Remediation

Remediation for the Foundations Phase

Assessments are used to identify those students who have not achieved minimal competency during a module: remediation is the process used to improve student performance and ensure that all students achieve the designated Student Physician Activities (SPAs) before moving on to the Application Phase of the curriculum.

The Office of Medical Education and Student Affairs will notify students of their need to remediate a module no later than three weeks after grades have been released. The student must contact the module director within one week after this notification. **It is the responsibility of the student to schedule the remediation process with the module director.** The first attempt at remediation should occur by the week following the next school break.

Students requiring remediation must meet with the director of the module to be remediated. If, during this conversation, the student identifies a non-academic contributor to their poor performance (i.e., something medical or social), this should be brought to the attention of the Associate Dean of Medical Education and Student Affairs, Director of Admissions, Dr. Ira Schwartz, ischwar@emory.edu or 404-727-5660.

The process for remediation, as determined by the module director, will be tailored to the individual student through the identification and correction of specific areas of deficiency. Retaking the entire module exam is only appropriate if the student’s performance in all major content areas is unsatisfactory.

The module director will give to the Assistant Dean for Medical Education and Student Affairs a record of the remediation process for each student. This will be part of the student’s record. Failure to demonstrate adequate competence will necessitate additional remediation by the student.

To more readily identify students in academic difficulty and offer them additional support services in a timely fashion, students who need to remediate more than one module will be provided with information on receiving a learning assessment, the results of which may trigger further support services that may help the student avoid the need to remediate additional modules.

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