

Case 1

June Osborn, a PICU MS4/Sub Intern recently returned from an eight (8) week maternity leave. It is the 5th day of her rotation, and the residents switched services this morning. During rounds, June mistakenly reports the vital signs for Abby Smith (a 3 year old with a seizure disorder) while rounding on Andrew Smith (a 4 year old with congestive heart failure). The senior resident, Fred, quickly points out her error and June corrects her mistake. She continues with an otherwise excellent presentation, including a very well thought out assessment and plan. After work rounds, the team leaves the unit to attend Grand Rounds. While waiting at the elevator, Fred says to June, "You really need to watch your 'Mommy Brain' on rounds. Next time, you may actually hurt someone, rather than just report the wrong vital signs." Everyone, including you as the attending on the team, clearly hear his comment to her.

Case 2

Today is the first day on the wards for third year medical students (MS3s). Malala Yousef is one of the MS3s assigned to the Peds General service. The attending for her team, Dr. Smith, takes the students aside to orient them in the team room. For an icebreaker activity, she asks them to give their name, their hometown, and a fun fact about themselves. Malala volunteers to speak first. She introduces herself and tells everyone that she is from Houston, Texas. For her fun fact, she notes starting as the point guard for her high school basketball team. Each of the other students subsequently introduce themselves. After finishing, Dr. Smith says to Malala, "I played basketball in high school too. You don't have a Texas accent. You must have moved there in high school. Where are you originally from?" As the intern on Dr. Smith's team, you overhear her comments to Malala while working on a computer in the back of the team room.

Case 3

Nick Young is one of 12 first year medical students (MS1s) participating in a small group discussion as part of a chief concern class. Students must complete assigned readings prior to the class and turn in responses to several questions in advance of the group session. As the facilitator, you review the students' responses before class. You note that Nick turned in thoughtful answers and anticipate him providing important contributions during the two-hour session. During the first hour, however, Nick barely speaks and allows the rest of his classmates to dominate the conversation. Having attended an EXCELLENT "Quiet Learner" workshop at COMSEP several years ago, you think about the tools you learned for engaging Nick in the next hour of discussion. During the break, you overhear another student talking to Nick, "Why are you Asian people always so quiet. You are the smartest person in that room, and you did not speak up once! Stand up and make yourself heard!!!"

Case 4

Trevor Brown is an MS3 rotating in your clinic for the outpatient portion of his Pediatric Clerkship. This is his last week in your clinic. He has been an excellent, empathetic, medical student, and you have been impressed by his ability to work with the staff in your clinic. Early in the rotation, Trevor disclosed to you that he is gay, but that he has not disclosed this fact to his classmates. The next patient on the schedule is CJ, a 16-year-old transgender patient. CJ uses

he/him/his pronouns, and you made sure to update this in the EHR at his last visit. , However, CJ's name still is listed as Claire in chart header. The Medical Assistant (MA) walks into your office and says, "Claire is here. She refuses to give a urine specimen or put on a gown." You remind the MA that the patient's preferred name is CJ and preferred pronouns are he/him/his. The MA rolls her eyes and says, "I wish we would stop humoring these kids. They just want attention." You notice that Trevor looks visibly upset by the MA's statements and looks like he wants to say something.

Case 5

Michael Hampton is an MS3 rotating through the Pediatric Emergency Department. You are an ED attending and responsible for supervising him on a busy Saturday afternoon shift. The charge nurse tells you that Angela Kelly, an 18-year-old who often presents with abdominal pain (usually due to recurrent pelvic inflammatory disease) is in room 3. You give Michael a synopsis of Angela's past 3-4 ED visits and the differential for abdominal pain in an adolescent female. When you, Michael, and the female medical assistant knock and enter the room, you find Angela wearing a red mini dress and high heels, As Michael takes her medical history, you note Angela continually ogling him. At one point, she stops him in the middle of a sentence and exclaims, "Wow, you're REALLY cute." When you inform Angela that she will need a chaperoned pelvic exam, she announces to the room, "I want HIM to do my exam." She then walks over and begins to rub Michael's arm and face with her hands. Bewildered, Michael turns to you for help.

Case 6

Tionne Watkins is an MS3 doing an elective in Pediatric Oncology. You are her senior resident on the Solid Tumor service. Tionne is an African-American woman with sickle cell disease who has experienced occasional pain crises during medical school. She was upfront with you and her attending (Dr. Wolfgang, a new oncologist from Germany) at the beginning of the rotation about her medical issues. She recently returned from a week long medical student conference in Denver, and has missed portions of the first four days of the rotation due to excruciating bone pain. Dr. Wolfgang has noticed Tionne's repeated disappearances from rounds. In an Oncology case conference, Tionne does an outstanding job presenting an infant with Wilms' tumor but leaves immediately afterwards in tears due to an acute pain crisis. In front of the team, Dr. Wolfgang exclaims, "Where are you going?" After Tionne leaves, he comments to the team, "You know, we never can trust Black sicklers to be good doctors, no matter how talented they they are. We had the same problem with Ghanian trainees who came to my country. Maybe we should give her some oxycontin from the pyxis and tell her to take rest of the week off."