# **Remediation**

If the practicum student fails to progress on the *Performance/Contract Checklist* or lacks important basic interpersonal skills and abilities, the university supervisor or cooperating professional may initiate the remediation process. The *Professional Characteristics Checklist* is used in the remediation process. Professional effectiveness is influenced not only by academic proficiency but also by the personal characteristics of the professional. Recognizing the importance of these personal and interactive factors, the cooperating professional, university supervisor, and faculty take them into account in making decisions concerning student progress in the program.

The *Professional Characteristics Checklist* can be used as a learning tool to enable the student to focus on basic interpersonal skills and abilities. Before the remediation process proceeds, the checklist should be filled out by the university supervisor and/or cooperating professional on the student to identify the baseline of student performance. The areas in which the student needs to improve or develop competencies become an integral part of the remediation plan and a formal letter is sent to the student describing in detail the remediation steps. The student’s advisor and the department head receive a copy of the letter, which is placed in the student’s permanent file.

During the remediation process, the *Professional Characteristics Checklist* can be used in a variety of ways to document student progress. First, if the student participates in simulations which are videorecorded, the checklist can be filled out by the university supervisor and cooperating professional when they view the recording. The student can also reflect on their own behavior as they view the video. Discussion between the university supervisor, cooperating professional, and student provide an opportunity to discuss the checklist items and come to consensus about progress. Second, if the student remains in the practicum setting, there will be multiple opportunities to observe the student using the *Professional Characteristics Checklist*.

Each time this checklist is used, it should be scored according to the key. The protocol and scores should be kept as a record of progress or lack thereof. Particular attention should be paid to the student’s progress during the midterm and final 3-way meetings.

The student must attain a rating of satisfactory performance on 90% of all targeted skills on the *Professional Characteristics Checklist* to either extend the practicum for another semester or pass the current practicum by the end of the semester. It may be necessary for a student to repeat the practicum experience.

**Steps**

1. The university supervisor contacts the program coordinator to alert them there is an issue. The program coordinator supports the university supervisor, cooperating professional, and practicum student throughout the process.
2. The university supervisor convenes a meeting with the cooperating professional and the student to discuss concerns.
3. The professional characteristics checklist is completed by the university supervisor and/or the cooperating professional. A copy of the professional characteristics checklist is sent to the student’s advisor.
4. The university supervisor and the cooperating professional develop a remediation plan with the student, specifying areas needing improvement. These areas that need improvement become a part of the goals the student must accomplish during the semester. A letter should be written to the student clearly describing the remediation plan and criteria for passing. A copy of the remediation plan is sent to the student’s advisor.
5. The remediation plan is implemented and documentation (e.g., checklists, observation notes) reflecting student progress is kept in the student’s file by the university supervisor. All meetings with the student must be documented. The student should also receive copies of all documents.
6. The university supervisor should meet with the student and cooperating professional frequently to monitor progress through observations, simulations, etc. A mid-point evaluation should be scheduled with the cooperating professional, student, and university supervisor to discuss the student’s progress as observed to that point.
7. A letter should be sent at the end of the semester clearly stating the student’s progress on the remediation plan and next steps. For example, if the student has made satisfactory progress on the professional characteristics checklist, but not on the performance/contract checklist, the student will need to repeat the practicum. A copy of this letter will be sent to the student’s advisor.