

CHALLENGING TEACHER-LEARNER INTERACTIONS

When Differences Become Problems

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Objectives

By the end of the session you will:

- Describe the major categories of learning problems
- Recognize the value of using “SOAP” to assess and address challenging learning situations
- Feel more comfortable handling challenging teacher-learner situations
- Feel more confident identifying learners in need of consultation



What is a “*challenging learner*?”

What do you think of when you hear the term
challenging learner?

Please share in the chat.

What is a “*challenging learner?*”

“Struggling learner?”



What do clinicians do with a challenging clinical problem?

- **S**ubjective – what do you hear?
- **O**bjective – what's the data? What do you observe?
- **A**ssessment – Is this cognitive, metacognitive, affective or relational
- **P**lan – what are you going to do?



Subjective

What are your sources of subjective data about a learner?

- Self assessment
- Other impressions



Subjective

- How do others describe *challenging learners* to you?
- How do these learners present?

*Please use the chat to list a word or phrase that you've heard
used to describe challenging learners*



Objective

- Identify specific behaviors and their frequency

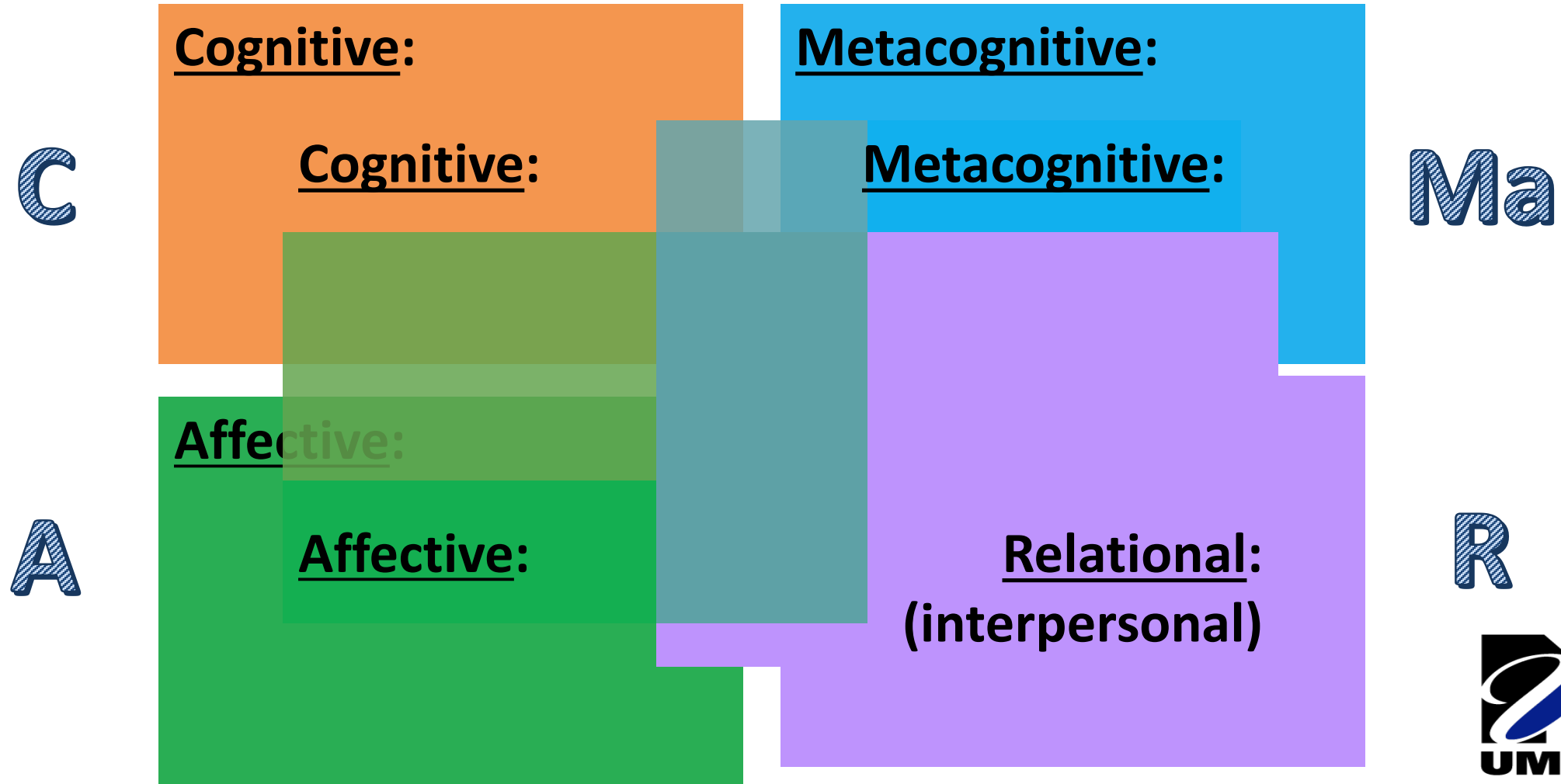
Objective

- Seek more objective information
 - Where?
 - What is your threshold for seeking more info?
 - What other information do you want?
 - Where do you find that information?



Assessment Framework: CARMA

Four Domains concept: Vaughn LM, et al. Teaching and Learning in Medicine 1998;10(4):217-22.



Assessment: Academic or Cognitive

Cognitive:

- Knowledge Base
- Problem Solving Skills
- Language (written, verbal)
- Visual Perception and Processing
- Memory



Cognitive:

- Knowledge Base
- Problem Solving Skills
- Language (written, verbal)
- Visual
- Memory

Metacognitive:

- Organization
- Time Management
- Attention/motivation
- Study skills and strategies
- Test taking skills and strategies

Affective:

- Psych: Depression, anxiety, OCD, substance abuse, “burnout”
- Adjusting to environment
- Career ambivalence
- Other medical issues
- Social issues: family, support
- Life events, other distractions

Relational:

Assessment: Affective

Affective:

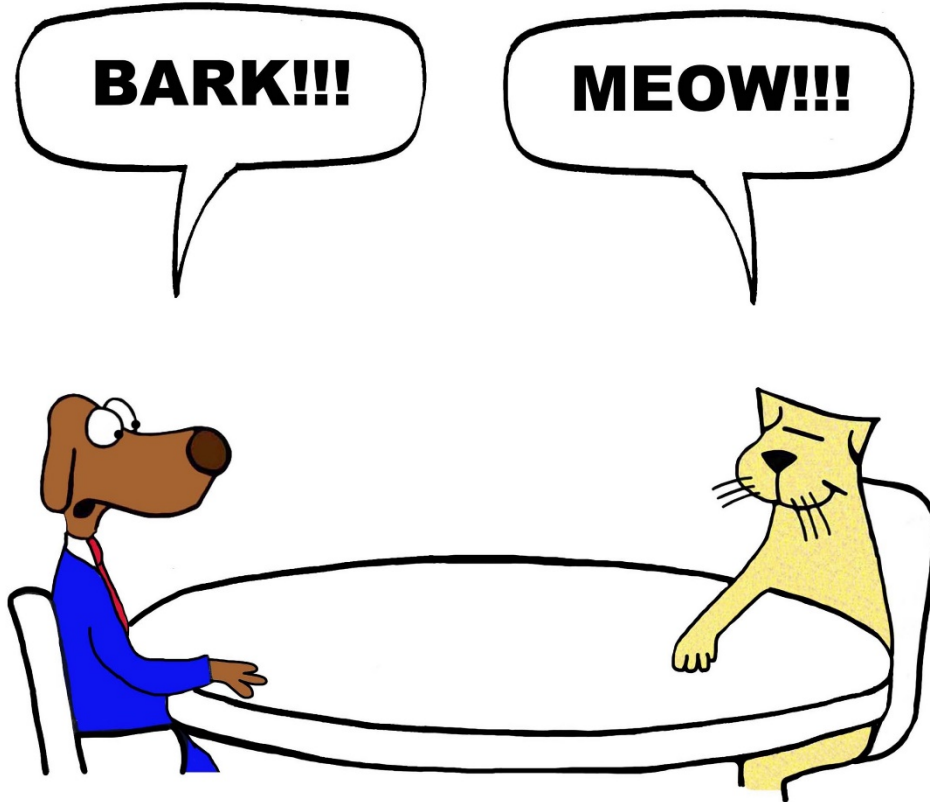
- **Psych:**
 - Depression, anxiety, OCD, substance abuse, “burnout”
- **Adjusting to environment**
- **Career ambivalence**
- **Other medical issues**
- **Social issues:**
 - Family, support, life events, other distractions

4 duties:

- Identify (diagnose)
- Consider Referral
- Strategize
- Program director



Assessment: Relational



They had a tendency to talk past one another.

- Interpersonal
- Communication skills
(argumentative, generational)
- Cultural/shy/non-assertive
- Mismatch between environment,
teachers and learners
- Unprofessional behavior

Assessment:

Unprofessional Behaviors

- What are some unprofessional behaviors you have seen?
- What makes this so challenging?

Assessment:

Unprofessional Behaviors

- Your emotional response
- Possibility of 'different values'
- Expectations weren't clear
- Enduring characteristic or 'bad day'
- Uncovering underlying reasons
- Not enough objective data
- Evaluation typically focuses on cognitive



Cognitive:

- Knowledge Base
- Problem Solving Skills
- Language (written, verbal)
- Visual
- Memory

Metacognitive:

- Organization
- Time Management
- Attention/motivation
- Study skills and strategies
- Test taking skills and strategies

Affective:

Relational:

Assessment: Metacognitive

- Organization
- Time Management
- Attention/motivation
- Study skills and strategies
- Test taking skills and strategies



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Cognitive:

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Affective:

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Relational:

- Social skills
- Communication skills
- Cultural/shy/non-assertive
- Mismatch between environment, teachers and learners

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Plan

- Gather more data
 - What skills or behaviors are lacking?
 - Observation and collaboration
- Provide Feedback
- Collaborate on an educational plan
 - learner and other supervisors
 - relationship building
- Revaluation



Plan:

Critical issues to consider

- How much confidentiality is a learner entitled to?
- When is a teacher entitled to more information about a learner who is having difficulties?
- Do we have a diagnostic or therapeutic relationship with learners?



IT'S YOUR TURN!!

Challenging learner cases