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Remediation reimagined: unlocking success in healthcare education

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Keywords

Diversity, Equity, Inclusion; Health Education; remediation; educational strategies

Abstract

Remediation in healthcare education, particularly within Physician Assistant (PA) programs, serves as a pivotal mechanism to address gaps in student knowledge and skills. With accreditation standards requiring robust performance outcomes, the need for effective remediation has become increasingly critical (Accreditation Review Commission on Education for the Physician Assistant [ARC-PA], 2024). This Snap Talk will explore innovative, evidence-based strategies to optimize remediation practices, highlighting their role in improving both academic outcomes and student well-being.

The impetus for this research stems from findings at the Oregon Health and Science University (OHSU) PA program, where national certifying exam (PANCE) pass rates for recent cohorts fell below required benchmarks, prompting an urgent review of existing remediation approaches. The central research question focuses on how remediation practices can be enhanced to better address the diverse needs of learners while promoting equity and inclusivity. To explore this, qualitative data were collected through semi-structured interviews and focus groups with students and faculty, complemented by quantitative survey data analyzing the perceived effectiveness of various strategies (Immonen et al., 2023). Current findings are under analysis, but emerging themes point to the transformative potential of tailored remediation plans and proactive faculty engagement.

A core recommendation from this research is the integration of diverse remediation strategies, including simulation-based learning, personalized feedback mechanisms, and active coaching. These methods not only address academic deficiencies but also bolster student confidence and resilience. Additionally, leveraging technology, such as digital platforms for individualized study plans and assessments, ensures accessibility and scalability of interventions (Cheong et al., 2022). Emphasizing diversity, equity, and inclusion (DEI) is paramount; tailored remediation approaches must recognize and adapt to the varied backgrounds, learning styles, and external challenges faced by students.

The broader impact of this work lies in its potential to reshape how remediation is viewed and implemented within PA education and beyond. Effective remediation practices contribute to improved academic outcomes, reduced attrition rates, and better-prepared healthcare professionals, ultimately enhancing patient care. Preliminary findings suggest that programs adopting evidence-based, student-centered remediation strategies see significant improvements in key performance metrics, including certification exam pass rates and overall program satisfaction (ARC-PA, 2024; Immonen et al., 2023).

This Snap Talk will provide actionable recommendations for PA educators, focusing on designing adaptable remediation frameworks, fostering inclusive learning environments, and utilizing innovative tools to enhance effectiveness. By reimagining remediation as an opportunity for growth, we aim to empower educators to address academic challenges proactively and equitably.

Learning Objectives

1. Define remediation within the context of healthcare education as both a corrective and developmental process.
2. Identify effective strategies for tailoring remediation plans to meet diverse student needs.
3. Analyze the role of faculty and technology in enhancing remediation practices.
4. Develop actionable steps to incorporate diversity, equity, and inclusion into remediation frameworks.
5. Evaluate the impact of evidence-based remediation strategies on student performance and program outcomes.

References

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