

Identifying the Struggling Learner and Implementing Remediation Strategies

Take Home Messages:

*Early identification is **key!**

*For every Learning Intervention/Remediation/Support Plan, keep the following steps in mind:

STOP (Chan & Watson 2014)

Specify the Problem (Identification and Diagnosis)

Target/Learning Objectives

Options/Tools/Learning Strategies

Plan/**P**rocess/**P**rocedure

*When working on problem identification and trying to make a diagnosis: **Steinert's Framework** and grid are useful tools (Steinert 2013).

*Plan needs to include **learner input**, be **learner-centered** & individualized.

*Remember the importance of **DOCUMENTATION!!!!!!**

Good News! "A large number of learners who are in difficulty will eventually **perform well** if issues are identified **early**, an **educational intervention** is designed and delivered along with **support systems** being put into place for **both** the learner and preceptor." (Reamy & Harman, 2006)

NOSM Resources

Undergraduate

Theme Committees (responsibility to define the promotion and remediation plan)

Phase Committees

Student Assessment and Promotions (responsible for regulations, promotion and remediation plan)

Postgraduate

Education Advisory Board (EAB) – Chair: Dr. Tom Crichton (tcrichton@nosm.ca)

Postgraduate Education Resident Remediation Policy: Implementation & Process

Kupsh C. Identifying the struggling learner and implementing remedial strategies (Part 1 and Part 2) presented at Northern Constellations 2017, Northern Ontario School of Medicine, Sudbury, April 21 and 22, 2017.

Resources

Website & Toolkit

University of Ottawa – Academic Support Process website:
<http://www.academicssupportplan.com/open/Home.aspx>

The CanMEDS Collaborator Toolkit – Available on the Royal College website

Articles

Dudek, N. et al. 2005. Failure to fail: The perspective of clinical supervisors. *Academic Medicine*. 80:S84-S87.

Dudek, N. & S. Dojeiji. 2014. Twelve tips for completing quality in-training evaluation reports. *Medical Teacher*. 36:1038-1042.

Guerrasio, J. et al. 2014. Failure to fail: The institutional perspective. *Medical Teacher*. 36:799-803.

Kalet, A. et al. 2016. Twelve tips for developing and maintaining a remediation program in medical education. *Medical Teacher*. 38:787-792.

Steinert, Y. 2013. The “problem” learner: Whose problem is it? AMEE Guide No.76. *Medical Teacher*. 35:e1035-e1034.

Yepes-Rios, M et al. 2016. The failure to fail underperforming trainees in health professions education: A BEME systematic review: BEME Guide No.42. *Medical Teacher*. 38:1092-1099.

Books

Guerrasio, J. 2013. Remediation of the Struggling Medical Learner. Association for Hospital Medical Education.

Kalet, A. & Chou, C.L. 2014. Remediation in Medical Education – A Mid-Course Correction. Springer.

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