

Performance and Advancement Committee (PAC)

Objectives of the monthly meetings

- Review of student academic progress
- Review student advancement
- Review of student professionalism
- Meet with students as needed
- Committee deliberation
- Vote on student action (e.g. approve leave of absence, letter of concern, professionalism warning)

Role of the two committees - M1-M2 PAC and M3-M4 PAC

- Monitor student progress (grades, professionalism)
- Take action as needed (Letter of Concern, Professionalism Warning, Recommendation for Dismissal)
- Policy revision (e.g. Advancement and Retention, PAC Standards & Procedures)

Reporting of Professionalism issues by faculty (see Feedback Form below)

- Reporting of professionalism issues is important for the PAC to be able to determine if a pattern of poor behavior is evident, or is continuing
- Lack of professionalism can be persistent tardiness, unexcused absences, asking to keep an absence confidential, disrespect towards other professional staff or patients, and a number of other items. Most likely to be seen in the first two years in LPCC and LC, but also in mandatory evaluations and small group settings.
- Use the Exemplary/Formative Feedback Form online (under Other Resources on MedOneStop) to detail the incident
- The PAC chair and Aurora Bennett will discuss the form and decide what action to take
- Even if no action is taken, the filing of such forms helps us track student progress through the curriculum
- The sooner a pattern is evident, the sooner a solution can be offered.
- Forms are not seen on student transcript
- When a situation develops the PAC can issue a Professionalism warning, which specifies what a student must do to rectify his/her problem
- Failure of the student to follow the guidelines set forth in the Professionalism warning can lead to a recommendation of dismissal by the PAC (but this is dependent on receiving another professionalism form detailing another student issue)
- The PAC also has the ability to write a paragraph for the student's MSPE detailing professionalism issues if they are not resolved

Grades

- First two years are pass/fail, but the final percentage score is utilized to determine class rank. M3 utilizes the letter scores, but the final percentage score is utilized to determine class rank.
- Courses/clerkships should enforce the penalties for unprofessional behavior in terms of late or missed assignments, otherwise certain students will continue the behavior through the third and fourth years
- Only the third year grades count for class rank

Student issues - communication?

- If the PAC is following a student with professionalism issues the Course/Clerkship Directors agreed that they would want to know about it before the student entered their Course/Clerkship.
- Best done by a short communication from the PAC chair to the clerkship director, indicating the nature of the problem.
- Allows appropriate placement of students so they can receive adequate supervision

Questions and Discussion

- If you have any questions, or an item to discuss, call or email your appropriate PAC chair or Dr. Lieberman
 - 513-558-5645
 - lieberma@ucmail.uc.edu

PAC Rosters 2019-2020

M3-M4 PAC – First Friday of the month July - June

1. Brackenbury, Robert PhD
2. Christensen, Heather PhD
3. Farrell, Michael MD
4. Guiot, Amy MD
5. Lieberman, Michael PhD (Co-Chair)
6. Lorenz, John PhD
7. Marshall, Aaron PhD (Co-Chair)
8. Patil, Yash MD
9. Radhakrishnan, Neetu MD
10. Thompson, Amy MD
11. TBA

M1-M2 PAC – Fourth Thursday of the month July - June

1. Campbell, John MD
2. Ellis, Robert MD (Co-Chair)
3. Johnston, Peirce MD
4. Kelly, Elizabeth MD
5. Kues, John PhD
6. Lowrie, D. J. PhD (Co-Chair)
7. Quinlan, John MD
8. Riddle, Sarah MD
9. Stringer, Keith MD
10. Thompson, Andrew PhD
11. Wiczorek, David PhD

Formative/Exemplary Feedback Form



College of Medicine

Feedback Form

The Exemplary Feedback Form (EPF) recognizes the student for exemplary/outstanding behavior in the areas of respect, appearance, reliability, motivation, commitment, self-improvement, adaptability, honor, integrity, and/or confidence. This form will be reviewed by the Professional Advancement Committee

Fields marked with a * are required.

Student: <input type="text" value="Please select..."/> *	Course: <input type="text" value=""/> *
Evaluator: <i>If evaluator name not found in list, please choose "Other" (at the top of the list) and provide information in fields provided.</i> <input type="text" value=""/>	Incident Date: <input type="text" value="Select date"/> * <i>If report involves multiple dates or a date range, please specify in the form's comments field.</i>

Professional Characteristic	This student has displayed exemplary/outstanding behavior in:
Respect for and relationships with patients and families	<input type="checkbox"/> establishing rapport with patients <input type="checkbox"/> being sensitive to the differing needs of patients and to patient differences <input type="checkbox"/> not using medical jargon with patients/patient families <input type="checkbox"/> maintaining patient confidentiality
Respect for health care team, faculty members, and fellow students	<input type="checkbox"/> thinking of ancillary personnel as members of the health care team <input type="checkbox"/> relating well to faculty <input type="checkbox"/> relating well to fellow students <input type="checkbox"/> establishing/maintaining boundaries <input type="checkbox"/> being a positive contributor to a healthy learning environment <input type="checkbox"/> inappropriate or excessive lobbying for higher grades
Appearance	<input type="checkbox"/> assessing appropriate level of dress for clinical situations <input type="checkbox"/> assessing appropriate level of dress for non-clinical situations
Reliability	<input type="checkbox"/> fulfilling responsibilities in a dependable manner <input type="checkbox"/> learning how to complete assigned tasks in a timely manner <input type="checkbox"/> learning how to complete assigned tasks at a level expected of a college graduate <input type="checkbox"/> arriving at required functions on-time <input type="checkbox"/> attentiveness and engagement in required activities
Motivation & commitment	<input type="checkbox"/> seeking out learning experiences on own <input type="checkbox"/> completing assignments in an accurate, thorough and timely manner <input type="checkbox"/> completing mandatory evaluations in an accurate, thorough and timely manner.
Self-improvement and adaptability	<input type="checkbox"/> accepting and incorporating constructive feedback <input type="checkbox"/> giving constructive feedback to others <input type="checkbox"/> admitting personal errors <input type="checkbox"/> adapting to change <input type="checkbox"/> comprehending the function of grades
Level of confidence	<input type="checkbox"/> recognizing limitations and seeking assistance

Please provide examples or explanation in the area below.

You must provide details related to each checkbox checked.

Paragraph
B
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abc

Discussed with Student? *

- Via Email
- In Person
- Via Telephone
- Not yet discussed with student

Submit

Cancel