2015-2016 DATA COLLECTION INSTRUMENT
FOR PRELIMINARY ACCREDITATION

STANDARD 11

www.medicine.wsu.edu
STANDARD 11: MEDICAL STUDENT ACADEMIC SUPPORT, CAREER ADVISING, AND EDUCATIONAL RECORDS

A medical school provides effective academic support and career advising to all medical students to assist them in achieving their career goals and the school’s medical education program objectives. All medical students have the same rights and receive comparable services.

NOTE: ELEMENTS 11.3 AND 11.4 ARE NOT INCLUDED IN THE DCI FOR PRELIMINARY ACCREDITATION
### Table 11.0-1 | Academic/Career Advising at Geographically Distributed Campuses

Source: School-reported

Indicate how the following services will be made available to students at each distributed campus by placing a “Y” in the appropriate column(s). Add additional rows for each service/campus. **Note: this question only applies to schools with geographically distributed campus(es).**

<table>
<thead>
<tr>
<th>Services</th>
<th>Campus</th>
<th>Personnel located on campus</th>
<th>Visits from central campus personnel</th>
<th>E-mail or Tele/Videoconference</th>
<th>Student-travel to central campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic counseling</strong></td>
<td>Spokane</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Tri-Cities</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Vancouver</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Everett</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td><strong>Tutoring</strong></td>
<td>Spokane</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Tri-Cities</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Vancouver</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Everett</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td><strong>Career advising</strong></td>
<td>Spokane</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Tri-Cities</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td></td>
<td>Vancouver</td>
<td>Y</td>
<td>Y</td>
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<td>Y</td>
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<tr>
<td></td>
<td>Everett</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>
11.1 ACADEMIC ADVISING

A medical school has an effective system of academic advising in place for medical students that integrates the efforts of faculty members, course and clerkship directors, and student affairs staff with its counseling and tutorial services and ensures that medical students can obtain academic counseling from individuals who have no role in making assessment or promotion decisions about them.

11.1 NARRATIVE RESPONSE

a. Describe the planned academic advisory system for medical students, including the types of academic assistance (e.g., tutoring, academic advising, study skills/time management workshops) that will be available to medical students experiencing academic difficulty. Note the status of recruitment of individuals to provide these services.

The ESFCOM is committed to helping students achieve their academic and personal goals through high quality academic advising. Using a holistic approach to the student’s development, advising services available through learning specialists at each campus will provide students with information, guidance, and access to a network of resources to obtain maximum benefits from their educational experience. New students will engage in a required orientation program that will be designed to assist students with the transition to medical school, with the resources that are available, and with the opportunity to meet with faculty members, course directors, education directors, and staff from the Office of Student Affairs.

Students experiencing academic difficulty based on poor course performance may be required to attend formal tutoring sessions as part of a remediation agreement. Students may be referred for tutoring by the Office of Student and Faculty Experience, the Associate Dean for Student Affairs, a course chair, education director, the Student Evaluation, Promotion and Awards Committee (SEPAC), or their academic advisors. Students may also request tutoring services on their own. The tutorial sessions may include group sessions or individual sessions.

WSU has an extensive network of campuses distributed throughout Washington State. Therefore, all student support service infrastructure is well-developed and in place to accommodate students in both the pre-clinical and clinical years at the regional campuses. The central administration of the ESFCOM in Spokane will have hired a Director of Student Mentoring and Career Counseling and a Director of Student Engagement and Learning Communities by January 2017 to support cross-campus operations. The Associate Dean for Student Affairs and the Regional Campus Deans (currently under recruitment with plans to have been hired by Fall 2016) are charged with overseeing the delivery of these services. The WSU Spokane Student Affairs office has a learning specialist on staff. That position will increase to full-time beginning in Fall 2016.

The WSU Spokane Office of Student Affairs has an established peer tutor program in place. If a student is experiencing academic difficulty, they can request a peer tutor from the Assistant Director of Student Affairs. The Assistant Director works with academic faculty in each course to determine students who have excelled in that class in prior semesters. Peer tutors are paid positions through the WSU Spokane Office Student Affairs (S&A fees). Although peer tutors will not be available to medical students until the first class of students successfully complete their first year, plans are in place to establish a tutoring program led by course faculty during the inaugural year of the program and under the responsibility of the Vice Dean of Student and Faculty Experience.
b. Describe how students experiencing academic difficulty will be identified. Comment on any plans for programs to assist entering medical students who may be at academic risk in adapting to the academic and personal demands of medical school.

To ensure students receive the assistance they need when experiencing academic difficulties, the Associate Dean for Student Affairs will invite a student to meet if they feel the student may be at risk of failing a course and will require a meeting with a student who has achieved a borderline but passing performance. Students will also be encouraged to self-identify and/or self-report academic difficulties if the student feels they are experiencing difficulty or feels they may be at risk of failing a course, required clinical experience, or elective. This identification/reporting may be directed to a course or education director, or to the Associate Dean for Student Affairs. Students in need of academic counseling may also be identified by their faculty preceptors.

Criteria used in the process that could trigger academic counseling may include elements of student performance such as course and clerkship evaluations, mid-course feedback, and student portfolio content. Additionally, this process could involve:

1. All students will be assessed for learning preferences during new student orientation, using a Multiple Intelligence Inventory that measures Linguistic, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Interpersonal and Intrapersonal Intelligences. Those assessments will be used by the learning specialist and each student to identify strategies that might best support their learning and provide each with tools for adjusting their own preferences in order to more effectively process and integrate learning in their medical coursework.

2. Each course assesses understanding with daily pre-class quizzes and end-of-the-week quizzes which will quickly identify those struggling rather than waiting for mid-term exams. Trends will be brought to the attention of the learning specialists by the course chairs.

3. The Office of Student and Faculty Experience and the Pre-Clerkship Subcommittee of the Curriculum Committee will conduct periodic audits of student performance via review of evaluations and student portfolios.

4. The Office of Student and Faculty Experience and the Pre-Clerkship Subcommittee will conduct longitudinal and lateral monitoring and support of student performance across the four-year curriculum.

5. Course/Education Directors will identify the students “barely” passing by monitoring grades. Students in an at-risk score range will be designated as having received a “marginal pass” for internal tracking and monitoring purposes only. Marginal grades are considered a full Pass on the transcript; however, marginal grades are tracked by the Office of Student Affairs as part of an early warning system to identify students at risk for academic difficulty.

6. A student receiving a marginal grade on an examination or in a course/clerkship may be brought to the attention of the Office of Student Affairs for further assessment in order to learn how to improve performance.

7. A student who has two or more marginal passes in different courses in an academic year will be placed on “monitored academic status” and will have mandatory academic counseling as directed by the Associate Dean for Student Affairs.

The mentoring of medical students will be accomplished through a wide variety of routes giving each student options. The Office of Student Affairs will promote an open door policy inviting each and every student to come in with or without an appointment to discuss issues of academic career. Students will also be encouraged to develop a mentoring relationship with any faculty member or resident. Faculty and residents will be instructed on the responsibilities and expectations of student mentoring.
c. Describe how the medical school will ensure that medical students have the option to obtain academic counseling from individuals who have no role in making assessment or advancement decisions about them.

The Associate Dean for Student Affairs and the learning specialists have no role in the assessment of students, nor will they participate in the SEPAC, except to the extent where they are ex officio and can offer support to the student. The Associate Dean for Student Affairs will not be a voting member of the committee.

If additional sources of advising are warranted, the Office of Student Affairs will offer advising by individuals who have no role in making assessment or promotion decisions. All deans are available to provide advice and advocacy for students. Mentors in a variety of medical specialties, who are not involved in student grading, will be available to interested students through a formal mentoring program, which will be developed by the Office of Student Affairs. The mentoring program will begin upon matriculation and will continue throughout the student’s educational experiences at ESFCOM, thus promoting a continuity in the academic advisory system.
11.2 CAREER ADVISING

A medical school has an effective career advising system in place that integrates the efforts of faculty members, clerkship directors, and student affairs staff to assist medical students in choosing elective courses, evaluating career options, and applying to residency programs.

11.2 SUPPORTING DATA

Table 11.2-1 | Optional and Required Career Advising Activities

<table>
<thead>
<tr>
<th>Advising Activity/Info Session (required/optional)</th>
<th>Years 1 and 2</th>
<th>Years 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to ESFCOM 4-year Career Plan</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Orientation to AAMC CiM/Registration for AAMC CiM</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Assignment to, and meeting with, Mentor</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Start CiM self-assessments in second semester</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Specialty Panel discussions</td>
<td>Optional</td>
<td>Optional</td>
</tr>
<tr>
<td>Participate in Specialty Interest Groups</td>
<td>Optional</td>
<td>Required</td>
</tr>
<tr>
<td>Complete CiM self-assessments</td>
<td>N/A</td>
<td>Required</td>
</tr>
<tr>
<td>Review self-assessments with Mentor</td>
<td>Required</td>
<td>Required</td>
</tr>
</tbody>
</table>

Source: School-reported

11.2 NARRATIVE RESPONSE

a. Summarize the elements of the planned system of career and residency advising during the entire curriculum.

ESFCOM will utilize the Association of American Medical Colleges (AAMC) Careers in Medicine (CiM) Program as a foundation for its career guidance program (https://www.aamc.org/students/medstudents/cim). CiM is a four-phase career planning program that works in partnership with medical schools to help students select a medical specialty and apply to a residency program. Oversight and support for the CiM program at ESFCOM resides in the Office of Student Affairs under the direction of the Associate Dean for Student Affairs. A Director of Student Mentoring and Career Counseling will have been hired by January 2017 to manage the program. Medical students may also access the services of the Learning and Career Specialist in the WSU Spokane Student Affairs office. This position is under recruitment and will be filled before the Fall 2016 semester. At a minimum, ESFCOM Student Affairs will hold at least one regularly scheduled seminar each semester to provide continued access to CiM advising and resources.

**Formal Activities for First Year (MS 1):**

During Orientation, students will be introduced to the CiM program and the individuals that will assist them in the professional development and career guidance process.

The Associate Dean for Student Affairs and all individuals involved in the Careers in Medicine, academic advising, counseling, and enrichment programs will hold a town meeting with mandatory attendance for
first-year students early in Year 1 to describe the ESFCOM career guidance services. The Careers in Medicine (CiM) program description will be led by the Associate Dean for Student Affairs. Staff will assist the students in reviewing the CiM website, the modules, and the various assessment tools. Students will be required to register with CiM and create a personal profile by taking an online self-assessment to help them identify their values, interests, skills, personality, and practice needs. This confidential personal information will guide students during the second phase as they explore the variety of medical specialties and other career options available to them in the field of medicine.

Among the tasks in the CiM process is to “seek out an advisor or mentor.” Students will be encouraged to select a mentor with whom they share personal and professional interests, as these mentors are typically the students’ first point of contact for issues concerning personal and professional development. To facilitate this, the Office of Student Affairs will provide students with a list of faculty mentors who can assist in the career selection process. Staff will assist the students contacting and working with the faculty mentors of their choice. All students will be required to have a faculty mentor.

Near the mid-point of Year 1, the Office of Student Affairs will host a mandatory class meeting with first-year students. The focus of the session is to help students understand the process of making well-informed decisions when choosing a specialty. Students are encouraged to be proactive, to explore their personal interests, to survey specialties of interest, and to commit to making a well-informed decision. The program will include early exposure to information on how to prepare a competitive application to residency programs of their choice. Details may include such factors as the significance of grades, board scores, research/service learning, committee service, and other scholarly activities.

**Formal Activities for Second Year (MS 2)**
During Year 2, Office of Student Affairs will host a mandatory town meeting with the second-year students. The discussion regarding competitive applications will continue, now including the importance of presenting oneself in a positive light. The Associate Dean for Student Affairs will explain the steps for identifying and recruiting advocates to assist students through the Residency Match.

**Formal Activities for Clerkship Years (MS 3 & 4)**
During the clinical years, faculty mentors continue to be available to provide advice pertinent to the overall clinical clerkship experiences, and help integrate the student into the regional campus structures by introducing them to mentors at each of the respective sites. Together the faculty-mentor pair can arrange additional extracurricular clinical opportunities in specialties based on the preferences of the student. The faculty mentor is also expected to assist with the process of selecting a residency. Mentors may be changed, or additional mentors sought, as students narrow their career choices. Faculty mentors will not be involved in formal academic advising requirements. The Office of Student Affairs will follow-up regularly with the students and faculty mentors to review questions and concerns they might have.

Students will be required to participate in a mandatory “Career Day” program in preparation for residency applications. The program will review pertinent career information, such as the CiM website, and required steps and timelines. Students will meet with different specialties and be invited to meet with up to four specialty subgroups headed by faculty in those disciplines. In addition, students will have one-on-one meetings with a number of specialties of their choice to gather additional information such as the student’s competitiveness for those particular specialties. The consultations with faculty can occur on site, via telephone, and / or via teleconferencing to mitigate geographical distances if specialists are not represented at some locations. The Director of Student Mentoring and Career Counseling and the Director of Student Engagement and Learning Communities, hired by January 2017, will actively participate in reviewing with the student their competitiveness based on national statistics and other specialty-specific data.
Informal Activities
Faculty, residents and course/clerkship directors will also play an important, yet informal role, in development and guidance of medical students as they move through clinical rotations. Students will have the opportunity for early clinical exposure in the first year and second year of the curriculum. Additionally, the clinical clerkship experiences include interaction with residency programs, allowing students the opportunity to develop mentor relationships between residents and students. The opportunity for peer-to-peer mentoring will be an option as the college reaches steady state and there are upper class students.

Medical student organizations and specialty interest groups will provide students with opportunities to attend educational meetings and conferences sponsored by local, regional, national, and possibly even international professional associations of that specialty. Through their participation, medical students will become knowledgeable about, and may even consider becoming an active medical student member of one or more professional associations of that specialty. The Office of Student Affairs will support extracurricular student organizations as another means for students to explore career interests, as well as encourage participation in the CiM AAMC workshops at the national level.

Written and online materials
A student website will be established at ESFCOM and will link students with national resources offered by the AAMC and other organizations geared to help students navigate career exploration and residency preparation. The library will offer online resources for students. Additionally, written materials will be made available in the Office of Student Affairs.

b. Provide an overview of the personnel from the medical school administration, the faculty (e.g., career advisors), and other sites (e.g., a university career office, outside consultants) who will be available to support the medical student career advising system. Provide the title(s) and organizational placement(s) of the individual(s) responsible for the management of the career advising system.

The chairs, education directors, and faculty will function as the primary career advisors, as well as medical school administrators who are responsible for coordination of the overall program. The titles and organizational placement of the individuals responsible for the management of the career advising system include:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Organizational Placement (direct report to which individual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Tomkowiak</td>
<td>Founding Dean and Chief Academic Officer</td>
<td>Provost</td>
</tr>
<tr>
<td>Ken Roberts</td>
<td>Vice Dean for Academic and Community Partnerships</td>
<td>Dean</td>
</tr>
<tr>
<td>Dawn DeWitt</td>
<td>Vice Dean for Student &amp; Faculty Experience</td>
<td>Dean</td>
</tr>
<tr>
<td>George Novan</td>
<td>Associate Dean for Student Affairs</td>
<td>VD of Student and Faculty Experience</td>
</tr>
<tr>
<td>In recruitment</td>
<td>Associate Dean for Curriculum</td>
<td>VD of Student and Faculty Experience</td>
</tr>
<tr>
<td>In recruitment</td>
<td>Education Directors</td>
<td>Associate Dean for Curriculum</td>
</tr>
<tr>
<td>In recruitment (by January 2017)</td>
<td>Director, Student Mentoring and Career Counseling</td>
<td>Associate Dean for Student Affairs</td>
</tr>
</tbody>
</table>
In recruitment (by January 2017) | Director, Student Engagement and Learning Communities | Associate Dean for Student Affairs
---|---|---
In recruitment | Learning and Career Specialist | WSUSP Assistant Director for Student Affairs

c. List the individual(s) who will primarily be responsible for the preparation of the Medical Student Performance Evaluation (MSPE).

The Vice Dean for Student and Faculty Experience will be responsible for preparing the MSPE with support from her staff and the Student Evaluation, Promotion and Awards Committee.
11.5 CONFIDENTIALITY OF STUDENT EDUCATIONAL RECORDS

At a medical school, medical student educational records are confidential and available only to those members of the faculty and administration with a need to know, unless released by the student or as otherwise governed by laws concerning confidentiality.

11.5 NARRATIVE RESPONSE

a. Describe the planned general content of the medical student’s academic file and non-academic file.

The Office of Admissions retains all materials used in the admissions process. These are stored separately from other student records, and are maintained in accordance with regulations regarding records retention.

Non-academic: Demographic data

Academic:
Course work (grades, evaluations)
Disciplinary actions
Progress Committee decisions
USMLE scores
OSCE evaluations
MSPE

Both sets of data will be protected through cyber security measures. Demographic data will be in directories unless the student opts out of posting. All academic data will be protected under the requirements of the Family Educational and Rights and Privacy Act (FERPA).

b. Describe how the medical school determined which individuals have permission to review a medical student’s file. How will the medical school ensure that student educational records will be available only to those individuals who are permitted to review them?

The Dean and the Curriculum Committee determined those with need to know who will have access without special request. This was based on experience at other academic medical centers, as well as consultations with leadership at other medical schools, as well as their registrars. At a minimum, those with routine access include the Dean, Vice Dean for Student and Faculty Experience, Associate Dean for Student Affairs, and members of the SEPAC. Course and Education Directors will have permission though the Vice Dean for Student and Faculty Experience, when appropriate. The Vice Dean is the gate keeper for all such records and only allows access to individuals who have a need to review them.

c. Describe the location(s) where medical student academic records will be kept.

Admissions records will be kept by the Vice Dean for Student and Faculty Experience, and will be stored in a secure facility off-site after students matriculate to the college. Academic records will be kept electronically by the Office of Student Affairs and transcripts by the WSU Registrar. Paper copies will be scanned in and converted to an electronic file format. Access to educational records is through the Office of the Student Affairs.
1. As available, policy and procedure for a member of the faculty/administration to gain access to a medical student’s file.

The WSU policy and procedure regarding Faculty and Administration Access to Student Records is included in Appendix 11.5.1.
11.6 STUDENT ACCESS TO EDUCATIONAL RECORDS

A medical school has policies and procedures in place that permit a medical student to review and to challenge his or her educational records, including the Medical Student Performance Evaluation, if he or she considers the information contained therein to be inaccurate, misleading, or inappropriate.

11.6 NARRATIVE RESPONSE

a. Describe the procedure that medical students will be required to follow in order to review or challenge their records. Will students be able to gain access to their records in a timely manner? Note if there will be any components of students’ records that students are not permitted to review.

Students follow the procedure described in the WSU Student Access to Academic Records Policy (http://registrar.wsu.edu/ferpa and Appendix 11.6.1).

- Students are encouraged to work directly with the faculty member, as a first step in reviewing or challenging their records. After grades are posted, faculty are required to be available to go over exam results and grading rubrics with individual students.
- Access to permanent records will require a written request with response in a timely manner (and no later than 15 days)
  - The written request must be submitted to the Registrar, who then notifies the Vice Dean for Student and Faculty Experience.
  - The information will be provided to the student for review under the supervision of the registrar. No original materials may be removed from the Office of the Registrar. Students may request that ESFCOM personnel provide a print copy of the record.
- Students will not have access to information that comes from or refers to other students.
- Students will not have access to the work product of faculty.
- If a student challenges information in their permanent record, they must submit that challenge in writing to the registrar. The SEPAC will review all background data along with the request, and will make a recommendation to the Vice Dean of the Student and Faculty Experience. The decision of the Vice Dean for Student and Faculty Experience is final.

b. Indicate whether medical students will be permitted to review and, potentially challenge, the following records. If review and challenge are possible, describe the procedures that will be used:

Students are encouraged to work directly with faculty members as a first step to resolve any questions or issues. This is an informal process, and the student is expected to coordinate directly with the faculty member. If resolution cannot be achieved by working directly with the faculty member, as a second stage of the review and challenge process students may review and challenge the contents of all records.

1. Course and clerkship data (e.g., examination performance, narrative assessments)
   - Request submitted to the Office of Student Affairs, and records can be reviewed in that office.
   - Formal challenge submitted to the Vice Dean for Student and Faculty Experience. This administrator will direct the challenge to the appropriate course director or education director for response
• If the response is not accepted by the student, the Vice Dean for Student and Faculty Experience will submit the case to the SEPAC (at their next scheduled meeting) for adjudication.
• The decision of the SEPAC may be appealed to the Vice Dean for Student and Faculty Experience.
• The decision of the Vice Dean for Student and Faculty Experience is final.

2. Course and clerkship grades

• Request submitted to the Vice Dean for Student and Faculty Experience, and records can be reviewed in the office designated by that dean
• Formal challenge submitted to the Vice Dean for Student and Faculty Experience. This administrator will direct the challenge to the appropriate course director or education director for response
• If the response is not accepted by the student, the Vice Dean for Student and Faculty Experience will submit the case to the SEPAC (at their next scheduled meeting) for adjudication.
• The decision of the SEPAC may be appealed to the Vice Dean for Student and Faculty Experience.
• The decision of the Vice Dean for Student and Faculty Experience is final.

c. Describe how the medical school’s policies and procedures related to students’ ability to review and challenge their records will be made known to students and faculty.

Policies and procedures will be:
• Covered annually at orientations
• Included in the procedures and policy section of the school’s website
• Included in the faculty and student handbooks
• Included in the course and clerkship online syllabus on the learning management platform.

SUPPORTING DOCUMENTATION REQUIRED FOR ELEMENT 11.6

1. As available, formal medical school policies and procedures related to medical student ability to review and challenge their records, including the length of time it takes for students to gain access to their records.

The policy regarding student access to academic records is included in Appendix 11.6.1.