



Foundations Phase Committee Minutes

Date	May 22, 2023
Time	4:00 – 5:30 PM
Co-Chairs	<i>Edith Wang, Matt Cunningham</i>
Attendees	<p>Academic Chair: <i>Matt Cunningham</i>; Executive Chair: <i>Edith Wang</i></p> <p><input checked="" type="checkbox"/> QUORUM REACHED: Voting Members: <i>Matt Cunningham, Cassie Cusick, Libby Parker, Gerry Groggel, Leo Wang, Bekah Burns, Tasha Hunter, Shannon Uffenbeck</i></p> <p>Guests: <i>Kellie Engle, Michael Campion, Bruce Silverstein, Heather McPhillips, Gerald Tolbert, John Willford, Martin Teintze, Julien Goulet, Ceradwen Tokheim, Jung Lee, Desiree Jones, Laura Goodell, Bill Hill, Meredith Pothoven, Kathy Young, Jordan Kinder, Karla Kelly, Ellen Stone, Doug Schaad, Meghan Kiefer, Jaime Fitch</i></p>
Regrets	Voting members: <i>Amanda Kost, Cat Pittack, George Hodges, Holly Martinson, Madelyn Boslough, Mike Stephens</i>

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	E-votes approved: <ul style="list-style-type: none"> • 4/28/2023: the proposed course name change (from “Lifecycle” to “Reproduction & Development”) and the revised Block Level Objectives • 5/17/2023: Approve Lifecycle’s Lessons Learned (E-21) 	Edith Wang	5 min	Attachment A	Announcement
2	Approve April Minutes	Matt Cunningham	5 min	Attachment B	Decision
3	Mind, Brain & Behavior Lessons Learned	Leo Wang / Kurt Weaver	20 min	Attachment C	Decision
4	Innovations in Curriculum Design and Delivery: Final Recommendations	Michael Campion / John Willford / Heather McPhillips	50 min	Attachment D	Decision
5	Possible Step 1 Changes for Winter Quarter 2024	Heather McPhillips	10 min		Discussion



1. E-votes approved

Announcement: At the [April 24, 2023](#) meeting, quorum was lost before the committee could approve the Lifecycle block's Lessons Learned. The following motions were approved via e-vote:

- 4/28/2023: the proposed course name change (from "Lifecycle" to "Reproduction & Development") and the revised Block Level Objectives.
- 5/17/2023: Approve Lifecycle's Lessons Learned (E-21).

2. Approval of April Minutes

Discussion: The committee reviewed the previous meeting minutes.

<input checked="" type="checkbox"/> DECISION REQUIRED?	[8] VOTES FOR	[0] VOTES AGAINST
--	---------------	-------------------

Decision: The Foundations Phase Committee approved the April meeting minutes.

3. Mind, Brain & Behavior Lessons Learned

Discussion: Faculty presented Lessons Learned from the E-21 cohort and changes that will be implemented for the E-22 cohort. The summary of changes include:

New Block Level Objectives (BLOs):

1. Identify the major anatomical structures in the central and peripheral nervous system, and describe their development, normal function, and relationship to the vascular anatomy.
2. Identify pathophysiological and histopathologic abnormalities of the major neurological diseases and common clinical symptoms affecting the central and peripheral nervous system.
3. Identify the characteristics of the major classes of neuro-pharmacotherapy, their mechanism of action, side effects and primary toxicities that are clinically important in selecting appropriate medications for the treatment of neurologic diseases, pain, and psychiatric disorders.
4. Select and interpret appropriate laboratory, radiological, diagnostic tests. and other methods used in the evaluation of patients with pathologic processes affecting the nervous system.
5. Describe the normal physiology of the central and peripheral nervous systems and predict the responses to changes in physiological parameters.
6. Recognize and present the etiology and pathologic processes that lead to the major diseases and disorders affecting the central and peripheral nervous systems.
7. Demonstrate effective communication by interacting with patients and/or other medical colleagues to analyze and apply frameworks of ethics, health equity, and diversity to solving clinical cases.

Threads/Themes:

- Anatomy & Embryology: 14 hours
- Pharmacology: 8 hours
- Histology/Pathology: 6 hours
- Themes: 2 hours

Assessment:

- Decrease participation from 5% to 4%.



See meeting handouts for details.

DECISION REQUIRED?

[8] VOTES FOR

[0] VOTES AGAINST

Decision: The Foundations Phase Committee approved the Mind, Brain & Behavior block's Lessons Learned (E-21).

4. Innovations in Curriculum Design and Delivery: Final Recommendations

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 the Liaison Committee on Medical Education (LCME) and the school's continued accreditation.
- Adhere to legislative requirements in each state.

Out of scope for the workgroup:

- Block content including hours taught
- Large investment of new technology, space, materials (although this request could be included in the workgroup's future vision)
- Recommendations that do not adhere to university, regional campus, or national (LCME, etc.) rules.

The workgroup chairs presented final recommendations for the committee's review, feedback, and endorsement. The final recommendations will be presented at the June 5, 2023 Curriculum Committee meeting for final review and approval.

Since September 2022, the workgroup has focused on the following:

- Course design concepts, adult learning theory, and cognitive load
 - Maximizing student and facilitator engagement
 - Reducing extraneous cognitive load through consistency
- Broad coverage of content vs. application of concepts for deep learning
- Supporting students and the learning environment



- Leveraging the strength of each WWAMI Foundations campus while maintaining consistency where essential
- Equity impact tool
- Attendance benefits and barriers and the differences between Foundations campuses
- Collecting feedback from faculty, staff, and students on draft recommendations, including live feedback sessions and surveys.

Final draft recommendations overview:

Pedagogy

- Active learning
- Longitudinal faculty
- Session plans
- Faculty development

Student Support

- Identify students in difficulty
- Academic support integration (formerly student support)
- Remediation

Curriculum Infrastructure

- Goal of the Foundations phase
- Cross-block consistency
- Rules of the road
- Faculty FTE
- Evaluation of recommendations
- attendance

All recommendations require significant investments in faculty FTE, faculty development, educational technology, student support, and administrative staff. The committee reviewed each of the 13 final draft recommendations in depth. See the meeting handouts for details.

The workgroup identified recommendations by priority:

Highest priority

- Active learning
- Cross-block consistency

Mid-low priority

- Rules of the road
- Faculty FTE

Mid-high priority

- Longitudinal faculty
- Faculty development
- Goals of the Foundations Phase
- Sessions plans

Lower priority

- Academic support integration
- Identify students in difficulty
- Remediation
- Attendance
- Evaluation of recommendations

The committee voted on the priority level of each recommendation. The results will be shared at the June 5, 2023 Curriculum Committee for consideration in the discussion and final decision.

DECISIONS REQUIRED?

Decision: The Foundations Phase Committee endorsed the Innovations Recommendation (Active learning):

High Priority: 4
Mid Priority: 3
No Support: 1
Abstain: 0

Decision: The Foundations Phase Committee endorsed the Innovations Recommendation (Longitudinal Faculty):

High Priority: 5
Mid Priority: 1
No Support: 2
Abstain: 0



Decision: The Foundations Phase Committee endorsed the Innovations Recommendation (Session Plans):	High Priority: 4 Mid Priority: 2 No Support: 1 Abstain: 1
Decision: The Foundations Phase Committee endorsed the Innovations Recommendation (Faculty Development):	High Priority: 6 Mid Priority: 2 No Support: 0 Abstain: 0
Decision: The Foundations Phase Committee endorsed the Innovations Recommendation (identify students in difficulty):	High Priority: 5 Mid Priority: 3 No Support: 0 Abstain: 0
Decision: The Foundations Phase Committee endorsed the Innovations Recommendation (Acad Support Integration):	High Priority: 2 Mid Priority: 4 No Support: 1 Abstain: 1
Decision: The Foundations Phase Committee endorsed the Innovations Recommendation (Remediation):	High Priority: 5 Mid Priority: 3 No Support: 0 Abstain: 0
Decision: The Foundations Phase Committee endorsed the Innovations Recommendation (Goal of Foundations):	High Priority: 3 Mid Priority: 4 No Support: 1 Abstain: 0
Decision: The Foundations Phase Committee endorsed the Innovations Recommendation (Cross-Block Consistency):	High Priority: 4 Mid Priority: 3 No Support: 1 Abstain: 0
Decision: The Foundations Phase Committee endorsed the Innovations Recommendation (Rules of the Road):	High Priority: 3 Mid Priority: 3 No Support: 2 Abstain: 0
Decision: The Foundations Phase Committee endorsed the Innovations Recommendation (Faculty FTE):	High Priority: 4 Mid Priority: 4 No Support: 0 Abstain: 0
Decision: The Foundations Phase Committee endorsed the Innovations Recommendation (Eval of Recommendations):	High Priority: 1 Mid Priority: 6 No Support: 0 Abstain: 1
Decision: The Foundations Phase Committee endorsed the Innovations Recommendation (Attendance):	High Priority: 2 Mid Priority: 3 No Support: 0 Abstain: 3



5. Possible Step 1 Changes for Winter Quarter 2024

Discussion: The committee reviewed potential changes to Winter quarter 2024 to help prepare students from the E-22 cohort for the USMLE Step 1 Examination. There has been an increase in students delaying Step 1 (which negatively impacts Patient Care Phase clerkship scheduling and students' ability to graduate on time). The timeline for the E-22 cohort is:

- Fall quarter ends on December 15, 2023
- Winter quarter is January 2 – March 15, 2024 (11 weeks)
- Transition to Clerkship is currently March 4-15, 2024 (2 weeks) (although this is flexible)
- Spring Break is March 18-22, 2024
- Spring Quarter/Start of the Patient Care Phase March 25, 2024
- No Capstone next year, so there is a potential long period of time between the end of Fall quarter (December 15, 2023) and the beginning of the Patient Care Phase (March 25, 2024).

Without the Capstone course, there is a long period of time students are paying tuition but receiving little from a curriculum standpoint. There are two proposals under consideration:

Path A (for students needing additional support):

Integrative Basic Science Review (IBSR) + Consolidation

- Open to all students and optional participation in IBSR
- Students with block or thread fail, or a block score <2 SD below mean would be recommended for full participation in Path A and will attempt to schedule elective Spring A
- Condensed CBSR course January 2-31, 2024 (renamed IBSR and replaces Capstone and CBSR)
- Dedicated Study: February 1 – March 10, 2024
- Step 1 deadline: March 15, 2024
- Transition to Clerkship either live or asynchronous
- Students provided practice test February 1-7, 2024
- Students with a concerning practice test score at end of IBSR may register for Spring Quarter CBSR (6-12 weeks) and receive credit same as current (4-week elective credit)
- Students with concerning performance/unanticipated life events may be prioritized for elective Spring A if not enrolled in CBSR option.

Path B (for students ready to take Step 1):

Consolidation + Elective

- Students with score above <2 SD below mean on each block through MBB and qualifying CBSE score will be recommended for Path B (CBSE score minimum of 55%)
- Official dedicated study period: January 2 – February 9, 2024 (40 days plus break)
- Step 1 Deadline: February 10, 2024
- Nonclinical elective February 12 – March 8, 2024 (2-4 weeks)
- Transition to Clerkship: March 11-15, 2024

These proposals are in progress and depend on numerous factors, including: funding, faculty to teach the course, and access to learning specialists, tutors, and practices tests. Send the Curriculum Office any feedback you may have on the proposal.