

I. INFORMATION DOCUMENT

Overview of Student Assistance Programs

II. PURPOSE

This document provides information on the services available to assist students in their academic and clinical development across all phases of the Doctor of Medicine (MD) program.

III. ACCREDITATION REFERENCES

LCME 3.5	Learning Environment/Professionalism
LCME 11.1	Academic Advising
LCME 11.2	Career Advising
SACSCOC 12.1	Student Support Services

IV. DESCRIPTION

EVMS provides numerous student support services to assist students in their academic and clinical development across all phases of the MD program, as follows:

Academic Development

Academic Development provides services to help all EVMS students be academically successful. Services include individualized student assessment and coaching; peer tutoring; resources on effective learning strategies, study skills, test-taking skills, time management, stress management, etc.; workshops; information and referrals to other support resources; and United States Medical Licensing Examination (USMLE) Step prep programs. Student may initiate services with Academic Development at any time at their own choosing. They may also be encouraged to contact Academic Development by MD faculty or administration. Academic Development counselors are located in Lewis Hall within Student Affairs.

Peer Tutoring

EVMS provides peer tutoring for MD students in the first three years for content review and/or study skills development. Tutoring costs are included in student fees. Students are referred to the tutoring program by module directors, program directors, instructors, Academic Development staff, or the Student Review and Advisory Committee (SRAC). The tutoring program is overseen by Academic Development.

Student Proficiency Enhancement Program

The Student Proficiency Enhancement Program (PEP) is a resource for students at academic risk. In collaboration with Academic Development this program will create a learning plan tailored for the student including (but not limited to) comprehensive learning assessment, testing strategies, peer tutoring, and/or facilitated learning sessions with expert educators.

Students who have failed any summative exam will enter into and remain in the program at least until they pass one summative exam (not including a retest exam). Students can elect to continue in the program, even after meeting this benchmark.

- If the student does not follow through with PEP and fails a summative exam, they will be referred to SRAC.
- If the student does not follow through with PEP and fails a module, they will be referred to the Student Progress Committee (SPC), per the SPC procedures outlined elsewhere in this handbook.
- If the student does not follow through with PEP and fails an additional summative exam after a module failure, they will be referred again to the SPC.

Students whose final module grade is 70-75% OR summative assessment grade average is 68-73% may be recommended to participate in the program.

Students who fail a module will remain in PEP for the duration of the academic year.

Clinical Development

The Director of Clinical Development provides services to help EVMS MD students be clinically competent. Services include individualized student clinical assessment and coaching; coordination of services and training with the Sentara Center for Simulation and Immersive Learning; and USMLE Step 2 Clinical Skills remediation. Students are referred to the clinical remediation program by clerkship directors or SRAC.

Careers In Medicine

The mission of the Careers in Medicine Career Advising Office is to provide a comprehensive program of career advising activities and opportunities for medical students so they can acquire the skills, knowledge and attitudes required to be a physician. This mission is accomplished through self-assessment, experiential, clinical, and reflective activities. At the conclusion of these activities, the student should be able to:

1. Describe the personal meaning of a life-career as a physician.
2. Realize the importance of balancing multiple life roles.
3. Address the question: "Who am I and what do I want to do in my life and career as a physician?"
4. Describe a clear picture of interests, goals, and talents as they relate to career choices, and decision making.
5. Select a primary career path.

Residency Application Process

EVMS MD students are provided extensive support and guidance through the residency application process by Medical Education, Student Affairs, and specialty advisors. The Medical Student Performance Evaluation or MSPE is an important component of all medical students'

application for residency training. It is compiled by Student Affairs, in collaboration with the student, and sent to residency program directors as part of each student's application to obtain positions for postgraduate training in the fall of the student's final year in the program. Per the guidelines provided by the Association of American Medical Colleges, this document is a narrative evaluation of the student's progress and accomplishments through the MD Program and provides metrics of cohort comparison data. It is not a letter of recommendation. In addition, residency programs will be provided regular updates of students' transcripts via the Electronic Residency Application Service. Additional details regarding the residency application process and related advising can found in the Planning Your M4 Handbook, provided by Medical Education during the M3 year.

Student Wellness Program

The Student Wellness Program at EVMS is an integrated approach to student health and well-being. To achieve academic success, students must be physically and mentally well, and learn within a low-stress environment. To promote student wellness, EVMS offers easy access to primary health care for acute and chronic illness, confidential mental health services and assistance with life issues, occupational health services, and health insurance. Students may use the Personal Leave Policy to attend healthcare services during academic activities throughout all four years of the MD program. MD students also participate in the four-year MD Student/Physician Wellness Curriculum. Finally, EVMS encourages healthy lifestyles by engaging in physical fitness, and provide accommodations to students with disabilities. Further information on EVMS' well-being services and programming can be found in the Institutional Handbook and on the [web](#).

Student Review and Advisory Committee

SRAC is made up of MD program administrators, faculty, and staff who are responsible for curriculum oversight, academic advising or clinical remediation, or assessment and grading procedures. The purposes of SRAC are (1) to intervene early when a pattern of academic or professionalism deficiencies is first noted with hopes of supporting students toward corrective behaviors prior to intervention by the SPC, and (2) to coordinate student intervention services. Circumstances under which a student may be discussed or required to meet with SRAC include, but are not limited to, the following:

- Second summative exam failure over the course of the M1-M3 years
- Failure of a module and subsequent failure of a Summative Assessment
- Concerns for clinical performance
- Failure to participate in PEP
- Recurrent professionalism problems or clerkship grade deduction as a result of professionalism deficiencies
- Failure to produce student ID badge for mandatory sessions more than 3 days in a semester
- An excessive number of excused absences or any unexcused absence

- Failure to comply with the Waiver of MD Program Requirements Policy

Students who have appeared before SRAC and who have not corrected the concerning behavior(s) may be referred to the SPC.

V. RELATED DOCUMENTS

Clerkship Phase Assessment and Grading Policy

M4 Elective Phase Assessment and Grading Policy

Pre-clerkship Phase Assessment and Grading Policy

Professionalism and Professional Identity Development Policy