



## Foundations Phase Committee Minutes

<b>Date</b>	January 31, 2023
<b>Time</b>	9:00 – 10:30AM
<b>Co-Chairs</b>	<i>Edith Wang, Matt Cunningham</i>
<b>Attendees</b>	<p><b>Academic Chair:</b> <i>Matt Cunningham</i>; <b>Executive Chair:</b> <i>Edith Wang</i></p> <p><input checked="" type="checkbox"/> <b>QUORUM REACHED:</b> <b>Voting Members:</b> <i>Cassie Cusick, Cat Pittack, Libby Parker, Gerry Groggel, Holly Martinson, Mike Stephens, Tasha Hunter, Bekah Burns, Shannon Uffenbeck</i></p> <p><b>Guests:</b> <i>Max Kullberg, Brent Wisse, Michael Campion, John Willford, Kellie Engle, Meaghan O’Gilvie, Desiree Jones, Ellen Stone, Karla Kelly, Meghan Kiefer, Jordan Kinder, Kristen Hayward, Peter Fuerst, Julien Goulet, Jung Lee, Jeff Seegmiller, Drue Johnson, Christine Ibrahim Rizkalla, Esther Chung, Martin Teintze, Jaime Fitch, Kris Calhoun, Brant Schumaker, Janelle Clauser</i></p>
<b>Regrets</b>	<b>Voting members:</b> <i>Amanda Kost, George Hodges, Leo Wang, Madelyn Boslough</i>

### Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	E-vote approved: New Lessons Learned Process	Jessica Wheeler	5 min	Attachment A, B, C	Announcement
2	Approve November Minutes	Matt Cunningham	5 min	Attachment D	Decision
3	Lessons Learned: Fundamentals of Medical Science & Research	Max Kullberg / Brent Wisse	30 min	Attachment E	Decision
4	Foundations OSCE Results	Kris Calhoun	15 min		Discussion
5	Innovations in Curriculum Design and Delivery Workgroup: Update	Michael Campion / John Willford / Heather McPhillips	15 min	Attachment F	Discussion



1. E-vote approved: New Lessons Learned Process

**Announcement:** At the November Foundations Phase Committee meeting, faculty presented changes to the Lessons Learned process to improve efficiency and timeliness of the process. Quorum was lost before the committee could vote. The Foundations Phase Committee approved the updated Lessons Learned process and document, effective for the E-22 cohort via e-vote on November 28, 2022.

See meeting handouts for details.

2. Approval of December Minutes

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

<input checked="" type="checkbox"/> DECISION REQUIRED?	[9] VOTES FOR	[0] VOTES AGAINST
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**Decision:** The Foundations Phase Committee approved the December meeting minutes.

3. Lessons Learned: Fundamentals of Medical Science & Research

**Discussion:** Faculty presented Lessons Learned from the E-22 cohort and changes that will be implemented for the E-23 cohort. The summary of changes include:

Minor shift in hours:

- Rearrange and condense DNA replication/repair content.
- Reduce Research Methods journal clubs from four to three.

Thread content:

- Pathology/histology: Add additional notes and labels on class materials (PowerPoint slides)
- Anatomy/embryology: Move “Introduction to Imaging” from the last week to first or second week. Remove material from sessions such as “muscle and joints” to make room for interactive exercises. Link material, especially embryology, to future blocks.
- Pharmacology: Separate “autonomic nervous system” and “neuromuscular Junction” course pack into two documents.

Assessment:

- Reintroducing Boards and Beyond content mapping.
- Additional Anki slides and proofing for accuracy.
- Reconsider test review format.

Course materials:

- Transition of Biochemistry course packs into press books.
- More interactive activities in Physiology press books.

See meeting handouts for details.

<input checked="" type="checkbox"/> DECISION REQUIRED?	[10] VOTES FOR	[0] VOTES AGAINST
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**Decision:** The Foundations Phase Committee approved the Fundamentals of Medical Science & Research Lessons Learned (E-22)



#### 4. Foundations OSCE Results

**Discussion:** The committee reviewed the 2022 OSCEs (Objective Structured Clinical Examinations) data. The OSCEs are a graduation requirement. The main goals of the OSCEs are to:

- Assess and provide feedback on clinical skills and clinical reasoning as students move through the curriculum
- Identify strengths and weaknesses in the curriculum

Two OSCEs are administered during the Foundations phase (Foundations OSCE I and Foundations OSCE II) and one OSCE is administered during the Patient Care phase. Foundations OSCE I is lower stakes and provides an opportunity for students to get familiar with the exam's structure and for their College mentor to see where they are. The students are assessed and evaluated, but there is not a requirement to pass. Foundations OSCE II is more summative.

There is a three-point grading system: Exceeds Expectations (EE), Meets Expectations (ME), and Needs Development (ND). Students who do not meet the standard on either part must either remediate with a college faculty (Foundations OSCE I or II) or retake the exam (Patient Care).

The committee reviewed the 2022 OSCE results. Most students received EE or ME grades on the Foundations OSCEs.

#### 5. Innovations in Curriculum Design and Delivery Workgroup: Update

**Discussion:** In [May 2022](#), The Foundations Phase Committee charged 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

Out of scope of the workgroup:

- 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

**Workgroup activities:**

- Five monthly meetings to date, including:
  - Large brainstorming session and group organization of ideas and literature provided on curriculum delivery, improvement, and innovation.
- The workgroup identified priorities (listed in descending order):
  - Delivery of content (learning environment/active learning)
  - Student support/student-focused drivers
  - Online vs. in-person
  - Curriculum design
  - Use WWAMI as strength/where do sites need to be the same/where can sites differ
  - Learning theory informed teaching
  - Faculty development
  - Cross block/site collaboration (longitudinal/programmatic)
  - Outside resources
  - Inclusive learning environment
  - Assessment-based issues
  - Things that need external research
- Workgroup presentations and tasks:
  - Presentation on design concepts and adult learning theory
    - Group Task 1: Evaluate the current state of the curriculum and provide short- and long-term recommendations regarding the broad coverage of content and application of concepts for deep learning in the Foundations Phase curriculum.
  - Group Task 2: Evaluate the current state of the curriculum and provide short- and long-term recommendations regarding:
    - Student support, inclusive learning environment, and leveraging the strength of each WWAMI Foundations campus while maintaining consistency.
    - Planned presentation on using the equity tool to inform this group assignment.

The workgroup plans to present the final report and recommendations at the May 22<sup>nd</sup> Foundations Phase Committee meeting.