Minutes of Faculty Council Meeting 281  
Tuesday, June 18, 2019  
1:00 to 2:00 p.m.  
PB 1210


Guest:  S. Southon

1. **Approval of Minutes, April 24, 2019**

   MOVED: P. Wells; SECONDED: J. Kellar, THAT, the minutes of the meeting held on April 24, 2019, be approved.  
   CARRIED

2. **Report of the Executive Committee**

   The Chair relinquished the chair to the Vice-Chair of Council in order to present the report of the Executive Committee.

   **ITEM FOR INFORMATION:**

   *New Award Record—Dean’s Admission Scholarship Award*

   On May 5, 2019, the Committee on Academic Standing approved a new award record for the Dean’s Admission Scholarship Award. This scholarship is awarded to 10 candidates for admission to the undergraduate Pharm.D. program with the highest admission index scores. The scholarship will be renewed in Years 2, 3 and 4, provided full-time status is maintained, and an annual grade point average (AGPA) of at least 3.50 is achieved (with a passing grade in all courses).

   To expedite the approval process for the purpose of awarding these scholarships for the current admission cycle the Executive Committee approved the award record though an electronic vote on May 14, 2019.

   The Vice-Chair relinquished the chair back to the Chair of Council.

3. **Striking Committee**

   **ITEM FOR APPROVAL:**

   Updated membership lists for Council and the standing committees of Council for 2019-2020 were distributed electronically. These committees will take effect as of July 1, 2019.

   MOVED: M. Rocchi; SECONDED: R. Bendayan, THAT, the membership lists for Council and its standing committees be approved.  
   CARRIED
4. **Report of the Committee on Academic Standing**

**ITEMS FOR APPROVAL**

4.1 **MEETING OF 14TH MAY 2019**

**Graduate Education Program**

4.1.1 **New Award Record—Dr. Heather Boon Award for Natural Health Products and Traditional Medicine Research at the University of Toronto**

This award was established by Dr. Heather Boon, who is a professor and former dean (2013–2018) at the Leslie Dan Faculty of Pharmacy and currently is Vice-Provost, Faculty and Academic Life, University of Toronto. The value of the award will be the annual income from an endowment of $50,000.

The award will be given to a student in any year of a graduate program in the Leslie Dan Faculty of Pharmacy who is conducting research in the area of natural health products and/or traditional medicine (the definition of ‘Natural Health Products’ is taken from the Natural Health Products Regulations published by Health Canada). The award will be administered by the Graduate Awards Committee in the normal manner, and that the committee will select the recipient in the event of a tie. No application will be required, and no award will be given if a suitable candidate cannot be identified.

**MOVED:** C. Cummins; **SECONDED:** M. Piquette-Miller, **THAT,** the decision of the Committee on Academic Standing be upheld in approving the Dr. Heather Boon Award for Natural Health Products and Traditional Medicine Research at the University of Toronto with the proviso that the initial letters of the term ‘Natural Health Products’ be capitalised in the Award Record as befitting a proper noun.

**CARRIED**

4.2 **MEETING OF 28TH MAY 2019**

**Pharm.D. Program**

4.2.1 **New Award Record—David White Entrance Scholarship**

This award was established in 2013 by David White, formerly the Assistant Dean, Advancement and Alumni Relations (2007–2017). It was established as an endowed award and now is being converted to an expendable award. The fund has a current balance of $11,725, which will be distributed over five years starting in 2019. There will be one recipient per year, and each will receive $2,345. The other conditions for this award remain the same: that is, it will be awarded to the student entering the undergraduate program who obtains the highest admission index and has not won an entrance scholarship of greater value.

**MOVED:** C. Cummins; **SECONDED:** J. Henderson, **THAT,** the decision of the Committee on Academic Standing be upheld in approving the amended award record for the David White Entrance Scholarship.

**CARRIED**

4.2.2 **Policy on Marginal Failures**

The Faculty Registrar requested that the entry in the calendar for the Policy on Marginal Failures be revised to include of an explicit statement of what in most cases is inherently necessary and has been the practice to date. The revised entry is as follows, with the addition shown in italics.

Students who fail a course with a final grade of 57 to 59% will receive one assignable percentage point, up to a maximum of three, for each increment of 0.3 in his or her Annual GPA above 1.70; thus Annual GPAs of 2.00 to 2.29, 2.30 to 2.59 and 2.60 or more will yield 1, 2 and 3 assignable
points, respectively. These assignable points may be assigned to individual grades of 57 to 59% in order to achieve 60%. The assignment of points among two or more eligible courses will be at the discretion of the student.

Please note:
- The Marginal Failures Policy is applicable only to students taking a full course load.
- *The Policy normally is applicable only to students for whom it is possible to calculate a final Annual Grade Point Average; they typically are students who have written all final examinations.*
- A student is allowed to take advantage of the process in each year of registration in the program.
- The Policy will be applied only to courses that are graded on the numeric grading scale.
- The Policy will be applied to all final grades, including those on supplemental examinations.
- The original failed grade will stand, and the transcript will be annotated to indicate that the grade is deemed a pass.

MOVED: Carolyn Cummins; SECONDED: Jamie Kellar; THAT, the decision of the Committee on Academic Standing be upheld in approving the revision to the Marginal Failures Policy. CARRIED

ITEMS FOR INFORMATION

4.2 MEETING OF 14TH MAY 2019

Pharm.D. Program

4.2.1 Report of the Board of Examiners, Fourth Year

Grades for Advanced Pharmacy Practice Experience (APPE) rotations in Blocks 8, 9 and 10 (*i.e.*, 21st January to 3rd May 2019) were approved. Five students failed one course each. One student petitioned successfully to be ‘Withdrawn without Academic Penalty’ (WDR) from two courses.

Eight students who failed one APPE rotation each in 2018-2019 successfully completed supplemental rotations and were eligible to graduate on 7th June 2019.

A motion was approved to empower the Faculty Registrar to accept passing grades from any conditioned students without having to reconvene the Board of Examiners, Fourth Year, nor the Committee on Academic Standing, solely for the purpose of approving the outstanding grades.

4.2.2 Combined Pharm.D.-M.B.A. Program

One student completed and passed PHM488H1 (Independent Study Course in Social and Administrative Pharmacy). The student is eligible to graduate with the degree of Pharm.D. on 7th June 2019.

One student was enrolled in Year 3/4 of the Combined Pharm.D.-M.B.A. Program for the 2018–2019 session. The student successfully completed three courses in the fourth year of the Pharm.D. program during the winter term of 2019.

4.2.3 Graduation Statistics

Of the 229 students enrolled in Year 4 of the Pharm.D. program for the 2018-2019 session, 224 students were eligible to graduate on 7th June 2019. Twenty-eight of those students graduated with Honours.
Combined Pharm.D.–M.B.A. Program—As noted above, one student in the combined Pharm.D.–M.B.A. program is eligible to graduate on 7th June 2019.

4.2.4 Pharm.D. for Pharmacists Programme

Grades from the 2019 winter term were reviewed and accepted by the Board of Examiners on 13th May 2019.

One student failed PHM651H1 (Contemporary Topics in Infections Diseases). This student is eligible for a supplemental examination.

One student failed PHM761H1 Elective Rotation I. This student previously undertook and passed a supplemental rotation after failing an experiential course. Only one supplemental rotation is permitted in experiential courses, and the student therefore was refused further registration in the programme.

4.2.5 Graduation Statistics

Twenty-three students are eligible to graduate on 7th June 2019.

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<tr>
<th>Starting year</th>
<th>Number of students</th>
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<tr>
<td>2015-01 (January)</td>
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<tr>
<td>2015-09 (September)</td>
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</tr>
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</tr>
<tr>
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<tr>
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<tr>
<td>Total</td>
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4.3 MEETING OF 28TH MAY 2019

Pharm.D. Program

4.3.1 Report of the Board of Examiners, First Year

Grades from the 2018-2019 academic year were reviewed and accepted by the Board of Examiners. Of the 239 students enrolled in Year 1 of the Pharm.D. program for the 2018-2019 session, 54 students were conditioned (have outstanding academic requirements to complete) and 2 students failed the year.

4.3.2 Report of the Board of Examiners, Second Year

Grades from the 2018-2019 academic year were reviewed and accepted by the Board of Examiners. Of the 242 students enrolled in Year 2 of the Pharm.D. program for the 2018-2019 session, 20 students were conditioned (have outstanding academic requirements to complete).

4.3.3 Report of the Board of Examiners, Third Year

Grades from the 2018-2019 academic year were reviewed and accepted by the Board of Examiners. Of the 235 students enrolled in Year 3 of the Pharm.D. program for the 2018-2019 session, 16 students were conditioned (have outstanding academic requirements to complete).

Combined Pharm.D.–M.B.A. Program

One student was enrolled in Year 3/4 of the Combined Pharm.D.–M.B.A. Program for the 2018–2019
session. The student successfully completed the requirements of Year 3 of the Pharm.D. Program during the fall term of 2018.

5. Report of the Curriculum and Assessment Committee

The Chair relinquished the chair to the Vice-Chair of Council in order to present the report of the Curriculum and Assessment Committee.

ITEMS FOR APPROVAL

Graduate Education Program

5.1 M.Sc.Phm. Program

5.1.1 New Course—Introduction to Education, Theory, Practice, and Scholarship

This course will introduce future educators to foundational aspects of teaching, learning, assessment, rooted in the discipline of social psychology, to help support effective pedagogy in diverse settings. The goal of this course is to provide students with knowledge, skills, and motivation to identify learning needs of audiences, design curriculum, use effective teaching methods, and undertake program evaluation for the purpose of quality improvement, all in a scholarly, evidence-informed manner.

MOVED: D. Dubins; SECONDED: M. Piquette-Miller; THAT, the new course Introduction to Education, Theory, Practice, and Scholarship be approved.

CARRIED

5.1.2 New Course—Methods for Patient-Focused and Pharmacy Practice Research

This course will focus on the methods for the conduct of patient-focused and pharmacy practice research. This research commonly uses quantitative, qualitative or mixed methods approaches to generate new knowledge in areas such as pharmacy practice, clinical pharmacology, the effectiveness or implementation of interventions that improve health outcomes, patterns in medication use, health care team function, and patient or other stakeholder perspectives. Topics that will be covered include human research ethics, regulatory considerations, grant writing, project management, research design, and data collection and management approaches. Further, students will develop the concept for a research project as a component of this course. For M.Sc.Phm. students this project can be the major research project required by the program.

MOVED: D. Dubins; SECONDED: L. Dupuis; THAT, the new course Methods for Patient-Focused and Pharmacy Practice Research be approved.

CARRIED

Pharm.D. for Pharmacists Program

5.2 New Course—Managing Drug Overdoses

Pharmacists in a variety of practice settings can have a positive influence on the identification and management of intentional and accidental drug overdoses. This course will provide in-depth reviews of the top drug categories involved in human exposures. This includes analgesics, sedative/hypnotics, antipsychotics, antidepressants, secretagogues, insulin and cardiovascular drugs. Learners will also be able to effectively triage patients who require medical assessment and facilitate self-care when required. Pharmacists who work in emergency departments, intensive care units and general medicine wards will have enhanced understanding of the decontamination, elimination and treatment strategies employed in managing patients experiencing drug overdose.
There was a concern that some of the course content overlapped with an existing addictions and mental health course in the Pharm.D. for Pharmacists program. The Chair will forward this comment to the Pharm.D. for Pharmacists program for review.

**MOVED:** D. Dubins; **SECONDED:** T. Chalikian; **THAT,** the new course Managing Drug Overdoses be approved.  
**CARRIED**

**ITEMS FOR INFORMATION**

5.3 *Course Change*

**Pharm.D. for Pharmacists Program**

*PHM654H1 Contemporary Topics in Cardiovascular Diseases*
- Elimination of small assignments worth 2%.
- Increase critical appraisal assignment from 7% to 10%.
- Increase final care plan from 7% to 15%.

**Pharm.D. Program**

*PHM101H1 Pharmacotherapy 1: Foundations and General Medicine*
Instead of “hand-ins” (pharmacy care plans submitted after each workshop), there will be one Patient Care Process assignment. Students will be expected to independently complete and submit a complete Pharmacotherapy Work-up and Care Plan for grading and feedback. This will allow for individual assessment and feedback to help students further develop their pharmaceutical care process.

*PHM114H1 Social and Behavioural Health*
Three x 2 hour tutorials of student group presentations replaced by 2x2 hour instructor/teaching assistant led tutorials, assessed by post-tutorial quizzes (2x5%). The tutorials will focus on practicing engaging in case-based ethics discussions which help students to learn to develop their ability to engage with ethical problems with the help of a clinical decision-making tool. In the second of the two tutorials the last hour will be used to provide focused instruction on the writing assignment with help from the Health Sciences Writing Centre staff.

*PHM201H1 Pharmacotherapy 2: Dermatology and EENT*
- Course name changed to “Self-Care Perspectives and Pharmacotherapy”.
- Move content that introduces self-care from PHM388H1 to the first few lectures of PHM201H1 and move two less essential topics in PHM201H1 to PHM388H1.
- Suggested to move macular degeneration and glaucoma to PHM388H1.
- Include optional ‘secret shopper’ assignment.
- Remove mandatory attendance.

*Note:* Change approved for one year with a report back to the Curriculum and Assessment Committee requested for January 2020. Adjust assessments as follows:
- mid-term test 46%;
- final examination 50%;
- participation 4%.

*PHM203H1 Pharmacotherapy 4: Infectious Diseases*
- Hospital-acquired and ventilator-associated pneumonia will be removed and the focus will be on community-acquired pneumonia.
- Intra-abdominal infections workshop will be removed.
- Add topic on antimicrobial stewardship increasing the current antibiotic allergy material from 1 to 2 hours.
- Osteomyelitis, endocarditis, and meningitis lectures will be extended.
- HIV opportunistic infection topics will be simplified to only focus on prophylaxis.
- Short-answer questions to be added back into both the mid-term test and final examination.

**PHM206H1 Medication Therapy Management 3**
Changes were made to better prepare students for hospital-based PHM251H1 placements, to better align with other MTM courses in response to student feedback about course structure, and to better align with concurrent pharmacotherapy courses.

**PHM230H1 Physical Assessment and Injection Techniques**
- Current injections video assignment will be replaced with a written assignment providing students with the opportunity to develop follow-up plans for specific drug therapies.
- Additional structured practical assessment based in injection technique (grading would be Pass/Fail. Students who do not pass this component will be provided remediation opportunities.) Students must pass this component to complete the course.

**PHM251H1 Early Practice Experience 2**
All rotations to take place in an institutional setting. Note: For the summer term of 2019 all students were placed in direct patient care settings, however, as in previous years, there was still a blended model (i.e., community and institutional placements). Approximately half of the students were placed in an institutional setting and the other half in a community setting. This represents a significant increase in the number of institutional placements. The Office of Experiential Education will continue to work towards increasing the number of institutional placements so that every student in Year 2 is placed in an institutional setting for the summer term of 2020.

**PHM305H1 Medication Therapy Management 4**
- BPMH/MedRec labs 1 and 2 removed as they are now covered in PHM206H1 Medication Therapy Management 3.
- Shared decision-making lecture and lab to be added along with another adapt/renew lab.
- MedRec discharge lab to be added in virtual interactive cases format.
- Documentation method to be changed from SOAP to DAP.

**PHM310H1 Health Systems II**
- Course name changed to “Pharmacy in the Modern Health Care System”.
- Reduce the ‘Patient Voice in the Design of Health Care Service Delivery’ from 2 to 1 hour and add 1 hour session on ‘Drug Supply and Access’.
- Using the hours previously assigned as tutorial, incorporate the 2.5 hours “Collaborating for Quality” interprofessional education session as a required component of the course.
- An extra session on e-health (increased from 2 to 4 hours) to allow for more discussions on pharmacy systems and artificial intelligence as it relates to pharmacy practice.
- Switch the order of the assignments and make the new Assignment #1 about developing a Quality Improvement Plan, including information for a PDSA cycle. Add in submission of 3 certificates from the eLearning for Healthcare Professionals (each 2% towards final grade). As a result, the weighting of assessments will change to take into account the added eLearning certificates.

**PHM321H1 Selected Topics in Pharmaceutical Industry**
Remove participation (10%) assessment and increase the weight of the written assignment from 20% to 30%.
Assignment will be split into two parts: first part weighted at 10% and the second part at 20%.

**PHM355H1 Pharmacotherapy in Women’s Health**
Instead of in-class quizzes and case discussions, students were asked to create 1-3 minute micro-lectures based on a topic in the course. Micro-lectures would summarize material covered in a 2-hour lecture and would be submitted and assessed (2-3 slides with voice-over).
PHM388H1 Minor Ailments  
2018-2019
- Replace the topics ‘oral hygiene’ and ‘aphthous lesions’ with ‘motion sickness’ and ‘hemorrhoids’.
- Change assignment from a task-oriented/written assignment to more active learning skills format (e.g., individual panel, weekly Quercus polling quizzes, secret shopper exercise). This assessment format is formative, hence has no grade attached to it
- Course grade will be based on a mid-term test worth 48.5% and a final examination worth 51.5%.

2019-2020
- Course name will be changed to ‘Self-Care Perspectives and Pharmacotherapy for Minor Ailments’.
- The topics ‘Pharmacist’s Role in Self-Care’ and ‘Communicating with Patients: Interviewing, Assessing and Triaging’ will be moved to PHM201H1.
- Integrated panels will be added (adjusting time for current topics).

Note: Change approved for one year with a report back to the Curriculum and Assessment Committee requested for January 2020. Adjust assessments as follows:
- mid-term test 46%;
- final examination 50%;
- participation 4%.

5.4 Curricular Mapping (CompMS)

The Pharm.D. program curriculum map has been updated to reflect the new AFPC Education Outcomes. Under the direction of Interim Director, Professional Programs the Education Office is working with CompMS (a curriculum mapping tool available to the professional programs through our CORE Elms contract) to convert the map to a more easily accessible format.

5.5 Curriculum Management Software (Kuali)

Under the direction of Interim Director, Professional Programs, the Education Office is working with Rodney Branch, Manager, Client Services and Process Integration, Enterprise Applications & Solutions Integration (EASI & NGSIS), University of Toronto, to implement curriculum management software in the Pharm.D. program, the first health professional program at the University of Toronto to do so. This curriculum management tool is being implemented across the University of Toronto. This software will also include a governance component in order to track progress on new or revised course proposals.

The Vice-Chair relinquished the chair back to the Chair of Council.

6. Report of the Program Evaluation and Accreditation Committee

6.1 UTQAP

The UTQAP self-study document was submitted to the Provost’s office in October 2018 and was followed by a site visit from external reviewers between November 26 and 28, 2018. The Faculty received the final report form the external reviewers in January 2019. An administrative response to the reviewers’ report must be submitted to the Provost’s office to address recommendations made in the report by September 25, 2019. The Interim Director, Professional Programs, and Director, Education Programs and Administrative Services, met with section leads for support in coordination of the responses. The Faculty is currently awaiting a letter from the Provost’s office which will identify issues that need to be addressed as well as further recommendations.
6.2 **CCAPP**

Following the 2015 site visit to the Faculty by CCAPP the undergraduate Pharm.D. program received full accreditation for three years. The Faculty was required to provide a progress report on the standards that were either ‘not met’ or ‘partially met’ by December 2018. The report was reviewed and endorsed by the Interim Dean and then submitted to CCAPP. On December 17, 2018, the Faculty was awarded an extension for their accreditation status until June 30, 2020, resulting in overall accreditation for the Pharm.D. program for 5 out of a possible 6-year term. The Faculty is required to submit a full self-study addressing the new 2018 CCAPP standards by January 2020. A CCAPP site visit will be conducted in March 2020.

The new CCAPP standards reduced the number of standards from 35 to 30. The Education office created a map of the 2018 accreditation standards identifying areas of: no changes, minor changes, substantial changes, and major changes. Under the new standards the maximum term of accreditation is eight years. The Interim Director, Professional Programs, and the Education office will work with section leads to guide the draft responses, with the Committee providing feedback to help identify areas for improvement.

6.3 **Annual Course Report**

The Education office implemented the first iteration of the annual course reporting process to strengthen the Faculty’s program evaluation framework. In the report, course coordinators are asked to reflect on their course, evaluate the impact of any changes made, and identify any best practices. Reports will be reviewed by the Program Directors and follow-up will take place with course coordinators and at program committee meetings.

6.4 **Course Evaluations—Divisional Guidelines and Experiential Courses**

Each Division must follow the University of Toronto Policy and Provostial Guidelines for course evaluations, which states that it is the Division’s responsibility to develop divisional guidelines for course evaluations. For Pharmacy, this will include the Pharm.D., Pharm.D. for Pharmacists, and the Graduate programs.

The following elements must be addressed in the guidelines:
- Report access – who has access to the reports.
- Identify responsibilities for data accuracy – verifying information on ROSI and identifying role responsibility.
- Parameters of evaluation timing – when do course coordinators prefer to have the Centre for Teaching Support and Innovation (CTSI) run evaluations (i.e., closing before examination period).
- Opt-out process.
- Use of course evaluation results – sharing results of course evaluations with students.

Program directors will discuss the recommendations from the CTSI at their respective program committees to guide the process of drafting the divisional guidelines for course evaluations with assistance from CTSI.

7. **Graduate Education Committee**

**ITEMS FOR INFORMATION**

7.1 **Graduate Faculty Appointment Application**

New criteria for Associate Membership with restricted duties was added to include clinical faculty. This allows clinical faculty to serve on advisory committees, to teach graduate courses, and co-supervise M.Sc.Phm. program students together with a Full or Associate Member. Clinical experience, evidence of scholarly contributions and achievements, and service in the M.Sc.Phm. program will be considered in the application.
A mechanism was approved whereby Tenure stream faculty members who have not yet achieved tenure can apply for Full graduate faculty membership based on successful sole supervision of a Masters student and service on Graduate Student Advisory committees. Applications will consist of a cover letter outlining why the appointment is sought, description of graduate student supervision, participation in graduate student committees, and a *curriculum vitae*, to be submitted to the Director, Graduate Department of Pharmaceutical Sciences.

7.2 *Changes to Graduate Funding*

In order to increase domestic student enrolment the cap of three students per lab was eliminated. Students within the funding cohort with major external scholarships will receive a top up as well as base department funding. Guaranteed funding for Masters students changed from 18 to 24 months (funding cohort). Funding packages will include tuition and all non-tuition fees (essential and non-essential fees that students can opt out of).

7.3 *Graduate Courses*

Three new graduate courses for the new M.Sc.Phm. program were approved and brought to the Curriculum and Assessment Committee for approval:

- Introduction to Education Theory, Practice and Scholarship
- Methods of Patient-Focused and Pharmacy Practice
- Principles of Advanced Pharmacy Practice

These courses will be open to all Masters students, not just those in the M.Sc.Phm. program.

A new mandatory 0.5 full course equivalent course for all Clinical, Social and Administrative Pharmacy, and Biomolecular Sciences graduate students is being developed and will be brought forward to the Graduate Education Committee for approval in September 2019 to be offered in the 2020-2021 academic year. The proposed title is, “Fundamentals of Pharmaceutical Sciences, Bench to Bedside”.

8. *Communications Office: Social Media Report*

The Communications office reported an increase of followers in the Leslie Dan Faculty of Pharmacy’s social media channels as well as highlighted some of the popular stories and posts.

9 *Other Business*

There was no other business.

The Chair thanked all members of Council, Chairs of the Standing Committees of Council, the Chairs of the subcommittees, and the Council Secretary for their valuable contributions over the past year. All Council members will receive information about upcoming meetings.

As this was the Interim Dean’s last Council meeting the Chair thanked her for her unparalleled support to Faculty Council.

The Chair wished everyone a safe and restful summer.

Meeting was adjourned at 2:09 p.m.