

Do physical models and video demonstrations help veterinary undergraduates learn practical surgical skills ?

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Interim report – August 2009

Experimental design and organisation

We have identified an individual who will be responsible for the organisation of the teaching and recording sessions for the pre-test and test assessments and the administration of the questionnaires.

Ethics committee approval for the study has been granted.

Equipment

We have purchased all the necessary equipment and have negotiated discounts on some of the items. The model small intestine handles a little differently from intestine in the live animal and cadaver and we are currently investigating what effect that will have on the way we teach the students to use the model.

Practical assessment by observers

We will shortly begin to trial making a video recording of the students practising the simple practical surgical task to ensure that this runs smoothly within the constraints of the clinical timetable and that a video recording of this task can be graded by the observers in an objective fashion, in a similar manner to the OSCE practicals.

Documents

We have made drafts of the documents needed for the study, comprising a pre-test questionnaire for assessment of prior surgical skill, experience and confidence, and a post-test questionnaire for assessment of the students' view of their own skills and opinion of the teaching methods, based on those questionnaires reported in similar studies.

We have developed an outline of the score sheet to be used when assessing the students' surgical skills during the pre-test and test exercises, again based on score sheets used in similar clinical studies.