Student Perceptions Towards Video Assessment of Clinical Skills: A Pilot Study
Katelyn Halicks, SPT, NSCA-CPT, Troy Walker, SPT, Casey Wolfe, SPT, Ashley Fox, PT, DPT
Department of Physical Therapy, Georgia Regents University, Augusta, Georgia

INTRODUCTION
Feedback using video means has been suggested to be superior to more traditional didactic methods because of the improved ability to provide feedback using visual and audio examples rather than post-assessment feedback reliant solely on evaluator and student memory. However, methodological and logistic challenges discourage widespread use.¹

PURPOSE
To evaluate student perceptions of the use of video assessment of clinical skills as an evaluative tool.

METHODS
33 first-year Doctor of Physical Therapy (DPT) students performed a video recorded practical examination. 17 (52%) students completed a de-identified post-assessment survey comprised of open-ended questions prior to grading. The survey question read: “Please describe how you feel about the ‘Video Assessment of Clinical Skills’ assignment as your first integrated practical (i.e.- pros, cons, concerns, expectations, etc.).”

A qualitative conventional analysis was undertaken to identify students’ perceptions of the video assessment of clinical skills. An inductive approach was utilized to review all responses to surveys and develop codes without bias.² Consensus was derived for the inclusion of final codes. Dominant and secondary themes were identified.

RESULTS
Themes:

<table>
<thead>
<tr>
<th>Dominant Theme</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Comments made reflecting increased time to think, prepare, and practice the cases.</td>
<td>“...a lot of time to practice and perfect the examination.”</td>
</tr>
<tr>
<td>Anxiety/Stress</td>
<td>Comments made reflecting perceptions of stress and/or anxiety related to the assignment.</td>
<td>“I wasn’t as nervous as I am during a normal practical...”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary Theme</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content learned</td>
<td>Comments made regarding learning the relevant course content.</td>
<td>“I know A LOT about the case I was given.”</td>
</tr>
</tbody>
</table>

DISCUSSION
Students’ reported reduction in anxiety may have been because of either increased preparation and practice and/or the absence of a grader present during the assessment.

Students’ comments suggested perceived mastery of course content following the assignment.

The video assessment model is being continued with subsequent first-year DPT classes with modifications made based on student feedback.

CONCLUSION
Overall, the students’ responses suggest a general appreciation for the design and implementation of the video assessment of clinical skills as a learning tool and method of evaluation.

More research involving the video assessment of clinical skills is needed to determine if learning outcomes differ with this method versus other types of learner assessments.

REFERENCES

Special acknowledgement to Dr. Malorie K. Novak, PT, PhD