

Foundations Committee Minutes

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| Date | October 25, 2021 |
| Time | 4:00 – 5:30PM |
| Co-Chairs | <i>Edith Wang, Matt Cunningham</i> |
| Attendees | Academic Chair: <i>Matt Cunningham</i> ; Executive Chair: <i>Edith Wang</i> |
| <input checked="" type="checkbox"/> QUORUM REACHED: No | Voting Members: <i>Matt Cunningham, Alyssa Stephenson-Famy, Catrin Pittack, Gerald Groggel, Isabela Covelli, Karen McDonough, Leo Wang, Natasha Hunter, Ruxandra Ionescu</i> Guests: <i>LeeAnna Muzquiz, Sonja France, Sumner Lawson, Megan Meyer, Kellie Engle, Jaime Fitch, Colette Kirchhoff, John Willford, Laura Goodell, Janelle Clauser, Esther Chung, Marley Reading, Peter Fuerst, AnnaLiss Jacobsen, Gerald Tolbert, Jeff Seegmiller, Jordan Nichols, Julien Goulet, Kelley Goetz, Michael Campion, Kathy Young, Alison Doherty, Rachel Liao, Martin Teintze, Meghan Kiefer</i> |
| Regrets | Voting members: <i>Amanda Kost, Bruce Silverstein, Cassie Cusick, Chris Hague, Cierra Dauenhauer, George Hodges, Holly Martinson, Mark Whipple, Rebekah Burns, Vicky Le</i> |

Agenda

| | ITEM | LEAD | TIME | ATTACHMENTS | ACTION |
|---|------------------------------------------------------------------------|--------------------------------------------|--------|--------------|------------|
| 1 | Approve September minutes | Matt Cunningham | 5 min | Attachment A | Decision |
| 2 | Foundations Phase Remediation for Blocks and Threads Policy: Revisions | Edith Wang | 15 min | Attachment B | Decision |
| 3 | Student Presentation: Climate / Health Impacts | Sonja France / Sumner Lawson / Megan Meyer | 15 min | | Discussion |
| 4 | Prerequisite Workgroup Report | LeeAnna Muzquiz | 30 min | Attachment C | Discussion |
| 5 | Foundations 2022 Update | Edith Wang | 10 min | | Discussion |

Next Meeting: November 22, 2021 at 4PM

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| 1. Approval of September Minutes | | |
| Discussion: The committee reviewed the September meeting minutes. | | |
| <input checked="" type="checkbox"/> DECISION REQUIRED? E-VOTE OUTCOME: | [11] VOTES FOR | [0] VOTES AGAINST |
| Decision: The Foundations committee approved the September meeting minutes. | | |

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| 2. Foundations Phase Remediation for Blocks and Threads Policy: Revisions | | |
| <p>Discussion: The Foundations Committee approved the Foundations Phase Remediation policy in September (see the 9/28/2021 meeting minutes for details). The policy was reviewed at the following Curriculum Committee meeting, committee members and representatives from Student Affairs recommended revising the paragraph on approvals (revisions in red below):</p> <p>“Any extenuating circumstances that change these remediation timelines can be discussed with must be approved by the Associate Dean for Student Affairs, who can grant provisional approval. The Assistant Dean for Basic Science confirms approval and works with the student to develop a remediation plan and tracks completion of remediation.”</p> <p>The Foundations Committee discussed and suggested the following revisions to be decided via e-vote:</p> <p>“Students with extenuating circumstances can discuss changing the remediation timeline with the Associate Dean for Student Affairs. The Associate Dean for Student Affairs can recommend changes to the remediation timeline to the Assistant Dean for Basic Science, who may grant the request if logistically feasible. Any extenuating circumstances that change these remediation timelines must be approved by the Associate Dean for Student Affairs.”</p> | | |
| <input checked="" type="checkbox"/> DECISION REQUIRED? E- VOTE OUTCOME: | [11] VOTES FOR | [0] VOTES AGAINST |
| Decision: The Foundations committee approved revisions to the Foundations Phase Remediation policy. | | |

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| 3. Student Presentation: Climate / Health Impacts | | |
| <p>Discussion: A student group interested in climate change and its effects on healthcare presented to the Foundations Committee. Climate change disproportionately affects vulnerable and marginalized groups. It is critical to educate UW School of Medicine (UWSOM) medical students on the impact climate change will have on their practice and on the lives of their patients. The group shared examples from their clinical experiences that highlight the need for and importance of incorporating climate change in the curriculum –</p> <ul style="list-style-type: none"> • Caring for inpatients in a Seattle hospital in summer 2021 during a deadly heatwave. • Caring for asthma patients impacted by wildfire smoke. • An adolescent patient suffering from anxiety and hopelessness related to climate change. <p>This group completed a planetary health report card for the UWSOM last year. This report card is a student-driven, metric-based initiative to inspire planetary health education and sustainable healthcare in medical schools globally. The UWSOM was evaluated across five sets of metrics (Curriculum, Interdisciplinary Research, Community Outreach and Advocacy, Support for Student-Led Initiatives, and Sustainability). UWSOM’s results were published alongside 62 other medical schools across the U.S., Canada, and the U.K. The UWSOM ranked in the bottom quartile for all U.S. medical schools. The UWSOM scored lowest on the Curriculum metric.</p> | | |

The UWSOM's total score of 19 was much lower than comparable medical schools across the U.S. For example, the University of California San Francisco (UCSF) School of Medicine scored 42 points. UCSF has found numerous, creative ways to improve their curriculum on climate change. They scored higher in areas related to environmental health electives and lectures on climate change and the disproportionate effect it has on people of color and those of lower socio-economic status.

Questions from the committee:

QUESTION – Does the group have suggestions for improving teaching around this topic?

ANSWER – The group has developed a number of recommendations, including incorporating this material into cases (for example in blocks like CPR).

QUESTION FOR THE CURRICULUM TEAM – What is the process for adding new content to the curriculum?

ANSWER – The curriculum team will provide a form with questions for the group to answer that can then be presented to the Curriculum Committee as a formal proposal. The form includes questions such as:

- What are the gaps currently?
- How do the proposed materials align with UWSOM program level objectives?
- Would this be proposed for all medical students?
- How would this be implemented?
- Would this material be assessed?
- What material should be removed to make time for the proposed material?

ACTION: The Curriculum Team will share the process and steps for adding new content to the curriculum with the students.

ACTION: The students will share the Planetary Report Card and PowerPoint slides with the Foundations Committee.

See meeting handouts for details.

4. Prerequisite Workgroup Report

Discussion: A workgroup led by Dr. LeeAnna Muzquiz, Associate Dean for Admissions, reviewed and updated the UWSOM prerequisites (last reviewed in 2008) to meet the expectations of the current curriculum. The recommendations were approved in October 2020 by the Faculty Council on Academic Affairs and will be implemented for the E-23 cohort. The recommendations focus more on competency-based prerequisites as opposed to prescribed coursework. The new prerequisites also include descriptions of how students demonstrate competency. There will be an updated secondary question on the UWSOM application where applicants will be asked to describe their competency (peer institutions use this method).

Additional changes include updated/cleaned-up language to make it easier for:

- Applicants to understand
- Undergraduate academic advisors to counsel pre-med/pre-health students
- Staff to determine if an applicant has met a prerequisite

See meeting handouts for details.

5. Foundations 2022 Update

Discussion: Key takeaways:

- The Integration weeks will be required (we can make these a graduation requirement).
- The Integration weeks will not include pre-work.
- The 2022 academic year will start in July. July 11th is the earliest orientation can start at any site.
- Pre-Mat would be scheduled for either 6/27/2022 – 7/1/2022 or 7/5/2022 – 7/8/2022. Dr. Edith Wang is working with FCM, Pre-Mat and Admissions to finalize dates and ensure everyone is on the same page.

Questions from the committee:

QUESTION – What will the staffing needs be for the Integration weeks? Will there be a need for faculty with clinical expertise during these weeks?

ANSWER – A workgroup is working to finalize the structure of the weeks (four hours a day and four days a week). The goal is for the Integration weeks to be in-person as much as possible. There will be specific faculty requirements, but they have not yet been finalized. The goal is to bring together basic science and clinical faculty.

QUESTION – Will there be assessment during the Integration weeks?

ANSWER – No, these weeks will not be assessed and will not show up on students' transcripts. There is talk of incorporating Customized Assessment Exams (with Step 1 style questions) at either the beginning or end of the week.

QUESTION – Will there be a faculty director for the Integration weeks?

ANSWER – Yes, the goal is to have a PhD and an MD co-lead the Integration weeks. The School has requested FTE for these roles. If you are interested or know of individuals who may be interested, reach out to Dr. Edith Wang.