Remediation

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Remediation

• PA program faculty are often challenged to manage the thin line between remediation and “spoon feeding”.

• In this session, participants will explore the relationship between institutional missions, principles of pedagogy and remediation.

Learning Objectives

Upon completion of this session, participants will:

• Define remediation
• Analyze remediation goals and how they relate to the PA profession, PA education, PA program
• Describe the elements of effective and ineffective remediation initiatives
What?

The act or process of remedying something that is undesirable or deficient.

An intervention to avert a potentially poor situation or outcome

Why Remediate

Pro

- Second opportunity
- Fast paced curriculum w/high stakes
- Vast curricula content
- Increase access to the profession/diversity of perspectives
- Required (?)
- Other?

Con

- Perceived as “spoon feeding”; creates an unrealistic condition
- Creates a two-tier system
- Promotes concept of second chances
- Unfair/biased
- Other?

ARC PA Accreditation Standards

- C3.03 The program must monitor and document the progress of each student in a manner that promptly identifies deficiencies in knowledge or skills and establishes means for remediation.
Guiding Principles

• Assess institutional principles
• Decide, in advance
• If yes, under what conditions
• If no, state clearly
• Align policies and procedures with institutional principles
  *(the program is the institution)*

Define Remediaion Goals

• Address potential outcome of at risk students
• Supplement students facing multiple competing demands
• Supplement those with varied learning and integration capacities

What may be remediated?

• Didactic exams
• Expository papers
• Direct observation and simulation exams
• Clinical experience/clerkship performance
• Professionalism ratings
Conditions
When might remediation be an option?
• Assessed performance falls within a defined number of points or percent score, required for passing
• On one assessment, more than one, any or all?
• In one, in any course or in all courses
• In didactic phase, clinical phase or both

For Whom?
• Remediation is not an ADA accommodation
• If in policy, conditions and procedures for implementation must be specified and available to all

• ADA Accommodation—special intervention for individuals with documented, special need (s).

Remediation Strategies
• Clinical activities
• Independent study
• Precepted, exam review
• Organized group activities for deficits in history-taking, physical examination, knowledge, clinical reasoning, professionalism, and communication
• Additional assessments (re-exams)
• Multilayered assessments
Implementation

- Involve students in their remediation plan or student may propose a plan
- Identify common steps and resources that can be used for different levels of remedial study.
- Determine success factors
- Communicate the plan in writing, sign and file
- Hold a faculty student conference to go over the details and expectations, including time line and deal breakers.

Signature Required

Document, sign and file
Make it official

Remediation Policy Template (example)

- Definition of Remediation
- Remediable competencies
- Types of Remediation levels
  - Self, Course Exam/Assignment, Course/Program Level
- Remediation Activities
- Evaluation tool
Remediation Exercise
(Case Studies)

Pitfalls to Avoid

- Subjectivity
- Personality based
- Poorly defined expectations
- Poor monitoring and follow through
- Other potential problems

In summary,

- Assess and determine if remediation is an option
- Establish policies and procedures that define the goals, conditions, expectations and outcome
References

ARC-PA Standards for Accreditation, 4th edition


Does remediation work for all students? How the effects of remediation and developmental courses vary by level of academic preparation. An NCPR Working Paper National Center for Postsecondary Research Teachers College, Columbia University, 2010


