**Instructor Guide**

**Dealing with Difficult Learners**

**Background**

It only takes one learner demonstrating difficult behavior to affect the educational experience of all of the learners present. Instructors faced with difficult learner behaviors can utilize structured interventions to address the situation.

**Educational Objectives**

* Identify types of disruptive learner behaviors
* Consider possible etiologies of disruptive behavior
* Discuss for approaches to address disruptive learners and help them improve

**Resource Files**

1. Dealing with Difficult Learners
   1. This didactic reviews strategies to address difficult adult learners
2. Summary handout
   1. This document provides a summary for the teaching points of the module

**Total Module Duration**

40 minutes

**Required Resources**

Computer capable of running Powerpoint

**Description of Module**

Intended Audience: This module was developed for EM residents at any level of training and attending physicians

**Conclusions**

* It only takes one learner demonstrating difficult behavior to affect the educational experience of all the learners present
* Consider that there may be several underlying causal factors that need to be addressed simultaneously or consecutively.
* Addressing disruptive behavior without forethought can provoke escalation of the disruptive behavior
* Standardized techniques can help instructors to address disruptive behavior

**References**

1. Chen, H.C., et al., *The Health Professions Education Pathway: Preparing Students, Residents, and Fellows to Become Future Educators.* Teach Learn Med, 2017. 29(2): p. 216-227.
2. Dobmeier, R. and J. Moran, *Dealing with disruptive behavior of adult learners.* New Horizons in Adult Education and Human Resource Development, 2008. 22(2): p. 29-54.
3. Hendricson, W.D. and J.H. Kleffner, *Assessing and helping challenging students: Part One, Why do some students have difficulty learning?* J Dent Educ, 2002. 66(1): p. 43-61.
4. Hicks, P.J., et al., *To the point: medical education reviews--dealing with student difficulties in the clinical setting.* Am J Obstet Gynecol, 2005. 193(6): p. 1915-22.
5. Langlois, J.P. and S. Thach, *Managing the difficult learning situation.* Fam Med, 2000. 32(5): p. 307-9.
6. Langlois, J.P. and S. Thach, *Preventing the difficult learning situation.* Fam Med, 2000. 32(4): p. 232-4.
7. McKeon, B.A., et al., *A Consensus Guideline to Support Resident-as-Teacher Programs and Enhance the Culture of Teaching and Learning.* Journal of Graduate Medical Education, 2019. 11(3): p. 313-318.
8. Rudolph, J.W., et al., *Debriefing with good judgment: combining rigorous feedback with genuine inquiry.* Anesthesiol Clin, 2007. 25(2): p. 361-76.
9. Samuel, A. and A. Konopasky, *Creating supportive learning environments: The role of the medical educator.* Clin Teach, 2021.
10. Schnapp, B.H., et al., *An Interactive Session to Help Faculty Manage Difficult Learner Behaviors in the Didactic Setting.* MedEdPORTAL, 2018. 14: p. 10774.
11. *Seven Rules of handling Difficult Students*. Available from: <https://www.smartclassroommanagement.com/2011/04/23/7-rules-of-handling-difficult-students/>.