



**February Pipeline Meeting Minutes**

**Date & Time:** February 2nd, 2026 12-1pm

**Zoom Link:** <https://ubc.zoom.us/j/2623258897?pwd=L3c0ajc3YjRBdHEvdUJmdFILYkZmUT09>

**Meeting ID:** 262 325 8897

**Passcode:** 262824

**Attendance:**

<b>VP Academic</b>	Rachel Jung	<b>P</b>	<b>Year 1</b>	Alexis Jang	<b>L</b>	Jaeryoung Lee	<b>A</b>
<b>AVP Academic</b>	Jayden Pun	<b>P</b>		Alyson Huynh	<b>P</b>	Lybah Adnan	<b>A</b>
<b>1<sup>st</sup> Year Rep</b>	Erica Na	<b>A</b>		Ashley Fisher	<b>P</b>	Lydia Lee	<b>P</b>
<b>1<sup>st</sup> Year Rep</b>	Gurbaz Grewal	<b>A</b>		Cyrus Yong	<b>P</b>	Manveen Uppal	<b>L</b>
<b>1<sup>st</sup> Year Rep</b>	Amy Lee	<b>P</b>		Ekjaap Athwal	<b>A</b>	Maria Sharifi	<b>P</b>
<b>2<sup>nd</sup> Year Rep</b>	Jacob Magbag	<b>P</b>		Hannah Dalagan	<b>P</b>	Peter Shin	<b>R</b>
<b>2<sup>nd</sup> Year Rep</b>	Emma Jin	<b>L</b>		Ivan Ou Yang	<b>P</b>	Vidhi Patel	<b>A</b>
<b>2<sup>nd</sup> Year Rep</b>	Jaimie Lai	<b>P</b>					
<b>3<sup>rd</sup> Year Rep</b>	Mitchell Mah	<b>P</b>	<b>Year 2</b>	Ahmed Makhlof	<b>P</b>	Kimia Mirzaei	<b>A</b>
<b>3<sup>rd</sup> Year Rep</b>	Lindsay Barkworth	<b>P</b>		Daniel Gee	<b>P</b>	Nayab Khurshid	<b>L</b>
<b>3<sup>rd</sup> Year Rep</b>	Jin-Sun Cho	<b>P</b>		Dilnar Mamatyusuf	<b>A</b>	Rachel Son	<b>P</b>
<b>4<sup>th</sup> Year Rep</b>	David Wang	<b>A</b>		Gurnoor Kharud	<b>A</b>	Soeun Chang	<b>P</b>
<b>4<sup>th</sup> Year Rep</b>	Ryan Kwok	<b>A</b>		Joshua Matsui	<b>P</b>		
<b>Faculty</b>	Dr. Kathy Seto	<b>P</b>	<b>Year 3</b>	Amy Lee	<b>A</b>	Jenny Kang	<b>P</b>
				Neyha Dhillon	<b>P</b>	Pouya Pasha	<b>A</b>
				Grace Du	<b>P</b>	Ryan Johnson	<b>A</b>
			<b>Year 4</b>	Carmela Sangalang	<b>A</b>	Mina Rim	<b>A</b>
				Meghan MacLaren	<b>A</b>	Matthew Lee	<b>A</b>

**P** (present) | **A** (absent) | **R** (regrets) | **L** (late)

**Guests:**

Meeting called to order at: 12:01PM

**Approval of Minutes:** N/A **Standing Business:** N/A



## Introduction

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- **Dr. Seto and Rachel (VPA) to Co-Chair the Pipeline and lead discussion**
- **Jayden (PhUS AVPA) will be the secretary and taking minutes**
- **Purpose of Pipeline: Liaise information and concerns between pharmacy students & faculty**
  - Our Goal: To provide an opportunity to effectively communicate areas of concern with Faculty
  - Work together to create positive change
  - Two-way street: Faculty can also initiate feedback requests
- **Pipeline Process:**
  - Official requests generated by students or faculty via google form or email
  - 2 meetings per term to discuss concerns/ideas/suggestions via Zoom
  - For meeting preparation, pipeline members consult peers (~10students/PY), and summarize concerns
  - PhUS year reps to finish summary (shared document) 1-2days prior to meeting
  - Meeting minutes will be approved via FB group chat (ideally) within 4 days of the meeting adjourned
  - Meeting minutes will be uploaded on UBC PhUS website
  - Unresolved issues will be noted in the shared document and addressed at the next meeting
  - VPA and AVPA will provide updates to pipeline members when developments for ongoing issues occur
- **PhUS Year reps have filtered through the Yearly concerns forms and will present the topic**
  - Dr. Seto and Year Specific Pipeline Members will have the opportunity to respond
  - If you agree with a certain concern you can feel **free to comment in chat or use the react functions**
- **General rule of thumb:**
  - Be respectful to each other
    - Dr. Seto and other Faculty members are here to help and provide insight to the concerns that we have, so please be kind!
  - Be collaborative, professional, engaged, and mindful of our limited time
    - Agenda items may need to be tabled for later discussion if time does not permit
  - Equity, Inclusion, Diversity. This is a SAFE SPACE!
    - Please be kind and empathetic to everyone (your peers, Dr. Seto, guests and other stakeholders)
    - One person speaking at a time
      - Use raise hand function on Zoom
      - Mute mic when not talking
    - Use people's preferred pronouns
  - Remember to refer people to Office of Student Services: Ms. Jennifer Chatterton is the go to for difficulties students are experiencing (Acute and Chronic, Mental, Health



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Conditions). Cassie Smith is our in-house Counsellor

([https://ubc.ca1.qualtrics.com/jfe/form/SV\\_73UWZD2PTx9DKo6](https://ubc.ca1.qualtrics.com/jfe/form/SV_73UWZD2PTx9DKo6))

- **Attendance will be taken, send your regrets to VPA or AVPA beforehand! Questions?**



## Discussions

\*'note' refers to comments left prior to the meeting

### 1. Courses/IAs

- a. **[PY3]** The current IA and ICE grading approach from last semester feels excessively harsh and is negatively affecting the mental health of PY3s. While I understand that expectations are high in our final didactic year, the current approach feels more punitive than supportive and has a profound impact on morale and well-being.
  - i. Potential solutions: offering students the opportunity to complete make-up PBAs if they are at risk of failing the IA component (e.g. a remedial to achieve a passing grade of 60% if the student has achieved a current IA grade of over 50%)

KS: I understand that PY3 is a challenging year and the learning curve can be steep at times, which can negatively impact mental health. There have been no changes to the way we approach IA and ICE grading for the past several years, so would help to know more detail about what specifically is "excessively harsh" and what approach specifically has felt "punitive"?

Remedial or make-up assessments are not offered for students failing the IA component as IA assesses skills longitudinally (making it impossible to offer a single remedial assessment to demonstrate a passing grade). As well, the assessment program employs a "non-compensatory system", such that good performance in one area does not compensate for poor performance in other areas.

PY3 Rep: Concerns are echoed from last term, PY3s struggle with mental health due to assessment structure, along with associated remedials and passing grades.

KS comment: Please elaborate more on certain phrases such as "excessively harsh", and "punitive". Grading has not been changed from previous years, so feedback would be appreciated.

PY3 Rep: Percentage breakdown in syllabus felt punitive, as well as lack of support and constructive feedback is an area of concern. PY3s feel that feedback from IA leads is not tailored, is non-specific and not helpful (for example, "please review notes on CV topic").

KS comment: Will pass on the feedback to the IA team. Recognize that it is difficult to provide specific and tailored feedback in a large group setting. Encourage that if anyone is unsure on how to improve with individual assessments that they should proactively reach out to IA team and engage in conversation.

There are no remedial / supplemental IA assessments due to them being small and spread out in nature as a longitudinal method of testing individual knowledge and skills. It is very difficult to create supplemental assessments to properly re-assess that specific skill. There is also a non-compensatory system in place for IA assessments, and capacity of the faculty is also limited.

- b. **[PY3]** The current grading system is taking a serious toll on PY3 mental health. While I understand the importance of quizzes and exams, relying so heavily on short assessments makes many of us feel discouraged and overwhelmed rather than motivated to learn. We are not just students, we have responsibilities, financial pressures, and families depending on us. Failing or repeating an entire year because of a single grade feels deeply unfair when we chose pharmacy out of passion and a desire to build a better future.



KS: We understand that many students have numerous responsibilities and stressors outside of the program, and also acknowledge the E2P PharmD program is challenging and has a heavy workload. Short assessments are not new to the program and provide longitudinal assessment opportunities which align with our non-compensatory assessment system. Previous student feedback also indicates there is no preference for more frequent low-stakes assessments versus less frequent large-stakes assessments. Students who feel discouraged or overwhelmed are strongly encouraged to reach out early to Module Leads, IA Leads, and the Course Coordinator for support. The Office of Student Services is also available to provide guidance around resources for non-academic concerns, if needed.

i. Potential solutions:

1. Balance quizzes with other assessments such as case-based assignments, reflections, group projects, presentations, or participation. This allows students with different strengths to succeed while still proving competency.

KS: Does this refer to modules or IA? Modules all deploy a quiz and EOB exam (vs one final module exam) to lessen the stakes on a single assessment. In PY3 IA, assessments are spread across PBAs, case-based take home assignments, reflections, portfolios, and quizzes. There is an intentional shift in PY3 IA from group to individual assessment to prepare students for independent practice.

VP Academic comment: Already brought up in previous pipeline concerns.

2. Allow the lowest quiz score to be dropped, replaced, or improved through remediation, reassessment, or supplemental work.

KS: It is not possible to have the lowest IA grade dropped as assessment evaluates different knowledge and skills and competency on one does not replace the need to demonstrate competence on a different one. Logistics unfortunately prohibit remediation of individual assessments.

3. Consider improvement over time, not just single-point performance. Students who show growth should not be penalized as harshly as those who consistently underperform.

KS: Each single-point performance (assessment) contributes a small weight to the whole, so progress over time should be reflected by elevating a student's standing to the acceptable level (60%). To maintain equity across all students, the program cannot offer different adjustments depending on the individual student and their performance.

4. Reach out to students individually who get less than 60% in PBAs or CBL quizzes and offer structured tutoring, review sessions, or guided remediation when students struggle, rather than relying solely on grades to signal failure.

VP Academic: I also recognize the tension in the last didactic semester is high and it is affecting the students. Although the discussion between module / IA team leads may vary amongst the students, I feel it would be valuable for students who improve over time after the mid term assessments, should be seen as a whole picture.

KS: The IA team currently reaches out to all students who have achieved less than 60% in the IA component at the midpoint and encourages students to reach out for support. For those students who reach out, the IA team typically offers advice and guidance and/or works with them for the remainder of the term. That said, the IA team (and Course Coordinator and Module Leads) are available to all students, at any point during the term, to provide support as needed and students should not wait until the midpoint to seek help.

KS comment: Reach out to the office of student services for assistance with resources, mental health, and balancing academics with non-academic stressors. Module and IA leads are also there to support students. Emphasis on proactive communication, especially if struggling with coursework.



PY3 Rep comment: PY3 reps already emphasize reaching out to IA leads ahead of time as much as possible, as meetings with students are viewed to be helpful if done in a timely manner.

KS comment: Appreciate Year Representatives in promoting reaching out for help, also recognize that there are some psychological barriers in reaching out for help.

VP Academic comment: Advice is applicable to all years, reach out proactively.

- c. **[PY1]** For the IID module, some instructors provide information in the slides that contradicts with other instructors, which makes students confused when studying.
  - i. Potential solutions:
    - 1. Contact the instructors and organize communication between them where they coordinate lecture content, consider removing the contents which do not comply with the agreed material during this communication from the module.

KS: Thank you for this feedback. Those who share this opinion, please provide specific detailed feedback in your course evaluations. Additional details about what specific information is contradictory would also be very helpful to pass along to module leads.

PY1 Rep Comment: As an example, pharmacology lectures clashed with chemistry content. Lecture slides and handout content also contradicted each other in community acquired pneumonia lectures despite it being from the same professor. Another issue is that professors do not reply to student questions on Piazza consistently.

PY1 student comment: To give an example, some pharmacology lecture slides say that 3rd generation cephalosporins are the broadest spectrum cephalosporins, but the bugs and drugs and some other slides disagree with that.

KS comment: Would appreciate more detailed examples of the conflicting information. Some reasons for the lack of response in piazza: guest lecturers do not have access to piazza, some professors do not check piazza due to their minimal involvement in the module (eg. short lecture). If there are no responses, proactively reach out to module leads to address concerns. Discrepancies may be present in certain information due to nature of pharmacy (eg. Different dosing regimens), but will pass along information to module leads.

- d. **[PY1]** Some IAs that are relevant to exam material are being scheduled after the exam itself. For example, the IID quiz was scheduled on January 23rd, and the IA tutorial about the Therapeutic Drug Monitoring of Vancomycin that has a lot of complex PK calculations was held the week after. Therefore students are not having any support with the learning to prepare for the exams.
  - i. Potential solutions:
    - 1. Have better scheduling between lectures and IA tutorials to be prepared for the upcoming exams. For example, schedule tutorials the week of or the week after the content was covered in lecture, and must fall before any examinations.



KS: The program does intentionally try to synchronize scheduling of lecture and IA sessions, but it can definitely be challenging to make it align perfectly. My understanding is that the PK questions on the quiz were answerable with just lecture content alone (i.e. IA content would not have been necessary to answer the questions). That said, I agree this was not ideal for the added reinforcement of learning and have passed this feedback on to IID module leads and the PY1 IA team.

PY1 Rep Comment: Students would have appreciated extra practice material before the quiz, as there was a specific question on the quiz that was only given time for practice afterwards in the associated IA.

PY1 student comment: On a related note, the vancomycin formulas on the current formula sheet differ from those we used in the first semester. Some students have mentioned that they became accustomed to the original formulas, and adjusting to new ones during calculations can be time-consuming. Would it be possible to make the formula sheet more consistent with the one used in the first semester?

VP Academic content: Reach out to specific lecturer / module lead for clarification and potential solution.

### Exams/Assessments

- a. [PY1] There are a lot of inconsistencies between lecturers on content material for PHRM 111.
  - i. Potential solutions:
    1. Have the lecturers collaborate prior to hosting lectures to ensure material is consistent.

KS: Again, encourage those who share this opinion to please provide specific feedback in your course evaluations. More detail about what specific inconsistencies currently exist with a greater volume of responses will help module leads to make future changes.

VP academic comment: If more clarification on course content is desired, reaching out to module leads may be more efficient rather than expressing through pipeline.

### 2. Financial Concerns

a.

### 3. Practicum

- a. [PY4] With back to back practicums requiring relocation should not be assigned to students. Some locations eg. interior placements also cannot accommodate students driving due to extreme road conditions, requiring students to take flights. Eg. Jan-Feb interior, Mar-Apr Vancouver island placement only gives students 1 weekend to travel between locations with barely any time to visit back home. I understand we cannot ask to be placed near home for all placements but it would be a much less of an issue if they were not back to back with only 1 weekend in between.
  - i. Potential solution: Categorize relocation placements and set up the system to prevent back to back placements (especially the Jan/feb and Mar/Apr block)

KS comment: will bring feedback to the OEE office. Encourage reaching out directly to OEE for any specific barriers and accommodation issues. Potential solutions include giving 1-2 days of flexibility in delaying the start date to ensure safe and proper arrival. Be proactive, reach out (if possible) once schedules are released. OEE has a regional practicum model, which can be opted into if students desire



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less travel between large distances. Unable to speak to how the system works, and if it is at all possible to prevent back-to-back practicums that are geographically far apart.

#### 4. Mental Health

a.

#### 5. Miscellaneous

##### a. KS: **Reminder on interactions with Graduate Teaching Assistants (GTAs) and Staff**

- i. We understand that exam settings, especially when students are faced with unexpected technical issues, can be stressful. Our GTA invigilators and staff members are doing their best to support you during these moments. We kindly remind students that GTAs and staff deserve the same professionalism, patience, and respect you would give to faculty. A considerate and respectful environment will help everyone navigate these challenges more smoothly.

**Meeting Adjourned: 12:40**

**Moved: Rachel Jung ; Seconded: Jayden Pun**