**Abstract**

**LCA Faculty Effort**
- Faculty effort is estimated at 20% full-time equivalent (FTE). When all 4 years are implemented, the student:LCA ratio will be 42:44.
- During the first semester, LCAs spent ~40 hours with students, ~10 hours counseling students at academic risk of failing a course.

**LCA Faculty Effort**

<table>
<thead>
<tr>
<th>Domain/Year</th>
<th>Roles of LCA</th>
<th>Faculty</th>
<th>Timeframes for Remediation</th>
<th>Academic Advising Coment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor's in the 3rd year</td>
<td>47</td>
<td>12 to 24 weeks</td>
<td>Help students clarify goals and focus on the intellectual and professional growth and development of the student over time.</td>
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<tr>
<td></td>
<td>Bachelor's in the 4th year</td>
<td>11</td>
<td>8 weeks</td>
<td>Help students clarify goals and focus on the intellectual and professional growth and development of the student over time.</td>
</tr>
</tbody>
</table>

**Academic Advising**

**Roles of LCAs in Academic Advising**
- Track student performance across the 4-year MD curriculum.
- Students “at risk” academically and/or professionally.
- Assist in the collaborative development of academic remediation plans.
- Students who have failed a course require remediation to be eligible for promotion to the next academic year. Course Directors collaboratively create remediation plans with the individual student and his/her LCA. These plans target specific disciplines with proposed study strategies and assessment tools.
- As a result, students who failed an exam felt supported and appreciated that remediation was not punitive but rather focused on supporting their success.

**Negotiating Academic & Professional Expectations**

**Student Peer Feedback:** Students are asked to write comments about the performance of each of the other students in their PBL group for each competency area listed below. Comments remain anonymous unless students choose otherwise. Peer feedback is viewed only by LCAs and the individual student to facilitate the development of strategies to improve professional behavior and skills.

**Faculty feedback:** Faculty are asked to write comments about the performance of individual students in their PBL group for each competency area (see below). The professionalism competency areas are identical to those for student peers.

**Role of the LCA:** LCAs are instrumental in helping students understand and interpret the academic and professional expectations reflected in the competency areas listed below. LCAs lead open discussions of peer and faculty feedback to stimulate student self-reflection. LCAs and individual students then develop plans to modify negative behavior.

**Lessons Learned**
- LCs serve as an excellent structure for students to receive support on their academic and professional development.
- The close relationship between the LCAs and students has facilitated the development of a learning environment that supports formative feedback, self-reflection, and a positive, proactive approach towards addressing academic and behavioral challenges students may encounter.