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Resident Perceptions and Habits Following Implementation of a Resilience Skills Curriculum

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Resident Perceptions and Habits Following Implementation of a Resilience Skills Curriculum
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**Purpose and Background**
- The ability to recover from adversity (resilience) may be protective of burnout.1-4
- Attitudes and behaviors include: reflection, goal setting, debriefing stressful situations, managing error, coaching, needs prioritization, gratitude, acceptance, optimism5
- Internal recognition of the effect of stress and effectiveness of coping mechanisms is necessary6
- The VCU Internal Medicine training program developed a year-long resilience curriculum for interns

**Educational Goals and Learning Objectives**
The broad goal of this curriculum is to foster regular practice of resilient habits in Internal Medicine trainees with the ultimate goal of trainees will develop the ability to recognize, support, teach, and coach resilient behaviors in oneself and others.

By the end of the year, interns will develop resilient behaviors through
- Learning and practicing specific skills in resilience
- Participating in an open dialogue, including sharing and listening, about experiences that necessitate resilience
- Identifying program, departmental, and institutional resources for resilience

**Description of Innovation**
- Developed and implemented a year-long curriculum in resilience for interns
- Monthly, hour-long sessions in single skill, and some activities between sessions.
- Sessions led by program leadership, counselors, and IM faculty with expertise in particular skills.
- Following measures of wellbeing longitudinally
- Surveyed residents in June 2018 to evaluate stated objectives and use of skills

**Assessment of Sessions/Facilitators**
- Facilitators effectively demonstrated applicability of resilience skills to relevant clinical and personal-life experiences.
- Facilitators created a safe forum for sharing and learning from challenges in our profession.
- Facilitators identified program, departmental and institutional resources for fostering resilience.
- Facilitators effectively fostered an open dialogue among participants

**Session Content**

**Results**
- 57 interns total in program
- 13 sessions in AYs 2016-17, 2017-18
- June 2018 survey
  - 27/57 interns (47%)
  - 82/138 in program (59%)

**Session Attendance and Impact**

**Conclusions**
It is feasible to implement a longitudinal curriculum in resilience skills training. We achieved objectives of creating a forum to share experience, identify resources, and practice skills.

**Reflective Critique**
This assessment limited by subjectivity of outcome measures. Although many residents did not agree believe the curriculum contributes to their development or maintenance of wellness, the majority agreed the skills are applicable to the work they do and report using these skills very often. While impact on wellness is difficult to assess, this curriculum teaches skills that are both applicable to and frequently used by residents.

References: