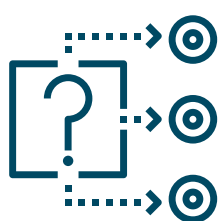


# SUPPORTING A STRUGGLING LEARNER

## Clinical Reasoning & Judgment



### SIGNS & SYMPTOMS

Learner deficit is most evident with **direct observation of patient encounter or presentation** as learners may display an adequate fund of knowledge (e.g., good pre-clinical exam scores) yet struggle with clinical reasoning.

- ✓ Orders too many tests
  - Inability to prioritize list of potential diagnoses
- ✓ Difficulty assigning pre- and post-test probabilities
- ✓ Difficulty prioritizing differential diagnosis and analyzing diagnoses (e.g., unable to start with differential diagnosis and refine it throughout patient encounter)
- ✓ Complete history and physical has extraneous information yet misses key information
- ✓ Unable to conduct an effective focused history and/or physical exam
- ✓ Inability to customize or individualize protocols and practice guidelines



#### To Evaluate Learner Clinical Reasoning Skills:

- Learner-driven model: [SNAPPS](#)
- Educator-driven model: [One-Minute Preceptor](#)

### APPROACH to REMEDIATION



Provide framework for creating differential diagnosis and guidelines when to use.

- Anatomical framework
- Systems approach
- Pathophysiologic framework



Review cases (new & old) using Clinical Reasoning Grid.

- Customize & analyze each differential diagnosis (compare/contrast)
- Diagnostic workup/options - monitor, order lab/test/medication
- Treatment plan for each diagnosis

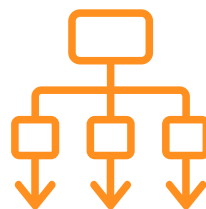


Encourage use of additional resources and senior clinicians for feedback.



Learner explains clinical reasoning decisions, reflects on consequences, and is reassessed.

Learner meets with success/remediation team – review plan, goals for success, and establish how learner will be reassessed.

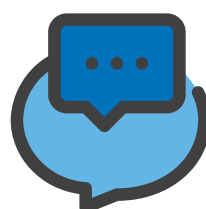


Learner creates **Clinical Reasoning Grid** and seeks feedback with each step.

- Create differentials based on age, chief complaint, etc. - include most likely and what not to miss
- Relevant history of present illness and review of systems questions to ask to rule-in or out each diagnosis
- Physical exam and signs to rule-in and out each diagnosis



Create ongoing list of clinical questions - look up and apply



Faculty conducts chart-simulated recall with learner and incorporates feedback.



#### Reference:

Guerrasio, J. (2018). *Remediation of the struggling medical learner (2e)*. Association for Hospital Medical Education.

