Preparing faculty to remediate residents

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Rationale

• Formal remediation of residents is an uncommon event with significant implications.
• Educators may struggle with designing and implementing plans that address the range of learner needs.
Purpose

• Explore faculty views on resident remediation
• Identify faculty learning needs
• Inform design and delivery of faculty development.
Methods

- Program Directors and clinical supervisors with prior involvement in remediation recruited through Dalhousie PGME office
- Four focus groups and six individual interviews (total of 15 participants) discussed experiences with providing remediation and suggestions for faculty development
Theme: Informal (common) and Formal (rare) remediation

- One respondent reported that in the past 11 years, only one resident in their program had required formal remediation.
- Another respondent reported more familiarity with remediating learners, but through informal remediation plans.
Theme: Frequent observation and synthesis of assessment data are key

- Lack of adequate documented evidence of poor performance is a major challenge
- “... people are complaining to you about the resident in the hallway but they’re not putting it in the ITERs.”
- “If you have a good programmatic assessment system, then remediation is simply doing more of what you do.”
Theme: Knowledge deficits are easier to remediate than other aspects

“I would be very good at remediating knowledge gaps… But as far as remediating a professionalism issue, I don’t feel like I have any particular expertise in that.”
Theme: Conflicting roles of supervisors

• “As a Program Director, you’re in a conflicting position to some degree... I’m still trying to advocate for the resident but I’m trying to make sure that the patients are safe.”

• Separating the roles of evaluator and coach/remediator
Designing Faculty Development

- Formal remediation is an uncommon event
- Faculty development sessions may not be well attended.
- Rather than provide general education sessions on remediation, resources and support should be provided on-demand.
- Remediation experts
“I think we’re aiming at the wrong target. If we had $100 to spend on making things better, I wouldn’t spend too much on remediation. I’d spend most of it on teaching our faculty how to do better evaluations. That’s really where the game is.”
THANK YOU.