

Approaching the Struggling Learner



Watch the FacDev in 5 Video featuring Dr. Melver Anderson, Professor of Medicine



5 KEY TAKEAWAYS

1

Gather Objective Data

- Collect data from multiple sources, such as direct observations, exam performance, and feedback from other faculty or staff.
- Ensure concerns are based on objective evidence rather than subjective impressions.

2

Foster Educational Trust and Shared Expectations

- Build a foundation of trust with the learner.
- Clearly communicate goals, performance expectations, and the feedback process.

3

Understand the Learner's Mindset

- Encourage a growth mindset by emphasizing that learning and development are ongoing.
- Share personal experiences where self-agency contributed to your own growth.

4

Identify the Root Cause

- Recognize that performance issues may arise from various domains, such as medical knowledge, clinical reasoning, communication, or professionalism.
- Work with the learner to pinpoint and address the specific cause(s) of concern.

5

Assess Wellness and Life Circumstances

- Ask about the learner's overall wellness and life circumstances.
- Recognize that external stressors or wellness issues can impact performance.
- Demonstrate empathy and humanism to build trust and create more effective interventions.

Dive Deeper

Is there a way for clinical teachers to assist struggling learners? A synthetic review of the literature. (Adv Med Educ Pract 2017)

Remediation of learners struggling with communication skills: a systematic review (BMC Med Educ 2020)

Guidelines: The dos, don'ts and don't knows of remediation in medical education (Perspect Med Educ 2019)



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