

# Beyond the physical skills station: student usage of clinical skills demonstration videos in veterinary clinical skills teaching

## Background

The Pauline Brown Clinical Skills Centre at the Department of Veterinary Medicine, University of Cambridge, produced an online library of clinical skills demonstration videos. These videos complement the illustrated skill instruction booklets which accompany each physical skills station and can be accessed via Quick Response (QR) codes; they are also available remotely through the University virtual learning environment (VLE). This allows students off-site access, for example when completing Extra Mural Studies (EMS) rotations with veterinary practitioners.

## Methods

Use of the videos by three academic years of students was evaluated through viewing statistics and an online survey, which received Departmental Ethical Committee Approval. Survey completion was voluntary and all responses anonymous. Likert-scale questions were used to elicit the extent of agreement with 26 statements regarding how, when and where the videos were accessed, and student attitudes to this aspect of clinical skills provision. Finally, two open-ended questions asked students what type of skills they liked to review via video and for any further comments.

## Results

Analysis of the viewing statistics showed that in general the most popular videos are those which depict complex motor skills, or skills with multiple steps. This is supported by thematic content analysis of the open-ended question asking students what type of skills they like to review via video. Figure 1. shows an example of a student response to this question.

*'If it is complicated or there are lots of steps, it is good to have a video to go through them slowly or watch it multiple times so I feel comfortable with it.'*

Figure 1.

60 students out of 184 (33 %) responded to the online survey. The results of the likert-scale questions are depicted graphically in figures 2. through 5.. Students reported that they use the videos in conjunction with the skills booklets and that they may watch the same video multiple times, as both an adjunct to practical teaching sessions and an aid during self-directed skills rehearsal. In general this usage is enabled by the use of the available tablet devices, directly through the VLE, rather than with the use of the QR codes.

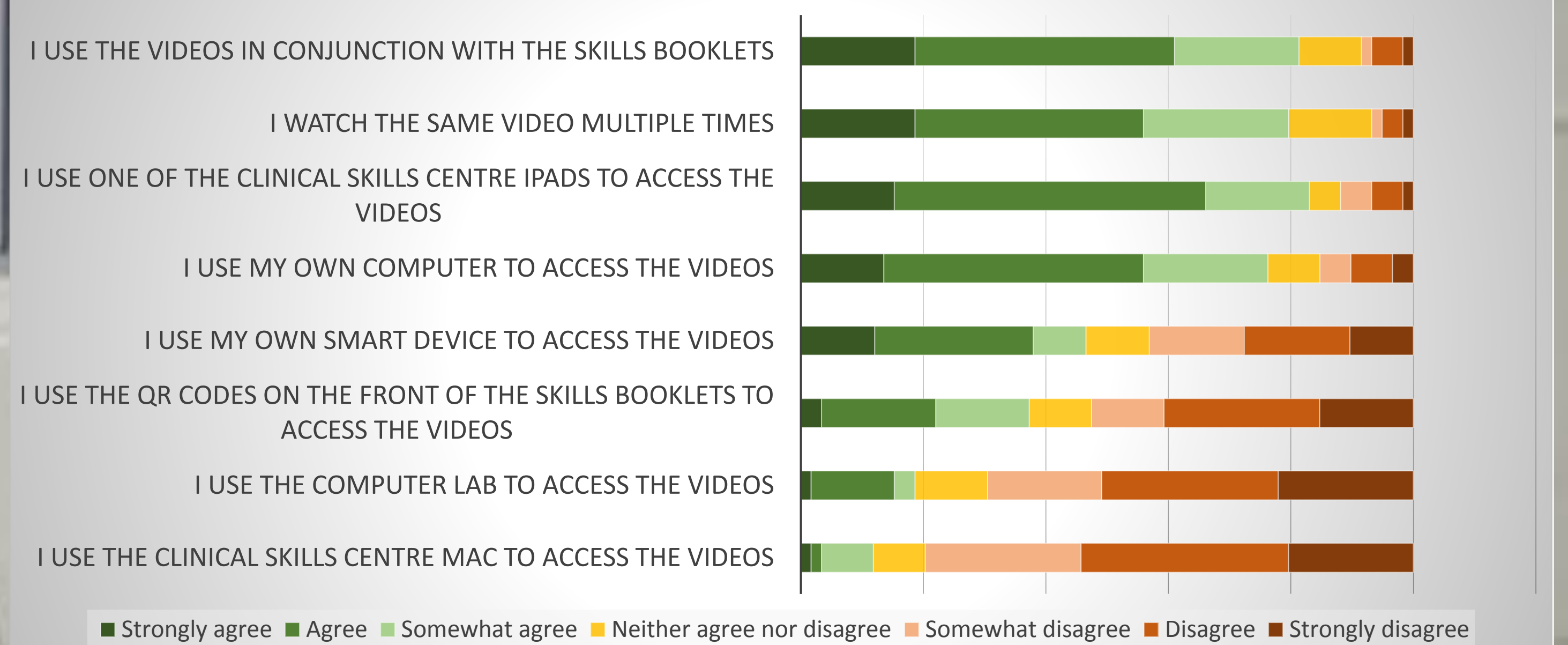


Figure 2.: How students use the videos

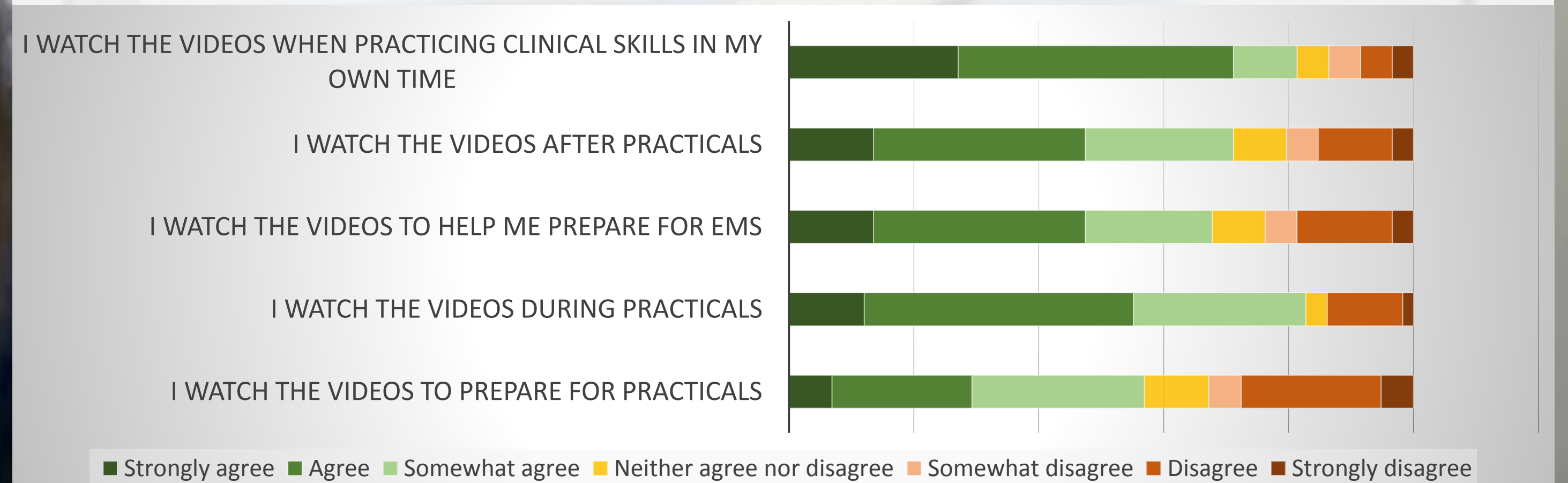


Figure 3.: When students use the videos

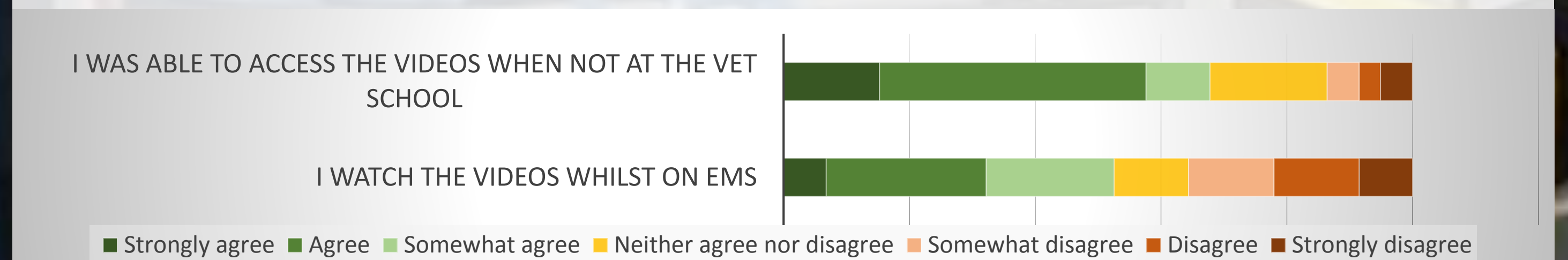


Figure 4.: Where students use the videos

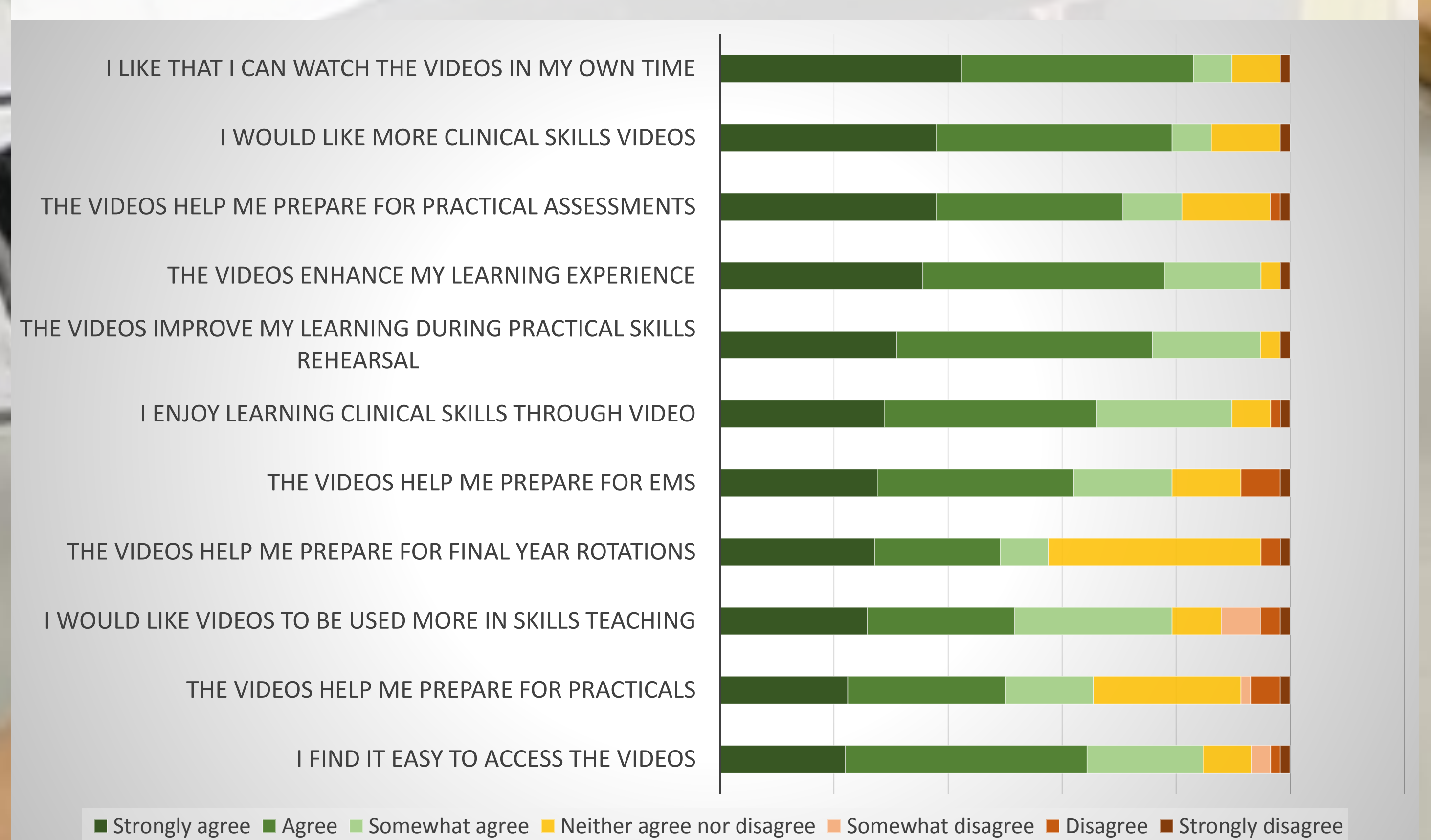


Figure 5.: Student attitudes to the videos

Students value the videos as assisting with their preparation for practical assessments and EMS. They also view them as an enjoyable and useful enhancement of the clinical skills provision. An example of one of the student's free text comments is given in figure 6. below.

*'The clinical skills videos are really good and key to my learning experience!'*

Figure 6.

## Conclusion

These findings support continuing development of the online library of clinical skills demonstration videos.