



Foundations Phase Committee Minutes

Date	January 30, 2024
Time	9:00 – 10:30AM PT
Attendees	Academic Chair: Matt Cunningham; Executive Chair: Edith Wang
<input checked="" type="checkbox"/> QUORUM REACHED:	Voting Members: Matt Cunningham, Cassie Cusick, Gerald Groggel, Sarah Murphy, Alexis Baranoff, Holly Martinson, Micheal Stephens, Rebekah Burns, Shannon Uffenbeck
	Guests: Emmanuel Wright, Bruce Silverstein, Desiree Jones, Erica Brice, Jeff Seegmiller, John Willford, Jordan Kinder, Julien Goulet, Jung Lee, Karan McDonough, Karla, Kelly, Lindsay Rettler, Martin Teintze, Micheal Campion, Zach Gallaher, Janelle Clauser, Esther Chung, Kurt Weaver, Gerald Tolbert
Regrets	Voting members: Amanda Kost, Libby Parker, Leo Wang, Rebekah Burns, Ryan Thomas, Natasha Hunter, Ryan Hunter

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Approve December minutes	Matt Cunningham	5 min	Attachment A	Decision
2	Foundations Retreat Committee	Edith Wang	5 Min		Announcement
3	R+R Lessons Learned	Andy Luks/ Gerry Groggel / John Willford	20 Min	Attachment B	Decision
4	HNG Lessons Learned Follow-Up	Bruce Silverstein/ Zach Gallaher	45 Min	Attachment C	Decision
5	Exam Reschedule Policy Revision	Matt Cunningham	15 Min	Attachment D	Decision



1. Approve Meeting Minutes		
Discussion: The committee reviewed the previous meeting's minutes.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[7] VOTES FOR	[0] VOTES AGAINST
Decision: The Foundations Phase Committee approved the December meeting minutes.		

2. Foundations Retreat Committee		
Discussion: The discussion about the Foundations Retreat Committee focused on the following key points:		
<ul style="list-style-type: none"> - An upcoming Foundations Retreat is scheduled for May 9th and 10th in Seattle, with details still in the process of being finalized. - The retreat will cover topics such as Infinite Impact to address past issues and will explore innovations in curriculum design and delivery, especially regarding how to teach foundations. - A committee is being formed to plan the retreat, and volunteers are sought to ensure the event is a collaborative effort. This committee will consider input from individuals involved in ICTD (Innovations of Curriculum Design and Delivery) or other foundational aspects. - The call for committee members is open to anyone interested in contributing to the planning process or who has suggestions for the retreat's agenda. - The aim is to avoid a planning process dominated by a small number of individuals, promoting a broad, inclusive approach that incorporates diverse perspectives and expertise. <p>The emphasis was on inclusivity and collaboration in planning the retreat to ensure it effectively addresses the needs and expectations of the community involved in foundational education.</p>		
<input type="checkbox"/> DECISION REQUIRED?	[] VOTES FOR	[] VOTES AGAINST
Decision: The committee discussed the Foundations Retreat is scheduled for May 9th and 10th in Seattle, with details still in the process of being finalized.		

3. R+R Lessons Learned		
Discussion: The Committee discussed the R&R lessons learned presentation and questions from the committee, focusing on the following key points and concerns:		
<ul style="list-style-type: none"> - The R&R for E-23 will closely resemble that of E-22, with minor refinements aimed at rendering the learning objectives (BLOs) more accessible and straightforward for students. - No changes are anticipated in the hours dedicated to threads or themes, but operational modifications are expected to enhance the alignment with curriculum delivery. - The assessment methodology for E-23 is projected to remain consistent with that of E-22. 		



- Proposed BLO adjustments are intended to condense content, focusing on critical areas such as anatomy, histopathology, and diagnostics, without modifying the fundamental framework of thread and theme content.
- The discussion also touched on more flexible incorporation of topics related to planetary health and climate change within the curriculum, potentially under broader themes like health equity.
- Introduction of a new small group session aimed at pulmonary and renal integration, in response to student requests for better preparation for the comprehensive final exam.
- Minor schedule modifications and the inclusion of specific questions in course packs designed to enhance students' comprehension and readiness for exams and small group sessions.
- These modifications are informed by student feedback, aiming to enhance clarity, integration, and the assessment process within the R&R curriculum.

In Summary, the Committee is and Block Directors are dedicated to ongoing refinement of the R&R curriculum, based on learned lessons and feedback, ensuring it remains relevant, clear, and effectively supports student learning while addressing specific areas such as planetary health and assessment strategies.

<input checked="" type="checkbox"/> DECISION REQUIRED?	[7] VOTES FOR	[0] VOTES AGAINST
--	---------------	-------------------

Decision: The Foundations Phase Committee approved the R&R Lessons Learned.

4. HNG Lessons Learned Follow-Up

Discussion: The committee discussed the HNG Lessons Learned presentation and questions from the committee, focusing on the following points and concerns:

- Anatomy will extend by a day into the GI portion of the block, leading to a removal of extended lab days to accommodate extended days for themes content. This change was made in response to feedback that separating themes material devalued it.
- Instead of proposing an extended day for themes material, it has been integrated into regular class days during the liver portion of the block, which aligns with the topic of liver transplant equity.
- The proposal to move the cumulative final to the first day of the third integration week was withdrawn due to concerns about setting a precedent for adding more content during integration weeks and potential unpopularity with students.
- The tympanic cavity topic will remain in HNG, while the orbit topic will be partially integrated into MBB, focusing on extraocular muscle testing relevant to cranial nerve exams. Other orbit-related topics may stay in HNG, ensuring no foundational material is dropped.
- The committee discussed logistical challenges, such as scheduling and the impact on themes instructors due to the proposed changes, including splitting themes content across two days.
- Concerns were raised about the feasibility of splitting themes content and the potential difficulty in recruiting specialists for multiple days, especially at regional sites.
- It was clarified that no content essential to understanding the human body would be omitted; adjustments are being made to ensure all necessary topics are covered within the time constraints of the curriculum.



The discussion underscored efforts to balance curriculum requirements, feedback from previous sessions, and logistical constraints, aiming to optimize the educational experience without sacrificing essential content.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[8] VOTES FOR	[0] VOTES AGAINST
Decision: The Foundations Phase Committee approved HNG Lessons Learned		

5. Exam Reschedule Policy Revision		
<p>Discussion: The Committee discussed the Exam Reschedule Policy Revision and questions from the committee, focusing on the following key points and concerns:</p> <ul style="list-style-type: none"> - A review of the current policy that allows students to reschedule one exam per term for personal events, which requires at least 2 weeks' notice before the exam date. - The practical challenges and inconsistencies encountered in enforcing the 2-week notice requirement, leading to considerations for policy modification. - The observation that the 2-week notice does not significantly impact the administration of makeup exams and that students can still submit last-minute requests due to illness without such a notice period. - The proposal to remove all references to the 2-week notice requirement from the policy to streamline the process and reduce administrative burden. - Concerns were raised about the potential for students to abuse this policy by rescheduling exams at the last minute, not due to genuine personal events but rather due to lack of preparedness. - The importance of maintaining a balance between providing flexibility for genuine personal events and ensuring that students do not fall behind in their studies or unfairly advantage themselves over their peers. - Discussion about whether foundation deans should have a role in discussing rescheduling requests with students to assess the validity and impact of such requests, especially for those struggling academically. - The decision to proceed with voting on the motion to remove the 2-week notice requirement from the policy. <p>The discussion underscored the complexity of managing exam reschedules within a rigorous academic program, balancing student needs and fairness, and the administrative feasibility of enforcing policies. The Committee agreed to remove the 2-week notice requirement, streamlining the policy while still allowing room for future discussions on how to best implement these changes in practice.</p>		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[5] VOTES FOR	[2] VOTES AGAINST
Decision: The Foundations Phase Committee approved the Exam Reschedule Policy Revisions.		