Perioperative Management Rotation
Goals and Objectives

Department of Anesthesiology and Perioperative Medicine
GRU Medical College of Georgia

Rotation Duration: 1 month

Introduction
The Perioperative Management rotation is designed to prepare CA-3 residents for their careers post-training.

Resident responsibilities include:

- Under the direction of the CD, assign anesthesia providers to cases for the next day’s schedule, taking into consideration level of training, case complexity, and attending anesthesiologist coverage capacity
- Report to the OR board immediately after lecture, or by 6:45 am on days without lecture, to manage any potential delays (e.g., staffing issues)
- Ensure anesthesia providers know who, where, and when to relieve others in the afternoon
- Learn to understand, troubleshoot, and prevent potential room delays and prolonged turnover times
- Be available during OR management days for floor intubations, Code Blue emergencies, and PACU emergencies
- The Safari resident will be available for any other areas that need help (e.g., pediatrics, OB, cardiac, etc., on a “first pull” basis)
- Residents are encouraged to attend the OR Committee meeting in the month of their rotation as well as any other perioperative meetings that the CD attends.

Goals
On this rotation, the resident will learn the issues associated with management of the operating room (i.e., running the board), which includes:

- Understanding OR staffing schedules (circulating nurses and scrub techs)
- Learning to foresee the need to adjust resources in the ORs for the afternoon and evening schedules
- Learning to management OR resources for emergency cases, add-on cases, and cancellations
- Learning the flexibility needed to deal with staffing issues (sick calls, family emergencies, etc.)
- Learning how to work with the OR Nurse Manager to effect greater OR efficiency
- Learning how to best communicate with anesthesia, surgery, and nursing personnel

Learning objectives

- Influence of supervision ratios by anesthesiologists on OR work flow
- Staffing requirements of anesthesia providers, including trainees (residents, fellows), midlevel providers (CRNAs, anesthesia assistants), and anesthesiologists
- OR workflow optimization based on scheduling of surgeries, staffing, and urgency of cases
• Resource and productivity maximization in pre-anesthesia screening and consultation clinic
• Reasons for case cancellations and delays (e.g., patient-, medical, or resource-based) and ways to minimize these delays
• Understand how predicted vs. actual surgical- and anesthesia-controlled times affect OR workflow

**Medical Knowledge**

• Evaluate patients and surgical cases added to determine level of urgency
• Demonstrate competence in recognizing and distinguishing emergent cases based on type of case and patient status
• Define criteria for PACU bypass, PACU discharge, and discharge from same-day recovery unit
• Explain the importance of turnover time and personnel management in the successful operation of an OR
• Describe the techniques and procedures to minimize “down time” of the OR and surgical staff
• Discuss the difference between “home readiness” and “street fitness”

**Assessment Methods/Tools**

• Attending’s evaluation of resident’s OR management skills
• Observation by attending of resident’s successful placement of LMA within 5 minutes of induction, use of airway devices to intubate patients
• Reflection and discussion of what you can do to improve PACU discharge and what results in patient admission after same-day surgery
• Completion of checklist

**Patient Care**

• Gather accurate, essential information from all sources, including the patient and surgical team
• Make recommendations about preventive, diagnostic, and therapeutic options and interventions that are based on judgment, scientific evidence, and patient preference
• Develop, negotiate, and implement effective patient management plans and integration of patient care
• Define a post-surgical plan with regard to discharge versus admission

**Assessment Methods/Tools**

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**Effective Interpersonal and Communication Skills**

• Demonstrate interpersonal and communication skills that enable them to establish and maintain relationships with patients, families, and members of their and other health care teams
• Provide effective and professional consultation to other physicians and health care professionals and sustain therapeutic and ethically sound professional relationships with patients, their families, and colleagues
- Use effective listening, questioning, narrative, and nonverbal skills to communicate with patients and healthcare teams
- Interact with consultants and referring physicians in a respectful, appropriate manner
- Perform evaluations of the attending staff and rotation

**Assessment Methods/Tools**
- Feedback from attending

**Practice-based Learning and Improvement**
- Use scientific evidence and methods to investigate, evaluate, and improve patient care practices and demonstrate this by referring to the appropriate literature
- Identify areas for improvement and implement strategies to enhance knowledge, skills, attitudes, and processes of care
- Analyze and evaluate practice experiences and implement strategies to continually improve the quality of patient practice
- Develop and maintain a willingness to learn from errors and use errors to improve the system or processes of care
- Use information technology or other available methodologies to access and manage information, support patient care decisions, and enhance both patient and physician education. To this end, the resident will demonstrate the ability to use the available internet and intranet resources (e.g., MedLine and hospital-based IT services)

**Assessment Methods/Tools**
- Evaluation by attending and discussion during cases
- Self-reflection on what has been learned that need to be improved on
- Completion of checklist

**Systems-based Practice**
- Demonstrate both an understanding of the contexts and systems in which health care is provided, and the ability to apply this knowledge to improve and optimize health care
- Access and utilize the resources, providers and systems necessary to provide optimal care
- Identify the limitations and opportunities inherent in various practice types and delivery systems and develop strategies to optimize the care for individual patients
- Apply evidence-based, cost-conscious strategies to prevention, diagnosis, and disease management
- Collaborate with other members of the health care team to assist patients in dealing effectively with complex systems and to improve systematic processes of care

**Assessment Methods/Tools**
- Discussions regarding aspects of the overall system of care that can be improved upon, with emphasis on efficiency and safety
- Discussion about common reasons for unexpected operating room delays and prolonged turnover times
Professionalism

- Demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, an understanding and sensitivity to diversity and a responsible attitude toward their patients, profession, coworkers, and society.
- Demonstrate respect, compassion, integrity, and altruism in relationships with patients, families, and colleagues.
- Demonstrate sensitivity and responsiveness to the gender, age, culture, religion, sexual preference, socioeconomic status, beliefs, behaviors and disabilities of patients and professional colleagues.
- Adhere to principles of confidentiality, scientific/academic integrity, and informed consent.
- Recognize and identify deficiencies in performance and give constructive feedback. They will demonstrate this in their evaluations of medical students and faculty.

Assessment Methods/Tools

- Discuss with an attending one difficult ethical dilemma encountered.
- Attendance at lecture.
- Completion of checklist.
- Obtain feedback from nurses.

Scholarly/Research Activities

Reading Requirements

- Each resident will be provided a copy of the assigned readings. It is theirs to keep for future reference.

Required Educational Project

- Each resident will be required to research and present a topic of his/her choice within the perioperative management literature. This topic will be presented in a 30-45 PowerPoint presentation at one of the resident education timeslots toward the end of the month’s rotation.

Author: