Struggling Learner Assessment

Areas of Difficulty

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| Deficit | **Presentation of deficit** | **Notes on Trainee** |
| Medical Knowledge  | * Unable to answer knowledge-based, fact-based questions
* Lacks evidence of reading
* Poor written exam scores
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| Patient Care | Clinical SkillsPhysical exams lack key elements, are performed incorrectly, or inaccurate information is obtainedDoes not understand what type of information is obtained by individual exam elementPoor procedural/surgical skillsUnable to answer technique questions about the exam or procedureClinical Reasoning and Judgment Irrelevant information in H&P’sUnable to focus history and/or physical Orders too many testsDifficulty assigning pre- and post-test probabilities Difficulty prioritizing the differential diagnosis and analyzing diagnosesDifficulty individualizing protocols/practice guidelinesTime Management and Organization UnpreparedDisorganized in appearance Disorganized presentationsDisorganized notesDisorganized thought processShuffling through multiple documents on roundsMultiple incomplete tasksStarts earlier and/or leaves later than peersKeeps patients waiting, frequently running behind Spends patient care or otherwise dedicated time trying to get caught up on prior work  |  |
| Interpersonal and Communication Skills | **Interpersonal Skills*** Difficulty functioning within a team
* High incidence of interpersonal conflicts
* Frequently attempts to transfer blame
* Inflexible with negotiations
* Difficulty reading social cues
* Awkward peer interactions
* Actions and questions may seem inappropriate
* May expect too much or too little from peers, nurses, or ancillary support, inappropriate or lack of delegation
* Reports of unprofessional team interactions, such as blocking patients, yelling at colleagues, or condescending or inappropriate interactions with nursing and other staff

**Communications Skills*** Poor oral presentations
* Not as articulate as her/his peers
* Struggles to answer questions, in contrast to exam scores
* Struggles to convey information to patients
* Difficulty formulating and asking questions
* Struggles to convey variation in level of urgency and severity
* Poor communication in patient charts
* Needs to call patients or re-visit to obtain more information
* Appears to have more “non-compliant patients” than peers
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| Professionalism | * Poor patient-doctor relationships
* Unknown to patients
* Demonstrates lack of respect
* Uses technical jargon with patients
* Inappropriate dress or comments
* Late, absent or unreliable
* Dishonest
* Lazy
* Specific unethical actions
* Inability to develop longitudinal continuity with her/his patients
* Tries to pass of inappropriate amounts of work
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| Practice-Based Learning and Improvement | * Does not show evidence of self-directed learning
* Does not set personal learning and patient goals
* Does not show evidence of reading
* Does not utilize quality improvement methods
* Not reviewing literature to answer patient care questions
* Does not seek feedback
* Defensive when receiving feedback
* Does not understand own limitations
* Does not seek help when needed
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| Systems-Based Practice | * Does not value interprofessional input
* Neglects health care resources
* Do not consider cost and risk-benefit analyses
* Does not advocate for patients
* Does not seek resources for patients
* Neglects transitions of care
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Source: Adapted from Table 3.4. Guerrasio, J. (2023). Remediation of the Struggling Medical Learner (2nd). Association for Hospital Medical Education.