

00036      **Silence of the Lambs - Exploring Feedback Seeking Behaviors of Residents in the OR**

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**Aims:** Learning in the OR is the cornerstone of surgical training. Feedback seeking behavior (FSB) of the resident is an important component for effective learning in the OR. This study builds on current theories and concepts to explore residents' FSB in the OR, and within an Asian cultural milieu. The findings may serve to inform strategies to modify or foster FSB in the residents to enhance learning in the OR.

**Methodology:** Using a constructivist qualitative exploratory approach, semi-structured interviews are conducted with individual residents. We aimed to explore how important is FSB in the OR and how and why do residents seek feedback in the OR. In addition, we also explored the factors that influence the residents' FSB in the OR. These interviews were audiotaped, transcribed and analysed using template analysis. Measures to ensure rigor included thick descriptions, member checking and attention to reflexivity.

**Result:** The residents do seek feedback in OR. Five key themes regarding their FSB are: national culture, residents' intrinsic understanding and perception of FSB in the OR, antecedents of FSB, perception of cost-benefit value, and enactment of FSB. National culture is a prominent and an integrative theme. Various second and third-order themes also emerged. Some findings are unique to FSB in the OR in an Asian setting. Constant interplay and tension among the themes shape the cost-benefit perceptions of the residents in determining the timing and strategy employed for the enactment of FSB in the OR.

**Conclusion:** Resident FSB is influenced by multiple factors, related to the roles of learners, faculty, and institution. Cultural factors play a central and integrative role. The findings offer a glimpse into the residents' lived experience of FSB in the OR. Further studies are needed to provide valuable insights into the cross-cultural implications, and inform measures for fostering FSB in the OR.