



TLEF Project – Final Report

Report Completion Date: October 20th, 2023

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	The Next STEP-PF: A Standardized Teaching Education Program for Pharmacist Facilitators		
Principal Investigator:	Ali Reza Ladak, BSc (Pharm), RPh, Assistant Professor of Teaching, Faculty of Pharmaceutical Sciences, ali.ladak@ubc.ca		
Report Submitted By:	Ali Reza Ladak		
Project Initiation Date:	Feb 15, 2022	Project Completion Date:	Aug 31, 2023
Project Type:	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> UDL Fellows Program <input type="checkbox"/> Hybrid and Multi-access Course Redesign Project <input type="checkbox"/> Other: [please specify]		

1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g., learning materials, media)
- Infrastructure development (e.g., management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g., active learning)
- Innovative assessments (e.g., two-stage exams, student peer-assessment)
- Teaching roles and training (e.g., teaching practice development, TA roles)
- Curriculum (e.g., program development/implementation, learning communities)
- Student experience outside the classroom (e.g., wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g., co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



1.3. Final Project Summary – *What did you do/change with this project? Explain how the project contributed toward the enhancement of teaching and learning for UBC students.*

This project created a 5-module online and asynchronous training program for Pharmacist Facilitators working in the Faculty of Pharmaceutical Sciences Entry-to-Practice (E2P) Doctor of Pharmacy (PharmD). Pharmacist Facilitators (PFs) are practicing pharmacists, who participate once weekly as instructors in small group learning sessions including clinical skills laboratories, case-based learning, and various tutorials. Utilizing their knowledge and clinical experience from practice, PFs mentor, guide, and support E2P PharmD students in their journey to becoming health care providers throughout the first three years of the program.

The created educational modules of the Next Step-PF online training program include primers on (i) Pedagogy (ii) Inclusive Teaching Practices (iii) Engagement (iv) Feedback and (v) Assessment. These five modules, available online via the Canvas catalogue, are a requirement for both new and experienced PFs with a required completion date of December 31, 2023. These modules will also serve as required preparatory work for those completing an academic teaching rotation with faculty as part of their program. This includes both year 4 pharmacy students in the E2P PharmD program and pharmacy graduates completing the Lower Mainland Pharmacy Services (LMPS) hospital pharmacy resident program.

Modules 1 through 4 have received accreditation for a cumulative 5.5 continuing education units (CEU) from the Faculty of Pharmaceutical Sciences' Continuing Pharmacy Professional Development (CPPD) department with module 5 to be completed before the end of the year. As of August 1st, 2023, PFs can complete the current program to prepare for the responsibilities in teaching pharmacy students in years 1, 2 and 3. Successful completion of each module requires the completion of a knowledge assessment quiz with a minimum passing score of 70%. The CEUs can be applied towards the mandatory yearly training requirements for pharmacists as mandated by the College of Pharmacists of BC (COPBC).

1.4. Team Members – *Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.*

Name	Title/Affiliation	Responsibilities/Roles
Ali Reza Ladak	Assistant Professor of Teaching, Faculty of Pharmaceutical Sciences	Primary Investigator, Project Lead, and Module Author (Module 1: Pedagogy and Module 5: Assessment)
Georgina Barbour	Adjunct Professor and Clinical Instructor	Co-Investigator, Project Lead, and Module Author (Module 2: Inclusive Teaching Practices)
Jocelyn Micallef	Manager – Educational Development, Office of Educational Technology and Learning Design, Faculty of Pharmaceutical Sciences	Co-Applicant, Learning Design Lead
Tamiz Kanji	Associate Professor of Teaching, Continuing Pharmacy Professional Development (CPPD), Faculty of Pharmaceutical Sciences	Co-Applicant, Videography Consultant, Accreditation Lead
Tony Seet	Associate Professor of Teaching, Faculty of Pharmaceutical Sciences	Co-Applicant, Module Author (Module 4: Feedback), and IA Faculty Reviewer



Colleen Brady	Associate Professor of Teaching, Faculty of Pharmaceutical Sciences	Co-Applicant, Module Author (Module 3: Engagement), and IA Faculty Reviewer
Jon Grosshuesch	Assistant Professor of Teaching, Faculty of Pharmaceutical Sciences	Co-Applicant, Module Author (Module 4: Feedback), and IA Faculty Reviewer
Jane Xia	Assistant Professor of Teaching, Faculty of Pharmaceutical Sciences	Module Author (Module 2: Inclusive Teaching Practices) and IA Faculty Reviewer
Michelle Fischer	Lecturer, Faculty of Pharmaceutical Sciences	Module Author (Module 3: Engagement) and IA Faculty Reviewer
Aileen Mira	Lecturer, Faculty of Pharmaceutical Sciences	Module Consultant (Module 5: Assessment) and IA Faculty Reviewer
Fong Chan	Assistant Professor of Teaching, Faculty of Pharmaceutical Sciences	Module Author (Module 3: Engagement) and IA Faculty Reviewer
George Pachev	Lecturer and Director, Office of Educational Assessment	Module Consultant (Module 5: Assessment) and Faculty Reviewer
Kathy Seto	Associate Professor of Teaching, Faculty of Pharmaceutical Sciences	Co-Applicant and Faculty Reviewer
Lia Hughes	Pharmacy Practice Centre Manager, Faculty of Pharmaceutical Sciences	Module Consultant (Module 5: Assessment) and IA Staff Reviewer
Amirali Masoud	PY3 E2P PharmD Student, Faculty of Pharmaceutical Sciences	Undergraduate Project Assistant and Module Author (Module 5: Assessment)
Sunny Qin	PY2 E2P PharmD Student, Faculty of Pharmaceutical Sciences	Undergraduate Project Assistant and Module Author (Module 5: Assessment)
Stephanie Sommerville	PY2 E2P PharmD Student, Faculty of Pharmaceutical Sciences	Undergraduate Project Assistant and Module Author (Module 1: Pedagogy)
Sanjit Bains	PY2 E2P PharmD Student, Faculty of Pharmaceutical Sciences	Undergraduate Project Assistant and Module Author (Module 3: Engagement)
Anthony Wong	PY1 E2P PharmD Student, Faculty of Pharmaceutical Sciences	Undergraduate Project Assistant
Adam Bleik	PY2 E2P PharmD Student, Faculty of Pharmaceutical Sciences	Co-Applicant & Student Consultant
Hanna Dawood	PY1 E2P PharmD Student, Faculty of Pharmaceutical Sciences	Co-Applicant & Student Consultant

1.5. Courses Reached – Please fill in the following table with **past** and **current** courses (e.g., HIST 101, 2017/2018) that have been reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Academic Year
PHRM 100	2022/2023
PHRM 111	2022/2023
PHRM 211	2022/2023
PHRM 212	2022/2023



PHRM 311	2022/2023
PHRM 312	2022/2023
PHRM 361	2022/2023
PHRM 473: Academic Teaching Rotation	2022/2023

This program will enhance the training of PFs who are facilitate Integrated Activity sessions (Skills Lab, CBL, & Tutorials) of the PharmD program at UBC Faculty of Pharmaceutical Sciences. These PFs will interact with approximately 222 first year, 209 second year and 218 third year students throughout Integrated Activity sessions (cumulative reach) in the courses mentioned above. There is 11.5 hours of Integrated Activity hours per week per year for all three years of the program.

2. OUTPUTS AND/OR PRODUCTS

2.1. Please list project outputs and/or products (e.g., resources, infrastructure, new courses/programs). Indicate a URL, if applicable.

Output(s)/Product(s):	URL (if applicable):
Next Step-PF Module 1: Pedagogy	Program Enrollment Link
Next Step-PF Module 2: Inclusive Teaching Practices	
Next Step-PF Module 3: Engagement	
Next Step-PF Module 4: Feedback	
Next Step-PF Module 5: Assessment	To be added to program by end of December 2023.
2023 TLEF Showcase Poster	Next Step-PF Showcase Poster
Communication and promotion for course enrollment through CPPD (Supporting Resources Deliverable)	See Next Step-PF Training Program

2.2. **Item(s) Not Met** – Please list intended project outputs and/or products that were not completed and the reason(s) for this.

Item(s) Not Met:	Reason:
Presentation of Executive Summary for Key Stakeholders (Supporting Resources Deliverable)	To be completed upon publication of fifth module.
Report from academic assessment committee summarizing program impact on student assessment (Evaluation Deliverable)	Determined to be outside scope of project timeline.
Student satisfaction feedback survey capturing merits from engagement in the program to the feasibility and enhanced learning values provided (Evaluation Deliverable)	Student feedback was sought from undergraduate project assistants as well as student consultants instead. As the program pilot was only conducted with Pharmacist Facilitators, no survey was completed.



	Academic teaching rotation student rollout began on September 1 st , 2023.
Knowledge translation to occur at annual Association of Faculties of Pharmacy of Canada Conference a national conference for academic pharmacy in Canada (Supporting Resources Deliverable)	To occur at 2024 CPERC conference to coincide with program completion.

3. PROJECT IMPACT

3.1. Project Impact Areas – *Please select all the areas where your project made an impact.*

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-satisfaction
- Teaching practices
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (Indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]

3.2. Please provide details on each of the impact areas you selected in 3.1. – *For example, explain in which ways your teaching practices changed; how student wellbeing was impacted; how students wellbeing benefited from your project, etc.*

Pharmacist facilitator learning and knowledge

Pharmacist Facilitators, as well as PY4 students and pharmacy graduates completing an academic teaching experiential rotation, are the intended students of this project. As a result of completing these training modules, students would have gained the foundational knowledge required to effectively facilitate small group learning sessions employing various pedagogies in the E2P PharmD program. The learning objectives of each module are outlined below:

Module 1: Pedagogy

By the end of the Pedagogy module, you will be able to:

1. Define pedagogy and describe the benefit of increased training in education to pharmacy student learning.
2. Explain the role of the Association of Faculties of Pharmacy of Canada (AFPC) Educational Outcomes, roles, and competencies to pharmacy students in relation to their learning.
3. Describe what pharmacy education research shows in terms of effective teaching methods and what this means for pharmacist facilitators.



4. Describe the purpose of different instructional modalities in pharmacy education and the integral role pharmacist facilitators play in them:
 - a. Skills Labs including simulations and standardized patients.
 - b. Small Group Learning including case-based or problem-based learning.
5. List 10 principles of teaching effectiveness and identify teaching strategies and techniques under each principle that pharmacist facilitators can use in active learning settings.

Module 2: Inclusive Teaching Practices

By the end of the Inclusive Teaching Practices module, you will be able to:

1. Define inclusive teaching and identify 4 principles of inclusive teaching.
2. Articulate why understanding privilege, as a pharmacist facilitator, is important and identify how your privilege may impact student interactions or scenarios.
3. Develop skills to effectively name, respond to, and prevent microaggressions.
4. Access additional resources to further education for inclusive teaching practices.
5. Develop an understanding of how cisheteronormativity impacts different communities.
6. Define common terminology that people may use to describe their sexual orientation and gender identity.
7. Implement inclusive communication strategies to create safer learning environments.
8. Effectively manage situations where misgendering has occurred.

Module 3: Engagement

By the end of the Engagement module, you will be able to:

1. Define engagement as it pertains to students in higher education.
2. Describe the role of engagement in teaching and learning.
3. Develop strategies for how to set expectations of student engagement.
4. Identify physical and non-physical hallmarks of an engaged student.
5. Define the strategies which build meaningful student engagement and identify how they improve engagement: metacognition, scaffolding, congruence, and collaboration.
6. Describe examples of enhancing student engagement that can be practically executed.

Module 4: Feedback

By the end of the Feedback module, you will be able to:

1. Define feedback and describe its role in teaching and learning.
2. Identify the hallmarks of effective feedback.
3. Describe different approaches for providing constructive and actionable feedback.
4. Compare and contrast three common approaches to providing feedback.
5. Describe strategies for dealing with challenging situations when providing feedback or encouraging others to provide feedback.

Module 5: Assessment

By the end of the Assessment module, you will be able to:

1. Understand the reasons for assessments, distinguish between summative and formative assessments, and explain their respective purposes in evaluating student learning.
2. Recognize the various types of assessment items utilized in pharmacy school and their differences in student assessment.
3. Define the concepts of validity, fairness, and reliability as principles of assessment.
4. Understand assessment errors and challenges observed while assessing students.



5. Identify strategies and solutions available to address errors that may arise during student assessments.

Pharmacist facilitator engagement and attitudes

- 1) By providing foundational knowledge about education in pharmacy, the Next Step-PF program is meant to inspire and foster engagement in both PFs and ATR students. With contextually specific content and examples relevant to their roles, modules bridge educational policy and research with practical tips and tools.
- 2) Modules have been developed to include active learning via H5P, high quality live action videos, Vyond animations, and best-practices in online learning design. As such, modules have been reported to be interesting, engaging, and useful.
- 3) Through completion of Module 3: Engagement, learners will be able to describe strategies to build meaningful engagement in students.

Pharmacist facilitator team satisfaction:

As a result of increased training through the Next Step-PF Online Training Program, Pharmacist Facilitators and ATR students will be better equipped to effectively participate as instructors in the classroom. As such, faculty coordinating small-group learning activities such as case-based learning, tutorial, and clinical skills lab sessions will be more satisfied with the caliber of pharmacist facilitators participating in their sessions. Furthermore, faculty will be able to focus their pre-session training efforts on classroom specific knowledge and skills rather than ensuring all PFs have basic training. Pharmacist Facilitators, as members of the instructional team, will feel better prepared because of these interesting and useful modules and will thus also report increased satisfaction and motivation to continue their work with the faculty.

Teaching practices:

As a result of these modules, PFs will have both learned and experienced new teaching practices that can be used in appropriate contexts during small group learning sessions. Of direct relevance, learning objectives of modules specific to teaching practices include:

- 1) Module 1: LO 3,4 & 5
- 2) Module 2: LO 1, 2, 3, 4, 7 & 8
- 3) Module 3: LO 5 & 6
- 4) Module 4: LO 3, 4 & 5
- 5) Module 5: LO 4 & 5

Student wellbeing, social inclusion:

Module 2 of the Next Step-PF Program discusses inclusive teaching practices and guides PFs and ATR students in the creation of an inclusive learning environment. As PFs spend a large amount of time with pharmacy students, we believe they will be able to foster a sense of inclusivity within the program.



Awareness and capacity around strategic areas (indigenous, equity and diversity):

Through creation of this online training program, the Next Step-PF Online Training Program will allow our faculty to meet the goals of UBC’s Strategic Plan in (i) inspiring and enabling students through excellence in teaching (ii) building a diverse culture that fosters inclusion and (iii) achieving agility in academic support and administration.

3.3. How do you know that the impacts listed in 3.1/3.2 occurred? – Describe how you evaluated changes/impacts (e.g., collected survey data, conducted focus groups/interviews, learning analytics, etc.) and what was learned about your project from the evaluation. You are encouraged to include graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.

Formative Evaluation

In the development of each module, two rounds of review were completed. In each round of review, the wider project team was given the opportunity to review and provide feedback on the module. Round one included a review of module content while round two was a final review with content imported into the learning management system with many of the developed media assets. Project team members, students, pharmacist facilitators, staff, and additional faculty were given the opportunity to provide feedback.

Pilot Evaluation

- (1) With a pilot group of Pharmacist Facilitators, pre- and post-module surveys for Module 1 to 4 were completed via Qualtrics.
- (2) A focus group was completed with three members of the pilot group of Pharmacist Facilitators.

Summative Evaluation

In evaluating the Next Step-PF Online Training Program, the following evaluations were completed.

- (1) Knowledge Quizzes
- (2) Two subject matter experts (SMEs) reviewed and evaluated modules as part of the accreditation process for the Continuing Pharmacy Professional Development (CPPD).
- (3) Post-module QI surveys via Qualtrics are embedded in each module. As of August 1st, all PFs in the faculty have been asked to complete the modules by December 1st, 2023.

Overall Findings

(1) **Summative Assessment of Learning:** Within each module, PFs are required to complete a 5-10 question knowledge quiz to check for understanding. This quiz requires a passing grade of 70% or higher to receive a certificate of completion for the accredited module and allows for multiple attempts. From August 1st to September 30th, the following # of individuals have successfully completed each finalized module. All PFs (of which there are 100+) are required to complete modules by the end of December 31st, 2023.

Module	# of Individuals Completed Module as of Sep 30
1	23
2	18
3	17
4	4
5	Not live. Completing review and accreditation



(2) Post- Module Quality Improvement (QI) Surveys

a. Module 1 (Pedagogy): Likert-Response Questions

Please indicate your level of agreement with the following statements. 20



b. Module 2 (Inclusive Teaching Practices): Likert-Response Questions

Please indicate your level of agreement with the following statements. 12





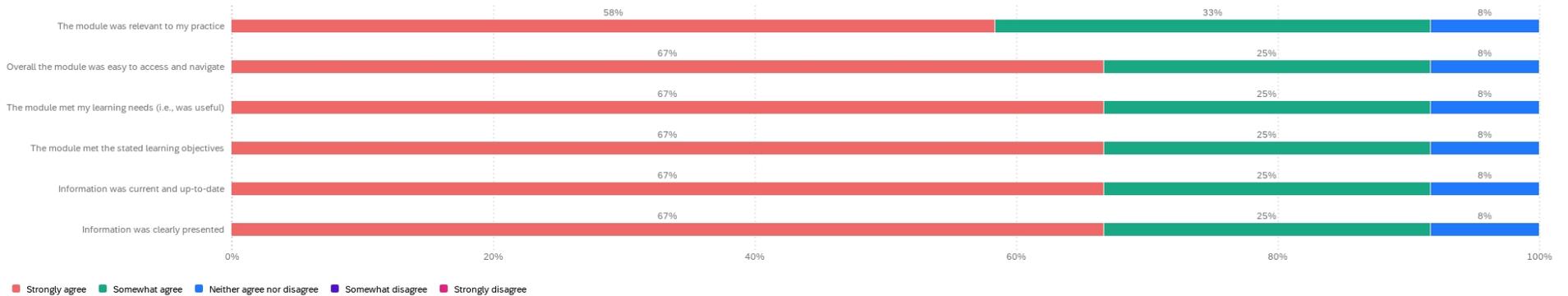
c. Module 3 (Engagement): Likert-Response Questions

Please indicate your level of agreement with the following statements. 9



d. Module 4 (Feedback): Likert-Response Questions

Please indicate your level of agreement with the following statements. 12





e. Module 1 to 4: Open-Ended Questions

i. What aspects of the module were most helpful for feeling prepared for your role as a Pharmacist Facilitator?

Module 1	Module 2	Module 3	Module 4
<ul style="list-style-type: none"> Organized and interesting graphics The structure of the module The videos and short notes I liked the examples of scenarios given and the explanation behind them Fast-paced and not boring Online x 2 	<ul style="list-style-type: none"> The structure of the module Very thorough in explanations and examples Very practical Definitions associated with inclusivity were provided and referenced. Good content and to the point The specific video examples of possible scenarios of misgendering 	<ul style="list-style-type: none"> The structure of the module The examples provided The videos showing effective engagement practices (x2) Mix of interactive and passive learning 	<ul style="list-style-type: none"> The structure of the module The examples provided The different approaches to providing feedback. The videos demonstrating different approaches to providing feedback. The specific tips for addressing challenging feedback scenario

ii. What could be improved for this module?

Module 1	Module 2	Module 3	Module 4
<ul style="list-style-type: none"> Shorten the 10 principles and strategies of effective teaching into one longer video rather than 10 short ones. More background x 2 Examples of the methods of learning 	<ul style="list-style-type: none"> More discussions 	<ul style="list-style-type: none"> Requires more details 	<ul style="list-style-type: none"> Include more examples



iii. What is one action you will take as a result of participating in this module?

Module 1	Module 2	Module 3	Module 4
<ul style="list-style-type: none"> I will make changes in how I role-play I will take information I've learned into consideration. I will try to use the teaching techniques suggested. I will focus on using different methods. Learning that each student has a different learning style and trying to guide them in the right direction instead of giving away the answers. I will try to ask probing, rather than leading questions. 	<ul style="list-style-type: none"> Be more inclusive. I have a script to ask students to introduce themselves. Be more mindful of asking pronouns when interacting with students 	<ul style="list-style-type: none"> I will be more observant of students. I will ask group members to consult with each other to explore the answer to questions 	<ul style="list-style-type: none"> I will try giving more structured feedback. I will try using the Pendleton method of feedback

iv. Additional comments

Module 1	Module 2	Module 3	Module 4
<ul style="list-style-type: none"> I like the continuing education unit 	<ul style="list-style-type: none"> None provided 	<ul style="list-style-type: none"> Good module, but too much technical jargon. Would suggest keeping the helpful examples on how to interact with students (and defining the 2 types of congruence and 3 types of scaffolding as a "by the way this is called [insert jargon].) 	<ul style="list-style-type: none"> Recommend the addition of a progress bar in modules



(3) Focus Group Themes

- Introduction videos with faculty at the beginning foster a sense of connection between PF and the faculty.

“Enjoyed videos introducing the module and the content to be discussed/reviewed. It created a more personal/approachable.”

“Made the modules feel more personal.”

“There is something about that connection where it was motivating to listen to!”

“If you were like a first-time facilitator seeing everyone smiling faces would really help to draw that connection to your first day as a facilitator.”

- Provide further tools/resources for PFs to review the subject area (i.e., disorder, condition or regulation) being discussed during a particular IA session.

“I know they give us the answer key. But in order people to teach the student, you need to have a really good understanding of that topic. And so for example, when I was learning the electrolytes, we don't do D5W or like intravenous lines in community.”

- Repetition is a key component of learning, therefore reminding PFs to review a certain module (i.e., Next-Step PF Feedback prior to an IA session can be helpful as preparatory step)
- Use of H5P questions provides a chance to apply the content in real life scenarios and create greater understanding of the content.

“I like those little check in quizzes that they put in.”

“The text or the theory of it or like what you're supposed to do and then there's a get tiny little check in twist and like if this happens How would you proceed for this example or for this example.”

“And I really like the like check-ins, specifically the ones that were like realistic examples that you might encounter.”

- Feedback module provides the tools for providing feedback but not necessarily how to use the tools efficiently.
- Increased knowledge gives more confidence in teaching expertise for PFs.

“I think the program gives you that extra theoretical knowledge, I guess, that helps solidify the experience you've had if you've had experience teaching students.”

“Some theoretical stuff it gives you the confidence that you're doing it correctly.”

“We've got that, we've got now a little bit more confidence.”

- Creating greater consistency amongst PFs

“And so that consistency probably was sort of naturally happening anyways, but this will improve the likelihood and the general consistency of the facilitators!”

- Improvement of teaching structure



4. TEACHING PRACTICES – Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways. Do you see these changes as sustainable over time? Why or why not?

As a result of the Next Step-PF project, teaching practices will have been changed in the following manners:

1. As a result of writing and reviewing the Next Step-PF modules, faculty have reported that they've learnt new concepts and ideas which they will apply to the classroom.
2. As shown in the evaluation, PFs report that their teaching practice will be influenced in a number of ways including the trial of different concepts as found in the modules. With new PFs joining the faculty year, these modules will have a sustainable impact with time.
3. It is the hope of the project team that these modules will influence the teaching practices of students completing academic teaching rotations and pharmacist facilitators involved in training PharmD students across Canada.

5. PROJECT SUSTAINMENT – Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g., over the next five years). What challenges do you foresee for project sustainment?

As originally intended, the Next Step-PF Online Training Program will not only be sustained by the Faculty of Pharmaceutical Sciences but will also be further expanded. Once the final module is published in December 2023, there will be relatively little active work required for project sustainment. Once yearly, the modules will require re-accreditation by the UBC FOPS Continuing Pharmacy Professional Development (CPPD) team. This reaccreditation process will be initiated and supported by a member of the Integration Activities faculty such as the PI. Accreditation will be completed in-kind by the CPPD team and any necessary updates and changes to content or learning design, while not anticipated, will be managed by the faculties internal Integration Activities (IA) team or the Office of Education Technology and Learning Design (OETLD) respectively. No major challenges are foreseen with project sustainment due to the importance and essential nature of this program. Modules were created with up-to-date research and longevity of content as guiding principles.

Additional modules, a refresher of the 1-day summer in-person training workshop, and a formal review of pre-session training materials to create linkages to the online program are all ideas being considered for further expansion. While each idea requires additional human and capital resources, they are not beyond the IA team's capacity. With the development of the Next-Step PF Online Training Program, a clear and successful process has been established through which faculty can develop additional modules. With in-house support from the OETLD and CPPD teams, additional modules of high caliber are realistic and achievable. Furthermore, the current project has led to a renewed excitement and interest amongst faculty to improve the training of pharmacist facilitators.

6. DISSEMINATION – Please provide a list of scholarly activities (e.g., publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event). These will be included on the TLEF scholarly output page.



1. Ladak AR, Barbour G. The Next-Step PF: A Standardized Teaching Education Program for Pharmacist Facilitators. Presented at: *AFPC Skills Lab Special Interest Group Webinar (National)*; Aug 24, 2022.
2. Ladak AR, Micallef J, Bains S, Somerville S, Wong A. Next Step-PF Pharmacist Facilitator Training Program (TLEF). Poster presented at 2023 Celebrate Learning Week TLEF Showcase; May 4, 2023; Vancouver, BC (Online).

The Next Step-PF Online Training program has received national interested to be implemented at various faculties across Canada. While a national invitation has not been sent, Dr. Rene Breault from the University of Alberta and Dr. Sheila Ng from the University of Manitoba served as expert reviewers for the accreditation of these modules and are interested in utilizing and adopting training materials. An invitation will be sent to other faculty in January 2024. Further oral presentations are planned for the Association of Faculties of Pharmacy of Canada (AFPC) Canadian Pharmacy Education and Research Conference (CPERC) in Quebec City 2024.