

## Developing a Learning Plan for Remediating Clinical Deficiency

**CS:** Recognize that there is probably no "one size fits all!" For students with weaknesses, try first to focus on the more fundamental and consequential. Introduce the remediation plan in manageable-sized packages. Be sure to provide feedback along with the negative. Sites with multiple externs and/or residents using these individuals as additional resources in remediating weak students.

### Knowledge

- o Demonstrates operational

Require the student to explain the test protocol or procedure purpose or indication for performing a procedure, the type of information that is sought from a specific test element, and the expected norms  
Encourage independent review and practice of procedures  
Videotape student.  
Model proper procedure and technique.  
Help the student optimize flow of examination for improved efficiency.  
Hold student accountable for recognizing the reliability, validity and relevancy of test results (including the importance or contribution of the test results to the diagnosis)

Measuring progress:

Set expectations and timelines for attaining competency in areas of weakness

Establish how reassessment will occur

Require the student to defend their selection of procedures

## **Management**

- o Provides a logical and safe treatment & management plan that, when appropriate, is evidencebased

### Remediation Pathway:

Require the student to defend the chosen treatment option and potential benefits, along with the potential negative consequences.

Students should be able to explain the likely untreated course of the condition.

Students should be able to offer alternative treatments, or at least a plan "B" for patient's failure to respond to plan "A".

Determine if incorrect choices are knowledgebased deficiencies (refer to