

EDUCATION

To the point: teaching the obstetrics and gynecology medical student in the operating room

Q3 Brittany S. Hampton, MD; LaTasha B. Craig, MD; Jodi F. Abbott, MD; Samantha D. Buery-Joyner, MD; John L. Dalrymple, MD; David A. Forstein, DO; Laura Hopkins, MD; Margaret L. McKenzie, MD; Sarah M. Page-Ramsey, MD; Q1 Archana Pradhan, MD; Abigail Wolf, MD; Scott C. Graziano, MD

As obstetrician/gynecologists, we spend a significant portion of time in the operating room (OR). In a study that was aimed to understand reasons for pursuing obstetrics/gynecology as a career, residents rated surgical opportunities to be the highest among many motivating factors.¹ Medical students on the obstetrics/gynecology clinical clerkship will participate in and learn from surgical procedures. Teaching and learning in the OR is often directed towards resident needs, with prioritizing technical skills needed for competency rather than focusing on medical student learning needs and experiences. An observational study by Irani et al² found that an average of 55% of OR educational time in general surgery was spent on technical teaching for the resident; only 10% of each case was spent teaching core clerkship objectives. Such observations may lead both educators and students to question the value of the medical student OR experience in the obstetrics/gynecology clerkship.

Investigators have sought to understand student perceptions of the OR experience. Students believe that the OR is a challenging learning environment,

This article, from the "To the Point" series that is prepared by the Association of Professors of Gynecology and Obstetrics Undergraduate Medical Education Committee, is a review of considerations for teaching the medical student in the operating room during the obstetrics/gynecology clerkship. The importance of the medical student operating room experience and barriers to learning in the operating room are discussed. Specific considerations for the improvement of medical student learning and operating room experience, which include the development of operating room objectives and specific curricula, an increasing awareness regarding role modeling, and faculty development, are reviewed.

Key words: curriculum, medical student, obstetrics and gynecology, operating room, teaching

report unfavorable OR experiences, and have mixed beliefs regarding the utility of the OR experience.³⁻⁵ They identify apprehension, anxiety, fear, shame, and being overwhelmed as initial emotions and barriers to student learning in the OR.⁶ Additional barriers include emphasis on patient safety, concerns for surgical efficiency, the presence of multiple learners in the OR, physical constraints with decreased visibility, and the increased use of minimally invasive techniques that may isolate learners. Perceived benefits of the student surgical experiences include improved knowledge of the surgical procedure, anatomy, anesthetics, and sterile technique. Students also express that the OR experience is useful in deciding future specialty choice,⁷ and studies indicate that positive OR experiences can influence students to consider surgical specialties as a career choice.⁸

In the emerging era of Entrustable Professional Activities (EPAs) and Milestones, it is also useful to consider how student OR experiences fulfill these requirements. The Accreditation Council

for Graduate Medical Education Obstetrics and Gynecology Milestones state that a graduating medical student who is pursuing an obstetrics/gynecology residency should demonstrate knowledge of basic abdominal and pelvic anatomy; demonstrate basic surgical principles, which include the use of universal precautions and aseptic technique; and position patients appropriately for surgery. In the realm of interpersonal and communication skills, the incoming resident should understand the importance of relationship development, information gathering and sharing, and teamwork.⁹ The OR is a useful place for students to achieve these milestones. The relevant EPAs for OR learning and experience include EPA 8, which is competency in transitions of care; EPA 9, which is to collaborate as a member of an interprofessional team; EPA 11, which is to obtain informed consent; EPA 12, which is to perform general procedures of a physician, and EPA 13, which is to identify system failures and contribute to a culture of safety and improvement. These EPAs underscore the relevance of

From the Undergraduate Medical Education Committee, Association of Professors of Gynecology and Obstetrics, Crofton, MD.

Received Jan. 29, 2015; revised March 27, 2015; accepted April 3, 2015.

The authors report no conflict of interest.

Corresponding author: Brittany S. Hampton, MD. bhampton@wihri.org

0002-9378/\$36.00

© 2015 Elsevier Inc. All rights reserved.

<http://dx.doi.org/10.1016/j.ajog.2015.04.002>

TABLE

Curriculum initiatives for obstetrics/gynecology medical student operating room learning

Initiative	Brief description/method of delivery	Intended outcome
Learning objectives	Specific operating room learning objectives to include clinical knowledge and technical skills	Align educators and learners to goals to focus learning experiences and maximize time spent in the operating room
	Distribution to students, faculty members, and operating room staff	
Logbook/experience cards	Checklist approaches to specific operating room elements intended for students	Increase student engagement and participation
Guided learning modules	Written templates or computer-based instruction to guide student learning during specific operating room experiences	Focus operating room learning, improve knowledge retention, and satisfaction with operating room experience
Skills training	Skills laboratories for various technical skills, which can include faculty-guided learning, peer-assisted learning, video instruction, and mental imagery	Increase student comfort and participation in operating room experience
		Increase technical skills
		Increase interest in obstetrics/gynecology as a career
Self-reflection/self-awareness exercises	Facilitated reflection or self-motivated assignments	Increase student awareness of the operating room environment
		Increase student interest in a surgical career

Hampton. Teaching obstetrics/gynecology medical students in the operating room. *Am J Obstet Gynecol* 2015.

the student's active involvement in the surgical environment.¹⁰

Considerations for obstetrics/gynecology student OR teaching

Learning objectives

Outlining goals, setting learning objectives, and clarifying expectations for student performance can increase student satisfaction with the learning experience,¹¹ the obstetrics/gynecology clinical clerkship,¹² and the OR¹³⁻¹⁵ experience in particular. Through a survey study, Fernando et al¹⁶ found that the attending physician and students identified a knowledge of standard OR etiquette and protocols; the ability to scrub adequately and adhere to sterile technique; the awareness of risks to self, staff, and patients; and an appreciation for careful perioperative monitoring to be essential student skills. In a study with the use of focus groups, students and faculty members prioritized 4 categories as important for student learning in the OR: (1) development of a foundation of clinical knowledge, (2) surgical technique and skill acquisition, (3) personal insight into career choice, and (4) understanding

surgical culture and OR functioning.⁷ The Association of Professors of Gynecology and Obstetrics (APGO) has objectives that are specific to the OR that are listed in educational topic 41, "Gynecologic Procedures," of the tenth edition of the APGO Medical Student Educational Objectives, which can be useful with the development of student learning objectives for the OR experience.¹⁷

Curriculum in the OR

Curricula to enhance the student learning experience in the OR can be built once objectives are outlined. Curriculum changes can range from low-cost and easily implemented logbooks to time and faculty intensive skills-training sessions (Table). However, the first element of a curriculum should focus on making the students and educators aware of learning objectives. Student handbooks or orientation materials can list the key learning objectives for the OR. Faculty members and residents can be made familiar with objectives through electronic mail or laminated postings in each OR.¹⁸ Meetings can be held with OR nursing staff to familiarize them with the

educational program, the role of the OR in student education, and the expected learning outcomes.³

The APGO student logbook can be used as an easy, low-cost curricular addition that allows students to record their OR experiences during the obstetrics/gynecology core clerkship.¹⁹ The logbook maps entries to educational topic 41 ("Gynecologic Procedures") and includes items such as observe hysterectomy, observe laparoscopy, insert Foley catheter, demonstrate knot tying, gynecology preoperative note, gynecology brief operative note, and gynecology postoperative progress note. Hampton et al¹⁸ included a student experience card as part of an obstetrics/gynecology OR curriculum that incorporated experiences that were suggested by APGO and those experiences that were identified as important through student and faculty focus groups. Evans and Gusberg²⁰ similarly describe OR assessment cards that represent a checklist approach to promote student engagement in the OR. Through such cards, students are asked to assess their experience with regard to (1) introduction to the OR team,

Download English Version:

<https://daneshyari.com/en/article/6144206>

Download Persian Version:

<https://daneshyari.com/article/6144206>

[Daneshyari.com](https://daneshyari.com)