

Strategies for Supporting the Struggling Learner: Developing a Remediation Plan for Success

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HARVARD MEDICAL SCHOOL TEACHING HOSPITAL

Disclosures

All presenters and planners have disclosed no conflict of interest.

Attendance

To receive credit for attending today's Session

Text 4147 ➔ 617-648-7950

Objectives for this Session

1. Identify and characterize learners who struggle in the clinical environment
2. Develop skills in crafting and implementing a remediation plan that is responsive to a learner who is struggling in the clinical environment, taking into account what is known about the learner and what may need more exploration
3. Recognize how discussions about remediation can impact the relationships between learners and supervisors

Introduction

- At any point of a learner's education journey they may experience a performance deficiency attributable to a variety of factors.
- A remediation plan is necessary to promote successful completion of education requirements while at the same time ensuring compliance with practice policies and patient safety.
- Additional interventions may be needed

Understanding and Approaching the Learner

- Look at the whole person (Humanistic perspective)
- Context and circumstances where the learning takes place (ecological theory)
 - Reporting/supervisory structure
 - Intrapersonal factors
 - Interpersonal factors
- Instead of focusing on deficits, acknowledge the strengths of the learner and how they can be used to address educational concerns.
- Create psychological safety
- Understand ourselves, become aware of our own values and biases
- Who is the best person to help with remediation?

Gathering Data About the Learner

- A holistic view of the learner may require a comprehensive and longitudinal collection of assessment data.
- Think about taking a 360-degree view.
- Ensure the data reflect multiple time points, rather than possibly draw conclusions from a narrow window of time
- Include self-assessments

Providing Emotional Support

- Reframe resilience
- Transtheoretical Model of Change
 - Pre-contemplation
 - Contemplation
 - Preparation
 - Action
 - Maintenance
- Motivational Interviewing
 - Engaging
 - Focusing
 - Evoking
 - Planning

Consider the Learning Environment

- Spaces and locations where learners can find focus
- Additional time to step outside of overstimulating environments
- Distraction-free zones
- Discourage task-switching
- Extrinsic cognitive load

Building Support Systems

- Need for neuropsychological evaluation?
- Undergraduate students: Resources within their learning institutions
- Professional learners: Additional internal resources with targeted supervision/coaching
- BCH resources available to hospital employees:
 - Office of Clinician Support
 - Employee Assistance Program

Instructions for Breakout Rooms

- Four breakout rooms with facilitators:
 - Jenn Mahony
 - Benjamin Zendejas
 - Eva Gómez
 - Jennifer Kessleheim
- One case study with 2 parts (25 minutes)
 - Work on part 1 and complete designated tasks
 - Work on part 2 and complete designated tasks
- Return to main room to discuss

Discussion

- Most important takeaway from working on part 1
- Most important takeaway from working on part 2

C

Challenge: It's normal for assumptions to creep in (more on this on the next slide!); challenge them

Share: A key element of learner psychological safety is hearing what educators are "unlearning" and where they have had challenges

S

R

Reset: Recognize that remediation creates a new relationship dynamic; new relationships require new ways of thinking

Define: Be clear about expectations; announce what "hat" you're wearing; be transparent about process

D

AVOIDING “SET UP TO FAIL” SYNDROME

ANTICIPATE

Anticipate that there will be a dip in trust, which will affect collaboration, problem solving, and proactive work; hesitancy and obstinance may occur

AVOID

Avoid categorization of the “trust dip” as lack of engagement. “Set up to Fail” is a self-fulfilling prophecy—you have the best chance of stopping it from happening

ACTIVATE

Activate your intentional and purposeful connection; check-in on what the other person is experiencing; what about the experience is hard; how they are working towards goals

Key Takeaways

- (we don't need to show this slide)