



WWAMI

Idaho WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) Medical Education Program

**Strategic Plan
2022 - 2026**

WWAMI is Idaho's state funded medical school and is under the leadership and institutional mission of the University of Idaho, in partnership with the University of Washington School of Medicine (UWSOM) since 1972. In August 2015, we began a new UWSOM medical school curriculum at all six regional WWAMI sites. Students started with a multi-week clinical immersion experience—intensively learning the clinical skills and professional habits to serve them throughout their careers. For their first 18 months, students spend a full day each week learning and practicing clinical skills in a community primary care clinic and in workshops. This is in addition to their hospital-based “Colleges” training with a faculty mentor and small group of peers. This new curriculum allows our students to be on the University of Idaho campus for up to 4 terms, instead of the previous 2 terms. It also provides our medical students with the option to spend the majority of all four years of medical education in the State of Idaho. WWAMI now enrolls 40 first year and 40 second year students for a total overlap of 80 students in fall semester at the Moscow campus.

Since 2013, we have grown the number of medical students in the Idaho WWAMI Targeted Rural and Underserved Track (TRUST). The mission of TRUST is to provide a continuous connection between underserved communities, medical education, and health professionals in our region. This creates a full-circle pipeline that guides qualified students through a special curriculum connecting them with underserved communities in Idaho. In addition, this creates linkages to the UWSOM's network of affiliated residency programs. The goal of this effort is to increase the medical workforce in underserved regions.

Students continue their academic training over the summer between their first and second year in a structured experiential learning environment. Following the 18-month curriculum (Foundations Phase), many students will stay on the Moscow campus for an additional 2 months utilizing the resources at the University of Idaho as they prepare for their board examinations. During this time, a majority of our medical students are utilizing University of Idaho facilities and resources at the WWAMI Moscow site. In addition, some of our students utilize the Water Center WWAMI facility in Boise. This board preparation time is critical for the students' success and is something that we have developed more programing and resources to support.

The University of Idaho is the medical education home for the State of Idaho. Idaho-WWAMI supports the Strategic Action Plan of its host university, the University of Idaho, while recognizing its obligation to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

MISSION STATEMENT

The University of Idaho and the University of Washington School of Medicine are dedicated to improving the general health and well-being of the public. In pursuit of its goals, the School is committed to excellence in biomedical education, research, and health care. The School is also dedicated to ethical conduct in all of its activities. As the preeminent academic medical center in our region¹ and as a national leader in biomedical research, we place special emphasis on educating and training physicians, scientists, and allied health professionals dedicated to two distinct goals:

- Meeting the healthcare needs of our region, especially by recognizing the importance of primary care and providing service to underserved populations.
- Advancing knowledge and assuming leadership in the biomedical sciences and in academic medicine.

The School works with public and private agencies to improve health care and advance knowledge in medicine and related fields of inquiry. It acknowledges a special responsibility to the people in the states of Washington, Wyoming, Alaska, Montana, and Idaho, who have joined with it in a unique regional partnership. The School is committed to building and sustaining a diverse academic community of faculty, staff, fellows, residents, and students and to assuring that access to education and training is open to learners from all segments of society, acknowledging a particular responsibility to the diverse populations within our region.

The School values diversity and inclusion and is committed to building and sustaining an academic community in which teachers, researchers, and learners achieve the knowledge, skills, and attitudes that value and embrace inclusiveness, equity, and awareness as a way to unleash creativity and innovation.

VISION STATEMENT

Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

GOAL 1

INNOVATE – Scholarly and creative work with impact

Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse partners.

Performance Measure:

The number of WWAMI rural summer training in the Rural Underserved Opportunities Program (RUOP) placements in Idaho each year.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020 – 2021)	Benchmark
29	24	20	20	20

Benchmark: 20 rural training placements following first year of medical education⁶ During the past summer, 20 WWAMI students completed a Rural Underserved Opportunities Program (RUOP) experience in Idaho.

Performance Measures:

Percentage of Idaho WWAMI students participating in medical research (laboratory and/or community health).

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
100%	100%	100%	87%*	100%

Benchmark: Internally set benchmark as measure of program quality - 100%. The benchmark is 100% of Idaho WWAMI students participating in medical research. All students at the UWSOM must participate in a research activity. Currently only 49% of medical schools have a research requirement.⁴

**Reduction as a result of COVID-19 and graduation research requirement being waived.*

Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.

Performance Measure:

WWAMI faculty funding from competitive federally funded grants.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020 – 2021)	Benchmark
\$1M	\$2M	\$2.5M	2.2M	\$1.4M

Benchmark: \$1.4M³ The benchmark for this objective is \$1.4M annually, through 2026. In FY21, WWAMI-affiliated faculty at UI has successfully brought in \$2.2M of research funding into Idaho from agencies such as the National Science Foundation (NSF), the National Institute of Health (NIH) and the Department of Health and Human Services (DHHS). In 2018, the University of Idaho WWAMI launched its ECHO Idaho program and is growing this evidence-based learning model that develops knowledge and capacity among healthcare providers. Over the past 3 years, Idaho Project ECHO has been successful in bringing in over \$2M in multiple grant funding to be used to expanding the program throughout Idaho. In 2018, UI WWAMI launched its first Northern Idaho Health Education Center, a subcontract through the University of Washington Medicine. This \$385,000, five-year grant continues to help develop and implement education and training activities within the pipeline and strengthen partnerships in rural communities throughout the State of Idaho.

GOAL 2

ENGAGE – Outreach that inspires innovation and culture

Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal and global issues, support economic drivers and/or promote the advancement of culture.

Performance Measure:

Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020 – 2021)	Benchmark
50%	51%	51%	50%	55%

Benchmark: target rate – national average or better. The benchmark is 55% and the national average of students that return to their native state to practice medicine is 39%². In Idaho, the return rate is 50%.

Performance Measure:

Ratio of all WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student graduates funded by the State.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020 – 2021)	Benchmark
75%	75%	75%	72%	70%

Benchmark: target ratio – 70%⁹ The benchmark for the Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho is 70%. The current ROI is 72%. The benchmark is lower than the previous performance measures as a result of more medical students in the WWAMI cohort and other medical learners in the state competing for limited clerkship and residency positions.

Performance Measure:

Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, pediatrics, med-peds, and OB/GYN specialties for residency training each year.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020 – 2021)	Benchmark
67%	61%	68%	58%	50%

Benchmark: 50% or more of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year⁸ The benchmark is 50% of the Idaho WWAMI graduating class choosing a specialty for residency training that is needed in Idaho (family medicine, general internal medicine, med-peds, psychiatry, general surgery, and OB/GYN specialties). The benchmark is lower than the previous performance measures as a result of more medical students in the WWAMI cohort and limited graduate medical education options in Idaho and the nation. Currently there is national crisis related to a shortage of medical residencies.

GOAL 3

TRANSFORM – Increase our educational impact

Objective A: Access – Provide greater access to educational opportunities to meet the evolving needs of society.

Performance Measures:

The total number of Idaho WWAMI applicants per year and the ratio of Idaho applicants per funded medical student.

FY18 (2017 – 2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020 – 2021)	Benchmark
163 (4.075:1)	183 (4.575:1)	184 (4.6:1)	182 (4.6:1)	5:1

*Benchmark: National ratio of state applicants to medical school per state-supported students.¹ The benchmark is the national ratio of state applicants to medical school to the number of state supported positions. Since the number of WWAMI students has increased and the number of applicants has remained relatively the same, we expect the ratio to increase, thus the benchmark was moved closer to the national ratio. In FY21, the ratio of applicants in Idaho to the number of available positions was 4.6:1; the national ratio of **in-state applicants** to available positions is 17:1.*

<https://www.aamc.org/download/321442/data/factstablea1.pdf>

Objective B:

Foster educational excellence via curricular innovation and evolution – Provide excellent medical education in biomedical sciences and clinical skills.

Performance Measure:

Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020 – 2021)	Benchmark
95%	96%	98%	98%	96%

Benchmark: U.S. medical student pass rates, Steps 1 & 2 is 96% for U.S. M.D. medical school graduates.⁵ The benchmark for the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, is the U. S. medical student pass rates.

Performance Measure:

The number of WWAMI medical students completing Idaho WWAMI Track clerkships in Idaho each year.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020 – 2021)	Benchmark
28	29	25	25	40

Benchmark: 40 clerkship* students are allowed each year to complete the Idaho WWAMI Track ⁷. The Idaho Track is a voluntary program of the University of Washington School of Medicine in which students complete the majority of required clinical clerkships within Idaho. Patient Care Phase Idaho Track medical students complete approximately twenty-four weeks of required clerkships in Idaho, and Explore and Focus Idaho Track medical students complete three of four required clerkships in Idaho. Thirteen Patient Care Phase students and twelve Explore and Focus students are currently participating in the Idaho Track in the 2020-2021 academic year. In addition to Idaho Track students, other UWSOM students rotate among the various clinical clerkships in Idaho. During the academic year of 2020-2021, approximately 174 UWSOM students completed one or more clinical rotations in Idaho. Those 174 medical students completed a total of 296 individual clinical rotations in Idaho (125 Patient Care Phase courses, 94 Explore and Focus Phase courses and 7 WRITE experiences). It is expected that since the number of WWAMI medical students have increased and the number of medical students from other programs (ICOM, U of U, and PNWU) are growing, the benchmark has decreased from 2017 to reflect the realities of limited clerkships in Idaho. Efforts to increase the number of clerkships in Idaho by WWAMI are underway. *Patient Care Phase (Year 3) and Explore and Focus (Year 4)

Key External Factors *(beyond the control of the Idaho WWAMI Medical Program):*

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: As a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho. The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: With a growing population and an aging physician workforce, the need for doctors and medical education for Idaho’s citizens only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

Medical School Curriculum: The University of Washington School of Medicine implemented a curriculum renewal in 2015, which impacted delivery of education and training in the WWAMI programs in Idaho. Given that students are on the University of Idaho campus for up to four terms, instead of two, adjustments are being made to accommodate the increased number of medical students on campus. Expanded facilities, enhanced technology, additional faculty and support staff are necessary for the additional students and delivering this new state of the art curriculum. The University of Idaho has anticipated these needs and is working toward expanding facilities to accommodate the increased number of students. Tuition funds from third term medical students will help support the program’s needs. The University of Idaho has identified and hired the necessary faculty to support the programmatic

changes implemented in fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state throughout a majority of the four years of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

For-profit Medical Schools in Idaho: There is an increasing need for more high-quality clerkships for our students. The current challenge in developing clinical training opportunities is that multiple health profession training programs, such as medical students, physician assistant students, nurse practitioner students, family medicine residents, internal medicine residents and psychiatry residents are all seeking clinical training sites in Idaho. The for-profit osteopathic school in Idaho has over 300 additional clerkship students needing clinical training, which creates significant challenges for clinicians in Idaho to meet those needs. The saturation of clinical training sites in Idaho has the potential to impact clinical opportunities for Idaho's only public supported medical education program housed in Idaho (WWAMI). Without strategic and thoughtful growth for medical education, the states only allopathic medical education opportunities for Idaho residents may be negatively impacted.

Evaluation Process

Annually WWAMI conducts an evaluation on the metrics used for the performance measures. The WWAMI Director and WWAMI Program Manager collect data from national, regional and local sources and then distribute that data for review to the University of Washington and University of Idaho administration. Strategic plans of the University of Washington School of Medicine and the University of Idaho serve as the framework for the WWAMI strategic plan and annual review process. Results of our performance measures are reviewed and influence the strategic plan as part of a continuous quality improvement.

Cyber Security Plan

The WWAMI Medical Education Program has adopted the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security (CIS) Controls through the University of Idaho, which follows the Executive Order from the State Board of Idaho.

¹Based on nationally set standards. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats.

² Based on national set standards. 46.3%% is the national average of students that return to their native state to practice medicine (reference: 2018 State Physician Workforce Book, https://store.aamc.org/downloadable/download/sample/sample_id/305/, page 57

³ Based on available resources for pursuing external grants and increased competitive nature of federal awards.

⁴ Internally set benchmark as measure of program quality. All students at the UWSOM must participate in a research activity. (reference: <https://www.aamc.org/data-reports/curriculum-reports/interactive-data/medical-student-research-requirement-us-medical-schools>

⁵ Based on national standards United States Medical Licensing Examination Scores and Transcripts. <https://www.usmle.org/performance-data/default.aspx>

⁶Based on state needs and available resources

⁷Based on analysis of areas of increase need in Idaho

⁸Based on national standards for workforce specialties

⁹Based on national standards for program return rates

¹⁰Based on available Idaho resources

State Board of Education Goals					
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM	
Institution/Agency Goals and Objectives					
GOAL 1: INNOVATE <i>Scholarly and creative work impact</i>					
<i>Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse partners.</i>	✓		✓	✓	
<i>Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.</i>	✓	✓	✓	✓	
GOAL 2: ENGAGE <i>Outreach that inspires innovation and culture.</i>					
<i>Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal and global issues, support economic drivers and/or promote the advancement of culture.</i>	✓	✓		✓	
GOAL 3: TRANSFORM <i>Increase our educational impact.</i>					
<i>Objective A: Access – Provide greater access to educational opportunities to meet the evolving needs of society.</i>	✓			✓	
<i>Objective B: Foster educational excellence via curricular innovation and evolution – Provide excellent medical education in biomedical sciences and clinical skills.</i>	✓			✓	