I.   POLICY
Holistic Assessment of Medical Students

II.   PURPOSE
This policy defines the process for students to be assessed holistically using areas of distinction to be utilized on the Medical Student Performance Evaluation (MSPE) or other recognition at EVMS.

III.   RESPONSIBLE PARTY AND REVIEW CYCLE
The Assessment, Learning Outcomes, and Evaluation team will review this document annually. The Medical Education Committee shall review this document as needed, with input from the Curriculum Policy Subcommittee.

IV.   ACCREDITATION REFERENCES
LCME 9.4   Assessment System
SACSCOC 12.3   Student Rights

V.   DESCRIPTION
EVMS students are assessed in five (5) Areas of Distinction (AoD):
- Community Impact
- Medical Knowledge
- Patient Care
- Professionalism
- Research and Scholarship

This Holistic Assessment approach is designed to recognize EVMS students' individual achievements when applying for residencies. Holistic Assessment creates formal recognition of skills, experiences, and attributes highly valued by EVMS.

The following guidelines are used to inform selection and inclusion for each AoD:
Community Impact
- Students must self-nominate using the Holistic Assessment Self-Nomination Survey.
- Accomplishments prior to medical school do not count toward this AoD.
- Activities completed to satisfy a curricular requirement do not count toward this AoD.

Medical Knowledge
- Uses first-attempt performance on preclerkship and clerkship medical knowledge exams (excluding first year, first semester exam scores)
- May differ from calculations used for other awards

Patient Care
- Performance on clinical evaluations for the core clerkships

- Noteworthy written comments by clerkship preceptors as part of the clinical evaluations
- Number of preceptors indicating that they believe the student was exemplary in terms of clinical skills
- Unsolicited nominations by clerkship directors, clerkship coordinators, clinical skills faculty and staff, clinical skills student facilitators, standardized patients, peers, and others

Professionalism
- Unsolicited nominations by module/course directors, curriculum coordinators, clerkship directors, clerkship coordinators, standardized patients, peers, and others
- Noteworthy written comments by clerkship preceptors as part of the clinical evaluations
- Number of preceptors indicating that they believe the student was exemplary in terms of professionalism

Research and Scholarship
- Students must self-nominate using the Holistic Assessment Self-Nomination Survey.
- Accomplishments prior to medical school do not count toward this AoD.
- Activities completed to satisfy a curricular requirement do not count toward this AoD.

To qualify for any AoD, the student must be in good academic standing (passing all their courses) and meet programmatic standards for professionalism. Like an award, recognition of outstanding achievement in any of the AoDs will be formally noted in the MSPE but failure to be recognized for an AoD will not be noted. Students may be recognized for any number of AoDs or for no AoDs at all.

Students attempting to solicit nominations from faculty, staff or peers for Clinical Skills or Professionalism will be automatically disqualified from consideration.

VI. RELATED DOCUMENTS
Medical Student Performance Evaluation and Post-Match Communication Policy

VII. HISTORY OF APPROVALS AND UPDATES
The following list documents policy approvals and updates by oversight authority, date, and summary of changes. This policy is housed on the MD Student Handbook webpage.
- On June 8, 2022, the Medical Education Committee approved this policy.
- On December 14, 2022, the Medical Education Committee approved the following changes: updated responsible parties, combined two AoDs (Service to the Community and Leadership and Innovation) into one (Community impact), changed the name of clinical skills to patient care, and added that students must be in good standing to be eligible for an AoD.
- On December 13, 2023, the Medical Education Committee approved updates to include all incoming classes and to include all phases of instruction.