

INTRODUCTION

Labour ward can be an emotional and unfamiliar environment for medical students. The aim of this study was to provide wellbeing support for medical students during their Obstetrics and Gynaecology block, and investigate whether giving more structured support improved student confidence in a labour ward environment.

METHODS

The students selected were final year medical students on their 4 week Obstetrics and Gynaecology block.

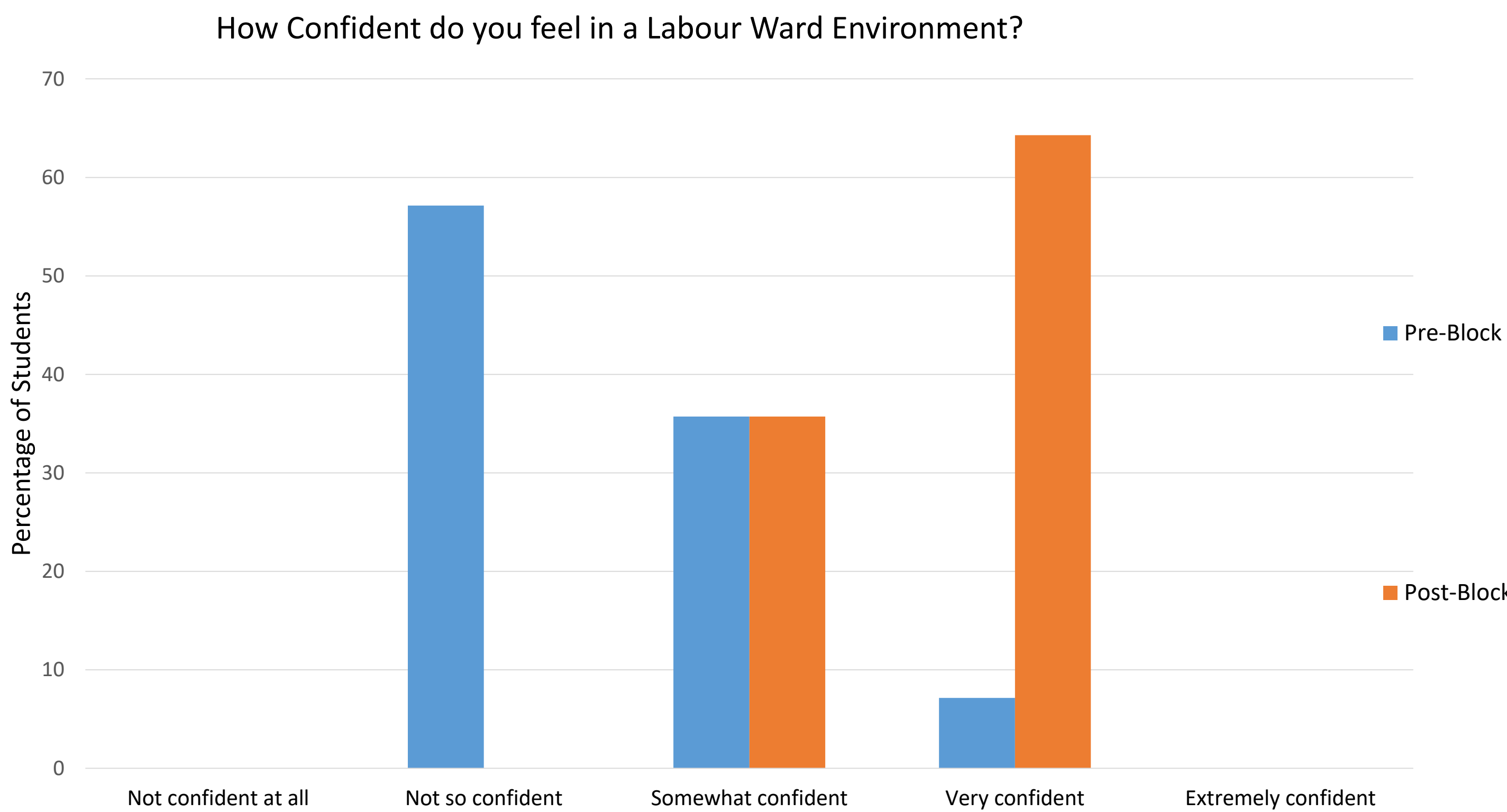
A survey was sent at the start of the 4 week placement to ask about confidence on labour ward.

Weekly debrief sessions were ran by a clinical teaching fellow. These were designed with input from the Clinical Psychology team. Students were given the opportunity to discuss, as a group, any challenging cases from the week. Next, students were signposted to online resources about dealing with emotional trauma and burnout at work, and given techniques on how to decompress and look after their wellbeing.

Students were then sent an end of block survey, and the results compared.

RESULTS

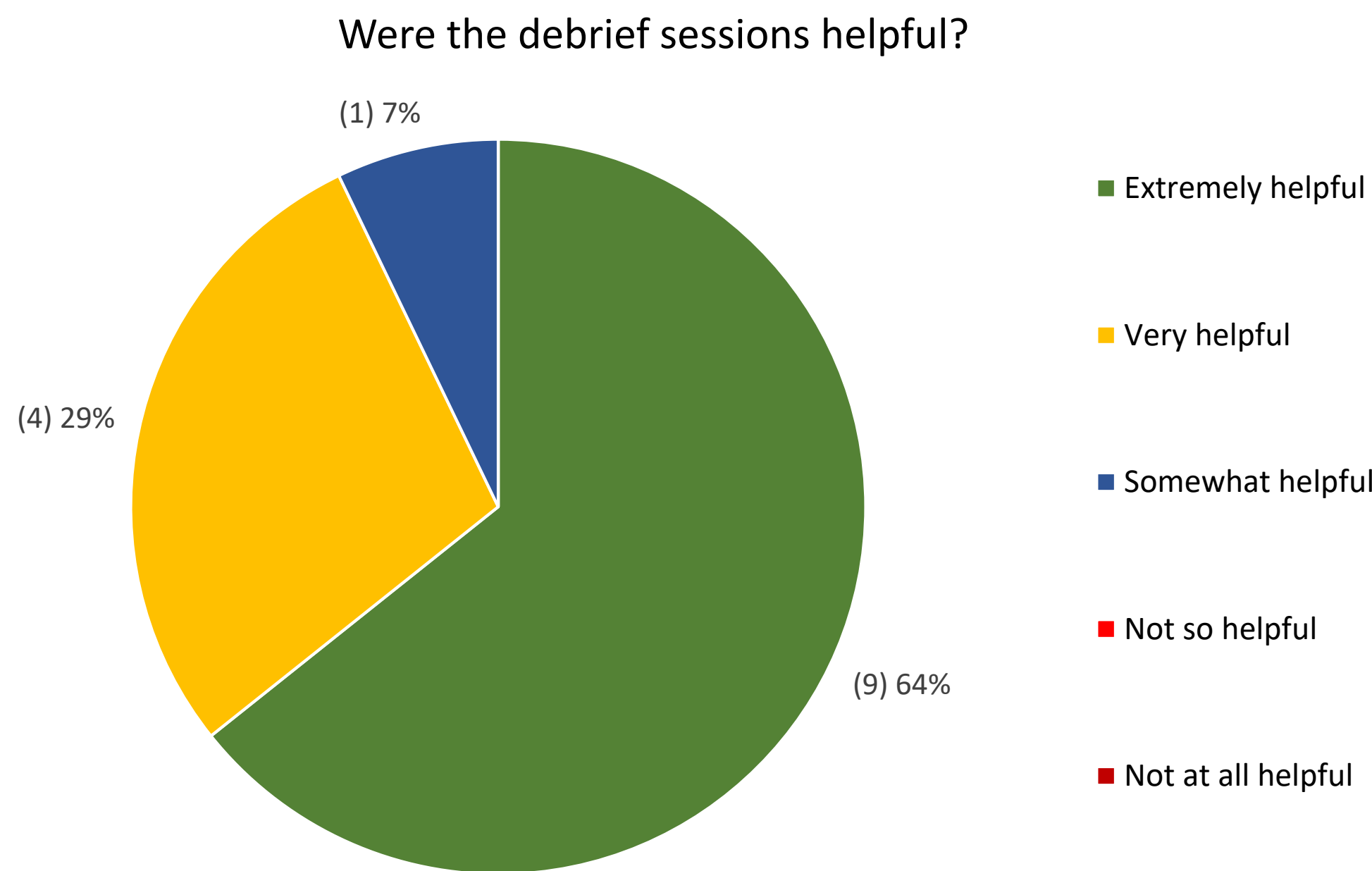
14 final year students completed both surveys. Students were asked to indicate how confident they felt in a labour ward environment at the start and end of their 4 week placement. The results of the surveys are compared below.



The most common reason cited for a lack of confidence at the beginning of the block was a lack of familiarity in O&G.

Students reported less confidence in O&G compared to other specialties - 79% of students felt less confident starting this block compared to other placements and the remaining 21% felt equally as confident.

The students were also asked at the end of the block to indicate how helpful they found the debrief sessions



All students described feeling supported during the block and knew where to turn for help.

CONCLUSIONS

This study indicates medical students lack confidence in labour ward. The results suggest that structured, signposted support can improve student confidence and wellbeing.

Continuing this study to survey a larger student population is required to definitively confirm these findings.

ACKNOWLEDGMENTS

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