**From Floundering to Flourishing**

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Case Example:

PGY 1: Midway through first year, faculty noted professionalism concerns for timeliness to learning sessions, being prepared for sessions and defensive nature when being offered feedback. For example when the resident presented a case during a clinic session he would take a stance of defending his clinical decisions rather than engaging with the preceptor in meaningful learning opportunities. Evaluations from outside rotations did not note concerns for this resident.

An early intervention consisting of an intentional conversation between him and his advisor occurred. The purpose of this conversation was to make the resident aware of the concerns that others had and the worry that if these patterns of behavior continued they could lead to further issues in the future.

PGY 2: As a second year the resident was more physically present in the family medicine setting. Faculty continued to note the same concerns they had brought forth the year before. However, because the resident was more present the tensions and disruptions were more problematic. In addition the office received notice from patient experience of a patient complaint. A parent had brought forth a concern about a visit with this physician in which she felt the physician was too casual in the interaction with her ten year old daughter. Concerns were also raised by some clinical staff about this resident’s casual language and interactions with patients.

A decision was made to do a more structured intervention in the form of an Individualized Development Plan (IDP)

**Small group instructions:**

Look at the partially completed IDP that is included in these handouts. Consider the subcompetencies that were chosen as anchors. Do you agree with these?

Try to complete some sections of the IDP. What types of action plans would you consider to improve these areas? What outcomes would you expect to see?

From Flourishing to Floundering: Breakout room case sample IDP

| **Competency and Associated Milestone(s)** | **Specific Concern Identified** | **Plan of Action** | **Desired Outcome** |
| --- | --- | --- | --- |
| Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication  *Establishing therapeutic relationship* | Patient concern regarding interactions with child in an office encounter.  Staff concern regarding casual interactions with patients.  Faculty concerned about boundary setting |  |  |
| Professionalism 3: Self-Awareness and Help-Seeking Behaviors  *Recognizes limits in the knowledge/skills of self, with assistance* | Faculty report of defensive nature when attempting to teach this resident. Resident difficulty accepting others’ ideas. |  |  |
| Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth  *Demonstrates openness to performance data (feedback and other input) in order to inform goals*  *Self-reflects and analyzes factors which contribute to gap(s) between expectations and actual performance* | Continued difficulties in spite of intervention 6 month previous |  |  |