

Plenary and Working Group – Stress in Medicine

Tuesday, November 27th and Thursday, November 29th, 2007, 1:30-3:20pm

Personal Development Session: 1:30-2:00pm, Room 106 CMW

Small Group Session: 2:10-3:20pm, [Small Group Rooms](#)

Objectives:

By the end of the module, students 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:

Read assigned articles and be prepared to discuss in small group:

1. “A Case that Shook Medicine. How One Man's Rage Over His Daughter's Death Sped Reform of Doctor Training”
2. “A 38 year old woman with fetal loss and hysterectomy”
3. “Sleep loss in resident physicians: A cause of medical errors?”

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:

1. Do these factors impact resident performance?
2. Do these factors impact patient care outcomes?
3. Does an 80-hour resident work restriction rule address the patient care concerns raised in the Libby Zion and Beth Israel OB articles?

4. Does the 80-hour resident work rule create any new patient care concerns? (e.g. increased number of patient care hand-offs).
5. How do students feel about these issues knowing they will soon be residents?
6. 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?
7. 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.