

# OBSTETRICS AND GYNAECOLOGY OUT OF HOURS

## Stepping into the role of an on call doctor

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### INTRODUCTION

Studies have highlighted a sense of unpreparedness and anxiety surrounding out-of-hours work amongst new resident doctors (1). These difficulties may be further exacerbated in specialised areas such as Obstetrics and Gynaecology (O&G).

### OBJECTIVE

To create an initiative that bridges the gap between undergraduate medical education and out-of-hours work, focusing on handover, prioritisation and clinical decision making.

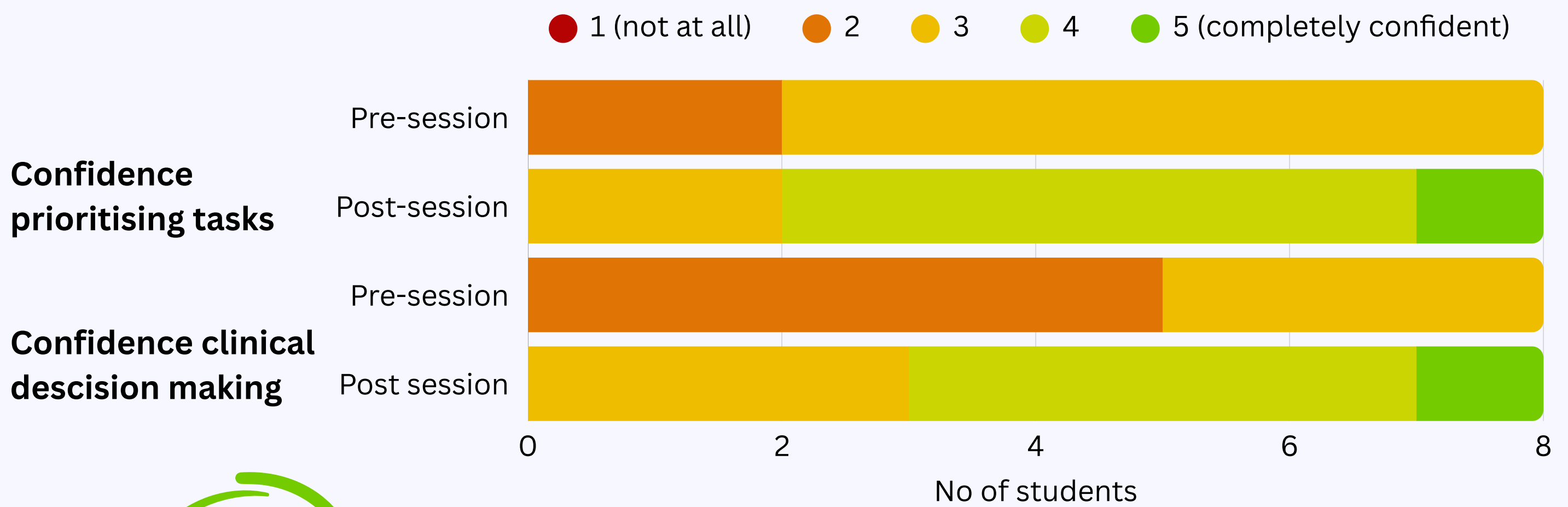
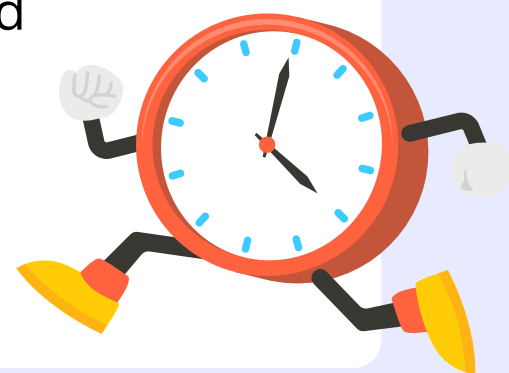
### METHODOLOGY

**Participants:** final year medical students in O&G  
**Teaching method:** table-top simulation

**The simulation (30-40 min):** Working in pairs, participants took part in a mock handover. They then prioritised clinical urgency before reviewing case notes and making step by step clinical decisions the outcome of which was revealed to them. Additional 'calls' occurred throughout the sim with new cases introduced.

**The debrief:** Group discussion enabled peer learning and exploration of triumphs and challenges

**Evaluation:** voluntary before and after questionnaires



*Felt the session developed skills used working out of hours.*

### CONCLUSION

We found that this use of tabletop simulation help to improve student confidence in skills essential to a resident doctor on an O&G out-of-hours shift. Importantly this model is transferable to other specialties. Further work should look to evaluate change in performance before and after the session and value of learning as students progress to foundation years.

**References:** 1. Synnott D, Cavallari S, Synnott K, Coakley N. Stepping Into the Night: The Preparedness of Newly Qualified Doctors for Out-of-Hours Work. Clin Teach [Internet]. 2025;22(2):e70035.