

MARSHALL UNIVERSITY
JOAN C. EDWARDS SCHOOL OF MEDICINE
IDENTIFICATION OF STUDENTS EXPERIENCING ACADEMIC DIFFICULTY

I. Introduction

It is the policy of the Joan C. Edwards School of Medicine based upon the recommendations of the Liaison Committee on Medical Education (LCME) that any student identified as experiencing academic difficulty receive timely resources and assistance.

II. Definitions

From the LCME Structures and Functions of a Medical School, the following standard has been provided:

Standard 11: Medical Student Academic Support, Career Advising, and Educational Records

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

Standard 11.1 Academic Advising

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

III. Procedure

Pre-clinical Years

Identification of student who is experiencing academic difficulty

Student performances are evaluated at the time exam grades are released via Exam Soft or NBME, the following are criteria of experiencing and/or at risk of experiencing academic difficulty:

1. A student obtaining less than 75% on a block exam.
2. A student repeating an academic year or remediating a block
3. A student who is placed on academic or administration probation
4. A student who is predicted to fail USMLE STEP 1 (using data-analytics and prediction modeling by the OME)

Any student who is deemed to be experiencing academic difficulty will be required to attend all classes.

Any student who is at risk for experiencing academic difficulty will be required to attend at least 80% of classes.

Determination of classification will be made by the Offices of Academic Support, Academic Affairs and Student Affairs.

Clinical Curriculum

Student performances are evaluated throughout the clerkship in accordance with the clerkship syllabus. This may consist of test, oral exams, CCEs, NBME mini-board exams, quizzes, written assignments and clinical patient encounters.

Any student with noted academic difficulties in the pre-clinical curriculum will be flagged as at risk for academic difficulty in the clinical curriculum. Additionally, any student who fails the clerkship assigned mini-board will be noted as having academic difficulty.

III. Procedure

Any student noted to be having academic difficulty:

1. Meet with Block Leader or Clerkship Director to discuss any content and/or academic information, review course content or any gaps of understanding.
2. Any student noted to be having academic difficulty will have an immediate consultation with the Assistant Dean of Student Affairs and the Director of Office of Academic Support.
3. An academic improvement plan will be created, reviewed with the student, and implemented. The status of the student will be discussed on a weekly basis at scheduled Academic Support Meetings. Revisions to the plan can happen at any time when deemed necessary.
4. Academic improvement plans can consist but not limited to the following: professional counseling; annual physical; weekly check in's with OSA; mandatory class attendance requirements (Refer to OME Attendance Policy).
5. Failure to comply with any portion of the academic improvement plan will possibly lead to a referral to the Academic Standards and Professionalism committee for institutional action including but not limited to, repeat of a block, clerkship, academic year or dismissal.

8/8/18 AMS

10/18 Approved JCESOM Student Policy Committee

10/18 Approved OME