

Identifying & Addressing Struggling Learners

Knowledge	Attitudes	Skills
e.g. Gaps in knowledge of basic or clinical sciences	e.g. Difficulties with motivation, insight, self-assessment, doctor-patient relations.	e.g. Difficulties with interpreting information, interpersonal skills, technical skills, clinical judgment, or organization of work.
<i>Be sure to identify both challenges <u>and</u> strengths</i>	<i>Attitudinal problems, which are usually manifested by behaviors, are often easy to identify but challenging to address</i>	<i>Skill deficits often overlap with gaps in knowledge. Strengths must be identified as well.</i>
Teacher	Learner	System
e.g. Teachers' perceptions, expectations or feelings; personal experiences or stresses; colleagues' perceptions, expectations or stresses.	e.g. Relevant life history or personal problems, including acute life stresses, learning disabilities, psychiatric illness, or substance abuse; learner expectations and assumptions; learner reactions to identified problems.	e.g. Unclear standards or responsibilities; overwhelming workload; inconsistent teaching or supervision; lack of ongoing feedback or performance appraisal
		Steinert, 2008

From intuition to problem identification

- o What is the problem?
- o Whose problem is it?
- o Is it a problem that must be changed?

From identification to problem definition

- o What is the problem?
- o What is the learner's perception of the problem?
- o What are the learner's perceived strengths and weaknesses?
- o What is the learner's relevant life history?
- o What are the teacher's – and the system's – perceived strengths and weaknesses?
- o How do colleagues perceive the learner?

From definition to intervention

- o What problem are you trying to address?
- o How will you address the identified problem?
- o Who will be involved in the intervention?
- o What is the time frame for the intervention?
- o How will the intervention be evaluated?
- o How will the intervention be documented?
- o How will due process be assured?

Campus Resources

- o Course or clerkship director
- o Campus leadership
 - o Augusta campus
 - o Dr. Kimberly Halbur, Associate Dean of Student & Multicultural Affairs – khalbur@gru.edu
 - o Dr. Andy Albritton, Senior Associate Dean of Curriculum – aalbritton@gru.edu
 - o GRU/UGA Medical Partnership, NE campus: Dr. Barbara Schuster – bschuster@gru.edu
 - o NW campus: Dr. Leonard Reeves – lreeves@gru.edu
 - o SE campus: Dr. Kathryn Martin – katmartin@gru.edu
 - o SW campus: Dr. Granville Simmons – clsimmons@gru.edu
 - o MCG Class Deans:
 - o M1: Dr. Lynnette Bauza – lbauza@gru.edu
 - o M2: Dr. Greer Falls – gfalls@gru.edu
 - o M3: Dr. Eric Lewkowiez – elewkowiez@gru.edu
 - o M4: Dr. Stewart Shevitz – sshevitz@gru.edu
- o Additional GRU Resources
 - o Supplemental Instruction Program (SIP) – Peer Tutoring
 - o Alexis L. Rossi - arossi@gru.edu
 - o Student Health Services – studenthealth@gru.edu
 - o Counseling Center – counseling@gru.edu
 - o Disability & Testing Services
 - o Angie Baker – akitchens@gru.edu

When determining which resource to refer students to or for you as a faculty member to go to for more information, it is a good idea to start local first. Additionally, using the general guide below may help you determine the most appropriate resource.

Learner Issue	Resources
Academic Difficulty	Course Director, Class Dean, SIP
Learning Disability	Disability & Testing Services, Course Director, Class Dean, SIP
Personal Issues	Class Dean, Counseling Center, Student Health Services, Course Director
Stress/Anxiety	Class Dean, Counseling Center, Student Health Services
Medical/Health	Student Health Services, Class Dean
Professionalism	Class Dean, Course Director, Campus Leadership
Leave of Absence	Class Dean, Campus Leadership, Course Director