

The power of remediation

Purpose: To validate the need for student-driven remediation and guide nursing faculty in developing a remediation program that improves student outcomes and clinical judgment through deep learning



Overview of remediation

The literature surrounding the topic of remediation encompasses four key themes.



Students identify gaps in knowledge and clinical judgment through testing and activities, including standardized exams.



Students complete clinically focused active learning exercises related to their identified gaps.



Students reflect on their growth and see purpose to their learning by sharing what they learned in active interactions with their peers.



Students receive guidance from faculty with a strong understanding of clinical judgment and deep learning.

Remediation policies

Faculty should communicate remediation expectations and policies to students through class discussion, course syllabi, student handbooks, the LMS, and student contracts (Smith & Meyer, 2021). These policies should clearly outline the exam benchmark criteria, expectations for meeting or not meeting the benchmark, the timeframe for remediation completion, expectations of remediation completion, and if remediation has any potential financial implications for students (Custer, 2018; Toro, 2022; Wallace, 2021). Programs should provide all students with information early in the course of study and share the evidence-base for remediation practices. Clear communication of the expectations will minimize student dissatisfaction and the potential for grievances.

The importance of implementing quality remediation

Research demonstrates that remediation improves student retention, course exam scores, standardized exam scores, and NCLEX® pass rates. With as many as 60% of students struggling with the rigors of post-secondary education, remediation has garnered significant attention in the literature on learning, student success, and student retention.

Nursing students confront significant challenges due to the inherent sequencing and growth of the curriculum, wherein each course serves as a building block for future learning. Practicing calibration, repetition, and remediation throughout the program sharpens students' abilities to recognize cues, patterns, and contexts within increasingly complex client care cases, conditions, and situations. An unsteady foundation threatens many students' abilities to succeed; therefore, to ensure safe nursing practice, it is critical to identify and address gaps in that knowledge early and throughout the course of study.

Faculty may focus remediation strategies on retaining and supporting students by understanding the clinical judgment imperative and implementing evidence-based teaching practices that foster clinical judgment, critical thinking, and priority-setting for deep learning (for cited information, see reference list).

Remediation best practices

- Create improvement plans that are student-driven and student-led, guided by self-appraisal and reflection on personal gaps in knowledge and abilities with supportive feedback.
- Ground practices in active learning that supports student engagement.
- Start early and require for all students, regardless of scores.
- Offers multimodal, individualized, multisensory, and detailed remediation that build upon previous, enhance current, and encourage future learning.
- Place students in control as self-regulated learners to decrease anxiety and increase student resilience.
- Conduct remediation in a timely manner following testing or activities; associate with consistent, small incentives; and emphasize the intrinsic benefits of remediation.
- Support a proactive, creative, nonpunitive, engaging, purposeful learning environment focused on the development of clinical judgment.
- Cultivate and nurture students' growth mindsets, thereby increasing their accountability and responsibility for learning.
- Provide a safe environment to foster individual and collaborative learning while ensuring ongoing reflection.
- Maintain a realistic, clinical focus while immersing students in context-filled experiences to support situated cognition.

Remediation strategies for improved student outcomes

	Student role	Faculty role
 <p>Independent</p>	<ul style="list-style-type: none"> • Foster and develop a growth mindset, self-regulated study habits, and a curious and creative spirit of inquiry, while focusing on how to learn. • Complete remediation contracts based on personal study needs, areas of knowledge deficits, and exam-identified gaps. • Engage in multi-sensory, clinically focused, and multi-modal remediation activities to ensure deep learning. • Apply active learning principles to meet learning needs and fill knowledge gaps. • Practice evidence-based learning strategies, study habits, time management, coping skills, and clinical judgment. • Consider barriers to success and analyze methods to take control of personal learning. • Seek faculty advice on expectations and strategies for success while engaging in individual remediation. 	<ul style="list-style-type: none"> • Inform students about brain science, the learning process, and how they most effectively learn as an individual. • Create personalized remediation contracts. • Incorporate active learning strategies that enhance deep learning and clinical judgment skills. • Assist students to see the purpose of their work and make connections from learned material to new information, contexts, and clinical applications. • Provide a safe and supportive learning environment for remediation activities. • Support students in their personal learning journey through role-modeling, well-articulated policies, clear expectations, Socratic questioning, and developmental feedback. • Review students' remediation progress, individually and as cohorts, and address areas of concern.
 <p>Group</p>	<ul style="list-style-type: none"> • Actively engage in collaborative and reflective remediation sessions. • Participate as a leader and participant in student-led review sessions and study groups, focusing on individual and group areas for growth and means to address gaps in knowledge. • Share insights with peers while benefitting from the perspectives of others. • Teach other students about areas of personal strength, thereby enhancing personal and group levels of knowledge. Model evidence-based study habits, time management skills, teaching/learning strategies, and coping methods. 	<ul style="list-style-type: none"> • Facilitate collaborative learning and reflective student-led sessions. • Frequently practice remediation strategies in class by pausing and checking, restating, fostering investigation, encouraging discourse, questioning, envisioning, practicing preview/review/synthesize (Onello, 2023), predicting, and alternating innovative teaching methods to enhance engagement and thinking. • Incorporate discussions and debriefing in class/teaching sessions to reinforce the value of remediation efforts while highlighting key content addressed in remediation. • Attend faculty development to enhance teaching and remediation practices.

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