



Foundations Phase Committee Minutes

Date	May 20, 2024
Time	4:00 – 5:30PM PT
Attendees	Academic Chair: Matt Cunningham; Executive Chair: Edith Wang
<input checked="" type="checkbox"/> QUORUM REACHED:	Voting Members: Matt Cunningham, Rebekah Burns, Natasha Kost, Sarah Murphy, Micheal Stephens, Ryan Thomas, Shannon Uffenbeck, Leo Wang, Cam Walker
	Guests: Brian Krabak, Julien Goulet, Kim Blakely, Nick Burwick, Micheal Campion, Jung Lee, Bruce Silverstein, Drue Johnston, Emmanuel Wright, Kellie Engle, Heather McPhillips, Doug Schaad, John Willford, Kate Weaver, Esther Chung
Regrets	Voting members:

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Approve April minutes	Matt Cunningham	5 min	Attachment A	Decision
2	Academic Co-Chair Recruitment Announcement	Edith Wang	5 Min		Announcement
3	New Committee Member Cam Walker Introduction	Edith Wang	5 Min	N/A	Announcement
4	Cancer, Hormones, and Blood Lessons Learned	Nick Burwick/ Kate Weaver / Natasha Hunter	25 Min	Attachment C	Decision
5	Muscles, Joints, Bones, and Skin Lessons Learned	Brian Kraback	20 Min	Attachment D	Decision



1. Approve Meeting Minutes		
Discussion: The committee reviewed the previous meeting's minutes.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[9] VOTES FOR	[0] VOTES AGAINST
Decision: The Foundations Phase Committee approved the April meeting minutes.		

2. Academic Co-Chair Recruitment Announcement
<p>Discussion:</p> <p>The Committee Co-Chairs informed the Committee members of an opening for the Academic Co-Chair seat after this academic school year. The term of the current Academic Co-Chair ends in June, and the new co-chair would commence their role in September. Discussions included potential modifications to the term length, onboarding processes, and bylaw changes. Further information will be provided following the Curriculum Committee's vote on the Phase Committee bylaw changes.</p> <p>Questions and Concerns</p> <ul style="list-style-type: none"> • What are the qualities being sought for the new co-chair? • How does rotating off the committee work for the co-chair? • Will current committee members vacate their positions if they become co-chair? <p>Resolutions</p> <ul style="list-style-type: none"> • The qualities desired for the new co-chair include a willingness to organize and facilitate meetings, set agendas, keep discussions on track, and identify important topics for discussion. • The committee clarified that becoming an academic co-chair would mean vacating the current member position and serving the term as co-chair. • A proposal was made to extend the term length to allow for a better transition and onboarding process. This would involve the outgoing co-chair assisting the new co-chair during the transition period. • Information regarding changes to the bylaws, which may affect term length and other aspects of the co-chair role, will be provided after the Curriculum Committee votes on the Phase Committee bylaw changes. <p>Conclusion</p> <p>The Committee Co-Chairs emphasized the importance of finding a suitable candidate for the Academic Co-Chair position and encouraged interested members to reach out for more information. The proposed changes to the term length, onboarding process, and bylaws aim to ensure a smoother transition and continuity in leadership. Further details will be shared after the Curriculum Committee finalizes the bylaw changes.</p>



3. New Committee Member Cam Walker Introduction

Discussion:

The Committee welcomed Cam Walker as a new member.

Cam Walker's background includes:

- Serving as the anatomy and embryology thread lead at the Laramie campus in Wyoming.
- Acting as the site lead for the MJBS and MBV blocks.
- Nearly two years of experience in Wyoming as of July.
- Seven years at Oregon Health and Science University (OHSU), where he taught medical students, physician assistant students, radiation therapy students, and dental hygiene students.

Cam expressed his pleasure in joining a smaller campus with a close-knit student body and emphasized his commitment to being a valuable member of the committee.

4. Cancer, Hormones, and Blood Lessons Learned

Discussion:

The Committee discussed the Lessons Learned Summary for the Cancer, Hormone, and Blood (CHB) Block, focusing on upcoming curriculum updates and their implications. Various committee members addressed changes and adjustments to the curriculum structure, content delivery, and assessment methods.

Questions and Concerns

- How will the structure of the anti-fat bias session be changed?
- What changes are being made to oncology and pathology content to reduce duplication?
- How will assessment methods, especially for themes and management-style questions, be adjusted?
- What approaches will be taken to ensure no new content is presented in small group sessions?
- How will introductory oncology content be structured to align better with students' learning paths?

Resolutions for Questions

- **Anti-fat Bias Session:** The structure of the anti-fat bias session will be adjusted by moving content between blocks to avoid contradictory information within the same block. Specifically, content presented in E23 will move to CHB, and content in CHB will move to MHS2.
- **Oncology and Pathology Content:** The oncology content will be streamlined to focus more on clinical aspects, while pathology will handle oncogenesis and the hallmarks of cancer. This will reduce duplicative material and help clarify which content belongs to each area.



- **Assessment Methods:** Assessment methods will be revised to include fewer management-style questions, aligning more closely with what is tested on Step 1. For themes, assessments will shift from multiple-choice questions to short-answer formats.
- **No New Content in Small Groups:** It will be made clear to students that small group sessions will not introduce new content. The sessions will focus on manipulating existing knowledge and providing examples to aid understanding.
- **Introductory Oncology Content:** Introductory oncology content will be presented earlier in the course to align better with the students' learning paths. This content will offer a general overview, with more detailed discussions occurring later in the organ-based systems.

Detailed Upcoming Changes

- **Anti-fat Bias Session:** This session will be optimized through collaboration and content exchange between different blocks to prevent overlapping and conflicting information.
- **Content Duplication:** Significant efforts are being made to delineate oncology and pathology content, with a clearer focus for each, ensuring that students are not confused by repeated material. Pathology will cover oncogenesis while oncology will delve into clinical aspects.
- **Assessment Adjustments:** The percentage of management-style questions will be reduced, and themes will be assessed using short-answer questions. The introduction of more Step 1-aligned questions will ensure students are better prepared for standardized exams.
- **Small Group Clarifications:** Small group sessions will be explicitly framed as discussion and application opportunities, not as new content presentations. Examples used in these sessions will be clearly marked as non-testable to avoid confusion.
- **Introductory Oncology Reordering:** The introductory oncology content will be repositioned to occur earlier in the CHB block. This will allow students to build a foundational understanding before diving into more complex topics. The sequencing will align introductory concepts with subsequent detailed studies in malignant heme and solid tumors, making the curriculum flow more naturally for students.

Conclusion

The committee's discussion on the Lessons Learned Summary for the CHB Block led to several critical adjustments aimed at improving content delivery, reducing duplication, and refining assessment methods. These changes are designed to enhance the learning experience by providing clearer, more organized content and more effective assessment strategies. The implementation of these updates reflects the committee's commitment to continuous improvement and student success

<input checked="" type="checkbox"/> DECISION REQUIRED?	[8] VOTES FOR	[0] VOTES AGAINST
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Decision: The Foundations Phase Committee sent out the CHB Lessons Learned charges out for an e-Vote. These changes are designed to enhance the learning experience by providing clearer, more organized content and more effective assessment strategies.

5. Muscles, Joints, Bones, and Skin Lessons Learned



Discussion: The Committee Discussed various changes to the MJBS Block curriculum based on student feedback, particularly focusing on the impact of the academic calendar and holidays on the block structure, improvements in the organization of lab sessions, and better alignment of assessments with course content. Specific adjustments included the scheduling of specific weeks for different anatomical focuses, decompression of content delivery, addition of lab primers, and revised assessment structures.

Questions and Concerns

- How does the changing academic calendar affect content delivery?
- What strategies are in place to manage the compression and expansion of the course timeline?
- How will the course ensure continuity and thorough understanding of cumulative topics like the brachial plexus?
- What measures will be taken to avoid testing material before it has been adequately covered in small groups?

Resolutions

- The block will consistently start on a Monday, allowing a more stable schedule with specific weeks dedicated to different anatomical focuses.
- Adjustments will be made between interactive and pre-recorded lectures to handle variations in the academic calendar.
- Lab sessions will be better organized with primers to prepare students beforehand.
- Assessments will be strategically scheduled on Mondays and Fridays in the second and fourth weeks, with a clear structure to avoid overlap and confusion.
- Incorporation of student feedback about the importance of exercise and primary care into the curriculum.
- Enhanced resources for dermatology with the use of Visual Dx for more comprehensive learning.

Conclusion

The Committee Discussed a series of thoughtful adjustments to the MJBS Block to improve the curriculum by addressing feedback and logistical challenges. The changes aim to provide a more coherent and stable learning experience, better-prepared students for labs, clearer assessment schedules, and enriched content delivery. These improvements are expected to enhance the overall educational experience and ensure students have the necessary tools and understanding for their studies.

DECISION REQUIRED?

[9] VOTES FOR

[0] VOTES AGAINST

Decision: The Foundations Phase Committee approved the Lesson’s Learned changes for MJBS. The changes aim to provide a more coherent and stable learning experience, better-prepared students for labs, clearer assessment schedules, and enriched content delivery.