



Introduction

Locally, we introduced simulation-based training for gynaecological and obstetric examinations for year four medical students whose placements were allocated to our department. The sessions consisted of three parts: obstetric abdominal examination, speculum and bimanual and vaginal examination in labour. Prior to simulated session we delivered theory in a lecture style providing insight into correct technique, indications, contraindications and possible findings including illustrative images. Maximum students to trainer ratio were 1:4 and often 1:3, fostering close interactions, encouraging questions and supporting learner centred approach.

Objectives

Royal College of Obstetrics and Gynaecology (RCOG) and General Medical Council (GMC) states that the undergraduate curriculum aims to produce graduates capable of practicing as foundation doctors. While most undergraduate training is generalised, foundation doctors also have rotations in specialist areas including obstetrics and gynaecology (O&G). There is a need for a comprehensive learning package including gynaecological and obstetric examination albeit opportunities to learn these skills are limited given their intimate nature.

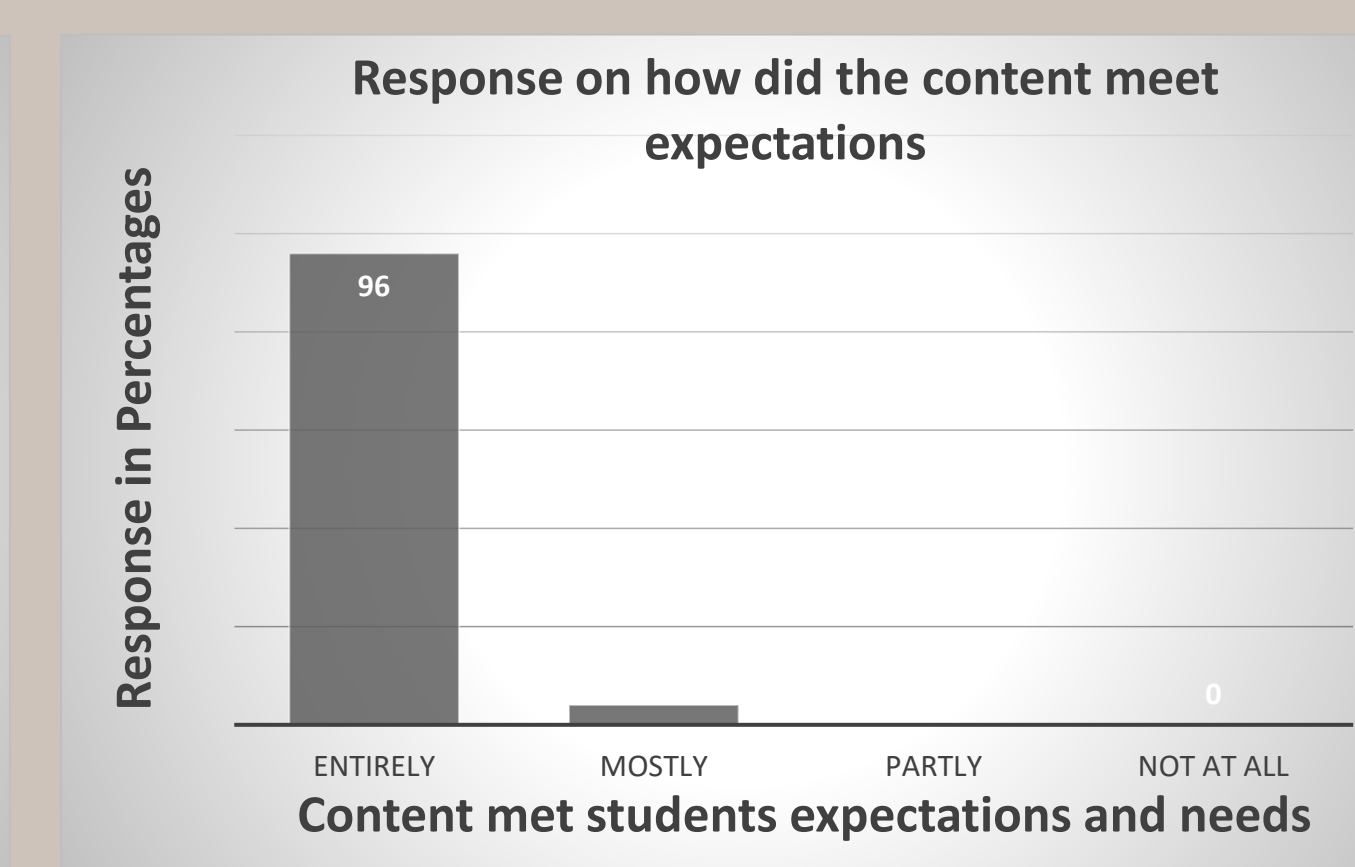
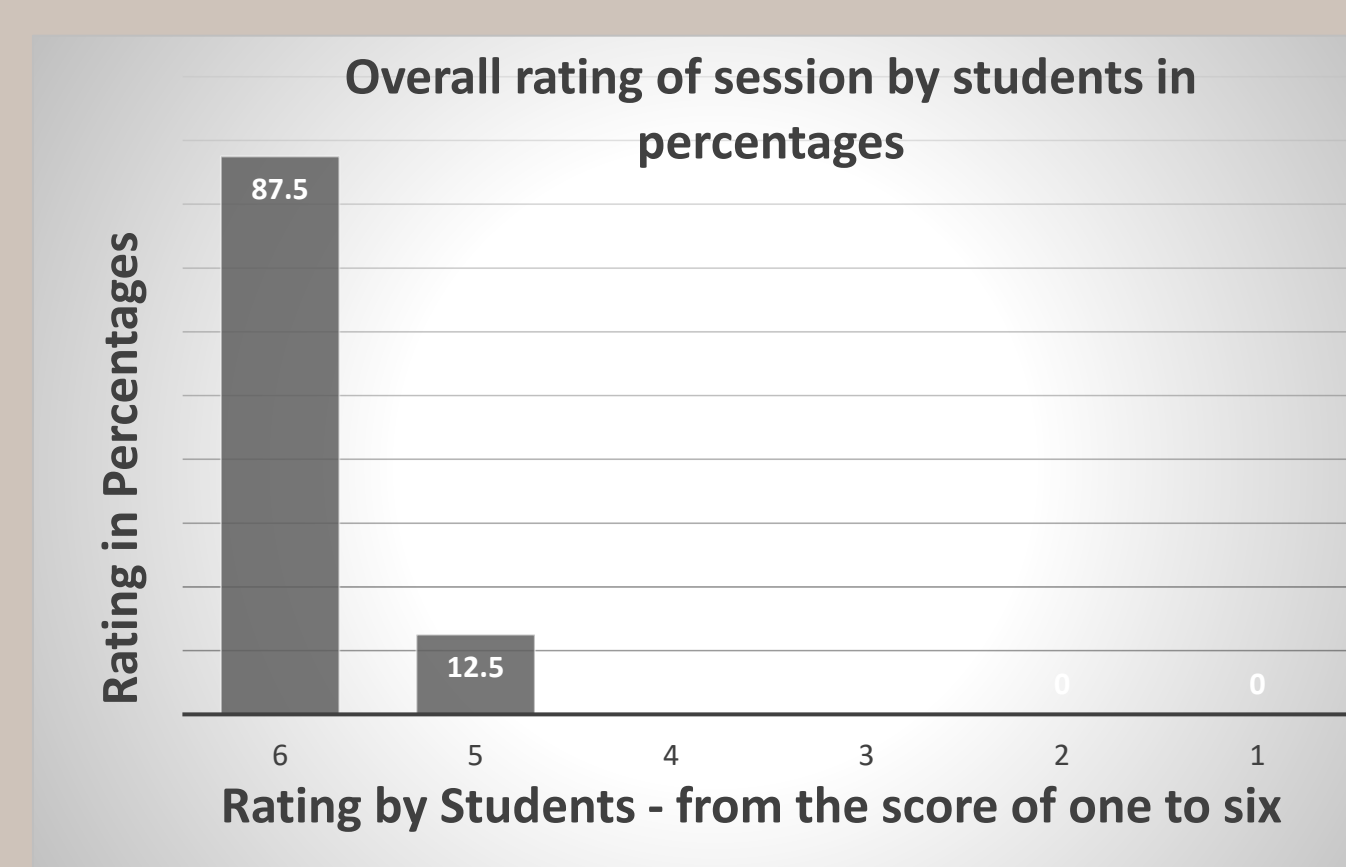
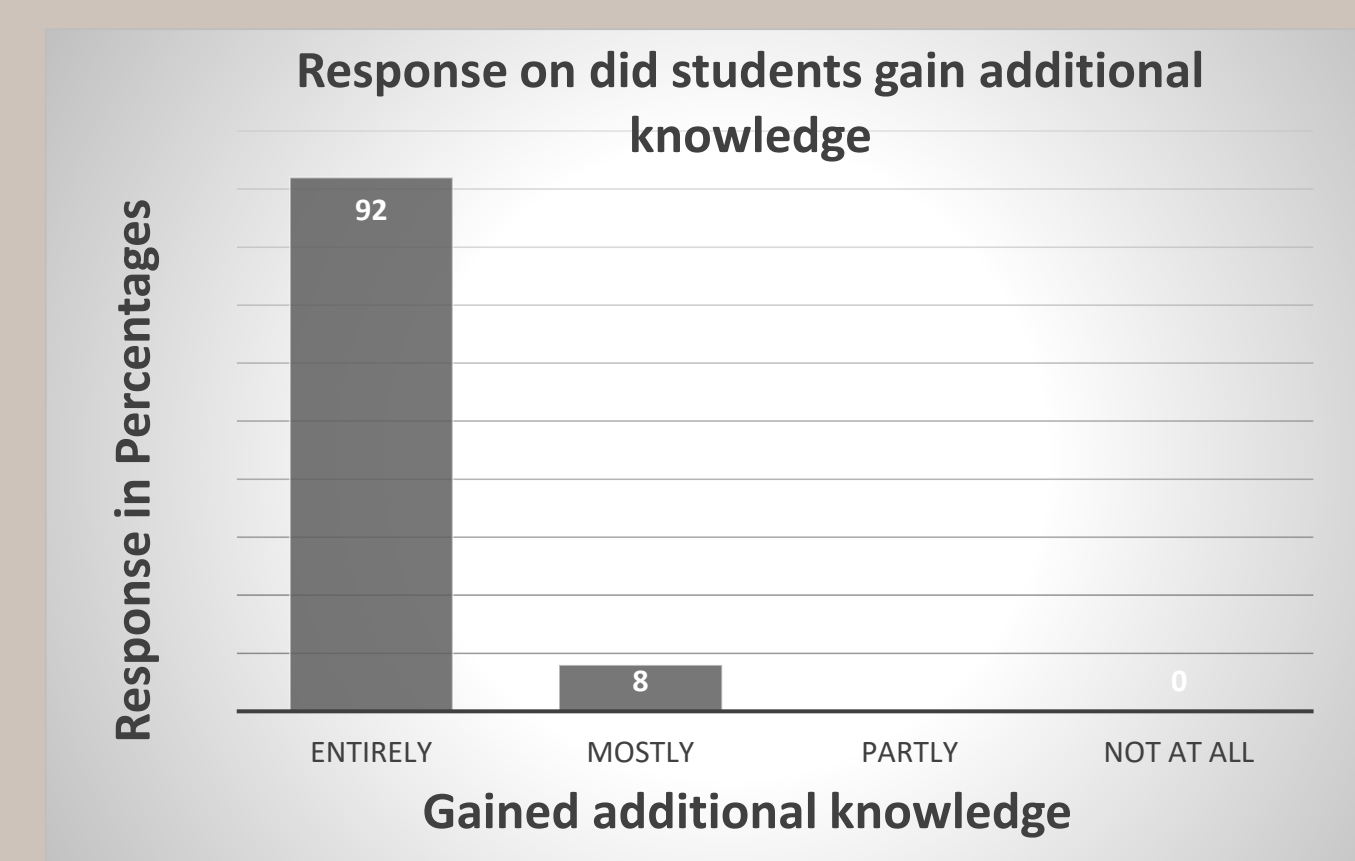
Material



Methods

Each group of medical students, at the start of their O&G placement, were scheduled to attend the session. We have collected anonymous structured feedback exploring students' views, effectiveness and usefulness of the sessions, and seeking any future recommendations.

Evaluation



Results

We were delighted to receive extremely positive and encouraging feedback, with all the students wishing to recommend this session to peers. Evaluation of simulation sessions involved collecting feedback from 5 groups of students. In total we collected 33 forms, 100% return rate. Feedback was anonymous using generic Medical School (HYMS and University of Sheffield) teaching session evaluation forms. 100% of students mentioned would recommend session to others, felt that the extent of session fulfilled their learning outcome entirely and reported that session was relevant to their current level and future work. All the student's valued effectiveness of teaching and learning methods. Vast majority (96%) of the students rated session as excellent.

Conclusions

It is recognised that the simulation decreases the time to deliberate practice thus supporting the premise that simulation training is critical in medical education. Our local simulation-based training package on O&G examination proved to be a success, have been received with great enthusiasm and earned excellent feedback.

Comments from participants

Thanks a lot! The session was well tailored to our level of knowledge and really helpful !

The session was very interactive, and we were given many opportunities to ask any questions in both the theory and practical. Each of us was able to practice with each of the models.

Very interactive, very hands on, very detailed and was guided very well. Felt well supported.

Friendly tutors, mix of lecture teaching +practical examinations. Tutors very willing to answer questions, covered variety of examinations.

Thankyou for very informative, engaging and comprehensive session.

A relaxed and supportive environment where I felt comfortable to ask questions.

Very Instructive and helpful.

Teaching at the beginning followed by demonstration and practice on the mannequins was really an effective structure.