



Short Communication or ePoster 3996

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A model for organizing clinical clerkships virtually in medical schools in developing countries

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Main Content

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Details of the Background for this submission



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At the University of Ibadan, Nigeria, the fifth and sixth-year medical students undergo clinical clerkships in clinical departments twice (junior and senior postings) before sitting for major examinations. Junior postings are more of didactic lectures with some degree of clinical exposure whereas senior postings are more clinically oriented so as to acquire core clinical competencies. COVID-19 lockdown measures prevented physical teaching and in response, the Department of Obstetrics and Gynaecology of the University of Ibadan developed a model of virtual clinical postings; the implementation details of this model are discussed.

Summary Of Work

Details of the Summary Of Work for this submission.

All students who underwent virtual clinical model teaching had completed the junior posting before lockdown. To begin each learning session that lasted eight weeks, students joined virtual classes on Zoom twice daily. A student would clerk a simulator while others listen on. After history taking, other students would critique the clerking of their colleague. Some other students would list investigations, most likely diagnosis, possible differentials, and management options. The faculty consultant leading the exercise provides feedback on their performance and summarizes the case. At another session, students were asked to run commentaries on steps in performing physical examinations and procedures after which they watched pre-recorded videos on the tasks. Also, students were divided into groups of twos to fours and assigned to faculties who explained difficult concepts to them. Later, the students had physical sessions and the opportunity to practice clinical skills on mannequins before their examination.

Summary Of Results

Details of the Summary Of Results for this submission.

These students wrote multiple-choice questions and essays; answered oral examination questions; and did an objectively structured clinical examination which assessed their clerkship skills using simulators, physical examinations and procedures competencies, and counseling and consent-taking abilities. All the 165 students who sat for the examination passed.

Discussion And Conclusion

Details of the Discussion And Conclusion for this submission.

Medical students taught virtually demonstrated acquisition of core clinical skills and satisfied their examiners.

Take Home Messages

Details of the Take Home Messages for this submission.

A model with virtual clerking sessions, clinical skills videos, and small focus group discussions proved effective in our developing country setting and can be implemented by medical schools looking to organize clinical clerkships online.

