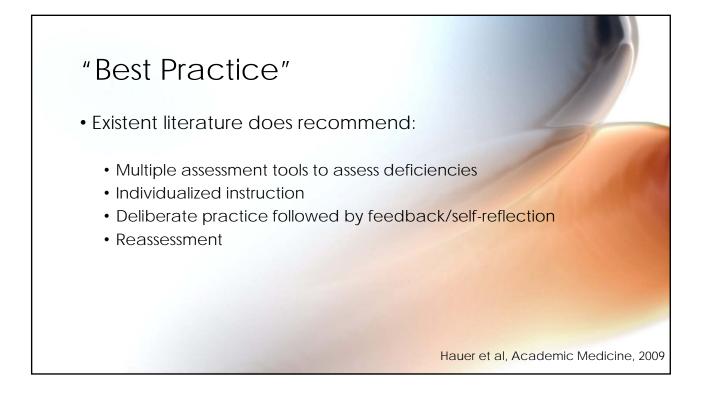
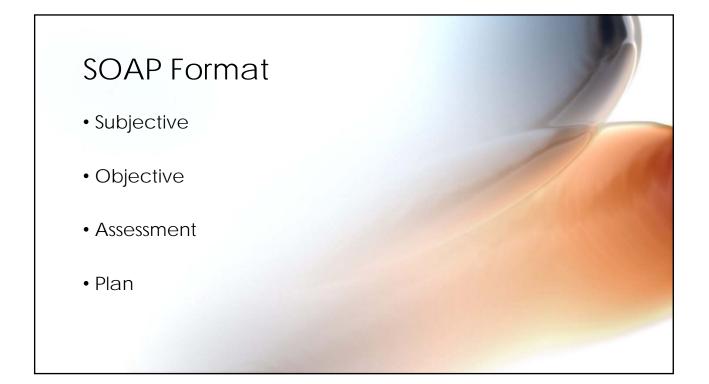


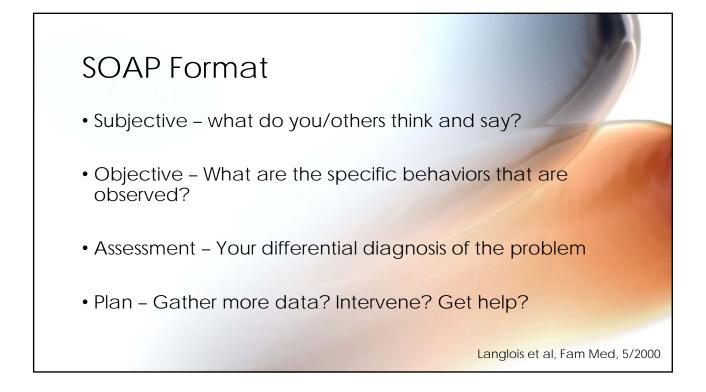
### Objectives

- Discuss various presentations of challenging learners
- Reflect the limitations to "best practice" management strategies
- Develop a framework by which the management of challenging learners can be constructed









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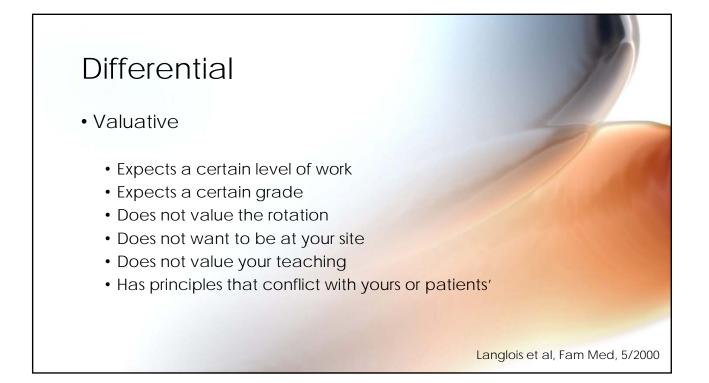
### Assessment – Differential Diagnosis

- Cognitive
- Affective
- Valuative
- Environment
- Medical

Langlois et al, Fam Med, 5/2000







### Differential

Environment

- Hospital-care oriented
- Not used to undifferentiated patient
- Not time sensitive
- Not patient-satisfaction oriented

Langlois et al, Fam Med, 5/2000



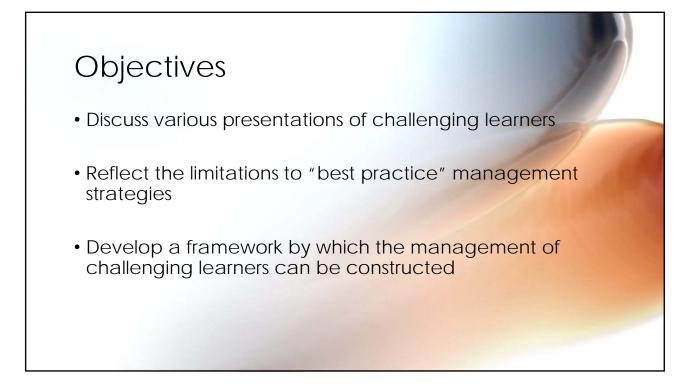
## <section-header> Plan • Cather more data – observe/record behavior-specific data • Discuss with learner • Intervene – detailed, specific feedback • Set time to reasses • Get help, if needed • Consider preceptor issues • DOCUMENT, DOCUMENT, DOCUMENT

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### Legal Implications

- Learner should be made aware of problem; opportunity for remediation should be considered, not mandated
- Courts do not intervene provided:
  - professional judgement is used
  - entire performance record is reviewed
  - no evidence of arbitrary or capricious actions by faculty/institution
- Follow due process
- DOCUMENT

Hicks et al, AJOG, 2005



#### References

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- Hicks PJ et al. To the Point: Medical Education Reviews-Dealing with Student Difficulties in the Clinical Setting. Am J Obs Gynecol. 2005; 193: 1915-22.
- Langlois JP and Thach S. Managing the Difficult Learning Situation. Fam Med. 2000; 32(5): 307-9.
- Langlois JP and Thach S. Preventing the Difficult Learning Situation. Fam Med. 2000; 32(4): 232-4.