Title: Offering improvement to establishing of student-centered clinical skills teaching system based on the survey on medical students

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What problems were addressed: Clinical skills teaching is a common element of medical education. Most evaluations of clinical skills teaching are from the perspective of teachers or based on improvement of medical students' skills performance. However there is a lack of studies that evaluate clinical skills teaching from the perspective of medical students. Students' needs may therefore be underestimated. The clinical skills teaching system in Shantou University Medical College (SUMC) is one of the earliest and best clinical skills teaching systems in China. Like most other systems, it includes some key components such as design of clinical skills curricula, construction of simulation center, practice supervised by teachers, and self practice. This survey was conducted to assess the important aspects of the current system in SUMC based on the views of medical students, to help establish more student-centered teaching and learning both in SUMC and other medical schools.

What was tried: Questionnaires were administered among 380 medical students who have finished the learning of 'Basic Clinical Skills Curricula' in SUMC. Students' views on and comments about the current curriculum design, the clinical skills simulation center condition and management, and teaching quality of faculty were surveyed. For the curriculum design, the survey was about the overall satisfaction of the curricula, the evaluation on major teaching activities including lectures, small group practice under supervision, and self practice. For the simulation center, students were surveyed about the training room numbers, the simulation facilities numbers, and the quality the facilities. For the teaching quality of faculty, this survey investigated teachers' attitude and their performance; students' views on teaching homogenization among different faculty during small group practice process also was assessed.

What lessons we learned: The establishment of clinical skills teaching system is one important part of medical education. Based on this survey, most students (91.5%) agreed the clinical skills curriculum was beneficial or strongly beneficial. For the current curriculum design, over half of them (64.1%) suggested the need of more time for their self practice. This implies changes and more challenge in subsequent curriculum design, such as more optional self practice time for students, more training space and facilities for their practice, and more supportive system. For clinical skills learning, the role of teachers' model is important. Although most of the students (85%) agreed that teaching quality of the teachers was high, teaching homogenization across different teachers was the leading (60%) dissatisfaction aspect. When students are supervised by different faculty, the teaching standards among different groups are an important element to ensure teaching quality. Clinical skills simulation centers play increasingly important roles for the development of clinical skills teaching systems. This study highlighted that most students (55%) were not satisfied with the repair, replacement, and updated condition of facilities in the center. This suggested the simulation models' condition affects the learners' learning experience much and should be paid more attention. This study highlighted the insights of medical students' views and needs on clinical skills teaching system and may bring the subsequent improvement on establishing of more student-centered teaching and learning system.

Reference:

Rutt J. "Pre-registration clinical skills development and curriculum change." British journal of nursing; 26 (2): 93-97.