

Instructions for using Resident Remediation Forms

These forms are saved as Microsoft Word (2003) Template files and are “locked” to allow you to fill in the form fields only. In case you are not familiar with these features in Word:

Template Files:

1. These files have the extension “.dot” which indicates that they are template files. If you would rather, you can change the extension to “.doc” and they will function as regular MS Word files.
2. If you double click them, they will open into a new document. When you attempt to save this document, it will force you to rename it (thus saving the original blank version to be used again).
3. You can add them to your installed templates in MS Word. You do this by:
 - a. Find your template folder (Note: *Username* is your Windows login name)
 - i. Windows XP, Windows 2000
 - C:\Documents and Settings*Username*\Applications\Microsoft\Templates
 - ii. Microsoft Windows 95, Microsoft Windows 98, or Microsoft Windows Millennium Edition (Me)
 - C:\Windows\Application Data\Microsoft\Templates\ (or)
 - C:\Windows\Profiles*Username*\Application Data\Microsoft\Templates
 - b. Create a new folder in the Templates folder, and call it “Remediation” (or whatever you would like)
 - c. Open the remediation folder, and copy the 8 template files into it.
4. To use them, in Word choose File > New, then on the right pane choose “On My Computer” under templates. “Remediation” should now be a tab heading, and the 8 templates will be visible once you click on the Remediation tab.

Form Fields:

1. I have locked the templates such that you will only be able to enter information into the grey boxes. If you want to edit the actual form itself, you should:
 - a. Open the template
 - b. Choose Tools > Unprotect document (There is no password)
2. You will now be able to edit the entire document.
3. If you want to add a check box, the easiest way to do so is to copy one from the form and paste a new one in.
4. To re-protect the document:
 - a. Choose Tools > Protect Document
 - b. Choose “Limit editing to filling in forms”
 - c. Choose “Start Enforcement”
 - d. Leave the password blank.

INTERPERSONAL AND COMMUNICATION SKILLS

Component	Remediation Plan	Goals to resolve Remediation
Creation of therapeutic relationship with patients	<input type="checkbox"/> Solicit patient evaluations focusing on communication skills. <input type="checkbox"/> CEX in various settings focusing on communication skills. <input type="checkbox"/> Patient survey to assess strengths and weaknesses.	<input type="checkbox"/> No further reports of concern in this regard over the period of this remediation. <input type="checkbox"/> Demonstration of satisfactory communication skills in a CEX to the Program Director's satisfaction.
Team Leadership	<input type="checkbox"/> Review this concern with Mentor <input type="checkbox"/> Written self review of difficulties with team leadership, and a plan for improvement. <input type="checkbox"/> Communications Counseling <input type="checkbox"/> Discuss this issue with supervising faculty or residents at the beginning of a block to enhance feedback. <input type="checkbox"/> Schedule "Buddy call" with a senior resident.	<input type="checkbox"/> Satisfactory improvement of evaluation metrics in this area <input type="checkbox"/> No further reports of concern in this regard over the period of this remediation. <input type="checkbox"/> Demonstrate team leadership skills to the Program Director's satisfaction.
Nursing/CRC/SW communication	<input type="checkbox"/> Review this concern with Mentor <input type="checkbox"/> Written self review of difficulties with support service communication, and a plan for improvement. <input type="checkbox"/> Communications Counseling	<input type="checkbox"/> Satisfactory improvement of evaluation metrics in this area. <input type="checkbox"/> No further reports of concern in this regard over the period of this remediation.
Presentation Skills	<input type="checkbox"/> Review this concern with Mentor <input type="checkbox"/> Written self review of difficulties with support service communication, and a plan for improvement. <input type="checkbox"/> Communications Counseling <input type="checkbox"/> Practice mock presentations with Mentor, counselor, or CMR	<input type="checkbox"/> Satisfactory improvement of evaluation metrics in this area. <input type="checkbox"/> Demonstrate satisfactory completion of a mock presentation. <input type="checkbox"/> Demonstrate satisfactory completion of a real presentation.
Handoff skills	<input type="checkbox"/> Chart review of signouts, noting extraneous information, omissions, inaccuracies, legibility, etc (Self or Mentor) <input type="checkbox"/> Observed signouts by CMR, Mentor, or PD. <input type="checkbox"/> Review with mentor the indications for reporting cross cover issues to the primary team.	<input type="checkbox"/> Chart review of signouts by Program Director. <input type="checkbox"/> Demonstrate accurate signout and cross cover documentation skills to the Program Director's satisfaction
Listening Skills / receiving feedback	<input type="checkbox"/> Communication Counseling <input type="checkbox"/> Written self review of difficulties with receiving feedback, and a plan for improvement. <input type="checkbox"/> Review this issue with each evaluator	<input type="checkbox"/> No further reports of concern in this regard over the period of this remediation.
Summary		

MEDICAL KNOWLEDGE

Component	Remediation Plan	Goals to resolve Remediation
Investigatory and Analytical Thinking	<input type="checkbox"/> Review basic Research Techniques <input type="checkbox"/> Learning Disability Testing / Evaluation	<input type="checkbox"/> Demonstrate effective Analytical Thinking skills to the satisfaction of the Program Director
Knowledge and Application of Basic Sciences	<input type="checkbox"/> Develop reading plan with mentor <input type="checkbox"/> Board Review course recommended <input type="checkbox"/> Mandatory enrollment in ITE structured reading program	<input type="checkbox"/> Pass USMLE Step III <input type="checkbox"/> Score above a pre-set minimum score on the NBME IM shelf exam or other exam testing level appropriate Medical Knowledge <input type="checkbox"/> Satisfactory improvement in evaluation metrics in this area.
Summary		

PATIENT CARE

Component	Remediation Plan	Goals to resolve Remediation
Caring and respectful behaviors	<input type="checkbox"/> Communication Counseling <input type="checkbox"/> Journaling <input type="checkbox"/> Solicit feedback from coworkers and colleagues regarding this issue	<input type="checkbox"/> No further reports of concern in this regard over the period of this remediation. <input type="checkbox"/> Satisfactory improvement of evaluation metrics in this area
Interviewing	<input type="checkbox"/> Communication Counseling <input type="checkbox"/> Full CEX examinations <input type="checkbox"/> Monitored outpatient interviewing during continuity clinic (video)	<input type="checkbox"/> Satisfactory completion of structured CEX's <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 <input type="checkbox"/> Chart reviews of own cases <input type="checkbox"/> ACP Cases <input type="checkbox"/> Script Concordance Testing <input type="checkbox"/> Work with mentor <input type="checkbox"/> Direct supervision of work rounds (CMR) <input type="checkbox"/> Shadow rotation (no credit) <input type="checkbox"/> Shared call / supervised call	<input type="checkbox"/> Completion of essay type level appropriate case scenarios to the Program Director's satisfaction. <input type="checkbox"/> Completion of script concordance case scenarios to the Program Director's satisfaction. <input type="checkbox"/> Demonstrate ability to deliver clinical care with level appropriate supervision, to the Program Director's satisfaction. <input type="checkbox"/> Satisfactory improvement of evaluation metrics in this area
Counseling Patients & Families	<input type="checkbox"/> Practice counseling sessions with mentor.	<input type="checkbox"/> Demonstrate satisfactory counseling skills (avoiding jargon, explaining clearly, answering questions appropriately) in a mock counseling exercise.
Physical Exam	<input type="checkbox"/> Review textbook of Physical Exam Skills <input type="checkbox"/> CEX examinations focusing on physical exam skills <input type="checkbox"/> Physical Exam Skill rotation	<input type="checkbox"/> Score above a pre-set minimum score on an exam testing Physical Exam findings. <input type="checkbox"/> Demonstrate satisfactory physical exam skills in CEX's <input type="checkbox"/> Demonstrate ability to complete a physical exam to the Program Director's satisfaction
Procedures	<input type="checkbox"/> Review textbook of procedure indications, techniques, and complications. <input type="checkbox"/> CEX examinations focusing on procedure skills. <input type="checkbox"/> Simulation Center	<input type="checkbox"/> Score above a pre-set minimum score on an exam testing procedure indications, techniques, and complications. <input type="checkbox"/> Demonstrate ability to perform procedures in a clinical setting to the Program Director's satisfaction.
Accurate Notes	<input type="checkbox"/> Chart review of notes in various settings, noting extraneous information, omissions, inaccuracies, legibility, etc. (Self or Mentor) <input type="checkbox"/> Chart review of notes to determine whether care delivered is reflected in the documentation (Self or Mentor) <input type="checkbox"/> Full CEX, with review of documentation	<input type="checkbox"/> Demonstrate accurate documentation skills in a CEX to the Program Director's satisfaction. <input type="checkbox"/> Demonstrate accurate documentation skills in random chart review of notes to the Program Director's satisfaction. <input type="checkbox"/> Demonstrate complete notes for each patient encounter
Signouts	<input type="checkbox"/> Chart review of signouts, noting extraneous information, omissions, inaccuracies, legibility, etc (Self or Mentor) <input type="checkbox"/> Review with mentor the indications for reporting cross cover issues to the primary team. <input type="checkbox"/> Observed signouts by CMR, PD, or Mentor.	<input type="checkbox"/> Chart review of signouts by Program Director. <input type="checkbox"/> Demonstrate accurate signout and cross cover documentation skills to the Program Director's satisfaction
Work within a team	<input type="checkbox"/> Written self reflection on difficulties with team dynamics <input type="checkbox"/> Communications Counseling <input type="checkbox"/> Work with Mentor regarding team participation. <input type="checkbox"/> Direct supervision of work rounds (CMR).	<input type="checkbox"/> Satisfactory improvement of evaluation metrics in this area <input type="checkbox"/> Demonstrate teamwork skills to the Program Director's satisfaction.
Summary		

PRACTICE BASED LEARNING

Component	Remediation Plan	Goals to resolve Remediation
Analyze own practice for needed improvements	<input type="checkbox"/> Written self reflection on deficiencies, and plan for improvement <input type="checkbox"/> Fit for duty evaluation <input type="checkbox"/> Discuss deficiencies with each faculty member overseeing my performance.	<input type="checkbox"/> Demonstrate acceptance of constructive criticism, and an effective plan to improve deficiencies
Use of evidence from scientific studies	<input type="checkbox"/> Written summary of evidence regarding clinical questions <input type="checkbox"/> Textbook review of EBM, including answering questions at end of chapter.	<input type="checkbox"/> Written summary of evidence regarding clinical questions <input type="checkbox"/> Regular use of EBM throughout the remainder of training <input type="checkbox"/> Satisfactory improvement in evaluation metrics in this area.
Application of research and statistical methods	<input type="checkbox"/> Textbook review of research methods and techniques	<input type="checkbox"/> Score above a pre-set minimum score on an exam testing research methods and techniques.
Use of information technology for learning	<input type="checkbox"/> Library courses regarding computing for learning and search techniques.	<input type="checkbox"/> Demonstrate computing skills for learning to the Program Director's satisfaction.
Facilitate learning of Others	<input type="checkbox"/> Written self reflection on difficulties in this area, and plan for improvement <input type="checkbox"/> Communication counseling <input type="checkbox"/> Fit for duty evaluation	<input type="checkbox"/> Satisfactory improvement in evaluation metrics in this area.
Summary		

PROFESSIONALISM

Component	Remediation Plan	Goals to resolve Remediation
<div style="display: flex;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 5px;">DHMC Code of Professional Conduct</div> <ul style="list-style-type: none"> <input type="checkbox"/> Respect for persons <input type="checkbox"/> Respect for patient confidentiality <input type="checkbox"/> Honesty, Integrity <input type="checkbox"/> Responsibility for patient care <input type="checkbox"/> Awareness of limitations, Professional growth <input type="checkbox"/> Deportment as a professional <input type="checkbox"/> Avoiding conflicts of interest <input type="checkbox"/> Responsibility for peer behavior <input type="checkbox"/> Respect for personal ethics <input type="checkbox"/> Respect for property and laws <input type="checkbox"/> Integrity in research <input type="checkbox"/> Clinical Virtues <input type="checkbox"/> Conscientiousness <input type="checkbox"/> Collegiality <input type="checkbox"/> Personal Health <input type="checkbox"/> Objectivity <input type="checkbox"/> Responsibility to Society </div>	<ul style="list-style-type: none"> <input type="checkbox"/> Review DHMC Code of Professional Conduct with Mentor <input type="checkbox"/> Written self review of difficulties with professionalism <input type="checkbox"/> Make amends with those injured by unprofessional behavior <input type="checkbox"/> Fit for Duty evaluation <input type="checkbox"/> Mandatory psychological counseling 	<ul style="list-style-type: none"> <input type="checkbox"/> No further reports of concern in this regard over the period of this remediation. <input type="checkbox"/> Satisfactory improvement of evaluation metrics in this area.
Attendance	<input type="checkbox"/> Written self evaluation of poor attendance at required conferences	<input type="checkbox"/> Maintain an attendance rate of % for the remainder of training
Summary		

REMEDICATION FOLLOW-UP REPORT

Resident Name:

Date of Follow-up:

Date of Original Remediation:

Narrative Summary of Remediation:

Outcome of Remediation:

- Remediation satisfactorily completed, resident returned to regular status. No further follow up planned unless further concerns arise.
- Remediation satisfactorily completed, resident 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 month(s).
- Unsatisfactory achievement in the Remediation plan. The resident will be placed on Probation and a Probation Plan is attached.
- Resident has resigned from the program.
- Unsatisfactory achievement in the Remediation Plan. The resident has been terminated from the program.

REMEDICATION REPORT

Date:

Author:

Resident Name:

Narrative Summary:

Competencies Involved in this Remediation:

- Medical Knowledge
- Patient Care
- Interpersonal and Communication Skills
- Professionalism
- Practice Based Learning
- System Based Practice

Time Frame for this Remediation: Month(s)

Mentor for this Remediation:

Occupational Medicine: Mandatory Fit for Duty evaluation
 Optional evaluation recommended
 Illicit substances testing
 Not Recommended

Review remediation issues
with evaluating: Faculty
 Supervising residents
 None

Psychological Counseling: Referred to Employee Assistance
 Resident already has ongoing support
 Not Recommended

Promotion Plan: Promote / Graduate on cycle
 Re-evaluate at end of time frame
 Extend current PGY training by blocks
 Consider retroactive PGY- credit at next assessment
 Complete current contract without renewal

Fair Hearing: GME Fair Hearing policy given to resident

Signed: _____

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 working with RN / CRC / MSW and plan for improvement. <input type="checkbox"/> Review this concern with Mentor <input type="checkbox"/> Review plan for improvement with RN / CRC / MSW and ask for frequent feedback. <input type="checkbox"/> Elective with RN / CRC / MSW to improve skills.	<input type="checkbox"/> Satisfactory improvement of evaluation metrics in this area <input type="checkbox"/> No further reports of concern in this regard over the period of this remediation.
Practice Cost Effective Care	<input type="checkbox"/> Chart reviews, including costs of care <input type="checkbox"/> Review this concern with mentor <input type="checkbox"/> Written summary of cost effectiveness of evaluation / treatment options for various problems <input type="checkbox"/> Review cost effectiveness of old M & M cases	<input type="checkbox"/> No further reports of concern in this regard over the period of this remediation.
Advocate for patients within the health care system	<input type="checkbox"/> Written self summary of failure to advocate for patients and plan for improvement <input type="checkbox"/> Make amends with those injured by personal actions or inactions <input type="checkbox"/> Review this issue with mentor <input type="checkbox"/> Fit for duty evaluation	<input type="checkbox"/> No further reports of concern in this regard over the period of this remediation.
Computing and IT for patient care	<input type="checkbox"/> Computing training	<input type="checkbox"/> Demonstrate clinical computer skills to the satisfaction of the Program Director
Summary		