

We Heard You – January 2019

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, and acknowledgements 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 and most of the feedback are summarized for readability and length. 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!

Appreciations & Acknowledgments

Positive Feedback	Thank you to
MS1s across WWAMI thought the CPR block is going very well and the block leads are responsive to feedback. Organization and expectation of the CPR block is clear, intentional, and good level of challenge. Examples: how the small group conferences are spread out, starting with Anatomy.	CPR and HFF Block Leads
The transparency and responsiveness of the administrations with feedbacks are highly appreciated across MS1 to MS4. Students feel that the new leadership direction make them feel warm and connected with the administration, which build a better learning environment.	Everyone
MS1 and MS2 both appreciate the Pass/Fail curriculum as it allows medical students to focus on learning the skill and become better physicians. MS2s in Alaska thought that the curriculum has prepared them well for the Step 1, which reflects on their practice exam scores.	The Curriculum Team
Communication is improved, meaningful, and transparent. Specific examples: format of the “We Heard You” doc, lunch with deans and staff pilot, Dr. Ryan’s Step 1 presentation, Melinda Frank availability for students, admin responsiveness to new feedback.	Michael Ryan and Melinda Frank, Molly Jackson, MSA, etc.
Staff members are dedicated, committed, and supportive to student learning.	Whitney and Dr. Freeman
MS3 and MS4 students report high quality clinical sites and appreciation of the diverse experiences provided in the different regions.	The Clerkship Team
Innovative and strong leadership through CLIME	Edwin Lindo CLIME Exec Leadership (Lynne Robins, Jon Ilgen, Joshua Jauregui)

Communication

Concerns/Suggestions	Response/Current Progress	Contact Person
<p><u>Class meetings</u></p> <ul style="list-style-type: none"> ● Redundant or inconsequential information ● Too long ● Students would prefer to receive information via email and/or Canvas. 	<ul style="list-style-type: none"> ● Repeat presentations help us in moments of panic (e.g. what to do after a needlestick) - framing the announcement differently to contextualize this will be a good step. ● Focus on prioritizing issues with less transparency (e.g. Step 1 scores) for discussion during class meetings. ● Students are sent a survey prior to the class meeting to solicit questions, which helps to inform the meeting agenda. If there is a more specific question raised about a general topic (e.g. the learning environment), we could answer that in detail instead of repeating a previous announcement. ● Students are not currently involved in planning class meetings, so we will investigate the possibility of becoming involved in this process. 	<p>Emily Slager eslager@uw.edu - Associate Director of Student Affairs & Raye Maestas maestas@uw.edu - Associate Dean of Student Affairs</p>
<p>Concern about launching a new platform to reduce email volume, since students already receive information on three separate platforms.</p>	<ul style="list-style-type: none"> ● Thank you for that feedback. This platform was brought up for several of the reasons you listed (students not wanting to be on Facebook but have to because of the cohort page, students feeling left out because they don't have a Facebook, the overload of email spam, WWAMI states feeling separated from each other). One of the features that I think will be popular is the ability to mute and unmute certain channel to individualize this platform. Also note that this platform is not just to reduce email volume, it is a space where people can collaborate through direct messaging within their own campus and with WWAMI peers. This can be helpful for studying, student groups, organizing events, rotation swaps, etc. ● MSA has reached out to some people in our class to ask if they would want to receive help filtering email and while we agree this is an essential skill to develop, some people do not feel comfortable filtering their emails. However, MEDSTAT is always available to help students set up this rule for their Outlook! ● Please feel free to continue providing feedback to MSA after the launch of this platform! It can only be better with more feedback. 	<p>Erica Qiao msavp@uw.edu - MSA Vice President</p>

Curriculum/Foundation Phase

Concerns/Suggestions	Response/Current Progress	Contact Person
<p><u>Scheduling</u></p> <ul style="list-style-type: none"> No tests immediately after Thanksgiving break for 1st or 2nd years. Having tests during breaks or right after a break means students have to give up wellness and family time to prepare. CBSE should not be held on a Saturday. 	<p>We are doing our best to avoid tests right after breaks. For example, we recently changed the MSK final exam pin test in spring for E2018. It was moved to the Friday <u>before</u> Memorial Day (rather than after Memorial Day as it was last spring). We will continue to be mindful in our scheduling.</p>	<p>Michael Ryan (mjryan@uw.edu) - Associate Dean for Curriculum</p>
<p><u>Small group mandatory attendance</u></p> <ul style="list-style-type: none"> Frustrating as it is every single day (unlike I&D) Variability in groups (presentation of information by different groups leaders, other students not preparing, tangent topics) Making it mandatory doesn't consider everyone's learning style/habits Will this be the same for future blocks? <p>Potentially make this optional and people can choose what works best for them.</p>	<ul style="list-style-type: none"> The attendance policy has been an ongoing discussion for several years. There are strongly held views on all sides, and it has been hard to please everyone (regional sites, students, faculty) We have reduced the number and type of required sessions (when compared to last year) in response to student feedback. This year we are determining if performance is related to attendance. There are pros and cons to required attendance and we are weighing all factors. We are providing faculty development to small group leaders in an effort to improve the quality of the sessions for all instructors, and we strive to standardize the experience. We need to hear if some are not as useful (instructor skill level, or content wise) so please fill out surveys or give feedback in other ways. 	<p>Michael Ryan (mjryan@uw.edu) - Associate Dean for Curriculum</p>
<p>Can there be extra help/practice questions for threads? (Pharm, Path, HFF)</p>	<p>We recognize the importance of practice questions and want to increase the number available to students. We have asked all faculty to work to create more practice test questions. We are exploring assigning commercially available test questions from question banks. We would love feedback on the ones felt to be most useful.</p>	<p>Michael Ryan (mjryan@uw.edu) - Associate Dean for Curriculum</p>
<p>Sometimes other sites get more information about the thread question/test breakdown, can everyone in WWAMI get that information?</p>	<p>Thank you for sharing this discrepancy with us. We will work to ensure that information shared regarding thread questions on tests is consistent across thread and across regional campuses.</p>	<p>Michael Ryan (mjryan@uw.edu) - Associate Dean for Curriculum</p>
<p>Please provide our OPAL schedules sooner if possible.</p>	<ul style="list-style-type: none"> Sites are required to publish their events in Opal and Canvas at least two weeks prior to the start of the block. We will talk to faculty about moving up schedules to one month prior to the start of the block. 	<p>Michael Ryan (mjryan@uw.edu) - Associate Dean for Curriculum</p>

<p>Need more boards prep, please give us exams with boards style questions or create practice exams for us to use during the curriculum.</p>	<ul style="list-style-type: none"> ● Our goal: to have no less than 70% of questions on examinations be of the “applied type” (meaning step 1 type) ● All questions are reviewed by medical education experts before students see them, in hopes of improving quality of questions and increasing applied type. ● We are moving toward use of NBME customized assessments during the curriculum (probably as final examinations for blocks). I can’t promise this will happen right away, but we are committed to this approach and hope to implement with 6-12 months. 	<p>Michael Ryan (mjryan@uw.edu) - Associate Dean for Curriculum</p>
<p>Universalize PowerPoint slides style across the curriculum, i.e. get rid of blue backgrounds, just make white/default so that it is easier to take notes & see. CPR slides are a good template.</p>	<p>I will work with Joe Benfield (instructional design) to standardize our approach. There had been disagreement in the past about optimal slide format/style. I would love to hear from students on preferences</p>	<p>Michael Ryan (mjryan@uw.edu) - Associate Dean for Curriculum</p>
<p>Want more information on evidence-based prevention (lifestyle modifications, nutrition, exercise, stress management) during lectures, most are currently focused on pathology and meds.</p>	<p>We discussed having more robust lifestyle medicine and nutrition content throughout all 4 years at our UWSOM curriculum committee, and there is broad support, and it was approved. Because the curriculum is already packed, however, the recommendation was to determine what could be removed or streamlined to make more room in the curriculum before we add more. We are exploring ways to streamline certain areas, recognizing we need to cover important topics on USMLE step 1,2.</p>	<p>Michael Ryan (mjryan@uw.edu) - Associate Dean for Curriculum</p>
<p><u>Alaska Based Issues</u></p> <ul style="list-style-type: none"> ● Timeliness. Often get off track and are behind schedule, specifically in the morning. We are supposed to start at 8, but we often have several students show up well after and it can throw off our day's schedule. ● Required live sessions should be non-mandatory and recorded so students can more efficiently play it back at x2 speed. ● Prefer to see cases discussed in larger groups rather than have individual questions assigned. Very repetitive & ineffective use of time. 	<p>Thank you for the feedback. Opportunities for addressing these issues will be discussed and information shared with the Alaska WWAMI classes.</p>	<p>Suzanne Allen (suzaalle@uw.edu) - Vice Dean for Academic, Rural and Regional Affairs</p>

Clerkship Phase

Concerns/Suggestions	Response/Current Progress	Contact Person
<p><u>Scheduling</u></p> <ul style="list-style-type: none"> • Having clerkship scheduling come out during dedicated study time is distracting. • The scheduling for the Explore and Focus phase is frustrating and inefficient. • Keep holidays/clinical start dates in mind prior to requesting tb tests/urine drug screens/fingerprints/background checks. For students leaving for rotations, it's difficult to get these done somewhere not their hometown. 	<p>Clerkships are scheduled based on the University of Washington quarter schedule. The scheduling process requires information from multiple sources which effects the timing. We are happy to work with the MSA on improvements to scheduling Explore and Focus Phase rotations. Please share specific suggestions with us. We will continue to work on communication regarding compliance for your rotations.</p> <p><i>We will try to readdress this issue in the next WHY document.</i></p>	<p>Suzanne Allen (suzaalle@uw.edu) - Vice Dean for Academic, Rural and Regional Affairs</p>
<p>This website: https://depts.washington.edu/uwsommsa/swaps/schedule.php, was used last year to swap clerkships. It would be appreciated if a 2019-2020 tab could be opened so that students can swap clerkships more efficiently than sending listserv emails out to everyone.</p>	<p>We are currently working on getting it up along with the MSA Tech Representative. They are also working on making sure that next year, the site will be up a little earlier to make it easier for students.</p>	<p>Michael Campion (campion@uw.edu) - Director of Academic and Learning Technologies & Ky Ngo (uwsommsa@uw.edu) MSA Tech Officer</p>
<p><u>Grading is too subjective</u></p> <ul style="list-style-type: none"> • Grade is dependent on rotation location/who you are working with - sometimes it's one on one, other times, students work with many different attendings. • Grading template is good, but use is not standardized. Student recommends implementing a P/F system for clerkships as they feel that would be fairer 	<ul style="list-style-type: none"> • Work is being done on clerkship grade standardization. • A grade appeal process is currently being finalized. Communication about this will be given to students within 2 weeks. • P/F in clerkships has only been initiated at a few schools--UW is currently in the process of evaluating whether this should be implemented at UW. 	<p>Mark Whipple (mwhipple@uw.edu) - Assistant Dean for Curriculum</p>
<p><u>Evaluation Issue</u></p> <ul style="list-style-type: none"> • There are preceptors missing from the evaluations for clerkships. • One student specifically had 12 preceptors missing from an evaluation form and had specific feedback on a preceptor that they were unable to give. 	<ul style="list-style-type: none"> • With the number of new preceptors each year, it is difficult to add them all to the form in a timely fashion and that is currently being worked on. • In the meantime, contact your clerkship administrator and they can add the names to the forms. • You can also fill out the learning environment form and the information will be passed along to the necessary people. 	<p>Clerkship Administrator</p>

Triple I

Concerns/Suggestions	Response/Current Progress	Contact Person
<p>The current III deadline limits options to pursue research opportunities that could potentially fit the III requirement, but otherwise are disqualified because they do not meet UWSOM's strict 2/1 deadline for submitted project proposals.</p>	<ul style="list-style-type: none"> ● There is currently a working group within the curriculum to revisit the III requirement. This includes: <ul style="list-style-type: none"> ○ whether to make IIIs optional, ○ whether to ease the deadline requirements so they can be completed before you graduate 	<p>Shobha Stack shobhaws@uw.edu - Director of Medical Student Scholarship & Karla Kelly karlak@uw.edu - III Education Specialist</p>
<p><u>Guidance</u></p> <ul style="list-style-type: none"> ● Seattle MS1: There needs to be more support, guidance, and 1:1 check-ins with students while they are working on their III applications. ● Alaska MS1: There aren't enough reminders for III; having a dedicated Faculty may help. 	<p>This is good feedback, and the administration will look into how to support incoming classes in the future.</p>	<p>Karla Kelly karlak@uw.edu - III Education Specialist) & Holly Martinson hamartinson@alaska.edu - Alaska Research Advisor</p>

Tutor/Studying

Issue/Concern	Response/Current Progress	Contact Person
<p>WWAMI region needs more access to tutors.</p>	<ul style="list-style-type: none"> ● Yvonne Tyler is managing tutoring services, and currently working on increasing access to WWAMI tutors. ● All tutors are upperclassmen, they are "peer tutors". Given the WWAMI sites house students for a very compact MS1 and MS2 year it is very hard to have onsite tutors at every WWAMI site. However, we have tutors available via videoconferencing and email to everyone in WWAMI and their email addresses are listed on the tutoring canvas under 'tutor lists'. Direct link here: https://canvas.uw.edu/courses/1188239/pages/tutor-lists?module_item_id=8941144 ● Please reach out for any tutoring questions yvonneyt@uw.edu 	<p>Yvonne Tyler yvonneyt@uw.edu) - Academic Learning Specialist</p>
<p><u>Alaska MS2 Concerns</u></p> <ul style="list-style-type: none"> ● Concerned about the variability in the quality of instruction at the Alaska WWAMI site during the review session webinars during consolidation. 	<p>Thank you for this feedback. Work will continue to ensure the quality of teaching is excellent at all WWAMI sites.</p>	<p>Suzanne Allen suzaalle@uw.edu) - Vice Dean for Academic, Rural and Regional Affairs</p>

<ul style="list-style-type: none"> • Every Seattle lecturer was excellent, while AK was a mixed bag of good and bad. • A combined Zoom lecture at the end of the week taught by the block leader to make sure everyone in WWAMI is on the same page and ensure everyone has access to the same quality of teaching. 		
<p>Lack of informed career choices after STEP 1 from Professors and Deans. We are repeatedly told to focus on class but still feel we need more of an understanding to make a more informed decision.</p>	<ul style="list-style-type: none"> • On March 1st there was a presentation on Career and Step 1 advising by Linh Ngo and Yvonne Tyler in Seattle - other sites have had it in various times over the last month. • Linh Ngo, the UWSOM Career advisor, is an excellent resource if you would like more guidance on how to navigate potential career paths and interests • Please feel free to also use the <u>Careers in Medicine</u> portal on the AAMC website. • One question that the administration would like to know, is the concern about adequate access to understanding how STEP 1 affects career choice a more site-specific concern or if this represents a broader sentiment among the student body. 	<p>Yvonne Tyler (yvonneyt@uw.edu) - Academic Learning Specialist & Linh Ngo (medadv@uw.edu) - SOM Career Advisor</p>
<p>Concern with Dr. Cheek leaving and is Dr. Tyler staffed sufficiently taking over his job?</p>	<ul style="list-style-type: none"> • Yvonne Tyler is temporarily filling Dr. Cheek's previous role until someone is permanently hired. She is currently working with the administration to look for ways to maintain continuity as well as thinking carefully on how to further improve wrap-around support for students. 	<p>Yvonne Tyler (yvonneyt@uw.edu) - Academic Learning Specialist</p>

Other

Concerns/Suggestions	Response/Current Progress	Contact Person
<p>Humanities and Arts Pathway: Please put support and funding behind this as it will greatly enrich the students at UWSOM.</p>	<p>Funding requests for specific programs are discussed as part of the yearly budgeting process. Requests for pathway funding are considered similar to other programs requesting funding.</p>	<p>Suzanne Allen (suzaalle@uw.edu) - Vice Dean for Academic, Rural and Regional Affairs</p>
<p>Orientation: Have a class bonding trip the weekend before the official 2-week orientation begins. Stanford does this and it helps to promote class bonding.</p>	<ul style="list-style-type: none"> • The Orientation planning team has begun planning for the E19 orientation and we are adding in more class-bonding experiences. 	<p>Emily Slager (eslager@uw.edu) - Associate Director of Student Affairs</p>

	<ul style="list-style-type: none"> While we don't have the funding to support an off-campus trip, we are in full support of the class initiating a trip, like the E18 students initiated a hike the weekend before Orientation began. 	
<u>Dedicated medical student parking for Spokane</u> <ul style="list-style-type: none"> Not enough parking space (The Schoenberg Lot) Local residents take up space overnight, which is not allowed. (need sign to "students only") Several empty trailers in the lot taking up space. Parking lines could also be repainted. 	Thank you for this feedback. This issue has been discussed with John Sklut, Chief of Staff to the President at Gonzaga University.	Suzanne Allen (suzaalle@uw.edu) - Vice Dean for Academic, Rural and Regional Affairs
Mandatory summer reading book for entering medical students. The selected book should introduce students to structural problems in medicine and society. (ie. Medical Apartheid, The New Jim Crow)	Students are currently in discussion with administration about logistics and details. More to come soon!	Emily Slager (eslager@uw.edu) - Associate Director of Student Affairs
<u>Support from CEDI (which should be the primary support for students of color, LGBTQ students, and other marginalized students)</u> <ul style="list-style-type: none"> Need for increased CEDI and its directors presence, visibility, expressed commitment, vision, and responsiveness to student voice Decreased support and funding for affinity groups and individual students from underrepresented groups High turnover: Loss of Norma Alicia Pino (CEDI), Felicity Albeyta (CEDI), and Kelsen Caldwell (Student Affairs) who students felt were genuinely supportive of underrepresented students and now do not feel like there is anyone to go to. There should be better transparency regarding that. Engagement in work in the anti-racism efforts at the school Desire to understand the history of CEDI, the change of CEDI from the dean's office, and how it has evolved Lack of CEDI in student spaces <p>*** This was placed near the end due to the length of response required.</p>	<p>CEDI SOM Activities</p> <p>First of foremost, CEDI strives to offer students from underrepresented groups with support from pipeline through medical school and beyond. To this end, CEDI administers the following pipeline programs in the medical school: U-Prep, Doctor-for-a-Day, UW Health Professions Academy (HPA) and the Summer Health Professions Education Program (SHPEP). The HPA is fully supported by a grant from HRSA and the SHPEP is partially supported by a grant from the Robert Wood Johnson Program.</p> <p>CEDI also provides administrative support for the UW Pre-matriculation Program and administrative and financial support for five CEDI affiliated student organizations: Latino Medical Student Association, Student National Medical Association, Medicine Wheel, Asian Pacific American Medical Student Association and Queers in Medicine. Each student organization has elected officers, a faculty advisor, holds regular meetings and has a budget.</p> <p>CEDI also administratively supports the URiM Student Advisory Group, a collaboration between CEDI and Student Affairs to support students from underrepresented backgrounds at all WWAMI sites. The URiM committee is led by Drs. Maestas and Morales. This collaboration has resulted in identifying URM faculty champions at many sites across the 5-state region who are willing to provide support to students in the Clinical Phase as they travel across WWAMI for their rotations.</p>	Leo Morales (lsm2010@uw.edu) - Chief Diversity Officer

Another important area of work is CEDI's administration for three pathways and six elective courses. The pathways include the Hispanic Health Pathway, Indian Health Pathway and LGBTQ Pathway. CEDI courses include Hispanic Health, Indian Health, African American Health, LGBTQ Health, Clinical Care of Transgender Patients and Medical Spanish.

CEDI hosts a number of events for medical students during each academic year. This includes a welcome reception for accepted URM students during the Second Look event, a multicultural graduation celebration and a blanket ceremony for students graduating in the Indian Health Pathway. In addition, CEDI sponsors or co-sponsors a number of speakers throughout each year providing a variety of perspectives on diversity and inclusion topics. Medical students are also invited to CEDI supported events offered by the Committee on Minority Faculty Advancement (CMFA) and the Network for Underrepresented Residents and Fellows (NURF) such as speed mentoring for medical students and residents.

Financial and Administrative Support for Affinity Groups

Funding for CEDI affiliated student groups has remained fairly level over recent years with the exception of a 10% budget decrease in 2017 which was consistent with budget adjustments across all UW Medicine. Danielle Ishem, CEDI program manager for work development, works with student leaders to manage the student group funds and assures that all expenses are in compliance with UW policies.

Staff Turnover

Staff turnover is a normal part of every unit in the SOM. Of the three staff members mentioned, Kelsen Caldwell was part of Student Affairs not CEDI; Felicity Abeyta-Hendrix took a position in another unit within UW and Norma-Alicia Pino left the UW system for a job in California. Kelsen Caldwell was the Service Learning Manager in Student Affairs until 2016 and Leonora Clarke took that position in 2017. Ms. Abeyta-Hendrix's position was not rehired due to changes in staffing needs within CEDI. Ms. Pino's position is currently filled on an interim basis by Holly Letourneau, who has been in the role of operations manager for UW Health Professions Academy – a UW medical school pipeline program. Ms. Letourneau also served as director for the SHPEP program in 2018. A search for a permanent replacement for Ms. Pino will be conducted in the near future and will include medical student input.

CEDI History and Role within the School of Medicine

Briefly, the Office of Multicultural Affairs (OMCA) was established in 1981 as a unit within Academic Affairs. In 2012, Center for Equity, Diversity and Inclusion (CEDI) was created in place of OMCA with a broader mandate. CEDI serves as the central diversity and inclusion unit for UW School of Medicine including the regional campuses. CEDI oversees a number of the School's diversity and inclusion programs (recruitment, retention, faculty development and curriculum) as well as serving as a central resource for other units in the School. CEDI provides multicultural education training, consultation and programs including medical student pipeline, outreach and recruitment, undergraduate medical education, graduate medical education, faculty recruitment and retention across the entire School.

MSA and other administration/staff will be engaging in discussion with CEDI to brainstorm how CEDI can re-engage, reconnect, and support UWSOM students. Students will also be invited to participate in future discussions.