

Case 2: General Pediatric Clinic

Scenario

You are working with a second-year resident in continuity clinic. She is just come back from seeing a six week-old boy who comes in today because of increased “gassiness.” She provides a very detailed history of the formula feeding. Mom recently switched to a soy formula, but has not noticed any improvement. Mom is frustrated, but denies depression or anxiety. Mom tells your resident that she was recently made aware of a “low allergen” formula and would like to try this next. Overall, the child is growing well, at the 25th percentile for weight and length. Your resident’s differential is broad, including colic and possible formula intolerance. She proposes a formula change to “see if it will help,” and because mom would like to do this.

Action points for discussion:

1. Your resident does a good job interacting with patients and families, but does tend to run behind. You’ve been trying to work with her on increasing efficiency, but she does get bogged down in the details, as she did today. How can you provide suggestions for improvement?

| | Autonomy | Competence | Relatedness |
|---|----------|------------|-------------|
| Potential barriers intrinsic to learner preventing teacher from facilitating initiative | | | |
| Potential barriers from the environment or teacher to facilitating learner initiative | | | |
| Ways to navigate barriers/encourage learner initiative | | | |

2. You are skeptical about whether a formula change will make a difference for this infant. However, you see this as a “low stakes” decision and would like to use it to foster resident initiative. What’s the best way to do this?

| | Autonomy | Competence | Relatedness |
|---|----------|------------|-------------|
| Potential barriers intrinsic to learner preventing teacher from facilitating initiative | | | |
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3. How would you go about challenging your learner to grow in knowledge and skills?

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|---|----------|------------|-------------|
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| Ways to navigate barriers/encourage learner initiative | | | |