



Pipeline Agenda

DATE & TIME: Tuesday, Oct 25th, 2022 12-1pm

Zoom Link

<https://ubc.zoom.us/j/62304879456?pwd=bURBR2pseW9lNnI0bXhXt3RnNUlmdz09>

Meeting ID: 623 0487 9456

Passcode: 000049

Attendance:

VP Academic	Grace Song	P	Year 1	Carmela Joyse Sangalang	P	Matthew Lee	P
AVP Academic	Sarah Kim	P		Christina Feng	P	Mina Rim	P
1 <sup>st</sup> Year Rep	Jason Jeong	P		David Qi	P	Natalie Wu	P
1 <sup>st</sup> Year Rep	David Wang	P		Patricia Jarin	P		
1 <sup>st</sup> Year Rep	Meghan MacLaren	P					
2 <sup>nd</sup> Year Rep	Ruishen Yu	P	Year 2	Alec Reyes	P	Jiven Basi	P
2 <sup>nd</sup> Year Rep	Maric Son	P		Allan Ma	P	Kaitlyn Lee	P
2 <sup>nd</sup> Year Rep	Ronak Amirsardari	P		Angel Chiang	R	Mark Seo	R
3 <sup>rd</sup> Year Rep	Niharika Ghura	P		Brina Kim	R	Mimi Nguyen	R
3 <sup>rd</sup> Year Rep	Seong-Hoon Jung	P		Philip He	R	Priya Bains	R
3 <sup>rd</sup> Year Rep	Vivak Maingi	P		Sophia Sung	P	Thazin Maung	P
4 <sup>th</sup> Year Rep	Jeremy Bulatao	P	Year 3	Alyssa Azote	R	Angela Wang	P
4 <sup>th</sup> Year Rep	HaeReen Kim	R		Aya Al	P	Celeste Giovanatti	P
Faculty	Dr. Kerry Wilbur	P		Bella Woroshelo	R	Charlene Yang	R
				Chris Macdonnell	P	Grace Kim	R
				Hajer Mahmood	R	Herdrine Ntsama	R
				Hanbin Sung	L	Madailein Schuckel	P
				Marcus Wong	P	Sara Tavoossi	P
				Sam Manzke	P	Sonia Grewal	P
			Year 4	Aamir Ladak	R	Joon Lee	R
				Alicia Klaassen	P	Lilyan Jia	R
				Mariam Mouhajer	R	Valeria Carvalho	R
				Zahra Taban	R	Zyrel Zaparilla	P

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

Guests: Nghi Le

Meeting called to order at 12:06 PM

Approval of Minutes: NA Standing Business: N/A





## Introduction

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- **Dr. Wilbur and Grace (VPA) to Co-Chair the Pipeline and lead discussion**
  - **Sarah (PhUS AVPA) will be the secretary and taking minutes**
  - **Purpose of Pipeline: Liaise information and concerns between pharmacy students & faculty**
    - Our Goal: To provide an opportunity to effectively communicate areas of concern with Faculty
    - Work together to create positive change
    - Two-way street: Faculty can also initiate feedback requests
  - **Pipeline Process:**
    - Official requests generated by students or faculty via google form or email
    - 2 meetings per term to discuss concerns/ideas/suggestions via Zoom
    - For meeting preparation, pipeline members consult peers (~10students/PY), and summarize concerns
    - PhUS year reps to finish summary (shared document) 1-2days prior to meeting
    - Meeting minutes will be approved via FB group chat (ideally) within 4 days of the meeting adjourned
    - Meeting minutes will be uploaded on UBC PhUS website
    - Unresolved issues will be noted in the shared document and addressed at the next meeting
    - VPA and AVPA will provide updates to pipeline members when developments for ongoing issues occur
  - **PhUS Year reps have filtered through the Yearly concerns forms and will present the topic**
    - Dr. Wilbur and Year Specific Pipeline Members will have the opportunity to respond
    - If you agree with a certain concern you can feel **free to comment in chat or use the react functions**
  - **General rule of thumb:**
    - Be respectful to each other
      - Dr. Wilbur and other Faculty members are here to help and provide insight to the concerns that we have, so please be kind!
    - Be collaborative, professional, engaged, and mindful of our limited time
      - Agenda items may need to be tabled for later discussion if time does not permit
    - Equity, Inclusion, Diversity. This is a SAFE SPACE!
      - Please be kind and empathetic to everyone (your peers, Dr. Wilbur, guests and other stakeholders)
      - One person speaking at a time
        - Use raise hand function on Zoom
        - Mute mic when not talking
      - Use people's preferred pronouns
    - Remember to refer people to Office of Student Services: Ms. Jennifer Chatterton is the go to for difficulties students are experiencing (Acute and Chronic, Mental, Health Conditions). Cassie Smith is our in-house Counsellor ([https://ubc.ca/1.qualtrics.com/jfe/form/SV\\_73UWZD2PTx9DKo6](https://ubc.ca/1.qualtrics.com/jfe/form/SV_73UWZD2PTx9DKo6))
- **Attendance will be taken, send your regrets to VPA or AVPA beforehand! Questions?**



## Discussions

### 1. Courses/IAs

#### a. Math Module mode of delivery [PY1]

- Students requested for an in-person or live zoom lecture on the math modules as many PY1s had difficulty understanding the material on their own.

#### b. PEADs mode of delivery [PY2]

- It is physically, mentally, and financially difficult for commuters coming from long distances (i.e. Langley, Surrey, Richmond) just to have to leave an hour or less than an hour later.
- Suggested that PEADs should be online, but quizzes and clickers should still be done to check attendance. When an in-person PEAD is necessary, it can be arranged with an IA.  
(**KW note:** No it cannot)

**KW note:** We have a PEADS Advisory Group (with student representation) just for ensuring such scheduling (one-off's on campus) does not occur. **DISCLAIMER.** As part of UBC Health's IPE initiatives, we do not have control over the IPE schedule or modality. I suspect this was a mandatory on-campus IPE activity to which you refer which happens maybe 4 times (I will double check) in your whole year 2?

#### c. No disclaimer given in PHRM 311 [PY3]

- Not being given a safe learning space and a safe outlet prior to and during patient stories in the Psych module.

**PY3:** Already been discussed with Jason. **What happened** → A guest speaker (patient) came in and told the students about his story on substance use (a very sensitive topic). This triggered mental distress for some students who shared similar personal experiences (ex: family loss, addiction, etc). **Possible solution** → There should be a disclaimer at the start. Assessing the headspace of students during and prior to the session is very important.

**KW:** KW will have a discussion with Jason.

#### d. Practice Labs [PY3] ★

- Need for a safe and encouraging learning environment for IA.
  - Some students felt disrespected and neglected by their IA instructor. They find it extremely hard and distressing to hold a conversation with the IA instructor in terms of how to improve in the next PBA and they feel that this is not appropriate behavior for promoting students' well-being and learning. (i.e. Not being able to receive feedback from the instructor in regards to their PBA assessment before the next PBA is very stressful for students)
- Practice labs are not in a conducive format to promote good learning. Students feel that IA sessions should be a safe place for learning and making mistakes should not have harsh consequences.
  - They feel the need for review of Policy No. SC7: Discrimination, <https://hr.ubc.ca/working-ubc/respectful-environment>, [https://ctlit.ubc.ca/files/2011/05/Faculty\\_Guide\\_2010.pdf](https://ctlit.ubc.ca/files/2011/05/Faculty_Guide_2010.pdf) "Guide to Teaching for New Faculty at UBC"





- Allow students to address their concerns by completing a performance evaluation of teaching and approach to providing a safe and equitable learning environment during the semester
- Learning goals are not outlined and unclear, inadequate instructions
- Pharmacist facilitators and standardized patients are not providing constructive feedback
- Expectations for performance are not standardized across lab sessions
- Being allowed to take photos of the answer key or having the answer key posted on Canvas a week later would be beneficial for students (hard for commuters to come in for open labs)
- Practice labs are taking away the confidence of students (90% negative criticism, with barely any positive). Being PY3 and having PBA averages of ~60% is very demotivating. → getting PBAs back before the following PBAs to be able to review and improve for the next one.

**KW:** Requested for students to share their perspectives on this issue. Asked “what do you mean by an *unsafe* learning space because some learning situations can cause discomfort, what does this discussion point mean to people?”

**PY3s:** Some IA instructors have not been supportive of students’ learning (ex: not being able to hold a meeting with the instructor, not being able to receive PBA feedback before the next PBA, not being able to hold a conversation with the IA lead/being shut down immediately/IA instructor being reluctant to help). Students wished they were more empathetic and were open to discussion because they are trying to improve their skills. PY3 mentioned, “if students feel that they are unsuccessful or have a setback and requests support and guidance from the instructors, they should receive that for a positive learning experience” They were not given constructive feedback to improve, and better prepare for future IA activities such as PBA. The most shocking thing heard from some students was that when these concerns were brought up to the IA team, their response was that “students’ stress is causing instructors distress” and students felt that empathy was lacking, felt blamed, and disrespected. This is a very concerning issue that affects students’ academic performance and mental health and should be addressed sooner than later. **Solutions:** Distribute an anonymous survey to students to allow them to voice their concerns and allow them to provide feedback on their instructors. Wish that there would be a more constructive feedback system because some feedbacks are very negative and demotivating. Wish that there will be an opportunity to hold 1on1 meeting with the IA lead.

**PY3:** Students will benefit from being able to take pictures of the answer key. Students should not be MAPped for taking pictures of educational materials. Having lots of assessments without getting a grade back cause lots of anxiety in students and can affect their academic performance.

**PY2:** Seems that this issue has been circulating for a long time because of past PY3s so PY4s have experienced it too. Even just hearing about this experience from upper years provokes anxiety for younger years and we already have a mindset/expectation that we are going to fail in 3rd year during our PBAs.

## 2. Exams/Assessments

- Interactive PK Midterm review session with the professor [PY1]**
  - To better understand the course material and prepare for the PK EoB
- Crowded exam room (i.e. not enough space between each student) [PY1]**





- This can cause students some distress. For example, PK exam where PY1s were right beside each other and they had to have their laptop and exam paper on the desk.
- Split into 2 rooms (i.e. by alphabet)

**KW ACTION:** We book rooms nearly one year in advance and are not readily available ad hoc. For PK module, we will plan for a 2 room assessment space from 2023 onward. We will also review other 'math' or 'multi-resource' oriented assessments that would benefit from 2 rooms.

**c. RESP Module Assessments [PY2] ★**

- Despite the clarifications provided regarding the quiz assessment, students do not believe that the resp quiz was a fair assessment, especially as it is responsible for 25% of the module grade. The assessment of the reliability of the test does not take into account the loud exam environment, the lack of time, the immense technical difficulties experienced during the exam. Many pipeline submissions are focused on how the grade received on the quiz, despite faculties explanation of marks was not a fair representative of their knowledge of the module

**KW note:** Nothing to add. The class representatives have met with the Director of Assessment and the Course Coordinator to understand the grading process.

- High number of unclear, questions resulting in a poor exam and learning experience (as evident on the RESP EoB)
- Exam invigilators' phones ring, they speak in a volume and extent that is distracting to students. Also, the mic was on at the front during the RESP EoB so some students could hear invigilators whispering.

**KW note:** Dr. Seto has addressed this with the team.

**d. More efficient line-up for assessments [PY2] ★**

- Split lines into last names, hand scrap paper out beforehand

**KW ACTION:** Will address this with OETLD team and the use of Seatr software. Also good idea about scrap paper

### 3. Financial Concerns

**a. PHRM270 tuition [PY2] ★**

- Students should not be forced to volunteer and they shouldn't pay course tuition to volunteer

**KW note:** PHRM270 is Community Service Learning and is a Program requirement that counts towards experiential training time. It is an accreditation requirement for all students training in Canadian programs. If you are facing difficulties or the explicitly utility of your participation is lacking, please speak to the course coordinator about the site. As pharmacists, we are serving communities one way or another and I am concerned that there is no insight into the value of service.

**b. Request for a breakdown of Pharmacy School tuition [PY2]**

- Student expressed concern of high tuition and requested for a breakdown of the tuition
  - Suggested that an email should be sent to every pharmacy student indicating what our tuition money is used for.



- c. **Financial assistance & getting paid for practicums [PY2]** ★ (goes along with concern in Practicum)
- Students are burdened by the high cost of living when placed at a location away from home. Hence, they requested free, financial assistance with displacements and requested for students to be paid on their practicum either by a stipend or wage to reduce the financial burden.

**KW note:** Our Program is not structured as a co-op (e.g. paid internships) and our preceptors/practice educators are not paid either. There is different financial assistance available that can help offset costs. Please reach out to the Office of Student Services to learn more about such small bursaries.

**PY4:** there is a bursary for travelling for practicum (\$500) however you can only receive it once in your 4yrs and you are not guaranteed it when you apply

#### 4. Practicum

- a. **Unsuccessful Practicum [PY3]** ★
- Unsuccessful practicum requires students to wait until the next summer. This increases the financial and social burden. There is minimal support from the faculty for students during their gap year to improve their skills to succeed in the next practicum.

**KW note:** Practicum courses are essential part of our curriculum to ensure students are developing the competencies required to deliver patient care and demonstrate application of their knowledge and skills before graduation. Students who are unsuccessful in practicum courses can in fact be referred to the [Student Success Program](#) whereby they have practice sessions and other coaching (determined by the student with the SSP faculty)

- Provide remedial practicums in August.
  - What are the barriers preventing this from being implemented?

**KW note:** Main barrier is capacity. Year 4s being practicum in August and Years 1 and 2 may also be completing practicum. Students need to be careful not to view an August practicum like a 'supplemental' - get it scheduled as soon as possible to finish and move on. Students will ultimately be providing care independently at graduation and need to be as best equipped as possible for practical application.

**PY3:** Most practicums are May to July, is there any possibility we can do our remedial in August? Can we invite an OEE member to our next meeting to hear their perspective on this?

**KW:** There are many students on various rotations during that timeframe and there's a complex planning process associated with the practicums. Students should also recognize that practice educators can also experience a burn-out (ex: taking an extra student). It's hard to accommodate the August remedial as the process is complex and as aforementioned, PY4s have their practicums in August. OEE may be able to provide more thorough explanation on this.

**PY4:** Had a discussion with OEE. Regarding "capacity" that KW mentioned above, there's a large number of pharmacies across Canada not just in BC, so why can't the remedials scheduled with those pharmacies? Can these remedial sites be organized ahead of time with OEE? Equity is providing equal chances to people, but right now it feels like students are getting equality not equity.

- b. **More variety of practicum experience [PY3]**





- Provide other practicum avenues rather than making them heavy on the community pharmacy end, including more hospital, non-direct patient care. There are a lot more opportunities offered in other programs across Canada, and some feel unprepared for those roles.
- c. **Cost concerns [PY4] ★**
  - Cost of practicums seems to outweigh the benefits of rotation. Students should be adequately compensated for their contribution to the different healthcare settings
    - More choice for students to find placements in their hometowns to help offset some costs
    - OEE should be negotiating with practicum sites to get students paid minimum wage (at a minimum). Fourth year students are extremely valuable to have for 2 months. Students often get placed into technician-based roles anyways at these sites, therefore we should be compensated fairly for the work we provide. As well, fourth year students are utilized for COVID clinics and flu clinics, and we are not getting any feedback during these practicum days.

PY3: refer to Dr.Wilbur's comments above (ex: financial assistance)

- d. **Breadth in experiential education [PY4] ★**
  - Concerns about having adequate experience built up especially in 4th year → student specific but had stated that they do not have any hospital placements in their 4th year currently
    - Adjust the algorithm to average your placements so if you get a low ranked option for one of your placements you receive a higher one in your next placement AND add a location choice for 473
    - Allow students a 1 month period after they hear about their placements to swap them (from April to May) - this will require less effort from the team and will allow students who were accepted to other schools (ie med school) to offer up their slots for other students
    - Have a **human person review 4th yr rankings** and results to ensure that they correlate as best as possible.

KW Action: Will ask OEE to offer more information

PY3: Would appreciate a follow-up w OEE

VP Academic & KW: Suggested to contact OEE and host a separate/"non-pipeline" meeting with them since there are lots of questions associated with OEE (VP Academics will get in touch with OEE). Provide a survey (i.e. google form on pharmacy hub), open it up to all students before a meeting with OEE to provide the students an opportunity to address any concerns.

PY2: Some students may feel uncomfortable performing a certain task asked by their preceptors during their practicum (i.e. filling). Some students felt like they were used as a pharmacy technician, rather than being treated as a student who is there to learn. A lot of PY2s who were on practicum felt that way on their first practicum and some of them were unable to complete their practicum activities. Can OEE address this issue with the preceptors?



**PY2:** Some PY2s unfortunately had a very negative experience (i.e. getting yelled at for making mistakes, being judged for not remembering patients' names/faces, racism) with their preceptor during their PY1 practicum. However, they could not report it to the OEE as they were afraid that this would only worsen their relationship with their preceptor who has the power to fail them. Can OEE address this issue of addressing concerns during practicum?

## 5. Mental Health

### a. Penalization on missing the feedback evaluation submission deadline [PY4]

- Missing the deadline as an immediate fail seems extreme and this has caused a lot of distress for PY4 students who are currently on practicum. Some students may want to submit later due to their busy schedules and/or commuting. Students feel that a penalty is unnecessary as there is already a MAP system for this.
  - Suggested feedback submissions remain open until the end of the weekend after the practicum is completed.

**KW Action:** Will bring to OEE

## 6. Miscellaneous

### a. Organization of Canvas [PY1]

- Requested Canvas to be organized in a more efficient way (i.e. no links embedded in links, less clicking) to allow students to navigate through the material they need more easily and in a time-efficient manner.

### b. Lack of outlets in IA rooms [PY1]

- Hard to perform IA activities that require a laptop use when there was no outlet available for students to use in the room.
  - Create more outlets or have extension cords to charge electronics

### c. Better organization of Elentra [PY2] ★

- Elentra showing wrong/different classrooms
- On Oct 4th, PEAD at 8 am said held in PHRM 1001, but a follow-up email was sent a week before that said LSC 1001. This was not the first time this has happened and students wish this issue to be resolved.
  - The student has asked for more coordination from the faculty to deliver accurate information

**PY3:** Contacted Dr.Seto about it and it was resolved in the past but this confusion can be stressful for students for courses like PEADs.

### d. Update on Exam software use [PY3]

- PHRM311 students requested an update on what is happening with the lockdown browser and the extra functions promised through the Elentra as some years faced technical difficulties during their assessments.

**KW note:** Elentra for assessment will not resume this Winter Term 1.

### e. Lack of information provided on JP and PEBC [PY4]





- i. Very little information is shared about these tests (i.e., only communication via email). Lack of information from the E2P program enables other third party course companies to take advantage of this and have students sign up.

**KW question:** Who can I speak to about this? The PY4 class reps/grad reps?

**PY4:** Perhaps this can be introduced at the end of PY3 in a lecture setting (ex: PEADs)

**[NEW!] Dr.Wilbur's Update on Courses:**

1. PHRM elective credits will change from 3 to 6 credits (out of 9)

*PY2: will this be applied to courses taken in the summer or before this change comes in effect? (ex: directed studies which was 3 credits, would this be changed to 6 credits?)*

2. Removal of 200-level restrictions on electives
3. Possible removal or keeping of livestream in Term 2

**Meeting Adjourned:** 13:01 PM

**Moved:** Sarah ; **Seconded:** Grace