Case 9
Not responsive to feedback due to limitations accepting the feedback

You have recently joined your institution as a pediatric hospitalist and are meeting most of the residents for the first time. It is October, and you are on service with a team of residents you have yet to work with. It has been a very busy ward week, and overall the team has remained positive and engaged, though there have been days when they seemed overwhelmed and things were missed.

It is nearing the end of your service week and you are arranging time with the team members to sit down and give feedback. When you get to Maya, a 3rd year resident, she isn't forthcoming with times that would work and states on multiple occasions that she is busy and needs to get tasks done. You are finally able to set up a time to meet with Maya to give feedback. As you are reflecting on the week in preparation for the feedback session, you note that she hasn't been responsive to feedback on multiple occasions. Maya overall is a strong resident and most of the time her clinical judgment and management plan coincide with yours. However, there were a few occasions when they differed. For example, with a 4mo patient with fever, you discussed appropriate work up based on history. With the next fever spike, she reverted back to her original plan instead of the one you discussed. When going through the plan again, she was not interested in 'why' and instead sought reassurance that the right steps were taken. You are hoping to address this during your upcoming feedback session.

Feedback Script
Case 9 – Not responsive to feedback

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Step 1: Action
Identify the Trigger Behavior
• *Describe specific examples*
	• Avoidance of feedback
	    -Ex: pushing back feedback session with attending
	• Not incorporating feedback into practice
	    -Ex: Not re-developing management plans based on feedback

Step 2: Subcompetency Identify Milestone-based correlation • *Correlate behavior to milestone/EPA anchor*	• PBLI1: Level 2: focuses on 'can do vs. can't do' instead of how well and how you can improve (sought reassurance on right steps, not interested in the why) • PBLI4: Level 2: Listens, but takes away only what they want to hear, and there isn't a behavior change associated with feedback • PROF4: Level 2-3: Weaknesses seen as having negative impact on evaluations so only seeks help with external prompts; may recognize limits but seeks autonomy as key to profession with inhibits help seeking behaviors
Step 3: Evidence Target High Yield Feedback Points • *Real issue behind behavior* • *Identify impact of behaviors*	• Avoidance of feedback session by saying busy and not prioritizing this over other tasks • Not incorporating feedback (even in form of teaching session) into daily patient care/management • When given feedback, not exploring how to improve or the 'why' • Real issue: not valuing feedback/worried about feedback • Impact: your learning and development as a physician as you enter into your own practice, as well as over the course of your career

Step 4: Script Create Brief Script • *No more than 3-4 sentences* • *Neutral language* • *Focus on behaviors and actions*	You are a clinically competent and high functioning senior resident and during this busy week, you have led your team well. I would like to discuss our feedback sessions and incorporation of the feedback. During this week, we discussed management plans and what we discussed was not incorporated into the plan. If something wasn't clear, I am more than happy to rediscuss the rationale or discuss things that you may not agree with. I also noticed that when trying to plan this feedback session, it was hard to schedule with you, and I wanted to discuss further to see if there was any reason you may have been hesitant to meet. Being a senior resident is hard and there is always learning and improving involved. How can we work through this together to make it better?
Step 5: Strategy Describe Possible Plan for Improvement • *Create 1-2 specific methods for improvement*	1. At the beginning of the week, schedule a feedback session with the attending and make sure you are available during that time 2. When feedback is given, verbalize one way you will incorporate into your practice and demonstrate it the next day 3. Self-reflection on the feedback and how to incorporate it.