

# WMER

## Implementing an interactive and innovative obstetrics and gynaecology teaching session that incorporates mixed reality (MR) for second year medical students

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# Implementing an interactive and innovative Obstetrics and Gynaecology teaching session that incorporates mixed reality (MR) for second year medical students.



George Eliot Hospital  
NHS Trust

## 01. Background

Medical students are required to develop knowledge and understanding that underpins the antenatal, intrapartum and postnatal period. Time constraints and varied clinical opportunities may limit students' exposure to specific Obstetrics and Gynaecology (O&G) experiences. Developments in technology, including MR can allow educators to offer experiential learning opportunities for learners that closely mimic the real world (Nuzhat et al, 2014; Atiomo et al, 2024).

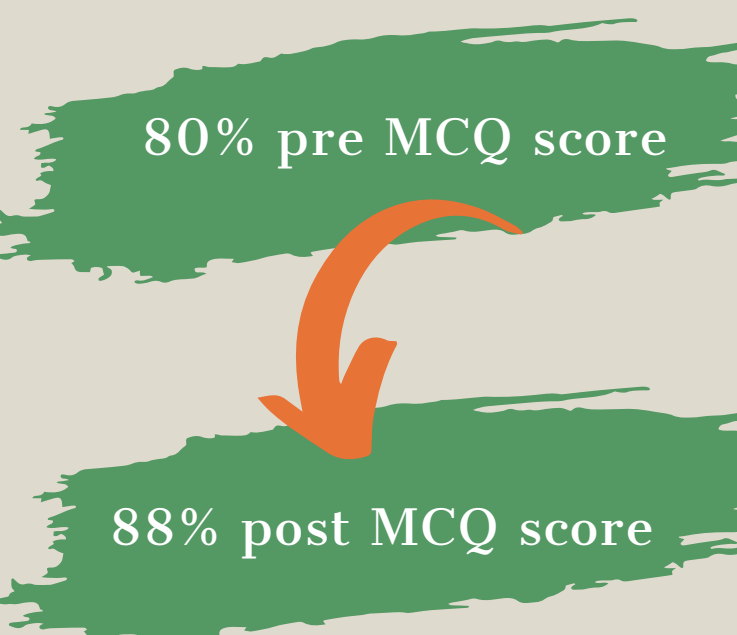
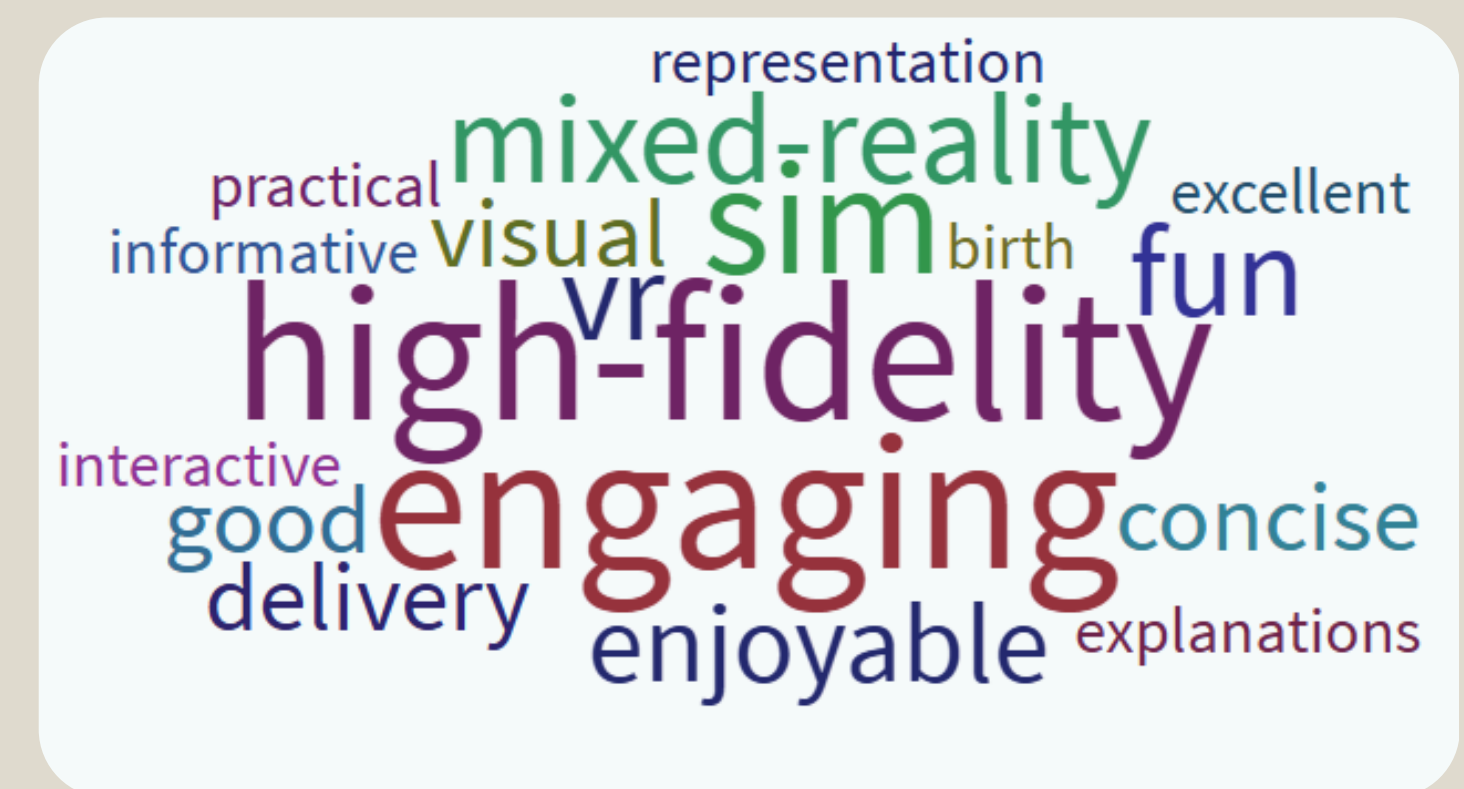
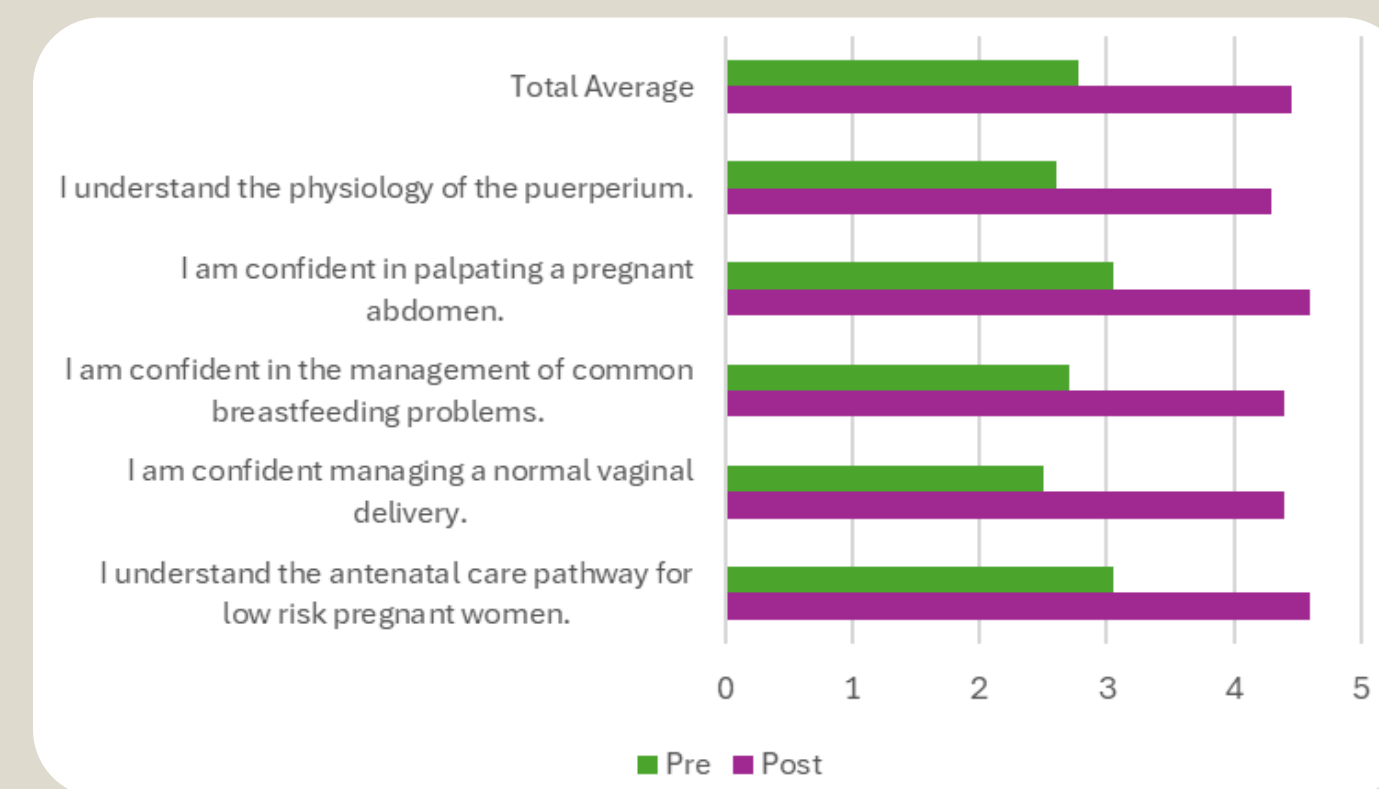


## 02. Summary of work

Session designed to allow second year medical students to follow the journey of a simulated pregnant patient. Service Improvement Project planned for one academic year, involving delivery of session 12 times over 3 separate placement blocks, measuring student achievement of learning objectives, knowledge and confidence, and gathering qualitative feedback.

## 03. Results

A total of 38 students participated in the teaching sessions delivered across 10 sessions. Students completed assessments at both the pre- and post-session stages to evaluate their self-reported confidence across 5 domains, as well as their knowledge through multiple-choice questions (MCQs). Each participant answered five MCQs during both the pre- and post-session phases, and the scores were subsequently analysed. The graph below illustrates a comparison of the pre- and post-session confidence scores.



## 04. Conclusion

The O&G interactive teaching session enhanced medical students' knowledge and confidence and helped them achieve their learning outcomes. Additionally, students feedback comments were positive. So far there is support for continuing to deliver the session.

## 05. What's next?

- **Reaudit** the project to enhance **reliability**
- **Deliver** the session earlier in the block to support learning consolidation
- **Continue to align** with national recommendations e.g. Ockendon report

### References:

1. Nuzhat A, Salem R O, Al Shehri F N, Al Hamdan N. Role and challenges of simulation in undergraduate curriculum. Med Teach [Internet]. 2014 Apr [cited 2025 Jan 17]; 36(Sup.1):S36-S73. Available from: <https://doi.org/10.3109/0142159X.2014.886017>.  
 2. Atiomo WU, Casper C, Symonds I, Obermair H, Gwako G, Vash-Margita A, Sosa C, Kihara A, Ezimokhai M, Fogarty P. A common curriculum in obstetrics and gynaecology for medical students globally. Int J Gynecol Obstet [Internet]. 2024 Apr [cited 2025 Jan 17]; 167:191-196. Available from: <https://obgyn.onlinelibrary.wiley.com/doi/epdf/10.1002/ijgo.15544>