

Case 22

Takes a leadership approach that does not delegate because he/she wants to support their interns

It is July, and you are on service with a team of brand new seniors, interns, and students. You spoke to the seniors before you joined the team, and they emphasized that a key non-patient care goal for them was to establish a positive and supportive learning environment. You have noticed that everyone on the team is excited and eager to be engaged in patient care and learning. The team dynamic is very positive. The patient load has been manageable, but enough to challenge the team, and the team has handled it well on most days. Most patient care tasks are getting done efficiently and effectively, more than you would expect for a new set of interns.

While giving feedback to your interns at the end of your first week of service (their third) you find out that the seniors have been completing most of the practical tasks of service, including writing orders, calling consults, completing the signout, and putting in discharge orders. The interns are appreciative, but they feel as though they are not learning the skills needed to be an effective intern during the rest of the year. Two of the interns note that they have asked for more responsibility, but they have not received it. This prompts you to realize the seniors are most flustered on clinically busy/high volume days, making the team inefficient. That the days when the team is most inefficient are the busy ones. You also note that the seniors often respond to your calls about patient care issues by saying they will “get right on it”. You assumed that meant they would tell the intern to manage it, but now you realize that they have been being both the seniors and the interns.

You are giving feedback to the seniors individually, but this is feedback that will be included for both.

Author: BF

Feedback Script

Case 22 – Does not delegate because he wants to support interns

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| <p>Step 1: Action Identify the Trigger Behavior</p> <ul style="list-style-type: none"> • <i>Describe specific examples</i> | <ul style="list-style-type: none"> • Your seniors have been managing the practical tasks of the interns <ul style="list-style-type: none"> ○ They have been writing all admission and discharge orders ○ They have been calling all consults and updating the signout • At times their decision to do all the work has made them seem overwhelmed on the few times the service has been very busy or when one senior is in clinic |
| <p>Step 2: Subcompetency Identify Milestone-based correlation</p> <ul style="list-style-type: none"> • <i>Correlate behavior to milestone/EPA anchor</i> | <p>PC2: Level 2: organizes the care of a few patients with efficiency, with increased patient load leading to inefficiency, even in the context of having a team to utilize for support</p> <p>PBLI4: Level 2: dependent on external sources of feedback with little to no behavioral change; in this case the interns have been providing feedback “up” to the senior without response</p> <p><i>Note:</i> <i>In this case the residents’ actions are also impacting the ability of the interns to develop in PC2, PC3, PC5</i></p> |
| <p>Step 3: Evidence Target High Yield Feedback Points</p> <ul style="list-style-type: none"> • <i>Real issue behind behavior</i> • <i>Identify impact of behaviors</i> | <ul style="list-style-type: none"> • Focuses on the need for a supportive learning environment over the need to develop interns’ skills • Does not ask for help when overwhelmed • Does not respond to feedback from interns as they continue to prioritize support over learning • Ultimate impact is on the patients if the team gets overwhelmed, but nearly as important is the impact on the development of the interns who are not getting to develop skills in patient care |

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| <p>Step 4: Script Create Brief Script</p> <ul style="list-style-type: none"> • <i>No more than 3-4 sentences</i> • <i>Neutral language</i> • <i>Focus on behaviors and actions</i> | <p>Though you have established a really supportive environment for your team, you have done so at the expense of the interns getting to learn how to provide patient care. You write their orders, complete the signout, and discharge patients for them. If this continues, they will finish one of their inpatient months with no improvement in skills. In addition, by taking on the job of three interns, as well as your own roles, you have sacrificed efficiency in patient care when we are busy, and at such times you seem overwhelmed, which can affect the team morale. Finally, I think it is important for you to listen to your interns when they ask to do more. You created such a great environment for your team, now let them help add to that.</p> |
| <p>Step 5: Strategy Describe Possible Plan for Improvement</p> <ul style="list-style-type: none"> • <i>Create 1-2 specific methods for improvement</i> | <ul style="list-style-type: none"> • Start by meeting with the interns today to create a collaborative decision on what their learning priorities are for the next week <ul style="list-style-type: none"> ○ Create a transition plan for when you will give them responsibilities for all mentioned tasks ○ Ask for their feedback on other areas of team function • Consider “running the list” after rounds or after noon conference to assign tasks to the interns and students <ul style="list-style-type: none"> ○ Only check in with them; don’t do the task |