Title : Evaluation of effectiveness of Integrated clinical case based modules learning when compared to the traditional curriculum with didactic Lectures

Abstract

Background:
Integrated clinical case-based modules (ICCBM) learning is a pedagogical method that uses case studies as active learning tools and allows the medical student to learn the basic medical science subjects in the context of a medical problem. The present study is designed to analyze the perceptions of first-year medical students (Both MD1 and MD2 semester) on the didactic lecture (DL) and ICCBM learning in Basic Medical Science of Doctor of Medicine (MD) program.

Materials and Methods: The present study is a cross-sectional study conducted at Texila American University—College of Medicine after approval from institutional review board. About 90 first-year medical students were administered with a seven-item questionnaire to determine their perceptions on DL and ICCBM learning. Data were analyzed using descriptive analysis on SPSS 16.

Results: As per our study, the majority of the students expressed their satisfaction that ICCBM was a useful learning method in understanding the Basic medical science subjects in the context of a medical problem. Majority felt this method of learning motivated them to critically think in filling the learning gaps and building the concepts. They also had an opinion that this method enhanced their problem-solving skills and promoted reasoning and communication skills.

 Conclusion: The ICCBM is a good learning method in the acquisition of knowledge of basic medical science subjects in the context of a medical problem, which can be used alone or in combination with a DL to make the basic medical science subjects more interesting and understandable to medical students.

For more details:

https://www.researchgate.net/publication/330381094_ORIGINAL_RESEARCH_Evaluation_of_effectiveness_of_Integrated_clinical_case_based_modules_learning_when_compared_to_the_traditional_curriculum_with_didactic_Lectures