

Title: Medical student satisfaction in learning pediatric procedure skills: a comparison between watching a video of the procedure and supervised practice in a skills lab

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Background: In 2002, our institution introduced a 2-step method of teaching medical student pediatric procedure skills, which all must complete before being allowed to perform a procedure in a patient.

Aims: To assess student satisfaction with the two steps of the pediatric procedure skills training.

Methods: Seven basic pediatric procedures were taught through two steps: watching a video of the procedure followed by supervised practice in a skills lab. A questionnaire was completed after each step. Assessment areas included (1) knowing the equipment, (2) ability to choose appropriate equipment, (3) knowing the steps of the procedure, and (4) confidence in performing the procedure on a patient.

Results: Eighty-five students completed the study. Student satisfaction was comparable with both teaching methods in assessments areas 1 and 3, while area 2 and 4 student satisfaction was higher after supervised practice in the skills lab than watching a video.

Conclusion: Watching videos can be beneficial in certain teaching areas, but supervised practice in skills labs is necessary to instill confidence in performing the procedure on a patient.

Take-home message: Several modalities should be used in teaching pediatric procedures to improve skill education for medical students.