



Foundations Phase Committee Minutes

Date	February 26, 2024
Time	4:00 – 5:30PM PT
Attendees	Academic Chair: Matt Cunningham; Executive Chair: Edith Wang
<input checked="" type="checkbox"/> QUORUM REACHED:	Voting Members: Edith Wang, Matt Cunningham, Alexis Baranoff, Serena Brewer, Cassie Cusick, Gerald Groggel, Natasha Hunter, Holly Martinson, Sarah Murphy, Micheal Stephens, Shannon Uffenbeck, Leo Wang
	Guests: Meaghan O’Gilvie, Julien Goulet, Karen McDonough, Kathy Young, Gerald Tolbert, Martin Teintze, Heather McPhillips, Janelle Clauser, Brent Wisse, Doug Schaad, Kellie Engle, Esther Chung, Sarah Gerrish, Gina Campelia, Alyssa Stephenson Famy, Max Kullberg, Bessie Young, Desiree Jones, Jordan Kinder, Kristen Hayward, Jung Lee, Michael Campion, Karla Kelly
Regrets	Voting members: Rebekah Burns, Amanda Kost, Elizabeth Parker, Ryan Thomas

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Approve January minutes	Matt Cunningham	5 Min	Attachment A	Decision
2	Announcement New Committee Member: PCC Representative Serena Brewer	Edith Wang	5 Min	n/a	Announcement
3	Announcement Foundations Phase Representation Across Phase Committees	Edith Wang	5 Min	n/a	Announcement
4	MHS 1 Lessons Learned Presentation	Karen Segerson	25 Min	Attachment B	Decision
5	Integrations Week Update	Karen McDonough	25 Min	Attachment C	Decision
6	FMR Lessons Learned	Max Kullberg/Brent Wise	25 Min	Attachment D	Decision

1. Approve Meeting Minutes		
Discussion: The committee reviewed the previous meeting’s minutes.		
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Decision: The Foundations Phase Committee approved the January meeting minutes.

2. Announcements: New Committee Member: PCC Representative Serena Brewer

Discussion: The committee discussed welcoming Serena Brewer as a new member, emphasizing the importance of diverse representation for achieving a comprehensive understanding across different facets of patient care. Serena Brewer, now serving as the new Assistant Regional Dean for Montana, contributes extensive experience as a family physician in Southwest Montana, complemented by a notable history of collaboration with the University. Her involvement is considered invaluable, particularly for providing unique insights into family medicine, clerkship, TRUST, WRITE, and RUOP programs.

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Decision: The Foundations Phase Committee introduced the new Patient Care Phase Committee Representative to the committee.

3. Announcement: Foundations Phase Representation Across Phase Committees

Discussion: The committee discussed the governance structure within an educational curriculum, focusing on the hierarchical oversight mechanisms led by the Vice Dean for Academic Affairs, supplemented by the Faculty Council and Academic Affairs and Curriculum Committee. The conversation then shifted to the Foundations Committee, highlighting its integral role in ensuring representation within other committees. A prominent topic was the vacancy in the Clinical Phase Committees, responsible for overseeing the curriculum's initial phase.

The importance of the committee's role in decision-making was exemplified by a policy change regarding the timing of a medical step examination and its impact on student clerkships. This example served to illustrate the significant, interconnected effects of committee decisions.

In conclusion, the committee was informed about an upcoming request for interest from eligible voting members to represent the Foundations Phase Committee on the Clinical Phase Committees. The need for a current voting member from the Foundations Phase Committee to fill this role was emphasized, underlining the vital importance of these governance structures in the academic environment.

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Decision: The committee was informed about an upcoming request for interest from eligible voting members to represent the Foundations Phase Committee on the Clinical Phase Committee.

4. MHS 1 Lessons Learned Presentation

Discussion: The committee discussed updates to the MHS curriculum, emphasizing changes in assessments and the incorporation of new learning methods. The revisions aimed at enhancing student understanding and application of ethics and quality improvement concepts were highlighted. There was a significant focus on adjusting the curriculum based on student feedback, especially regarding the timing and content of the QI projects. Concerns were raised about the clarity of these updates' applicability to MHS 1 or MHS 2, with a consensus on the need for precise documentation and communication.



Concerns and Questions:

1. Changes to MHS 1 assessments, specifically the shift to two distinct ethics assignments.
2. Introduction of a case analysis for ethics using different justice approaches.
3. Formative assessment through self-assessing knowledge of pre-class material with multiple choice questions.
4. Clarification needed on whether the updates are for MHS 1 or MHS 2.
5. Feedback from students requesting content before their Triple I projects.
6. Implementation of a Quality Improvement (QI) project small group worksheet.
7. Shifting QI project content earlier for student preparation.
8. Changes in equity assessment from reflection to short answers based on positive feedback.
9. Incorporation of a community advocacy panel for practical insights into equity.
10. Consideration of AI's role in answering assessment questions and its potential inclusion in curriculum.

In conclusion, the adjustments to the MHS curriculum reflect a responsive and student-centered approach, with an emphasis on ethics, quality improvement, and equity. The discussions showcased a commitment to refining educational strategies based on feedback and evolving educational needs. The incorporation of AI and the consideration of its role in assessments underscore potential future directions for curriculum development. The committee's decision to approve these changes underscores a collective effort to enhance the learning experience and prepare students for real-world challenges in healthcare.

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Decision: The Foundations Phase Committee approved changes for MHS 1. The committee's decision to approve these changes underscores a collective effort to enhance the learning experience and prepare students for real-world challenges in healthcare.

5. Integrations Week Update

Discussion: The committee discussed a proposal to convert integration weeks from graduation requirements into credit-bearing courses. This change aims to increase student accountability through graded assessments and facilitate resource allocation for faculty involvement in integration weeks. The proposed courses, Integration 1, 2, and 3, would be positioned throughout the academic year and carry 0.5 credits each at UW, with adjustments as necessary for partner sites. The discussions reflected on the historical development of integration weeks, their instructional content focusing on cognitive integration, learning skills, and professional identity development. Assessments for these weeks would encompass practice CAS completion, participation, and completion of a professional identity assignment.

Questions and Concerns:

The proportion of the grade (33%) allocated for completing a practice test.
 The impact of converting integration weeks into courses on student tuition, particularly at partner sites where half-credit courses are not recognized, potentially requiring these to be one-credit courses.
 The assessment structure's compliance with university requirements for percentage allocations for each assessment component.
 The clarification needed on whether the grading would be quantitative or qualitative, especially concerning the practice CAS exam.



Concerns about maintaining the quality of the integration weeks while adapting them into a course format without excessively increasing student workload or tuition costs.

Resolutions to Concerns:

The practice CAS exam completion will account for a third of the assessment, emphasizing skill building over quantitative scoring.

Integration weeks will remain a graduation requirement, in addition to being credit-bearing courses, ensuring their educational value is maintained without unduly impacting tuition.

The Foundations Deans have discussed and are planning adjustments for partner sites to align with credit and tuition structures.

Grading for integration weeks will follow a qualitative approach, requiring participation, engagement, and completion of assignments rather than a numerical score on the practice CAS.

The committee will ensure that the conversion maintains instructional time at around 15 hours, protecting students' three-day weekends between terms without increasing the total credit hours required for graduation.

Conclusion:

The committee's discussion on converting integration weeks into courses focused on enhancing student engagement and learning outcomes while addressing logistical challenges associated with faculty resources and assessment formats. By adopting this change, the committee aims to preserve the instructional value of these weeks, ensuring they remain an integral part of the curriculum with defined assessments and credits. The transition seeks to balance maintaining rigorous educational standards with practical considerations for implementation across different sites, highlighting the committee's commitment to adaptive and responsive curriculum development.

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Decision: The Foundations Phase Committee voted on the changes made to Integrations Week and it becoming 1.5 Credit Hour Course. . By adopting this change, the committee aims to preserve the instructional value of these weeks, ensuring they remain an integral part of the curriculum with defined assessments and credits. The transition seeks to balance maintaining rigorous educational standards with practical considerations for implementation across different sites, highlighting the committee's commitment to adaptive and responsive curriculum development

6. FMR Lessons Learned

Discussion:

The committee discussed a comprehensive review of the educational strategies and outcomes for a specific block, focusing on lessons learned, areas for improvement, and adjustments to be made based on feedback from students and instructors. The review encompassed various subjects, including biochemistry, anatomy, and themes related to the block's curriculum. A significant emphasis was placed on the need for a robust review process to enhance student understanding and performance. Additionally, the committee looked at the incorporation of new teaching materials, such as press books, to provide a more engaging and efficient learning experience for students.

Questions and Concerns

- Biochemistry Challenges: Biochemistry continues to pose difficulties for students despite significant expertise among the block leaders.



- **Material Distribution:** There's consideration for redistributing some material to alleviate the intensity of week 4, moving some topics to week 5.
- **Cancer Content Placement:** Adjustments in the placement of cancer-related content to better integrate it with relevant subjects.
- **Anatomy and Embryology Specificity:** There's a need for more specific learning objectives to align test questions better with student expectations.
- **Student Performance Tracking:** Discussion on identifying and supporting struggling students early in the curriculum to enhance their success.

Resolutions to Concerns

- **Biochemistry:** Plan to shift some of the biochemistry material to reduce week 4's load, potentially improving comprehension and retention.
- **Anatomy and Embryology:** Efforts to clarify learning objectives and ensure test questions are well-aligned with taught material.
- **Support for Struggling Students:** Strategies include early identification of students who may struggle and providing targeted tutoring and resources to support their learning journey.

Conclusion

The committee's discussion underscored the importance of continuous improvement in the curriculum through responsive adjustments based on student and instructor feedback. The focus on addressing biochemistry's challenges, better material distribution, and enhancing support for struggling students highlights a commitment to maximizing educational outcomes. The proposed changes and ongoing review process are aimed at fostering a more effective and supportive learning environment for all students.

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Decision: The Foundations Phase Committee approved the Lessons Learned for FMR. The proposed changes and ongoing review process are aimed at fostering a more effective and supportive learning environment for all students.