



TLEF Project – Final Report

Report Completion Date: (2020/05/06)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Assessment of Cultural Safety Learning using Modified Reflexive Visual Arts		
Principal Investigator:	Jason Min		
Report Submitted By:	Jason Min		
Project Initiation Date:	2018/04/01	Project Completion Date:	2020/08/30
Project Type:	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> Flexible Learning <input type="checkbox"/> Other: [please specify]		

1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g. learning materials, media)
- Infrastructure development (e.g. management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g. active learning)
- Innovative assessments (e.g. two-stage exams, student peer-assessment)
- Teaching roles and training (e.g. teaching practice development, TA roles)
- Curriculum (e.g. program development/implementation, learning communities)
- Student experience outside the classroom (e.g. wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g. co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



1.3. Project Summary

In response to the *Truth and Reconciliation Commission of Canada: Calls to Action* and *Place and Promise: The UBC Plan*, health science programs, including the Faculty of Pharmaceutical Sciences, have incorporated greater opportunities for cultural safety learning. Traditional quantitative assessment methods are usually ineffective or not practical for this subject material, while currently used qualitative methods are either not validated, resource-intensive and not sustainable, or cannot be easily modified to fit different classroom formats including large or online lectures. The purpose of this project was to develop, implement, and evaluate a modified reflexive visual arts assessment for cultural safety learning in the Entry-to-Practice Doctor of Pharmacy program. This project builds from existing qualitative assessment used in the pharmacy course *PHAR 457: Pharmaceutical Care in Aboriginal Health*. This assessment was designed for cultural safety learning for any health discipline program, as well as utilization in online or blended learning environments.

1.4. Team Members – Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.

Name	Title/Affiliation	Responsibilities/Roles
Jason Min	Principal Investigator	Defined project goals and timelines, directed project coordinator, reviewed and finalized deliverables, and performed outreach with stakeholders for assessment expansion
Larry Leung	Co-Investigator	Provided insights and feedback throughout project development and reviewed final drafts of all documents
Kimberley MacNeil	Project Coordinator (2018-2019)	Assisted PI by coordinating and delegating tasks to UAAs, leading focus groups and supporting implementation
Juliet Oshiro	Project Assistant (2019)	Supported development of deliverables, project logistics and data analysis
Courtney Sabey	Project Coordinator (2020)	Assisted PI by coordinating and delegating tasks to UAAs, leading focus groups and supporting implementation
Filip Zekic	Undergraduate Academic Assistant	Supported development of deliverables, project logistics and data analysis
Angela Dong	Undergraduate Academic Assistant	Supported development of deliverables, project logistics and data analysis



Chasz Hodgson	Undergraduate Academic Assistant	Supported development of deliverables, project logistics and data analysis
Alisha Bains	Undergraduate Academic Assistant	Supported development of deliverables, project logistics and data analysis

1.5. Courses Reached – Please fill in the following table with **past**, **current**, and **future** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
PHRM 100	001	2018/2019, 2019/2020, 2020/2021	Fall
PHRM 111	001	2019/2020, 2020/2021	Winter
PHAR 457 / PHRM 323	001	2018/2019, 2019/2020, 2020/2021	Fall
PHRM 473	001/002	2019/2020, 2020/2021	Fall/Winter
NURS 353	001	2019/2020, 2020/2021	Fall

2. OUTPUTS AND/OR PRODUCTS

2.1. Please **list** project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

Product(s)/Achievement(s):	Location:
Summary document of literature review and environmental scan on arts-based reflexive assessment	With the PI
Summary document of “best practices” for modified reflexive	With the PI
Student activity document with peer-facilitator guide, rubric and learning objectives linked to the Association of Faculties of Pharmacy of Canada competencies	With the PI
Lecture slides for 4 sessions in Pharmacy cohort and 2 sessions in Nursing cohort	With the PI
Pre-activity and post-activity surveys for students	Hosted on Qualtrics
Student feedback survey and focus group	With the PI
Instructor/facilitator guide	With the PI
Implementation Guide document	With the PI
Analysis of student/instructor/course coordinator feedback, focus groups, and pre- and post-activity surveys	With the PI
Summary report back to course coordinator for NURS 353	With the PI and NURS 353 course coordinator (Dr. Helen Brown)



2.2. Item(s) Not Met – Please list intended project outputs and/or products that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
Project manuscript	In progress (anticipated submission fall 2020)

3. PROJECT IMPACT

3.1. Project Impact Areas – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team teaching practice and satisfaction
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]

3.2. What were you hoping to change or where were you hoping to see an impact with this project? – Please describe the intended benefits of the project for students, TAs, instructors and/or community members.

Benefits for students

- Improved cultural safety assessment methods reflective of student baseline knowledge and improved alignment between content and assessment
- Experience with self-reflection using arts-based mediums that is not typically used in science-based faculties
- Experience peer-facilitating and insight in assessment and rubric usage
- A subset of students involved in the project via the project team, by participating in a survey, and/or participating in a focus group had an enhanced opportunity to learn more about scholarly research, curricular design and Indigenous curriculum

Benefits for instructors

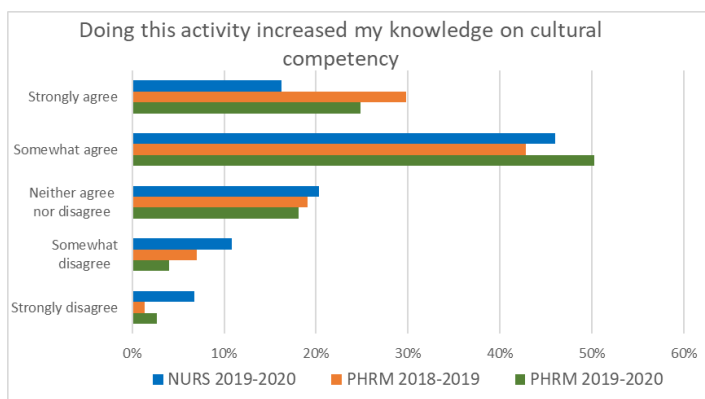
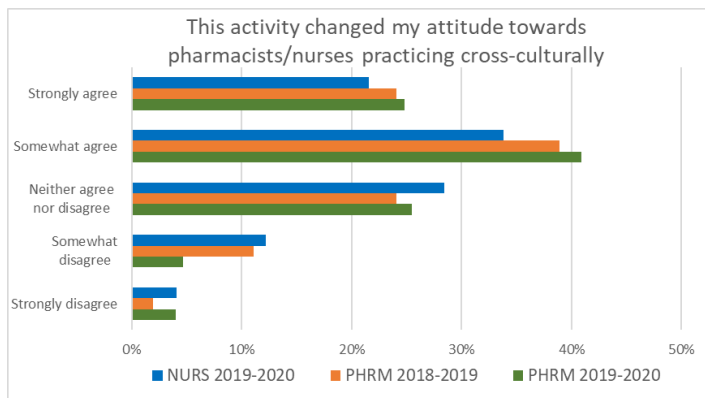
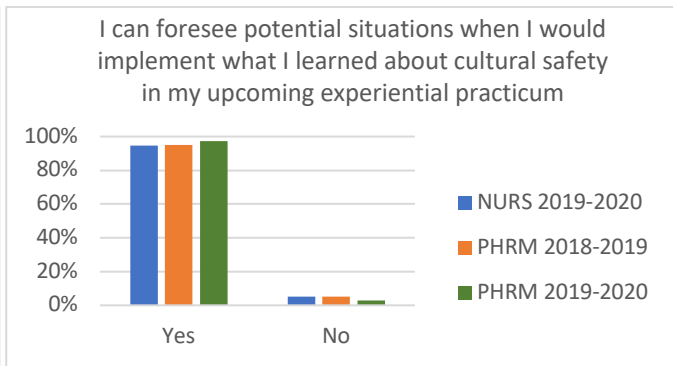
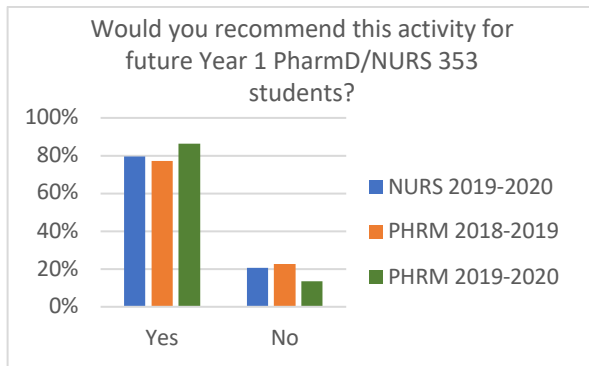
- A method for assessing cultural safety that is scalable, sustainable, and validated
- Enabled greater inclusion of Indigenous content in curriculum
- Exposure to Indigenous and cultural safety resources
- Ability to better assess effectiveness of cultural safety material and make changes as needed
- An assessment method that could be used to enhance experiential education
- Intentional cross collaboration between science-based Faculty and arts-based Faculty

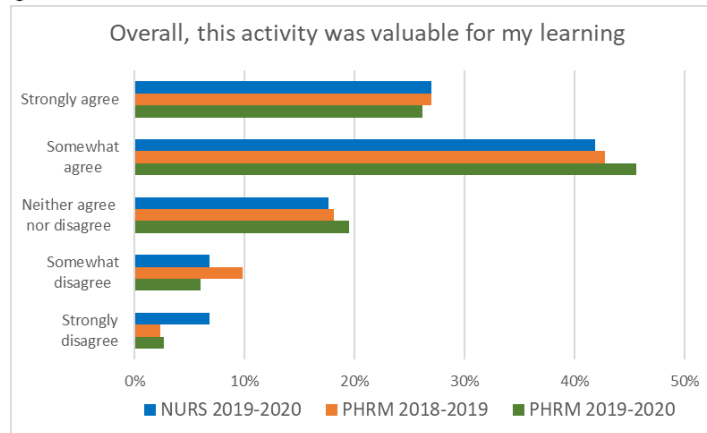


3.3. Were these changes/impacts achieved? How do you know they occurred? – What evaluation strategies were used? How was data collected and analyzed? You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.

These changes and impacts were achieved. Student feedback surveys and focus groups were used in every cohort the assessment was deployed in, with questions targeting the effectiveness of our anticipated changes and impacts. Surveys were completed by at least 70% of students in every cohort, which exceeded our minimum indicator of project performance from the original TLEF submission of 20%.

Survey data was analyzed quantitatively by converting student opinions of the assessment to 5-point Likert scales, which were overwhelmingly positive, and exceeded our minimum indicator of project performance from the original TLEF submission (“student majority to recommend the future use of this assessment”). Below are select questions from these surveys relevant to our project performance indicators:





Qualitative analysis included focus group data, which was analyzed using inductive coding, a constant comparator method using expert opinion for common themes and ideas to better understand how students were engaging with the assessment, and to inform how we could improve its delivery. In addition to providing suggestions and criticisms that we addressed over the project lifetime (and will continue to address as we work to mobilize our deliverables (see “5. Project Sustainment”)), students in the focus groups echoed the generally positive quantitative data on their outlook of the assessment.

Although a formalized interview process did not occur for instructors and facilitators, post-implementation discussions took place with each person responsible for delivering the assessment. Stakeholders were generally positive towards the assessment, as well towards the process of implementing it into their programs. This is further supported by the desire by the School of Nursing and the Faculty of Pharmaceutical Sciences to continue using the assessment, and by the current interest displayed by Faculty of Medicine stakeholders to attempt to bring the assessment into their program.

3.4. Dissemination – Please provide a list of **past** and **upcoming** scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project.

Past Scholarly Activities

- TLEF Showcase (May 2019): Presented a summary of the project and deliverables in a poster titled “Assessment of Cultural Competency Learning using Modified Reflexive Photography”

Upcoming Scholarly Activities

- Note in the journal *INNOVATIONS in Pharmacy* - Education Section (In development, submission planned for summer 2020): Discussion of our scholarly approach, descriptive paper, and anticipated next steps
- Manuscript, target journal not yet decided (In development, submission planned for winter 2021): Presenting and analyzing data from Years 1 and 2
- SSHRC Connection Grant application (in progress; funding announced September 2020): Funding for online platform for mobilizing the cultural safety assessment and displaying reflections. Expected launch in Fall 2021 if grant is approved.



4. TEACHING PRACTICES – Please indicate if ***your*** teaching practices or those of ***others*** have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?

Prior to our project deliverables, the tools me and my colleagues had for assessing cultural safety in a large-scale classroom environment were limited to traditional quantitative assessment methods. These methods were often ineffective at capturing cultural safety learning and difficult to interpret, only superficially addressing demonstrated behaviours or performed knowledge.

This project has provided me and the instructors of NURS 353 with a potential assessment method for cultural safety learning that has proven to be scalable in a large lecture class of up to 224 students. With this new tool, health professional program instructors, including myself and my colleagues, are taking an important step in tangibly assessing the student impact of our cultural safety material, and will be able to make evidence-based adjustments to content delivery as necessary. This will have impact on both quality assurance of Indigenous course material, but also from a broader program evaluation perspective.

In particular, insights from the feedback collected by this project have had a direct response on the development of the Faculty of Pharmaceutical Sciences mandatory Indigenous course I am co-leading planned for implementation in Fall 2021. Data from this project has provided me with a clearer sense of pharmacy students' baseline cultural safety, which has been instrumental in guiding my content creation and delivery for this course.

These changes are considered sustainable over time. This new Indigenous course is in large-part being developed around the use of this assessment, broadening the impact among instructors of the Faculty of Pharmaceutical Sciences. As discussed in section 5, we are also developing an online gallery concept for mobilizing this assessment to community partners and other institutions, which will have impact across Canada.

5. PROJECT SUSTAINMENT – Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?

Upon delivery of the assessment in Year 1, a comprehensive Implementation Guide was created to both document the assessment delivery timeline, and to provide other health professional programs with an intuitive approach to deploying the assessment in their own curriculum. In Year 2, stakeholders in the School of Nursing delivered the assessment in the course NURS 353 primarily using this Implementation Guide. Feedback from Nursing on the assessment and implementation process was largely positive, providing the project team with a proven process for sustainable delivery and expansion.

Stakeholders in the Faculty of Pharmaceutical Sciences have approved the assessment for delivery in PHRM 100 for a 3rd consecutive year, and are expected to continue its support. The School of Nursing has also shown interest in implementing the assessment in the 2020-2021 school year, and preliminary communications are underway for potential implementation in the Faculty of Medicine.

The Faculty of Pharmaceutical Sciences is in the process of developing a new mandatory Indigenous course starting Fall 2021. As current delivery of Indigenous content in the Faculty is largely elective, the assessment is



expected to take a prominent role in the evaluation of the course’s objectives and delivery, using insights from our Implementation Guide and prior experiences to maximize the potential of an effective transition.

The Principal Investigator is currently applying for a Social Sciences and Humanities Research Council (SSHRC) Connection grant for the development of a public online gallery to deliver and present the assessment. The gallery will provide a scalable version of our assessment for other institutions, First Nations and members of the general public to evaluate their cultural safety learning and share and interact with arts-based reflections across Canada. If the grant application is successful (funding announcements occur September 2020), the gallery is expected to start development and launch by Fall 2021, coinciding with the new mandatory Indigenous course in pharmacy.

The major challenge to our expected long-term impacts is our ability to efficiently mobilize the assessment beyond the Faculty of Pharmaceutical Sciences and the School of Nursing to other health professional programs in UBC and other institutions that could benefit from it. Although this goal is ambitious, we are confident that in addition to positive word-of-mouth from our current stakeholders, our online gallery will play a significant role in both spreading awareness of the assessment, and increasing its ability to be implemented in additional programs.

We are grateful for the funding and support by UBC TLEF that has enabled this work.