



SHENANDOAH[®]

U N I V E R S I T Y

Division of Physician Assistant Studies

Remediation Policy

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Remediation Policy
Master of Science Physician Assistant Program
Division of Physician Assistant Studies

Introduction

The SU Physician Assistant (PA) Program is committed to fostering the academic and professional development of each student, recognizing that individual support needs may vary throughout the educational journey. Program remediation serves as a foundational strategy to proactively address and rectify deficiencies in knowledge, skills, and professional behavior, ensuring that all students meet the rigorous standards required for safe and competent clinical practice.

Our remediation policy is designed to support students in achieving their fullest potential by providing structured, personalized interventions that are evidence-based and outcome-focused. Through these interventions, we aim to not only correct identified deficiencies but also to enhance overall student resilience and readiness for the demands of the healthcare environment. This dual focus on academic and professional excellence ensures that our graduates are well-prepared to contribute positively to their communities and the medical field at large.

In implementing this policy, we are dedicated to maintaining an environment of transparency, support, and continuous improvement, where students are empowered to overcome challenges and achieve success in their pursuit of becoming competent, compassionate physician assistants.

Purpose:

The purpose of this policy is to define and apply a measurable and documented process for addressing deficiencies in a student's knowledge, skills, and/or professional behaviors within the SU PA program.

Scope:

This policy applies to all PA students, including didactic and clinical phase students. The following items are formally remediated in the program:

Didactic Phase

- Didactic Professionalism
- Course Level Assessments
- End of Semester Cumulative exams
- Formative & Summative OSCEs
- Didactic Competency Exam (DCE)
- Students Entering a Semester on Academic Probation
- Student Initiated Intervention

Clinical Phase

- Clinical Professionalism
- End of Rotation Exams
- End of Curriculum Exam
- Summative OSCE
- SCPE Learning Outcomes
- Course Level Assessments

Documentation:

All remediation plans and student progress are to be documented in the student's file using forms and processes identified below. All remediation efforts are documented for record keeping and review.

Responsibilities:

- Students are responsible for engaging fully with the remediation process, attending all required sessions, and demonstrating improvement.
- Faculty are responsible for identifying students needing remediation, creating and implementing remediation plans, and documenting progress and outcomes.
- Program Director oversees the overall administration of the remediation policy, ensuring compliance and effectiveness.

Didactic Phase Remediation

Didactic Phase Professionalism Remediation

Remediation of professional behaviors is outlined in the SUPA [Professionalism Policy & Procedure](#)

Didactic Phase Academic Remediation

1. Course-Level Assessments

Definition and Process:

- Remediation is initiated when a student earns a score of less than 70% (or other specified benchmark) on assessments such as exams, practicals, and assignments. This does not include quizzes.
- The student must meet with the course instructor to develop a remediation plan. This plan will include reviewing the content or missing elements of the assessment and *may* require re-assessment, depending on the type of assessment.
- Faculty responsible for the assessment will communicate with the student to discuss and develop the remediation plan.
- The remediation effort and outcomes are documented on [Didactic Remediation Appendix A](#), are copied to the student, saved in the student file and documented for tracking.

2. End of Semester Cumulative Examinations

Definition and Process:

- Remediation is initiated when a student earns a score of less than 75% on the end of semester cumulative examination.
- The student must meet with a designated faculty member to develop a remediation plan based on specific exam performance across categories and task areas. The student will be provided with targeted educational resources and additional instruction focused on the areas of deficiency.
- A retake of the End of Semester Cumulative Examination is mandatory, and the student must pass this retake to demonstrate competency and continue to the subsequent semester of the program.
- The remediation effort and outcomes are documented on [Didactic Remediation Appendix A](#), are copied to the student, saved in the student file and documented for tracking.

3. Objective Structured Clinical Examinations (OSCE)

Definition and Process:

- Remediation is initiated when a student earns a score of below the benchmark stated for that specific assessment. OSCE benchmarks change according to type of OSCE and placement within the curriculum. This is outlined in the Assessment Guide.

- Students who do not meet the minimum passing criteria for the OSCE must undergo a remediation and retesting of the OSCE to meet the required benchmark. This entails targeted practice with feedback from faculty, followed by a re-examination. The remediation and retesting timeline after a failed OSCE will ensure students have sufficient time for remediation. This interval is determined by faculty based on the nature of the skills deficit and logistical considerations.
- The remediation effort and outcomes are documented on [Didactic Remediation Appendix A](#), are copied to the student, saved in the student file and documented for tracking.
- A retake of the OSCE is mandatory, and the student must pass this retake to demonstrate competency and continue to the subsequent semester of the program.

4. Didactic Competency Examination (DCE)

Definition and Process:

- Remediation is initiated when a student earns a score of less than 75% on the Didactic Competency Examination
- The student must meet with a designated faculty member to develop a remediation plan based on specific exam performance across categories and task areas. The student will be provided with targeted educational resources and additional instruction focused on the areas of deficiency.
- A retake of the DCE is mandatory, and the student must pass this retake to demonstrate competency and continue to the clinical phase of the program.
- The remediation effort and outcomes are documented on [Didactic Remediation Appendix A](#), are copied to the student, saved in the student file and documented for tracking.

5. Students on Probation for Academic Standing

Definition and Process:

- A student is placed on probation for academic deficiencies based on the process outlined in the handbook.
- Students placed on probation will have a detailed remediation plan developed by the **Remediation Coordinator**. This plan will address all areas of deficiency and set forth clear criteria for removal from probation.
- Regular monitoring and meetings will ensure the student is on track to meet the set goals within the specified timeframe.
- The remediation effort and outcomes are documented on [Didactic Remediation Appendix B](#), are copied to the student, saved in the student file and documented for tracking.

6. Student Initiated Intervention

Definition and Process:

- For assessments that fall within the range of 70% to 79%, students are encouraged to seek guidance from the course instructor/module instructor.

Clinical Phase Remediation

Clinical Phase Professionalism Remediation

Remediation of professional behaviors is outlined in the SUPA [Professionalism Policy & Procedure](#).

Clinical Phase Academic Remediation

1. Course-Level Assessments

Definition and Process:

- Remediation is initiated when a student earns a score of less than 70% on any clinical phase assessment. This does not apply if an assignment grade is less than 70% due to late submission of an assignment as outlined in the Clinical Phase Guidebook and Clinical Phase course syllabi.
- The student must contact the Clinical Team Faculty within 72 hours utilizing the paclinicalteam@su.edu email to initiate a remediation plan.
- This plan will include reviewing the content or missing elements of the assessment and requires re-submission of the assignment.
- Upon successful remediation of the assignment, a score of 70% will be assigned.
- The remediation effort and outcomes are documented on the [Clinical Phase Remediation Tracking Document](#), are copied to the student, saved in the student file and documented for tracking.

2. End of Rotation Examinations (EOR)

Definition and Process:

- Remediation is initiated when a student earns a score of less than 1.5 standard deviations (SD) below the national mean on any EOR exam.
- The procedure and policy are fully outlined here:
 - [PAEA EOR Remediation Policy](#)
- The student must contact the Clinical Team Faculty within 72 hours utilizing the paclinicalteam@su.edu email to initiate a remediation meeting.
- In addition to meeting with the course instructor, the student must complete and submit the following exam specific remediation assignment to the Clinical Team Faculty at paclinicalteam@su.edu by 11:59 pm on the day prior to the scheduled exam retake.
 - [Family Medicine EOR Remediation](#)
 - [Pediatric EOR Remediation](#)
 - [Women's Health EOR Remediation](#)
 - [Emergency Medicine EOR Remediation](#)
 - [Surgery EOR Remediation](#)
 - [Internal Medicine EOR Remediation](#)
 - [Behavioral Medicine EOR Remediation](#)
- A retake of the EOR is mandatory, and the student must pass this retake to demonstrate competency and to pass the coinciding SCPE course.

- The remediation effort and outcomes are documented on the [Clinical Phase Remediation Tracking Document](#), are copied to the student, saved in the student file and documented for tracking.

3. End of Curriculum Examination (EOC)

Definition and Process:

- Remediation is initiated when a student earns a score of less than 1 standard deviation (SD) below the raw score comparative national mean on the examination according to the published benchmarks for the exam.
- A remediation plan will be created based on specific exam performance across categories and task areas. The student will be provided with targeted educational resources and additional instruction focused on the areas of deficiency.
- A retake of the EOC is mandatory, and the student must pass this retake to demonstrate competency and to qualify for program completion.
- The remediation effort and outcomes are documented on the [Clinical Phase Remediation Tracking Document](#), are copied to the student, saved in the student file and documented for tracking.
- The timing of the retake of the EOC is coordinated and scheduled by the Clinical Team.

4. End of Program OSCE

Definition and Process:

- Remediation is initiated when a student earns a score of below the benchmark of less than 70% on any station.
- Students who do not meet the minimum passing criteria for the OSCE must undergo a remediation and retesting of the OSCE station to meet the required benchmark.
- The student must contact the Clinical Phase Faculty utilizing the paclinicalteam@su.edu email to initiate a remediation plan.
- The remediation effort and outcomes are documented on the [Clinical Phase Remediation Tracking Document](#), are copied to the student, saved in the student file and documented for tracking.
- A retake of the OSCE is mandatory, and the student must pass this retake to demonstrate competency and to qualify for program completion.

5. SCPE Learning Outcomes

Definition and Process:

- Remediation is initiated when a student earns a preceptor evaluation score of Poor on any learning outcome but does not fail the course.
- The student must contact the Clinical Phase Faculty utilizing the paclinicalteam@su.edu email to initiate a remediation plan.
- This plan will include reviewing the learning outcome, preceptor comments, and student perspective, and may require reassessment to ensure the learning outcome has been met.

- The remediation effort and outcomes are documented on the [Clinical Phase Remediation Tracking Document](#), are copied to the student, saved in the student file and documented for tracking.

Didactic Remediation Appendix A

****Completed by course/module instructor, shared with student, copied to student file.****

Student:

Instructor:

Course:

Academic Term:

Module:

Course/Assignment Grade:

Brief Description of Assessment of Issues/Barriers:

Description of Remediation Effort (what was done):

Description of Outcome (what is hoped to be achieved):

Review of content:

Review of non-content related issues (social, environment, physical, temporary):

Additional Comments:

Recommendations:

Didactic Remediation Appendix B

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Remediation Plan - Long Form

Date:

Term:

Student Name:

Academic Professional

Statement of situation requiring remediation:

A cumulative grade point average of 2.5 does not meet the minimum 3.0.

Student Handbook Reference (if applicable):

Section 4.3, Academic Standing

Action Plan & Timeline (jointly developed by faculty member and student)"

Potential Consequences of Action Plan Failure:

Student Signature & Date:

Faculty Member Signature & Date:

Program Director Signature & Date:

Student Comments (optional):

Copies to:

Student

Student File

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