



TLEF Project – Final Report

Report Completion Date: (2023/09/30)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	<i>Building Foundations for Success in Decolonization and Indigenization within Pharmacy-focused Academic Programs in the Faculty of Pharmaceutical Sciences</i>		
Principal Investigator:	Elizabeth Stacy		
Report Submitted By:	Elizabeth Stacy		
Project Initiation Date:	April 2022	Project Completion Date:	2023/08/31
Project Type:	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> UDL Fellows Program <input type="checkbox"/> Hybrid and Multi-access Course Redesign Project <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)
- Student experience outside the classroom (e.g., wellbeing, social inclusion)
- Infrastructure development (e.g., management tools, repositories, learning spaces)
- Experiential and work-integrated learning (e.g., co-op, community service learning)
- Pedagogies for student learning and/or engagement (e.g., active learning)
- Indigenous-focused curricula and ways of knowing
- Innovative assessments (e.g., two-stage exams, student peer-assessment)
- Diversity and inclusion in teaching and learning contexts
- Teaching roles and training (e.g., teaching practice development, TA roles)
- Open educational resources
- Curriculum (e.g., program development/implementation, learning communities)
- Other: [please specify]



1.3. Final Project Summary – *What did you do/change with this project? Explain how the project contributed toward the enhancement of teaching and learning for UBC students.*

Building Foundations used collaborative, Indigenous-partnered engagement to explore how UBC Faculty of Pharmaceutical Science's health education-focused academic programs can actualize decolonization and Indigenization recommendations and actions. To guide our approach, the project team first connected with 10 Indigenous community experts and champions to learn how best to engage with participants in a manner that is meaningful and respectful. Their input guided our understanding of the issues and context in pharmacy-focused health professional interactions; it informed our approach in contacting, recruiting and remunerating participants; and it guided the development of the questions we asked participants and the manner in which we asked them.

We then spoke to fifteen people (five of whom self-identified as Indigenous) in 45-90 minute semi-structured open-ended Zoom and in-person interviews to identify infrastructure, resources, and processes needed to operationalize recommendations to decolonize pharmacy education, interactions with pharmacists and other related issues. Participants included UBC students, practicing pharmacists, Indigenous patient partners, and an Indigenous community member.

A summary of findings and recommendations were reviewed by participants to ensure we had accurately captured the information they shared. With their input, we generated thirty recommendations and calls-to-action for the Faculty. Key themes included curriculum improvements, continuing cultural safety education post-graduation, meaningful relationship building, the prioritization of hands-on learning experiences, and the need for more support surrounding insurance and billing.

The implementation of these recommendations will stimulate discussions about cultural safety, create a more welcoming environment for prospective and current Indigenous students, and provide future generations of more culturally competent UBC pharmacists.

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
Brenda Zou	PY2 Student, PharmD Program	Co-Investigator
Charissa Tonneson	Y5 Student, Flex PharmD Program/Secretary, Pharm Team Holdings Corporation/ Owner/Manager, Tumbler Ridge Pharmacy	Co-Investigator
Clara Ng	Assistant Dean, Operation and Strategic Initiatives, Faculty of Pharmaceutical Sciences	Co-Investigator
Eric Liu	PharmD Program Student	Project assistant (school year 2022-23)
Gerry Oleman	Indigenous Knowledge Keeper/Cultural Advisor/Elder/Traditional Healer, St'at'imc Nation	Co-Investigator



Ginette Vallée	Senior Manager, Academic Portfolio, Faculty of Pharmaceutical Sciences	Project team member
Janice Yeung	Lecturer/Director, Office of Experiential Education, Faculty of Pharmaceutical Sciences	Co-Investigator
Jason Min	Assistant Professor of Teaching, Faculty of Pharmaceutical Sciences	Co-Investigator
Jennifer Chatterton	Director, Office of Student Services, Faculty of Pharmaceutical Sciences	Co-Investigator
Kerry Wilbur	Associate Professor/Executive Director, Entry-to-Practice Education, Faculty of Pharmaceutical Sciences	Co-Investigator
Larry Leung	Assistant Professor of Teaching, Faculty of Pharmaceutical Sciences	Co-Investigator
Kerry Wilbur	Associate Professor/Executive Director, Entry-to-Practice Education, Faculty of Pharmaceutical Sciences	Co-Investigator
Janice Yeung	Lecturer/Director, Office of Experiential Education, Faculty of Pharmaceutical Sciences	Co-Investigator
Larry Leung	Assistant Professor of Teaching, Faculty of Pharmaceutical Sciences	Co-Investigator
Leonie Harper	Special Projects Manager, Faculty of Pharmaceutical Sciences	Co-Investigator
Lisa White	Research Project Coordinator, Faculty of Pharmaceutical Sciences	Research assistant (spring 2022)
Nadine Gerhardt	Indigenous Strategic Initiatives Manager, Faculty of Pharmaceutical Sciences	Project team member
Natalie Wu	Student, PharmD program	Student volunteer
Patricia Gerber	Associate Professor/Director, Degree Programs for	Co-Investigator



	Pharmacists, Faculty of Pharmaceutical Sciences	
Peter Fang	UBC MA Student	Research assistant (school year 2022-23)
Prabhleen Sandhu	UBC Integrated Sciences Student	Project assistant (summer 2023)
Sandra Jarvis-Selinger	Professor/Associate Dean Academic, Faculty of Pharmaceutical Sciences	Co-Investigator
Sara Marshall	UBC BSc Student	Research assistant (summer 2023)
Stella Fang	PY3 Student, PharmD Program	Co-Investigator
Tamiz Kanji	Associate Professor/Director, Continuing Pharmacy Professional Development, Faculty of Pharmaceutical Sciences	Co-Investigator
Yubai Liu	Office of Student Services, Faculty of Pharmaceutical Sciences	Project team member

1.5. Courses Reached – Please fill in the following table with **past** and **current** courses (e.g., HIST 101, 2017/2018) that have been 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).

This project does not pertain to a specific course but rather all programs within the Faculty's Academic Portfolio (student enrollment across all years), mainly the Entry-to-Practice Doctor of Pharmacy program (~890 students). Potential changes to courses based on curriculum-focused recommendations will be decided by the Faculty.



2. OUTPUTS AND/OR PRODUCTS

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

Output(s)/Product(s):	URL (if applicable):
Building Foundations Recommendations report	
Education Forum <ul style="list-style-type: none"> Originally envisioned as a Knowledge Sharing Event, we took advantage of a Faculty Education Forum to broadly disseminate our findings. With engagement from across BC, a Knowledge Sharing Event became logistically challenging to plan, and this Forum was more cost effective and impactful than an event we could plan ourselves. Further, it will provide an opportunity for community champions who guided the initiative to be ‘welcomed in’ to a Faculty-based sharing space where they have traditionally not been able to participate. 	October Ed Forum - Slides.pptx
Abstract submitted for conference (Quality Forum)	2023.09.27 Quality Forum Draft Abstract - Submitted.docx

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

Item(s) Not Met:	Reason:

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-satisfaction
- Teaching practices
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (Indigenous, equity and diversity)



Unit operations and processes

Other: [please specify]

3.2. Please provide details on each of the impact areas you selected in 3.1. – *For example, explain in which ways your teaching practices changed; how student wellbeing was impacted; how students wellbeing benefited from your project, etc.*

Our work yielded recommendations that will target the impact all selected areas in 3.1 and a few impact areas were also targeted while performing our study. Curriculum improvements suggested in the final recommendation report include increased discussion about Indigenous history, sharing firsthand accounts of Indigenous individuals' healthcare experiences with students, Indigenous benefits (Plan W) and continuity of knowledge sharing throughout the duration of the pharmacy program. If these suggestions are followed, they will have an impact and increase student learning.

Furthermore, student engagement and attitudes along with social inclusion and wellbeing are targeted in the report, with a focus on social improvements. By engaging students through optional peer-mentorship programs to connect Indigenous students from different year levels, students are expected to feel more comfortable in their program, experience less impostor syndrome, and ultimately, have a more positive attitude towards learning. Student engagement and learning are also highlighted in the report, with suggestions for hands-on learning prioritization as practicing culturally safe Indigenous health care in labs or in real communities which can be highly engaging means for broadening a student's knowledge base. Finally, pharmacy students participated in interviews, and participated as research team co-investigators, and project leads, which is another way student engagement was incorporated in this project.

Throughout the project, the project team worked in coordination with co-investigators by scheduling virtual meetings and facilitating ongoing email communication. The majority of the co-investigators are leaders within the Faculty, including Lecturers, Professors, Program Directors and the Associate Dean. Their continuous feedback supported the project team in differentiating between practical and non-practical recommendations. The final report was also edited with the instructional team's feedback to ensure their satisfaction. There is also an expectation that recommendations will be enacted since the co-investigators are also Faculty leaders.

Teaching practices were another important feature of the final report. This recommendation encourages course instructors to share personal work experiences in Indigenous communities, adding cultural safety skills to practicum requirement checklists, and for preceptors to be trained in cultural safety. Moreover, the report urges incentivization of Indigenous health learning activities by avoiding activities graded for completion and reconsidering asynchronous modules.

The act of undertaking an initiative focused on decolonization and internal reflection within the Faculty was a method of increasing cultural safety education awareness, and considering issues around welcoming and supporting Indigenous students into the program.

We are currently collaborating with an Indigenous-owned company to create visuals/graphics to accompany our final report and presentations. We also plan to use the graphics on any additional disseminated content



(e.g., poster presentations, conference presentation) to both support Indigenous artists and ensure that the messages in the report are accessible to all readers.

How do you know that the impacts listed in 3.1/3.2 occurred? – *Describe how you evaluated changes/impacts (e.g., collected survey data, conducted focus groups/interviews, learning analytics, etc.) and what was learned about your project from the evaluation. You are encouraged to include graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

Although we expect impacts from our recommendations will not be felt immediately, as the Faculty needs time to make the changes in programs and policies, our goal was to identify tangible, realistic and feasible recommendations that the Faculty of Pharmaceutical Sciences could implement to begin the journey of decolonizing pharmacy education.

Our project team had meaningful engagement with students during the study, with pharmacy students at different year levels making up one third of our interviewees. As noted above, the project team and co-investigator group was large and diverse, comprised of students, directors, instructors, an Elder, an associate dean, etc. It was very important to maintain regular communications with this group as many represented knowledge users and decision makers. As such, we evaluated instructional team satisfaction through meeting frequency and active communication. Regular monthly meetings provided opportunities for sharing progress, hearing ideas for future direction, obtaining feedback on the findings and final report, and email correspondence ensured that teaching team satisfaction was achieved.

This initiative also provided the space to further explore and ‘unpack’ UBC’s Indigenous Strategic Plan. The conversations allowed for reflection on awareness and capacity to undertake the strategic actions, and in fact, the Faculty developed and published their own ISP during the span of this initiative.

Interview participants were pleased that the faculty is having conversations regarding decolonization and Indigenousization, and they felt their input contributed to these Faculty discussions. These sentiments are also emphasized in the following quotes from our interviews:

“Working towards positive change is really important and just receiving the invite was like, yeah, I am interested in being a part of this conversation.” – Indigenous Patient Partner

“I’ve grown up in a heavily populated Indigenous area, and it’s really integrated into my community. So it’s an area that I feel is important for me to contribute to work in this area.” – Pharmacy Student

Furthermore, our questions for interviewees opened up dialogue about barriers to care that Indigenous patients experience. Sharing these lived experiences was another space where our project team was able to raise awareness of the importance and value of culturally safe provision of care. This is highlighted in the following quotes shared by interview participants:

“I think pharmacists need to realize, I don’t know if they do or the grads do or not, but one aspect of it is, you have to know what is covered for Indigenous patients.” – Pharmacist



“I think one of the major ones with Indigenous people is the preconceived notions of individuals... Every client comes with different experiences and to treat people with dignity and respect and to listen to them and to not assume as well.” – Indigenous Patient Partner

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?

As outlined above, teaching practices are expected to change beyond the timeframe of this initiative. Involving instructors in our project as co-investigators ensures they hear the recommendations, are aware of their implication, understand how it will impact them, their students, and future Indigenous patients, and feel the recommendations are contextualized and appropriate. These factors increase the likelihood of having changes implementing into teaching practice changes. We see these changes as sustainable over time because a lot of the teaching practice changes that we highlighted in section 3.1 of this report are extensions of strategies that already exist within the Faculty. For example, ensuring practicum experiences place an emphasis on cultural safety requires the addition of cultural safety education and training to a pre-existing checklist used by preceptors. It also ensures the Indigenous health modules are being completed by students in preparation for their practicum.

We expect the changes will be sustainable because they do not involve mobilization of significant new resources, making it easier to uphold them over years. We also feel that there is motivation within the Faculty, and that change has begun in the Faculty which will be hard to stop.

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 project sustainment?

Project sustainment was a key priority for the Principal Investigator and the project team. As such, we have undertaken several strategies to ensure project sustainment and potential expansion.

First, involving leadership in the development and through all phases of the initiative as co-investigators was a key decision to ensure that everyone knew, understood, contributed to, and had a stake in the success of the initiative. Their involvement in the project as co-investigators is in and of itself a commitment to the recommendations we made.

Second, during the project (maybe partly nudged by the findings of the work?), the Faculty hired an Indigenous Strategic Initiatives Manager (ISSM) who is supporting the transition out of the TLEF-phase of the initiative and will take leadership and responsibility for a number of the recommendations. This manager will maintain contact with key community champions and will reconnect with participants (with their consent) to forward any future engagement opportunities and foster a stronger relationship with them as their perspectives have played a pivotal role during the project. The manager will also meet with various relevant academic portfolios to discuss how the recommendations can be implemented at a Faculty-wide level. One of the initiative’s project assistants will continue working with the Faculty to support implementation of recommendation and will be checking in with the Indigenous Strategic Initiatives Manager for progress updates.



A challenge for project sustainment is that none of the primary research team (PI, research assistants, research project assistants) work at the Faculty. This may make it difficult to track progress and hold the Faculty accountable to the commitment that was made to the recommendations. However, this is where the Indigenous Strategic Initiatives Manager's role comes in. This manager should oversee and track that recommendations are applied within the appropriate portfolios.

DISSEMINATION – *Please provide a list of scholarly activities (e.g., publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event). These will be included on the TLEF scholarly output page.*

Our information has not yet been shared at any events or through publications. We will present at the Faculty's Education Forum in October 2023. We have also submitted an abstract for the BC Quality Forum conference (April 2023). The team also plans to submit abstracts to UBC-organized research conferences. We are planning to draft a manuscript for submission to an academic journal.

As noted above, we are also enhancing our materials with graphics to illustrate integration of Indigenous ways of knowing and doing into our dissemination efforts. We expect this will also make the recommendations more accessible for non-academic audiences.