

Institutional GUIDELINE: Graduate Medical Education

Subject: **Resident and Fellow Remediation and Academic Support**

I. Guideline

This guideline and enclosed attachments are guidelines for GME programs to proactively support resident academic development and education-level remediation.

II. Scope

All ACGME, CODA and other approved postgraduate training programs at Lehigh Valley Health Network.

Resident and fellow academic support and education-level remediation is an initial step in improving trainee performance once deficiencies have been discovered. It is not punitive and is also not reportable after graduation from the program or on fellowship/other career-related applications. It is also not sufficient, in and of itself, to delay graduation date. It is intended specifically to detail areas a trainee needs to improve and, just as importantly, to provide a plan for correction.

Recommendations should be developed following extensive, informed discussion and review of a resident's records and performance to date under the advisement of the program's clinical competency committee. The general guidelines for a remediation program include the following elements:

a. **Faculty assessment and evaluation:**

Each program should have a method to develop the faculty to provide consistent assessment and evaluation of learners. This includes knowledge and proficient use of structured assessment tools that include defined and explicit observable behaviors. In addition, faculty should be developed on key methods to deliver formative feedback in a meaningful and consistent manner. Each program should strive for limited inter-rater variability.

b. **Standardized action planning and competency based program**

development: Each program is encouraged to utilize the remediation toolkit (found in the Attachments portion of this document) that allows for a consistent training program standard and expectation level. In addition, this toolkit should enable competency based action planning strongly linked from applicable evaluation methods.

c. **Resource infrastructure and tangible outcome measurement:**

Each program should ensure the necessary resources and infrastructure to complete any defined action plan for the resident learners. In addition, each action plan should demonstrate tangible outcomes that directly link to the deficient competency and allow for explicit documentation of improvement in the concerning areas.

Failure to improve in the areas defined can be grounds for Program-Level Probation, which can delay graduation date and need to be reported on future applications for staff privileges.

III. Appendices

- A. Appendix A - Education-level remediation initiation report
- B. Appendix B - Resident remediation follow-up report
- C. Appendix C - Competency-based tools for remediation on plan design

Education-Level Remediation Initiation Report

Trainee Name:

Initiation Date:

Narrative Summary: (include quotes when possible)

Competencies involved:

- A. Medical Knowledge
- B. Patient Care
- C. Interpersonal and Communication Skills
- D. Professionalism
- E. Practice-Based Learning and Improvement
- F. System-Based Practice

Remediation Plan:

This plan should include each of the involved competencies, the component(s) of concern, the remediation plan for each component, and the goals for each component to resolve remediation. (Appendix C is a resource for development of this remediation plan).

Time frame for this remediation: _____

Progress report due: _____

Mentor for this remediation: _____

Remediation Process Checklist:

OCCUPATIONAL MEDICINE	<input type="checkbox"/> Mandatory “Fit for Duty” evaluation (see Employee Health Policy on Fit for Duty) <input type="checkbox"/> Optional evaluation recommended <input type="checkbox"/> Illicit substances testing required <input type="checkbox"/> Not recommended
REVIEW REMEDIATION ISSUES WITH EVALUATING:	<input type="checkbox"/> Faculty <input type="checkbox"/> Supervising Residents <input type="checkbox"/> None <input type="checkbox"/> Other:
PSYCHOLOGICAL COUNSELING	<input type="checkbox"/> Referred to Employee Assistance Program <input type="checkbox"/> Resident already has ongoing support <input type="checkbox"/> Not recommended
PROMOTION PLAN	<input type="checkbox"/> Promote/Graduate on-cycle <input type="checkbox"/> Re-evaluate at end of time frame <input type="checkbox"/> Extend PGY training by blocks <input type="checkbox"/> Consider retroactive PGY-credit at next assessment <input type="checkbox"/> Complete current contract without renewal
FAIR HEARING	<input type="checkbox"/> GME Institutional Guidelines for Graduate Trainee Fair Hearing Process given to trainee

Additional comments:

Date Presented to Clinical Competency Committee: _____

Date Presented to Trainee: _____

Signed by:

Program Director: _____

Trainee: _____

Remediation Mentor: _____

Chair, Clinical Competency Committee: _____

Resident Remediation Follow-Up Report

Resident Name:

Date of Follow-Up:

Date of Plan Initiation:

Narrative Summary:

Faculty Performing Update:

Competency Chairperson:

Outcome of Remediation:

- Remediation satisfactorily completed, and trainee returned to regular status. No further follow-up planned unless further concerns arise.
- Remediation satisfactorily completed, and trainee returned to regular status. Continuing surveillance of this issue will continue through the remainder of training, with future concern leading to repeat remediation or probation.
- Improvement noted but concern remains. Remediation is extended for another _____ months.
- Unsatisfactory achievement in the remediation plan and patient safety is at risk. The trainee will be placed on probation and a probation plan is attached. The trainee is pulled from patient care responsibilities.
- Trainee has resigned from the program.
- Unsatisfactory achievements in the remediation plan and patient safety is at risk. The trainee has been terminated from the program.

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Final Summary:

Date Presented to Clinical Competency Committee: _____

Date Presented to Trainee: _____

Signed by:

Program Director: _____

Trainee: _____

Remediation Mentor: _____

Chair, Clinical Competency Committee: _____

Date Remediation Closed: - _____

APPENDIX C – Example of competency-based tools for remediation

MEDICAL KNOWLEDGE				
Component	Remediation Plan		Goals to Resolve Remediation	
Investigatory and Analytical Thinking	<input type="checkbox"/>	Review basic research techniques	<input type="checkbox"/>	Demonstrate effective analytical thinking skills to the satisfaction of the PD
	<input type="checkbox"/>	Fitness for duty evaluation	<input type="checkbox"/>	Score above a pre-set minimum on an exam testing level appropriate medical knowledge
Knowledge and Application of Basic Sciences	<input type="checkbox"/>	Direct Observation with review of clinical synthesis and knowledge related to case	<input type="checkbox"/>	Competent completion as deemed by observing preceptor
	<input type="checkbox"/>	Develop reading plan with mentor	<input type="checkbox"/>	Satisfactory improvement in evaluation metrics in this area
	<input type="checkbox"/>	Board Review course recommended/ mandated	<input type="checkbox"/>	
	<input type="checkbox"/>	Mandatory enrollment in structured MKSAP (Medical Knowledge Self-Assessment Program®) reading program, with mentor guidance	<input type="checkbox"/>	

Summary:

PATIENT CARE				
Component	Remediation Plan		Goals to Resolve Remediation	
Caring and Respectful Behaviors	<input type="checkbox"/>	Communication counseling	<input type="checkbox"/>	No further reports of concern in this regard over the period of this remediation
	<input type="checkbox"/>	Written self-reflection of difficulties with demonstrating caring and respectful behaviors	<input type="checkbox"/>	
	<input type="checkbox"/>	Direct observation	<input type="checkbox"/>	Satisfactory improvement of evaluation metrics in this area
	<input type="checkbox"/>	Solicit feedback from colleagues regarding this issue	<input type="checkbox"/>	
Interviewing	<input type="checkbox"/>	Communication counseling	<input type="checkbox"/>	Completion of ___ structured observations or video reviews to the PD's satisfaction
	<input type="checkbox"/>	Mini-CEX (Clinical Evaluation Exercise)	<input type="checkbox"/>	
	<input type="checkbox"/>	Direct observation	<input type="checkbox"/>	
	<input type="checkbox"/>	OSCE Examination	<input type="checkbox"/>	Satisfactory improvement of evaluation metrics in this area
Synthesis of Clinical Information and Management Plans	<input type="checkbox"/>	Review old M & M cases with _____	<input type="checkbox"/>	Completion of ___ essay-type level-appropriate scenarios
	<input type="checkbox"/>	Review own charts with _____	<input type="checkbox"/>	
	<input type="checkbox"/>	ACP case reviews	<input type="checkbox"/>	Completion of ___ script concordance case scenarios
	<input type="checkbox"/>	Script concordance testing	<input type="checkbox"/>	
	<input type="checkbox"/>	Direct supervision of work rounds by _____	<input type="checkbox"/>	Demonstrate ability to deliver clinical care with level-appropriate supervision
	<input type="checkbox"/>	Shadow rotation (no credit)	<input type="checkbox"/>	Satisfactory improvement of evaluation metrics in this area
<input type="checkbox"/>	Shared/ supervised call	<input type="checkbox"/>		
Counseling Patients and Families	<input type="checkbox"/>	Practice counseling sessions with _____	<input type="checkbox"/>	Demonstrate satisfactory counseling skills
	<input type="checkbox"/>	Mini CEX	<input type="checkbox"/>	
	<input type="checkbox"/>	OSCE	<input type="checkbox"/>	
	<input type="checkbox"/>	Direct observation	<input type="checkbox"/>	Satisfactory improvement of evaluation metrics in this area
Physical Examination	<input type="checkbox"/>	Review textbook of physical examination skills	<input type="checkbox"/>	Demonstrate satisfactory physical exam skills in Mini-CEX
	<input type="checkbox"/>	Videotape review of physical examination skills	<input type="checkbox"/>	
	<input type="checkbox"/>	Mini CEX focusing on physical exam skills	<input type="checkbox"/>	
	<input type="checkbox"/>	Focused physical exam experience	<input type="checkbox"/>	Demonstrate ability to complete a physical examination to the PDs satisfaction
Procedures	<input type="checkbox"/>	Review appropriate NEJM "Videos in Clinical Medicine"	<input type="checkbox"/>	Achieve passing score on appropriate procedure exam
	<input type="checkbox"/>	Simulation Center testing	<input type="checkbox"/>	Demonstrate ability to perform procedures in a clinical setting to the PDs satisfaction
	<input type="checkbox"/>	Direct observation of procedural skills	<input type="checkbox"/>	
Accurate Notes	<input type="checkbox"/>	Chart stimulated recall	<input type="checkbox"/>	Demonstrate accurate documentation skills in a CEX to the PDs satisfaction
	<input type="checkbox"/>	Mini-CEX with review of documentation	<input type="checkbox"/>	
	<input type="checkbox"/>	Review of documentation guidelines with professional	<input type="checkbox"/>	Demonstrate accurate documentation skills in random chart review of notes

		coder		
Sign-outs	<input type="checkbox"/>	Chart stimulated recall of sign-outs	<input type="checkbox"/>	Random review of sign-out notes
	<input type="checkbox"/>	Review with mentor the indication for reporting cross-coverage issues to the primary team	<input type="checkbox"/>	Demonstrate accurate sign-out and cross-coverage documentation skills to the PDs satisfaction
	<input type="checkbox"/>	Direct observation of sign-outs	<input type="checkbox"/>	
Work in a Team Structure	<input type="checkbox"/>	Communication counseling	<input type="checkbox"/>	Satisfactory improvement of evaluation metrics in this area
	<input type="checkbox"/>	Written self-reflection on difficulties with team dynamics	<input type="checkbox"/>	
	<input type="checkbox"/>	Work with mentor regarding team participation	<input type="checkbox"/>	Demonstrate teamwork skills to the PDs satisfaction
	<input type="checkbox"/>	Direct supervision of work rounds by _____	<input type="checkbox"/>	

Summary:

INTERPERSONAL AND COMMUNICATION SKILLS				
Component	Remediation Plan		Goals to Resolve Remediation	
Creation of Therapeutic Relationships with Patients	<input type="checkbox"/>	Solicit ___ patient evaluations focusing on communication skills	<input type="checkbox"/>	No further reports of concern in this regard over the period of this remediation
	<input type="checkbox"/>	Patient survey to assess strengths and weaknesses	<input type="checkbox"/>	
	<input type="checkbox"/>	Mini-CEX in various settings focusing on communication skills	<input type="checkbox"/>	
	<input type="checkbox"/>	Direct observation	<input type="checkbox"/>	Completion of ___ structured observations to the PDs satisfaction
Team Leadership	<input type="checkbox"/>	Written self-reflection of difficulties with team leadership with a plan for improvement	<input type="checkbox"/>	Satisfactory improvement of evaluation metrics in this area
	<input type="checkbox"/>	Communication counseling	<input type="checkbox"/>	
	<input type="checkbox"/>	Direct observation	<input type="checkbox"/>	Completion of ___ structured observations to the PDs satisfaction
	<input type="checkbox"/>	Discuss with supervising faculty at the beginning of a block to enhance feedback	<input type="checkbox"/>	No further reports of concern in this regard over the period of this remediation
<input type="checkbox"/>	Schedule 'buddy call' with a senior resident	<input type="checkbox"/>		
Nursing/Case Manager/ Ancillary Staff Communication	<input type="checkbox"/>	Written self-reflection of difficulties with support service communication with a plan for improvement	<input type="checkbox"/>	Satisfactory improvement of evaluation metrics in this area
	<input type="checkbox"/>	Communication counseling	<input type="checkbox"/>	
	<input type="checkbox"/>	Direct observation	<input type="checkbox"/>	Completion of ___ structured observations to the PDs satisfaction
Presentation Skills	<input type="checkbox"/>	Communication counseling	<input type="checkbox"/>	Satisfactory improvement of evaluation metrics in this area
	<input type="checkbox"/>	Direct observation	<input type="checkbox"/>	Completion of ___ structured observations to the PDs satisfaction
	<input type="checkbox"/>	Practice mock presentations	<input type="checkbox"/>	Completion of ___ mock presentations to the PDs satisfaction
Listening Skills/ Receiving Feedback	<input type="checkbox"/>	Written self-reflection of difficulties with receiving feedback, including a plan for improvement	<input type="checkbox"/>	Satisfactory improvement of evaluation metrics in this area
	<input type="checkbox"/>	Communication counseling	<input type="checkbox"/>	
	<input type="checkbox"/>	Direct observation	<input type="checkbox"/>	Completion of ___ structured observations to the PDs satisfaction

Summary:

PROFESSIONALISM				
Component	Remediation Plan		Goals to Resolve Remediation	
Demonstrate LVHN Core Values (Compassion, Integrity, Collaboration, Excellence)	<input type="checkbox"/>	Review LVHN Core Values with member of Human Resources	<input type="checkbox"/>	No further reports of concern in this regard over the period of this remediation
	<input type="checkbox"/>	Written self-review of difficulties with professionalism	<input type="checkbox"/>	Satisfactory improvement of evaluation metrics in this area
	<input type="checkbox"/>	Fitness for duty evaluation	<input type="checkbox"/>	Satisfactory fitness for duty evaluation
Tardiness/ Absence from Work	<input type="checkbox"/>	Written self-evaluation of poor attendance	<input type="checkbox"/>	Maintain an attendance rate of 100% for the remainder of training (unless excused)
	<input type="checkbox"/>	Time clock	<input type="checkbox"/>	Verification of timeliness by _____
Tardiness/ Absence from Conference	<input type="checkbox"/>	Written self-evaluation of poor attendance	<input type="checkbox"/>	Maintain an attendance rate of ___% for the remainder of training

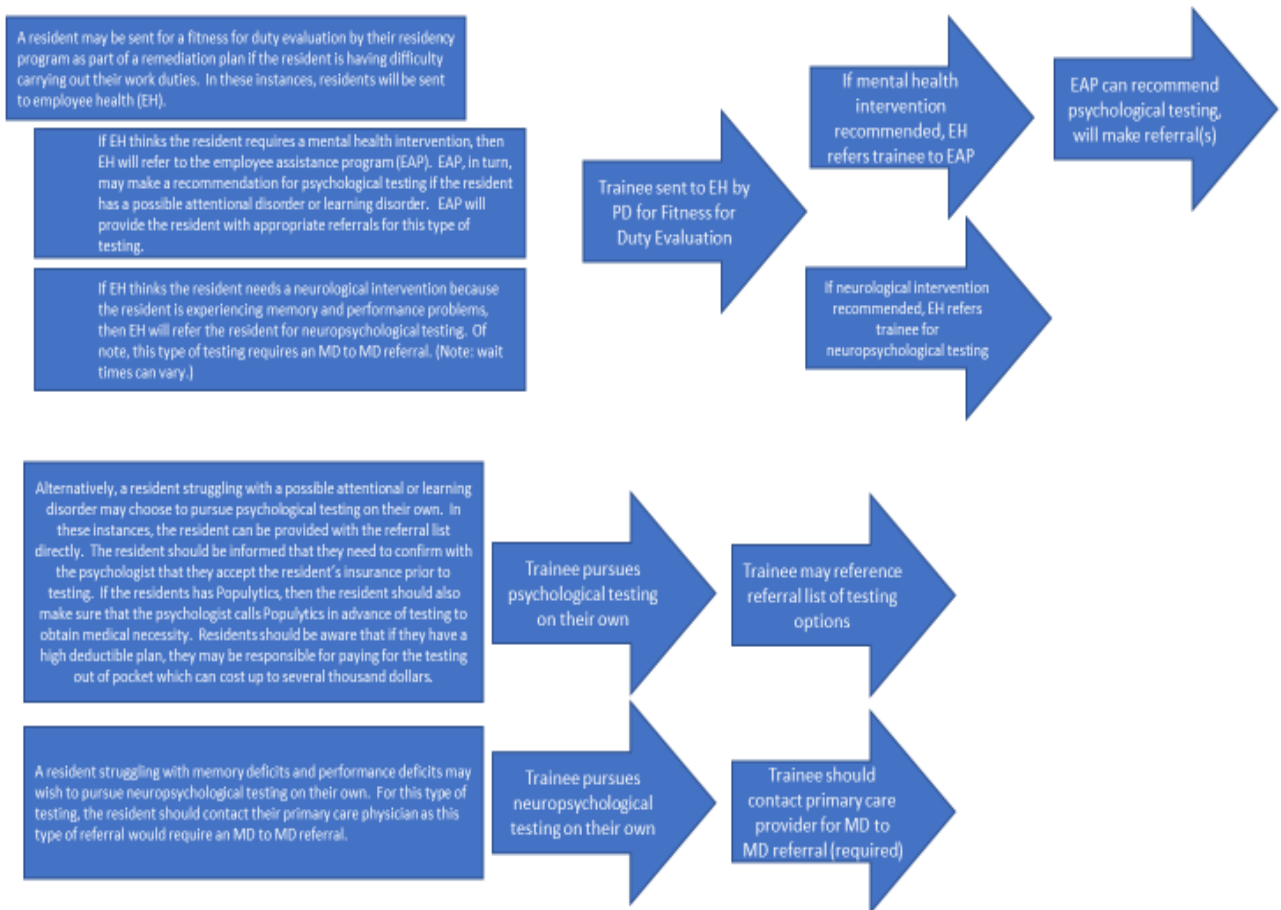
Summary:

SYSTEMS-BASED PRACTICE				
Component	Remediation Plan		Goals to Resolve Remediation	
Understand Interaction of Individual Practice with the Larger System	<input type="checkbox"/>	Written self-evaluation of difficulties with Nursing/Case Manager/Ancillary Staff and plan for improvement	<input type="checkbox"/>	Satisfactory improvement of evaluation metrics in this area
	<input type="checkbox"/>	Review plan for improvement with Nurse/Case Manager/Ancillary Staff and ask for frequent feedback	<input type="checkbox"/>	No further reports of concern in this regard over the period of this remediation
	<input type="checkbox"/>	Spend a day with Nurse/ Case Manager/ Ancillary Staff to improve skills	<input type="checkbox"/>	
Practice Cost-Effective Care	<input type="checkbox"/>	Written summary of cost-effectiveness of evaluation and treatment options for various problems	<input type="checkbox"/>	Complete analysis comparing actual care with care recommended by appropriate medical society guidelines
	<input type="checkbox"/>	Compare randomly selected cases with published clinical guidelines in those diagnoses	<input type="checkbox"/>	
	<input type="checkbox"/>	Review cost-effectiveness of old M&Ms	<input type="checkbox"/>	Completion of ___ cost analyses to the PDs satisfaction
	<input type="checkbox"/>	Analyze selected cost data and develop plan for improvement	<input type="checkbox"/>	
Advocate for Patients within the Healthcare System	<input type="checkbox"/>	Written self-summary of failure to advocate for patients, including a plan for improvement	<input type="checkbox"/>	Satisfactory improvement of evaluation metrics in this area
	<input type="checkbox"/>	Spend a day with Service Excellence Coordinator	<input type="checkbox"/>	
	<input type="checkbox"/>	Fitness for duty evaluation	<input type="checkbox"/>	Satisfactory fitness for duty evaluation
Computing and IT for Patient Care	<input type="checkbox"/>	Computer training	<input type="checkbox"/>	Demonstrate clinical IT skills to the satisfaction of the PD

Summary:

PRACTICE-BASED LEARNING AND IMPROVEMENT				
Component	Remediation Plan		Goals to Resolve Remediation	
Analyze own Practice for Needed Improvements	<input type="checkbox"/>	Written self-reflection on deficiencies, and plan for remediation	<input type="checkbox"/>	Demonstrate acceptance of constructive feedback and an effective plan to improve deficiencies
	<input type="checkbox"/>	Discuss deficiencies with each faculty member overseeing performance	<input type="checkbox"/>	
	<input type="checkbox"/>	Fitness for duty evaluation	<input type="checkbox"/>	Satisfactory fitness for duty evaluation
Use of Evidence from Scientific Studies	<input type="checkbox"/>	Demonstrate ability to generate a clinical question	<input type="checkbox"/>	Written summary of evidence regarding _____ clinical questions
	<input type="checkbox"/>	Demonstrate ability to find evidence-based answers to clinical questions	<input type="checkbox"/>	Routine use of EBM throughout the remainder of training
			<input type="checkbox"/>	Satisfactory improvement of evaluation metrics in this area
Application of Research and Statistical Methods	<input type="checkbox"/>	Review of research methods and techniques	<input type="checkbox"/>	Achieve passing score on an exam testing research methods and techniques +/- statistics
	<input type="checkbox"/>	Demonstrate understanding of basic statistical principles	<input type="checkbox"/>	
Use of IT for Learning	<input type="checkbox"/>	Complete course on computing for learning and search techniques (using accepted medical search engines)	<input type="checkbox"/>	Demonstrate computing skills for learning to the PD's satisfaction
Facilitate Learning of Others	<input type="checkbox"/>	Written self-reflection on difficulties in this area with a plan for improvement	<input type="checkbox"/>	Satisfactory improvement of evaluation metrics in this area
	<input type="checkbox"/>	Communication counseling	<input type="checkbox"/>	
	<input type="checkbox"/>	Direct observation of teaching skills	<input type="checkbox"/>	Completion of ___ structured observations to the PD's satisfaction
	<input type="checkbox"/>	Fitness for duty evaluation	<input type="checkbox"/>	Satisfactory fitness for duty evaluation

APPENDIX D – Example of competency-based tools for remediation



Summary:

Approved By GMEC: January 2022