



October Pipeline Agenda

Date & Time: October 24th, 2023 12-1pm

Zoom Link: <https://ubc.zoom.us/j/64207863603?pwd=OUJMdmhVZlB4ZGk3ZjE2bTYyUkFRdz09>

Meeting ID: 642 0786 3603

Passcode: 300219

Attendance:

VP Academic	Sarah Kim	P	Year 1	Chaereen Kim	P	Pouya Pasha	P
AVP Academic	Mina Rim	R		Edwin Wen	P	Rimsha Faisal	P
1st Year Rep	Andrew Hall	P		Jenny Kang	P	Ryan Johnson	P
1st Year Rep	Kat Su	P		Mikayla Groening	R		
1st Year Rep	Susanna Zhong	P		Navreet Grewal	P		
2nd Year Rep	Carmela Sangalang	P	Year 2	Allison Jung	P	Meghan Maclaren	P
2nd Year Rep	Jeevan Gill	P		Christina Feng	P	Natalie Wu	P
2nd Year Rep	Sonia Plaha	P		Daisy Ye	P	Patricia Jarin	R
3rd Year Rep	Harry Po	P		David Qi	R	Sungmin Huh	R
3rd Year Rep	Michelle Chau	P		David Wang	P	Sunny Qin	P
3rd Year Rep	TBD	-		Jason Jeong	P	Tam Nguyen	P
4th Year Rep	Marcus Wong	R		Matthew Lee	P	Thazin Maung	A
4th Year Rep	Sarah Burke	R		Year 3	Alec Reyes	P	Michelle Kim
Faculty	Dr. Kerry Wilbur	P	Allan Ma		P	Mimi Nguyen	P
			Angel Chiang		P	Noah Koster	p
			Brina Kim		P	Philip He	P
			Hannah Cardle		P	Priya Bains	p
			Jiven Basi		A	Ruishen Yu	P
			Kaitlyn Lee		P	Sophia Sung	P
			Maric Son		P	Trevor Chan	P
			Mark Seo		R		
			Year 4		Alyssa Azote	R	Hanbin Sung
				Aya Al	R	Nghi Le	R
				Bella Woroshelo	R	Sam Manzke	R
				Celeste Giovanatti	R	Sara Tavoossi	R
				Chris Macdonnell	R	Sonia Grewal	R
				Grace Song	R	Valeria Morrison	R
				Hajer Mahmood	R	Vivak Maingi	R

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

Guests: None

Meeting called to order at __12:05__ PM

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



Introduction:

- **Dr. Wilbur and Sarah (VPA) to Co-Chair the Pipeline and lead discussion**
 - **Mina (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)
- **Attendance will be taken, send your regrets to VPA or AVPA beforehand! Questions?**



Discussions

1. Courses/IAs

a. ★ Schedule + Lecture halls [PY2]

- i. **Concern:** Concerns with having a zoom class in between in-person classes → concerns with how PHRM211 is split up in between PHRM241 (Monday schedule)
 1. There have been issues with 40+ people all zooming in from PHRM 1101 and having no break from 8am-1pm
 2. Not an effective way to learn medication management when we have to switch into PHRM241, especially when lectures are split up midway (e.g. PHRM 211 part 1, PHRM 261, then PHRM 211 part 2)

Possible Solution: Have PHRM 261 in-person or all Monday classes on zoom; make 211 8am-12pm and 261 12pm-1pm

KW note: to give background on why this happened this year - if you missed it in the year 2 orientation in September. This was a “bridge” fix by the PHRM211 course team when they could not use afternoon time on Wednesday and Friday to deliver their content and needed full hours and not partial or half hours.

- PHRM 261 never usually had its personal space → worked best for PHRM 211 hours as well and was difficult to find a place for 261
- Used as a bridge for PHRM 211 classes b/c there were some half hour classes that did not fit well in the schedule + also making 261 online fixes the issue of not finding a space for it
- Will be corrected in Term 2 and will not happen for next year’s PY2 schedule

b. ★ Lack of Communication between instructor & assessment marker [PY3]

- i. **Concern:** Lack of communication between IA case lead and CBL quiz marker, leading to student anxiety. Specifically IA#13: GERD CBL.

Possible Solution: IA leaders should coordinate on assessment procedures to provide timely and accurate information to students.

KW note: Will pass on to the IA team to see how they can regroup and tighten feedback for students in the upcoming terms

PY3: Wondering if there is a way to clarify IA assessments more systematically (when the best time is to ask for feedback) → maybe during IA time

KW note: Will follow up with the IA team

PY3: Were not told the main IA lead for cases will not be there in the beginning of the term or orientation

KW note: Understands the concern and frustration but unfortunately it was for confidentiality reasons of the IA lead

c. ★ Lack of feedback after IA assessments [PY3]

- i. **Concern:** Format of the IA assessments is very different from PY1+PY2 compared to PY3. Students feel that they have not been given enough preparation/instruction in order to succeed.

Possible Solution: share feedback verbally in cases/labs in a timely manner after IA assessments (Cases, PBAs) (eg. dedicate 10 minutes to discuss during cases).

PY3: Feels that it is important to get verbal feedback; they only received feedback on Canvas which was very difficult to clarify in-person.

KW note: Seems to be a systems issue b/c it is a recurrent concern; what if we had less lab and more time for feedback



PY3: Would prefer to keep the same number of PBAs rather than increase the stake of each PBA; having less lab time and more weighting on PBA would increase stress for students; would it be possible to incorporate assignment based assessments eg. SOAP notes?

KW: Reducing assessments means less are worth more. would this create more stress? assignment based assessments would also result in un-timely feedback due to grading lag.

VP Academic: Similar concern has been brought up in last year's pipeline regarding a need for a safe and encouraging learning environment for IA with the IA instructor. Students felt unsupported. PBA#1 was handed out during IA tutorial today by Jane, we were given 15mins to review and ask questions. Any updates?

PY3: Concerns with not having Assessment Clarification Form for FDLs (exam had incorrect answer); also would like to have lower stakes FDL exams with less burden to memorize a big list (multiple smaller exams instead of one big exam); will be helpful for students' learning

KW: Worked to eliminate FDL from assessment burden → reason for why it is one big exam rather than multiple smaller exams; concerns noted. Will bring ACR form concern back to the team.

d. ★ **PBA #3 scheduling conflict with GI EOB [PY3]**

- i. **Concern:** Concurrent scheduling of PBA #3 and GI EOB in the same week. It can ↑ stress levels as students will need to dedicate significant time and effort to prepare for two substantial assessments, both of which hold substantial weight in their grades.

Possible Solution: Rescheduling PBA #3 to beginning of the next tutorial sessions (Nov 20-21). If not possible, please consider spacing out assessments more in the coming term.

KW note: This is a very important consideration/discussion student body-/faculty-wide. What is student tolerability for all weeks always having assessment if two or more assessments can't be in the same week?

- Understands how frustrating it is to have 2 big exams in 1 week; it is difficult to find a formula to avoid multiple assessments in one week

VP Academic: Note that this concern is particular for PY3 students in L04-L06 sections. PBA#2 and GI Quiz have already taken place in the same week for L01, L02, L03 during the week of Oct 16th. It may be unfair for those students in other Lab sections who will be writing their PBA#3 in the same week as PHRM351 midterm. If postponed to Nov 20th and 21st, other lab sections will be impacted and the Oncology quiz is that week regardless. Note IA#21 and #22 is scheduled for Nov 20th & 21st for L04-L06 but details on these sessions have not been released on Canvas as of Oct 24th.

- Maybe cut down some exams that are deemed not as important → shifting things around to allow space to study for higher stakes assessments

PY3: Noticed how when PBA is followed by EOBs it can be very stressful on students → suggestion to have a break in between the assessments instead of right after each other

2. Exams/Assessments

a. **Recent Exams (RESP Midterm + EOB and PHRM 231) [PY2]**

- i. **Concern:** Students are concerned about the amount of exam errors → there were a lot of questions that needed ACRs or did not make sense in general (grammatically, sentence wise) which produces unnecessary distractions and stress during exams

KW note: Was there an ACR for PHRM231? KW will follow up with module lead/course coordinators

PY2: No ACRs for 231, but just a similar issue in which questions were worded vaguely or was confusing → suggestion to maybe have ACRs for this course as well



b. ★ Scheduling Conflicts [PY3]

i. ICE Exam Scheduling (Having both ICE components held on the same day) [PY3]

1. **Concern:** Students are concerned that scheduling both the case and practical component of the ICE exam on the same day would be very stressful. With the increased amount of knowledge they will be responsible for in PY3, students are concerned that having to prepare for both components in the same amount of time will adversely affect their mental health and lead to poorer performance not reflective of their true knowledge/abilities.

Possible Solution: Separate the cases and practical ICE components on different days.

KW note: ICE format is changing this year. It will not be the same components you know from year 1 and year 2 being administered on the same day. Oral component was suspended for this term due to the inefficiencies and resource constraints to run the scale of ICE exams (600 students over 3 days).

VP Academic: Concern about not having enough preparation for our actual licensing exams (oral component)

KW: Oral component is not completely removed from the ICE exams; logistically we need to reexamine how we will administer it

PY3: How will the scheduling work? Concerns about some students having back to back written component and practical component in one day → burn out for students

KW: Will confirm with the administrative team; course teams are looking very carefully at this

c. 📌 APPP exam [PY1]

- i. **Concern:** Instructor stated that we would need to memorize the 12 cranial nerves because there would be questions on the midterm and EOB on them. There was only 1 question and students felt like they wasted their time

Possible Solution: Either have more exam questions on topic or remove from examinable material

KW note: Will follow up with course coordinator but [students please write this in your course evaluations](#)

- ii. **Concern:** Some students found the APPP Quiz and EOB quite daunting. It's a densely packed module and they struggled figuring out what to study. The exams were extremely skewed on what questions came from what subject (example - EOB had lots on diabetes, none on cranial nerves, EOB had lots of questions on endocrine system and liver, not much on pain).

Possible Solution: More transparency on what is going to be assessed in the exams, especially if there are particular lectures that are heavily assessed

KW note: Will follow up with course coordinator but [students please write this in your course evaluations](#)

- course evaluations is a safe space to write all concerns about courses and faculty → will be looked at very carefully

d. 📌 PK IA sessions [PY1]

- i. **Concern:** The PK ia sessions are incredibly rushed despite being 3.5 hours long. They are nonstop without any breaks. If students decide to take a break on their own, they fall behind significantly.

Possible Solution: Restructure PK IA: potentially extending the session, shave off questions, provide more examples that would be included in PK IA in lecture, incorporate breaks



KW note: Please, students sharing this opinion, incorporate this in your course feedback for the coordinator/s to consider next year.

3. Mental Health

- a. **Oncology EOB scheduled for December 7 but ONC 20: Palliative Care and Advanced Care Planning is set for December 6 from 1-4pm [PY3]**
 - i. **Concern:** Oncology EOB exam (December 7, 9am) is right after ONC 20: Palliative Care and Advanced Care Planning held on December 6, 1-4pm. This leaves minimal time to study all the necessary material, making preparations challenging and stressful.
 - ii. **Possible Solution:** Provide asynchronous lectures (ONC19-20) in advance. Could also consider delivering the lectures earlier.

KW note: Is ONC 20 content meant to be covered on the EOB? Will forward asynchronous idea to the module lead?

PY4: Last year I believe the lectures immediately preceding the ONC EOB were not examined but were fair game on ICE. Has there been instructor verification that ONC 20 will be examined on the ONC EOB?

VP Academic: No information on ONC assessment yet.

- b. **Inappropriate Comments Made by an Instructor [PY1]**
 - i. **Concern:** Comments on sensitive topics such as obesity and diabetes.
 - ii. **Possible Solution:** Be more respectful and cautious when it comes to these topics.

KW note: Students who share this opinion, [please indicate this feedback in your course evaluation](#)

- c. **Language regarding the difficulty of different version of the same assessment [PY3]**
 - i. **Concern:** Students felt that it was unfair that they were told their version of the PBA #1 was the “hardest” compared to the other sections.
Possible Solution: Ask instructors to refrain from classifying certain versions of an assessment as “harder” or “easier” as it can lead to unnecessary anxiety.

KW note: Will forward it to the IA team → maybe they were encouraging you that you did well on the hard one!

4. Miscellaneous

- a. **Style of Graduation gowns [PY2]**
 - i. **Concern:** Currently the PharmD graduation gown style is the same as that of an undergraduates, yet PHARM D students work extremely hard to obtain their doctorate degree
Possible Solution: Match the PharmD grad gown to those of Faculty of Medicine and Faculty of Dentistry

KW note: Can you tell me more about what you mean by style? The gown issue came up the first year PharmD students had a convocation. I will refer this on to our Associate Dean for Students (Dr. Marion Pearson)

VP Academic: Seems to be hard to distinguish the colour of the hood between undergrad (white stripe) and pharmD (green stripe) whereas it's very obvious for other departments such as dentistry's hood being entirely purple and med hood being entirely red.

- b. **PHRM 1101 temperature [PY2]**
 - i. **Concern:** It is always way too cold in the lecture hall no matter how many layers of clothing, making it difficult to focus and learn
Possible Solution: Turn up the heat in the lecture hall

KW note: Will email Building Ops for update - this is not a new issue :(



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c. PHRM Electives being held outside of the PHRM building [PY3]

- i. **Concern:** Some PHRM electives are being held ~10 minutes away and end right before another PHRM class. Does not allow enough time for students to rest and have a small break in between classes.

Possible Solution: Move smaller elective classes to the PHRM building

KW note: When there is available space, we do schedule electives in the building. We are not scheduling outside because we want to, it is because of need for space when other concurrent sessions are going on :(

Meeting Adjourned: 12:49PM

Moved: Sarah ; Seconded: Bella