



# Celebrate SoTL

October 19, 2023

10:30 am - 2:00 pm

[isotl.cctl.ubc.ca](https://isotl.cctl.ubc.ca)



THE UNIVERSITY OF BRITISH COLUMBIA  
Centre for Teaching, Learning and Technology (CTLT)



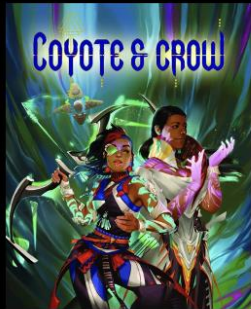
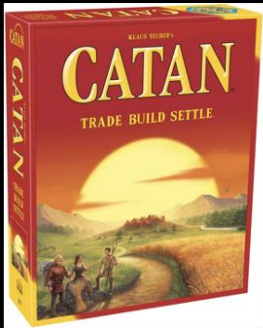
# Lightning Talks: Showcase Your SoTL Work

Institute for the Scholarship of Teaching and Learning

Centre for Teaching, Learning and Technology, University of British Columbia

October 19, 2023, 10:30-12:00

#	Presenter	Title
1	Biz Nijdam	“Games for Decolonization”
2	Ali Reza Ladak	Next Step - PF - Pharmacist Facilitator Training Program
3	Kayla Fang	Exploring Rural Pharmacy Practice: A Needs Assessment for a Rural Pharmacy Elective
4	Firas Moosvi	SoTL Linkage Grant on Alternative Grading
5	Jonathan Graves	Could Recording Lectures Hurt Student Learning?
6	Siobhán Wittig McPhee	Spatial Empathy in Online Teaching and Learning
7	Gail Hammond	Amplifying Learning in a Fourth-year Community Experiential Learning Course: Development of Innovative Theory-based Practical Activities
8	Tracy Shu	Reinventing An Approach to Mental Health Therapeutics in the Entry-to-Practice PharmD Program: A Longitudinal Complex Mental Health Patient
9	Irene Luong	Building Blocks of Inpatient Pharmacy Practice Experience in the Entry-to-Practice PharmD Curriculum
10	Jessica Tran	Developing Curriculum to Acknowledge and Discuss the Lack of Human Diversity in Biomechanics



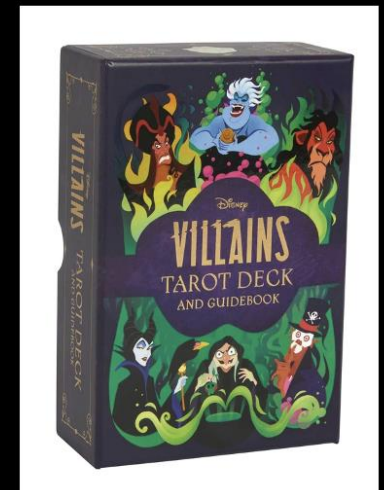
# “Games for Decolonization”

“Games for Decolonization” explores how board games are valuable tools in social justice issues, such as decolonization, critical race studies, disability studies, in higher education.

*With board games capable of simulating complex systems of oppression by presenting them as game processes or narrative elements, they illuminate multifarious decision-making and offer commentary through nuance, contradiction, and culpability. Moreover, they have the potential to motivate players by making learning playful in their incorporation of competition and surprise.*

Part of a larger project to research and develop games that interrogate systems of oppression, such as settler colonialism, and celebrate Indigenous sovereignty.

“The Asian American Tarot”  
by Mimi Khúc



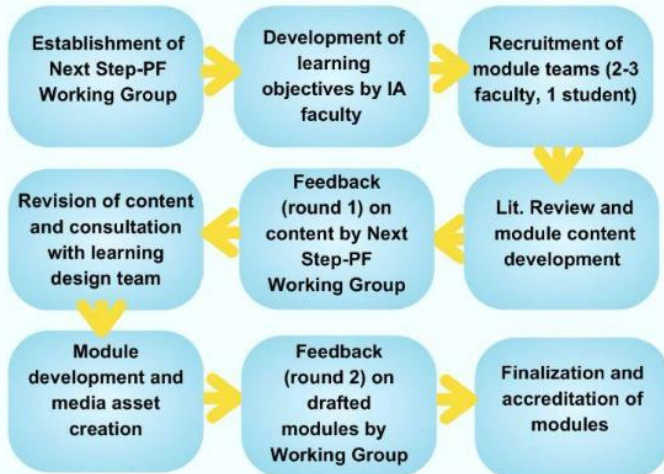


## OVERVIEW

Includes 5 accredited online modules

- 1) Pedagogy
- 2) Inclusive Teaching Practices
- 3) Engagement
- 4) Feedback
- 5) Assessment

## MODULE DEVELOPMENT METHODOLOGY



## RESULTS (SURVEY/FOCUS GROUP)

### Strengths

- **Design** (accessible, clear, appropriate complexity and length)
- **Utility** (relevance, interactivity)
- **Increased preparation** (connection to faculty, consistency, confidence)
- **Practicality** (video examples, explanations, strategies to overcome challenges)

### Pitfalls/Opportunities

- **Resource intensive**
- **Link to teaching sessions** (spaced repetition & practice)

ENROLL HERE



## ACKNOWLEDGEMENT

We gratefully acknowledge the financial support for this project provided by UBC Vancouver students via the Teaching and Learning Enhancement Fund. We also acknowledge and express our gratitude to the UBC PharmSci Queer Curriculum Advisory Committee, PRIDE-RX team, Integration Activities Team, Next Step-PF Working Group, OETLD, OEA, CTLT for their contributions to the development of this training module.



# Exploring Rural Pharmacy Practice: A Needs Assessment for a Rural Pharmacy Elective

Mimi Nguyen (PY3, PharmD Candidate), Kayla M Fang BSc.(Pharm), ACPR, Paulo Tchen BSc.(Pharm), MBA, Gilly C Lau BSc.(Pharm)

## Background

- The Entry-to-Practice (E2P) PharmD program at UBC is the only pharmacy program in the province, training future pharmacists to deliver quality care to patients from diverse communities and backgrounds
- Pharmacists are highly accessible healthcare providers and provide essential services, particularly in rural communities or areas facing a shortage of family physicians
- There is currently limited curricular content on pharmacy practice within a rural community context

## Objective

- To determine the need and interest from E2P PharmD students for a second-year summer elective centered around rural pharmacy practice in underserved rural and remote regions

## Methods

### Timeline of Project



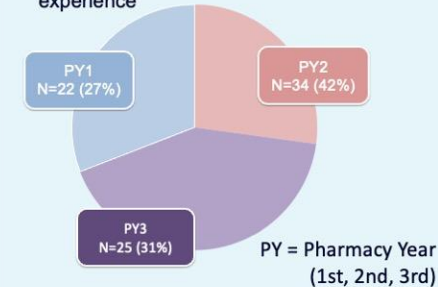
### Needs Assessment Survey

- Voluntary Qualtrics™ survey with multiple choice, Likert-scale, and free-form text responses
- Survey distributed via email and student Facebook pages to E2P PharmD students in years 1 to 3 (PY1 – PY3)
- Quantitative data analysis for survey results with use of informal manual thematic qualitative analysis for free-form text responses

## Results

### Demographics

- N=81 (response rate: 81/600 = 13.5%)
- 53% reported having previous "rural experience"



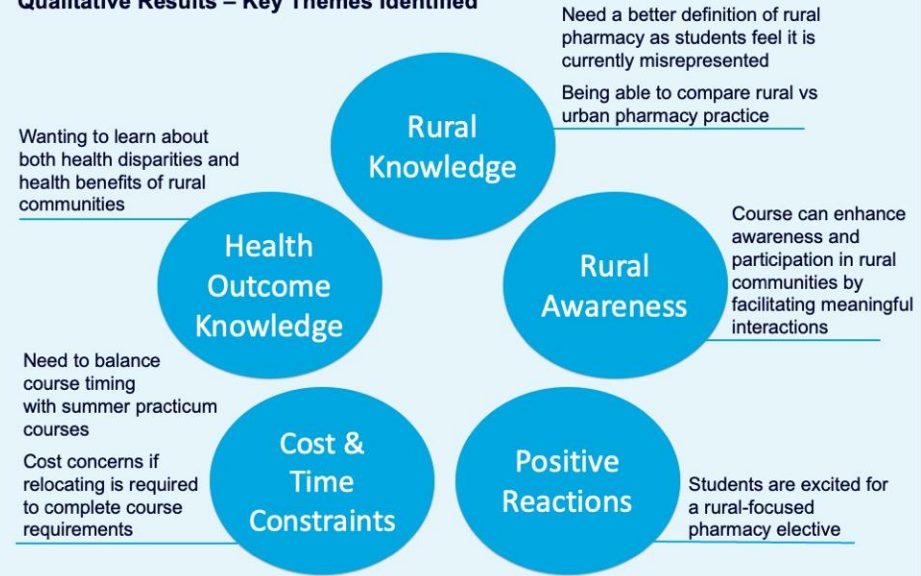
### Quantitative Results

- 79%** Of respondents would participate in an online elective concurrently with PY2 summer practicums
- 78%** Of respondents would be interested in enrolling in this elective course focused on rural pharmacy practice
- 61%** Of respondents do not feel that they learn enough about rural pharmacy practice in the current E2P PharmD program

*"I think the culture, connections, and approach to providing pharmaceutical care varies greatly within rural care ... I don't observe that perspective being addressed enough in the PharmD program"*

- Student Respondent

### Qualitative Results – Key Themes Identified



## Conclusions and Next Steps

- The E2P PharmD program does not provide students with sufficient exposure to rural and remote communities and what health care looks like in these unique contexts
- Overall, students were interested in a rural pharmacy elective course and education would complement the rural knowledge gap in current curriculum
- Elective development to proceed as approved by Faculty in September 2023, with pilot course launching Summer 2024

## Acknowledgements

The project team would like to thank Bella Woroshelo (PY4, PharmD Candidate) for her contributions to this work.

# SoTL Linkage Grant on Alternative Grading



Join our Slack!

Celeste Leander (Botany), Julia Bullard (School of Information), Jonathan Graves (Economics), Marcia Graves (Microbiology & Immunology), Surita Jhangiani (Education), Firas Moosvi (Computer Science), David Oliver (Microbiology & Immunology), Paul Pickell (Forestry), Giulia Tori (Computer Science)

## Study 1: Instructor Experiences

- Lit review of existing Alternative Grading Practices
- UBC Faculty Interviews
- A new instrument to capture Alternative Grading Practices (extending the Teaching Practices Inventory)

## Study 2: Student Experiences

- Student experiences, attitudes, and perspectives on Alternative Grading
- Focus groups and interviews
- Analytics on student behaviours and habits in Alternatively Graded courses

## Study 3: Effect on Learning

- Comparing artifact quality differences in traditionally vs. Alternatively graded courses
- How do students in Alternative Grading systems perform in subsequent courses compared to those completing traditionally graded courses ?

# Could Recording Lectures Hurt Student Learning?

Jonathan L Graves (UBC-V)

## Student Learning is Strategic!

- Student make strategic decisions about both the **way** and **amount** they study when learning.
- They do this to balance many conflicting responsibilities:
  - Academic achievement
  - Personal life
  - Financial considerations
- **However** these decisions are affected by student abilities in complex ways
- Specifically, their choice have to do with their **metacognitive skill**
  - This is their ability to know about their own learning (learning about learning (Fink, 2013))

## Metacognition and Choice

A large literature on metacognition has identified two key dimensions:

**Regulation** which refers to a student's ability to identify their own learning and engage in learning.

- *I am good judge of how well I understand something*
- *I can motivate myself to learn when I need to*

**Knowledge** which refers to their ability to recognize how learning activities improve or affect their learning.

- *I ask myself questions about the material before I begin.*
- *I ask myself how well I have accomplished my goals once I'm finished.*

## Problem: Educators Choose the Set of Choices Available

The key issue is that the choice available to students are not fixed.

- We make decisions about which activities are available to students
- For example, do you provide **lecture recordings** as an alternative to attendance?
- Do you let students **retake tests** more than once?

At first blush these seem like they can't possibly be bad. After all, students get to choose their option?

- The problem is that students may differ in their metacognitive skills

A theoretical model shows that this leads to:

1. Students with lower metacognitive skill will deliberately **study too much or too little** relative to an objective observer with perfect metacognition.

This leads to lower-than-expected achievement or high stress and mental health issues.

## Suggestive Evidence

I pulled data for my intermediate econometrics students and compared their use of lecture recordings to the gap between their actual and expected achievement on exams

- There was **no systematic** relationship between viewing and performance
- There was a **hump-shaped** relationship between achievement gaps and views

This is exactly in line with what a metacognitive model predicts!

## Next Steps

is exactly in line with what a metacognitive model I am now in the process of conducting a more definitive study of this:

- Use MAI to test metacognitive skill
- Track student attendance and use of recordings
- Collect student data and performance

Figure 1: The Metacognitive Learning Cycle

Student learning and choice of learning activity forms a cycle. They choose both how to navigate this cycle and when to stop.

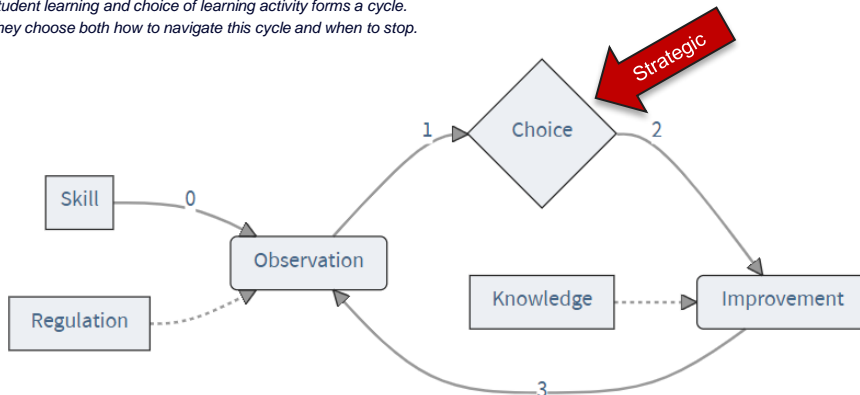
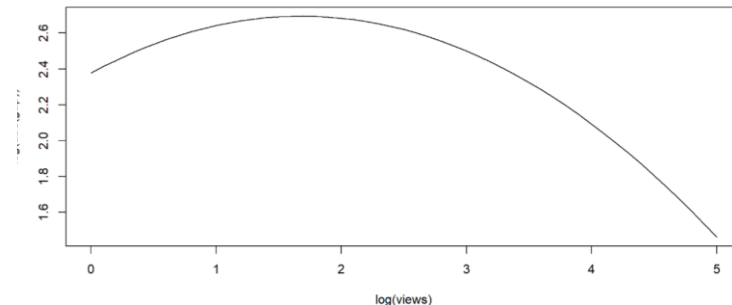


Figure 2: Achievement Gaps

Based on viewership data students who study more or less have larger gaps in expected vs. actual achievement



## I need your help!



# Amplifying Learning in a Fourth-year Community Experiential Learning Course: Development of innovative theory-based practical activities

Gail Hammond<sup>1</sup> ▪ Lucy Hoang<sup>1</sup> ▪ Amber Brideau<sup>1</sup> ▪ Crecien Bencio<sup>2</sup> ▪ John Cheng<sup>3</sup>

<sup>1</sup>Food, Nutrition & Health, Faculty of Land & Food Systems ▪ <sup>2</sup>Faculty of Arts ▪ <sup>3</sup>CTLT

## Inputs

Team

Data

Course documents

Technology

## Outputs

Welcome video

Small group activity

H5P interactive tool

Skill development

## Outcomes

Implementation January 2024

Data sources...

**Students:** Impact on learning & personal growth

**Community partners:** Effect on working relationships with students

**TAs:** Effect on working relationships with students; workload

Acknowledgements: We gratefully acknowledge the Musqueam people on whose traditional, ancestral, and unceded territory is where we work, learn & play. We honour their care of the land, water and air for millennia. We are also grateful for financial support provided by UBC Students as Partners and Advancing Community Engaged Learning.

*2023 Celebrate SoTL, October 19, 2023*

Patient profile	
Demographics	○
Allergies	○
History	
Medical history	○
Psychosocial history	○
Surgical history	
Immunization history	○
Family history	○
Care team	○
Past appointments	
Patient chart	
Visit details	○
Progress notes	○
Vital signs	○
Lab viewer	
Fluid balance	
Assessments	
Neurological assessment	○
Respiratory assessment	○
Cardiovascular assessment	○
Gastrointestinal assessment	○
Genitourinary assessment	○
Musculoskeletal assessment	○
Pain assessment	
Biopsychosocial assessment	
Integumentary assessment	
Non-medication orders	
Orders	○
Referrals to other disciplines	
Lab orders/requisitions	
Medication orders	○
Medication administration records	○
Interprofessional plan of care	
Discharge summary	
Reports and documents	
Consults	○
Laboratory reports	○
Medical imaging	○
Operative reports and anaesthesia records	
External resources	
CPS	
Messaging	

# Reinventing An Approach to Mental Health Therapeutics in the Entry-to-Practice PharmD Program: A Longitudinal Complex Mental Health Patient

Irene Luong<sup>1</sup>, Leslie Guo<sup>1</sup>, Alyssa Azote<sup>1</sup>, Jason Min<sup>1</sup>

<sup>1</sup> The University of British Columbia Faculty of Pharmaceutical Sciences

## GOALS:

1. Improve mental health scaffolding in the PharmD program.
2. Increase student engagement with meaningful cases.
3. Create activities that integrate prior knowledge of destigmatizing practices.

## WHY:

*Current approach: Psychiatry taught in isolation during the third didactic year.*

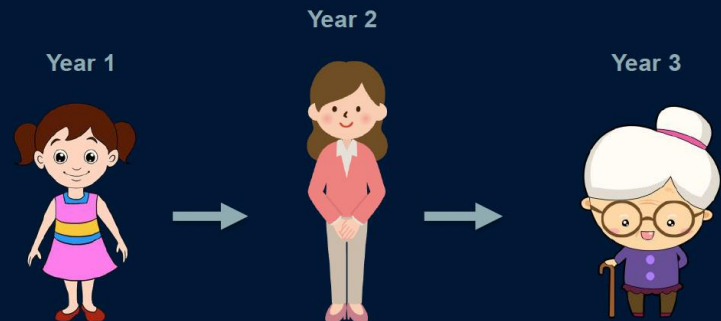
- Difficulty appreciating complexity and progressive nature of psychiatric disorders.
- Rebound effect in awareness and attitudes after mental health education.

## RELEVANCE TO PHARMACY EDUCATION:

- Urgency due to the public health emergency on toxic drug supply.
- Better representation of the progressive and complex nature of mental health and substance use disorders.
- Formal integration of destigmatizing practices throughout the program.

## HOW:

- Embedding longitudinal *electronic health record-based* psychiatry cases.
- Case progression of the *same patient* from young adult to geriatric, covering various mental health conditions to compound in complexity.
- Integrated in PHRM 161, PHRM 212, and PHRM 311.

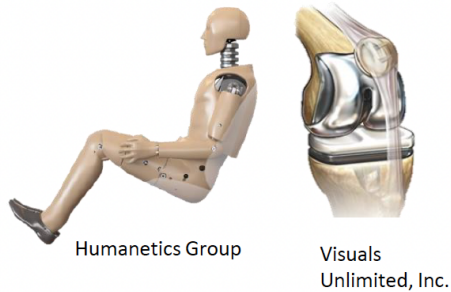


# Developing Curriculum to Acknowledge and Discuss the Lack of Human Diversity in Biomechanics, a CTLT Students as Partners (SaP) Project



Jessica Tran<sup>1</sup>, Sabiha Sultana<sup>1</sup>, John Cookson<sup>1</sup>, Dr. Robyn Newell<sup>1</sup>, & Dr. Agnes d'Entremont<sup>2</sup>

<sup>1</sup>School of Biomedical Engineering, UBC, <sup>2</sup>Department of Mechanical Engineering, UBC



## Biomechanics II (BMEG 330)

3<sup>rd</sup> year Biomedical Engineering technical course (25-45 students)

Taught annually by Dr. Robyn Newell

## Incorporating Student Perspectives

SaP: team of 3 past students and instructor

3 Surveys: past cohorts and pre- and post-course implementation

## Introduced Curriculum Elements

### Journal Club!

- student-led discussion groups
- 12% of course grade alongside
- EDI 101 module
- course learning objectives
- discussion on final project about research biases

## Post-Implementation Survey: How much do you agree with the following statements on the implementation of EDI into the BMEG 330 curriculum?

EDI content should continue to be included in this course in the future

I have learned that there are opportunities for improving biomechanics research and engineering to make it more equitable, diverse, and inclusive of the human population

The method of learning EDI content, primarily through Journal Club discussions, was appropriate for this class

Adding EDI content to this particular course made sense with the other topics in the course

