



Foundations Phase Committee Minutes

Date	December 17, 2024
Time	9:00 – 10:30PM PT
Attendees	Academic Chair: Matt Cunningham; Executive Chair: Edith Wang
<input checked="" type="checkbox"/> QUORUM REACHED:	Voting members: See below. Guests: Jay Brahmhatt, Michael Campion, Janelle Clauser, Daria Crawford, Kellie Engle, Zach Gallaher, Sarah Gerrish, Laura Gumz, Todd Guth, Kristen Haward, Karla Kelly, Meghan Kiefer, Jordan Kinder, Erik Malmberg, Doug Schaad, Karen Segerson, Bruce Silverstein, Mike Spinelli, Stefan Wheat, John Willford, Amy...

Voting Members. Quorum: 11

Nell Baumgarten E-23, Spokane	X	Gerald Groggel -Faculty MT	X	Shannon Uffenbeck – Longitudinal Rep Faculty AK	X
Leigh Bishop IM-Spokane		Natasha Hunter – Faculty Seattle		Cam Walker- A&E Rep Faculty WY	X
Rebekah Burns-Faculty Seattle	X	Patrick Mark E-23, Idaho		Edith Wang – Co-Chair (non voting)	X
Matthew Cunningham-BIME	X	Holly Martinson – Faculty Alaska	X	Leo Wang- Faculty Seattle	
Cassie Cusick – Anatomy MT		Lindsay Rettler – Themes Rep Seattle.	X	Kate Weaver – Faculty-Seattle	X
Katie Daughenbaugh – Staff, Learning Specialist MT	X	Angela Scharnhorst – Faculty Idaho	X	Jenny Wright – Patient Care Rep Faculty Seattle	
Aaron Erickson, E-22, WY	X	Michael Stephens – Faculty Spokane	X		
Julien Goulet – Staff, Asst. Dir. Foundations	X	Ryan ThomasE22- Seattle			

Agenda

1. Approve November Minutes			
November minutes reviewed and first and second motion accepted.			
<input checked="" type="checkbox"/> DECISION REQUIRED?	[12] VOTES FOR	[1] VOTES ABSTAIN	[0] VOTES AGAINST

2. MHS 1 & II Lessons Learned Presentation (Dr. Gerrish)



Background

- **Themes Curriculum Updates:**
 - Proposed changes for MHS 1 and MHS 2 curriculum, focusing on aligning assessments, content, and learning objectives (BLOs).
 - Emphasis on integrating small group discussions, asynchronous learning, and revised assessment methodologies.
- **Planetary Health and AI:**
 - Introduction of new planetary health and artificial intelligence (AI) learning objectives aligned with national competencies.
 - Revisions to existing themes such as patient safety, improvement methodology, and equity discussions.
- **Attendance Policy:**
 - Challenges with enforcing attendance in a course where participation is essential but attendance cannot formally be required.
 - Discussion around creating consistent standards for excused absences and equitable make-up assignments.

Discussion

- **Assessment Revisions:**
 - Shift towards small group, formative assessments with summative components like group submissions and reflective rubrics.
 - Plan to pilot knowledge-based multiple-choice questions (MCQs) for MHS 2 to assess asynchronous content completion.
- **Content Adjustments:**
 - Redistribution of sessions between MHS 1 and MHS 2 (e.g., restorative justice sessions, ethics discussions).
 - Research and bias session proposed to move to clinical integrations for better alignment with student learning phases.
- **Grading and Make-Up Work:**
 - Students must complete all assessments with at least 60% to pass.
 - Students with excused absences must complete equivalent make-up assignments; more than two absences require additional comprehensive projects.
- **Feedback and Faculty Development:**
 - Need for faculty support in grading non-MCQ assessments and regional faculty development to address evolving curriculum demands.
- **Terminology Clarification:**
 - Agreement to avoid using "remediation" for make-up work due to its association with course failure. Suggestion to use make-up work.

Decisions

- **Approval of Curriculum Changes:**
 - Updated BLOs for MHS 1 and MHS 2, including improvements to AI, planetary health, and health system science objectives.
 - Approval of revised assessments, content distribution, and grading guidelines.
- **Future Work:**



- Further discussion required to clarify attendance policy and its application across themes.
- **Next Steps:**
 - Engage block faculty for grading support.
 - Finalize content placement for sessions like research and bias.
 - Address concerns regarding time allocation for MHS 1 and ensure alignment with pre-work and in-class activities.

DECISION REQUIRED?

[14] VOTES FOR

[0] VOTES AGAINST

Decision: Approve MHS 1 and II Lessons Learned including Block Level Objective changes

3. Head, Neck and Gut Lessons Learned (Dr. Silverstein)

Background

- The meeting discussed the curriculum and structural changes for the Head, Neck, and Gut (HNG) block for 2024–2025.
- The course philosophy emphasizes teaching foundational knowledge required for general practice, focusing on anatomy, physiology, pathology, and pharmacology.
- Curriculum objectives were to cover core topics aligned with board requirements while avoiding esoteric details not essential for practice.

Discussion

1. Curriculum Content and Delivery

- **Head and Neck Week:**
 - Focus on skull, cranial nerves, oral and nasal cavities, and anterior neck.
 - Combines dissection and prosection for effective student engagement.
- **Gut Section:**
 - Includes gastrointestinal anatomy, physiology, and pathology.
 - Introduced interactive study sheets and pre-lab videos to enhance comprehension.

2. Evaluation Process

- Assessments include quizzes on head and neck anatomy, abdominal anatomy, and GI system topics.
- PIN tests and multiple-choice quizzes assess core knowledge, with short-answer essays for application-based learning.

3. Changes for 2025

- Consolidated study sheet submissions for student convenience.
- Introduction of "mobile organs" pathology sessions across regional sites.
- Updates to aging video content, including new material on GI topics like diarrhea and colon pathophysiology.

4. Challenges

- Dense content in the head and neck section, leading to student fatigue.
- Low attendance in small group sessions in some regions, particularly Seattle.
- Scheduling conflicts due to the revised academic calendar, impacting assessment timing.

5. Accessibility and Feedback

- Discussion on making clinical images and course materials accessible, especially for students with



visual impairments.

- Integration of text descriptors for digital literacy and alternative action verbs like "describe" was proposed for learning objectives.

6. Scheduling and Assessment

- Options for timing assessments were debated due to conflicts with Memorial Day and hospital activities:
 - Proposed testing the Tuesday or Wednesday following Memorial Day to ensure a logical flow of assessments.
 - Logistical challenges in coordination across sites and faculty workloads were raised.

7. Feedback

- Students and faculty emphasized the importance of clear alignment with board preparation.
- Overall student satisfaction with course content and resources, including study sheets and interactive videos.

Decisions

- **Approved Changes:**
 - Consolidation of study sheets for simplified submission.
 - Implementation of mobile pathology exercises across all sites.
- **Pending Actions:**
 - Further discussions with stakeholders to finalize the optimal scheduling of assessments in 2025.
 - Verification of accessibility compliance for clinical images and materials.

DECISION REQUIRED?

[13] VOTES FOR

[1] VOTES AGAINST

Decision: Approve HNG Lessons Learned with updated Block Level Objectives