



**School of Medicine/ School of Pharmacy IPE Activity**  
**September 19, 2023**

**Info Sheet Provided to SOM Students**

**Title:** Disclosure of Error

**Target group:** Second-Year Medical Students and Second-Year Pharmacy Students

**Background:** In this exercise, Medical and Pharmacy students are notified of a medical error, and must collaborate to form a plan then approach the patient to 1) disclose what has happened, and 2) provide the patient with advice about the potential effects of the error and how to self-monitor. The emphasis of this exercise is on the interpersonal dynamics associated with dealing with an error and appropriately delivering this information to the patient. *NOTE: The SOP students will not receive information about the problem & what occurred with the patient until the SOM students explain it to them.*

**Medical Student Role:** You are an MS4 student in the ED. You are preparing the patient’s discharge, and you note that the patient has received a dose of propranolol as well as a dose of carvedilol while in the ED. You have been tasked with explaining the situation to the patient and answering questions.

**Problem:** Jamie Smith is a patient presenting to the emergency department with elevated blood pressure. Patient has a history of acute MI about 4 months prior to presentation and has been maintained on hydrochlorothiazide and propranolol for high blood pressure in addition to clopidogrel and aspirin. In the ED, patient has moderately elevated blood pressure but is otherwise stable. In the ED, the treating team orders an additional dose of propranolol and calls the patient’s cardiologist to update her. Patient’s cardiologist reviews the records in the ED and agrees with the treating team that a one-time dose of a beta-blocker is appropriate with a recommendation to increase the patient’s home dose. ***HOWEVER, the charge nurse has called your service to provide notification that, inadvertently, the patient has received a dose of propranolol as well as a dose of carvedilol while in the ED. The error was discovered prior to the patient leaving the ED and you and your team need to address the error.***

<b>Learning Objectives:</b>	<b>Worksheet</b>
<p>Related to the medication error:</p> <ol style="list-style-type: none"> <li>1. Use drug information sources to evaluate the potential effects of the medication error and determine its severity</li> <li>2. Determine the appropriate counseling points to be provided to the patient</li> <li>3. Identify health systems factors that can result in medication errors</li> </ol> <p>Related to the interpersonal interaction:</p> <ol style="list-style-type: none"> <li>1. Interact with members of the health care team in the approach to medication error</li> <li>2. Demonstrate effective communication skills when disclosing medical error by avoiding blame on others, assuming responsibility, maintaining a compassionate and professional tone, and offering an appropriate apology</li> </ol> <p>Related to the inter-professional collaboration:</p> <ol style="list-style-type: none"> <li>1. “Roles and responsibilities” – participate in a drug information consult between Medical and Pharmacy providers</li> <li>2. “Communication” - reflect on the interaction and its effectiveness for interprofessional collaboration, addressing quality and safety in health care, and interacting with a patient after a medical error</li> </ol>	<ul style="list-style-type: none"> <li>• How did this error occur?</li> <li>• What do you need to know from the pharmacy team?</li> <li>• How will you explain the problem to the patient?</li> <li>• Other notes</li> </ul>

After the SP encounter, complete a self-assessment for your group at this URL: <https://tinyurl.com/somsopipe>



Time/ Zoom Status	SOM Students' Tasks	SOP Students' Tasks
≤10 min  SOM students join the Zoom breakout room	<p><b>Problem Identification</b></p> <p>Review the problem that has occurred; make sure you understand the situation</p> <ul style="list-style-type: none"> <li>• Receive information sheet</li> <li>• Determine the severity of the error and the likely effect</li> <li>• Determine questions for your pharmacy consult</li> <li>• Use resources as needed</li> </ul>	
≤10 min  SOP join the Zoom breakout room	<p><b>Problem Identification</b></p> <ul style="list-style-type: none"> <li>• Continue to review the problem</li> <li>• <b>Explain what happened to your pharmacy team colleagues</b></li> <li>• Strategize the interpersonal interactions appropriate in this context</li> <li>• Use the activity worksheet for notes.</li> </ul>	<p><b>Problem Identification</b></p> <ul style="list-style-type: none"> <li>• Medical team explains the problem (SOP team does not receive the info sheet)</li> <li>• Use resources as needed to formulate advice</li> <li>• Determine the severity of the error and the likely effects</li> <li>• Formulate the advice to be given to the physician and the counseling for the patient</li> </ul>
	<p><b>Interprofessional Team Planning between Medical &amp; Pharmacy teams</b></p> <p>Consult and collaborate to plan how to inform the patient of the error. Plan should include roles and responsibilities for team members and how the team will:</p> <ul style="list-style-type: none"> <li>• Disclose the error</li> <li>• Answer patient questions and locate information that might be needed</li> <li>• Share any information and planning that each group did separately</li> <li>• Collaborate to determine the group approach to the medication error</li> </ul>	
10-12 min  Patient joins the Zoom Room	<p><b>Interaction with the Standardized Patient</b></p> <p>SP will join the group.</p> <ul style="list-style-type: none"> <li>• Explain the error to the patient.</li> <li>• Demonstrate effective communication skills by avoiding blame on others, assuming responsibility, maintaining a compassionate and professional tone, offering an appropriate apology, and responding appropriately to the patient's reaction and questions.</li> </ul>	
3-5 min  Connected	<p><b>Feedback from the SP</b></p> <ul style="list-style-type: none"> <li>• The patient will give feedback about the encounter and the effectiveness of the interaction</li> <li>• After the patient provides feedback, he or she will leave the room.</li> </ul>	
3-5 min  Connected	<p><b>Group Reflection</b></p> <ul style="list-style-type: none"> <li>• Working together reflect on the interaction and its effectiveness for interprofessional collaboration, addressing quality and safety in health care, and interacting with a patient after a medical error. Use the self-assessment form: <a href="https://tinyurl.com/somsopipe">https://tinyurl.com/somsopipe</a></li> </ul>	
30 min	<p><b>Debrief Session, 2:30 &amp; 4:00</b></p> <p><a href="https://ttuhsc.zoom.us/j/96346773018">https://ttuhsc.zoom.us/j/96346773018</a> passcode: p3week</p>	<p><b>Debrief Session 2:30 &amp; 4:00</b></p> <p><a href="https://ttuhsc.zoom.us/j/96346773018">https://ttuhsc.zoom.us/j/96346773018</a> passcode: p3week</p>



### Case summary/ SP training notes

**Scenario:** Your name is Jamie Smith. You have a recent history of a heart attack and high blood pressure. You came to the Emergency Department because you were worried that your blood pressure was running higher than usual.

You have been pleased with your care in the ED. The physicians and nursing staff have all been pleasant and helpful.

You have been told that you have only a minor elevation in blood pressure and that the team is going to give you an extra dose and change your medicines for home. You understand that you are likely going to be discharge home, but are awaiting the final decision from the ED physicians.

**However, the student team, comprised of medical and pharmacy students, will inform you that you were inadvertently given two doses of blood pressure medicines.**

**Response:** When the students tell you that you have received a more medications for your blood pressure than they intended. You are somewhat angry and question how this has happened. You are also worried about what needs to be done, and what side effects might occur.

Ask the following questions:

- 1) How can this have happened?
- 2) Whose fault is this?
- 3) What will happen to me?
- 4) Can I still go home today?

If the students convey empathy and sincerity, you calm down quickly and relax.

If the students are defensive or uncomfortable, you remain frustrated.

**When you give them feedback, focus on the following:**

- Did the students introduce themselves to you?
- Did the students seem to have a plan for communicating with you?
- Did they explain the error using clear language (not medical jargon)?
- Did you see efforts to collaborate between the medical students and the pharmacy students?
- Did they show empathy and respond to your emotions?
- Was there an effort to apologize for the error and demonstrate accountability?
- Did the students explain what might be done in the future to avoid similar mistakes?
- Did the students answer all of your questions?