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Medical Student Perception of Morbidity and Mortality Conference

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Background

• Morbidity and mortality (M&M) is a vital educational tool for medical students, residents, and staff.
• Discussion of noteworthy cases allows for learning and quality improvement
• Discrepancy between programs
• There are few data on how M&M is perceived by medical students
Objectives

• To identify medical student perception of M&M conference as a learning tool
• To identify what factors of M&M conference correlate with a positive learning experience
• To identify what factors of M&M conference correlate with a negative learning experience
Methods

• Ask a single medical school class to voluntarily complete a survey after surgical rotation
  • Students gave overall rating of M&M conference
  • Interest in surgery as a specialty
    • Univariate analysis performed for association with positive learning experience
Methods

• Students asked to recall cases presented which involved surgical principles:
  • Medical error (preventable, non-preventable, multiple levels)
  • Non-therapeutic operation
  • Pre- or post-operative mismanagement
  • Patient safety
  • Quality improvement
  • Use of root-cause analysis
  • Never events
Results

• 251 students were surveyed over four clinical sites
• 236 (94.0%) students felt they understood the purpose of M&M
• 233 (88.8%) students felt they understood quality improvement in medicine and surgery
• Only 136 (54.2%) students reported M&M was a valuable learning experience
## Results

<table>
<thead>
<tr>
<th>Variable Discussed</th>
<th>Positive Experience N = 136</th>
<th>Negative Experience N = 115</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of Patient Safety</td>
<td>127 (93.4%)</td>
<td>97 (84.3%)</td>
<td>0.02</td>
</tr>
<tr>
<td>Preventable Errors</td>
<td>124 (91.2%)</td>
<td>86 (75.4%)</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Non-preventable Errors</td>
<td>104 (76.5%)</td>
<td>63 (53.3%)</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Quality Improvement Issues</td>
<td>160 (95.6%)</td>
<td>82 (71.9%)</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Root Cause Analysis</td>
<td>81 (59.6%)</td>
<td>46 (40.4%)</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Non-therapeutic Operation</td>
<td>68 (50.0%)</td>
<td>33 (29.2%)</td>
<td>&lt;0.01</td>
</tr>
</tbody>
</table>
## Results

<table>
<thead>
<tr>
<th>Variable</th>
<th>Positive Experience N=136</th>
<th>Negative Experience N=115</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Grilling Session</td>
<td>43 (31.6%)</td>
<td>66 (51.4%)</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Interest in surgical sub-specialty</td>
<td>66 (48.5%)</td>
<td>46 (40.0%)</td>
<td>0.29</td>
</tr>
</tbody>
</table>
Conclusions

• A small majority of medical students view M&M as a positive learning experience.

• Recall of specific principles associated with positive learning experience

• Future directions include:
  • M&M conference focusing on structured concepts
  • Prospective studies incorporating a curriculum are warranted
Thank you

• Questions?