

Impact of Hospital Lockdown and Virtual Teaching During COVID-19 Pandemic on the Medical Student's Education at King Khalid University Abha, Saudi Arabia

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ABSTRACT

Study design: Cross sectional

Background: During the pandemic, doctors and other healthcare workers had limited patient care and bedside learning opportunities because they were required to focus on COVID-19 cases. As a result, students felt safe at home while adhering to social distance guidelines; they learned about the dynamics of patient interaction by interviewing patients, collaborating with treatment planners, assisting with paperwork, and counselling patients. There are several parallels between online and traditional education. Students must still attend class, learn new topics, turn in assignments, and work on group projects. While many studies found no significant differences between traditional and e-learning, others found the opposite.

Aim: Our aim of this cross-sectional study is to assess impact of COVID- 19 and hospital lock down on medical education and to assess student satisfaction towards E leaning like zoom and others. Specifically, those students who suffered Pandemic during clinical years.

Methods: The data for this cross-sectional study were gathered using a specially designed questionnaire. A questionnaire containing demographic information as well as questions about the impact of hospital lockdown and ZOOM in the PANDEMIC era on medical students' education. A questionnaire was created following a series of discussions between the panel of experts, which included a subject specialist, a researcher, and a language expert.

Results: Out of 157 total respondents (Students of the clinical phase of the MBBS program) 55.4% were male while 44.6% were females, 58.0% were agreed that their absence of clinical exposure will affect their educational learning,94.3% attended the zoom teaching,72.00% had success to the hospital, 86.0 preferred the integral approach or mixed model (consist of virtual and traditional teaching), almost half of the respondents (52.2%) were agreed that they have enough clinical exposure.

Conclusion: The pandemic had an impact on medical students' training, but the long-term impact has yet to be determined. As medical schools and teaching hospitals recover from the pandemic, more resources must be allocated to students whose education was harmed by the pandemic. While the use of novel virtual teaching methods has increased globally, more research is needed to investigate the efficacy of these novel teaching tools.

Keywords: Pandemic, Virtual, Education, Online, Traditional

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