

## *We Heard You*

The Seattle MSA meets with Deans twice a quarter to discuss things that are going well and things that need improvements on all issues affecting student life and education across the WWAMI region. The E-18 MSA would like to start a tradition of presenting the issues/concerns of students that were discussed during the Deans & Friends meetings and what is being done to address them as a means of being more transparent and accountable to our peers and ourselves. Please note this is not an exhaustive list of all the work being done by administration or MSA. Please feel free to contact us or any of your site-specific MSA representatives regarding any questions/comments/concerns. We are here to be your liaison and support you throughout your journey in medical school!

### Communication

Concerns/Suggestions	Response/Current Progress	Contact Person
<p>Listservs and emails are not a great way of communicating.</p>	<p>The Seattle MSA has been working with Michael Campion, the Directory of Academic &amp; Learning Technologies in Academic Affairs, to implement a streamlined platform where all year medical students at all WWAMI sites can communicate and collaborate. (see examples below)</p> <p>Reason: A lot of the current announcements are made through individual site Facebook pages and we understand that this does not reach every individual. Emails often get lost and tangled with our personal emails.</p> <p>Sneak peaks/examples of this platform:</p> <ul style="list-style-type: none"> <li>● Being able to mute and unmute the “Housing” channel of communication.</li> <li>● Having a dedicated space to share Anki decks, study guides, ask questions, etc.</li> <li>● Private channels to collaborate with your study buddies.</li> <li>● A channel where our admin team can update you on recent changes to the curriculum, financial aid, responses to issues affecting student life, etc.</li> </ul> <p>Where we are at now: The goal is to get this implemented as soon as we can. There are a few more steps to accomplish before this can be released. Please be on the lookout for the release for this platform!</p>	<p>Michael Campion (<a href="mailto:campion@uw.edu">campion@uw.edu</a>) &amp; Erica Qiao (<a href="mailto:msavp@uw.edu">msavp@uw.edu</a>) &amp; Laura Ellis (<a href="mailto:lbellis@uw.edu">lbellis@uw.edu</a>)</p>

<p>There is a lack of transparency in what is happening with curriculum and other changes in the school.</p>	<p>All the deans have sent out more emails to explain changes and issues brought up and how they are being addressed. MSA will send out “We Heard You” reports after Deans and Friends meetings (the first one is this one).</p> <p>One of the reasons why we are working on implementing a platform (see above), is to increase the transparency of such issues between students and the admin team.</p>	<p>All Deans &amp; Thamanna Nishath (<a href="mailto:msaprez@uw.edu">msaprez@uw.edu</a>)</p>
<p>There is a lot of tension and distance between classmates in the Seattle Campus. There is a fear to speak our minds.</p>	<p>The Seattle MSA has held one class support meeting (town hall style) thus far and will continue to hold them throughout the year for the student body. We understand sometimes it can be awkward to speak up in-person, so please speak up in our anonymous class surveys, this way we can address issues as a class - your opinion and thoughts matter. If other WWAMI sites would also like to have a platform similar to voice their concerns - please note these in the Deans &amp; Friends Surveys and we can work with site specific MSA’s to bring it to fruition.</p>	<p>Thamanna Nishath (<a href="mailto:msaprez@uw.edu">msaprez@uw.edu</a>)</p>

### **Immersion/Orientation**

<b>Concerns/Suggestions</b>	<b>Response/Current Progress</b>	<b>Contact Person</b>
<p>More reflection on the oath writing session</p>	<p>The Continuous Professionalism Improvement (CPI) Committee led by Dr. Molly B. Jackson and Dr. Elizabeth Kaplan have been working on making edits to the oath based on immersion feedback. More updates to come.</p> <p>Your current elected E-18 CPI team:  Lex Mundell (Spokane)  Rebecca Kim (Spokane)  Jimmy Nguyen (Spokane)  Elizabeth Stein (Seattle)  Wesley Steeb (Seattle)  Erica Qiao (MSA Liaison, Seattle)</p>	<p>Molly B. Jackson (<a href="mailto:blackley@uw.edu">blackley@uw.edu</a>) &amp; Erica Qiao (<a href="mailto:msavp@uw.edu">msavp@uw.edu</a>)</p>
<p>There were not enough opportunities to bond with classmates during orientation.</p>	<p>The Wellness Council led by Emily Slager &amp; Ashley Russell has sent out a wellness survey to all sites and will be holding wellness events for you to bond with your classmates.</p>	<p>Emily Slager (<a href="mailto:eslager@uw.edu">eslager@uw.edu</a>)</p>
<p>There were not enough opportunities to grow the relationship between students and administration/faculty.</p>	<p>Dr. Molly Jackson, Assistant Dean of Professionalism and Cascade College Head, is working with Seattle MSA on an effort to hold lunches with one dean/staff/faculty with a few students to build relationships, get to know each other outside of medicine, and voice any concerns.</p>	<p>Molly B. Jackson (<a href="mailto:blackley@uw.edu">blackley@uw.edu</a>) &amp; Thamanna Nishath (<a href="mailto:msaprez@uw.edu">msaprez@uw.edu</a>)</p>

**Curriculum/Foundation Phase**

Concerns/Suggestions	Response/Current Progress	Contact Person
<p>Reconsider attendance policy since we have already signed an honor code. Concerns of lack of trust from the administration.</p> <p>There are certain sites that have mandatory attendance when other sites do not (it is more obvious when someone is not present in smaller cohorts).</p> <p>Small groups are not always helpful to everyone. Why is attendance mandatory?</p>	<p>We've been working on attendance policies since 2014. Most other Medical Schools have tougher policies than our schools. We have substantially reduced our requirements</p> <ul style="list-style-type: none"> <li>● Our Original policy: Mandatory attendance in <u>all</u> sessions-but we had no way to properly track in a systematic way that would be fair across multiple WWAMI sites with different cultures.</li> <li>● So far, we have made Small Groups, lectures where a patient is present, Lab days as mandatory, and this seems much fairer for not only students but our faculty as well, in terms of flexibility with time. This should be the case for all sites.</li> <li>● This year we are tracking attendance for mandatory sessions to see if we can even track attendance in the first place. We still want to track attendance so that we can have a mechanism to identify students who are in distress as early as possible and intervene as needed.</li> <li>● Also, we are looking to see whether there is a correlation between attendance and general academic performance. This will help inform next steps.</li> <li>● On Student Trust: Perhaps we can try alternative ways to handle attendance issues including involving the student honor council about a concern and looking to how we remediate issues.</li> <li>● We are working to improve the quality of all small groups so they provide maximal value.</li> </ul>	<p>Michael J. Ryan (<a href="mailto:mjryan@uw.edu">mjryan@uw.edu</a>)</p>
<p>Monday Exams + 4 hrs of lectures are not enough prep for Monday lectures and is exhausting. Suggestion: Sat morning/afternoon exam.</p>	<p>We would love to have a single day where students could come in whenever they want, but UW doesn't have a dedicated testing center to switch to Saturday morning/afternoon.</p> <ul style="list-style-type: none"> <li>● Potentially, we could try stretching out the curriculum a bit more to give more room and time. We could switch the pacing of the exam timing: have one Friday exam in INDE to give more room for students to breathe.</li> <li>● Looking ahead at CPR, the block leaders have made sure that exams have 3-day weekends, and students are generally looking forward to that block.</li> </ul>	<p>Michael J. Ryan (<a href="mailto:mjryan@uw.edu">mjryan@uw.edu</a>)</p>

Needs to have intentional effort when teaching sensitive topics and have expert teachers on the specific topics/contents. More statistical data/studies would be helpful	We are developing and implementing a process whereby faculty will have materials and content that may be sensitive reviewed by experts in structural competencies prior to presentation to students. In addition, Edwin Lindo has been named associate director of the Center for Leadership and Innovation in Medical Education (CLIME) to provide faculty development around pedagogy - i.e., how best to present sensitive topics, and how to address difficult questions that arise in the classroom in a respectful manner.	Michael J. Ryan ( <a href="mailto:mjryan@uw.edu">mjryan@uw.edu</a> ) & Edwin Lindo ( <a href="mailto:eglindo@uw.edu">eglindo@uw.edu</a> )
Hospital mornings are great and highlight of week, patient interactions have been great. However, doing a physical exam once a month is still not enough.	With upcoming PCPs for MS1s these skills develop and solidify over time. We are undergoing a comprehensive review of FCM, PCP, and college tutorials (Led by Dr. Wenrich) to make sure our clinical skills training is optimal.	Michael J. Ryan ( <a href="mailto:mjryan@uw.edu">mjryan@uw.edu</a> ) & Marjorie Wenrich ( <a href="mailto:maxter@uw.edu">maxter@uw.edu</a> )
Major concerns brought up by MS2s (mental health lecture), why were they not resolved the first time, will these lectures be changed for E-18 and beyond?	The lecturer made a lot of changes from the previous year. However, given the current concerns, the issue was discussed with the lecturer and he has decided to step down.	Michael J. Ryan ( <a href="mailto:mjryan@uw.edu">mjryan@uw.edu</a> )

### Clerkship Phase

<b>Concerns/Suggestions</b>	<b>Response/Current Progress</b>	<b>Contact Person</b>
Need a standardized policy for hours and call requirements. Sites and clerkship directors contact students 2 weeks prior to rotations starting	While hours and call requirements depend to some degree on the individual clinical settings, the ACGME duty hour policies also apply to students. The Patient Care phase is working with required clerkship administrators to try to figure out ways of providing students with earlier information about the schedule of the clinical teams they will be joining.	Mark Whipple ( <a href="mailto:mwhipple@uw.edu">mwhipple@uw.edu</a> )
Clerkship grading is subjective. Request site-specific grades to see if there are certain sites that either grade lenient or harsher relative to other sites	Curriculum is in the process of creating new clerkship assessment forms, which are based more on observation of objective actions. We are moving towards clerkship grading committees (currently done in some but not all clerkships) that take into account potential site differences in assessments when assigning a final grade.	Mark Whipple ( <a href="mailto:mwhipple@uw.edu">mwhipple@uw.edu</a> )

<p>Need more wellness for clinical phase students. Counseling at HMC is good. Wants emotional support and coping mechanisms session during the transition to clerkship.</p>	<p>Generally, all Counseling Service sponsored wellness activities are open to students in both the Foundations and Clinical phases of medical school. Specifically, for clinical phase students, we currently offer a weekly Wellbeing group for students completing the OB-Gyn rotation in the Seattle area, drop-in hours at HMC 2x/month, late appointments in Seattle, and a distance counseling component to our services for clinical students rotating outside of Seattle. For all students, there are yoga classes, lunch and learn sessions, a monthly article on a wellness topic in the S.A. Wellness Newsletter, to name a few. We remain open to other ideas for encouraging wellness for clinical phase students. Some examples of past efforts include: in-person groups, video conferencing groups with and without college mentor attendance, and potluck dinners, along with family events. Aside from family events, these activities were not well attended. The Seattle Counseling staff is available to provide counseling and emotional support to all students. We would be very willing to provide a session for the Transition to Clerkship capstone course, pending approval from the College Faculty organizing these sessions.</p>	<p>Joanne Estacio-Deckard (<a href="mailto:joanneed@uw.edu">joanneed@uw.edu</a>)</p>
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### **Student Life & Wellness**

<b>Concerns/Suggestions</b>	<b>Response/Current Progress</b>	<b>Contact Person</b>
<p>Current Seattle medical student sites limited, crowded, and shared with other students. Need separate medical student study space in Seattle.</p>	<p>A dedicated space in the HSL for medical students was requested. Unfortunately, the HSL would have to dedicate space for all of the health science schools if they dedicate space for the medical school students. Dr. Allen is working with health sciences facilities administration on other alternatives.</p>	<p>Suzanne Allen (<a href="mailto:suzaalle@uw.edu">suzaalle@uw.edu</a>)</p>
<p>Seattle emails to WWAMI are making WWAMI people feel like there are not as many opportunities in areas such as volunteering, research, etc. Students are feeling left out.</p>	<p>Emily Slager sent out an email to reiterate the uses and audiences for all listservs and MSA has reinforced this over time. The issue has been remedied.</p>	<p>Emily Slager (<a href="mailto:eslager@uw.edu">eslager@uw.edu</a>) &amp; Thamanna Nishath (<a href="mailto:msaprez@uw.edu">msaprez@uw.edu</a>) &amp; Laura Ellis (<a href="mailto:lbellis@uw.edu">lbellis@uw.edu</a>)</p>

<p>Medical school can be depressing &amp; the T-wing can be depressing. Can the medical school experience be made more enjoyable by beautifying the T-wing and other instruction facilities?</p>	<p>The Seattle MSA has reached out to one of our own classmates with the hope of having them create murals in the T-wing hallways. The process is in progress. Keep an eye out!</p>	<p>Thamanna Nishath (<a href="mailto:msaprez@uw.edu">msaprez@uw.edu</a>)</p>
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### **Triple I & Research Methods Course**

<b>Concerns/Suggestions</b>	<b>Response/Current Progress</b>	<b>Contact Person</b>
<p>WWAMI region feels disconnected from UW research opportunities and is thus pushed towards RUOP only.</p>	<p>We recently hired one faculty member (Dr. Shobha Stack) to oversee the entire III process for all students at all sites. Just started E2018. They've compiled projects from all the sites and is much more involved with coordination and facilitating more transparency in an effort to connect and include students who want to participate.</p>	<p>Michael J. Ryan (<a href="mailto:mjryan@uw.edu">mjryan@uw.edu</a>)</p>
<p>Research Methods class not a good use of time. Implement into curriculum differently.</p>	<p>We are working to streamline and reduce the research methods burden on students during the summer for the summer of 2019 (E-18 class). Negotiating moving the course out of summer for E-19 class.</p>	<p>Michael J. Ryan (<a href="mailto:mjryan@uw.edu">mjryan@uw.edu</a>)</p>
<p>Concern that eliminating Triple I requirement would deemphasize research and remove adequate exposure.</p>	<p>There are no plans to eliminate the Scholarship requirement at this time. The requirement is still in-discussion. A workgroup is being launched to further discuss the triple I requirement, and optimal time to fulfill it.</p>	<p>Michael J. Ryan (<a href="mailto:mjryan@uw.edu">mjryan@uw.edu</a>)</p>

## STEP Exams

Issue/Concern	Response/Current Progress	Contact Person
Class material does not mirror popular step studying material	<p>We've made large changes to the curriculum to help prepare for Step 1.</p> <ul style="list-style-type: none"><li>• We went back and identified content in the USMLE content list and built the curriculum around that. But the curriculum was too broad and too thin. So, we took major portions and focused on what we believe would be most useful for step and for clinical rotations.</li></ul> <p>The rest will have to be learned on your own and perhaps in the future, the school will throw it onto the curriculum.</p> <p>We have found that there is a correlation between performance on blocks and threads and step 1 scores (correlation approx.: 0.7-0.75) so the curriculum seems to prepare students. We had 26 faculty block leaders take the CBSE exam Dec 2018 to better inform themselves of content and level of detail on Step 1. We have provided vouchers to block and thread leaders to take USMLE step 1 practice tests (identical to those taken by students during dedicated study time).</p> <p>We have a group of faculty members evaluating commercial products (Osmosis, Boards and Beyond, Lecturio, sketchy, USMLE Rx, Firecracker, U World, etc.) to see if we should use any of these products as required out of class prep (instead of home-grown syllabi for example).</p> <p>We are planning in using NBME customized assessments as final exams in some blocks (probably starting within the next year) so students can have more practice with NBME type questions. We are hiring a new assistant dean for basic science (start date 6/19 hopefully) and one major early goal will be to assure that our curriculum aligns with Step 1.</p>	Michael J. Ryan ( <a href="mailto:mjryan@uw.edu">mjryan@uw.edu</a> )
Need more guidance on how to handle STEP studying	<p>Outside of using Sketchy and other resources, we don't address or prioritize Step 1 at the beginning of first year. At that point, we urge everyone to prioritize course material first before adding any supplemental resources. It is important for everyone to get rolling into the curriculum and the high expectations of medical school. Starting early in the Winter quarter of MS1, large group sessions are scheduled to introduce the Step exams, including a review of most used resources and some suggested strategies. Before everyone leaves for the summer, another group session is held to talk about</p>	Yvonne Tyler ( <a href="mailto:yvonneyt@uw.edu">yvonneyt@uw.edu</a> )

study over the summer, give any updates, and answer any strategy questions. Starting with the E2018 class, students will take the NBME comprehensive basic science exam CBSE twice. We plan to have the students take their first CBSE at the start of the summer so students will know where to focus study over the summer.

At the beginning of the Autumn of the MS2 year, we hold group sessions to cover registration for Step 1, updates on studying and strategies, and review timelines. Students will take the 2nd CBSE before winter break in year 2. Individual coaching sessions are available at any point - but are especially important in the Autumn in order to create the Consolidation Dedicated/Boot Camp plans. All along the way, there are designated tutors for Step exams and each regional academic learning specialist is trained and ready to provide help with test-taking strategies, how to approach questions, test anxiety, etc. Step 2 info is covered several times during third year via email, etc.

Addendum:

*Official Response from Academic Support - At the beginning of first year it is important for everyone to get rolling into the curriculum and the high expectations of medical school. At this point I urge everyone to prioritize the course material first, before using any supplemental resources. Starting early in the Winter quarter of MS1, large group sessions are scheduled to introduce the Step exams, including a review of most used resources and some suggested strategies. Before everyone leaves for the summer, another group session is held to talk about study over the summer, give any updates, and answer any strategy questions. At the beginning of the Autumn MS2, we hold group sessions to cover registration for Step 1, updates on studying and strategies, and review timelines. Individual coaching sessions are available at any point - but are especially important in the Autumn of MS2 year in order to create the Consolidation Dedicated/Boot Camp plans. All along the way, there are designated tutors for Step exams and each regional academic learning specialist is trained and ready to provide help with test-taking strategies, how to approach questions, test anxiety, etc.*



<p>Lack of priority for STEP 1/ low scores</p>	<p>UWSOM will be using scores on the CBSE and performance in blocks/threads to help counsel students regarding their readiness to take step 1, and will recommend delay and further study if performance is not suggestive of success</p> <ul style="list-style-type: none"> <li>• We will be more prospective and review practice test and U World scores during the dedicated study time and help guide students re: optimal timing of step 1. The intent is NOT to be punitive but rather to help prep you and increase likelihood of success</li> <li>• We will add a CBSE Year 1 between years one and two so students are better aware of step 1 type questions earlier in their training (see above)</li> <li>• We are evaluating some mechanism by which students who need more time to gain mastery of the basic science content can decelerate (slow down) the basic science curriculum</li> <li>• A work group is exploring moving step 1 until after clerkships (work is not complete, and this will take time - will not impact E2018's)</li> </ul> <p>If we look at step 2 scores from E2015, it's higher than the national average.</p> <ul style="list-style-type: none"> <li>• If you take out the old curriculum our scores are at or above the mean.</li> </ul>	<p>Michael J. Ryan (<a href="mailto:mjryan@uw.edu">mjryan@uw.edu</a>)</p>
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### Financial Aid

Concerns/Suggestions	Response/Current Progress	Contact Person
<p>Budget for books and supplies is not enough for STEP 1 study material</p>	<p>The dean's office pays for each student to have access to UWORLD free of charge for 90 days during the intense study period for Step 1. Beginning with the E-18 class, the subscription will be increasing to 180 days. Students are provided vouchers that they can redeem for access to this resource.</p> <p>Currently, the books and supplies budget for 1<sup>st</sup> year students (fall, winter and spring) is \$2,436 which includes \$750 for equipment. So that leaves \$1,686 for books and supplies. Students may not be spending this on required books. Diane has delayed reducing this amount as that gives them some discretion as to how to spend it.</p> <p>Currently, the second-year budget for Step 1 fee, books and supplies for fall, winter and spring (even though they start clerkships in spring) is \$1,982 which includes the \$630 Step 1 fee. So that leaves \$1,352 for books and</p>	<p>Raye Maestas <a href="mailto:maestas@uw.edu">maestas@uw.edu</a> Michael Ryan <a href="mailto:mjryan@uw.edu">mjryan@uw.edu</a>  Diane Noecker <a href="mailto:dnoecker@uw.edu">dnoecker@uw.edu</a></p>

	<p>supplies. They only buy books for fall and spring if they start clerkships. There should be plenty but please reach out to Diane if you have any questions.</p>	
<p>Unpaid Triple I opportunities takes away from seeking other avenues for financial support during the summer.</p>	<p>Dr. Allen and others feel strongly that if students are doing a required part of the curriculum for graduation, such as Triple I, students should be registered students. It does not seem fair to require students to be registered but not eligible for Financial Aid. Therefore, having students take research methods and doing Triple I during the summer allowed students to register for curriculum requirements necessary for graduation and be eligible for Financial Aid. As there are ongoing discussions regarding the scholarship requirement (Triple I) and how best to provide the research methods course, doing these over the summer may no longer happen. Unfortunately, these changes will not happen in time for the current MS1s.</p>	<p>Suzanne Allen  <a href="mailto:suzaalle@uw.edu">suzaalle@uw.edu</a></p>