

YALE UNIVERSITY SCHOOL OF MEDICINE PROCEDURE

PROCEDURE FOR FLOW OF INFORMATION FOR SUBOPTIMAL STUDENT BEHAVIOR OR PERFORMANCE

Background

Direct observation and feedback of medical trainees by course directors and clinical supervisors are critical to the development of competence. Faculty are expected to provide clear, specific, constructive, and timely feedback to students to help them identify their learning needs. Additionally, an infrastructure exists to provide additional support to students who are having difficulty achieving or adequately progressing in their acquisition and application of knowledge and skills or who demonstrate behaviors that fall short of professional expectations.

The purpose of this procedure is to provide a standard for the flow of information for informing students about learning needs requiring additional support and in identifying a plan for remediation.

Procedure Statement

- I. Role of Direct Supervisor
 - a. When an issue related to suboptimal student behavior or performance is identified by a faculty member serving as the direct supervisor, the faculty member who has witnessed the behavior or performance will provide feedback to the student.
 - b. If after the feedback is given, the student is able to successfully respond by incorporating the suggestions into subsequent practice, no further action is needed.
 - c. If the faculty member deems the behavior or performance of the student to be particularly egregious, the feedback is not well-received or incorporated into practice or multiple unrelated issues arise, the course/clerkship/elective/sub-I director is then informed.
 - d. Prior to discussing the issue with the course/clerkship/elective/sub-I director, the direct supervisor will inform the student that this communication with the course/clerkship/elective/sub-I director will occur.
- II. Role of Course Director
 - a. Upon being informed by the direct supervisor, the course/clerkship/elective/sub-I director will meet with the student. This meeting can occur with the direct supervisor present at the course/clerkship/elective/sub-I director's discretion.
 - b. The course/clerkship/elective/sub-I director arranges an action plan for the student to remediate.
 - c. The course/clerkship/elective/sub-I director may inform the student's Academic Advisor if the issue is deemed to be of sufficient academic importance, if the

feedback is not well received, or if the student fails to satisfactorily complete the action plan.

- d. If the Academic Advisor is being informed, the course/clerkship/elective/sub-I director will encourage the student to contact the Dean for Student Affairs if the student feels the issue may be related to a personal (e.g., health, family) matter. The course/clerkship/elective/sub-I director will inform the Associate Dean for Student Affairs that such a recommendation has been made, whether or not the student chooses to contact the Associate Dean directly.
- e. If the Academic Advisor and Dean for Student Affairs are to be informed, the course/clerkship/elective/sub-I director will inform the student that such action is occurring.

III. Role of Academic Advisor

- a. Upon being informed by the course/clerkship/elective/sub-I director, the Academic Advisor will meet with the student. This meeting can occur with the course director present at the Academic Advisor's discretion.
- b. The Academic Advisor will work with the student to identify an action. As part of this process the Advisor may refer the student to the Director of Remediation for assessment to inform the plan for remediation based upon a needs analysis.
- c. If the Academic Advisor refers the student to the Director of Remediation, the Director of Remediation will work with the student to perform a needs analysis and will then devise an appropriate plan for remediation.
- d. After identifying a plan for remediation the Academic Advisor will ensure that the student implements and completes. The satisfactory completion of the plan is mandatory.
- e. If the Academic Advisor has additional concerns based on the student's behavior or performance, the student will be referred to the Progress Committee.
- f. If the student is being referred to the Progress Committee, the Academic Advisor will inform the student that such action is occurring.

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