



## MARSHALL UNIVERSITY, JOAN C. EDWARDS SCHOOL OF MEDICINE IDENTIFICATION OF AND INTERVENTIONS FOR 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. Identification Of Students Experiencing Academic Difficulty**

#### **Pre-clinical Years—**

Identification of student who is experiencing academic difficulty is based on one or more of the following criteria—

1. A student obtaining less than 75% on two exams during a single semester (Course exams or NBMEs).
2. A student repeating an academic year.
3. A student who is placed on academic probation ([as defined in the APSC policy](#)).

4. A student who is at risk for failing USMLE STEP 1 (using data-analytics and prediction modeling by the OME).

Students meeting any of the aforementioned criteria are required to attend at least 80% of regularly scheduled classes **and** follow an academic remediation plan as outlined below. Determination of classification will be made by the Offices of Academic Support, Academic Affairs, or Student Affairs.

### **Clinical Curriculum**

Identification of student who is experiencing academic difficulty is based on one or more of the following criteria—

1. Any student who has not met clinical and/or academic expectations at the mid-point evaluation.
2. Students failing to meet outlined expectations (as per the clerkship syllabi) in the end-of-clerkship Clinical Competency Exam (CCE).
3. Student failing end-of-clerkship Shelf Examination.
4. Any student who fails the end of the year final Clinical Competency Exam (CCE).
5. 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.

### **IV. Academic Intervention Procedure(s)**

1. Meet with Block Leader or Clerkship Director to discuss any content and/or academic information, review course content or any gaps in understanding.
2. Consultation with the Offices of Academic Support and Student Affairs to identify specific needs of the student and develop a structured academic improvement plan. Academic improvement plans may include, professional counseling, annual physical, weekly check in's with OSA and testing for substance abuse.
3. The status of the student will be discussed on a bi-weekly basis at scheduled Academic Support Meetings. Revisions to the plan may be made as necessary.

Failure to comply with the academic improvement plan will lead to a referral to the Academic and Professionalism Standards Committee for institutional action including but not limited to, repeat of a block, clerkship, academic year or dismissal.

9/12—Revised and approved OME

9/13—Approved by the PreClerkship Committee

9/19/2019—Approved by the Curriculum Committee