

1327 Youtube As in Information Source for Microsurgical Training: A Systematic Review of Video Content

P. Ochuba, J. Uppal, D. Langan, A. Chai
Bradford Royal Infirmary, Bradford, United Kingdom

Aim: The COVID-19 pandemic has resulted in fewer physical microsurgical training opportunities, forcing trainees to seek virtual alternatives. As one of the largest video-sharing platforms globally, YouTube is increasingly being used to provide educational content. With additional emphasis placed on these videos, there will likely have an impact on training progression further down the line. This research aims to evaluate YouTube video content as a microsurgical training information source.

Method: We searched Youtube.com for videos demonstrating and teaching microsurgical techniques. Search terms included "microsurgical", "teaching", "anastomosis" and "flap". All videos of neurosurgical nature were excluded. Thirty-one videos were evaluated

using nine criteria and using a modified GQS score. To reduce duplication, included videos were limited to two from one source.

Results: Initial results show 79% of the videos were GQS Score 4/5 and therefore of good quality, despite only 38.7% featuring human procedures. 82.8% of the videos found were from medical websites, with most generated from three independent sources. The highly-scoring YouTube videos tended to have an audio voice-over or subtitles and clearly described the instruments and materials used.

Conclusions: The results demonstrated that high-quality videos are easily accessible on YouTube and deemed useful as educational tools. However, trainees should be aware that varied sources provide videos that range in quality; and the learning acquired may not directly correspond to learning objectives set out by governing bodies and is unlikely to be comparable to real-life observation in theatre. Overall, evidence for the current educational value of YouTube for microsurgical techniques is somewhat limited.