

**TITLE OF POLICY**

Personal Health, Academic Performance Monitoring and Support Policy

**PURPOSE AND SCOPE**

This policy establishes criteria and processes to provide ongoing monitoring of student performance and to refer students for appropriate support when experiencing academic, professional, and personal issues. This policy applies to all students and faculty in all phases of the curriculum.

**ARC-PA STANDARD REFERENCE(S)**

A3.10 The program must have written policies that provide for timely access and/or referral of students to services addressing personal issues which may impact their progress in the PA program.

**RESPONSIBLE PARTY AND REVIEW**

This policy is reviewed on an as-needed basis with input from Academic Advisors, Program Faculty, and Institutional Leadership, elevating any policy amendments to the Program Director for approval.

**HISTORY OF APPROVAL AND UPDATES**

Initially approved by the UNC PAP Program Director on May 22, 2020.

Approved by the UNC PAP Program Director on November 10, 2021.

**DEFINITIONS**

**Academic Advisor:** Core UNC PA Program faculty member who is designated to support enrolled students for their duration of enrollment in the program. Serves as a student advocate, provides academic support, and refers students to necessary resources for concerns related to academic performance, professionalism, or psychological issues that may impact their progress in the PA program.

**Course Liaison:** Core UNC PA Program faculty member who works directly with adjunct instructional faculty who provide the content of a particular pre-clinical course but are not Core UNC PA Program faculty themselves, overseeing the course and providing all administrative support for the course.

**Course Director:** Faculty member (whether Core or Adjunct) who directly provides primary content for a particular pre-clinical course.

**POLICY****Academic Performance**

Students are frequently assessed in coursework and receive quantitative scores on an ongoing basis, providing data on their performance to Course Directors, course liaisons, course instructors, and Academic Advisors. The Course Directors and liaisons are responsible for monitoring and discussing performance with students and their Academic Advisors.

Grading framework uses an H/P/L/F scale, defined as:

90-100% High Pass (H)

80-89.99% Pass (P)

70-79.99% Low Pass (L)

<70% Failure (F)

## **Academic Advising System**

The UNC PA Program assigns all students to an Academic Advisor upon matriculation. Academic Advisors are core faculty members within the program.

### *Routine Advising*

Students meet with their Academic Advisors at least once a semester for routine check-in meetings to assess their overall academic progress and to assist in providing referrals for any personal issues which may impact their progress in the program.

### *Low Pass Performance on an Assessment*

When a student achieves a score of 70-79.9% (Low Pass) on an assessment, the Core PA Program Faculty member tied to the course (whether that be the Course Director or Course Liaison) compiles an Individualized Learning Plan (ILP) for the student. This document provides a framework for the student to review missed instructional objectives, reflect upon barriers that impeded their success on the assessment (related to content, study techniques, test taking, personal issues, etc.), and relearn the missed material. The student will meet with their Academic Advisor and the course faculty member to review the ILP. A copy is sent to the student via email and saved to their personal file in Teams. Upon the first occurrence of a Low Pass, the student will submit the completed ILP document to their Academic Advisor and course faculty member. The Academic Advisor will then refer to the student to appropriate resources (Accessibility Resources & Services, Counseling and Psychological Services, Campus Health, etc.) for any personal issues identified that may be impacting the student's academic success and progression within the program. With subsequent occurrences, the same process is followed, however the student does not need to submit their completed ILP.

### *Failure of an Assessment*

When a student achieves a score of <70% (Failure) on an assessment, the Core PA Program Faculty member tied to the course (whether that be the Course Director or Course Liaison) compiles an Individualized Learning Plan (ILP) for the student. This document provides a framework for the student to review missed instructional objectives, reflect upon barriers that impeded their success on the assessment (related to content, study techniques, test taking, personal issues, etc.), relearn the missed material, and prepare for retesting, when deemed appropriate. Retesting is assessment-dependent, and is determined by the course director, Course Liaison, and/or course instructor involved. The student will meet with their Academic Advisor and may be joined by the course faculty member to review the ILP. A copy is sent to the student via email and saved to their personal file in Teams. The Academic Advisor will then refer to the student to appropriate resources (Accessibility Resources & Services, Counseling and Psychological Services, Campus Health, etc.) for any personal issues identified that may be impacting the student's academic success and progression within the program. If retesting is appropriate, the student then has the opportunity to improve the failing grade up to a maximum of a 70%.

### *Use of Student Academic Encounter Form (SAEF Form)*

All Academic Advising meetings, whether routine or issue-specific, are documented using the Student Academic Encounter Form (SAEF Form). The form documents the content of the meeting and any identified further plans or next steps based on the discussion between student and advisor. This document is saved to the student's file in a confidential manner, either electronically or printed.

### *Use of Individualized Learning Plan (ILP)*

Students who achieve both Low Pass and Failure grades on assessments are provided with an ILP based on the instructional objectives missed. The document provides a structured framework for students to review missed concepts, reflect upon barriers to success, relearn material, and retest when pertinent. See addendum for ILP template.

## **Significant Concerns Related to Academic Progress**

When a Course Director, Course Liaison, or Academic Advisor identifies a student at risk of dismissal, the Academic Advisor meets with the student, and may be joined by pertinent course faculty to discuss concerns and ensure appropriate referrals to campus resources have been made. When there are global concerns about the student and/or the student is approaching academic dismissal based on academic performance, program faculty may refer the student to the Academic Excellence Committee for additional considerations.

### *Academic Excellence Committee (AEC)*

The AEC is composed of five voting members: the Program Director, Medical Director, Director of Clinical Education, Director of Pre-Clinical Education, and Program Coordinator. The Program Director serves as the Chair of the Committee. A student's advisor is excluded from voting to avoid any potential conflict of interest.

### *Purpose:*

- The UNC PA program has established an AEC to review the academic and professional performance of students, including compliance with the Technical Standards. For those students experiencing Academic Difficulty or Professional Difficulty, including non-compliance with the Technical Standards, the AEC will consider the totality of the circumstances and determine considerations for remediation or deceleration, withdrawal, leave of absence, or dismissal, carefully balancing the best interests of the student, PA program, profession, patients and the general public.

## **Use of Formal Referrals to the Academic Excellence Committee**

Course Directors, Course Liaisons, or Academic Advisors can make the referral of the student to the AEC. Reasons to refer a student to the AEC include but are not limited to the following considerations that are at the level of potentially preventing the student from progressing successfully in the program:

- Excused and unexcused absences that exceed limits set in attendance policies for each phase
- Repeated tardiness
- Poor test performance
- Poor summative assessment performance
- Poor clinical performance
- Poor communication skills
- Low performance score(s) on an evaluation
- Other professionalism concerns
- Concerns regarding mental health/well-being

## **Required Actions Prior to Formal Referral to AEC**

Prior to the AEC referral, Faculty must complete the following steps:

1. Faculty must have an honest, constructive conversation with the student, outlining the issues that affect performance. Data sources to inform conversation may include quantitative and qualitative scoring on examinations, preceptor ratings and comments, absences and instances of tardiness on record, and observations made by faculty, preceptors and staff.
2. Faculty sends the referral to all of the following people:
  - The student
  - The Academic Excellence Committee via Microsoft Teams
  - The student's Academic Advisor (if this is not who is originating the referral)

AEC will respond to all referrals with via email noting the date of the meeting to address issues with the student. The AEC will then meet with the student and referring faculty to discuss the situation and provide an overall recommendation, which may include referrals based on issues identified.

## Psychological Support

### *Services:*

- Confidential service offered by Counseling and Psychological Services (CAPS).

### *Communication:*

- There will be no contact with psychological services and the referring person unless requested by the student. Again, if so, consent from student should be included in the email.
- For a student in crisis during business hours, faculty will walk the student to CAPS for immediate assistance.
- CAPS is a voluntary service provided by the University that must be initiated by the student. All degree-seeking students who pay the current term [Campus Health](#) Fee (included in tuition and fees) are eligible for [Counseling and Psychological Services](#). CAPS is primarily funded through the Campus Health Fee. Whether a first time visit, group, referral coordination, academic intervention or couples therapy – therapy at CAPS is covered by the health fee and at no out of pocket cost to eligible students. Initial medication management evaluations are also provided with no out of pocket costs. First time visits to CAPS do not need an appointment. After that visit, appointments are schedule. Failure to cancel or reschedule your appointment within 24 hours will result in a \$25.00 fee. If your appointment is with a psychiatric medication provider, the fee is \$65.00.

### *Documentation:*

- None, CAPS referral is confidential.

### **PROCEDURE(S)**

<https://campushealth.unc.edu/>

<https://caps.unc.edu/>

**ADDENDUM**

**Individualized Learning Plan (ILP) Template**

Assignment/Assessment Name  
Individualized Learning Plan  
**Student Name**

[assignment/grade recap]

**Review**

[review tasks, linked to deficient learning objectives when appropriate]

**Reflect**

[Why were these particular objectives/content areas missed? How can this be addressed moving forward to enhance your success?]

**Relearn**

[relearn tasks, linked to learning objectives when appropriate]

**Retest**

[relearn tasks]

[benchmarks required for successful completion]

