

# 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)

**S**pecify the Problem (Identification and Diagnosis)

**T**arget/Learning Objectives

**O**ptions/Tools/Learning Strategies

**P**lan/**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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