

To Teach is to Learn Twice” Effectiveness of OB/GYN Residents as Teachers of Their Peers and Juniors Regarding Partogram Application and Promotion of Awareness of Vaginal Deliveries

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Abstract

Objectives: The primary objective of this study is to assess the effectiveness of obstetrics and gynecology (OB/GYN) residents as educators for their peers and juniors, focusing specifically on their ability to teach partogram application and promote awareness of vaginal deliveries.

Study Design: A quasi-experimental design.

Subjects and Methods: This study included 20 OB/GYN residents, divided equally into teachers and listeners, and 50 interns, also divided into two groups of 25 each, based on their attachment to either the teaching or listening residents. The effectiveness of resident teachers was evaluated through pre and post-intervention assessments of knowledge and attitudes regarding partogram use and the promotion of vaginal deliveries.

Results: The knowledge and attitude assessment scores for the group of interns attached to resident teachers (Group A) saw a significant increase, with scores rising from a baseline average of 3.2 ± 1.1 to 6.3 ± 1.4 after the intervention ($p < 0.001$). In contrast, interns attached to resident listeners (Group B) showed no significant change, with scores marginally increasing from 3 ± 0.9 to 3.1 ± 1.2 ($p = 0.782$). Resident teachers themselves also demonstrated significant improvements in their teaching and clinical skills, as evidenced by an increase in their knowledge assessment scores from an average of 3 ± 1.6 to 8.5 ± 1.1 post-intervention ($p < 0.001$).

Conclusion: OB/GYN residents serving as educators can effectively enhance the understanding and skills of their peers and juniors in partogram application and vaginal delivery practices.

Keywords

Obstetrics and Gynecology residents; Residents as Teachers; Vaginal Deliveries; Partogram; Medical Education.