

LCME Standard 11

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Admissions



**COLLEGE OF MEDICINE
AND LIFE SCIENCES**

THE UNIVERSITY OF TOLEDO

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.**

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.

Key Takeaways

- Students are identified by Academic Progress Committee when they perform below 75% on any assessment or course.
 - Referred to Academic Advisors in Academic Enrichment Center, Office of Student Affairs
 - None have role in assessment or promotion decisions
- Academic Assistance
 - AEC - group review, individual tutoring, learning specialist, coaching
 - Thread/Clerkship review sessions

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.

- Compliance with monitoring – 2012
- Non-compliance – 2016
- Our goal this time is compliance

11.2.a. 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.

Key Takeaways

- We have a comprehensive career advising program that begins with orientation in M1 and continues through M4 – follow the AAMC CiM template
 - Both mandatory and optional components integrated into RocketMed curriculum
 - M1: CAE course, Path sessions, AAMC CiM, ICE, CV reviews, summer opportunities, post-match
 - M2: CAE course, Step 1 info session, ICE, CV reviews, post match
 - M3: CAE course, CV review, 1:1 advising with OSA dean, M4 orientation, post-match, clinical career advising program
 - M4: CAE course, residency interview workshops, interview etiquette, mock interviews, ERAS application open office hours, ROL strategies, SOAP advising

11.2.a. 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.

2019-2020												M1 Academic Year											
Fall 2019						Spring 2020						Summer 2020											
AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL												
THREAD I: Cellular Disease						THREAD II: Bones-Neuro-Behavior																	
Orientation - UTCOMLS	Human BluePrint		Hematology & Oncology		Immunity & Infectious Disease		Comprehensive Exam I & Practical	Winter Break		Musculoskeletal System		Neuroscience in Health & Disease		Behavioral Science & Psychiatric Medicine		Comprehensive Exam II & Practical	Summer Break						
	Integrated Clinical Experience																						
Longitudinal Topics	Foundational Sciences: Physiology, Anatomy, Histology, Pathology, Radiology, Pharmacology, Biochemistry, Embryology																						
	Principles in Clinical Medicine (PCM): Clinical Skills & Reasoning, Patient Safety, IPE, Population Health, Business in Medicine, Biostatistics, Ethics, Professionalism, Research																						
	Leadership; Career Exploration & Development																						

11.2.a. Career Advising

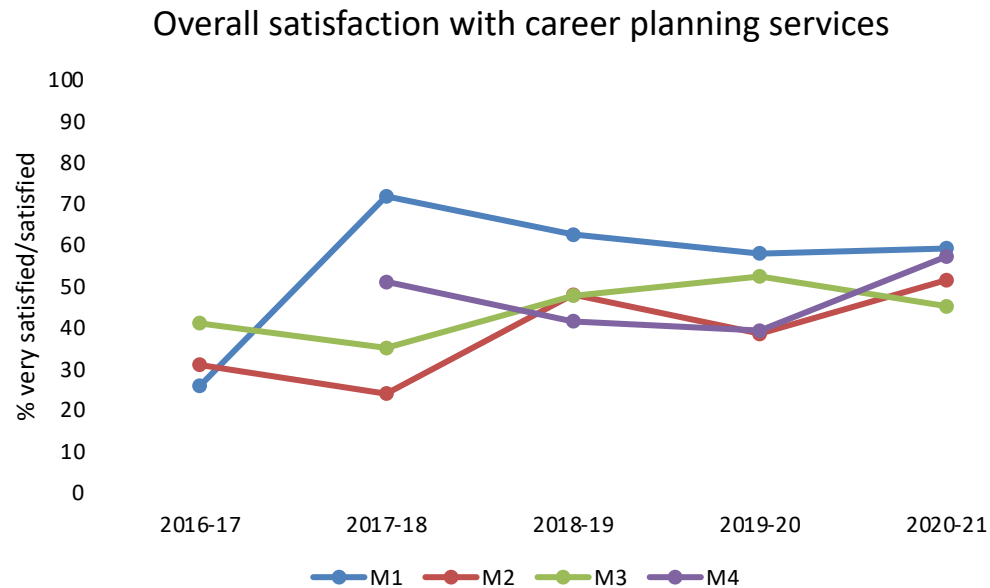
Immunity WK 2	Time	Monday 10/19	Tuesday 10/20	Wednesday 10/21	Thursday 10/22	Friday 10/23
	8:30 AM	Quiz 1 & Question Review (8:30 - 10:00pm) (Pan)	SDL (Immu case book Case #16) (Worth)	SDL (Immu case book Case #16) (Worth)	SDL (Immu case book Case #27) (Worth)	SDL (Immunology Independent Project; Vaccine Development) (Pan)
	9:00 AM		ICL 4.2: T-Cell Responses (Worth)	SDL (Immu case book Case #5) (Worth)	ICL 5.2: Cytokines (Stepkowski)	
	10:00 AM		ICL 4.0: MHC and T-Cell Receptor (Worth)	ICL 5.0: Hypersensitivity I (Pan)	ICL 6.0: Immunologic Tolerance (Pan)	
	11:00 AM		ICL 4.1: T-Cell Development (Worth)	ICL 5.1: Hypersensitivity II, III, IV (Pan)	ICL 6.1: Autoimmunity (Pan)	
	12:00 PM	Break	Break	CAE 2024 Career Advising & Exploration: Alternative Careers in Medicine	PATH: CT Surgery/Orthopaedic Surgery	Break
	1:00 PM	SDL (Immunology Independent Project; Immunologic Assay) (Pan)	**POM 20-21** COMMUNICATION?	SDL (Immu case book Case #45) (Worth)	**POM 20-21** COMMUNICATION?	IFE or LEARNING PODS
	2:00 PM			SDL (Immu case book Case #45) (Worth)		
	3:00 PM		ETHICS MODULE: Depathologizing the H&P for LGBTQI	SDL (Immu case book Case #49) (Pan)	ETHICS MODULE: Depathologizing the H&P for LGBTQI	
	4:00 PM			SDL (Immu case book Case #49) (Pan)		

11.2.a. Career Advising

CAREER PLANNING AND ADVISING SERVICES									
M1 Academic Year		M2 Academic Year			M3 Academic Year		M4 Academic Year		
AUG - DEC	JAN - JUN	JUL-DEC	JAN - JUN	JUL-DEC	JAN - JUN	JUL-DEC	JAN-FEB		
CAE2024: AAMC CIM (Alternative Careers in Medicine), Pre-ERAS, Preparing to Match: Career Specialties, Summer Opportunities, etc*		Step 1 Info. Session*			M4 Orientation (Pre-ERAS/ERAS)***		Residency Application Process**		Final Review Day***
10 PATH SESSIONS *		10 PATH SESSIONS**							
CV Review for Summer Research*		1:1 CV Review Session**			1:1 CV Review Session**				
		Integrated Clinical experience*							
Post-Match event*		Post-Match event*			Post-Match event*				
							M4 Interview Workshop**		M4 Mock Interview Session**
					1:1 Career Advising session with OSA dean*				
							Career Advising Program - (Specialty Faculty-Student)**		

11.2.a. Career Advising

Career, Financial, and Wellness Services Survey – annually in November/December



11.2.b. Provide a description of the print and/or online resources available to medical students to support their career investigations. Note if students are required to use some or all of these materials (e.g., as part of career advising sessions).

AAMC Careers in Medicine – website

AAMC Charting the Outcomes of the Match – website

Rocket Trajectory MD – competitiveness data of UToledo graduates

Texas STAR – competitiveness data of all US Seniors

NRMP Program Director Survey

MedLaunch – UToledo Resource produced by students

11.2.c. Identify the individual(s) who are primarily responsible for providing guidance to medical students on their choice of intramural and extramural electives during each year of the curriculum. List the role(s) or title(s) (e.g., student affairs dean, college advisor, departmental faculty advisor) of the individual(s) responsible for the formal approval of medical students' elective choices. Describe any formal (required) sessions where counseling on electives occurs.

Elective choices discussed during orientation and during individual advising sessions

- Individuals who discuss preclinical or clinical electives with students (group or individual):
 - Senior associate dean for student affairs and admissions
 - Assistant deans for student affairs
 - Director, Office of Student Affairs
 - Assistant director, Office of Student Affairs
 - Associate dean for foundational sciences curriculum
 - Associate dean for clinical undergraduate medical education
 - Clinical advisors in career advising program

- Individuals who approve electives:
 - Assistant deans for student affairs (during mandatory M3 career advising session)
 - Senior associate dean for student affairs and admissions (during mandatory M3 advising session)

11.2.d. List the individual(s) primarily responsible for the preparation of the Medical Student Performance Evaluation (MSPE). Describe the opportunities for medical students to request another MSPE writer.



**MEDICAL STUDENT
PERFORMANCE
EVALUATION**

Office of Student Affairs
College of Medicine & Life Sciences
3000 Arlington Avenue, MS 1045
Toledo, OH 43614
Telephone: 419-383-6058
Fax: 419-383-4233

Sara K. Smith

October 21, 2020

IDENTIFYING INFORMATION

Sara Smith is a fourth-year medical student in the College of Medicine and Life Sciences at The University of Toledo (UTCOMLS) in Toledo, OH.

NOTEWORTHY CHARACTERISTICS

Sara founded the University of Toledo chapter of Medical Students for Cheesecake. As Co-President she expanded medical student outreach to local cheesecake factories and managed student volunteering and activism opportunities, and also co-developed a preclinical elective on baking cheesecake.

Sara earned a Ph.D. in Biology, publishing a review article in the top 8% of downloaded articles in the *Frontiers* family of journals and several research articles. She presented her research at numerous national and regional conferences and won several awards for presentations.

Sara sings with a local rock band, the Glass City Docs. She served as musical director for three years, arranging music, leading practices, and organizing concerts on campus.

ACADEMIC HISTORY

Date of Initial Matriculation in Medical School	8/18/2017
Date of Expected Graduation from Medical School	May 2020
Please explain any extensions, leave(s), gap(s) or break(s) in the student's educational program below:	None
Information about the student's prior, current, or expected enrollment in, and the month and year of the student's expected graduation from dual, joint, or combined degree programs.	Yes
Sara will graduate with both MD and PhD degrees in May 2020.	
Was the student required to repeat or otherwise remediate any course work	No

ACADEMIC PROGRESS

Professional Performance

Student professionalism is monitored throughout the first two years and is formally assessed utilizing encounters with standardized patients. In the clinical years, each preceptor rates the assigned students in professionalism as part of their evaluation. Sara Smith ranks highly in her class in professionalism, achieving a mean professionalism rating of (4.81/5).

Preclinical/Foundational Science Curriculum

Sara Smith successfully completed and passed the Foundational Sciences curriculum.

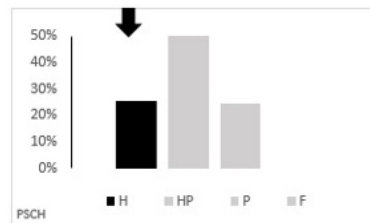
Clinical Clerkships

Clerkships are listed in chronological order. Any changes as a result of COVID-19 are briefly described in the relevant clerkship narratives.

Block specific comments are consolidated below

Student's performance in the third-year clerkships, including representative summative comments by clinical preceptors. Overall grade based on: Clinical: 50%, Exam: 30%, Department: 20%. Details on final grade calculation included on the medical school information page.

Psychiatry (5/6/2019-6/9/2019) Grade: Honors



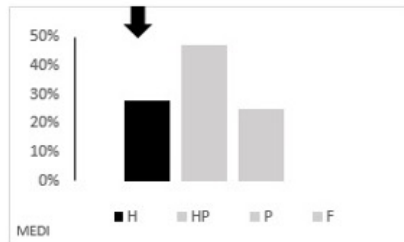
Attending Comments

Sara Smith: performed significantly above expected competency in medical knowledge. She demonstrated comprehensive foundation of knowledge and understanding of disease mechanisms and was able to consistently apply knowledge in clinical situations. She was able to effectively educate patients and peers. This student was significantly above expected competency in conducting patient history. Her history was comprehensive and accurate included subtle cues from patient interview. Her interviewing technique was excellent. She was able to formulate an insightful assessment and plan.

This student was significantly above expected competency in physical exam. Her physical exam was comprehensive, accurate and organized. She was able to recognize both emergent and important subtle

For Systems-Based Practice Sarah showed an in-depth understanding of the roles of multidisciplinary care providers in achieving optimal patient outcomes and frequently included it in patient-care discussions. She demonstrated an in depth understanding of cost-effective care and frequently integrated it into patient discussions.

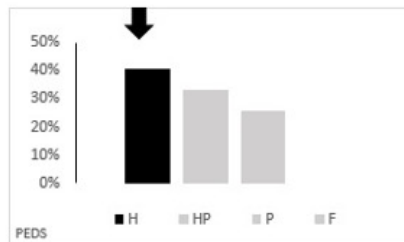
Internal Medicine (9/23/2019-12/1/2019) Grade: Honors



Summative Evaluation

Sara Smith performed in a very good manner on the Internal Medicine Clerkship. She was observed to prepare thorough H & Ps and to identify an appropriate differential diagnosis. She was felt to have a greater than expected knowledge level for a third-year student. She was felt to have a dedicated interest in learning new concepts. Comments from her evaluators include the following: “She participated in group discussions and presented a very good brief presentation on aortic dissection.”, “Very professional in patient care and follow-ups.”, “Very easy temperament that makes her well liked by her patients and peers.”

Pediatrics (12/2/2019-1/19/2020) Grade: Honors

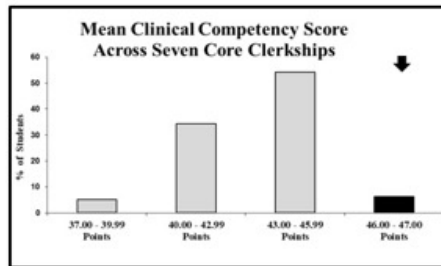


Summative Evaluation

Sara did well on her pediatrics rotation. Sara was noted to be have “excellent patient presentations” and was able to “reflect a careful understanding of problems and demonstrate evidence of reading and logical thinking.” Sara was also described as a “hard worker” who did a “good job relating to patients.” Grade for this rotation is **PASS**.

SUMMARY

Sara Smith's overall academic performance ranks her in the 1st quartile of the graduating class of 174 students, with her cumulative GPA of 3.89/4.0. She achieved a mean clinical competency score of 46.92 out of 50 possible points across the seven core clinical clerkships. In summary, Sara Smith has demonstrated the medical knowledge, clinical skills, and professional behaviors that meet our Educational Program Objectives and qualify her for graduate medical education. Her academic performance throughout medical school, coupled with her character, leadership, professionalism, and service, earned her election into Alpha Omega Alpha (ΑΩΑ).



MEDICAL SCHOOL INFORMATION

For additional information about the University of Toledo College of Medicine and Life Sciences, please see: <http://www.utoledo.edu/med/studentaffairs/mspe.html>

Respectfully submitted by:

One of the deans in OSA

11.2.d. List the individual(s) primarily responsible for the preparation of the Medical Student Performance Evaluation (MSPE). Describe the opportunities for medical students to request another MSPE writer.

- **University of Toledo IT Department:** Template MSPE including data from RocketMed.
- **Director, Office of Student Affairs:** noteworthy characteristics, edits from students, uploading to ERAS.
- **Assistant/senior associate dean for student affairs and admissions:** final editing for formative comments, spelling, grammar.

11.3 Oversight of Extramural Electives

If a medical student at a medical school is permitted to take an elective under the auspices of another medical school, institution, or organization, a centralized system exists in the dean's office at the home school to review the proposed extramural elective prior to approval and to ensure the return of a performance assessment of the student and an evaluation of the elective by the student. Information about such issues as the following are available, as appropriate, to the student and the medical school in order to inform the student's and the school's review of the experience prior to its approval:

1. Potential risks to the health and safety of patients, students, and the community
2. The availability of emergency care
3. The possibility of natural disasters, political instability, and exposure to disease
4. The need for additional preparation prior to, support during, and follow-up after the elective
5. The level and quality of supervision
6. Any potential challenges to the code of medical ethics adopted by the home school

11.3 Oversight of Extramural Electives

Key Takeaways

- We approve extramural (away) electives
- We monitor extramural electives for quality
- We provide evaluations of extramural electives to students for guidance
- We make sure extramural electives are safe for students

11.3.a. Describe how and by whom extramural electives are reviewed and approved prior to being made available for student enrollment.

Approval process

- Domestic Electives (away electives)
 - Clerkship director
 - Associate Dean for clinical undergraduate medical education
 - Registrar/VSAS

- Global Health Electives
 - Global Health Committee
 - Clinical Curriculum Committee (for credit-bearing status)
 - MOA

11.3.b. Describe how the medical school evaluates each of the following areas in its review of electives at locations (e.g., countries/regions) where there is a potential risk to medical student and patient safety:

- Global Health Program
 - Global Health Committee
- AAMC Uniform Clinical Training Agreement
 - Host agency agrees to comply with state/federal safety laws

11.3.c. Describe how the medical school addresses a situation where a student-requested elective presents a potential risk to student safety.

- Domestic
 - Not Approved
- Global Health
 - Monitor for site safety
 - Review by committee
 - Not offered/approved

11.3.d. Describe the system for collecting performance assessments of medical students and evaluations of electives from medical students completing extramural electives.

- Domestic
 - RocketMed sends forms to preceptors and students at extramural site
 - Clerkship coordinators collect completed evaluation forms from RocketMed
- Global Health
 - GH program director provides RocketMed forms to preceptors and students.
 - GH program director collects completed evaluation forms for storage and student use

11.3.e. Describe how the evaluation data on extramural electives provided by medical students is used by the school. For example, how are these data made available to medical students considering their elective options?

- Collected and collated into PDF form by clerkship coordinators
- Used to evaluate quality of extramural electives
- Provided to OSA to use in advising.
 - Stored on Z drive
 - Available to students upon request

11.4 Provision of the MSPE

A medical school provides a Medical Student Performance Evaluation required for the residency application of a medical student only on or after October 1 of the student's final year of the medical education program.

- The earliest date for release of the MSPE by the medical school is October 1 of the student's final year of medical school via Electronic Residency Application Service (ERAS) upload.

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.

Key Takeaways

- Educational and health records are stored in separate systems (electronically and physically)
- Students have immediate access to some educational records and can request access to most through registrar

11.5.a. How does the medical school separate academic records from other relevant records (e.g., health information) to ensure that there is an appropriate assurance of confidentiality?

- Educational records maintained in Banner (Elucian)
- Health records are stored in EMR (separate from educational records)
 - Separate instance of Athena for providers of student mental health

11.5.b. Describe the physical location(s) where medical student academic records are kept and how confidentiality is ensured. If medical student records are stored online, describe the mechanisms to ensure their confidentiality and security.

- Stored electronically – password protected, authorized users only, backup servers at remote locations
- Stored physically – vaults on HSC and MC

11.5.c. Describe how the medical school determines which individuals have permission to review a medical student's file. Identify the categories of individuals (i.e., administrators, faculty) who are permitted to review medical student records. How does the medical school ensure that student educational records are available only to those individuals who are permitted to review them?

- Only school officials, acting in the students' educational interest are allowed access to student educational records
 - Administrative/Academic personnel by title
 - Approved by registrar – FERPA regulations

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.

- **Policies on Appealing grades**
- **Immediate access to unofficial transcripts**
- **Students can request access to their complete record by contacting the registrar**
 - **Review**
 - **Challenge**

11.6.a. Describe the procedure that medical students must follow in order to review or challenge their records. In particular, describe how medical students can review and challenge the following:

- Content of the MSPE
 - Governed by grade change policy
 - Narratives – challenge to clerkship director
- Course and clerkship data and non-course/clerkship-based assessments (e.g., examination performance, OSCE performance, narrative assessments)
 - Governed by grade change policy
- Course and clerkship grades
 - Governed by grade change policy

11.6.b. Note if there are any components of medical students' educational records that students are not permitted to review.

- Parents financial information
- Confidential letters waived by student
- Records that contain more than one student

11.6.c. Can students gain access to their records in a timely manner? What is the typical time for a student to gain access?

- Immediately via MyUT portal
- By request from registrar
 - Within 45 days

11.6.d. Describe how the medical school's policies and procedures related to students' ability to review and challenge their records are made known to students and faculty.

- Student handbook
- Policy website
- Annual notification by registrar

LCME Standard 12

Rande Worth, Ph.D.

Professor, Med. Micro. & Immuno.

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**COLLEGE OF MEDICINE
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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.**

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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.

Table 12.0-1 | Tuition and Fees

Provide the total tuition and fees 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	\$36,296	\$37,056	\$37,829	\$38,312	\$38,125
Out-of-state	\$66,802	\$67,562	\$68,959	\$69,813	\$69,971

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 School	FAQ 2018 School	FAQ 2019 School	FAQ 2020 School
Median medical school debt	\$196,151	\$208,464	\$210,190	\$234,805
Percentage of graduates with debt equal to or more than \$200,000	51.5%	55.9%	57.1%	58.8%

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.

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 satisfied/very satisfied (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	57.8	75.0	49.0	75.0	67.6	73.7	75.0	73.7
Overall educational debt management counseling	37.1	66.4	38.9	67.6	52.0	65.7	67.7	64.7

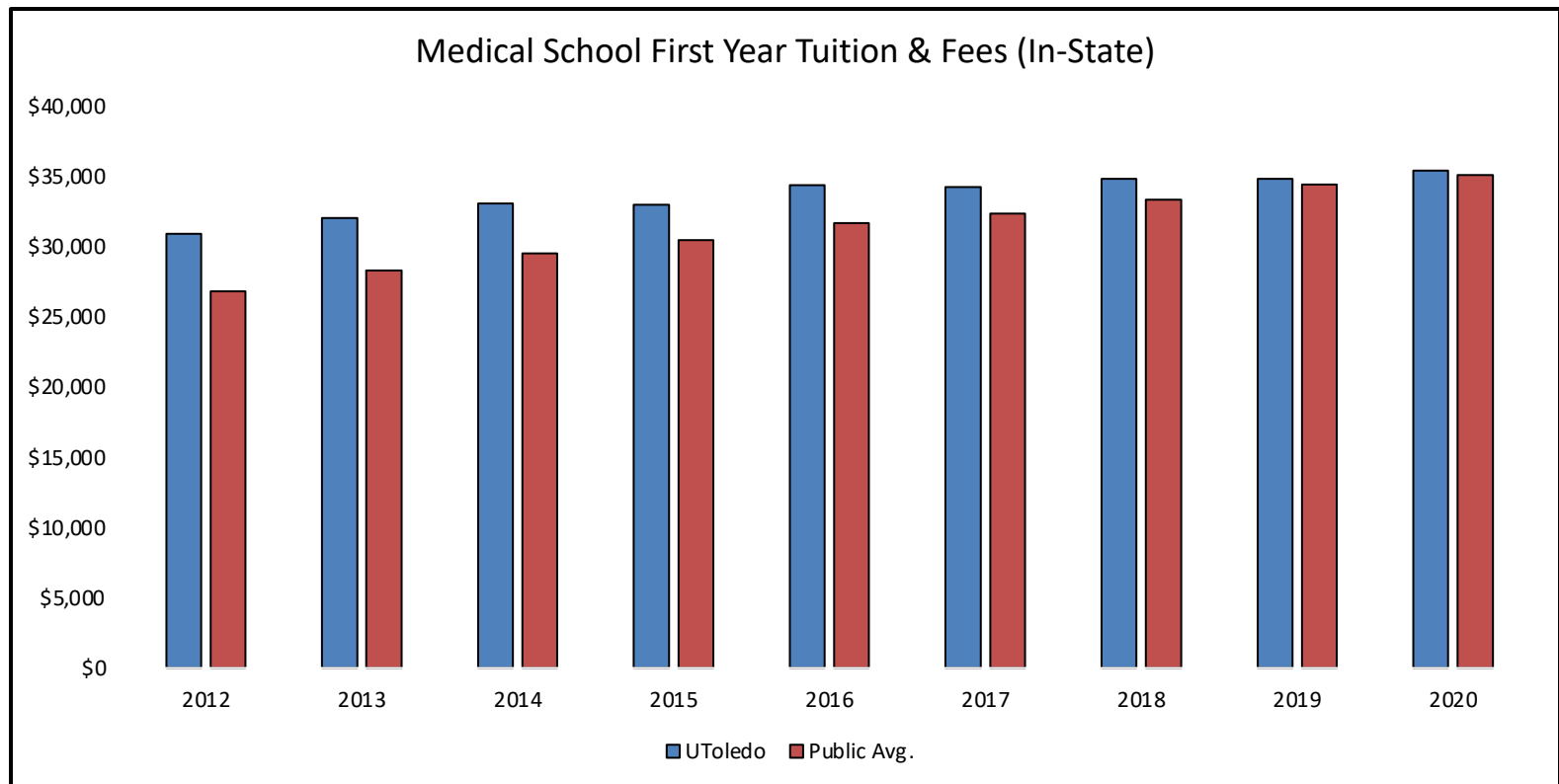
12.1 Financial Aid/Debt Management Counseling/Student Educational Debt

Key Takeaways

- We have a dedicated Assistant Director of Student Financial Aid on the HSC (Anne Yeager)
 - Developed comprehensive Financial Aid educational plan for students in MD program
 - Developed communication plan for students in MD program
 - Available for scheduled and drop in visits

Key Takeaways

- Limited tuition increases to 1.1% over the past six years



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).

- Student Fees and Accounts Policy
- Dates for refunds are posted:

<https://www.utoledo.edu/offices/treasurer/tuition/DatesSpring.html>

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.

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 satisfied/very satisfied (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 %
71.7	74.0	58.9	73.3	51.7	73.0	53.2	74.7

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 satisfied/very satisfied (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
55.3	72.1	53.3	70.8	40.7	68.8	47.3	67.8

12.3 Personal Counseling/Well-Being Programs

Key Takeaways

- Dedicated mental health team
 - Sarah Cullum - Wellness coach in AEC
 - Sandra McCluskey, LPCC-S
 - Amy Riese, M.D.
- Medical Student Wellness Research project implemented in 2017 – recently published
- University and COMLS taskforce to improve mental health services implemented in 2020
- Food pantry – assist with food insecurity
- Student Wellness Organization

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.

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 satisfied/very satisfied (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 %
61.5	79.5	67.2	78.5	65.4	79.0	75.8	80.7

12.4 Key Takeaways

- Director of Student Health
 - Jyothi Pappula, M.D.
- Excused absence policy
 - Health professional visits are excused
- Comprehensive student clinics
 - several locations (Ruppert, Glendale, Main Campus, etc)
 - Immunizations, TB screens, drug screens, tele-medicine, other primary care services

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 have no involvement 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.

- Policy - Separation of Roles to Assure Confidentiality in the Provision of Health and Counseling Services to Medical Students
- Policy - Absences of Conflict of Interest in Medical Student Evaluation, Promotion, and Dismissal
- Mental health services providers have no role in grading or evaluating MD students
 - EMR – second instance of Athena separate from UTMC EMR

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.

- Health Insurance

- All UToledo students are automatically enrolled in UToledo student insurance plan (can opt out)

- Plan information:

- <http://www.utoledo.edu/depts/hr/benefits/student/>

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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.

- **Disability Insurance**

- All UToledo MD students are automatically covered by UToledo disability insurance
- Plan information: <https://app.hsac.com/uthsc/>

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.

- Health and immunization requirements follow guidelines issued by the Centers for Disease Control and Prevention along with those of relevant state and accreditation agencies, in accordance with the Health and Immunizations Requirements for Medical Students policy 3364-81-04-033-00.
- A completed College of Medicine and Life Sciences Health Requirement form, proof of immunizations, and pertinent supporting documents must be submitted to studenthealthrequirements@utoledo.edu, which are validated and stored in the Occupational Health Management system (OHM). Annual influenza vaccination documentation is uploaded to influenza.utoledo.edu and also stored in OHM. Student immunization records are monitored by the student/employee health requirement coordinator.

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:

- 1. The education of medical students about methods of prevention**
 - 2. The procedures for care and treatment after exposure, including a definition of financial responsibility**
 - 3. The effects of infectious and environmental disease or disability on medical student learning activities**
- Follow CDC guidelines
 - Policy - Health and Immunization Requirements for Medical Students
 - Policy - Student Occupational Exposure to Blood Borne Pathogens/Needle Stick and Airborne Pathogens/ Tuberculosis

12.8 Satisfaction Data - ISA

5.11 Adequacy of education about prevention and exposure to infectious and environmental hazards?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied/Very Dissatisfied Responses		Number and % of combined Satisfied/Very Satisfied Responses	
	N	%	N	%	N%		N	%
	M1	174	99.4	53	30.4	7	4.0	114
M2	157	98.7	29	18.4	3	1.9	125	79.6
M3	167	98.8	11	6.5	5	2.9	151	90.4
M4	148	98.0	2	1.3	4	2.7	142	95.9
Total	646	98.7	95	14.7	19	2.9	532	82.3

5.12 Adequacy of education about procedures for care and treatment after exposure to infectious and environmental hazards?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied/Very Dissatisfied Responses		Number and % of combined Satisfied/Very Satisfied Responses	
	N	%	N	%	N	%	N	%
	M1	174	99.4	54	31.0	7	4.0	113
M2	157	98.7	35	22.2	3	1.9	119	75.7
M3	167	98.8	10	5.9	5	2.9	152	91.0
M4	148	98.0	1	0.6	5	3.3	142	95.9
Total	646	98.7	100	15.4	20	3.0	526	81.4

Common Themes

- Policies that cover nearly everything we do
 - You are informed of policies by UToledo policy email and policy websites (UToledo and COMLS)
 - Student Handbook (linked on DME website, OSA website)
- Process of continuous quality improvement
 - Plan
 - Do
 - Study
 - Act
- Surveys to monitor quality
 - AAMC (MSQ, Y2Q, GQ) (annual)
 - Learning Environment Survey (constant)
 - Career, Financial, and Wellness Survey (annually)
 - Course Evaluations
 - Student Feedback Systems

The End!

