

Development of an Educational Fact Sheet for Medical Students

During Obstetric and Gynaecological Surgery



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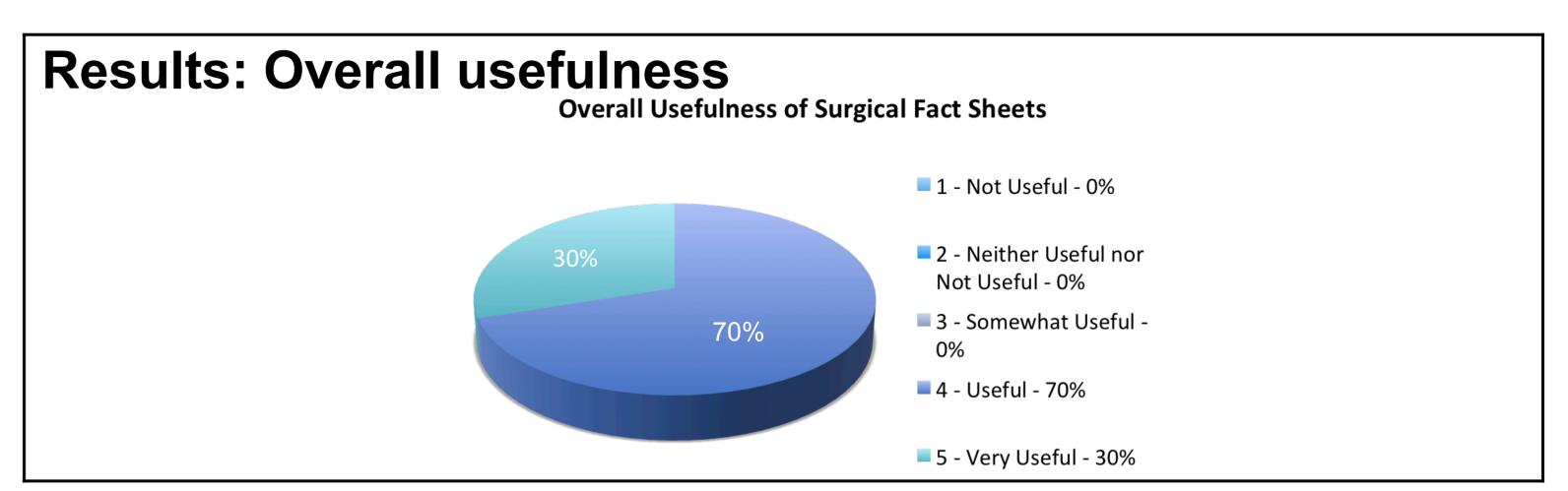
Introduction

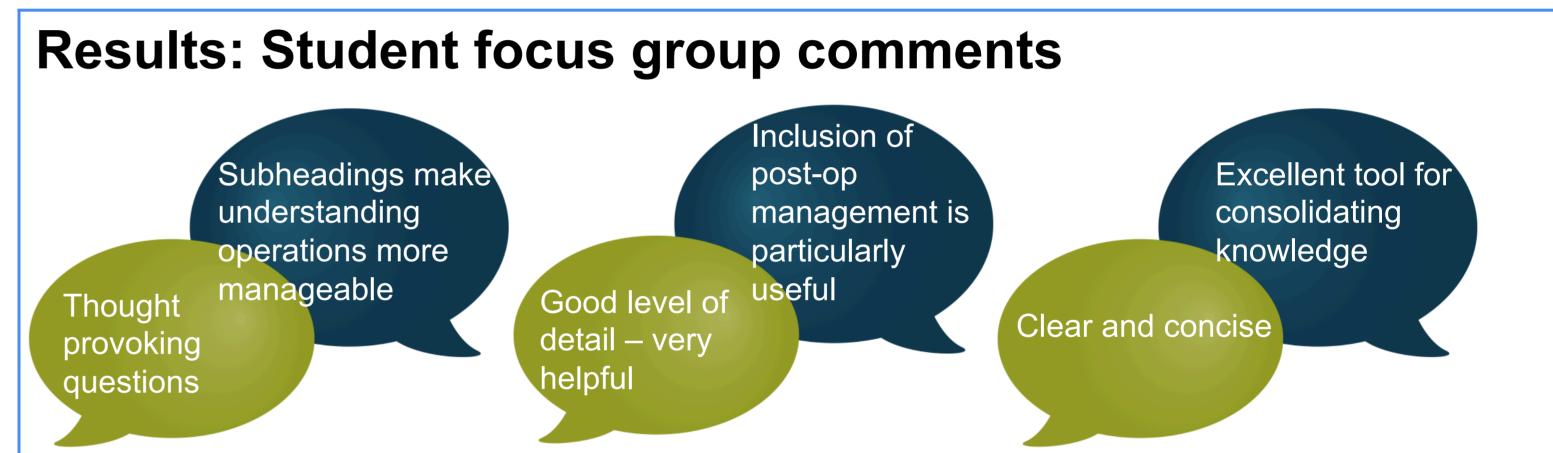
As part of the Graduate Entry Medicine degree at Swansea University, students participate in a 5 week Obstetrics and Gynaecology specialty attachment block. During which they spend a week in theatre. Past feedback indicates that student experience of theatre depends on the degree of interaction between the student, the surgical team and an understanding of the procedures performed. Students unable to scrub in and assist report reduced satisfaction and educational benefit. Due to the nature of the procedure (vaginal operations) or the need to meet trainee expectations and requirements it is sometimes not possible for medical students to directly participate. It is therefore important to explore alternative methods to improve the engagement and learning experience of medical students in theatre.

Project Aims: To improve the student learning experience in O&G theatre

We believe that any potential education tool or intervention had to be acceptable to both students and theatre staff, economically viable and both realistic and sustainable. A surgical procedure fact sheets and an accompanying feedback questionnaire were produced. Each fact sheet is double sided; the front details the surgical procedure and the back has a series of questions relating to the specific procedure which students complete by way of self directed learning or through discussion with the surgical team. This project aimed to determine what effect if any the introduction of surgical fact sheets has on the learning experience of students in O&G theatre?

Method Design and Fact sheet Improvement Past introduction of of original feedback student surgical fact questionnaire fact sheets feedback sheets Design and introduction of further surgical fact sheets Continued monitoring and feedback





Conclusions

Student engagement and learning during O&G theatres is improved by way of the introduction of surgical fact sheets. It is plausible that with greater engagement and learning, the medical student experience and overall satisfaction during a medical school 'women's health' placement is positively effected. This may increase the likelihood that a student will consider O&G as a possible future career option. However caution should be taken in interpreting data due to both the small pilot sample of students used during this initial phase of the project and the subjective and non validated nature of the feedback questionnaire used. In addition it is important to recognize that even amongst medical students there is a wide variation in baseline student attitude and effort concerning participation in theatre.

We are improving and further developing the fact sheets. In addition to the current abdominal hysterectomy, hysteroscopy and diagnostic laparoscopy fact sheets we plan to design and disseminate further fact sheets; endometrial ablation, pelvic floor repair, evacuation of retained products of conception, caesarean section and manual removal of placenta. We will explore rolling these out to all teaching hospitals in Wales.

A surgical fact sheet with additional questions to be answered by students is just one option that can be used to engage and benefit student learning in a theatre setting. This approach using fact sheets is transferrable to other surgical specialties.