Case 1: A strong PGY3 resident comes to your office because of concerns about an intern. She reports that both she and her co-senior (a PGY2 resident) have noted that the intern has acted aggressively towards nurses. They are also concerned that a family fired the intern from continuing to care for their child, and they report that although he will listen to the PGY3 resident, he is often dismissive towards the PGY2 resident. Additionally, he seems to have difficulty appropriately assessing patients with acute needs. The PGY3 resident is less concerned about his medical knowledge since it is only the second month of intern year, but is not sure how to talk to the intern about his attitude. When you speak with the intern, he reports he thinks things are going very well. When asked about being aggressive with the nurses, he reports he was making sure an antibiotic was dosed on time, since he had been previously reprimanded by an attending due to a delay in antibiotics on another patient. At his medical school, it was common that to get things done, residents would either have to push the nurses or do things themselves. Concerning the family that fired him as a physician, he reports other colleagues also had issues with the family. In terms of his interactions with the PGY2, he reports that she is quiet and his personality simply gels better with the PGY3. What, if any, concerns do you have in this situation? How might you help this intern and/or seniors?

1) Gather Data:
   a. What information do you have? How valid/valuable is the information?
   b. What other information would you like to have?
   c. How insightful is the resident about her issues?

2) Identify Problems:
   a. What are the problems?
   b. In which domains of learning/performance are the problems?

3) Develop Solutions:
   a. What are your resources?
   b. What is the specific remediation plan for this resident or crisis solution for the problem at hand? How will you measure success/failure?
Case 2: You have a current intern in your program who has a chronic illness that is not well controlled. This necessitates frequent doctor’s visits, absences from her rotations, and call coverage by other interns. You frequently hear about these appointments at the last minute. When you ask the resident why she waits so long to tell you about them, she says that she makes them in advance but forgets to let you know. She reports to you that she is finding it difficult to keep up with the demands of residency. She normally sleeps 4 hours each night, but since starting her night-shift rotation she has found it difficult to alter her sleeping pattern and has been sleeping even less.

1) Gather Data:
   a. What information do you have? How valid/valuable is the information?
   b. What other information would you like to have?
   c. How insightful is the resident about her issues?

2) Identify Problems:
   a. What are the problems?
   b. In which domains of learning/performance are the problems?

3) Develop Solutions:
   a. What are your resources?
   b. What is the specific remediation plan for this resident or crisis solution for the problem at hand? How will you measure success/failure?
Case 3: It is your second week of chief year and your first week as the on-call chief. You receive a phone call from a PGY2 resident who is distraught because her grandfather recently passed away in Chile unexpectedly and her family is now trying to buy her a ticket to get to Chile to attend the funeral services. She is devastated by the loss because it is so unexpected. She is currently on a q4 call system in the NICU and is scheduled to be on call tomorrow. She wants to know if she can go to Chile for the funeral, and keeps telling you that she will be okay if she cannot, but continues to ask you if there is a way for her to go. She needs to know within the next two hours, so that her family can purchase her flight ticket. Your first reaction is to say that of course she can go. However, in the back of your mind, you are wondering how you will arrange coverage for her calls and for how long she will be gone. Graduation is in two days, and your sick call coverage at the moment consists of all graduating residents. You consider how you can support this resident and also arrange appropriate coverage.

1) Gather Data:
   a. What information do you have? How valid/valuable is the information?

   b. What other information would you like to have?

   c. How insightful is the resident about her issues?

2) Identify Problems:
   a. What are the problems?

   b. In which domains of learning/performance are the problems?

3) Develop Solutions:
   a. What are your resources?

   b. What is the specific remediation plan for this resident or crisis solution for the problem at hand? How will you measure success/failure?
Case 4: You are a solo chief in a small residency program. You were close friends with residents in the current PGY3 class while you were a resident. It is July and you are the attending on service with one of your PGY3 friends. He frequently verbally disagrees with your management decisions on family-centered rounds in front of the patients and families. He undermines your instruction to the intern on the team and you have overheard him mocking your decisions with the nursing staff. You have approached him once about openly disagreeing with your management in front of patients and families but he persists in this behavior. Additionally, the intern has now come to you as their chief, because they feel like they are caught in the middle and are not sure how to act. You consider what your next step should be.

1) Gather Data:
   a. What information do you have? How valid/valuable is the information?

   b. What other information would you like to have?

   c. How insightful is the resident about her issues?

2) Identify Problems:
   a. What are the problems?

   b. In which domains of learning/performance are the problems?

3) Develop Solutions:
   a. What are your resources?

   b. What is the specific remediation plan for this resident or crisis solution for the problem at hand? How will you measure success/failure?
Case 5: You are a solo chief in a small residency program. You are responsible for arranging clinic schedules for the residents. One clinician in particular disagrees with your scheduling decisions. She frequently interferes with scheduling and changes which residents are assigned to her without your involvement. She has called and yelled at you on multiple occasions, criticizing you for scheduling decisions that you have made. You have followed the instructions from the former chiefs and from the chief-resident handbook, adapting these instructions to new situations as needed. You have repeatedly reported the behavior of the clinician to your program director but have continued to have issues with the clinician.

1) Gather Data:
   a. What information do you have? How valid/valuable is the information?

   b. What other information would you like to have?

   c. How insightful is the resident about her issues?

2) Identify Problems:
   a. What are the problems?

   b. In which domains of learning/performance are the problems?

3) Develop Solutions:
   a. What are your resources?

   b. What is the specific remediation plan for this resident or crisis solution for the problem at hand? How will you measure success/failure?
Case 6: You have a PGY4 combined resident who previously had a poor rotation in her second year, such that she is being required to remediate it next block. During the previous rotation, there was concern that she was teaching incorrect information to the interns and students and that she was unable to pick up subtle clues that a patient may be worsening because her medical knowledge was poor. It was also noted in her evaluation that her interpersonal skills/attitude was subpar. Of note, this resident had also had to remediate an inpatient month during intern year and has had evaluations in the past commenting on her negative attitude. When discussing the upcoming rotation with the resident, she does not feel she has a problem with medical knowledge. She feels the upcoming rotation is a waste of time, that the attendings do not like her, and that the rotation is unlikely to go well because she does not get along with them. You recognize that some of the attendings in this rotation are known to be quick to judge residents and that once they have a negative opinion of someone it can be difficult to change it. How can you help this resident succeed during her upcoming month?

1) Gather Data:
   a. What information do you have? How valid/valuable is the information?
   b. What other information would you like to have?
   c. How insightful is the resident about her issues?

2) Identify Problems:
   a. What are the problems?
   b. In which domains of learning/performance are the problems?

3) Develop Solutions:
   a. What are your resources?
   b. What is the specific remediation plan for this resident or crisis solution for the problem at hand? How will you measure success/failure?