I. Policy Statement
Remediation is required for students currently in the nursing program with identified challenges that may prohibit success in a clinical course. Before a clinical rotation has been completed and a grade assigned (Pass/Fail), the course professor, clinical instructor or student may request clinical remediation. Once a “Fail” grade is given in a clinical rotation an automatic “Fail” grade is given for the course. The student must repeat the course and no remediation can take place. Students must apply for remediation and engage in the agreed upon process for remediation.

Any student who may be at risk for not having competency in the application of nursing practice may require additional development and/or assessment. This includes students who may have had a temporary break from exposure to clinical course due to illness and/or course failures but were not required to leave the program. Any student will be offered clinical remediation opportunities if he/she is not meeting the expected outcome criteria for the course or is failing to show progression in learning including:

- exhibiting difficulties with clinical skill competencies i.e. poor psychomotor performance lack of communication (verbal, documentation),
- continual need to ask basic questions or
- professional issues such as disrespect.

II. Reason for Policy
Clinical practice is core to nursing and requires skill development in all of the following areas: psychomotor, communication, relational, inter- and intraprofessional, person-centered care, and maintenance and application of ethical, legal and professional Standards. Students are required to meet the expectations of the course and failure to do so can represent a safety issue for patients, the University and the health care system.
Remediation offers students opportunities to improve skills without compromising education for the entire clinical group, provides one-to-one instruction and further evaluates the student’s clinical performance.

**Process:**

1. A remediation form is completed by the course professor and submitted to the Clinical Learning and Simulation Centre. All student information must be included on the form including student name, B00#, course number and course professor and/or clinical instructor as well as areas of concern or issues of competency to be addressed during the remedial teaching.

2. Remediation occurs within a course when additional teaching is needed for corrective guidance and improvement on general competencies that are required for successful completion of a clinical practice. Remediation requires that a competency assessment will be completed. The competency assessment will be carried out in the Clinical Learning and Simulation Centre (CLSC) faculty.

3. Remediation requires a **learning plan** that is negotiated with each individual student, course professor, clinical instructor and lab instructor(s) and is specific to the identified learning needs of the student. The learning plan will address the identified competencies required for that particular clinical and/or year(s) of nursing expected. Remediial teaching occurs according to the negotiated learning plan.

4. Upon completion of the negotiated learning plan, a competency assessment is documented by the CLSC instructor and placed on the students file. A copy of the assessment is also given to the student to share with the course professor and clinical instructor for the course. The student returns to the clinical setting to complete their experience and receive their final evaluation from the clinical instructor.

5. Failure to complete the remediation process and/or failure of the competency assessment will result in the student receiving a failing grade in the course and being withdrawn from the clinical practicum.

6. When possible clinical hours will not be used for remediation.

7. All remedial documentation will be attached to the student’s final clinical evaluation.

**Definitions**

**Remediation:** The need to implement interventions to improve student performance to prevent adverse consequences (Evans & Harder, 2013).

**Competence:** The ability to integrate and apply the knowledge, skill and judgment required to practice safely and ethically in a student role and practice setting for any given year.

**Competencies:** The specific knowledge, skills and judgment required by a nursing student to be considered competent in a designated role (year) and practice setting.
Competency Assessment: The process by which competency is assessed utilizing various methods and tools as appropriate for the level of competence expected in any given year and clinical course. Competency assessment establishes that

III. Departments or Areas Affected By This Policy
School of Nursing
Undergraduate Progressions
Clinical Learning and Simulation Centre

IV. Responsibilities for the Implementation of this Policy
Assistant Director, Undergraduate Studies
Faculty Clinical Simulation and Learning Laboratory
Faculty and Clinical Instructors in clinical courses

V. Web Address For Faculty of Health Professions/School of Nursing Student Policies
Student Policies

VI. Related Resources and References

<table>
<thead>
<tr>
<th>University Policies and Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reentry Request Form</td>
</tr>
<tr>
<td>FHP Professional Unsuitability Policy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Forms and Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A: Remediation/Re-entry Form</td>
</tr>
</tbody>
</table>