



March Pipeline Minutes

Date & Time: Tuesday, March 19th 12-1PM

Zoom Link: <https://ubc.zoom.us/j/63517364854?pwd=NFNUUnVaVktUa0Z1R3QreHo2T25sZz09>

Meeting ID: 635 1736 4854

Passcode: 331745

Attendance:

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

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

Guests:

Meeting called to order at 12:15 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. ★ Inconsistent Marking [PY1, PY3]

i. [PY1] Care Plan Assignment

1. Concern:

- a. Care plan assignments were graded by multiple different pharmacist facilitators leading to a large variety of marks - some were graded very nicely whereas some were extremely harsh and resulted in failing grades despite the major content being the same. Ali himself had to make 2 announcements to tell us to not get upset at our marks and he offered to review them himself.

2. Solution:

- a. all PFs should mark the same way

KW note: Will follow up with IA team to determine what they are already thinking for a solution.. It sounds like Ali is already aware of the problem.

ii. [PY3] PBA Marking:

1. Concern:

- a. Students noticed inconsistencies in the marking of PY3 PBAs. Despite writing identical answers, one student passes and the other fails. Additionally, some students have noted errors in mark calculation, resulting in lower grades than expected.

2. Solutions:

- a. Review PBA/assessment answers during the following IA practice lab and allow us to see our assessments to see where we lost marks and ask follow-up questions to the facilitator
- b. Standardize PBA grading/marking scheme

iii. [PY3] CBL Expectations/Marking:

1. Concern:

- a. Regarding a CBL quiz, students were told to focus on only one topic of the assessment (eg. menopause) but lost marks for not rationalizing the other topics (i.e. hypertension).
- b. Students understand that a higher level of work is expected of them in third year, but request for consistent marking, and more specific feedback so that they can improve.

2. Solution:

- a. Give or show students an accurate rubric for assessments (eg. CBL).
Communication between the faculty that is teaching the session and the markers to ensure consistency. Communicate to students exactly what to focus on.

VP Academic: will be communicated with Dr. Wilbur for standardization of assessment evaluations.

KW: Issue of unclear grading or instructor being no longer available to regrade persists. Unfortunately we cannot reverse the assignment. KW can get IA team to provide extra communication and clarification regarding marking expectations, but cannot regrade a past assignment (especially with instructor no longer being available)

VP: PBA1 mark is being remarked?

KW: Will confirm.

PY3: PBA 1 marks are being released by lab section, might not be getting regraded.

b. ★ Lecture Breaks [PY3]





- i. **Concern:** Some lecturers consistently do not provide students with necessary breaks during sessions. For example, PY3s had a 3-hour session where the first lecturer omitted any break, leaving two more hours with a different presenter. In another instance, only a brief 5-minute break was granted. This problem is exacerbated by lack of breaks, cold rooms, and sometimes disrespectful behaviors from speakers.
- ii. **Solution:** Reinforce the need for 10 minute breaks, have lecturers be more mindful and aware of their content regarding length and students time

Comment: In one of our latest Tox lectures, the prof conducted the 3 hour session herself but only got through 10-11 slides / 100+ in the first hour and proceeded to hold class until 5:10pm, 20 minutes after we should have ended.

KW note: Thank you for this specific example. I realize this is a larger issue for all instructors to be reminded,, but if you are able to discreetly share this instructor's information, I will speak to the module lead. Perhaps this was our external contributor - they are very enthusiastic content expertise who may need more reinforcement about slides and time restrictions.

c. ★ **Make-up Assignment for IA 19 (naloxone) after Concession [PY3]**

i. **Concern:**

1. Students who received approved academic concessions for IA#19 (Naloxone) were unexpectedly required to submit a make-up assignment without prior communication. Despite previous discussions highlighting similar concerns, such as during the November Pipeline Meeting, where Dr. Wilbur acknowledged the need for clarity on follow-up assignments for concession-holding students, we have not seen a difference. This lack of consistency and communication undermines the faculty's emphasis on professionalism and effective communication.

KW note: For clarification, concession exercises do not need to be articulated in advance. Per the policy, instructors may offer a make-up exercise at their discretion and students should actually expect this. The stated concern above gives the impression that students who are granted appropriate concession do not feel they are responsible for the work they missed? Please clarify.

KW: To make it very clear, instructor has discretion to provide make-up assignment afterwards. Concerns with scheduling them ahead of time due to consistency and system issues. Students are entitled to concession, but should be aware there are consequences to ensure learning is maintained, rather than treat it as punishment. For example, concessioning a quiz results in the weight being shifted to the EOB.

Naloxone training done elsewhere - has not been previously on program radar. Perhaps nature of this IA itself needs to be reimagined to address this issue.

VP: Would be great to confirm if those with previous certification need to attend the IA session.

- ii. **Concern:** Communication regarding the wording of the make-up assignment email also caused confusion. The email simply stated that it must be completed but did not further elaborate on the consequences of not completing the assignment.
- iii. **Possible Solutions:**
 1. Ensure clear and timely communication regarding make-up assignments before the IA session takes place so students understand the expectations of them after submitting a concession, and to avoid unnecessary stress and confusion. **[KW note: see above]**
 2. Assess and revise concession email to accurately reflect expectations regarding make-up assignments **[KW note: see above]**
 3. Include a statement on specific IA sessions where a concession would necessitate a make-up assignment prior to the tutorial date **[KW note: see above]**



VP Academic: I agree, this was confusing to me as well when I heard about it. Some people with OAT certifications were requested to do a make-up assignment still.

KW note: I am in agreement here. Student volume of concession has increased and so what would be an agreement between the instructor and just a few students in the past now needs greater systematization and clear communication for the greater number of students who now require completion of make-up exercises.

d. ★ **Discrepancies in Exemption Policies for Training Courses [PY3]**

- i. **Concern:** Discrepancies exist in exemption policies for certain training courses, notably concerning Naloxone training and injection certification. While students with prior OAT training through BCPhA were exempt from the recent Naloxone IA, **students certified to provide injections outside the program are not exempt from PHRM361. KW note - PHR361 is a program requirement in the program study plan. Students who have already received injections training from BCPhA complete an alternate assignment. PHRM361 will be removed from the program study plan (aka curriculum) after this year and is replaced by a course in year 2**
- ii. **Possible Solutions:** An explanation from the faculty regarding the rationale between some exemption policies and having more transparency

PY3 Rep: As someone who took the BCPhA course outside on my own time, I knew a few people who had already spoken with John regarding the decision and the possible routes that were presented before us. Although I had completed the injections training beforehand, I still either had to undergo PHRM361 or write a paper due to there being a minimum credit requirement to graduate, to which PHRM361 builds towards.

KW note: Will follow up on the naloxone issue with the responsible faculty.

KW: Shifting injections to year 2 arose from the issue of students who were already injection certified by year 3. Will need to monitor going forward regarding external certification.

a. **PHRM 270 Concern [PY2]**

- i. **Concern:** Students do not understand the purpose of this course as this is a practicum that requires to do work that does not coincide with being a pharmacist. The purpose of volunteering is often to contribute to a cause or organization, yet it seems disconnected from the pharmacy field, making the financial obligation seem unjustified. Some say it's ethically problematic to demand payment for volunteering on top of our hefty tuition and summer practicums, particularly when students are already facing financial challenges.
 1. some students also did not feel supported by their preceptors and did not contribute to their learning experience on site
- ii. **Solution:** Remove PHRM 270 as a graduation requirement or be more transparent about the purpose of the course

KW: 2 concerns here? Financial concern AND quality of experiences students are having?

PY2 rep: Main concern is the financial aspect. Additionally, some students will be placed remote vs. on site -> students have very different experiences. Students also did not feel supported by preceptors (Preceptors were not available during volunteer hours, students did not know what to expect from the volunteer).

KW: All schools in Canada are required to have CSL for accreditation, perhaps this needs clarification. If we removed 270, we would need to increase practicum hours. Therefore 270 cannot be removed, however faculty will readdress the quality of student experiences. Recognize the disconnect.



b. PHRM 252 Injections [PY2]

- i. **Concern:** Some students are concerned about having to inject on each other for the midterm and FSA while nursing/med students do not have to.
 - 1. some are concerned that this does not create a safe space to learn

KW note: Will follow up on the naloxone issue with the responsible faculty.

a. PHRM 212 Asynch NEURO Modules

- i. **Concern:** Students are concerned about the amount of asynchronous lectures in the neurology curriculum, particularly with the scheduling of NEURO 15 on a Tuesday, a day when PHRM 212 is not scheduled.
 - 1. The NEURO module already consists of a lot of lectures (16 lecs for the midterm + 40 lecs for EOB), which students found challenging to study in a short period of time with our busy schedule
- ii. **Solution:** Have the lectures in-person so that students are able to properly ask questions in a more efficient manner.

KW note: In person lectures are poorly attended. What are additional alternatives to secure answers and clarifications from instructors?

KW: We want to give students more flexibility, perhaps async is not working well for PY2s. Comments on attendance and alternatives?

2. Exams/Assessments

a. ★ PY1 Derm Quiz and MSK/Derm EOB Content Cutoff

- i. **Concern:** Usually exam cut off is one week. The PY1 DERM midterm material ended on the Tuesday of the same week and the exam was for Friday - Wednesdays are full of IA and Thursday we had a PEADS 10-2:30 PM, which resulted in limited study time.
- ii. **Solution:** Space out exams more, for example the exam could have been on the following Tuesday so we have the weekend to study. Another way is to make sure the exam content cutoff is the week prior.

KW note: how does HEME/HENT cut-offs look? Do these require remedy now?

Will follow up with Derm module lead and PHRM111 course coordinator regarding previous cutoff

PY1 rep: EOB is on April 12, 4 HEENT lectures on April 9 Tue

b. Grade distribution statistics [PY3] → please see Feb 16 Pipeline Notes below

Feb 16 Pipeline: The raw grade distribution statistics we saw in Canvas are inaccurate and do not account for the potential adjustments that are usually done after everyone has completed the test and all the potential ACRs submitted. Course coordinators/module leads will continue to share the mean scores in the emails with students once everything has been finalized.

c. ★ ACR for FDL [PY3]

- i. **Concern:**
 - 1. Marking on the FDL is not always consistent with the resources students are provided with to study (eg. OL is an abbreviation for Left eye but it was marked incorrectly in favor of OS)
- ii. **Solution:** Open ACRs for FDL

KW: Unlikely, non-modular courses often do not have ACRs as they are resource intensive. Faculty is heading in the direction of reducing FDL exams overall.

VP: Perhaps instructor can provide general feedback and students can reach out to the instructor.





3. Practicum

a. ★ Unpaid practicum with short breaks [PY3]

i. Concern:

1. Practicum is not paid. Students are also required to work 8.5h days with a 30 min break, and this can be exhausting.

ii. Solution:

1. Provide some explanation/refresh the idea of why students are not compensated on practicums
2. Ask students to talk to their practice educator to see if they may work 9 hours with 1h break?

KW note: Will ask the Associate Dean and OEE team to communicate/reinforce

VP: Ongoing issue. We would like more transparency regarding our tuition use.

a. Practicum Tuition Fee [PY2]

- ##### i. Concern:
- Tuition fees are almost the same in 4th year compared to years 1-3 when we have other courses that contribute to our learning. There is no transparency as to why students have to pay a substantial amount for practicum.

1. students are not able to work in 4th year that can help alleviate that financial stress

- ##### ii. Solution:
- Have 4th year practicums shorter, lower tuition fees, or pay students a wage (even minimum) for practicums.

KW note: Will ask the Associate Dean and OEE team to address

VP: Same as above.

4. Miscellaneous

a. PY1 interest in learning sign language

- ##### i. Concern:
- After the Cross-Cultural Communication PEADS, many students expressed that they want to learn American Sign Language to better communicate with deaf/hard of hearing demographic! There are 2 undergrad courses at UBC (ASL 100 and 101) but it does not seem to be an accepted extracurricular/elective for the pharmacy program. It would be so helpful if it was accepted as one of the electives we can take.

- ##### ii. Solution:
- Adding the two ASL courses to our list of accepted electives, maybe even a lunch and learn or another workshop to learn just a few basics would be helpful.

KW note: You may already follow the process for making elective requests for courses that may not already appear on the accepted list.

b. Delay in data release from health authorities causing delays in Directed Studies work [PY3]

- ##### i. Concern:
- Data release from health authorities (eg. island health) has been delayed and causes further delay to the progression and coursework of Directed Studies students relying on this data. Students feel that their time and finances are not being well spent on waiting for data.

- ##### ii. Solution:
- Faculty to negotiate with each health authority to expedite the data release process or allow affected directed studies students to have access to charts for analysis.

KW note: The faculty has no jurisdiction to influence this process. We can ask the faculty responsible for clinical directed studies (presently, Lynda Eccott) to remind students who are considering choosing a clinical directed studies to have a frank discussion with their project supervisor about (any!) threats that jeopardize completing the project



c. Financial constraints regarding practicums [PY3]

- i. Concern: The faculty currently has a one time \$500 relocation bursary but it is not enough to cover most rent, travel expenses or food.
- ii. Concern: BC's new short term rental regulations which will be enforced starting May 1, will limit the amount of potential places for those who are placed outside of where they are located from

d. Concerns about certain admin faculty [PY2]

- i. **Concern:** Students are concerned about feeling disrespected and bullied about a faculty member's behaviour leading to more stress and affects students' mental health.
- ii. This situation underscores the need for a proactive approach from the PharmD faculty to address allegations of bullying and ensure a respectful and supportive learning environment for all students.

5. PY3 Follow-Ups: Please see the Intermittent Pipeline Concerns PY3 Document for more details!

a. Issue #1: Discrepancies in professional attire between faculty members and students

- i. **Comment(s):** KW acknowledges that there is some hypocrisy in policy and that the way some faculty members enforce professional attire in a manner that is unnecessarily "a little sharp."
- ii. **Action Items:**
 1. Dr. Dhaliwal to communicate with OEE on how to communicate clear and written instructions to students during orientations regarding which IA sessions students are expected to or not needed to wear professional attire (i.e. tutorials, labs, CBLs, injection course) and when they will be expected to do so (eg. at 8:30 sharp when the lab starts).

b. Issue #2: Discrepancies in punctuality between faculty members and students

- i. **Comment(s):** Students expect faculty to display the same punctuality that is expected of them. This specifically applies to recent PBA review session (delayed by 30 mins), but also includes IA's, and lectures.
- ii. **Action Items:**
 1. Will provide a comprehensive follow up to VP Academic that can be distributed as fit

c. Issue #3: Stacking of multiple PBAs/CBL assessment review in one 10 minute review session and lack of time for feedback

- i. **Comment(s)**
 1. PBA/CBL review sessions are usually meant to be a time where students are able to reflect on their work and if further clarifications or guiding is needed, to reach out to specific IA instructors for further questions/clarifications
 2. Usually an IA instructor is not present to conduct review sessions
- ii. **Action Plans**
 1. Multiple assessments to continue being combined into one review session but duration of time adjusted accordingly OR potentially conducting review sessions for separate IA assessments
 2. Instructor will not conduct reviews as it may lead to an overwhelming environment for both faculty and students but also to maintain time efficiency and punctuality
 3. IA instructors to continue reviewing answer keys right after assessments and providing time in tutorials to review graded assessments with a generalized feedback



- d. **Issue #4:** Inappropriate comments made by the faculty towards students leading to students feeling disrespected. Example: during the SID Quiz Review and the latest PBA/CBL review session, students were spoken to in a disrespectful manner and that lacked support and empathy.
- i. **Comment(s)**
 1. Students request instructors to be more mindful of the comments being made to the students whether in an exam setting or in 1 on 1 scenarios.
 - ii. **Action Plans**
 - Will be taken back to faculty. Will be reinforced for all GTA, faculty, guest lecturers, and staff going forward.
- e. **Issue #5:** Last-minute announcement being made regarding SID12/13 having no lecture recordings on Thurs, Feb 29th.
- i. **RESOLVED: Lectures have been posted**
 - ii. **Comment(s):**
 1. Sometimes lectures are not captured due to technical difficulties or lack of proper equipment, but KW understands that students should get advance notice if the instructor has opted out of lecture capture.
 - iii. **Action items:**
 1. KW has communicated to Dr. Ingils and Dr. Verma that the lecture list has to be screened in advance and notify students ASAP if lecture recordings will not be provided.
- f. **Issue #6:** PY3 312 ICE exam is too close to the Toxicology EOB and other electives not giving certain students adequate study time.
- i. **Comment(s):**
 1. **KW:** ICE days for years are set. Students in the two electives impacted will receive communication about the revised elective course time so there is no further conflict.
 - ii. **Action Items:**
 1. Students to check with course coordinator about attendance - at a program-level, these are not part of the mandatory attendance
- g. **Issue #7:** Many pipeline submissions are directly related to the IA team and students would like more representation from different faculty members
- i. **Comment(s):**
 1. Good recommendation as there should be more representation
 2. Perhaps ask Dr. Yeung (Director of OEE) to start joining Pipeline Meetings?
 - ii. **Action Items:**
 1. Adding potential "summits" for different years if there are concerning issues that need to be addressed urgently where more faculty members such as OEE or module leads are able to attend with students (more faculty representation)
 2. Invite Dr. Yeung to join pipeline meetings as there are frequent topics where OEE can provide input

Meeting Adjourned: 12:55PM
Moved: Sarah ; Seconded: Mina

