



Northern Ontario
School of Medicine
École de médecine
du Nord de l'Ontario
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L'Université Laurentienne

Responsible Office(s): SAPC, UME
Responsible Officer(s): SAPC/Theme Chairs; Phase 2 Director
Version: 1.1
Approved by: SAPC

2018 – 2019 PHASE 2 PROMOTION and REASSESSMENT/REMEDICATION PLAN

As per sections 2.1 and 7.4 of the SAP Regulations, a general remediation plan for each mandatory or summative element of the curriculum will be defined in the annual assessment plans for each Phase and Theme, and reviewed by the SAPC. Where students have not met the passing standards for any portion of a Theme or Phase, or failed to complete a mandatory element, they may be required to undergo remediation in order to successfully demonstrate mastery of the required knowledge or skills in order to continue in the MD program. Note that eligibility for remediation is not automatic and may be denied by the SAPC. Students should be advised that they may be required to disclose successful remediation to licensing bodies.

As per section 7.6 of the SAP Regulations, where the SAPC determines that remediation is appropriate, a faculty member responsible for overseeing the remediation will be identified, and charged with the development of a tailored remediation plan describing the specific nature of the remediation to be carried out, using these general remediation plans as a guide. The tailored plan will be reviewed and approved by the SAPC Chair.

NOSM UME Program Definition of Remediation:

Based on consideration of factors including, but not limited to, the magnitude of deficiency in attainment, the importance of the curricular element, and student's previous record, students who have not satisfied the passing requirements may be required to (i) undergo reassessment of the failed requirement using any appropriate method of assessment, or (ii) undergo a process of remediation.

Reassessment is simply re-sitting the test material and readdressing the learning objectives without new formal study with faculty. This is a more straightforward exercise. The student would likely go over their previous preparation materials and notes to be confident that they have understood the content and will meet the learning objectives which are being re-tested. This reassessment exercise is meant to demonstrate proper attainment and mastery.

Remediation is a process that requires a student to undertake additional curricular work, the purpose of which is to assist the student in satisfying any promotion or graduation requirement for which they have not received a passing grade. The additional curricular work may include (i) repeating elements of the MD degree already undertaken, (ii) completing new curricular work requirements which are in addition to the regular requirements of the MD degree program, or a combination of (i) and (ii), as determined and required by the SAPC. It is important to note that the decision to require either re-assessment or remediation is entirely at the discretion of the SAPC which may choose to offer neither, depending on certain circumstances.

Accommodated Students:

Student accommodations may be granted that modify this plan. In the event that the accommodation is incompatible with items in this plan the accommodation will prevail.

[Supplementary Document: Hogard, E. \(2016, October 29\). *Distinguishing Between Reassessment and Remediation*](#)

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- M (Mandatory)
- O (Optional)
- F (Formative)
- S (Summative)

Program Requirements: Phase 2 Year 3

M/O F/S ASSESSMENT

REASSESSMENT OR REMEDIATION OF
FAIL/CLEARING OF INCOMPLETE

M S ACHIEVE a PASS for each of the 5 Themes as defined in their assessment plans for Year 3.

See the Theme Assessment Plans for reassessment/remediation Details

Theme Requirements: THEME 1

*In Theme 1, submissions received more than 24 hours late will be automatically deemed “fail” and require remediation unless an extension has been granted (see section 5.6.1 of the SAP Regulations).

PHASE	YEAR	M/O	S/F	ASSESSMENT	REASSESSMENT OR REMEDIATION OR FAIL/CLEARING OF INCOMPLETE
P2	Y3	M	S	PASS the NRHRP Research Proposal Outline achieving at least five (5) criteria marked as “Satisfactory” in the assessment rubric	<p>There is one NRHRP research proposal outline that includes Theme 1 content; it is combined with Theme 3. When the NOSM faculty assessors of the NRHRP agree that a proposal outline with Theme 1 content has not met the standard to pass, the student or student group must remediate the proposal outline that they have failed to pass.</p> <p>Remediation plans for unsuccessful proposal outlines will be negotiated with the Chairs of the Theme 1 and Theme 3 Committees and the SAPC. In order to assist with the remediation, assessing faculty will provide a list of feedback items that were deemed unsatisfactory and would need to be addressed during remediation.</p> <p>Students will consult with the Theme 1 and Theme 3 Chairs to review the components of the proposal outline that require improvement. Students will at minimum be required to submit a revised NRHRP proposal outline. If the proposal outline was deemed not to meet expectations globally, the preparation and submission of an alternate NRHRP project will be required.</p> <p>Only one remediation opportunity will be provided in any given academic year. The Theme 1 Chair in conjunction with the Theme 3 Chair and the SAPC Chair will identify an appropriate submission date and assessing faculty for the remediation proposal outline.</p> <p>If a remediated NRHRP proposal outline is deemed unsatisfactory the proposal outline will be marked as failed. In this instance, the student(s) will be required to meet with the Chairs of Theme 1 and 3 and the SAPC to discuss appropriate next steps.</p>

PHASE	YEAR	M/O	S/F	ASSESSMENT	REASSESSMENT OR REMEDIATION OR FAIL/CLEARING OF INCOMPLETE
P2	Y3	M	S	PASS the NRHRP Formal Research Proposal achieving at least five (5) criteria marked as “Satisfactory” in the assessment rubric	<p>There is one NRHRP formal research proposal that includes Theme 1 content; it is combined with Theme 3. When the NOSM faculty assessors of the NRHRP agree that a formal proposal with Theme 1 content has not met the standard to pass, the student or student group must remediate the proposal that they have failed to pass.</p> <p>Remediation plans for unsuccessful proposals will be negotiated with the Chairs of the Theme 1 and Theme 3 Committees and the SAPC. A NRHRP formal proposal is deemed not to meet expectations globally, even if some aspects of the proposal have been satisfactory. Therefore the remediation process will involve the reworking of ALL elements of the NRHRP formal proposal.</p> <p>In order to assist with the remediation, faculty will provide a list of feedback items that were deemed unsatisfactory and would need to be addressed during the remediation process. The remediated proposal will be evaluated by faculty using the same assessment rubric used for the NRHRP Formal Research Proposal evaluation.</p> <p>Only one remediation opportunity will be provided in any given academic year. The Theme 1 Chair in conjunction with the Theme 3 Chair and the SAPC Chair will identify an appropriate submission date and assessing faculty for the remediation proposal.</p> <p>If a remediated NRHRP proposal is deemed unsatisfactory the proposal will be marked as failed. In this instance, the student(s) will be required to meet with the Chairs of Theme 1 and 3, the Phase 2 Director, and the SAPC to discuss appropriate next steps.</p>
P2	Y3	M	S	PASS the NRHRP Presentation achieving at least three (3) criteria marked as “Satisfactory” in the assessment rubric.	<p>There is one NRHRP presentation that includes Theme 1 content; it is combined with Theme 3. When the NOSM assessor and community faculty assessor of the NRHRP agree that a student or group of students presenting the NRHRP proposal with Theme 1 content have not met the expected standard to pass, the student or student group must remediate the presentation that they have failed to pass.</p> <p>A NRHRP presentation is deemed not to meet expectations globally, even if some aspects of the presentation have been satisfactory. Students will be required to submit a revised NRHRP presentation. The remediation process will also include an oral presentation that will be evaluated by faculty using the same</p>

assessment rubric used for the NRHRP Presentation evaluation.

In order to assist with the remediation faculty will provide a list of feedback items that were deemed unsatisfactory and would need to be addressed during the remediated process.

The student or student group will be noted as 'In Progress' for their NRHRP pending successful remediation. Only one remediation opportunity will be provided in any given academic year. If a remediated NRHRP presentation is deemed unsatisfactory the NRHRP will be marked as failed.

Timelines and notifications:

If a presentation is deemed unsatisfactory, the CCC and NOSM examiners will notify the Theme 1 Chair, the SAPC and the Phase 2 Director within 5 days of the presentation and will provide feedback regarding the elements of the NRHRP presentation that were judged to be unsatisfactory.

- The student or student group will be notified in writing by the Office of Assessment that they are required to remediate. The communication will include the feedback from the assessors on areas that need to be addressed.
- The student or student group will have 4 weeks from the date of notification to remediate the NRHRP presentation. However, the student may apply to defer remediation until after the final P2 examination. The extension granted will be mutually agreeable to the student and the Office of Assessment.
- The Theme 1 Chair in conjunction with the Theme 3 Chair and the Theme 1 Committee will identify appropriate assessing faculty for the remediation presentation and the remediation presentation will be scheduled through the Phase 2&3 Clerkship Coordinator.

NOTE: A presentation for the purposes of remediation will not take place in the community context, but rather will be presented to the assessing faculty with community faculty attending by videoconference.

Theme Requirements: THEME 2

PHASE	YEAR	M/O	S/F	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
P2	Y3	M	S	PASS the Theme 2 Virtues in Medical Practice Project (T2VIM). The presentation is worth 80% of the total mark and the Annotated bibliography is worth 20% of the total mark	<p>When the NOSM faculty assessors of the T2VIM determine that a student or group of students have not met the expected standard to pass the T2VIM, the student or student group must remediate the T2VIM that they have failed to pass.</p> <p>The remediation process will include a presentation that will be evaluated by faculty using the same assessment rubric used for T2VIM evaluation.</p> <p>In order to assist with the remediation the Theme 2 Chair(s) will obtain from the Director of Assessment and Program Evaluation information from the faculty who assessed the original presentation about the aspects of the T2VIM presentation that were deemed unsatisfactory, and would need to be addressed during the remediated process.</p> <p>Timelines and notifications: If a presentation is deemed unsatisfactory, the NOSM examiners will notify the Theme 2 Chair(s), the Office of Assessment and the Phase 2 Director within 5 days of the presentation and will provide feedback regarding the elements of the T2VIM that were judged to be unsatisfactory.</p> <ul style="list-style-type: none"> ○ The student or student group will be notified in writing by the Office of Assessment that they are required to remediate. The communication will include the feedback from the assessors on areas that need to be addressed. ○ The student or student group will have 4 weeks from the date of notification to remediate the T2VIM. However, the student may apply to defer remediation until after the final P2 examination. The extension granted will be mutually agreeable to the student and the Office of Assessment. ○ The Theme 2 Chair(s) will work with the relevant Division Head to identify appropriate assessing faculty for the remediation presentation and the remediation

PHASE YEAR M/O S/F ASSESSMENT

REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE

presentation will be scheduled through the Phase 2&3 Clerkship Coordinator. The assessing faculty will be made known to the student(s) and will provide advice to the student(s) while they are preparing their revised presentation.

NOTE: A presentation for the purposes of remediation of the T2VIM will not take place in the community context, but rather will be recorded and made available to the assessing NOSM faculty

PHASE	YEAR	M/O	S/F	ASSESSMENT
P2	Y3	M	S	<p>ACHIEVE a PASS on Professionalism in Phase 2. This will be based on any reports of professional behaviour falling below the standard described in the Code of Student Conduct and the UME Policy on Student Professionalism including, but not limited to the mandatory QCPRs, QSLCs, VARS, BURSTS, SCS, DOCS “Assessment of Professional Behaviour” components in the various Phase 2 assessments. Professionalism will also be assessed outside of the sessions and experiences noted above when the student is engaged in any activities related to their MD degree, and unprofessional behaviour may result in the student failing this promotion requirement.</p>

Where a failing grade is awarded by the Committee on Supporting Student Professionalism (after review of the students’ Professionalism file and any professionalism reports referred to it), student will meet with the Co-chairs of the Committee on Supporting Student Professionalism (and as required Phase 2 Director) to discuss the reason for the failing grade. The Co-Chairs of the Committee on Supporting Student Professionalism, will advise the SAPC on how the failing grade should be reassessed or remediated. It should be noted that unprofessional behaviour may also result in additional sanctions being imposed in addition to the professionalism failing grade as described in the Code of Student Conduct; sanctions may continue to be in effect following completion of the reassessment and/or remediation process

Theme Requirements: THEME 3

*In Theme 3, submissions received more than 24 hours late will be automatically deemed “late” and require remediation unless an extension has been granted (see section 5.6.1 of the SAP Regulations).

PHASE	YEAR	M/O	F/S	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
P2	Y3	M	S	PASS the NRHRP Research Proposal Outline achieving at least five (5) criteria marked as “Satisfactory” in the assessment rubric	<p>There is one NRHRP research proposal outline that includes Theme 3 content; it is combined with Theme 1. When the NOSM faculty assessors of the NRHRP agree that a proposal outline with Theme 3 content has not met the standard to pass, the student or student group must remediate the proposal outline that they have failed to pass.</p> <p>Remediation plans for unsuccessful proposal outlines will be negotiated with the Chairs of the Theme 1 and Theme 3 Committees and the SAPC. In order to assist with the remediation, assessing faculty will provide a list of feedback items that were deemed unsatisfactory and would need to be addressed during remediation.</p> <p>Students will consult with the Theme 1 and Theme 3 Chairs to review the components of the proposal outline that require improvement. Students will at minimum be required to submit a revised NRHRP proposal outline. If the proposal outline was deemed not to meet expectations globally, the preparation and submission of an alternate NRHRP project will be required.</p> <p>Only one remediation opportunity will be provided in any given academic year. The Theme 1 Chair in conjunction with the Theme 3 Chair and the SAPC Chair will identify an appropriate submission date and assessing faculty for the remediation proposal outline.</p> <p>If a remediated NRHRP proposal outline is deemed unsatisfactory the proposal outline will be marked as failed. In this instance, the student(s) will be required to meet with the Chairs of Theme 1 and 3 and the SAPC to discuss appropriate next steps.</p>

PHASE	YEAR	M/O	F/S	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
P2	Y3	M	S	PASS the NRHRP Formal Research Proposal achieving at least five (5) criteria marked as "Satisfactory" in the assessment rubric	<p>There is one NRHRP formal research proposal that includes Theme 3 content; it is combined with Theme 1. When the NOSM faculty assessors of the NRHRP agree that a formal proposal with Theme 3 content has not met the standard to pass, the student or student group must remediate the proposal that they have failed to pass.</p> <p>Remediation plans for unsuccessful proposals will be negotiated with the Chairs of the Theme 1 and Theme 3 Committees and the SAPC. A NRHRP formal proposal is deemed not to meet expectations globally, even if some aspects of the proposal have been satisfactory. Therefore the remediation process will involve the reworking of ALL elements of the NRHRP formal proposal.</p> <p>In order to assist with the remediation, faculty will provide a list of feedback items that were deemed unsatisfactory and would need to be addressed during the remediation process. The remediated proposal will be evaluated by faculty using the same assessment rubric used for the NRHRP Formal Research Proposal evaluation.</p> <p>Only one remediation opportunity will be provided in any given academic year. The Theme 1 Chair in conjunction with the Theme 3 Chair and the SAPC Chair will identify an appropriate submission date and assessing faculty for the remediation proposal.</p> <p>If a remediated NRHRP proposal is deemed unsatisfactory the proposal will be marked as failed. In this instance, the student(s) will be required to meet with the Chairs of Theme 1 and 3, the Phase 2 Director, and the SAPC to discuss appropriate next steps.</p>
P2	Y3	M	S	PASS the NRHRP Presentation achieving at least three (3) criteria marked as "Satisfactory" in the assessment rubric.	<p>There is one NRHRP presentation that includes Theme 3 content; it is combined with Theme 1. When the NOSM assessor and community faculty assessor of the NRHRP agree that a student or group of students presenting the NRHRP proposal with Theme 3 content have not met the expected standard to pass, the student or student group must remediate the presentation that they have failed to pass.</p> <p>A NRHRP presentation is deemed not to meet expectations globally, even if some aspects of the presentation have been satisfactory. Students will be required to submit a revised NRHRP presentation. The remediation process will</p>

also include an oral presentation that will be evaluated by faculty using the same assessment rubric used for the NRHRP Presentation evaluation.

In order to assist with the remediation faculty will provide a list of feedback items that were deemed unsatisfactory and would need to be addressed during the remediated process.

The student or student group will be noted as 'In Progress' for their NRHRP pending successful remediation. Only one remediation opportunity will be provided in any given academic year. If a remediated NRHRP presentation is deemed unsatisfactory the NRHRP will be marked as failed.

Timelines and notifications:

If a presentation is deemed unsatisfactory, the CCC and NOSM examiners will notify the Theme 3 Chair, the SAPC and the Phase 2 Director within 5 days of the presentation and will provide feedback regarding the elements of the NRHRP presentation that were judged to be unsatisfactory.

- The student or student group will be notified in writing by the Office of Assessment that they are required to remediate. The communication will include the feedback from the assessors on areas that need to be addressed.
- The student or student group will have 4 weeks from the date of notification to remediate the NRHRP presentation. However, the student may apply to defer remediation until after the final P2 examination. The extension granted will be mutually agreeable to the student and the Office of Assessment.
- The Theme 3 Chair in conjunction with the Theme 1 Chair and the Theme 3 Committee will identify appropriate assessing faculty for the remediation presentation and the remediation presentation will be scheduled through the Phase 2&3 Clerkship Coordinator.

NOTE: A presentation for the purposes of remediation will not take place in the community context, but rather will be presented to the assessing faculty with community faculty attending by videoconference.

Theme Requirements: THEME 4

PHASE	YEAR	M/O	F/S	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
P2	Y3	M	S	<p>P2QPA 1, 2, and 3</p> <p>The first three Quarterly Progressive Assessments (P2QPA1, P2QPA2, P2QPA3) are formative, and will be graded into Green, Yellow, or Red zones</p>	<p><u>GREEN or YELLOW zone(s); single or consecutively</u> SLCs will receive all assessment results. Students are encouraged to speak with their SLC and/or most appropriate preceptor about their progress and strategies to improve their scores. Assessment results will be used during the completion of the QCPR, where feasible.</p> <p><u>Single RED zone</u> SLCs will receive all assessment results. Students are encouraged to speak with their SLC and/or most appropriate preceptor to discuss performance and identify any concerns. The Phase 2 Director will also be notified. Assessment results will be used during the completion of the QCPR, where feasible.</p> <p><u>Two or three RED zones consecutively</u> SLCs will receive all assessment results. Results of two or three consecutive RED will trigger a notification and review with the SLC, Phase 2 Director, Theme 5 Phase 2 Lead, Theme 4 Phase 2 Lead, NOSM Administration, Learner Affairs, as appropriate. Assessment results will be used during the completion of the QCPR, where feasible. A learning plan will be developed that will include specific assigned readings and if required, additional clinical work in areas of weakness. The learning plan will be developed by Theme 4 and 5 Phase 2 leads, with input from others, as required. The objectives, duration, and specific outcomes of a student's learning plan will be developed on a case by case basis, taking into consideration the student's deficits, required resources, time point during CCC, and other relevant variables determined by the Theme 4/5 Phase 2 leads, SLC, and P2 Director.</p> <p>Students will also develop an Independent Learning Plan (ILP) that outlines how they will address the clinical area(s) of concern. A template for this ILP will be provided to the student The ILP will be approved by Theme 4 or Theme 5 as appropriate and will be forwarded to the relevant preceptor before the next QPA or if the final QPA it will be sent to the Phase 3 Coordinator. The ILP will include specific criteria for acceptable completion.</p>

PHASE	YEAR	M/O	F/S	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
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P2QPA4

ACHIEVE a score of 60% or more on the in Theme 4 final summative 4th QPA

Students who do not achieve a grade of 60% on Theme 4 curriculum on the **final (4th) QPA** will be re-tested on the material.

The SLC, Phase 2 Director, Theme 4 Phase 2 Lead, Theme 5 Phase 2 Lead, NOSM Administration, Learner Affairs, will be notified as appropriate.

Student will be scheduled for ONE reassessment exam, prior to entry to Phase 3. If the reassessment exam does not occur prior to Phase 3, student will be promoted to Phase 3 provisionally.

The reassessment exam will be focused on identified areas of deficiencies and student must achieve a grade of 60% or higher in order to pass.

Failure to achieve 60% on the reassessment exam may be grounds for a recommendation of further remediation, repeat of the year, or withdrawal from the program.

Theme Requirements: THEME 5

PHASE	YEAR	M/O	F/S	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
P2	Y3	M	S	<p>P2QPA 1, 2, and 3</p> <p>The first three Quarterly Progressive Assessments (P2QPA1, P2QPA2, P2QPA3) are formative, and will be graded into Green, Yellow, or Red zones</p>	<p><u>GREEN or YELLOW zone(s); single or consecutively</u> SLCs will receive all assessment results. Students are encouraged to speak with their SLC and/or most appropriate preceptor about their progress and strategies to improve their scores. Assessment results will be used during the completion of the QCPR, where feasible.</p> <p><u>Single RED zone</u> SLCs will receive all assessment results. Students are encouraged to speak with their SLC and/or most appropriate preceptor to discuss performance and identify any concerns. The Phase 2 Director will also be notified. Assessment results will be used during the completion of the QCPR, where feasible.</p> <p><u>Two or three RED zones consecutively</u> SLCs will receive all assessment results. Results of two or three consecutive RED will trigger a notification and review with the SLC, Phase 2 Director, Theme 5 Phase 2 Lead, Theme 4 Phase 2 Lead, NOSM Administration, Learner Affairs, as appropriate. Assessment results will be used during the completion of the QCPR, where feasible.</p> <p>A learning plan will be developed that will include specific assigned readings and if required, additional clinical work in areas of weakness. The learning plan will be developed by Theme 4 and 5 Phase 2 leads, with input from others, as required. The objectives, duration, and specific outcomes of a student's learning plan will be developed on a case by case basis, taking into consideration the student's deficits, required resources, time point during CCC, and other relevant variables determined by the Theme 4/5 Phase 2 leads, SLC, and P2 Director.</p> <p>Students will also develop an Independent Learning Plan (ILP) that outlines how they will address the clinical area(s) of concern. A template for this ILP will be provided to the student The ILP will be approved by Theme 4 or Theme 5 as appropriate and will be forwarded to the relevant preceptor before the next QPA or if the final QPA it will be sent to the Phase 3</p>

				<p>P2QPA4</p> <p>ACHIEVE a score of 60% or more on the in Theme 5 curriculum of the final, summative 4th QPA</p>	<p>Coordinator. The ILP will include specific criteria for acceptable completion.</p> <p>Students who do not achieve a grade of 60% on Theme 5 curriculum on the final (4th) QPA will be re-tested on the material.</p> <p>The SLC, Phase 2 Director, Theme 5 Phase 2 Lead, Theme 4 Phase 2 Lead, NOSM Administration, Learner Affairs, will be notified as appropriate.</p> <p>Student will be scheduled for ONE reassessment exam, prior to entry to Phase 3. If the reassessment exam does not occur prior to Phase 3, student will be promoted to Phase 3 provisionally.</p> <p>The reassessment exam will be focused on identified areas of deficiencies and student must achieve a grade of 60% or higher in order to pass.</p> <p>Failure to achieve 60% on the reassessment exam may be grounds for a recommendation of further remediation, repeat of the year, or withdrawal from the program.</p>
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P2	Y3	M	F/S	<p>ACHIEVE a PASS for the following mandatory summative assessments:</p> <ul style="list-style-type: none"> • VAR – Participation Assessment • VAR – Case Presentation Assessment 	<p>VAR – Participation Assessment</p> <p>Students who receive a “Borderline” or “Fail” for the “Contributions to VAR Discussion” on the Quarterly Site Liaison Assessments (QSLCs 2nd, 3rd, 4th) will meet with the Phase 2 Director and/or SLC to review the evaluation and identify any deficiencies noted by the assessor. The Phase 2 Director will, after consulting with the appropriate faculty members, and/or the Theme Committee Chair(s), advise the SAPC on how the failing or incomplete grade should be remediated.</p> <p>In addition to completing any required remediation, additional assessment of professional behaviour may be required, as recommended by the Phase 2 Director to the SAPC, prior to the failing grade being reversed. It should be noted that unprofessional behaviour may also result in additional sanctions being imposed as described in the NOSM Code of Student Conduct; such sanctions may continue to be in effect following completion of the remediation process.</p>
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PHASE YEAR M/O F/S ASSESSMENT

REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE

VAR – Case Presentation Assessment

Students who receive a “Borderline ” or “Fail” on a VAR Case Presentation Assessment will meet with the Phase 2 Director and/or SLC to review the evaluation and identify any deficiencies noted by the assessor. Following a review, and if required, the student will undertake a period of study to address the deficiencies, and then repeat the VAR Case Presentation on the same topic, and be assessed by the SLC (or designate) using the same rubric as for the original VAR Case Presentation. Each student is required to complete a minimum of 3 VAR Case Presentation Assessments.

P2	Y3	M	F	COMPLETE all 26 Aquifer fmCases	Students who do not successfully complete the required Aquifer fmCases will be required to complete them in order to meet the requirements prior to promotion.
P2	Y3	M	S	COMPLETE the Standard 6.2: Clinical Learning Experiences	Students who do not meet the minimum number of clinical encounters will be expected to remediate the identified deficiencies, in consultation with the SLCs and Phase 2 Director, at the end of the academic year to meet the requirements prior to promotion.
P2	Y3	M	S	COMPLETE 60 Specialty Enhancement Sessions (SES) or BURSTS <ul style="list-style-type: none"> • SES only: 60 sessions • SES and Bursts: 60 sessions total, maximum of 20 sessions counted as Bursts 	Students who do not successfully complete the required number of SES/Bursts/sessions will be required to pursue additional sessions at the end of the academic year to meet the requirements prior to promotion
P2	Y3	M	S	COMPLETE 15 Direct Observation of Clinical Skills (DOCS):	Students will not be promoted to Phase 3 until they have successfully completed the required number of DOCS.

PHASE	YEAR	M/O	F/S	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
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Students are required to submit all 15 DOCS assessments. Students will choose five to count as summative assessment of their skills in Phase 2.

P2	Y3	M	S	<p>ACHIEVE a PASS for the Clerkship Objective Structured Clinical Examination (OSCEs)</p> <ul style="list-style-type: none"> • A student must be successful on 7/10 stations. • To pass an individual OSCE station, a student must achieve a numeric score at or above the passing score as determined by the Borderline Regression Model. A FAIL on the global rating score will result in a FAIL for that OSCE station regardless of the numeric score for that station. Any FAIL on an OSCE station will be 	<p>Students will meet with the Phase 2 Director to discuss the failing grade. The Phase 2 Director will, after consulting with the appropriate Chairs of the OSCE Committee, advise the SAPC on how the failing grade should be reassessed or remediated.</p> <p>Students will be assigned a "Clinical Performance Coach" (CPC). The Clinical Performance Coach will review the student's OSCE performance, previous OSCEs, and clinical and academic performance to date. The student will meet with their CPC who will propose a learning plan to reassess or remediate the issues identified. The proposal to reassess or remediate will depend upon the number of stations failed and the results of the performance review.</p> <p>All learning plans will be reviewed by the OSCE Chair, OSCE Leads, T5 Chair and Director of Assessment and forwarded to SAPC for approval. Recommendations may include: tutorial sessions, work with facilitators to improve specific clinical skills or OSCE examination skills, work on specific relevant content or if determined a repeat of the year.</p> <p>Completion of the approved learning plan will mean that the student met the required competencies for progression. Students will be In Progress until the learning plan is complete. Completion of the reassessment or remediation is set for September 30th of the same academic year.</p> <p>If there are academic and/or clinical performance concerns identified, the SAPC may request repeat of Phase 2 or withdrawal from the program.</p>
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PHASE	YEAR	M/O	F/S	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
				reviewed by the chair of the OSCE.	
P2	Y3	M	S	ACHIEVE a “PASS or “BORDERLINE ” in both Clinical Competence AND Professional Behaviour, on at least 2 of the first 3 Quarterly Clinical Performance Reviews (QCPRs) The last QCPR is a mandatory “PASS”, in both Clinical Competence and Professional Behaviour	<p>Students who receive a “Borderline” or “Fail” on any of the 1st, 2nd, or 3rd QCPRs in either the Clinical Competence or Professional Behaviour will meet with the Phase 2 Director and/or SLC to review the evaluation and identify any deficiencies noted by the assessor.</p> <p>Following the review, if required, a remediation plan will be determined in conjunction with the students’ SLC, appropriate NOSM faculty, administration, and/or Theme Chairs.</p> <p>Students failing the 4th QCPR will be reviewed prior to determining either promotion, remediation, and/or repeat of year.</p> <p>A “BORDERLINE” or “FAIL” in any of the four QCPRS will be reviewed by the Committee on Supporting Student Professionalism</p>
P2	Y3	M	S	COMPLETE the Quarterly Site Liaison Clinician (QSLC) 1 Month, 2nd, 3rd, 4th	All content other than the VAR Participation Assessment is formative
P2	Y3	M	S	COMPLETE the Comprehensive Community Clerkship (CCC)	Students will consult with the Phase 2 Director with respect to the reason for not completing the CCC. The Phase 2 Director after consulting with the Chair of the Phase 2 Committee will advise the SAPC as to how the incomplete CCC will be remediated.

Glossary

AD-UME	Associate Dean - UME
BURSTs	Supplementary Phase 2 SES educational experience
CCC	Comprehensive Community Clerkship
CPC	Clinical Performance Coach
DOCS	Direct Observation of Clinical Skills
F	Indicates a formative element
ILP	Independent Learning Plan
IP	In progress
M	Indicates a mandatory element
NRHRP	Northern and Rural Health Research Proposal
O	Indicates an optional element
OSCE	Objective Structured Clinical Examination
P2	Phase 2
QCPR	Quarterly Clinical Performance Review
QPA	Quarterly Progressive Assessment
QSLC	Quarterly Site Liaison Clinician Assessments
S	Indicates a summative element
SAPC	Student Assessment and Promotion Committee
SES	Specialty Enhancement Session
SLC	Site Liaison Clinician
T2VIM	Theme 2 Virtues in Medical Practice Project
T1, T2, T3, T4, T5	Theme 1, Theme 2, Theme 3, Theme 4, Theme 5
VAR	Virtual Academic Rounds
Y3	Year 3

Section 2: Supplementary Documentation

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Distinguishing Between Reassessment and Remediation

The Student Assessment and Promotion Committee (SAPC) has introduced a two-tiered system to address underperformance in assessment. Previously, the term 'remediation' was used to describe all aspects of re-addressing deficits in assessments. Unfortunately, whilst correct, it did put NOSM UME students at somewhat of a disadvantage in that licensing bodies require the disclosure of all remediations and this would often be merely the straightforward re-test of a specific examination, as opposed to, a more lengthy and involved undertaking that the licensing bodies require to disclose. Additionally, the overall goal of the SAPC was to become more flexible to issues and provide a more responsive alternative for underperforming students.

We have implemented the opportunity for students to undertake a **reassessment** which is simply, re-sitting the test material and the learning objectives without any additional or new formal study with faculty. This is a more straightforward exercise. The student would likely go over their previous preparation materials and notes to be confident that they have understood and will meet the learning objectives which are being re-tested to demonstrate proper attainment.

What can now be considered the second tier, and the more substantive version of re-addressing deficits in assessment, is the actual **remediation** which is also a re-examination; however, "it may also include, repeating elements of the MD degree previously undertaken, completing new requirements which are additional to the regular requirements of the MD degree program or a combination of the two (Section 7, pg.10, SAPC Regs)". For example, this may be a formal period of further study with additional guided readings and potential tutorial discussions or sessions with the appropriate faculty, or possibly, depending on the magnitude of the underperformance, repeating the academic year. Alternatively, depending on the original curricular event and deficit, it may include additional supervised practice time focused on a particular clinical skill or area. Again, the student would be re-examined on the deficit material but the remediation, as opposed to the reassessment, requires more in-depth formal preparation because of the level of the learning deficit, the significance of that particular curricular event and/or the student's record.

It is important to note that as per the SAPC regulations neither reassessment, nor remediation, is automatic (SAPC Reg 7.1 p.10). It is decided upon and granted by the Student Assessment and Promotion Committee which deliberates on a case-by-case basis in order to be sensitive to identifying problems and taking account of a number of potential variables.

Dr. Elaine Hogard
Director of Assessment & Program Evaluation
October 29, 2016



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SAPC Reassessment/Remediation Plan Template

Reassessment Plan

As per the SAP Regulations section 7 where a student has not met the passing standard for a mandatory element of the curriculum and the SAPC determines that reassessment is appropriate, the student will readdress the underperformance and be re-examined. This template will be communicated to the student by the Office of Assessment who will track and monitor the process.

Student Name:	
Student ID:	
Year/Phase:	
Required Element Failed:	
SAPC Decision:	
Faculty Member Responsible for Overseeing Reassessment:	
Follow-up Plan:	

SIGNATURES:

Student: _____ Date: _____

Responsible faculty member: _____ Date: _____

SAPC Chair: _____ Date: _____

Email this completed form to the student, responsible faculty member(s), appropriate Phase Coordinator(s), the Director of Assessment & Program Evaluation, the Chair of the SAPC, the Assistant Dean – Learner Affairs.

Invigilation of Written Examinations

Invigilation of all written examinations will take place according to the SAPC regulations circulated by the Assessment Office. All assessments will be invigilated by a NOSM Faculty Member aided by one or more non-faculty Proctors, except in the case of exceptional circumstances as approved by the appropriate Phase Coordinator. Normally examinations will take place in one examination room per campus, with each room having a Faculty Invigilator and non-faculty Proctor present.

In the case of examinations taking place in multiple rooms on a given campus then non-faculty Proctors must be present in all rooms, while a Faculty Invigilator need only be present in one of the rooms as long as all the examination rooms being used are in close proximity (short walking distance), and the Faculty Invigilator can be summoned by Proctors if necessary. The assignment of invigilation and proctor duties will take place prior to the start date of each of the three Phases.



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NOSM Student Responsibilities During Written Assessments V 8.0

1. REGISTRATION FOR THE EXAMINATION:

- a. Prior to their arrival at the examination, students should leave all unnecessary materials at home, in their student lockers, or an area designated by the Invigilator.
 - i. Only the following items are permitted beyond the registration table: pens, pencils, eraser, a beverage in a spill proof container, NOSM student identification card, earplugs, reading glasses and glass case, religious apparel and emergency medications (such as auto-injectable epinephrine or an inhaler) if applicable. NOTE: For computer-based testing (CBT) environments, only approved devices are permitted.
 - ii. Items such as jackets, caps or hats, pencil cases, backpacks, textbooks, notes, cellular telephones, unauthorized electronic devices etc. must be left in the students' lockers, and if not available or accessible, at an area designated by the Invigilator. The school is not responsible for the loss or theft of any personal items.
- b. Students will be allowed admittance to the examination facility starting 30 minutes prior to the exam by Staff Invigilators. Students are **required** to arrive 20 minutes early for the examination to allow sufficient time for sign-in and set up of their laptop for CBT. Students that arrive later than the approved time will be marked absent.
- c. Those students who have been signed in are not permitted to leave – unless there is an urgent need and then they will be signed out and accompanied. *Requests made after sign-in such as attending the washroom or getting water will be deferred until the exam starts and a Staff Invigilator is available to escort.*
- d. Students must register for the examination by showing their NOSM student ID, and signing in for the examination.
 - i. Cellular telephones must be left in student lockers, at home, or an area designated by the Invigilator; no electronic devices of any kind (unless an approved device for CBT) are permitted in the examination room.
 - ii. By signing in for the examination, students are affirming that they have no unauthorized electronic devices on their person, and that they agree to follow the NOSM Code of Student Conduct and the requirements of the NOSM Student Responsibilities During Written Assessments with respect to their conduct during the examination.

2. EXAMINATION PROCEDURES

- a. Students will keep their assessment material envelopes closed until the Faculty Invigilator tells them to begin.
- b. Silence is expected once the examination begins. Students must not engage in any form of unauthorized communication/interaction once the examination begins.
- c. Students arriving late will not be permitted into the examination room; late students must contact the UME Associate Dean by email, who will follow up with the student accordingly.
- e. During the examination, students are required to follow the assessment protocol stipulated in the General Academic Medical Education Regulations (Section 4). They must:
 - i. Not cause disruption of the examination process or disruption of their peers writing the examination.
 - ii. Ask the Faculty Invigilator for permission to leave the room.
 - iii. Bring no unauthorized or unapproved aids into the examination room (e.g. books, notes, and all personal communication devices such as smart phones, iPads, MP3 players, etc.)
 - iv. Not take any exam materials out of the examination room unless directed to do so by the Faculty Invigilator.
 - v. Leave the examination room with the least amount of disruption to their peers who are still writing.
 - vi. Notify the Faculty Invigilator before departing and sign out of the exam room, if they must leave the examination room for any reason.
 1. Students who leave to use the bathroom must sign out and be accompanied by a Staff Invigilator while out of the examination room.
 2. Only one student at a time may leave to use the bathroom.
 3. Students who wish to leave the examination room for any other purpose must consult the Faculty Invigilator, who will grant or deny the request at their discretion.
- f. Should an emergency arise during the examination, such as a fire alarm, students will exit the room in a calm fashion and assemble in the recognized safety zone. The Invigilators will accompany the class. Absolutely no discussion of the examination nor its contents will take place. As per 1.c.i., since students are not permitted to bring their electronic devices into the examination room, they will not be able to access them during the security time of the fire alarm. If the event is more than a fire drill and the building is evacuated to attend to an ongoing emergency, the Faculty Invigilator will draw an end to the examination, students will disperse accordingly, and a new date will be set for the examination of that material.
- g. Should any unresolvable hardware or software technical issues arise, Staff Invigilators are prepared to respond to these situations with contingencies, such as providing a paper copy of the exam or an alternate testing station.

3. COMPLETION OF THE EXAMINATION

- a. When a student completes their examination, they must:
 - i. Insert all examination materials into the envelope they were received in.
 - ii. Sign-out of the examination. The Invigilators will confirm electronic exam result submission (for CBT), verify that all examination materials are turned in, and ensure that the student's name and ID number is documented on answer sheets (if applicable).
 - iii. Quietly exit the examination room to keep noise levels to a minimum and avoid disturbing other students.
- b. After leaving the examination room, students must move a suitable distance away from the examination room before initiating conversation, so as not to disturb students still writing. Students who refuse to comply with requests for quiet may be cited under the NOSM Code of Student Conduct for disrupting the examination.

Section 3: Version Control and Change History

DO NOT REMOVE THIS DOCUMENT HISTORY RECORD		
This document will be reviewed annually		
Version	Date	Authors/Comments/Amendments/Approvals
n/a	2017 Sep 14	Phase 2 Component extracted from 2017-2018 PaRRP (compendium) to exist as a standalone document eff. 2018-2019.
1.0	2018 Jun 20	2018-2019 Phase 2 PaRRP approved by Phase 2 Committee Chair's Action
1.1	2018 Jun 21	2018-2019 Phase 2 PaRRP approved by SAPC with the change of placing the Professionalism section under Theme 2, removing it from Theme 5