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# Remediation in Medical Education: A Mid-Course Correction

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**Remediation in Medical Education: A Mid-Course Correction** From Springer

Remediation in medical education is the act of facilitating a correction for trainees who started out on the journey toward becoming excellent physicians but have moved off course. This book offers an evidence-based and practical approach to the identification and remediation of medical trainees who are unable to perform to standards. As assessment of clinical competence and professionalism has become more sophisticated and ubiquitous, medical educators increasingly face the challenge of implementing effective and respectful means to work with trainees who do not yet meet expectations of the profession and society.

*Remediation in Medical Education: A Mid-Course Correction* describes practical stepwise approaches to remediate struggling learners in fundamental medical competencies; discusses methods used to define competencies and the science underlying the fundamental shift in the delivery and assessment of medical education; explores themes that provide context for remediation, including professional identity formation and moral reasoning, verbal and nonverbal learning disabilities, attention deficit disorders in high-functioning individuals, diversity, and educational and psychiatric topics; and reviews system issues involved in remediation, including policy and leadership challenges and faculty development.



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## **Editorial Review**

### Review

“The aim of this book is to provide those of us who deal with medical learners in difficulty much-needed assistance in figuring out what is wrong and how to help. ... the book will be most useful to residency program directors (PD) as a reference work. It should be on every PD’s shelf, as well as those of clerkship directors and those involved in student assessment, guidance, and remediation.” (Paul Lazar, Family Medicine, [stfm.org](http://stfm.org), June, 2015)

### From the Back Cover

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### About the Author

Adina L. Kalet, MD, MPH is a Professor of Medicine and Surgery at New York University and has conducted vast amounts of research on medical education over the course of her career. She is a member of the Society of General Internal Medicine and was recognized in 2008 with their National Award for Scholarship in Medical Education. She has co-directed the Primary Care Internal Medicine Residency, Medical Education for the Division of Primary Care, the Macy Initiative in Health Communication, and the Dean's Task Force on Clinical Assessment, all at NYU. She has also served as a Principal Investigator for the NYS Department of Health's project on medical school participation in ambulatory care and the co-director for the CDC's course on preparing primary care physicians for the psychosocial aspects of bioterrorism. Calvin Chou, MD, PhD is Professor of Clinical Medicine at UCSF, and staff physician at the VA Medical Center in San Francisco. As a faculty member of the American Academy on Communication in Healthcare, he is nationally recognized for his efforts in education and research to enhance communication between patients and physicians. Currently he is director of VALOR, an innovative longitudinal program based at the VA that emphasizes humanistic clinical skill development for medical students. He also holds the first endowed Academy Chair in the Scholarship of Teaching and Learning at UCSF. He has delivered communication skills curricula for providers at medical centers across the country, including Mayo Clinic, Cleveland Clinic Foundation, Stanford University, and New York University.

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