



## Introduction

Patient safety issues during process of blood transfusions showed higher incident rates as high as 17.9 %.<sup>1</sup>

In Competency based medical education of surgery observation of blood transfusion is part of undergraduate curriculum [SU3.1 – SU3.1] . This opportunity explored to teach patient safety issue in blood transfusion using applied theatre, as traditional teaching methods often fail to convey the intricacies of the complex making it difficult for students to identify and prevent potential errors in the blood transfusion process.

Applied theatre and drama are unique educational tools that encourage creative medical learning, communication, and personal development for undergraduate medical students.<sup>2</sup>

## AIM :

Evaluation of efficacy of applied theatre technique to teach **patient safety** in blood transfusion process.

## Objective :

1. Analysis of pretest and posttest scores to assess knowledge of **patient safety** during blood transfusion of phase 4 undergraduate students.
2. Retrospective analysis of skill and attitude towards **patient safety** during blood transfusion of phase 4 undergraduate students.
3. Feedback on use of drama as teaching method of phase 4 undergraduate students ( spectators ).
4. Residents (Performers) feedback on principles of applied theatre technique.

## Methodology

- Type of study – Interventional study
- Study population – Phase 4 undergraduate medical students and Surgery Residents.
- Sample size - [ n1 phase 4 students = 186  
n2 Residents = 10 ]
- Inclusion criteria – All Phase 4 undergraduate students and Surgery residents who gave consent to participate

Script pertaining to patient safety issues was written and validated by faculties in general surgery department

Pretest was developed and validated taking in account all errors for the patient safety which occur during blood transfusion

Training of 10 residents from Surgery department was done to enact the script

Consent was taken for [n1 = 186 and n2 = 10 ]

Pre test for knowledge was given

Skit was performed showing blood transfusion process and all possible errors

Students were directed to observe the skit and note down all possible errors which occur in blood transfusion

Interactive debriefing session was conducted

Students were asked to identify different errors which were shown in skit during blood transfusion and why they occurred

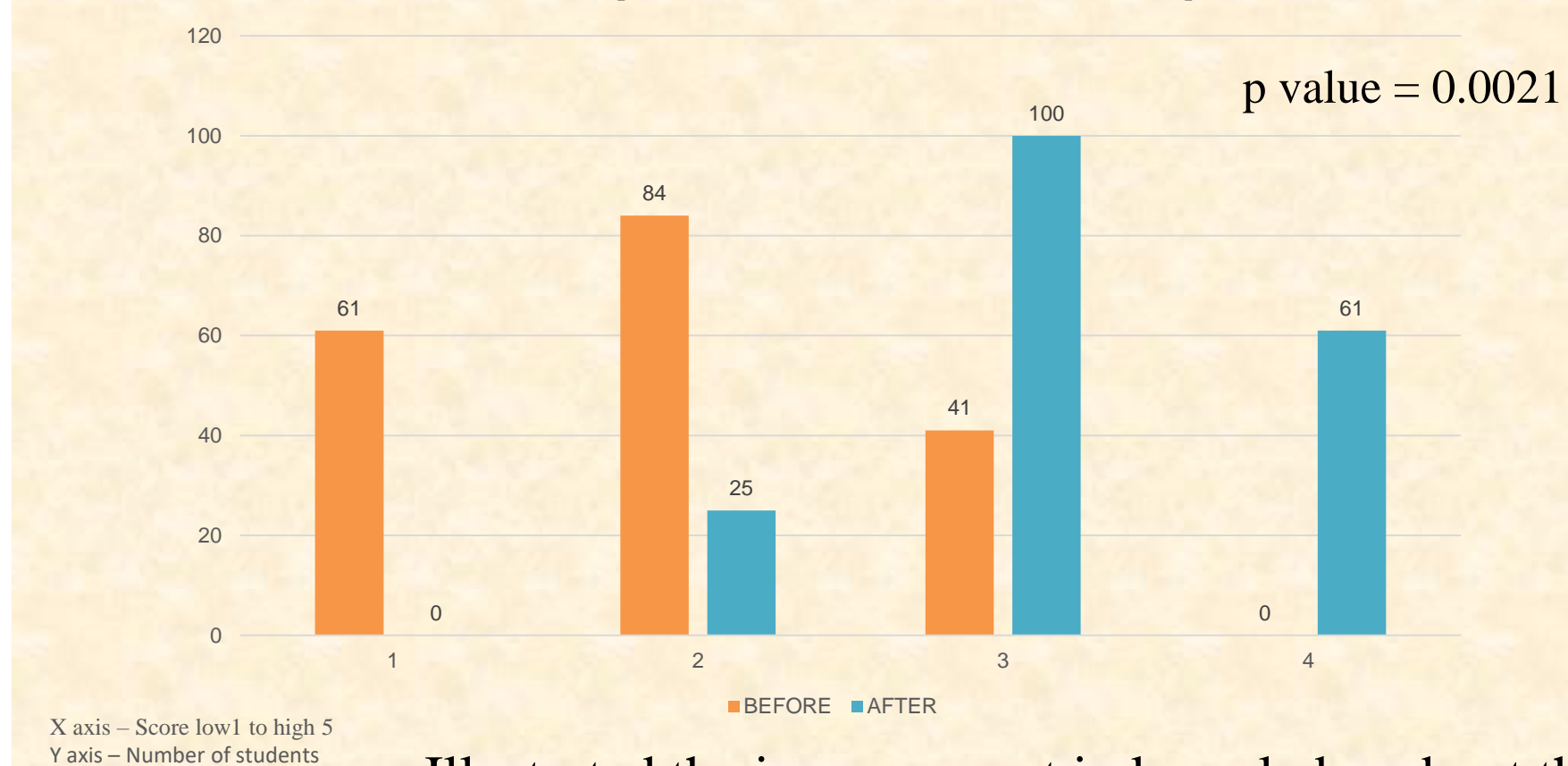
Post test , Retrospective evaluation on Likert scale and feedback questionnaires for both students and participants was collected

Analysis done using SPSS Statistics software



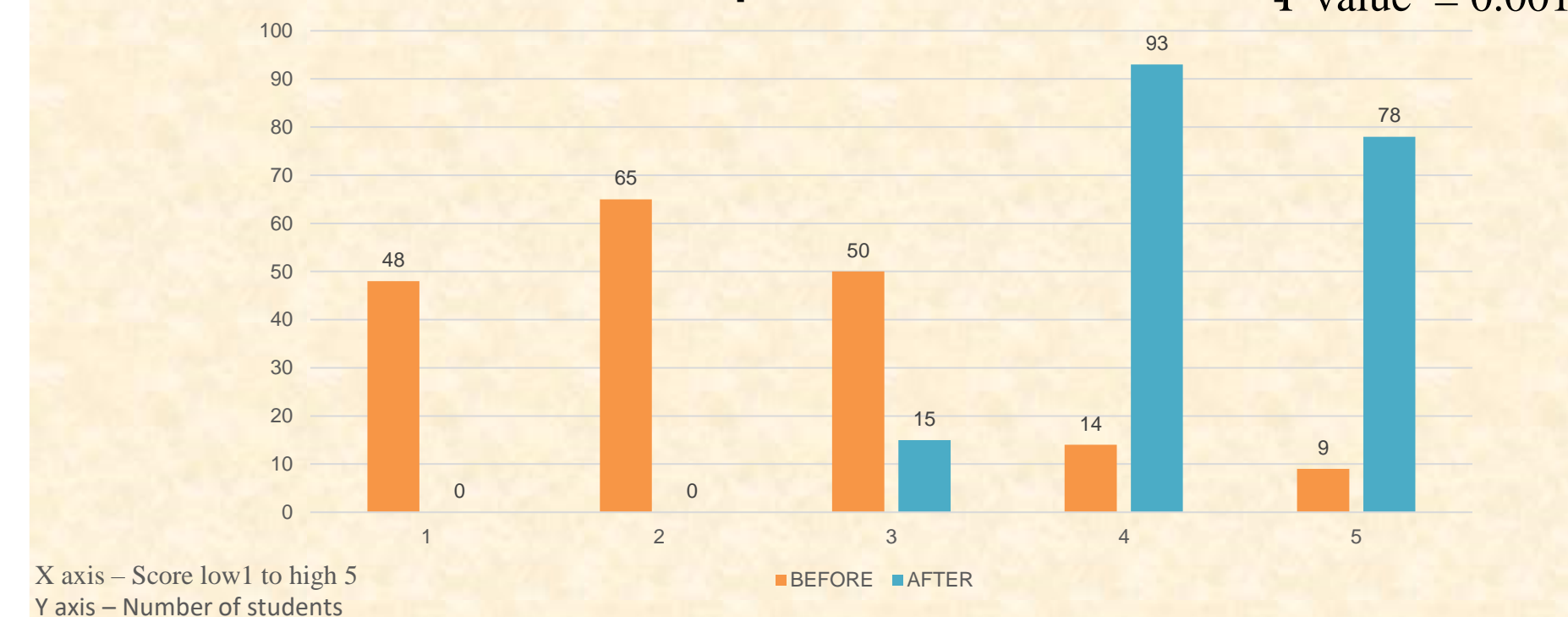
## Results

**TABLE 1**  
KNOWLEDGE ABOUT THE PROCESS OF BLOOD TRANSFUSION [BEFORE AND AFTER ACTIVITY]



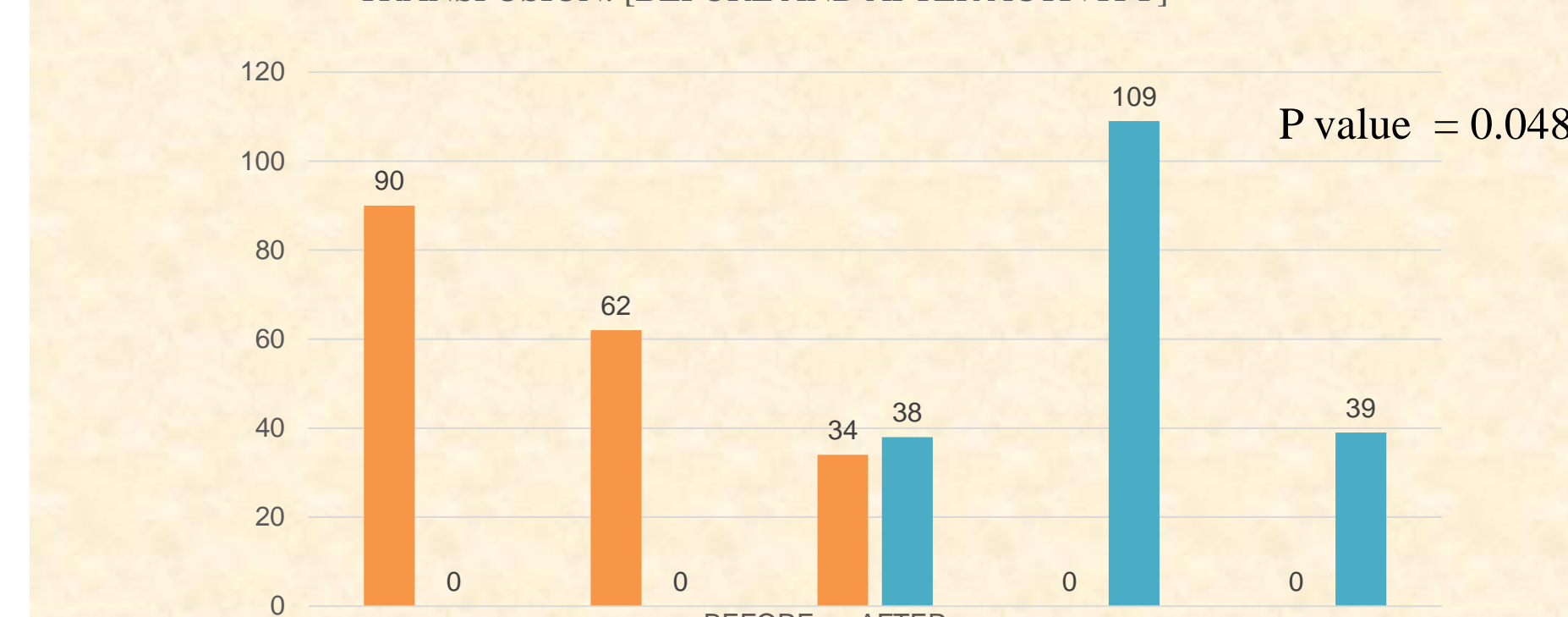
Illustrated the improvement in knowledge about the process of blood transfusion before and after activity

**TABLE 2**  
ATTITUDE TOWARDS PATIENT SAFETY DURING BLOOD TRANSFUSION. [BEFORE AND AFTER ACTIVITY]



Illustrated the change in spectators attitude towards patient safety before and after activity

**TABLE 3**  
CONFIDENCE GAIN ABOUT THE PROCESS OF BLOOD TRANSFUSION. [BEFORE AND AFTER ACTIVITY]



Illustrates the change in spectators confidence regarding the blood transfusion process before and after the activity.

As shown in this table 1 there was statistically significant improvement in knowledge of spectators which was also seen by L Gao , J Peranson, J Nyhof-Young et all.<sup>3</sup>

As shown in this Table 2 there was statistically significant improvement in Attitude of spectators towards patient safety which was also seen by Jennifer M Rusiecki , Nicola M Orlov et all.<sup>4</sup>

As shown in this Table 3 there was statistically significant improvement in confidence of spectators towards about blood transfusion process which was also seen by Carolyn A Chan , Donna M Windish et all.<sup>5</sup>

TABLE 4.	Engaging	Interactive	participatory	Experiential
Spectators	92%	90%	70%	65%
Participants	100%	100%	80%	80%

Illustrates feedback of students and participants on principles of applied theatre technique

Table 4 shows that principles of applied theatre worked effectively on participants than spectators.

## Conclusion

From the study it can be concluded that use of applied theatre technique to teach **patient safety** in blood transfusion shows statistically significant gain in knowledge , confidence and attitude in phase 4 undergraduate students and help to retain knowledge over longer period of time for both students and participants. The interactivity was received better than that of traditional teaching . Applied theatre principles like participation, interactive, engagement and experience were observed more in resident than the undergraduate students . Hence, this approach can be used effectively to teach patient safety measures during blood transfusion and can be used to teach other patient safety issues using small groups where students can be involved .

## Strength of study

- Conceptual learning for large group in one session.
- Use of minimum resources.
- Active participation by both spectators and participants.

## Weakness of study

- Undergraduate students were not involved in skit.

## Acknowledgements

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## REFERENCES

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