

TEACHING ASSESSMENT CHALLENGES

Prepared for the Basics Program for New Faculty

Problem Learner: “A learner whose academic performance is significantly below performance potential because of a specific affective, cognitive, structural or interpersonal difficulty”

DIAGNOSING A CHALLENGING LEARNING SITUATION

TAKE A HISTORY

Is it real? Is it important?
Does it need to be formally addressed?

CLARIFY AND DEFINE THE CHALLENGE

What is the learner’s challenge?
Is it related to knowledge, attitude and/or skills?
Are there cultural, personal or systemic issues?
Use Problem Analysis Tool to devise a Differential Diagnosis
Reflect back your observations to the learner (document through field notes)
Work to reach a consensus with the learner

SUBJECTIVE



OBJECTIVE



ASSESSMENT



PLAN



CONFIRM INITIAL SUSPICIONS

Write down specific concerns
Triangulate with others
Report concerns to PD
Elicit the learner’s perceptions
Express your concerns

DESIGN AN INTERVENTION

Education plan should be implemented early
Who will be involved in the plan?
Decide how long intervention will last
What outcomes are to be expected?
Make sure learner is aware of expectations in writing
Check local and central resources for support for learner and teacher
Ensure clear documentation and confidentiality

PROBLEM ANALYSIS TOOL

Developed and with permission from Dr. Kingsley Watts

CANMEDS ROLES	KNOWLEDGE	ATTITUDES/ EXPECTATIONS	SKILLS	PERSONAL FACTORS	SYSTEM FACTORS
	EXPERT ADVOCATE SCHOLAR	COLLABORATOR ADVOCATE PROFESSIONAL	EXPERT COMMUNICATOR LEADER		
LEARNER					
TEACHER			MEDICAL TEACHING		

References:

Steinert Y. The “problem” learner: Whose problem is it? AMEE Guide No. 76, Medical Teacher 2013;35:4, e1035-e1045.
Lacasse M et al. Challenging learning situations in medical education. CFP 2012;58; 481-484 .



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