Didactic Video as a Tool of Clinical Skills Learning - Students’ Perspective

Hebar Timea¹, Muršič Ines¹, Rižnik Petra¹, Bevc Sebastjan¹,²

¹ Centre for Medical Education, Faculty of Medicine, University of Maribor – Taborska 8, 2000 Maribor, Slovenia
² Clinic for Internal Medicine, University Medical Centre Maribor – Ljubljanska 5, 2000 Maribor, Slovenia
timi.hebar@gmail.com ines.mursics@gmail.com petra.riznik@gmail.com sebastjan.bevc@ukc-mb.si

Introduction: The students desire for additional literature and new ways of learning prompted us to conduct a survey to determine the opinions of students concerning the benefits of introducing didactic videos of clinical skills in Internal Medicine with Propaedeutics.

Methods: A randomized, controlled trial was conducted in the Clinical Skills Laboratory (CLS) of the Faculty of Medicine at University of Maribor in January 2015. In the study 48 third year medical students were included and randomly divided into an experimental and a control group, 24 people each. Approximately 5-7 days after clinical seminars their knowledge of two clinical skills (vein puncture and infusion set-up) was assessed. Prior the 24 students in the experimental group had 24 hour access to a video of these two clinical skills to watch as often as they wanted. After the assessment those 24 students were given questionnaire.

The anonymous survey consisted of 5 closed questions and one open-ended question. The students’ answers describe the importance of watching the videos on their success in the assessment, expressed their opinion about introducing didactic videos of clinical skills into Internal Medicine curriculum and define the role of peer-tutors work.

Results:

Graph 1:

Would you like videos to be included in the teaching curriculum?
(1 = definitely not,
2 = not really,
3 = maybe,
4 = probably,
5 = yes, really much)

The results show that the majority of students (83%) watched the video about venipuncture once or twice, 67% of the students watched the video of infusion set up once or twice and 29% of them even 3 to 4-times. The majority of student stressed that watching the videos had important influence on their success in the assessment of clinical skills (71% for vein puncture and 79% for infusion set-up, respectively). Among the three options (practical demonstration, videos demonstration, and combination of both demonstrations) almost all students (96%) think that the most appropriate way to learn
a new clinical skill is by combining didactic videos and practicing the clinical skill under the supervision of a peer-tutor. The majority of students (92%) would include the teaching with didactic videos in the Internal Medicine curriculum (Graph 1). All students shared the opinion that didactic videos cannot replace the peer-tutors work.

**Discussion:** The difference of frequency of viewing of clinical skills was probably due to greater technical complexity of second clinical skill (infusion set-up). The students believed that immediate feedback from the peer-tutor, the ability to ask additional questions during the practice and improved memory of new clinical skill after practice are major advantages of peer tutoring versus watching didactic videos.

**Conclusion:** In student’ opinion the didactic videos contribute to better education, but can never entirely replace the work of a peer-tutor.