
Supporting *the* LEARNER in DIFFICULTY

Anticipate and prevent issues before they start

- Notify** colleagues, patients, and office staff that a new learner will be working with you
- Provide a thorough **orientation** for the Resident at the beginning of the rotation – clearly agree on expectations regarding conduct, responsibilities, and learning goals
- Get** to know your new Resident
 - ▶ Ask learners about their strengths, goals, and interests
 - ▶ Ask learners if there are areas in which they recognize a particular need for support
- Document** all interactions and agreements with Resident to inform subsequent feedback and progress meetings
- Cultivate a **team** dynamic with the Resident – make sure the Resident knows that you wish for their success and want to assist them to achieve their goals

As soon as you see a problem occurring...

- Arrange** a time to speak with the Resident in private
- Express** your concerns, citing behavioural observations whenever possible
- Ask** the learner for his/her perspective on the situation – try to get an agreement that a problem exists
- Co-design** a learning plan that will address the issues creating difficulty
 - Utilize Resident input to increase buy-in and enhance the likelihood of success
 - Express your desire for the learner to succeed and your willingness to support them toward this goal
- Document** all interactions and agreements with Resident to inform subsequent feedback and progress meetings
- Observe** and check in with the Resident regularly to assess whether the intervention is having an effect

If the problem continues...

- Inform** Site Director of the situation
- Talk** to colleagues and program staff for ideas on how to improve the situation (but consider confidentiality)
- If you suspect that remediation, probation, or dismissal from the program may be required, **review** the program requirements to advance a learner to these levels and ensure you are following them