Remediation of UME Trainees Experiencing Academic Difficulty or Lapses in Professionalism Guideline

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<tr>
<th>Office of Accountability:</th>
<th>Dean, Faculty of Medicine &amp; Dentistry</th>
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<td>Office of Administrative Responsibility:</td>
<td>MD Program</td>
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<tr>
<td>Approver:</td>
<td>MD Program Committee</td>
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<tr>
<td>Scope:</td>
<td>Compliance with this guideline extends to all members of the MD Program.</td>
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Overview

There are clear assessment and evaluation guidelines for each course in the undergraduate medical education (UME) curriculum. Students are made aware of these guidelines at the onset of each course. This document outlines the system by which the MD Program identifies a student having academic difficulty (failing to meet predefined minimum requirements) and/or lapses in professionalism during undergraduate training and the subsequent remediation process.

Purpose

To ensure the MD Program meets or exceeds the Committee on Accreditation of Canadian Medical Schools (CACMS) and Liaison Committee on Medical Education (LCME) accreditation standards.

MS-31-A. A medical education program must ensure that its learning environment promotes the development of explicit and appropriate professional attributes in its medical students (i.e., attitudes, behaviors, and identity).

GUIDELINE

1. OVERVIEW

   a. Academic performance of every learner in all 4 years of undergraduate medical education is monitored proactively by the Coordinator of Academic Mentoring and Remediation on a monthly basis via MedSIS reports (course and/or components).

   b. Any student noted to receive a grade of less than 70% and/or performing in the bottom 10th percentile in any component, or any student who has not completed 2 or more components, will be flagged and contacted by the Coordinator of Academic Mentoring and Remediation to have an in person meeting to explore potential issues.

   c. In the event that a student fails a course, rotation or OSCE due to overall standing of less than 70% and/or bottom 10th percentile, remediation will be mandatory and the procedure outlined below will apply (3.a).

   d. Should the student be deemed as having “borderline requiring extra work,” a different remediation procedure outlined below will apply (3.b).

2. PERFORMANCE BELOW EXPECTATIONS

   a. Categories of weak performance that may be grounds for failing to achieve credit in any component deemed mandatory and/or a need for extra work and remediation.

      i. In order to achieve credit in a mandatory component, a student must demonstrate satisfactory performance in two separate, but related, domains: he/she must achieve a satisfactory minimum grade in the course/rotation/OSCE and must also demonstrate professional and ethical behaviour in relation to patient care.

      ii. Students must meet all required criteria in order to receive credit. Criteria consists of
U of A Policies and Procedures

- a grade that is >70%
- no evidence of recurrent professionalism lapses (major or more than 2 minor) after academic mentoring for professionalism has been provided
- any other course/component specific criteria

iii. If a student falls short of the expected standards in one or both of these domains, the appropriate Academic Standing Committee will be notified.

iv. If the concern pertains to a lapse in professionalism, the Director of Professionalism will be notified. The Director of Professionalism will notify the Coordinator of Academic Mentoring and Remediation as needed.

b. Failure requiring remediation

i. The criterion grade for automatic notification of the academic standing committee is a grade below 70% and/or bottom 10th percentile.

ii. Course or Clerkship Coordinators will bring the student forward for review at the appropriate Academic Standing Committee where it will be determined if the students should receive a grade of "no credit" (failure).

iii. After the committee reviews and approves the recommendation of the Course or Clerkship Coordinator, the Assistant Dean, Academic will inform the student that he/she will be required to complete remedial academic curriculum.

iv. The student and file will then be referred to the Coordinator of Academic Mentoring and Remediation.

v. The Coordinator of Academic Mentoring and Remediation and course/clerkship director will develop an academic remediation plan.

vi. The Coordinator of Academic Mentoring and Remediation will meet with the student to discuss the plan, obtain student input and discuss implementation and completion.

vii. The Coordinator of Academic Mentoring and Remediation will communicate with the Course or Clerkship Coordinator throughout the process.

c. Borderline requiring extra work

i. Even if a student achieves a grade of 70% or higher in a component, he/she may be required to carry out extra work in that component.

ii. Furthermore, weaknesses in several different components, which by themselves might not be deemed to merit a grade of "No Credit" in any one of them, may still lead to a student either carrying out extra academic work and/or be reported to the academic standing committee under the procedure specified below (3.b).

iii. If a student demonstrates a single major lapse in professionalism or 3 minor lapses, this may be considered "borderline" performance and lead to a requirement for further study in professionalism.

3. ACADEMIC DIFFICULTY

a. Failure of a course, rotation or OSCE due to overall standing of less than 70% (and/or bottom 10th percentile) requiring academic remediation:

i. The Course or Clerkship Coordinator will design the content of the remedial work and determine the level of performance expected in supplemental evaluations such that the student may meet the standard for successful completion of the course.

ii. The student will be required to meet with the Assistant Dean, Academic and the Coordinator of Academic Mentoring and Remediation.

iii. The student will be informed both orally and in writing (electronic email to UAlberta account) that their performance is below expectations, that the academic standing committee has been informed of this fact and that their performance requires remedial work.
The student will be informed that the consequences of not successfully completing the required remediation may include needing to repeat the course in the following academic year and therefore delaying their progress in the undergraduate medical education program.

The student will be informed that they have the opportunity to respond to this report of failure of a course. The student must be fully informed of his/her rights by the Assistant Dean, Academic, including the right to provide a written submission to the appropriate Academic Standing Committee when their performance is being reviewed.

iv. Referral of the student to the Office of Learner Advocacy & Wellness (LAW) will be offered.

v. Specific performance criteria that may differ from those normally used in a course or rotation may be required for successful completion of academic remedial work.

vi. Upon successful completion of the academic remedial program, the Course or Clerkship Coordinator will provide a recommendation to the Coordinator of Academic Mentoring and Remediation and the Assistant Dean, Academic, who will present the outcome to the appropriate Academic Standing Committee.

vii. The appropriate Academic Standing Committee will make the final decision as to whether to grant the student credit for the course and that the mark be raised to 70%.

In the case of professionalism issues, the matter will be referred to the Director of Professionalism, who, in consultation with the Coordinator of Academic Mentoring and Remediation, will make recommendations to the Assistant Dean, Academic to be brought forward to the appropriate Academic Standing Committee.

b. Borderline performance requiring remediation (e.g. a mark less than 70% or a mark that is in the bottom 10th percentile of one or more of the components of a course, rotation or as determined for the specific course)

i. At the discretion of the Course or Clerkship Coordinator, a student with borderline performance may be required to complete extra academic work, consisting of additional experience and assessment. The Course or Clerkship Coordinator relevant faculty will be responsible for the design and content of extra work and the level of performance which will be expected of the student so that they can meet the standard for successful completion of the course/rotation.

ii. The student will be informed orally and in writing (electronic email to UAlberta account) that his/her performance is below expectations, that the Coordinator of Academic Mentoring and Remediation and Assistant Dean, Academic will be informed, that the appropriate Academic Standing Committee may be informed of this fact and that their performance may be discussed at a meeting of the Academic Standing Committee.

iii. The timing of the proposed extra academic work (educational experience and assessment) must be successfully completed prior to the student being permitted to start the next year of his/her undergraduate medical education program.

iv. Upon successful completion of the educational experience and assessment, the original grade will be allowed to stand.

v. The Course or Clerkship Coordinator will not normally inform the academic standing committee of such students unless the student does not achieve an acceptable level of performance in the extra work and assessment that is implemented by the course/clerkship director.

If that is the case, the Course or Clerkship Coordinator will inform the Coordinator of Academic Mentoring and Remediation and Assistant Dean, Academic, and the student will be required to meet with both of these latter individuals. The appropriate Academic Standing Committee will be informed and will make the final decision regarding the need for formal remediation.

4. LAPSES IN PROFESSIONALISM (for full details please refer to the professionalism policy under Policies and Procedures FOMD)

Professionalism lapses by learners are identified in several ways:

- Via the MedSIS “Professionalism Accolades and Incident Reporting” system
- Through course and rotation evaluations via MedSIS
- Direct reporting to the undergraduate medical education office
- Absence review via MedSIS

The Coordinator of Academic Mentoring and Remediation and Director of Professionalism are made aware of all assessments with professionalism lapses.

5. COMMUNICATION REGARDING STUDENT PERFORMANCE

a. Once identified, any concerns related to academic performance or professionalism should be communicated to the Coordinator of Academic Mentoring and Remediation and/or Assistant Dean, Academics and the Director of Professionalism, if the issue is a professionalism lapse.

b. The student should be informed of the concern within a week of the concern being identified to the Coordinator of Academic Mentoring and Remediation, and/or Director of Professionalism and/or Assistant Dean, Academic.

c. The student should have the opportunity to respond to any reports of academic difficulty or lapses of professionalism. The students must be fully informed of their rights, including their right to provide a written submission to the academic standing committee in the event that their performance is being reviewed by the committee.

d. In the event that program modifications are proposed:
   i. Every effort should be made by all faculty involved in the remediation process to ensure a confidential process and an environment of positive expectation among those responsible for the supplemental supervision, teaching and evaluation.
   ii. If appropriate, the student should have input in planning program modifications.

DEFINITIONS

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<th>Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.</th>
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<tr>
<td><strong>Committee on Accreditation of Canadian Medical Schools (CACMS)</strong></td>
<td>The Committee on Accreditation of Canadian Medical Schools (CACMS), working with the Liaison Committee on Medical Education (LCME) in the United States, ensures that Canadian medical faculties’ MD programs meet the quality expected when producing tomorrow’s doctors. Medical schools demonstrating compliance are afforded accreditation, a necessary condition for a program’s graduates to be licensed as physicians.</td>
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<td><strong>Liaison Committee on Medical Education (LCME)</strong></td>
<td>The Liaison Committee on Medical Education (LCME) is the nationally recognized accrediting authority for medical education programs leading to the M.D. degree in the U.S. and Canadian medical schools. The LCME is sponsored by the Association of American Medical Colleges and the American Medical Association.</td>
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<td><strong>MedSIS</strong></td>
<td>Learning management system used by MD program students, staff and faculty.</td>
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<td><strong>Component(s)</strong></td>
<td>A part or section of the course.</td>
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<td><strong>OSCE</strong></td>
<td>Objective Structured Clinical Examination</td>
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<td><strong>Academic Standing Committee</strong></td>
<td>Under the authority of the Faculty of Medicine &amp; Dentistry, reporting to the dean through Faculty Council, the academic standing committee makes decisions regarding the academic standing of students.</td>
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FORMS

No forms for this guideline.

RELATED LINKS

College of Physicians and Surgeons of Alberta Code of Conduct

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<tr>
<th>APPROVER</th>
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<tr>
<td>Kent Stobart, Associate Dean</td>
<td>Approved</td>
<td>24 February 2014</td>
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