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## **An Educational Workshop to Improve Neurology Resident Knowledge and Understanding of Burnout, Substance Abuse, and Mood Disorders**

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**Title:** An Educational Workshop to Improve Neurology Resident Knowledge and Understanding of Burnout, Substance Abuse, and Mood Disorders

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**Problem:**

Many medical residents are at risk for burnout, mood disorders, and substance abuse. We created an educational activity composed of an online module (OM), an interactive role-playing session (AL), and a video practicum (VP) to inform neurology residents on the aforementioned risks and available support resources. This project evaluates the efficacy of these tools.

**Methods:**

PGY2 and PGY3 neurology residents were given OM. In addition, the PGY2 residents participated in AL. Three surveys were given to assess their knowledge about burnout before completing the module (Sur1), after AL session (Sur2), and after watching VP(Sur3).

**Outcomes:**

More PGY2 residents scored “confident” (agree or strongly agree) about resources at Jefferson for those struggling with burnout, substance abuse, or mood disorders in Sur2 (n=4/4) vs Sur1(n=0/4). More PGY2 residents scored “confident” in recognizing symptoms in Sur2 (n=4/4) vs Sur1(n=3/4). On knowledge-based questions regarding burnout, average test score increased from 46% to 70%.

In Sur3, the PGY2 residents (n=8) outperformed PGY3 residents (n=3) when identifying symptoms of burnout, mood disorders, and substance abuse found in VP (Mean 84% (PGY2) vs. 72% (PGY3), t-test p=0.009). The PGY2 cohort also tended to agree that the video resident was a risk to patient safety when compared with the PGY3 cohort ( $\chi^2$ , p=0.01).

**Discussion:**

Our analysis shows that our educational tools (OM, AL) can improve resident knowledge and skills in handling burnout, substance abuse, and mood disorders.