Survey Instrument

Statewide Campus System Chief Resident Learning Needs and Preferences Survey Demographics First, please tell us about yourself: 1. Are you an intern, resident, or fellow in a Statewide Campus System/MSUCOM-affiliated training program? Yes No 2. Are you CURRENTLY a chief or co-chief Resident? Yes No

tatewide Campus System Chief Resident Learning Needs and Preferences Survey	
emographics continued	
3. Gender	
Male	
Female	
Other	
4. Degree Type	
M.D.	
D.O.	
5. What is your current year in training (2016-2017 academic year)?	
PGY1	
PGY2	
PGY3	
PGY4	
PGY5	
Fellow	
Other (please specify)	
6. Residency or Fellowship Program (Please enter your specialty discipline only):	
7. Approximately how many residents are in your residency program (2016-17 AY)?	

of 1-5, with 1 the least and bility to lead multidisciplinary 3 (confident)	
ility to lead multidisciplinary 3 (confident)	health care teams? 5 (extremely confident)
3 (confident)	5 (extremely confident)
idisciplinary healthcare tear	ms as a skill all chief residents need to
3 (important)	5 (extremely important)
and/or senior peers	
quality improvement projec	cts?
quality improvement project 3 (confident)	ets? 5 (extremely confident)
•	way residents learn or acqu

Formal classroom lecture from expert((s)	
Independent reading/researching the t		
Trial and error (learning by doing, and		
Observing and emulating faculty mem		
Talking with others, asking questions of	-	
Other (please specify)		
10a. How confident are you with un	derstanding leadership and co	ommunication styles of self and others
1 (not at all confident)	3 (confident)	5 (extremely confident)
chief residents need to have?		
1 (not at all important)	3 (important)	5 (extremely important)
	3 (important)	5 (extremely important)
1 (not at all important)		
1 (not at all important) 10c. What do you believe is the prin	nary way residents learn or ac	5 (extremely important) quire skills in understanding leadersh
1 (not at all important) 10c. What do you believe is the prinand communication styles of self ar	mary way residents learn or ac nd others?	
1 (not at all important) 10c. What do you believe is the prinand communication styles of self ar	mary way residents learn or ac nd others?	
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1 (not at all important) 10c. What do you believe is the print and communication styles of self are Formal classroom lecture from expert() Independent reading/researching the to Trial and error (learning by doing, and	mary way residents learn or ac nd others? (s) opic by reflective learning from mistakes)	
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1 (not at all important) 10c. What do you believe is the print and communication styles of self are Formal classroom lecture from expert() Independent reading/researching the to Trial and error (learning by doing, and Observing and emulating faculty members of Talking with others, asking questions of Other (please specify)	mary way residents learn or acted others? (s) opic by reflective learning from mistakes) bers and/or senior peers of peers and/or faculty members ing strategies to facilitate the v	
10c. What do you believe is the print and communication styles of self are Formal classroom lecture from expert Independent reading/researching the to Trial and error (learning by doing, and Observing and emulating faculty members). Talking with others, asking questions of Other (please specify)	mary way residents learn or acted others? (s) opic by reflective learning from mistakes) bers and/or senior peers of peers and/or faculty members ing strategies to facilitate the v	quire skills in understanding leadersh

1 (not at all important)	3 (important)	5 (extremely important)
0		
11c. What do you believe is the prin	nary way residents learn or ac	cquire skills in strategies for facilitating
well-being of self and others, includ		
Formal classroom lecture from expert	(s)	
Independent reading/researching the t	opic	
Trial and error (learning by doing, and	by reflective learning from mistakes))
Observing and emulating faculty mem	bers and/or senior peers	
Talking with others, asking questions	of peers and/or faculty members	
Other (please specify)		

	Resident Learning Needs at	
aching		
ease use the slider to select a rang 12a. How confident are you in giving		1 5 the greatest.
1 (not at all confident)	3 (confident)	5 (extremely confident)
12b. How important is giving effective	ve feedback as a skill or ability	all chief residents need to have?
1 (not at all important)	3 (important)	5 (extremely important)
0		
Observing and emulating faculty memb	ers and/or senior peers	
Talking with others, asking questions of Other (please specify)	f peers and/or faculty members	
	f peers and/or faculty members	
Other (please specify)		onal sessions such as didactics or jour
Other (please specify) 13a. How confident are you with pla		onal sessions such as didactics or jour 5 (extremely confident)
Other (please specify) 13a. How confident are you with placub? 1 (not at all confident)	nning and conducting education 3 (confident) d conducting educational sess	
Other (please specify) 13a. How confident are you with placlub? 1 (not at all confident) 13b. How important are planning an	nning and conducting education 3 (confident) d conducting educational sess	5 (extremely confident)

Formal classroom lecture from expert	(s)	
Independent reading/researching the t		
Trial and error (learning by doing, and		
Observing and emulating faculty members		
	-	
Talking with others, asking questions of	or peers and/or faculty members	
Other (please specify)		
14 II 61 4 41	1'11 ' ' ' ' 0 1'	
14a. How confident are you with yo	ur skills in mentoring & coachii	ng junior peers and medical students:
1 (not at all confident)	3 (confident)	5 (extremely confident)
(not at an comment)	3 (commacni)	5 (exactively confident)
14b. How important are mentoring	and coaching strategies as skil	ls all chief residents need to have?
14b. How important are mentoring at 1 (not at all important)	and coaching strategies as skil 3 (important)	ls all chief residents need to have? 5 (extremely important)
14b. How important are mentoring at 1 (not at all important)		
1 (not at all important)	3 (important)	
1 (not at all important) 14c. What do you believe is the prin	3 (important) mary way residents learn or ac	5 (extremely important)
1 (not at all important) 14c. What do you believe is the print Formal classroom lecture from experte	3 (important) mary way residents learn or ac (s)	5 (extremely important)
1 (not at all important) 14c. What do you believe is the print of the	3 (important) mary way residents learn or ac (s) opic	5 (extremely important)
1 (not at all important) 14c. What do you believe is the print Formal classroom lecture from experted Independent reading/researching the to Trial and error (learning by doing, and	3 (important) mary way residents learn or ac (s) opic by reflective learning from mistakes)	5 (extremely important)
1 (not at all important) 14c. What do you believe is the print Formal classroom lecture from experted Independent reading/researching the to Trial and error (learning by doing, and Observing and emulating faculty memi	3 (important) mary way residents learn or ac (s) opic by reflective learning from mistakes) bers and/or senior peers	5 (extremely important)
1 (not at all important) 14c. What do you believe is the print Formal classroom lecture from experted Independent reading/researching the to Trial and error (learning by doing, and	3 (important) mary way residents learn or ac (s) opic by reflective learning from mistakes) bers and/or senior peers	5 (extremely important)
1 (not at all important) 14c. What do you believe is the print Formal classroom lecture from experted Independent reading/researching the to Trial and error (learning by doing, and Observing and emulating faculty memior Talking with others, asking questions of the control of	3 (important) mary way residents learn or ac (s) opic by reflective learning from mistakes) bers and/or senior peers	5 (extremely important)
1 (not at all important) 14c. What do you believe is the print Formal classroom lecture from experted Independent reading/researching the to Trial and error (learning by doing, and Observing and emulating faculty memior Talking with others, asking questions of the control of	3 (important) mary way residents learn or ac (s) opic by reflective learning from mistakes) bers and/or senior peers	5 (extremely important)
1 (not at all important) 14c. What do you believe is the print Formal classroom lecture from experted Independent reading/researching the to Trial and error (learning by doing, and Observing and emulating faculty memior Talking with others, asking questions of the control of	3 (important) mary way residents learn or ac (s) opic by reflective learning from mistakes) bers and/or senior peers	5 (extremely important)
1 (not at all important) 14c. What do you believe is the print of the	3 (important) mary way residents learn or ac (s) opic by reflective learning from mistakes) bers and/or senior peers of peers and/or faculty members	5 (extremely important) quire skills in mentoring & coaching?
1 (not at all important) 14c. What do you believe is the print of the	3 (important) mary way residents learn or ac (s) opic by reflective learning from mistakes) bers and/or senior peers of peers and/or faculty members	5 (extremely important) quire skills in mentoring & coaching?
1 (not at all important) 14c. What do you believe is the print Formal classroom lecture from experted Independent reading/researching the total Trial and error (learning by doing, and Observing and emulating faculty memior Talking with others, asking questions of Other (please specify) 15a. How confident are you with us	3 (important) mary way residents learn or ac (s) opic by reflective learning from mistakes) bers and/or senior peers of peers and/or faculty members ing effective teaching strategie	5 (extremely important) quire skills in mentoring & coaching? es and practices?
1 (not at all important) 14c. What do you believe is the print Formal classroom lecture from experted Independent reading/researching the to Trial and error (learning by doing, and Observing and emulating faculty memi	3 (important) mary way residents learn or ac (s) opic by reflective learning from mistakes) bers and/or senior peers of peers and/or faculty members	5 (extremely important) quire skills in mentoring & coaching?

1 (not at all important)	3 (important)	5 (extremely important)
(not at an important)	3 (important)	5 (extremely important)
	nary way residents learn or ac	equire skills in teaching strategies and
practices?		
Formal classroom lecture from expert	(s)	
Independent reading/researching the t	opic	
Trial and error (learning by doing, and	by reflective learning from mistakes))
Observing and emulating faculty mem	bers and/or senior peers	
Talking with others, asking questions of	of peers and/or faculty members	
Other (please specify)		
d 1 3/		

tatewide Campus System Chief I	Resident Learning Needs ar	nd Preferences Survey
ime management		
leaseusetheslidertoselectarangeof1-5,with1th	eleastand5thegreatest.	
160 How confident and you with an	manual action at not a close for man	na ain a aon fliat?
16a. How confident are you with co		
1 (not at all confident)	3 (confident)	5 (extremely confident)
16b. How important are communication have?	ation strategies for managing co	onflict as a skill all chief residents need to
1 (not at all important)	3 (important)	5 (extremely important)
0		
16c. What do you believe is the prin	mary way residents learn or acc	quire skills in managing conflict?
Formal classroom lecture from experts	S	
Independent reading/researching the	topic	
Trial and error (learning by doing, and	by reflective learning from mistakes)	
Observing and emulating faculty mem		
Talking with others, asking questions of	or peers and/or faculty members	
Other (please specify)		
17a. How confident are you with ad work flow, and managing disciplinary		onsibilities such as scheduling, directing
1 (not at all confident)	3 (confident)	5 (extremely confident)
17b. How important are administrat flow, and managing disciplinary issu		es such as scheduling, directing work s need to have?
1 (not at all important)	3 (important)	5 (extremely important)

	directing work flow, and mana	quire skills in administrative managemenging disciplinary issues?
Formal classroom lecture from experts	,	
Independent reading/researching the to	pic	
Trial and error (learning by doing, and b		
Observing and emulating faculty member		
Talking with others, asking questions of	•	
Other (please specify)		
Other (pieuse speeny)		
18a. How confident are you with your	skills in time management a	nd efficiency (ability to prioritize multiple
demands with limited time)?		
1 (not at all confident)	3 (confident)	5 (extremely confident)
	,	
1 (not at all important)	3 (important)	5 (extremely important)
18c. What do you believe is the prima	arv way residents learn or acc	avina akilla in tima managamant and
	ary way residents rearm or acc	quire skins in time management and
efficiency?	ary way residents learn or ac-	quire skills in time management and
	ary way residents team of ac-	quire skills in time management and
efficiency?		quire skills in time management and
efficiency? Formal classroom lecture from experts Independent reading/researching the to	pic	quire skills in time management and
efficiency? Formal classroom lecture from experts	pic y reflective learning from mistakes)	quire skills in time management and
efficiency? Formal classroom lecture from experts Independent reading/researching the to Trial and error (learning by doing, and by	pic y reflective learning from mistakes) ers and/or senior peers	quire skiils in time management and
efficiency? Formal classroom lecture from experts Independent reading/researching the to Trial and error (learning by doing, and by Observing and emulating faculty member Talking with others, asking questions of	pic y reflective learning from mistakes) ers and/or senior peers	quire skiils in time management and
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efficiency? Formal classroom lecture from experts Independent reading/researching the to Trial and error (learning by doing, and by Observing and emulating faculty member Talking with others, asking questions of	pic y reflective learning from mistakes) ers and/or senior peers	quire skiils in time management and
efficiency? Formal classroom lecture from experts Independent reading/researching the to Trial and error (learning by doing, and by Observing and emulating faculty member Talking with others, asking questions of	pic y reflective learning from mistakes) ers and/or senior peers	quire skiils in time management and
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efficiency? Formal classroom lecture from experts Independent reading/researching the to Trial and error (learning by doing, and by Observing and emulating faculty member Talking with others, asking questions of	pic y reflective learning from mistakes) ers and/or senior peers	quire skiils in time management and
efficiency? Formal classroom lecture from experts Independent reading/researching the to Trial and error (learning by doing, and by Observing and emulating faculty member Talking with others, asking questions of	pic y reflective learning from mistakes) ers and/or senior peers	quire skiils in time management and

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Disqualification page
At this time we are only looking for information pertaining to current residents in a Statewide Campus System/MSUCOM-affiliated residency program.
Thank you for your time.

Statewide Campus System Chief Resident Learning Needs and Preferences Survey
Survey Complete!
There was for your force
Thank you for your time.