Transition to Practice (TTP): Small group teaching preparation for private practice in Anesthesiology

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ABSTRACT

A 3-month practice-based rotation was designed to allow residents autonomy in managing their cases and lead their group discussions in order to prepare them for independent practice. The learning environment closely mimics anesthesia private practice. A 360-degree evaluation format for the rotation improves confidence and proficiency, and that residents are more motivated to perform their daily tasks.

INTRODUCTION

In order to meet the ACGME mandate of determining whether residents are capable of independent practice at the conclusion of their PGY4 year, the University of Florida Department of Anesthesiology developed a 3-month rotation entitled Transition To Practice (TTP) that simulates private practice for residents.

METHODS

This rotation was approved as an innovative education project by the Residency Review Committee (RRC) for Anesthesiology. In this rotation, 5 PGY-4 residents form a simulated private practice managing 6 operating rooms (ORs). Each day, one resident functions as the manager who assigns the daily workload to group members. Daily rotation of managers is performed. The OR attending is not available. The manager is also responsible for working with all CRNAs/AAs to develop and implement anesthetic plans. The faculty supervises all the TTP ORs. The faculty generally functions in the background, but is immediately available for assistance. Four ORs are chosen each day to provide a case mix similar to private institutions, typically covering general surgery, orthopaedics, urology, plastic surgery, vascular surgery, gynecology, and cancer surgery. During this rotation, residents are assessed and given feedback on their communication skills, decision-making skills, and overall performance. These evaluations are used to determine the resident's performance level and help the group members and managers identify areas for improvement.

RESULTS

From January 2009 to February 2010, a total 137 evaluations were collected. Table 1 summarizes the results of 360° evaluations. (Mean ± SD, P-values were obtained by a t-distribution test using one-way ANOVA) md

<table>
<thead>
<tr>
<th>Domain</th>
<th>Performance</th>
<th>CRNA</th>
<th>OR Nurse</th>
<th>Resident</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>3.38 ± 0.50</td>
<td>3.33</td>
<td>3.42</td>
<td>3.33</td>
<td>3.42</td>
</tr>
<tr>
<td>Communication</td>
<td>3.24 ± 0.44</td>
<td>3.33</td>
<td>3.38</td>
<td>3.42</td>
<td>3.42</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>3.33 ± 0.52</td>
<td>3.38</td>
<td>3.33</td>
<td>3.38</td>
<td>3.42</td>
</tr>
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DISCUSSION

The evaluation showed that residents are capable of independent practice. The feedback provided during this simulation is critical for residents to take ownership of their practice and to better handle their daily tasks.

REFERENCES