

Title: Using a quantitative survey to evaluate satisfaction and engagement with The Virtual Anesthesia Academy, a multi-institutional collaboration during COVID-19

Research Question:

COVID-19 impacted education for learners across the nation.¹⁻³ To address this urgent issue, within graduate medical education in the field of anesthesiology, an educational innovation was developed to optimize resources to create a daily synchronous virtual nationwide learning experience.⁴ To our knowledge, this type of national virtual education in anesthesiology has not been published on within the literature. We sought to understand learner satisfaction, as well as level of engagement of learners, over the virtual platform.

Methods:

The study received IRB exemption. A validated questionnaire was distributed to 407 participants. 71 responses were collected. Primary endpoint was to assess learner satisfaction with the innovation and with different session types. Secondary endpoint was to assess ability of learners and instructors to engage over a virtual platform.

Findings:

94% of respondents agreed with the statement “Participation in the VAA adds value to my overall anesthesia training experience.” 87% of respondents agreed with the statement “I would like the VAA to continue after changes in education opportunities related to COVID have returned back to normal.” Oral board preparation and PBLDs were the most satisfactory session types. 67% preferred using the chat feature to engage with others. The low response rate may be related to limited emotional bandwidth of participants to engage given the pandemic.

Possible applications:

National distance learning to support resident education during COVID-19 is feasible and valuable. Though this innovation was instituted to solve a short-term issue, this intervention may have advantages that advocate for its long term use, including the ability to meaningfully engage and network with others across the nation. Furthermore, crowd-sourced curriculum development offers the potential to capture the scholarly power of the community and distribute the cost of creating comprehensive curricula across many institutions.⁵

References:

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