



ID Fellow Wellness Session

The Consequences of Indirect Care



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[nytimes.com](https://www.nytimes.com)

The Burden of indirect care...

Table 3. Distribution of Observed Activities Based on the Time of the Day^{a,b}

Observed Activity	24-h Period		Morning (6 AM to 12 PM)		Afternoon (12 PM to 6 PM)		Evening (6 PM to 12 AM)		Night (12 AM to 6 AM)	
	Mean (SD), h	Proportion, %	Mean (SD), h	Proportion, %	Mean (SD), h	Proportion, %	Mean (SD), h	Proportion, %	Mean (SD), h	Proportion, %
Direct patient care	3.0 (0.1)	13	0.9 (0.1)	15	0.5 (0.1)	8	0.8 (0.1)	13	0.6 (0.1)	10
Patient evaluation or management	0.7 (0.1)	3	0.2 (0.0)	3	0.1 (0.0)	1	0.2 (0.0)	3	0.2 (0.0)	3
Patient communication	2.6 (0.1)	11	0.8 (0.1)	13	0.4 (0.1)	6	0.6 (0.1)	11	0.4 (0.1)	7
Family communication	0.5 (0.1)	2	0.1 (0.0)	1	0.1 (0.0)	3	0.2 (0.0)	3	0.1 (0.0)	1
Other (eg, transporting a patient)	0	0	0	0	0	0	0	0	0	0
Indirect patient care	15.9 (0.7)	66	4.1 (0.2)	69	3.8 (0.3)	63	4.2 (0.2)	70	3.3 (0.4)	54
Interacting with medical record	10.3 (0.7)	43	2.3 (0.1)	38	2.6 (0.3)	44	2.9 (0.3)	48	2.7 (0.3)	45
Viewing image, ECG, pathology report, or other	0.3 (0.0)	1	0.1 (0.0)	1	0	1	0.1 (0.0)	1	0.1 (0.0)	1
Communicating with team members	5.9 (0.5)	25	2.0 (0.2)	34	1.3 (0.2)	21	1.3 (0.3)	22	0.4 (0.1)	6
Communicating with nonteam members	3.3 (0.5)	14	0.8 (0.2)	14	0.8 (0.1)	14	1.1 (0.3)	19	0.7 (0.2)	12
Miscellaneous	1.8 (0.2)	8	0.3 (0.1)	6	0.4 (0.1)	6	0.6 (0.1)	10	1.5 (0.3)	25
Education	1.8 (0.3)	7	0.3 (0.1)	5	0.7 (0.2)	12	0.1 (0.0)	2	0.1 (0.0)	1
Teaching or being taught	0.5 (0.1)	2	0.2 (0.0)	3	0.2 (0.1)	3	0.1 (0.0)	1	0	0
Educational conferences	1.1 (0.2)	4	0.1 (0.1)	3	0.5 (0.1)	9	0	0	0	0
Reading about medicine	0.2 (0.0)	1	0	0	0	1	0.1 (0.0)	1	0.1 (0.0)	1
Rounds	5.0 (0.6)	21	2.3 (0.3)	38	0.3 (0.1)	4	0.4 (0.3)	7	0.1 (0.1)	2
Handoffs	0.8 (0.2)	3	0.4 (0.1)	7	0.5 (0.2)	8	0.6 (0.2)	11	0	0

80 interns
6 IM
residency
programs
194 shifts
In 2016



Abraham Verghese MD

Culture Shock – Patient as Icon, Icon as Patient
NEJM December 2008

- ▶ *Pedagogically, what is tragic about tending to the iPatient is that it can't begin to compare with the joy, excitement, intellectual pleasure, pride, disappointment and lessons in humility that trainees might experience by learning from the real patient's body examined at the bedside.*

Addressing the absence of body language cues

