

Foundations 2022 Workgroup Minutes

Date	April 29, 2021
Time	4:00 – 5:30PM
Co-Chairs	<i>Edith Wang, Meghan Kiefer</i>
Attendees	<i>Alyssa Stephenson-Famy, Cassie Cusick, Ceradwen Tokheim, Haya Jamali, John Willford, Zachary Gallaher, Allison Lamber, Coral Bays-Muchmore, Holly Martinson, Mara Rendi, Max Kullberg, Gina Campelia, Karen McDonough, Kellie Engle, Matt Cunningham, Michael Campion, Alison Doherty, Brenda Martinez, Bruce Silverstein, Calvin Le, Peter Fuerst, Leo Wang, Sarah Wood, Carolyn Bell</i>
Regrets	<i>Bryan Kestenbaum, Isabela Covelli, Jaime Fitch, Kiran Gill, Kristen Hayward, Laura Goodell, Ruth Lewinski, Tyler Bland</i>

Agenda

	ITEM	TIME
1	Introductions	10 min
2	Overview of Workgroup Objectives & Scope	10 min
3	Overview of 2022 Guiding Principles	5 min
4	Workgroup Structure/Timeline	10 min
5	Foundations Mission Statement Development (small groups)	45 min
6	Next Steps	10 min

Future meetings:

- Wednesday 5/12 from 4-5:30PM PST
- Thursday 5/27 from 4-5:30PM PST

1. Introductions (*timestamp 0:00 – 13:00*)

See the Foundations 2022 workgroup roster for membership information. This group represents every site, block and thread.

2. Overview of Workgroup Objectives & Scope (*timestamp 13:00 – 19:17*)

The objectives and scope of the workgroup include:

1. Thread representation in courses

How can we have a more standardized approach to integrating threads into the blocks?

2. Integration week structure and objectives

Students need time set aside in Foundations to integrate and review content. What should these weeks look like? What will the objectives be?

3. Foundations of Medical Science & Research (summer 1) course

This is the first time we will start in summer. What should this look like? How do we deliver this course successfully across the WWAMI region? What should this course cover?

4. Approach to course materials

We should take this opportunity to review course materials. This is one of the student-identified priorities.

5. Approach to course delivery

The COVID-19 pandemic has allowed us to think about course delivery, objectives, why we do certain things in-class and other things out-of-class.

Member expectations:

- Workgroup members are invited to discuss these topics with their colleagues and share feedback at workgroup meetings.
- If you can't make a meeting, please e-mail or find a way to share your ideas (we will read them at the beginning of the meeting)
- Give your subconscious mind some space to work on these problems

3. Overview of 2022 Guiding Principles (*timestamp 19:17 – 28:35*)

In May 2020, a workgroup created eight guiding principles for Foundations 2022:

1. Foundations should be longer

Currently there are 788 instructional hours in the Foundations phase. Starting in 2022, there will be 830 hours.

2. Blocks should be ≤ 8 weeks and more uniform in length

Blocks have been shortened with a range of 5 to 7 weeks instead of the current range of 2 to 9 weeks.

3. Hematology should be earlier and before cardiovascular

This has been achieved. Hematology will be in fall of year one.

4. HFF complexities deserve special attention when constructing the schedule

We will continue to take into account the unique needs of the HFF thread, for example the needs of the anatomy lab.

5. Threads need a larger and more integrated presence in blocks

This principle will continue to be applied.

6. Set time aside during Foundations for review and integration

Three weeks of integration have been added (one week in the fall of year one, one week in spring, one week in fall of year two).

7. Consider burden of disease when determining depth of coverage

This principle will continue to be applied.

8. Give more time to B&C, MSK, Immunology and threads

This has been accomplished with B&C and MSK. We are still working on Immunology and the threads. We will discuss this more in-depth at the June 8th retreat.

4. Workgroup Structure/Timeline (*timestamp 28:35 – 35:35*)

The workgroup will meet every other week on alternating days (Wednesday and Thursday) leading up to the June 7th Curriculum Committee meeting and the June 8th Curriculum retreat. The goal is to present initial recommendations/framework at both meetings. One additional workgroup meeting might be scheduled for the first week in June to finalize the presentation. The workgroup will continue to meet in the summer, albeit less frequently.

5. Foundations Mission Statement Development (small groups) (*timestamp 35:35 – 1:01:45*)

The attendees split into small groups to review three possible Foundations Phase mission statements. The purpose of the mission statement is to provide a shared understanding and framework for the workgroup. The statement should answer the question – what is the objective of the Foundations Phase? What do we expect students to get from the Foundations Phase?

Each small group was tasked to discuss the purpose of the Foundations Phase, review the following statements, make edits to the statements, create their own statements, etc.

1. For students to acquire the knowledge, skills, and attitudes necessary to enter the next phase of their medical training and to succeed as physicians.
2. To master the foundational sciences necessary for the successful practice of medicine and achieve competence in the foundations of clinical medicine.
3. To demonstrate mastery in fundamental medical science knowledge, competency in foundational clinical skills, and development of professional identity necessary for success in the clinical phase of medical training to become accomplished physicians.

Group A:

- Group A liked #1 the best, it is broad and simple and struck the right tone. They reworked the statement to read: “The goal of the Foundations phase is for students to acquire the knowledge,

skills, and physicianship necessary to enter the next phase of their medical training and succeed as physicians.”

- Physicianship means: having a strong base of medical science knowledge, being able to integrate and apply this knowledge to patients, doing this over the course of a career, and having the ability to work on a team even when it’s difficult.

Group B:

- Group B liked #3 the best, it addressed all the components of the current Foundations curriculum best and focused on professional identity. They wanted to bring in some of the future curriculum’s goals, including: social determinants of health, integrating scientific principles across organ systems to think about the patient as a whole, using the three pillars of: medical science, clinical skills and professional identity.
- The group suggested updating “accomplished physicians” to be more inclusive (successful clinicians, leaders, researchers, etc.)
- The group thought it was important to ensure the Foundations Phase uses clinical content more than context.

Group C:

- Group C liked #2 best. They were concerned with some of the wording, including “attitudes” and “mastery.” Additionally, they wanted to address the “for” and “how” of the mission. They reworked the statement to read: “To building foundations in basic sciences, clinical skills, critical thinking, professional identity, and lifelong learning skills for the next phase of medical training through collaboration between students, educators, and the broader healthcare community.”

Group E:

- Group E discussed the philosophical purpose of the Foundations Phase: to prepare a broad and diverse cohort of people with the foundational skills and knowledge to be a general physician.

Dr. Kiefer summarized feedback from all groups:

- What we’re trying to do
- How we’re trying to do it
- Who are we training students to be?

Dr. Wang reviewed feedback from members who were unable to attend the meeting.

6. Next Steps (*timestamp 1:01:45 – 1:05:25*)

Dr. Kiefer and Dr. Wang will review all the feedback and create a one-size-fits-most mission statement for the group to review at the next meeting (scheduled for Wednesday, 5/12 at 4PM PST).

At the next meeting we will also discuss **how** we will accomplish our mission. Questions to consider: What does the ideal day for a medical student look like? What should be the objective for out-of-class preparatory materials? What should be the objective for in-class, synchronous materials?