



**Pipeline Agenda**

**DATE & TIME:** Tuesday, Nov 16th 2021 (12-1PM)

**Zoom Link:**

<https://ubc.zoom.us/j/62699646100?pwd=NGVoS1hkWWtycmJVUGR5N3NVUkcZz09>

**Meeting ID:** 626 9964 6100

**Passcode:** 366076

**Attendance:**

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

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

**Guests:**

PY3s: Parisa Safavi, Lanting Cheng

PY1s: Scott Truscott, Dorothy Fang

**Meeting called to order at 12:06 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, BPS, 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. [UPDATE for study space access](#) (Recording for minutes and link to study space updates)

KW/GS note: from PhUS Meeting Monday, November 15th - Building Operations personnel (Ms. Rehana Aziz and Mr. Jamal Kurtu) attended as special guests

- As per Building Operations, there will be **increased study spaces available from 7AM-11PM (effective Tuesday, November 16th, 2021)**
  - Rooms available: **3101, 3201, 3202, 3335**
- Due to security concerns, student card access has been changed from 24-hour access to **not having access from 12AM (midnight) - 6AM**
  - No PharmSci security personnels working past 6AM
- Room use considerations:
  - Students to allow custodial services to clean rooms
  - Students may have drinks and snacks while studying, but if students wish to have a meal then they should step out
  - IA teams may need to step up some rooms for labs happening the following day → specific classrooms may be closed (not on a regular basis)
    - Notice will be posted
- Rooms 3110 and 3116 (smaller rooms) will remain closed outside of regular class hours
  - May be booked in advance via Jonathan Van Drunen
- Room 3208 is under Enrollment Services and will remain unlocked for student use
- Current Building Operations plan is to reconfigure meeting rooms and offices on 4-6th floors for graduate students and Faculty to host meeting

### 2. Other Updates

- Review of the Progress Tracking Document



## Discussion

### 1. Courses

#### a. ★Online and In-Person Lectures [Y2] ★

- i. Having online and in-person classes on the same day (ex: some Thursdays PY2s will have an online lab in the mornings and then an in-person lab 2 hours later). This makes it difficult for students who commute to school, as 2 hours is not enough time to ensure punctuality (especially for an IA).
- ii. Suggestion:
  1. Have all in-person labs/lectures on specific days of the week & online labs/lectures on other days
  2. Have larger gaps between in person and online sessions to allow student transit

KW note: This issue will be soon moot as most online classes will cease to continue with just few exceptions continuing in Winter Term 2 (some year 1 classes and selected electives)

#### b. In-Person Lectures [Y3]

- i. The microphone is sometimes very quiet making it difficult to hear the lecturer - is there any possibility of increasing microphone volume?

KW note: Has the instructor been alerted that the microphone is low (or have they noticed)? There are many controls for volume options in our classrooms. Is this also a microphone position on the instructor's person/in hand?

LJ: it is definitely possible to increase the microphone output volume! Just let the instructor know :)

### 2. Exams/Assessments

#### a. Lecture Scheduling and Exams [Y2]

- i. Students were told previously (last year) that there should be one full week between the delivery of a lecture that is tested on an assessment and the assessment. This does not seem to be occurring during CV module, so students are overwhelmed as a topic will be taught on Friday and then to be tested on that same lecture on Wednesday
- ii. Suggestion:
  1. Push back assessment dates to allow students more time to review testable lecture content
  2. Not include lectures into assessments if one week has not passed between the delivery of that lecture and the assessment

KW note: I will double-check with module leads and course coordinator, but I believe that is hearsay (!) and not the interval documented by module leads between last class delivered and class assessed. Be wary of mix language - what is a "week"? Some might consider this 7 days or others 5 business days (which could then actually be 9 days if the weekends are counted!). This academic year, one assessment has been removed from this 8-week CV module and there were some new days lost due to the Winter break, so perhaps there has been a new disruption? Also, if a student did not attend the last lecture delivered synchronously, they must recognize that the time to lecture recording upload will contract the time for that student/s.

A Friday lecture tested the following Wednesday leaves - Sat/Sun/Mon/Tues and I don't believe much more time can be practically offered given how EOBs push into the subsequent module content or too far into the very next module (or indeed into the final exam period!). Also, in year 2, half the class usually has nothing scheduled on Tuesdays if they are not in CSL.

LJ: Based on 3rd year exam scheduling, it seems like we have the last testable synchronous lecture on Friday (but we also have asynchronous content due Saturday), and having the exam/quiz on Wednesday or Thursday.





b. ★PK EOB failure follow-up [Y1]★ + Other Issues [Y1 (especially), Y2, Y3]

- i. Incorrect exam was given to students, and they had to wait 1-2 hours without washroom or food breaks. Another day was allocated for exam review, but reviewers were 1 hour late while students came on time

OETLD: did not anticipate that the issue would take so long. It was not their intention to subject students to this kind of discomfort and stress This was due to human error as the review was not manually added to SPA calendar. Dr. Rodrigues has planned for 1-on-1 individualized assessment review for students for the specific EOB as a remediation. Protocols are already in place to mitigate unforeseen circumstances, and Faculty has apologized for mishap

- ii. Minor issues (i.e., not having enough scrap paper or formula sheets) are causing concern and stress for students especially when they are easily preventable

Post-pipeline meeting: VPA and AVPA thought that it would be important to prevent exam failures and aspects thereof so a [document with potential measures](#) has been created and will have year reps add to it with recommendations for Faculty.

### 3. Integration Activities

a. ★Transition from zoom to in person examination [Y3]★

- i. 7 min stations will now include 2 different unrelated scenarios, when up to this year we have had only one scenario to work on in 7 min. Students are wondering about the plausibility and fairness of this change and feel that it is unrealistic to do a full assessment in 3.5 min.
- ii. Not being allowed to use our own notes/computer and resources we have become familiar with in Y1/Y2, especially considering time constraints will add considerable stress and anxiety during the P-ICE stations.

Mariam (PY3): Students are concerned about having to do 2 cases in 7 minutes as feasibility and fairness are of concern

Herdrine (PY3): 7 minutes is not adequate enough to thoroughly work-up 2 cases especially since application of knowledge may take more time

Val (PY3): PBAs seemingly test more on a student's ability to provide answers quickly rather than properly assessing patient scenarios. The past school year had 11-minute stations, but now they are 7 minutes causing more stress for students.

Parisa (PY3): Already spoke with IA leads regarding concern as it has not been a smooth transition for students. The rationale that was provided by the IA team was that there are expectations as PY3s and that students are relying on CTRL-F to find information related to cases.

Alicia (PY3): IA leads have mentioned that they are finding that students are “not reading the questions properly” and missing information, this responding incorrectly. They are trying to stress the importance of “taking time to stop and understand the question” but this may just be a symptom of the fact that students don’t believe that they have enough time to properly answer the question.

Parisa (PY3): The most recent written PBA had 1½ of information to read per case. When cases were gone over in class (cases from all lab sections), students were given ~10 seconds to read and answer. In reality, students would need more time to read the background information and look at resources to provide answer.

- iii. Given the limited time allocated, many students have no time to fully read the answers to the 7 min stations. Considering that taking pictures of the answer key is not allowed and that the solutions are not posted, students feel this is affecting their learning experience. Last year answer keys were posted online which students found very helpful for studying for P-ICE, and students would like for them to be posted again.

Herdrine (PY3): Which resources are the correct ones to use are causing general confusion amongst students as often conflicting information from different resources arise.





Mariam (PY3): For certain students, there is not enough time to look at answers for the 7-minute stations. In the previous year, answers for practice labs were posted on Canvas for students to access afterwards and use.

Herdrine (PY3): Understanding how to apply knowledge is the most important as students. Students understand that sharing information with future years may be of concern for IA teams, however access to answer keys may be more beneficial for overall learning.

Dr. Wilbur will follow-up with IA team(s) and Lilyan to find a satisfactory response prior to ICE exam

a. ★ **Academic concession [Y3]** ★

- i. Concessioned IAs still count as a missed IA. If a student misses 25% of IAs, they fail the entire Med Man course. Students are put in a dilemma between failing IA by concessioning or potentially putting their classmates at risk by coming to class sick. There are concerns that IAs for which students receive academic concession should not count toward this 25% as it is caused by circumstances outside of their control and they should not be penalized by failing the whole course.
- ii. Solution:
  1. Missing IAs for reasons due to safety (i.e., not feeling well, COVID-19 sx, Exposure to potential covid case) should be pushed to be rescheduled if possible, or made up in another lab section.

Val (PY3): Upon submitting a ACF, assumption was to be able to take PBA #3 in the next following days. But was neither able to attend session nor take the PBA.

Lilyan (VPA): Upon submitting a ACF, like Val, assumption was to be able to join another lab section, but response from IA was “not having enough space”. There is confusion as to why there is not enough space for students. This resulted in PBA #3 weight being shifted to PBA #4.

Val (PY3): Instead of PBA #4 being worth 8%, it is 16%.

Herdrine (PY3): Main purpose of being students is to learn. Capacity may be an issue for labs, however 1-2 students should be able to be accommodated.

Alicia (PY3): Especially in times of COVID-19, flexibility would be very much appreciated and beneficial for students. There are fewer IA assessments in PY3 so rather than having the weight shifted to another assessment, students would like the opportunity to take the missed assessment. There are alternatives such as having IA go 11 minutes overtime for a PBA or book a separate time to have students who missed come in to lunch to complete the assessment.

Dr. Wilbur will follow-up with Dr. Seto and IA team

LJ or GS: F/U if there is room capacity or COVID-19 concern for accommodating students that have missed IAs, especially with PBAs involved

**KW note:** Will secure the background rationale submitted during this update to the UBC Academic Calendar approval process. However, in part, twenty-five percent (this is one quarter of the practice curriculum) missed is consistent with OEE policies for practicum courses and also ensures students are acquiring sufficient practice skills for patient care and to be successful passing final ICE and on to practicum. If a student requests repeated concession, the Office of Student Services is signalled that that student may be facing issues for which they need support and exploration for their fitness to continue in the term.

#### 4. Miscellaneous

a. **Faculty-Student Mentorship Programming (Dr. Price)**

- i. The Program is preparing to re-initiate faculty-student mentorship groups in Term 2. Would there be interest among the student body to match with a faculty/adjunct faculty member mentor? For year 1 students, what would





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you need to know about the program to decide? Are there pipeline members (years 2-4) who participated in faculty-student mentorship in the past who would like to re-engage?

Overall positive comments and interest from Pipeline members!

**Meeting Adjourned: 1:03 PM**

**Moved:** Jeremy Bulatao ; **Seconded:** Marcus Wong

**Approval of Minutes:** 12:15 PM, Jan 13, 2021

**Moved:** Jessica Jiang ; **Seconded:** Marcus Wong



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