



Pipeline Agenda

DATE & TIME: Thursday, Dec 1st, 2022 12-1pm

Zoom Link

<https://ubc.zoom.us/j/62435828877?pwd=MOE2NFd0N21sKzZWWIFIUVZTYzhpZz09>

Meeting ID: 624 3582 8877

Passcode: 141739

Attendance:

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

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

Guests:

Meeting called to order at 12:09 PM

Approval of Minutes: NA **Standing Business:** N/A





Discussions

1. UPDATES/To-be discussed (20 minutes)

a. 3rd year IA concerns (KW)

KW: Spoke w Dr. Seto regarding the concern around unsafe learning environment (ex: getting negative > positive feedback) and Dr. Seto said that there will be a chat with the individuals.

b. OEE Town Hall (GS)

GS: Met up with Dr. Janice Yeung, seems like at orientations students are afraid to ask questions, but OEE is willing to listen

- Students can visit the OEE office on Tuesdays/Thursdays
- Practicum:
 - OEE is under the academic portfolio unit. OEE is in charge of E2P, and other programs within the Faculty (i.e., CP3, Flex PharmD, BCPS) for practicums, OEE is trying their best.
 - E-value choice for practicum placement can be upsetting for students
 - Unsuccessful Practicum
 - Why isn't August an option for remedial?
 - it is beyond capacity concern and it needs to be fair and equitable
 - it should be offered next time when the course is offered; course coordinators are responsible for multiple courses, can be difficult to host a makeup practicum in August
 - Student Success Program
 - Dr. Janice Yeung (OEE), Michelle Fischer in charge
 - For students to develop their skills for next session
 - Travel/living cost concern (Office of student services - OSS)
 - No compensations but there are bursaries available
 - GS will get in contact with ...and look at other scholarships/bursary options
 - Practicum Experience
 - Students wanted more direct patient care
 - Lots of capacity issues at hospitals because there's already residents and other staffs working

c. Faculty to Pipeline Requests (KW)

KW note: 3 curriculum issues under discussion.

- Injections training move to year 2
- Increasing required PHRM/PHAR elective credits from 3/9 to 6/9 to graduate
 - January meeting to vote if they want this change or not
- Phasing out Livestream

PY3: Likes the idea of shifting injection training to 2nd year and altering with CSL





PY3: Livestream issue → agrees that there's lack of attendance and loss of person-person interaction, got request from other students who commute to keep Livestream.

PY3: Likes the idea of injection to PY2, but for Livestream can it be livestreamed closer to exam dates? (some students would want to stay home to prep and save time, especially if they are commuters). not many students like asynchronous lectures, so async lectures may not be a good option. some med students don't have lectures before exams, can we somehow accommodate that too? instead of Livestream, maybe we can do a zoom to allow students to interact with the instructor.

PY3: Is lecture capture not removed? (KW: it will stay); the stress of commuting to school to attend in-person lectures can take away a significant amount of time that can be harmful to mental health (no time to pursue physical activity/self-care) it can also be damaging to the competitiveness of a student's application future in their career such as residency as they may not have sufficient time to get involved in extracurriculars, putting them at an unfair advantage to students that can afford to live on campus vs. those who cannot and rely on commuting.

2. Courses/IAs

a. Asynchronous Learning [Math and PK] (5) PY1 ★

i. **Math:**

1. **Concern:** Students should not have to teach themselves the math modules especially if you need over 60% to pass the quiz. It would be more beneficial for learning to be done in person so someone can explain the logic behind why we are solving the problem the way we are instead of memorizing the answer key and praying for similar questions
2. **Solution:** being taught in IA or tutorials

PY1: A lot of students are stressed and they believe they would learn better in-person. They believe since it's only 5 modules it can easily be taught during IA.

PY1: Didn't learn much from the videos, it was just memorizing steps. Students were forced to self-study without help from the prof and this caused stress and confusion among students. It would be better if the prof goes over each module step by step.

GS: Will contact Tony about it.

ii. **PK:**

1. **Concern:** PK lectures were taught mostly asynchronously with few tutorial classes to go over some concepts.
2. **Solution:** Have more in-person sessions where the concepts and questions are reviewed more thoroughly, not recycling lectures from previous years



PY1: Suggests switching asynchronous to in-person lectures for PK as students did not perform well for PK quiz when the lectures were async.

GS: Dr. Rodrigues needs to be contacted.

b. Mistakes in schedule (4) PY1

- i. **Concern:** Three times this semester professors have missed their scheduled lecture times, showed up very late, or gone to the wrong room. This is disrespectful of students' time, since oftentimes the lecture gets uploaded as a recording and students have to make time to watch it even when they attended in-person. The lectures are still examined, even though they weren't delivered as promised.
- ii. **Solution:** Better communication of schedules, moving lectures to asynchronous is not a solution for scheduling errors, remove lectures from upcoming exams and examine later if needed

KW note: I agree that this frustrating. Can you give me the specifics of instructor and module? (or encourage students to indicate this on the PHRM100 course evaluation). It seems the individuals are not following the Elentra calendar and need specific feedback?

c. PEADs Attendance (2) PY1 ★

- i. **Concern:** Bunch of student were mapped yet they attended the full session (in person - LSC sessions) hard to locate the sign-in device inside

PY1: The sign-in card machine was hard to spot and students who came in early didn't know, so they missed it.

KW: If there are any students that were mapped and had to meet with Michelle, it was a miscommunication. This can be fixed.

- ii. **Solution:** Have the sign-in device outside the classroom and put it there early

KW note: Good recommendation. These MAPS are inconvenient, but they are readily reversed.

d. IA Level of Difficulty Increase PY3

- i. **Concern:** The jump in the level of difficulty from previous years to third year, is significantly larger than anticipated and we don't feel like we have been taught the necessary skills to succeed in PY3 IA, let alone apply those skills to the current assessments

KW note: This is really a concern for IA in PY2 note? The level of difficulty in PY3 is appropriate for the last Term on campus for students' preparation for 371/471/472/473. Where do students think PY2 IA could be modified?

e. The IA marking rubric for PBA's PY3



- i. **Concern:** Very specific rubric which is leading to very low averages (last PBA 53% class average)-> feeling like we aren't being prepared enough to go into these assessments, and taking an impact on some students' mental health. Different clinical judgements and rationales despite not being incorrect are being marked wrong, leading to inconsistency in the marking rubric.
- f. IA: Learning goals are not outlined and unclear PY3
 - i. Inadequate instructions are being provided in order to succeed in the stations

KW note: Can you give me an example so we can see how to modify/improve the expectations?

- ii. Pharmacist facilitators and/or standardized patients are not providing constructive criticism (focus is generally on what went wrong)
- iii. Often times the facilitators are not invested in the student's learning, there should be a more rigorous vetting/mid-semester reviews offered to the facilitators that are not motivated.

3. Exams/Assessments

- a. Exam reviews (6) PY1/PY3 ★
 - i. **Concern:** Not being provided with individualized exam reviews makes it difficult to submit any Academic Clarification Requests. Providing the opportunity to review individual exams at the end of the semester does not provide students with a learning opportunity before the next exam. This change was made without providing a reason or first consulting with students. This offers no benefit towards the students.
 - ii. **Solution:** Reinstate individualized reviews

KW note: We have been unable to do this because of having to switch back to Canvas and have evidence that students have been accessing individualized exam reviews in an unauthorized and dishonest fashion unfair to classmates following correct procedures. Individualized reviews will return with Elentra. its not their intent to show raw score to students because these change after ACR form.

PY3: requested to see the raw score because it's stressful to not receive any feedback.

PY3: understands that some students were doing it in an unprofessional manner but can we just provide a password to enter the review?

KW: haven't really had a runway to have that as an option. we don't want to take the individualized review away but we are trying to balance it so that's like a fair process for everyone.

PY1: confused about raw score. OETLD said yes to being able to see raw score even if we don't have the individualized review.



PY1: This was mentioned during the meeting, however, the previous exams also had password-protected individualized reviews. If this was done for past exams, it does not make sense that it would not be possible for future exams. This should be reinstated so that individualized reviews can still be done.

PY1: Alternative option for individualized test review → Use a paper answer sheet that students can fill out during or after their test and only allow students inside the review session to keep their answer sheet. The answer sheet can be used by students who remain in the review session and they will be able to compare their answers to the non-individualized test answers.

b. Exam Schedule (5) PY1

i. **Concern:**

1. PHRM 141 has been scheduled right before every single exam this term which led to many students being unable to focus on the course content.
2. Too many exams are scheduled close together
3. The amount of exams result in lack of time to prepare for IAs and labs

ii. **Solution:**

1. Schedule PHRM 141 after exams so that students can obtain the valuable information that Larry and all of his guest speakers provide.
2. Schedule exams further from IAs to allow students to adequately prepare for their sessions

KW note: One reason this was a strategy to ensure there was enough time for the assessment (for CFA and non-CFA students) to be completed and have an exam review and try not to bleed into the start time for another course/lecturer. This sequence can definitely be reviewed.

c. PBA Scheduling Inconsistency across lab sections PY3

- i. **Concern:** PBA #4 being scheduled for L01-L03 same week as the GI EOB, (day before, or same day) whereas L04-L06 were scheduled the following week. This negatively impacted students in L01-L03 by giving them less time to prepare for the PBA & EOB, whilst giving the students in L04-L06 an unfair advantage. (Student has requested a follow up)

KW note: Will Dr. Seto, but I am wondering if there are actually sufficient weeks in the Term to ensure that no lab section ever has course and lab assessments in the same week? I will also look to see if there is a pattern of poorer grades in these lab sections.

d. FDL (1) PY2

i. **Concern:**

1. Does not appear that FDL improves learning outcomes

ii. **Solution:**

1. Change the weight of FDL

4. Practicum





a. PY3 Practicum

- i. Possibility of opting out of 2 months of inpatient practicum (and choosing to do more outpatient) for students not interested in a career in clinical settings.

5. Mental Health

a. PY3 IA ★

- i. Students fear asking for help/support or even discuss their assessments with the IA team. A comment was made by one of the IA instructors that students found offensive, which also increased their fear of reaching out for help. Students believe that they are not being supported, and instead being dismissed, looked down upon. "Not a safe environment".
- ii. Having the fear of not passing IA due to practice labs and not feeling like students are taking much away from how they can improve due to specific rubrics, (with the stress built up from all other courses in play) is taking a big toll on a lot of students' mental health with the failing averages. Definitive process of scaling all of IA at the end of the semester should be made more transparent as to whether or not this is actually done.
- iii. Faculty counselors are difficult to reach- only available online 3 days a week and most students have classes or extracurricular activities during the set time. There seems to be a delay getting help- 1 to 2 months.

KW note: Thank you for re-upping these concerns. What happens when faculty make themselves available to meet, but students refuse because it's "not a day they are on campus"? I did not get far with inserting myself into the PY3 IA concerns as the team is consumed with attempts to support many struggling students this term with office hours (as one thing). I have brought the concern forward to Dr. Seto and I have proposed a 'summit' with year 3 reps and IA team so parties can mutually understand the concerns and look to tangible action. Dr. Seto and I are meeting with a year 3 IA member to explore their classroom-room atmosphere setting.

PY3: is it possible to increase the availability of counsellor? many students started on antidepressants. can we have a faculty mentor? is there any faster way of students getting resources they need when they NEED it? Our faculty counselor is only available three times a week and our wait time to talk to her is about 2 months. What is the point of having the resources when we cannot get the help we need on time? UBC-wide counselors are not the same as having faculty counselors. We have our specific needs and we have 800+ students in our faculty. With UBC wide counseling, we will encounter different counselor each time (i.e. follow up sessions) and students will have to explain the situation all over again every time, discouraging them from reaching out for help. Please consider bringing Cassie Smith as a full time counselor so more students can be helped in a more timely manner.

PY2: can we have more counsellors?

6. Miscellaneous

a. PY2 PHASE Presentation Schedule ★

- i. **Concern:** PY2s with CSL this semester are scheduled to have their PHASE presentation on December 6th (as opposed to November 29th), which is a day before the CV EOB. With CSL



making the semester's workload heavier, it would be preferable if CSL students could have the more optimal date of November 29th instead of the day before an EOB.

- ii. **Solution:** PY2s with CSL should have their PHASE presentations on November 29th and non-CSL students should have their presentation on December 6th

KW note: Looks like this didn't happen since today is Dec 1 :(

When is PHASE presentation schedule released? Is there a way for students to present identified time conflicts to PHASE faculty leads at the start of the Term? Your module course assessments are chosen about 3 months in advance of any Term.

Meeting Adjourned: 1:04PM

Moved: Hanbin Sung ; **Seconded:** Marcus Wong