

OMS Staff Professional Development Workshop

Addressing challenges presented by students

15 June 2022

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Karakia Timatanga

Kia tau te Rangimarie

May the peace

O te Rangi e tu iho nei

Of the Sky above

O Papatuanuku e takoto nei

Of the Earth below

O te Taiao e awhi nei

And of the all embracing Universe

Ki runga i a matou

Rest upon us all

Tihei Mauriora!

Behold it is Life!

Objectives

By the end of the session you will:

- Identify how 'challenges' are manifest
- Be aware of at least one model or framework for working with students who present challenges
- Develop an understanding of the support and policies available to help both you and the student

Plan for the next 50 mins: large group activity, bit of me talking, small group activity, debrief, micro-break, large group discussion, questions, summary



What do we mean by “challenges” presented by students?

- Pop any thoughts that come to mind in the chat box
- Short snappy answers are fine
- You can write multiple times
- ‘a learner...who is not meeting the expectations of the training programme because of a problem with knowledge, attitudes, or skills’

Steinert 2008



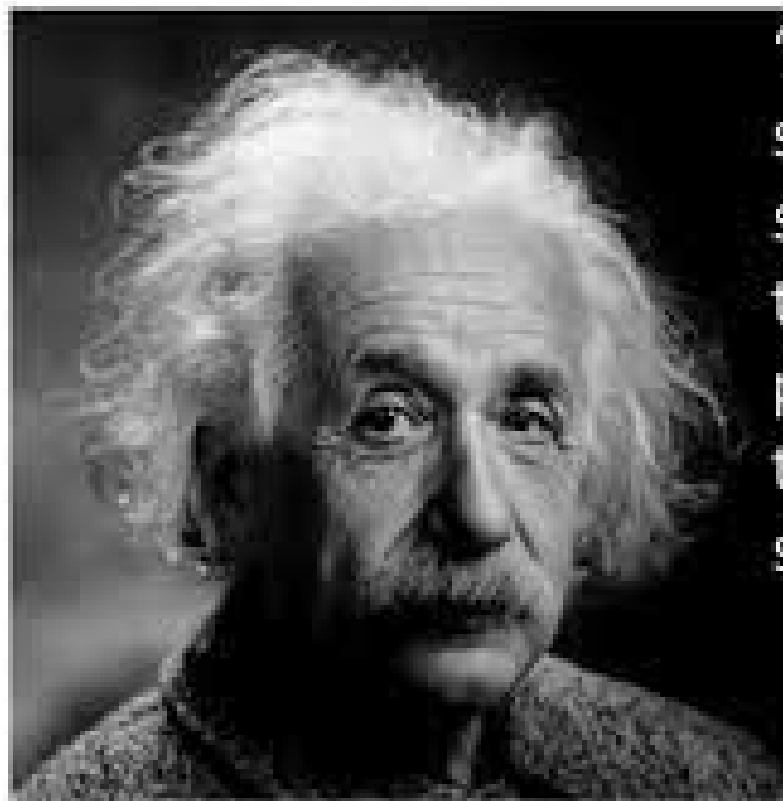
Models or frameworks for working with learners who present challenges

PARR

Probe	Is there a problem? What is the problem? Does it need to be changed?
Analyse	What is the cause? What is the learner's perception of the problem? How do colleagues perceive the learner?
Action	Action and management plan Expected outcomes and timeframes
Resolve	What follow up is required?

SOAP

	Definition	Examples
Subjective	Describe the chief complaint of the behaviour	“Student is slow, uninterested, angry, lazy etc”
Objective	List the specific instances of behaviour	“More that 20 minutes late to the office on Monday, Tues and Thurs this week” “Visit Thursday with JW: took 40 mins to assess this patient with a cold” “Unable to recall info on symptoms of UTI on Wednesday after we’d reviewed it on Tuesday at lunch”
Assessment	Differential diagnosis of the difficulty	“Does not value the rotation” “Anxiety” “Knowledge base/clinical skills less than expected”
Plan	Detailed course of action, with the learner input	“Gather more data, intervene, get help, do nothing etc”



"If I had an hour to solve a problem I'd spend 55 minutes thinking about the problem and 5 minutes thinking about solutions."

Albert Einstein

KNOWLEDGE	ATTITUDES	SKILLS
<p>e.g. Gaps in knowledge of basic or clinical sciences</p> <p><i>Be sure to identify both challenges <u>and</u> strengths.</i></p>	<p>e.g. Difficulties with motivation, insight, self-assessment, doctor-patient relations.</p> <p><i>Attitudinal problems, which are usually manifested by behaviours, are often easy to identify but challenging to address.</i></p>	<p>e.g. Difficulties with interpreting information, interpersonal skills, technical skills, clinical judgment, or organization of work.</p> <p><i>Skill deficits often overlap with gaps in knowledge. Strengths must be identified as well.</i></p>
TEACHER	LEARNER	SYSTEM
<p>e.g. Teachers' perceptions, expectations or feelings; personal experiences or stresses; colleagues' perceptions, expectations or stresses.</p>	<p>e.g. Relevant life history or personal problems, including acute life stresses, learning disabilities, psychiatric illness, or substance abuse; learner expectations and assumptions; learner reactions to identified problems.</p>	<p>e.g. Unclear standards or responsibilities; overwhelming workload; inconsistent teaching or supervision; lack of ongoing feedback or performance appraisal</p>

Steinert, 2008.

Small Group Discussion

10 mins

- Breakout rooms with small groups of 3 or 4
- Brief introductions – name, role with respect to teaching
- Select one person to report back to the whole group
- Each person to very briefly share an experience when a learner presented a challenge
- Choose one of those experiences to apply Steinert framework to
 - Tease apart the problem (knowledge, skills, attitudes)
 - Identify where problem lies (teacher, student, system)



60 second micro break

Action/ Plan/ Intervention

Some questions that can help us develop an appropriate way forward

- What problem are you trying to address?
- How will you address the identified problem?
- Who will be involved in the intervention?
- What is the time frame for the intervention?
- How will the intervention be evaluated?
- How will the intervention be documented?
- How will due process be assured?

Table 2. Options for intervention.

- Additional time
- Further assessment and monitoring
- One-on-one discussions
- Enhanced teaching and learning opportunities
- A reduced clinical workload
- A change in rotation, venue or supervisor
- Peer or mentor support
- A remedial program, with defined goals, objectives and strategies
- Counseling or therapy
- A leave of absence
- Probation, suspension or dismissal

Large Group Discussion

10 – 15 mins

- Time to share our experiences of addressing challenges presented by students and in particular
- Tell us about an action, plan or intervention you put in place – what did you do, how did it pan out, is there anything you would do differently if faced with the same challenge again
- Or have you identified a challenge/ problem in a learner that you would like to develop an action/ plan/ intervention for and like some advice from others in the session
- Put up your hand up if you would like to share or pop a comment in the chat

Where to go for support

Support for staff

- Individual reflection
- Colleagues
- Education Adviser (EA)
- Associate Dean Student Affairs (ADSA)
- Associate Dean Medical Education (ADME)

Support for students

- Associate Dean Student Affairs - support, advise, triage, refer (psych/social well-being, learning)
Student Learning Advisors
- Graduate Research School - Graduate Wellbeing Coaches
- Higher Education Development Centre (HEDC)
 - <https://www.otago.ac.nz/hedc/students/index.html>

University policies and procedures

- Student Code of Conduct and Discipline Statute
- Code of Professional Conduct for Medical students at the Universities of Auckland and Otago
- Ethical Behaviour Network/Policy
- Academic Integrity and Misconduct Procedures
- Academic Statute 2011
- Academic Grievances Procedures
- Appeals Statute 2011
- Examination and Assessment Regulations
- MB ChB Assessment Policies and Procedures
- The Education (Pastoral Care of Tertiary and International learners) Code of Practice 2021



Do you know... what to do when learners present challenges?

The term *learner* is used to include undergraduate and postgraduate students and staff undertaking training programmes.

At some point in our careers we will no doubt find some learners present us with challenges. Fortunately, most of those challenges are positive and serve to enrich the learning experience.

In this DYK the focus is on four distinct challenges:

1. The learner who is not engaging constructively
2. The learner who is underperforming
3. The learner who has personal problems
4. The learner who apparently is not 'Fit to Practice'



These challenges are not mutually exclusive; any learner may present with more than one challenge. Whatever the type of challenge, it's a good idea to consider the process for dealing with the issue rather than reacting in the moment.

A number of frameworks exist^{1,2}, for example: Probe, Analyse, Action and Resolve.

It is important not to take on too much of the 'Resolve' component as the learner must take ownership and in the case of university students there are people designated to help you with particular situations (see the end of this DYK).

1. The learner who is 'not engaging constructively'...

Challenging learner engagement can be seen in learners not engaging or engaging in inappropriate ways (i.e. being disruptive or rude etc).

An important role of a teacher is to articulate the learning and behaviour expected of learners as well as themselves. What is their role in the learning and also what is your role? It is easier to be disengaged or disruptive when you don't know what is expected. Set expectations early on.

If necessary, set ground rules which can be revisited at a later date. These can be simple such as asking the learner to 'turn up on time', 'submit material in a timely manner' or 'be prepared to participate'. Setting rules can be co-constructed with the learner. If the learner then fails to meet these expectations, you can approach the issue with the student to determine why they do not contribute or are disruptive.

The reason for your concerns needs to be explored. Some learners may not be aware that there is a problem, some may be unsure of expectations, some may have developed poor study habits; others may be suffering from debilitating personal or mental health problems. All these reasons will require different responses.

If a learner finds it hard to acknowledge that there is an issue, then refer the learner to a more senior member of University staff. If they are not contributing for a specific reason, for example demotivation due to personal reasons, refer them to the Associate Dean for Student Matters (ADS), see end of DYK.

Bibliography

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A large, intricate white line-art illustration on a blue background. It features a central figure, possibly a deity or ancestor, wearing a traditional Maori headdress (taiaha) and holding a staff. The figure is surrounded by various symbols, including a circular motif with a central eye-like shape and a patterned leaf-like element. The background is filled with swirling, stylized patterns that suggest movement and energy.

Ngā mihi nui
Thank you