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# Minutes of The Health Educators' (T.H.E.) Group Anatomy, Physiology, and Pathology Articulation Meeting 2017

Douglas College  
700 Royal Ave  
New Westminster, BC V3M 5Z5  
<http://www.douglascollege.ca/>  
Host: Ryan Viveiros

Venue: Aboriginal Gathering Place (Room 4650)  
Site Coordinators: Jennifer Barker, Shamsa Jessa, Shelley Weisser  
May 1<sup>st</sup> – 2<sup>nd</sup>, 2017

Minutes: Rob Tillman (Instructor, College of the Rockies)

Present:

BCCAT – Robert Adamoski, Director, Research & Admissions (in place of John FitzGibbon)

Executive Committee:

John Krisinger (Chair) – North West Community College  
Rob Tillman (Communications Officer/Web Manager) – College of the Rockies

Articulation Committee Members

Larry Anthony - Camosun College (CAMO)  
Michael Kiraly – Capilano University (CAPU)  
Tyler Bassett - College of New Caledonia (CNC)  
Rob McGregor – Douglas College (DOUG)  
Shamsa Jessa – Douglas College  
Shelley Weisser – Douglas College  
Jenn Barker – Douglas College  
Cheryl Taurus – Douglas College  
Leon Guppy – Douglas Collage  
Jane Hobson – Kwantlen Polytechnic University (KPU)  
Nick Inglis – Kwantlen Polytechnic University  
Nadine Beaulieu – Langara College (LANG)  
Jason La Rochelle – Native Education College (NEC)  
Sandra Milligan – North Island College (NIC)  
Julie Dais – Okanagan College (OC)  
Stephen Seaborn – Selkirk College (SELK)  
Karen Ross – Thompson Rivers University (TRU)  
Bill Luke – Trinity Western University (TWU)  
Zoe Soon – University of British Columbia Okanagan (UBCO)  
Bob Harris – University of British Columbia Vancouver (UBCV)  
Dave Harper – University of Fraser Valley (UFV)  
Gordon McIntyre – Vancouver Community College (VCC)  
Suzanne Nilson – Vancouver Island University (VIU)

Regrets: Laurie Donovan (OC), James Nicol (SELK), Anne Sommerfeld (UNBC), Sue Sanders (VIU)

Guests

Jody Gordon (Systems Liaison Person to THE Group) – VP, Student & Enrolment Mgmt Office of the Vice President  
University of the Fraser Valley

## MINUTES

Monday May 1<sup>st</sup>

**08:15 – 16:30 (includes a refreshment/biology break)**

The meeting started promptly at 8:45.

**08:15 – 08:45 Welcome nutrition (sponsored by Pearson Ed)**

**08:45 – 11:30**

- 1. Welcome to the Territory of the QayQayt First Nation, and Greetings, from Susan Oesterle, Associate Dean of Science & Technology at Douglas College, New West**
- 2. Call to order**
  - 2.1 Greetings from Susan Oesterle as per above
  - 2.2 Opening remarks from the Chair
  - 2.3 Introductions and good news
  - 2.4 Welcoming new members
- 3. Approvals**
  - 3.1 Approval of agenda  
Sandra Milligan suggested that discussion of OpenSource textbooks be moved to the afternoon (1 pm) to be followed by presentation of articulation reports. In addition, Item 7 New Business was moved to Tuesday, May 2<sup>nd</sup> 1:30-3:30 pm.
    - Approved
  - 3.2 Approval of minutes of 2016 meeting
    - Motion (Bill Luke), Seconded (Bob Harris), Approved.
- 4. Indigenization of A&P courses**
  - Sandra Milligan (NIC) asked members about their experiences with Indigenization. She described her own implementation of relational practice/learning strategies such as sitting in a circle, and the acknowledgment of memorization as an important aspect of transmitting culture (e.g. students learning the 12 cranial nerve pairs is analogous to the Nootka people's oral history and transmission of their first contact with Captain George Vancouver).
  - Jennifer Barker (Douglas) acknowledged that challenges include the risk of tokenism, and perhaps making International students uncomfortable, but that the task of Indigenization is not insurmountable.
  - Larry Anthony (CAMO) acknowledges First Nations territory when he teaches or presents regardless of whether there are any students who self-identify as Aboriginal or not.
  - Zoe Soon is the Aboriginal Liaison Person for the Health Education program at UBCO. At the start of the year each incoming high school student is connected with another student as a mentor. One difficulty in making some of these mentoring connections is that some students don't want to declare that they're Aboriginal.

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- Leon Guppy related that Douglas College is trying to develop a degree program including ethnobotany, but that there has been little A&P involvement with Indigenization so far.
- Tyler Bassett (CNC) and Nadine Beaulieu (Langara) both echoed Jennifer's concerns about tokenism.
- Michael Kiraly's (CAPU) efforts at Indigenization have included using a case study involving Type 2 diabetes mellitus and metabolic syndrome, which affect Aboriginal people at a much higher frequency than the general Canadian population. He feels there is greater opportunity to incorporate the medicines component.
- Jason La Rochelle: At NEC (Native Education College), an Aboriginal elder comes in to teach workshops in cross-cultural competencies, medicines, etc. While acknowledging some of the difficulties and concerns about tokenism expressed, Jason applauded the initial attempts being made so far by members to build connections with local First Nations, a process that he emphasizes is on-going by nature, and one in which the small steps are important.
- Dave Harper (UFV) related that the notion of the Indigenous way of knowing has been a hurdle for the Faculty of Science. Despite the challenges, it is important to the Reconciliation process for each of us, with our individual competencies, to be part of the solution by taking concrete steps to implement change. While discussion is important as a first step, taking action is more important.
- It was suggested that if there were time after Tuesday's schedule, there be an opportunity to discuss whether Indigenous ways of knowing are mutually exclusive, or compatible with, science in terms of the scientific method of inquiry. In other words, are they different entities or are they describing the same thing in different ways?
- Sandra Milligan referred members to a useful resource titled First People's Guide for Newcomers produced by the City of Vancouver. Larry Anthony emailed members the following link: <http://vancouver.ca/files/cov/First-Peoples-A-Guide-for-Newcomers.pdf>
- Gord McIntyre mentioned that VCC's First Nations student population has decreased significantly in recent years because many now go to NEC instead. Incorporation of medicines in the curriculum has been frowned upon due to lack of an evidence base for their claims.
- Bob Harris (UBCV) feels that his (high) student numbers are prohibitive to overt forms of Indigenization. He doesn't culturally personalize his lectures; all students are treated equally (generically). He relates that Biology experienced much reluctance from Aboriginal people when they were contacted by researchers who were expressing interest in exploring plant-based medicines.
- Bill Luke (TWU) stated that he is looking at a case-study based approach with respect to medicines.
- Karen Ross (Selkirk) has inserted a Welcome to Aboriginal students/acknowledgment of being on traditional territory directly into her course outlines.
- Sandra commented that one does not need to have any Indigenous students in the classroom in order to Indigenize the curriculum.
- Dave Harper suggested the following as an action item for each of us:

**Action:** Do something concrete in the next academic year to Indigenize your curriculum and report back to THE Group on its efficacy at next year's meeting.

5. **Communications officer update** regarding THE Group Moodle/Website Info

- Rob Tillman reminded members of their ability to access the COTROnline resource by going to [www.cotronline.ca](http://www.cotronline.ca) and logging in using first initial and last name as both the Username and (default) Password (e.g. rtillman). THE\_Resources\_2017-2018 should then appear under My Courses in the Navigation pane. Among other resources, this website houses the institutional articulation reports presented at the annual meeting, as well as the more detailed Course Info Sheets (filed in folders by institution). The Course Info Sheets are useful in determining course-by-course overlap (e.g. COTR BIOL 181/KNES 200 and TWU BIOL 241 are 100% equivalent), especially in transfer request situations where the BC Transfer Guide may be in error and/or not provide an instructor with enough information (e.g. about content covered or course rigor) to make an informed decision. There was brief discussion as to whether the Course Info Sheets were redundant given the online BC Transfer Guide, but Gord McIntyre and Jane Hobson stated, for reasons including those just described, that they still serve a useful purpose. Rob Tillman encouraged members to log in and take a look around the site, and noted that all institutional representatives at the meeting should already have access. Members on the contact list also have the ability to download files, but only Rob has the ability to upload any changes, therefore, if updating is required throughout the year, download the appropriate file, make the changes, and send the updated version to [rtillman@cotr.bc.ca](mailto:rtillman@cotr.bc.ca) for posting. If you have a problem logging in, then also contact Rob and he will forward to the College of the Rockies' Moodle administrators to fix your access issue.

**Action:** Take a few minutes to check your institution's Course Info Sheets in the appropriate folder under Topic 5. Update these at any time during the year as necessary to reflect your currently offered A&P courses. Send updates to Rob for posting.

6. **Honour roll** (Rob Tillman)

- Blythe Nilson (UBCO) received her certificate in June 2016. The cumulative list of past recipients was circulated and no nominations were made to the Honour Roll this year.

7. **BCCAT update** (Robert Adamoski)

See <https://curriculum.gov.bc.ca/curriculum-updates> for a direct comparison of the old and new K-12 curriculum, which is a 36+ page document.

- Robert Adamoski heard from Dave Harper and others regarding the initial planning (rolling out process) and implementation of the new curriculum, which was essentially presented to post-secondary educators in 2015 without any post-secondary input having been solicited by the Ministry of Education (MoE). Had it not been for subsequent letters written by the post-secondary articulation committees expressing their concerns with the document as it existed at that time, no tangible input from postsecondary educators would have been considered. There were concerns that graduating students would not have the prerequisite knowledge and skills to succeed in their first year of post-secondary education without steps being taken by postsecondary institutions (for instance, placement exams or preparatory semesters) to evaluate students' readiness. Dave Harper expressed the importance of having articulation committees directly communicating with the MoE about what students need to be able to do at the first-year level to succeed while (as opposed to after) curriculum changes are being drafted. The "consultative" process (at least with respect to the MoE seeking postsecondary input) over the last two years had been minimal (reluctant or after-the-fact). Perhaps in response to feedback from postsecondary articulation groups and others, some aspects of the Graduation curriculum (e.g. modularization, timeframe for roll-out) were modified.

8. **Student mental health and wellness** (presentation by Jody Gordon)

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<http://www.theglobeandmail.com/news/national/university-of-guelph-seeks-to-reduce-mental-health-stigma/article34206812/>

- Jody Gordon facilitated a discussion on educators focusing on whole student development, centered on the question, "What does a healthy campus look like?" Anxiety affects many students in Canada (12% annually). People with mental health disorders are more likely to be the victims (as opposed to perpetrators) of violence. Ten percent of UFV students have disclosed to Disability Services that they have a disability they are seeking accommodation for. While Jody states that Learning Disabilities used to be the highest category, now it is Mental Health issues.
- There was some discussion of the 1.5X exam accommodation process. Douglas College reps mentioned that given logistical limitations, they allow students with a documented accommodation to come in to begin writing early. Leon Guppy and Rob McGregor mentioned that one could also explore the possibility of having all accommodated students write in one lab section.
- Jody showed a short video clip featuring Dr. John Ratey, who is a leading authority on physical activity and its positive effects on learning. According to Ratey, "[e]xercise prepares the body to learn. It is a great antidepressant and anti-anxiety tool."

Adjourned for lunch.

**11:45 – 13:00**                      **Lunch (provided by Douglas College)**

**13:00**                                Meeting reconvened. Working lunch. Note: Raymond Lo (retired alumnus) attended.

### **8. Student mental health cont.**

- Jennifer Barker (DOUG) commented that she feels many students don't have sufficient coping mechanisms.
- Dave Harper (UFV) commented that course and program content hasn't changed over the years, but the demands on students (working one or more jobs, percentage of high school student body moving on to postsecondary studies) have increased.
- Jody Gordon states that UFV's vetting system for Student Services has been legally checked and does NOT require instructors to ask the student's permission to be referred. This is contrary to College of the Rockies own current policy regarding the use of its recently adopted OnTrack referral system. Jody's notes that one is reporting on the individual's behavior only and that privacy is not violated. According to Jody, 55% of referred students at UFV seek help once they have been referred by a faculty member. Contact Jody Gordon at UFV for more info on UFV Counselling Services and refer to the following document emailed to all members on our contact list on May 1<sup>st</sup>: Core Skills Training Information Sheet.docx

### **9. BCCAT updates cont.**

- Robert Adamosky provided some statistical info on total transfer credits, stating that the data allow BCCAT to get a snapshot of how many transfer credits are accepted by 'The Big 4' (e.g. UBC) from the other BC postsecondary institutions. Note that the opposite is not yet the case. That is, the Big 4 universities do not yet currently share transfer credit data with BCCAT about their acceptance of transfer credit from students transferring in from the other BC colleges and universities. Robert estimates that because of this, BCCAT may be tracking about 50% of the student transfer credits that are actually occurring in the province between

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institutions. Contact BCCAT for more info on which institutions and programs are being most or least accessed in terms of students seeking transfer credits.

### 10. OpenSource textbooks

- Dave Harper updated THE Group on the application he led to take ownership of the OpenSource Anatomy and Physiology text. He expressed frustration in BCCampus not having acknowledged receipt of the application prior to Summer 2016 break. Subsequent follow-up demonstrated that the application had reached BCCampus but had not been processed, at which time Dave was informed there was no funding left. Dave had previously costed the project at about \$20,000. Eventually, only about half of the funds were offered in terms of compensation to proceed. Therefore, THE Group is “back at the drawing board” in terms of taking a lead in creating a made-in-BC version of the OpenSource Anatomy and Physiology text.
- Jennifer Barker and Dave Harper will be attending the upcoming May 24<sup>th</sup>/25<sup>th</sup> BCCampus Open Textbook Summit 2017 at the SFU Harbour Centre in Vancouver.
- Jennifer Barker has done a whole lot of pro bono work to date on adapting the OpenStax College text for use (so far) as the optional A&P text at Douglas College. That is, it hasn't been mandated for use across their department. She states that PressBooks is much better than the earlier Connexions platform. Her advice is to avoid Connexions. Students can print a pdf or another format if they want a hardcopy of the text.

10-minute Break.

### 11. Articulation reports

- Reports from member institutions: TWU, CAMO, CAPU, CNC, COTR, DOUG, KPU

16:00

- Motion to adjourn (Bill Luke), Seconded (Bob Harris).

18:00 – 21:30            **Dinner at Ki Sushi (in New West)**

Tuesday May 2<sup>nd</sup>

08:30 – 09:00            **Welcome nutrition (provided by Douglas College)**

09:00

### 11. Articulation reports cont.

- Reports from member institutions: LANG, NEC, NIC, NWCC, OC, SELK, TRU, UBCO, UBCV, UFV, UNBC, VCC, VIU
- Jason La Rochelle noted that this is NEC's 50<sup>th</sup> anniversary, which makes it older than NVIT.

**Action:** Based on BCCAT's recommendation, NEC is requesting that each postsecondary institution forward a letter in support of individual course transferability for NEC's A&P courses. Jason La Rochelle will forward a draft letter to us for our institution to personalize on letterhead and return to BCCAT.

- Adjourned for lunch.

11:45 – 13:00                      **Tour of the Fraser River Discovery Centre  
Lunch (provided by Douglas College)**

**12.    New Business**

12.1    Discussion of upper-level A&P courses (Michael Kiraly, Dave Harper)

- Dave Harper related that the original mandate of our articulation committee (as a former subcommittee of Biology) was to articulate 1<sup>st</sup>- and 2<sup>nd</sup>-year courses, but he expressed interest in THE Group advancing the articulation of upper level (e.g. 3<sup>rd</sup>-year) (advanced) anatomy, and/or anatomy and physiology, courses. For example, Dave (UFV) plans on developing a course specific to the musculoskeletal and nervous systems.

**Action:** Dave Harper will report back to THE Group next year with an update on his development of a 3<sup>rd</sup>-year A&P course as referred to above.

12.2    (Indigenous) Ways of knowing and science (Dave Harper)

- Rob McGregor referred members to the following paper:  
Gorelick, R. (2014). Indigenous sciences are not pseudosciences. *Ideas in Ecol. And Evol.* 7: 43-55.
- There was a brief discussion of the term *science* as a possible sticking point in the discussion of knowledge and how it is generated. That is, although one dictionary meaning for science is knowledge, scientists have a very specific notion of how this knowledge is obtained. Science is about the measurable. If it can't be measured, then it isn't science.
- Jennifer Barker stated that it's the way the evidence base is obtained that distinguishes science from other ways of knowing like traditional medicine, philosophy, religion and/or belief.
- Jason La Rochelle commended the various efforts that are being made to build relationships between health educators, students, and the Indigenous communities, from acknowledging traditional territories in course outlines to developing case studies for use in the classroom. He also acknowledged the difficulties that exist in establishing opportunities for respectful inclusion and collaboration, but encouraged all to try something this coming year in their classes that they haven't tried before.
- John Krisinger (NWCC), a pharmacologist from Germany, noted that he is an Indigenous person of Europe, where there are also numerous herbal or folk remedies originating from plants, many of which have no scientifically documented claims of efficacy. One needs to be careful, when seeking possible inclusion of traditional medicine in a course, that there is a clear distinction between drawn between the sharing of traditional knowledge and making a scientific claim.
- Suzanne Nilson described INTR 211, an interdisciplinary biology course offered by VIU, which has taken 10 years to develop and bring to the delivery stage. She teaches the biological science component and alternates with an elder who teaches the ethnobotany component. There is a biology-led lab and a separate, but complementary, elder-led lab. She recommends that instructors who are interested in Indigenousizing their own curriculum or in developing such a course at their institution establish a relationship with their elder in residence.

INTR 211 = Indigenous and Western Sciences of Plants and the Environment

Dave Harper forwarded the following link about VIU's INTR 211 course:

<https://www.viu.ca/news/new-indigenous-and-western-science-course-viu-cowichan-inspires-respect-nature>

**13. 2018 Meeting**

- Location and dates were undetermined at this time pending coordination with Biology at their upcoming meeting on May 4<sup>th</sup> & 5<sup>th</sup> at SFU.
- Note that the hosting/location for articulation meetings typically follows a pattern of alternating between a Lower Mainland/Vancouver Island and Interior venue. Dave Harper (UFV) noted that Jody Gordon (UFV) is willing to host THE Group in 2019.
- Biology Articulation has since been set as Thurs, May 10<sup>th</sup> & Fri, May 11<sup>th</sup>, 2018 at TRU, so Health Educators will meet on Mon, May 7<sup>th</sup> & Tue, May 8<sup>th</sup>. BC Bio is on Wed, May 9<sup>th</sup>.

13.1 Location: **Thompson Rivers University (Kamloops)**

13.2 Coordinator: TBA

13.3 Dates: Mon, May 7<sup>th</sup> & Tue, May 8<sup>th</sup>

**14. Election of Officers for 2017/2018**

14.1 Review of positions and length of term

- Officially 2 years for Chair but 3 is better

14.2 Chairperson John Krisinger (NWCC) will continue for one more year; John is retiring in 2018.

**Action:** THE Group will need to nominate and elect a new Chair in May 2018.

14.3 Past-Chair (not elected) Dave Harper

14.4 Web manager (i.e. of COTROnline THE\_Resources\_2017-2018) Rob Tillman continuing

14.5 Recording secretary (position tabled)

- Motion to approve appt of officers (Gord McIntyre), Seconded (Larry Anthony). Carried.

**Action:** It is the host institution's responsibility to provide a recorder to take the minutes. Check BCCAT's Articulation Committee Companion at <http://www.bccat.ca/pubs/companion2013.pdf> (pages 11-12) for details and responsibilities of hosting an articulation meeting.

**15. Other Business**

- There was brief discussion about student cell phone and laptop use in lecture and lab. Policies and success of the various strategies shared vary.
- There was also a short discussion of instructors' expectations of students in terms of out-of-class preparation time and study.

**15:30**

- Motion to adjourn (Rob Tillman), Seconded (Leon Guppy).