"The Best Gift You Could Give a Resident:" A Qualitative Study of Well-Being Resources and Utilization in General Surgery Programs

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INTRODUCTION: Resident well-being is receiving laudable attention after the ACGME’s mandate that training programs address it comprehensively. However, there are scarce data on available resources, limitations, and recommendations for improvement from the perspective of the residents these efforts are intended to benefit.

METHODS: We conducted semi-structured interviews with 28 mid-level and senior residents from 14 general surgery programs across the country to explore availability and utilization of well-being resources within general surgery programs. Transcripts were analyzed iteratively and informed by thematic analysis.

RESULTS: The main resources available to address well-being included program leadership, wellness committees, and counseling resources. Notably, many residents described barriers to utilization. Program leadership was viewed as a critical source of support, but the need to self-report a desire for assistance was often described as an obstacle for engagement. Although the social events and relaxation sessions offered by wellness committees were appreciated, residents more often asserted the feeling that these initiatives posed additional demands on already limited free time. Finally, although counseling resources were often available, utilization was limited by privacy concerns, scheduling conflicts, and mental health stigma. When probed on more appropriate interventions, recommendations included formalized debriefs and protected personal time.

CONCLUSION: Despite the availability of interventions aimed at addressing well-being in general surgery programs, many participants described significant barriers to their utilization. As programs adopt novel initiatives to enhance trainee well-being, resident input is essential to design resources that are viewed as useful, aligned with their goals, and carry minimal obstacles for use.

An Educational Module to Teach Inter-Professional Peer Feedback Skills for Simulation Events Improves Learner Knowledge and Confidence

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INTRODUCTION: Peer feedback is an important active learning strategy that stimulates reflection. Inter-professional peer feedback can be affected by hierarchy and stereotypes. Our aim was to assess the efficacy of an educational module on inter-professional peer feedback during trauma simulations involving virtual debriefing sessions.

METHODS: Inter-professional teams participated in simulations designed to improve teamwork and leadership skills during trauma activations. After local needs assessment precourse materials were developed detailing effective practices for delivery of inter-professional peer feedback. Learners were also taught the Trauma Team Competency Assessment-24 validated tool to structure their feedback. The brief-simulation-debrief structure was followed and, due to social distancing rules, inter-professional debriefings, including peer feedback, were delivered virtually. All learners completed pre-/post-assessments using the Inter-Professional Collaborative Competencies Attainment Survey.

RESULTS: Twenty-five learners participated in the trauma simulations (13 general surgery residents, 5 emergency medicine residents, 3 medical students, 2 trauma advanced practice registered nurses, and 2 trauma registered nurses). Sixty-four percent of learners had delivered peer feedback on fewer than 10 occasions (0: 20%, 1 to 5: 32%, and 6 to 10: 12%). Forty percent of learners had never received teaching on how to effectively deliver peer feedback. Learner knowledge and confidence in delivery of interprofessional peer feedback was improved on course completion (Fig. 1). All learners agreed that the peer feedback they received was useful to their daily clinical practice (68% “strongly agree” and 32% “agree”).

CONCLUSION: Formal healthcare professional education on peer feedback is variable and often not targeted to interprofessional learners. Educational modules with a foundation in validated tools can be effective in improving learner knowledge and confidence in this process.

![Figure 1](https://doi.org/10.1016/j.jamcollsurg.2021.07.438)