Toolkit for the Learner in Difficulty

This workshop was focused on remediation and helping the learner in difficulty. However, the resources listed below can be helpful for all learners regardless of their knowledge and skill level. The goal is incremental growth and continuous professional development.

“Remediation in medical education is ‘the act of facilitating a correction for trainees who started out on the journey toward becoming a physician but have moved off course’.”


Books that greatly influenced the philosophies on remediation


Frameworks for Conversations with Learners

- Using motivational interviewing for learners in difficulty – Sheldon LA. Using motivational interviewing to help your students. Thought & Action. 2010:153. (see script handout as well)
• Ramani S, Post SE, Könings K, Mann K, Katz JT, van der Vleuten C. “It's just not the culture”: a qualitative study exploring residents' perceptions of the impact of institutional culture on feedback. Teaching and learning in medicine. 2017 Apr 3;29(2):153-61.

Resources for support, advocacy, and coaching by competency domain

Patient Care

• Clinical reasoning. 2010 APPD Workshop Presentation by Hobson-Rohrer et al.: When Knowledge isn’t enough: Practical exercises for remediating professionalism, communication and clinical reasoning. (log into APPD website) resources are superb.

Medical Knowledge

• Study skills and test taking strategies
Practice based learning and improvement


Interpersonal and communication skills

- 2010 APPD Workshop Presentation:  2010 APPD Workshop Presentation by Hobson-Rohrer et al.: When Knowledge isn’t enough: Practical exercises for remediating professionalism, communication and clinical reasoning. (log into APPD website) resources are superb. (Some materials can also be found here: No Learner Left Behind workshop materials (gives several tools to help the learner in difficulty):  

Professionalism

- 2010 APPD Workshop Presentation:  2010 APPD Workshop Presentation by Hobson-Rohrer et al.: When Knowledge isn’t enough: Practical exercises for remediating professionalism, communication and clinical reasoning. (log into APPD website) resources are superb. (Some materials can also be found here: No Learner Left Behind workshop materials (gives several tools to help the learner in difficulty):  
Systems based practice


Books and Monographs Specifically Targeted to Remediation

1. The LIFE Curriculum (Learning to Address Impairment and Fatigue to Enhance Patient Safety). Created by Andolsek K et al. and sponsored by the Duke University School of Medicine and supported by an educational grant from the Josiah Macy Jr. Foundation. https://sites.duke.edu/thelifecurriculum/2014/05/08/the-life-curriculum/
   a. Specific chapters devoted to:
      i. Stress and Depression
      ii. Substance Abuse
      iii. Disruptive Behavior
      iv. Impairment
   b. Recommended reading for all is the chapter on “Legal Issues in Residency Training”
3. Guerrasio J. Remediation of the struggling medical learner. Pennsylvania: Association for Hospital Medical Education; 2013. This can be found as a pdf at the following website: https://www.ahme.org/wp-content/uploads/2014/07/Remediation-of-the-Struggling-Medical-Learner-NOT-PRINTABLE.pdf

Development of a Remediation or Probation Plan

- The LIFE curriculum as referenced above
- Page 788 of the following article: Domen RE. Resident remediation, probation, and dismissal basic considerations for program directors. American journal of clinical pathology. 2014 Jun 1;141(6):784-90.
Individual Remediation Plan examples

- From St Louis University: [https://www.slu.edu/medicine/medical-education/graduate-medical-education/remediationtoolkit.docx](https://www.slu.edu/medicine/medical-education/graduate-medical-education/remediationtoolkit.docx)

Assessment of the Learner in Need (including templates)

- Identification and Diagnosis of Problem Learners, Creation of a Remediation Plan, and Legal and Financial Considerations. 2010 APPD Workshop Presentation by Hobson-Rohrer et al.: When Knowledge isn’t enough: Practical exercises for remediating professionalism, communication and clinical reasoning. (log into APPD website) resources are superb. **Handout 4**
- 2010 APPD Workshop presentation by Vining and Beeler: A practical approach to assessing the difficult learner. (log into APPD website)

Articles

Sample Action Plan for a Learner Described as “having difficulty with management plans and not up-to-date on the literature”

1. Prior to clinic
   a. Review the chief complaint and history for each of the patients you will be seeing
   b. Identify questions you have that you should answer prior to the clinic visit (i.e. management strategies, preferred diagnostic tests, co-morbidities, etc.)
   c. Read on these targeted questions prior to clinic. A good rule of thumb is about 5-10 minutes for each patient (some patients you may not have a targeted question to read upon but for others you may have more questions). In general, you should read on your patients before clinic for about an hour.

2. At the beginning of the clinic
   a. State verbally to the attending what you are working on for the day. Use the faculty evaluation template as your guide for what you will be working on.

3. With each patient case
   a. After the presentation of the history and physical, verbally state your management plan
   b. Include your differential diagnosis (focusing on the top items in the differential and any disease state that you do not want to miss) If time is limited (i.e. there are a lot of patients – then write your differential on a 5x7 notecard – or something similar, and give this to the attending.
   c. When giving your management plan, state any articles, literature, etc. that informed your plan. Remember to include the name of the first author, the journal and the year of the journal if possible.

4. At the end of the day
   a. Fill out the faculty evaluation form as you feel you performed that day and share this with your attending
   b. Verbally reflect with the faculty member what you did well for the day and what one thing you will do differently in clinic the next time or with the next patient you see.
   c. Review with the faculty how he or she evaluated your performance for the day.
      i. If you scored yourself higher or lower than the faculty ask clarifying questions to gain an understanding of why they scored you where they did. In particular ask, what behaviors, you would be doing to score a higher level.
   d. At the conclusion of the meeting
      i. Set a learning goal for one thing you will read up on prior to the next clinic. State how the attending will know what you have learned. For example, you might choose to do any of the below (don’t have to do all – choose one)
         1. You make a one page outline of top take away points that could be reviewed for boards or shared with colleagues
         2. You write a board style question about one thing you learned and briefly write the answer to the question.
         3. Schedule a 15-30 minute follow-up meeting with the faculty to verbally discuss what you have learned
      ii. Ask the attending, what one thing you could do differently to improve.