

Foundations Committee Minutes

Date	April 26, 2021
Time	4:00 – 5:30PM
Location & Zoom Info	Zoom: https://uw-phi.zoom.us/j/255260274
Co-Chairs	<i>Edith Wang, Matt Cunningham</i>
Attendees	Academic Chair: <i>Matt Cunningham</i> ; Executive Chair: <i>Edith Wang</i>
<input checked="" type="checkbox"/> QUORUM REACHED	Voting Members: <i>Alyssa Stephenson-Famy, Bruce Silverstein, Cassie Cusick, Catrin Pittack, Chris Hague, Gerald Groggel, Holly Martinson, Karen McDonough, Leo Wang, Mark Whipple, Natasha Hunter, Rebekah Burns, Ruxandra Ionescu, Vicky Le</i>
	Guests: <i>John Willford, Janelle Clauser, Raye Maestas, Martin Teintze, Esther Chung, Doug Schaad, Marj Wenrich, Kelley Goetz, Teresa Jewell, Julien Goulet, Cindy Knall, Bryan Kestenbaum, Alison Doherty, Austin Kiyomiya, Rachel Liao, Sara Kim, Nick Cheung, Michael Campion, Marilyn Cope, Maggie Tarnawa, Kellie Engle, Jessica Wheeler, Jaime Fitch, Max Kullberg, Brent Wisse, Peter Fuerst, Meghan Kiefer, Kristen Hayward</i>
Regrets	Voting members: <i>Amanda Kost, Cierra Dauenhauer, George Hodges, Isabela Covelli</i>

Agenda

	ITEM	LEAD	TIME	ATTACHMENTS	ACTION
1	Approve March minutes	Matt Cunningham	5 min	Attachment A	Decision
2	MCBD Lessons Learned	Brent Wisse / Peter Fuerst	20 min	Attachment B	Decision
3	Invaders & Defenders Lessons Learned	John Willford / Kristen Hayward	20 min	Attachment C	Decision
4	Research Methods Lessons Learned	Bryan Kestenbaum	20 min	Attachment D	Decision
5	2020 Step 1 Report	Matt Cunningham	20 min	Attachment E	Discussion

Next Meeting: May 24, 2021 at 4PM

1. Approval of March Minutes		
Discussion: The committee reviewed the March meeting minutes.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[14] VOTES FOR	[0] VOTES AGAINST
Decision: The Foundations committee approved the March meeting minutes.		

2. MCBBD Lessons Learned		
Discussion: Updates to the block include:		
<ul style="list-style-type: none"> • Address the density of the in-class materials, including PowerPoint presentations (specifically the lipid biochemistry sessions). The order of the material will also be slightly reworked so students can follow along easier. <i>Note:</i> This was the first year the block received feedback on the density of material. This was largely due to teaching via Zoom. • Based on student feedback, the block will create additional board-style practice questions. • Clarify and emphasize (in the syllabus and during class) that all the testable material comes from the syllabus. • Add material to the syllabus on Sickle Cell disease. • Remove BLO #9 (Describe important themes in medicine including patient management, ethical dilemmas in genetic counseling, global burden of disease, and socioecological determinants of population and global health). This theme was not being adequately assessed. • Max Kullberg will be taking over some leadership responsibilities for MCBBD. 		
See meeting handouts for details.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[15] VOTES FOR	[0] VOTES AGAINST
Decision: The Foundations Committee approved MCBBD's Lessons Learned document and proposed changes		

3. Invaders & Defenders Lessons Learned		
Discussion: There was variability site-to-site in terms of delivery format (on Zoom versus in-person, length of Zoom sessions, etc.). Dr. Willford reviewed student feedback on the effectiveness of the block as a whole and the effectiveness of the regional campus block leader. These ratings seem correlated with the site's delivery format. Sites that were able to teach in-person had higher ratings in both categories.		
Updates to the block include:		
<ul style="list-style-type: none"> • Based on student feedback, the block will reorganize the canvas site to more closely resemble how it was in 2019. Materials will be listed by session rather than reading, before, during and after class. • SLOs will be evaluated and updated for both in-class and out-of-class materials. • Add mRNA vaccine content. • Based on student feedback, the block will change the microbiology textbook for next year. The new book is more concise. • Reduce volume of videos. The goal is to be deliberate about pre-class content (this was a bigger issue this year in trying to avoid zoom fatigue). The hope is that returning to 4-hour classes, the 		

block won't have to rely as much on videos. Additionally, the block will use WWAMI-produced content where pre-recorded videos are needed.

- Consolidate PowerPoint slides for a single topic/session into one file. The goal is to help students' organization and studying.

The following requests might not be feasible, but block leadership wanted to be sure to address them. These requests came from student block partners and end of block feedback.

- Request: Reorder sessions so overview of microbiology gram stain/culture lecture occurs before specific bug lectures.
 - Response: Placement of this prior to micro content would be difficult because there is some micro knowledge required to make good use of lab time. Additionally, site-to-site variability of lab space dictates when the session falls within a week. The block hasn't received this request in the past, but they will continue to monitor.
- Request: Spread immunology content out, but have at least an hour of it each day.
 - Response: Faculty constraints and feasibility of assessment make this somewhat difficult. When making the schedule, the block tries to spread the immunology and microbiology out in a way that: allows them to complement one another and attempts to reduce overloading students with one or the other on any midterm quiz.

See meeting handouts for details.

<input checked="" type="checkbox"/> DECISION REQUIRED?	[15] VOTES FOR	[0] VOTES AGAINST
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Decision: The Foundations committee approved Invader's & Defenders' Lessons Learned document and proposed changes

4. Research Methods Lessons Learned

Discussion: There are no content changes. There are minor changes to the journal club. In Research Methods, students review and discuss research articles.

Updates to the block include:

- The block will create additional materials for each journal club involving directed questions for students and completed answer sheets for use by instructors and for release to students after class.
- The second change on the form ("Small group tutors will be recruited for the Seattle site to help facilitate journal clubs") is not be feasible.
- The Seattle site will deliver modules to the entire class on the same day, not split into two groups.

See meeting handouts for details.

<input checked="" type="checkbox"/> DECISION REQUIRED?	[15] VOTES FOR	[0] VOTES AGAINST
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Decision: The Foundations committee approved Research Methods' Lessons Learned document and proposed changes.

5. 2020 Step 1 Report

Discussion: At the beginning of March, 92% of the E-18 class had taken Step 1. Of the students who haven't taken Step 1 yet, about half are CBSR students and the other half are not. The pass rate (98%) and average score (232) are comparable to previous years. Additionally, scores are comparable across sites and have increased overall since the implementation of the new curriculum.

There are slight disparities amongst sex and gender that we should continue to monitor. The committee discussed that this issue may be part of the clerkship grading issue. Students' residency/specialty choices could also impact how they prepare for Step 1 and consequently their scores.

Predictive modeling

The committee reviewed the data points that have the highest correlation with Step 1 scores for the E-18 cohort, including: MCBD block score, Comprehensive Basic Science Exam (CBSE) score, average block score, and CPR block score (in descending order).

Looking ahead, the committee discussed whether the E-20 class will have the opportunity to take Step 1 before it changes to pass/fail in January 2022 (some students want to take Step 1 for a score). This would be difficult since students will be enrolled in the required Foundations Capstone course at this time.

See meeting handouts for details.