Creating a Safe Climate for Learning about Patient Safety in a Resident-led Morbidity and Mortality Conference

Yang S, Kinman R
Department of Pediatrics, UCSF Fresno Medical Education Program, Children’s Hospital Central California

**Background**
- The institution-wide, multi-disciplinary Morbidity and Mortality Conference (M&MC) is an important forum for providers to discuss medical errors.
- Medical mistakes discussed in a large, public setting may contribute to providers' feelings of worthlessness and denial.¹
- Our resident-led M&MC was redesigned in 2010 to encourage residents & medical students' reflection on patient safety issues in a forum more centered at their training level.

**Educational Methods**
- Residents (PL-1,2,3) distributed into 4 teams, staying together throughout training
- Monthly, 1-hour, resident-M&MC moderated by a PL-2 or 3 with close faculty support
- Goals & expectations for moderator & audience distributed in advance of the session
- Residents, students, & faculty (particularly those involved in the case) invited to attend
- After initial event presented, residents break up into teams with students & faculty equally distributed among teams
- Each team assigned an ACGME Competency by which to discuss case using Healthcare Matrix
- Moderators evaluated by faculty & receive immediate feedback on their teaching

**Purpose**
- To illustrate how a team-based, resident-led M&MC can facilitate open discussion of patient safety issues for residents & students within the ACGME competencies framework.

**Results**
- Pre-post annual evaluation by residents/faculty
  - % who felt M&MC exceeded or far-exceeded expectations (4 or 5 out-of-5): 67% (2009) vs. 88% (2010)
  - Fisher’s exact, p = 0.095
- Archived team discussions
  - Learners' demonstrate understanding of patient safety issues related to
    - Systems-based practice
    - Interpersonal-communication
    - Professionalism
- Residents gain skills in teaching a large group in an interactive format.

**Conclusions**
- Team-based, resident-led M&M can be a forum in which trainees learn a systematic approach to improving patient safety through group reflection with peers & faculty.
- Using the Healthcare Matrix², residents develop skills in thinking through problems leading to medical errors in the context of all ACGME competencies.
- Residents improve skills in teaching a large group in an interactive format.

**Future Aims**
- Assignment of medical students onto teams (implementation being funded by UCSF Academy of Medical Educators Innovations Award)
- More rigorous testing of this M&M educational strategy using control group & pre-post evaluation
- Pre-post evaluation of learners' practice changes (e.g., event reporting to faculty, hospital system, etc.)
- Dissemination of curriculum & evaluation via conference presentations, journal publication, & MedEdPORTAL

**References**