

Challenging Educational 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 comes to mind when
you hear the term
“challenging learner?”**

<https://www.mentimeter.com/app>



What is a “*challenging learner?*”

“Struggling learner?”





What do clinicians do with a challenging clinical problem?

Subjective – what do you hear?

Objective – what's the data? What do you observe?

Assessment – Is this cognitive, metacognitive, affective or relational

Plan – what are you going to do?

Subjective

What are your sources of subjective data about a learner?

- Self assessment
- Other impressions



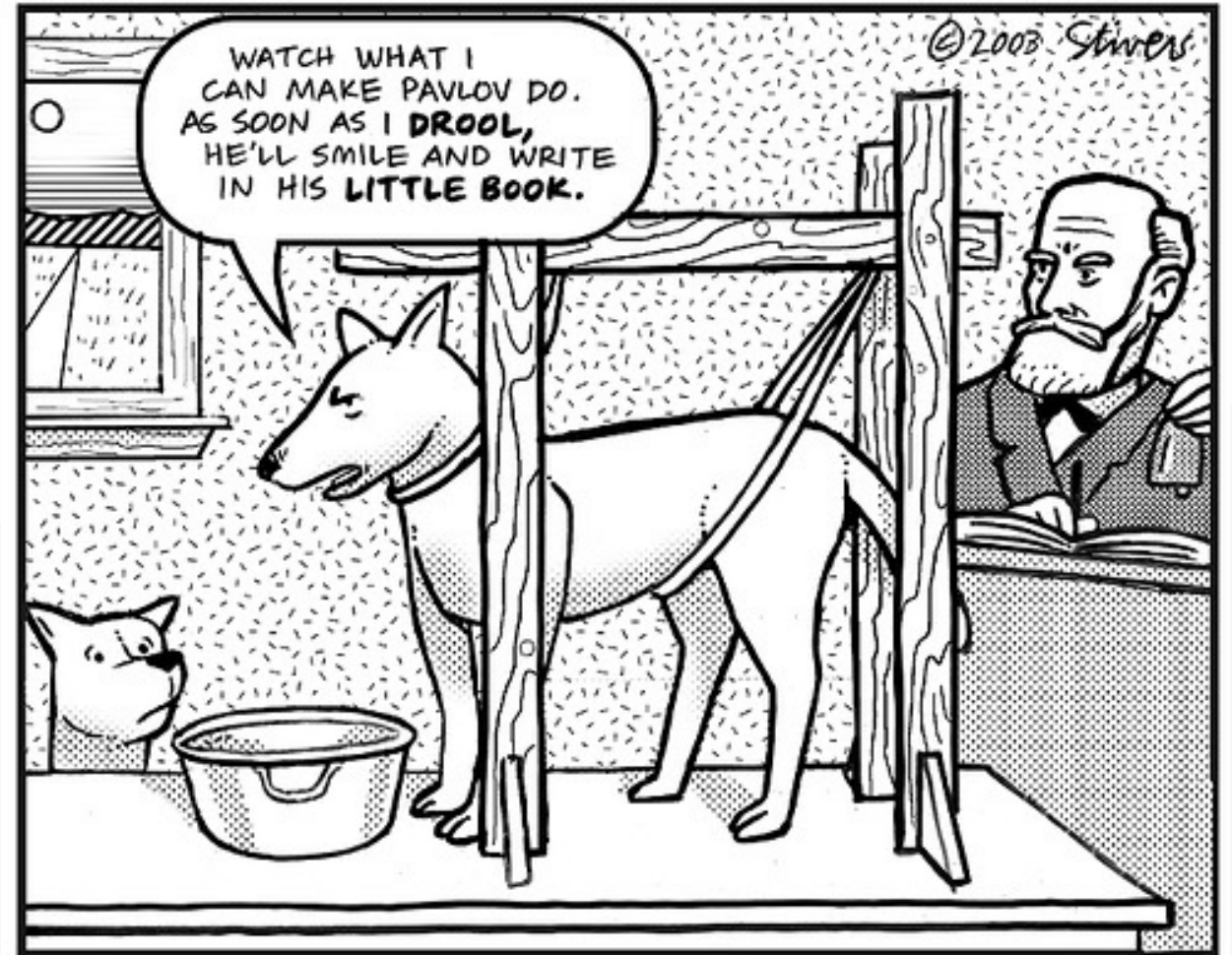
Subjective

How do others describe *challenging learners* to you?

How do these learners present?

Objective

Identify specific behaviors and their frequency



Objective

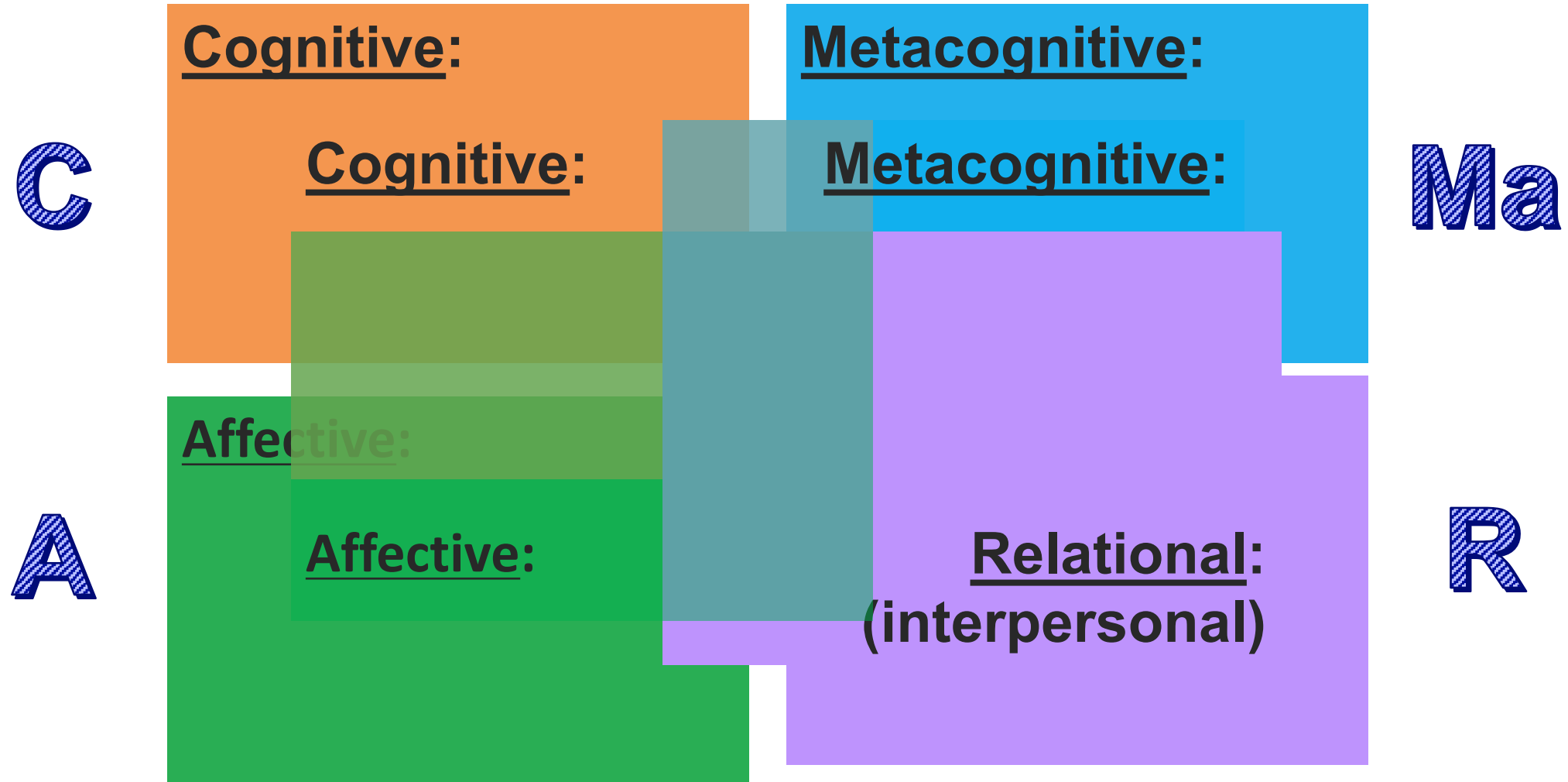
Seek more objective information

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



Assessment

Assessment Framework: CARMA



Assessment: **Academic or Cognitive**

Cognitive:

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



Framework: Affective

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**

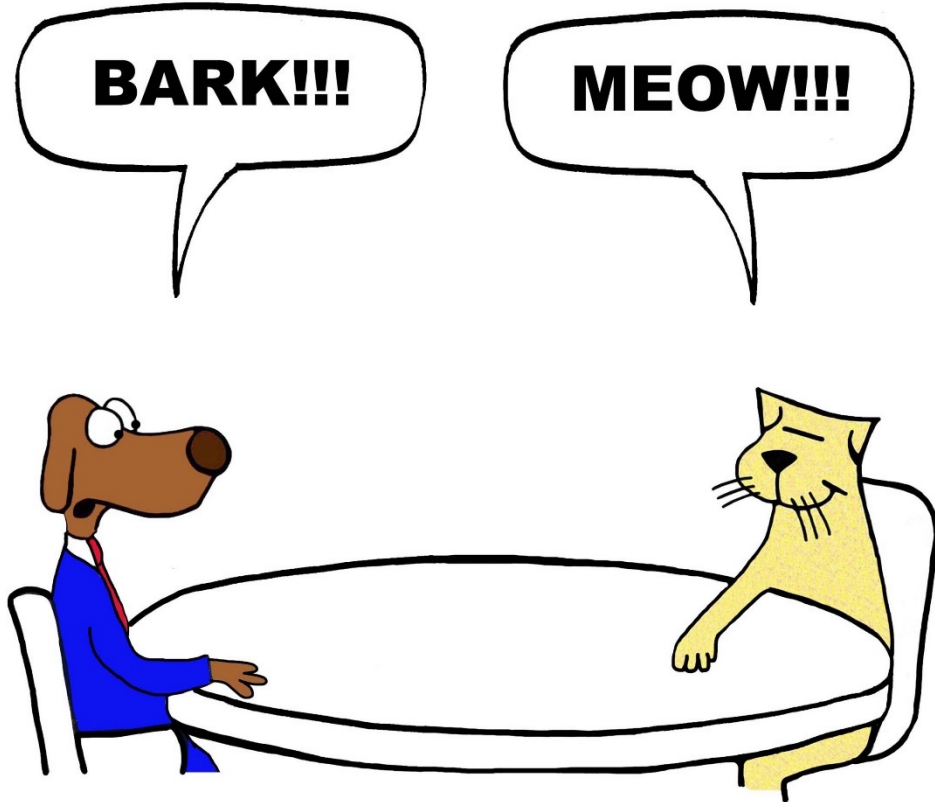
Affective:

- **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:

- Psych: Depression, anxiety, OCD, substance abuse, “burnout”
- Adjusting to environment
- Career ambivalence
- Other medical issues
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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

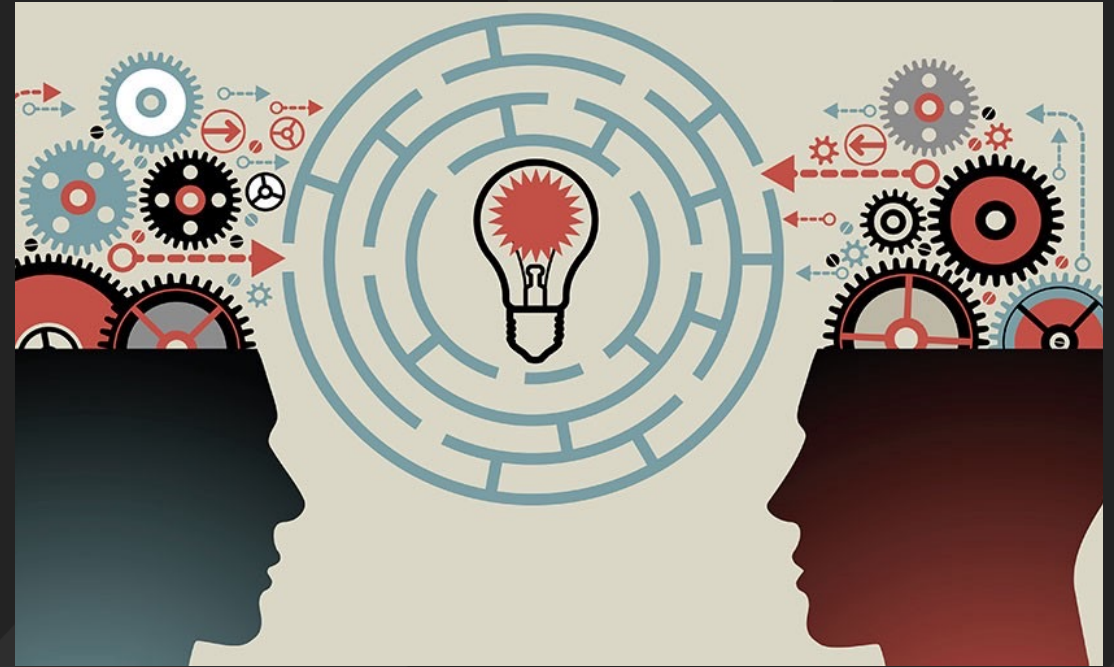


Plan:
Critical issues to consider

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