

Integrating telemedicine in the curriculum of medical education

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Telemedicine is the use of remote healthcare technology to deliver clinical services. The aim of this study is to develop a curriculum for telemedicine to use in undergraduate education to increase students' medical professional skills.

We developed a telemedicine curriculum for third-year medical students, based on the results of the needs analysis and literature review. A total of 68 students included to our research study and divided into 36 students in the intervention group (IG) and 32 in the control group (CG). The IG students attended 7 hours of didactic lectures, one hour per week, and conducted in telemedicine consultations twice with simulated patients in small groups using video-based communication. Both groups of students were assessed by the preceptor during the interview using a checklist.

There was no statistically significant difference between two groups in terms of age and gender. (21.06 ± 1.28 , 21.25 ± 1.39 , respectively, $p=0.551$).

In the intervention group, general telemedicine knowledge significantly increased after the training. (mean post-test score: 11.03 ± 1.52 , mean pre-test score: 8.50 ± 1.98 , $p<.001$).

The IG students achieved significantly higher checklist scores compared to those in the CG. (18.56 ± 0.99 , 10.38 ± 2.11 , respectively, $p<.001$).

Studies show that, lack of telemedicine education has been identified as a barrier to adoption of telemedicine by health care providers. To date, there are no formal study designs in the literature about telemedicine education. We believe that, our telemedicine curriculum has effectively addressed the need in this area.

Biography

Uçar RM graduated from medical school in 2009. She obtained his specialization in Family Medicine from Selcuk University in 2014. She is currently a doctoral student in the department of medical education in Gazi University. She has published 5 papers in reputed journals

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