

#758 Effect of teaching on the rate of episiotomies in eutocic deliveries in a regional hospital



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Hypothesis / aims of study

Training for resident doctors and nurses has a positive and direct influence on care practice in health services (1,3). Therefore, the level of training is an indicator of the quality of these services.

The aim of this study is to evaluate the impact of targeted teaching sessions on the episiotomy rate in eutocic deliveries, the percentage of tears diagnosed and the proportion of intact perineums after the teaching course.

Since 2014, an annual workshop on the indication, performance and repair of episiotomies has been held as part of a course on perineum injuries for Gynecology and Obstetrics residents and midwives.

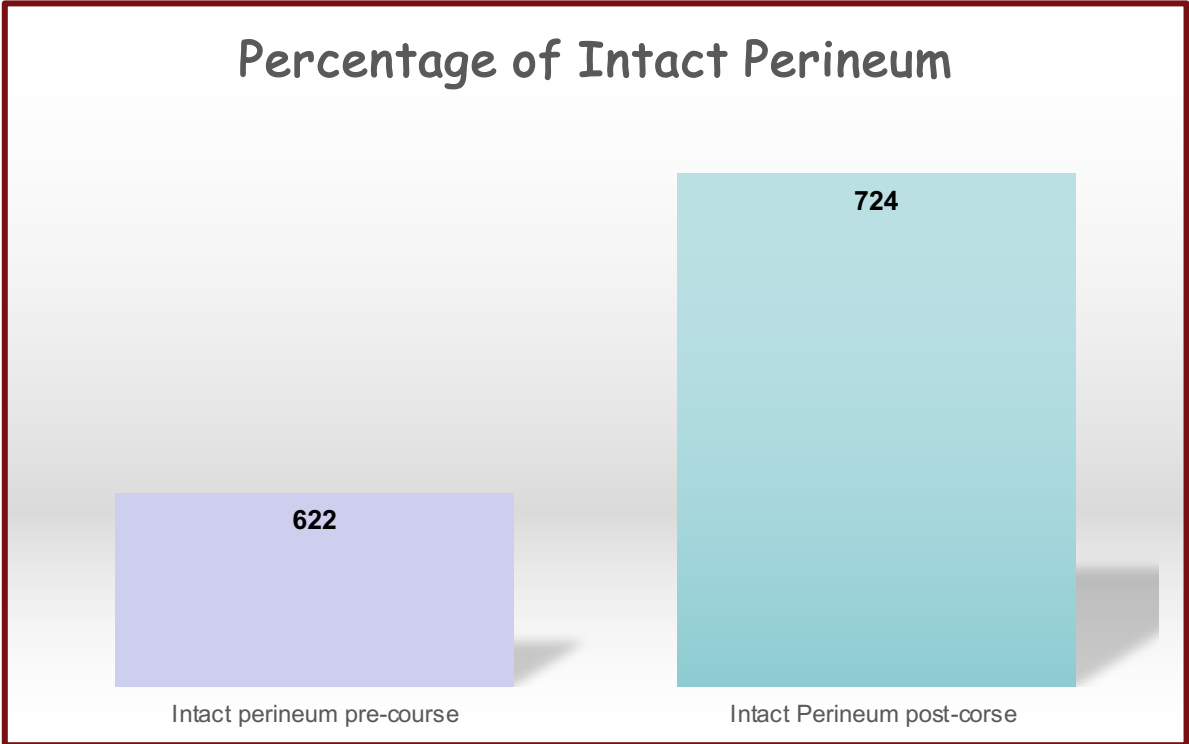
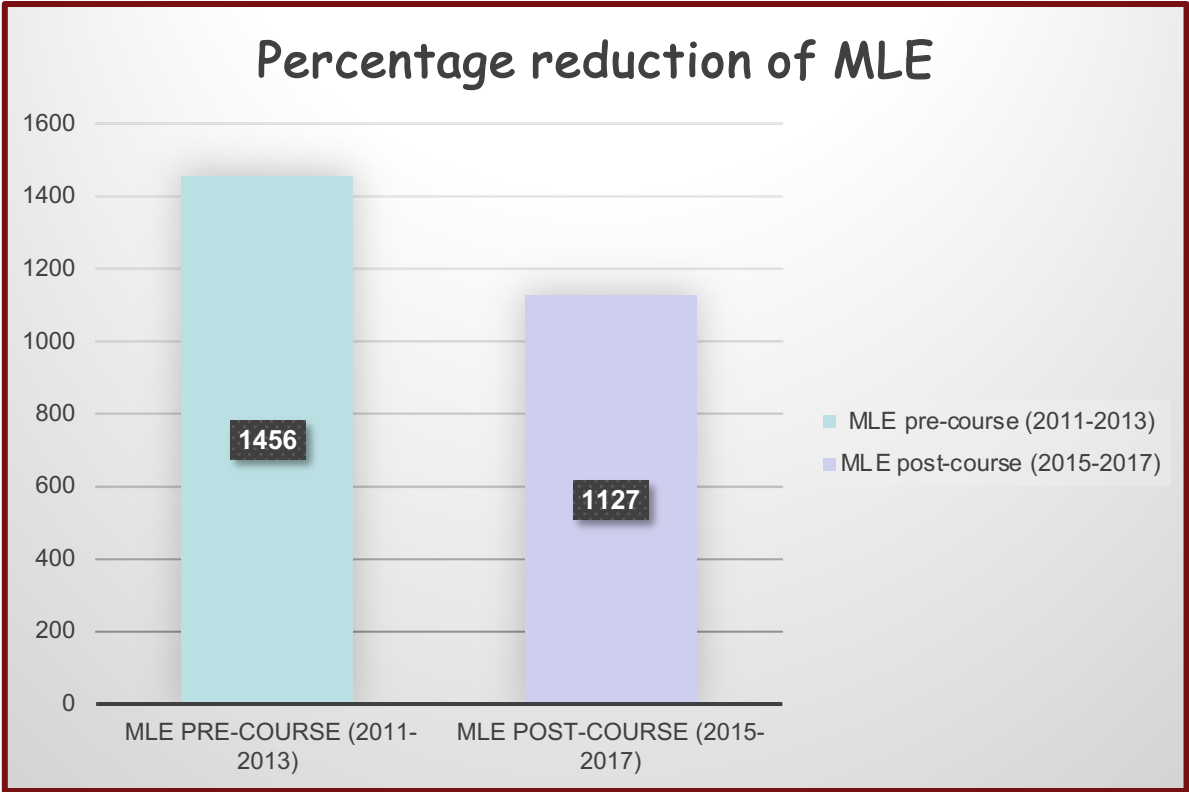
Study design, materials and methods

A retrospective study was conducted and we collected data on perineal tears diagnosed from 2011 to 2013 pre-course and data on perineum tears from 2015 to 2017 post-course.

We took into account the parity of pregnant women, whether episiotomy was performed, whether tears occurred and the degree of tearing. The percentage of episiotomies, perineal injuries (considering episiotomies as second-degree tears) and the percentage of OASIs (Obstetrics Anal Sphynter Injuries) pre and post-course were analysed.

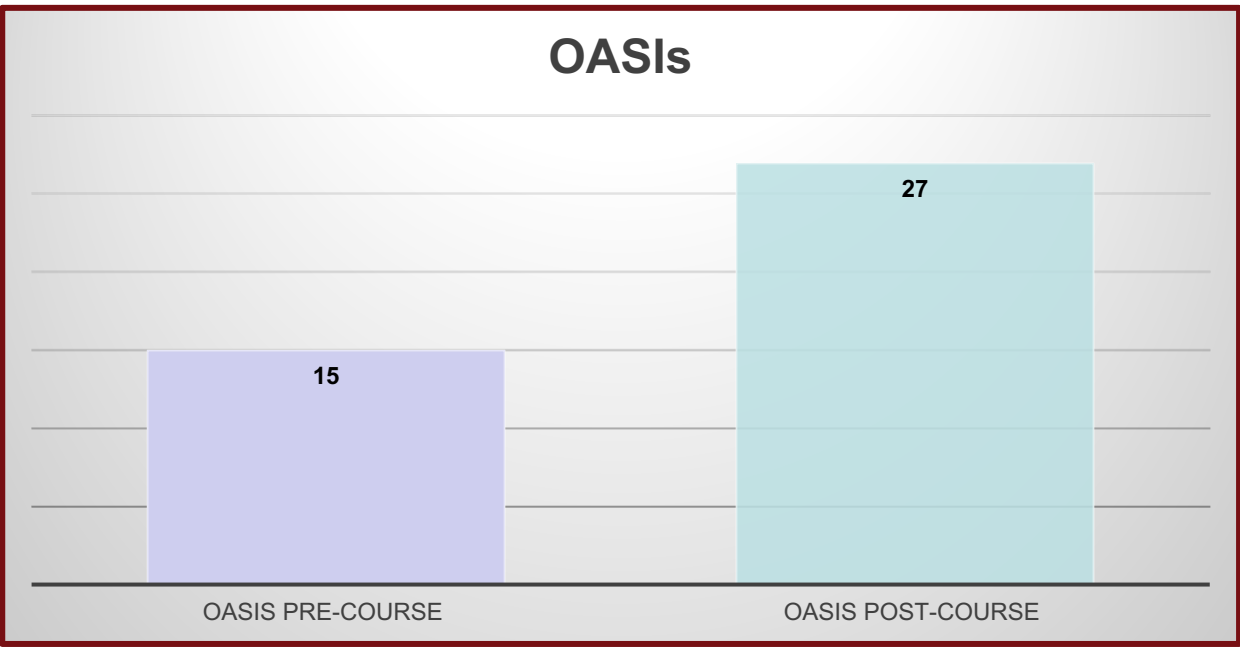
Results

6005 cases were collected, 2989 pre-course and 3015 post-course. The percentage of episiotomies decreased significantly from 48.7% pre-course to 37.4% post-course ($p<0.005$). Overall, the percentage of cases with an intact perineum increased from 20.8% pre-course to 24.0% post-course ($p<0.005$). However, the percentage of OASIs increased from 0.5% pre-course to 0.9% post-course, bordering on statistically significant ($p=0.05$).



Results and interpretation

Since the implementation of the annual episiotomy workshop, a decrease in the percentage of both episiotomies and perineal injuries has been observed in our center. The increase in the number of OASI cases requires further and longer-term study to determine whether it is secondary to improved diagnosis following the training provided in the same course, or if it is a collateral effect of the reduction in the number of episiotomies.



Conclusions

Teaching sessions for healthcare providers in training have proven to be an efficient and effective tool for improving diagnosis, treatment and, above all, to prevent injuries in patients (1, 2). Therefore, these courses should be conducted and its impact on patients' health should be reassess periodically (3)

References

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