

**Poster 5:** Evaluation of a Guided Imagery-Based Study Aid for Understanding Gynecological Cancer Staging

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Topic

Other: Education

Objectives

Accurate surgical staging of gynecologic malignancies is essential for guiding treatment and prognosis but is often perceived as complex and difficult to learn. This study evaluates the effectiveness of a novel study aid utilizing a house-based model with guided imagery to improve understanding of cervical, endometrial, and ovarian cancer staging. Components of the house are first described as analogs to pelvic anatomy, then events occurring to the house illustrate the spread of cancer.

Methods

We conducted an educational intervention study involving medical students, residents, and attending physicians. Participants completed a pre-test assessing knowledge of gynecologic cancer staging and self-reported confidence levels. This was followed by a structured teaching session using the study aid and a post-test assessing the same domains with different questions. Paired t-tests were used to compare pre- and post-intervention scores, and effect sizes were calculated using Cohen's d.

Results

A total of 16 participants completed both assessments. Mean knowledge scores improved significantly from  $4.1 \pm 2.1$  to  $6.1 \pm 2.0$  ( $p = 0.0032$ ), with a large effect size ( $d = 0.88$ ). Self-reported confidence also increased significantly from  $2.1 \pm 0.9$  to  $2.8 \pm 1.1$  ( $p = 0.0004$ ), corresponding to a large effect size ( $d = 1.14$ ).

Conclusions

A study aid utilizing a house-based model with guided imagery significantly improved both knowledge and confidence in gynecologic cancer staging. These findings support the use of spatial and analogy-based learning tools in medical education to enhance comprehension of complex clinical concepts. Further studies are required to evaluate the long-term retention of knowledge from the use of these studies aids.