Faculty Advisor Handbook

FACULTY ADVISOR ROLE

Faculty advisors serve in an essential role in supporting student success. Effective faculty advisors:

- Assist students in exploring and achieving their academic and career goals
- Provide essential guidance and support to students
- Promote and connect students to institutional services and resources

LEARNING OBJECTIVES FOR FACULTY ADVISING

As a result of interacting with a faculty advisor, students will be able to:

- Identify institutional student support services and opportunities for student engagement
- Locate academic policies and procedures in the MU-COM handbook
- Understand one’s own professional and academic responsibilities as a MU-COM student
- Describe common academic challenges faced by medical students
- Describe common emotional and social challenges faced by medical students
- Explain high impact practices for time management, studying, test taking, and maintaining a healthy lifestyle
- Evaluate personal strengths and weaknesses

ESTABLISHING PROFESSIONAL BOUNDARIES

It is extremely important for advisors to establish and maintain professional boundaries with their advisees. Advisors should be cautious of students sharing overly personal information, contacting them outside of office hours, spending an inordinate time in their office, or making amorous statements. In these cases, the advisor must reestablish the boundaries and address the student’s behavior. The earlier this behavior is addressed the better.

It is also important that advisors are mindful of the amount and type of personal information they choose to share with their advisees. Oversharing clouds professional boundaries making for an ineffective advisor/advisee relationship. However, being completely impersonal is also problematic. Each advisor is encouraged to find their own style and approach to the advising relationship.

WHEN TO OUTREACH TO ADVISEES

Advisors are encouraged to meet with their advisees at least 1 time per semester. However, for first-year students it is important to meet with them at orientation and 1 additional time during the first 4 weeks. Advisors may need to meet with select advisees more often depending on the student’s academic performance or other concerns.

The following student levels* are to help guide advisor outreach by categorizing advisees. Advisors are asked to maintain contact with their advisees especially those in Level 3. Advisors are encouraged to utilize the Faculty
ALL LEVELS

Maintaining regular contact with all advisees and monitoring academic progress is essential for effective advising. Advisors can maintain contact in a variety of ways such as through e-mail, one on one meetings, engaging with advisees when they see them in the Evans Center, phone calls, etc. Some advisors find it beneficial to send items such as inspirational quotes, kudos when a student performs well on an exam, professional development opportunities, or relevant Marian or community events. Monitoring academic progress can be done through reviewing the “At Risk Reports” provided to advisors after each exam. See “MU-CM Academic Success Tracking Components” in the Appendices for more information.

LEVEL 1 - MONITOR ACADEMIC PROGRESS

CHARACTERISTICS OF LEVEL 1

- Performing well academically
- No pressing concerns with behavior or professionalism

OUTREACH FOR LEVEL 1 STUDENTS

- Monitor academic progress
- Check in regularly (as with all advisees)
- These students may experience burnout if they are studying too much or simply working too hard

LEVEL 2 - MODERATE PRIORITY OUTREACH

CHARACTERISTICS OF LEVEL 2

- Tracking near 70 in one course
- Downward trend in academic performance
- Sudden poor exam performance

OUTREACH FOR LEVEL 2 STUDENTS

- Outreach to the student, perhaps via e-mail, outlining your concern regarding their academic performance
- Determine if the student is facing something significant in their personal life
- Utilize the Common Academic Challenges section and the Faculty Advising Flowchart when needed to guide your conversations with these students
• Encourage the student to contact his/her course director if he/she has course related questions
• Track academic progress and follow-up after initial meeting

LEVEL 3- HIGH PRIORITY OUTREACH

CHARACTERISTICS OF LEVEL 3
• Failed 1 or 2 exams
• In danger of failing 1 or more courses
• Tracking near 70 in more than 1 course
• Failed the COMLEX

OUTREACH FOR LEVEL 3 STUDENTS
• Outreach immediately and set an in person meeting with the student asap
• Utilize the Common Academic Challenges section and the Faculty Advising Flowchart when needed to guide your conversations with these students
• Determine if the student is facing something significant in their personal life
• Determine what the student needs to do (exam scores, quiz scores, etc.) to succeed in the course
• Refer the student as necessary to the appropriate institutional resource(s) (see page 8)
• Encourage the student to contact his/her course director if he/she has course related questions
• Track academic progress and follow-up after initial meeting
• Refer the student to the Student Success Team after meeting with the student (see page 7)

LEVEL 4- HIGH PRIORITY OUTREACH

CHARACTERISTICS OF LEVEL 4
• Required to or likely to remediate a course
• Required to or likely to repeat a year
• Significant life event that may require the student taking a Leave of Absence (LOA)

OUTREACH FOR LEVEL 4 STUDENTS
• Outreach immediately AND offer support (you are there to help)
• Prepare the student for the SPAPC process (when applicable)
• Refer the student to the Student Success Team after meeting with the student (see page 7)
• After the SPAPC has made their decision, meet with the student. Reassure the student (when appropriate) and provide practical guidance on how he/she can prepare for remediation and success in other courses.
• Refer the student as necessary to the appropriate institutional resource(s)
• Utilize the Common Academic Challenges section and the Faculty Advising Flowchart as needed to guide your conversations with these students

*These levels are unofficial and not part of the student record
TOPICS TO DISCUSS WITH ADVISEES

Find below some relevant topics to discuss with your advisees. It is important for advisors to actively listen to advisees and ask questions to gain the best understanding of the student and their situation. Listening communicates to the student that you care and are invested in their success. As you have conversations with students, utilize the included Faculty Advising Flowchart, Common Academic Challenges section, and other information in the Appendices to assist you when working with students.

OMS-1

- Determine if the student has any pressing questions or concerns
- Explore his/her reason for selecting MU-COM/medicine
- Discuss his/her transition to medical school
  - Managing time
  - Study strategies
  - Organization
  - Staying mentally and physically healthy
- Discuss his/her academic performance
- Discuss his/her engagement on campus (clubs, social time with peers, etc.)
- Discuss attendance at important upcoming events
- Discuss plans for the summer

OMS-2

- General check-in
- Determine if the student has any pressing questions or concerns
- Discuss specialization interests. Refer as necessary.
- Determine if the student is using Careers in Medicine or a similar program. If so, will he/she share what they have learned?
- Discuss boards preparation/ COMSAE performance
- Discuss attendance at important upcoming events
- Discuss the transition to clerkships and the student’s readiness

OMS-3

- General check-in
- Determine if the student has any pressing questions or concerns
- Discuss COMLEX performance
- Determine if the student is working on their CV
- Discuss specializations and determine if the student has a top 3, top 5, etc.
- Discuss attendance at important upcoming events

OMS-4

- Determine if the student has any pressing questions or concerns
- Inquire regarding their progress in residency selection process (MATCH, MSPE, ERAS)
- Discuss attendance at important upcoming events
• Apply for graduation

SUPPORT AND CHALLENGE

Oftentimes advisors are in the difficult position of needing to challenge a student’s misperception of their strengths and weaknesses. For example, advisors may have to challenge a student who too often blames outside factors (faculty, technology, etc.) for their poor performance or a student whose overconfidence is affecting their professionalism. Addressing these situations are never easy, but it is important for advisors to challenge students. However, it is equally important that the proper support is provided. For example, it is important for advisors to ensure that an underperforming student understands the seriousness of their situation, but it is equally important for advisors to be supportive, positive, and forward focused. This balance is essential for advisor effectiveness. Advisors who fail to challenge students set them up to fail in other environments. Conversely, advisors who challenge without support contribute to reduced student motivation and self-efficacy.

WHEN TO REFER ADVISEES

Consider referring students to the appropriate resource (see Student Support Services section) when you feel your own expertise is no longer appropriate for the challenge(s) the student is facing. However, there are times when a student must be referred regardless of the circumstances. When evaluating whether or not to refer a student, consider the following:

• Is the student’s concern personal, academic, or career related?
• To what extent is the student’s concern(s) significantly affecting his/her personal and/or professional life in a negative way?
• Is the student in a situation where they will most likely be dismissed or repeat a year?
• Are you completely unsure how to proceed with the student?
• Is working with this student taking an emotional toll on you as an advisor?
• Has the student changed drastically in a short period of time?
• Does the student spend an inordinate amount of time in your office?
• Does the student struggle to maintain professional boundaries with you or others?

When you consider the answers to these questions, you will most likely get a good picture of whether or not to refer the student.

There are some situations where a referral is necessary and must be done immediately.

• Student mentions or refers to harming himself/herself or others (in any context)
• Significant irrational speech or thought patters
• Unable to cope with emotions (can include crying outbursts or anger)
• Loss of connection with reality (hallucinations, delusions)
• Pervasive feelings of hopelessness, sadness, or anxiety
• Comments regarding abuse of or self-medicating with alcohol or drugs
• Student reports situation of sexual assault, harassment, or discrimination**
**REPORTS OF SEXUAL ASSAULT, HARASSMENT, OR DISCRIMINATION**

If an advisee begins to discuss an incident of discrimination, sexual assault, or harassment with you, it is important you understand your reporting obligations. In addition, the advisee needs to understand the limits of privacy and confidentiality. You may want to say something like the following:

*I APPRECIATE YOUR WILLINGNESS TO SHARE THIS INFORMATION WITH ME. PLEASE KNOW THAT I AM HERE TO HELP IN ANY WAY THAT I CAN. IF YOU WOULD LIKE TO FILE A FORMAL COMPLAINT WITH THE UNIVERSITY, I WILL HELP YOU CONNECT WITH THE APPROPRIATE DESIGNATED REPORTING OFFICE, SO THAT IT CAN BEGIN INVESTIGATING THIS MATTER. IT IS IMPORTANT THAT YOU UNDERSTAND THAT I CANNOT PROMISE TO KEEP WHAT YOU SHARE CONFIDENTIAL. IF YOU ARE STILL COMFORTABLE SPEAKING WITH ME, I AM HERE TO LISTEN. IF NOT, PLEASE LET ME HELP YOU CONNECT WITH ONE OF THE UNIVERSITY’S CONFIDENTIAL RESOURCES: COUNSELING AND CONSULTATION SERVICES, HEALTH SERVICES, UNIVERSITY CHAPLAIN. ABOVE ALL, KNOW THAT THE UNIVERSITY TAKES THIS MATTER SERIOUSLY AND WANTS TO HELP.*

If a student shares information regarding an assault, discrimination, or harassment with you, you are obligated to report what was shared to Marian’s Designated Reporting Officer (listed below).

You may report in person, by email, by phone, or by using the Harassment and Discrimination Incident Report Form.

**DESIGNATED REPORTING OFFICER**

**Ruth Rodgers**, Title IX Coordinator  
Vice President for Student Success and Engagement & Dean of Students  
Marian University  
3200 Cold Spring Rd  
Indianapolis, IN 46222  
317-955-6321  
rrodgers@marian.edu

For more information on Mandatory Reporting or to submit a report, please visit: [http://marian.edu/title-ix/mandatory-reporting](http://marian.edu/title-ix/mandatory-reporting)
STUDENT SUCCESS TEAM

The Student Success Team (SST) supports the academic and professional achievement of MU-COM students through providing timely outreach and response to students in need of assistance.

The SST works to identify students who are struggling personally, professionally, and/or academically and connect them to the appropriate university or community resource. The team also tracks identified students as they progress through MU-COM. Faculty, staff, students, and administrators are key in helping the SST identify students who need assistance.

When to refer students to the Student Success Team:

- Student is in need of assistance but will not utilize resources
- Poor academic performance
- Significant change in academic performance
- Student is required to remediate a course or repeat a year
- Poor COMLEX performance or failure
- Behavior concern
- Concern regarding the student’s use of alcohol or drugs
- Student doesn’t seem to be themselves or are exhibiting behavior that seems abnormal
- Student appears sad, disconnected, and/or overly anxious
- Professionalism concern (report goes to SPAPC)
- Academic dishonesty (report goes to SPAPC)

It is not necessary for the referring person to notify the student prior to referring them to the Student Success Team.

To refer a student to the Student Success Team, complete the [MU-COM Student Concern Form](#)
STUDENT SUPPORT SERVICES

ACADEMIC SUPPORT SERVICES

Michael Koluch, Graduate Learning Support Specialist
Phone: 317.955.6276
Location: Evans Center 109
Hours: Monday-Friday, 8 a.m.-4:30 p.m.
CANVAS: Graduate Student Academic Support
Book an appointment Link

The academic support staff can provide a number of services, including:

- Consultation on academic performance
- Assessment of study strategies and learning styles
- Individualized learning plans
- Support for students remediating or retaking a course
- Study and test taking strategy development
- Time management evaluation and planning
- Peer mentoring
- Peer tutoring

ACADEMIC SUPPORT SERVICES, STUDENTS WITH DISABILITIES

Marj Batic, Director of Academic Support Services
Phone: 317.955.6150
Location: First floor of Clare Hall (enter through the east door, turn left) Located within the Counseling and Consultation office.
Hours: Monday-Friday, 8 a.m. – 4:30 p.m.

Academic Support Services program arranges reasonable and appropriate academic accommodations as per the Americans with Disability Act (ADA) and Marian University policy for students who have current, legal documentation of their disability. Academic Support Services:

- Consults with students who feel they may have an undiagnosed disability which may be interfering with their academic performance and provides recommendations regarding accommodations
- Provides information on documentation requirements for Marian University
- Orchestrates the implementation of academic accommodations
- Provides referral lists for students who may need to update documentation or are seeking initial evaluation of a possible disability.
- Assists students with temporary disabilities manage classes during the time of debility

See page 11 for referral information
CAMPUS SAFETY AND POLICE SERVICES

Phone: 317.955.6789
Location: Ruth Lilly Student Center (enter through the west door, on your left)
Hours: 24 hours a day, 365 days a year

You can contact the campus police for any of the following situations:

- Medical emergency
- Suspicious activity on campus
- Student ID cards and parking passes
- A classmate is at risk to harm him/herself or others
- Need an escort while walking on campus
- Car won’t start or locked your keys inside your car

COUNSELING AND CONSULTATION SERVICES

Phone: 317.955.6150
Location: First floor of Clare Hall (enter through the east door, on your left)
Hours: Monday-Friday, 8 a.m.-4:30 p.m.

Confidential, personal counseling services by licensed clinicians are available for these and other issues:

- Adjustment to medical school
- Feelings of depression or anxiety
- Interpersonal problems
- Stress management and relief

AFTER HOURS: Students in crisis after hours should call
317.924.2750 to be connected to the on-call counselor or
317.251.7575 for the MHA Indy Crisis Line.

OFF CAMPUS: An extensive referral list is available for those desiring mental health care off campus

STUDENT ADVOCACY AND STUDENT ENGAGEMENT

Phone: 317.955.6612
Location: Evans Center 109
Hours: Monday-Friday, 8 a.m.-4:30 p.m.
Contact:

Kaylee Hofmeister, Student Affairs Specialist
khofmeister@marian.edu

Clint Whitson, Assistant Dean of Student Affairs
cwhitson@marian.edu

Student advocacy is a formal system to assist students in addressing issues of all kinds and includes the following:
• **Student course liaisons** – the voice of the students to the faculty course director(s). Contact [MU-COMSGAAcademics@marian.edu](mailto:MU-COMSGAAcademics@marian.edu) for a current list of liaisons.

• **Student Government Association** – the voice of the students to Marian University and MU-COM leadership. Contact: [MU-COMSGAPresident@marian.edu](mailto:MU-COMSGAPresident@marian.edu), [MU-COMSGAVicePres@marian.edu](mailto:MU-COMSGAVicePres@marian.edu)

• **Office of Student Affairs** – connects students with campus resources, promotes leadership development, guides students through policy and procedure, and educates about student rights and responsibilities.

## STUDENT HEALTH CENTER

Phone: 317.955.6154  
Location: First floor of Clare Hall, Room 127  
Hours: Monday, 8:30 a.m.-5 p.m. Tuesday-Thursday, 8:30 a.m.-4 p.m. Friday, 8:30 a.m.-3 p.m.

The Student Health Center is available for any of the following:

- Health management for Marian University students at no charge - includes assessment, treatment, and health education. In addition, episodic care for problems such as respiratory infection, ear infections, sore throat, urinary tract infections, muscle strains, minor rashes, and minor lacerations.
- Services associated with a fee include: Tdap (tetanus), flu vaccine, and TB test. Upon request additional vaccines can also be ordered and administered for a fee.
- Provides limited over-the-counter medications and prescriptions for pharmaceutical medications when indicated.

**MEDICAL EMERGENCY:** On campus, call the Office of Campus Safety and Police Services at 317.955.6789. Off campus, call 911.

**NON-EMERGENT MEDICAL CONDITION:** After hours of operation, contact your medical practitioner or the Take Care Clinic wellness line for a convenient clinic site at 866.825.3227.
STUDENTS WITH DISABILITIES AND ACCOMMODATIONS

It is not uncommon for an academic advisor to have an advisee with a diagnosed or undiagnosed learning disability. Note that some students may be unaware of their learning disability. This may be because medical school is the first time the student has been challenged academically and as a result the disability becomes apparent.

If a student states that he/she has a learning disability, the advisor should refer the student to Academic Support Services*. It is important to explain to the student that receiving accommodations is a process and he/she should begin that process as soon as possible (even if the student does not anticipate using the accommodation).

The advisor also needs to refer the student to Academic Support Services* if the advisor suspects the student has a learning disability. This can be tricky because simply asking a student, “Do you have a learning disability?” or “Have you ever been diagnosed with a learning disability?” is illegal. Below is some language and suggestions advisors can use to best refer a student to Academic Support Services*:

- “It sounds like you are really struggling academically and I want to help. Has this ever been an issue for you in the past? How did you get through it?”
- “It sounds like you are really struggling academically and I and want to be sure you know the resources that are available to you. I can help get you connected to the correct department.” From here the advisor can cover Counseling and Consultation Services, Academic Support (Evans Center) and the Academic Support office* that coordinates testing. After or while reviewing these you can ask a student which services sound like they may be helpful.
- “What campus resources have you outreached to for assistance? “
- Note that you can ask questions to try to better understand the issue(s) the student is experiencing, just not if they have a disability.
- Note that each course syllabus outlines instructions for students regarding receiving accommodations for students with disabilities. If and when you direct a course, be sure to cover this content intentionally and with care. This may facilitate more students taking the necessary steps earlier in their MU-COM experience.

CONTACT INFORMATION FOR STUDENTS WITH DISABILITIES AND ACCOMMODATIONS

*Marj Batic
Director of Academic Support Services
Location: First floor of Clare Hall (enter east doors, turn left). Located within Counseling and Consultation Services
Phone: 317.955.6150
Hours: Monday-Friday, 8 a.m. – 4:30 p.m.
COMMON ACADEMIC CHALLENGES

Most students can make significant academic gains by simply tweaking their study strategy or study schedule. In addition, improvements to a student’s physical and mental health can also have a significant positive impact on their academic performance. As an advisor, it is important to actively listen as a student explains his/her academic struggles. By listening through a student’s situation, advisors can typically identify why the student is struggling and offer practical guidance. When meeting with students struggling academically, it is common for advisors to hear things like:

- “I review the material 5-6 times, but I am just not absorbing the material.”
- “I miss test questions because I just don't understand what they are asking.”
- “I have never had to study before. How do I do this?”
- “I don’t have time to do anything but study.”
- “I don’t know how to organize material or what material to study.”
- “I just don’t feel motivated to study and find myself easily distracted.”
- “There is just not enough time to study everything.”
- “I tend to study 10 hours a day a few days before the test.”
- “I wasn’t doing well so I asked people in my class for advice. I tried their methods but feel like I am doing worse than before.”
- “I know I have a lot to study but I just don’t want to do it.”

Such statements are commonly related to issues with time management, study strategies, test taking strategies, or the student’s physical or mental health. It is important that students realize that not all study strategies work for everyone; students have to find the methods that work best for them. Advisors are key in helping students explore a variety of study strategies to try. The questions provided below will help you further identify why a student is struggling academically and help them build a plan for improvement.

TIME MANAGEMENT

- Does the student have a structured study schedule?
- Does the student take regular breaks when studying (min every 2 hours, but should be based on the length the student can study effectively)?
- Does the student use study time efficiently? (Inefficient strategies could include rewriting notes, spending too much time on detail, reading extensively from additional sources, etc.)
- Is the student integrating time for sleep, eating, hobbies/social time, and personal care?
- Is the student cramming or studying over a period of time?

STUDY STRATEGIES

- Is the student integrating active learning techniques into their studying?
  - Does the student prepare for a lecture by skimming the material, identifying main points/themes, and determining how the lecture is organized?
Does the student quiz/test their knowledge when studying?
Does the student draw concept maps, charts, or utilize other methods to interact with the material?
Does the student look for connections between topics covered in a course?
Can the student identify the main ideas of lectures? Does the student create summary sheets (text, graphics, charts, etc., covering a lecture’s main points) for lectures?

- How well is the student concentrating when studying or watching/attending a lecture?
- Is the student overwhelmed with the course detail and unable to discern main points?
- Does the student have an effective routine for before, during, and after a lecture?
- Does the student know if they have mastered the material before an exam?
- Has the student explored tutoring options (group, individual, or drop in)

TEST TAKING STRATEGIES

- Does the student report high anxiety prior and/or during an exam that is significantly inhibiting their performance? If so, consider referring the student to Counseling Services.
- Does the student have a hard time with multiple choice questions? Can they identify the stem of a question? Can they identify key terms in exam questions?
- Does the student have a technique for approaching challenging multiple choice questions?
- What is the student’s general approach to testing? Do they answer all the questions they know first?

HEALTHY LIFESTYLE

- Is the student physically healthy?
- How is the student feeling emotionally?
- How well is the student eating?
- How well is the student sleeping?
- Are feelings of depression or anxiety inhibiting the student’s full participation in daily activities? (If so, refer them to Counseling Services, 317.955.6150)
- Is the student engaging in healthy social activities?
- Is the student engaged in student activities at MU-COM?
- Is the student exercising on a regular basis?
STUDENTS IN CRISIS MAY DEMONSTRATE THE FOLLOWING

- Student asks for help.
- Shows increasing dependence on you.
- Decline in academic performance.
- Mentions problems with sleeping or concentrating.
- Appears tearful, sad, and/or overly anxious.
- Overly irritable or moody.
- Becomes withdrawn/reclusive.
- Increased use of alcohol or drugs.
- Shares personal information which causes alarm or concern.
- Reference to suicide or homicide.

HOW ADVISORS CAN RESPOND TO A STUDENT IN CRISIS

- Establish privacy for the student. When possible, move the student to a private space. The goal is to reduce potential embarrassment and establish an environment where you can support the student. However, if you feel unsafe being in an enclosed space with the student, you will need to be creative. You should not enter a confined space with a student who is overly aggressive and/or seems unpredictable.
- Remain calm and speak softly.
- Communicate care and compassion.
- Be non-judgmental.
• **Allow the student to talk.** This is key as we often want to jump to action rather than listen.
• Clarify disturbing disclosures. Ask, “What do you mean by...” to gain as much insight as possible.
• **Ask the student what he/she would like to do or what they need.**
• Talk with the student about the Counseling office, offer to take them to the Counseling office or offer to call the office for them. It is ok to say that you want to connect the student with the best people to assist them.

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COUNSELING AND CONSULTATION SERVICES (CCS)
FIRST FLOOR OF CLARE HALL. ENTER THROUGH THE EAST DOOR, TURN LEFT.
317.955.6150

**HOW TO MAKE AN APPOINTMENT**
• Call CCS @ 317.955.6150 or stop by the office in person

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**SERVICES OFFERED BY COUNSELING AND CONSULTATION SERVICES**
- Individual therapy
- Group therapy
- Outreach
- Crisis intervention
- Let’s Talk program
- Career counseling
- Consultation
- Referral resources

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**CRISIS SERVICES**
- **Crises are defined as:** experiencing suicidal or homicidal ideation, in a state of panic, recent victim of sexual assault, extremely disorganized or bizarre thinking or perceptions.

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**COMMON QUESTIONS**
- Cost of Services: FREE
- Hours: M-F, 8am-4:30pm (12 months)
- Eligibility: all enrolled Marian University students

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**STUDENT SUCCESS TEAM**
The Student Success Team works to identify students who are struggling personally, professionally, and/or academically and connect them to the appropriate university or community resource. The team also tracks
identified students as they progress through MU-COM. Faculty, staff, students, and administrators are key in helping the SST identify students who need assistance and are encouraged to refer students.

To refer a student to the Student Success Team, visit the MU-COM Resources website or click here.
MU-COM ACADEMIC SUCCESS TRACKING COMPONENTS

ADVISEE ADMISSION BASELINE DATA
This report will be furnished at the beginning of each academic year when you are assigned new advisees. This report is posted in the MU-COM Portal, in the Advising folder. It contains data used for admission purposes, such as Science GPA, MMI scores, etc.

ADVISEE LONGITUDINAL EXAM REPORTS
A running report of student exam scores will be furnished to advisors in the MU-COM Portal, in the Advising folder during the first 2 years of the advisee’s program. The Coordinator of Examinations updates these reports concurrently with the release of each new set of exam scores to students.

EXAMSOFT LONGITUDINAL REPORTS BY COMPETENCY
This report shows student performance on any multiple choice assessment during the first two years in terms of ExamSoft category (our coding structure, i.e. system, discipline, NBOME competency). The students are provided individualized reports that are also provided to advisors in an effort to assist students with framing their progress in terms of competencies versus by course/exam report. This report is posted in the MU-COM Portal, in the Advising folder.
CAREER GUIDANCE INFORMATION

Please find below some basic career guidance information to share with students:

- Utilize a career guidance tool such as [Careers in Medicine](#) or [AACOM Career Planning Guide](#) to explore specialty options.
- It is a good idea to have a listing of your top 3 or 5 specialties. Look for commonalities between specialties to determine why they are of interest to you.
- Interview/shadow someone in those specialties you are interested in.
- Evaluate specialties based on certain criteria:
  - Professional characteristics
    - How many hours per week will you work?
    - What are your likely shifts (morning, evening, night)?
    - What is the anticipated compensation?
    - Where is the profession in high demand?
  - Personal Skills
    - What natural skills do you bring to the profession?
    - For the skills you do not have, can they be developed?
  - Purpose
    - How do you want to contribute?
    - Will this profession be fulfilling?