



L-Università ta' Malta
Faculty of
Medicine & Surgery

Department
of Pharmacy



EAFP EUROPEAN ASSOCIATION OF
FACULTIES OF PHARMACY

2022 **EAFP**
CONFERENCE

**TOWARDS PHARMACY
5.0 EDUCATION**

ABSTRACT BOOK

Table of Contents

4

Welcome

5

Mission of EAFP

5

Annual Conferences

6

EAFP Membership

7

Sponsors

8

Scientific
Programme

12

Social
Programme

13

Pre-Conference
Workshop

15

Plenary Session I

17

Plenary Session II

19

Parallel Workshops

22

Plenary Session III

24

EAFP Grant
Awards

26

Oral
Communications

32

Oral Previews

40

Poster
Presentations



EAFP EUROPEAN ASSOCIATION OF
FACULTIES OF PHARMACY

EXECUTIVE COMMITTEE

Prof. Lilian M. Azzopardi (Malta)	<i>President</i>
Prof. Dimitrios M. Rekkas (Greece)	<i>Vice President</i>
Prof. Patrizia Santi (Italy)	<i>General Secretary</i>
Prof. Andries S. Koster (The Netherlands)	<i>Treasurer</i>
Prof. Borut Bozic (Slovenia)	
Prof. Margarida Caramona (Portugal)	
Prof. Christian Cavé (France)	
Prof. Teresa M. Garrigues (Spain)	
Prof. Jouni Hirvonen (Finland)	
Prof. Kristien De Paepe (Belgium)	
Prof. Daisy Volmer (Estonia)	

SCIENTIFIC COMMITTEE

Prof. Lilian M. Azzopardi (University of Malta)
Prof. Andries Koster (Utrecht University)
Prof. Dimitrios Rekkas (Kapodistrian University of Athens)
Prof. Patrizia Santi (University of Parma)
Prof. Anthony Serracino-Inglott (University of Malta)

LOCAL ORGANIZING COMMITTEE

Maresca Attard Pizzuto
Lilian M. Azzopardi
Louise Grech
Nicolette Sammut Bartolo
Anthony Serracino-Inglott
Janis Vella Szijj
Francesca Wirth

Welcome

to the 2022 EAFP ANNUAL CONFERENCE

Meaningful Acceleration of Change in Pharmacy Education

The 2022 Annual Conference for the European Association of Faculties of Pharmacy carries meaningful considerations. It is the return of the face-to-face conference after a hiatus of two years due to the unprecedented COVID-19 pandemic. As we are exploring the new normal with the premise of taking the silver lining from the pandemic, history is converging with the future since this year the Association is celebrating thirty years since its foundation.

With the onset of the pandemic, pharmacy educators handled staggering challenges through leveraging virtual and remote environment for teaching. Notably, there are many examples of advancement of the profession and professional collaborations that were nurtured during this time so as to mitigate the strains of the pandemic on national health systems. The experience demonstrated that innovation and change in pharmacy education can accelerate to support resilience in pharmacy education. Against this background, the relevance of connecting, networking and sharing of experiences, the *raison d'être* for the foundation of the Association was exposed. The 2022 Annual Conference is serving as a platform to network, sustain collaborations and spur the momentum that we have witnessed in innovations in pharmacy education.

Against this landscape, the theme of the conference 'Towards Pharmacy 5.0 Education', is very appropriate to reflect the alignment of pharmacy education towards pharmaceutical and healthcare needs and expectations in industry and society 5.0. The pre-conference workshop provides an insight into pharmaceutical industry requirements. Plenary sessions address the digital readiness in education and practice, multidimensional competencies for pharmacy graduates, and teaching methods and innovation in higher education. The scientific submissions provide an overview of good practices and experiences in different pharmaceutical areas covering curriculum development, pedagogy, assessment techniques, quality assessment, digitalisation, and competencies.

This is the second time that the EAFP Annual conference is hosted in collaboration with the Department of Pharmacy of the University of Malta after 17 years. Since that time, the Department of Pharmacy has kept an ongoing re-dimensioning of the pharmacy programme and the five-year pharmacy course is based on a patient-centred education. New programmes have been launched leading to a Bachelor degree in Pharmaceutical Technology, a Master of Science in Pharmaceutical and Regulatory Sciences, and a postgraduate Doctorate in Pharmacy. The Doctorate in Pharmacy programme is offered in collaboration with the College of Pharmacy of the University of Illinois at Chicago, and the course has attracted students from around 20 countries. The Department has various institutional collaborations with Faculties of Pharmacy in different countries and is an active member of EAFP and the Academic Institutional Membership of the International Pharmaceutical Federation.

I augur that you will have a meaningful 2022 EAFP Conference at the professional level, and that you will be able to experience the Maltese history and culture. The conference is being held in the Mediterranean Conference Centre in Valletta. This is a 16th century building built by the Knights of St John and served as a hospital, known as the Sacra Infermeria. The Faculty of Medicine and Surgery, of which the Department of Pharmacy forms part within the University of Malta, was established in the Infermeria in 1676 by Grand Master Nicholas Cotoner. Interestingly for pharmacy, there is documentation that the pharmacist accompanied the physician on ward rounds to discuss patient treatment in the Infermeria, which was considered to be one of the finest hospitals in Europe at the time.

LILIAN M. AZZOPARDI

President, EAFP

*Professor and Head, Department of Pharmacy
University of Malta*

Mission of EAFP

To lead advancement of pharmacy education and research to reflect developments in pharmacy and the needs of society.

To achieve this, EAFP:

- ① Facilitates contacts and collaboration between university-level schools of pharmacy
- ① Supports member faculties in their efforts to develop resources, effective methods of learning and teaching, balanced curricula and quality assurance of education;
- ① Facilitates exchanges for students and faculty members;
- ① Collaborates with European authorities and other partners involved in organisation and policy in the fields of pharmacy and health care;
- ① Promotes collaboration and networking between fields of expertise in teaching and research in pharmacy faculties, schools or institutes throughout Europe;
- ① Promotes joint research projects between academic institutions and the pharmaceutical industry;
- ① Keeps members informed of developments in and around the European Union and facilitates the establishment of a common European Area of Higher Pharmacy Education and Research;
- ① Cooperates with national and international organisations in relevant fields.

Annual Conferences

1992 – 2022



EAFP Membership

EAFP is very active in driving European-wide reviews to identify practices in pharmacy education and propose models and materials that could be adopted by pharmacy schools to address challenges presented by the developments in pharmacy and in education.

EAFP offers membership in three categories:

INSTITUTIONAL MEMBERSHIP

Open to all institutions of higher education (universities, faculties, schools, departments or institutes) offering courses that confer upon graduates the qualifications required for the recognition as a professional pharmacist as outlined by EC regulations. Each institution is represented by one person with voting rights at the General Assembly.

ASSOCIATE INSTITUTIONAL MEMBERSHIP

Open to all institutions in Europe or elsewhere who do not confer a EU-recognized professional pharmacy degree (i.e. having no access to a regular membership). Non-EU institutions, which confer locally recognized pharmacy degrees, can apply for an associate membership.

INDIVIDUAL MEMBERSHIP

Open to individuals (faculty and other teaching staff), who are or have been employed in Europe or elsewhere by an Institution, which confers a locally recognized professional pharmacy degree.

Be part of academic pharmacy within the European platform!

➤ **eafponline.eu**

OP7: Pharmacy Students' Perspective on Online Lectures during the COVID-19 Pandemic – Case Study from the University of Belgrade

A. Malenović, M. Kovačević, N. Ivanović, A. Protić, J. Parojčić

Faculty of Pharmacy, University of Belgrade, Belgrade, Serbia

Introduction: Synchronous lectures tend to be used as the prevalent method of online instruction, irrespective of notable differences and obvious limitations when compared to their in-person delivery. Study aim was to assess students' perspective on online lectures held during the emergency remote teaching (ERT) due to COVID-19 pandemic.

Method: Students were invited to take part in online survey related to their experience with ERT. Survey included 25 items related to: satisfaction (14 items), motivation (3 items), interaction with peers and lecturers (4 items), and perceived challenges (4 items). A 5-point Likert scale was employed. Statistical analysis was performed using the SPSS software.

Results: A total of 387 students participated in the survey. Majority of respondents (79.3%) were junior students. Among them, 72.6% reported no previous experience with online learning. Although relatively high level of satisfaction was reported (mean score 3.91 ± 0.75), challenges were also scored relatively high (3.05 ± 0.99),

while interaction was scored somewhat lower (2.98 ± 0.73), and the least mean score was observed for motivation (2.73 ± 0.58). Students reported having trouble to keep motivation, concentration and focus during online lectures, which usually took long hours per day. Interaction with peers was reported as unsatisfactory (2.48 ± 1.46), whereas it was more feasible with lecturers (3.24 ± 1.42). Students were quite satisfied with the possibility to organize their time flexibly (71.4%), and with respect to the workload (54.5%), while they were less convinced that online sessions provide enough opportunities to reflect on what has been learnt (50,1% agree, 25,1% neither agree nor disagree).

Conclusions: The results obtained indicate that students are somewhat hesitant with respect to online lectures as the main mode of instruction. Lectures, generally, place students in a passive role, which is further increased in online delivery. In order to support students' engagement and success, online lectures should be combined with more active instructional strategies.

OP8: Moving Forward from the COVID-19 Pandemic – Do Students See eLearning as an Integral Part of their Future Learning Environment?

B.E. Benediktsdóttir, H. Helgadóttir

University of Iceland, Reykjavik, Iceland

Introduction: The COVID-19 pandemic caused a paradigm shift in the way study material was presented and how learning was assessed at the Faculty of Pharmaceutical Science in Iceland. The pandemic resulted in an unplanned shift from classical on-site lectures and problem-based learning to online activities through Teams, Zoom, Canvas, hereafter termed eLearning. The way forward post-pandemic has been under discussion. Within this context, the aim of this study was to explore the students' view regarding what platform of teaching would benefit their learning environment in the future.

Method: A survey was sent to all registered pharmacy students using Google Forms. Participation was voluntary and anonymous.

Results: The response rate was 25.8% (n=55). Majority of students (96%) either partially or fully agreed that access to lectures (streaming lectures or pre-recordings) improved during the pandemic compared to pre-pandemic. Students were asked if they had a good

overview of their education when it comprised of both on-site and eLearning (on the scale of 0-10, with 10 being a complete overview), 69% of students gave an overview score of 7 or above, showing that this combination was not problematic in terms of an oversight. When asked what combination of on-site and eLearning would be most beneficial for their education moving forward, nearly 75% of students preferred to have the main focus on eLearning with some on-site activities. Only 9% of students preferred to have all lectures and learning activities on-site, whilst 14% of students preferred to have all learning via eLearning platforms.

Conclusions: It is evident, from the students' point of view, that eLearning will become an integral part of the future learning environment at the Faculty of Pharmaceutical Science. Most students appreciate face-to face discussions and problem-based activities to some extent, so a combination of eLearning and on-site activities will be the way forward beyond the pandemic.