Benson, University of Technology Sydney, Australia	<b>Enhancing pharmacy of Sydney, Australia education with AI coaches</b> Andrew Bartlett, University of Sydney, Australia		<b>Cultural competence among healthcare professional educators: A mixed-methods study</b> Dr Banan Mukhalalati, Qatar University, Qatar
					<b>Assessing the services and staffing of hospital pharmacy educators in Australia: A scope of practice analysis</b> Dr Diana Bortoletto, Barwon Health, Australia
					<b>Could interprofessional learning experiences be beneficial for Australian prescribing podiatrists and pharmacists? A qualitative study</b> Dr Jacinta Johnson, University of South Australia, Australia
					<b>Entrustment of pharmacy learners: A survey of Australian pharmacists and pharmacy interns</b> Mr Tarik Al-Diery, University of South Australia, Australia
					<b>Usability testing of an online, evidence-based pharmacogenomics education program for pharmacists working in cancer care</b> Mr Benjamin Lee, Peter MacCallum Cancer Centre, Australia
1600 – 1615		<b>Empowering pharmacists in general practice: A comprehensive resource and support package for integration and professional growth</b> Ms Natalie Bedini, Pharmaceutical Society of Australia, Australia	<b>How does AI influence pharmacy students' psychological motivation and academic self-efficacy? A mixed-methods study of student and educator perspectives</b> Dr Jessica Pace, University of Sydney, Australia		<b>Understanding barriers and competencies in hospital pharmacist prescribing: An ethnographic study</b> Ms Dayana El Nsouli, Royal Derby Hospital, United Kingdom
					<b>Introduction of EPA based learning programme for community pharmacy interns at Bargain Chemist New Zealand</b> Ms Georgi Lynch, Bargain Chemist, New Zealand
					<b>Career intentions of pharmacy students: Understanding student preferences and factors influencing degree and career choice</b> Dr Harriet Bennett-Lenane, University College Cork, Ireland
1615 – 1630		<b>Between CPD and CPE: ACPE CPD program accreditation and international variations and advances in pharmacist relicensure requirements</b> Dr Logan Murry and Dimitra Travlos, Accreditation Council for Pharmacy Education, United States	<b>Building resilience equips future pharmacists for lifelong success</b> Mrs Jocelyn Bussing, University of Sydney, Australia, and Prof Kerry K Fierke, University of Minnesota, United States	<b>Psychological traits and states – what's the difference? ... and do they matter in pharmacy?</b> Dr Catriona Bradley, Irish Institute of Pharmacy, Ireland	

1630 – 1645		<b>Implementation of continuing professional development (CPD) recertification framework within the Board of Pharmacy Specialties (BPS)</b> Dr Ellie LaNou, Board of Pharmacy Specialties, United States	<b>Investigating student perspective towards generative artificial intelligence (GenAI) within the context of assessments</b> Dr Tim Barnes, University of South Australia, Australia		
1645 – 1700		<b>Engaging adult learners in complex pharmacology theory: A situated learning approach with Miller's Pyramid</b> Georgia Lloyd, Sydney Children's Hospital Network, Australia	<b>Continuing Pharmacy Education Provider Perspectives on Artificial Intelligence</b> Dr Logan Murry, Kimberly Catledge, Dimitra Travlos, Accreditation Council for Pharmacy Education, United States		

## Wednesday 9 July 2025

0800 – 1600	Registration desk open				
0800 – 0905	Arrival tea and coffee				
0910 – 0915	Day 2 welcome				
	<b>Room:</b> Blackwattle rooms 1, 2 and 3				
0915 – 1015	Plenary on sub-theme: 2.1 Real and artificial – Impact of AI on lifelong learning and education policy				
	<b>Rules, access, familiarity, and trust – A practical approach to addressing generative AI in education</b> Prof Adam Bridgeman, The University of Sydney, Australia				
1015 – 1100	Morning tea				
1100 – 1200	Plenary on sub-theme: 2.2 Darwinian evolution – Innovations in education for fitter programs				
	<b>Lifelong learning in 2030: AI, workforce and microlearning</b> Prof Daniel Thurley, The University of Sydney, Australia				
1200 – 1330	Lunch				
1330 – 1500	Concurrent session 3				
	<b>Workshop 3</b> (sub-theme 2.1)	<b>Oral presentations 3</b> (sub-theme 2.2)	<b>Small group session 3A</b> (sub-theme 1.1)	<b>Small group session 3B</b> (sub-theme 1.2)	<b>Poster session - 2 min oral presentations 3</b> (sub-theme 1.2 and 1.3)

Room:	Rose Bay room	Blackwattle room 1	Blackwattle room 2	Blackwattle room 3	Level 1 foyer & Cockle Bay room
1330 – 1345	<b>Generative AI in action: Practical applications for pharmacy educators</b> Dr Kathryn Morbitzer, University of North Carolina, United States	<b>Visual thinking strategies: Beyond art</b> Ms Kim Brackley, Te Toka Tumai Auckland City Hospital, New Zealand	<b>World Café conversations for developing and delivering an organisational EDI strategy</b> Mrs Sneha (snay-ha) Varia, Centre for Pharmacy Postgraduate Education, United Kingdom	<b>Expanding opportunities for pharmacy students in global healthcare</b> Ms Joanne Yu, Monash University, Australia	<b>Pharmacist prescribing in Australia - bounding forward</b> Ms Claire Bekema, Australian Pharmacy Council, Australia
<b>Evaluation of Electronic Health Record training within a clinical capstone course and impact on advanced pharmacy practice experience readiness</b> Dr Toby Trujillo, University of Colorado, United States					
<b>LEAPs and bounds: Strategies for co-curricular ADVANCE-ment and measurement of professional identity formation</b> Prof Mary Bridgeman, Rutgers University, United States					
<b>Getting every student to open the book and do assigned readings: An integrated workshop design in first-year pharmacy</b> Dr Jessica Pace, University of Sydney, Australia					
1345 – 1400		<b>Ethics in digital health: Preparing students through inter-professional education</b> Prof Deepti Vyas, University of The Pacific, United States			<b>Enhancing research competency in pharmacy practice: An interactive workshop for hospital pharmacists</b> Ms Jenny Chen, Monash Health, Australia
<b>Lifelong learning and Advanced Pharmacy Australia (AdPha) standards: A year in review</b> Ms Yee Mellor, Advanced Pharmacy Australia, Australia					
<b>Evaluating post-registration pharmacist education in Australia: A systematic review</b> Mr Tiernan Mcdonough, University of South Australia, Australia					
<b>Growth and impact of the AdPha Resident Training Program: Advancing early-career pharmacists in Australian Hospital Pharmacy</b> Ms Erica Marsom, Advanced Pharmacy Australia, Australia					
1400 – 1415		<b>Real-world impact: Evaluating practitioner integrated curriculum through a realist lens</b> Mrs Lauren Crawley, Alfred Health, Australia			<b>DFP 2.0: Enhancing the development framework for pharmacists in Singapore</b> Adj A/Prof Camilla Wong, Ministry of Health, Singapore
<b>Perceptions and experiences of undergraduate pharmacy students and alumni toward research after exposure to undergraduate research courses</b> Dr Banan Mukhalalati, Qatar University, Qatar					
<b>Unravelling laboratory results: A dynamic, interactive pharmacy workshop across multiple sites</b> Ms Janki Solanki, Monash Health, Australia					
<b>Identifying the educational needs of pharmacists engaging in professional development: A systematic review</b> Dr Jessica Pace, University of Sydney, Australia					
1415 – 1430		<b>DARWINian evolution of learners into</b>	<b>Who we are, how we learn:</b>	<b>Peer Assisted Learning (PAL)</b>	<b>The recruitment riddle: Using escape rooms to hiring lifelong learners</b> Ms Kylie Mueller, Royal Brisbane and Women's Hospital, Australia

		<b>Wikipedians: Training pharmacists DOWN UNDER to have impact UP THERE online</b> Mr Karl Winckel, University of Queensland, Australia	<b>Exploring the intersection between social identities and inclusive teaching</b> Dr Erika Lourenco De Freitas, Dr Cindy L O'Bryant, Dr Ralph J Altieri, Dr Hilda Bi Ndikum, University of Colorado, United States	<b>in Clinical Pharmacy Teaching: Reduce supervision time and increase learning and autonomy</b> Ms Teagan Van Der Drift, Ms Sophie Jahnecke, and Dr Diana Bortoletto, Barwon Health, Australia	<b>Singapore's Pharmacy Leadership Development Strategy</b> Adj A/Prof Camilla Wong, Ministry of Health, Singapore
1430 – 1445		<b>Gamification in pharmacy education: A case study in minor ailment prescribing</b> Dr Certina Ho, University of Toronto, Canada			<b>Cultivating lifelong learning to build trust in pharmacist prescribing</b> Mrs Sheilpa Sen, University of Sydney. Australia
1445 – 1500		<b>Development of an integrated ethics curriculum for undergraduate pharmacy students</b> Dr Jessica Pace, University of Sydney, Australia			
<b>1500 – 1530</b>	<b>Afternoon tea</b>				
<b>1530 – 1700</b>	<b>Concurrent session 4</b>				
	<b>Workshop 4</b> (sub-theme 2.2)	<b>Oral presentations 4</b> (sub-theme 1.1)	<b>Small group session 4A</b> (sub-theme 1.2)	<b>Small group session 4B</b> (sub-theme 1.3)	<b>Poster session - 2 min oral presentations 4</b> (sub-themes 2.1 and 2.2)
<b>Room:</b>	Rose Bay room	Blackwattle room 1	Blackwattle room 2	Blackwattle room 3	Level 1 foyer & Cockle Bay room
1530 – 1545	<b>Roll up, roll up, for the Great Pharmacy-related Environmental Sustainability Debate</b> Dr Sara Hanning and Dr Trudi Aspden, The University of Auckland, New Zealand	<b>Cultural inclusiveness of a palliative care foundation training program for Australian pharmacists</b> Ms Megan Tremlett, Pharmaceutical Society of Australia, Australia	<b>Simplifying complexity: Practical approaches to cognitive load management in pharmacy education</b> Prof Deepti Vyas and Dr Vista Khosraviani, University of The Pacific, United States	<b>Psychological predictors of burnout in pharmacy</b> Dr Catriona Bradley, Irish Institute of Pharmacy, Ireland	<b>Bringing together the HOW and WHY of GenAI in OSCE preparation through Unified Theory of Acceptance and Use of Technology</b> Mr Jack Cullen, Monash University, Australia <b>Pharmacy licensure examinations for pharmacist interns: Evaluating AI chatbots' performance on high-stakes assessments</b> Dr Deanne Johnston, University of Kwazulu-natal, South Africa <b>Unlocking outcomes of entrustable professional activities for workplace-learning: Development, entrustment, and practice-readiness in pre-registration pharmacy training – a systematic review</b> Mr Tarik Al-Diery, University of South Australia, Australia <b>Does artificial intelligence use in higher education impact healthcare students' motivation and self-efficacy? A narrative literature review</b> Dr Jessica Pace, University of Sydney, Australia

1545 – 1600		<p><b>DEI Down Under: How accreditation supports the development of socially accountable pharmacists</b> Ms Kate Spencer, Australian Pharmacy Council, Australia</p>			<p><b>CPPE pharmacy conversations: Engaging pharmacy professionals in lifelong learning through a podcast series</b> Jolanta Shields, University of Manchester, United Kingdom</p>
1600 – 1615		<p><b>Building pharmacy profession capability to deliver culturally safe care for First Nations people – the journey of the LIPPE™ Strategy!</b> Mrs Chastina Heck, Indigenous Health Strategy Group, Australian Pharmacy Council, Australia</p>			<p><b>Evaluating the effectiveness of online team-based learning in teaching clinical pharmacy practice: Student satisfaction and perspectives</b> Dr Eman Elmokadem, Future University in Egypt, Egypt</p> <p><b>Role-playing a simulated patient experiencing psychosis-related symptoms with pharmacy students: Actors’ perspectives</b> Dr Tina Ung, University of Sydney, Australia</p> <p><b>Standards 2025: The evolution of accreditation standards for pharmacy education in the United States</b> Dr Logan Murry, Accreditation Council for Pharmacy Education, United States</p> <p><b>Tailored training: Early experiences from a bespoke clinical pharmacist training initiative</b> Miss Rhiannon Froude, The Royal Melbourne Hospital, Australia</p> <p><b>Prescribing confidence comparison between overseas trained pharmacist prescribers and Australian pharmacists who are learning to prescribe</b> Ms Sue Carson, Queensland University of Technology, Australia</p> <p><b>Impact of a short-term study abroad pharmacy programme: Students’ perspectives and programme evaluation</b> Dr Eman Elmokadem, Future University in Egypt, Egypt</p> <p><b>Explorative learning as a compass for lifelong learning in a changing healthcare ecosystem – experience with interdisciplinary lectures</b> Dr Bärbel Holbein, University of Bremen, Cooperate State University of Baden Wuerttemberg, Germany</p>
1615 – 1630		<p><b>Cultural responsiveness in addressing domestic violence: Enhancing pharmacy education for diverse communities</b> Dr Harjit Kaur Khara, Monash University, Australia</p>	<p><b>Quality entrustment decision making: The key to supporting workplace-based learning</b> Prof Lyn Hanning, University of Bath, United Kingdom, and Prof Valerie Clinard, University of California at San Francisco, United States, and Dr Naoko Arakawa, University</p>	<p><b>Preparing students for collaborative practice: Understanding the consumer’s perspective</b> Dr Lynda Cardiff and Prof Lisa Nissen University of Queensland, Australia, and Prof Beverly Glass, James Cook University, Australia, and</p>	<p><b>Curriculum development in geriatric medicine for pharmacists – ensuring a pharmacy workforce fit for the ageing population</b> Dr Grace Pearson, University of Bristol, United Kingdom</p> <p><b>Can cinemeducation influence pharmacy students’ perception of the affective dimensions of patient safety: A mixed method study</b> Dr Subish Palaian, Ajman University, United Arab Emirates</p> <p><b>On the clock: Time implications for pharmacist assessors for medical intern prescribing entrustable professional activities</b> Mr Samuel Shepherd, Monash Health, Australia</p> <p><b>The candidate core concepts of pharmacotherapy education in Australia</b> Mrs Alison Etukakpan, Monash University, Australia</p> <p><b>An integrated pharmaceutical chemistry laboratory on suspension dosage formulations with pharmacist role-play incorporating patient counselling, supply, and product recall</b></p>



			of Nottingham, United Kingdom	Bronwyn Clark, Australian Pharmacy Council, Australia	Dr Jessica Pace, University of Sydney, Australia
1630 – 1645		<b>From margins to mainstream: Embedding an academic certificate on equity into the pharmacy curriculum</b> Dr Erika Lourenco De Freitas, University of Colorado, United States			
1645 – 1700		<b>Case-based excellence: Strategies for effective skill development</b> Dr Vista Khosraviani, University of the Pacific, United States			
<b>1800 – 2100</b>	<b>Conference Gala Dinner</b> Dockside, The Balcony Level, Cockle Bay Wharf				

## Thursday 10 July 2025

0800 – 1600	Registration desk open				
<b>0800 – 0855</b>	<b>Arrival tea and coffee</b>				
<b>0900 – 1030</b>	<b>Concurrent session 5</b>				
	<b>Workshop 5</b> (sub-theme 1.3)	<b>Oral presentations 5</b> (sub-theme 2.1)	<b>Small group session 5A</b> (sub-theme 2.2)	<b>Small group session 5B</b> (sub-theme 1.1)	<b>Poster session - 2 min oral presentations 5</b> (sub-theme 1.2)
<b>Room:</b>	Rose Bay room	Blackwattle room 1	Blackwattle room 2	Blackwattle room 3	Level 1 foyer & Cockle Bay room
0900 – 0915	<b>The scholarship of teaching and learning (SoTL) in pharmacy education: Where do I start?</b> Dr Megan Anakin,	<b>Engage learners for a lifetime: Enhance motivation and metacognition with an intention/reflection practice</b> Dr Gardner Lepp and Kerry	<b>Survival of the fittest: Creating fit-for-purpose pharmacy curricula for the future</b> Dr Jamie Kellar, University of Toronto, Canada	<b>Bold action on inclusion through tackling microaggressions</b> Mrs Sneha (Snay-ha)	<b>Embedding experiential learning into the curriculum: Pharmacy students supporting the delivery of the Seasonal Flu Vaccination Programme in the UK</b> Miss Helen Root, De Montfort University, United Kingdom  <b>A nationwide study on community pharmacist's perception, practice, and perceived barriers toward pharmaceutical care practice in the United Arab Emirates</b> Dr Subish Palaian, Ajman University, United Arab Emirates

	Dr Jessica Pace, Mrs Jocelyn Bussing, and Ms Simmie Chung, University of Sydney, Australia	Fierke, University of Minnesota, United States		Varia, Centre for Pharmacy Postgraduate Education, United Kingdom	<b>Preparing to train as an independent prescriber: CPPE's programme to support pharmacists</b> Miss Hayley Berry, University of Manchester, United Kingdom
0915 – 0930		<b>Supporting responsible use of generative AI to co-create assignments in postgraduate pharmacy education</b> Miss Hayley Berry, University of Manchester, United Kingdom			<b>The use of linguistic modifiers in simulated pharmacy education shared decision-making discourse</b> Miss Natalie Wai Yin Cheung, Monash University, Australia
0930 – 0945		<b>Assessing the impact of a pharmacy administration and leadership short course targeting new hospital pharmacy leaders</b> Dr Michael Stepanovic, University of North Carolina, United States			<b>Entrustment in action: Key factors shaping entrustment decision-making for provisionally registered pharmacists across Australia</b> Mr Tarik Al-Diery, University of South Australia, Australia
0945 – 1000		<b>How do students view and use AI in the creation of a multimedia project-based assessment?</b> A/Prof Kellie Charles, University of Sydney, Australia	<b>Use of AI-powered simulation in pharmacist training</b> Jacob Warner and Penny Macklin, Pharmaceutical Society of Australia, Australia	<b>Pharmacists' opinions about receiving complementary medicines training during their pharmacy</b>	<b>Examining pharmacy educators' perspectives on assessing feasibility of implementing entrustable professional activities using the Quality of Entrustable Professional Activities rubric</b> Ms Nataly Markhoul, Qatar University, Qatar
					<b>Exploring preceptor assessment practices in Australia</b> Mr Andrew Bartlett, University of Sydney, Australia
					<b>Transferring pharmacy practice from the UK and NZ down under. Is it just a hop and a skip?</b> Ms Jenny Lau, The Royal Melbourne Hospital, Australia
					<b>Advancing environmental sustainability in community pharmacy by bridging gaps in education, training, and practice</b> Dr Harjit Khera, Monash University, Australia
					<b>The old and the new: Experienced practitioners assisting the design of new aged care education standards</b> Ms Claire Bekema, Australian Pharmacy Council, Australia
					<b>Supporting pharmacy assistant/technician certification and training through collaborative tutorials with pharmacist mentors</b> Mr Ian Fong, Prince of Wales Hospital, Australia
					<b>Evaluation of mental health first aid training and simulated patient role-plays for healthcare students</b> Dr Ricki Ng, University of Sydney, Australia
					<b>Rx essentials: A 1-week immersion course to strengthen foundations in medical terminology and calculations for incoming pharmacy students</b> Dr Jennifer Trujillo, University of Colorado, United States
					<b>Taste to teach: Student perceptions of a hands-on approach to learning about medicine administration</b> Dr Elizabeth Oliphant, University of Auckland, New Zealand
					<b>The use of international comparison as interactive teaching method in pharmacy education</b> Dr Noha Al Aloola, King Saud University, Saudi Arabia

				<b>education – a pilot study</b> Prof Bandana Saini, University of Sydney, Australia	<b>Weight bias and stigma in healthcare: Description of an innovative interprofessional education workshop</b> Prof Deepti Vyas, University of the Pacific, United States
1000 – 1015		<b>Bridging the gap between competency and understanding in pharmacy education</b> Dr Naoko Arakawa, University of Nottingham			<b>Exploring the opportunities of teaching therapeutic decision-making skills online in Indonesian undergraduate pharmacy education</b> Ms Lailaturrahmi Lailaturrahmi, Monash University, Australia
1015 – 1030		<b>Minor ailments, major impact: Using small group learning to facilitate confidence building in Ontario, Canada Pharmacy Practice</b> Ms Kathy Tam, Ontario Pharmacists Association, Canada			
<b>1030 – 1100</b>	<b>Morning tea</b>				
<b>1100 – 1230</b>	<b>Concurrent session 6</b>				
	<b>Workshop 6</b> (sub-theme 1.2)	<b>Oral presentations 6A</b> (sub-theme 1.2)	<b>Oral presentations 6B</b> (sub-theme 2.2)	<b>Oral presentations 6C</b> (sub-theme 1.2)	<b>Poster session - 2 min oral presentations 6</b> (sub-theme 1.3)
<b>Room:</b>	Rose Bay room	Blackwattle room 1	Blackwattle room 2	Blackwattle room 3	Level 1 foyer & Cockle Bay room
1100 – 1115	<b>Empowering pharmacists: The key role of entrustable professional activities</b> Dr Hayley Croft, University of Newcastle, and Dr Lynn Cheong Australian Pharmacy Council, Australia	<b>Comparative evaluation of two placement programs for pharmacy students</b> Ms Georgia Lloyd, Sydney Children's Hospital Network, Australia	<b>Introducing a mystery shopping activity as a work integrated learning observation activity to a large cohort, undergraduate pharmacy degree program</b> Mrs Jocelyn Bussing, University of Sydney, Australia	<b>Co-creating a logic model for program evaluation of the Doctor of Pharmacy program with program administrators and pharmacy learners</b> Dr Certina Ho, University of Toronto, Canada	<b>Clinical decision-maker: A vital role in the professional identity formation of pharmacists</b> Dr Megan Anakin, University of Sydney, Australia
<b>What do I mean when I say... crucial conversations? Enhancing pharmacy practice through effective dialogue</b> Ms Simmie Chung, University of Sydney, Australia					
<b>Emergency contraception: Do Australian pharmacists have the knowledge and practices to optimise outcomes</b> Ms Ruth Nona, James Cook University, Australia					
<b>Cultivating a sustainable approach to practitioner wellbeing</b> Ms Jane Booth, Monash Health, Australia					
					<b>Nutrition education in pharmacy training: Is it sufficient?</b> A/Prof Ingrid Gelissen, University of Sydney, Australia

1115 – 1130		<p><b>To dispense or not to dispense: Teaching pharmacy pre-registrant pharmacists to make legally and ethically sound dispensing decisions</b> Dr Jessica Pace, University of Sydney, Australia</p>	<p><b>Reducing cognitive overload through pre-briefing and worked-out modeling in an interprofessional simulation</b> Prof Deepti Vyas, University of The Pacific, United States</p>	<p><b>RCT protocol: Creating mental health safe spaces in pharmacy for Aboriginal and Torres Strait Islander consumers by educating the workforce</b> Dr Sarira El-Den, University of Sydney, and Prof Faye McMillan, University of Technology Sydney, Australia</p>	<p><b>Evaluation of a bespoke 360-degree feedback tool and facilitated feedback program for professional development in a tertiary hospital pharmacy department</b> Ms Sally Marotti, SA Pharmacy, Australia</p> <p><b>Comparison of interprofessional versus integrated teaching methods among fifth year Pharm D and medical students</b> Dr Savitha Sanathan, JSS Academy of Higher Education and Research, India</p> <p><b>Engaging pharmacy student learning and communication skills through Pecha Kucha</b> Dr Hien Duong, University of Sydney, Australia</p> <p><b>Enhancing the AdPha ClinCAT® evaluation: A targeted redesign of the Advanced Pharmacy Australia ClinCAT® evaluator training program</b> Sally Ridgers, Advanced Pharmacy Australia, Australia</p> <p><b>Pharmacists' knowledge, attitudes, and confidence in recommending mobile health applications to patients: What we learned from the literature</b> Dr Certina Ho, University of Toronto, Canada</p>
1130 – 1145		<p><b>The use of the Medicines Related – Consultation Assessment Tool (MR-CAT) for self-assessment of pharmacists' consultations</b> Mrs Sneha (snay-ha) Varia, Centre for Pharmacy Postgraduate Education, United Kingdom</p>	<p><b>Keep them inQUIZitive! A case study on the development and evaluation of clinical pharmacy pre-tutorial quizzes</b> Ms Lily Pham, University of Sydney, Australia</p>	<p><b>Development of an entrustable professional activity tool for partnered pharmacist medication prescribing</b> Dr Karen Bettenay, Queensland Health, Australia</p>	<p><b>Education reimaged: Virtual learning's role in a post-pandemic world</b> Ms Julia Hruz, Advanced Pharmacy Australia, Australia</p> <p><b>Interventions to expand community pharmacists' scope of practice</b> Miss Zaynah Ali, Monash University, Australia</p> <p><b>Navigating challenges in pharmacy practice education: Insights from the Indian PharmD Program</b> Dr Arun KP, JSS Academy of Higher Education &amp; Research, India</p> <p><b>Bite-sized educational resources and a virtual community of practice to engage pharmacy professionals and students in quality improvement</b> Dr Certina Ho, University of Toronto, Canada</p>
1145 – 1200		<p><b>Entrustment decisions in the workplace: A New Zealand experience</b> Mrs Sian Dawson, Auckland City Hospital, Te Toka Tumai Auckland, New Zealand</p>	<p><b>Implementing a remote entry-level Doctor of Pharmacy pathway</b> Dr Jennifer Trujillo, University of Colorado, United States</p>	<p><b>Shaping the future with the updated Nanjing Statements</b> Dr Ralph J Altieri, University of Colorado, United States</p>	

1200 – 1215		<p><b>I trust you...exploring the reliability of an entrustment-supervision scale integrating the concepts and language of trust</b> Ms Natalie Protuder, Monash University, Australia</p>	<p><b>Applying narrative medicine to prepare empathetic healthcare providers in undergraduate pharmacy education in Singapore: A mixed methods study</b> Prof Paul Gallagher, National University of Singapore, Singapore</p>	<p><b>The U of T PharmD in 3: Adaptive expertise as a solution to curriculum overload</b> Dr Jamie Kellar, University of Toronto, Canada</p>	
1215 – 1230		<p><b>Professionalism: A shady concept to understand and assess in pharmacy education</b> Dr Tina Ung, University of Sydney, Australia</p>	<p><b>Bringing andragogy and constructivism to administration and leadership training: An innovative approach to training tomorrow's pharmacy administrators and leaders</b> Dr Kathryn Morbitzer, University of North Carolina, United States</p>	<p><b>The values of Pharmacy Experiential Education Programme (PEEP) in the curriculum – experience from Hong Kong</b> Ms Eliza Y T Tam, The University of Hong Kong, Hong Kong</p>	
1230 – 1330	<b>Lunch</b>				
1330 – 1430	<b>Plenary on sub-theme: 1.3 Red soils – cultivating lifelong learning</b>				
	<p><b>The power to change</b> Prof Zubin Austin, The University of Toronto</p>				
1430 – 1500	<b>Conference close</b>				