



Pharmacology educators convened in York in June for the BPS Educator Meeting to exchange their knowledge, resources, and strategies for teaching current pharmacological topics. Read more on pages 5 and 6.

Welcome to the September edition of the IUPHAR Education Section newsletter. In this edition, we provide updates on various IUPHAR-Ed initiatives, including sharing details of some upcoming workshops on teaching pharmacology in an integrated medicine/health sciences curriculum organised by the online meeting steering group. We also highlight the main sessions at the BPS Educator Meeting that took place in York in June and highlight educators that will be presenting at WCP2026 in Melbourne. A reminder that abstract submissions are now open for the WCP2026 Education Satellite which will be taking place from the 11-12th July, and open for the WCP2026 Education Innovation workshop on Wednesday 15<sup>th</sup> July. Abstracts for both are due on 30th September (see page 18 for details). We look forward to receiving your submissions!

This edition of the newsletter also features an article on the transformation of bush medicines contributed by our Australian colleagues, as well as a piece highlighting a recently published paper on Objective Structured Practical Examinations (OSPEs).

We'd value your feedback on the IUPHAR-Ed newsletter. Please take a few minutes to complete the survey on page 20 and share your opinions. We also welcome your contributions to future newsletters. If you'd like to be featured in an upcoming edition, please get in touch.

*Professor Clare Guidling, Chair IUPHAR Education Section*

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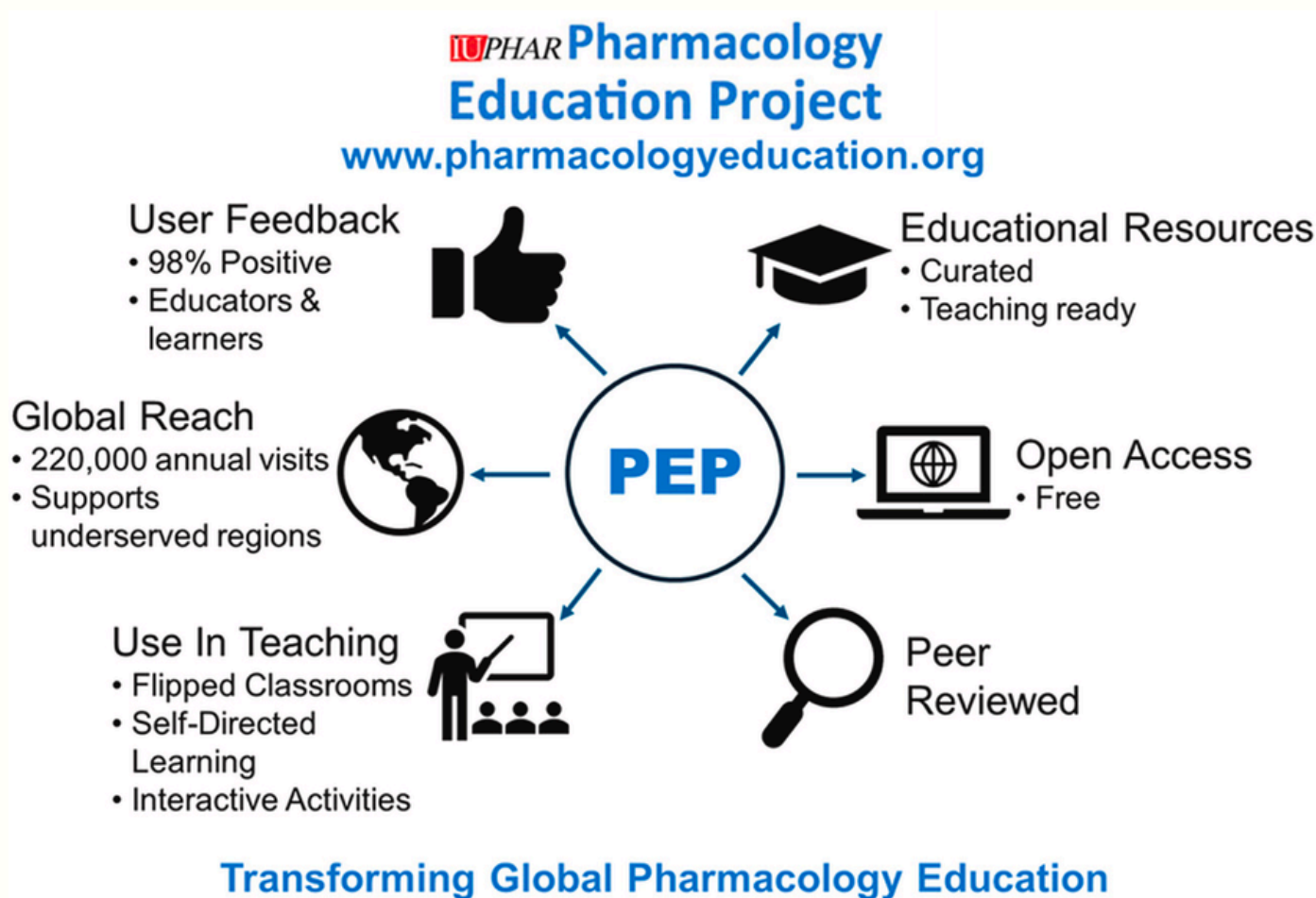
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# UPDATES ON IUPHAR-ED INITIATIVES

## PHARMACOLOGY EDUCATION PROJECT (PEP)



The IUPHAR Education Section's Pharmacology Education Project (PEP) provides an open-access, peer-reviewed platform to support pharmacology education globally. Launched in 2016, PEP offers a comprehensive range of freely accessible, peer-reviewed resources, including extensive topic summaries with links to videos, slide sets, and other media curated by pharmacologists and catering to diverse learners' needs.

**>>> [Link to the Pharmacology Education Project](http://www.pharmacologyeducation.org)**

### DONATE TO PEP

The IUPHAR Pharmacology Education Project (PEP) is a free resource to support education and research for the international pharmacology community.

To make a donation to PEP in order to keep it freely available, click this banner to donate through IUPHAR PayPal.

# UPDATES ON IUPHAR-ED INITIATIVES

## ONLINE MEETINGS - UPCOMING WORKSHOPS TEACHING PHARMACOLOGY IN AN INTEGRATED CURRICULUM: OPPORTUNITIES AND CHALLENGES

**Workshop 1: 15 Oct 2025. 1-2.30pm New York; 6-7.30pm London.**

**Workshop 2: 18 Nov 2025. 1-2pm New York; 6-7pm London.**

**Zoom links for the workshops will be sent to everyone via the IUPHAR-Ed News Email List. If you are not currently a member of this email list, please see page 18 for how to subscribe.**

Teaching pharmacology in an integrated medicine/health sciences curriculum can be challenging but, at the same time, it comes with many advantages.

In the first of two workshops, we will look at what we mean by an integrated curriculum and the different forms it can take. Three experienced pharmacologists from very different institutions will describe their experiences and highlight what worked well and why, and how they resolved some of the challenges that they faced. They will explain what they wished they knew before they started! Participants will have the opportunity to share their own successes and challenges so that we can crowdsource solutions.

### **Workshop 1:**

**Integrated curriculum: what is it and what are the challenges and pitfalls for pharmacology?** Prof Kelly Karpa, East Tennessee State University

**Threading the Needle: Effective Pharmacology Leadership** Assoc Prof Carolina Restini, Michigan State University and Assoc Prof Munder Zagaar, Baylor College of Medicine, Texas.

**Workshop 2** will follow up from the first workshop and here we will address further the challenges and opportunities through a series of lightning (5 min) presentations. We invite expressions of interest to give a 5 min lightning presentation on an aspect of teaching pharmacology in an integrated curriculum. **Deadline 22<sup>nd</sup> October 2025** (see below).

**Organising team:** Lindsay Cormier (University of Kentucky, USA), Kelly Karpa (East Tennessee State University, USA), Jennifer Koenig (University of Nottingham, UK), Janet Mifsud (University of Malta), Carolina Restini (Michigan State University, USA), John Szarek (Gesinger Commonwealth School of Medicine, USA) and Munder Zagaar (Baylor College of Medicine, USA).

**Expression of Interest to give a lightning presentation (5 min) on Nov 18, 2025 (1pm New York / 6pm London) via Zoom.**

Topics could include (but are not limited to): Ways of mapping curriculum and communication; assessment; integrating core concepts; sequencing content; reinforcement across the years; tracking retention; integration with clinical years (e.g., vertical integration); use of AI; use of virtual reality; simulation-based learning; supplemental materials/resources used, etc.

**Please email the following information to [jennifer.koenig@nottingham.ac.uk](mailto:jennifer.koenig@nottingham.ac.uk) and [janet.mifsud@um.edu.mt](mailto:janet.mifsud@um.edu.mt) by 22<sup>nd</sup> Oct 2025.** We will review and select presenters within a few days of this deadline.

Name:

Contact email:

Title: Provide a clear and concise title that reflects a specific aspect of teaching pharmacology in an integrated curriculum.

Institution/University name and country:

Abstract: Summarize the talk in 250 words or fewer, it might include: What has worked well and/or what challenges have you overcome? What challenges have you tried to solve but would like further possible solutions for?

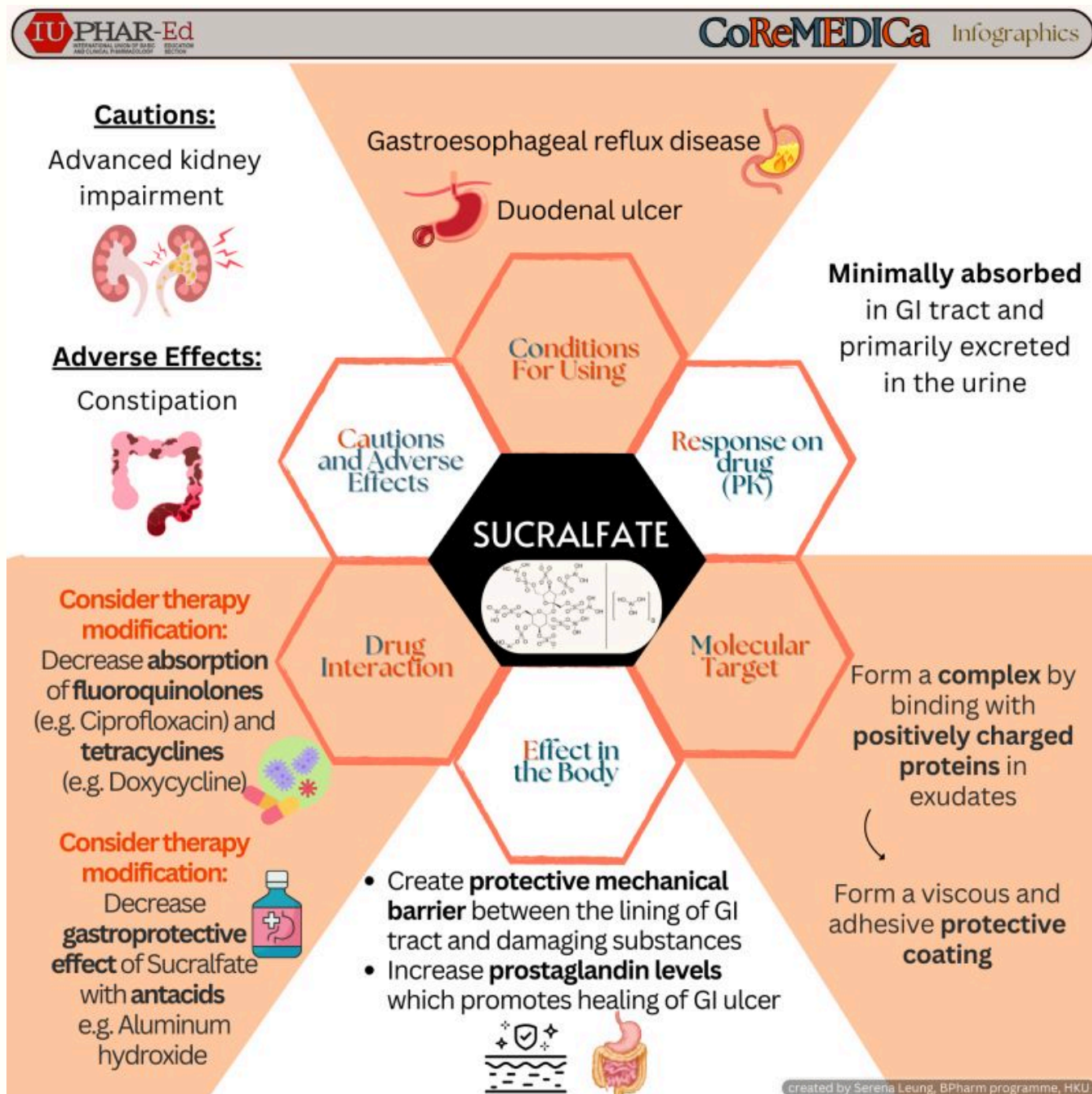


# IUPHAR EDUCATION SECTION

## INFOGRAPHICS - SUCRALFATE

One of the missions of the IUPHAR-Education Section is to promote sharing of pharmacology teaching and learning materials among members of our global community. In this newsletter, we feature sucralfate as part of the CoReMEDICa infographic series (creator: Serena Leung, supervisor: Willmann Liang, @HkuPharm).

If you wish to share your own pharmacology teaching and learning materials, please email Willmann Liang: [willmann@hku.hk](mailto:willmann@hku.hk).





# HIGHLIGHTS FROM THE BPS EDUCATOR NETWORK MEETING



## AI IN PHARMACOLOGY EDUCATION AND ASSESSMENT

The 2025 BPS Educators Network Meeting in York opened with a thought-provoking session led by Dr Alex Voisey (Cardiff University), who guided participants through a lively discussion on the role of artificial intelligence (AI) in pharmacology education and assessment. The session explored both the opportunities and the challenges posed by AI, with participants weighing pro and anti perspectives on how emerging technologies may reshape the future of learning and evaluation. To ground this debate in everyday teaching practice, Dr Graeme Sills (University of Glasgow) followed with a flash presentation showcasing best practice in pharmacology education, highlighting how he has used AI strategies in his teaching that support effective, student-centred learning in the current landscape. This opening discussion set the stage for the rest of the meeting, which turned its focus to authentic assessment in pharmacology and how educators can design approaches that better reflect the skills and knowledge students need for the workplace. The meeting created a space for innovation, collaboration, and shared reflection.



Pharmacology educators deep in discussion at the BPS Educator Meeting in York

# IUPHAR EDUCATION SECTION

## HIGHLIGHTS FROM THE BPS EDUCATOR NETWORK MEETING (CONT...)



### AUTHENTIC ASSESSMENT IN ACTION FOR PHARMACOLOGY EDUCATORS

Dr Maggie Cunningham (University of Strathclyde, UoS) and Dr Roisin Kelly-Laubscher (University College Cork), alongside PGR facilitators Ms Kirsty Tinto (UoS) and Ms Maheen Wahid (UoS), opened discussion on authentic assessment and invited educators to reimagine how pharmacology students are assessed. Discussions began with a survey on what authentic assessment means to different educators, followed by a carousel of flash presentations showcasing inspiring case studies of authentic assessments being used in pharmacology.



Flash presentations highlighted a range of approaches taken by educators including Dr Anna Morgan (Kingston University) who demonstrated how enterprise education can be embedded through real-world briefs, encouraging innovation and teamwork. Dr Mark Carew (University of Exeter) presented an example workplace-style exam scenario that asked students to make informed decisions in a professional interview setting. Professor Dave Lewis (University of Leeds) showed how regulatory writing tasks, such as briefing notes and licence applications, can prepare graduates for the demands of professional bodies. Dr Erica Burnell (University of Exeter) introduced an OSPE station-based practical exam that directly tests laboratory skills. Finally, Dr Aidan Seeley (Swansea University) shared his experience of using interactive, non-linear presentations to deliver problem-based learning (PBL) assessments. This work has recently been published in BJCP.

**>>> [Read the full paper here](#)**

Collectively, these examples demonstrated how authentic assessment can bridge the gap between academic learning and the realities of pharmacology careers.

Overall, the meeting reinforced the importance of designing assessments that reflect real-world contexts and professional expectations. It was great to gain insights and perspectives on AI and Authentic Assessment from the experienced educators in the room. Plans are underway to develop an authentic assessment toolkit for pharmacology educators, collate a bank of case studies showcasing best practice in authentic assessment examples in pharmacology, and form collaborative working groups to take forward proposals emerging from the workshop.

**If you are interested in contributing to an IUPHAR-Ed 'Authentic Assessment' themed Newsletter edition then please get in touch (page 20)!**

Authentic Assessment - Participants

#### Teaching Experience Level -



# EDUCATOR HIGHLIGHT: PROF KELLY QUESNELLE

## MEET EDUCATORS WHO WILL BE PRESENTING AT WCP 2026!

Don't miss the upcoming education workshops at WCP 2026: "Developing Assessments: How Different Question Types Promote Retention, Critical Thinking, and Problem-Solving," featuring Professor Kelly Quesnelle, and "Educating for the Future: Creative Solutions to Authentic Assessment in Pharmacology Education," with Professor Dave Lewis as a speaker. This issue of the newsletter highlights both of these distinguished educators!

### **First up, we speak with Professor Kelly Quesnelle. What inspired you to pursue a career in pharmacology and later, in higher education?**

I've always viewed the human body as vast and mysterious—like the cosmos. As I studied began to study science and the human body, I found myself constantly asking "why," which led me deeper into molecular and chemical interactions. That curiosity naturally evolved into a desire to improve human health. Teaching was also in my blood, as they say. My mother was a teacher and I've always been drawn to helping others learn. As a pharmacologist specializing in education, I love translating complex scientific findings into meaningful data for medical students. My goal is to inspire them not only to use the tools we have today, but to understand the "why" behind them and innovate for tomorrow.

### **What teaching strategies or methods have you found most effective in engaging students in pharmacology?**

Active learning strategies like case-based learning, team-based learning, and educational gaming are incredibly effective. These methods situate pharmacology within clinical contexts and connect it to other foundational sciences, which we believe enhance both motivation and memory encoding based on Knowles' studies on andragogy and other work. In my experience, when learners see how pharmacology integrates with real-world practice, their drive to master the science deepens.

### **Can you share an example of a course or project that you're particularly proud of?**

Since 2002, the United States has begun accreditation of new medical schools to address our increasing physician shortage. Over the past decade, I've helped shape pharmacology curricula at two of these medical schools. At Western Michigan University Homer Stryker M.D. School of Medicine, I was a founding faculty member and I led a group of faculty in developing and implementing a novel curriculum across integrated foundational science courses. More recently, at the University of South Carolina School of Medicine Greenville, I led a pharmacology revision that aligned our existing pharmacology content with the ICAP framework and best practices we published in *Pharmacology Research & Perspectives* in 2021[1]. These efforts have led to measurable improvements in learner outcomes on national exams.

### **What do you see as the biggest opportunities for innovation in pharmacology education?**

We're standing at the edge of a technological revolution where the "AI era" is already transforming education. Tools like large language models (LLMs) allow us to shift focus from memorization to connection-making. This opens the door to personalized, competency-based education rooted in interdisciplinary science. The challenge lies in defining meaningful competencies and designing assessments that match this new learning landscape. Fortunately, these same technologies also foster global collaboration, as seen in initiatives like those driven through IUPHAR-Ed. It is my hope that with these new opportunities, we can take advantage of these new global collaborations to advance pharmacology education together.



## MEET EDUCATORS WHO WILL BE PRESENTING AT WCP 2026!

**Outside of work, what interests or hobbies help keep you balanced and inspired?**

I find balance through the arts, specifically photography, jewelry making, and musical theater. I also have a very busy family life with my husband of over 20 years, Andy, and our three very energetic and involved children!

[1] Quesnelle, K. M., Zaveri, N. T., Schneid, S. D., Blumer, J. B., Szarek, J. L., Kruidering, M., & Lee, M. W. (2021). Design of a foundational sciences curriculum: Applying the ICAP framework to pharmacology education in integrated medical curricula. *Pharmacology research & perspectives*, 9(3), e00762. <https://doi.org/10.1002/prp2.762>

Dr. Kelly Quesnelle is a Clinical Professor and Chair of the Department of Biomedical Sciences at the University of South Carolina School of Medicine Greenville (USC SOMG), where she leads the faculty responsible for the foundational science curriculum. She was previously a founding faculty member at Western Michigan University Homer Stryker M.D. School of Medicine in Biomedical Sciences and Medical Ethics, Humanities, and Law. Dr. Quesnelle earned her bachelor's degree in Cell & Molecular Biology from the University of Michigan and her doctorate in Molecular Pharmacology from the University of Pittsburgh School of Medicine, where she also completed a postdoctoral fellowship in the Vascular Medicine Institute with training at the U.S. FDA. She serves on the Executive Committee of the International Association of Medical Science Educators (IAMSE) and the AAMC's Council of Faculty and Academic Societies, contributing to national conversations on curriculum innovation and faculty development. A fellow of the Drexel ELAM program, she is co-editor of the forthcoming IAMSE Manual, *Perspectives on Leadership in Health Professions Education*.



[Link to Prof Kelly Quesnelle's profile](#)



# EDUCATOR HIGHLIGHT: PROF DAVE LEWIS

## MEET EDUCATORS WHO WILL BE PRESENTING AT WCP 2026!

I'm a Professor of Education for Professional and Sustainable Development at the University of Leeds (UK). Trained as a Pharmacologist, my research involved using animal models to investigate the Central control of the cardio-respiratory systems. I preferred education to research so I used my research expertise to transition into an education focused role, initially creating courses for learners intending to go onto careers that involved animal research.

My educational philosophy is to support learners in taking ownership and responsibility for their learning, experiences and personal development. I create inspirational learning opportunities which enable them to gain the workplace experiences and competences they need to succeed in the next stage of their career or life-long learning journey.

I'm particularly proud of my contributions to developing professional education for all those involved in the care and use of research animals globally and capstone projects, and the impact both have had on learners and the sector. Historically, undergraduate education in the involvement of animals in Drug Development and Discovery has been very techniques focused. It's much more than that: animal welfare, ethics, experimental design, the values and behaviours of those involved to name but a few. I created experiential learning courses and assessments that incorporated all of these. My goal for learners to appreciate that the animal and animal welfare comes first.

Appointed Chair of IUPHARs Integrative and Organ Systems Pharmacology initiative, I now go around the world, particularly Africa, co-creating with colleagues, professional educational opportunities for all those involved in the care and use of research animals.

As educators we need to better support learners, through their final year projects, for the increasing diversity of roles they go onto. I created capstone enquiry-based projects, a combination of the US capstone experience and traditional undergraduate research projects. My learners now have 19 different capstone project opportunities, grouped into three themes: traditional research, workplace and social justice to choose from. They choose the capstone that enables them to gain the experiences and competencies they need to succeed in their chosen career. I led the introduction of capstone projects across the UK Biosciences and beyond.

I wish I had taken ownership of my career much earlier. My advice to those starting out in education, ECRs or indeed anyone, is to have a plan, where you want to be professionally in 5 years' time, and how you are going to gain the experiences and competencies needed to get there. Choose an area that interests you. Ideally not a current trend or fad and take ownership of it. Lead the development of it locally, then nationally and eventually internationally. Don't be afraid to network and pro-actively seek out opportunities that will support you in achieving your goals.

I dithered about accepting the role of Chair of IUPHARs IOSP initiative, but it is the most impactful career decision I have ever made. Working with colleagues across the world has been an absolute pleasure, and I have learnt so much from them. I have taken this learning back to Leeds, enabling me to incorporate real-world Education for Sustainable Development into my activities. My learners develop their own global cultural awareness and competencies. They also contribute, as partners, to further developing my activities globally.

Please get in touch ([d.i.lewis@leeds.ac.uk](mailto:d.i.lewis@leeds.ac.uk)) if you would like to know more or to collaborate.



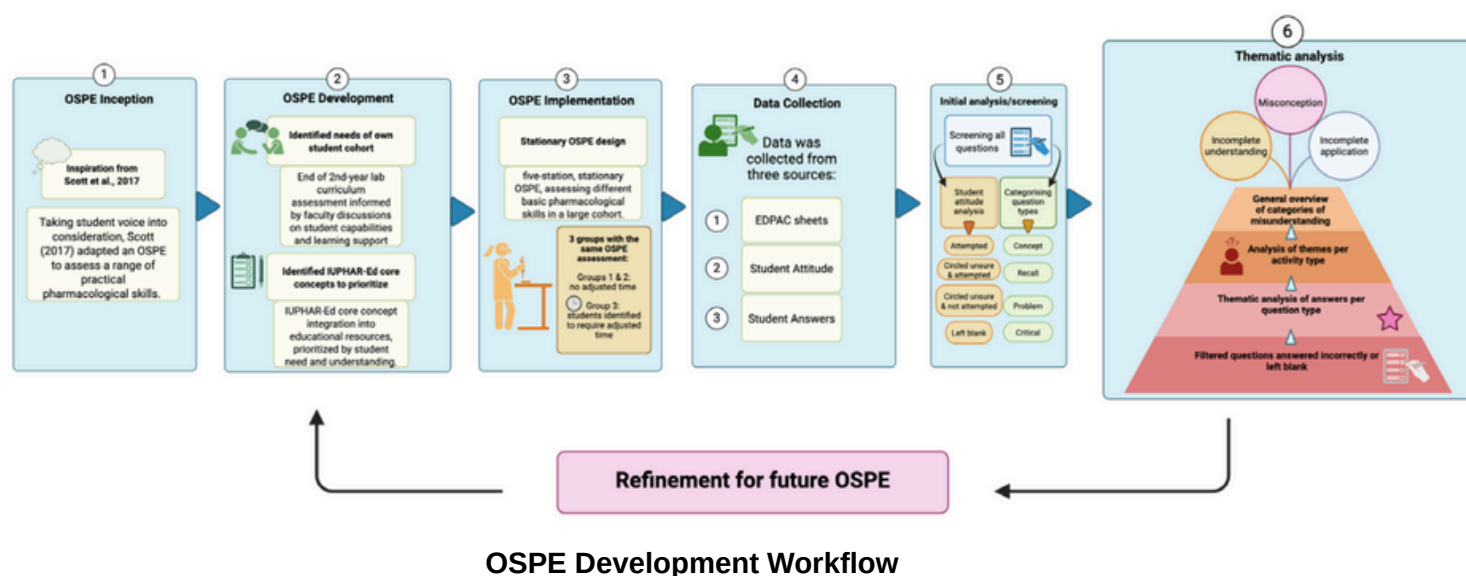
[Link to Prof Dave Lewis's profile](#)



## OBJECTIVE STRUCTURED PRACTICAL EXAMINATIONS (OSPES) IN PHARMACOLOGY

### Inclusive Pharmacology: Using Objective Structured Practical Examinations (OSPES) to Identify Knowledge Gaps in Pharmacology Undergraduates

This study by Coubrough et al., explores the use of OSPES to identify knowledge gaps in undergraduate pharmacology students. Implemented in a second-year course, the inclusive OSPE revealed key misconceptions in practical and conceptual skills while reducing assessment anxiety. The authors suggest OSPES can improve feedback, engagement, and inclusivity in pharmacology education, though further study is needed to evaluate long-term impact.



➤➤➤ [Read the full paper here](#)

### A pilot trial of objective structured practical examinations (OSPES) in non-vocational science-based degrees

This pilot study by Karunaratne et al., tested a four-station Objective Structured Practical Examination (OSPE) in non-vocational science degrees to assess technical, communication, and problem-solving skills. Students valued OSPES as authentic and engaging, reporting improved confidence and transferable skills, though some struggled with applying knowledge to clinical contexts. The authors suggest OSPES could enhance workforce readiness and should be integrated earlier in science curricula.

➤➤➤ [Read the full paper here](#)



# IUPHAR EDUCATION SECTION

## ONLINE EDUCATION WORKSHOP

### OSPE IN FOCUS: ADVANCING PRACTICAL SKILLS ASSESSMENT ACROSS DISCIPLINES

Join us for an international online workshop exploring the role of Objective Structured Practical Examinations (OSPEs) in enhancing assessment of practical and professional skills across pharmacology, biosciences, and clinical education.

**Date:** Thursday 25th September 2025

**Time:** 10:00 AM – 12:00 Noon (BST, UK), 7:00 PM – 9:00 PM (AEST, Brisbane/Melbourne)

**Location:** Online via [Zoom](#)

Meeting ID: 830 0382 1269

Passcode: 564656

#### Invited Speaker

Dr Aaron Herndon (University of Queensland)



#### Speaker Biography

Dr Aaron Herndon is a Senior Lecturer in Small Animal Internal Medicine at the University of Queensland. An award-winning educator, he has led the design and implementation of Objective Structured Practical Examinations (OSPEs) in veterinary science, advancing authentic assessment practices that promote deeper learning, professional judgement, and clinical competence.

#### Session Speakers

Dr Nilushi Karunaratne & Dr Betty Exintaris (Monash University)  
*Making Learning Visible with OSPEs in the GenAI Era*

Dr Maggie Cunningham & Katie Coubrough (University of Strathclyde)  
*Inclusive Pharmacology Using OSPE Approaches*

This session will showcase innovative practices, share insights from recent research and pilot trials, and explore how OSPE can be adapted to diverse educational contexts.

Whether you are an educator, programme lead, or researcher, this event offers a valuable opportunity to engage with international perspectives and take away practical ideas for embedding OSPE in your own teaching and assessment practice.

## TRANSFORMING TEACHING AT THE CULTURAL INTERFACE: THE PHARMACOLOGY OF BUSH MEDICINES

BY MEGAN WALDHUBER



For 65,000 years, Aboriginal and Torres Strait Islander peoples have practised science on the lands we now call Australia. In contrast, Western science has only recently emerged, and yet it dominates our scientific curricula with Western methodologies and perspectives.

At Monash University's Faculty of Pharmacy and Pharmaceutical Sciences, we are working to rebalance the scientific discourse by showcasing First Nations pharmacological knowledges with the plants in our bush medicines garden. In our classrooms, we are embracing the cultural interface—a space where Indigenous and Western knowledge systems meet—by integrating traditional First Nations knowledges and perspectives with Western scientific methods to explore the pharmacological properties of medicinal plants.

Through the garden, students are invited to engage with other ways of knowing. A video by Gangulu man Steve Kemp introduces them to Indigenous knowledges passed down through storytelling, and the use of simple extraction methods. Students choose plants from the campus garden to investigate antimicrobial activity by designing experiments that align with Western scientific protocols, while incorporating First Nations methods such as grinding and water-based extraction.

One of the plants featured in the garden, Tyulern (commonly known as silver saltbush), is traditionally used by the Wemba Wemba people of north-western Victoria, who soak its leaves in water to treat wounds. Students have demonstrated antimicrobial activity against common skin microbes through their investigations.

These experiments encourage students to reflect on the cultural interface—a space where diverse perspectives and ways of knowing are recognised, valued and respected. This approach fosters broader worldviews and meaningful connections across knowledge systems; and it opens the door for future collaborations between diverse communities.

### Resources

- Fitzroy Basin Association (2013). *Plant uses and medicines near Woorabinda with Steve Kemp* [Video]. Available at: <https://youtu.be/pQ8QiqZ3k8E>
- Gott, B. (2018). *The art of healing: five medicinal plants used by Aboriginal Australians* [Article]. Available at: <https://theconversation.com/the-art-of-healing-five-medicinal-plants-used-by-aboriginal-australians-97249>
- Nakata, M (2012). *The Cultural Interface of Islander and Scientific Knowledge*. *The Australian Journal of Indigenous Education* 39, 53-57. DOI: <https://doi.org/10.1375/S1326011100001137>

Megan is an education-focused lecturer in the faculty of Pharmacy and Pharmaceutical Sciences and a practising pharmacist. Megan has a particular interest in integrative curriculum development to enhance student learning experiences. With a background in microbiology and molecular biology, Megan continues to explore innovative ways to connect conceptual understanding of these fields with discipline-specific and generic skills, as well as seeking to incorporate diverse perspectives such as those of First Nations peoples.



# IUPHAR EDUCATION SECTION

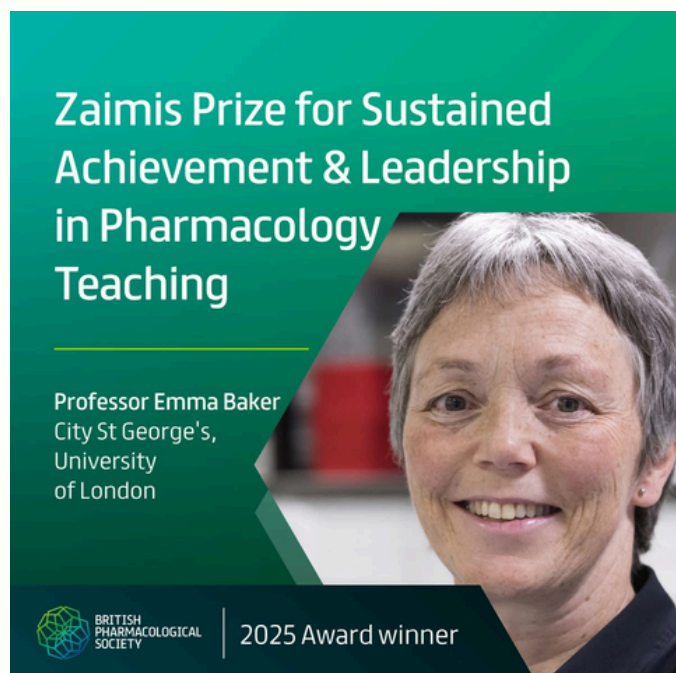
## AWARDS AND ACHIEVEMENTS

### CONGRATULATIONS TO THESE PHARMACOLOGY EDUCATORS!

**Congratulations to Dr Chantal Donovan and Dr Nicholas Freestone on each receiving the 2025 Rang Prize for Outstanding Achievement in Teaching!**



**Congratulations to Professor Emma Baker on receiving the Zaimis Prize for Sustained Achievement and Leadership in Pharmacology Teaching!**



**Congratulations to IUPHAR-Ed Councillor Dr Jenny Koenig on receiving the BPS EDI Prize for her inspiring contributions to inclusive pharmacology education!**





# IUPHAR EDUCATION SECTION

## AWARDS AND ACHIEVEMENTS (CONT...)

### CONGRATULATIONS TO THESE PHARMACOLOGY EDUCATORS!

Congratulations to Dr Arno Werners and Dr Martin Hawes who jointly won the American Academy of Veterinary Pharmacology and Therapeutics (AAVPT) Teaching Award for 2025.



The award is given to recognize *'significant teaching activities in the fields of veterinary or comparative pharmacology, or therapeutics'*

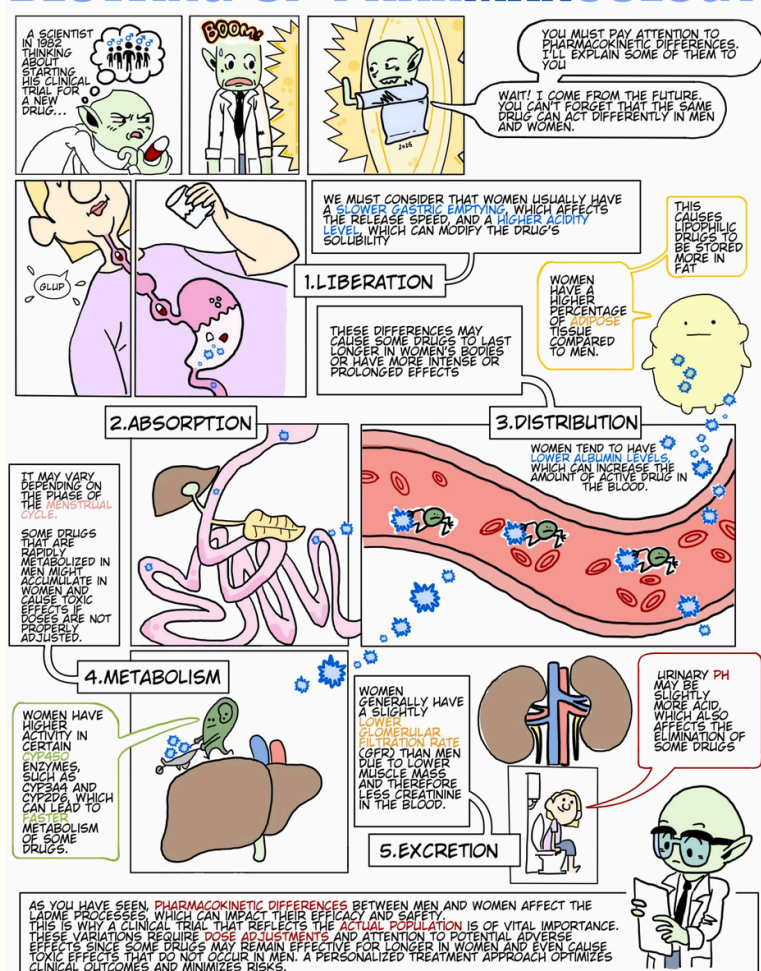
# IUPHAR EDUCATION SECTION

## WORLD SMART MEDICATION DAY 2025



**CONGRATULATIONS TO THE WINNERS OF THE POSTER COMPETITION!**

### BLOWING UP PHARMANCOLOGY



5th year medical students  
• Leonor Amador Pérez  
• Marina Gamero Martínez

#worldsmartmedicationday



**IUPHAR World Smart Medication Day 2025 winning posters from the general category.**

**First prize (left): BLOWING UP PHARMANCOLOGY** by 5th year medical students Leonor Amador-Pérez and Marina Gamero-Martinez from University of Malaga, Spain

**Second Prize (right): ONE PILL FITS FOR ALL APPROACH HAS TO STOP** by Zhan Xuan Chong from IMU University, Malaysia.

➤➤➤ [Read more in this published article - Sex/gender differences in clinical pharmacology: A perspective from the IUPHAR World Smart Medication Day 2025](#)

# UPCOMING OPPORTUNITIES/EVENTS

*Dear Pharmacology Educators, ASPET-Ed invites you to participate in an IRB-approved national study:*

***“Utilization and Impact of ASPET-DPE Pharmacology Knowledge Objectives (KOs) on Health Sciences Education: A Faculty Survey.”***

The Pharmacology Knowledge Objectives (KOs) were originally developed in the mid-1980s by the Association of Medical School Pharmacology Chairs (AMSPC). They were most recently updated in 2022 and 2024 through a collaborative effort between AMSPC and the American Society for Pharmacology and Experimental Therapeutics (ASPET) Division for Pharmacology Education (DPE). Your input will help guide future revisions of the KOs and support the development of shared teaching resources in pharmacology.

**>>> [To participate in the survey \(~ 10 minutes\), please click here](#)**

## ***IUPHAR\_Ed Online Meetings Steering Group – Call for Expressions of Interest***

The IUPHAR\_Ed Online Meetings Steering Group (OMSG) is excited to announce an upcoming workshop on the use of technology in pharmacology education, scheduled for January/February 2026. We are seeking educators who would like to share and demonstrate how they integrate technology into their teaching practices. This is a great opportunity to showcase innovative approaches, exchange ideas, and inspire colleagues across the global pharmacology education community.

If you are interested in presenting at this workshop, please complete this [form](#) by 15th October 2025.

Organisers: Dr Alex Conibear (University of Bristol), Dr Willmann Liang (The University of Hong Kong), Dr Olusola Olafuyi (University of Nottingham), and Dr Lorena Dima (University of Brasov).

**>>> [Expression of interest form](#)**

## LOOKING FOR COLLABORATORS?

### ***Open call for new collaborations on pharmacology education projects***

Dr. Hernandez is seeking to enhance the student learning experience by exploring new teaching strategies. They are interested in the use of simulators for pharmacology learning, specifically the OBSim: Organ Bath Simulation and EPSim: Rat Brain Slice Epilepsy Simulation, from Strathclyde University.

A pilot study has shown significant student interest in experiential learning activities, which also help in developing their research competences. The next step involves creating an education research proposal based on these findings.

If anyone is interested in collaborating on this project please get in contact with Dr Hernandez directly.

Contact: Dr. Jose A. Hernandez, Tecnologico de Monterrey at the Medicine School and Health Sciences, Monterrey City, Mexico.

**>>> Email: [j.a.hernandez@tec.mx](mailto:j.a.hernandez@tec.mx)**

If you have an idea for a new project or a project proposal you'd like to share, please let us know and we'll include it in the next newsletter.

**>>> [Send your project proposals here](#)**



# PHARMACOLOGY EDUCATION RESOURCES & JOB ALERTS

## LINKS TO RECENTLY PUBLISHED PAPERS

Bandeiras, C., Murray, L., Cox, A., Rucker, S. Y., Luna, R. E., Lofgren, J. L., Gaskill, B. N., Loureiro, J., Côte-Real, J., & Awad, A. (2025). Catalyzing biopharma leaders: Sparking innovative medicines through inclusive engagement. European journal of pharmacology, 1003, 177868.

Camarata, T., McCoy, L., Rosenberg, R., Temprine Grellinger, K. R., Brettschnieder, K., & Berman, J. (2025). LLM-Generated multiple choice practice quizzes for preclinical medical students. Advances in physiology education, 49(3), 758–763.

Donker, E. M., van Rosse, F., Janssen, B. J. A., Knol, W., Dumont, G., van Smeden, J., Atiqi, R., Hessel, M., Richir, M. C., van Agtmael, M. A., Kramers, C., Tichelaar, J., & Education committee of the Dutch Society for Clinical Pharmacology and Biopharmacy (2025). Students' perspective on the Dutch National Pharmacotherapy Assessment, a national survey study among final-year medical students. European journal of pharmacology, 989, 177266.

Gérard, A.O., Merino, D., Labriffe, M., Rocher, F., Viard, D., Zemori, L., Lavrut, T., Donker, E. M., Piët, J. D., Fournier, J. P., Drici, M. D. & Destere, A. (2025). Evaluating and leveraging large language models in clinical pharmacology and therapeutics assessment: From exam takers to exam shapers. Br J Clin Pharmacol. 2025; 1-10.

Hashim, M. J., & Kieu, A. (2025). Competency evaluation using randomized testing: feasibility of a new structured assessment method. Advances in physiology education, 49(3), 801–806.

Li, J., Yin, K., Wang, Y., Jiang, X., & Chen, D. (2025). Effectiveness of generative artificial intelligence-based teaching versus traditional teaching methods in medical education: a meta-analysis of randomized controlled trials. BMC medical education, 25(1), 1175.

Teixeira-Santos, L., Monteiro, T., Sousa, C., de Melo Junior, A. F., Morello, J., Szarek, J. L., Monteiro, E. C., & Pereira, S. A. (2025). Defining core concepts in pharmacokinetics for undergraduate medical education through a multidisciplinary approach. European journal of pharmacology, 1003, 177926.

## GLOBAL JOB ALERTS

**>>> [See the full list of pharmacology jobs currently listed on ScienceCareers](#)**

Professorship (W2) of Translational and Clinical Pharmacology. Department of Veterinary Sciences, Faculty of Veterinary Medicine, Ludwig Maximilian University of Munich, Germany. Closing date: 5<sup>th</sup> Oct 2025.

Medical Educator Faculty Position. Department of Pharmacology, Physiology & Neuroscience, University of South Carolina School of Medicine-Columbia. Closing date: 8<sup>th</sup> Oct 2025.

University Teacher - Pharmacology, Cell and Molecular Biology (iBio). Department of Biological Sciences, University of Limerick. Closing date: 24<sup>th</sup> Sep 2025.

# WCP IUPHAR EDUCATION SATELLITE MEETING



## Be Part of the 7th WCP IUPHAR Education Satellite

July 11 - 12th 2026

We are delighted to **call for abstracts** for the 7th WCP IUPHAR Education Section Satellite, to be held on July 11-12, 2026 at Monash Parkville Campus in Melbourne, Australia.

This meeting has been held prior to every World Congress of Pharmacology since 2002, and brings together passionate pharmacology educators of all levels of experience from around the world. The most recent congress in Glasgow was a fabulous mix of presentations, discussions and the joy of meeting people who share your love of teaching our discipline. The meeting in Melbourne will build on this success, with sessions including innovation and research in teaching and assessment, use of generative Artificial Intelligence, simulation and laboratory skills, Core Concepts of Pharmacology, and much more.

### Abstract format and topics

We welcome all abstract submissions relating to pharmacology education. Your abstract should cover an innovation, scholarship or formal research, and should be described in 300 words or less. Please see the abstract submission form [here](#).

**Submission Deadline: 30th September 2025**

### Meeting cost

Registration for the meeting will be \$100 AUD. There will also be a dinner on the Saturday night, at your expense.

**>>> SUBMIT YOUR ABSTRACT HERE**

## WCP Education Innovation Workshop

We are delighted to **call for abstracts** for the WCP IUPHAR Education Section Innovation Session, to be held during the World Congress of Pharmacology at Melbourne Convention and Exhibition Centre, Wednesday 15 July 2026 ~13:15-16:15

This workshop allows for the showcase of content and resources which support the learning and engagement of students, the public, patients, or wider audiences with pharmacology. Innovations will be set up at interactive tables and stalls, the session is built upon demonstration of the approaches, and discussion around their design and implementation. Through this, ideas are shared and collaborative partnerships established making this session lively, engaging and beneficial for attendees. The Workshop will start with flash presentations then move to demonstration tables.

**>>> SUBMIT YOUR ABSTRACT HERE**

**Submission Deadline: 30th September 2025**

We look forward to receiving your submission!

# UPCOMING PHARMACOLOGY MEETINGS



➤➤➤ **Pharmacology 2025 16-18 December 2025, Belfast, Northern Ireland, UK**



➤➤➤ **Federation of European Biochemical Societies (FEBS) Education and Training Conference 25-29 March 2026. Kuşadası, İzmir, Türkiye**



➤➤➤ **20th World Congress of Basic and Clinical Pharmacology (WCP) 12-17 July 2026, Melbourne, Australia**



# NEWSLETTER CONTRIBUTION AND FEEDBACK

### *Would you like to contribute an article for an upcoming issue?*

We welcome submissions in a variety of formats including features, spotlights, opinion pieces, and personal reflections. All content should be focused on pharmacology education. We also welcome the sharing of any awards, achievements, job opportunities, recently published papers or educational resources, and upcoming events that may be of value to the wider community.

The IUPHAR-Ed newsletter is published quarterly on the 15th day in the following months – March, June, September, and December. The deadline for contribution is the end of the month prior for each edition. For example, the deadline for the December newsletter is the 30th November, 2025. The newsletter is disseminated directly via email to all our members and more broadly via IUPHAR-Ed's social media channels (X, LinkedIn, and Instagram).

If you would to be featured in a future newsletter or have any content to contribute please contact the communications team by sending an email to Elly: [e.djouma@latrobe.edu.au](mailto:e.djouma@latrobe.edu.au).

### *Please let us know what you think!*



[Please provide your feedback here!](#)

We value your feedback and would like to hear your thoughts on the IUPHAR-Ed newsletter. Your input will help us improve the content and make it more engaging and relevant to our readers. Please take a few minutes to complete this survey and share your opinions.

### *Subscribe to the IUPHAR-Education Email List.*

This email list is used to send information about IUPHAR-Education meetings, links to the newsletter and related information of interest to Pharmacology Educators. If you are not currently a member of this email list, please subscribe via the below link. You will need to enter your name, email address and then press subscribe. Your request will be forwarded to the mailing list owner for approval and then you will receive notification it's been accepted.

You can unsubscribe at anytime using the link at the bottom of each email from the list.



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## FOLLOW IUPHAR-ED ON SOCIAL MEDIA



This issue of the newsletter was compiled by Elly Djouma, Alex Conibear, Betty Extinaris and Margaret Cunningham. Thank you to everyone that contributed content. The next issue will be distributed to members around mid-December 2025. The deadline to contribute content for the **December newsletter is 30<sup>th</sup> November, 2025.**