

**The Health Educators' (THE) Group.  
Anatomy, Physiology, and Pathophysiology Articulation Meeting 2020.**

**(Online via Zoom videoconferencing with invitations thru email)**  
Meeting Coordinators: Davis Harper (UFV), Rob Tillman (COTR) and James Nicol (SELK).  
**May 4-5, 2020**

Minutes: Christine Peterson

**Present:**

**BCCAT:** Mike Winsemann

**Executive:**

James Nicol (Chair) – Selkirk College (SELK).

Rob Tillman (Communications Officer/Web Manager) – College of the Rockies (COTR).

David Harper (Treasurer, Past Chair) – University of the Fraser Valley (UFV).

**Articulation committee members:**

CAMO	Larry Anthony
CAPU	Michael Kiraly
CMTN	Dave Allen
CNC	Andrew Taylor
COTR	Rob Tillman
DOUG	Liza Sutton
KPU	Michael Kiraly
LANG	Paul Sunga
NEC	Pooran Qasimi
NIC	Sandra Milligan
NLC	Godwin Ponuwei
OC	Sandra Rosenberg
SELK	James Nicol
TRU	Christine Peterson, Karen Ross, Stephanie Chaput
TWU	Bill Luke
UFV	Dave Harper
VCC	Gord McIntyre
VIU	Sue Sanders, Suzie Nilson
UBCO	Zoe Soon

**Regrets**

BCIT	David Kojwang
UBCV	Bob Harris
UNBC	Anne Sommerfeld

## Minutes:

**Monday May 4<sup>th</sup>, 2020.**

**8:30 – 9:00.**

### **1. Welcome and signing into online Zoom videoconferencing.**

**9:00.**

### **2. Call to order.**

#### 2.1. Opening Remarks from Chair.

2.1.1. Acknowledgement of novel circumstances due to COVID-19, “safe space” for candid discussions and challenges moving forward in online articulation meeting format.

#### 2.2. Introductions, acknowledgement of first nations’ territories and good news.

#### 2.3. Welcome to New Members: Liza Sutton (DOUG), Sandra Rosenberg (OC), Scott Parks and Ita McGrogan (VIU), Cindy Broberg and Godwin Ponuwei (NLC).

### **3. Approvals.**

#### 3.1. Current 2020 Agenda.

*Motion to approve agenda with no additions.*

*Moved: Suzie Nilson (VIU).*

*Seconded: Larry Anthony (CAMO).*

*Approved.*

#### 3.2. Approval of 2019 Minutes.

*Motion to approve agenda with the following addition: (discussion on international education).*

*Moved: Sue Sanders (VIU).*

*Seconded: Dave Allen (CMTN.)*

*Approved.*

### **4. Overview and update from BCCAT Mike Winsemann (BCCAT).**

#### 4.1. Impacts due to COVID-19, remote working, importance in maintaining regular contact with BCCAT.

4.1.1. All transfer agreements will be honored for 2020 spring / summer courses.

4.1.2. Some institutions have moved to split labs from lectures for fall 2020 / winter 2021.

4.1.3. BCCAT Systems News – all policies / news posted there and updated regularly.

4.1.4. Joint Articulation Meeting date – Nov 6<sup>th</sup> 2020.

4.1.5. BCCAT project money available to expand transfer, though challenges seeing them to fruition. Revision of project program implemented as such.

4.1.6. Recent audit of agreements that have not been changed in 10 or more years.

4.1.6.1. **REQUEST:** Review the report (sent by James) and report any updates required.

4.1.7. Native Education College (NEC) approved to articulate on a course by course basis.

**10:30.**

### **5. THE Group Moodle/Website Information.**

#### 5.1. Review of the COTROnline (formerly Moodle) website/repository for THE Group, as well as login instructions for new members.

#### 5.2. **REQUEST:** Members email articulation reports care of communications officer as a Word file versus pdf.

5.2.1. This allows new representatives of any particular institution to edit former template reports.

- 5.3. Reminder for members that if they retire/move on etc., to please inform their replacement to contact/update Communications officer via email.
- 5.4. Reminder to please make sure everyone's institutional Course Information Sheets are up-to-date. These can be downloaded by members from our website any time of year, updated in the event of significant changes, and emailed to communications officer as attachments for uploading to the website. In conjunction with the BC Transfer System (BCCAT) website and THE Group's retired GRID, these Course Info Sheets provide course details to expedite your decisions about granting or not granting course equivalency when transfer requests arise.
- 5.5. Reminder to please update **LAB** information under the document "Lab Grid", *and that this should also be included on the 2021 agenda as an item.*
- 5.6. REQUEST: All members login and review Moodle site.
  - 5.6.1. cotronline @.bc.ca Password first name initial and last name initial.
- 5.7. A sincere thank-you to Rob Tilmann for all his hard work as communications officer for the past 8 years. He is happy to help facilitate the changer-over of operations to the next communications officer.

**6. Institutional reports (reverse alphabetical order) – First half.**

UBCO  
VIU  
VCC  
UFV  
TWU  
TRU  
SELK

**12:00.**

**7. Lunch & Presentation: Rob Tillman. How to use Huion HS610 graphics tablet with Art-rage program and power point.**

**13:15.**

**8. Institutional reports (reverse alphabetical order) – Second half.**

OC  
NIC  
KPU  
DOUG  
COTR  
CNC  
CMTN  
CAPU

**9. Navigating COVID-19 – Informal discussions and best practices.**

- 9.1. Informal introductory discussions.
  - 9.1.1. Sandra Milligan illustrated NIC's method of online lab delivery for 2020/2021.
  - 9.1.2. Using McGraw Hill's Saladin "Connect" labs / e-text, coupled with their own labs.

Argument that online labs can meet most, if not all, learning objectives.

    - 9.1.2.1. "Virtual" microscope example:  
<http://www1.udel.edu/biology/ketcham/microscope/scope.html>  
<https://depts.washington.edu/vurchin/index.php?view=mictutl>

9.1.2.2. Other online simulations were shared by other members:

-Introduction to Neuroanatomy (Human brain dissection)

<https://www.youtube.com/watch?v=UkffBv4sh4U>

[https://www.youtube.com/watch?v=xB7rXw\\_3gVY](https://www.youtube.com/watch?v=xB7rXw_3gVY)

-Mastering A and P has physiology simulations

[https://www.youtube.com/watch?v=8zsSxrlIR\\_c](https://www.youtube.com/watch?v=8zsSxrlIR_c)

<https://www.youtube.com/watch?v=UkffBv4sh4U>

<https://instituteofhumananatomy.com/videos/>

9.1.3. Sandra Milligan (NIC) graciously shared her online labs with all members of the group via e-mail dated May 4th 2020.

9.1.4. Douglas College OpenStax version link was shared (updated from 2019).

<https://pressbooks.bccampus.ca/dcbiol11031109/>

<https://pressbooks.bccampus.ca/dcbiol12031209/>

Higher quality images: [https://collegedouglas-](https://collegedouglas-my.sharepoint.com/:f/g/personal/amirdadm_student_douglascollege_ca/EmHDQO_n1B9IlgJAe44-P7YBRLSpqmlBaXZSpuCkRhnx_Q)

[my.sharepoint.com/:f/g/personal/amirdadm\\_student\\_douglascollege\\_ca/EmHDQO\\_n1B9IlgJAe44-P7YBRLSpqmlBaXZSpuCkRhnx\\_Q](https://collegedouglas-my.sharepoint.com/:f/g/personal/amirdadm_student_douglascollege_ca/EmHDQO_n1B9IlgJAe44-P7YBRLSpqmlBaXZSpuCkRhnx_Q)

9.1.5. Ita McGrogan (VIU) - The terms and conditions state that personal internet accounts should not be used for work purposes. Technically, they could shut down the account at any time for misuse of the account. I don't know if they have any way to track what's actually being done, but if Universities as a whole move online for the 20/21 year, they may need to look at acquiring business accounts for their personnel.

9.2. Debrief from Winter semester and lecture plans for this Fall.

9.2.1. Agreement that ministry will ultimately decide fate of face to face instruction, however many institutions are planning for online lectures / labs.

9.2.2. Larry Anthony (CAMO) - Success of D2L, with concerns around cheating on final exams.

9.2.3. Sue Sanders (VIU) PPT voiceover success. ZOOM office hrs. / Check-ins.

9.2.4. Most utilized AND recommended to utilize asynchronous teaching where possible.

9.2.5. Students had ability to drop courses without penalty – could take a Withdrawal. Some institutions initiated Pass or Fail grades.

9.2.6. Sandra Milligan (NIC) gave a lab exam over a long period of time, but expressed challenges for students in different time zone. They used Bluejeans for a 5 minute lesson for asynchronous learning. Excellent CELT workshops offered.

9.2.7. Rob Tillman – posted videos and offered either asynchronously and synchronous. 50% chose to be asynchronous.

9.2.8. Gordon McIntyre (VCC) used a timed window but with a large open window in which they could start and finish. Used Moodle with a 2 hour time limit, but only one session allowed (i.e. they couldn't start then stop and come back - once they started the time clock kept running without stopping).

9.2.9. Dave Harper (UFV) requested discussion on assessments and one on international education (tabled to Tuesday May 5th).

9.2.9.1. Made exams with multiple choice questions that hopefully required some synthetic thought, but lots of marks from other types of questions, especially essay type questions that couldn't (hopefully) be looked up easily / quickly online.

9.2.9.2. Expressed importance of both engaging students and being very clear with online expectations from the start of the semester. Recreating the face to face learning experience online is bad practice. Suggested providing little required assignments for no marks i.e. greeting message, picture of a specific size, power point online etc. Does “Café Dave” to chat rather than office hours. Suggests asynchronistic teaching because of bandwidth / world time zone, and that instructor must be online frequently

/ everyday over a day to maintain strong social presence / online community. Provides “nano marks” for participation (transferable skills – time management skills, group projects, teamwork, other opportunities).

9.2.9.3. Suggested moving away from on campus final assessment; changing range of percentage for exams, and reducing the percentage on the final exam. More frequent assessments worth less, spread over the semester to reduce student anxiety.

9.2.9.4. Student centered examples of how they may reflect on their learning: Draw and label the layers of the skin. What kind of exercise will get your arm to fatigue? Describe a time in life where diffusion was observed.

9.2.9.5. Proctor U is also based in Birmingham Alabama as well, so that raises the US privacy issues as well.

9.2.9.6. Emphasize the importance of maintaining a steady schedule / time management skills and asking students: “Have you taken a online class before?”.

9.2.10. Liza Sutton (DOUG) – asynchronous narration on PPT, 3 - 20 min portions with review questions every few slides to engage them. Office hours with shyness, expressed challenges around engaging students / getting them to talk. Increased class averages.

9.2.11. Karen Ross (TRU) - Moodle final was open for 27 hours, with no time limit. They could have it done in 2 hours; or start, go to work, and come back and finish. Used three main essay questions, each question had three sub questions. They also had to submit a declaration of academic integrity statement which was developed by our faculty of science. The downside was it took a week to mark. Final grades were ~7% higher than normal.

### 9.3. Best practices for laboratory instruction.

9.3.1. Consensus as a group we should have a plan to give to our administrators (all online or blended face to face etc.).

9.3.2. Agreement that concrete learning outcomes for the labs are paramount, and split consensus if these can be realized virtually.

9.3.3. Moving to online labs with two dimensional or even augmented virtual reality is not the same as the three dimensional (research shows it is not better). Many members agreed actual hands on learning is better, especially when delivering microbiology.

9.3.4. Larry Anthony (CAMO) - planning for the winter as online for A and P. Labs fully online.

9.3.5. Sandra Milligan (NIC). Her students will still have lab assignments, with more involved and personal questions than in the past. Lab quizzes are more engaging as they are derived from the online resources - pictures of models, questions from the lab simulations, histology just like looking through a scope.

9.3.5.1. Acknowledged that they can’t cover manual learning objections currently – instead we can focus on hypothesis, writing and introduction or other knowledge.

9.3.5.2. What is that students have to do physically in the lab? A great deal can be replicated virtually. Are there learning outcomes / assessment for proper physical use of for example a microscope, or do they just use the microscope to answer other learning outcomes. Students could do, for example, experiments with carrots in salty water or dissect a heart that they can buy at a store. Virtual does not mean 100% sitting in front of a computer.

9.3.5.3. Athabasca University has a human physiology lab online, lab kits with WHMIS training that have a long legacy with lab technicians making up student packages for mail out.

9.3.5.4. Registered nurse clinical competencies face to face labs later in third and fourth year will likely be allowed - unlikely that first year will have the same need.

9.3.6. There was discussion around support for obtaining new technologies to better facilitate online delivery, and that administrations could possibly cover the cost. Otherwise, students

bear the cost (part of the cost of combined text and simulations).

9.3.7. There was some interest in possibly using MAP from Pearson, since students purchase it for lecture?

9.3.8. Suggested ACTION item tabled until Tuesday May 5<sup>th</sup>: Language around accepting online labs, and honoring all current articulation agreements.

9.4. Best practices around student evaluation.

9.4.1. The most notable issues discussed pertained to evaluative strategies, cheating / plagiarism, timed examinations and accessibility issues.

9.4.2. Athabasca has invigilation centre (Proctor U), uses MC, randomizing questions and different versions of each question (with only a small increase in final grades).

9.4.3. Give (a) MC quiz with a time element before giving a large value exam is good practice if you are doing the above.

9.4.4. There are multiple settings in both blackboard and Moodle that can reduce cheating

9.4.4.1. 1.5 – 2 minutes per MC question is lots of time, and it really only takes 20 – 30 secs. per question if you know the answer. Fairness to everyone, not to have time to cheat and look it up. General rule of thumb – 30 secs per question if simple answer. Longer if need to do a calculation.

9.4.4.2. **No backtracking setting**, do not open the test in a new window (say no) to avoid them going back into the course to cheat. They will have to work through the question and not cheat. They have to pace themselves.

9.4.4.3. Randomize the questions to prevent cheating with other students at the same time.

9.4.4.4. **Auto submit the answers**. So they can get back in (accidentally kicked out or if they left to cheat) but timer is still going.

9.4.4.5.

9.4.5. Stress should not be a valid means for a student to protest against virtual exams - stress happens in face to face exams etc.

9.4.6. Being **explicit as possible** around exam expectations is paramount.

9.4.6.1. Tell the students when it is open book and when it isn't open book.

9.4.6.2. Tell the students in advance of the rules and expectations so they are aware to reduce the usual exam anxiety.

9.4.7. Academic integrity.

9.4.7.1. Have open online discussion about ethical practices with students, which in turn helps to create online community.

9.4.7.2. Ask the students to let the instructor know about cheating (anonymously).

9.4.7.3. Karen Ross (TRU): This the statement was at the front end of her final exam, which was developed by the faculty of science.

**DECLARATION OF ACADEMIC INTEGRITY**

-By submitting this work for assessment I hereby declare that it is the result of my own effort and that I did not copy (in whole or in part) the work of any other individual.

-I also declare that subsequent to receiving the assigned work, unless it was precisely stated that it was group work, that I did not discuss the questions, or possible answers with any other person, either face to face or electronically.

-By submitting this declaration, I agree to any reasonable level of scrutiny deemed necessary to determine whether I have violated TRU Policy on Student Academic Integrity ED 5-0.

9.4.7.4. Sandra Milligan (NIC) did take home exams, in-depth homeostatic mechanisms, complex processes like effects of acidosis - Students said they like the opportunity to

put all their knowledge together. They had a week - some were awesome, some were incomplete and no evidence of cheating. Part 1 diagrams, flowchart, mind maps versus part 2 - MC, fill in blanks auto marking.

- 9.4.7.5. Sue Sanders (VIU). Take home exams were similar to Sandra's - take home with 10 days to submit and scenarios. Most did a really good job, some not so much but no evidence of cheating. They were time consuming to mark but probably only 1.5 times her usual type of exam. For the Nursing Pharm exam that was primarily scenario based, which was a better assessment of their learning than a regular exam would have been.

**Monday May 4<sup>th</sup>, 2020.**

**8:30 – 9:00.**

**10. Welcome and signing into online Zoom videoconferencing.**

**9:00.**

**11. Institutional reports – Leftover from day before.**

NLC

CAPU - New course Path I and II (BIOL 241 and 242) to be articulated.

LANG

BCIT (regrets but sent report) – Fusing A&P labs and lectures together.

NEC - Cancelled Bio 110 and 120 classes because of online issues. THE group now fully recognizes A&P articulation with NEC.

**12. International education (new agenda item requested by Dave Harper – UFV).**

12.1. Issues discussed revolved primarily around, course demand, time zones (keep asynchronous), language barriers and budget pressures due to reduced international enrollment.

12.1.1. UFV's teaching and Learning center suggests to only use authentic assessment = no synchronous exams. Labor and time intensive for marking. Maybe better?

12.1.2. Issues long term re: management requests to change to our workload. Be careful to what you agree too. They should be buying us the tools for us to do our work from home. Not using our PD monies.

12.1.3. 24 people (max 36) is too much for online classes, best practices and class management.

**12:00**

**13. Lunch and thoughts around motions.**

**13:00**

**14. MOTION Whereas the COVID-19 pandemic prevents us from conducting face-to-face laboratories, until the end of the 2020/2021 academic year, we will not decline course transfers that include online labs.**

*Moved: Paul Sunga (LANG).*

*Seconded: Zoe Soon (UBCO).*

*Motion approved unanimously (via private zoom poll).*

**15. MOTION (via private zoom poll): Whereas the addition of a co-Chair would smooth the transition of responsibilities of the position of chair, THE Group will create this executive position.**

Discussion – Co-chair could take over when the chair resigns or when term is completed. No set terms for the co-chair have been established, nor is there expectation the co-chair would become chair.

*Moved: Dave Harper (UFV).*

*Seconded: Sue Sanders (VIU).*

*Motion approved unanimously (via private zoom poll).*

## **16. Election of Officers for 2020/2021.**

- 16.1. Review of positions and length of term.  
A chair position should last two years, but three years is ideal. There is no official set term.
- 16.1.1. Chair: **James Nicol** *nominated.*  
*Re-elected by acclamation.*
- 16.1.2. Co-chair: **Michael Kiraly** *nominated.*  
*Elected unanimously (via private zoom poll).*
- 16.1.3. Web manager: **Dave Allen** *nominated.*  
*Elected unanimously (via private zoom poll).*
- 16.1.4. Past-Chair (not elected): **David Harper** *will continue.*
- 16.1.5. Recording secretary: As per BCCAT guidelines providing a recorder of the Minutes is the responsibility of the hosting institution.
  - 16.1.5.1. **Reminder:** When hosting, please arrange for your institution's "Articulation Officer" or a similar individual to attend and record the rough draft of these Minutes for emailing to the Chair.

## **17. Committee Reports.**

- 17.1. Chair report – James Nicol.
  - 17.1.1. Attended Joint articulation meeting (JAM) attended November 1<sup>st</sup>, 2019. Vancouver BC.
  - 17.1.2. Indigenizing course curriculums presented by Diane Biin, Indigenous coordinator for Camosun College (now at Selkirk College). James can send her presentation and contact information upon request.
  - 17.1.3. Best practice is now to remove the e-mail list-serve in favor of one central Moodle site by which members can better communicate / be added or removed.
  - 17.1.4. Potential addition of a co-chair to committee.
  - 17.1.5. Future directions for BCCAT to come out with Spring directions report (sent by James via e-mail).
  - 17.1.6. Remind for members to check outstanding articulation agreements (sent by James via e-mail).
  - 17.1.7. 2020 JAM meeting date is November 6<sup>th</sup>.
  - 17.1.8. **Action Item:** James will invite a nursing instructor and high school instructor if they may be available to joint our meetings in 2021 for additional perspective.
- 17.2. Finance report – Dave Harper.
  - 17.2.1. \$3000 plus float (full discourse) signing authority by Dave Harper
  - 17.2.2. We cover the cost for the honour roll if they come to a dinner (not this year).

## **18. 2021 Meeting.**

- 18.1. Location (if possible): Vancouver Island University (VIU) has offered to host this meeting in 2021.
  - 18.1.1. Coordinators: Sue Sanders and Suzanne Nilson.
  - 18.1.2. Dates: TBA after consultation / coordination with biology articulation.
- 18.2. Dave Harper offered to host securely via Zoom for 2021 depending on circumstances.

## **19. Nominations to T.H.E. Group Honor Roll.**

- 19.1. Nominees: Blythe Nilson (following official meeting and tabled for 2021).

## **20. Other Business.**

- 20.1. Sandra Rosenberg/Bryan White (OC) – requested guidance re: Microbiology content in A&P labs.
  - 20.1.1. Roughly 50% of institutions do a variety micro labs in A&P.
  - 20.1.2. Question posed why micro is not always offered in nursing programs.
  - 20.1.3. Sandra Rosenberg offered the following for online micro resources.
    - [http://learn.chm.msu.edu/vibl/content/streakplate/streak\\_plate/streak\\_plate.html](http://learn.chm.msu.edu/vibl/content/streakplate/streak_plate/streak_plate.html)
    - <http://learn.chm.msu.edu/vibl/content/gramstain/gramstain/index.html>
- 20.2. David Kojwang (BCIT) – Via e-mail. Requested guidance around migration of A&P lectures and lab to be instructed in hybrid model (labs / lectures taught in same room at same time).
  - 20.2.1. As a group – It was this suggested we re-visit this in 2021, as there will be no changes to articulation of any courses until then.

**14:30.**

## **21. Adjournment.**

*Motion to adjourn.*  
*Moved: Paul Sunga (LANG).*  
*Seconded: Sandra Milligan (NIC)*  
*Motion approved unanimously.*