

An Exploration of the Experience of Surgical Skills Education among Junior Doctors in Obstetrics and Gynaecology

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Background:

Anecdotally in Ireland, there appears to be a deficit of basic surgical skills training for new entrants into obstetrics and gynaecology (OBGYN) clinical practice. This lack of training may result in a steeper learning curve for junior doctors, increase the workload of senior doctors and ultimately impact the quality and safety of patient care. This study aims to assess the confidence and preparedness of obstetrics and gynaecology junior doctors' surgical skills when they enter clinical practice.

Methods:

This study was designed as interpretive qualitative research. All candidates were recruited through circulated emails from the Junior Obstetrics and Gynaecology Society (JOGS). The respondents were interviewed by Zoom and the interviews were transcribed. Data was analysed by open coding using NVivo 20 dmg, and various themes and subthemes emerged.

Results:

A total of 10 participants were interviewed with average duration of 22 minutes. The majority of participants reported that they felt underprepared to start their clinical practice.

Results

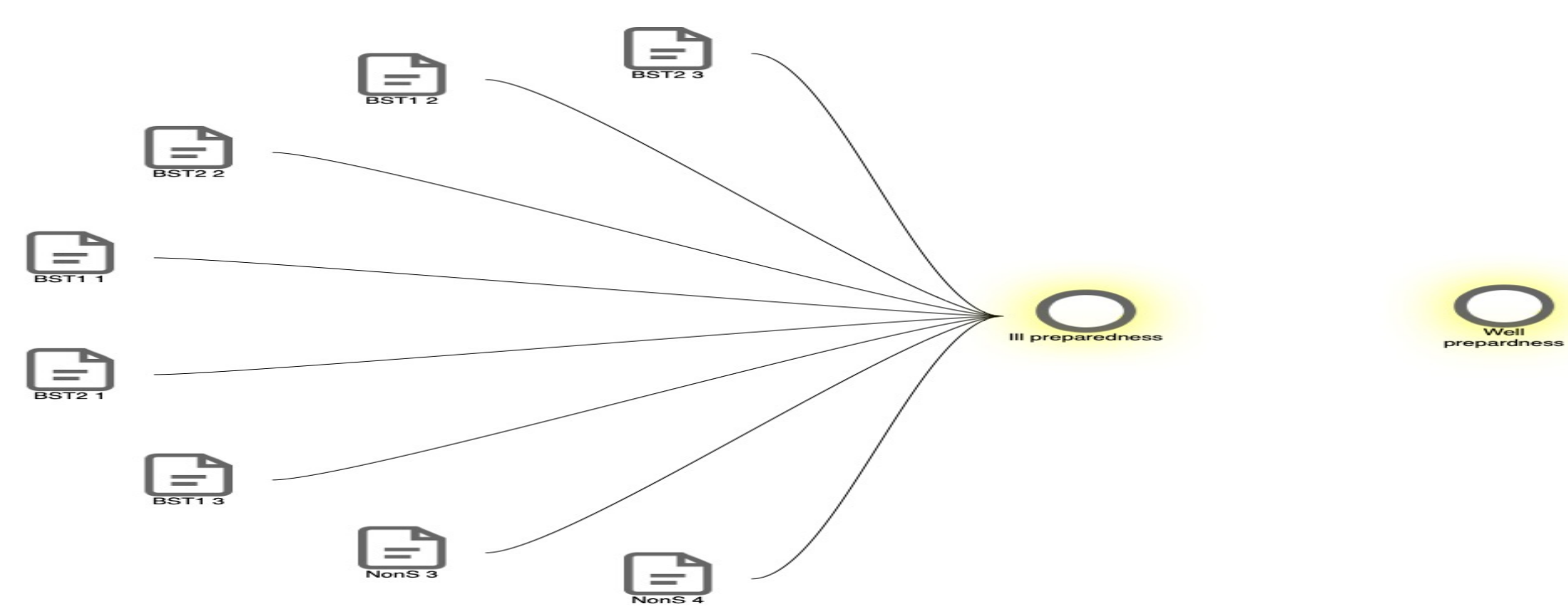


Figure 1 ill preparedness versus well preparedness

The candidates stated that their unpreparedness adversely impacted their confidence in the ability to do their work. They felt that their lack of training inadvertently created a work burden upon their senior colleagues and ultimately provided worse care for their patients. Candidates stated that superiors' willingness to teach was a major determining factor for their training. All candidates thought that specific surgical skills training should be delivered in every hospital and that it should happen before or at the start of their first OBGYN clinical post. Most candidates felt that they should be assessed for their surgical skills further and more regularly.

Conclusion

The results of the study could be beneficial in planning for future training requirements. This will help educators to design better preparatory programmes for obstetrics and gynaecology trainees embarking on first specialty post.