

## Foundations Committee Minutes

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| <b>Date</b>   | April 25, 2022   |
| <b>Time</b>   | 4:00 – 5:30PM  |
| <b>Co-Chairs</b>                                    | <i>Edith Wang, Matt Cunningham</i>   |
| <b>Attendees</b>                                    | <b>Academic Chair:</b> <i>Matt Cunningham</i> ; <b>Executive Chair:</b> <i>Edith Wang</i>  |
| <input checked="" type="checkbox"/> QUORUM REACHED: | <b>Voting Members:</b> <i>Cassie Cusick, Catrin Pittack, Elizabeth Parker, Gerald Groggel, Leo Wang, Madelyn Boslough, Natasha Hunter, Rebekah Burns, Shannon Uffenbeck</i><br><b>Guests:</b> <i>Robert Steiner, Alyssa Stephenson-Famy, John Willford, Meghan Kiefer, Kellie Engle, Michael Campion, Jaime Fitch, Jordan Kinder, Anna Liss Jacobsen, Karen McDonough, Martin Teintze, Karla Kelly, Kathy Young, Julien Goulet, Jung Lee, Heather McPhillips, Janelle Clauser, Esther Chung, Peter Fuerst, Doug Schaad, Gerald Tolbert</i> |
| <b>Regrets</b>                                      | <b>Voting members:</b> <i>Amanda Kost, George Hodges, Holly Martinson, Isabela Covelli, Michael Stephens, Ruxandra Ionescu, Vicky Le</i>   |

## Agenda

|   | ITEM  | LEAD   | TIME   | ATTACHMENT   | ACTION     |
|---|---|--|--------|--------------|------------|
| 1 | Approve March minutes   | Matt Cunningham                                | 5 min  | Attachment A | Decision   |
| 2 | Lifecycle Lessons Learned                                       | Robert Steiner /<br>Alyssa Stephenson-<br>Famy | 15 min | Attachment B | Decision   |
| 3 | Mind, Brain and Behavior Lessons Learned                        | Leo Wang                                       | 15 min | Attachment C | Decision   |
| 4 | Invaders & Defenders Lessons Learned /<br>Infections & Immunity | John Willford / Kristen<br>Hayward             | 30 min | Attachment D | Decision   |
| 5 | Foundations 2022 Retreat: Debrief                               | Edith Wang / Meghan<br>Kiefer                  | 30 min |              | Discussion |

**Next Meeting: May 23, 2022 at 4PM**

1. Approval of March Minutes

**Discussion:** The committee reviewed the March meeting minutes.

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| <input checked="" type="checkbox"/> DECISION REQUIRED? | [10] VOTES FOR | [0] VOTES AGAINST |
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**Decision:** The Foundations committee approved the March meeting minutes.

2. Lifecycle Lessons Learned

**Discussion:** Faculty presented Lessons Learned from the E-20 cohort and changes that will be implemented for the E-21 cohort. A summary of changes include:

- The block will be reduced from 16 days to 14. Block Level Objective #9 will be removed. Student feedback suggests that threading age-related material throughout the other organ systems may be more effective.
- Remove the four-hour “Sexuality” session and weave the content through other days in the block, including puberty/sexual development, male/female reproduction. This change will lose the patient panel and gender affirming care lecture but will retain principles of gender affirming care in adolescence/puberty and family planning.
- Student-led small groups: Create template materials for students leading small group cases.
- Focus large group sessions on thread material and increase time for small groups.
- Small group participation quizzes will be “open” until the time of the appropriate midterm.
- Reformat the syllabus to increase accessibility and enhance student learning.
- Improve/increase pharmacology content, including: improving drug list, increasing visibility of the thread with pre-recorded videos, in-class lectures and pharmacology summary in cases.

See meeting handouts for details.

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| <input checked="" type="checkbox"/> DECISION REQUIRED? | [9] VOTES FOR | [1] VOTES AGAINST |
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**Decision:** The Foundations committee approved Lifecycle's Lessons Learned (E-20 cohort)

3. Mind, Brain and Behavior Lessons Learned

**Discussion:** Faculty presented Lessons Learned from the E-20 cohort and changes that will be implemented for the E-21 cohort. A summary of changes include:

- Thread change: add pharmacology pressbook on mechanism of action for the movement disorder, multiple sclerosis, and epilepsy drugs.
- Assessment change: decrease the number of exams from five to four. Exams will be scheduled for the end of each week. The end of week 8 is Veterans’ Day, so Midterm 3 will be scheduled for the Thursday before.
- Session change: The block will be reduced from nine weeks to eight. The following sessions will be removed: small group discussions in neurology and psychiatry; some integrating sessions that pull together clinical correlates of anatomy, sessions on anesthesiology, pain, preventing substance use disorder in adolescents by the chair of Pediatrics.
  - The committee asked how sessions were identified to be kept or removed from the block. The sessions that were kept fulfill the original goal of the block, to provide a strong neuroscience foundation and cover the basics of medicine rather than the clinical management of disease.

See meeting handouts for details.

DECISION REQUIRED?

[9] VOTES FOR

[1] VOTES AGAINST

**Decision:** The Foundations committee approved Mind, Brain, & Behavior's Lessons Learned (E-20 cohort)

#### 4. Invaders & Defenders Lessons Learned / Infections & Immunity

**Discussion:** Faculty presented Lessons Learned from the E-21 cohort and changes that will be implemented for the E-22 cohort with the new Infections & Immunity (I&I) block. A summary of changes include:

##### **Block Learning Objectives (BLOs) - See meeting handouts for details.**

- Remove BLO #1.
- Updates to BLOs # 5, 2, 3, 4, 6, 7, and 8.
- Add a new BLO #9.
- Final list of proposed BLOs for the E-22 cohort:
  1. Relate the macroscopic and microscopic anatomy of the central and peripheral immune organs to the function of the normal human immune system including host defense, tolerance, and surveillance. **(HISTO/PATH – Normal)**
  2. Identify the characteristics of antimicrobials, their mechanism of action, mechanisms of resistance, and adverse effects that are clinically important in selecting appropriate medications for the treatment of infectious diseases **(PHARM/MICRO - antimicrobials)**
  3. Describe the mechanism of action, therapeutic use and adverse effects of anti-inflammatory agents, biologic and non-biologic immunomodulators, vaccines, and novel cellular-based therapies. **(PHARM/IMMUNO – anti-inflammatory/immunomodulators)**
  4. Apply evidence-based approaches to select and interpret appropriate tests to diagnose infectious diseases and evaluate immune system function **(MICRO/IMMUNO - Diagnostics)**
  5. Relate basic microbial properties of normal microbiome organisms and pathogens, including bacteria, viruses, fungi and parasites, to disease processes including epidemiology, transmission, treatment, and prevention. **(MICRO - Organism properties and epidemiology)**
  6. Describe how pathogens cause disease and their relationship to clinical infectious syndromes. **(MICRO – Virulence and clinical syndromes)**
  7. Apply knowledge of cellular and soluble components of the innate and adaptive immune systems to predict beneficial and deleterious immune responses to residential microbial flora, acute and chronic infections, wound healing, and hypersensitivity reactions including relevant histology and pathophysiology. **(IMMUNO/PATH - Normal immune function and associated pathology)**
  8. Compare and contrast normal and abnormal immune mechanisms that mediate tolerance, autoimmunity, allergy, and responses to tumors and transplanted organs and cells. **(IMMUNO – Abnormal immune function and immunomodulation)**
  9. Demonstrate effective communication by interacting with patients and/or other medical colleagues to analyze, breakdown, or solve clinical cases. **(MICRO/IMMUNO - Small group participation)**

##### **Thread Changes**

- All Human Form and Function (HFF) content from previous years has been moved to different blocks:
  - Introduction to Lymphatic System and Lymphoid Organs (FMR and CV)
  - Nasal Cavity and Paranasal Sinuses (HNG)

- Tympanic cavity (Middle ear) (HNG)
- Eyelids, Lacrimal Apparatus, Orbit, and Venous Connections of Face as Potential Routes of Spread of Infection (HNG & MBB)
- For the E-22 cohort, there will be six hours of non-assessed cadaver lab introduction during I&I. The cadaver days will occur in the last week of the course to off load learning new testable material and provide more out of class time to study for the cumulative final.
- Histology/Pathology: Skin histology and pathology of rheumatological diseases was moved to the MJBS block. The following sessions will be added to I&I:
  - An extra hour of pathology of acute inflammation
  - Four virtual microscopy lab practice sessions
- The following Pharmacology sessions will be added to I&I:
  - An extra hour for Intro to Antibiotics
  - Two problem-based pharm reviews (one midway and one at the end)
  - Additional time for other antimicrobials or organisms that will reduce encroachment by micro sessions into pharm session time

#### **Assessment Changes**

- There will no longer be two exams administered on the day of the cumulative final exam.

#### **Themes**

- The Health Equity in Dermatology content was moved to MJBS block. The following session will be added to I&I: Health Inequities in Infectious Diseases

#### **Sessions**

- Add Hepatitis and Enterovirus cases
- Split Gram negatives into gram-negative enterics and atypical bacterial pneumonias.
- Expand HIV cases to HIV and STI cases, allowing for more practice with ART (including PrEP) and antibiotics/antivirals to treat STIs.
- Expand Immune response to fungi, parasites, & helminths synthesis into Immune response to organisms and immunopathology, allowing for a holistic synthesis session.
- Additional sessions shifted from one hour to 90 minutes or two hours to decompress.

See meeting handouts for details.

The committee provided feedback and asked questions:

- Attendance is poor at small group sessions. The School as a whole should better communicate the importance of these sessions (students learn to do differentials, to recognize what to look out for and how to treat disease, these sessions are also excellent exam preparation).
- The committee is very concerned with what will happen to content that is being removed as part of the 2022 curriculum renewal (specifically, the geriatric content from Lifecycle and sessions removed from MBB). The geriatric content is very clinical in nature (POLST forms, Skilled Nursing Facilities (SNFs), DNR forms, Medicare, etc.). This content is likely more appropriate in the clinical phases of the curriculum. Could this be more appropriate in the Internal Medicine required clerkship? The 2022 curriculum renewal leadership plan to gather all faculty who teach content that is being removed (throughout all phases), determine where it was taught, and where it should be taught. Additionally, the curriculum renewal leadership team is working with faculty in Palliative Care and Geriatrics to add content to Transition to Clerkships, which will be implemented next year

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| <p>The committee noted the benefit of the Foundations Phase is that it is a highly standardized experience, whereas clerkship experiences vary widely. The School needs to decide what content is critical for students to be exposed to during the standardized Foundations Phase.</p> |                |                   |
| <input checked="" type="checkbox"/> DECISION REQUIRED?  | [10] VOTES FOR | [0] VOTES AGAINST |
| <p><b>Decision:</b> The Foundations committee approved Invaders &amp; Defenders' Lessons Learned (E-21 cohort) / Infections &amp; Immunity</p>  |                |                   |
| <input checked="" type="checkbox"/> DECISION REQUIRED?  | [10] VOTES FOR | [0] VOTES AGAINST |
| <p><b>Decision:</b> The Foundations committee charged the Curriculum Deans to follow-up with the Foundations Committee to share where MBB and Lifecycle lifted content will go.</p>   |                |                   |

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| <p>5. Foundations 2022 Retreat: Debrief</p>                            |
| <p><b>Discussion:</b> This item was tabled until a future meeting.</p> |