

The Difficult Learning Situation: Assessment Framework

| | <i>KNOWLEDGE AND SKILL</i> | <i>PROFESSIONAL BEHAVIOUR / ATTITUDE</i> | <i>PERSONAL / HEALTH</i> |
|----------------|--|--|--|
| <i>LEARNER</i> | <ul style="list-style-type: none"> • Poor knowledge base • Difficulty applying and/or integrating knowledge to practice • Poor problem solving skills or clinical reasoning • Time inefficiency • Problems with case/clinical presentations • Poor communication and/or relationship skills • Poor manual skills • Work poorly organized | <ul style="list-style-type: none"> • Concern re professional responsibility with patient care • Attendance problems/lateness • ‘Boundary’ concerns with patients peers or staff • Defensive with feedback and/or lacks self awareness • Disrespect towards patients, peers or staff • Dishonesty • Poor work habits or lacks effort – assignments not completed | <ul style="list-style-type: none"> • Mental health problems – depression, anxiety, stress, other psychiatric conditions • Substance abuse • Physical health problems or limitations • Personal issues –family health problems, child or elder care, partner issues, sexual orientation issues etc. • Financial pressures • Transportation problems |
| <i>TEACHER</i> | <ul style="list-style-type: none"> • Lacks knowledge of objectives and realistic expectations for stage of learner • Expectations/objectives not established by teacher • Lacks feedback skills • Fails to provide feedback at appropriate intervals • Lacks knowledge and/ or experience with evaluation process | <ul style="list-style-type: none"> • Problematic reaction to learner: <ul style="list-style-type: none"> -Avoidance -Rescue -Anger or rejection • Teacher not approachable or defensive • Teacher inflexible and unwilling to accommodate to learner needs • Teacher not available as required | Teacher health or personal problems affecting expectations, reactions or availability to student |
| <i>SYSTEM</i> | <ul style="list-style-type: none"> • Expectations/objectives not established by program • Expectations unrealistic • Inadequate teaching and learning resources available • Poor communication or lack of agreement between different teachers involved | <ul style="list-style-type: none"> • Excessive workload demands • Scheduling problems- inflexibility or inadequate notice • Program inflexible and unwilling to accommodate to learner needs • ‘Culture’ of abuse, intimidation and/or discrimination present within program | Resources not available to meet learner’s health or personal issues |