

# **Development of a Curriculum to train Anesthesiology Residents in Disclosure of Adverse Patient Outcomes, and the use of Actors for Evaluation of Residents' Performance.**

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1. Description of the Disclosure Curriculum
2. Logistics of implementing the curriculum in a large residency program; problems and solutions
3. Funding and Faculty Time

## **1. Description of the Disclosure Curriculum**

The Disclosure Curriculum is conducted in two parts.

### **Part One**

CA2 residents participate in a 3 hour workshop run jointly with the UW Risk Management Department and Anesthesiology faculty. The Risk Management personnel provide expertise on the local and national policies, the medicolegal aspects of error disclosure, and the systematic approach to disclosure.

The anesthesiology faculty provide a number of 'real life' scenarios which are used as case discussions. Following a didactic lecture the residents work in small groups of 7 - 8 each with 2 faculty members. Residents discuss the cases and how they would disclose the information to the patients' relatives. There is some time for residents to engage in role playing with the faculty members. Evaluation of residents is by means of pre and post tests.

### **Part Two**

CA 3 residents participate in individual interactive session with trained actors portraying the patients' relatives. Residents work through two disclosure scenarios on the same day, with feedback and discussion occurring after each session. The first scenario follows a simulation exercise involving an adverse outcome not caused by an error, and the second is a paper based case scenario involving a drug substitution error with significant consequences.

In each scenario the resident is required to disclose the adverse outcome to an actor who portrays the patient's spouse.

The actors are experienced in working with the medical community to provide realistic scenarios and feedback. Feedback from the actors is particularly useful as it provides a non medical perspective that is often missed by the faculty and residents. Anesthesiology faculty spent several sessions working with the actors to develop the appropriate levels of realism in the scenarios. This was particularly important in the error disclosure scenario. The actor needs to convey anger and frustration, but not to the extent where the resident is overwhelmed.

The scenarios are recorded and these recordings are used during the feedback session.

Resident's performance is evaluated by means of a check list completed by the actors and the faculty after the scenario.

The evaluations of the first few sessions have shown that the resident's skills have improved between the first and second scenarios. Residents find the disclosure scenarios very realistic and this enhances the educational value of the scenarios.

## **2. Logistics of implementing the curriculum in a large residency program; problems and solutions**

Part One - Disclosure Workshop

### **Problems**

- Workshop lasts approximately three hours
- 21 residents in CA 2 year spread out between 4 different hospitals
- Residents are important for service requirement
- At least 6 faculty members needed to make the small group role playing sessions effective

#### **Solutions**

- The seminar is offered as an evening seminar between 5 and 8 pm and the whole CA2 class is relieved from OR duties to attend. This is made possible by support from the Department of Anesthesiology whereby faculty and CRNAs cover the residents.
- Faculty members give up their evening to participate.

### Part Two - Individual Interactive Disclosure Scenarios

#### **Problems**

- The residents need protected time to participate in the disclosure scenarios.
- The residents need to participate in the simulation exercise before the first disclosure scenario.
- Cameras and recording equipment are required for the feedback sessions.

#### **Solutions**

- The individual interactive sessions for the CA3 residents are built into a day of simulation and skills training that the residents attend during the course of an academic year.
- The U of W has recently opened a multidisciplinary simulation center. This is fully equipped with the recording equipment and space required to conduct the disclosure scenarios.

### **3. Funding and Faculty Time**

The components to funding for the disclosure curriculum include

- The faculty time

Clinician educator faculty use their non-clinical time to participate, and a number of faculty who are interested in the project are prepared to give up an evening for the disclosure workshop.

- Departmental support for the evening seminar and for faculty members to participate in the seminar and with the disclosure scenarios.

Only one faculty member is needed to work with the disclosure scenarios, and this time comes from that faculty member's non clinical time.

- The simulation center space and resources

The simulation center does not charge clinical departments for the use of its resources.

- The actors - total cost \$9860

The Associate Dean for GME at U of W is very interested in developing a disclosure curriculum for residents from multiple specialities. The Department of Anesthesiology already had the disclosure workshop and was willing to make the residents available to participate in disclosure scenarios. Thus the department was able to benefit from a small training grant provided by the GME department to hire the actors to work on the disclosure scenarios.

- Funding from the future is currently being explored. Now the project is underway data can be collected to develop proposals for grant funding.