

## Division of Physician Assistant Studies

### Remediation Policy

The ARC-PA defines remediation as “the program defined and applied process for addressing deficiencies in a student’s knowledge and skills, such that the correction of these deficiencies is measurable and can be documented.”

The Committee on Academic and Professional Standards (CAPS) has been established by the Division of Physician Assistant Studies for the purpose of evaluating students who are at risk for failing to meet performance standards or who have failed to meet performance standards in any of the following areas:

- Academics (didactic and clinical education)
- Academic integrity
- Professional behavior

The Committee on Academic and Professional Standards is comprised of the medical director for the physician assistant studies program, the director of clinical education for the physician assistant studies program, and principal faculty in the Division of Physician Assistant Studies, with a chair appointed by the physician assistant studies program director. A quorum of three is required to make a recommendation. In cases where a student fails to meet academic or professional behavior standards during a clinical rotation, the director of clinical education (or his or her designee) must be present at the CAPS meeting in which the student’s case is considered. In all cases, the program director will review the recommendations of the Committee and make a final decision regarding a student’s disposition.

The Committee on Academic and Professional Standards will meet regularly (at a minimum, prior to the end of the semester) and as needed to closely monitor each student’s progress, with the goal of promptly identifying deficiencies in knowledge, skills, or professional behavior. Referral of a student to the Committee on Academic and Professional Standards may be made by any physician assistant studies program faculty with a concern about a student’s academic performance, academic integrity, conduct, or professional behavior. Program faculty includes the program director, medical director, principal faculty, and instructional faculty (including preceptors for supervised clinical practice experiences).

#### *Academic Advising*

To facilitate early identification of students needing counseling for academic concerns, academic advisors (program faculty) will monitor grades of their advisees throughout the semester. Students having a course grade of ‘C’ or lower at any point during the semester will be required to meet with their academic advisor and will be strongly encouraged to meet with the course/unit instructor. Advising of students with academic concerns typically includes a discussion of study habits, approach to note-taking, test-taking strategies, and an exploration of other factors as indicated. Academic advisors may recommend or mandate an evaluation by the University’s Office of Student Success to explore additional options to enhance academic performance. When there is a concern related to a student’s physical or mental health or well-

being, the academic advisor will verify that the student is aware of resources available through the University and/or community.

### *Clinical Medicine Course Series Exam Remediation*

Students scoring below 75% on any exam in the Clinical Medicine and Pharmacotherapeutics course series will be required to complete a remediation plan and re-take the examination in order to demonstrate medical knowledge competency. A minimum passing score on the re-take of the examination is 75%. Failure to achieve this score on the examination after completion of the remediation assignment will result in referral to the program’s Committee on Academic and Professional Standards, which will determine whether additional remediation and/or deceleration will be required.

### *Risk Stratification to Guide Remediation Needs*

To further identify students who appear to be at risk for lower performance on the PANCE, the program has undertaken an analysis of the association between assessment outcomes in both phases of the program and PANCE outcomes. Program faculty will use the table below to identify students at risk for lower performance on the PANCE and who are likely to benefit from remediation assignments to strengthen their knowledge base in foundational medical sciences and/or clinical medicine.

Indicator	Risk for Lower PANCE Performance		
	High	Moderate	Minimal
Semester 1 GPA	<3.25	3.25 to <3.75	3.75 or higher
PACKRAT 1	<100	100 to <110	110 or higher
Final Grade Percentage PA 523	<85	85 to <90	90 or higher
Final Grade Percentage PA 533	<85	85 to <90	90 or higher
Final Grade Percentage PA 543	<85	85 to <90	90 or higher
Final Grade Percentage PA 553	<93	94-95	96 or higher
Semester 4 GPA	<3.5	3.5 to <3.75	3.75 or higher
C grade	2 or More	One	None
Psychiatry EOR	<380	380 to <400	400 or higher
Emergency Medicine EOR	<380	380 to <400	400 or higher
Surgery EOR	<380	380 to <400	400 or higher
Women's Health EOR	<380	380 to <400	400 or higher
Internal Medicine EOR	<395	395 to <410	410 or higher
Family Medicine EOR	<380	380 to <400	400 or higher
Pediatrics EOR	<390	390 to <410	410 or higher
PACKRAT 2	<125	125 to <150	150 or higher
End of Curriculum Exam	<1450	1450 to <1530	1530 or higher
Remediation Events	Two or more	One	None

Table may be updated as additional data becomes available.

As noted above, referral of a student to the Committee on Academic and Professional Standards may additionally be made at any time by program faculty having a concern about a student’s academic performance, academic integrity, conduct, or professional behavior.

A student identified by program faculty as having a significant deficit in knowledge, skills, or professional behaviors at any point in the program may be subject upon CAPS review to sanctions which include remediation, deceleration, or dismissal from the program.

## Remediation Agreement

In all cases requiring remediation, as determined by the Committee on Academic and Professional Standards, the student will be provided with a written, detailed *Remediation Agreement*. The agreement will be developed by the student's academic advisor (or other responsible faculty), who may consult with the course instructor when remediation is required for academic difficulties within a particular course.

The agreement will be maintained in the student's program record, and will include:

- The indication for remediation
- A description of all required remediation assignments. Examples of remediation assignments include, but are not limited to, the following:
  - Required readings or viewing of supplemental videos (such as Osmosis)
  - Learning assignments focusing on areas of weakness (completion of template based on keyword feedback for items missed or other problem-based assignment)
  - Research papers
  - Reflection papers
  - Written tests
  - Individual tutoring led by faculty
  - Skills checks
  - Objective Structured Clinical Exams (OSCEs)
- The deadline(s) for completion of all required remediation assignments
- The standards for satisfactory completion of each remediation assignment
- The name of the faculty member responsible for assuring satisfactory and timely completion of all elements of the remediation plan (in most cases the student's academic advisor)
- The consequences of failure to complete the remediation assignments in a satisfactory manner
- Signature of the student and responsible faculty member and/or program director stipulating their agreement with the above

## Outcome of Remediation

The Committee on Academic and Professional Standards will review the outcome of the remediation effort (see below) and make a recommendation to the program director who will have the final decision regarding the student's disposition.

The outcome of the remediation effort will be documented in the *Outcome of Remediation Form*. The form will be maintained in the student's permanent program record and will include:

- A brief summary of the indication for remediation and the remediation assignment(s)
- The standard for satisfactory completion and the student's performance on each assignment
- The Committee on Academic and Professional Standards' recommendation for the student's disposition following the remediation effort (continuation in the program without sanction, continuation in the program on probation, or deceleration)

- When deceleration is indicated, a detailed plan including all courses to be completed and the timeframe for completion of all components of the program will be included
- Signature of the responsible faculty and/or program director

### **Applicable ARC-PA Standard (5<sup>th</sup> Edition)**

A3.02 The program must define, publish, make readily available and consistently apply its policies and practices to all students.

A3.15 The program must define, publish, consistently apply and make readily available to students upon admission:

- a) any required academic standards,
- b) requirements and deadlines for progression in and completion of the program,
- c) policies and procedures for remediation and deceleration,
- d) policies and procedures for withdrawal and dismissal,
- e) policy for student employment while enrolled in the program,
- f) policies and procedures for allegations of student mistreatment, and
- g) policies and procedures for student grievances and appeals.

B4.01 The program must conduct frequent, objective and documented evaluations of student performance in meeting the program's learning outcomes and instructional objectives for both didactic and supervised clinical practice experience components. The evaluations must:

- a) align with what is expected and taught and
- b) allow the program to identify and address any student deficiencies in a timely manner

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