

## **Creating a New PGY-1 Anesthesia Curriculum to Improve Knowledge, Wellness, and Engagement While Off-Service**

**Presenting Author:** Michael Trawicki MD, University of Wisconsin School of Medicine and Public Health

**Background/Introduction:** Anesthesiology residents spend much of the PGY-1 year on other services such as medicine, surgery, and emergency medicine. With the exception of Intensive Care and one Anesthesia month, interns have little connection to the department, faculty, residents, and facilities except for infrequent social gatherings. Given the propensity for anesthesiology residents to report high levels of burnout, fatigue, and lack of wellness during training, a new curriculum was developed requiring one ½ day per month of relief from service obligations to participate in an Anesthesiology department educational, wellness, or team-building event. The intention is to produce a residency class that is increasingly tight-knit, improving work environment and social support.

**Methods:** This is a quality improvement project within the Department of Anesthesiology at the University of Wisconsin School of Medicine and Public Health. A four hour curriculum on nine days during the 2019-2020 academic year has been developed. The initial session will involve a group luncheon, followed by a low-ropes team-building course. Subsequent sessions will involve a “meet the residents,” “meet the faculty,” and “meet the anesthesiologists” lunch before the education session. Group discussions, small-group sessions with chief residents, and time for additional wellness activities will be intermittently scheduled during these sessions. Journal clubs, problem-based learning, mannequin-based simulation, and other workshops will be utilized for the academic goals in this multi-modal curriculum. The December session is reserved for revisiting wellness and teambuilding, as well as a mid-year feedback session regarding the curriculum.

**Results:** The new curriculum has been designed, faculty and senior residents recruited, and is ready for execution beginning in July 2019. Surveys will be distributed before the curriculum begins and at the end of the year to evaluate the program. Time is being allocated mid-year to have a feedback session regarding the curriculum to make adjustments for the second half of the academic year. Initial survey data will be available for WSA 2019.

**Conclusion:** With increasing awareness of fatigue and burnout among anesthesiology residents, especially while off-service, an engaging curriculum of educational, wellness, and team-building activities has been created for the 2019-2020 academic year.

**References:** Jennings ML, Slavin SJ. Resident Wellness Matters: Optimizing Resident Education and Wellness Through the Learning Environment. *Academic Medicine*. 2015; 90: 1246-50.