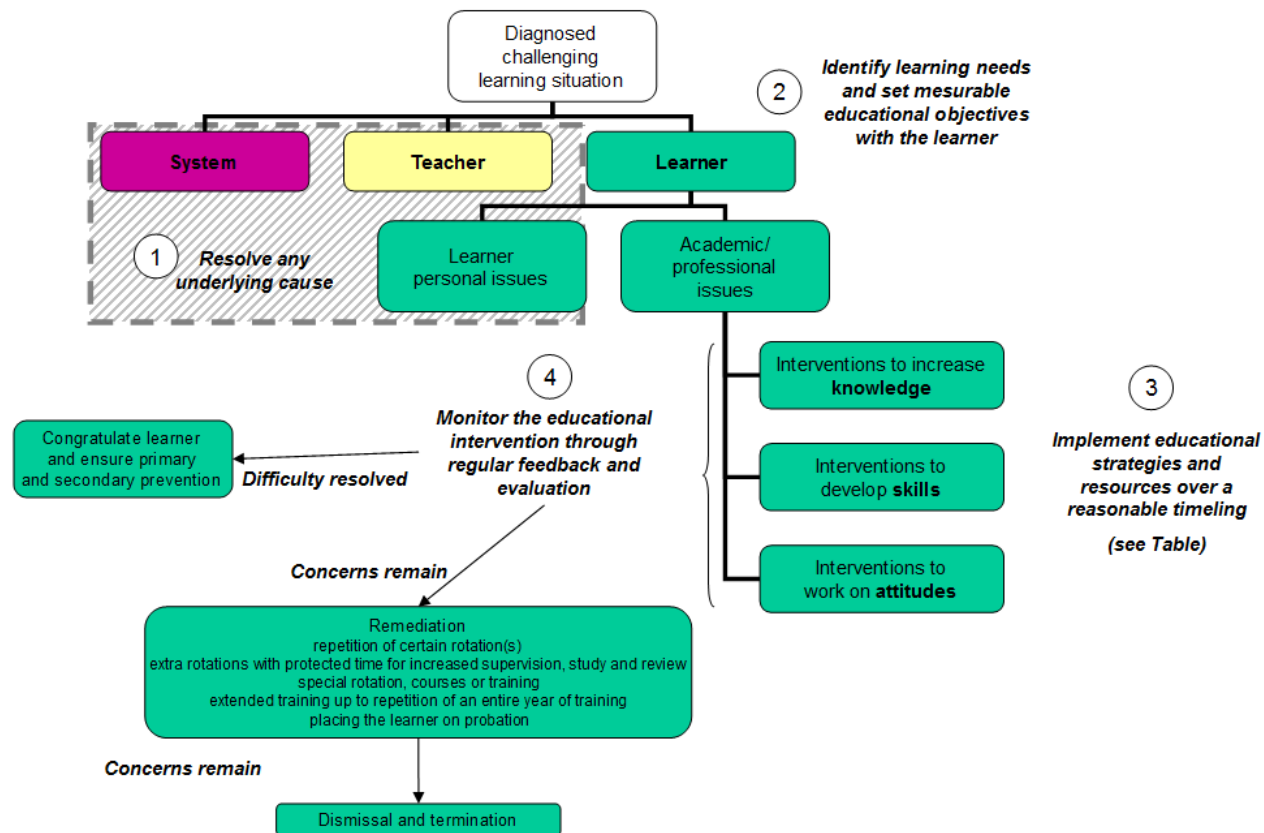


Educational management tool

Educational management of challenging learning situations



Educational management tool

Educational strategies and resources for each component of educational diagnosis possibilities

System	Teacher	Learner personal issues	Knowledge	Skills	Attitudes
<p>Academics Program planning limiting the time spent in direct patient care and encouraging elaborated and contextual learning. Structured orientation session. Structured evaluation process of the curriculum and/or rotations from which comments are considered to improve the system.</p> <p>Conditions for learning Encourage mandated and personal days off. Reduce clinical workload. Limit administrative duties and "scut work". Provide adequate administrative support. When problems occur in a specific rotation, repeat the learning activity at a new site. If difficulties happened when trainees were not in home setting, bring them back to the home setting or limit away/ elective rotations.</p> <p>Patient care issues Provide opportunities for discussion, reassurance and mentoring. Gradually increase the complexity of patient's problems, responsibility for patient care and for supervision of more junior trainees.</p>	<p>Changing the primary supervisor or the location of training</p> <p>Teachers can also work on their effectiveness by adopting an appropriate teaching style specific to the learners' needs.</p> <p>Provide timely and constructive feedback</p> <p>Creating a secure context for learning, listening to trainees and developing creative ways of delivering the curriculum will help in delivery of teaching (can be learned and practiced through faculty development activities).</p>	<p>Encourage learners to keep a good life balance</p> <p>Include some formal training about financial and career planning in curricula.</p> <p>Peer interaction.</p> <p>In-house or community support groups.</p> <p>Temporary decrease in workload and reassurance if time needed to focus on personal issues.</p> <p>Leave of absence when necessary.</p> <p>Refer for outside individual counselling, psychotherapy or medical intervention, including testing for learning disability.</p> <p><i>Clinical teachers should avoid becoming the learner's physician or therapist, and to refer to the appropriate professionals when a personal problem is identified.</i></p>	<p><i>Self-directed study:</i> encourage learners to read relevant textbook articles or clinical practice guidelines on <i>specific clinical situations</i> encountered during the day and plan follow-up on readings.</p> <p>Create a <i>reading list</i>.</p> <p><i>Weekly study sessions.</i></p> <p><i>Tests.</i></p> <p>Enhanced teaching and learning opportunities with <i>core content review, mini-tutorials, discussion of preassigned readings.</i></p> <p>Encourage attendance at <i>teaching conferences.</i></p>	<p>Role modeling</p> <p>Increased observation and feedback (direct observation, assignment of a mentor or academic advisor who will spend additional time with the learner for structured supervision, videotape review, increased indirect supervision by case discussion and chart reviews, role play sessions with a supervising faculty member).</p> <p>Computer programs and interactive video exercises.</p> <p>Clinical reasoning exercises (make learners commit to a diagnosis or management plan, ask higher level questions that require learners to discuss alternative clinical manifestations or to change management plan).</p> <p>Objective structured clinical examination scenarios.</p> <p>Specific skill training (assertiveness training, interviewing skills, interpersonal skills, time management).</p>	<p>Communicate clear expectations</p> <p>Peer or mentor support</p> <p>Positive reinforcement for strengths and successes.</p> <p>Objective, nonjudgmental confrontation and feedback.</p> <p>Modeling the desired attitude through direct faculty presence.</p> <p>Regular and frequent meetings with a faculty advisor, or other concerned faculty member, to focus on a better understanding of the problem and its eventual remediation.</p> <p>Teach professionalism through a multifaceted approach (didactic teaching, bedside teaching, evaluation of residents, role modeling and individualized mentorship).</p> <p>Strict behavioural guidelines sometimes need to be set.</p> <p>Foster intrinsic motivation Offer careful career exploration switch programs or specialties is foreseen.</p> <p><i>Assessment of readiness to change a behavior is crucial.</i></p>