



Pipeline Agenda

DATE & TIME: Friday, February 4, 2022

Zoom Link:

Meeting ID:

Passcode:

Attendance:

VP Academic	Lilyan Jia	P	Year 1	Priya Bains	P	Negarr Naderi	P
AVP Academic	Grace Song	P		Jiven Basi	R	Mimi Nguyen	P
1st Year Rep	Ronak Amirsardari	P		Philip He	P	Mark Seo	R
1st Year Rep	Thazin Maung	P		Brina Kim	P	Sophia Sung	P
1st Year Rep	Alec Reyes	P		Kaitlyn Lee	P		
2nd Year Rep	Alyssa Azote	P	Year 2	Aya Al-Nuaimi	P	Sam Manzke	P
2nd Year Rep	Hajer Mahmood	R		Celeste Giovanatti	P	Kruti Shukla	P
2nd Year Rep	Bella Woroshelo	P		Sonia Grewal	P	Sara Tavoosi	P
3rd Year Rep	Alicia Klaassen	P		Grace Kim	A	Angela Wang	R
3rd Year Rep	Mariam Mouhajer	P		Nghi Le	P	Marcus Wong	P
3rd Year Rep	Zyrel Zapparilla	P		Chris Macdonnell	R		
4th Year Rep	Parsa Amin	P	Year 3	Jeremy Bulatao	P	Aamir Ladak	P
4th Year Rep	John Lee	A		Val Carvalho	P	Joon Lee	A
Faculty	Dr. Kathy Seto	P		Hae Reen Kim	A	Herdrine Ntsama	P
			Year 4	Gurtinder Bisla	A	Vivian Phan	A
				Giordano Bua	A	Sonali Rishi	A
				Jessica Jiang	A	Hanna Taykandy	A
				Shelly Lu	A	Jonah Thornburn	A

P (present) | A (absent) | R (regrets) | L (late)


Guests:

Meeting called to order at 12:05 PM






Mental Health Supports

- **Cassie Smith:** is an embedded counsellor in our Faculty, who is available to meet with students by appointment. You can find more information about how to book an appointment with Cassie at this [link](#):
- **UBC Counselling Services:** provides counselling to students. Their website contains a great summary of other available resources to support your mental health. You can learn more at this [link](#):
- **The UBC Student Assistance Program:** free, 24/7 wellness resource that provides counselling and other services. They can be reached by phone at 1 833 590 1328 and you can find more information at this [link](#):
- **Resources available through our Office of Student Services:**  2021 Student Resources.pdf
- **Student Wellness Initiative**
 - Working group with representatives from all 4 programs (E2P, BPSc, CP3L, Flex)
 - Goal: to foster wellness and resiliency throughout the Faculty of Pharmaceutical Sciences (FoPS)
 - How: design, implement, evaluate a comprehensive longitudinal student wellness program

Review of Follow-Ups

1. Review of the  Progress Tracking Document

a. **Can mandatory certifications and other mandatory costs be covered (or maybe at least partially covered) by PharmSci?**

- i. **KS Note:** There are certain costs that are unfortunately built into students being in a specific program and the cost of first aid training and respirator fitting is not something the Faculty would cover. If students want to put forward a formal proposal, I can forward this proposal to Dr. Jarvis-Selinger to take to the Faculty for discussion.

Mariam, Alicia and Ronak to work together to forward a formal proposal to Dr. Jarvis-Selinger

b. **Transparency as to how different versions of PBAs are assessed to have equal difficulty/depth**

- i. **KS Note:** Each PBA tests a skill that was previously introduced or reviewed in a previous session, in the context of differing clinical situations. To ensure fairness for all students, PBAs will be similar but not identical. Each PBA version will assess the same skill, but in a different context (thereby drawing from different spiraled topics and different foundational knowledge). Complexity and number of spiraled topics are considered when building the clinical contexts in which to assess a specific skill to ensure the variations are similar in level of difficulty. To ensure consistent marking, rubrics are used and Pharmacist Facilitators training is provided to maximize consistency.

LJ: see concern 4.a)

c. **Timing between last testable lecture and the EOB/Quiz**

- i. **Note from KS:** The timing the cut-off for examinable material and the actual assessment generally varies between 3 to 7 days, and it does vary based on many factors, including the University schedule, where stat holidays and Reading Week fall, module lecture schedules and flow of topics, IA days, and scheduling of other program assessments.

d. **7 minutes inadequate for working up 2 full cases**

- i. **Note from KS:** it is a reasonable expectation that a student be able to address (as examples) two OTC scenarios, or two Rx assessments, or two tech checks, within 7 minutes. This is done to help prepare students for the OSCE licensing exam, where exam takers are expected to address (for example) 5 Rx assessments within 7 minutes. Note that the two different “scenarios” that would





be provided for a 7 minute station will be considerably less complex than would be included in an IA Cases Session or on the Case Component of the ICE Exam, and the intention is that a student's foundational knowledge should allow them to answer the majority of the station, with the use of references/resources as a double check or confirmation only.

KS: Interpreted full case as similar to what is seen on ICE written component

- These full cases would not be appropriate in 7 minutes
- **Scenarios** (i.e., 2 OTC scenarios, 2 Rx assessments) → more appropriate for year level

e. Concessioned IAs counting as a missing IA

- i. Note from KS: For approved concessions, the Program works to reschedule as many students as possible to an alternate IA session. Some reasons why we cannot always reschedule include:
 1. It is the "last" session in that rotation and there is no other alternate session to reschedule a student to.
 2. We have a max capacity we can accommodate due to physical space (previously social distancing issues with COVID, but also in non-COVID/non-social-distancing times, we still have max room capacities to adhere to).
 3. We have a max capacity we can accommodate due to personnel (ie. the number of Faculty or Pharmacist Facilitators available to run the session/activity).
 4. We have a max capacity we can accommodate to ensure other student learning is not negatively impacted by additional numbers of students joining a session not meant to accommodate that many learners at once.
- ii. That said, if the session has a PBA, we always work to reschedule those sessions so students will have the opportunity to make this up. As per AP-26, students cannot miss more than 25% of IA sessions, which is in alignment with the policy around attendance on experiential rotations. If students are feeling unwell, they should not come to campus and should request concession. Students who fall below the 25% threshold are not at risk of failing IA based on attendance.

Contact Lia Hughes for rescheduling IAs and other IA-related inquiries



Discussion

1. Courses

a. PHRM 351 [Y3]

- i. Concerns regarding the integrity of the course as marks for assignments, midterms and final project were not released in a timely manner. Furthermore, feedback provided was not informative (i.e., students' marks were provided in an excel spreadsheet) → where students lost marks and comments, in general, were not included.

1. Solutions:

- a. Have course lead release how each assessment was marked
- b. Give PY3s another option to re-submit course evaluations and provide useful feedback
- c. Jeremy [PY3]: **email Dr. Low (and CC Dr. Jane Xia) concerns for consideration**

LJ: Final grades were released after term 2 started, so not in the most timely manner.

Mariam [PY3]: No feedback on how to improve was provided

- KS: Was this for the final project only?
- Mariam [PY3]: For all assessments (i.e, PCCs, final project) → some criteria was given, however no feedback

Herdrine [PY3]: Most students would like to have feedback especially since it was a lot of work → in the midterm specifically as it relates to pharmacy practice

Val [PY3]: No feedback for midterm and final project

LJ: Slow rollout of grades may be due to lack of TAs

KS: Sometimes, course coordinators may submit grades later than the internal deadline → reminders are given out.

KS to follow-up to see if course evaluations may be reopened

2. Exams/Assessments

a. Scheduling [Y2]

- i. Delayed sign-in time for assessments/run over time*

1. Solutions

- a. Suggest TAs start sign-in at the sign-in time written on assessment overview
- b. For in-person exams: print the even or odd number seats for each row, this would reduce the chances of students sitting close to one another and teaching assistants would not need to spend time to move students around before the exam start time.
- c. Re-evaluate the time allotted for assessments or
- d. Change exam time from 8 AM to 10 AM and move lecture to asynchronous

KS: Will address the TA sign-in time, moving time block may not be feasible, will follow-up about seating arrangement

- Due to later term 2 start this year, we lost significant amount of lecture times → had to cut assessment, lecture times to compensate for the loss

Alyssa [PY2]: Nephro EOB was supposed to be from 8-10AM, but ended ~10:15AM. Assessment time cutting into lecture may be disrespectful to lecturers and students' time. Check-in does not start until very close to start time, which is different than check-in time on assessment overview





KS: For Nephro EOB, running overtime was caused by ExamSoft regarding exam upload (server issue).

Bella [PY2]: Regarding 1d) it mentions changing exam time not earlier but to later a time. Seating arrangement was not spaced out.

Sara [PY2]: Wrote exam in 1201 (room shaped like a trapezoid). Certain seating numbers that do not exist in this room (i.e., E15 and E16) were handed out.

Priya [PY1]: The first 10-15 minutes of exams consists of TAs moving students around to create adequate space

LJ: Trouble coordinating between multiple rooms may also be causing the delay.

KS: MS Teams is used for communication to ensure all rooms are coordinated. Room coordination would also contribute to the delay.

Nghi [PY2]: Is it a possibility to preset allowed paper(s) (i.e., scrap paper, formula sheets) on the designated seats?

KS to follow-up regarding sign-in times, seating arrangements and having papers preset on designated seats.

- ii. Multiple assessments in 1 week
 - 1. Student was referencing a week in November when they had 2 IA assessments, FDL and CV Quiz #2 all in the same week
 - 2. Solutions
 - a. Cap the number of assessments per week to a certain number

KS: Try to spread assessments as much as possible. **Will refer to last term schedule and look into what kinds of assessments occurred**

Val [PY3]: Second year second term, PY3s, also had 4 assessments in 1 week

- iii. Time between last class and ICE exam was too short for Y2 (other years seem to have more time in between their last class and ICE exams)
 - 1. Suggest scheduling ICE exam

KS: There is some flexibility with dates that the Faculty chooses for ICE exams. However, term 2 is an issue specifically as → schedule ICE exam, mark exam, schedule remedial, mark remedial all before early May (students start practicum) → very difficult and on a time crunch (i.e., experiential education). Term 1 has a bit more flexibility regarding time, however, exam result release prior to Christmas/Boxing Day is the goal.

Alyssa [PY2]: What is the reasoning behind having both practical and written on the same day? And is this what will occur moving forward?

KS: Practical and written will be separate to build more breathing room for students and Faculty for this term end as a trial. Last term was more for efficiency mainly because running 2 separate days is challenging from a resource perspective (i.e., invigilators, support staff, etc)

b. Seating [Y2]





- i. Despite having randomized seating tickets, some rows have little space to no space between students while others are quite empty
 - 1. Suggest printing out even or odd numbers so there is space between students and TAs do not need to spend time moving students around to make more space before intended start time

Addressed in the concern above

c. ICE exams [Y1]

- i. Concerns regarding communication between IA team and exam review committee - PY1 student did not pass ICE exam and signed up for remedial. Went to the exam review but only rubrics for oral and practical components were provided. Exam committee had said to student that no rubric was provided for written component, but later student followed-up with IA leads → written component should have had a rubric. Student was frustrated as W-ICE accounts for a larger portion, but was not able to review W-ICE prior to remedial.
 - 1. Solutions
 - a. Better communication
 - i. Between IA team and exam review committee with respect to the materials being provided at the exam review
 - ii. To students regarding information that will be provided

3. Zoom

4. Integration Activities

a. Assessments in different lab sections [Y3]

- i. Lack of consistency in assessments between lab sections
 - 1. Suggest better standardization
 - 2. LJ: I talked to Jon G about this last year about a similar issue (discrepancy b/w different pharmacist facilitators) and I recall that the assessment team was collecting data to analyze whether there were differences

b. Limited space

- i. Concern regarding if IAs/PEADs will be in one room or spread out [Y1]
 - 1. Suggest separating students into different rooms otherwise keep online
- ii. Not enough space between students in IA cases [Y3]
 - 1. Suggest having it back online because there aren't any extra benefits for students

c. In-person IA [Y2]

- i. Due to "stricter" academic concession policies and the academic loss of not attending IA, students may choose to hide their COVID status or resort to unfair measures that may negatively affect other students
 - 1. Suggest being more "considerate" with concession
 - 2. Suggest keeping zoom IA sessions for students who may have to follow PHO guidelines and isolate
 - a. LJ: as we transition to fully in-person IAs, maybe we could accommodate self-isolating students in some way so that attendance still counts? e.g. for cases, the facilitator can have zoom open so the student can hear the discussion.

KS:IAs are unfortunately difficult to flip online

- Practice labs





- Remote option is not feasible → difficult to convert online (limited capacity)
- Learning is completely different as per previous academic year
- Tutorial
 - Depends on tutorial
 - If more hands-on (i.e., dosage forms) → difficult to flip online
- Physical assessments
 - Difficult to do online
- Cases
 - May be done online however,
 - Group setting → some members may be in person while others online
 - Depends on lab sections but certain students may have to be in-person for practice lab and if CBL is online then there may be inadequate time for commute
 - Consistency is important
- **Concern regarding 25% inattendance**
 - Mirrors experiential rotations → if 25% missed then deemed unsuccessful
 - Missing 25% is significant (**important to reassure students)
 - Students have been accommodated to other IA labs to make sure that they are not missing IAs to this degree
 - Most often 25% inattendance is due to undergoing medical procedure, requiring multiple weeks off, being severely ill/medical condition → would reflect in other areas of course
 - This is a flag for Faculty to reach out to students and see what is going → work together to develop a plan to see what must be done (sometimes the difficult decision may need to be made i.e., leave of absence)
 - **Missing 25% → does not mean automatically failing**
- **🌟 If you're sick, please stay home :)! 🌟**
 - **If it becomes a prolonged issue, reach out to Office of Student Services**
 - Aya [PY2] How many missed IAs equates to 25% inattendance?
 - Nghi [PY2]: For PY2s, since there are 24 IAs scheduled, 25% would be 6 IAs missed
 - LJ: Do certain IAs weigh more in terms of the 25%
 - KS: All IAs are weighed equally.

5. Mental Health

6. MS Teams

7. Miscellaneous

a. Calendar release [Y1]

- i. Limited calendar release for the semester
 1. Suggest releasing the entire semester's schedule on Elentra at the beginning of each semester

Meeting Adjourned: 12:52 PM

Moved: Alicia Klaassen ; **Seconded:** Bella Woroshelo

