

Improving medical student education during the Obstetrics and Gynecology rotation at WVUSOM

Sydney Mick, MD, Kassie Whitfield, MD, Rebecca Wald, MD

WVU Department of Obstetrics and Gynecology

BACKGROUND:

This project aims to improve the quality of teaching and student education during the WVU OB/Gyn 3rd year medical student rotation.

Often, when students start their OBGYN rotation, they are learning a significant amount of information, which can be overwhelming.

The goal of this project is to help 3rd year medical students feel more comfortable and prepared starting their OBGYN rotation.

SMARTER OBJECTIVE:

The following aims were designed after feedback and observation, that the OB/GYN rotation can be very overwhelming for 3rd year medical students and there are few resources to easily prepare for their rotation and experience on their clerkship.

Smart Aim: We aim to improve third year medical student's reported preparedness (scale 1-10) for their OB/GYN rotation by 2 points on average over the next academic year at WVUSOM with the implementation of *A Resident's Guide to Obstetrics and Gynecology*.

Global Aim: We aim to improve medical student's overall experience, education, and knowledge during their OB/GYN rotation.

IMPROVEMENT ACTION PLAN WITH ACTIONS TAKEN

The implementation of *A Resident's Guide to Obstetrics and Gynecology*, we aimed to improve medical student's overall experience, education, and knowledge during their OB/GYN rotation.

For the first intervention, 4th year medical students, who completed their OB/GYN rotation over the past year were surveyed regarding the following topics:

- rating of how prepared they felt starting their Ob/Gyn rotation
- how prepared they felt for their NBME Shelf exam
- which resources they used to study, and recommended subjects they wished they learned more about during their rotation.

Simultaneously, 3rd year medical students rotating on the WVU OB/GYN service were provided the same packet of high yield OB/GYN information, *A Resident's Guide to Obstetrics and Gynecology* and surveyed for the same responses.

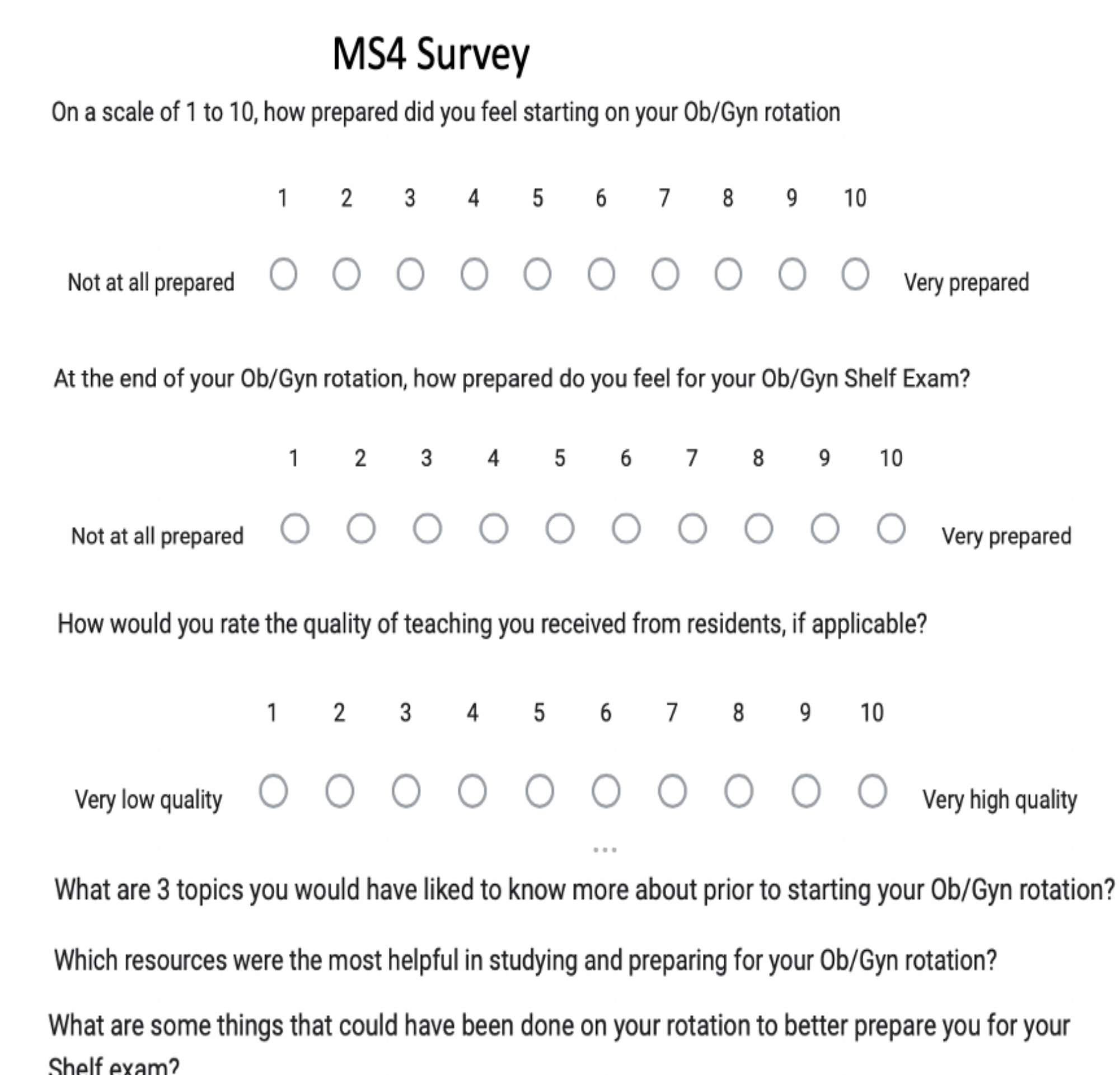
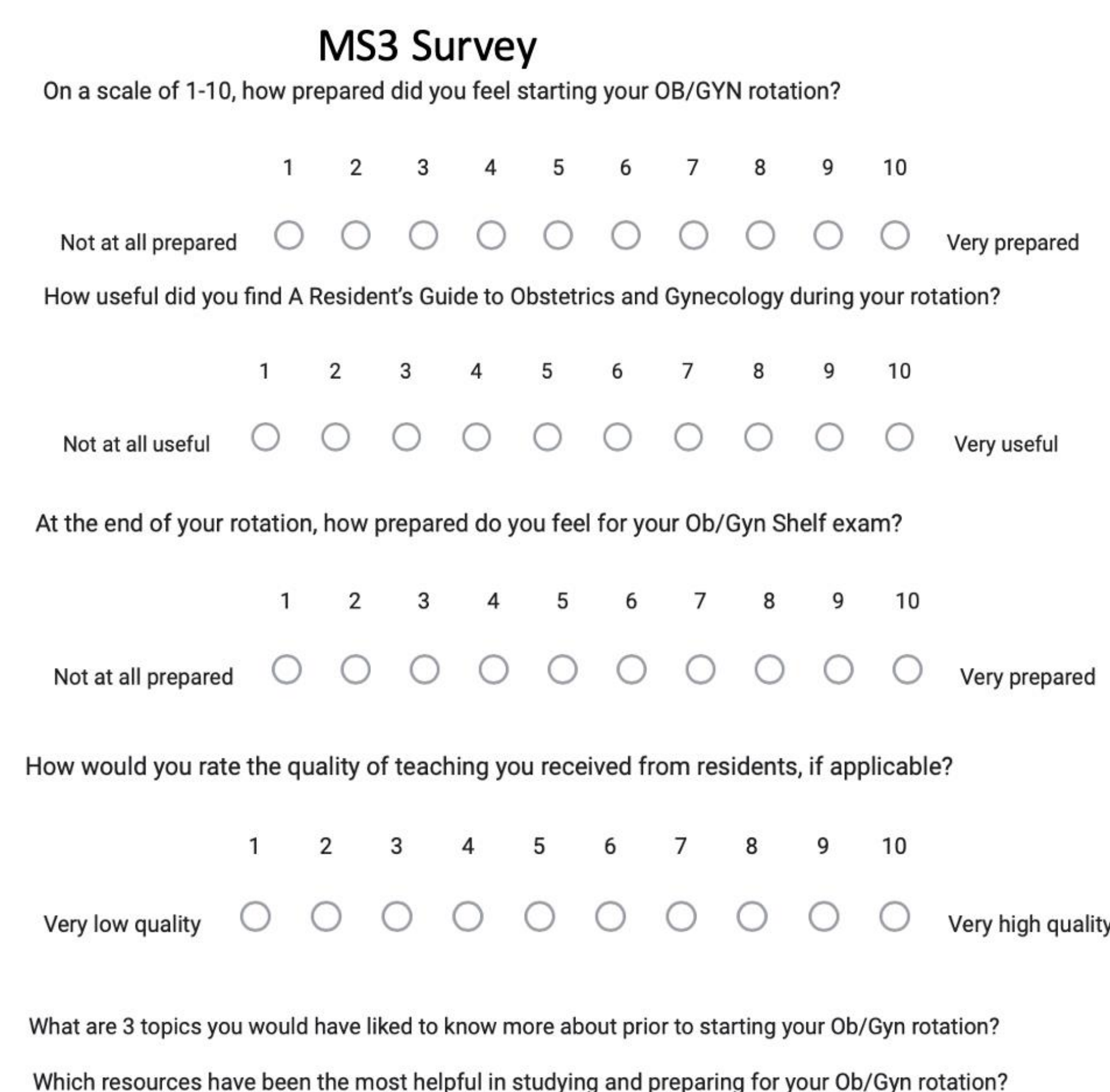
Additionally, 3rd years were surveyed on the packet's helpfulness and NBME score improvement.

RESULTS:

AY 21-22 Shelf Score Averages by Block (Graduating Class of 2023)						
Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Average
80.18%	80.70%	79.71%	82.00%	82.13%	86.33%	81.84%
11 students	10 students	7 students	9 students	8 students	6 students	
AY 22-23 Shelf Score Averages by Block (Current MS4s)						
Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Average
81.56%	85.75%	84.56%	86.29%	87.14%	87.33%	85.44%
9 students	12 students	9 students	7 students	7 students	6 students	
AY 23-24 Shelf Score Averages by Block (Current MS3s)						
Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Average
83.67%	84.45%	85.45%	81.82%	82.83%	TBD 4/22/24	83.64%
9 students	11 students	11 students	11 students(1 fail)	6 students	9 students	

Table 1. Medical Student NBME results. ANOVA p-value results.

AY 21-22 vs AY 22-23	p-value 0.03
AY 21-22 vs AY 23-24	p-value 0.35
AY 22-23 vs AY 23-24	p-value 0.42



SCALE UP PLAN:

A Resident's Guide to Obstetrics and Gynecology will continue to be provided to rotating 3rd year medical students to continue to improve quality of rotation.

SUSTAINABILITY PLAN:

Distribution of our guide has become consistent when medical students are starting their 3rd year OB/Gyn rotation. This is possibly a resource that could be brought to other institutions and distributed to their medical students, if data supports its efficacy.

LESSONS LEARNT:

It's clear that good study resources are imperative for success and confidence in the clinical setting. This allows students to be more prepared to "hit the ground running" on clinical rotations.