



**Questionnaire Development and its Use in
Evaluating Patient Perception of Bedside Teaching
in Obstetrics and Gynaecology**

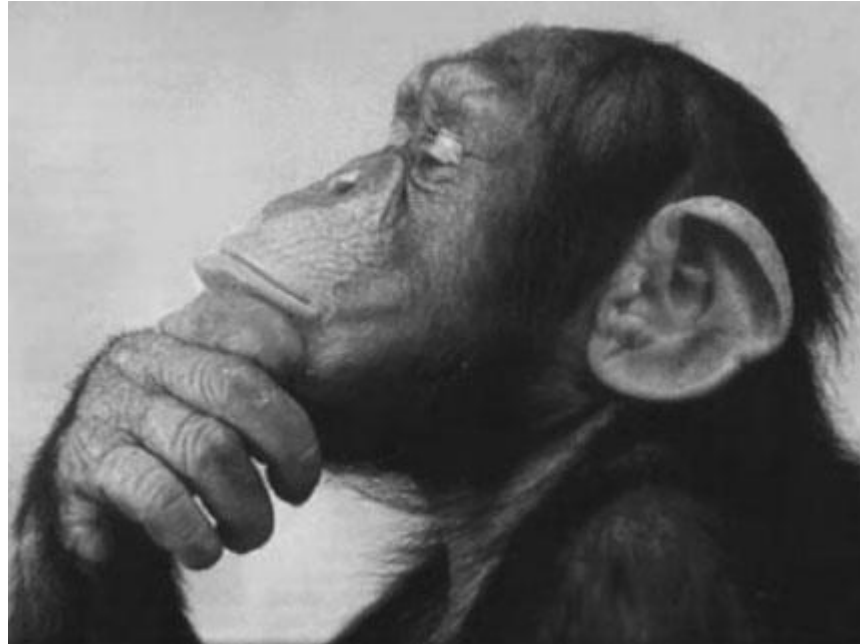
Bedside Teaching (BST)



BST in O&G

CATCH-22

Solving the Catch 22

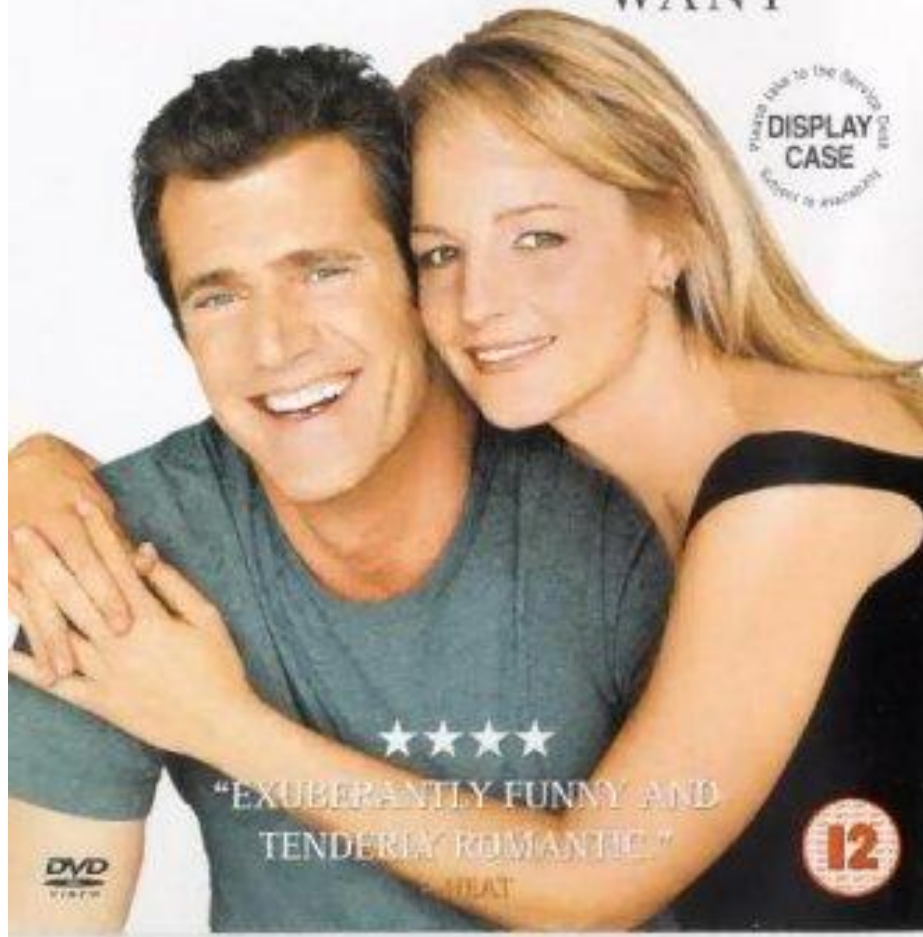


MEL
GIBSON

A FILM BY
NANCY MEYERS

HELEN
HUNT

WHAT
WOMEN
WANT



PRINTED INK TO THE SPINE
DISPLAY
CASE
RECOMMENDED BY PARENTS

★★★★

"EXUBERANTLY FUNNY AND
TENDERLY ROMANTIC."

DVD
VIDEO

12

AMEE 7 Steps to Superior Surveys

1. Conduct a literature review

2. Conduct interviews

**3. Synthesize the literature review and
focus group**

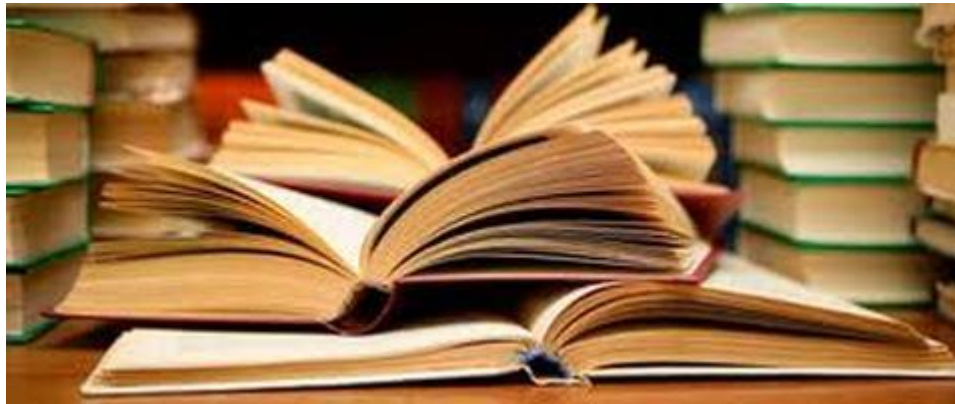
4. Develop Items

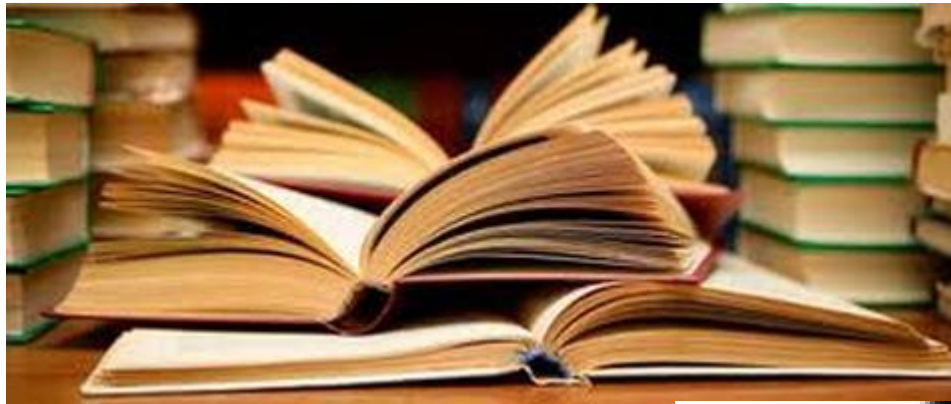
5. Conduct expert validation

6. Conduct cognitive interviews

7. Conduct pilot testing

Step 1: Literature Review





Perceptions

- Autonomy
- Altruism
- Personal gain
- Involvement
- Privacy

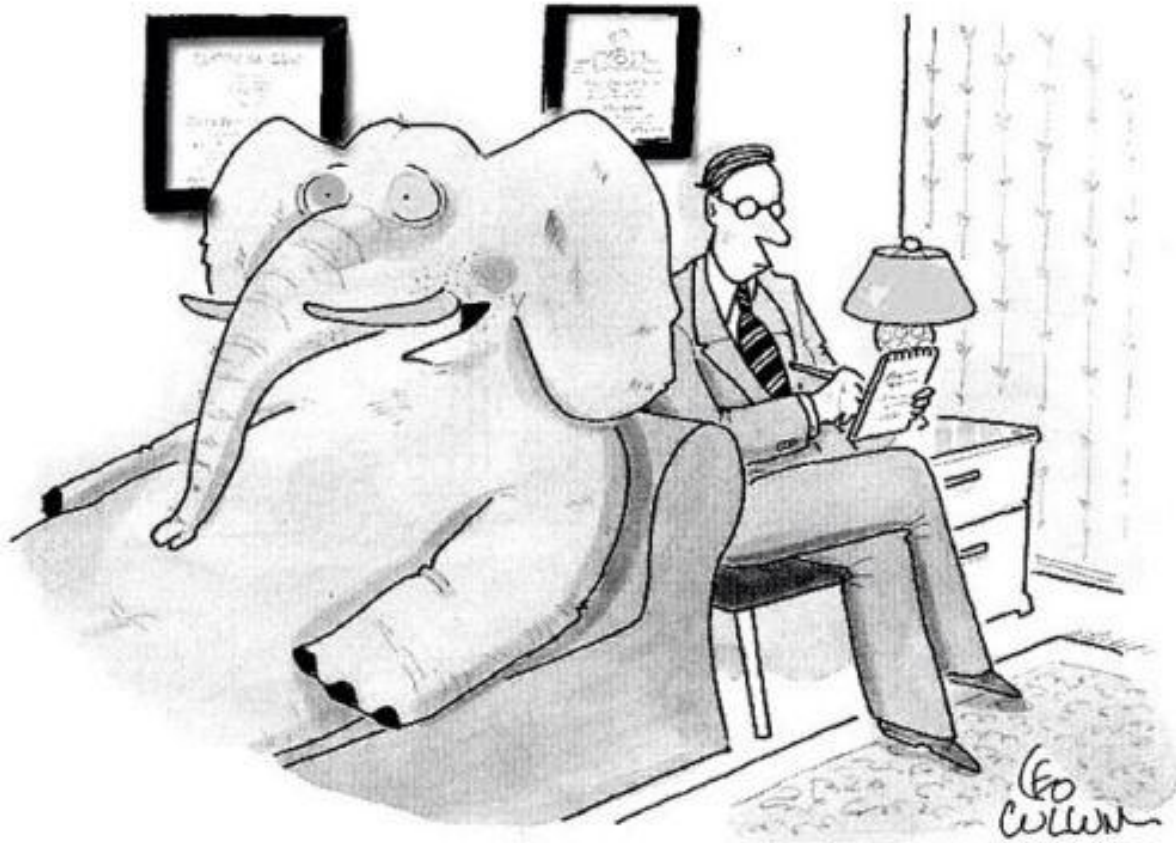
Emotions

- Anxiety
- Dignity
- Satisfaction
- Pride
- Isolation
- Frustration
- Protection of neonate

Suggestions

- Consent process
- Terminology
- Timing
- Environment
- Feedback
- Professionalism

Step 2: Qualitative Interview



"I'm right there in the room, and no one even acknowledges me."

Famous Five

**I have great
insight into the
learning
experience in BST**

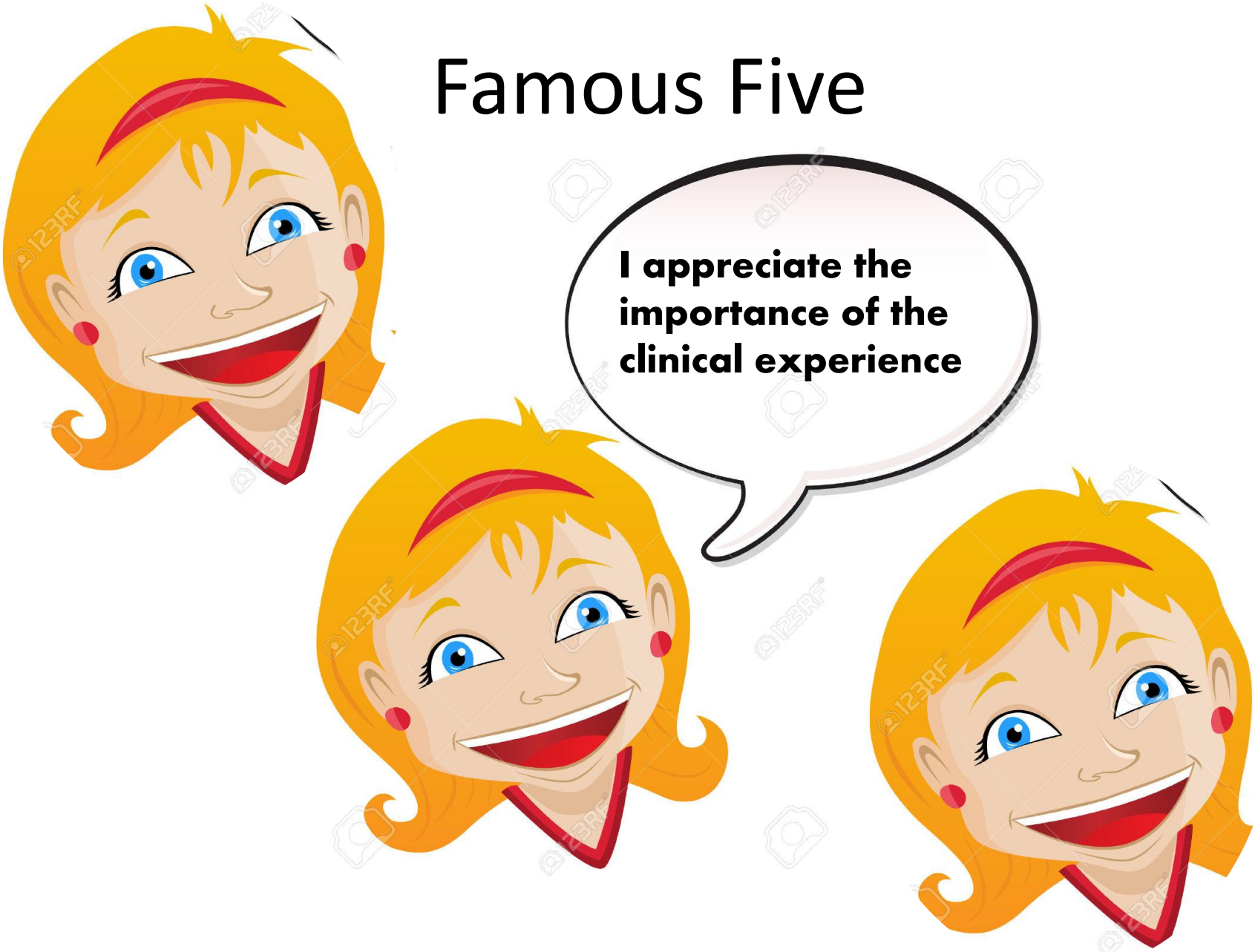


Famous Five




**My thoughts
surround privacy,
confidentiality and
consent in BST**

Famous Five



**I appreciate the
importance of the
clinical experience**

Famous Five



**I found the students
and doctors were
respectful and/or
supportive.**

Famous Five

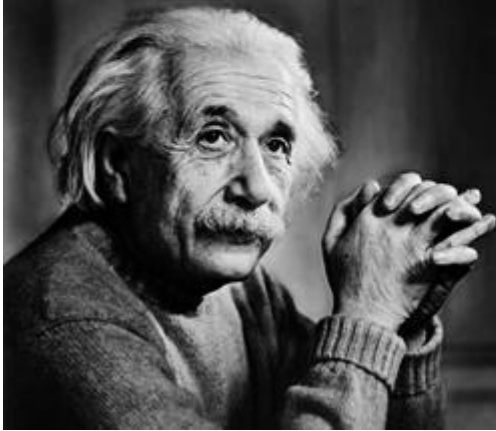
**There was no
difference in
attitude between
participant type**



Step 4: Develop Items

If you can't explain it **simply**, you don't understand it well enough.

– Albert Einstein



Step 5: Expert Validation

Representativeness

Clarity

Relevance

For each of the statements below, select the response which best characterises how you feel about the statement where 1= Strongly Agree 2= Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly Disagree

Womens Experiences of Bedside Teaching (BST) in the National Maternity Hospital	1	2	3	4	5
Participation with BST could be an enjoyable experience					
It gives me satisfaction to feel that I could help in the education of future generations of healthcare professionals by participating in BST					
Medical terms used during BST which I do not understand should be clarified					
If I felt stressed or was feeling unwell I should not be asked to participate in BST					
By participating in BST I could possibly learn more about my condition than I had previously known					
Hearing details about my condition being discussed in BST may make me feel anxious					
I think it is important to check what the students would do with the information they hear about me during BST					
Before participating in BST the students should get my verbal or written consent					
I am equally happy to allow midwives, junior doctors and medical students to learn through my participation in their BST					
If disagree: which group would you prefer over another, please state _____					
It is important to me that the team remains professional throughout BST					
I feel if asked to participate in BST I would not be able to say no					
I feel proud that I am using my unique position as a pregnant woman to educate students					

Step 6: Cognitive Testing



FEEDBACK

from Verbal Probing

I feel if asked to participate in BST I would not be able to say no

- Who is asking the question- my consultant or the student?
And what manner are they asking me in?

If I felt stressed or was feeling unwell I should not be asked to participate in BST

- How can I say when I haven't been in that situation?
- Why is there no option to say "not applicable" or "don't know"?

It is important to me that the team remains professional throughout BST

- What do you mean by this?

Social Bias and its implications



Ready for takeoff...

- Piloting of the survey amongst 20 patients



Cronbachs Alpha

	1	2	3	4	5	6	7	8	9	10	11	12	Total
R1	1	1	1	1	2	4	1	1	1	1	3	2	19
R2	1	1	1	3	1	1	1	1	1	1	4	1	17
R3	2	1	3	3	2	5	5	5	1	1	5	1	34
R4	2	2	2	1	2	2	1	3	2	1	2	2	22
R5	2	2	2	3	2	2	2	4	2	2	4	2	29
R6	2	2	1	1	2	3	3	1	1	1	4	1	22
R7	2	1	1	2	1	3	4	4	1	3	5	1	28
R8	3	1	1	1	3	3	2	2	1	2	5	1	25
R9	1	1	1	2	2	5	5	5	1	2	5	1	31
R10	1	1	5	1	4	5	5	5	5	4	1	1	38
R11	3	1	2	4	1	4	4	5	5	4	1	1	35
R12	1	1	2	3	2	4	2	4	2	1	4	2	28
R13	2	1	2	3	1	4	3	1	1	1	4	1	24
R14	3	1	1	1	1	4	3	4	2	1	5	1	27
R15	1	1	2	1	2	4	3	1	1	1	2	1	20
R16	2	1	1	2	1	4	2	3	2	1	4	1	24
R17	1	1	3	1	1	4	4	4	1	1	4	1	26
R18	2	2	1	4	4	1	5	1	5	5	5	4	39
R19	1	1	2	1	2	4	2	4	1	1	2	1	22
R20	2	1	2	3	2	4	4	3	2	1	4	1	29

Cronbachs Alpha

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R4	2	2	2	1	2	2	1	3	2	1	2	2	22
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R14	3	1	1	1	1	4	3	4	2	1	5	1	27
R15	1	1	2	1	2	4	3	1	1	1	2	1	20
R16	2	1	1	2	1	4	2	3	2	1	4	1	24
R17	1	1	3	1	1	4	4	4	1	1	4	1	26
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R7	2	1							1	3	5	1	28
R8	3	1							1	2	5	1	25
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R20	2	1	2	3	2	4	4	3	2	1	4	1	29

$$\alpha = \left(\frac{K}{K-1} \right) \left(1 - \frac{\sum V_i}{V_T} \right)$$

High stakes

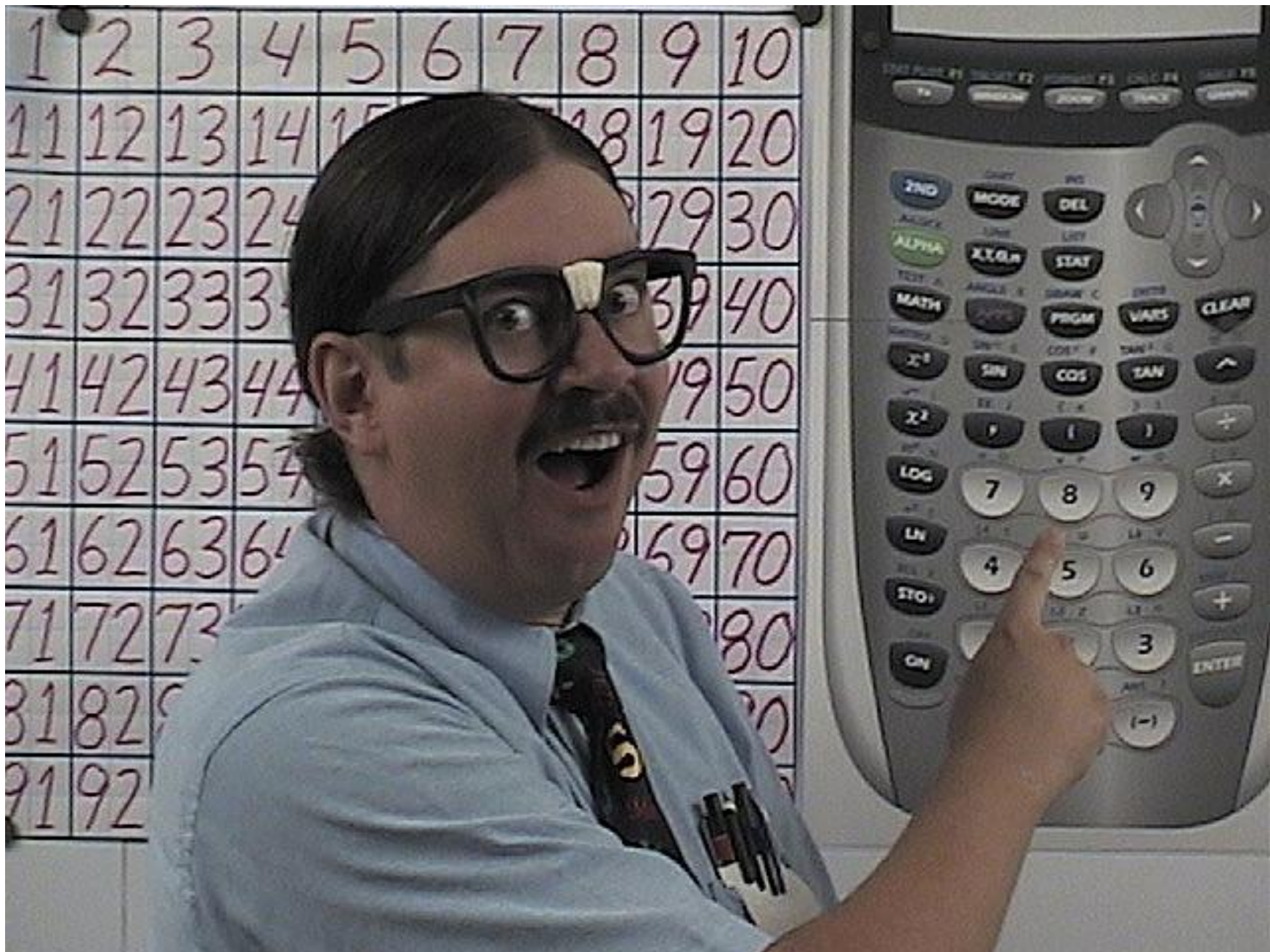
- Cronbach's Alpha: 0.90 or higher (excellent)

Medium stakes

- Cronbach's Alpha: 0.70 or higher (good/acceptable)

Low stakes

- Cronbach's Alpha: The higher the better but not always possible to get high values (e.g., short formative quizzes)



Results

- Primarily, this study aims to demonstrate the importance of a rigorous approach to formulation in order to produce a robust questionnaire, allowing for more precise extrapolation of data and a focused exploration of patient-centered results.

Ode to Osler



“To study the phenomena of disease without books is to sail an unanchored sea. Whilst to study books without patients is not to go to sea at all”

Sir William Osler (1849-1919)