MEDICAL STUDENTS’ PERCEPTIONS OF TEACHING ON THE OBSTETRICS AND GYNECOLOGY CLERKSHIP
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BACKGROUND
- Effective teaching is an important determinant of student learning in the clerkships.
- Better teaching leads to better results in the USMLE Step 2 and clerkship exams.
- There is often a disconnect between the expectations of educators and those of learners.
- Previous studies have examined effective teaching strategies in other specialties (general surgery, ambulatory care). However, to date, no such study exists that specifically evaluates OB/GYN teaching.

OB/GYN undergraduate education includes the following:
- Outpatient ambulatory care in gynecology, antepartum care, and gynecologic oncology
- Case-based conferences
- Intraoperative teaching
- Wards and the Labor & Delivery board as classrooms

OBJECTIVES
- Assess medical students’ perceptions in the quality of the educational experience during OB/GYN clerkship.
- Perception of adequacy of time devoted to education
- Relative effectiveness of various educational formats
- Efficacy of teaching of major topics in OB/GYN
- Availability of resident and faculty to provide teaching
- Appropriateness of responsibilities given to the medical student as part of the team

METHODS
- Electronic questionnaire containing 18 items
- Distributed at the completion of clerkship
- Data was collected over one academic year
- The questionnaire included objective answers and discrete choices (e.g., Likert scale, ranking)
- Approved by the University of Florida’s Institutional Review Board
- Total of 136 respondents

RESULTS
1. How many hours of small group or individual instruction did you receive per week during the OB/GYN clerkship?
   - Less than 2 hours
   - 2 – 4 hours
   - 4 – 6 hours
   - 6 – 8 hours
   - More than 8 hours
   - The mean was 3.46 (corresponds to 6 hours)

2. How many hours of small group or individual instruction do you believe you should have received per week during the OB/GYN clerkship?
   - Less than 2 hours
   - 2 – 4 hours
   - 4 – 6 hours
   - 6 – 8 hours
   - More than 8 hours

3. Please rank the following formats in terms of effectiveness of instruction during the OB/GYN clerkship (with 1 being the most effective, 6 being the least effective):
   - Case-based conferences
   - Morning rounds with resident team
   - Labor and Delivery board rounds
   - One-on-one teaching by residents
   - One-on-one teaching by faculty
   - Written and online resources (textbooks, online practice materials)

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<th>Written tests</th>
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17. Please rank the following in terms of what you believe the principal role of the medical student to be in the clinic setting (with 1 being most important, 3 being least important):
- Ask and answer questions posed to and by residents and faculty
- Assist with seeing patients
- Learn through observation of the residents and faculty

18. Please rank the following in terms of what you believe the principal role of the medical student to be in the operating room (with 1 being most important, 3 being least important):
- Ask and answer questions posed to and by residents and faculty
- Assist with seeing patients
- Learn through observation of the residents and faculty
- Observe the physicians performing the surgery

AREAS FOR DEVELOPMENT
- Engaging students to practice and develop procedural skills
- Providing feedback in a timely and meaningful manner
- Emphasizing key “need to know” topics for subspecialties with relatively less exposure
- What do we want the role of the student to be in our OR and clinic? And how do we communicate this with the learner
- Possibility for multi-center collaborative study

REFERENCES