Background

• No consensus exists regarding the optimum resource, structure, or content for integrated plastic surgery resident education in the United States.
• The primary objective of this study is to characterize educational curriculum practice patterns in integrated plastic surgery residency programs in the United States.
• Our secondary objective is to evaluate resident satisfaction with and the perceived utility of current curriculums for inservice and board examination preparation.

Methods

• An online survey was designed and distributed to all chief residents from plastic surgery residency programs ranked within the top 25 residency programs on Doximity, with at least 14 residents, and with an integrated training program established for at least three years (21 programs total).
• Chief residents were polled regarding specifics of program curriculums, educational resources, and satisfaction with/utility of plastic surgery resident education (1-5 Likert Scale).

Results

• Program response rate was 90.4% (19/21)
• Median satisfaction was 3, or "satisfied", on a 1-5 Likert scale. Approximately 40% of residents were satisfied with their curriculums, 30% "very satisfied"
• Curriculums were most commonly repeated annually (35.3%) or every two years (44.1%)

Conclusions

• There is significant potential for improvement in quality and standardization of resident education in plastic surgery.
• Less than half of chief residents report that they are "very satisfied" with their curriculum.
• We propose an ACAPS plastic surgery education task force to identify the highest value curriculum for plastic surgery resident training.

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