Struggling Learner Assessment

Areas of Difficulty

|  |  |  |
| --- | --- | --- |
| 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 |  |
| 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 JudgmentIrrelevant information in H&P’sUnable to focus history and/or physicalOrders too many testsDifficulty assigning pre- and post-test probabilitiesDifficulty prioritizing the differential diagnosis and analyzing diagnosesDifficulty individualizing protocols/practice guidelinesTime Management and OrganizationUnpreparedDisorganized in appearanceDisorganized presentationsDisorganized notesDisorganized thought processShuffling through multiple documents on roundsMultiple incomplete tasksStarts earlier and/or leaves later than peersKeeps patients waiting, frequently running behindSpends 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 |  |
| 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 |  |
| 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 |  |
| 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 |  |

Source: Adapted from Table 3.4. Guerrasio, J. (2023). Remediation of the Struggling Medical Learner (2nd). Association for Hospital Medical Education.