

Standard 12: Medical Student Health Services, Personal Counseling, and Financial Aid Services

A medical school provides effective student services to all medical students to assist them in achieving the program's goals for its students. All medical students have the same rights and receive comparable services.

Supporting Data

Table 12.0-1 Tuition and Fees					
Provide the <i>total tuition and fees</i> assessed to first-year medical students (both for in-state residents and out-of-state non-residents) for the indicated academic years. Include the medical school's health insurance fee, even if that fee is waived for a student with proof of existing coverage.					
	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21
In-state	N/A	\$36,133	\$38,569	\$39,645	\$40,826
Out-of-state	N/A*	N/A*	N/A*	N/A*	N/A*

*Out-of-state tuition and fees are not available as all accepted students are Washington residents.

Table 12.0-2 Median Medical School Educational Debt				
Provide school data from the AAMC Part I-B Financial Aid Questionnaire (AAMC FAQ) on the median reported medical school educational indebtedness of all medical student graduates with medical school debt and the percentage of graduates with indebtedness equal to or more than \$200,000.				
	FAQ 2017	FAQ 2018	FAQ 2019	FAQ 2020
	School	School	School	School
Median medical school debt	N/A*	N/A*	N/A*	N/A*
Percentage of graduates with debt equal to or more than \$200,000	N/A*	N/A*	N/A*	N/A*

*Educational indebtedness data will not be available until 2021.

Table 12.0-3 | Support Services at Regional Campuses

Indicate how the following services are made available to students at each regional campus by placing an “X” in the appropriate columns(s). Add additional rows for each service/campus. *Note: this question only applies to schools with regional campus(es).*

Available to Students via	Campus	Services			
		Personal counseling	Student health services	Student well-being programs	Financial aid management
Personnel Located on Campus	Everett			X	X
	Spokane	X		X	X
	Tri-Cities	X		X	X
	Vancouver	X	X	X	X
Visits from Central Campus Personnel	Everett				X
	Spokane				X
	Tri-Cities				X
	Vancouver				X
Email or Tele/Videoconference	Everett	X	X	X	X
	Spokane	X	X	X	X
	Tri-Cities	X	X	X	X
	Vancouver	X	X	X	X
Student Travel to Central Campus	Everett	X	X	X	X
	Spokane	X	X	X	X
	Tri-Cities	X	X	X	X
	Vancouver	X	X	X	X

12.1 Financial Aid/Debt Management Counseling/Student Educational Debt

A medical school provides its medical students with effective financial aid and debt management counseling and has mechanisms in place to minimize the impact of direct educational expenses (i.e., tuition, fees, books, supplies) on medical student indebtedness.

Supporting Data

Table 12.1-1 Financial Aid and Debt Counseling Services.								
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) in the following areas.								
	AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019		AAMC GQ 2020	
	School %	National %	School %	National %	School %	National %	School %	National %
Financial aid administrative services	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Overall educational debt management counseling	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

*GQ Data will be available in 2021.

Table 12.1-2a | Quality of Financial Aid Administrative Services

Provide data from the ISA by curriculum year on the number and percentage of students who responded n/a, dissatisfied/very dissatisfied (combined), and satisfied/very satisfied (combined) with the quality of financial aid administrative services. Add tables as needed for additional relevant survey questions. If the medical school has one or more regional campuses, provide the data by campus (as available).

Regional Campus	Medical School Class	Number of Total Responses to this item	Number and % of N/A Responses		Number and % of combined Dissatisfied and Very Dissatisfied Responses		Number and % of Neutral Responses		Number and % of combined Satisfied and Very Satisfied Responses	
			N	%	N	%	N	%	N	%
Everett	M1 ⁺	21	0	0%	0	0%	1	5%	20	95%
	M2 ⁺	13	0	0%	0	0%	0	0%	13	100%
	M3 ⁺	15	1	7%	2	13%	1	7%	11	73%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Spokane	M1 ⁺	19	1	5%	0	0%	1	5%	17	89%
	M2 ⁺	17	1	6%	0	0%	2	12%	14	82%
	M3 ⁺	14	1	7%	0	0%	0	0%	13	93%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Tri-Cities	M1 ⁺	20	1	5%	0	0%	0	0%	19	95%
	M2 ⁺	12	1	8%	0	0%	0	0%	11	92%
	M3 ⁺	13	0	0%	0	0%	2	15%	11	85%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Vancouver	M1 ⁺	18	2	11%	0	0%	0	0%	16	89%
	M2 ⁺	12	0	0%	0	0%	1	8%	11	92%
	M3 ⁺	16	1	6%	1	6%	2	13%	12	75%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Total		190	9	5%	3	2%	10	5%	168	88%

*The ISA team used a 5-point scale that included a “neutral” response for the ISA survey. Detailed information about student responses to this question can be reviewed in the attached ISA report.

*There were no M4 students at the time of the ISA.

Table 12.1-2b | Debt Management Counseling Services Adequacy

Provide data from the ISA by curriculum year on the number and percentage of students who responded n/a, dissatisfied/very dissatisfied (combined), and satisfied/very satisfied (combined) with the adequacy of debt management counseling. Add tables as needed for additional relevant survey questions. If the medical school has one or more regional campuses, provide the data by campus (as available).

Regional Campus	Medical School Class	Number of Total Responses to this item	Number and % of N/A Responses		Number and % of combined Dissatisfied and Very Dissatisfied Responses		Number and % of Neutral Responses		Number and % of combined Satisfied and Very Satisfied Responses	
			N	%	N	%	N	%	N	%
Everett	M1 ⁺	21	0	0%	0	0%	2	10%	19	90%
	M2 ⁺	13	0	0%	0	0%	0	0%	13	100%
	M3 ⁺	15	1	7%	1	7%	1	6%	12	80%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Spokane	M1 ⁺	19	1	5%	0	0%	1	6%	17	89%
	M2 ⁺	17	1	6%	0	0%	1	6%	15	88%
	M3 ⁺	14	1	7%	0	0%	0	0%	13	93%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Tri-Cities	M1 ⁺	20	1	5%	0	0%	0	0%	19	95%
	M2 ⁺	12	1	8%	0	0%	0	0%	11	92%
	M3 ⁺	13	0	0%	0	0%	0	0%	13	100%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Vancouver	M1 ⁺	18	2	11%	0	0%	0	0%	16	89%
	M2 ⁺	12	0	0%	0	0%	0	0%	12	100%
	M3 ⁺	16	0	0%	1	6%	2	13%	13	81%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Total		190	8	4%	2	1%	7	4%	173	91%

*The ISA team used a 5-point scale that included a “neutral” response for the ISA survey. Detailed information about student responses to this question can be reviewed in the attached ISA report.

*There were no M4 students at the time of the ISA.

Table 12.1-3 Financial Aid/Debt Management Activities			
Describe financial aid and debt management counseling/advising activities (including one-on-one sessions) that were available for medical students in each year of the curriculum during the most recently completed academic year. Note whether they were required (R) or optional (O). <i>If the medical school has one or more regional campuses, list which of the required and optional advising sessions were available at each campus during the most recently completed academic year.</i>			
Financial Aid/Debt Management Activities			
Year 1	Year 2	Year 3	Year 4
Financial Aid Counseling Session (O); In-person or phone session with Financial Aid personnel to explain the Federal loan program and determine appropriate types and amounts.	Financial Aid Counseling Session (O); In-person or phone session with Financial Aid personnel to discuss the financial aid process and programs.	Financial Aid Counseling Session (O); In-person or phone session with Financial Aid personnel to discuss the financial aid process and programs. Available at each campus.	N/A
One-on-One Financial Introduction Session (R); The Director of Financial Education and Scholarship Support calls each admitted student during the summer before matriculation to explain the financial education program and discuss housing plans, existing debt, health insurance, a typical budget and student loan minimization.			N/A
Financial Education Video Conference (O); The Director of Financial Education and Scholarship Support hosts a session before matriculation to discuss sample budgets, the scholarship process, student loan basics, health insurance options, and first year financial considerations.			N/A
One-on-One Financial Education Session (R); These hour-long sessions with the Director of Financial Education and Scholarship Support include discussions on loan basics, budgeting, emergency funds, AAMC's MedLoans® Organizer and Calculator, credit reports, debt minimization and debt management.	One-on-One Financial Education Session (R); These hour-long sessions with the Director of Financial Education and Scholarship Support include discussions on debt minimization, USMLE testing, moving and residency interview costs, identity theft protection and debt management.	One-on-One Financial Education Session (R); These 30-minute sessions with the Director of Financial Education and Scholarship Support include discussions on estimated total loans, loan repayment and forgiveness options, residency interview costs and debt management. Available at each campus via phone or video conference.	N/A
Group Financial Education Information Sessions (O); Sessions that cover relevant, timely financial information such as budgeting, upcoming expenses, credit reports and scholarships with service commitments.	Group Financial Education Information Sessions (O); Sessions that cover relevant, timely financial information such as budgeting, upcoming expenses, loan repayment and credit cards.	Financial Awareness Sessions (R); Three 30-minute group video conferences cover payroll taxes and tax brackets, 4 th year expenses and retirement plans. Available at each campus.	N/A

Narrative Response

- a. Describe the staffing of the financial aid office used by medical students.
 1. Note if the financial aid office resides organizationally within the medical school or at another (e.g., the university) level. If the latter, list the other schools/programs supported by financial aid office staff
 2. Indicate the number of financial aid staff who are available to specifically assist medical students
 3. Describe how the medical school determines and evaluates the adequacy of financial aid staffing

1. Note if the financial aid office resides organizationally within the medical school or at another (e.g., the university) level. If the latter, list the schools/programs supported by financial aid office staff: The financial aid office resides organizationally with the WSU Spokane Health Sciences campus and supports the Colleges of Medicine, Nursing, and Pharmacy.

2. Indicate the number of financial aid staff who are available to specifically assist medical students: Two financial aid staff are available and include a Financial Aid Coordinator and assistant. In addition, the College of Medicine Director of Financial Education and Scholarship Support has a 1.0 FTE appointment, reports to the Assistant Dean for Student Affairs, and assists only medical students. Finally, each clinical campus has personnel to assist medical students with basic financial aid questions, although most issues are routed to the WSU Spokane financial aid staff as they are involved in packaging financial aid and coordinating changes.

3. Describe how the medical school determines and evaluates the adequacy of financial aid staffing: The adequacy of financial aid staffing is determined by the Director of Financial Education through the monitoring and ongoing evaluation of processes within the Financial Aid office. The processes monitored include the timeliness of financial aid packaging, loan revision and request processing, phone/email responses and meeting requests. In addition to monitoring the processes within the Financial Aid office, the Director of Financial Education works closely with students to ensure the office is meeting the needs of students. Student feedback is an important component of the ongoing evaluation and factors into the decisions regarding adequacy of staffing.

- b. Provide a description of the types of debt management informational materials available to medical students. Note if students are required to use some or all these materials (e.g., as part of financial aid/debt management sessions).

The AAMC's Education Debt Manager for Matriculating and Graduating Medical School Students is available for download and several pages of the document are required reading. The companion video is required to be viewed during the first year. Several of the AAMC's Financial Information, Resources, Services and Tools (FIRST) fact sheets are required reading, as are portions of a video. The AAMC's MedLoans® Organizer and Calculator is required to be uploaded with a student's NSLDS data before their first one-on-one session with the Director of Financial Education and Scholarship Support. A monthly expense planner is available for download and a completed planner or some other form of a budget is required of all students by their first one-on-one session with the Director of Financial Education and Scholarship Support. A document that outlines several steps to take when developing an identity theft protection plan is available and the various steps are optional. Finally, students are required to enroll in the AAMC's Financial Wellness Program, and the Budget Basics course and several articles are required.

- c. Describe current activities at the medical school or university/parent institution to raise funding for scholarship and grant support for medical students (e.g., a current fund-raising campaign devoted to increasing scholarship resources). Describe the goals of these activities, their current levels of success, and the timeframe for their completion.

The college has committed a minimum of \$150,000 for scholarships annually for each class. In addition, WSU contributes \$100,000 for scholarships and grants annually, for each of the first four classes. The college development team is working to build endowments to a level that replace WSU's contribution once its commitment ends.

One of the programs developed is a "60 for 60" endowed student scholarship initiative. The "60 for 60" campaign target is \$3,000,000 - sixty donors supporting the charter class with sixty \$50,000 endowed scholarships. This initiative not only impacts the charter class but future medical school students as well. Forty-five endowed scholarships have been secured since the start of the "60 for 60" endowed scholarship initiative and the intended completion is June of 2021.

Other activities include an annual gala/auction to raise money for scholarships. The AY 19-20 event had 350 community supporters who donated over \$450,000. There is also a fall mailing campaign to invite over 2,000 potential donors to give directly to the college scholarship fund.

- d. Describe the role of the medical school leadership in controlling tuition and fee increases for medical students
Also see the response to element 5.3.

The Dean collaborates with WSU administration to limit tuition increases and to minimize the impact of medical student indebtedness. While this effort starts with campus administrators, education efforts are ongoing with state legislators, administrators, and financial donors. In addition, college leadership regularly evaluates alternatives to diversify total revenue, which include state funding requests, other degree programs, research funding, practice plan, philanthropy, and in-kind support.

- e. Describe other mechanisms that are being used by the medical school and the university/parent institution to limit medical student debt.

All students admitted are required to have a connection to Washington State. They either meet a definition of "resident student" as defined by state law or meet three of four Washington State ties listed below:

1. Born in Washington
2. Childhood address in Washington as indicated on AMCAS
3. Graduated from a Washington high school
4. Parent/guardian currently lives in Washington

Due to Washington State connection requirements, all students are charged the same tuition.

The college provides a tuition plan for students who are required to take a fifth year of medical school due to a leave of absence or administrative leave. Eligible students pay a tuition cost that is 10% of full tuition, plus mandatory fees. Prorated amounts are calculated based on the number of weeks that a student needs to complete within the fifth year. If a student passes a term, the student generally does not have to repeat it.

Supporting Documentation

1. The most recent LCME Part I-B Financial Aid Questionnaire.

Appendix 12-01-01 LCME Part 1B Financial Aid Questionnaire

12.2 Tuition Refund Policy

A medical school has clear policies for the refund of a medical student's tuition, fees, and other allowable payments (e.g., payments made for health or disability insurance, parking, housing, and other similar services for which a student may no longer be eligible following withdrawal).

Narrative Response

- a. Briefly describe the tuition and fee refund policy. Describe how the policy is disseminated to medical students.

Tuition refund policies are set at the university level and are reflected in the Tuition Refund Policy. The refund policy is available on the college website for student (and others) use. It is also included within the Medical Student Handbook which is disseminated to students prior to orientation.

Students are responsible for initiating the enrollment cancellation process by completing an online Cancellation of Enrollment form. The institution terminates student services and privileges at the effective time of the student's withdrawal. Students who cancel enrollment after classes have started incurring an administrative fee of five percent of the assessed tuition and mandatory fees, not to exceed \$100. Tuition and student services/activities fees are refunded in full if a student cancels enrollment prior to the sixth day of classes during an academic year. Tuition is charged for the full year, and the refund policy along with the following schedule refer to the full annual tuition. Students who withdraw in the academic year receive a reduction of tuition based upon the following schedule, and any amount overpaid is refunded:

Week of the Academic Year	1	2	3	4	5	6	7	8	9	10+
Annual Tuition % Reduction	100	80	80	70	60	60	50	50	40	0

- b. If not included in the tuition refund policy, describe policies related to the refund of payments made for health and disability insurance and for other fees.

The WSU Spokane mandatory student Health and Wellness fee provides students access to primary outpatient health care and personal counseling services. The refund policy is:

- If a student completes a full cancellation of enrollment from classes within the first 10 days of class (or five days for the summer session), they receive a full refund of the health fee. Upon withdrawal or cancellation of enrollment from WSU, a refund of the health fee may be denied if the student has utilized health services prior to withdrawal or cancellation of enrollment.
- If a student cancels enrollment after the 10th day of classes, they are not eligible for a refund. The withdrawn student may continue to use services funded by the health fee for the remainder of the term.

The optional disability insurance premium is refunded in full if enrollment is canceled prior to the sixth day of classes, as outlined in the Personal Health, Disability Income and Professional Liability Insurance Policy (appendix 12-02-01). Partial refunds after this date are not available.

The mandatory college fee consists of a mask fit test fee and liability insurance premium.

- The mask fit test is completed annually. If a student cancels enrollment prior to the test, the mask fit test fee is refunded. Once a student completes the test, the fee is not refundable.
- The liability insurance premium is refunded in full if enrollment is cancelled prior to the sixth day of classes as outlined in the Personal Health, Disability Income and Professional Liability Policy. Partial refunds after this date are not available.

Parking permits are required on all campuses except Tri-Cities; refund policies vary by campus.

- Everett quarterly permits have a 100% refund during the first 5 days of the quarter, and a 50% refund until the 20th calendar day of the quarter.
- Spokane parking and transportation services administers campus parking. Annual permits may be relinquished for a prorated refund before November 30. Refunds are subject to a \$20 paperwork fee.
- Tri-Cities parking is free of charge.
- Vancouver annual or quarter parking permit may be relinquished to the parking department for 100% refund through the first two weeks of class, subject to a \$25 administrative fee. After that, refunds are granted according to the posted refund schedule on the Vancouver Parking Services webpage. Identifiable remnants of the permit must be returned. The balance of any fees and fines owed the parking department is deducted from any refund due. Refunds for temporary permits are not granted. Refunds for pretax payroll deductions cannot be granted pursuant to federal tax laws.

There are no housing facilities on any of the clinical campuses. Students are responsible for securing their own housing and any potential refunds would be negotiated between the student and landlord.

Supporting Documentation

1. Policy for refunding tuition and fee payments to medical students who withdraw or are dismissed from the medical education program.

Appendix 12-02-02 Tuition Refund Policy

12.3 Personal Counseling/Well-Being Programs

A medical school has in place an effective system of personal counseling for its medical students that includes programs to promote their well-being and to facilitate their adjustment to the physical and emotional demands of medical education.

Supporting Data

Table 12.3-1 Mental Health Services							
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with student mental health services.							
AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019		AAMC GQ 2020	
School %	National %	School %	National %	School %	National %	School %	National %
N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

*GQ Data will be available in 2021.

Table 12.3-2 Well-Being							
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with programs and activities that promote effective stress management, a balanced lifestyle, and overall well-being.							
AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019		AAMC GQ 2020	
School %	National %	School %	National %	School %	National %	School %	National %
N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

*GQ Data will be available in 2021.

Table 12.3-3a | Student Support Services by Curriculum Year – Mental Health Services Availability

Provide data from the ISA by curriculum year on the number and percentage of students who responded n/a, dissatisfied/very dissatisfied (combined), and satisfied/very satisfied (combined) with the availability of mental health services. If the medical school has one or more regional campuses, provide the data by campus (as available). Add tables as needed for additional relevant survey questions.

Regional Campus	Medical School Class	Number of Total Responses to this item	Number and % of N/A Responses		Number and % of combined Dissatisfied and Very Dissatisfied Responses		Number and % of Neutral Responses		Number and % of combined Satisfied and Very Satisfied Responses	
			N	%	N	%	N	%	N	%
Everett	M1 ⁺	21	9	43%	0	0%	2	10%	10	48%
	M2 ⁺	13	5	39%	1	8%	0	0%	7	54%
	M3 ⁺	15	3	20%	2	13%	2	13%	8	53%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Spokane	M1 ⁺	19	9	47%	0	0%	1	5%	9	47%
	M2 ⁺	17	6	35%	0	0%	3	18%	8	47%
	M3 ⁺	14	3	21%	0	0%	1	7%	10	71%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Tri-Cities	M1 ⁺	20	4	20%	1	5%	1	5%	14	70%
	M2 ⁺	12	6	50%	1	8%	1	8%	4	33%
	M3 ⁺	13	5	39%	2	15%	1	8%	5	38%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Vancouver	M1 ⁺	18	4	22%	1	6%	3	17%	10	56%
	M2 ⁺	12	6	50%	0	0%	0	0%	6	50%
	M3 ⁺	16	1	6%	3	19%	2	13%	10	63%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Total		190	61	32%	11	6%	17	9%	101	53%

*The ISA team used a 5-point scale that included a “neutral” response for the ISA survey. Detailed information about student responses to this question can be reviewed in the attached ISA report.

*There were no M4 students at the time of the ISA.

Table 12.3-3b Student Support Services by Curriculum Year – Mental Health Services Confidentiality										
Provide data from the ISA by curriculum year on the number and percentage of students who responded n/a, dissatisfied/very dissatisfied (combined), and satisfied/very satisfied (combined) with the confidentiality of mental health services. If the medical school has one or more regional campuses, provide the data by campus (as available). Add tables as needed for additional relevant survey questions.										
Regional Campus	Medical School Class	Number of Total Responses to this item	Number and % of N/A Responses		Number and % of combined Dissatisfied and Very Dissatisfied Responses		Number and % of Neutral Responses		Number and % of combined Satisfied and Very Satisfied Responses	
			N	%	N	%	N	%	N	%
Everett	M1 ⁺	21	14	67%	0	0%	3	14%	4	19%
	M2 ⁺	13	6	46%	0	0%	1	8%	6	46%
	M3 ⁺	15	7	47%	0	0%	3	20%	5	34%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Spokane	M1 ⁺	19	13	68%	0	0%	0	0%	6	32%
	M2 ⁺	17	9	53%	0	0%	2	12%	6	36%
	M3 ⁺	14	4	29%	0	0%	0	0%	10	71%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Tri-Cities	M1 ⁺	20	14	70%	0	0%	1	5%	5	25%
	M2 ⁺	12	7	58%	0	0%	2	17%	3	25%
	M3 ⁺	13	6	46%	1	8%	0	0%	6	46%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Vancouver	M1 ⁺	18	12	67%	0	0%	1	6%	5	28%
	M2 ⁺	12	6	50%	0	0%	0	0%	6	50%
	M3 ⁺	16	6	38%	1	6%	0	0%	9	56%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Total		190	104	55%	2	1%	13	7%	71	37%

[†]The ISA team used a 5-point scale that included a “neutral” response for the ISA survey. Detailed information about student responses to this question can be reviewed in the attached ISA report.

*There were no M4 students at the time of the ISA.

Table 12.3-3c | Student Support Services by Curriculum Year – Student Well-Being Programs

Provide data from the ISA by curriculum year on the number and percentage of students who responded n/a, dissatisfied/very dissatisfied (combined), and satisfied/very satisfied (combined) with the availability of programs to support student well-being. If the medical school has one or more regional campuses, provide the data by campus (as available). Add tables as needed for additional relevant survey questions.

Regional Campus	Medical School Class	Number of Total Responses to this item	Number and % of N/A Responses		Number and % of combined Dissatisfied and Very Dissatisfied Responses		Number and % of Neutral Responses		Number and % of combined Satisfied and Very Satisfied Responses	
			N	%	N	%	N	%	N	%
Everett	M1 ⁺	21	5	24%	1	5%	2	10%	13	62%
	M2 ⁺	13	2	15%	2	16%	1	8%	8	62%
	M3 ⁺	15	2	13%	2	13%	2	13%	9	60%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Spokane	M1 ⁺	19	4	21%	0	0%	3	16%	12	63%
	M2 ⁺	17	0	0%	1	6%	5	29%	11	65%
	M3 ⁺	14	0	0%	0	0%	0	0%	14	100%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Tri-Cities	M1 ⁺	20	6	30%	0	0%	2	10%	12	60%
	M2 ⁺	12	2	17%	1	8%	3	25%	6	50%
	M3 ⁺	13	2	15%	1	8%	4	31%	6	46%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Vancouver	M1 ⁺	18	6	33%	0	0%	3	17%	9	50%
	M2 ⁺	12	1	8%	1	8%	2	17%	8	67%
	M3 ⁺	16	2	13%	2	13%	4	31%	8	50%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Total		190	32	17%	11	6%	31	16%	116	61%

⁺The ISA team used a 5-point scale that included a “neutral” response for the ISA survey. Detailed information about student responses to this question can be reviewed in the attached ISA report.

*There were no M4 students at the time of the ISA.

Narrative Response

- a. Describe the system for personal counseling for medical students, including how, by whom (i.e., roles and titles), and where services are provided. Describe how students are informed about the availability of personal counseling and mental health services.

Personal counseling is provided to all medical students. The number of counselors for each clinical campus varies with campus population. Students can access services in a timely manner at locations near area medical facilities. Tele-mental health counseling services are also available to all medical students by appointment and are provided by the WSU Spokane mental health counselors when students are within Washington or Idaho, and by Teladoc when outside those two states. Students also have access to a crisis hotline 24/7 through the vendor ProtoCall. The ISA indicated some students at regional campuses were dissatisfied with the availability of personal counseling while at their regional campus. In response, students received additional information regarding the tele-mental health counseling services as well as the crisis hotline.

The following counseling services are available to students assigned at clinical campuses during Years 3 and 4. The WSU Everett campus partners with a private-practice licensed mental health counselor at Northwest Psychological Consulting in downtown Everett to provide individual, couple and group counseling sessions to students. The counseling office is approximately two miles from the WSU Everett campus, conveniently located at the center of town and in proximity to many of the medical facilities. The first three counseling sessions are funded from WSU Everett campus operations funds, and subsequent sessions are funded from the College of Medicine. Appointments are typically set within a week of an initial request.

Personal counseling services at the WSU Spokane campus are provided to all students during Years 1 and 2 and to students assigned to Spokane as their clinical campus during Years 3 and 4. Services include individual, support groups, psychological testing (based on the discretion of the provider), and workshops. The office is staffed by a licensed psychologist and two licensed mental health counselors. Counseling services are provided in the Spokane Academic Center Building's Student Success Center and in an additional office in the Health Education Research Building located on campus. Students may choose the location they prefer. Counseling services are funded through the WSU Spokane student health fee and appointments are typically set within a week of an initial request.

WSU Tri-Cities offers counseling on campus with a licensed mental health counselor. Services include assessment, individual counseling, conjoint counseling, and consultation. The counseling office is in the Floyd Building, which is the main building on campus. Counseling services are funded from WSU Tri-Cities campus operations funds and appointments are typically set within a week of an initial request.

WSU Vancouver has student counseling services on campus. There are two licensed psychologists and four doctoral level trainees. They offer short-term individual counseling, long-term group counseling, psychological testing, workshops and outreach presentations, and consultation services. Counseling services are in the Classroom Building. Services are funded through services and activities fees and appointments are typically set within a week of an initial request.

Students are informed about the availability of personal counseling services prior to matriculation during the mandatory one-on-one financial introduction session. Messages regarding counseling service availability and locations are sent to students through email and an internal messaging system. Counselors at the Spokane campus lead a new-student session during the first week of the academic year and are also available in the anatomy lab during the first session. When students move to clinical campuses, an orientation session outlines local counseling services, locations, times, and procedures to schedule appointments.

- b. Comment on how the medical school ensures that personal counseling and mental health services are accessible and confidential.

All medical students have availability of face-to-face personal mental health counseling services at or near all campus locations at no additional cost.

To ensure privacy and confidentiality of this important student service, all contact with campus counseling services are confidential as provided within the parameters of professional ethics, federal and state statutes, and any required FERPA and HIPAA requirements. All counseling services function as independent clinical entities distinct from any WSU academic, clinical, and/or research program. Additionally, it is the college policy that health care professionals who provide health services, including mental health and psychological services, to a medical student are not to be involved in academic assessment of that student.

In addition to tele-mental health counseling appointments set via phone or electronic form, each campus has a specific process for students to access personal counseling services:

Students on the Everett Campus can contact counseling services directly via phone or email to schedule an appointment. Appointments are available Monday, Tuesday, and Thursday from 10:00 am to 6:00 pm; Wednesday and Friday from 10:00 am to 2:00 pm. The downtown Everett office is separate from the campus and provides an additional level of confidentiality.

Students at the Spokane campus may schedule counseling services at the Student Success Center via phone, by completing an online counseling request form, or by a visit to the center. The Student Success Center is in the Spokane Academic Center building with an additional private office suite in the Health Education Research Building. The Student Success Center is home to many student services, including counseling, accommodations, tutoring, international student services, learning and writing assistance. Students may choose either location to receive counseling services, with appointments available from 9:00 am to 5:00 pm, Monday through Friday, except on designated university holidays.

Tri-Cities students can contact counseling services directly via phone or email to schedule an appointment. Appointments are available Monday and Tuesday from 8:00 am to 4:00 pm; Wednesday from 1:00 to 4:00 pm; Thursday from 8:00 am to 3:00 pm; Friday from 8:00 am to 12:00 pm. The counselor's office is in a suite with several non-college offices, and a partition wall provides privacy for any student waiting for an appointment.

Vancouver students can schedule counseling sessions at the Student Wellness Center via phone or email. Appointments are available Monday through Friday from 9:00 am to 12:00 pm and 12:30 pm to 4:30 pm. Counseling offices are co-located in the Student Wellness Center along with access/accommodations, health services and meditation rooms.

All information disclosed within counseling appointments is confidential and may not be revealed without the student's written permission, except as allowed by law. Counselors do not disclose any medical or behavioral health information to the faculty, staff, program directors, administrators, or principal investigators except with a student's written permission, as required by law or as may be allowed by law. Counselors maintain confidential records of all patient contacts in accordance with state and federal law, and professional ethical guidelines established for all personnel. Any staff assisting with clinical records, appointment information, or any other identifiable information about students accessing the counseling office, including crisis referral, are bound legally and ethically to maintain student confidentiality. Staff also sign a confidentiality agreement.

If a student wishes to read their records or release them for purposes other than direct medical care, it is preferred that the student make an appointment with their mental health provider to discuss the implications of releasing the record. Phone or face-to-face contact is the preferred and most confidential form of communication between a student and counseling services. It is preferred not to use email to communicate, as it is not a secure form of communication and confidentiality cannot be ensured. If a student is referred to another provider, relevant information from records may be forwarded, with a student’s written permission and as permitted under FERPA or HIPAA (as applicable), to ensure continuity of care.

- c. Summarize medical school programs or other programs designed to support students’ well-being and facilitate students’ ongoing adjustment to the physical and emotional demands of medical school. Describe how students are informed about the availability of these programs/activities.

The College of Medicine fosters an environment in which there is an abundance of health promotion culture and conditions. The College, and all WSU campus locations have several programs designed to support student well-being and programs that facilitate the on-going adjustment to the demands of medical school. These programs are offered or presented in various formats such as formal and/or required courses within the curriculum and informal and/or optional courses, workshops, activities, and resources offered by the College or other campus-wide programs. The chart below lists some of the courses and services offered and available.

Wellness Courses and Services Available to Medical Students						
	Formal	Informal	Required	Optional	Curricular	Non-Curricular
LMH 501 –Intro to self-assessment & personality types	X		X		X	
LMH 502 – Work styles (Kolbe A assessment), crucial conversations, stress response to conflict, team building, team dynamics	X		X		X	
LMH 503 – Emotional intelligence: self-assessment, impact our emotions have on others, self-regulation tools (short- and long-term), empathy, social capital, purpose/growth mindset/flow	X		X		X	
LMH 511 – Understanding health systems – Understanding relation between physician burnout & dysfunction of the system	X		X		X	
LMH 512 – Administration – at some level they need basic administrative skills to help move teams	X		X		X	
LMH 513 – Leading change – learning to create new environments to replace non-wellness inducing environments	X		X		X	
LMH 521 – Deep Dive into the triple aim (quadruple aim) explores physician burnout causation and trials at improvement	X		X		X	
LMH 522 – Health Equity, Community Engagement –tying together of purpose and passion	X		X		X	
LMH 523 – Teaching and Advocacy – Systems engagement, as well as purpose and passion (e.g. teaching learners new things).	X		X		X	

	Formal	Informal	Required	Optional	Curricular	Non-Curricular
LMH 531-2 – Leadership Project – May incorporate wellness; it is at student discretion	X		X		X	
LMH 533 – Personal and Professional Development – or how do you continue to be a doctor: Incorporates finance, board certification, licensing, lifelong learning, wellness, behaviors. (final pearls of wisdom for the success of the individual as the leave to go transform the world).	X		X		X	
Nutrition Block: wellness issues, sleep deprivation, exercise benefits, behavior change	X		X		X	
Well-Being Self-Care: Suicide Awareness; Programs and resources		X		X		X
Managing the Demands of Work & Family for Women in Academic Medicine and Science		X		X		X
Peer Mentoring Program: Upper classmates mentoring lower classmates		X		X		X
Healthy Cooking Classes (in-person and virtual)		X		X		X
Personal Wellness Discussions (virtual)		X		X		X

The Wellness Collaborative Group is a group of Spokane campus faculty, staff and students who encourage and foster a thriving culture of wellness for the campus community. Students at all campuses can utilize the resources such as a wellbeing blog that contains healthy recipes and regular and timely information on different components of wellness. Additionally, Student Affairs has partnered with a Spokane-based personal coaching business that is providing in person, as well as virtual cooking classes and personal wellness discussions to promote healthy eating and personal success while balancing the rigor of being a medical student.

The Nutrition and Exercise Physiology (NEP) Health and Fitness Clinic is accessible to Spokane students and is run by students and faculty in the NEP program. The clinic offers free activities throughout the academic year, including group exercise classes and one-on-one nutrition/wellness coaching.

Fitness centers are located on each of the individual campuses. Centers offer a variety of wellness opportunities that are detailed below by campus. Because fitness centers at Everett, Tri-Cities and Vancouver campuses have limited hours, students at those locations may choose to join any local fitness center and the college will reimburse up to \$200 in membership costs annually.

WSU Everett students have access to the Walt Price Student Fitness Center on the adjacent Everett Community College campus for \$50 per quarter. The center includes classrooms for physical education and health programs, a cardio and free weight training room, a climbing wall, a running track, and a multi-purpose gym. The hours are Monday-Friday 6am-9pm and Saturday 10am-3pm. Well-being programs also include relaxation resources and a free online 8-week Mindfulness-Based Stress Reduction course.

WSU Spokane students have access to a fitness center located on campus in the Health Education and Research Building (HERB) and provides 24-hour access for students to a facility that includes lockers, showers, and exercise and weight equipment. A variety of group classes are offered in the fitness center each week. The campus also sponsors recreation trips to local activities through the year.

WSU Tri-Cities students have access to a fitness center located on campus that is open Monday through Thursday 10am to 8pm and Friday 9am to 4pm. The campus offers several club sports, outdoor recreation equipment that can be checked out, and fall and spring intramural sports. In addition, the university has partnered with Provision Nutrition to offer free body composition, sports nutrition, and weight loss services.

WSU Vancouver students have access to a fitness center located on campus, which is open 6:30am to 8:00pm Monday through Friday, closed on weekends. A variety of exercise classes are available during the week. The campus has a disc golf course and a multi-purpose court for activities, such as basketball, volleyball, and dodgeball. Vancouver has an active intramural program, with teams that may compete in the city's leagues. There is a reduced cost equipment rental program, and the campus sponsors recreation trips. The Student Wellness Center also provides meditation rooms that offer a quiet, private space.

All students are notified of these services through a variety of methods. The Office of Admissions, Student Affairs, and Inclusion has a dedicated student-facing website in the EFlo MD platform that provides all the well-being resources. Students are also informed about these programs and other offerings through posts on the internal social media channels. An online University community, CougSync, connects registered student organizations and provides information on upcoming programs and events. The Wellness Collaborative website also contains information on activities, classes, and resources for physical, emotional, intellectual, spiritual, social, financial, environmental, and occupational wellness. Students are also made aware of many of these resources prior to matriculation via one-on-one phone calls as well as a recurring Office of Admissions, Student Affairs, and Inclusion letter that is sent to each incoming student.

12.4 Student Access to Health Care Services

A medical school provides its medical students with timely access to needed diagnostic, preventive, and therapeutic health services at sites in reasonable proximity to the locations of their required educational experiences and has policies and procedures in place that permit students to be excused from these experiences to seek needed care.

Supporting Data

Table 12.4-1 Student Satisfaction with Health Services							
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with student health services.							
AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019		AAMC GQ 2020	
School %	National %	School %	National %	School %	National %	School %	National %
N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

*GQ Data will not be available until 2021.

Table 12.4-2 Student Satisfaction with Health Services by Curriculum Year										
Provide data from the ISA by curriculum year on the number and percentage of students who responded n/a, dissatisfied/very dissatisfied (combined), and satisfied/very satisfied (combined) with the accessibility of student health services. If the medical school has one or more regional campuses, provide the data by campus (as available). Add tables as needed for additional relevant survey questions.										
Regional Campus	Medical School Class	Number of Total Responses to this item	Number and % of N/A Responses		Number and % of combined Dissatisfied and Very Dissatisfied Responses		Number and % of Neutral Responses		Number and % of combined Satisfied and Very Satisfied Responses	
			N	%	N	%	N	%	N	%
Everett	M1 ⁺	21	5	24%	3	14%	4	19%	9	43%
	M2 ⁺	13	3	23%	0	0%	1	8%	9	69%
	M3 ⁺	15	2	13%	4	27%	2	13%	7	47%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Spokane	M1 ⁺	19	7	37%	1	5%	3	16%	8	42%
	M2 ⁺	17	1	6%	3	18%	3	18%	10	59%
	M3 ⁺	14	3	21%	0	0%	2	14%	9	64%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Tri-Cities	M1 ⁺	20	11	55%	0	0%	3	15%	6	30%
	M2 ⁺	12	3	25%	1	8%	3	25%	5	42%
	M3 ⁺	13	4	31%	4	31%	1	8%	4	31%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Vancouver	M1 ⁺	18	5	28%	1	6%	3	17%	9	50%
	M2 ⁺	12	1	8%	0	0%	2	17%	9	75%
	M3 ⁺	16	3	19%	4	25%	4	25%	5	31%
	M4	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Total		190	48	25%	21	11%	31	16%	90	47%

*The ISA team used a 5-point scale that included a “neutral” response for the ISA survey. Detailed information about student responses to this question can be reviewed in the attached ISA report.

*There were no M4 students at the time of the ISA.

Narrative Response

- a. Describe the current system for providing medical students with access to diagnostic, preventive, and therapeutic health services, including where and by whom (i.e., roles and titles) services are provided. For example, if there is a student health center, comment on its location, staffing, and hours of operation.

Each campus has a system to provide medical students with access to diagnostic, preventive, and therapeutic health services. In addition to the health services described below, telehealth services are available to all medical students around the clock, 365 days a year through Teladoc. Teladoc offers clinical capabilities and services delivered via phone or video from their national network of board-certified, state-licensed physicians who can diagnose and prescribe medication as appropriate. Teledoc services are funded from College operations funds.

There is not a student health center located on the WSU Everett campus. The College has an agreement with the Community Health Center of Snohomish County to provide students timely access to primary health care services. Community Health Center operates seven clinics throughout Snohomish County, including four in Everett, two within 15 miles south and one 15 miles north. Services provided by these clinics are optional and are paid through the student's health insurance. Community Health Center is a provider in Washington State's Apple Health network, as well as other health insurer's networks. In addition to the Community Health Center clinics, students may utilize their private health insurance to locate clinics, urgent care centers and health care facilities appropriate to their need.

Clinic/hospital locations near the WSU Everett campus are as follows:

Providence Regional
Medical Center Everett (8 miles)
1700 13th Street
Everett, WA 98201
P: (425) 261-2000

Mill Creek Clinic (12 miles)
12800 Bothell-Everett Hwy
Everett, WA 98208
P: (425) 316-5005

Pacific Campus (2.8 miles)
916 Pacific Avenue
Everett, WA 98201
(425) 261-2000

Pavilion for Women & Children (2.9 miles)
900 Pacific Avenue
Everett, WA 98201
(425) 258-7123

North Sound Emergency Medicine (3.3 miles)
1716 W Marine View Dr STE C
Everett, WA 98201
P: (425) 404-500

Swedish Medical Center/Edmonds Campus (18.6 miles)
21601 76th Ave. W.
Edmonds, WA 98026
(425) 640-4000

There is not a student health center located on the WSU Spokane campus. WSU Spokane students pay a required WSU Spokane Health Fee each semester that entitles students to limited primary care health services contracted in the local community. All students in Years 1 and 2, as well as those students assigned to Spokane for Years 3 and 4, pay the health fee. Students assigned to other clinical campuses do not pay the health fee during Years 3 and 4. The WSU Spokane Office of Student Affairs contracts with MultiCare Rockwood Clinic, PS. to provide limited primary and urgent care. This service is not considered full health insurance coverage and is limited in scope.

These services are available at multiple, conveniently located facilities throughout Spokane. Students can access any of the clinics during their hours of operation. Because the clinics are in various areas of Spokane, students can find a location near their homes or close to campus based on need. The hours of operation vary from clinic to clinic.

Spokane MultiCare Rockwood Clinic Primary Care Services Locations:

Main Clinic (Downtown)
400 E. 5th Ave.
Spokane, WA 99202
(509) 838-2531

Valley Clinic
14408 E. Sprague Avenue
Spokane Valley, WA 99216
(509) 755-5710

North Clinic
9001 Country Homes Blvd.
Spokane, WA 99218
(509) 755-5340

Quail Run Clinic
2214 E. 29th Avenue
Spokane, WA 99203
(509) 755-5250

Cheney Clinic
19 N. Seventh Street
Cheney, WA 99004
(509) 235-6151

Airway Heights Clinic
10414 W. Highway 2, Suite 10
Airway Heights, WA 99224
(509) 342-3010

Deer Park Clinic
20 E. J Street
Deer Park, WA 99006
(509) 755-5424

Medical Lake Clinic
317 N. Broad Street
Medical Lake, WA 99022
(509) 299-5145

Northpointe Specialty Center
605 E. Holland
Spokane, WA
(509) 34203010

Liberty Lake Clinic
1326 N. Stanford Lane
Liberty Lake, WA 99019
(509) 755-6760

South Valley Clinic
13221 E. 32nd Ave, Suite 1
Spokane Valley, WA 99216
(509) 724-4225

Spokane MultiCare Rockwood Urgent Care Services Locations:

Downtown Urgent Care
400 E. 5th Avenue
Spokane, WA 99202
(509) 838-2531

Valley Urgent Care
14408 E. Sprague Avenue
Spokane Valley, WA 99216
(509) 755-5712

North Spokane Urgent Care
Country Homes Boulevard
Spokane, WA 99218
(509) 755-5400

Argonne Urgent Care 9001
2713 N. Argonne Road
Spokane, WA 99212
(509) 342-3980

South Hill Urgent Care
3016 E 57th Ave, Suite 24
Spokane, WA 99223
(509) 342-3971

Liberty Lake Urgent Care
1326, N. Stanford Ln.
Liberty Lake, WA 99019
(509) 342-3990

Students are individually responsible for all services not covered by the student health fee in Spokane by utilizing private health insurance. They may also utilize private insurance at facilities that accept their insurance at clinics other than MultiCare.

There is not a student health center located on the WSU Tri-Cities campus. The College has an agreement with the Kadlec Clinic – Kennewick Primary Care to provide students timely access to primary health care services. Services provided by the clinic are optional and are paid through the student's health insurance. Kadlec Clinic – Kennewick Primary Care is a provider in Washington State's Apple Health network, as well as other health insurer's networks. In addition to the Kadlec clinic, students may utilize their private health insurance to locate clinics, urgent care centers and health care facilities appropriate to their need.

Clinic/hospital locations near the WSU Tri-Cities campus are as follows:

Grace Clinic (free clinic) (13.7 miles)
800 W. Canal Dr.
Kennewick, WA 99336
509-735-2300

Trios Health (14 miles)
3810 Plaza Way
Kennewick, WA 99338
509-221-7000

Trios Urgent Care Center (9.5 miles)
7201 W. Grandridge Blvd, Suite 100
Kennewick, WA 99336
509-783-2222

Kadlec Express Care Queensgate (7.5 miles)
2564 Queensgate Drive
Richland, WA 99352
888-227-3312

Kadlec Family Medicine (4.2 miles)
940 Northgate Dr.
Richland, WA
509-942-2516

Richland Primary Care (4.2 miles)
1135 Jadwin Ave
Richland, WA
509-942-3300

West Richland Primary Care (9.1 miles)
3950 Keene Road
West Richland, WA
(509) 942-3130

The WSU Vancouver campus has a Student Health Services Clinic located in the Student Wellness Center in the Classroom building on campus. The clinic partners with the Vancouver Clinic to offer basic health care services at no cost, as funding is provided through services and activities fees. The clinic provides a qualified nurse practitioner to evaluate and treat basic health concerns for enrolled students. Hours are Monday from 11:00am to 4:00pm and Thursday from 9:00am to 2:00pm. A 24-hour advice nurse line is also available. A list of services provided can be found on the WSU Vancouver Health Services web page. Students are individually responsible for all services not covered at the Student Health Services Clinic by utilizing their private health insurance. In addition, the off-campus Vancouver Clinic locations are providers in Washington State's Apple Health network, as well as other health insurer's networks.

Additional Clinic/hospital locations near the WSU Vancouver campus are as follows:

Legacy Salmon Creek Medical Center (2.6 miles)
2211 N.E. 139th St.
Vancouver WA 98686
(360) 487-1000

PeaceHealth Southwest Medical Center (11.8 miles)
400 NE Mother Joseph Pl
Vancouver, WA 98664
(360) 256-2000

Providence Portland Medical Center (21.5 miles)
4805 NE Glisan St,
Portland, OR 97213
(503) 215-1111

Cascadia Behavioral Healthcare (21.6 miles)
847 NE 19th Ave Ste 100
Portland, OR 97232
(503) 238-0769

- b. Describe how medical students at each instructional site/campus with required educational activities are informed about the availability of and methods to access health services.

All accepted students are informed about the availability of health services during the summer prior to matriculation through one-on-one sessions. In addition, the incoming medical students receive information about how to access health services in the Spokane area during orientation week prior to the first day of class. The Office of Admissions, Student Affairs, and Inclusion also has a dedicated student-facing website in the EFlo MD platform that provides to students all the health services resources. Finally, when students move to their clinical campuses, an orientation session includes local health services locations, times, and procedures to schedule appointments.

- c. Describe how medical students, faculty, and residents are informed of policies that allow students to be excused from classes or clinical activities to access health services.

The Medical Student Attendance Policy provides information about how students can be excused from classes or clinical activities in order to access health service. The policy is located on the college website and is linked within the Medical Student Handbook. All students are required to read the handbook prior to orientation and annually sign a declaration that they have read the entire handbook to include the policies. The handbook is electronically distributed to new students as part of the acceptance process and is sent to returning students prior to the start of the next academic year.

Medical students are encouraged to schedule all necessary and routine medical appointments and exams outside of scheduled classes and clinical activities. The policy addresses instances where medical appointments are urgent and/or cannot be scheduled outside of class or clinical time.

Faculty members in the Department of Medical Education and Clinical Sciences acknowledge receipt of the Medical Student Attendance Policy during department-specific orientation. The policy is included in the Faculty Resources section of the College website. Faculty members and residents are notified of excused absences via the Course Director, who receives the information from the Office of Admissions, Student Affairs, and Inclusion.

Supporting Documentation

1. Policy or guidance document that specifies that medical students may be excused from classes or clinical activities to access health services.

Appendix 12-04-01 Medical Student Attendance Policy

12.5 Non-Involvement of Providers of Student Health Services in Student Assessment/Location of Student Health Records

The health professionals who provide health services, including psychiatric/psychological counseling, to a medical student is not involved in the academic assessment or promotion of the medical student receiving those services, excluding exceptional circumstances. A medical school ensures that medical student health records are maintained in accordance with legal requirements for security, privacy, confidentiality, and accessibility.

Narrative Response

- a. Describe how the medical school ensures that a provider of health and/or psychiatric/psychological services to a medical student has no current or future involvement in the academic assessment of, or in decisions about, the promotion of that student. Describe how medical students, residents, and faculty are informed of this requirement.

The Non-Involvement of Providers of Student Health Services in Assessment Policy states that health care professionals who provide health and/or psychiatric services must have no role in the assessment or advancement of medical students. Faculty members in the Department of Medical Education and Clinical Sciences acknowledge receipt of the policy during department-specific orientation. The policy is included in the faculty resources section of the college website. The policy statement is included on any assessment form completed by faculty and residents. By submitting the assessment, faculty and residents are confirming they have not treated the student.

Students are informed of the policy via the Student Handbook and the College website. Students are required to sign a declaration annually stating that they have read the Student Handbook. The Office of Admissions, Student Affairs, and Inclusion informs medical students of policies and procedures related to faculty non-involvement in their assessment via an electronic reminder before each clinical campus week. The Associate Deans for Clinical Education discuss the policy at the beginning of each Clinical Campus Week and at the orientation session prior to starting clerkships.

If an incident regarding the non-involvement policy is discovered, when appropriate and without breaching confidentiality, it must be reported to the Associate Dean for Accreditation, Assessment and Evaluation (ADAAE). If an incident has occurred, the assessment(s) will be reviewed by the ADAAE and the appropriate Course or Clerkship Director. If it is determined that the violation impacted the student's assessment, the ADAAE will identify an appropriate individual to re-evaluate the student's performance. The new assessment will be completed as soon as possible and/or prior to the end of the course. Any delays incurred by the incident will be noted in the student's gradebook to ensure that there is no impact on successful completion of the course or promotion decisions.

- b. If health and/or psychiatric/psychological services are provided by university or medical school service providers, describe where these student health records are stored and how the confidentiality of these records is maintained. Note if any medical school personnel have access to these records.

Health and/or psychiatric/psychological services are not provided by medical school service providers. Records related to services offered by WSU Counseling Services are maintained by the provider, who is not College faculty. Similarly, the medical records of students who access health and/or psychiatric/psychological services through WSU's contractual relationship with providers are maintained at the providers' sites. Independent clinical affiliates are responsible for adhering to the requirements of the Health Insurance Portability and Accountability Act (HIPAA). No medical school personnel have access to these records.

Student immunization records are securely stored off-site with a contracted vendor, CastleBranch. The Compliance Officer is the only College employee who has full access to CastleBranch records, and the office has no role in the conduct of student affairs. Access to student information in CastleBranch is strictly enforced by CastleBranch using passwords and assigned access through the CastleBranch system. The Student Advisor and Program Assistant for Student Affairs are the two members in the Office of Admissions, Student Affairs, and Inclusion who have access to CastleBranch to monitor the status of student immunization approvals. These individuals ensure students have met immunization requirements within the deadlines given and that they remain current throughout the educational program.

Supporting Documentation

1. Policies and/or procedures that specify that providers of health and psychiatric/psychological services to a medical student will not be involved in the academic assessment of or in decisions about the promotion of that student.

Appendix 12-05-01 Non-Involvement of Providers of Student Health Services in Assessment

12.6 Student Health and Disability Insurance

A medical school ensures that health insurance and disability insurance are available to each medical student and that health insurance is also available to each medical student's dependents.

Narrative Response

- a. Indicate how information about health insurance is made available to students. Describe the health insurance options for medical students and their dependents. For example, is there an insurance plan is offered through the school/university, does the school provide a list of insurers to the students, etc.?

Information about health insurance is discussed with each incoming student during one-on-one conversations before matriculation and is emailed to students annually. In addition, this information is included on the Office of Admissions, Student Affairs, and Inclusion's student-facing website in the EFlo MD platform. The Director of Financial Education and Scholarship Support also includes a discussion on health insurance during each meeting.

Health insurance options for medical students and their dependents include plans available through WSU and through the Washington State Health Benefit Exchange. WSU offers a comprehensive health insurance plan for professional and graduate health sciences students and their dependents.

- b. Indicate whether and when disability insurance is made available to medical students. Describe when and by what means medical students are informed of its availability.

Disability insurance is made available to medical students by offering an annual group disability insurance policy. Students have the option to accept and pay the annual premium or decline the insurance. The enrollment period runs from August 1 to October 1 each year.

The Director of Financial Education and Scholarship Support explains the benefits and cost of disability insurance during one-on-one sessions in the summer prior to matriculation. In addition, the policy details are reviewed during orientation and information is forwarded to all students in August of each year.

12.7 Immunization Requirements and Monitoring

A medical school follows accepted guidelines in determining immunization requirements for its medical students and monitors students' compliance with those requirements.

Narrative Response

- a. Note if the immunization requirements for medical students follow national and/or regional recommendations (e.g., from the Centers for Disease Control and Prevention, state agencies, etc.).

The College has developed the Immunization and Tuberculosis Screening Policy (appendix 12-07-01) in accordance with the Centers for Disease Control and Prevention (CDC) guidelines and recommendations. The College guidelines adhere to the national/regional recommendations.

To protect patients, students, staff and the public, the College requires all medical students to submit documentation of appropriate immunization prior to matriculation. Students must maintain compliance for the duration of the educational program.

Medical students do not begin or continue patient contact unless their immunization and TB screening status is current and complete. Students are responsible for providing the records that satisfy these requirements to the contracted vendor CastleBranch, which securely stores the records offsite. CastleBranch determines the validity of the student records and tracks the completion of the immunization requirements. The Office of Admissions, Student Affairs, and Inclusion verifies that all records have been received and approved by CastleBranch before students may serve in a clinical setting.

Immunization Requirements

Infection	Protocol for Vaccinations
Influenza	One dose annually prior to October 15
Tetanus-Diphtheria-Pertussis	Proof of Tdap once and then Td booster every 10 years
Varicella	Proof of 2 doses of varicella vaccine after the 1st birthday <u>OR</u> Documentation of history of the disease, including date, <u>OR</u> Positive titer confirming immunity
Measles, Mumps, Rubella (MMR)	Proof of 2 doses of live MMR vaccine separated by more than 28 days <u>OR</u> Positive titer confirming immunity
Hepatitis B	Proof of 3 dose sequence for hepatitis B vaccine <u>AND</u> Positive titer confirming immunity

If a specific vaccination is contraindicated, the student needs to provide appropriate documentation from his or her health care provider.

Tuberculosis (TB) Screening

Subject	Protocol
Initial Screening*	Two-step Tuberculin Skin Test*** (PPD) <u>OR</u> Interferon Gamma Release Assay (IGRA)
Annual Screening**	PPD skin test <u>OR</u> IGRA
Equivocal PPD skin test	IGRA may be required
Prior BCG Vaccination	PPD skin test can be done but the IGRA is preferred
Documented prior positive PPD	TB symptoms screening Chest X-ray if not previously done
PPD conversion (new positive)	TB symptoms screening Chest X-ray Referral to physician for potential treatment of Latent TB

*At orientation

**At the end of the academic year (June) for year 1, year 2, year 3

***Skin tests must be read within 48-72 hours; the second of the initial 2-step PPD must be done 1-3 weeks after the first step.

- b. Describe how and by whom the immunization status of medical students is monitored.

Students directly submit immunization records to CastleBranch, who has licensed medical providers to review and approve student immunizations. The Program Assistant in the Office of Admissions, Student Affairs, and Inclusion monitors the status of student immunizations approvals to ensure students have met immunization requirements within the deadlines given and that they remain current throughout the educational program. Castle Branch contacts each student when deficiencies or lapses arise.

12.8 Student Exposure Policies/Procedures

A medical school has policies in place that effectively address medical student exposure to infectious and environmental hazards, including the following:

- The education of medical students about methods of prevention
- The procedures for care and treatment after exposure, including a definition of financial responsibility
- The effects of infectious and environmental disease or disability on medical student learning activities

All registered medical students (including visiting students) are informed of these policies before undertaking any educational activities that would place them at risk.

Narrative Response

- a. Describe institutional policies in the following areas related to medical student exposure to infectious and environmental hazards:
 1. The education of medical students about methods of prevention
 2. The procedures for care and treatment after exposure, including definition of financial responsibility
 3. The effects of infectious and/or environmental disease or disability on medical student learning activities

1. The education of medical students about methods of prevention: The education of medical students about methods of prevention is outlined in the Medical Student Training on Universal Precautions and Biohazards policy. Training begins with universal precautions prior to orientation and includes several required online courses on prevention that are administered through CastleBranch. Education continues throughout foundational and clinical learning experiences.

2. The procedures for care and treatment after exposure, including definition of financial responsibility: The care and treatment after exposure is outlined in the Post Exposure Care policy. Immediate action steps are provided which include first aid and initial care at the site where the injury occurred. Actions to take within two hours include evaluation of risk by a physician to consider lab testing, treatment, referral, or other appropriate actions. Students must present their personal health insurance information at the medical facility providing immediate care. Actions to take within 24 hours involve reporting, communication, and follow-up. The College will reimburse up to \$1,000 of medical expenses for counseling and post-exposure treatment for incidents within the first three days (72 hours) of exposure. Any additional expenses beyond \$1,000 and any expenses after 72 hours will be the responsibility of the student. Students are strongly encouraged to utilize their health insurance when possible.

3. The effects of infectious and/or environmental disease or disability on medical student learning activities: The implications on medical student educational activities are outlined in the Communicable Disease Exposure Policy and in the Post Exposure Care Policy. If a student is unsure whether they should participate in patient care, or if they need short-term accommodations, they should contact the Office of Admissions, Student Affairs, and Inclusion. If a student's exposure results in the contraction of a disease, the student may continue in the education program with as little disruption as safely possible depending on the circumstances. The student's specific medical circumstances are evaluated confidentially on a case-by-case basis.

- b. Describe when and in what way(s) the school’s own medical students and visiting medical students are informed of the medical school’s policies and procedures related to exposure to infectious and environmental hazards at all instructional sites. For example, when and how do students, including visiting students, learn about the procedures to be followed in the event of exposure to blood-borne or air-borne pathogens (e.g., a needle-stick injury)?

The Office of Admissions, Student Affairs, and Inclusion informs medical students of policies and procedures related to exposure to infectious and environmental hazards prior to orientation, as well as by electronic reminder before each clinical campus week during Year 1 and Year 2. In the electronic reminder, students are given the student handbook and website locations of the policies. The Associate Deans for Clinical Education at each campus inform students of policies prior to each clinical campus week, and they are again reviewed during a local orientation session when students move to their clinical campus for clerkships.

Students learn about the procedures to be followed in the event of exposure to blood-borne or air-borne pathogens when they receive the policies. The College of Medicine does not accept visiting students and therefore no procedure exists to communicate policies to them.

- c. Describe when during their education medical students learn how to prevent exposure to infectious diseases.

All medical students complete an online universal precautions course as part of the onboarding process. Receipt of this training is documented with CastleBranch. Students are informed of the Post Exposure Care Policy via the policies in the Student Handbook and the College website. Students are required to sign a declaration stating that they have read the handbook prior to orientation. Electronic reminders of the policy are sent by the Office of Admissions, Student Affairs, and Inclusion before each Clinical Campus Week. The Associate Deans for Clinical Education at each campus inform students of the policy prior to each clinical campus week, and they are again reviewed during a local orientation session when students move to their clinical campus.

Exposure prevention is also discussed during several curricular courses, as seen in the chart below.

Exposure Prevention in the Curriculum			
	Course	Session Name	Related Objective(s)
Disinfection	FMS 502	Principles of Microbiology Laboratory Diagnosis and Infection Control	Name 4 methods of disinfection and sterilization Explain the concept of "risk recognition" as well as 3 isolation precaution protocols as they pertain to infection control
Exposure	FMS 502	Microbiome, Normal Flora, and Antimicrobial Stewardship	Explain concepts of virulence and how it relates to benign versus pathogenic microorganisms List body fluid specimens that are normally sterile on diagnostic culture testing Describe key strategies of antimicrobial stewardship programs Define the main tenets of appropriate antibiotic use
Handwashing	FMS 501	Professional Introductions and Handwashing	Demonstrate appropriate handwashing technique in clinical settings

	Course	Session Name	Related Objective(s)
Infection	FMS 502	Introduction to Micro-ID - Basic Concepts of Infection	Explain the historical and changing roles of infections in human disease Utilize the microbial map to orient based on pathogen or categorization Compare and contrast essential features of bacteria, viruses, fungi, and parasites Describe the key steps used by pathogens in infecting human hosts Describe five common portals of entry for pathogenic organisms and give examples Explain the difference between infection, disease, carrier, and latency
Infection Control	FMS 503	Epidemics/Pandemics	Evaluate the indications for the range of infection control measures from hand washing to respiratory isolation and use of laminar airflow
	CLIN 524	Virtual LIC Learning in Family Medicine	Participate in patient safety and quality improvement activities as appropriate, and maintain proper infection control measures in all settings

Prior to any involvement in patient care, the preceptor at each affiliate site provides the medical student with the policies and procedures of the respective location. The preceptor may, when the potential risk for blood contamination is greater than usual (e.g., scrubbing for surgeries, performing IV procedures), remind students at that time about the policy and procedures in effect.

- d. Provide data from the ISA on student satisfaction with the adequacy of education about the prevention of exposure to infectious and environmental hazards. For programs with regional campuses, provide data by campus.

ISA data on student satisfaction with the adequacy of education about the prevention of exposure to infectious and environmental hazards.									
Regional Campus	Number of Total Responses to this item	Number and % of N/A Responses		Number and % of combined Dissatisfied and Very Dissatisfied Responses		Number and % of Neutral Responses		Number and % of combined Satisfied and Very Satisfied Responses	
		N	%	N	%	N	%	N	%
Everett	49	3	6%	5	10%	11	22%	30	62%
Spokane	49	6	12%	1	2%	6	12%	36	74%
Tri-Cities	45	8	18%	2	4%	6	13%	29	64%
Vancouver	46	5	11%	2	4%	11	24%	28	61%
Total	189	22	12%	10	6%	34	18%	123	66%

- e. Provide data from the ISA on student satisfaction with the adequacy of education about procedures for care and treatment after exposure to infectious and environmental hazards. For programs with regional campuses, provide data by campus.

ISA data on student satisfaction with the adequacy of education about the procedures for care and treatment after exposure to infectious and environmental hazards.									
Regional Campus	Number of Total Responses to this item	Number and % of N/A Responses		Number and % of combined Dissatisfied and Very Dissatisfied Responses		Number and % of Neutral Responses		Number and % of combined Satisfied and Very Satisfied Responses	
		N	%	N	%	N	%	N	%
Everett	49	4	8%	6	12%	12	24%	27	55%
Spokane	49	8	16%	0	0%	6	12%	35	72%
Tri-Cities	45	9	20%	2	4%	8	18%	26	58%
Vancouver	46	5	11%	2	4%	10	22%	29	63%
Total	189	26	14%	10	5%	36	19%	117	62%

Supporting Documentation

1. Policies on medical student exposure to infectious and environmental hazards.

Appendix 12-08-01 Communicable Disease Exposure Policy

2. Policies related to the implications of infectious and/or environmental disease or disability on medical student educational activities.

Appendix 12-08-02 Medical Student Training on Universal Precautions and Biohazards Policy

Appendix 12-08-03 Post Exposure Care Policy