

Foundations Committee Minutes

Date	February 22, 2022
Time	9:00 – 10:30AM
Co-Chairs	<i>Edith Wang, Matt Cunningham</i>
Attendees	Executive Chair: <i>Edith Wang</i>
<input type="checkbox"/> QUORUM REACHED: NO	Voting Members: <i>Cassie Cusick, Catrin Pittack, Libby Parker, Holly Martinson, Isabella Covelli, Mike Stephens, Bekah Burns, Shannon Uffenbeck, Vicky Le</i> Guests: <i>Kristen Hayward, Esther Chung, Kellie Engle, Rachel Liao, Julien Goulet, Anna Liss Jacobsen, Martin Teintze, Sara Kim, Janelle Clauser, Karla Kelly, Peter Fuerst, Michael Campion, Gerald Tolbert, Nick Cheung, John Willford, Jeff Seegmiller</i>
Regrets	Voting members: <i>Matt Cunningham, Amanda Kost, George Hodges, Leo Wang, Madelyn Boslough, Natasha Hunter, Ruxandra Ionescu</i>

Agenda

	ITEM	LEAD	TIME	ATTACHMENTS	ACTION
1	Approve January minutes	Matt Cunningham	5 min	Attachment A	Decision
2	Foundations 2022 Policy updates: <ul style="list-style-type: none"> Academic Grading Policy Foundations Phase Remediation for Blocks and Threads Policy 	Edith Wang / Kellie Engle / Jessica Wheeler	15 min	Attachment B, C	Decision
3	Developmental Life Course Approach to Building a Strong Foundation	Kristen Hayward / Esther Chung	35 min	Attachment D	Discussion
4	Foundations 2022: Update	Edith Wang / Meghan Kiefer	35 min	Attachment E, F	Discussion

Next Meeting: March 28, 2022 at 4PM

1. Approval of January Minutes		
Discussion: The committee reviewed the January meeting minutes.		
<input checked="" type="checkbox"/> DECISION REQUIRED? MOVED TO E-VOTE	<input type="checkbox"/> VOTES FOR	<input type="checkbox"/> VOTES AGAINST
Decision: The Foundations committee approved the January meeting minutes.		

2. Foundations 2022 Policy Updates		
Discussion: A handful of UW School of Medicine policies will need to be updated in light of the Foundations 2022 curriculum renewal:		
<u>Academic Grading Policy</u>		
This policy is owned by the Faculty Council on Academic Affairs (FCAA) but is being reviewed by the Foundations Committee for their input and endorsement. Revisions include:		
<ul style="list-style-type: none"> • Remove policy language related to communication flow of block grades and thread performance to students as this content is covered in the Foundations Phase Remediation for Blocks and Threads policy. Revisions include linking to the remediation policy. • Update the link to the Foundations Grading and Assessment content (the assessment team has migrated this information from a PDF file to a webpage) 		
<u>Foundations Phase Remediation for Blocks and Threads Policy</u>		
Revisions include:		
<ul style="list-style-type: none"> • Update the definition for “Term 1” to include summer quarter 		
<input checked="" type="checkbox"/> DECISION REQUIRED? MOVED TO E-VOTE	<input type="checkbox"/> VOTES FOR	<input type="checkbox"/> VOTES AGAINST
Decision: The Foundations committee endorsed revisions to the Academic Grading Policy		
<input checked="" type="checkbox"/> DECISION REQUIRED? MOVED TO E-VOTE	<input type="checkbox"/> VOTES FOR	<input type="checkbox"/> VOTES AGAINST
Decision: The Foundations committee approved the Foundations Phase Remediation for Blocks and Threads policy		

3. Developmental Life Course Approach to Building a Strong Foundation		
Discussion: Representatives from the Department of Pediatrics delivered the presentation “Developmental Life Course Approach to Building a Strong Foundation.” The goals of this presentation and discussion include:		
<ul style="list-style-type: none"> • To strengthen the longitudinal thread connecting Foundations to the Patient Care and Explore & Focus Phases • To optimize medical student training with the goals of: <ul style="list-style-type: none"> ○ Primary Care Excellence ○ Patient- and Family-Centered Care ○ Equity and Diversity ○ Community Resource Awareness • To provide an accessible resource to Block, Thread, and Theme directors 		
<u>Life Course Approach</u>		
<ul style="list-style-type: none"> • Life course health science research: <ul style="list-style-type: none"> ○ Child health development ○ Adult patterns of morbidity and morality 		

- Integrated notions of healthy aging
- Call for strategies to
 - Advance the understanding of multiple exposures and their interactions
 - Integrate life course approaches into understanding biological mechanisms
 - Understand transgenerational effects on health disparities
 - Integrate life course approaches into health interventions

Tomlinson et al (2021) developed a model for optimizing health through an integrated, ecological life course approach. This model includes the following risk factor categories: biological, family, community, physical environmental, policy and institutions. This model helps improve our understanding of various environmental, societal, and policy implications on health and health behaviors.

The Adverse Childhood Experiences (ACE) study, first conducted at Kaiser Permanente and later supported by the Centers for Disease Control, showed a dose response of adverse childhood experiences, like childhood trauma (including physical abuse, parental mental health conditions and substance use disorder) and subsequent adverse health conditions ranging from risky behavior as youth to myocardial infarction and stroke as adult. This study shows that generational embodiment, historical trauma, and adverse childhood experiences have a strong role in later development of disease.

In summary, the Pediatrics team is uniquely positioned to contribute to the Foundations Phase curriculum based on their understanding and knowledge of developmental life course approaches and socioecological and trauma-informed frameworks. The life course approach could tie somewhat disparate issues together the School is looking to incorporate into the Foundations Phase (for example, nutrition and climate change). The Pediatric team can bring the following to the table:

- Developmental and life course approach
- Equity/Diversity/Inclusion (EDI) perspective review
- Family-centered care model
- Observational physical exam skills
- HEADSS assessment/screening
- Experience navigating vaccine hesitancy
- Expertise in physiologic changes and pathologic presentations through development

Specific examples could include: reviewing slides to ensure an EDI perspective; presenting a case on adolescent sexually transmitted infections in Invaders & Defenders and discussing how you ask sexual history questions (to ensure students are prepared to use basic sciences when they start clerkships).

The committee provided feedback:

- How can we ensure students are attending important content that we are already teaching in the life course model?
- Could the Pediatrics team review the curriculum to identify where this content would be of the most value?
- Additionally, the Curriculum unit is providing resources and materials to faculty as they develop block content for the Foundations 2022 curriculum. The Pediatrics team is welcome to develop materials to distribute to faculty.
- This presentation should be presented at the monthly Block/Thread/Theme faculty meeting.

4. Foundations 2022: Update

Discussion: The Assistant Dean for Basic Science reviewed the eight guiding principles approved by Curriculum Committee for the Foundations Phase 2022 curriculum renewal/development and how each principle has been met:

1. Foundations should be longer

Currently there are 788 instructional hours in the Foundations phase. Starting in 2022, there will be 830 hours. First-year courses will begin in mid-July.

2. Blocks should be equal to or less than 8 weeks and more uniform in length

Blocks have been shortened to 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

Hematology will be in autumn of year one (after cell biology content and before cardiovascular content).

4. HFF complexities deserve special attention when constructing the schedule

Changes for 2022 include:

- Scheduling considerations were made for the delivery of cadavers to regional campuses
- Reducing overlapping quarters (where faculty instructors are teaching both first- and second-year medical students)
- Returning to dedicated head and neck anatomy content
- Expanded musculoskeletal anatomy period to include spine content.

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

This guiding principle evolved into the following:

- Threads should have a larger and more systematic/consistent presence in each block.
- Curriculum leadership should develop a framework for block/thread planning that can be applied by block and thread leaders to determine how best to teach relevant thread material within a block.

The UWSOM has distributed schedules for the new blocks, with prescribed time (in hours) for Thread and Theme content.

6. Set time aside during Foundations for review and integration

Three weeks of integration have been added. These weeks will be required graduation requirements. No new content will be delivered during these weeks. This is dedicated time to review, consolidate, and integrate materials from all previous blocks and to expose students to Step-1-like questions. Inclusion of Themes in Medicine content into integration weeks also will occur, when appropriate.

7. Consider burden of disease when determining depth of coverage

Time has been dedicated to diabetes and lung cancer.

8. Give more time for Blood & Cancer, Musculoskeletal, Immunology and threads

Faculty experts in oncology are being consulted to ensure specific cancers are taught during the appropriate organ system (as opposed to just in Blood & Cancer). The goal is to think about and incorporate Oncology from an overarching standpoint, add consistency across the blocks, and support the block faculty.

The committee reviewed the new Foundations Phase schedule and provided feedback and asked questions:

QUESTION – Who owns orientation?

ANSWER – Orientation will continue to be managed by Student Affairs and will focus on logistical orientation to the UWSOM. Immersion will continue to be managed Foundations of Clinical Medicine (FCM). Immersion will cover clinical skills and will be scheduled after orientation.

QUESTION – Are there rules around instruction hours for students?

ANSWER – Refer to the [Student Hours Policy](#): “Students should spend no more than 60 total hours per week on academic activities. The 60 hours includes in-class activities, out-of-class preparation, laboratory/anatomy, clinical skills training, and required clinical duties in the Colleges and primary care settings.”

The follow Learning Objectives have been created for the Integrations weeks:

- Develop a holistic framework to link basic science knowledge to clinical features of human health and disease
- Apply concepts from disparate basic science disciplines to solve clinical problems in order to build clinical reasoning skills
- Analyze and improve personal metacognitive skills and awareness to develop strategies to promote effective learning and retention of material throughout the Foundations curriculum
- Reflect on professional identity formation and progress as a life-long learner

The current plan is to have the students take a Customized Assessment Exam (exposing them to Step 1 style questions) in Integration Weeks 1,2 and 3. After students complete the entirety of Foundations Phase, they will take the Comprehensive Basic Science Examination (CBSE) at the beginning of Winter Quarter when students return for dedicated study time. Moving forward with this plan would impact the CBSR course (students are selected for CBSR based on their CBSE results, so CBSR selection would instead be decided on the three CAS exam scores).

Foundations 2022 Working Retreat

- The in-person retreat is scheduled in Seattle on March 14 (8-5PM) and March 15 (8-12PM).
- Goals include: discuss Integrations weeks, assessment, provide time for block and thread directors to collaborate, and discuss details of the new blocks.