



**Oral Presentations 2017**  
**Session I (Parallel sessions) – 11.30 – 12.30**

<b>A - Students Engagement</b>		<b>Chair: Geeta Hitch, University of Sussex</b>	
<b>Venue: Lecture Theatre 1</b>			
<b>Presenter</b>	<b>Authors</b>	<b>Institution</b>	<b>Title</b>
1. A. Astles	A. Astles, E. Bremner, E. Crombie.	UCLAN	Language and context in calculations: third year pharmacy students' experiences of clinical calculations.
2. K. Brown	K. Brown, J. Letchford, A. Bolhuis.	University of Bath	Using a Private Social Media Platform with Pharmacy Students.
3. R.J. Pearson	R.J. Pearson.	Keele University	Project Ponder – using clicker technology to encourage in-class engagement.
<b>B - Assessment</b>		<b>Chair: Helen Boardman, University of Nottingham</b>	
<b>Venue: Lecture Theatre 2</b>			
<b>Presenter</b>	<b>Authors</b>	<b>Institution</b>	<b>Title</b>
4. A. Conway	A. Conway, P. Dhaliwal, V. Savickas.	University of Brighton	Evaluation of the Mini-CEX by 4th year Pharmacy Undergraduates.
5. B. Morris and F. Niazi	B. Morris, F. Niazi.	Liverpool John Moores University	Pharmacy calculations. How hard can they be?
6. K. Wood	K. Wood, F. Sultana.	Aston University	Can MPharm students be taught empathy?
<b>C - Learning</b>		<b>Chair: Natalie Lewis, Aston University</b>	
<b>Venue: Lecture Theatre 3</b>			
<b>Presenter</b>	<b>Authors</b>	<b>Institution</b>	<b>Title</b>
7. K. Bicknell	K. Bicknell.	University of Reading	Measuring Learning Gain in Pharmacy undergraduate students.
8. P. Naik	P. Naik, S. Balashanker, A. Emtage, M.J. Boyd.	University of Nottingham	Evaluation of a "Flipped" classroom model within a Pharmacy Professional Practice class: A comparison across three consecutive cohorts.
9. R. Wheelhouse	R. Wheelhouse.	University of Bradford	Does an intercalated clinical placement make a difference to learning gain?



**Oral Presentations 2017**  
**Session II (Parallel sessions) – 1.30 – 2.30**

<b>A - Interprofessional Learning</b>		<b>Chair: John Waterfield, De Montfort University</b>	
<b>Venue: Lecture Theatre 1</b>			
<i>Presenter</i>	<i>Authors</i>	<i>Institution</i>	<i>Title</i>
<b>10.</b> J. Barry	J. Barry, C. Cooke, S. Haughey, G. Gormley.	Queen's University Belfast	Pharmacy and Medicine Students' views on an interprofessional simulated prescribing and dispensing activity.
<b>11.</b> N. Brown	N. Brown, C. Mimmagh, E. Sullivan, C. Furber, R. Craven, R. Starkey, A. Wakefield, F. Barclay, W. Holmes, B. Skelly, G. Norton.	University of Manchester	An Introduction to healthcare professionals: Feedback from the role out of a 1st year interprofessional workshop.
<b>12.</b> M. Windsor McGlynn	M. Windsor McGlynn, C. Ryan, J. Hayden, M. Flood, F. Daly, J. Strawbridge.	Royal College of Surgeons in Ireland	The development and evaluation of an interprofessional education day aimed at improving adherence in patients with Chronic Respiratory Diseases.
<b>B - Student Support</b>		<b>Chair: Ricarda Metcalfe, Kingston University</b>	
<b>Venue: Lecture Theatre 2</b>			
<i>Presenter</i>	<i>Authors</i>	<i>Institution</i>	<i>Title</i>
<b>13.</b> M. Cofie and F. Khan	M. Cofie, F. Khan, W. Marlow, N. Dossa, S. Tsegah, C. Prescott, K. J. Williams, S. Freeman.	University of Manchester	Inclusivity & Well Being: A Pharmacy Student Ambassador Project (15-17).
<b>14.</b> A. Ross and A. Sewell	A. Ross, A. Sewell, Y. Mbaki, D. Merrick.	University of Nottingham	Higher levels of self-reported stress in Pharmacy undergraduate students compared to Medicine and Biochemistry students.
<b>15.</b> N. Ward	N. Ward, M. Evans.	De Montfort University	An evaluation of a novel collaborative wellbeing programme for MPharm students.
<b>C - Professionalism</b>		<b>Chair: Elaine Court, UCLAN</b>	
<b>Venue: Lecture Theatre 3</b>			
<i>Presenter</i>	<i>Authors</i>	<i>Institution</i>	<i>Title</i>
<b>16.</b> K. Ahmadi	K. Ahmadi, M.L. Brennan.	University of Lincoln	Assessing professional development and professionalism: Peer review, reflection and appraisal.
<b>20.</b> S. J. Bridges	S. J. Bridges, F. Todhunter.	University of Nottingham	Using online media to support clinical, ward-based inter-professional learning.
<b>17.</b> E. Horncastle	E. Horncastle, K. Greenwood.	University of Huddersfield	An Investigation of the Impact of Patient Involvement in Undergraduate Pharmacy Teaching.



<b>Posters</b>			
<b>Venue: I.P.E Suite (Ground floor, Room G.183)</b>			
<b>Presenter</b>	<b>Authors</b>	<b>Institution</b>	<b>Title</b>
19. M. Ali	M. Ali, A. Al-Mehmadi, A. Al-Sehly, F. Al-Khuzai, M. Nahari, M.j Al-Muwallad.	College of Pharmacy, Umm Al-Qura University, Saudi Arabia	Identifying the Facilitators and Barriers for Scientific Writing among Pharmacy Students in College of Pharmacy, Umm Al-Qura University - A Qualitative Study.
20. S. J. Bridges	S. J. Bridges, F. Todhunter.	University of Nottingham	Using online media to support clinical, ward-based inter-professional learning.
21. N. Brown	N. Brown, K. Wilson, J. Tyrrell.	University of Manchester	The views of pharmacy students on how they will change their interaction with the multi-disciplinary team (MDT) after participating in an e-prescribing simulation with medical students.
22. R. C. Gopalan	R.C. Gopalan, B.R. Tuladhar, D. Brown, D. Wood, T.M. Palmer.	University of Bradford	Delivering pharmacology laboratory sessions using Technology Enhanced Learning (TEL).
23. M. Hall	D. J. Corbett, L. Hanna, M. Hall, D. Rooney.	Queen's University Belfast	Can the Use of Active Learning Strategies Improve Student Outcomes and Perceptions Within International Branch Campuses?
24. L. Hanna	L. Hanna, M. Hall.	Queen's University Belfast	Motivating pharmacy students to appreciate and recognise how pharmacists make a valuable contribution to both primary and secondary health care.
25. S. Jacobs	S. Jacobs, V. Silkstone.	University of Manchester	Student evaluation of 3rd year Masters of Pharmacy (MPharm) community pharmacy placements.
26. A. Kamboh	A. Kamboh, K. Hall, T. Langran.	University of Reading	Developing the Postgraduate Diploma in Foundation Pharmacy Practice (PGDipFPP) at the University of Reading to meet the current needs of local healthcare employers.
27. T-J. Khoo	F. Shipton, C. Chen, M. Y-Q Chai, Y-F Tan, T-J Khoo.	The University of Nottingham Malaysia Campus	A Preliminary Survey of the Penetration, Application and Confidence in Mobile Health Apps in Malaysia.
28. N. Lewis	N. Lewis.	Aston University and St Mary's Hospice	Evaluation of SAGE and THYME® foundation level training within the MPharm at Aston University.
29. N. Lewis	L. McComb, N. Lewis, K. Wilson.	Aston University	A study exploring the challenges faced by newly qualified hospital pharmacists within the West Midlands.



<b>Posters (continued)</b>			
<b>Venue: I.P.E Suite (Ground floor, Room G.183)</b>			
<b>Presenter</b>	<b>Authors</b>	<b>Institution</b>	<b>Title</b>
30. P. Lewis	P. Lewis, L. Le Quang, A. Al-Attbi.	University of Manchester	Students' views of healthcare policy and professional advocacy in the Manchester MPharm course.
31. S. Martin	S. Martin, N. Brown, J. Silverthorne, D. Steinke.	University of Manchester	Using academic simulation to teach clinical practice skills to final year undergraduate pharmacy students.
32. H. Parmar	H. Parmar, J. Hall, J. Cleator, R. Craven, B. Skelly, K. Uus, E. Uppal.	University of Manchester	Perceptions of undergraduate healthcare students and academic facilitators on an inter-professional healthcare leadership workshop.
33. J. Silverthorne	J. Silverthorne, H. Gunter.	University of Manchester	<i>Habitus</i> and the trainee pharmacist.
34. V. Solanki	V. Solanki, M.J. Boyd, K. Sonnex, S. Brydges, C. Anderson.	University of Nottingham	Pharmacy Leadership and Management: Student perspectives of team-working in a simulated pharmacy business module.
35. V. Tavares	V. Tavares.	University of Manchester	Introducing a Transition Tutorial: The Views of Academic Advisors.
36. S. Tweddell	S. Tweddell.	University of Bradford	A Study of the use of Team-Based Learning to Deliver a Consultation Skills Module.
37. J. Waterfield	J. Waterfield.	De Montfort University	Qualitative evaluation of student perception of a new 'speed-dating' format for the teaching of a clinical topic (skin conditions).
38. S. Willis	S. Willis, A. Mawdsley.	University of Manchester	Teaching for learning - educators' views on producing student learning.

<b>Workshops</b>			
<b>2.30pm – 4.15pm</b>			
<b>Venue: Clinical Skills Suite (Ground floor, Room G.123)</b>			
<b>Presenter</b>	<b>Authors</b>	<b>Institution</b>	<b>Title</b>
39. J. Barber	J. Barber.	University of Manchester	Five go marking an exam question: the use of adaptive comparative judgement to remove subjective bias.