

WEB PAPER

# Introducing computer-assisted training sessions in the clinical skills lab at the Faculty of Medicine, Suez Canal University

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## Abstract

**Background:** The Faculty of Medicine, Suez Canal University clinical skills lab was established in 1981 as the first skills-lab in Egypt to cope with innovation in medical education adopted since school inauguration in 1978. Students are trained using their peers or models. Training is done weekly, guided by checklists tested for validity and reliability and updated regularly. Students receive immediate feedback on their performance. Recently, the number of students has increased, leading to challenges in providing adequate supervision and training experiences. A project to design and implement a computer-assisted training (CAT) system seemed to be a plausible solution.

**Aims:** To assess the quality of a newly developed CAT product, faculty and students' satisfaction with it, and its impact on the learning process.

**Methods:** The project involved preparation of multimedia video-films with a web interface for links of different scientific materials. The project was implemented on second year students. A quality check was done to assess the product's scientific content, and technical quality using questionnaires filled by 84 faculty members (139 filled forms) and 175 students (924 filled forms). For assessment of impact, results of examinations after project implementation were compared with results of 2nd year students of previous 3 years.

**Results:** More faculty (96.3%) were satisfied with the product and considered its quality good to excellent, compared to 93.9% of students,  $p < 0.001$ . Most faculty (76.2%) have agreed on its suitability for self-learning, while most students considered the product would be suitable after modification. The percentage of students' failures was lower after project implementation, compared to previous 3 years,  $p < 0.05$ .

**Conclusion:** CAT materials developed for training of second year students in skills lab proved to be of good scientific content and quality, and suitable for self-learning. Their use was associated with lower failure rates among students. A randomized trial is recommended to ascertain the effectiveness of its application.