



Week 16: Plenary & Working Group - Stress in Medicine

Tutor Guide

Friday, January 8, 2010

Plenary Session: 1:30-2:15pm, Room 221CMW

Small Group Session: 2:25-3:20pm, Small Group Rooms

THIS GUIDE IS STILL SUBJECT TO REVAMP FOR AY 09-10

ASSIGNMENTS RECEIVED BY TODAY'S SESSION:

- **WG Mid-Year Student Self Assessment**

By today's session all students should have e-mailed their completed WG Mid-Year Student Self Assessment to their Faculty and assigned M4 Tutors. The Faculty Tutor should confer with each M4 regarding their respective students' self-assessment and determine if there is a need for a personal conference with either the Faculty Tutor or the appropriate M4, based on the degree of discrepancy in perceptions between the tutors and the student. All students, whether they need to meet to discuss discrepancies in perceptions or not, should receive at least a brief comment by email back from their faculty and M4 Tutor regarding their self-assessment.

Note: A suggestion for the handling of the Mid-Year Assessment process is as follows:

1. After receiving the students' self assessments via e-mail, M4 Tutor makes comments on each self assessment "word document" form on-line, writing comments regarding agreements/differences in view directly on the electronic form, below each item.
2. M4 Tutor sends this (with their comments) to the Faculty Tutor.
3. Faculty Tutor adds his/her comments on the student's form.
4. Faculty Tutor emails form (with all comments) back to student, with any additional summary comments he/she might want to make, in an email.

OBJECTIVES:

The student should:

- Have reinforced the relevance & importance stress plays on clinical outcomes
- Appreciate the physiologic effects of stress
- Understand the role stress plays on team productivity
- Have a working knowledge on ways to mitigate the effects of stress

PREPARATION:

Click on icons below for assigned articles:

1. "A Case that Shook Medicine. How One Man's Rage Over His Daughter's Death Sped Reform of Doctor Training"



Libby Zion Case.pdf

2. "A 38 year old woman with fetal loss and hysterectomy"



Beth Israel Woman with Fetal Loss.pdf

PLENARY:

During the 30 minute plenary, students will be part of an interactive discussion on the pro's and con's related to stress (e.g. lack of sleep, high demands, excessive patient care responsibilities) and how it may impact team and individual learning, productivity, and patient outcomes.

SMALL GROUP SESSION:

Before discussing the three articles, tutors should ask students for any comments or reflections on issues discussed in the plenary.

The students should have read the three assigned articles prior to your small group session. During the session, students should spend about 20 minutes discussing each of the three articles. Students should also summarize the learning points that resulted from each article at the end of the 20 minute discussion.

Tutors should be prepared to help stimulate discussion on stress, sleep deprivation and excessive work demands during residency. Suggested question for discussion:

Do these factors impact resident performance?

Do these factors impact patient care outcomes?

Does an 80-hour resident work restriction rule address the patient care concerns raised in the Libby Zion and Beth Israel OB articles?

Does the 80-hour resident work rule create any new patient care concerns? (e.g. increased number of patient care hand-offs).

How do students feel about these issues knowing they will soon be residents?

When becoming residents, are students scared they could hurt a patient because they are overtired, overworked or overstressed? How can residents effectively deal with these fears?

What system improvements could be implemented to help lower resident stress? (e.g. better attending supervision of resident care; limiting the number of patients residents can be responsible for?)

During the last 5-10 minutes of the small group session, tutors should ask each student to reflect on today's session and to identify 1-2 things they either learned or had reinforced by the plenary and small group discussions that they can share with the other group members.

UPCOMING ASSIGNMENTS TO BE RECEIVED BY YOU FROM STUDENTS:

- **Complete History Write-Up**

based on the Standardized Patient interviewed at their Complete History Workshop. Workshops occur between January 6 and January 13, with student write-ups due **one week** after their

workshop. Please make comments/provide feedback for this write-up. This can be done in person, electronically through e-mail, or in hard copy.

- **Social History Write-Up**

based on the Standardized Patient interviewed at their Sexual Health and Substance Use History Workshop. Workshops occur between January 8 and February 8, with student write-ups due **one week** after their workshop. Please make comments/provide feedback for this write-up. This can be done in person, electronically through e-mail, or in hard copy.

**Your next session on 1/15/10 will be a hospital session on your various hospital floors.
Click here for the tutor guide for the next session.**