

# A Mixed Methods Evaluation of an Education Program Developed To Support the Clinical Transition from Resident to Registrar in Obstetrics and Gynaecology

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**Introduction:** Clinical transition periods are stressful and challenging for junior doctors. The Monash Women's team developed an education program to support the resident to registrar transition. The program consisted of six 90 minute sessions, delivered online over a three month period.

**Aims:** The aim of the evaluation was to describe residents' perspectives on the utility of a speciality specific and institution specific education program to support residents through the clinical transition period. The program sought to enable participants to practice obstetrics and gynaecology safely, as well as develop and explore non-technical skills.

**Methods:** The study was a prospective mixed methods design. It utilised a pre-program and post-program survey.

**Results:** There were ten course participants. The pre-survey had seven responses and the post-survey had eight responses, five of which were able to be linked. All respondents either 'agreed' or 'strongly agreed' that they: enjoyed the program, would recommend the program and that the course would improve their ability to provide safe patient care. Quantitatively, nine out of ten measures had upward confidence trends. Qualitatively, the predominant positive themes were the emphasis on peer-based learning and psychologically safe learning environments.

**Discussion:** This evaluation considered Kirkpatrick's model to interrogate level one (reaction) and level two (learning). Participants had increased confidence across a broad range of clinical and professional skills relevant to the transition. This study suggests that there is a role for providing education for the clinical transition from resident to registrar in Obstetrics and Gynaecology.

