

Residents' and Program Directors' Perceptions of Wellness in the Learning Environment: A Comparative Study

Martha Chamodraka, PhD, OPQ & Paola Fata, MDCM, FRCSC
The WELL Office, Faculty of Medicine, McGill University

October 11, 2018



ICPH 2018

INTERNATIONAL CONFERENCE ON PHYSICIAN HEALTH[®]

AMA
CMA
BMA



BACKGROUND

The role of the learning environment (LE) in trainees' development and mental health

Unsupportive LEs more likely to lead to resident burnout (Dunhama et al., 2017)

Core aspects of an ideal LE (Daskivich et al., 2015; Holt et al., 2010; Jennings & Slavin, 2015; Roff et al., 2005):

- 1) appropriate **workload**
- 2) sense of **control** / **autonomy**
- 3) balance between **effort** and **reward**
- 4) **constructive feedback**
- 5) **fairness** / **respect** / **social support**
- 6) **collaboration**
- 7) **positive role-modelling**



PURPOSE

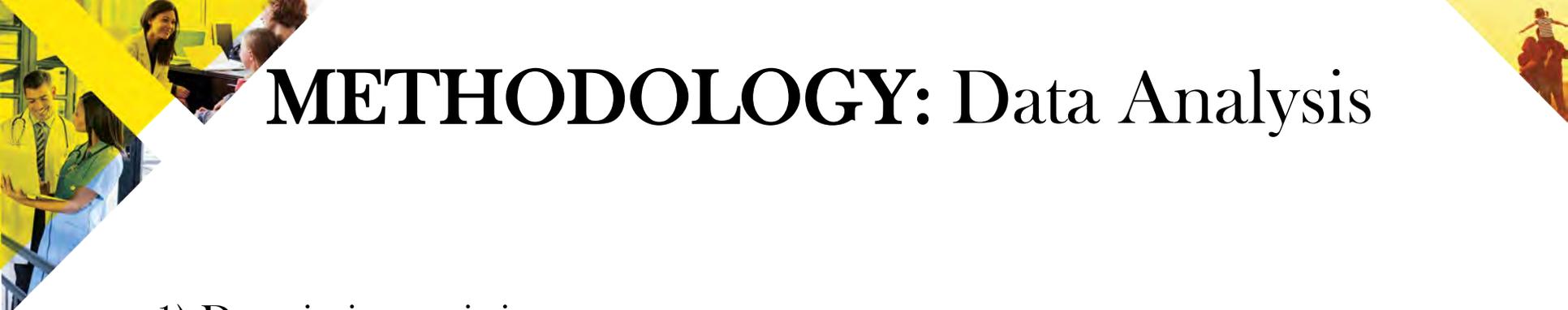
1. **QI Project:** Learning environment scan from program directors' (PDs) perspective to assess needs and tailor interventions/wellness programming

2. **Comparative study:** Assessment of residents' perspective on wellness in the LE to discover how their subjective reality compares to PDs' impressions



METHODOLOGY : Data Collection

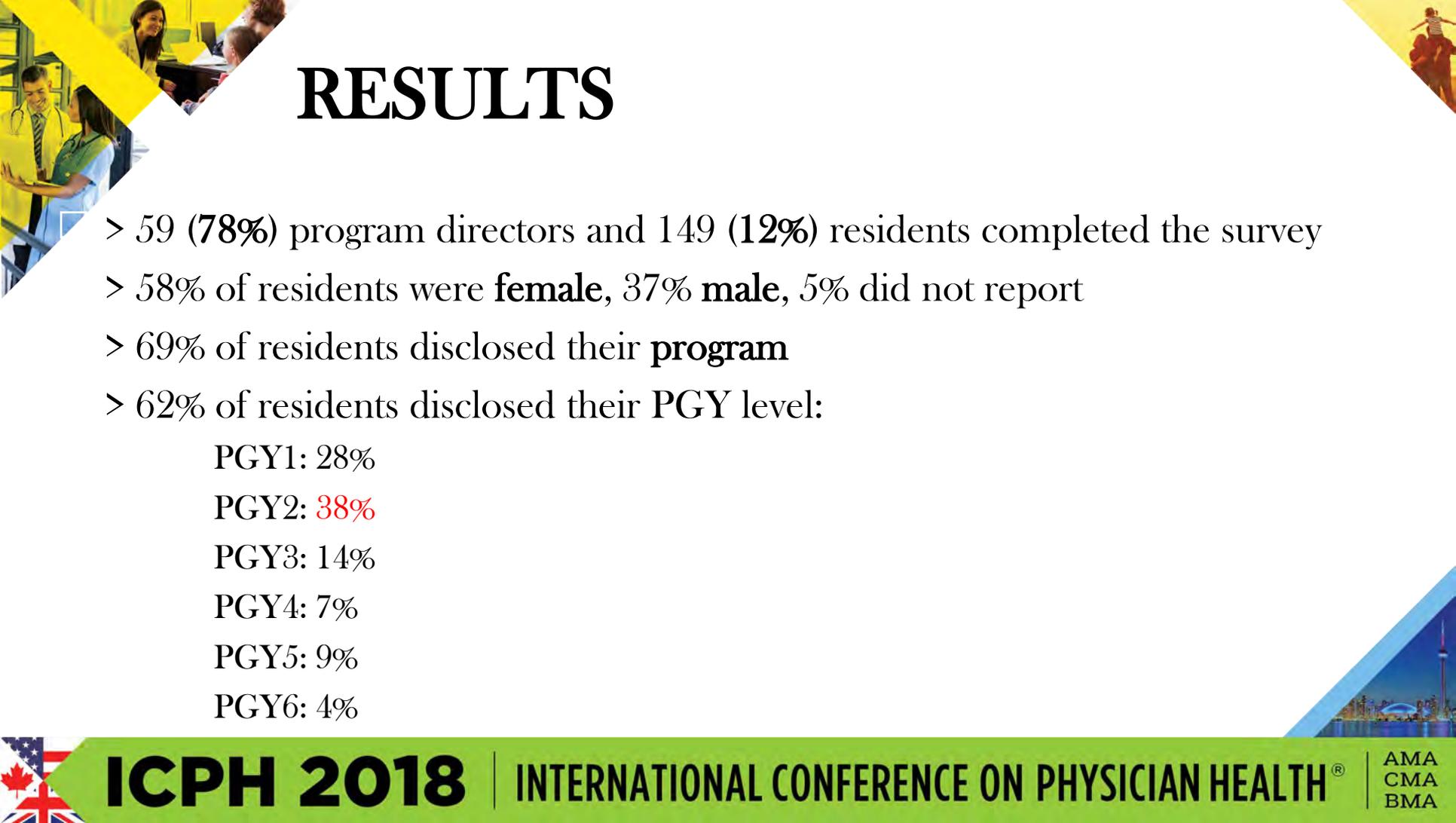
- 1 - Creation of an electronic anonymous survey assessing program directors'
 - a) awareness of wellness and mistreatment support services through the WELL Office and their usage
 - b) assessment of the learning environment:
 - Cooperation with staff
 - Fairness, respect, appreciation of diversity
 - Constructive feedback
 - Autonomy
 - Role-modelling
 - Valuing residents
 - c) identification of LE as problematic and need for assistance
- 2 - Dissemination of the survey via e-mail to all residency PDs and residents



METHODOLOGY: Data Analysis

1) Descriptive statistics

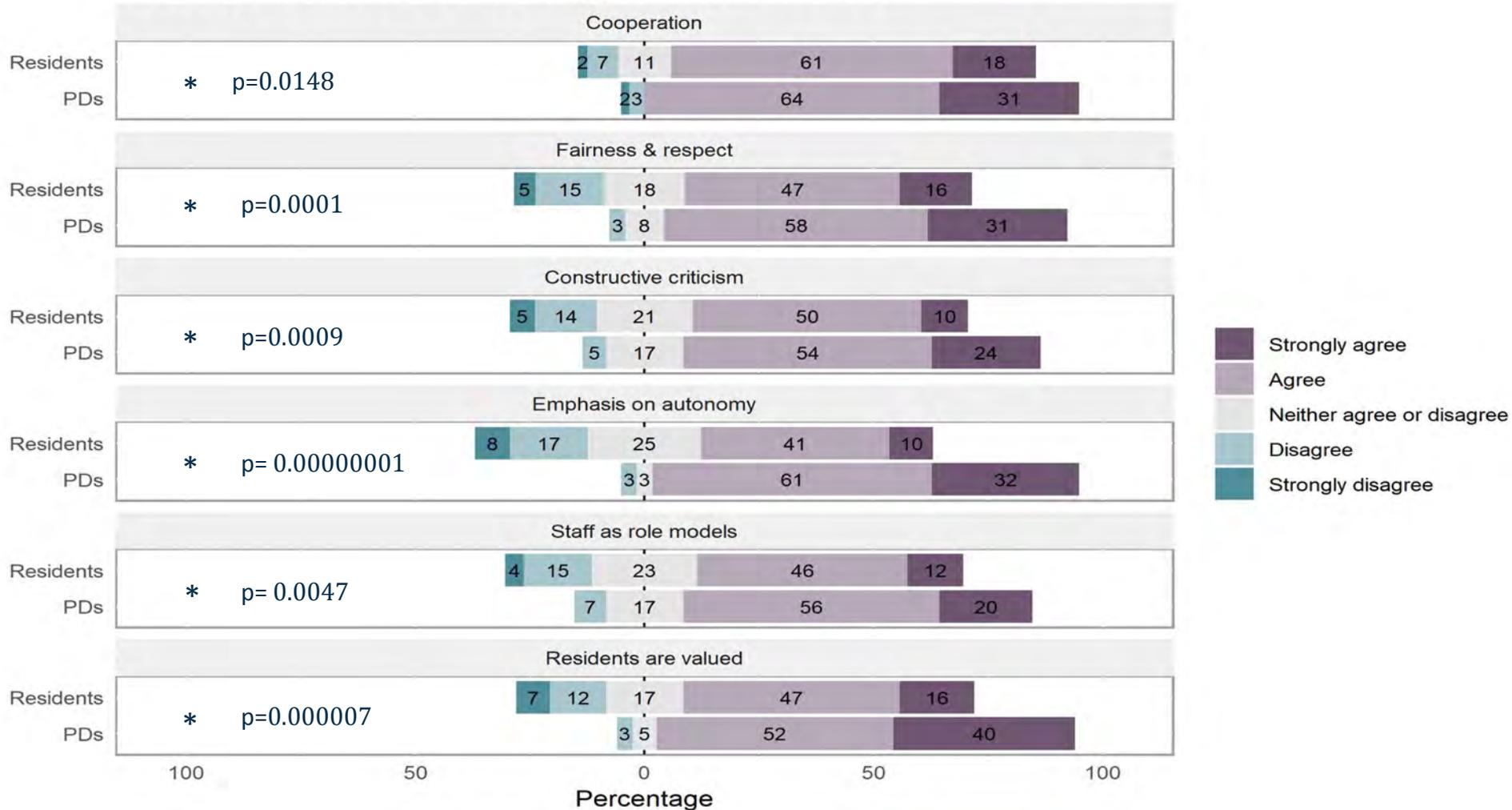
2) Pair-wise ordinal test of independence between response groups (**overall**) and between the items of the Likert scales (**post-hoc**) to test for significant differences at the $\alpha = 0.05$ level.

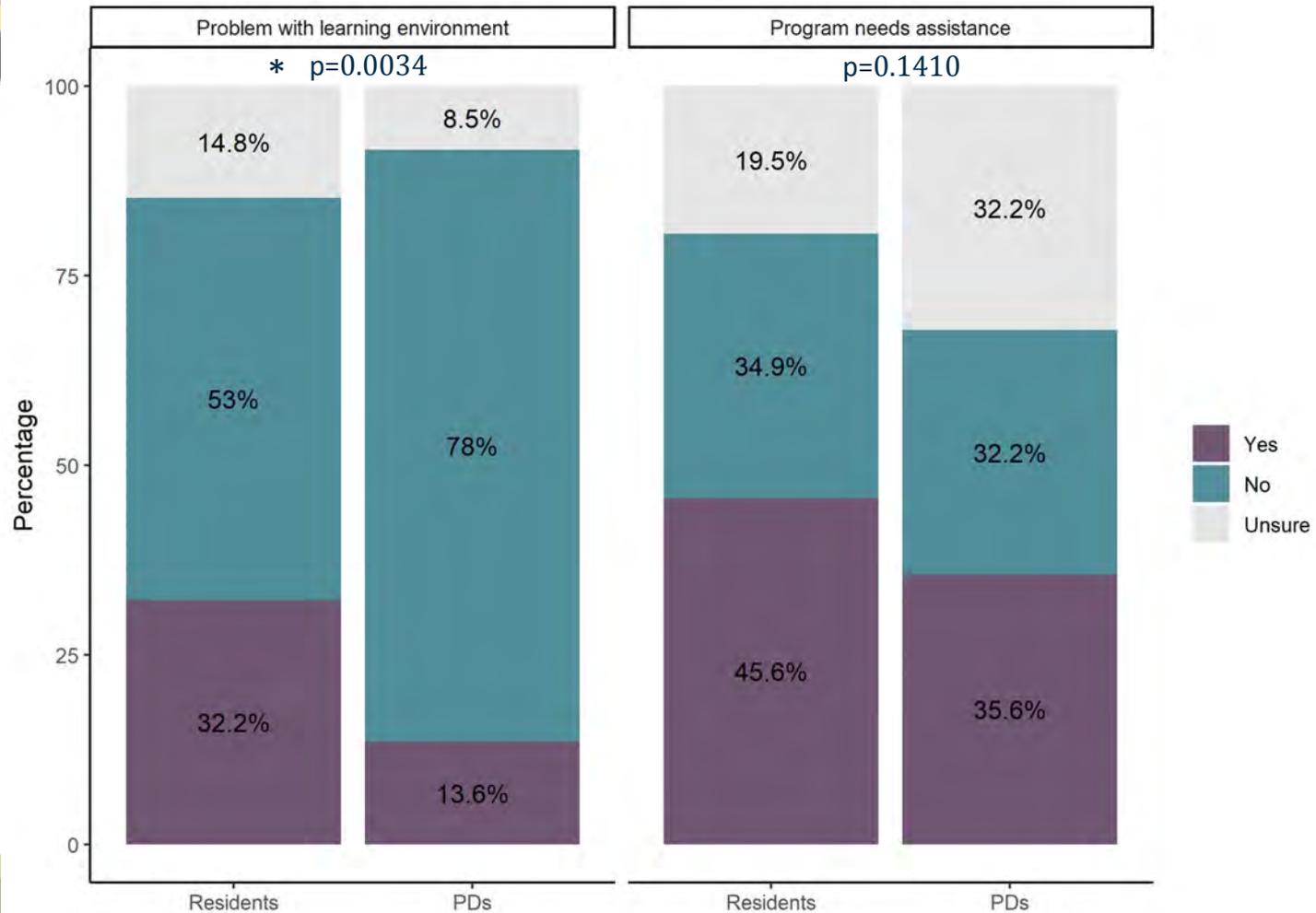


RESULTS

- > 59 (78%) program directors and 149 (12%) residents completed the survey
- > 58% of residents were **female**, 37% **male**, 5% did not report
- > 69% of residents disclosed their **program**
- > 62% of residents disclosed their PGY level:
 - PGY1: 28%
 - PGY2: 38%
 - PGY3: 14%
 - PGY4: 7%
 - PGY5: 9%
 - PGY6: 4%

Perceptions of learning environment

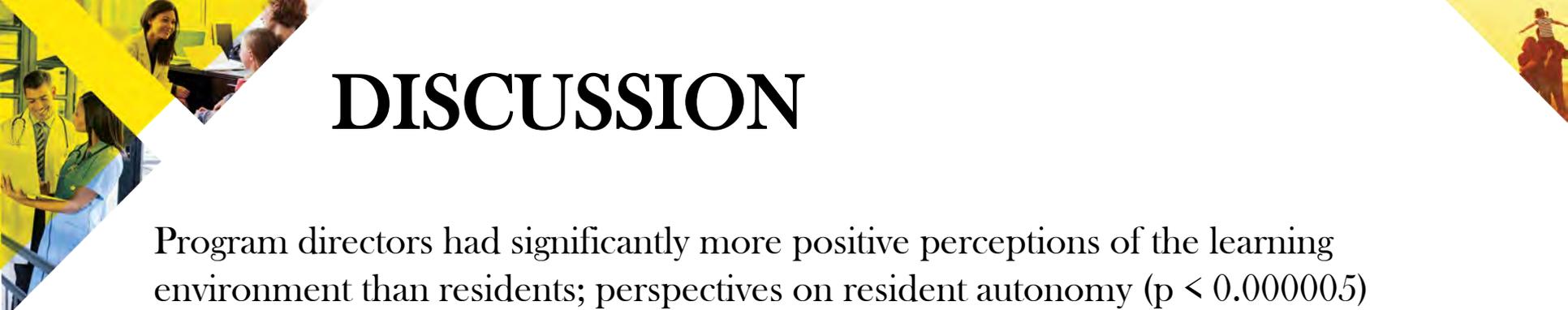




Narratives

Program Director: *Our program has recently learned that there were serious concerns re: the learning environment, though I had not received such feedback from the residents. Because our program is small, I am told that residents potentially feel uncomfortable giving honest feedback (...) This is a big concern for me and the program, as improvements in the learning environment are then difficult to make (...) It would be very helpful in having a system where honest and anonymous feedback is provided to the program.*

Resident: *I answered "no" to problem in learning environment, but "yes" in support required because I believe that we don't need to wait until there is a frank "problem" in the environment prior to supporting the program.*



DISCUSSION

Program directors had significantly more positive perceptions of the learning environment than residents; perspectives on resident autonomy ($p < 0.000005$) and residents feeling valued ($p = 0.00001$) were the most divergent.

Many program directors may

- a) lack information, skills, and/or time to **objectively** assess the learning environment
- b) hold different views on educational methods
- c) perceive issues as isolated incidents



DISCUSSION

Both groups tended to agree that their programs needed assistance, despite significantly disagreeing on whether or not the LE was problematic.

Both groups may

- a) believe there is room for improvement
- b) value preventative measures
- c) value the input of an external/neutral party

Need for and openness to regular LE assessments and targeted interventions by
PGME/WELL Office

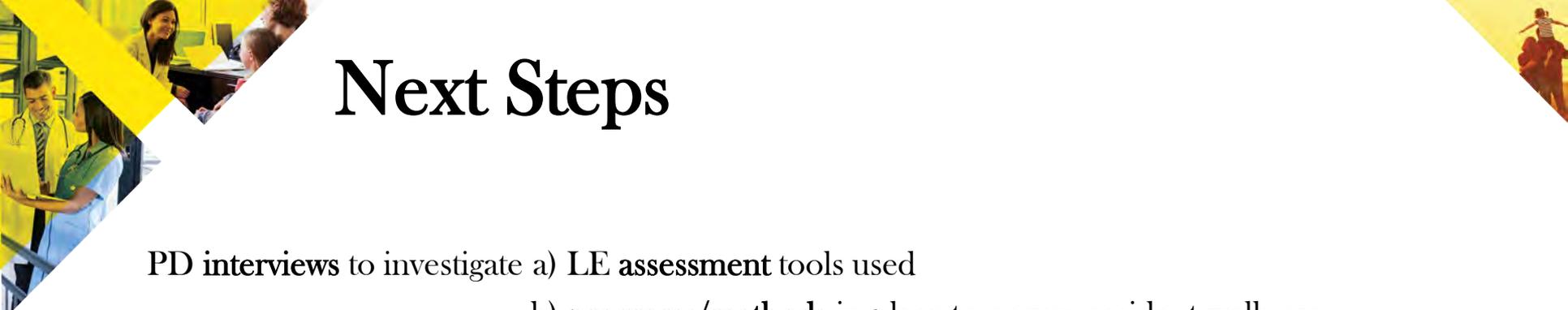


LIMITATIONS

Small resident sample size; self-selection bias

Program-specific comparisons are not possible due to anonymity

Residency programs' size varies greatly; larger programs were over-represented



Next Steps

PD interviews to investigate a) LE assessment tools used

b) programs/methods in place to ensure resident wellness

c) possible barriers

d) support needed

Resident focus groups to investigate a) subjective experiences of wellness or its absence in the LE

b) barriers to improvement

c) support needed

Interviews with other stakeholders in the learning environment



Questions?

If you wish to reach us:

martha.chamodraka@mcgill.ca

paola.fata@mcgill.ca



ICPH 2018

INTERNATIONAL CONFERENCE ON PHYSICIAN HEALTH[®]

AMA
CMA
BMA

Significance Testing

Pair-wise ordinal test of independence between Likert scale items

Pair-wise ordinal test of independence between Residents and PDs

Question	P value
Cooperation	0.0148
Fairness and respect	0.0001
Constructive criticism	0.0009
Emphasis on autonomy	0.0000
Staff as role models	0.0047
Residents are valued	0.0000

Question	Item comparison	P value
Cooperation	Strongly agree : Neither agree or disagree	0.0197
	Agree : Neither agree or disagree	0.0464
Fairness and respect	Strongly agree : Disagree	0.0271
Emphasis on autonomy	Strongly agree : Neither agree or disagree	0.0000
	Strongly agree : Disagree	0.0003
	Strongly agree : Strongly disagree	0.0021
	Agree : Neither agree or disagree	0.0006
Residents are valued	Agree : Disagree	0.0056
	Agree : Strongly disagree	0.0212
	Strongly agree : Neither agree or disagree	0.0077
Residents are valued	Strongly agree : Disagree	0.0094
	Strongly agree : Strongly disagree	0.0094

Significance Testing

Pair-wise nominal test of independence
between Residents and PDs

Question	P value
Problem	0.0034
Assistance	0.1410

Pair-wise nominal test of independence
between levels of questions

Question	Comparison	P value
Problem	Yes : No	0.0077
	Yes : Unsure	0.7490
	No : Unsure	0.1140
Assistance	Yes : No	0.7140
	Yes : Unsure	0.2260
	No : Unsure	0.2460