



Accreditation Council for Graduate Medical Education 


Feedback and Documentation for Academic Remediation and Recovery

- Franklin J. Medio, PhD
Professional Educator
Former DIO at the Medical University of South Carolina

Accreditation Council for Graduate Medical Education 


Learner-Centered Objectives

- Describe basic elements of a remedial learning contract and other documentation methods to address situations where a resident requires remediation, academic probation or dismissal.
- Suggest ways of giving negative feedback and strategies for managing learners' reaction.
- Identify and address barriers that prevent program directors and faculty from confronting residents with academic and performance deficiencies and strategies for overcoming them.

Accreditation Council for Graduate Medical Education 


From the ACGME "Program Directors' Guide to the Common Program Requirements"

- Formative assessment is an effective way to identify the need for formal remediation as it provides a 'developmental history' of the resident's work, efforts, responses to feedback and outcomes.
- Remediation then becomes a process that partners the program director or faculty advisor and resident in planning, implementing and evaluating the remediation.
- Ongoing discussions between residents and teaching faculty about the meaning of formative assessment may be part of the assessment system.

Accreditation Council for Graduate Medical Education 


Remedial Learning Contracts and Professionalism

- ❑ **Remediation** is important for all the competency domains, but may be especially critical in the domain of professionalism. It is challenging to teach and assess, and lapses may not be noticed until habits are formed that are then more difficult to address.

Accreditation Council for Graduate Medical Education 


TOP TEN Reasons We Don't Talk to Someone with a Problem.....

- ❑ *"I don't want to be the bad guy"*
- ❑ *"I don't want to upset her"*
- ❑ *"I don't want to make a big deal out of this".*
- ❑ *"I don't want to ruin the person's career"*
- ❑ *"I don't want to end up in court"*

Accreditation Council for Graduate Medical Education 


TOP TEN Reasons (cont'd)

- ❑ *"I am not sure how he will react"*
- ❑ *"I (or others) may have contributed to the problem"*
- ❑ *"I know he realizes it was wrong and will not do it again"*
- ❑ *"I think it's too late in the program or in the year..."*
- ❑ *"I don't like confrontation"*

Accreditation Council for Graduate Medical Education 

SIX TRAPS IN THE EVALUATION PROCESS


- ❑ AUTOBIOGRAPHICAL REVIEW
- ❑ "RESPONSIBILITY RICOCHET"
- ❑ "EXTRANEOUS" FACTORS
- ❑ SINGLE ASSESSMENT INSTRUMENT OR INCIDENT
- ❑ "HALO" or "HORNS" EFFECT
- ❑ ARTIFICIAL BARRIERS OR OBSTACLES

Accreditation Council for Graduate Medical Education 

5-STEP PROCESS FOR GIVING CRITICAL FEEDBACK

If the interaction went smoothly, then it did NOT go well


1. **DENIAL** (Expect it---it's a normal response to pain)
2. **ANGER/UPSET** (Acknowledge the feeling not the outbursts or comments)
3. **UNDERSTANDING** (Hear it directly from the recipient)
4. **BARGAINING** (Only negotiate what is within your authority or control)
5. **ACCEPTANCE/AGREEMENT** (Make it written or oral)

Accreditation Council for Graduate Medical Education 

5-STEP PROCESS FOR GIVING CRITICAL FEEDBACK


If the interaction went smoothly, then it did NOT go well

1. **DENIAL** (Expect it---it's a normal response to pain)
2. **ANGER/UPSET** (Acknowledge the feeling not the outbursts or comments)
3. **UNDERSTANDING** (Hear it directly from the recipient)
4. **BARGAINING** (Only negotiate what is within your authority or control)
5. **ACCEPTANCE/AGREEMENT** (Make it written or oral)

Accreditation Council for Graduate Medical Education 

DESIGNING AN APPROPRIATE REMEDIATION PLAN

- ❑ REMEDIATION PROCESS CLEARLY DESCRIBED IN HANDBOOKS
- ❑ CORRECTIVE STEPS MIRROR PERFORMANCE PROBLEMS
- ❑ PERFORMANCE PROBLEMS ARE IDENTIFIED

Accreditation Council for Graduate Medical Education 

DESIGNING AN APPROPRIATE REMEDIATION PLAN

- ❑ REMEDIATION PROCESS CLEARLY DESCRIBED IN HANDBOOKS
- ❑ CORRECTIVE STEPS MIRROR PERFORMANCE PROBLEMS
- ❑ PERFORMANCE PROBLEMS ARE IDENTIFIED
- ❑ THOROUGH ASSESSMENT USING EDUCATION CONSULTATION
- ❑ PERFORMANCE CRITERIA TO DEMONSTRATE IMPROVEMENT
- ❑ TIMELINE, CONSEQUENCES AND SIGNATURES INCLUDED
