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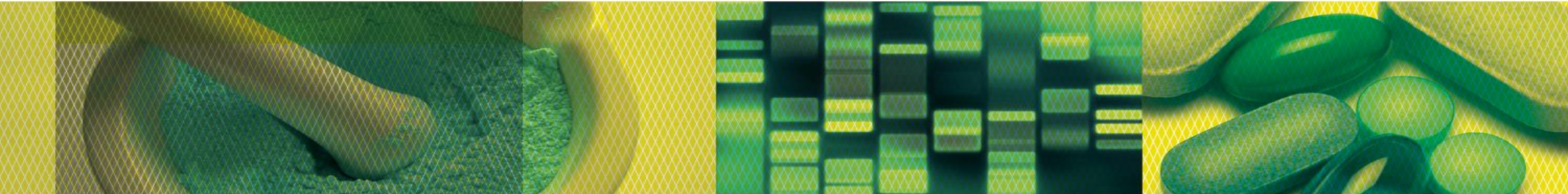
# Creativity in Pharmacy Education

organized by *FIP Academic Institutional Membership (AIM)*

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28 July 2020



ADVANCING  
PHARMACY  
WORLDWIDE



# Facilitator



**Nilhan Uzman, Pharm.**

FIP Lead for Education Policy and Implementation

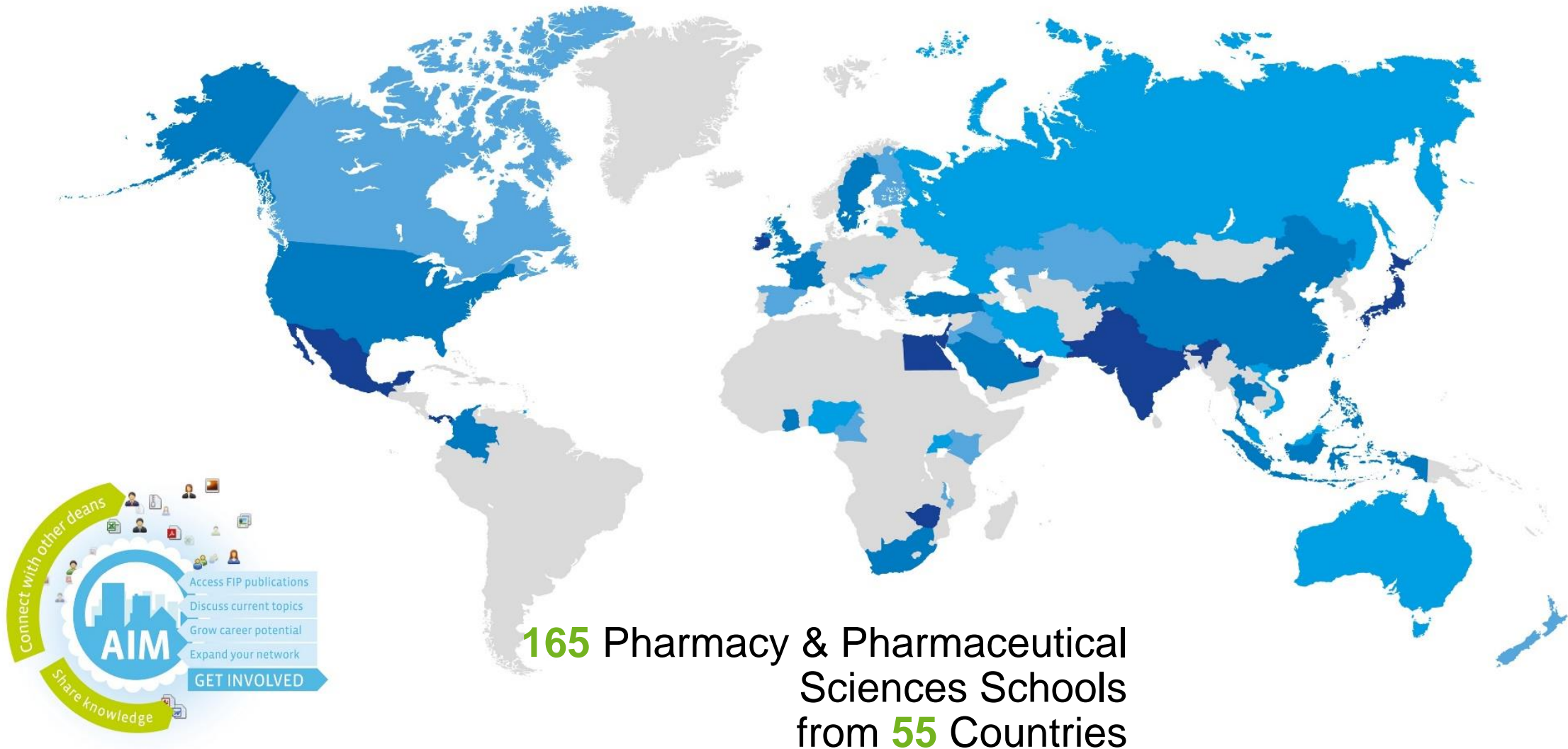




# FIP Academic Institutional Membership (AIM)

**The only global network of Academic Pharmacy Leaders**

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**165** Pharmacy & Pharmaceutical  
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# FIP Academic Institutional Membership (AIM)

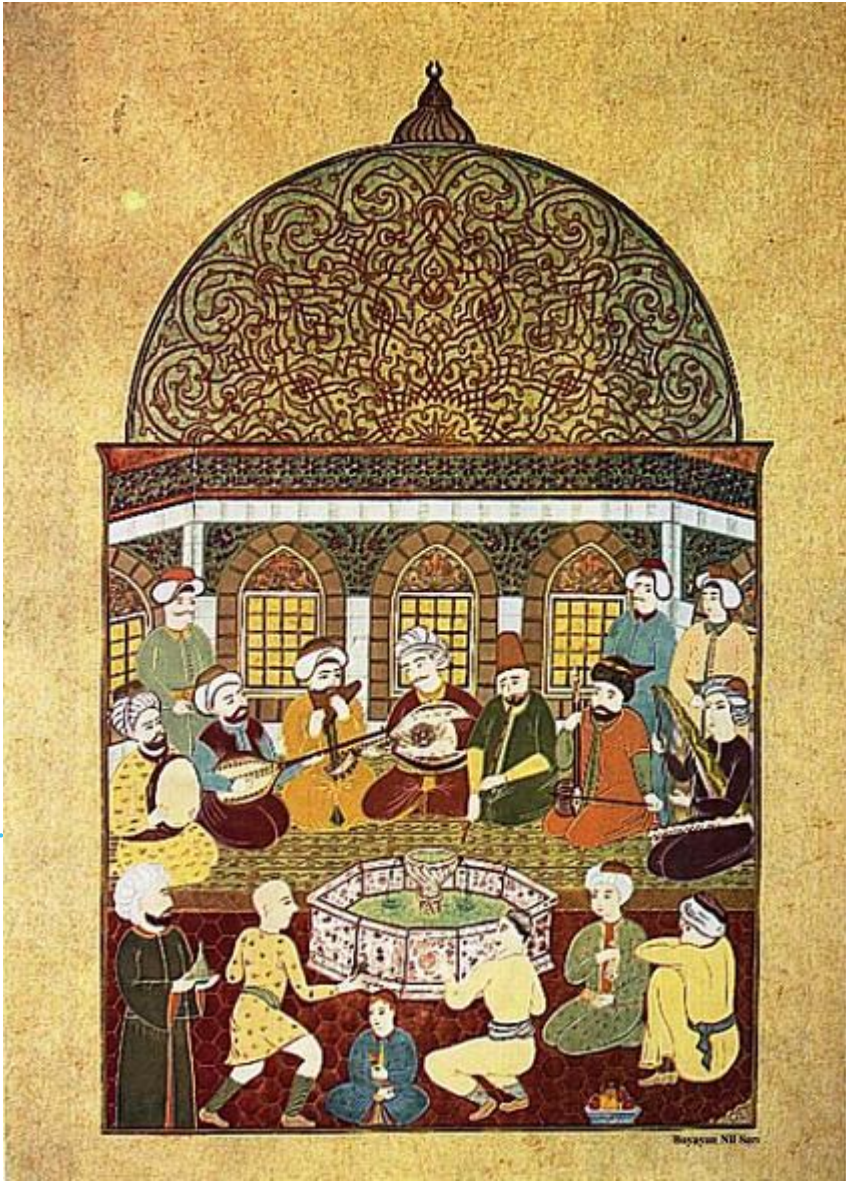
## The **only** global network of Academic Pharmacy Leaders



- Benefit from free registration to Global Academic Leaders Forum
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# Creativity in pharmacy education

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# Creativity in pharmacy education

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## Learning Objectives

1. Explore the benefits of integrating arts and humanities and creative approaches in pharmacy education
2. Consider different creative modes which may be used to enhance pharmacy education
3. Reflect on where arts and humanities may be introduced into our own curricula

# Logistics

## *Digital Events House Rules*



1. Ask questions via chat or Q&A box
2. Recording – this webinar is recorded and will be available at [www.fip.org](http://www.fip.org) & FIP Facebook Page
3. Provide feedback

# Moderator



## Dr Ruth Edwards

*FIP AIM Member*

*Head of Professional Experience & Senior Lecturer  
Aston Pharmacy School, Aston University, UK*

Ruth is passionate about learning and the development of others. Her research focusses on pharmacy education and she has a keen interest in creative approaches to learning. Ruth is an aspiring artist in her spare time.





# Creativity in pharmacy education – why?

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The context and the evidence



# Context

- Person-centred care - what does this mean for pharmacy students?
- How can we develop students and practitioners to integrate person-centred care into their practice?
- Empathy – Why? What? How?



GENERAL PHARMACEUTICAL COUNCIL,  
2017 Standards for Pharmacy Professionals.  
London: GPhC



# Arts and humanities

- Well established use in medical education
- Creativity develops students' sense of self-realisation and is multidimensional in the output it accomplishes, helping students to think and reflect on broader scales (Shapiro et al., 2018).
- Addition of arts and humanities to health related degrees has developed empathy, wellbeing, humanism and reflection which Sampson et al (2018) argue are necessary skills for a health professional.
- Sampson et al also argue that increasing empathy improves satisfaction and reduces what is commonly known as “physician burnout”.
- McKie et al. (2008) have shown the benefits of using the arts and humanities in nursing education.
- Shapiro & Rucker (2003) argue that poetry can make better doctors and Collett & McLachlan (2006) “poetry ... attending to voices other than those presented in habitual social settings ...raises consciousness and promotes skills related to good communication and empathy.”
- Established that role of the pharmacist requires a greater depth of empathy and person oriented skills (Williams et al., 2020).

# J. Russell Teagarden, USA

*“Science was all I needed, and the arts that constitute the humanities had nothing to offer me in my role as a health care professional.”*



*“I turned to the humanities, literature, art, and performance as a tool to learn about what people go through with their diseases, disorders, and injuries apart from their encounters with health care professionals and institutions that are singularly focused on medical science (what I will call “biomedicine”). What I discovered convinced me that the humanities should be an essential component in the education of pharmacists.”*





- Deloney and Graham (2003) discovered theatre can be used to promote attitude change and is effective in evoking empathy and compassion and fostering altruism in medical students.
- Music and other art forms long been used to describe emotion in both verbal and non-verbal forms. Empathy involves understanding and awareness of feelings and experiences of others, and music is a method of describing the feelings and experiences of others through emotional, artistic expressiveness (Silvia 2020)
- Various health professions training programs have incorporated narrative medicine [story-telling], the curricular use of sharing and responding to experiences, to improve the practitioner's communication and listening skills (Gilliam et al 2020).
- Ratcliffe (2016) describes how poetic literature and subsequent reflection improves empathic skills and patient-centred care ...and added to practitioners' general sense of well-being.



# Example from practice



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**American Journal of Pharmaceutical Education - ARTS IN HEALTH PROFESSIONS EDUCATION – Theme Issue, 2020, Vol. 84, Iss. 4** <https://www.ajpe.org/content/theme-issues>



# Creativity in pharmacy education

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## Theatre



# Speaker

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## Dr Maria Allinson

*Senior Lecturer in Pharmacy Practice*

*School of Pharmacy, Keele University, UK*

Dr Maria Allinson's research focus is on ethics and professional decision-making. In her spare time, she is involved with Girl Guiding, plays piano and enjoys watching Marvel movies with her two kids.



# Creativity in Pharmacy Education - Theatre

**Dr Maria Allinson**, Senior Lecturer in Pharmacy Practice, Keele University, UK

*Acknowledgements:*

**Dr Simon Jacklin**, Lecturer in Pharmacy Practice, Keele University, UK

**Jill Rezzano**, Head of Education, New Vic Theatre

*Funding source:*

Teaching Innovation Project Scheme (TIPS), Keele University



## Background

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- Empathy and compassion are important elements that underpin a health professional's ability to handle ethical dilemmas involving patients.
- Medical drama enhances emotional engagement, cognitive development, and moral imagination, allowing for a more ethically sensitive student in training (Arawi 2010)
- In nursing education drama was used to make theoretical knowledge more accessible in practical situations, to develop communication, ethical sensitivity and personal reflection, and to enhance professional attitudes (Arveklev *et al.* 2015)
- Drama has been described as the perfect medium for teaching empathy as it can increase the student's non-verbal 'reading' of others (Andersen-Warren 1995)

Arawi T (2010) Using medical drama to teach biomedical ethics to medical students, *Medical Teacher*,32:5, e205-e210, DOI: [10.3109/01421591003697457](https://doi.org/10.3109/01421591003697457)

Arveklev SH *et al.* (2015) The use and application of drama in nursing education — An integrative review of the literature, *Nurse Education Today*, 35(7), pp. e12-e17.

M. Andersen-Warren, S. Mitchell (Eds.), *Dramatherapy: Clinical Studies*, J Kingsley P, London (1995)

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# Teaching Session Part 1: Ethical Statements

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**“It’s all about the consequences. At the end of the day, what will produce the most good?”**

**“We should concentrate on the evidence and the facts, that’s what will make me better at my job.”**

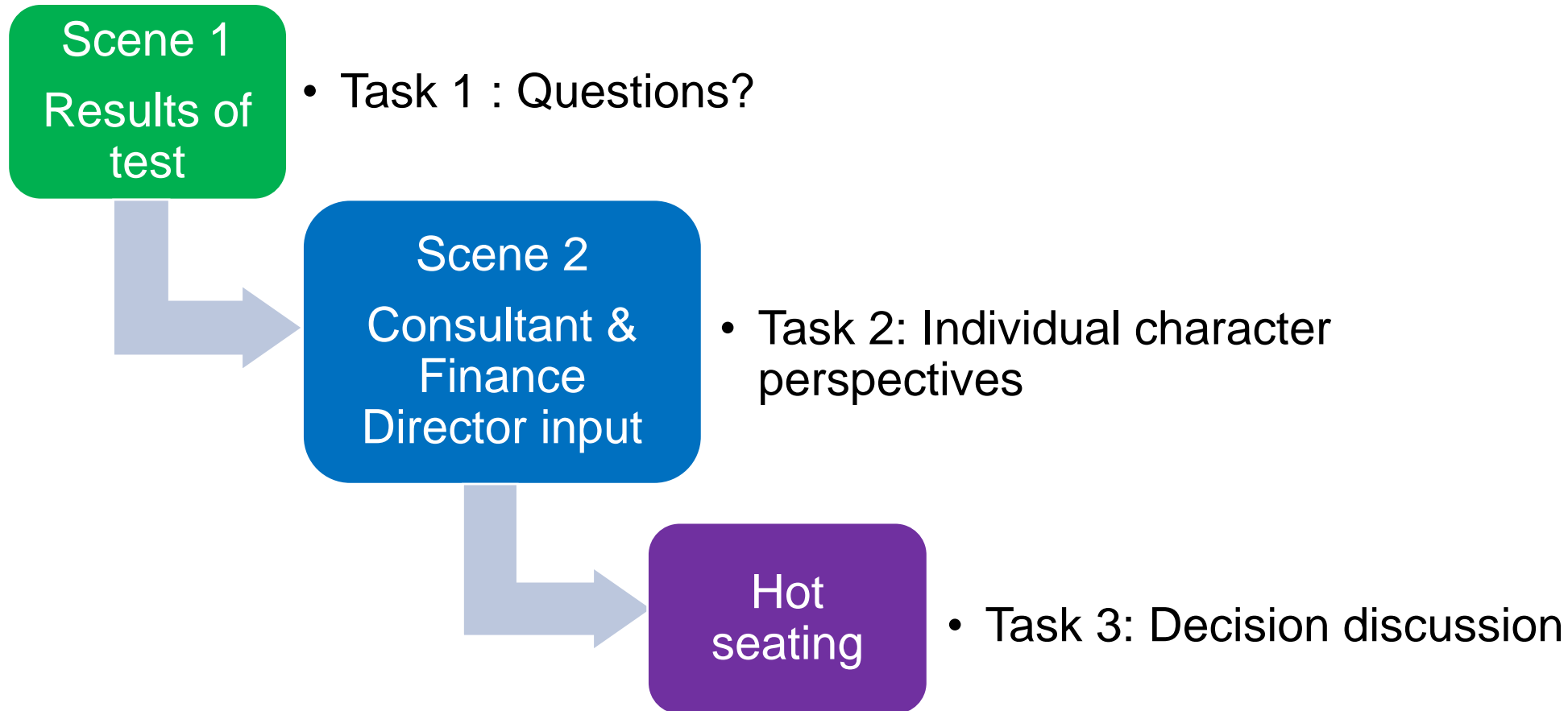
**“Medicines (and treatments) have to be cost-effective. That’s the only way to be fair to everyone, to be ethical.”**

**“(Ethics) it’s very complicated. You can talk your way round in circles. I find that frustrating.”**

**“Every decision I make, I question. That’s what people don’t see.”**

# Teaching Session Part 2: The Play

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Overall I really enjoyed it, I thought it was really **engaging**, I thought it was a completely different way of learning [...] there was enough to really **provoke thoughts and everyone's emotions**

It showed you more of the **consequences** of ethical decisions [...] it showed how almost like a bit of a butterfly effect how your decision with the patient then can go

# Feedback

I thought it helped my **confidence** a little bit speaking up and speaking to different people and to the actors as well and yeah, it gave me a better view of what I would do if I was in that or **a similar situation**.

With the drama performance I felt as though I could see **everyone's point of view** so, I thought that helped.



# Creativity in pharmacy education

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Music as a Method of Developing Empathy in Pharmacy Education:  
Opioid Use Disorder



# Speaker

**Richard J. Silvia, Pharm.D., BCPP**

*Professor of Pharmacy Practice*

*School of Pharmacy, MCPHS University, USA*

Dr. Silvia is a Board Certified Psychiatric Pharmacist (BCPP) and as part of his faculty appointment also provides direct patient care to patients with mental illnesses at a community health center in Boston. In his spare time, he is a semi-professional musician, playing percussion for rock bands and church services.



# Objectives

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By the end of this presentation, attendees should be able to:

- Determine potential areas of pharmacy education that may be reinforced via musical assignments.
- Develop methods of using musical assignments to reinforce didactic, skills simulation, and affective instruction.

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*“Where words fail, music speaks.”*

-Hans Christian Andersen

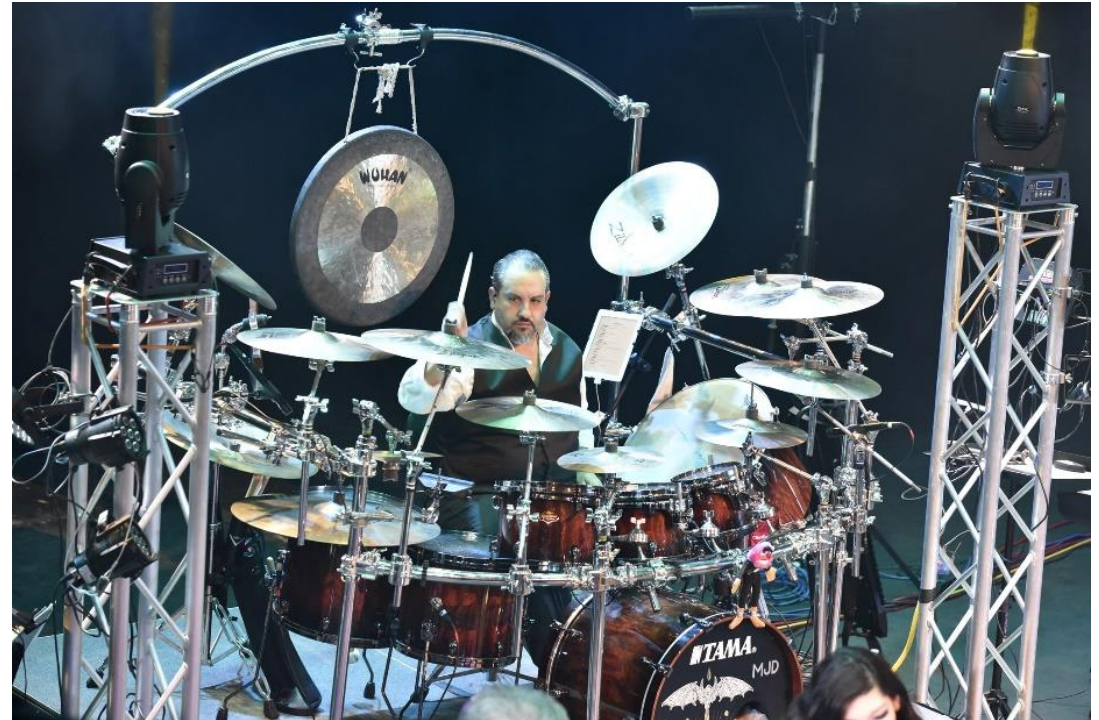
# Why am I interested in music in the pharmacy education?

*Who I am on weekdays...*

*Who am I on weekends...*

**Clinical Psychiatric Pharmacist**

**Semi-professional Rock Drummer**





# What areas might be amenable to musical education?

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- Pharmacy education is typically focused on teaching knowledge and skills
  - *Do students “know stuff about stuff?”*
  - *Do students “know how to do stuff?”*
- Areas within the Affective Domain are more difficult to instruct
  - *Empathy, Professionalism, Leadership, Teamwork*
  - *These attributes need to be developed, not taught*
- Areas within pharmacy/medicine that students do not grasp as easily, especially those related to the patient experience
  - *We know how to treat them appropriately, but do we know how they perceive their illness, and therefore our treatment?*

# One Specific Area for Utilizing Music:

## *Mental Health and Substance Abuse*

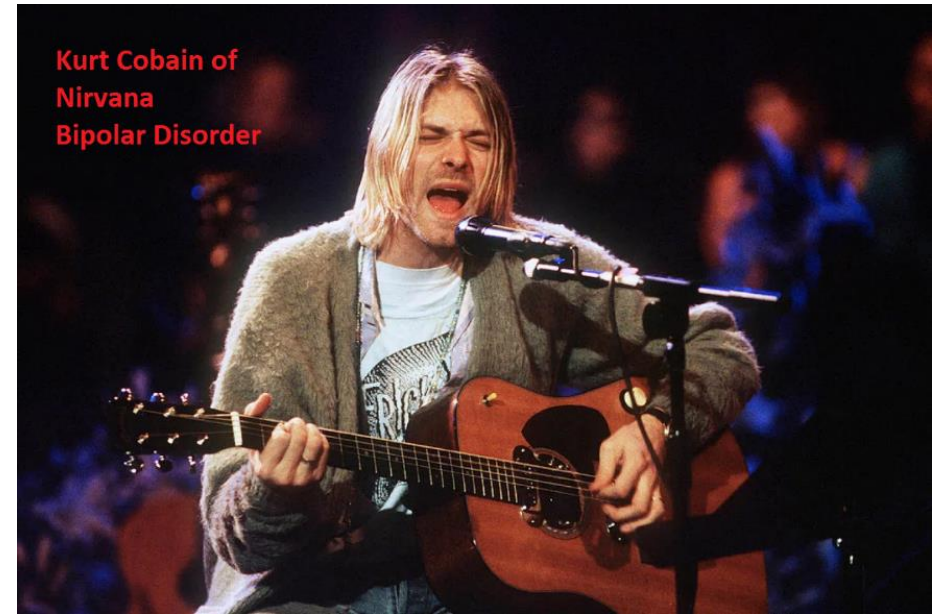
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- Students often have a difficult time understanding and appreciating mental illnesses and substance use disorders
  - *These disorders rely more on subjective patient findings, and many students are used to objective data in assessing an illness*
  - *More abstract versus concrete (e.g.- HTN, T2DM, Lipids, Thyroid, etc.)*
- Many famous musicians (and other artists) have/had some type of mental illness and/or substance abuse disorder, which can be seen in their music and other art forms



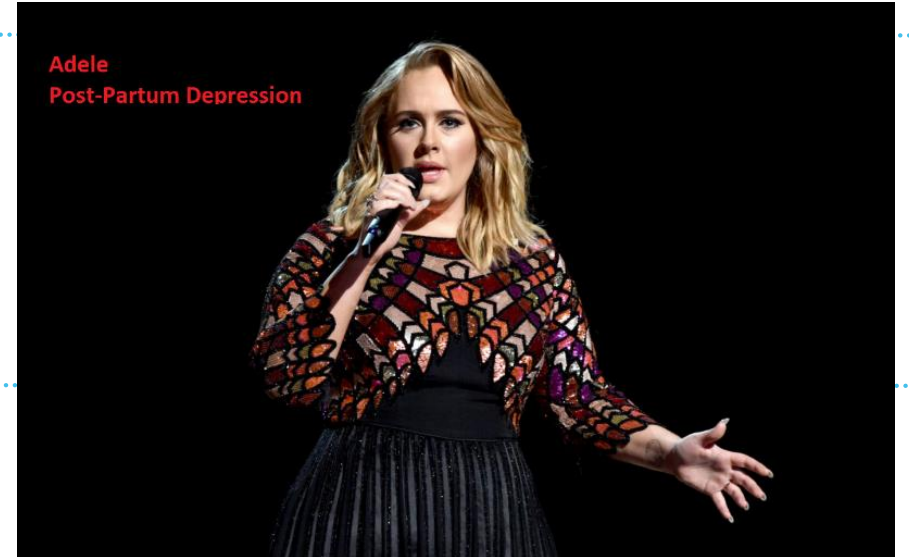
“Shine on You Crazy Diamond”

“Til It Happens to You”



“Lithium”

“Hello”



Each of these artists is from a different time and genre of music. Yet all have their own mental illness that is reflected in their music and art. Each has a story to tell...

# An Example of Incorporating Music in PharmEd

## *Developing Empathy for Opioid Use Disorder (OUD)*

- Students enrolled in a professional elective course on neurological and psychiatric illnesses
  - *Already received education on treatment of OUD as part of the required Doctor of Pharmacy curriculum*
- Offered an extra credit assignment within the elective course
- Assignment was to listen to a specific music album and then write a reflection about how the music, lyrics, and story narration affected them and their views of OUD



# Nikki Sixx

## “*The Heroin Diaries*”

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- Autobiographical account of Nikki Sixx, bassist for the 80’s band *Motley Crue*
- Tells his story of heroin addiction and his struggles to stay abstinent
- Converted his book into a short musical theater
- Uses a mix of music, lyrics, and narration to tell his story



# “The Heroin Diaries Soundtrack”

*By Sixx: A.M.*

## Sample Song Titles

- X-mas in Hell
- Life is Beautiful
- Pray for Me
- Tomorrow
- Accidents Can Happen
- Dead Man’s Ballet
- Heart Failure
- Girl with Golden Eyes
- Life After Death



# Results of the Assignment

## *Numbers and Themes*

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- 18 of the 25 (72%) students enrolled in the course completed the assignment
- Reflections were summarized into five main themes (% of reflections):
  - *Change in perception of OUD* 72.2%
  - *Change in empathy towards individuals diagnosed with OUD* 72.2%
  - *Putting a face to the OUD epidemic* 66.7%
  - *Using art/music as a means of education* 61.1%
  - *General appreciation of the assignment* 11.1%
- Overall student comments were positive on the impact of the music on their views of OUD- both the lyrics and the music itself

Silvia RJ. American Journal of Pharmaceutical Education April 2020, 84 (4) 7631; DOI: <https://doi.org/10.5688/ajpe7631>

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# Results of the Assignment

## *Selected Student Quotes*

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- “Nikki Sixx’s story taught me things about addiction that you can’t learn in a textbook, or medical journal. His story will make an impact on how I approach patients with not just addiction, but other mental states as well.”
- “Through the lyrics and emotion that can be felt in all of the songs, it becomes clear, and very real to the listener how addiction can be a spiraling disease. For me, his emotions were so palpable, I could feel the depression, agony, and sense of hopelessness that goes along with this disease.”
- “Overall, this album changed how I thought about addiction in a powerful way that only music and art can. Everyone knows what addiction is like on the surface, but I have never heard what addiction was like from an addict himself.”



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*“Music expresses that which cannot be said and on which it is impossible to be silent.”*

-Victor Hugo

Thank you.



# Creativity in pharmacy education

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Story telling / Creative writing

# Speaker



## Sara Ibrahim

*Sales and Marketing specialist*

*International Pharmaceutical Students' Federation (IPSF), Egypt*

In her free time, she likes to read, write and make online content about reading and creative writing. She has a blog dedicated to writing stories and articles and she published several stories in different media

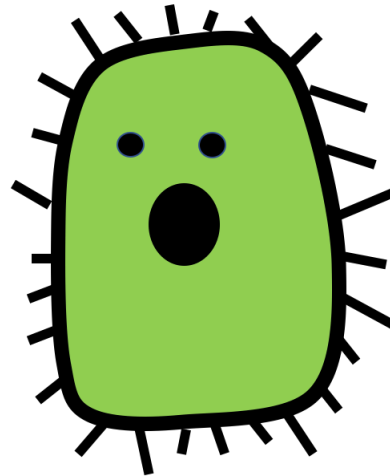
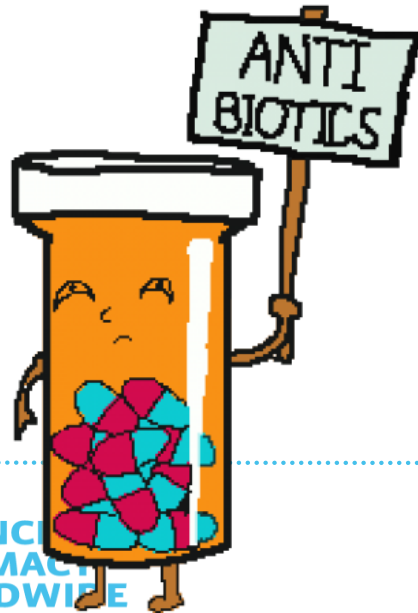
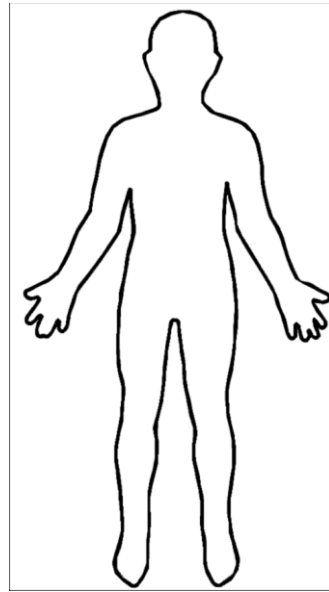


# What is Creative Writing?

- Creative writing is a form of writing where creativity is at the forefront of its purpose through using imagination, creativity, and innovation in order to tell a story through strong written visuals with an emotional impact, like in poetry writing, short story writing, novel writing, and more.
- It's often seen as the opposite of journalistic or academic writing.
- When it comes to writing, there are many different types. **As you already know, all writing does not read in the same way.**
- Creative writing uses senses and emotions in order to create a strong visual in the reader's mind whereas other forms of writing typically only leave the reader with facts and information instead of emotional intrigue.







# تخيل إنك قاعد في بنك



**Harvey George**  
7 hrs · 🌐

Share & increase the awareness

مش بس كدا..  
 دا كمان عرفوا بئتكروا عشان ما  
 بئعرفوش، وغيروا من شكلهم لما  
 هربوا من البنك.  
 وبكدا البوليس معرفش بوصلهم  
 نها تياً!!

Like Comment Share

11

60 shares

42

5 Comments 1.2K Shares

مرکز أنونی للجلديه والليزر  
6 hrs · 🌐



دلوقتي قدامك اكنيار بن :

(أ) الدكتور شخصه غلط.. شوف دكتور  
تاني



(ب) الصيدي ماكدنش باله.. وقرأ  
الروشة غلط.

GIPHY



Like Comment Share

9

4 shares

Chat (Off)

2:27 PM 3/6/2017

LET'S CREATE A VIRAL!

A VIRAL WHAT?

DOESN'T MATTER!



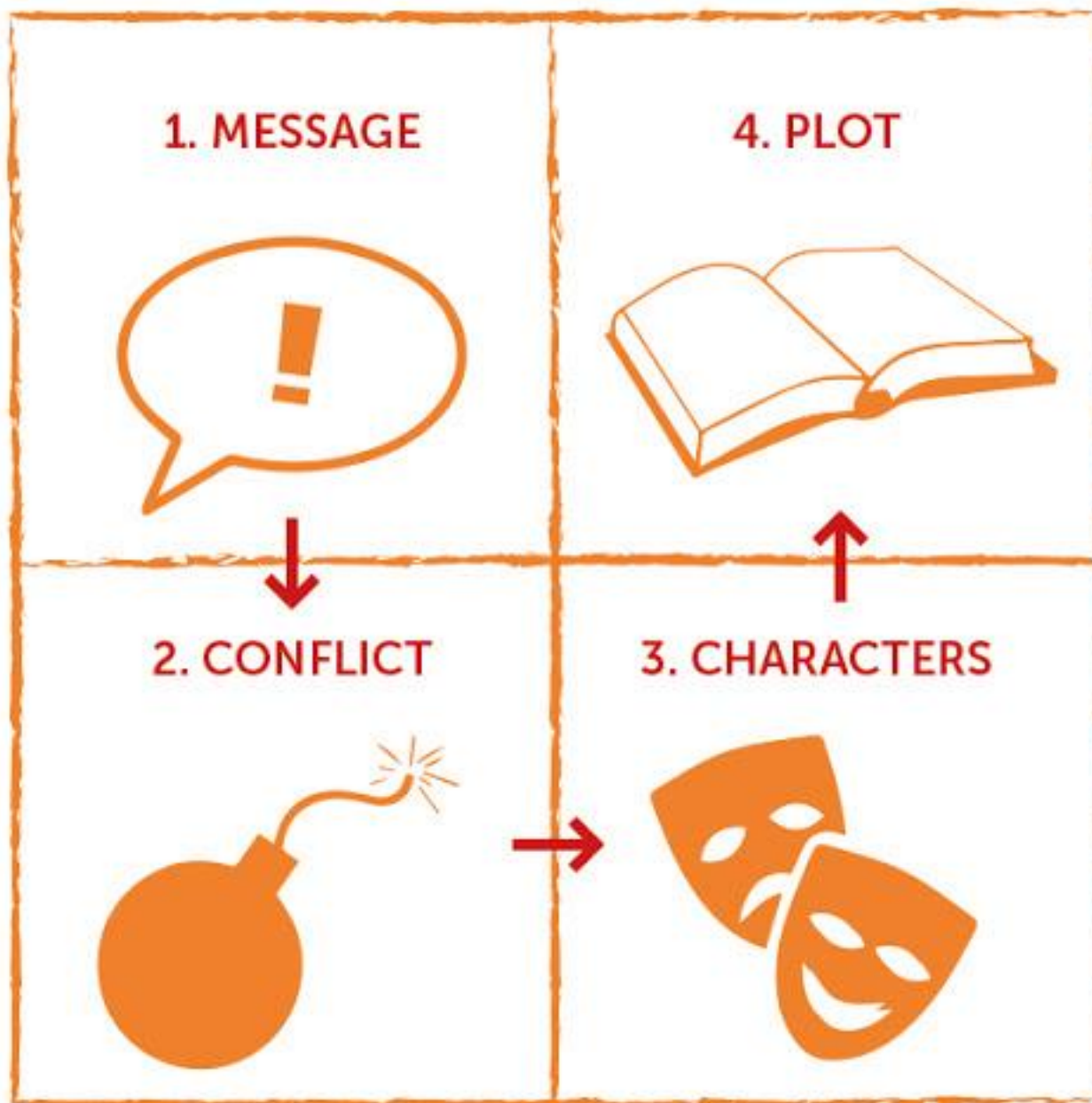
# Great stories are:



Tell yours.







# 1. MESSAGE



# 2. CONFLICT



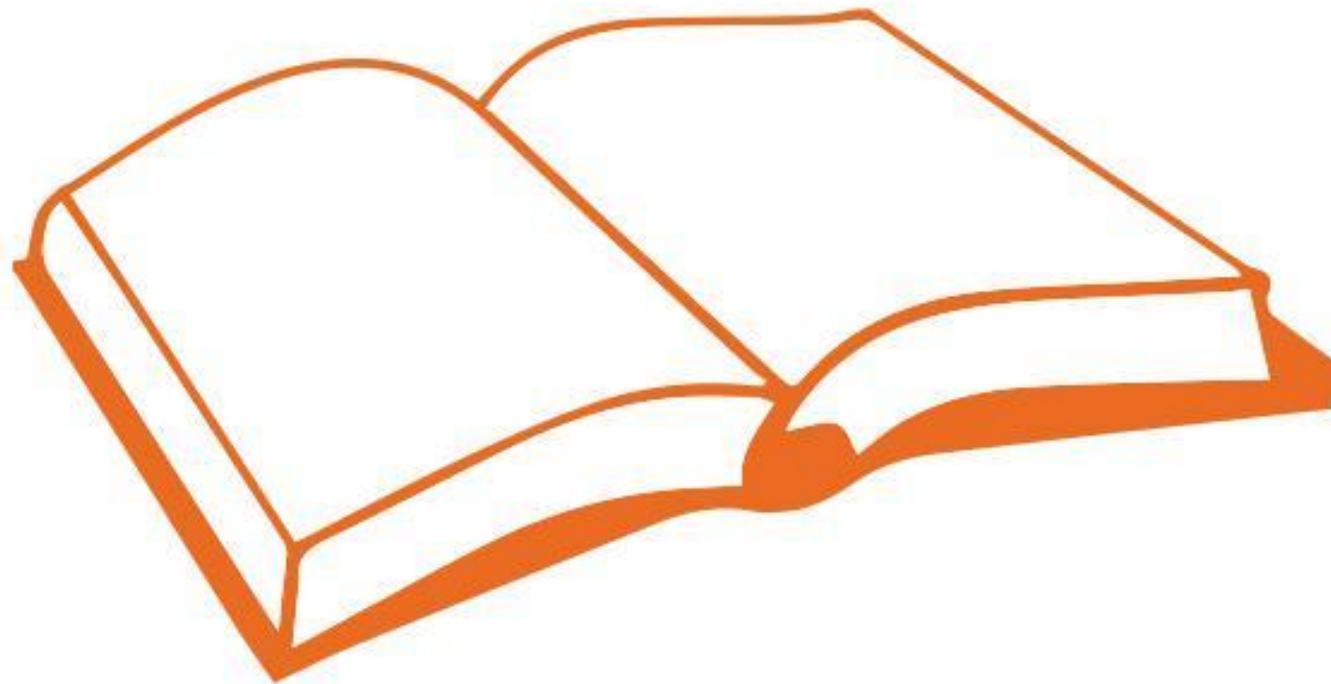




**QUARANTINE !!!**



# 4. PLOT





# Break Language Barriers

- Using unique language to describe very common, everyday occurrences and experiences.
- One of the beauties of creative writing is that you have the power to change the way someone sees the world. You can make it more appealing and special to them – if you know how.
- It's hard to transfer academic language into day to day language, you need a lot of simplification and a lot of metaphores.

## References:

<https://self-publishingschool.com/creative-writing/>

<https://en.wikipedia.org/wiki/Storytelling#:~:text=Storytelling%20describes%20the%20social%20and,preservation%20or%20instilling%20moral%20values.>

<http://marktruelson.com/the-four-elements-of-storytelling/>

Thanks



Sara Hussein Ibrahim



sarahusseinfathi@gmail.com



ADVANCING  
PHARMACY  
WORLDWIDE



# Q&A Time

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Use the Q&A or chat box!



# What might it be like to be you? Using poetry to explore person-centred care with pharmacy students.

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Ruth Edwards and Amrita Multani



# Speaker

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## **Amrita Multani**

*Graduate*

*Aston School of Pharmacy, Aston University, Canada*

Amrita continues to pursue her career as a pharmacist in Toronto, Canada. Outside of academics, she enjoys reading, handicrafts, painting, travelling and singing. She has a special interest in working with youth providing positive youth development centered around emotional and social mentorship



# Why poetry?

- Encourages engagement with situations and people emotionally and intellectually.
- Helps us see familiar experiences in different ways.
- Literature and art reminds us not to be quick to judge.
- Helps us explore conflicting values.
- Links with altruism and with person-centred care.

SHAPIRO, J, 2009. The inner world of medical students — listening to their voices in poetry, Oxford: Radcliffe Publishing.

# Poem



I'm in this home. They put me here.  
Don't know the date, I don't know the year,  
I sit, I think, I reminisce.  
Of the days gone by, total joy and bliss.

But confusion sets in, and I start to panic,  
Medication wears off, it makes me erratic,  
Where am I? I don't know this place.  
Someone is speaking, I see their face.

This one that speaks, I may recognise.  
Something familiar, something about those eyes.  
I think he's not all there, I think he may be mad,  
Why does he hold my hand? Why does he call me Dad?

They will not leave, they will not go.  
So, I sit in silence, signs of life I will not show.  
Still, they hold my hand and they speak to me.  
They just won't let go, who can they be?

My mind is addled I'm all confused,  
My mind feels broken and it feels bruised.  
I wish my wife was still around,  
She'd ease my pain, she was so profound.

I listen as they all mill about,  
I hear them whisper and I want to shout.  
What do they want? Why don't they leave?  
I think they are liars, and I disbelieve.

I remember times of long ago,  
But not recent times, as my mind has slowed.  
Endless summers and times of joy  
When I was small, just a little boy.

I remember well, my wedding day.  
A happy memory that's here to stay.  
But, it all goes fuzzy and all goes grey  
And, I can't remember even yesterday.

They think me mad, they think me senile.  
They are the ones that are in denial.  
This mental illness is no joke,  
I used to be normal, now I'm just smoke.

The onset came and it took hold,  
It ate my mind and it has left me cold.  
Deep inside I try and fight,  
I push at it with all my might.

Some days are good and some quite bad,  
But either way, when my end comes I'll not be sad.  
My brain has gone, now left this place.  
I have passed on, the next world I shall embrace.

My Mind is back all suspicion gone.  
My bitterness to them it was so wrong.  
I don't blame them now for what they have done  
I know them now my daughter and son.

They loved me, now I see that clear,  
They cared for me year after year.  
Time passed on and I got worse,  
They needed help and I needed a nurse.

But I am no longer there, I have a blessed relief,  
I'm gone, I don't want to cause their grief,  
But, leave I must, I'm no longer a burden,  
They will live happy lives of that I'm certain.

Make no mistake the illness I have suffered.  
Changed their lives, I would not have recovered.  
Decline was slow, symptoms hard to see,  
But it just got worse and it ate at me.

I'm in a better place my head now clear,  
I love you all and I hold you dear.  
My mind is focused I have full Perception  
I shower you in love....down from Heaven.

# Debrief

- How did this make you feel?
  - What understandings can we gain about John from reading this poem?
  - Whilst reading this poem, what moments of insight for John can you identify?
- 
- What do you think has happened about 2/3 way through the poem? (prompt: change of tone and suggestion that John has died)
  - How does John's view of death (positive and looking forward to it) fit with your perspective?
  - If you have a different viewpoint, how would you reconcile that in communicating with him?

**Support and debrief – should be made available afterwards if needed.**

Adapted from GALLAGHER, A., McKie, A., 2010. The potential of literature and poetry. In Warne, T., McAndrew, S., (Eds) *Creative approaches to health and social care education*. Basingstoke: Pallgrave Macmillan.

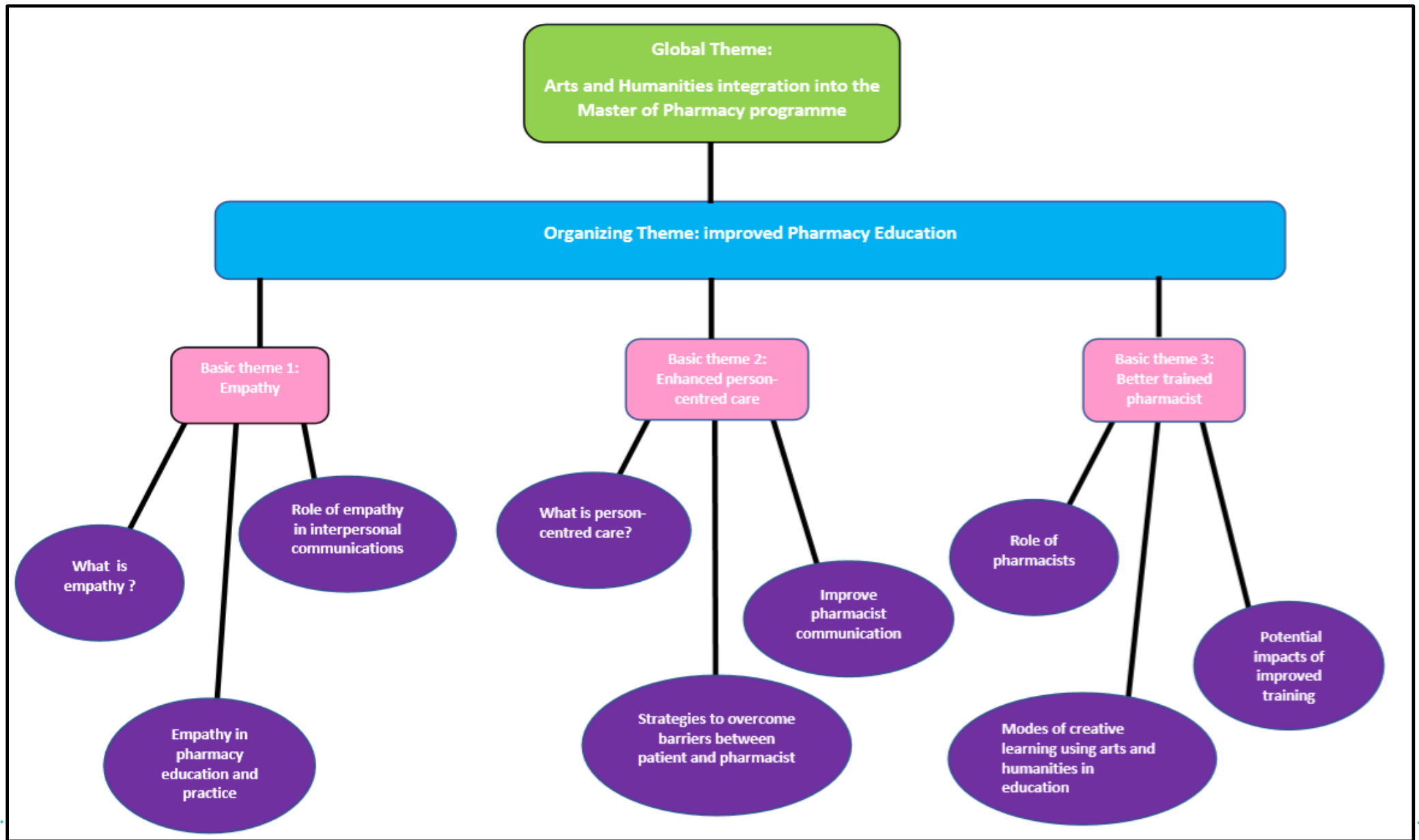


# Evaluation

- We conducted a focus group discussion immediately after the poetry exercise
- Initially we wanted to compare 2 groups: 1<sup>st</sup> year and final year MPharm. Due to the pandemic we conducted final year only
- Observed widely varying opinions and insights by the participants
- Students found it refreshing to be able to discuss emotions and feelings



Multani, A. 2020. *An exploration of using arts and humanities to develop pharmacy students in delivery of person-centred care*. Unpublished thesis.



**Figure 2:** Construct of thematic networks used for thematic analysis displaying global theme, organized theme, and subsequent basic themes further codified into sub-themes

# Empathy

## Is empathy innate or developed?

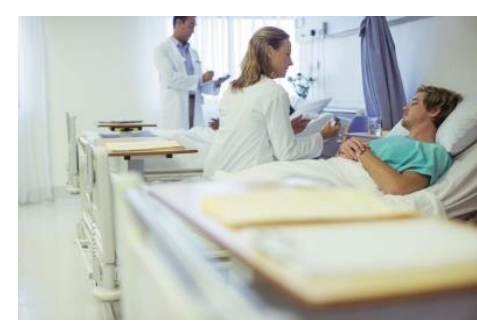
*“I think its both, You can innately have it but then it can also be developed ....we can give someone the steps or principles towards becoming sympathetic so that they follow those steps and then at least even if you’re not empathetic, the way you’re expressing or communicating the message shows some empathy.”*



## Role of empathy in interpersonal communication

*“I would say first to listen to the patient, and then understand where they’re coming from and connect with them, bear with them. There’s no point in understanding them, connecting with them without actually bearing with them and helping them the way they want to be helped.... As John said he didn’t want people to be around him, but they were still there. So sometimes its about what the patient wants and feels comfortable with than anything else.”*

# Enhanced Person-centred Care



## Empathy in person-centred care

*“I think you build a rapport with the individual when you show empathy because its like you understand them and form a relationship. They can easily open up to you even more; its important say if they have a mental condition there could be some things that they’re seeing that no one else is seeing, like if they have schizophrenia. You can help them more easily with information they give you”.*

## Pharmacist’s role in person-centred care

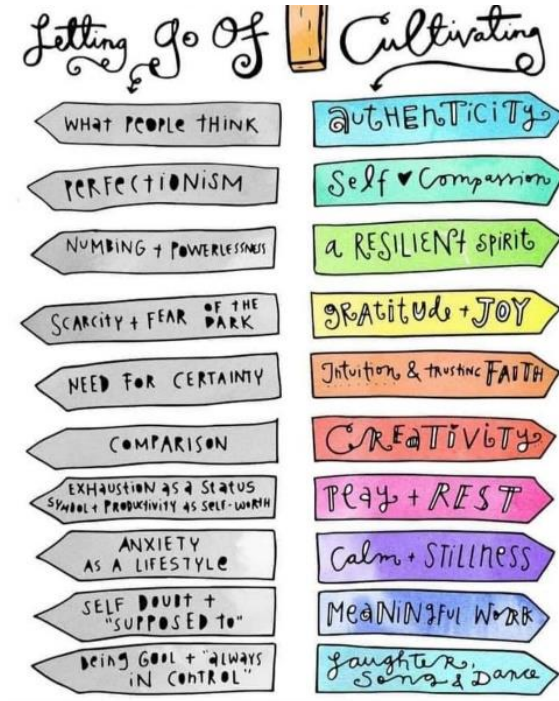
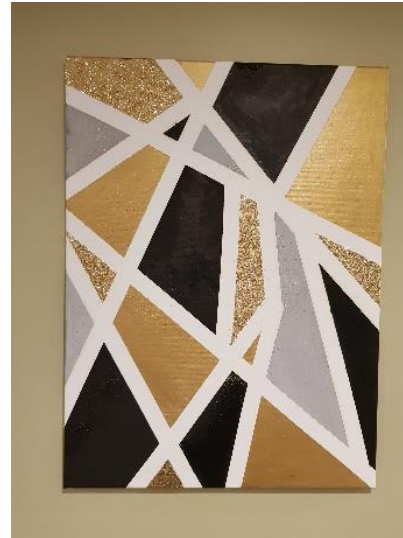
*“when we are looking at a patient, we want to treat them like an individual..... some patients kind of feel wary talking to doctors... But as pharmacists, we’re kind of in a position where the patient can open up to us and tell us certain things that can actually have an effect on their care. They might tell us something that they’ve not told another healthcare professional that we can take action on to help with their care, their mental health, their feelings. So, I feel we’ve been put in a good place for that”.*

# Program observations and reflections

- Healthcare programs often require us to abandon our creative self and largely rely on logic, becoming unemotional seekers of fact and evidence based ideas
- My experience as an MPharm student resonated with this, until I had the opportunity to work on a creative project for my thesis
- It provided me with the impetus to make connections between pharmacy education and the arts and humanities
- The results from my project suggested that the incorporation of arts and humanities into the mpharm program will benefit students in their development as future pharmacists and as creative beings



# Personal Evolution





# Pre and post project reflections

- Prior to the project I was sceptical to take part in a creative thesis since it had become common for me to focus on largely quantitative work and literature over the span of the previous MPharm years, thus I was ambivalent
- Completing this project allowed me to channel my creative side once again which I had lost touch with and had become uncomfortable with exhibiting
- Under Ruth's recommendation, I was able to discover a different side of learning and development for healthcare professionals which would be of immeasurable benefit to both future pharmacists and their patients. I feel the arts and humanities have a highly beneficial role in the future of pharmacy education



# Q&A Time

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Use the Q&A or chat box!

# Wrap up



**Dr Ruth Edwards**

*FIP AIM Member*

*Head of Professional Experience & Senior Lecturer  
Aston Pharmacy School, Aston University, UK*

**< Creativity in pharmacy education >**



# Closing & Thank you!



1. Recording – this webinar is recorded and will be available at [www.fip.org](http://www.fip.org) & FIP Facebook Page
2. Provide feedback
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# FIP VIRTUAL 2020

4 - 25 September 2020

## Living and learning through the COVID-19 pandemic – Global reflections

For more information and registration: [virtual2020.fip.org](https://virtual2020.fip.org)

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“Evidence-base practice during the COVID-19 pandemic”

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29 July 2020

3 pm CEST – Amsterdam time

Register: [www.fip.org](http://www.fip.org)



**Thank you !**

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*Stay creative and healthy.*