

Obstetrics and Gynaecology Core Rotation Induction: Student Experience

M. Colussi¹, T. Henderson¹, R. Langhe^{1,2}, E. Akpan^{1,2}

1. Royal College of Surgeons in Ireland.
2. Our Lady of Lourdes Hospital.

An orientation, or induction, session is meant to facilitate a student's learning experience, understanding of the program, and maximize social integration with students and faculty. Effective induction sessions have been shown to boost confidence, reduce anxiety, and improve the overall clinical experience of first-year medical students¹. These results extend past medical education, as effective inductions have demonstrated success in the fields of forensics, psychiatry, post-graduate training, and high school^{2,3,4}. In the field of post-graduate training, medical school graduates demonstrated decreased anxiety after undertaking a proper orientation program prior to beginning surgical training³. Although the benefits of a thorough and effective orientation may seem obvious, published research studies addressing the true value of induction is limited.

A pilot induction program was undertaken with students of the Royal College of Surgeons in Ireland (RCSI) on an obstetrics and gynaecology (OB/GYN) core rotation at Our Lady of Lourdes Hospital (OLOL) in Drogheda, Ireland. Students were from culturally diverse backgrounds, including North America, Europe, and the Middle East. The objective of this study was to identify gaps in student understanding of the goals of their OB/GYN rotation, with the aim of incorporating policy changes where deemed necessary.

A survey of subjective student experience of the day one OB/GYN rotation induction was collected from September 2019 to March 2020. The survey provided qualitatively assessed the level of agreement to a certain statement regarding: the timing, location, teaching, rotation goals, schedule and overall confidence. Answer choices ranged from *strongly agree* to *strongly disagree*. Students were also asked to leave comments where prompted.

The survey response rate was 93% (51/55). The induction timing and location facilities were deemed favourable by the majority of students surveyed (76-98%). Importantly, the teaching and content clarity was evaluated. Specifics about the rotation goals, daily schedule, and assessment schedule were less well received, with more students expressing a lack of understanding.

Although 75% (38/51) agreed or strongly agreed that goals and objectives were outlined in the session clearly, 69% (35/51) felt confident that they understood the goals of the rotation. The overall goal of the induction was to improve the confidence in students' ability to succeed in the rotation, of which over 76% (38/51) of students either agreed or strongly agreed.

On review of comments provided, some students reported that because they did not participate on the orientation day activities, they felt underprepared. The lack of ability to participate stemmed from a conflicting event scheduled. To avoid this outcome, necessary arrangements should be made to ensure that all students are able to attend the initial orientation before starting specific postings.

Student understanding of their education program is facilitated by an effective orientation^{1,3}. Limited research regarding the true effectiveness and value of an induction day prompted this study to evaluate student self-confidence in their understanding of the rotation. Student feedback may be used to re-evaluate the structure of the program to facilitate quality improvement. Future studies should focus on the development and understanding of online learning methods.

Corresponding Author:

Mariah Colussi

Royal College of Surgeons in Ireland

E-mail: mariahcolussi@rcsi.com

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