

Foundations Committee Minutes

Date	May 24, 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: 13	Voting Members: <i>Alyssa Stephenson-Famy, Bruce Silverstein, Catrin Pittack, Chris Hague, Gerald Groggel, Holly Martinson, Isabela Covelli, Karen McDonough, Leo Wang, Mark Whipple, Natasha Hunter, Rebekah Burns</i> Guests: <i>Alison Doherty, Doug Schaad, Erin Gunsul, Esther Chung, Jaime Fitch, John Willford, Kathy Young, Kelley Goetz, Maggie Tarnawa, Marilyn Cope, Meghan Kiefer, Meredith Pothoven, Michael Campion, Peter Fuerst, Robert Steiner, Sara Kim, Signe Burchim, Teresa Jewell</i>
Regrets	Voting members: <i>Amanda Kost, Cassie Cusick, Cierra Dauenhauer, George Hodges, Ruxandra Ionescu, Vicky Le</i>

Agenda

	ITEM	LEAD	TIME	ATTACHMENTS	ACTION
1	Approve April minutes	Matt Cunningham	5 min	Attachment A	Decision
2	Announcements: <ul style="list-style-type: none"> • Summer break: no meetings in July or August • Autumn quarter committee meetings • CLOOM (Curriculum Learning Objective Oversight and Management) Committee membership 	Edith Wang	5 min		Announcement
3	MBB Lessons Learned	Leo Wang	15 min	Attachment B	Decision
4	Lifecycle Lessons Learned	Robert Steiner / Alyssa Stephenson-Famy	15 min	Attachment C	Decision
5	School of Medicine Strategic Plan presentation	Mark Whipple	15 min	Attachment D	Discussion
6	Foundations OSCE Results	Mark Whipple / Matt Cunningham	15 min		Discussion
7	E-19 Foundations Report	Matt Cunningham	20 min	Attachment E	Discussion

Next Meeting: June 28, 2021 at 4PM

1. Approval of April Minutes		
Discussion: The committee reviewed the April meeting minutes.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[12] VOTES FOR	[0] VOTES AGAINST
Decision: The Foundations committee approved the April meeting minutes.		

2. Announcements		
Announcements:		
<ul style="list-style-type: none"> We will take a summer break from governance committee meetings. There will be no meetings in July or August. Autumn quarter committee meetings will continue to be zoom only. The newly formed CLOOM (Curriculum Learning Objective Oversight and Management) Committee is seeking faculty membership. CLOOM is accountable for providing oversight and management of medical education learning objectives for all curricular items, evaluating gaps and/or redundancies related to the learning objectives, and developing processes for changing learning objectives. In consultation with Phase Committees, this committee will recommend actions to the Curriculum Committee for an in depth-annual review of the program level objectives and/or make recommendations for changes in program level objectives. The committee will likely meet every other month. If you are interested in joining, reach out to Nick Cheung, Curriculum Management Systems Manager, at somcms@uw.edu. 		

3. MBB Lessons Learned		
Discussion: Updates to the block include:		
<ul style="list-style-type: none"> Merge Block Learning Objective (BLO) #11 with #15: “Demonstrate effective communication by interacting with patients and/or other medical colleagues to analyze and apply frameworks of ethics, health equity, and diversity to solving clinical cases.” Eliminate debate due to time limitation (and consequently 4% contribution to grade). Revise Psychology syllabus chapters. Make small group sessions more accessible by offering two options – over Zoom or in-person. Add a session on peripartum mental health. Eliminate discussion on brain death. 		
See meeting handouts for details		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[11] VOTES FOR	[0] VOTES AGAINST
Decision: The Foundations committee approved MBB's Lessons Learned document and proposed changes.		

4. Lifecycle Lessons Learned		
Discussion: Updates to the block include:		
<ul style="list-style-type: none"> Combine Pathology and Histology BLOs to create a new BLO #3: “Recognize the classical histopathology of the vulva, vagina, cervix, endometrium, ovary, testes, and prostate and describe 		

how these feature change as a function of development, hormonal regulation, and benign and neoplastic disease.”

- Combine Pediatrics with puberty and sexual development BLOS to create BLO #4: “Describe the physiological processes that guide reproductive development from prenatal life through puberty, pediatric growth and milestones, and identify common disorders of growth, development and puberty.”
- Revise BLO #8 to include gender-affirming care: “Describe the common methods of managing reproductive function including: 1) family planning; 2) treatments for infertility; 3) management of conditions of the reproductive organs; and 4) gender-affirming care.”
- Revise BLO #9: “Explain how age-dependent changes in molecular, cellular and organ system physiology alters the functional abilities of the elderly and morbidly ill.”
- Add live pharmacology lecture introduction to the block and pharmacology review videos each week to prep for exams.
- Change the exam number (decrease by one midterm exam) and weighting.
- Require 2-3 case presentations in small groups to achieve 5% participation credit.
- All topics (except aging) will be staggered by one day.
- Bring back second hour for large group lecture sessions (includes lecture, patient interviews, etc.)

See meeting handouts for details

<input checked="" type="checkbox"/> DECISION REQUIRED?	[12] VOTES FOR	[0] VOTES AGAINST
--	----------------	-------------------

Decision: The Foundations committee approved Lifecycle’s Lessons Learned document and proposed changes.

5. School of Medicine Strategic Plan presentation

Discussion: In preparation for the 2018 LCME site visit, the UWSOM medical student educational program’s strategic plan was reformatted into outcomes-based language. From here, the Educational Quality Improvement Strategic Planning Committee (EQISPC) revised the School’s strategic plan. The committee has gathered stakeholder feedback, reviewed other institutions’ strategic plans, and undertook an iterative process of drafting the strategic plan. The goals include:

- Aligning with UW Medicine’s overarching strategic plan
- Create a strategic plan that is simple and direct and will serve as a high-level guiding light for the School over the next 5-10 years.

Dr. Whipple reviewed the draft mission statement, vision statement, values, strategic priorities (see meeting handouts for details). If committee members have any feedback, complete the EQISPC [survey](#).

6. Foundations OSCE Results

Discussion: The OSCEs (Objective Structured Clinical Examinations) are a graduation requirement. The three main goals of the OSCEs are to:

- Assess and provide feedback on clinical skills and clinical reasoning as students move through the curriculum
- Prepare students for the USMLE Step 2 Clinical Skills exam (which was permanently discontinued earlier this year)

- Identify strengths and weaknesses in the curriculum

Two OSCEs are administered during the Foundations phase (Foundations OSCE I and Foundations OSCE II) and one OSCE is administered during the Patient Care phase. The Patient Care OSCE is administered when students have completed five of the six clerkships.

In 2020, there was not a Foundations I OSCE due to the COVID-19 pandemic. The Foundations II OSCE and the Patient Care OSCE were administered virtually this year. Additionally, due to the virtual format, there were some modifications: fewer cases and the exam excluded a physical exam component.

There is a three-point grading system: Exceeds Expectations (EE), Meets Expectations (ME), and Needs Development (ND). Students who do not meet the standard on either part must either remediate with a college faculty (Foundations OSCE I or II) or retake the exam (Patient Care). Dr. Whipple reviewed the outcome of the Foundations II OSCE. A majority of students received EE or ME on both stations. Thirteen students had two or more NDs on one case and one student had two or more NDs on both cases.

Planning for 2021 is still underway, but it has been decided that the OSCEs will be virtual again this year. When it is safe, in-person OSCEs will resume, but there has been discussion of making the Foundations I OSCE permanently virtual. Step 2 CS has been permanently discontinued which impacts plans. The OSCE Workgroup had been putting plans in place to model the exam off Step 2 CS to help prepare students and they are now considering whether to continue with that model. Additionally, the OSCE Workgroup is considering reintroducing the Foundations OSCE I.

7. E-19 Foundations Report

Discussion: Dr. Cunningham reviewed the block grades for the E-19 cohort by WWAMI Foundations campus. Most of the blocks fall within about a 5-point spread of the average grades across all sites. Key takeaways include:

- There were no major differences in block/thread scores across campuses.
- There were slightly more block fails this year than usual (16 total).
- The Thread FAM (Failure to Achieve Mastery) was similar to past years.
 - The committee reviewed the percent of Thread-tagged multiple-choice questions in UWSOM exams as compared to the percent of Thread questions on Step 1. Compared with Step 1, we undertest Pathology (11% for UWSOM and 44-52% for Step 1). The committee discussed that this may be a tagging issue. **ACTION:** Dr. Wang, Dr. Cunningham, and the Thread leads should have a follow-up conversation to discuss tagging.

Foundations End-of-Phase survey takeaways

Higher levels of agreement/satisfaction:

- Integration of basic science and clinical medicine
- Students are treated professionally
- Faculty responsiveness to student feedback
- Components of FCM
- Fairness of evaluation and performance assessment
- Quality of feedback on clinical performance
- Overall quality of Foundations Phase

- Would recommend UWSOM to undergraduate premedical students

Lower levels of agreement/satisfaction:

- Connection to UWSOM students at other Foundations sites
- Comfortable sharing ideas/opinions with other UWSOM students
- UWSOM is a comfortable place for underrepresented students to learn
- UWSOM is a comfortable place for LGBTQ students to learn
- Outcomes of concerns raised about the learning environment
- Quality of feedback on academic performance

The committee reviewed students' satisfaction with the training of topics taught over the course of the Foundations Phase. The list of topics was developed from the AAMC's Graduation Questionnaire and also includes themes covered in the Ecology of Health and Medicine (EHM) and Themes courses. **ACTION:** The committee should consider an intervention; perhaps establishing a sub-committee to:

1. Investigate the low satisfaction scores for some topics (i.e. biostatistics and epidemiology and healthcare systems).
2. Develop a plan to improve the scores as a continuous quality improvement process.