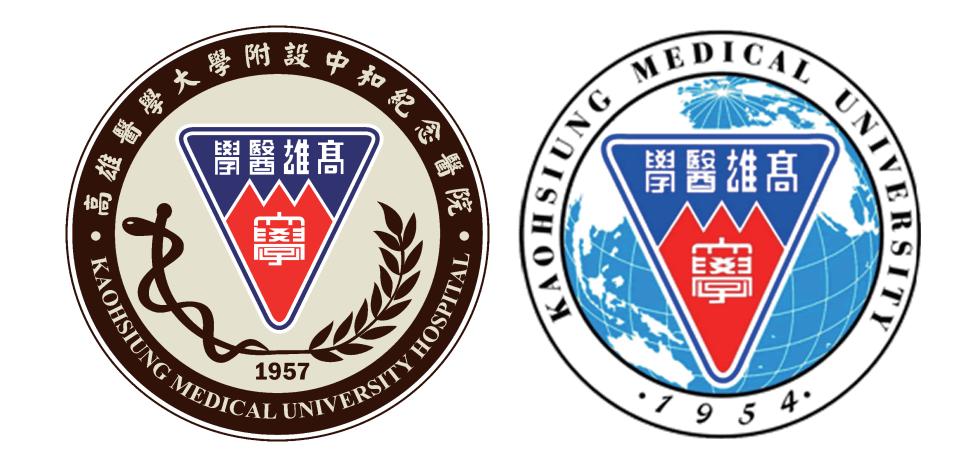
THE CONTRIBUTION OF HEALTH PROMOTING HOSPITALS AND HEALTH SERVICES TO HEALTH EQUITY



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Enhancing Cross-Profession Instruction Effectiveness for Six Core Clinical Skills in the Post-Pandemic Era

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Background / Objective

The COVID-19 pandemic, which began in late 2019, has significantly impacted clinical teaching methodologies worldwide(Alsoufi et al., 2020). In teaching hospitals, training in essential clinical skills—key to healthcare quality and patient safety—faced particular challenges(Frenk et al., 2022). Since clinical skills require hands-on, practical assessment beyond what paper-based tests can offer, this study explores a hybrid teaching model(Enoch et al., 2022). This model combines video-based courses with practical on-site exercises delivered through cross-profession instruction, in which nurses were equipped with the competencies to teach six core clinical skills to medical students.

Methods

Results

This study involved 103 clinical medical students, comprising 70 males (68%) and 33 females (32%), predominantly aged 20–25 years (67%). Significant improvements were observed across the six core clinical skills. Notably, the mean difference for intravenous catheter injections was -0.86 (SD = 0.56, P <0.0001), IV push -1.13 (SD = 0.73, P < 0.001), blood pressure measurement -0.51 (SD = 0.58, P < 0.001), blood glucose measurement -0.47 (SD = 0.59, P < 0.001), temperature measurement -0.74 (SD = 0.67, P < 0.001), and blood oxygen level measurement -0.72 (SD = 0.71, P < 0.001). These results underscore the effectiveness of cross-profession instruction in teaching these core clinical skills.

Conclusions

The teaching and assessment of clinical skills in healthcare are A hybrid teaching model was employed, wherein experienced undergoing a digital transformation. Integrating six core internal medicine physicians initially provided training to clinical skills into cross-profession instructional programs has nurses. These nurses then conducted online courses that incorporated the six core clinical skills. Assuming the role of proven to effectively enhance learning outcomes, thereby clinical caregivers, the trained nurses imparted their knowledge advancing the practice of patient-centered, holistic healthcare. to medical students, integrating common clinical cases into their teaching. The instruction began with slideshow presentations, followed by practical, hands-on experiences for Relevance to health promoting hospitals and health services the students. The effectiveness of the training was assessed through pre- and The pandemic-induced shift in teaching styles-towards post-tests with the medical students, followed by statistical self-directed, online, and hybrid modalities-has become analysis using SPSS. Descriptive statistics were used for basic a significant aspect of contemporary education. analysis, and paired sample t-tests assessed the significance of the pre- and post-course differences. Alsoufi, A., Alsuyihili, A., Msherghi, A., Elhadi, A., Atiyah, H., Ashini, A., Ashwieb, A., Ghula, M., Ben Hasan, H., Abudabuos, S., Alameen, H., Abokhdhir, T., Anaiba, M., Nagib, T., Shuwayyah, A., Benothman, R., Arrefae, G., Alkhwayildi, A., Alhadi, A., Zaid, A., & Elhadi, M. (2020). Impact of the COVID-19 pandemic on medical education: Medical students' knowledge, attitudes, and practices regarding electronic learning. PLoS One, 15(11), e0242905. https://doi.org/10.1371/journal.pone.0242905 Enoch, L. C., Abraham, R. M., & Singaram, V. S. (2022). A comparative analysis of the impact of online, blended, and face-to-face learning on medical students' clinical competency in the affective, cognitive, and psychomotor domains. BMC Med Educ, 22(1), 753. https://doi.org/10.1186/s12909-022-03777-x Frenk, J., Chen, L. C., Chandran, L., Groff, E. O. H., King, R., Meleis, A., & Fineberg, H. V. (2022). Challenges and opportunities for educating health professionals after the COVID-19 pandemic. Lancet, 400(10362), 1539-1556. https://doi.org/10.1016/s0140-6736(22)02092-x







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