

Faculty Handbook for the MD Curriculum

SECTION 6. EVALUATION AND ASSESSMENT OF STUDENTS

FACULTY SUPERVISION OF MEDICAL STUDENTS

Accreditation standards for the College of Medicine are specific about the requirement of faculty supervision of medical students.

- A medical school must ensure that supervision of medical student learning experiences is provided throughout required clerkships by members of the school's faculty. (*LCME Standard 9.2*)
- Medical students in clinical learning situations involving patient care must be appropriately supervised at all times in order to ensure patient and student safety. The level of responsibility delegated to the student must be appropriate to the student's level of training and the supervised activities must be within the scope of practice of the supervising health professional. Students must have timely access to, and in-house availability of, attending physicians and/or residents. (*LCME Standard 9.3*)
- Visiting medical students must have the same level of clinical supervision as OSU COM students. (*LCME Standard 10.8*)

Faculty must provide a combination of ***Direct Supervision of Students***, where the faculty member is personally present at key times during the educational process of the medical student, and ***Indirect Supervision of Students***, where the faculty member is aware of the educational components in which the student is participating. These roles are done in conjunction with and facilitated by the program or clerkship director. Direct supervision includes direct observation of medical history-taking, physical examinations, procedures, behaviors and attitudes as well as provision of direct feedback to the student.

Faculty are expected to review and advise on patient-care notes and plans and enable students to be active partners in delivery of care, interacting with patients at each office visit or daily hospital visit. It is the responsibility of the faculty to assign patients and level of care to a medical student based on the faculty assessment of the expertise and level of training of the student.

In addition, faculty members are expected to serve as a role model for the student to learn the art and science of Medicine.

ASSESSMENT OF LEARNERS

The role of faculty members in medical education is not only to teach but to provide formative and summative assessment to learners. Formative assessment is feedback, or information

communicated to a learner in a timely manner that is intended to modify the learner's thinking or behavior in order to improve subsequent learning and performance in the medical curriculum. Effective feedback should be frequent, specific, timely, and given in a climate of respect and mutual trust.

Accreditation standards specify:

- The medical school's curricular governance committee ensures that each medical student is assessed and provided with formal formative feedback early enough during each required course or clerkship to allow sufficient time for remediation. Formal feedback occurs at least at the midpoint of the course or clerkship. A course or clerkship less than four weeks in length provides alternate means by which medical students can measure their progress in learning. (*LCME Standard 9.7*)

It is required that students be given formative feedback regularly along the course of a rotation or course including mid-rotation feedback so that they have an opportunity to improve their performance before the final evaluation.

Summative assessments are assessments used to inform decision-making about grades, academic progression, or graduation. Faculty participate in summative assessment of learners through creation of examination items, monitoring of stations for Observed Standardized Clinical Examinations, and completion of end-of-clerkship clinical performance assessments, including narrative sections. Students are assessed in each of the eight competency areas in the curriculum.

Faculty members are required to prepare for the responsibility of teaching, supervising, and assessing medical students and are encouraged to seek professional development in these areas. (Faculty Handbook Section 7)

GRADING AND SUBMISSION OF EVALUATIONS

It is an important responsibility of each faculty member to complete course evaluations in an accurate, complete, and timely fashion. Students and trainees deserve the feedback provided by evaluations. Grades must be completed in a timely fashion and delayed evaluations can hinder this process. Any questions about evaluations should be addressed to the clerkship, rotation, or course coordinators or directors.

Accreditation standards specify:

- A medical school has in place a system of fair and timely summative assessment of medical student achievement in each course and clerkship of the medical education program. Final grades are available within six weeks of the end of a course or clerkship.

The OSU COM adheres tightly to the requirement that final grades are available to the student within six weeks of the end of a Part 1 block, Part 2 ring, or Part 3 clerkship. In order for a final grade to be determined from the aggregate of evaluations, individual faculty evaluations are required to be submitted earlier than the six weeks deadline. The specific times are established by the individual academic program committees.

The College of Medicine uses the standard grading system of The Ohio State University. Medical school courses officially use a pass/fail system consisting of:

- S = Satisfactory
- U = Unsatisfactory
- P = Progress (issued when grading is required for University purposes, progress is satisfactory, but the curricular component has not been completed.)

In addition, for internal College purposes (not to be recorded on an official transcript), the Part 2 and 3 programs may use the following distinctions:

- Honors = Outstanding performance
- Letter of Commendation = Performance clearly above average

Distinctions will appear on the Medical Student Performance Evaluation (MSPE) sent to residency programs in the student's fourth year.

ACADEMIC DUE PROCESS

[Pattern of Administration for the OSU COM, approved 4/14/2020]

Academic due process involves the process by which individual student performance issues are considered for action by the faculty. This process encompasses issues related to deficiencies in knowledge, skills, attitudes and/or behaviors of the learner. Each academic program within the College of Medicine shall develop a program-specific mechanism for ensuring academic due process of learners. Learners should refer to the program student handbook regarding the program specific process.

[Note: Each academic program within the LSI curriculum has developed the appropriate policies.]

OVERVIEW OF ACADEMIC REVIEW PROCESSES FOR MEDICAL STUDENTS

There are four levels of academic review, with responsibilities that are assigned by the Executive Curriculum Committee.

Level I: Formative/Advisory Review (Support)

Level 1 Review is intended to assist the student in correcting academic or behavioral patterns that may be disruptive to their success in medical school or as a physician. Appearances before Level I Review groups will not be noted in the Medical Student Performance Evaluation (MSPE).

- Student Review Committee
- Honor and Professionalism Council (students only)

Level II: Disciplinary Review (Detailed Performance Analysis)

Level II Review committees have the authority to modify a student’s curricular progression and to recommend that a student be dismissed from the College of Medicine. Appearances before Level II Review committees and the subsequent actions taken are noted in the MSPE and/or the student’s electronic file.

- Honor and Professional Council (faculty and students)
- Technical Standards Advisory Committee
- Violations Committee
- Academic/Behavioral Review Committee
- USMLE Review Committee

Level III: Assessment of Due Process

A Level III committee evaluates the process of the Level II committees in the event that a student is recommended for dismissal, to assure that decisions were fairly made with complete information. A Level III committee also evaluates requests for reinstatement to the College after a student has withdrawn or been dismissed.

- Academic Review Board

Level IV: Final Decision Making

Final decision making for a student’s dismissal or reinstatement resides with the Dean of the College of Medicine or their designee, the Vice Dean for Education. In the event that a student demonstrates behavior felt to be significantly harmful to patients, students, staff, or faculty, the Dean may suspend or dismiss a student without using other levels of the review process.

ACADEMIC STATUS LIGHTS

Decisions about academic status changes (“lights”) are made after a comprehensive review of a student’s performance record and an understanding of a student’s progress and prognosis for future performance. The Academic Advancement Committee (AAC), a subcommittee of the Executive Curriculum Committee, is charged with tracking student academic performance and modifying academic status. Guidelines for decision-making have been developed, but the AAC has the discretion to modify them based upon their comprehensive review.

- Green light means “Good Academic Standing.” No areas of current concern and/or any initial issues have been clearly resolved and student has consistently demonstrated academic progress.
- Yellow light means “Good Academic Standing/Minor Risk”
 - A student may be placed in “Good Academic Standing/Minor Risk” (yellow) when a student initially encounters a challenge or failure to meet standards in any assessments or competencies. A student may return to green when the AAC determines the student has clearly resolved any issues and met assessment and/or competency standards.
- Orange light means “Good Academic Standing/Moderate Risk.”

- Students who are “Good Academic Standing/Moderate Risk” (orange) have an accumulation of academic and/or non-academic issues or challenges with competencies that need to be taken into consideration when assigning small group or clinical activities. Students will typically remain at this status for the duration of the academic program or academic year. In exceptional circumstances, the status may be changed to “Good Academic Standing” (green) if the AAC determines that the student has clearly resolved all issues and consistently demonstrated academic progress (i.e., consistently achieved assessment and competency standards).
- A student at the end of an academic program who is “Good Academic Standing/Moderate Risk” (orange) will remain at that status going into the next academic program until the AAC determines that the student has clearly resolved all issues and consistently demonstrated academic progress (i.e., consistently achieved assessment and competency standards).
- Brown light means “Good Academic Standing/High Risk.”
 - A student who is at high risk of not meeting established academic competency or performance levels will be changed to “Good Academic Standing/High Risk” (brown). Students may not participate in longitudinal Advanced Competency experiences while on “brown” status in order for them to concentrate on achievement of core competencies. This student should be placed at The Ohio State University Wexner Medical Center facilities for clinical experiences and is not allowed to do away or international electives without permission from the Academic Program Director. Students in this status may rotate to our local affiliates only with permission from the Academic Program Director. The student will remain on “Good Academic Standing/High Risk” (brown) until the AAC determines that the student has clearly resolved all issues and has consistently demonstrated academic progress (i.e., consistently achieved assessment and competency standards).
- Red light means “Not in Good Academic Standing.”
 - A student who is “Not in Good Academic Standing” (red) has failed a program or has a significant issue pending official action. This student should not be involved with any academic program activities unless approved by the Dean's staff in conjunction with the appropriate Academic Program Director.
- Purple light means “Academic Standing Under Review”
 - The Evaluation and Assessment team will change the status to purple if a student has not met a competency, pending further review at the next meeting of the Academic Advancement Committee.

CHALLENGE RELATED TO A GRADE

[Pattern of Administration for the OSU COM, approved 4/14/2020]

A student may challenge a grade only for procedural reasons. If a student believes that a procedural error in grading was made, the student should follow the specific program guidelines for grade appeals in the respective program specific student handbook that are in alignment with Faculty Rule 3335-8-23 in making an appeal. In general, the student should first meet with the instructor of the course and if the instructor does not agree that a procedural error was made, the student must

meet with the Program/Division director to discuss the grade grievance. If the issue is not resolved to the satisfaction of the student, the student may request in writing a grade appeal to the Chair/School Director. If the student is not satisfied with the response from the Chair/School Director, the student may seek further review through the Vice Dean of Education.