



CAME Voice/Voix

Clinisnips - David Topps

Healthcare learners typically observe clinical procedures before attempting them (the old “see one, do one...” approach) but they may lose out on practice opportunities as they “see one” with a preceptor while cycling through rotations. Our Just-In-Time approach where learners see the first example of a procedure on video can increase their practice opportunities.

In 2007, the Northern Ontario School of Medicine developed a series of 15 short video snippets on clinical procedures that could easily be viewed on mobile devices. Each video was pared to the bone, avoiding inclusion of material better covered by static web pages. The topic list, content and scripts were peer reviewed by experienced clinical teachers in medicine and nursing. These videos were initially published on a custom web site but the advent of YouTube promised much greater exposure, despite initial skepticism that it was not a serious medium.

Publication of these video clips on YouTube (youtube.com/user/Clinisnips) increased the discoverability of the material. Google Insight provided analytics on the use of the Clinisnips videos, which has informed our ongoing refinement of their content and metadata. We have seen nearly 4 million views over the last 5 years, with over 100 views/hr sustained over that period (compared to an average video half-life of less than 6 weeks). The analytics are surprisingly detailed, showing increasing uptake on mobile devices and which segments within each video are most popular or re-viewed. Qualitative analysis of viewer comments shows occurrence of 3 types of informal educational discussion: professional-to-professional; professional-to-patient; and patient-to-patient (from which professionals can also benefit!).

Placing contextual material outside the video stream keeps the videos more focused and amenable to repurposing or regionalization. Avoiding talking heads makes insertion of narration and translation more cost effective. To promote uptake and reuse, all material is licensed under Creative Commons ShareAlike, which allows others to freely use the material, while retaining the underlying rights to the material.

Our latest development has been to embed our videos within OpenLabyrinth virtual patients (<http://openlabyrinth.ca/>) in a ‘mashup’ format that combines clinical context, the Clinisnips videos, adjunct information about the procedure, and simple clinical challenges. This in turn allows for greater assessment of learning and cognitive reasoning. We invite CAME members to embed Clinisnips videos into their bedside teaching, via mobile devices or EMR terminals. We would also be delighted to work with anyone who is interested in video mashups with OpenLabyrinth. See <https://www.youtube.com/user/Clinisnips>