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# The EASTT Study

The Experience and Aceptability of Students,  
Teaching faculty and gynaecology Teaching  
associates (GTAS) of the pelvic examination  
teaching programme

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Declaration of interests – none

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# Overview

- Introduction
- Research Questions
- Method
- Demographics
- Analysis
- Themes
- Memorable quotes
- Future Research

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# Introduction

- Physical examination of the pelvis is a core skill
  - Traditionally taught on manikin, clinics, theatre
- Undergraduate experience is becoming limited
  - Intimate examination
  - Increasing student numbers
  - Decreasing O&G placement duration
  - Changing expectations of patients
- Recruited and trained GTAs
  - Teaching innovation required to enhance skills

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# Research Questions

- **Principal Research Question**

- Explore the experience and acceptability of all stakeholders involved in an innovative method of FPE teaching GTAs
- Identify issues of importance to GTAs, medical students and undergraduate teachers in clinical teaching of FPE

- **Secondary Research Question**

- Ascertain the motivation of lay women to become GTAs

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# Method

- **Stakeholders**

- 20 Final year medical students
- 4 Consultants (Teaching Faculty)
- 4 Consultants (Non-Teaching Faculty)
- 4 GTAs

- **Data Collection**

- Semi-structured interviews
- Group interview
- Non-participant observation (NPO) during GTA led FPE teaching sessions

# Demographics: Students

	Male	Female
Number of students	8	12
Age (years)		
Mean	24.3	25.1
Range	23-26	22-31

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# Demographics: Faculty

	Teaching	Non Teaching
<b>Number of Consultants</b>	4	4
<b>Age (years)</b>		
<b>Mean</b>	45.00	45.50
<b>Median</b>	43.50	45.00
<b>Years as a Consultant</b>		
<b>Mean</b>	6.50	6.75
<b>Median</b>	6.50	7.50
<b>Years in medical education</b>		
<b>Mean</b>	11.25	15.00
<b>Median</b>	12.00	15.00



# Analysis

- Sequential thematic analysis
- Triangulation
  - Field notes
  - Student interviews
  - Faculty interviews
  - Group discussion and interview of GTAs

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# Themes

1. The importance of pelvic examination skills
2. Improved exposure
3. Confidence building
4. Improved communication skills
5. Overcoming intimacy
6. Manikin compared with GTA teaching
7. Positive impact on clinical practice
8. Drawbacks of GTAs
9. General acceptability and no moral objections
10. Motivation to become a GTA

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# Memorable Quotes

- “an examination could easily give you the answer that you need and that would potentially cut delays in treatment for someone, avoid unnecessary referrals and cut down on stress for patients”
- “pelvic examination is mandatory. It is important today as trainees rely so much on imaging and basic skills are going out of the window. It should be part of your management”
- “if the patient is not at ease then you don't have the confidence of the patient (and the) experience will not be a good examination and you may miss things.”

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# Memorable Quotes

- “as far as GTA examinations are concerned, most will have normal pelvises and will have a normal pelvic examination. It is important to know what is normal before going on to understand what is abnormal.”
- “immoral not to have the appropriate training”
- “that’s my inspiration to come back when they (the medical students) have said yes, you really helped me”

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# Discussion

- GTAs can be used to replace or supplement existing teaching
- Non-threatening environment for a 'real life' examination
- Provision of immediate feedback

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# Discussion: Preliminary Inferences

- Described as a positive experience by all stakeholders
  - Improved confidence and communication skills
- Acceptability established with positive outcomes noted for students
- GTA motivation was noted to be altruistic
- Concerns include
  - Recruitment
  - GTA safety
  - Monitoring of an effective GTA teaching programme

# Future Research

- PPI (Public and patient involvement)
- Opinion of funding bodies
- Evaluate multi-faceted teaching
- Timing, frequency and duration of GTA sessions
- Evaluate GTA teaching objectives
- Integration into clinical placements (UG / PG)
- Identify students that respond better to GTA teaching

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***Questions?***

Ethical approval: University of Birmingham Ethics Review Board &  
Birmingham Women's Hospital R&D Department