

Remediation Tool: Heidi Combs, Jesse Markman

Step 1: Determine if remediation is needed:

Describe the problem:	
List specific examples of the problem:	
Is this a pattern? (if not, consider just giving feedback)	Y/N
Is this a reflection of a stylistic difference rather than a true deficit? (is it just a stylistic difference consider if remediation is really appropriate)	Y/N
Discuss the problem with the learner and list her understanding of the problem:	

Step 2: Identify the deficit(s):

Deficit Types	Describe the deficit under the appropriate category
Knowledge	
Skills	
Attitude	

Step 3: Build a remediation plan:

Action Plans and expectations	Collaboratively build your action plans with your learner
Expectations for the learner	
Action plan for the learner	
Expectations for the teacher	
Action plan for the teacher	

Step 4: Set your plan for follow-up:

	Follow-Up Plan
How will you evaluate change?	
When will you evaluate change (check-in)?	
Follow-up actions for the learner	
Follow-up actions for the teacher	

Dr. Blad:

Well another WRITE student has hit the clinic and Dr. Blad knows her brand new WRITE student will be full of energy and enthusiasm, but light on knowledge and experience. Although it is always gratifying to set the stage for the new students, it is also very time consuming and that is something Dr. Blad is short on these days. Between the pressures to get her billing productivity higher, deal with a busy outpatient clinic, and get out of the office to her own life, she is feeling overwhelmed.

A couple of weeks later, she finds she has a student with a lot of pluck, but he seems to only know how to ask her what to do. He just sits there expectantly after every visit and just watches her... it's a bit unnerving actually. He will try to do whatever she says, but she would like him to actually go and do something on his own; take a little initiative. He seems discouraged by the fast pace, but what can she do? She does feel bad that she has not had more time to sit down and do focused teaching and wants to teach about things that he won't read about in books. She tries to ask him questions when she thinks of it, but he doesn't know anything. The thought of trying to carve out an hour to sit down to teach him seems impossible. She has been trying to do that for 2 weeks with no success. He also seems to be getting jaded already, which is totally ridiculous... try being 15 years in... then you can get jaded.

Charlie:

Charlie is super fired up about finally getting to his WRITE site! Finally he has been liberated from the tyranny of the classroom and gets to start doing more of what he came to medical school to do...take care of patients! Charlie had the best orientation ever for his transition to the clinical setting, but still feels a bit overwhelmed. He is one of the WRITE cohorts that start at their WRITE site then do their inpt rotations later. His attending, Dr. Blad is really nice, but everything seems really busy all the time and Charlie quickly finds that it's hard to keep everything straight and organized.

At first his patients fascinate him, but Charlie has no idea what to do next. After the first couple of weeks, Charlie finds that his patients keep saying the same things; they are in pain all the time, can't or won't take their medications, and never want to quit smoking or lose weight. He asks Dr. Blad what he should do every day and she gives him instructions, but seems annoyed that he is there and whenever he asks her something about the medicine, she just tells him to go look it up. She occasionally asks seemingly obscure questions of Charlie and keeps telling him that they will do teaching when they have time after clinic tomorrow, but that was 14 tomorrows ago. Charlie is trying to be smiley and pleasant, but frankly he is getting bored and can feel himself getting irritable. He is going to be here for 6 months... and that worries him!