Abstract: Purpose: Building resilience is one promising method to help mitigate burnout and help physicians overcome career challenges, such as difficult clinical events and medical errors. This study assesses residents’ baseline resilience and experiences with difficult clinical events.

Methods: Cross-sectional surveys were given to IM residents. Baseline resilience was assessed with the Connor-Davidson Resilience scale and categorized as low (<70), intermediate (70-79), and high (80-100). Residents were surveyed on burnout and reflection after difficult clinical events.

Results: 41 of 62 (66.1%) IM residents completed the survey. 14.6% had high resilience, 46.3% intermediate, and 39.0% low. 26.8% reported at least one burnout symptom. There was no association between high or low resilience and burnout (p=0.27). 51.2% of residents experienced difficult clinical events several times a month, 24.4% several times a week, and 9.8% daily. 100% of residents reported stress after these events. 22.0% prefer to discuss events with their team immediately, 56.0% later that day, 19.6% in the following days to weeks, and only 2.4% prefer not to discuss them. Residents individually reflect on these events very often (41.5%), often (29.2%), or sometimes (19.5%), whereas only 9.8% rarely reflect. After events, residents talk with interns and students very often (17.1%), often (39.0%), or sometimes (39.0%), but with attendings only rarely (41.5%) or sometimes (41.5%). Only 14.6% talk with attendings often. 68.3% of residents think difficult events affect their well-being at work and 58.6% want more training to help their teams cope.

Discussion/Conclusion: IM residents experience difficult clinical events regularly. Most find these events stressful, prefer to discuss them with their teams, and would like more training to help their teams cope. Residents discuss these events with interns and students frequently, but not with attendings. Curricula on leadership skills and promoting team resilience after difficult clinical events are needed, as is faculty development.

Level of Audience: Early-career

Focus of Presentation: GME


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