

Case 3: Subspecialty

Scenario

You are a subspecialty attending in outpatient clinic working with a second year resident. Prior to starting the rotation the resident was given a list of learning objectives and readings about your specialty. The resident has just seen a typical patient for your field (ie joint pain/arthritis) and has come out of the room to present their findings and exam.

Action points for discussion:

1. The resident presented the case, but had trouble determining what information and history was most important.

	Autonomy	Competence	Relatedness
Potential barriers intrinsic to learner preventing teacher from facilitating initiative	--Hard to make decisions without the proper knowledge --May assume that can't have role in making decisions in subspecialty care --Prior subspecialty clinics didn't allow/expect to voice opinions	--resident didn't read the material --Too much material --Material too narrow/nuanced	--Resident thought wouldn't matter to read because doesn't know clinician --May have sensed family expected attending/was surprised to see resident --May be intimidated by family --May have no interest in topic --May be burned out from other rotation, wanting to recover
Potential barriers from the environment or teacher to facilitating learner initiative	--Attending doesn't expect learner to contribute decisions --limited time for resident to present decisions to attending	--Difficult disease process --Lengthy past history --new history and exam elements --Limited clinic time to get information	--Attending doesn't know resident, thus no prior trust established --Different attending each day in subspecialty clinic
Ways to navigate barriers/encourage learner initiative			

2. After discussing the clinical presentation the resident stops and stares at you blankly.

	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			

3. Halfway through the resident is doing much better understanding “typical” cases and presentations along with developing an appropriate work-up/treatment. The resident requests feedback for current performance along with ways they can continue to improve.

	Autonomy	Competence	Relatedness
Ways to navigate barriers/encourage learner initiative			