

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 for the Macon & Joan Brock Virginia Health Sciences Eastern Virginia Medical School at Old Dominion University (EVMS).

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. Students are encouraged to reference the [Student Resources webpage](#) for a comprehensive listing of services. Frequently used services include the following:

Academic Development

[Academic Development](#) provides services to help all MD 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 Pre-clerkship and Clerkship Phases for content review and/or study skills development. Tutoring costs are included in student fees. Students are referred to the tutoring program by course or clerkship directors, program directors, instructors, Academic Development staff, or the Student Review and Advisory Committee (SRAC). The tutoring program is overseen by [Academic Development](#).

Writing Services

EVMS provides professional writing coaching for MD students to support the development of individual assignments, writing projects, research articles, Curriculum Vitae, personal

statements, and the like. Students can contact [Academic Development](#) to inquire about services or access resources in the Blackboard Organization under “Student Success Resources.” Students also have access to the [Writing Center](#) on the main campus at Old Dominion University main campus.

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.

Clinical Development

The Director of Clinical Development ([Joel Clingenpeel, MD](#)) provides services to help 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 clinical skills and/or professionalism remediation. Students are referred to the clinical remediation program by Clinical Skills, clerkship directors, or SRAC.

Student Disability Services

[Student Disability Services](#) is dedicated to helping students with disabilities reach their full potential by providing access to reasonable academic and clinical accommodations. Students are encouraged to contact [Student Disability Services](#) to initiate services once they have received notification of acceptance into the MD program or at any point during the program.

Community Health, Education, and Training

[Community Health, Education, and Training](#) is committed to improving access to health care, providing more culturally competent care and reducing health-care disparities, particularly among minority and underserved populations, and to supporting all students to help produce a diverse medical and health professions workforce.

The [Safe Zone](#) program promotes the support of lesbian, gay, bisexual, transgender and questioning/queer students, staff, faculty and residents through education and training. View a map of [Gender Inclusive Bathrooms](#) located across campus.

Career Advising

The mission of [Career Advising](#) is to provide medical students with data-based advising and resources so students can make informed decisions when choosing a specialty and applying to residency. Career Advising is committed to helping students choose a career path that is a mutually good fit, taking into consideration both the student’s career goals and the national/institutional data that predict match success. Career Advising hosts specialty and professional development sessions during all four years of medical school, including continuous



support through the residency application process. We are available for appointments to set goals and evaluate obstacles, providing individualized guidance to every student. To help with this effort, students will be connected to mentors and advisors in their specialties of interest.

Career Advising supports students through the process illustrated by the Association of American Medical Colleges (AAMC) Careers In Medicine Four Phase Model below. We provide students with resources, constant communication, advising events, and individual appointments depending on where they are in the process.

1. Understand Yourself
2. Explore Options
3. Choose your Specialty
4. Prepare for Residency

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 Medical Education, 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 AAMC, 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. Extensive details regarding the residency application process and related advising are provided by Career Advising throughout the MD program.

Research

[Medical Student Research](#) promotes medical students' awareness of short or long-term research programs offered within and outside of the university and to enhance medical students' research experiences through close collaborations with existing research programs. Funding is also available to support students' travel for presentations or for publications.

Student Wellness Program

The [Student Wellness Program](#) 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, and health insurance. Students may use the [personal leave program](#) to attend healthcare services during academic activities throughout all four years of the MD program. MD students also participate in didactic training for physician well-being throughout the program.

Finally, EVMS encourages healthy lifestyles by engaging in physical fitness through Old Dominion University [Recreation & Wellness](#).

Student Rights

EVMS is committed to providing a positive and supportive learning environment for its students. Students who have questions or concerns about their rights or treatment during all phases of the MD program are encouraged to contact [Student Rights and Responsibilities](#).

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 Pre-clerkship and/or Clerkship Phases
- Failure of a course 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

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

V. RELATED DOCUMENTS

Attendance of Academic Responsibilities Policy
Clerkship Phase Assessment and Grading Policy
Elective Phase Assessment and Grading Policy
Pre-clerkship Phase Assessment and Grading Policy
Professionalism and Expectations for Students' Professional Behaviors Policy
Compact for Teacher-Learner Relationship
Professional Learning Environment and Appropriate Treatment of Medical Students Policy
Students' Rights to a Professional Learning Environment Policy