



Perception of Educational Experience across Labor & Delivery Shifts: Week Days, Week Nights, and Weekends

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WHAT WE LEARNED

With both residents and faculty on a night-float schedule, residents rated week nights the best overall for training on L&D.

BACKGROUND

Team dynamics and workload responsibilities vary across shifts on labor and delivery. We recently instituted a faculty night float schedule adding yet another dimension with both concerns and hopes for improved resident education.

OBJECTIVE

To compare residents' perceptions of their opportunities for education and professional satisfaction across three distinct L&D shifts:

Week days vs. Week nights vs. Weekends

METHODS

Study Design: Cross-sectional Survey

Participants: 16 OB/GYN & 9 Family Medicine residents

Analysis: Friedman's two-way analysis of variance by ranks (for categorical data)

Survey: 5-point rating scale: poor (1) – excellent (5)
20 training opportunities

- Interaction with Attendings (4 items)
- Patient care (5 items)
- Educational activities (5 items)
- Professionalism (3 items)
- Professional quality of life (3 items)

Open-ended request for comments

Administration: Electronic – Invited 2 times

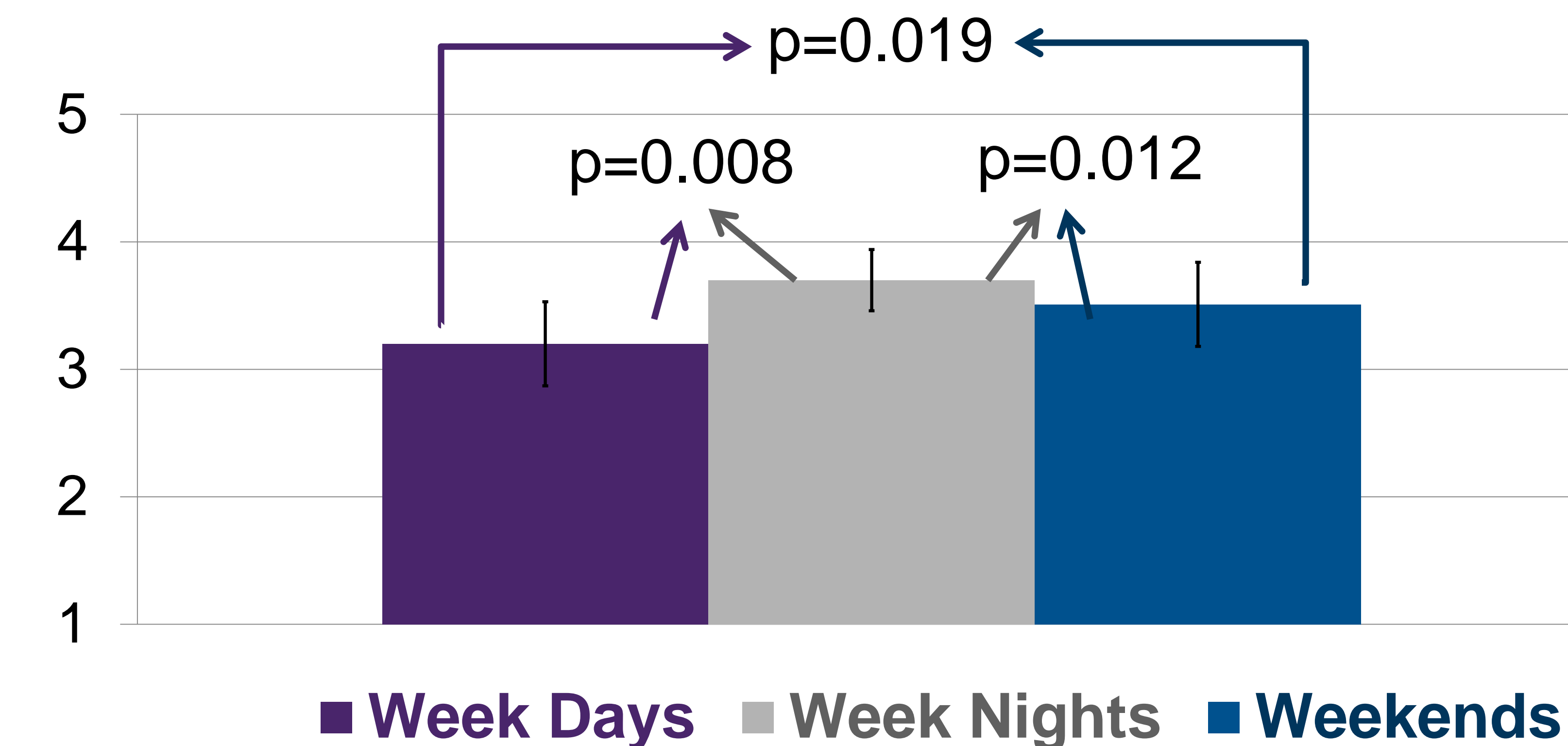
RESULTS

Overall response rate = 15/25 (60%)

OB Upper level n=6/8 and OB lower level n=5/8
FM PGY 1 n=4/9

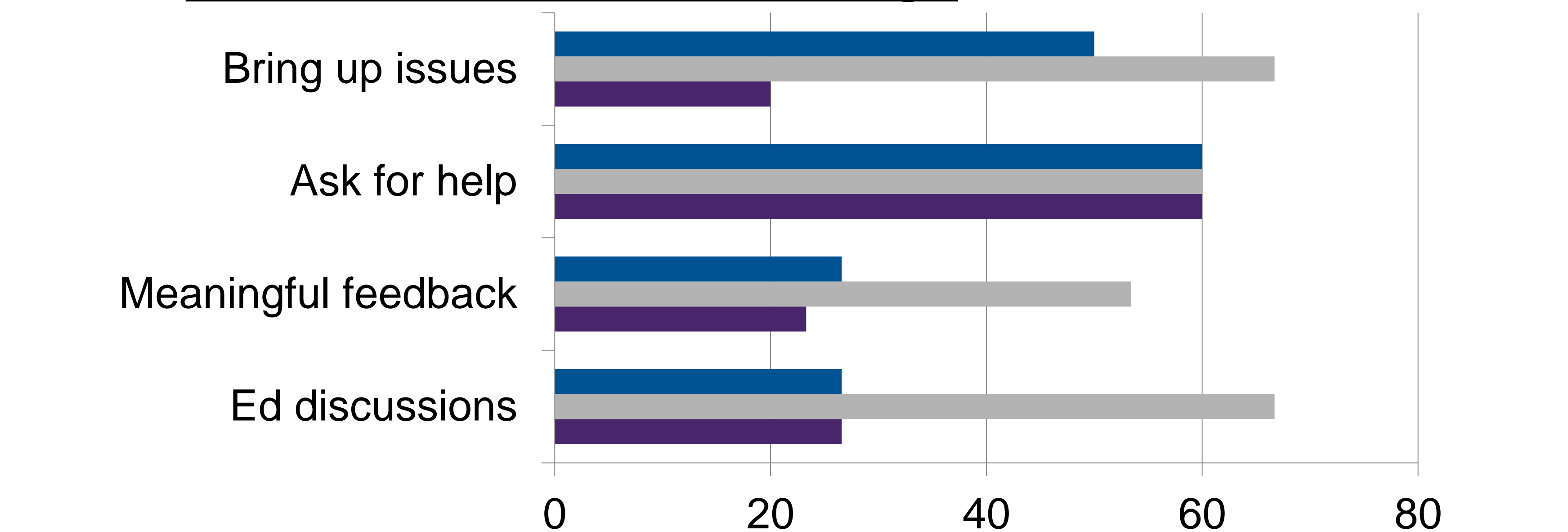
RESULTS

Overall Mean Ratings

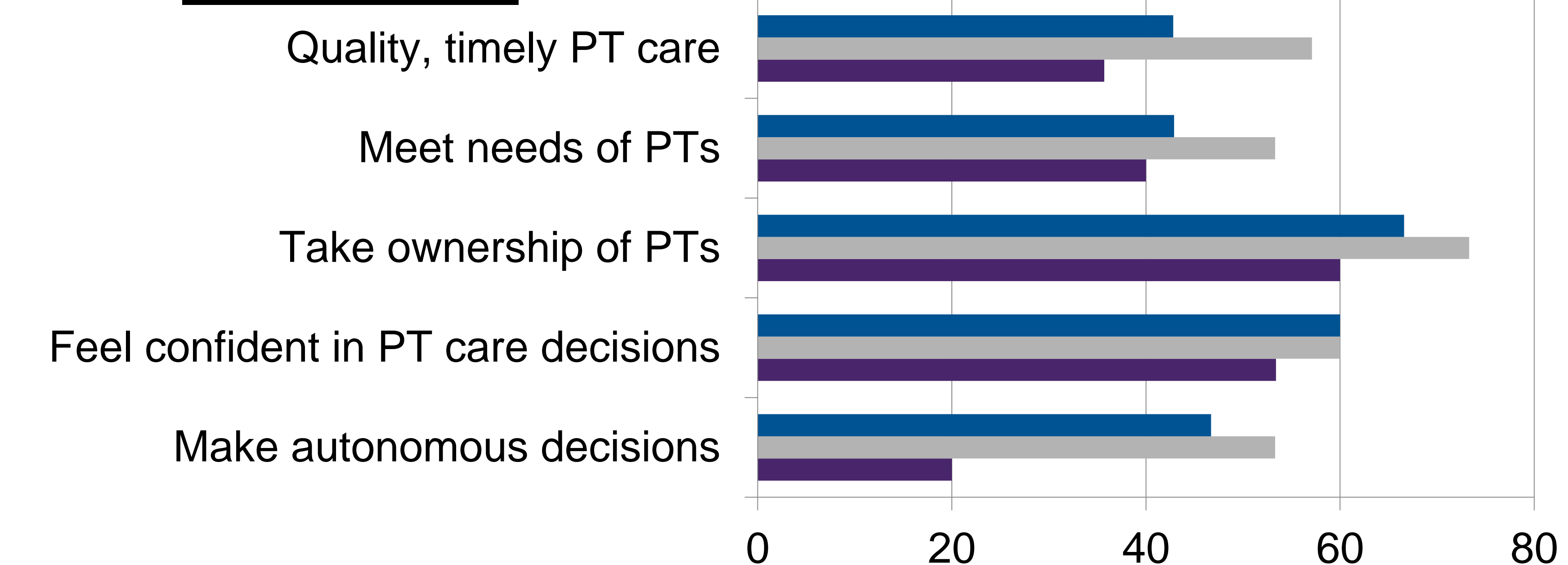


Percentage of Residents Rating Very good - Excellent

❖ Interactions with Attendings



❖ Patient Care



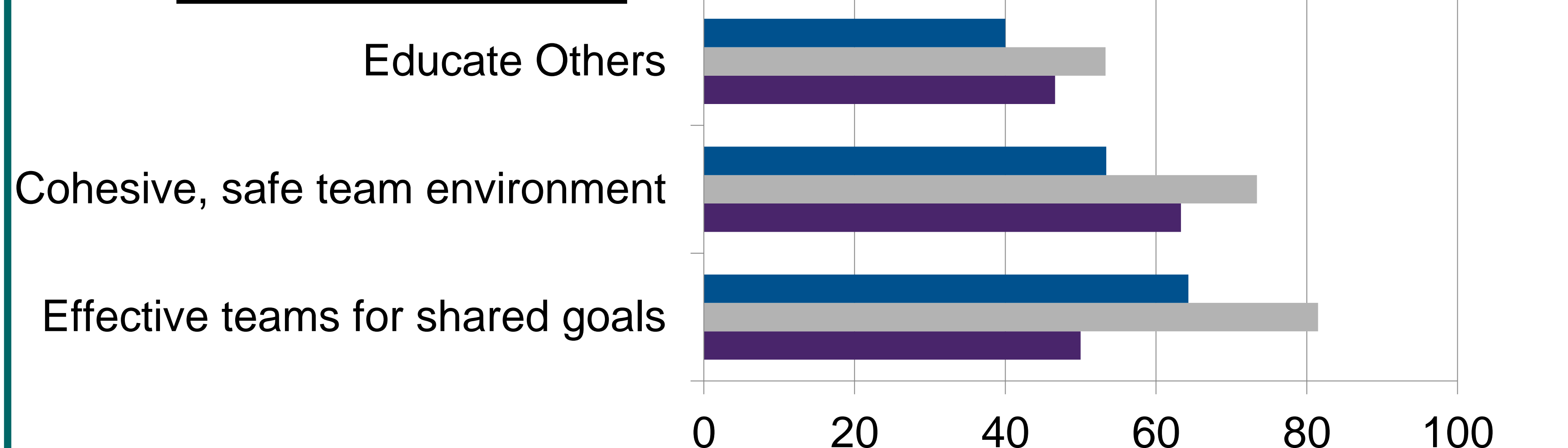
RESULTS

Percentage of Residents Rating Very good - Excellent

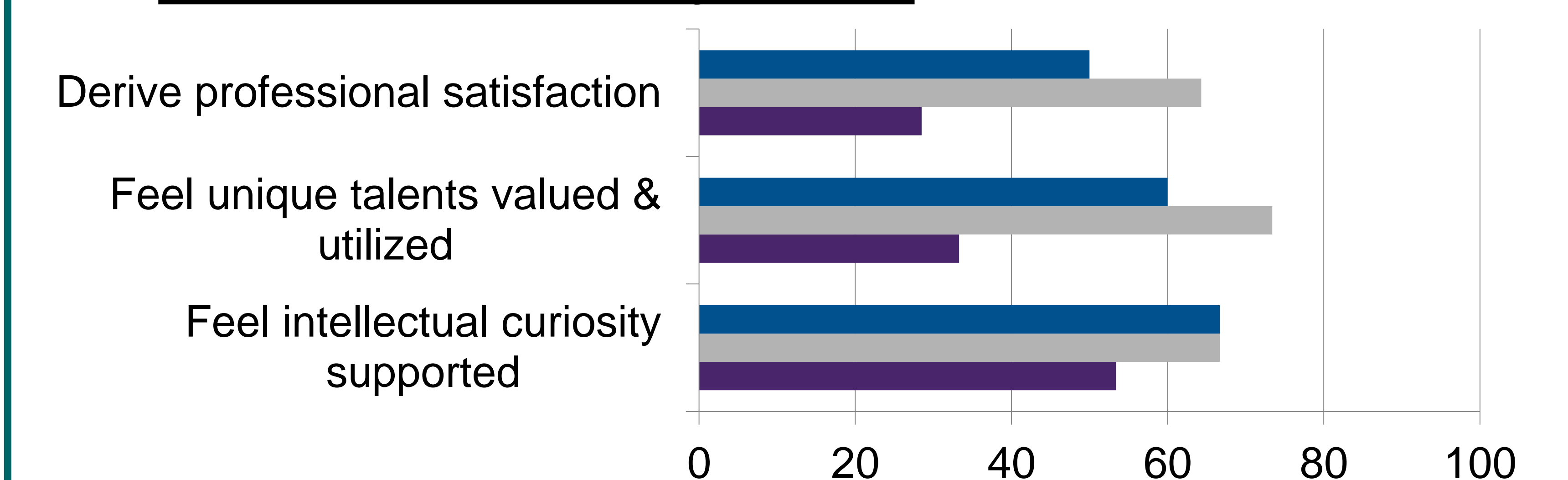
❖ Educational Activities



❖ Professionalism



❖ Professional Quality of Life



DISCUSSION

Night float ranks highest from the resident perspective, having the fewest interruptions and greatest consistency in teams. However, the schedule of working 5 nights Q8 weeks is difficult for faculty to maintain.



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Abstract

Perception of Educational Experiences across L&D Shifts: Week days, Week Nights, and Weekends

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Purpose

This project compared residents' perceptions of their opportunities for education and professional satisfaction across three distinct shifts: week days versus week nights versus weekends.

Background

Team dynamics and workload responsibilities vary across shifts on labor and delivery. We recently instituted a faculty night float adding yet another dimension with both concerns and hopes for improved resident education.

Methods

Sixteen OB/GYN residents and nine Family Medicine interns were invited to anonymously complete an electronic survey modified for this project. Using a 5-point rating scale (poor – excellent), residents rated the quality of the same 21 opportunities across the three shifts; items focused on interactions with attendings (4-items), professionalism (3-items), patient care (5-items), educational activities(5-items), and professional quality of life (3-items). An open-ended comments option was included. Overall and categorical ratings were compared using Friedman's two-way analysis of variance by ranks.

Results

Fifteen residents (60% response rate) rated week nights significantly best overall (M=3.69±0.57). All shifts were significantly different from each other with weekdays the worst (M=3.24±0.65) and weekends in the middle (M=3.5±0.65; p=0.001). This same pattern of ratings occurred for all the subcategories and differences were significant except for professionalism (p=0.079): Interactions with Attendings, p=0.016; Educational activities p=0.0004; Patient care, p=0.003; Professional quality of life p=0.002).

Discussion

Residents rated week nights with our new faculty night float system as the best overall for training on L&D. We speculate this may be related to having considerably more consistency within the night-float team and fewer interruptions in workflow as clinics offices are closed.

Key Words: OB/GYN Residents, Curriculum, Evaluation