



Foundations Phase Committee Minutes

Date	June 27, 2023
Time	9:00 – 10:30AM
Co-Chairs	<i>Edith Wang, Matt Cunningham</i>
Attendees	Academic Chair: <i>Matt Cunningham</i> ; Executive Chair: <i>Edith Wang</i>
<input type="checkbox"/> QUORUM REACHED:	Voting Members: Matt Cunningham, Catrin Pittack, Holly Martinson, Natasha Hunter, Shannon Uffenbeck
	Guests: Kate Tokareva, Colette Kirchhoff, Stephen Farris, Max Kullberg, Bruce Silverstein, Kristen Hayward, Michael Campion, Stefan Wheat, Jordan Kinder, Jeff Seegmiller, Janelle Clauser, Esther Chung, Meredith Pothoven, Karla Kelly, Julien Goulet, Desiree Jones, Martin Teintze, Kellie Engle
Regrets	Voting members: Amanda Kost, Cassie Cusick, Libby Parker, George Hodges, Gerald Groggel, Leo Wang, Madelyn Boslough, Michael Stephens, Rebekah Burns,

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
	Reminders:				
1	<ul style="list-style-type: none"> • Summer break • Next meeting: September 26, 2023 	Matt Cunningham	2 min		Announcement
2	Approve May minutes	Matt Cunningham	3 min	Attachment A	Decision
3	Cardiovascular System Lessons Learned	Steve Farris / Jainy Savla	20 min	Materials available at meeting	Decision
4	Planetary Health Workgroup: Final Recommendations	Coco Kirchhoff / Peter Rabinowitz	60 min	Attachment B	Decision



1. Approval of May Minutes		
Discussion: The voting members to approve the May minutes by E-Vote. The motion to approve the minutes was presented by a voting member.		
<input type="checkbox"/> DECISION REQUIRED?	<input type="checkbox"/> VOTES FOR	<input type="checkbox"/> VOTES AGAINST
Decision: To be send via E-Vote		
Announcements: During the June 27 th , 2023 meeting, it was advised that there were no meetings during July or August 2023, making the next meeting September 26 th , 2023.		

2. E22 CVS Changes for Foundations Committee		
Discussion: Faculty presented how the first year of the course went and changes that are being made. The discussion and changes include:		
Updated Block Level Objectives (BLOs):		
<ol style="list-style-type: none"> 1. BLO 1: Use anatomical and histopathological specimens and medical imaging to describe the normal and abnormal development of external and internal morphology of the fetal and adult circulation, vasculature, heart and mediastinum. 2. BLO 2: Describe the normal and abnormal physiology of the peripheral vasculature and its role in cardiovascular function. 3. BLO 3: Describe normal and abnormal physiology of the heart including electrical conduction and mechanical function and predict the normal cardiac responses of these to changes in physiological parameters. 4. BLO 4: Interpret diagnostic tests used in evaluation of patients with cardiovascular disease including cardiac biomarkers, electrocardiograms and echocardiograms. 5. BLO 5: Interpret clinical presentations, laboratory, radiographic, and histopathologic data to identify the major disease processes affecting the cardiovascular system. 6. BLO 6: Identify connections between gross pathologic histopathologic abnormalities and major disease processes affecting the heart and peripheral vasculatures. 7. Added BLO 7: Outline a diagnostic treatment approach, including pharmacologic and non-pharmacologic measures, for the major disease processes affecting or involving the heart and peripheral vasculatures. 8. Added BLO 8/MBB BLO: Relate the mechanism of action, indication and potential toxicities for major classes of drugs to the pathophysiology of the major diseases of the heart and peripheral vasculatures. / Apply knowledge of psychiatric disorders and treatments to establish a differential diagnosis select among treatment plans and monitor for adverse responses. 		
Threads/Themes:		
<ul style="list-style-type: none"> • Slight changes to thread BLO's above so will need to update thread Directors some sessions may be affected, but unlikely. • Move all A&E session to week 1 but no change overall to hours from E22 		



Assessments:

- May have an impact on assessment mapping, as well as possible session remapping in Elentra.
- An additional MCQ exam is scheduled to better distribute learning load on the students.

In/Out of Class Resources:

- **Approach to teaching:** At least 2 pre-class videos will be added for the mechanics and ventricular performance sessions. The in-class sessions will try to consolidate major concepts with interactive problem sets.
- **Technology:** Video creation and pressbook use with HP5 to make some Interactive.
- **In/Out-class-materials:** As above. Also, the ECG Pressbooks will be expanded and improved upon in an iterative fashion.

See meeting handout for details

<input type="checkbox"/> DECISION REQUIRED?	<input type="checkbox"/> VOTES FOR	<input type="checkbox"/> VOTES AGAINST
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Decision: To be sent via E-Vote

Decision:

3. Planetary Health Curriculum: University of Washington School of Medicine

Discussion:

The Foundations Phase Committee charged a workgroup to provide recommendations to the Foundations Committee about Planetary Health. The committee members discuss the need to integrate Planetary Health into the curriculum but acknowledge the challenges of doing so without disrupting the existing curriculum. They suggest working with block directors to find ways to incorporate it without displacing too much content and offer resources to help facilitate this process. While some members express support for the proposal, others express hesitation due to the number of changes being discussed and the need for further discussion among more directors. The proposal is met with a call for more discussion before involving more block leads.

- History, and risks of climate changes effect on healthcare resources, demographics and facilities were presented to the committee.
- Development of Climate Change awareness into medical school curriculum can provide understanding of risks to human health.
- The UW is a part of the GCCHE who mandates the curricula as well as shares resources and educational opportunities.

Planetary Health Report Card has 5 metrics:

- Curriculum
- Interdisciplinary Research
- Community Outreach and Advocacy



- Support for Student-Led Initiatives
- Sustainability

UW Past Report Cards and Commitments

- 2021 PHRC report: UW SOM scored in the bottom quartile among 62 US Schools of Medicine. Worst score for curriculum metric.
- December 2021: UWSOM Curriculum Committee votes to recognize climate change as an important curriculum aspect, implement in E-22 curriculum and beyond.
- Summer 2022: Charge to create Planetary Health Workgroup

Recommendations:

- Student engagement with planetary health content should be a requirement, rather than a self-driven process. We recommend incorporating planetary health concepts into small group case-based exercises in both the foundational science curriculum and the required Themes in Medicine course.

Four workgroup subgroups developed for curriculum proposal:

1. **Group 1: Philosophy/ Mission Statement**, Develop mission and philosophy statement, learning objectives for Planetary Health curriculum.
2. **Group 2: Review** where climate change and planetary health content currently exists in the required elective curriculum. Identify topic areas in the curriculum where climate change and Planetary Health content could be added or amended to augment sustainable healthcare.

Recommendations

- Excel Database of curriculum elements and gaps with recommendations
- Recommendations: Make Planetary Health a Theme
- Blocks: incorporate sessions on planetary health aspects of each block
- FCM: Teach environmental history (“Social E”), ROP workshop, culinary medicine mentor dinner.
- Integration Week
- Medicine Health and Society
- Pathway Program
- Clerkships

3. Group 3: Recommend Assessment Methods.

Assessment of the Planetary Health Curriculum will be performed in order to:

- Establish iterative improvement of the curriculum based on student and faculty feedback
- Evaluate student competency with stated curriculum learning and objectives
- Ensure approximation to evolving national standards and external metrics (PHRC)

4. **Group 4: Faculty Education**, Recommend how faculty will be recruited and onboarded to teach this content as well as how to integrate and develop Regional Partners.

SubGroup 4 Recommendations

- Renew charge and admin support to begin implementation



- Create position and recruit Themes Director (s) to implement and oversee curriculum (0.3 FTE)
 - Engage affiliate faculty at UW and in regions
 - Faculty development and resource materials
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- The excel spreadsheet from Workgroup Subgroup Group 2 was presented and navigated with the committee to help staff use the report.
 - Faculty discussed where the curriculum could be incorporated into the current curriculum as well as how to fully integrate the content.
 - This planning is potentially for 2024 curriculum.

The Planetary Workgroups overall ask of today's Foundations committee is to review and approve the following:

- Mission Statement
- Philosophy Statement
- Preclinical Learning Objective's
- Making Planetary Health a Theme
- Incorporating sessions of planetary health aspects of each block
- FCM: Teach environmental history ("Social E"), ROP workshop, culinary medicine mentor dinner.

A meeting to include Block and Thread directors was recommended to understand how those who have already incorporated the subject into their lessons has been done.

The Foundations Committee were presented the culmination of a year's worth of efforts by the Planetary Health Work Group, which was tasked with integrating planetary health into medical school curricula. The group proposed a longitudinally integrated curriculum that addresses the increasing demands on students and faculty and developed four subgroups to complete their objectives. The group discussed their recommendations for incorporating planetary health into the medical curriculum, including making it a theme, incorporating sessions on planetary health in all four years, and developing a planetary health pathway. They also discussed the importance of faculty engagement and education to equip educators with the tools and resources to teach this content effectively. They suggested working with block directors to find ways to incorporate it without displacing too much content and offered resources to help facilitate this process. The following concerns were communicated after the presentation with the following resolutions:

Concerns

- Integrating Planetary Health concepts into Sessions
- Integrating Global Health concepts into curriculum
- Will the MHS theme sessions that address climate change be altered to incorporate new Planetary Health content?
- Ensure that curriculum is overlapping content that is currently used.



- Adding embryology content into course packs.
- What old material will be taken out if new material is added.

Resolutions

- Working with block directors for specificity of how to incorporate Planetary Health and Global Health concepts into curriculum.
- Using free curriculum with questions and learning objective for integration into each block
- Using small groups and lectures as integration tools
- The MHS content will augment the object to fully integrate planetary health into all block curricula.
- The GCCHE has content with separate concepts for each block with different questions with planetary health topics to reduce redundancies.
- Continual coordination between Block Directors to improve integration practices.
- Taking advantage of the expertise within the workgroups to enable a widescale integration.
- Appointing a Planetary Health Themes Director to manage and enable an efficient integration process.
- Continual work with Block Directors to decide what could be incorporated into the blocks.
- Adding Planetary Health content to blocks that isn't assessed.

See meeting handout for details

DECISION REQUIRED?

Decision: To be sent via E-Vote

Decision: The Foundations Phase Committee endorsed the Concept of integrating Planetary Health in the Foundation Blocks in FCM and move forward with discussions with Block directors in the region.