



**HKU
Med**

LKS Faculty of Medicine
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Transitioning from bedside to webside

Frontiers in Medical and Health Sciences Education 2020

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Background

- Class suspension since Feb 2020
- Lack of patient contact and clinical exposure



Bedside → Webside

- Pilot project: since March 2020,
- Specialty clerkship Neurosurgery, 100 students

Tutor

- Identify suitable patients
- Clear teaching objectives
- Prepare patient for the process

Students

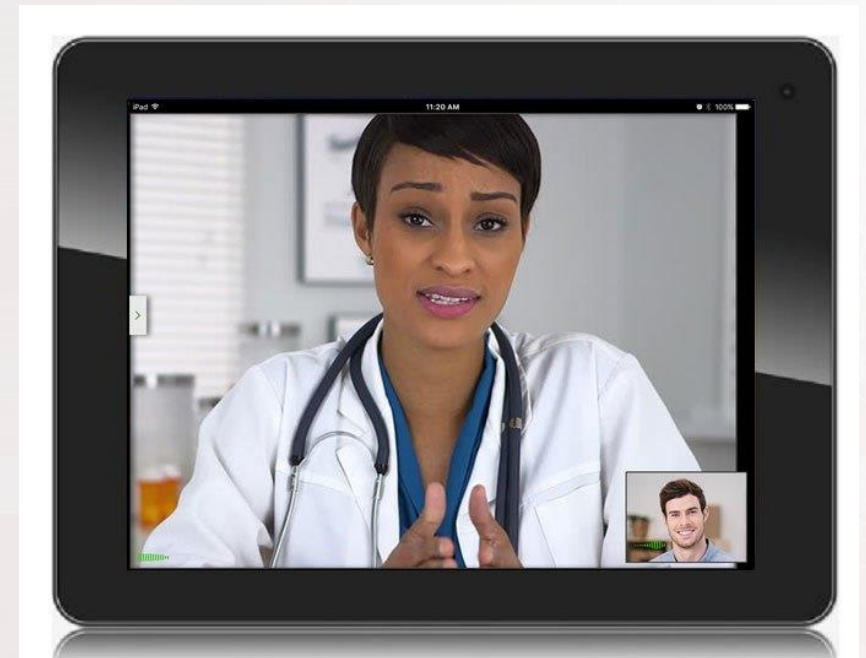
- Webside manner
- Telemedicine skills
- Small group (<5)

Set-up

- Quiet, well-lit consultation room
- High quality AV equipment and internet
- Large screen TV/computer
- ePR access

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Professional attire and manners



Consultation room set up

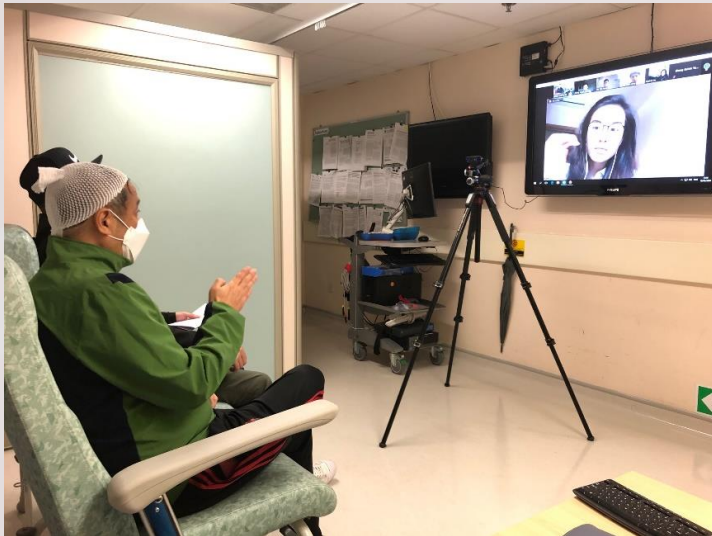


Audiovisual and internet

- Best HD camera and screen
- Clear microphone and appropriate level
- High-speed and stable internet and hardware
- From both Doctor AND Patient side!



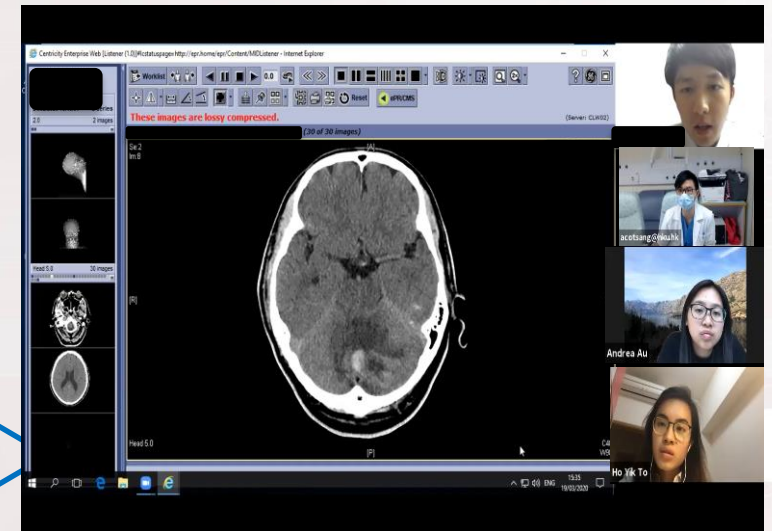
Introduction and consent
History taking



Adapted physical examination



Interpretation of investigations and management plan

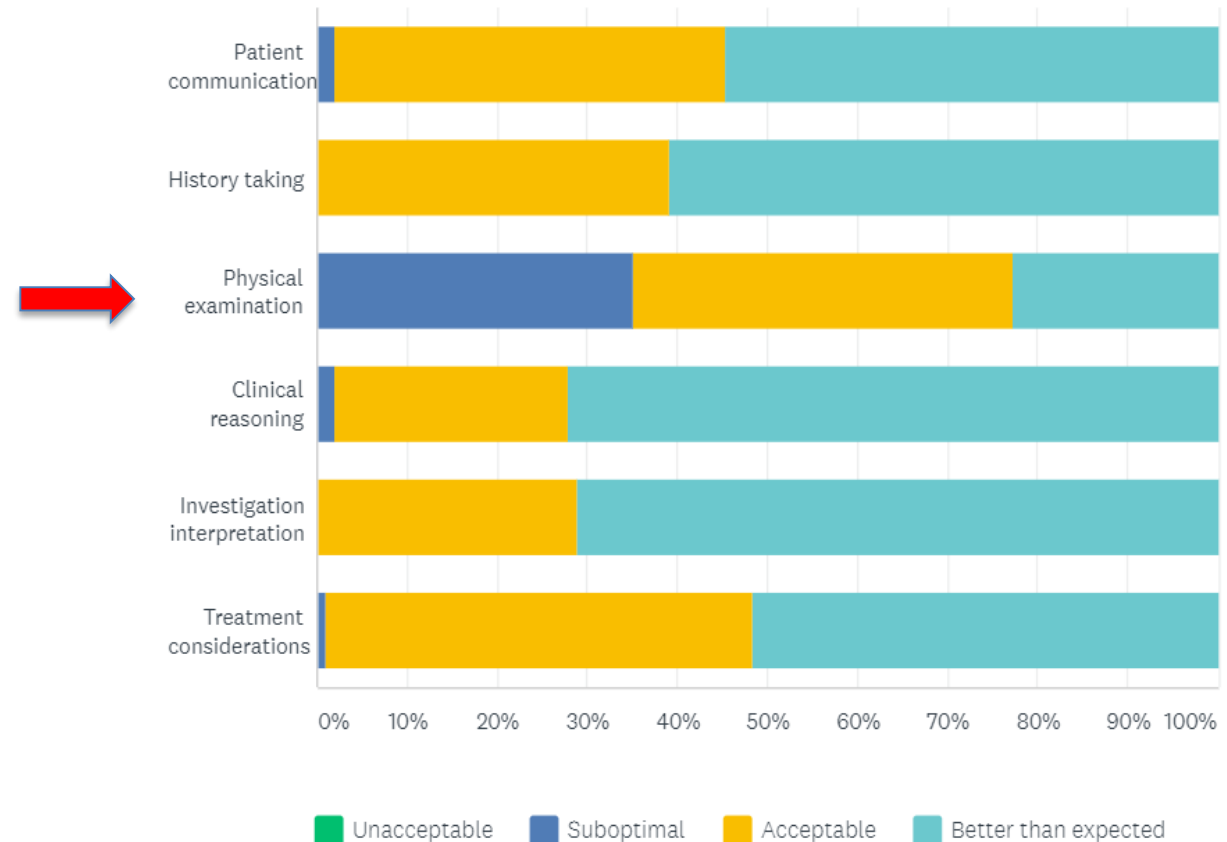


Efficacy and feedback

- → Junior students History taking sessions
- → Adopted by other clinical specialties
- → Prelude to Telemedicine curriculum
- → Supplement with physical examinations sessions

How well were you able to learn the following tasks via Webside teaching?

Answered: 97 Skipped: 0



9. Other Learning Activities

From other experiences/interactions in this block, either formal curricular activities (e.g. health research project, PBL) or otherwise, what stands out most in your mind? Why was it so meaningful for you?

Because of the limited patient contact during the pandemic, history taking sessions were a valuable learning experience.

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During the COVID-19 pandemic, a lot of classes have been suspended and face-to-face teaching has been minimized. Lectures and tutorials gradually transformed to online platforms like Zoom.

The transformation to telemedicine allowed us to continue clerking patients despite the clinical wards being restricted and out of bounds.

What impressed me most were the Zoom bedside sessions for ENT where professors would present cases or act as the surrogate patient themselves for us to students to take history from.

Their enthusiasm for setting up a telemedicine platform and teaching via Zoom has been a huge motivation for us to continue our studies together during the pandemic.

“Online history-taking session..was a new experience.. I can foresee that it would become increasingly popular..”

“The zoom bedside teaching is the most meaningful to me.. We can finally practice our history taking skills.. Having tasted it (Telemedicine) during our studies..made us better adapt to the future.”

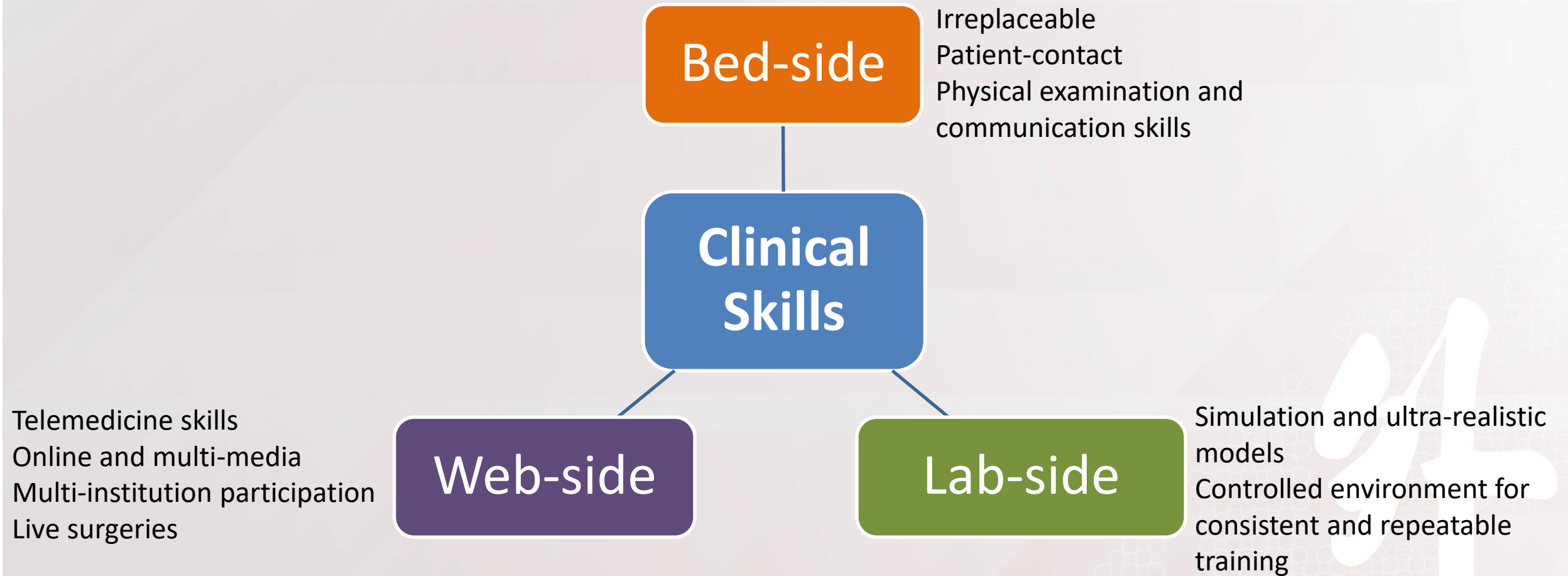
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Take-home messages

- Transitioning from Bedside to Webside teaching

✓	✗
Real patient encounter	Not all patients suitable
Webside manners	Mis-communication
Telemedicine clinical skills	No <i>physical</i> examination
Interpret scans / multi-media	Bedside equipment / drains

Beyond COVID: Reconsidering Clinical teaching



References

DOI: 10.1111/medu.14175

MEDICAL EDUCATION ADAPTATIONS

From bedside to website: A neurological clinical teaching experience

Anderson Chun On Tsang  | Pamela Pui-wah Lee | Julie Yun Chen  | Gilberto Ka Kit Leung



medical education

COMMENTARY |  Full Access

Clinical skills education at the bed-side, web-side and lab-side

Anderson Chun On Tsang , Kendrick Co Shih, Julie Yun Chen

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