



## Foundations Committee Terms of Reference

### **Authority:**

Operates as a standing committee of the MD Program Curriculum Committee with delegated responsibility for the Foundations phase (years 1 and 2) of the MD program.

### **Purpose:**

To enable the coordinated and collaborative implementation of the Foundations curriculum through integrated representation of the various medical and basic science disciplines in order to provide students with a comprehensive foundation in the knowledge, skills and attitudes that are essential to effective, efficient, equitable and humane patient care, and in particular to prepare students for the Clerkship phase of their education.

### **Membership:**

- Director, Foundations (*Chair*)
- Foundations Course Directors
- Director, Portfolio component
- Integrated Clinical Experience (ICE) Committee co-Chair (1)
- Director, Health Science Research (HSR) component
- Faculty Lead, Clinical Skills
- Director, Student Assessment
- Student representatives (two from Year 1 and two from Year 2)
- Academy Directors representative (1)
- Vice Dean, MD Program
- Associate Dean, Health Professions Student Affairs
- Director, MD Program Faculty Development

*Non-voting guests may be invited at the discretion of the Chair.*

### **Quorum:**

At least eight committee members, including the Chair. At least three courses and both years of the Foundations curriculum must be represented by a course director. There must be at least one student in attendance.

Generally, decisions are arrived at by consensus following discussion. When consensus is not established and a decision is required, the Chair may choose to conduct a vote by secret ballot, with a simple majority deciding the matter. A vote may be conducted during a meeting (provided quorum requirements have been met) or by electronic means.



## **Responsibilities:**

### *A. Curricular content and delivery*

1. To define the overall educational objectives and content of the Foundations curriculum.
2. To provide advice to the Foundations Director, Foundations course directors, other curriculum leaders, and the Curriculum Committee on proposed changes to and innovations in the curriculum.
3. To determine the overall schedule for the Foundations curriculum, with reference to student workload requirements established by the MD Program and other scheduling policies established by the University.
4. To develop and institute common approaches to relevant aspects of program delivery, with the aim of fostering a more harmonized learning and teaching experience across the Foundations curriculum as well as integration across the continuum of medical education.
5. To oversee the implementation of program management and delivery decisions approved by the Committee or higher-level governing bodies.
6. To establish working groups as needed to examine issues of interest related to the Foundations curriculum. Such working groups report their findings to the Foundations Committee for deliberation and possible incorporation into future planning.

### *B. Evaluation of student performance, course performance, and other outcomes*

1. To collaborate with the Student Assessment and Standards Committee (SASC) to define course- and component-specific performance standards and to implement monitoring of the achievement of these standards.
2. To contribute to the Student Progress Committee's monitoring of overall student achievement of the Foundations curriculum objectives and the objectives of the constituent parts of the Foundations curriculum.
3. To review and respond to outcome data as made available from time to time by the Curriculum Evaluation Committee or other sources, or as may be collected by the Committee itself.
4. To monitor student satisfaction through:
  - regular reports of student representatives
  - tools such as surveys and focus groups about students' level of satisfaction with the Preclerkship/Foundations curriculum and/or its effectiveness in relation to preparing them for Clerkship.
5. To respond to updates and reports from course directors and other curriculum leaders, including annual reports from theme leads, regarding issues and plans for change, and provide advice where appropriate.

### *C. Communication and collaboration*

1. To facilitate the orientation and education of Committee members with respect to program policy and practice.
2. To serve as an information conduit between the MD Program leadership and the student body, course committees, and teaching community at large.
3. To enable the sharing of best practices, lessons learned, and emerging trends among Foundations courses and other curricular components.
4. To serve as a sounding board for the collegial discussion of members' program-related ideas and concerns.



5. To receive, consider, and, where appropriate, act upon curriculum-related reports from:
  - students
  - course directors, theme leads, and other curriculum leaders
  - guests and invited speakers
6. To report, via the Chair, to the Curriculum Committee on major decisions that have been implemented, and to provide feedback and recommendations to the Curriculum Committee as requested.

**Administration:**

Managed by the senior administrative coordinator

**Reporting:**

Through the Chair to the MD Program Curriculum Committee.

**Schedule:**

The Committee meets at least six times annually, at the call of the Chair.

**Approved:** September 13, 2016 by the MD Program Curriculum Committee