

Supplemental Digital Appendix 1

Framework for the Semi-Structured Interview Conducted by a Remediation Specialist at Intake of a Learner, Remediation Program at the University of Colorado School of Medicine

Introduction: Thanks for meeting with me. Let me tell you a little bit about myself. I am a [specialty] doctor here at the university and I work with students and residents who are either struggling or would benefit from a more individualized learning plan. Because of this role, I am here to help you and be your advocate. I will therefore not grade, evaluate or make promotion decisions regarding your education. My role is also help with communication and transparency, so I will let you know what I hear and with whom I speak.

Referral: You were referred to the remediation team by X, because academic performance concerns were raised on your X rotation. Before we review the concerns, I would like to ask you a few questions.

Inquiry:

- Why do you think you were referred to the remediation team?
- Tell me more specific details about the difficulties, including a few example scenarios.
- How have you performed on recent and remote standardized exams relative to the mean and minimum passing score?
- Are you having any difficulty with performing physical exams or doing procedures?
- Would you say you struggle with clinical reasoning or applying your medical knowledge?
- Do you have difficulty with organization? Do you have a system for getting through your tasks?
- Do you find yourself arriving earlier and leaving later than your peers?
- How do you relate to your peers, faculty, and health care team? Do you find yourself in conflict with others?
- Have you struggled with communication skills?
- Do you have difficulty getting to work on time? Have you been absent or unprepared? Have others complained about your behavior?
- Do you have difficulty accepting feedback?
- How often are you able to reflect on your strengths and weakness, set your own learning goals and then seek resources for improvement?
- Do you struggle working within an interdisciplinary team and the greater health care system?
- Do you have a documented learning disability? If yes, what would you like to share about that disability?

- Are you struggling with depression, anxiety, substance abuse, stress outside of work, or any other mental or physical health problem?

Follow-up: Based on positive responses to the inquiry questions, additional information is collected on the time course of the problem, the specific situations that the problems occurred, solutions attempted, and learner's insight into the problem.

Open time: The learner has the opportunity to add any additional information and communicate his or her concerns. The remediation specialist often answers questions based on historical experience with others who have been in remediation.

Supplemental Digital Figure 1

Percentage of 151 learners with each type of deficit by gender, University of Colorado School of Medicine remediation program, 2006–2012. Deficits in communication ($P = .01$) and mental well-being ($P = .06$) were more common in the men referred to the program.

