



Impact of Basic skill teaching on Second/First M.B.B.S. students during surgical clinical posting.

Surgery

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ABSTRACT

Introduction

The undergraduate medical students fail to take the vitals, to collect blood for investigations and to do the dressing themselves. The knowledge of these things is essential. With this view, the present work was planned to study the impact of basic skill teaching on students' knowledge, skills and attitude.

Material and Methods

50 students from II/I M.B.B.S. who were posted in the surgery department for clinical posting were selected for the study. Their consent for the participation in the project was taken. The study period was 2 months. These students were arranged randomly into 2 groups of 25 students – Group A and Group B. Group A students were taught basic skills by the interns in sub-groups and Group B students were taught by traditional method of teaching for one hour every day for 2 months in the surgical O.P.D and surgical wards of Pravara Rural Hospital, Loni. At the end of 2 months, both the groups were examined.

Observation and Result

Statistically significant difference was found in the knowledge, skills and attitude of students of the two groups. All instructors agreed that basic skill teaching increases students' interest.

Conclusion

From the present study we concluded that the active participation of the students in the basic skills helped the students to update their skills. It was also noted that the faculties believed that the basic skill teaching method needed more man power, infrastructure.

KEYWORDS:

Traditional teaching, Basic skills, Medical education.

Introduction:

Teaching basic skills like taking temperature, blood pressure and pulse, collecting blood in proper bulbs for the investigations, doing simple dressings subjects to the medical students in ways to make it interesting, enhance learning and enable them to apply it in the medical field. This has always been a challenge. There has been increasing use of Early Clinical Exposure (ECE) as an educational strategy in recent years. Its use has been recommended by the Medical Council of India (MCI) in the vision 2015 documents.¹

Learning is a process that involves improving knowledge, skills and attitude respectively with cognitive, psychomotor and affective domain of the students.²

With this view, the present project was planned to study the impact of ECE on students' knowledge, skills and attitude and the perception of students and faculties towards ECE.

Aims:

- 1) Sensitizing the II/I M.B.B.S. students for ECE.
- 2) Enhancing the students' interest in the subject of Surgery.

Objectives:

- 1) To improve the communication skills of II/I M.B.B.S. students.

- 2) To observe the outcome of the impact of basic skill teaching on the students.

Material and Methods:

After the approval of ethical committee, the project was implemented in the surgical O.P.D. and surgical wards of Pravara Rural Hospital, Loni. We selected 50 students from II/I M.B.B.S. posted for surgery clinical posting. These students were divided into 2 groups of 25 each as Group A and Group B. Their written consent for participation was taken. 5 interns posted for surgery were selected as instructors for the study. Their written consent was taken as well. The studygroup was further divided into 5 sub-groups. Each intern was given one sub-group of 5 students. The training was given to the interns about how to teach the students. The selected study period was 2 months from 1st November'16 to 31st December'16. The interns as instructors were demonstrating the basic skills to their sub-groups for 1 hour daily 5 days a week for 2 months. Group B was trained by the traditional method for 1 hour session in the surgical O.P.D. and wards. The basic skills selected were Pulse, Blood Pressure, temperature, dressings and collection of blood for investigations. The interns showed them how to collect the blood, how to do the dressings and how to record the vitals and then the students were allowed to practice it. Later, both the groups were examined. Their knowledge and attitude were examined by the questionnaire and the

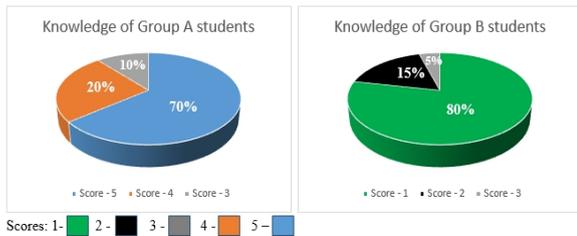
skills were examined by the direct observation and by global rating. At the end of the study, the data was collected and statistical analysis was done using the unpaired 't' test with the help of SPSS software, version 11. Instructors' perception and views were recorded by interview and analyzed qualitatively.

Observations and Results:

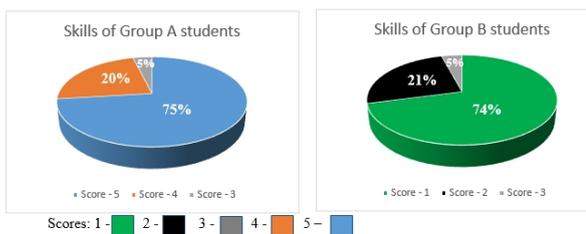
List of variables and its measurement scale:

Sr. No.	Variables	Measurement Scale	Measurement Method
1)	Knowledge	Questionnaire	Score
2)	Skills	Direct Observation	Score
3)	Attitude	Questionnaire	Score

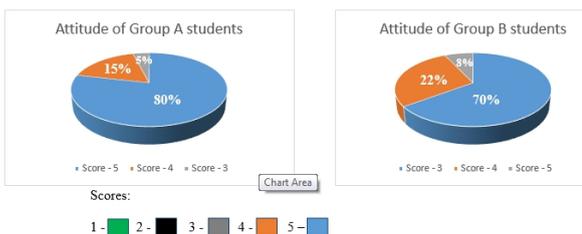
1) Statistical Analysis of Knowledge: (Image 1)



2) Statistical Analysis of Skills: (Image 2)



3) Statistical Analysis of Attitude: (Image 3)



Instructors' perception: All the instructors agreed that Basic Skill Teaching increases student's interest in Surgery and improves communication skills. However, they pointed that this type of teaching requires more manpower, infrastructure and extra efforts.

Discussion:

Physicians should possess learning, rationality, specific knowledge, memory, devotion and action. These all factors will make him an expert physician. Modern medicine was first introduced by Portuguese in Goa.³ Due to highly competitive nature, students spend much more time in reading multiple choice questions (MCQs) to prepare for entrance examinations rather than learning the basic skills like seeing the patients in wards, taking vitals, collecting blood for investigations or doing the dressings.

Image 1 indicates that 70% of the students from group A earned score 5 for knowledge and from group B 80% earned 1 score. Image 2 indicates that 75% from group A score 5 and from group B 74 % earned score 1 for skill. Image 3 indicates that 80% from group A score 5 and from group B 70% earned score 5 for attitude. The present study indicates that attitude is equal in both the groups but the implementation of basic skill teaching helped the group A students

to improve their skill and knowledge. Preclinical, paraclinical or clinical divisions were established as the norms in medical education a century ago⁴. By the traditional method of teaching, the students fail to develop the communication and the practical skills. In this study, early clinical exposure do not replace the traditional teaching but enriches that learning and offers a wider variety of teaching and learning methods⁵. Educational research has shown that students who are actively involved in learning activity will learn more⁶.

Conclusion:

1) The basic skill teaching with the traditional teaching helps students.

2) Instructors agreed that this method is better.

3) 75% of the students agreed that this method will improve their knowledge and skills.

Study Limitations:

This study was conducted for a short period of time and on limited students.

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