

UTHSCSA Graduate Medical Education Policies

|             |   |                 |   |
|-------------|---|-----------------|---|
| Section 2   | General Policies and Procedures                         | Effective:      | January 2007  |
|             |   | Revised:        | November 2009<br>May 2011, February 2016, June 2019 |
| Policy 2.9. | Levels of Academic Status in Graduate Medical Education | Responsibility: | Designated Institutional Official                   |

**Levels of Academic Status in Graduate Medical Education**

|         |  |
|---------|--|
| Purpose | An essential component of organized Graduate Medical Education (GME) programs is the clear and unambiguous determination of the academic status of each individual enrolled in the sponsored training programs.  |
| Policy  | <p>Individuals training in GME programs sponsored within UTHSA are expected to develop personal, clinical and professional competence under the guidance and supervision of the faculty and staff. The programs ensure the safe, appropriate and humane care of patients and the progression of resident physician responsibilities consistent with each trainee's demonstrated clinical experience, knowledge and skill.</p> <p>Each program maintains and communicates academic requirements for the educational development of the residents in that program. A primary responsibility of resident trainees is to meet the academic requirements of their specific programs, to meet general and specialty-specific milestones and competencies, and to maintain a satisfactory academic status within their programs. While it is hoped that all residents who train within our GME programs will be able to progress satisfactorily through their programs, there may be instances when a resident's academic course does not progress as hoped. In such cases it is the responsibility of the program director, working with the program's teaching faculty, to remediate the resident if possible, utilizing clear documentation and direction. Other faculty may communicate concerns to the Program Director, however only the Program Director has the authority to institute discipline measures within the program. (See Resident Grievance and Due Process policy for further details.)</p> <p>Residents in training are assigned one of the following levels of academic status:</p> <ol style="list-style-type: none"> <li><b>Satisfactory status</b> – in this level of academic status the resident's overall progress toward acquisition of milestone and other academic requirements is considered to meet or exceed program expectations. Individual evaluations of residents in this academic status may contain constructive suggestions for improvement; such suggestions are considered an inherent</li> </ol> |

element of the educational process, and are not considered to be 'negative evaluations.'

2. **Administrative status** – .in this level of academic status the resident is perceived as having at least a degree of difficulty in acquisition of academic requirements, but is considered to be making progress such that the organized teaching faculty's combined assessment is that the resident is likely to be successful in the attainment of the program's academic requirements. When a Program Director considers placing a resident on Administrative Status, he/she should report the matter to the DIO and/or chair of the GME Committee prior to action. Administrative status is simply more robust and explicit feedback and should not, in general, be considered a reportable action (see below). If the program is considering a reportable action, the program should consider probation in lieu of administrative status.
  - **Administrative assignment** – this level of academic status is assigned for the specific purpose of focused improvement of one or more areas in which a resident has not yet achieved the level of competency expected by the program's academic requirements. Examples include repeating a clinical rotation for which the resident received less than satisfactory composite evaluation not resulting in a need to extend training, or a substandard in-training exam score.
  - **Administrative leave** – this level of academic status is assigned for the immediate correction of deficiencies in academic requirements. An example would be for correction of significant medical records deficiencies or delinquencies.
3. **Probationary status** - is considered to be an adverse academic status of a significant degree, wherein the resident has experienced clear failure to achieve academic requirements of the program, and in which the possibilities of remediation and failure (termination or non-renewal of a resident's training agreement) coexist. When a Program Director is considering implementation of Probationary status for a resident, he/she should present the matter to the DIO and/or chair of the GME Committee for review and guidance. Probationary status is a "reportable action." Reportable actions are those actions that the Program must disclose to others upon request, including without limitation, future employers, privileging hospitals, credentialing boards, and licensing and specialty boards. In addition, when Probationary status is implemented, the Program Director must report that to the Texas Medical Board (TMB) within the reporting period required by the TMB.

Any change in the academic status of a resident must be documented in his/her training file, and should be considered in the program's annual review of program effectiveness.

UTHSCSA Graduate Medical Education Policies

|  |
|--|
|  |
|  |