Positive effects of remediation strategies in the literature have not been defined clearly. There was limited rigorous research in higher education literature that analyzed the effectiveness of remediation even though the demand for remedial education has rapidly increased. The majority of research on the phenomena of remediation has consisted of qualitative studies, therefore more research on remediation should include the perspectives of educators. In nursing education literature, the lack of clarity of a definition of remediation raised questions about the nature of remediation for at-risk nursing students. Remediation programs in nursing education are highly variable without evidence of which interventions work the best.

Theoretical Framework

- Malcolm Knowles (1968) theory of adult learning or andragogy.
  - Insight will be gained for how faculty fashion the remediation process to individual learning.
  - Adds to the element of mutuality of responsibility for learning activities.

Objectives

- Understanding the meaning nurse educators ascribe to their experiences will provide valuable insight into what guides effective remediation approaches by novice to seasoned nurse educators.
- The problem to be studied was that given the value of remediation for at-risk pre-licensure baccalaureate nursing students, what was not understood was the meaning of the experiences of nurse educators who provided remediation to support student learning.

Methods

Sample: Purposeful, nonrandom sampling method.
- Six nurse educators from two undergraduate nursing programs in California.
- Inclusion criteria – having provided remediation to at-risk, pre-licensure nursing students and having a minimum of a master’s degree.
- Three participants had 20 or more years as remediators.
- Three participants had five or less years as remediators.

Data Collection: face-to-face or Skype/phone semi-structured interviews.
- Interview guide developed and field tested with three doctoral-prepared nurse educators who had experience with qualitative research and the study topic.
- Interviews continued until a point of saturation was reached.

Data Analysis: thematic and constant comparative method of data analysis was used.
- Category construction involved open coding.
- Analytical coding involved grouping the open codes.
- Triangulation for the study included participant checking, observations of the participant nonverbal behavior during the interviews, and responses to the interview questions.
- The findings were organized by themes and aligned with the research question and sub-questions.

<table>
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<th>Years as Educator</th>
<th>Years to Remediate</th>
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Purpose

- Baccalaureate nursing programs need to incorporate remediation policies and strategies into their overall curriculum in order to prepare at-risk nursing students to practice in today’s healthcare settings.
- There are no standardized remediation approaches for nurse educators to follow, and remedial interventions differed by nursing programs and were not well defined.
- Through addressing the preparation experiences of nurse educators for their roles as remediators, the findings of this study may contribute to faculty development that includes:
  - workshops for remediation strategies, and
  - principles of remediation when orienting new faculty members.
- The more experience the educator has, the better able they are to deal with challenging remediation situations.
- Recommendations for further inquiry include:
  - increasing the number of participants from different geographical areas, and
  - using a mixed methods approach to gain further insight into the research topic.
- Expand remediation research to include ethical considerations for nurse educators to identify and intervene with these students as necessary.
- The results of this study may help to promote excellence through the engagement of nurse educators in evidence-based teaching practices.
- Future research could explore faculty mentoring experiences specifically for remediation.

Results

Four major themes emerged regarding the meaning that nurse educators ascribe to their experiences using remediation for at-risk, pre-licensure baccalaureate nursing students:

Theme 1: Faculty as facilitators
- The meaning of remediation for the nurse educators was described by them as reviewing concepts and helping students during the process of remediation.
- A participant described remediation as something faculty does “to help the student to be able to find meaning in information that was already presented.”

Theme 2: Active, individualized learning strategies
- Nurse educators shared that their remediation approaches were individualized and they used innovative teaching strategies such as simulations; concept mapping; peer feedback; discussions; reframing; affirmations; stories; and exercises to foster critical thinking and engage the students.

Theme 3: Student issues that affect engagement
- Faculty shared that students need to be responsible for their learning and come prepared for remediation.
- One participant added, “I would say the biggest challenge is the sense of entitlement that the students sometimes don’t want to put in the work.”

Theme 4: Formal versus informal faculty mentoring
- Some nurse educators shared their experiences with formal remediation preparation that included doctoral classes, while others shared their experiences with informal remediation preparation in terms of mentors.

Conclusions

References

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For a reference list and more information: Contact Dr. Nancy Sarpy at nsarpy@llu.edu.