

Diagnosing and Managing
Learners/trainees/colleagues...
in Difficulty

Ian Curran

A practical framework

Objectives

- Explore this challenging area
- Airing your concerns
- Calling your vulnerabilities
- Provide a diagnostic framework...
- Offer some management solutions...



Initial thoughts?



How might you identify a trainee in difficulty?











See? Hear? Smell?

How do they make you feel?

anger

disappointment

guilty

frustrated

Red Mist

worry

depressed

why me!?

Key learning point

Poor performance...

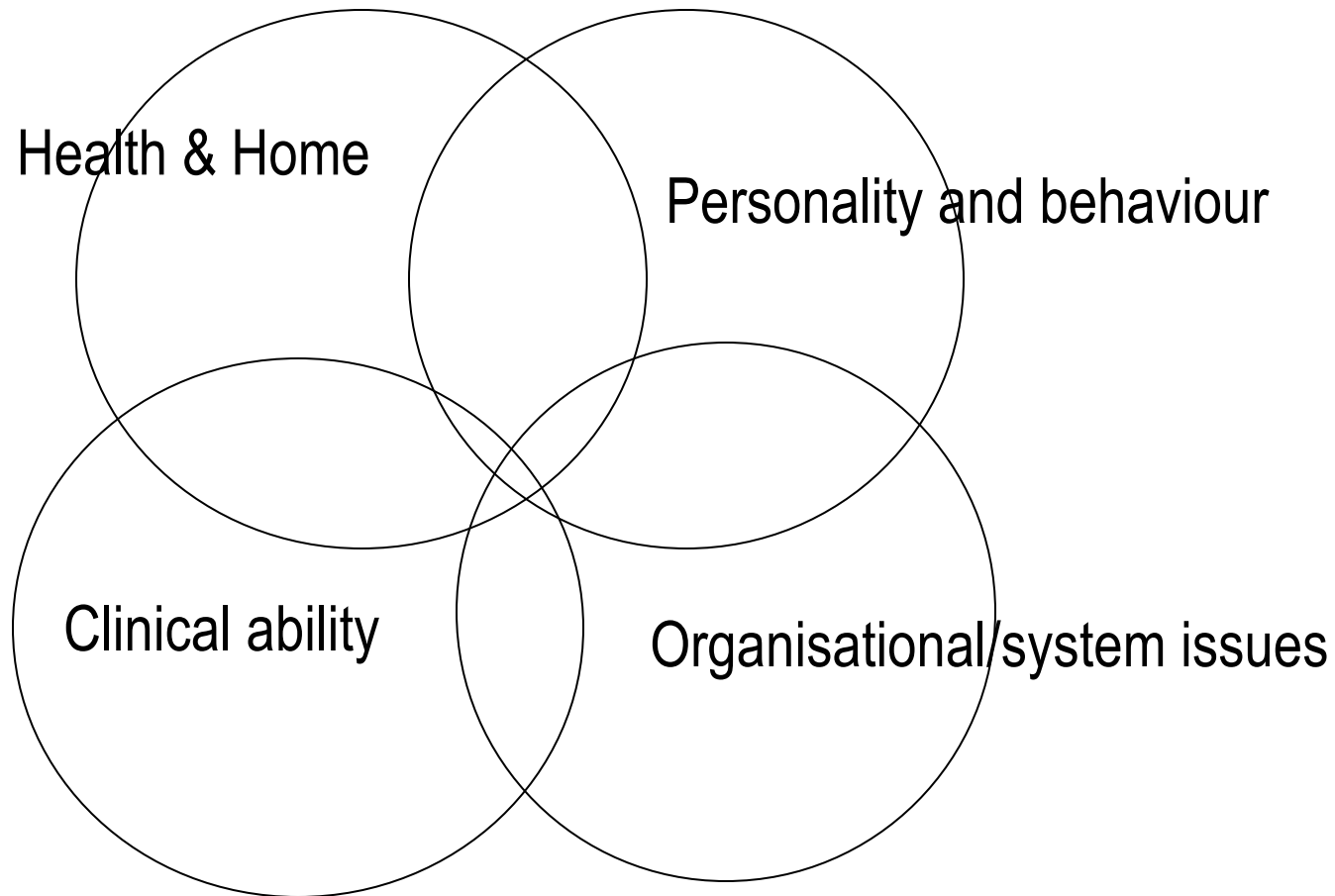
...is a symptom not a diagnosis!

Key learning point

Essential to explore underlying
causes

National Clinical Assessment Service Domains

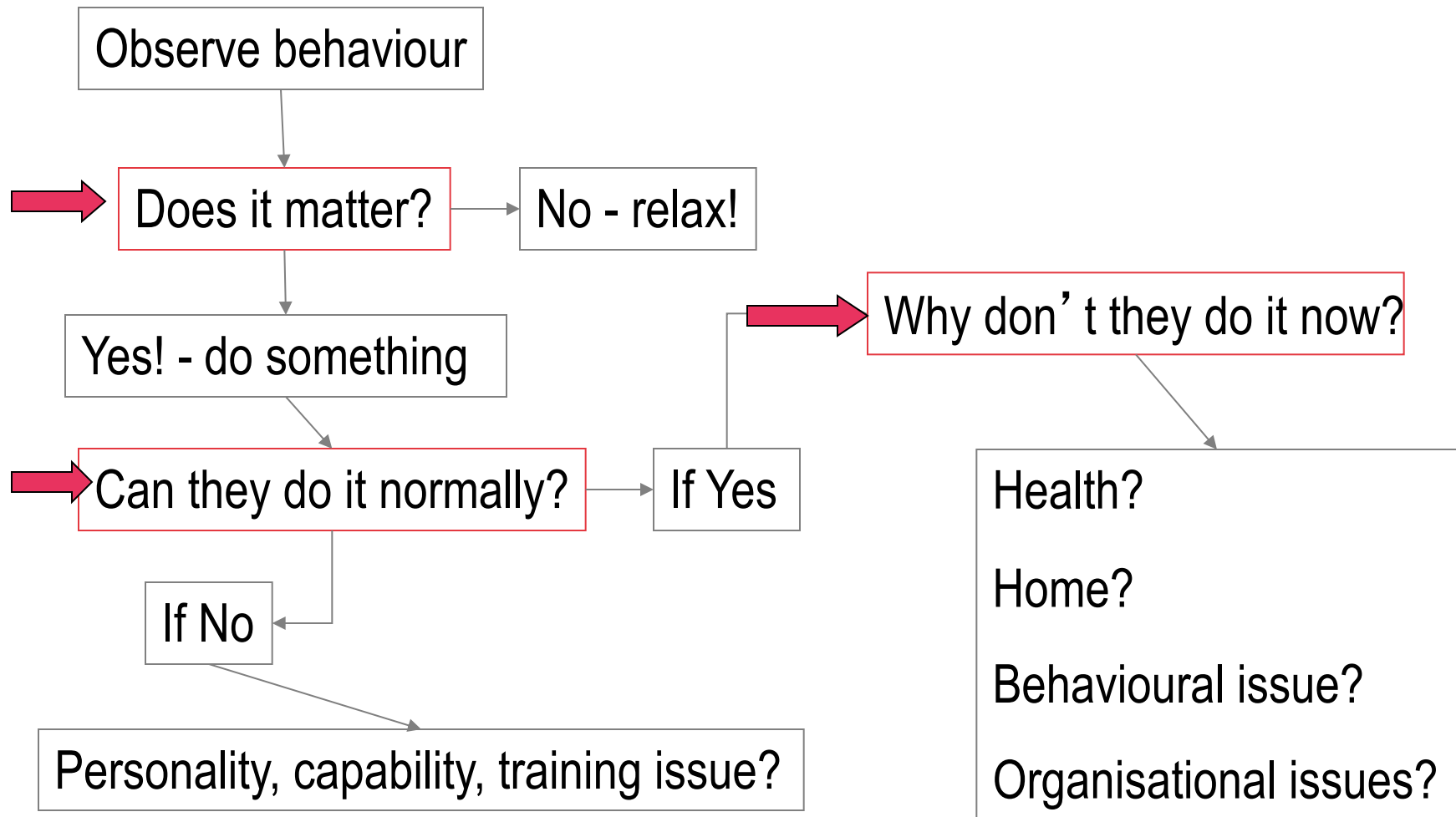
Key learning point



Some of the causes...

- Personal behaviour
 - Complaints
 - Lack of insight
 - ‘Ward rage’
- Health and Home
 - Relationships
 - Mental & physical well being
 - Financial
- Capability
 - Trained?
 - Two left hands?
 - ‘Bypass syndrome’?
- Organisational
 - Appropriate supervision
 - Trained trainers?
 - Failing organisation?

Rapid Diagnostic Framework



Key questions

Key learning point

- • Does it matter?
- • Can they do it normally?
- • Why don't they do it now?

Managing poor performers

- Successful intervention depends upon identifying cause
- Consider the four domains
- Tell someone... Seek help early!
- Be aware of resources and support systems
- Solution follows from diagnostic framework
- Don't forget multiple problems can exist
- Write things down, communicate openly.

You are not alone!

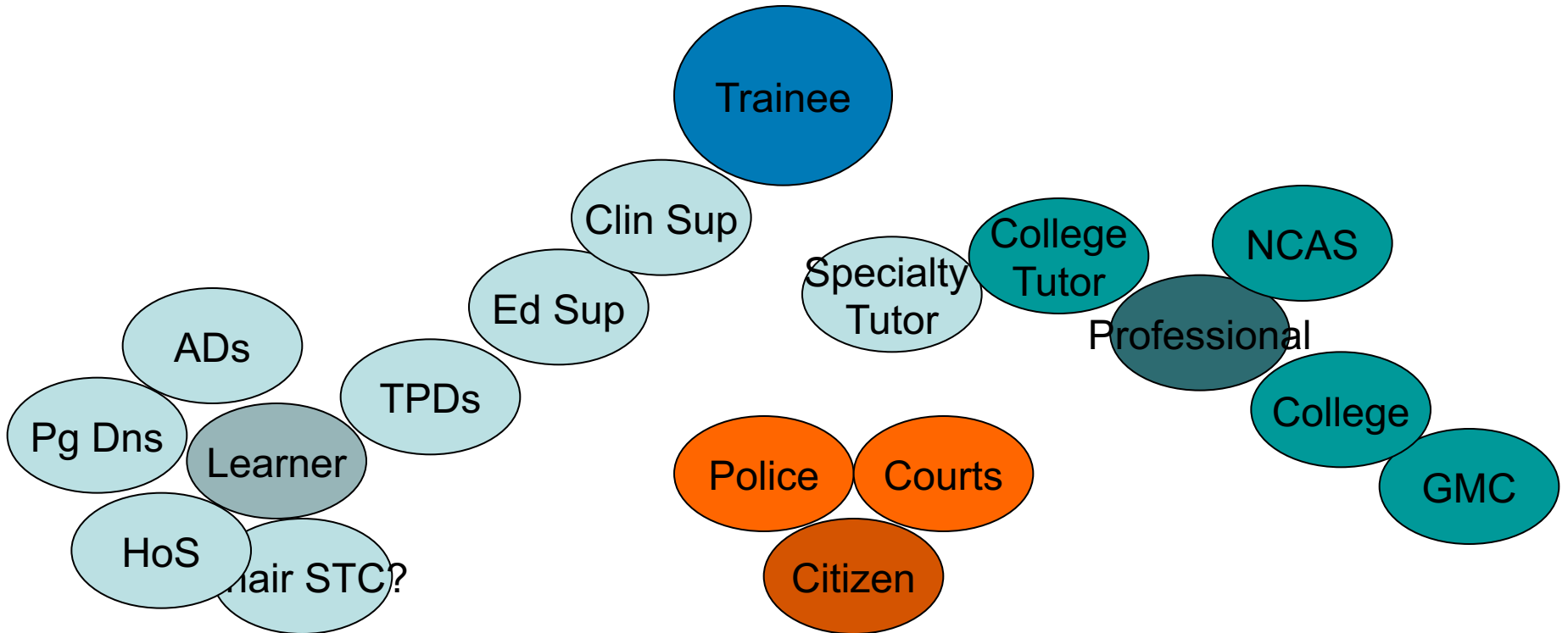
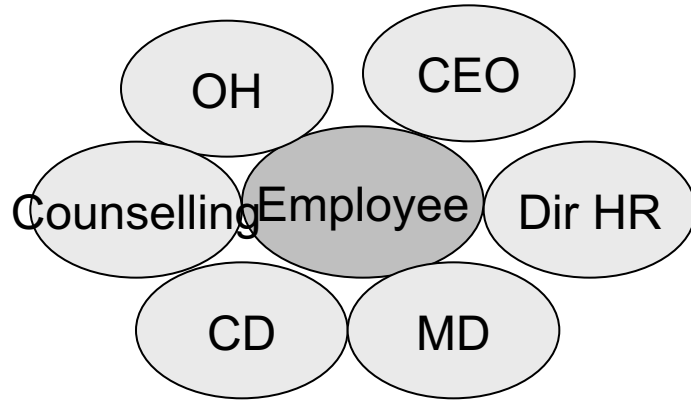
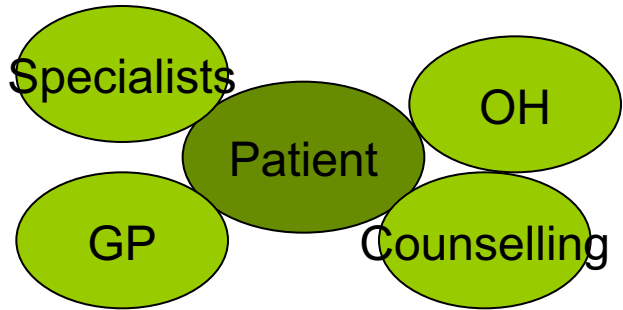
Although it might feel like it!

Trainee as...

- Learner...
- Professional...
- Employee...

- Patient...

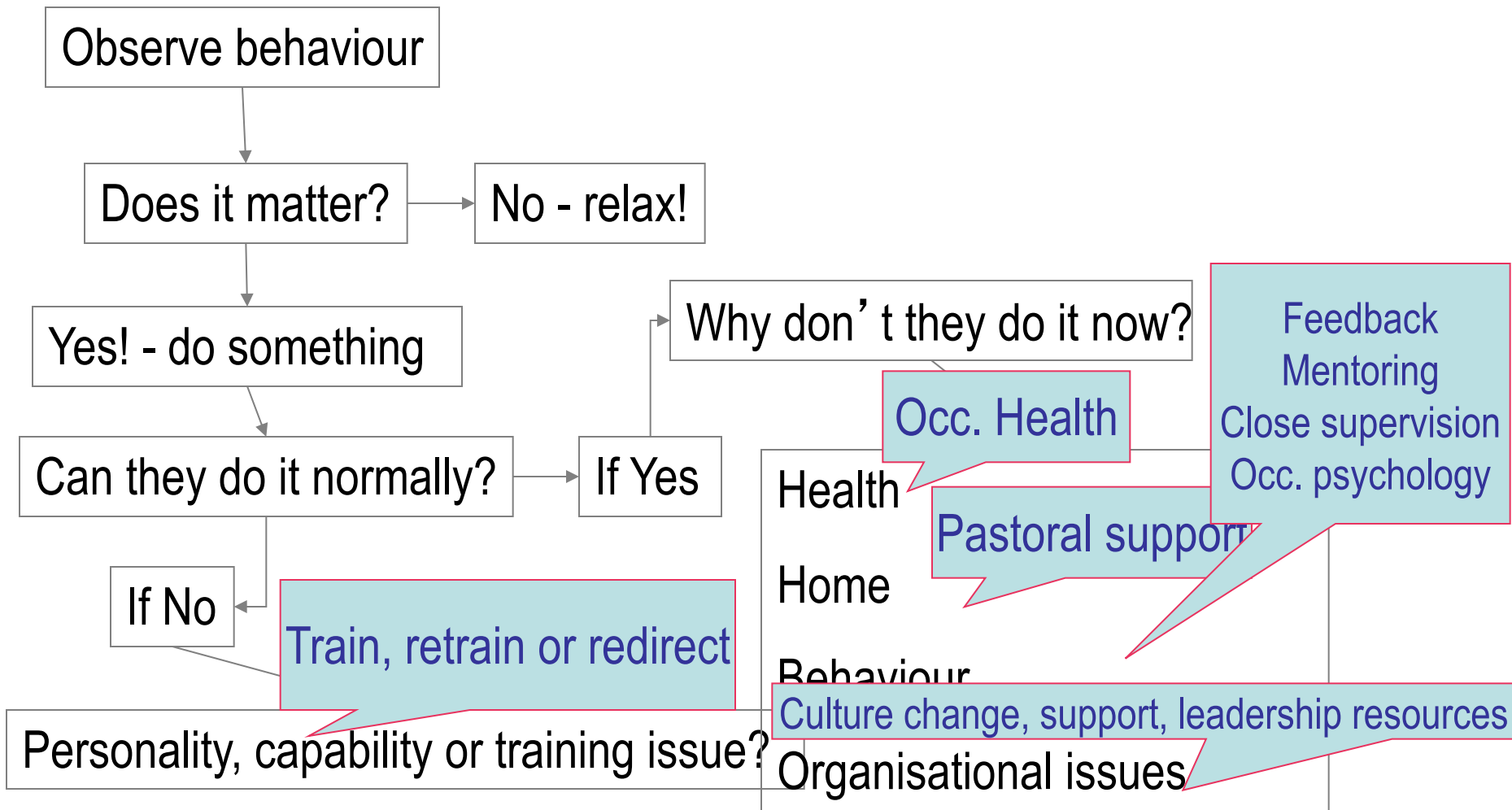
- Citizen...



Resources and support

- Local, regional and national processes
- Professional support
- Identification and utilisation of available resources
 - Counselling
 - Psychological support
 - Career guidance
 - Mentoring
 - Occupational health
 - Retraining
 - Organisational change

Rapid Diagnostic Framework



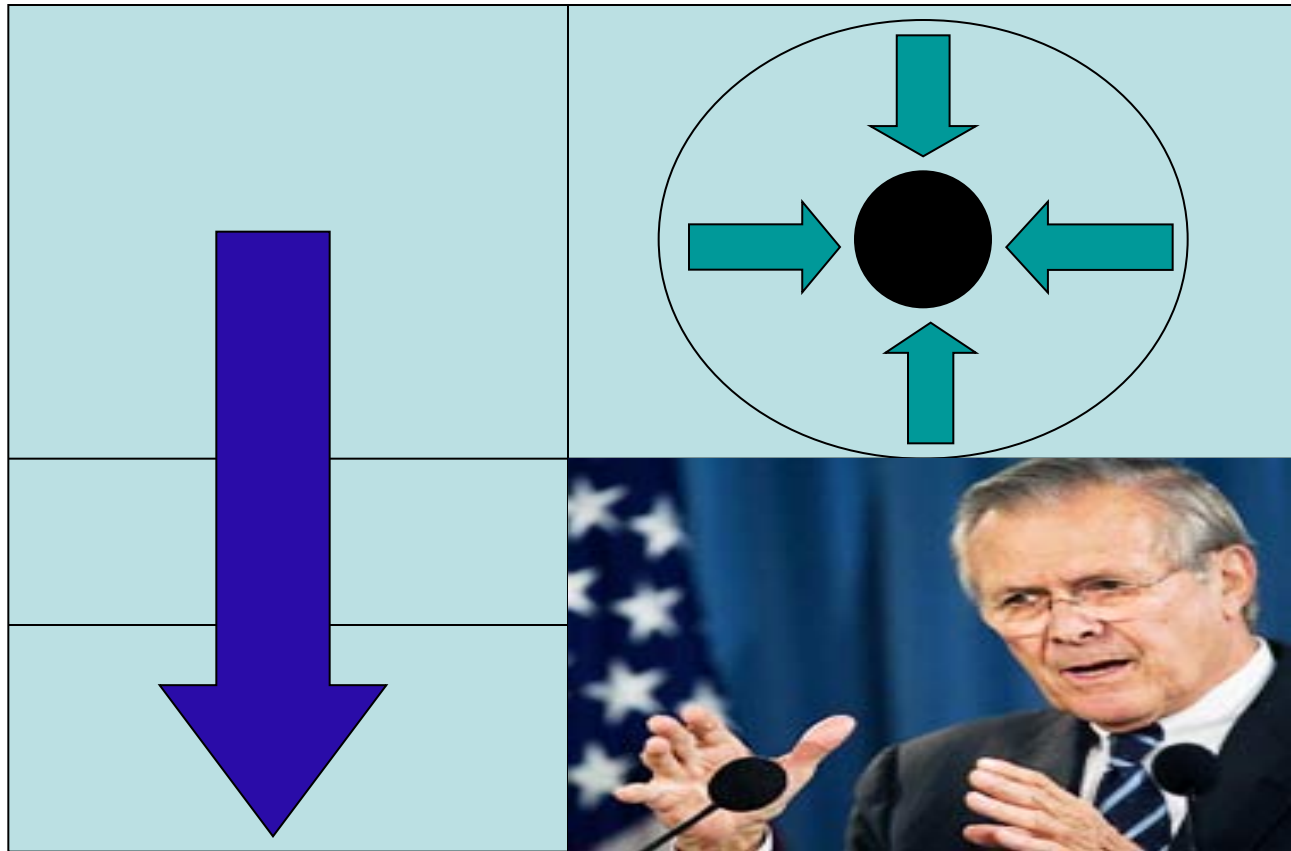
Johari's Window

Things I know

Things I don't know

Things you know

Things you don't know



Beware the intent behind a remark!



I'm ok, you're not ok!



I'm ok, you're not ok, but I'm not going to tell
you!



I'm not ok...



I'm ok, you're ok!

Feedback 'recipe'...

- Humanistic approach
- Be in the moment
- Listen...
- Think...
- Ask useful questions...
- I'm Ok you are Ok...
- ...but we need to talk about stuff...

Towards better performance - some guidelines

- Be safe... does it matter?
- Communicate early and effectively
- Document interventions
- Set clear objectives for trainee
- Declare expected standards
- Communicate support available
- Consequences of non-compliance