Enhancing Feedback in Anesthesia Residency Programs

The Problem

- Improving resident performance would improve quality of patient care
- Feedback from faculty is critical for enhancing resident performance
- Limited tools exist for teaching faculty how to provide feedback to residents

Aim/Goal

- Enhance feedback to residents from faculty using a video-based teaching tool at four institutions (Beth Israel Deaconess Medical Center; University of Kentucky; University of Rochester Medical Center; and University of California, San Diego)

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The Interventions

- Two video-based discussion sessions for faculty
- One discussion session for residents
- Feedback was rated for quality (detailed, specific, behavior-focused, not harmful/destructive, and actionable), utility, whether it was related to professionalism/communication, and whether it had negative feedback

The Results/Progress to Date

- Higher quality (p = 0.04) and utility (p = 0.002) of feedback from pre- to post-intervention at Institution 1 but not overall
- Significant changes from pre-intervention to intervention period:
  - Overall and Institution 2: More feedback on professionalism and communication (p = 0.01 and p < 0.001, respectively)
  - Institution 3: More negative feedback (p = 0.01) and higher utility (p = 0.04)

Figure 1: Quality of Feedback at Institution 1

![Quality of Feedback at Institution 1](image1)

Figure 2: Utility of Feedback at Institution 1

![Utility of Feedback at Institution 1](image2)

Lessons Learned

- Each center affected differently despite identical intervention
- May be more effective with new faculty and/or smaller discussion sessions

Next Steps/What Should Happen Next

- Refine rating system
- Explore other factors such as time of year, level of training of the resident, and faculty’s experience with feedback

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