



VIDEO DEMONSTRATION OF A CORE CLINICAL SKILL AS A TEACHING LEARNING TOOL FOR UNDERGRADUATE MEDICAL STUDENTS

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INTRODUCTION

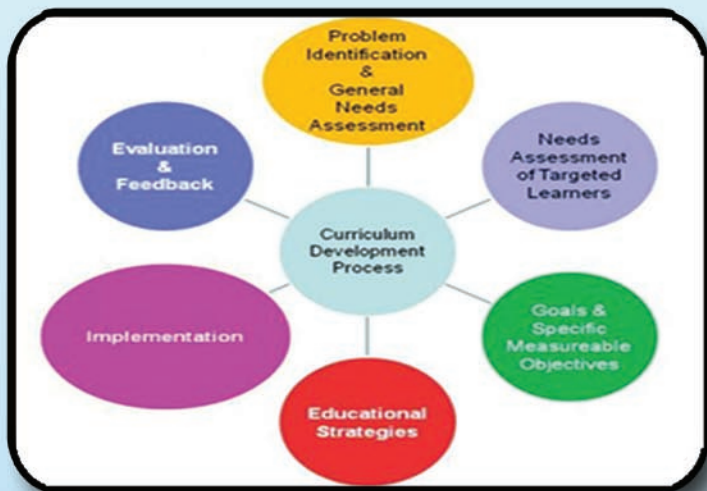
- ▶ Studies have found that traditional methods for teaching physical examination skills are not producing competency in the clinical skills among undergraduate students (1)
- ▶ Studies from other countries have found improvement in the clinical skills of the student following video demonstration (2,3).
- ▶ Video demonstration is a method which can address teaching clinical skills to increased number of students with minimal resources & also provides uniformity in the teaching method.

AIM

- ▶ To evaluate the effectiveness of video demonstration as teaching method for undergraduate medical students

SIX STEP APPROACH IN MEDICAL EDUCATION (DAVID KERN ,1998)

- ▶ **Problem identification** - inadequate student: faculty ratio and inadequate resources for clinical skills
- ▶ **Needs assessment** - identify Teaching Learning methods to impart clinical skills with minimal resources
- ▶ **Goal and objectives** - To evaluate the Video demonstration as effective Teaching Learning method
- ▶ **Educational Strategies** – Video Demonstration of clinical skill (BP measurement)
- ▶ **Implementation** – First year MBBS – Practical session
- ▶ **Evaluation and feedback** – OSPE, MCQ, Feedback from students & faculty



METHODS

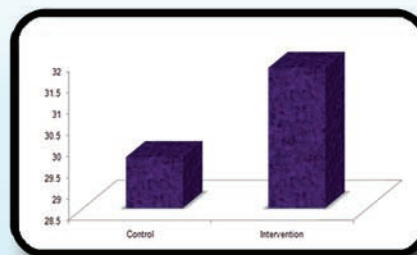
- ▶ **Study Design and Study subjects:** A Non randomized interventional study with control group was planned and First year Medical students (211) were grouped into intervention group (105) and control group (106) after obtaining ethical clearance.
- ▶ **Study Teaching Learning Intervention tool:** Measurement of Blood pressure was video recorded and demonstrated to the intervention group in addition to the traditional method of training and the control group had the tradition method of teaching.
- ▶ **Study Outcome Parameters:** Feedback obtained from the intervention group regarding the video demonstration. OSPE was conducted and OSPE Scores were analyzed
- ▶ **Ethical Consideration:** Intervention was given to the control group after analyzing the results and before their university

RESULTS

TABLE I: COMPARISON OF OSPE SCORES BETWEEN CONTROL AND INTERVENTION GROUP:

Parameters	Control(n=105)	Intervention (n=106)	'P' value
OSPE Score (Marks)	29.7± 8.1	31.8±6.3*	0.038

▶ Data is expressed in mean ± SD. * P< 0.05, Independent 't' test was used.



▶ OSPE scores of intervention group was significantly higher (0.038) compared to the control group

▶ Feedback from the students: More than 95% of the students found the video demonstration very useful, clear and informative.

TABLE II: COMPARISON OF OSPE SCORES BETWEEN STUDENTS WITH LOW IA MARKS, GOOD IA MARKS AND HIGH IA MARKS OF THE CONTROL AND INTERVENTION GROUP:

Parameters	Control(n=105)			Intervention (n=106)		
	Low IA marks (<50%)	Good IA marks (50-70%)	High IA marks (>70%)	Low IA marks (<50%)	Good IA marks (50-70%)	High IA marks (>70%)
OSPE Score (Marks)	27.8± 9.1*	30.7±7.3	29.4±8.7#	31.5±5.5	30.9±6.9	34.7±6.1

▶ Students with Low and # High IA marks in control group had lower OSCE scores compared to Students with Low and High IA marks of intervention group

BENEFITS OF THE STUDY

- ▶ **For students:** Enhanced the core clinical skill (BP measurement) of the undergraduate students. Students with low scores can use the tool to improve the core clinical skill as it is available to them in their moodels website.
- ▶ **For Faculty:** Uniformity in the teaching process of clinical examination skills; Teaching tool for clinical examination (BP Measurement) has been archived for future use; Can be used for remedial sessions

Limitation of the study: Randomized controlled trial study design is better study design than non randomized.

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