UW Medicine
SCHOOL OF MEDICINE

Foundations Committee Minutes

Date	November 14, 2017
Time	4:00-5:00 PM
Location and/or connection info	E-309
Governance Website	http://blogs.uw.edu/somcurr4/committees/
Chair	*Amanda Kost*
Attendees ☒ QUORUM REACHED *[8] voting members required for quorum*	*Voting members: Amanda Kost, Karen Segerson, Angela Bangs, Jordan Lewis, Michal Ryan, Marj Wenrich, Belinda Sanchez, Douglas Schaad, Paul Borghesani, Susan Merrell,* *Other attendees: Jaime Fitch, James Stevenson*
Regrets	*Voting members:*

Agenda

	Item	Lead	Time	Attachments	Action
1	Identifiers Workgroup	Amanda Kost	15 min		Discussion
2	EHM Week 2 Sessions Update	Amanda Kost	15 min	A – Peer Review Week 2.docx	Discussion
3	Student request of sessions that include theme content	Amanda Kost	15 min	B – Curriculum Flow Diagram.png	Discussion
4	Community of practice/faculty skills development around theme content	Amanda Kost	15 min		Discussion

1. Identifiers Workgroup

Discussion: There has been an ongoing discussion regarding the way identifiers of race, ethnicity, sex, gender identity, etc., are used in cases in the curriculum. Some students have evinced concerns that a lack of explicit identifiers centers (consciously or otherwise) a 'default patient' who is white, male, and economically comfortable. Sharon Dobie and Kate Mulligan have likewise raised concerns that our use of identifiers is haphazard. By explicitly identifying patients as coming from a range of identity groups and backgrounds, cases could push back against that default concept and break down student assumptions about the types of patients that they would see in practice. The identifiers workgroup, consisting of students from each year and clerkship and foundations block representations, is seeking input from faculty on how to move forward; possible challenges could include the confirmation of certain stereotypes and/or feelings of tokenization. Age is uncontroversial; gender raises a question of identity (i.e. should patients be identified as cisgender or transgender every time). It's unclear whether standards exist to cover this.

☐ DECISION REQUIRED?   [0] VOTES FOR   [0] VOTES AGAINST

2. EHM Week 2 Sessions Update

Discussion: With the first EHM week having just concluded, and debrief, lessons learned, and retreat planning ongoing, we are moving towards week 2. Sessions and objectives have been drafted, and a reviewer from the workgroup (in a different theme) and another from the region are looking at session drafts. Drafts and a schedule are available. Students are also working on reviewing sessions. Work is ongoing to deliver this to TRUST sites – there has been a plan for developing alternative experiences, which will return to the Themes Committee and the Curriculum Committee. There's an extra hanging Monday that may offer a Triple-I bootcamp, which Mark Whipple is working on.

☐DECISION REQUIRED?   [0] VOTES FOR   [0] VOTES AGAINST

3. Student request of sessions that include theme content

Discussion: Sharilyn Smith has created a flow chart covering how a session gets added to the curriculum, so students or faculty know how to proceed when they think material should be added. Other committees have requested similar materials. A more streamlined or explanatory document might be better suited to engage students or other stakeholders with less institutional familiarity. It might also help to clarify the timeline of the process.

Action:

☐ DECISION REQUIRED?   [0] VOTES FOR   [0] VOTES AGAINST

4. Community of practice/faculty skills development around theme content

Discussion: Theme and EHM faculty have, upon reflection, felt that faculty may benefit from faculty development around content. Social determinants of health is a growing area, the skills of managing conflict and facilitating tough conversations between students and faculty in the classroom, and managing student discomfort in sessions centered on raising awareness of controversial issues. This also applies to faculty across the curriculum, who may bracket conversations on these issues in a manner

that communicates a lack of interest to the students. Lynne Robins may have resources already available.

Action:

☐ DECISION REQUIRED?   [0] VOTES FOR   [0] VOTES AGAINST

Adjourned: 5:00 PM PT