Remediation of Residents & Students

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Objectives

- Discuss identification methods
- Diagnosing learner deficits
- Create and implement effective remediation strategies
Magnitude

15%

Yao DC and Wright SM. JAMA 2000; 284;1099-1104.
DesRoches CM et al. JAMA 2010; 304(2) 187-193.
What struggles have you observed in your learners?
Importance

- Time
- Morale
- Reputation
- Patient Safety!
Limitations:
- Rare published evidence to guide best practices in remediation

Advantages:
- Wealth of knowledge on this topic
Model for Remediation

1. Competence Assessment
2. Diagnosis of Deficiency
3. Development of Remediation Strategy
4. Remediation with:
   1. Deliberate Practice
   2. Feedback
   3. Reflection
5. Reassessment

Adapted from Hauer KE. Acad Med 2009; 84:1822-1832.
Identifiers

- Formal written evaluations of competencies
- Peer assessments
- Examinations
  - Written
  - Clinical performance
Identifiers

- Verbal comments
- Reporting system for concerns
- Mid-rotation performance evaluations
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Competencies:

- Medical Knowledge
- Patient Care
- Interpersonal Skills and Communication
- Professionalism
- Practice-Based Learning and Improvement
- Systems-Based Practice
Competencies “Plus”:
- Medical Knowledge
- Patient Care
  - Clinical Skills
  - Clinical Reasoning
  - Organization & Time Management
- Interpersonal Skills and Communication
- Professionalism
- Practice-Based Learning
- Systems-Based Practice
Competencies “Plus”:

- Medical Knowledge
- Patient Care
  - Clinical Skills
  - Clinical Reasoning
  - Organization & Time Management
- Interpersonal Skills and Communication
- Professionalism
- Practice-Based Learning
- Systems-Based Practice
- Mental Well-being
Case #1
Identify the deficit...

1. Medical Knowledge
2. Clinical Skills
3. Clinical Reasoning and Judgment
4. Time Management and Organization
5. Interpersonal Skills and Communication
6. Professionalism
7. Practice-Based Learning and Improvement
8. Systems-Based Practice
9. Mental Well-Being
Presentation
- A history of poor exam scores
- Unable to answer fact based questions
Clinical Reasoning

- **Presentation**
  - During Presentations
    - Extraneous information
    - Unable to focus
    - Too many tests
    - Difficulty
      - differential diagnosis
      - analyzing diagnoses
      - individualizing protocols/practice guidelines
Additional Information

- Direct Observation
- Presentations/Rounds
- Interview the Learner
- Other Sources
Case #2
Identify the deficit...

1. Medical Knowledge
2. Clinical Skills
3. Clinical Reasoning and Judgment
4. Time Management and Organization
5. Interpersonal Skills and Communication
6. Professionalism
7. Practice-Based Learning and Improvement
8. Systems-Based Practice
9. Mental Well-Being
Presentation
- Unprepared for deadlines
- Disorganized in appearance
- Presentations and notes missing sections and out of order
- Arrival and departure times
Professionalism

- **Presentation**
  - Inappropriately dressed
  - Frequently late or absent, unreliable
  - Dishonest
  - Try to pass off work
  - Poor patient – doctor relationships
  - Specific unethical actions may be brought to your attention
Who needs to know?

- Make sure the learner receives the feedback as soon as possible

Z-Score Assessment Relative to Standard

Level of Resident By Expert Assessment

Who needs to know?

- Make sure the learner receives the feedback as soon as possible

![Graph showing Z-Score Assessment Relative to Standard](Hodges B Acad Med 2001;76(10 S):S87-9)
Who else needs to know?

- Medical Student
  - Clerkship Director
  - Office of Student Affairs at the SOM
  - Remediation Team

- Resident or Fellow
  - Program Director
  - Dean of Graduate Medical Education
  - Remediation Team
Remediation Team Approach

- Review the learner’s academic record
- Review *examples* of deficit(s) and confirm deficit(s)
- Look for trends and severity
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The goal of remediation is to target and fix: **the greatest** deficit!
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Interpersonal Skills

- Deliberate Practice
  - Check–In with Yourself
  - Closed Loop Communication
  - Emote and Explain
  - Nonverbal Language
  - Call People by their Name
Interpersonal Skills

- Feedback
  - How Would You Do Differently?
  - Record Yourself
Interpersonal Skills

- Reflection
  - Who Sounds Like This?
  - Apologize
  - Seek Permission to Learn

...and Try Again.
Faculty Time in Hours

- Medical Knowledge
- Clinical Skills
- Clinical Reasoning
- Time Management and Organization
- Professionalism
- Interpersonal Skills
- Communication
- Problem Based Learning and Improvement
- System Based Practice
- Mental Well Being

Hours range from 0 to 80.

37
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Reassessment

- Repeat clerkships/rotations
- Standardized patient encounters & simulation
- Directly observed encounters in clinical environment
- Written or web-based assessments
- Chart reviews & Chart-stimulated recall
- Multi-source evaluations
- Arrival and Departure Times
- Attendance
- Attire
- Responses to self-assessment
- Patient and procedure logs
Value of Faculty Time?

→ the odds of probation by 3.1% per hour

→ negative outcomes by 2.6% per hour
“This learner should never be a doctor”

Passed the clerkship or rotation
Summary

- Challenge of struggling medical learners exist in all programs

  - IDENTIFY
  - DIAGNOSE
  - REMEDIATE with
    - DELIBERATE PRACTICE
    - FEEDBACK
    - REFLECTION IN ACTION

- Success for teacher, learner and patients!
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