

Feedback-Seeking Behavior and Practice Readiness for General Surgery

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Background

- Workplace-based assessments are the essential building blocks of graduate medical education (GME) assessment systems¹
- Effective implementation of WBA systems in GME remains challenging.²⁻⁷

Objective

- To analyze the relationship between feedback-seeking behavior and both ratings of surgical trainees' operative autonomy and performance.

Methods

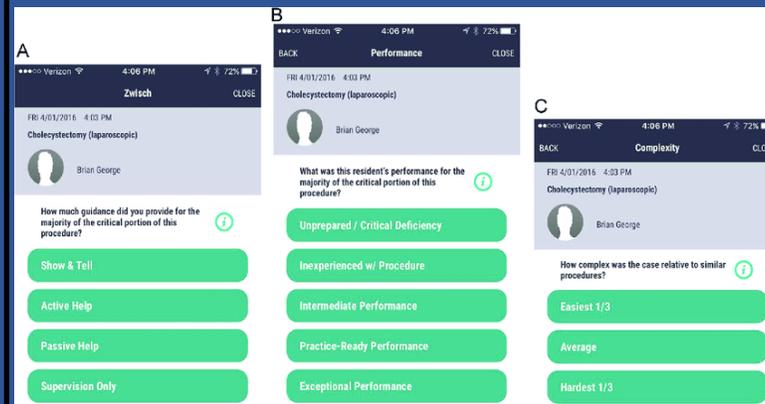
Data Source and Study Population:

- Operative assessment data using the System for Improving and Measuring Procedural Learning (SIMPL OR)
- 1,539 categorical general surgery trainees, over 71 general surgery residency programs

Statistical Analysis:

- We used a cross-classified mixed effects model to analyze the association between the volume of trainee-requested SIMPL OR evaluations and both trainee performance and autonomy ratings

SIMPL OR



Conclusions

- Feedback-seeking behavior was weakly associated with operative autonomy ratings
- Feedback-seeking behavior was not associated with operative performance ratings
- Trainee engagement with WBAs may be one way to improve operative autonomy.

Results

Cases per resident

Cases	24,371
Cases/resident	10.5 (SD 16.9)

Fixed effects of autonomy and performance scores

Fixed Effects	Autonomy		Performance	
	B	95% CI	B	95% CI
Requests	0.06	0.03, 0.09	0.02 **	-0.00, 0.05
High Complexity	-0.31	-0.33, -0.29	-0.11	-0.13, -0.09
PGY 2	0.36	0.32, 0.39	0.31	0.27, 0.34
PGY 3	0.71	0.67, 0.75	0.61	0.57, 0.65
PGY 4	1.03	0.99, 1.08	0.99	0.96, 1.03
PGY 5	1.35	1.31, 1.40	1.32	1.28, 1.36

** Nonsignificant *p* value. All other *p* values <0.05

Impact and Next Steps

- Increased engagement with SIMPL OR correlates with enhanced autonomy, evaluating how feedback is related to performance ratings is still unclear.
- Further exploring this association could involve examining SIMPL OR narrative comments

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