**Remediation of the Struggling Medical Learner**

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**Objectives**
- Learn early identification methods
- Diagnose learner deficits
- Creation of successful remediation strategies

**Magnitude**

15%

**Remediation**

- Limitations:
  - Rare published evidence to guide best practices in remediation
- Advantages:
  - Wealth of knowledge on this topic

**Importance**

- Time
- Morale
- Reputation

Identifiers

- Formal written evaluations of competencies
- Peer Assessments
- Examinations
  - Written
  - Clinical performance
- During group review or grading session

Identifiers

- Verbal comments
- Reporting system for concerns
- Mid-rotation performance evaluations

Competencies:

- Medical Knowledge
- Patient Care
- Interpersonal Skills and Communication
- Professionalism
- Practice-Based Learning
- Systems-Based Practice

Competencies “Plus”:

- Medical Knowledge
- Patient Care
  - Clinical Skills
    - Clinical Reasoning
    - Organization & Time Management
  - Interpersonal Skills and Communication
- Professionalism
- Practice-Based Learning
- Systems-Based Practice

Model for Remediation

- Competence Assessment
- Diagnosis of Deficiency
- Development of Remediation Strategy
- Remediation with:
  1. Deliberate Practice
  2. Feedback
  3. Reflection
- Reassessment

Competencies “Plus”:
- Medical Knowledge
- Patient Care
  - Clinical Skills
  - Clinical Reasoning
  - Organization & Time Management
- Interpersonal Skills and Communication
- Professionalism
- Practice-Based Learning
- Systems-Based Practice

Mental Well-being

Cases #1

Identify the deficit...
1. Medical Knowledge
2. Clinical Skills
3. Clinical Reasoning and Judgment
4. Time Management and Organization
5. Interpersonal Skills and Communication
6. Professionalism
7. Practice-Based Learning and Improvement
8. Systems-Based Practice
9. Mental Well-Being

Additional Information
- Direct Observation
  - Ability to collect H&P
  - Efficiency
  - Prioritizing tasks
  - Responsiveness
- Presentations/Rounds
  - Integration of information
  - Formulation of ddx, A/P
  - Ability to summarize case
  - Formulation of questions

Additional Information
- Interview the Learner
  - Reading materials
  - Stressors
  - Substance abuse
  - Learner’s perspective
- Other Sources
  - Chart review
  - Arrival/departure time
  - 360° evaluations
  - Ownership
Clinical Reasoning

- Presentation
  - During Presentations
  - Extraneous information
  - Unable to focus
  - Too many tests
  - Difficulty
    - differential diagnosis
    - analyzing diagnoses
    - individualizing protocols/practice guidelines

Clinical Reasoning

- Presentation
  - On Questioning
    - Has adequate knowledge when asked
    - fact based questions
    - Good exam scores

Case #2

Identify the deficit...

1. Medical Knowledge
2. Clinical Skills
3. Clinical Reasoning and Judgment
4. Time Management and Organization
5. Interpersonal Skills and Communication
6. Professionalism
7. Practice-Based Learning and Improvement
8. Systems-Based Practice
9. Mental Well-Being

Professionalism

- Presentation
  - Inappropriately dressed
  - Frequently late or absent, unreliable
  - Dishonest
  - Try to pass off work
  - Poor patient – doctor relationships
  - Specific unethical actions may be brought to your attention

Who needs to know?
Who needs to know?

- Make sure the learner receives the feedback as soon as possible

Who else needs to know?

- Medical Student
  - Clerkship Director
  - Office of Student Affairs at the SOM
  - Remediation Team
- Resident or Fellow
  - Program Director
  - Dean of Graduate Medical Education
  - Remediation Team

Remediation Team Approach

- Review the learner’s academic record
- Review examples of deficit(s) and confirm deficit(s)
- Look for trends and severity

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Remediation Strategy

- The goal of remediation is to target and fix: the greatest deficit!
Clinical Reasoning

- Deliberate Practice
  - Framework for creating a ddx
  - Create ddx: age, gender, race/ethnicity, & cc

Clinical Reasoning

- Deliberate Practice
  - Review Cases

**Model for Remediation**

- Competence Assessment
- Diagnosis of Deficiency
- Development of Remediation Strategy

Reassessment

**Clinical Reasoning**

- Deliberate Practice
  - Framework for choosing the diagnostic plan and treatment

- Receiving Feedback
  - Re-enforce the use of resources and seniors or consultants for feedback
Unprofessional behavior in medical school

Subsequent disciplinary action by the state medical board


The Data

Unprofessional behavior in medical school

Subsequent disciplinary action by the state medical board


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Passed the clerkship or rotation

Value of Faculty Time?

- ↓ the odds of probation by 3.1% per hour
- ↓ negative outcomes by 2.6% per hour

“This learner should never be a doctor”

Passed the clerkship or rotation
**Summary**

- Challenge of struggling medical learners exist in all programs
  - IDENTIFY
  - DIAGNOSE
  - REMEDIATE with
    - DELIBERATE PRACTICE
    - FEEDBACK
    - REFLECTION IN ACTION
  - Success for teacher, learner and patients!

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