



March Pipeline Meeting Minutes

Date & Time: March 9th, 2026 12-1pm

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

Meeting ID: 262 325 8897

Passcode: 262824

Attendance:

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

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

Guests: Nicolas Voth, Sung-Won Kim, Pasley Merritt

Meeting called to order at: 12:03 PM

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

Introduction

-
- 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 Conditions). Cassie Smith is our in-house Counsellor
(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. **[PY2]** PDFs uploaded to Canvas are unable to open in Google Docs now and must be exported to Word before uploading to Google Drive.
 - i. Proposed Solution: Look into whether it can be possible to make PDF files uploaded to Canvas compatible with Google Docs.

KS Note: Thanks for this feedback. Have asked our Office of Educational Technology to test this, and they have been able to download PPT slide PDF files from Canvas, add the PDFs to Google Drive, and successfully open in Google Docs. They are also able to display in Google Docs and edit, mark it up, etc. Is this a widespread issue across the entire student body? Are these issues in one course only or widespread across all program courses?

PY2 Rep comment: unsure who submitted this complaint, upon personal testing it seems that it works fine.

- b. **[PY2]** Students with accommodations were unable to attend a mandatory class discussion worth 5% of the final course grade after the PHRM 251 midterm. Students with accommodations were informed that the 5% would be redistributed only a few days before the discussion. This situation seems to go against Disability Accommodation Policy (LR7) where students who required extra time for assessments were not given equal learning opportunities.
 - i. Proposed Solution: Consider changing scheduling for next year so as to not have a mandatory class overlap with accommodated student testing or consult students on scheduling conflicts and how to best manage those who are affected to minimize impacts on their learning opportunities.

KS Note: Appreciate this feedback. The session noted above was not a mandatory session/discussion. Students who are registered with CFA were notified 5 days in advance of the session that their marks for the reflection assignment would be redistributed. It can certainly be challenging scheduling accommodated assessments around course schedules. An alternate solution that the program has previously considered (but not implemented) is running accommodated assessments in the evenings which would allow students to still engage in all the offered learning opportunities.

KS comment: Reminder to put this feedback in course evaluations.

VP Academic comment: Feel free to collect further feedback on these experiences across all years for further CFA accommodations. Will note this agenda item to be addressed again with year reps at a later date.

- c. **[PY2]** One of the NEURO lecturers, on multiple occasions, was unable to cover all of their testable material in the slide deck, leaving students to study and self-teach new material on their own time.
 - i. Proposed Solution: Advise professor to properly manage lecture time for completing lectures slides or ask to consider editing content to include less information that needs to be covered during lecture.

VP Academic: Please address these concerns on the course evaluations or directly to the module leads.



KS Note: Students who share this concern, please provide feedback on the instructor's teaching evaluation.

- d. [PY2] Accessibility students were not dismissed from IA 19 in a confidential/private way for the in-class SOAP note assignment and the class became aware of those who required accommodations.
 - i. Proposed Solution: Since there is a break before students are given time to work on the assignment, dismiss students in a generalized way at this time.

KS Note: During IA#19, a break was provided so that students registered with the CFA could leave during the break (and the assessment was run after the break). No public announcement was made to dismiss specific students. Students registered with the CFA were asked to self-identify with the IA instructor in advance of the session so they could be provided with this information privately.

KS Comment: Understand that there may have been some students who were unable to reach out to the instructor ahead of time, leading to some confusion and issues with confidentiality. Happy to collect more information on the situation for further assessment.

PY2 Rep comment: Will try to collect more information on the situation with peers affected.

VP Academic comment: If more information is gathered, feel free to reach out to the VP Academic or Dr. Seto.

- e. [PY1] Shorter PEADs days are often scheduled in-person on Thursdays (before exam-days), making it difficult for commuters to utilize study days, limiting chances for studying or participation in extra-curriculars.
 - i. Proposed Solution: Move PEADs sessions that do not absolutely require in-person attendance to zoom or provide a hybrid option.

KS Note: Thank you for this feedback. The PEADs Advisory Group reviews the schedule each year to balance in-person and online sessions and to align activities with assessment timelines. While we are not an online program, we incorporate online opportunities where appropriate. To better understand the concern, please share which specific in-person session students felt could have been delivered online and which assessment it conflicted with.

PY1 Rep comment: specific PEADs sessions were mentioned in the initial complaint, but will attempt to gather more information if this complaint is generalizable to broader PEADs sessions.

KS comment: Every PEADs session also comes with a survey feedback form at the end, and students are encouraged to comment on the modality of the session and any other issues.

2. Exams/Assessments

- a. [PY3] FDL marks don't seem consistent
 - i. Proposed solution: Regrade all written questions for FDL quizzes, not just the ones that are likely to be affected by Canvas issue (especially if initial marker was not a faculty member familiar with FDL terms/exceptions)

VP Academic: This issue was resolved and FDL marks were remarked and redistributed. It was announced on Canvas on February 26th.

- b. [PY2] Consider ways to recover from unexpected delays/issues regarding assessments for those requiring accommodations as there was a 30-minute delay for the PHRM 221



midterm due to an error with the date of the exam on Canvas, which enhanced students' stress.

- i. Proposed Solution: Consider adding a second point of contact for accessibility to reach in events such as these or having a final check of the assessment done by another individual.

KS Note: We apologize for the error in entering the assessment date in Canvas and will ensure that a double check is done in future to prevent this. The CFA emailed the Faculty at 10:16am and the issue was fixed by 10:19am, but we apologize for any undue distress caused to students. The Faculty also provides a cell phone contact to the CFA for real-time issues such as this; will look into why the CFA was unable to reach someone at the Faculty sooner.

PY2 Rep comment: The delay was due to a programming error in the date that the exam was to be administered on canvas. Students are wondering if there are processes in place to ensure that all information is correct, and if there are secondary points of contact in the acute situation.

KS comment: There are processes in place to double check the administration of CFA examinations, but apologize for the oversight. Rest assured that students would never be penalized for technical errors. There is an existing phone line for technical support tied to CFA exam administration. Will investigate the issue and whether this service was contacted and functional during the situation.

3. Financial Concerns

- a. [PY3] The tuition increase for the PY3 practicum increased from \$1000-2000 to \$5000. This is difficult for students who are also being sent far from home and must find and pay for accommodations which will also incur additional costs. Some students have maxed their student loans and are unsure if they will be able to pay for practicum.
 - i. [Possible solution] Increased financial support or bursaries would be extremely helpful. The potential \$500 from the program to help cover the costs is not enough. Other programs such as medicine give their students a stipend at the beginning of certain practicums to help pay for expenses.

KS Note: We apologize for the poor communication about these changes, which were necessary to align with new CCAPP (Canadian Council for Accreditation of Pharmacy Programs) accreditation standards which required recategorizing of PHRM371 as an APPE (Advanced Pharmacy Practicum Experience) in order to maintain program accreditation.

This gave us an opportunity to recalibrate PY3 and PY4 practicum courses with a more accurate credit value to workload relationship. Over the years, PHRM471, PHRM472, and PHRM473 have seen a reduction in the required minimum course activities, however the credit value of these courses was not previously reduced to reflect this reduced course workload.

The recent credit-value adjustment was made to maintain overall program credit neutrality, while adhering to CCAPP standards:

- PHRM 371 increased from 4 to 10 credits
- PHRM 471 decreased from 12 to 10 credits
- PHRM 472 decreased from 12 to 10 credits
- PHRM 473 decreased from 12 to 10 credits



The goal was minimizing the impact on students with respect to overall program credit load. Again, recognize this was not communicated effectively to students. We will be pushing out a communication to the wider PY3 cohort with this information in the next day or so.

PY3 Rep comment: Sudden increase from \$2000 to \$5000 is stressful to certain students, especially with the timing in terms of student loans. Some students are very concerned on their ability to complete practicum and meet the financial demands, and are blindsided by the sudden tuition increase.

KS comment: Apologize for the late notice and poor communication, will bring this feedback back to OEE. Will work on future communication on this change. For those faced with tuition concerns, KS will provide further comment on solutions at a later date.

PY3 Rep comment: Would summer loan applications be made available?

KS comment: Unsure about student loans process, will provide further comments at a later date after reconvening.

PY3 Rep comment: Is there any difference in content with the change to an APPE program?

KS comment: There will be a shift in terms of the mandatory practicum activities.

PY3 Rep comment: Would transparency be possible at the beginning of the year on the credit breakdown for pricing breakdown purposes?

KS comment: Will make a note and see if it is possible to be arranged at the beginning of the year.

VP Academic comment: When can communication from faculty be expected?

KS comment: Plan to push out communications later this week on the rationale, and will emphasize and address the tuition concerns.

- b. [PY3] We understand that school comes first, but many students feel disheartened when the PY3/4 PEAD session discouraged students from pursuing work during their practicums to help pay for their studies. Some students need to work during their practicums to pay for their practicum, especially if being sent far away and must pay additional costs for rent, food, and transportation that their other classmates do not.
 - i. [Possible solution 3] Make the eValue system a transparent process, as it is unfair when one student gets their 3rd choice while their classmate gets their 22nd choice (both fully filling the eValue preference list).
 - ii. [Possible solution 2] Give priority to students with legitimate concerns and needs to stay in the lower mainland (e.g. helping family pay for bills and make income, stay close-by when family members are very sick). Students don't feel heard and don't feel supported in this program when they have to choose between school and possibly seeing a family member for the last time.
 - iii. [Possible solution 3] Allow students to switch practicum sites with each other.
 - iv. [Possible solution 4] Further breakdown the geographical regions on eValue so students can more specifically select their preferred region.



- v. [Possible solution 5] Provide larger grants to students going to rural areas. I would gladly complete a remote region if I knew I would have greater financial support from the program.

KS comment: As a program, we recognize that it is intense and expensive and are aware that some students work during practicum. Faculty has noticed that working can contribute to further struggles on practicum, due to high workload. Faculty will not step in to stop students from working, but may discourage them based on the fact that practicum performance may be hindered by employment workload.

VP Academic comment: Make a note of proposed solutions.

KS comment: Reinforce that eValue is not a lottery system, but instead analyzes preferences of all students and optimizes the placements and locations. eValue aims to give a balanced result for all students based on the provided rankings. Important reminder that if the entire preference list is not filled out, the system will assume that outside of those rankings you are ok with any location / placement. Only students who receive priority for placements are those who apply for the regional practicum model outside the lower mainland. OEE does meet with students who submit requests for specific region practicums due to extenuating circumstances, and has a process in partnership with the UBC Equity and Inclusion office. The challenge is that the volume of these requests has increased, and it is difficult to fulfill all of them with the high amount of documentation also being submitted. Capacity is limited, and therefore accommodations for everyone is not possible. Not possible for students to trade practicums due to logistics (note that UBC is not the only school with this policy). Will bring feedback from “possible solution 4 and 5” back to OEE.

4. Practicum

a.

5. Mental Health

a.

6. Miscellaneous

- a. [PY2] Backpacks do not support the student body academically or professionally, and actively take away from educational resources while only supporting PY1s
 - i. Proposed Solution: Bring back up-to-date

KS Note: The Faculty is not involved in the backpack initiative nor have provided funding for Up-To-Date. These are both PhUS initiatives, would suggest bringing this feedback to your PhUS Council for discussion.

VP Academic Comment: Will bring feedback to PhUS council.

- b. [FACULTY] White Coat Ceremony: The white coat ceremony is a long standing tradition across North America for pharmacists. There has been recent discussion about the reimagining of this ceremony. For context, the meaning of the white coat ceremony is tradition for healthcare students originating from the 1900s as a pledge to uphold the standards of patient care, while emphasizing expectations of student professionalism and ethics. The white coat has traditionally signified health care expertise and trust. Over recent years, the perception of the white coat has shifted to that of a power dynamic imbalance and an implied hierarchy, and therefore increasing feelings of fear



and negativity surrounding the white coat. Many schools have been reconsidering this white coat ceremony and its meaning, considering its possibility in hindering the development of equal patient and healthcare provider relationship. It can also be traumatizing for certain minority groups and induce anxiety, which is an important concern especially with the new standards in considering patient care for those groups. One of the proposed ideas has been simply maintaining a professional dress code, and there are some practical concerns surrounding the white coat as well. That being said, we do not want to lose the tradition of welcoming new students to the program and profession, and still hope to emphasize the new responsibility that students take on as a part of this program. Hence the faculty is trying to identify new possibilities in making changes or instating a new ceremony to emphasize the points above. The focal point of the white coat surrounding the tradition may be reconsidered. There are plans to do a wider qualtrics survey to the entire student body for their feedback. Open the floor to this group for feedback and thoughts on this new proposition.

VP Academic comment: The idea of not having a white coat but something else for the induction requires more time for thought. Recognize that the image of a white coat may be very negative for certain groups. Want to clarify if the purpose of the reconsideration is to find a replacement for the white coat?

Ks comment: Still want a ceremony to be held with friends and family involved to recognize this important milestone. However, if the white coat was no longer present as the item signifying professionalism and responsibility, we want to know what students value in it.

PY2 rep comment: Students feel that the white coat signifies community and professionalism. If changes were to be made, we would want a change made for everyone in the faculty to mark the start of this new program and not just as a “trinket” to be kept. If replacing the white coat is finalized, a universal clothing item for circumstances such as practicum would be appreciated for recognition of our status as future pharmacists. Feel that the white coat is a symbol in healthcare to identify experts, and a replacement would require more discussion to a wider audience and time for thought.

PY1 student comment: Feel that the white coat has benefits and some drawbacks associated with pharmacists. Acknowledge the complexity of the situation that this situation goes beyond having or not having a white coat.

KS comment: Appreciate all the feedback given here, and a survey will be released to gather more student thoughts. The goal of this initiative is to de-emphasize the white coat as the sole symbol of pharmacists and healthcare experts due to the complex nature of its perceptions among different groups.

VP Academic comment: Thank you everyone for your time in being part of the pipeline and advocating for these concerns. This is an important process for identifying concerns and promoting solutions for all students in this program.

Meeting Adjourned: 1:03 PM

Moved: ; Seconded: Rachel, Jayden