A PURPOSEFUL STRATEGY FOR STUDENT REMEDIATION TO IMPROVE OUTCOMES IN A MEDICAL SURGICAL COURSE



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Purpose Statement

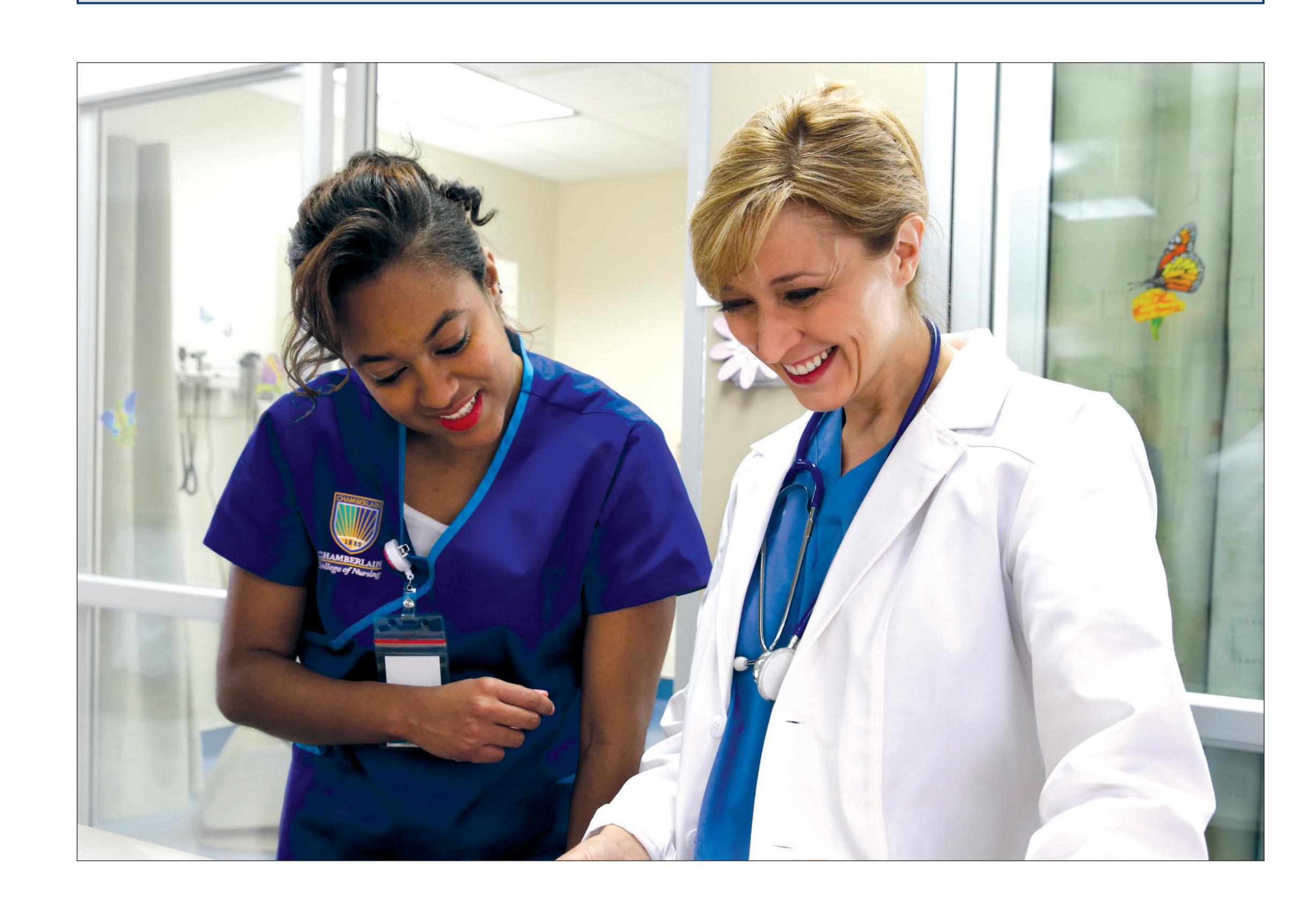
Students do not fully understand concepts in their medical surgical course. Students need to be actively engaged in their own learning and remediation.

Goals:

- Increase active learning
- Improve outcomes
- Improve retention
- Improve student experience

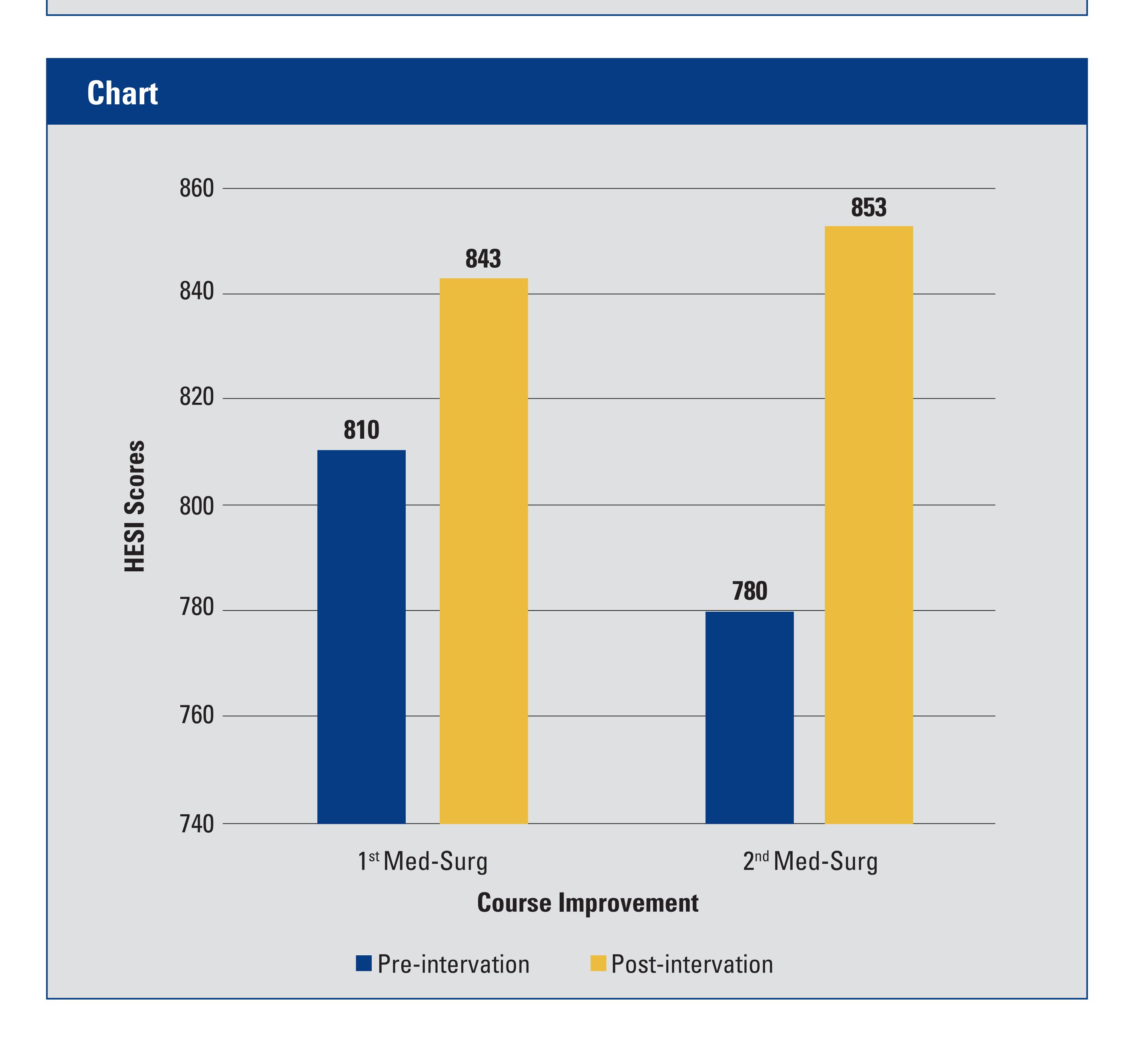
Setting

- Pre-licensure Bachelor of Science in Nursing students who score <80 percent on unit exams
- Medical surgical classes in second year of program



Methods

- Test Analysis: top 10 concepts missed on the exam using statistical analysis
- Students given the top 10 concepts missed
- Students are expected to hand-write three bullet points for each of the top 10 concepts
- Meet 1:1 with faculty for remediation to discuss missed concepts



Outcomes

- Relationships thrive between student and faculty; caring reinforced
- Improved critical thinking
- Improved retention of material forces students to use a different learning style
- 100 percent of students see value in process

Discussion

- Students need to be partners in learning
- Faculty need to learn to flex their role from instructor, facilitator, to cheerleader to increase student engagement
- Students excel in learning by removing barriers that cultivate passive learning
- Faculty demonstrate care for students

References

Corrigan-Magaldi, Colalillo, Molloy. (2014). Faculty-facilitated remediation a model to transform at-risk students. *Nurse Educator Teaching Strategies*. v. 39(4).

Mee & Schreiner. (2016). Remediation in nursing education today: Review of the literature and considerations for future research. *Journal of Nursing Regulation*. v. 7(1).

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