



SCHOOL of  
OSTEOPATHIC  
MEDICINE

**Policy Title:** Academic Counseling and Support Policy and Process  
**Functional Area:** ADMINISTRATIVE

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**Status:** DRAFT  
**Effective:** 11/01/2017  
**Approved by:** SOM Leadership Council  
**Policy Contact:** Sarah Lang, PhD, Director of Academic Support  
**Responsible Office:** Office of Medical and Interprofessional Education  
**Last Reviewed/Updated:** 01/06/2020

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**Purpose:** The purpose of this policy is to describe the goals, participants, resources and guidelines for academic counseling and support at UIWSOM.

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### Policy Statement

- 1) Description
  - a) UIWSOM is committed to providing academic counseling and support to all UIWSOM learners.
- 2) Primary goal(s)
  - a) Support the academic success of all UIWSOM learners
  - b) Provide early and continuing intervention for at-risk UIWSOM learners
- 3) Participants
  - a) UIWSOM academic support personnel
  - b) UIWSOM current learners
  - c) UIWSOM leadership from the following areas:
    - i) Office of Clinical Affairs
    - ii) Office of Admissions and Student Affairs
    - iii) Office of Medical and Interprofessional Education
    - iv) Phase I of the curriculum
    - v) Phase II of the curriculum
    - vi) Phase III of the curriculum
    - vii) Student Progress Committee
- 4) Resources
  - a) Academic support personnel
  - b) Physical space
  - c) Minimal supplies
  - d) Audio-visual equipment
  - e) Publications and handouts
  - f) Learning management system (emedley) for resource development and dissemination
  - g) Spreadsheet (Smartsheet) tracking for documentation
- 5) Guidelines

Academic counseling is divided into three areas: Group Academic Support; Individual Academic Support (by request); and Individual Academic Support (required).

**Group academic support.** Learners are required to attend seminars, large-group discussions, workshops, and courses during the learner's four years at UIWSOM. Topics include but are not limited to: use of academic support resources (OMS-I); time management (OMS-I); test-taking strategies (OMS-I through III); and board preparation and planning (OMS-II & III).

**Individual Academic Support (by request).** Learners may schedule meetings for academic counseling during

their self-directed learning time in order to identify and explore opportunities to strengthen and assist them in their academic, personal, and professional development and success. Learners contact the Director of Academic Support or the Learning Specialist to schedule time through their Cardinal Outlook account. Services include instruction and support in the following areas:

- Board exam preparation and study planning
- Concentration strategies/skills
- Goal setting/attainment
- Individualized Learning Plan (ILP)
- Learning assessment (e.g. LASSI)
- Learning resources
- Learning preferences
- Memory/recall strategies/skills
- Note-taking strategies/skills
- Organizational strategies/skills
- Reading strategies/skills
- Stress management
- Study planning
- Study strategies/skills
- Test anxiety
- Test preparation
- Test-taking strategies/skills
- Time management, including managing procrastination
- Transition/adjustment concerns
- Referrals to other services (e.g. behavioral health counseling, student disabilities services, content experts)

**Individual Academic Support (required).** Repeat learners as well as those who have been identified as at-risk due to exam scores are required to complete academic support meetings and tasks as defined by collaborations among Phase Leadership, the Office of Clinical Affairs, the Office of Admissions and Student Affairs, the Office of Medical and Interprofessional Education, and the Student Progress Committee.

Additional learning opportunities in the form of workshops, online resources, and online modules are developed and updated on, at minimum, an annual basis.