HOWARD UNIVERSITY	**Howard University** **College of Nursing and Allied Health Sciences** **Department of Physician Assistant**	**Policy Number**	**PHAS - 006**
	Remediation Policy (A3.14c, A3.14d)	**Effective Date**	08/01/2022
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I. PURPOSE

To establish the process to promptly identify physician assistant students who display academic (medical knowledge or clinical skill or reasoning) deficiencies and assist through an action plan to attain the requisite knowledge, skills, or behavior for academic success to meet program standards, competencies, and expectations.

II. POLICY

It is the stipulation and procedure of the Howard University Physician Assistant Department to identify promptly and implement intervention to students who display academic deficiencies to assist with mastery of knowledge, skills, or behavior in identified areas. This policy is not intended to allow a student to remediate all graded activities or multiple assessment activities in multiple courses.

To maintain good standing in the program, students must maintain a cumulative GPA of 3.0 or greater and semester GPA of 3.0 or greater.

III. DEFINITIONS

Reinforcement: a structured process intended to strengthen a student's conceptual mastery and long-term retention where the program benchmark has been met. This process includes targeted activities designed to bridge specific knowledge gaps identified from student performance on an assessment.

Remediation: a structured process intended to correct a student's academic deficiencies in the acquisition of knowledge or skills through activities to reinforce the student learning and long-term retention such as development of study skills, targeted assignments or essays, practice assessments, review sessions, additional reading or case assignments, or tutoring.

Deceleration: the loss of a student from the entering cohort, who continues matriculation in the physician assistant program. The Howard University Physician Assistant Program does not offer an option for deceleration or the option to complete the curriculum on a part-time basis.

IV. PROCEDURES

A. DIDACTIC PHASE

Reinforcement

Students are identified for content **reinforcement** by meeting the following criteria:

- Receiving a grade **below 75%** on written examinations (quizzes will not be remediated.

Remediation

Students are identified for content **remediation** by meeting the following criteria:

- Receiving a grade less than **70%** (<70%) on written examinations (quizzes will not be remediated) **or**
- Receiving a grade **below 80%** on clinical/technical skill activities (OSCEs, clinical skills training, lab/clinical practical assessment, oral case presentations, or other assessment activities).

1. IDENTIFICATION PROCESS

a. The course director (CD) or Didactic Education Coordinator (DEC) monitors student performance.

b. DEC will notify the course director once the item analysis is completed. The course director will notify the student and review the student assessment to identify deficiencies.

c. Students will receive a verbal or written summary of exam results from the CD and follow up with CD/DEC.

d. Students who require reinforcement or remediation may be referred to their faculty advisor. The course director will complete a Student Advisement Encounter and Student Success Plan to document the session and provide guidance on time management, study skills, and review learning methods and styles.

2. **DEVELOPMENT OF REINFORCEMENT/REMEDIATION**

a. **Plan**: The plan may include any of the following:

i. **Study skills**:

- Topics including study tips, time management, note taking, stress management, lifestyle modifications and others, as identified

ii. **Learning interventions**:

- **PA Excel/Blueprint**: Focused content review and video-based learning.
- **Exam Master:** For additional question-bank exposure and test-taking strategy.
- **Faculty resource:** For qualitative assessment of the student's learning style and barrier identification.

b. **Content**: Includes reinforcement of course content and subject matter

i. Tier 1: Academic Reinforcement (Scores: 70.0% – 74%)

a. Target Population: Students who have met the program benchmark but demonstrate specific content gaps that require strengthening.

b. Required Activity: Completion of a content specific handwritten topic review based on the student's item analysis.

i. The goal is to reinforce foundational knowledge through kinesthetic learning and active recall. A grading rubric will be used for written assignments.

ii. **Tier 2: Intensive Remediation (Scores: Below 70.0%)**

a. **Target Population:** Students who have not met the program benchmark for the assessment and require a formal intervention.

b. **Required Activity**: Completion of a multifaceted remediation plan based on the student strengths/opportunities report which may include program resources (PA Excel, Blueprint, Exam Master question banks), faculty-led one-on-one or group review session and inclusion of a written assignment or focused summary of learning.

iii. **Tier 3: Clinical Remediation (Scores: Below 80%)**

a. **Target Population:** Students who have not met minimum competency in clinical or technical skills activity.

b. **Required Activity**: Reassessment by repeat observation/evaluation of the competency of the skill. Students will repeat clinical or technical skills until competency is met.

3. **EVIDENCE OF PROFICIENCY**

a. Students must achieve a grade of:
- 90% or higher for written examinations/assignments
- 80% or higher for clinical/technical skill activities

b. Students who fail remediation target will be referred to SPC (Student Progress Committee) for further recommendations.

B. **CLINICAL PHASE**

Remediation

1. **End Rotation Examinations (EORs):**
   a. Students are permitted to remake up to 3 (three) End of the Rotation Examination (EOR).

   b. Students will be notified by the Clinical Education Coordinator (CEC) of failure within 48 hours of examination.

   c. CEC will review the failed assessment with the student to identify deficiencies. Students will receive a summary of exam results from the CEC.

   d. Due to the unique nature and pace of the clinical year, the failed exam must be retaken within ten (10) calendar days of notification of the failed exam and no earlier.

2. **Clinical Student Preceptor Evaluation**
   a. The CEC reviews all mid-evaluations submitted by the clinical preceptor of the student (the Preceptor Evaluation of Student Performance). If any component is less than satisfactory **(< 3)** the CEC will communicate directly with the preceptor and student independently. The CEC will make recommendations to the student for remediation, which may include student-centered success strategies prior to the final evaluation.

   b. The mid-evaluation is formative and is not for a grade. The final evaluation is summative and for a grade.

   c. Students receiving less than 80% on the final preceptor evaluation portion of the rotation grade will be considered to have not achieved mastery on that rotation. The student will fail to meet competency and receive a failing grade for the rotation.

3. **Faculty Evaluation**
    a. The student must achieve 80% on the faculty evaluation to achieve clinical competency.

    b. Students receiving less than 80% on the faculty evaluation will be required to remediate the assignment.

    c. The student will have will be permitted one opportunity per rotation to remediate a failed faculty evaluation.

    d. Students receiving less than 80% on the remediated faculty evaluation will fail to meet competency on that rotation. The student will receive a failing grade for the rotation.

4. **SCPE Course Failure**
    a. When a student does not meet the minimum requirements for a SCPE course(s), this results in a SCPE course(s) failure.

    b. The student must repeat the SCPE course(s) upon completion of all core rotations or when placement is available. This may result in delay of matriculation, graduation and placement on academic probation.

    c. Students are permitted 2 (two) remediate (repeat) rotations per clinical year. A third remediated (repeat) rotation will result in an academic dismissal from the program. The failure of one remediated rotation will also result in academic dismissal from the program.

5. **End-of-Program Summative Evaluation Failures**
    a. Students must achieve a score of 80% or greater on the summative OSCE to pass the course. Failure to achieve a final grade of 80% or greater in the summative course will require remediation.

    b. Students who do not demonstrate competency by achieving a passing grade will be permitted one opportunity to repeat the summative OSCE. A score of 80% or greater is required to meet competency.

C. **SUMMATIVE EXAMINATIONS**

Students are required to achieve 70% competency on the didactic summative and 75% competency on the clinical end of curriculum examination and 80% competency on clinical skills assessments for eligibility to graduate as stated in the College Admission, Graduation and Retention Policy.

1. Failure to obtain this minimum competency on the 1st attempt will result in remediation of examination.
    a. A remediation examination will be provided within 10 (ten) days of receipt of the initial examination results for the PHAS 603 (didactic) course.

    b. A remediation examination will be provided 42 (forty-two) days after the initial examination results for the PHAS 709 (clinical) course.
        i. The PAEA End of Curriculum examination retest timeline mandates a 42 day window.

    c. Summative examinations are expected to be completed by the end of the academic semester. When circumstances necessitate administration beyond the semester end date, the examination will be conducted in the subsequent semester. Delayed completion of the summative examination may result in postponement of academic progression or graduation and may incur additional costs, which are the responsibility of the student.

2. Students who do not achieve minimum competency on the first retake examination will receive (and having no additional criteria to withhold recommendation for progression):

    Didactic

    a. An incomplete in PHAS 603.

    b. Recommendation for progression to the clinical phase will be withheld, and the student will be required to enroll in a Directed Independent Study (DIS) course for the upcoming Spring semester as determined by the Student Progress Committee.

c. The DIS course remediation plan, designed by the didactic education coordinator and/or faculty, is specific to the student.

Clinical

a. An incomplete in PHAS 709.

b. Recommendation for graduation will be withheld, and the student may be required to enroll in a Directed Independent Study (DIS) course for the upcoming Spring semester as determined by the Student Progress Committee.

c. The DIS course remediation plan is designed by the clinical education coordinator and/or faculty specific to the student.

2. During enrollment in the DIS course, the student is provided with an additional and final opportunity to achieve the minimum competency on the summative evaluation after remediation.

3. If competency is not achieved on the third comprehensive examination (second retake examination), recommendation for progression will not be made. A recommendation for an academic dismissal will be sent from the SPC to the Program Director, additionally, recommendation will be communicated to the Office of the Dean of the College of Nursing and Allied Health Sciences.

All summative evaluations and remediation actions are documented in the student's secure file.