

The Difficult Learner:

Best Practices in Recognition to Remediation

APPD Forum for Fellowship Program Directors at PAS 2017

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- For if I accept you as you are, I will make you worse. However, if I treat you as though you are what you are capable of becoming, I help you become that.

- Goethe

Timeline:

- Introduction: *What, Why and How*
- Activity 1: Goals of Remediation
 - Pair Share Discussion
 - Use SMART template to create goals
 - Report back to large group
- Presentation: Legal considerations
- Activity 2: Non-renewal/Termination
 - Intro to activity and packets
 - Simulation activity
 - Report back to large group
- Wrap Up

Remediation:

- A process of learner-focused, team-facilitated improvement or correction of a performance deficit.

Quick Query

- How many of you have a problematic or struggling learner under your supervision right now?
- How many of you have had a difficult learner under your supervision since you've been in your current position?

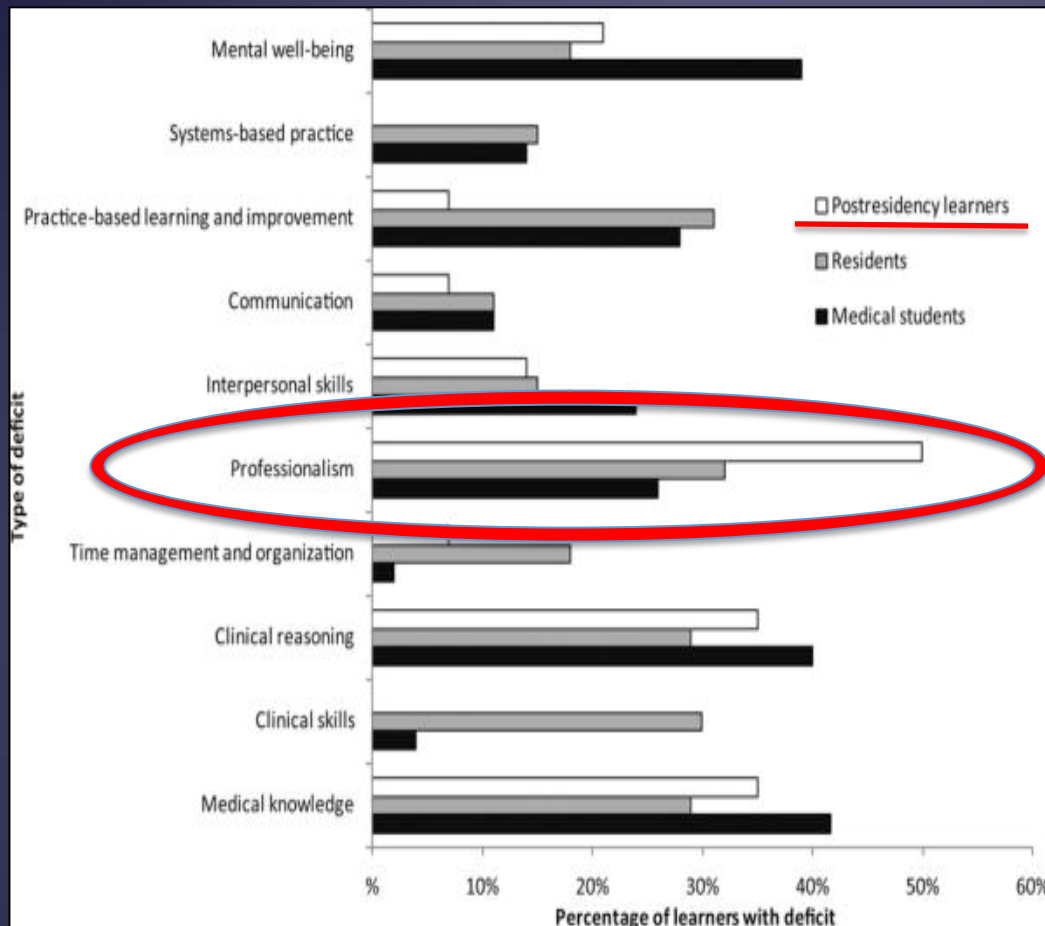


Figure 1 . Percentage of 151 learners with each type of deficit by level of training, University of Colorado School of Medicine remediation program, 2006-2012. Although trends emerged among the learners, the only statistically significant finding was that mental well-being difficulties were more common in medical students ($P = .03$). Most learners had more than 1 of the 10 deficiencies studied.

72 Med students
65 residents
14 fellows or attendings

Learner Deficits and Academic Outcomes of Medical Students, Residents, Fellows, and Attending Physicians Referred to a Remediation Program, 2006-2012.

Guerrasio, Jeannette; Garrity, Maureen; Aagaard, Eva
Academic Medicine. 89(2):352-358, February 2014.

General Strategies: Recognition

- Detection
 - Early: tepid evaluations, verbal comments, eliciting informal feedback and self-assessments, peer dissatisfaction
 - Late: Formal evaluations, end of rotation assessments, failing exams, written reports of difficulties
- Diagnosis of specific deficits
 - Direct observation of the learner in action is most helpful
 - Assessment of all competencies, expect more than one deficit
 - Careful, open, motivational interview of the learner, engage best members for a remediation team.

General Strategies: Remediation

- Directed action for remediation
 - Shared model of assessment, goals, measurable outcomes and timeline, i.e. competency based milestones.
 - Documentation (focused review, performance alert, supplemental ILP)
- Three Key Elements of Remediation
 - Deliberate Practice by the Learner
 - Feedback (advising, mentoring, constructive critique)
 - Documentation

Pearls



- ❧ Expect only excellence
- ❧ Start focused learning and remediation as early as possible
- ❧ Interview the learner, look for external and internal impediments to best performance, insight and a desire to improve
- ❧ Recruit others to build a team, try to get someone outside of your division/department to help
- ❧ Clear goals with measurable outcomes
- ❧ Document, document, document
- ❧ Have learner do a written assessment of initial process and reassessments to ensure clear shared understanding of goals and progress.