

SPRING 2021 WORKGROUP

OVERVIEW OF THE RETREAT PRE-MEETINGS

Expectations Set for the Workgroup

- Discuss and offer recommendations for:
 - Thread representation in courses
 - Integration week structure and objectives
 - Foundations of Medical Science & Research course
 - Approach to course materials
 - Approach to course delivery
- Provide a report to curriculum committee on June 7

Overview of Meetings

- Meeting 1 – Discussed a mission statement for foundations
- Meeting 2 – Discussed approaches to out-of-class materials and in-class instruction
- Meeting 3 – Discussed thread representation in courses

Meeting I Outcome

- Working Foundations Mission Statement

- Through engagement with our learning community, students who complete the Foundations phase will acquire the scientific knowledge, develop the foundational clinical skills, and form the professional identity necessary for the next phase of medical training and succeed as physicians.

Knowledge	Skills	Professional Identify
Basic Science Clinical Practice Medicine in Society	Communication Teamwork Lifelong Learning	Integrity Respect Teamwork

MEETING 2 OUTCOMES

Out-of-class material should	Students should
Provide students with new information, background, schema, framework, and important concepts & connections to previous knowledge	Recall facts and core concepts about topic Understand and describe/recognize framework and key concepts
Delineate key concepts within materials	Be prepared to communicate and apply concepts in class
Provide opportunity for self-assessment	Identify gaps in knowledge/areas of uncertainty

Interactive sessions should	Students should
Provide students with opportunity to engage with faculty and fellow students	Meaningfully participate in working through problems or projects
Review and reinforce key concepts & schema	Practice communicating ideas and key concepts
Create opportunity for students to use information learned in new situations	Engage with faculty, other students, and materials to construct a personal framework for understanding the material
Support students in practice of applying concepts and filling in gaps in understanding of material	Use materials to discover gaps in their own knowledge and to help support fellow students' learning

Meeting 2 Outcomes

- Independent / Out-of-class Education

- Independent learning resources will be a holistic, deliberate, and customized selection of established materials (e.g., course packets, textbooks, prerecorded lectures, practice questions) used to orient students to the subject, provide them with a schema/framework, delineate important concepts, and prepare them to engage in class and provide an opportunity to consolidate learning.

Meeting 2 Outcomes

- Interactive / In-class Education

- Interactive learning sessions should be a holistic, deliberate, and customized selection of forums (e.g., large and small-group live sessions) and activities to provide students with an opportunity to gain a deeper understanding through engaging with faculty and peers, communicating ideas and key concepts to colleagues, applying knowledge & solving problems in a supportive learning environment.

Meeting 3 Outcomes

- Discussion around Threads

- The relationship between individual blocks and individual threads is highly variable
 - E15 design did not provide many specifics on how to implement threads
 - Noted as being largely left to block/thread leadership to determine
- HFF was broadly noted as the thread that is the best implemented
 - Dedicated time, pin tests, and frontloaded approach
- Threads often feel like an extra or an add-on in the current system
 - Double jeopardy of thread questions

Meeting 3 Outcomes

• Thread Representation in Courses

- Collaboration between block and thread leadership on assessment questions, number of questions, and course content is a must
- There is value to tracking thread performance
 - More transparent and real-time tracking would be ideal
 - Visible to:
 - Students
 - Thread & block faculty
 - Site support structure
- The amount of time we spend on topics within our curriculum should not be determined by leadership relationships

What Remains

- Specific course content
 - Foundations of Medical Science & Research course
 - Discussion of other topics and sessions between blocks, threads, themes, and FCM
 - Sessions expected to move
 - Topics which may need to shift because of new schedule
 - Increasing thread presence
- Integration weeks
 - TRUST student plans during this time