

# Don't Keep Us In the Dark:

## Shedding Light on Nighttime Experiences of Resident Physicians

Beth Torwekar MD<sup>1</sup>; Megan Durham MD<sup>1</sup>; Margaret Robinson MD<sup>2</sup>; Shaban Demirel OD PhD<sup>3</sup>; Jennifer LeTourneau DO MCR<sup>4</sup>; Judith Bowen MD PhD<sup>5</sup>

<sup>1</sup>Department of Pediatrics, Legacy Health <sup>2</sup>Department of Pediatrics, University of California, San Francisco <sup>3</sup>Legacy Research Institute <sup>4</sup>Graduate Medical Education, Legacy Health <sup>5</sup>WSU Elson S. Floyd College of Medicine

### BACKGROUND

- Nighttime work is a core component of medical training
- Creation of night float has increased trainee night work
- Nighttime specific-learning opportunities are still lacking with challenges including:
  - Alteration to sleep / wake cycle
  - Decreased supervisory personnel
  - Difficulty developing skilled nocturnal educators
  - Absence of formal curriculum
- Formal curricula have been created as a common method to address these concerns
- We are unaware of any research that has defined the unique facets of nighttime work in a thematically generalizable fashion

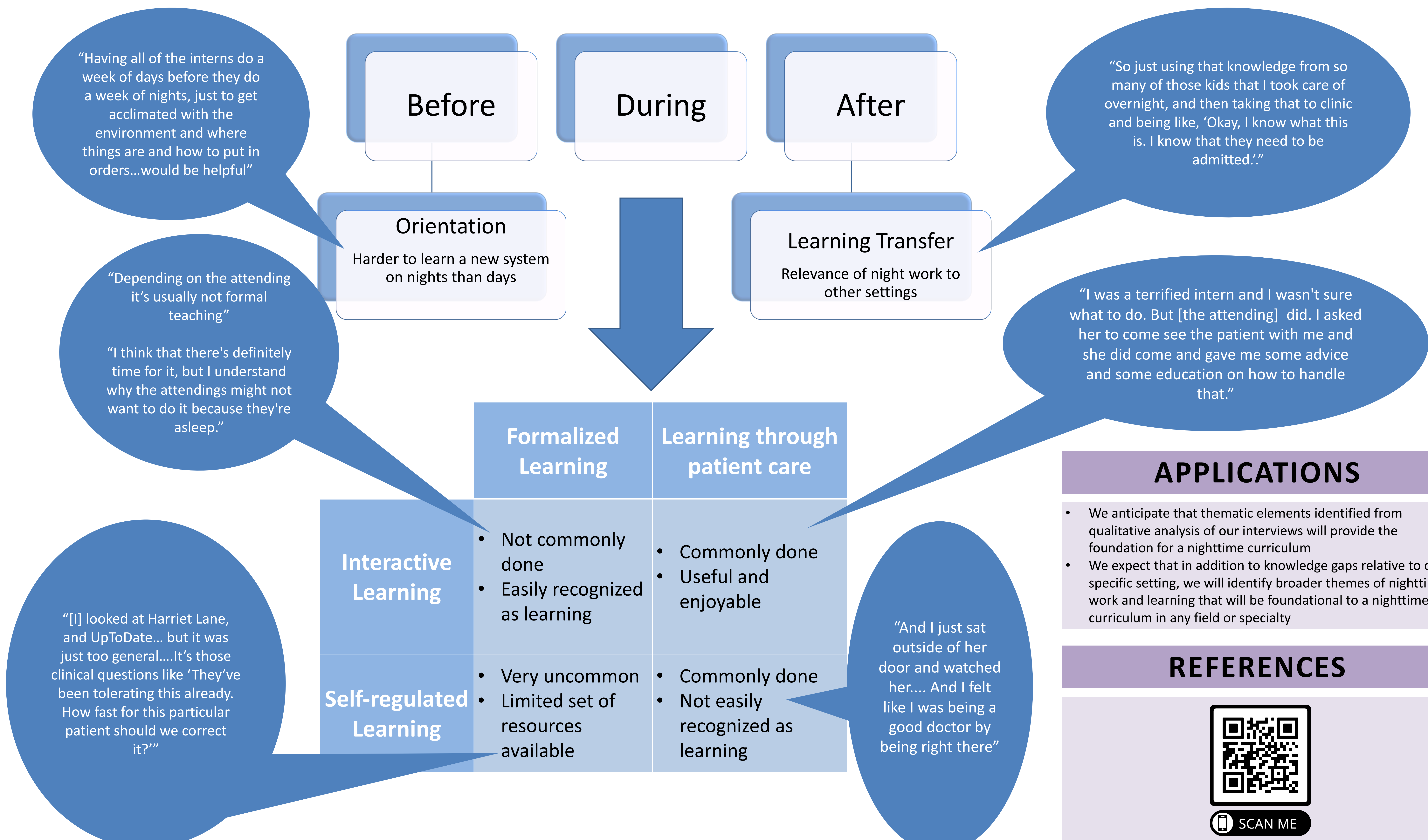
### PURPOSE

- Through understanding thematic elements of nighttime work, we will be able to support trainees' ability to work at night, allow for better nighttime learning, and ensure that the rich nighttime clinical care setting is not a lost opportunity for trainee education.

### METHODS

- Thus far, preliminary results are based on analysis of first 4 interview transcripts
- Participated in semi-structured interviews using critical incident technique
  - ➔ Residents prompted to tell stories related to experiences working on nights
- Inductive, iterative approach to thematic analysis

### RESULTS: LEARNING OPPORTUNITIES DURING NIGHT FLOAT



### APPLICATIONS

- We anticipate that thematic elements identified from qualitative analysis of our interviews will provide the foundation for a nighttime curriculum
- We expect that in addition to knowledge gaps relative to our specific setting, we will identify broader themes of nighttime work and learning that will be foundational to a nighttime curriculum in any field or specialty

### REFERENCES



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### ACKNOWLEDGEMENTS

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