Objectives
To determine the effect of a one day educational intervention on FGC care and its impact on participant knowledge, attitudes, and practice confidence.

Methods
Sample
Convenience sampling of medical, social, and mental health providers and students throughout the Baltimore/DC/PA area. Participants included 76 matched pairs of nurses, midwives and nurse practitioners, physicians, social workers, mental health professionals and students. The majority of participants were nursing students (60.5%).

Evidence Translation
Workshop curriculum was based on the World Health Organization 2016 FGC Care Guidelines, and leading US FGC expert input. Content included ethical and legal guidelines will be paramount to guiding care for this vulnerable population.

Sample sizes: Knowledge N=76, Attitudes: N=67, Confidence N=54.

Results
Workshop participants numbered 101 persons including midwives, nurse practitioners, nursing students, physicians, residents, medical students, social workers, and other professionals. The majority of participants were nursing students (60.5%) and 73.7% had little to no FGC training (0-4 hours). After attrition and matching of data sets, matched pairs for each section of the survey resulted in the following sample sizes: Knowledge N=76; Attitudes: N=67; Confidence N=54.

The workshop had a significant impact on participant knowledge and confidence of practice (p<0.05). There were no significant changes in participant attitude.

Summary
This educational intervention significantly impacted participant knowledge and confidence. This finding is consistent to other studies in high-income countries where providers are unaware of FGC clinical guidelines reporting difficulties diagnosing FGC, managing complications associated with FGC, and lack an understanding of the timing or procedure. The care of FGC affected women and girls requires a multidisciplinary approach from all members of the healthcare team. Future studies are needed to examine the relationships between a participant’s professional specialty and experience, and how these factors affect change in knowledge and skills. Active learning techniques in simulation and small group work appear superior to didactic-only learning, however an additional study of optimal learning strategies needs to be explored.

Conclusions
After attending the FGC workshop, participant knowledge and confidence in practice is improved. No change resulted in participant attitudes towards FGC. In the future the utilization of evidence-based clinical guidelines will be paramount to guiding care for this vulnerable population.