

0830-0840 Opening announcements

0840-0930 Australiana Activity

0930-1010 PLENARY SESSION TWO - Preparing for the 21st Century

Becoming Pharmacy Professionals: Curriculum Development for the 21st Century [Read more](#)
Gloria Dall'Alba
 Honorary Associate Professor of Higher Education at the University of Queensland in Brisbane, Australia

1010-1030 VISIT MY POSTER

1030-1100 MORNING TEA

CONCURRENT SESSION FOUR

1100-1230	Breakout Room One Concurrent session 4A	Breakout Room Two Concurrent session 4B	Breakout Room Three Concurrent session 4C	Breakout Room Four Concurrent sessions 4D
	Pharmacy Technician Oral Presentations	21st Century Skills Oral Presentations	Teaching and Learning Oral Presentations	Hot topics in Life Long Learning Oral Presentations
	Views and Experiences of the First Cohorts of New Zealand Pharmacy Accuracy Checking Technicians <i>Sian Dawson, New Zealand</i>	Identifying gaps in intern pharmacist Continuing Professional Development reflections <i>Brindhya Kshirsagar, Australia</i>	How was your paediatric placement? – feedback from participants over two years <i>Jason Wang, Australia</i>	Development and validation of a framework for evaluating competency in medication supply <i>Hayley Croft, Australia</i>
	Visual Thinking Strategies - using art to support the development of critical thinking in pharmacy technicians <i>Kim Brackley, New Zealand</i>	Improvement Science – a key skill for pharmacists in the 21st century? <i>Sandhaya Bhawan, New Zealand</i>	Simple reflection and feedback models: experiences of first year students and their academic coaches <i>Andreia Bruno, Australia</i>	Professional Identity Development: from Pharmacy Student to the Practice <i>Martina Mylrea, Australia</i>
	How can intraprofessional working between pharmacists and pharmacy technicians be enhanced to optimise the delivery of patient-centred care? <i>Melanie Boughen, United Kingdom</i>	Evaluating Continuing Professional Development Needs of Pharmacists Prescribers in New Zealand <i>Adele Print, New Zealand</i>	Transition to a successful career: pharmacy students reflecting on placement feedback <i>Jose Manuel Serrano Santos, Yasmin Antwertinger and Esther Lau, Australia</i>	Development of a standardised patient-centred care model for teaching second year pharmacy students. <i>Vivienne Mak, Australia</i>
	Creating an Online Continuing Professional Development Platform for Pharmacists and Pharmacy Technicians in the United States <i>Jennifer Baumgartner, United States of America</i>	Defining clinical decision-making by advanced pharmacy practitioners <i>Megan Anakin, New Zealand</i>	Implementation of a health literacy Entrustable Professional Activity for second year pharmacists-in-training on experiential placement <i>Kirstie Galbraith, Australia</i>	Are pharmacy students' motivations for learning fit for 21st century practice? <i>Carlo Marra, New Zealand</i>
		A framework for enhanced pharmacist roles in primary care <i>John Jackson, Australia</i>	Experiences in defining Entrustable Professional Activities to drive the learning of undergraduate pharmacy students <i>Hesham Al Sallami, New Zealand</i>	What gets measured gets gone: let's move beyond measuring participation! <i>Michael Rouse, United States of America</i> <i>Arijana Meštrović, Croatia</i>

1230-1330 LUNCH and POSTER VIEWING

CONCURRENT SESSION FIVE

1330-1500	Breakout Room One Concurrent session 5A	Breakout Room Two Concurrent session 5B	Breakout Room Three Concurrent session 5C	Breakout Room Four Concurrent sessions 5D
	Workshop Virtual Thinking Strategies	Workshop Technology delivered teaching and assessment	Workshop Teaching and Learning	Workshop Feedback tools and evaluation
	Enhancing patient-centred competencies in pharmacy professionals using Visual Thinking Strategies (VTS) <i>Kim Brackley, Trudi Aspden and Lynne Petersen, New Zealand</i>	Embracing technology to assess skills and competencies using eLearning, video critique and avatars as national accreditation to deliver enhanced services <i>Debra Roberts and Margaret Allan, United Kingdom</i>	Successfully engaging stakeholders to achieve needed and desired change <i>Michael Rouse, United States of America</i>	Exploring evaluation tools for identifying gaps in resident pharmacists knowledge or practice: advantages and disadvantages of observational and non-observational tools <i>Karl Winckel, Judith Coombes and Gemma Woodruff, Australia</i>

CONCURRENT SESSION SIX

1500-1545	Breakout Room One Concurrent session 6A	Breakout Room Two Concurrent session 6B	Breakout Room Three Concurrent session 6C	Breakout Room Four Concurrent sessions 6D
	Small Group Session Tutor self-reflection	Small Group Session Advanced practice & specialisation	Small Group Session Creating positive change	Small Group Session Gamification and persuasive design in CPD
	Using tutor self-reflection as a tool for revalidation <i>Ricarda Micallef and Nicola Tyers, United Kingdom</i>	Workforce Development Goal 4: What can we learn from international models of advanced practice and specialisation? <i>Lina Bader, Netherlands</i> <i>Kirstie Galbraith, Australia</i>	Creating Positive Change in an Organization Using a Continuing Professional Development(CPD) process <i>La'Marcus Wingate and Toyin Tofade, United States of America</i>	Pharmacy Sin5: Improving Pharmacy Practice 5 minutes at a Time <i>Rosemary Killeen and Kelly Grindrod, Canada</i>

1545-1615 AFTERNOON TEA

1615-1715 PLENARY SESSION THREE- Turning the Tables

Coaching a Profession: The evolution of CPD in Pharmacy [Read more](#)
Dr Catriona Bradley
 Executive Director, Irish Institute of Pharmacy, Royal College of Surgeons in Ireland

1900 GALA DINNER