

WHY SPOKANE?



219K MEDIAN HOUSING CLOSING PRICE
SPOKANE WASHINGTON
 \$1.5M - SAN FRANCISCO, CA
 \$710K - BOSTON, MA
 \$761K - SEATTLE, WA
 \$275K - MINNEAPOLIS, MI

DIRECT FLIGHTS SPOKANE INTERNATIONAL AIRPORT

BOISE • CHICAGO (MIDWAY & O'HARE)
 DALLAS/FORT WORTH • DENVER • LAS VEGAS
 LOS ANGELES • MINNEAPOLIS • OAKLAND
 PHOENIX • PORTLAND • SACRAMENTO
 SALT LAKE CITY • SAN DIEGO • SAN FRANCISCO
 SAN JOSE • SEATTLE

65K COST OF LABOR SALARY COMPARISON
SPOKANE WASHINGTON
 \$148K - SAN FRANCISCO, CA
 \$113K - BOSTON, MA
 \$106K - SEATTLE, WA
 \$76K - MINNEAPOLIS, MI

96.2 COST OF LIVING NATIONAL AVERAGE = 100
SPOKANE WASHINGTON
 191.8 - SAN FRANCISCO, CA
 145.7 - BOSTON, MA
 152.8 - SEATTLE, WA
 104.9 - MINNEAPOLIS, MI

3.2M CONSTRUCTION COSTS BASED ON 30K SF MEDICAL OFFICE
SPOKANE WASHINGTON
 \$4.2M - SAN FRANCISCO, CA
 \$4.3M - BOSTON, MA
 \$3.6M - SEATTLE, WA
 \$3.9M - MINNEAPOLIS, MI

23% % OF WORKFORCE AGE 25-34
SPOKANE WASHINGTON
 28% - SAN FRANCISCO, CA
 27% - BOSTON, MA
 25% - SEATTLE, WA
 25% - MINNEAPOLIS, MI

LIFE SCIENCES SPOKANE

LifeSciencesSpokane.com



Life Sciences Hub of the Intermountain Northwest

The Spokane region is a life sciences industry hub that connects companies with infrastructure, talent, and a network of clinical partners. Spokane's uniquely collaborative spirit and supportive business environment creates a culture that propels innovation and advances the health of people and communities.

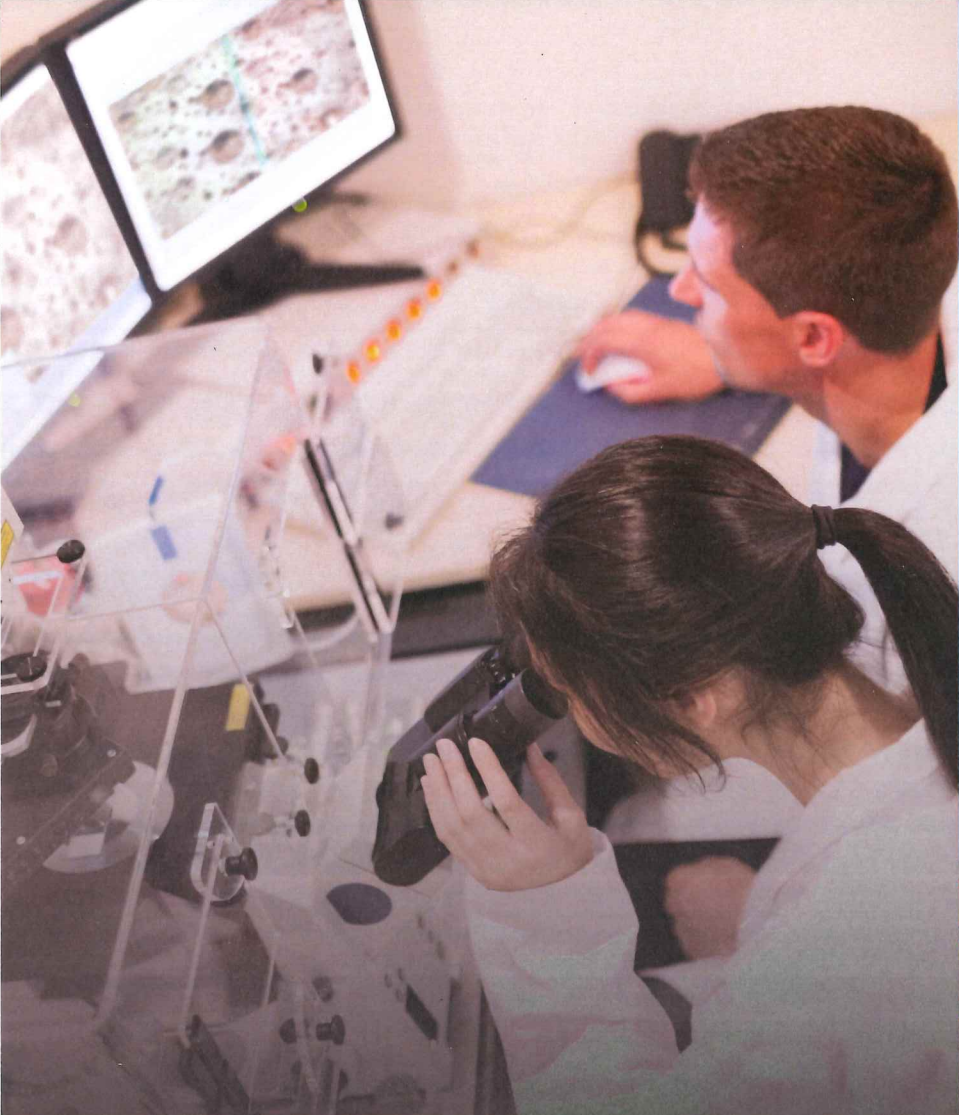
WANT TO LEARN MORE? CONTACT US TODAY.

For more information about doing business in the Spokane region, contact Stacia Rasmussen, Life Sciences Spokane (Vision 2030) Business Development Manager at 509.321.3637 or srasmussen@greaterspokane.org



The Spokane region's largest business development organization.
 LifeSciencesSpokane.com | GreaterSpokane.org | (800) SPOKANE





EFFORTLESS COLLABORATION

Spokane's Collaborative Spirit Propels Innovation in Life Sciences

Spokane's existing collaborations in the clinical and data realms, coupled with an educated public and accessible urban and rural communities, make Spokane an ideal hub for clinical trials and research studies. The University District, in the heart of downtown, brings leaders in education, business, sciences and government together in support of life sciences initiatives.

"One of the areas that makes Spokane unique is how user-friendly the community is— the people that are going to help you get your product to market quickly are already connected. Once we have defined the project purpose and players, not only are we able to collaborate, but we are able to organize that collaboration quickly. Local market competitors regularly set aside their business rivalries to come together for the common good. Many business communities have good intentions, but Spokane is exceptional about being organized on those good intentions to accelerate projects."

-Francisco R. Velázquez, M.D., S.M. Physician Executive and Life Sciences Investor and Advisor

INNOVATION INTERCHANGE

Positioning Companies at the Intersection of Life Sciences Business, Research and Education

With over 4,000 health-related businesses, Spokane has a track record of growing high value companies in Health IT, pharmaceutical manufacturing, biological products, surgical and medical instruments, medical laboratories and software development.

90,000 enrolled students at eight regional universities provide employers an educated pool of talent. The region includes sizeable, established healthcare networks that are active and adaptive in clinical trials and innovative initiatives in the life sciences community. Federal research dollars at area universities have almost tripled since 2010 and Spokane County invests a percentage of sales tax in bio and health science research.

PRIMED FOR GROWTH

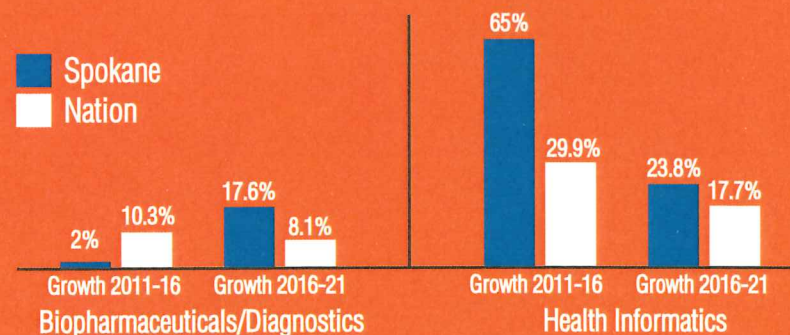
Infrastructure for Life Sciences and Lifestyles

As the capital of the Intermountain Northwest, Spokane is the regional hub for 2 million people, services, and supply chain businesses, and boasts an attractive cost of doing business — 18% below the national average. The region's affordable land, buildings and space, combined with renewable hydroelectric power and some of the lowest rates in the nation, presents an attractive environment for start-ups and early stage companies allowing them to minimize their cost of operations.

The region's affordable housing, great schools, incredible natural beauty and recreation, and easy commutes make Spokane the hassle-free antidote to the friction of modern living.

GROW WITH US!

According to Life Science Washington, Eastern Washington's life sciences sector is on track to reach \$2.5 billion in ten years.



SPokane WASHINGTON



Improving Health Through Research

Research in 3 Colleges

Medicine
Nursing
Pharmacy

\$32.5M

in Annual Grant &
Contract Funding (FY2018),
more than triple the amount in 2010,
when we were designated as
WSU's health sciences campus

Our Unique Strengths:

Better Understanding &
Treating Health Conditions

- Autism
- Cancer
- Chronic illness & disability
- Drug delivery & safety
- Neurological diseases & brain functioning

Promoting Health &
Improving Quality of Life

- Addiction & chronic pain
- Community health
- Health & the built environment
- Sleep, productivity & health

World-Class
Facilities &
Advanced
Technology,

including 5 highly specialized,
shared research labs that serve
scientists within the university
and throughout the region





Our Impact

Solving Society's Challenges

Our research helps to:

Reduce health disparities

among Native Americans, Latinos, and residents of rural areas

Optimize sleep, productivity

and health in those working odd hours and long shifts

Fight the opioid epidemic

by exploring alternate strategies to managing chronic pain

Enhancing Economic Vitality

More than \$18M (2/3) of

our research funding comes from the National Institutes of Health (NIH).

every NIH \$1 = \$2+ in state economic growth

\$1M ≈ 16 jobs

from NIH added to state economy

Training Tomorrow's Scientists

We train the graduate students & postdoctoral fellows who will

be the next generation of scientists, innovators & problem-solvers.

We work to create an early pipeline into fields that prepare students for science careers. In 2018, we have showcased health sciences degrees and research to more than

1,200 K-12 students visiting our campus.

Fostering a Culture of Innovation

We sponsor events & initiatives that connect scientists on our campus with life sciences entrepreneurs, encouraging them to turn

discoveries into real-world treatments, therapies & solutions.

FALL 2018

College of Arts & Sciences NEWSLETTER



© Libby Kamrowski

A message from:

Elisabeth Mermann-Jozwiak

Dean of the College
of Arts & Sciences



Gonzaga University is dedicated to academic excellence, and the College of Arts & Sciences supports that tradition by providing learning experiences that transform our students, faculty, and staff.

To be sure, the most obvious and accessible of those learning experiences here at Gonzaga occur in the classroom. But in the College, we also value experiential learning—learning outside of the classroom, with hands-on skill development from mentors including both Gonzaga faculty members and experts in non-academic settings.

Experiential learning helps develop transferable skills by exposing students to new environments and situations that foster reflection and adaptation and that translate into future options—a progression that aligns closely with Gonzaga's mission of cultivating in its students the capacities and dispositions for reflective and critical thought, lifelong learning, and innovation.

It also provides practical, real-life experience that helps prime students for life after Gonzaga. Critical thinking, professionalism, work ethic, the ability to communicate and collaborate: these skills are so important to one's workforce preparedness, and the College is committed to offering opportunities for its students to refine and apply them in professional settings.

How does the College support experiential learning? By providing access to research in science, humanities, and the social sciences; by supporting both stipend-funded and for-credit internships; and through the dedication of our exemplary faculty members, who provide mentorship to students who show enthusiasm and promise in their fields of study.

In this newsletter, we will introduce you to a handful of students who have seized the opportunities available to them. They have taken advantage of research internships offered in Seattle and in the Spokane community; they have learned from and developed professional relationships with faculty mentors through the Morris Fellowship program, just finishing its second year, and work award programs available to undergraduates throughout the university; and they've even continued their whole-person growth and cultural competency after graduation, by going into international communities to teach English and to share what they have learned with others.

Thank you for taking the time to read about these valuable programs and how each of these students has benefitted by taking part in them. We hope you'll be stimulated by something you've read and that you'll find a way to share your expertise and interests in a similar way.

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502 East Boone Avenue
Spokane, WA 99258-0102



Alexa Robinson and Audrey Parks both performed in the Wheatland Theatre Co.'s production of *Oklahoma*

"I've been a dancer my whole life, and I was dancing away in high school when my dad was diagnosed with Parkinson's. The year after his diagnosis we had Love Your Body Week, my second, and I saw how completely my attitude changed about everything—how it made me love my body for all the privileges it gives me as an able person and a person who can express myself through movement so easily and so comfortably."

Gonzaga's Dance for Parkinson's program is what brought Helen Schantz ('20) to Gonzaga, and with her she brought Love Your Body Week, a national campaign that challenges conventional beauty standards. Schantz's unique perspective synthesized the two, and it was that vision that inspired Suzanne Ostersmith to seek out a McDonald Work Award that would afford Schantz the opportunity to explore the possibilities while helping build the Gonzaga dance program.

Over the two-semester award, Schantz learned the Dance for Parkinson's pedagogy (gaining teaching skills); helped conceive and execute a week of events for Love Your Body Week, culminating in a fundraising event (organization and planning); and presented at the Hope Conference of the Northwest Parkinson's Foundation (public speaking skills)—all as a sophomore. Not too bad.

Robert and Claire McDonald conceived and funded these awards to give students the opportunity to develop career proficiencies while making meaningful contributions to the

Gonzaga and Spokane communities. Unlike federal work study opportunities, faculty members apply for them on behalf of specific students for specific projects, and they're born out of a recognition of potential and a desire to build skillsets in students in a way that the classroom typically doesn't.

Not to be discounted, federal work study opportunities can often translate into ideal resume builders, too. Over winter break, Alexa Robinson ('20) offered to work with Ostersmith over the summer, and Ostersmith jumped at the opportunity. In June, Robinson stepped in at the Libby School's anti-bullying campaign while Ostersmith was traveling for work, and throughout the summer as a substitute dance captain at the Wheatland Theatre Co. in Davenport as they prepared for their semi-professional production of *Oklahoma*.

Of her summer's experiences, Robinson reflects that, "It was a really big leadership role, and it was a big contrast between working with kids than adults. With kids, they have this innate respect for you because you're older than they are, but with *Oklahoma*, I was the youngest person in the room working with all these adults."

"To see her in that setting was wonderful," says Ostersmith. "I set up the model of Alexa learning from assisting and watching me teach, to side-by-side teaching, and eventually she taught and I served as mentor; it's the perfect way to develop. Learning—and not the kind you can get from a book."



Michael Pham pumping up the new freshman class at 2017 orientation

One of the top three competencies employers value is communication skills,¹ and Gonzaga's Communication Studies Department is on a mission to ensure that Zags meet that criterion by the time they graduate.

Last summer, Department Chair Jonathan Rossing, Ph.D., met weekly with the First Year Experience GUiDe Core ambassadors to help prepare them for their Welcome Night speeches during Freshman Orientation. Serving as a resource for incoming Zags who might have questions about the transition to college, the five-student group plays a key role in planning and implementing Orientation Weekend.

Rossing worked with the group throughout the summer on messaging, speech crafting, and communication strategies, emphasizing that while sharing personal stories in front of a crowd can be difficult, it can also be very powerful.

Michael Pham ('17) affirmed that sentiment when reflecting on his speech. "With the help of Dr. Rossing, I was constantly challenged to make sure that my speech wasn't surface level or generic ... I had to evaluate my own comfort level when putting together the story I would share. I faced serious juxtaposition between being pushed to be vulnerable and my own comfort with being open about my private life."

The hard work paid off; last Spring, the First Year Experience Programs office got word that the GUiDe Core Communication Training Curriculum received a Region I Innovative Program Award from the National Orientation Directors Association for Orientation, Transition, and Retention in Higher Education and is up for a national award to be announced this October.

Delighted with the successful pilot, the two departments renewed the partnership for this year's GUiDe Core group. Said First Year Experience Assistant Director Kelly Alvarado, "We [were] really excited to have another year of preparing our students for Welcome Night. The speakers [focused] on key values and mindsets important for the GU experience, such as being open to new experiences and perspectives, accepting vulnerability and failure, asking for help, and the journey towards change."

Rossing adds, "This collaboration ties in nicely to the Communication Studies Department's commitment to educate beyond the curriculum. Our goal is to extend our reach across campus, allowing the faculty presence to enter other areas of the University."

1. According to a 2017 survey of employers conducted by the National Association of Colleges and Employers



EXPANDING the scope of RESEARCH

Madison Hendricks ('18) working on part of her final project

How do Latin American Indigenous organizations put the theory of decoloniality into praxis? How did socioeconomic status impact the silhouette of women's undergarments in the 19th century? And are the majority of high school singers studying and performing songs by male composers who aren't exactly contemporary?

These are all questions the 2018 Morris Undergraduate Research Fellows sought to answer when they submitted their applications for the program this spring. The fellowship is unlike many funded research opportunities; instead of collaborating with faculty researchers on projects already underway, these students of the arts, humanities, and social sciences instead identify a topic that is meaningful to them and then lobby a faculty member to serve as a mentor as they conduct research, analyze data, and complete a final project, which they present at the Center for Undergraduate Research & Creative Inquiry (CURCI) poster presentation over ZagFam Weekend.

The fellowship's funders, Scott and Liz Morris, were inspired to launch the program in order to provide students outside of the hard sciences a critical opportunity to develop research skills.

"Students who major in the liberal arts often are unable to further their field of study or a particular area of interest as, let's say, a science major can," says Liz. "In this unsettled world in which we live, having the ability to think critically and respond with compassion are two traits housed in the liberal arts that we desperately need. We believe people who are educated in this way are the leaders the world needs most."

Throughout the fellowship, students refine their research skills, learn how to navigate the Institutional Review Board

(which evaluates research that involves human subjects), and ultimately distill the information they've collected into their final project. They regularly meet with their mentors, where they present the work they've done since the last meeting, ask questions about strategy, and identify next steps.

In addition to meeting with their mentors, this summer's cohort also met weekly as a group with CURCI director Jeff Watson, participating in roundtable discussions about successes and challenges and offering up questions, ideas, and suggestions of how to overcome barriers.

"The roundtables have been an incredible experience for me," says Nick Simmons ('19), who worked with Modern Languages & Literature's Spanish Program Director Rebecca Marquis on research into decoloniality in Latin American Indigenous populations. "Having the opportunity to see weekly progress from my peers' amazing projects was very beneficial for my own research because it gave me new study ideas and at times the needed motivation to push me through long and challenging texts."

Andrew Kelley ('19) and Annie Stanger ('19) both strategically chose the Music Department's Tim Westerhaus to serve as their mentor, not just for his enthusiasm, but also for his own critical studies. "Tim has done so much research of his own. I actually even consulted his dissertation," admitted Kelley during one of the roundtable discussions.

Katherine Laco ('19), who worked with Anastasia Wendlinder to analyze how Catholic parishes in the Diocese of Spokane have implemented Vatican II liturgical reforms, adds with a grin, "It's also really helpful to have an advisor who can help make connections in the field."

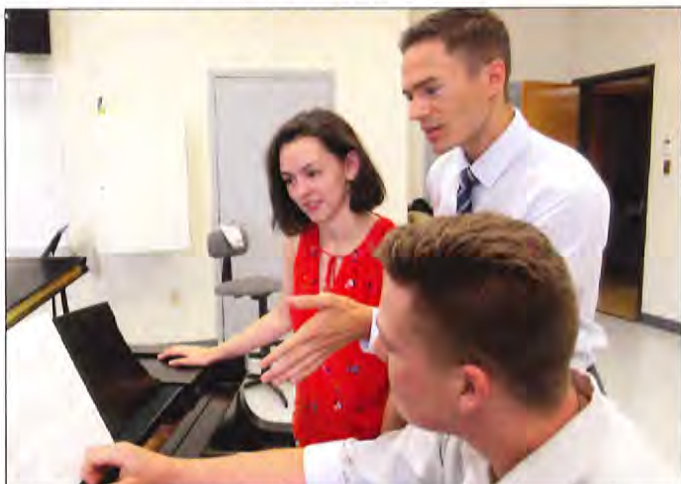
But because the research focus is the student's and not the mentor's, the experience has fostered a kind of collegiality between each pair. "Our mentors aren't experts in what we're researching; it isn't like Tim already has all the answers," says Kelley. "It's been cool talking through findings with him."

Marquis echoes that sentiment. "This has been a process of discovery for everyone. The students are learning that it's important to do the research, to navigate through IRB, to do everything right—and in that process, they're also learning that sometimes it's okay not to meet personal deadlines they established up front. They learn to modify as needed."

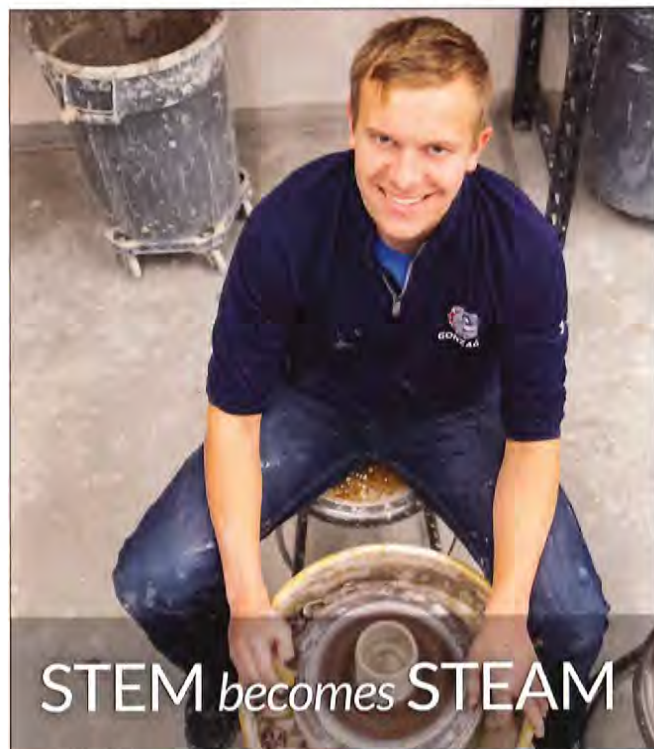
Watson also invited the Communication Studies Department's Juliane Mora to the roundtables to work with the fellows on their presentation skills. Mora, who has worked with engineers, businesspeople, and students from all disciplines, guided the students through a range of presentation scenarios, stressing the importance of relating to their audiences, keying in on the nut of their research focus, and identifying the takeaway. "Lead with the undergarments—because underwear always gets attention," she suggested to Madison Hendricks ('18), who worked with Leslie Stamoolis to study how 19th century styles evolved with the structure of foundational garments.

Although not every project culminates in a paper, each one hinges on the same foundations. Suzanne Ostersmith, who mentored Audrey Parks ('20) on her compilation of a database of dance companies in the Northwest, was equally grateful for the group's support and affirmation. "Going around the circle, Audrey was expressing how different her project was from the others, and immediately Jeff and another professor were on it, saying but no, you have to see how it's the same. You're collecting data and analyzing this information, and you won't write a paper, but you'll end up with this book of knowledge."

In the end, the fellowship is all about doing research the students wouldn't necessarily do until graduate school—and maybe even giving them an edge in their graduate studies. "Results are great," says Watson, "but the important part of this experience is learning how to be a scholar."



Stanger, Westerhaus, and Kelley discussing a piece of music



© Libby Kamrowski

This Spring, Gonzaga students earned bragging rights as the first group of interns to take part in the Young-Fell Memorial Internship program at Pottery Place Plus, implemented to teach undergraduates from local colleges more about the business side of art.

Two of the three interns come from the College: Scott Campbell ('21; physics, mathematics & computer science major) and Celeste Hatfield ('19; mathematics major, art minor). How do these students, who some might not expect to gravitate to the arts, align their STEM-related academic interests with their passion for pottery?

"I apply physical and mathematical concepts primarily in the creation of my pieces in order to explore and explain natural concepts in a relatable and approachable form available to everyone," says Campbell. "By involving an analytical approach to my process of creating different pieces, I feel I am able to incorporate a sense of intention and direct approach that is then balanced nicely by the variations and perceived randomness involved in the creation of my piece."

Hatfield notes that she finds "a uniformity in making something on the wheel that you can find in mathematics as well. But while there is that 'uniformity' in ceramics, there is also an element of unpredictability I enjoy. A glaze might not turn out exactly the way you plan. A piece may break in any of the stages of building and firing it. There's a lot of pieces that end up getting thrown out along the way, but that's what makes the pieces that do turn out, that make it all the way through, so special."



Teaching the Teacher Overseas

Katie Polacheck ('17) used ripped-up textbooks and cardboard to create teaching aids; photo © Katie Polacheck

“The expectation of community and the expectation of giving and a collective community mindset is something I think we might try to have in the U.S., but we really don’t have those same shared values. The host father in my family is the head man of our village, and every day at least five people come in, and they sit down under the mango tree to talk, and they never leave empty-handed.”

Katie Polacheck ('17) is a Peace Corps Rural Education Volunteer in Zambia, teaching English to students ranging in age from 10 to 17 in grades 5, 6, and 8, and is just about half-way into her post. Polacheck participated in the Zambia study abroad program while at Gonzaga and returned as a TA the following year, so Zambia is a special place to her.

“I wanted to go back to Zambia and I wanted to try teaching, so when I looked at Peace Corps placements, I was really hoping for the opportunity to go back,” she says. “It turned out that leaving [shortly after graduation] in June 2017 there was a position teaching English in rural Zambia, so it worked out perfectly.”

Teaching English overseas is a great way to see more of the world and to serve as a cultural ambassador (and correct some

of the preconceptions about Americans), but it’s also a way to build one’s own language skills—of a second, third, or fourth language *and* English; to increase intercultural competence; and to self-reflect on one’s values and beliefs within a global context.

Polacheck has embraced the opportunity to immerse herself in the culture of her rural community and is especially moved by the sense of sharing she has experienced. As the only American within a 100-km radius, she has learned to rely on the people around her. “Living with a host family, letting people care for me, is especially difficult; I’m this one American person, I’m



Class is in session! Photo © Katie Polacheck

“People always say, I could never do that, I could never live in that rural area, I couldn’t teach. But I don’t believe that. I think everyone could, it’s just something they don’t imagine . . . For most of the world, it’s just life. I’m living in a house and eating with a family and teaching in a school, and that’s a pretty universal thing, it just looks a lot different.”

- Katie Polacheck, Zambia Peace Corps Rural Education Volunteer

supposed to be self-sufficient and prove that I can live here and be a teacher. But my most meaningful interactions have involved letting people take care of me—feed me, and help me, and be there for me,” she says.

“When you find that sense of community, I think it’s something really special, and it lifts up everyone in that community, people who are trying to go to school, or to feed their families, or whatever it is—everyone supports one another in a way that definitely can happen anywhere in the world, and when you find it, you have to latch onto it.”

Other recent graduates from the College of Arts & Sciences are also taking full advantage of the many prestigious opportunities available to teach overseas. Selected from a pool of native English speakers from 40 different countries, Abigail Williams ('18) and Arin Mitchell ('18) recently headed to Japan to serve as assistant language teachers with the Japan Exchange and Teaching (JET) program.

The two have both been placed in rural communities, with Williams in Taketa City in Kyushu in the southern part of Japan, and Mitchell in Tomari Village in Hokkaido in the north, a village of fewer than 1,800 people; few, if any, other Americans live in their towns.

Japanese Program Director Seiko Katsushima has encouraged many students to participate in the JET program and invites JET recruiters to campus each Fall. “It is a teacher’s joy to hear their success and achievement,” she says. “The program provides college graduates opportunities to teach English and share American culture to Japanese students at public schools, but JET participants also gain cultural understanding by immersing themselves in the Japanese society and by giving participants the opportunity to consider their own identities as Americans.”

Also 2018 graduates, Claire Standaert and Aizley Hansen are poised to travel to Germany and Spain this month, having earned the distinction of Fulbright English Teaching Assistantships, a program that also adds cultural ambassadorship to the service recent grads render in international classrooms.

Having hesitated to apply to the competitive Spain ETA program, Hansen, who fell in love with and thrived at Model UN at Gonzaga, will be teaching Model UN to high school students in the Madrid region. “When I saw I would be



Abigail Williams in Oita Prefecture

teaching Model UN at a bilingual high school, I was immediately drawn in,” she says.

After spending time in high school in the Dominican Republic and a semester in Tanzania learning Swahili as a Boren Scholar, Hansen sees great value in being able to communicate with community members in their native tongues. But she also concedes that English is a valuable language to know. “English is so widely spoken and it opens up a wealth of opportunities—even if it’s Spanish high school students going to Tanzania or Kenya. They might not speak Swahili, but a lot of people speak English and they could have interactions with others through their knowledge of that mutual language.”

Standaert, too, has spent a good part of her life engaging in different cultures and languages, living in Germany and Panama as a child and studying abroad in Muenster, Germany, while at Gonzaga. “Now that I’m older and more aware of my combined role as American and global citizen,” she says, “I want to build upon those experiences. The Fulbright ETA is a perfect fit—it seeks to build goodwill among nations and foster mutual understanding.

“During the Fellowship, I hope to gain a greater capacity for engaging in complex conversations, promoting goodwill, and building community. I also hope to use the teaching and communication skills I learn in Germany and my interest in international relations to continue pursuing intercultural dialogue professionally—in whatever capacity that may be.”



IMMERSED in the HEALING FIELD

BY EMMA MORRIS ('19)

Top row (left to right): Claire Henson, Tara Cristallo, Rhian Gipson, Morgan Bergerud, Hailey May, Sophie Anton; Bottom row (left to right): Danielle Spellacy, Carolina Mozo-Olazcon, Erin Hayes, Terry Mayberg, Kerrie Buehler, Emma Kar; not pictured: Alison Cantarano

When thinking of summer vacation, many students conjure images of sun-filled days full of relaxation, part-time jobs, and a break from the demands and responsibilities of a rigorous Gonzaga course load.

But some Gonzaga undergraduates considering a career in the medical field take this time to build their resumes in advance of applying to graduate or professional schools, or to simply explore potential career options through hands-on experience. Gonzaga now offers three different opportunities for GU students to extend their knowledge beyond classroom theory and practice their skills through autonomous research projects guided by distinguished mentors.

These internships provide students with unparalleled access to the medical community, and an indisputable edge over their peers. Not only do they provide meaningful application that cements course work and lab skills learned through the university, but they also provide insights that may influence their future career paths. Interns forge connections with experts at the top of the medical field and are blessed with the opportunity to flourish under such expertise. These opportunities stretch highly capable students to learn flexibly and creatively in a professional environment, rendering the transition from college to post-grad and the professional world much smoother.

Gonzaga Biomedical Internship

Emma Kar ('18) describes her days as an intern with the Gonzaga Biomedical Internship (GBI) as anything but predictable. "Some days I'm in the office doing research, whereas others I may be at a completely different healthcare facility observing a simulation," she says. "I always leave with a great new insight into the medical field, whether it's some interesting fact about the history of anesthesia or advice regarding applying to medical school."

Launched in 2014 as the Seattle Summer Biomedical Internship (SSBI) at Swedish Medical Center in Seattle, the Gonzaga Biomedical Internship combines a clinical research focus with extensive diverse shadowing opportunities and a lecture

series given by experts in their respective fields, paying great dividends for students applying to post-grad programs. The students undergo a highly selective application process and are matched with projects and mentors based on their particular academic backgrounds.

Although all the students have a strong base in science, some major in fields not typically associated with the health science field, such as economics, math, or psychology. Kar, a math major, notes that, "As a mathematics major on the pre-med track, this internship gave me an invaluable hands-on opportunity to apply my math knowledge to the field of medicine. I was able to combine my two passions for the very first time. This in

itself gave me great hope for how I might be able to use my unconventional major as a doctor one day.”

Biology major Claire Henson ('18), who also took part in the Inland Northwest Blood Center internship highlighted below, shared a similar insight. “Practically every medical professional I spoke with, from laboratory technician to physician, took a twisty path to get to where they are today. They also impressed upon me that your major doesn't define your career path, and there are so many options open to each of us.”

The shadowing experiences offer an especially unique benefit to interns, enabling them to get a better feel for specific professions in the healthcare field. Although most hospitals allow minimal shadowing opportunities—if any at all—many top-tier med schools require 40 hours of shadowing experience to apply. GBI interns take full advantage of this opportunity, with some students accruing well over 150 hours of shadowing.

For Kar, the opportunity to shadow different physicians was critical. “While the research is interesting to me, I've found that the most valuable aspect about my internship has been interacting with the medical community. Our office is full of knowledgeable nurses, technicians, and doctors who bring years of clinical experience to the table.”

Tara Cristallo, a 2017 intern who published a manuscript from her research in the Gossman Simulation Center, was so strongly impacted by the internship experience that she returned this summer as the program coordinator.

“This program is truly unlike any other internship opportunity available to pre-health students,” says Cristallo. “The breadth of experience and exposure students achieve is invaluable in the process of deciding which career to pursue within healthcare.”



Students learning how to place an endotracheal breathing tube into a manikin's airway using a fiberoptic laryngoscope; pictured (left to right) are Morgan Bergerud, Danielle Spellacy, Dr. Hanns Hasche-Kluender, and Emma Kar

University of Washington School of Medicine

Now in its third year of collaboration, Gonzaga and the University of Washington School of Medicine (UWSOM) continue to leverage resources that advance medical education in the Spokane region. UWSOM has offered GU undergraduates opportunities to work with med school students in ways that include a joint project about the local food bank and workshops for pre-health students, and this summer, they offered an added benefit by inviting a handful of undergrads to Seattle to work with top researchers at UW as research assistants.

Successful applicants for the assistantships had a specific research focus in mind and were matched with graduate students, faculty researchers, or postdoctoral fellows at the University of Washington who would serve as valuable mentors as they applied their research skills to the challenging environment of a large research university. Over the course of the summer, the students explored their fields of interest, made important contacts, and experienced how it felt to be part of a research group.

Biochemistry major Sam Schrader ('19) focused his research on how genetically modified bacteria compare to fully-functioning bacteria to develop new antibiotic treatments. “UW is definitely much closer to what working in a lab as a professional might entail,” Schrader explains. “I work full-time and there is a stronger expectation to be able to run multiple experiments [simultaneously] and yield meaningful results.”

Having worked in undergraduate research labs at Gonzaga, Schrader had a good feel for what to expect out of his time at UW, but he also walked away with new skills and perspectives. “Wherever you do research, there are always going to be different ways of accomplishing a similar goal, and so the more techniques you have at your disposal, the likelihood that you can problem-solve increases,” he says. “That's why being able to perform research at GU and UW has been so impactful for me; I learn different ways of accomplishing a goal, and it allows me to tackle tricky situations later on.”

The students will showcase their work during a poster session this Fall alongside second-year UW medical students who will be reporting on their summer research projects in communities across the Pacific Northwest and abroad.

Inland Northwest Blood Center (INBC)

Although internships at the Inland Northwest Blood Center (INBC) take place during the academic year, they provide a similar opportunity for meaningful research in a supervised environment.

Unlike the experiences with GBI and UWSOM, however, these internships are designed to familiarize undergraduates with laboratory medicine and expose students to the operations of a lab facility. “[The INBC internship] broadens (*cont. p. 11*)



The 2017-18 Boren Tanzania cohort at the Laetoli Footprints

What do you do when you have an ear for other languages and a desire to promote global goodwill?

One option might be to seek out a unique opportunity to study a language you have to really want to learn, because you have to work pretty hard to find someone to teach you.

That's the path Aizley Hansen ('18) followed, anyway. "I love to torture myself," she says. "I always look for the most difficult opportunity possible."

After spending most of the summer before her senior year of high school focusing on youth leadership, children's rights, and gender equality in the Dominican Republic, Hansen knew she ultimately wanted to work abroad in a development role, a sharp deviation from her original plan to study chemical engineering.

By the time she reached her junior year at Gonzaga, she also knew she would have to learn another language in order to communicate in a meaningful way with the people in the communities where she would be working. After zeroing in on Rwanda and South Africa, she decided to learn Swahili. She found a program through the University of Minnesota, and she knew where she was headed.

But then she went to an informational session with a Boren advisor from D.C. "I ended up staying and talking to her about their African Flagship Languages Initiative (AFLI) program [in Tanzania], which started because there was a need for African language in the security sector. So I decided to apply to that program, too—as a fall back."

Hansen had already applied to Boren in Turkey as a sophomore. "That was a little misguided," she says. "I thought, well, they'll

choose me if I want to go somewhere in the Middle East because I thought national security meant terrorism. I thought they would like it if I applied there, so I convinced myself that was where I really wanted to go, needed to go—was called to go."

Very much in line with Gonzaga's mission, Boren Scholarships strive to build intercultural competence in a broader cross-section of U.S. citizens, particularly in regions critical to the security and stability of our nation and in regions underrepresented in study abroad. This National Security Education Program initiative broadens the definition of national security to encompass other areas that impact quality of life, such as sustainable development, global hunger, and migration issues—areas of particular interest to Hansen.

"The [application] essays I wrote were focused on development as international security, specifically educating women and children and how educated women lift up communities—the role women and girls can play in strengthening communities and lifting them out of poverty if they're given the opportunity to achieve an education. This not only raises the median income of communities, but if families are given opportunity, young men and women are less likely to seek out opportunities like terrorism," she says. "I was actually shocked when I got to [the AFLI intensive Swahili program in] Florida and talked to some of the other students. Most of them had written about Chinese-African economics and Chinese intervention in East Africa, but only a few of us wrote about development issues."

Once in Tanzania, the group of 13 found themselves in total immersion, both culturally and linguistically. The students lived with host families and went to class five days a week, focusing on grammar and conversation three days a week and literature and social and political culture the other two. Hansen's host mother was committed to her language acquisition, and it was only after a few weeks of living under the same roof that Hansen realized she spoke fluent English.

"About two weeks after I moved in with her, I was having a conversation about a conference with my professor and we ended up talking for about an hour and a half about my improvement and the news and our days, and I didn't even realize I could do that," she says.

Eight months later as she contemplates the experience, she has new revelations every day. As she prepares to leave for Spain to teach Model UN to high school students as part of the Fulbright ETA program, she reflects that, "Right now, I think the idea at the forefront of my mind is sharing my experience effectively with my students. All too often, an exclusive, misinformed narrative of 'Africa' is shared.

"In reality, Africa is a beautifully diverse continent, home to over a billion people from thousands of cultural and historical backgrounds. As someone who was fortunate enough to spend time immersed in Tanzanian culture, I have a responsibility to share my experience in a thoughtful way, breaking down harmful narratives of poverty and the noble savage."



Hansen and her classmates in front of the Kilasiya waterfall during a day trip to the village of Marangu on Mt. Kilimanjaro



Claire Henson (left) and Megan Saathoff at the Inland Northwest Blood Center

(cont. from p. 9) the horizons of career options for Gonzaga students pursuing degrees in biology, chemistry, or biochemistry," says program director Ellen Klohe.

This exposure resonated with 2016 intern Hailey Sieverding ('16), who went on to pursue a career at a Human Leukocyte Antigen (HLA) lab in Seattle. "I was on the road to going to dental school senior year, but something didn't feel right when I could not get myself to finish applications ... This internship showed me how many other things I could do with my biology degree."

Sieverding was especially moved by the meaningful nature of laboratory work. She says, "[The paid internship at the HLA lab] was the perfect combination of immunology and genetics (my two favorite school subjects)—and I got to help save lives!" The guided research students conduct with epitope-based HLA antibody matching allows for virtual cross-matching that improves success rates in organ transplants—an experience that could never be achieved within the confines of classroom learning.

For 2018 intern Megan Saathoff ('18), who now works for Paw Print Genetics doing genetic diagnostics for dogs, the internship solidified her interest in laboratory sciences. "In the college setting, my entire experience with science both in the classroom and in the lab had been purely research or academically oriented," she says.

"Exposure to a clinical laboratory setting, being able to tour the med-tech program at Sacred Heart, interacting with those students, as well as touring the graduate programs over at WSU opened a window into the vast array of opportunities out there for science graduates. For me it was having fun with people in the lab, making those connections, and being able to explore the career opportunities that really made this internship invaluable to me."

The INBC internship is funded by the Blood Center Foundation of the Inland Northwest.

Dean's Research & Creative Activity Forum

Featuring the scholarly and creative work of College faculty

Each semester, the Dean's office invites faculty who have published books, built collaborations, or made notable advancements in their fields to share details of their work with colleagues, students, and members of the community.

This is what we have in store for Fall 2018!



Electric Imaging: Safer, Faster, More Refined

September 20th, 4:30 pm
Wolff Auditorium
Jepson Center

Electrical Impedance Tomography (EIT) is a new medical imaging technology with many exciting advantages and applications. The method offers low-cost, safe imaging, portability, real-time functional capabilities, and is being tested for use in diverse applications such as breast cancer diagnosis and lung monitoring. But image formation involves a tricky math problem, and so EIT research is a vibrant interdisciplinary field for mathematicians working in conjunction with medical professionals to improve this promising new technology. In this talk, Dr. Melody Alsaker will provide an overview of the technology and its uses, along with an intriguing glimpse at the underlying mathematics and research.

The Columbia Plateau & the Native American West

October 25, 4:30 pm
Wolff Auditorium
Jepson Center

In 2018, Dr. Laurie Arnold co-directed an NEH summer institute for two- and four-year college and university faculty. "The Native American West: A Case Study of the Columbia Plateau" was a collaboration with a colleague at Whitman College in Walla Walla. The interdisciplinary institute focused on development of new course materials which integrated interpretation about the Indigenous Columbia Plateau. Now in its sixth year, the Native American Studies program aims to build a consciousness about the Indigenous Plateau. This Dean's Forum will discuss how regional partnerships, collaborations, and public-facing engagement have fostered program growth and provided access to national platforms and institutions.



PARTNERS in A REPORT TO THE COMMUNITY MEDICAL EDUCATION

UW School of Medicine–Gonzaga University Regional Health Partnership

REGIONAL HEALTH PARTNERSHIP SERVING THE GREATER GOOD

UW's Spokane medical school has become location of choice

The Regional Health Partnership (RHP), forged early in 2016 between the top-ranked University of Washington School of Medicine and Spokane's cornerstone institution, Gonzaga University, is exceeding the expectations of students, faculty and the community. Through its efforts to expand and enhance medical education in Spokane, the Partnership is on a steady path toward realizing its goal of improving the health and economic vitality of our region.

With a shared commitment to serving the greater good, the Partnership builds on the collective experience and expertise of the UW and Gonzaga to advance medical education in Spokane; the results to date show it's working. A growing number of students applying to the UW School of Medicine in Washington are requesting to attend medical school in Spokane, spurring the school admissions committee to add an additional day to conduct interviews for the 2018/19 school year.

A culture of camaraderie was demonstrated by the 60 medical students in the 2016 inaugural class and it has carried over to the 2017 entering class of 60 students. Between the warmth and welcome of the Gonzaga campus and the inspiring, healthy city of Spokane, medical students are fulfilling their goals to help each other and the community. Students are actively "giving back" through a variety of volunteer service projects.

A range of other healthcare professions is also growing. On the Gonzaga campus 57 University of Washington MEDEX Northwest students are studying to become physician assistants. PAs are vital members of the healthcare team. As nationally-certified and state-licensed providers they



offer a broad spectrum of medical services including diagnosing medical conditions and prescribing medications.

Efforts to expand research are underway. The newly-formed Research Task Force, made up of faculty and leaders from the UW School of Medicine and Gonzaga as well as community leaders, is actively pursuing health-related research opportunities to extend Spokane's growing health-care sector. The UW's CoMotion Labs has established a presence in Spokane to support eastern Washington startups in the

development and commercialization of local products and services. The Partnership will continue to look for opportunities to foster collaborative research and commercialization to fuel economic growth.

The entire state reaps the benefits from these two universities working together. Whether through student volunteer efforts, supporting local startups, or preparing students to practice rural medicine, the continued success of the Regional Health Partnership is key to ensuring the health and economic vitality of our region.

"Every time I talk with our medical students in Spokane, I'm filled with optimism about their futures and the future of our state. And our partnership with Gonzaga to educate these students is just the first part of our collaboration. The past two years really show what is possible when two universities that are committed to the public good join together with the support of their community."

Ana Mari Cauce, President, University of Washington



INSIDE:

- Making an Impact, 2017 Milestones & 2018 Priorities
- UW School of Medicine & Gonzaga University Faculty Find Working Together Exhilarating
- More Residencies Will Produce More Physicians for Eastern Washington
- A Collaboration that Builds Excellence

+ MORE

MORE RESIDENCIES WILL PRODUCE MORE PHYSICIANS FOR EASTERN WASHINGTON

By Darryl Potyk, M.D.

As we work to fill an ongoing doctor shortage in eastern Washington, the UW School of Medicine continues its commitment to grow the pool of high-quality physicians to meet this demand. This requires not only graduating more students from medical school, but also increasing opportunities for them to complete the next required phase of their training—Graduate Medical Education, commonly known as residency.

Graduates from any medical school must complete a three-to-seven-year residency training program to be able to practice medicine in their chosen field. **To expand the ranks of practicing physicians, we must first expand residency opportunities in this region.** The UW School of Medicine plays a key role in eastern Washington as a convener, catalyst and collaborator for Graduate Medical Education opportunities.

Until recently, an affiliation with an academic medical center was required for a residency to be accredited, and for more than 30 years the UW School of Medicine filled this role for the family medicine and internal medicine residency programs in Spokane, which have produced hundreds of primary care physicians and healthcare leaders throughout eastern Washington.

The School also provides infrastructure for the statewide Family Medicine Residency Network (FMRN), to create forums for residency leaders to learn best practices and get support in navigating new developments in medicine. FMRN has been instrumental in increasing the number of family medicine residency training opportunities in eastern Washington by assisting with the establishment of new Graduate Medical Education programs, and helping osteopathic (D.O.) residency programs in eastern Washington join with allopathic (M.D.)

programs, as per new requirements laid out by the ACGME (Accreditation Council on Graduate Medical Education) requiring that



osteopathic programs be held to the same standards as allopathic (M.D.) programs.

Looking ahead, the UW School of Medicine will continue to leverage its experience, creativity and network of committed physicians and collaborate with the entire healthcare community to facilitate residency opportunities for the next generation of physicians in Spokane and throughout eastern Washington.

Darryl Potyk, M.D., is Chief of Medical Education for the UW School of Medicine-Gonzaga University Regional Health Partnership, and UW Associate Dean for Eastern Washington.

MAKING AN IMPACT

2017 KEY MILESTONES

January 2017: The UW's CoMotion Labs expands to Spokane to support eastern Washington's startups as they launch, fundraise, and grow.

February 2017: Darryl K. Potyk, M.D., UW Associate Dean for Eastern Washington, is appointed Chief of Medical Education for the Partnership.

September 2017: A new class of 60 medical students begins their studies at the Schoenberg Center, joining 60 students returning for their second year. The 120 combined first- and second-year students is the largest number of medical students in Spokane in its history. 31 new MEDEX Physician Assistant students also start classes at the Schoenberg Center.

October 2017: Planning gets underway to accommodate the growth of education and research activities with the development of necessary infrastructure, including new facilities on GU's campus.

December 2017: All 60 second-year medical students receive their white coats at the Transition to Clerkship ceremony, marking the successful completion of their Foundations program.



2018 PRIORITIES

- Continue to focus on the medical student experience through classroom expansion, and clinical, and community-based opportunities for Foundations students
- Attract top medical and MEDEX students to Spokane
- Finalize infrastructure development plans
- Uncover new research opportunities, fostering collaborations with both institutions and the healthcare industry
- Collaborate with the community and healthcare industry to advance healthcare initiatives that impact the Inland Northwest's economic vitality

IT TAKES A VILLAGE

As a growing healthcare hub, Spokane affords UW medical students many opportunities to gain clinical skills by working with accomplished physician faculty in their individual practices. In addition to residents in the local GME programs, medical students gain experience training in hospitals and clinics in our region. **We are grateful for the relationships and partnerships with all of our hospital and clinical partners** who are helping train the next generation of physicians to care for the residents of Spokane and eastern Washington, including:

- Eastern State Hospital
- Family Medicine Residency (STHC)
- Graduate Medical Education Partners
- Holy Family Hospital
- Internal Medicine Residency (STHC)
- Mann-Grandstaff Veterans Administration Hospital & Medical Center
- MultiCare Health System
- Providence Health Care
- Providence Medical Group
- Psychiatry Residency (Providence)
- Radiology Residency (Providence)
- Rockwood Clinic
- Sacred Heart Medical Center
- Valley Hospital



“We are so pleased to see the first cohort of medical students under the Partnership emerge so successfully. Their collective commitment to both their shared learning community — and to becoming great physicians — is inspiring. This one-of-a-kind partnership is working well, and our two institutions are unwavering in our support of the Spokane region’s priorities for health care education and research.”

Thayne M. McCulloh, President, Gonzaga University

A COLLABORATION THAT BUILDS EXCELLENCE

By Michael Wilson

Two distinctive and proud universities found common ground over the past two years and combined strengths toward the long-term future of healthcare in our region; together they are already making great contributions.

Our region has a rich history of collaboration. As a healthcare leader in Spokane, I was proud to help forge partnerships between Sacred Heart and Deaconess for the health of our community. That same spirit—working together to build the best experience to prepare our future physicians and caregivers—is demonstrated daily. Building upon the longstanding Jesuit tradition of inquiry and service, and the strength of the UW’s national ranking as the top primary care medical school, our growing community of medical students is creating energy for this region.

To illustrate, while completing rigorous science and laboratory studies, each student also actively volunteers their time to non-profit organizations, community centers, or to assisting younger students in

our public schools. Each student also has the opportunity to pursue a community research project for presentation at an annual forum; many of these medical students participate in national research projects as well. And, they commit to each other. The 60 first-year students who entered medical school 18 months ago had a goal that they would all receive their white coats together. Today these 60 students move into clinical rotations, all proudly wearing their white coats, and united, move one-step closer toward graduation. These students are awesome!

I feel fortunate to be on the Regional Health Partnership Advisory Board to actively review the progress, plans and direction of the Partnership as it acts on its shared commitment of service. There is great potential for the Partnership to be a dynamic and interdisciplinary teaching, research and medical center of excellence in the Northwest. The truest benefit will be the impact from producing a community of dedicated caregivers who will remain here to practice medicine, thus strengthening the health of this region.

Mike Wilson, retired CEO of Providence Health Care Spokane, is chair of the Community Advisory Board for the Regional Health Partnership.



REGIONAL HEALTH PARTNERSHIP ADVISORY BOARD

- Kristi Blake
- Jeff Collins, M.D.
- Betsy Cowles
- Clint Hauxwell, M.D.
- Latisha Hill
- Kevin Parker
- Jeff Philipps
- Shelley Redinger, Ph.D.
- Frank Velazquez, M.D.
- Mike Wilson, Chair

UW SCHOOL OF MEDICINE & GONZAGA UNIVERSITY FACULTY FIND WORKING TOGETHER EXHILARATING

The medical school partnership between the University of Washington School of Medicine and Gonzaga University is proving exhilarating for the faculty involved.

“There’s a lot of co-teaching and for me that’s a really exciting aspect,” says Tim Chestnut, M.D., who teaches basic science classes. “Having the GU faculty involved has been an absolute delight. I can’t tell you how much fun the collaboration between scientists and clinicians has been.”

Kevin Measor, Ph.D., who teaches with Chestnut and also works with him on curriculum development, agrees.

CHESTNUT SAYS AS A CLINICIAN, HE’S LEARNED MUCH ABOUT TEACHING THANKS TO THE EXPERTISE OF THE GONZAGA STAFF.

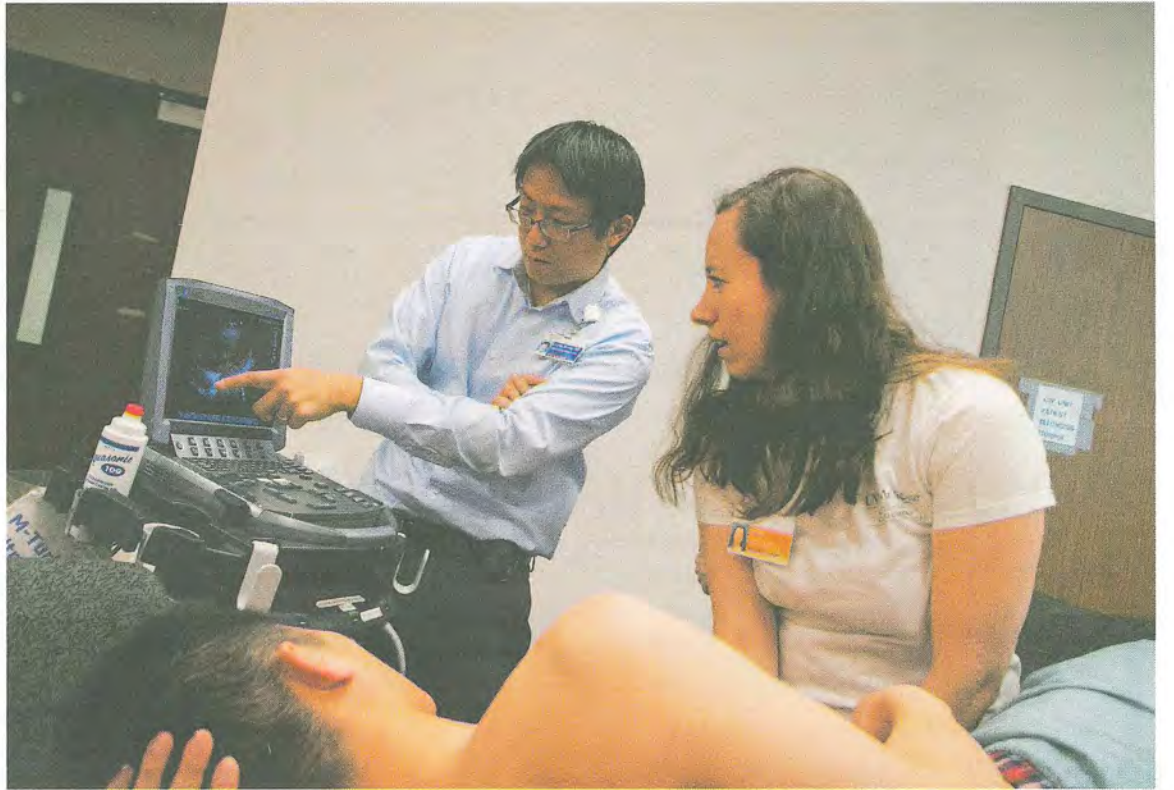
“There’s a lot of opportunity for GU faculty to be involved,” he says. “I’m a college geek, so the notion of a small private university working with a large public medical school really excites me.”

Both instructors say the partnership offers fresh insight into their respective fields.

“The clinical faculty is amazing! As a neuroscientist I get to learn new aspects that I wasn’t exposed to in grad school,” says Measor. “I get to see how this science impacts the medical field. I’m a much more knowledgeable neuroscientist now.”

And Chestnut says as a clinician, he’s learned much about teaching thanks to the expertise of the Gonzaga staff.

Measor has also been impressed with the students’ dedication and work ethic.



“You don’t have to worry about whether they’re motivated—they’re in med school, pursuing their dream,” he says. “These are highly motivated students who are going to make a difference.”

That diligence is important because the curriculum is condensed.

“We’re teaching what used to take six quarters in four,” Chestnut says. “It’s really intense.”

Finding space on the GU campus has proved challenging.

“Lecture hall availability is limited, but the students really love having a single place to call home,” says Chestnut.

The growing pains along the way have been more than worth it the colleagues say.

“I’m excited for more Gonzaga folks to get involved,” Measor says.

Chestnut agrees.

“GU really emphasizes the quality of teaching,” he says. “We haven’t seen anywhere near the peak of this collaboration.”



“The strong collaboration between these two exceptional universities is focused first and foremost on the needs of medical students, and also on the interests of our community, resulting in significant growth within our health care economy.”

Jeff Philipps, Co-Chair, Vision 2030, Greater Spokane Inc.





MEDICAL STUDENTS MAKE A DIFFERENCE

Student Justin Thompson says the partnership between University of Washington School of Medicine and Gonzaga University is helping future physicians fall in love with eastern Washington.

“Since the moment we arrived, Gonzaga has opened its arms to us,” says Thompson. “We’ve found a nice escape in the gym, a quiet place to study in Foley library, and a way to let loose through intramural sports.”



Justin Thompson

But more than that, the experience has provided Thompson and his fellow students a way to invest in the community.

“I believe that the University of Washington School of Medicine and Gonzaga University both represent long-standing traditions of academic excellence, but more importantly we share a proud tradition of commitment to service of those in need,” he says.

One example of that service is the Med for Ed program, created by UWSOM-GU students to give medical students opportunities to work with young people in Spokane. The students volunteer in classrooms throughout the city, mentoring and tutoring kids who someday may

choose medicine or science as a career. They also participate in Walking School Buses to teach kids about the importance of exercise and proper nutrition.

Mackenzie Rinaldi enjoyed participating in the program.

“It was particularly helpful for me because I want to

be a pediatrician,” she says. **“It was an excellent way to get out of the classroom and into the community, and remember why I wanted to go to med school.”**

When the House of Charity Clinic closed, some of Rinaldi’s classmates found a way to continue serving Spokane’s homeless population. They now volunteer at the Union Gospel Mission clinic, and are able to practice their emerging physical exam skills, while working with people experiencing homelessness.

Spokane residents aren’t the only ones benefitting from the students’ passion for service.

Through RUOP (Rural Underserved Opportunities Program) students go to communities throughout eastern Washington, identifying health care needs, which they then address.



Mackenzie Rinaldi

Soroosh Noorbakhsh spent four weeks in Brewster, WA, working to reduce the area’s high rate of teen pregnancy.

He discovered the public health department had 2,000 condoms available, but no way to distribute them.

“The public health department had baskets of condoms in paper bags,” he says. “I wanted to do something like that, but more anonymous.”

So, he hit the road—asking businesses and clinics throughout the area if they would be willing to have baskets available in their place of work.

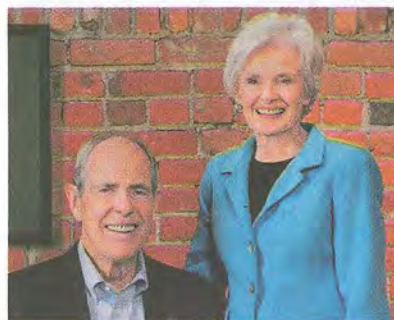
“I hope it has an impact,” Noorbakhsh says. “I hope it leads to a decline in unintended pregnancy rates.”

Kristen Empie also participated in RUOP. She traveled to Skagit County and developed a culturally appropriate health assessment tool for the Swinomish Tribe.

“I didn’t know how well I’d be received,” Empie says. “But the Swinomish people were so accepting. I really enjoyed my time on the reservation.”

Whether helping small underserved communities, working with the homeless, or walking kids to school in Spokane, these medical students relish making a difference.

“An institution like Gonzaga works to develop the whole person and emphasizes the importance of being part of something greater than ourselves,” Thompson says. “It challenges us to become better people and reminds us why we’re here.”



“The UW School of Medicine has provided world-class medical education to hundreds of medical students in Spokane for over 45 years. When Gonzaga University and the UW School of Medicine partnered, it preserved and expanded this extremely successful medical school. Today, the momentum is contagious – 120 students, (60 each from the first- and second-year classes) are on campus, and initial plans for a new building to better accommodate the medical students are in the works.”

Mari and Dave Clack

FACTS AT A GLANCE

1971: The UW School of Medicine begins training medical students in eastern Washington.

#1: Ranking of the UW School of Medicine by *U.S. News & World Report* for Primary Care, Family Medicine and Rural Medicine training for more than 20 consecutive years.

#1 PUBLIC UNIVERSITY:

Ranking of the UW by *U.S. News & World Report* for the amount of federal research funding; received \$638.8 million in grants from the National Institutes of Health (NIH) in FY16.

2013: Gonzaga University combines long-standing programs in nursing and undergraduate sciences, creating the School of Nursing and Human Physiology to support the community's growing priorities.

2015: UW School of Medicine launches new competency-based curriculum featuring more active and small group learning, and clinical training with local primary care physicians from day one.

2017: 120 medical students, all from Washington, take classes on the Gonzaga campus.

1 IN 6: The number of students who applied to the UW School of Medicine in 2016 and were admitted.

2017: Nearly all 60 students in the 2017 entering class chose to attend medical school in Spokane over Seattle.

58: The number of clinical clerkship sites in eastern Washington.

NEARLY 900: The number of physician and faculty partners in the region helping educate our students.

\$90,640 is the average cost to educate a UW medical student (\$49,000 in state funds, \$38,000 in student tuition, and \$3,600 in clinical revenue and gifts). The national average is \$109,000 - \$156,000.

In **1969** MEDEX Northwest was established to train Physician Assistants. It's the second oldest PA training program in the country, and MEDEX students have been training in Spokane for more than 20 years.

34 students per year are accepted into the UW's MEDEX Northwest physician assistant training program in Spokane.



RESEARCH AND COMMERCIALIZATION AIM TO SPUR ECONOMIC GROWTH

By Courtney Law, Ph.D.

As the research environment expands in the greater Spokane area, so does the potential for new jobs and economic growth. A Research Task Force, made up of representatives from UW, GU, and the Spokane community, is working to develop and support medical research initiatives to enhance community and population-related research in eastern Washington.

Among the community-based research projects underway:

In 2016, UW School of Medicine graduate, faculty member and clinical and translational researcher Dr. Allison Lambert established a research laboratory in Spokane. Dr. Lambert is a UW Institute for Translational Health Sciences (ITHS) Translational Research Scholar award-ee with particular interest in improving access to industry-funded and NIH-funded clinical trials to patients who live outside of major urban centers.

The University of Washington's Seattle-based CoMotion Labs expanded to Spokane in 2017 and connects the local startup community with resources and entrepreneurial peers across the state. UW is livestreaming an ongoing Friday Fundamentals for Startups series to

CoMotion in Spokane. CoMotion is also working with local partners to provide boot camps, workshops and pitch clinics to support eastern Washington's startups as they launch, fundraise, and grow.

To showcase some of the promising research being conducted by the University of Washington's leading scientists, the medical school partnership launched Next Generation Medicine, a free community lecture series addressing contemporary health topics. An inaugural lecture in fall 2017 featured UW Medicine's Dr. Nora Disis, a renowned cancer researcher and UW School of Medicine associate dean for translational science. Dr. Disis presented "Vaccines to End Cancer," discussing ways medical research is uncovering how the body's immune system can be employed to fight cancer. The next lecture will feature Dr. David Tauben, Chief of Pain Medicine for UW Medicine and a leading authority on the opioid crisis.

Courtney Law, Ph.D., is Gonzaga University's director for the UW School of Medicine-Gonzaga University Regional Health Partnership



"The medical school and Partnership between UWSOM and GU in Spokane is not only an important economic engine for Spokane, it's also crucial to the health of Washington residents as it produces highly skilled and sorely needed health care professionals for our state."

Washington State Senator Andy Billig, 3rd Legislative District (Spokane)



RURAL PROGRAMS FOSTER RURAL DOCTORS

In the early 1970s, the University of Washington took on a bold challenge to train and prepare physicians to care for patients and communities throughout the largely rural states of Washington, Alaska, Montana and Idaho, known collectively as WAMI (Wyoming joined in 1996 creating WWAMI). The goal of WWAMI is to provide publicly supported medical education to students interested in becoming rural primary care doctors. Since WWAMI's inception the School of Medicine has developed programs to nurture student interest in rural health-care, including:

RUOP - Est. in the late 1980s

The UW School of Medicine's Rural/Underserved Opportunities Program (RUOP) is a four-week, elective immersion experience in community medicine for students between their first and second years of medical school. It is offered in more than 25 eastern Washington communities, ranging in population size from less than 1000 to 25,000.



WRITE - Est. in the late 1990s

Six communities in eastern/central Washington are designated as WWAMI Rural Integrated Training Experience (WRITE) sites to give students exposure to medical education in a continuity community over their medical school career. For third-year students WRITE experiences are offered for 18 weeks or up to 22 weeks.



TRUST - Est. in 2008

The Targeted Rural Underserved Track (TRUST) provides a continuous connection between underserved communities, medical education, and health professionals in an effort to help meet the workforce needs of the region. There are six eastern Washington Trust Scholars in the 2017/2018 class.



"Gonzaga and the University of Washington's medical school together are an unmistakable fit. Gonzaga has the resources and reputation for academic excellence providing an environment where the prestigious University of Washington School of Medicine and its WWAMI network is perfectly located. Spokane benefits by having Gonzaga and the University of Washington as partners."

Washington State Representative Jeff Holy, 6th Legislative District (Spokane)



This map of Washington WWAMI shows the locations where our medical students do clinical training. We are grateful to all of the health care providers and organizations across the state who work with our students.

ACHIEVING EXCELLENCE: 2017 UW SCHOOL OF MEDICINE STUDENT AND FACULTY HONOREES

SPOKANE STUDENTS

UW Husky 100 Winner: Mara Hazeltine

Spokane Foundations Academic Citizenship Award: Kristen Cox and Kelly MacWhorter

Liu Bie Ju Women's Health Award: Saroosh Noorbakhsh and Katie Strandberg

Roger Rosenblatt Family Community Medicine Award: Kristin Empie and Ryan Liberg. Nominees: Brady Coad, Saroosh Noorbakhsh, Sarah Prince

Bill Sherman Scholarship recipients: Melanie Barnes and Justin Thompson

Shikany Inspiration Award: Justin Thompson

Shikany Service Award: Laura Stolp

UWSOM Service Learning Award recipients: Margaret Bruce, Tiffany Eisenbach, Mackenzie Rinaldi, Annie Yang, Danny Yang, Lynn Zhao

Alpha Omega Alpha Medical Honor Society: Michelle Brajcich, Lauren Colyer, Galia Deiz, Emily Jones, Calvin Knapp, Chris McDonald, Surabhi Nirkhe, Elizabeth Nuttall

Gold Humanism Honor Society: Khloe Frank, Emily Jones, Surabhi Nirkhe

Spokane MSRTP (Medical Student Research Training Program) Students Published, 2017: Christopher Lewis, Matthew Rockstrom, Clair Simon, Chavali Venkata

FACULTY

WWAMI Pro Awards Spokane: Zachary Gallaher, Ph.D., UWSOM Faculty; Sasha Gibson, Gonzaga University; Allison Lambert, M.D. and Aaron Scott, M.D.

Spokane UWSOM Teaching Scholars: Zachary Gallaher, Ph.D. and Paula Silha, M.D.

Spokane Clinical Teacher of the Year: Stephen Pakkianathan, MD, FACO

2017 Richard M. Tucker WWAMI Faculty Excellence in Teaching Award: Jeremy Graham, DO, MD, FACP ; Judy Swanson, MD, FACP

2017 AAMC Group on Regional Medical Campuses Star Award for Innovation in Medical Education: "Daily Dose of Humanities" Project: Judy Benson, MD; Jeremy Graham, DO, MD, FACP; Darryl Potyk, MD, FACP; Judy Swanson, MD, FACP

2017 Best Doctors Spokane/Coeur d'Alene Magazine: Debra Gore, MD; Darryl Potyk, MD, FACP; William Sayres Jr., MD

Washington Chapter of the American College of Physicians, Governor: Matthew Hollon, MD, MPH, FACP



The UW School of Medicine—Gonzaga University Regional Health Partnership extends its sincere thanks to the Friends of the UW School of Medicine Spokane Committee for all they do to support our medical students.

Stephanie and Mark Aden
Dave and Mari Clack
Mark and Brandilyn Collins
John and Ann Coulter
Lee and Teddie Gibbon
John Huckabay
Dan and Kim Johnson
Tom Simpson
Daniel and Morgan Smith
Chud and Cindy Wendle



UPCOMING EVENTS

NEXT GENERATION MEDICINE: THE OPIOID EPIDEMIC

April 19, 2018, 6:30 p.m.

The Historic Davenport Hotel

Featuring Dr. David Tauben,
UW Chief of Pain Medicine


Free and open to the community.


To add your name to the mailing list for this event, **please send an email to uwmevent@uw.edu, and please include your name.**

FIND OUT MORE

www.gonzaga.edu/regionalhealthpartnership

www.uwmedicine.org/som

 [facebook.com/GonzagaUniversity](https://www.facebook.com/GonzagaUniversity)

 [facebook.com/UWSOMWWAMI](https://www.facebook.com/UWSOMWWAMI)

UW Medicine
UW SCHOOL OF MEDICINE

GONZAGA
UNIVERSITY

Regional Health Partnership

47th North American Association for Environmental Education Annual Conference

Registration Information: www.naaee.org/conference

AGENDA: E3 Washington Concurrent Sessions

WHEN WHERE WHAT

Friday, October 12, 2018

Washington State Sessions | Concurrent Sessions led by E3 Washington

Focus on environmental education in Washington State

Location:

Spokane Convention Center
334 W Spokane Falls Blvd.
Spokane, Washington 99201



8:30 AM to 10:00 AM | Room 302B

Washington: Climate Change Education: Building Networks, Plans and Resources

We need all hands-on deck to address climate change and other environmental challenges. How can high-school and college students apply their academic skills and ingenuity to improve our environment and economic sustainability? E3 has been working with scientists and other specialists to develop a toolkit and network plans.

10:30 AM to 11:10 AM | Room 205

Washington State Next Generation Education: Green Economy Jobs – Building Skills for the Future

The Pacific Education Institute will host a panel to present a new report on the gaps in workforce data with recommendations for educators, discuss work to connect K–12 education with pathways to skills for green economy jobs – removing barriers to access among underresourced and underrepresented communities, and showcase student work that exemplifies ways to engage students in the future green economy.

2:15 PM to 3:45 PM | Room 205

Washington: Students Present their Environmental Education and Climate Change Projects

Students from around Washington State will presentations their science, climate and environmental projects, followed by gallery walk. Learn about developing successful NGSS and career-connected learning projects. Student projects support Governor Jay Inslee's work to combat climate change and develop the new Green economy.

5:00 to 6:00 PM | Room 102ABC

E3 Washington: Building a Green Economy & Climate Literate Washington

Join E3 Washington staff and others for light refreshments and conversations about environmental and sustainable education in Washington State.

QUESTIONS?

Contact Lisa Eschenbach

Strategic Advisor | E3 Washington

(206) 947-6194

eschenbach.lisa@gmail.com



Academic Center - SAC
600 N. Riverpoint Blvd.

Center for Clinical Research and Simulation - CCRS
412 E. Spokane Falls Blvd.

Eastern Washington University Center - EWUC (SEWU)
668 N. Riverpoint Blvd.

Health Education & Research Building - HERB (SHER)
665 N. Riverpoint Blvd.

Health Sciences Building - HSB
310 N. Riverpoint Blvd.

Ignite NW/WSU Innovation Center
120 N. Pine St.

Jensen-Byrd Building
131 E. Main Ave.

Nursing Building - NRS
103 E. Spokane Falls Blvd.

Pharmaceutical & Biomedical Sciences Building - PBS
205 E. Spokane Falls Blvd.

Riverfront Office Park - ROP
534 E. Spokane Falls Blvd.

Spokane Teaching Health Clinic - STHC
624 E. Front Ave.

Veterinary Specialty Teaching Clinic
218 E. Spokane Falls Blvd.

VISITOR PARKING

Payment for parking is required in all lots 24 hours a day, every day of the year.



Pay Station/Pay By Plate

- Orange and Green parking lots have Pay By Plate.
- Know vehicle license number.
- Cost is \$1 minimum per hour or \$4 all day in a Green lot and \$6 all day in the Orange lot.
- Pay by smartphone with WHOOSH app.
- Orange 1 is most convenient for visitors.



Metered Parking (City of Spokane ONLY)

- Spokane Falls Blvd. and Riverpoint Blvd.



Motorcycle Parking with valid permit

- Motorcycle parking in Orange 1 and Green 5 available from April - Oct
- Green 3 and southwest corner of Green 5 open year round
- Or park individually in any parking space

Parking Services

Center for Clinical Research and Simulation, Room 314
spokane.wsu.edu/parking | 509-368-6999



FOR MORE INFORMATION



TOBACCO-FREE
CAMPUS

WSU Health Sciences Spokane
spokane.wsu.edu | 509-358-7500

Eastern Washington University Spokane
ewu.edu | 509-359-6200

MAILING AND SHIPPING

PLEASE DO NOT USE BUILDING ADDRESSES FOR MAILING OR SHIPPING.

Use the addresses on these pages instead:
spokane.wsu.edu/mail
ewu.edu/mail

Campus Map and Parking



WASHINGTON STATE UNIVERSITY
HEALTH SCIENCES SPOKANE

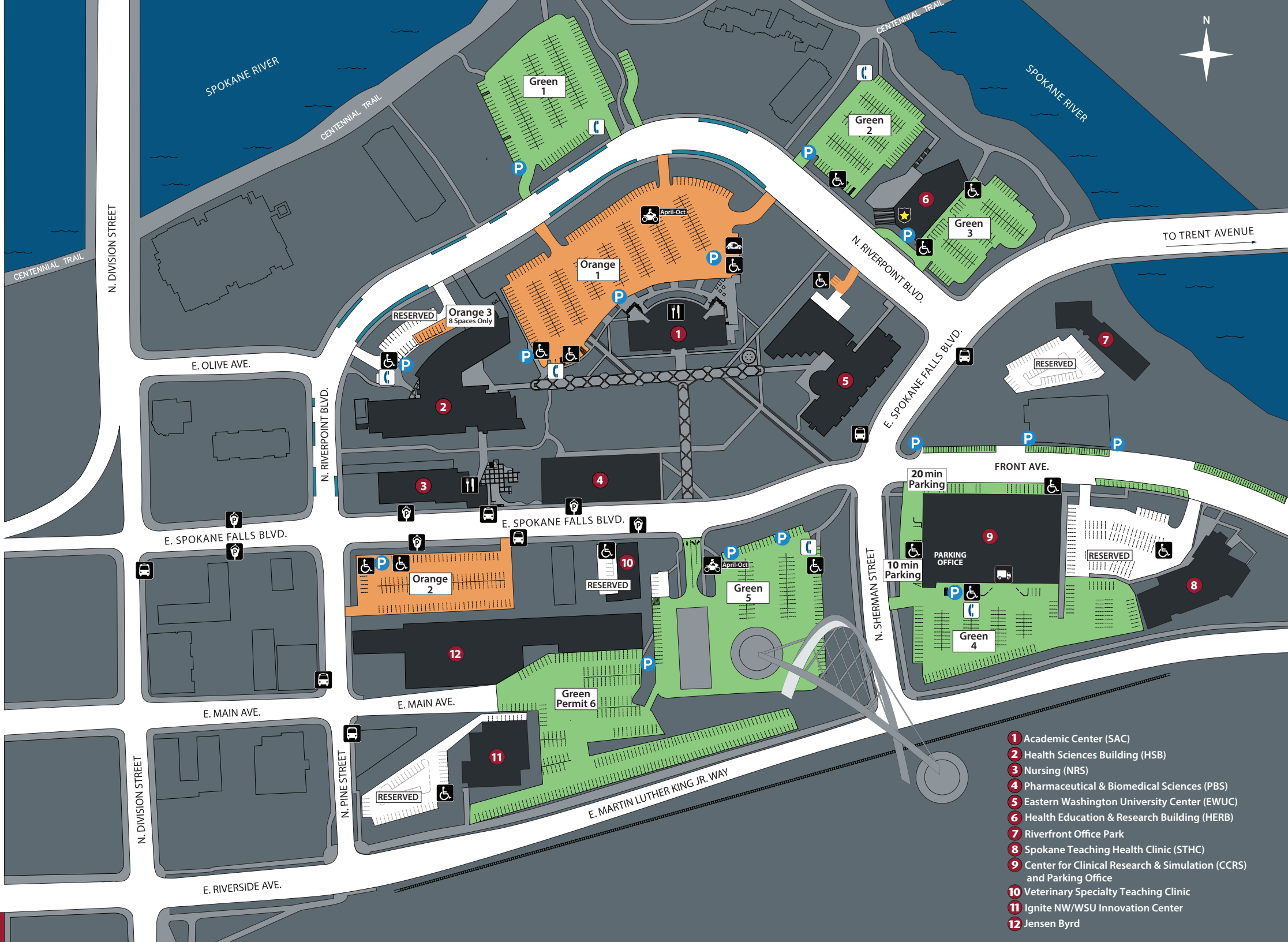


PHONE NUMBERS

Campus Safety & Security...509-358-7995
Parking.....509-368-6999
WSU Spokane.....509-358-7500
EWU Spokane.....509-828-1394

- Campus Safety & Security
- Accessible parking
- Bus stop
- Electric car charging station
- Metered parking (2-hour parking)
- Pay Stations/Pay By Plate
- Motorcycle parking
- Mailing/Shipping/Receiving
- Café
- Campus Safety phones
- Free parking (1 hr limit)
- Other buildings around campus
- Trails and walking paths
- Buildings (see menu on right)

July, 2018



- 1** Academic Center (SAC)
- 2** Health Sciences Building (HSB)
- 3** Nursing (NRS)
- 4** Pharmaceutical & Biomedical Sciences (PBS)
- 5** Eastern Washington University Center (EWUC)
- 6** Health Education & Research Building (HERB)
- 7** Riverfront Office Park
- 8** Spokane Teaching Health Clinic (STHC)
- 9** Center for Clinical Research & Simulation (CCRS) and Parking Office
- 10** Veterinary Specialty Teaching Clinic
- 11** Ignite NW/WSU Innovation Center
- 12** Jensen Byrd