

Foundations Committee Minutes

Date	May 23, 2022
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: 10	Voting Members: <i>Cassie Cusick, Leo Wang, Madelyn Boslough, Mike Stephens, Tasha Hunter, Bekah Burns, Ruxandra Ionescu, Shannon Uffenbeck, Vicky Le</i> Guests: <i>Kellie Engle, Gina Campelia, Heather McPhillips, Julien Goulet, Jung Lee, Esther Chung, Sara Kim, Peter Fuerst, Kathy Young, Drue Johnson, Jaime Fitch, John Willford, Brant Schumaker, Bruce Silverstein, Michael Campion, Meghan Kiefer, Gerald Tolbert, Doug Schaad, Karla Kelly, Jordan Kinder, Karen McDonough</i>
Regrets	Voting members: <i>Amanda Kost, Cat Pittack, Libby Parker, George Hodges, Gerald Groggel, Holly Martinson, Isabela Covelli</i>

Agenda

	ITEM	LEAD	TIME	ATTACHMENTS	ACTION
1	Approve April minutes	Matt Cunningham	2 min	Attachment A	Decision
2	Fundamentals of Medical Science & Research: Themes block level objective	Gina Campelia / Jaime Fitch	5 min	Attachment B	Decision
3	Step 1 Report	Matt Cunningham	30 min	Attachment C	Discussion
4	Workgroup: Innovations in Educational Delivery	Heather McPhillips	15 min		Decision
5	Foundations 2022 Retreat Debrief	Edith Wang / Meghan Kiefer	8 min		Discussion
6	Foundations' Integrations Weeks: Structure, Schedule, Tracking Completion	Edith Wang / Karen McDonough / Shannon Uffenbeck	30 min		Decision

Next Meeting: June 28, 2022 at 9AM

1. Approval of April Minutes

Discussion: The committee reviewed the April meeting minutes.

<input checked="" type="checkbox"/> DECISION REQUIRED? MOVED TO E-VOTE	[10] VOTES FOR	[0] VOTES AGAINST
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Motion: Approve the April meeting minutes.

2. Fundamentals of Medical Science & Research: Themes block level objective

Discussion: The committee reviewed and discussed the proposed Themes block level objective for the Fundamentals of Medical Science & Research (FMR) block: Identify key structural factors related to health justice, equity, diversity, inclusion and anti-racism in healthcare as well as key features and strategies of health systems improvement.

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Motion: Approve the Themes block level objective for the Fundamentals of Medical Science & Research block: "THEME: Identify key structural factors related to health justice, equity, diversity, inclusion and anti-racism in healthcare as well as key features and strategies of health systems improvement."

3. Step 1 Report

Discussion: The committee reviewed the Step 1 report for the E-19 cohort. Key takeaways:

- The mean score was 230.7.
- The pass rate was 96%. There were nine fails.
- UWSOM students were in line with the national average for both mean score and the pass rate.
- There were no differences in score between Foundations Phase campuses.
- Step 1 scores are comparable by gender.
- Step 1 scores vary slightly by race/ethnicity, mean scores for white students = 232.6, Underrepresented Minority (URM) students = 221.5, and non-URM minority students = 227.9.
- Students enrolled in the Comprehensive Basic Science Review Course (CBSR) had a slightly lower mean score and the fail rate was a bit higher than non-CBSR students.
- Student performance on the Comprehensive Basic Science Exam (CBSE) and students' average block score were the variables with the highest correlation to Step 1 score.

4. Workgroup: Innovations in Educational Delivery

Discussion: In March 2022, *Academic Medicine* published "National Perspective: Macy Foundation on COVID-19 and the Impact on Medical Education." The article's findings included:

- Health professions faculty, students, and trainees are emerging from a life-altering, career-defining experience.
- Learners should be included in the design and improvement of their education and training.
- Antiracism is necessary to achieving diversity, equity, and inclusion in learning environments.
- Providers' mental health and well-being are crucial to building a stable and effective workforce.

Ideas for moving forward at this inflection point in education:

- Embrace the "new normal" by incorporating online teaching methods that increase efficiency and student engagement.
- Blended courses can optimize the benefits of online and in-person formats.

- Telemedicine, Telehealth and Online Teaching/Community engagement are important emerging competencies for physicians.

Feedback from students, faculty, and staff on hybrid work/school:

- Advantages:
 - Reduced cost of housing, commuting, parking and childcare.
 - Reduced environmental impacts.
 - Saves time and offers flexibility for staff and faculty.
 - Learning enhancement for students.
 - Time and space for deep thought tasks/activities compared with group/office settings.
 - Comfortable clothes and ready access to food, pets, kids, plants, etc.
- Drawbacks:
 - Evidence of decreased performance nationally and locally on test scores. Unclear impact of remote learning vs. other factors (COVID-19 impacts, cognitive load, well-being, burnout).
 - Community building has suffered.
 - Unstructured/unintentional learning when in-person (for example, side-bar conversations).
 - Faculty engagement is key to outstanding education. Engagement is challenging on Zoom.

Most change for Foundations 2022 has focused on adding time and rearranging and integrating content. Some effort has gone toward design and delivery improvements, but broader questions were deferred because of the timeline for implementation. The committee discussed convening a workgroup of diverse stakeholders to make recommendations to the Foundations Committee about an optimal way to deliver Foundations Phase content going forward. The goal is to implement recommendations for the E-23 cohort (starting in July 2023) with potential small pilots/test before then to inform work. Preliminary recommendations would be due by January 2023. Workgroup members identified include:

- Chairs: Michael Campion and Block Director
- Students (4-6 students from the E-21 and E-22 cohorts)
- Block directors (4)
- Threads (3), Medicine Health & Society (1) and Foundations of Clinical Medicine/College (1-2)
- Faculty (4 – ideally in blocks not represented)
- Regional Deans
- Curriculum unit (1 staff, 1 dean/leader)
- Learning Technology team members (2 staff)
- Assessment unit
- Educational Quality Improvement unit

The charge and scope

Recommendations should:

- Be based on a design mindset and emerging best practices in education.
- Incorporate principles of equity/use equity tool.
- Support active learning with balance between content delivery and interactivity.
- Have clear attendance and student time commitment expectations.
- Promote well-being.
- Adhere to individual campus rules/funding/space/technology and legislative requirements in each state.
- Capitalize on standardizing curriculum while allowing for individual site optimization.

Out of Scope

- Block content (including hours taught).
- Large investment of new technology, space, materials.
- Recommendations that do not adhere to university, regional campus or national (LCME, etc.) rules.

DECISION REQUIRED? **MOVED TO E-VOTE**

[9] VOTES FOR

[0] VOTES AGAINST

Motion: Charge a workgroup of diverse stakeholders to provide recommendations to the Foundations Committee about an optimal way to deliver Foundations content. Preliminary recommendations are due to the Foundations Committee by January 2023. Recommendations would be implemented for the E-23 cohort (starting in July 2023) with potential small pilots/tests before then to inform work.

Recommendations should:

- be based on a design mindset and emerging best practices in education
- incorporate principles of equity/use equity tool
- support active learning with balance between content delivery and interactivity
- have clear attendance expectations (and how to or whether to track) and expectations for student time commitments
- promote well-being to the extent possible (consider impacts of time, cost, learning, burnout on staff, faculty and students)
- Recommendations must adhere to individual campus rules/funding/space/technology
- Capitalize on standardizing curriculum while allowing for individual site optimization
 - Congruence is important for LCME
- Adhere to legislative requirements in each state

5. Foundations 2022 Retreat Debrief

Discussion: There was an in-person Foundations 2022 Retreat in Seattle held on March 14th and 15th. Approximately 60 faculty and staff attended. The retreat covered the following topics:

- Clarity on content location (what material is going where. If content moves out of block X, where does it go?)
- Teaching delivery innovation and improvement (taking a more systematic approach, active learning, case-based, alternatives to large lectures)
- Schedule specifics (block order and dates)
- Threads/Themes 2022 (coordinating with blocks on content and delivery across blocks)
- Cross-block coordination (how blocks build on each other, avoiding redundancy, integration between blocks)
- Integration Weeks (what are they, what will they cover)
- Assessment (cumulative finals)

6. Foundations' Integrations Weeks: Structure, Schedule, Tracking Completion

Discussion: Faculty leads presented plans for the Foundations Phase Integrations Weeks.

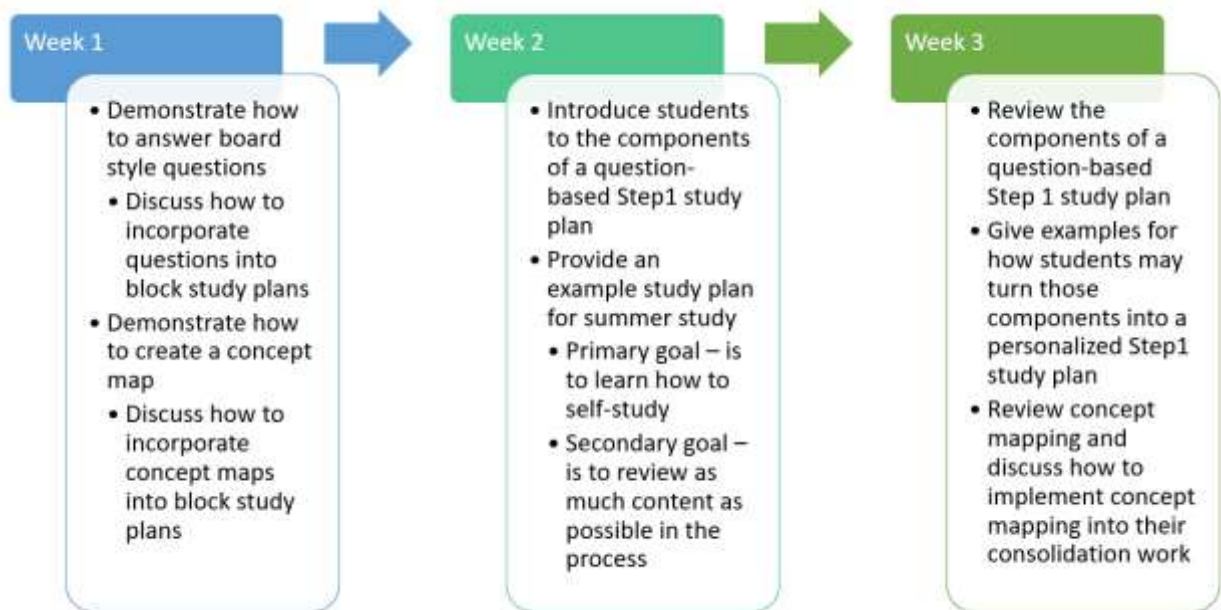
Learning Objectives:

1. Develop a holistic framework to link basic science knowledge to clinical features of human health and disease.
2. Apply concepts from disparate basic science disciplines to solve clinical problems in order to build clinical reasoning skills.

3. Analyze and improve personal metacognitive skills and awareness to develop strategies to promote effective learning and retention of material throughout the Foundations curriculum.
4. Reflect on professional identity formation and progress as a life-long learner of medicine.

The content that will be covered:

- Learning skills and strategies – increase self-study efficacy by supporting students as they learn how to use more challenging study strategies
 - Question-based study – showing students how to use their q-bank for recall practice and application challenges and creating a question-based Step1 study plan where missed questions will direct their study
 - Concept mapping – encourage basing maps on SLOs and/or specific processes and introducing disease concept maps with a specific layout that encourages recall practice
- Integration of knowledge – in-person, active learning large group integration sessions. Including multiple choice questions, analysis of clinical cases, and aquifer integrated illness scripts.
- Professional identity formation – large group and individual reflection for the development of professional identity and coaching during the clinical phases.



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Motion: Approve the Integrations Weeks' structure (including: learning skills and strategies, integration of knowledge, and professional identity formation) and the proposed learning objectives:

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