

Original Research

Case based teaching versus the traditional teaching in the Department of Pathology- A cross sectional study to understand the perception of the students

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ABSTRACT:

Pathology is a para-clinical subject, which is taught in 2nd phase of MBBS in our country. Traditionally in our Department the teaching has been mainly by the lectures. The theory part of the subject has been taught in the same way for ages now. Holding the attention span of the students is in itself a big challenge for teachers. Given the mammoth syllabus to be covered in a short period, students get disoriented very easily and it is impossible to catch the attention of all the students at one point of time. So some alternate methods have to be identified in order to meet this task. This study puts in an effort to find the effectiveness of one such teaching method recognised by medical council of India and medical teaching bodies in other parts of the world.

Keywords: Case – based, medical, curriculum, traditional teaching, pathology.

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INTRODUCTION

Pathology is a para-clinical subject, which is taught in 2nd phase year of MBBS in our country. Traditionally in our Department the teaching has been mainly by the lectures and our institution is dedicated to provide the best to its students. The theory part of the subject has been taught in the same way for ages now. Attention of the students will not be up to the mark. They might be disoriented very easily and it is impossible to catch the attention of all the students at one point of time. So some alternate methods have to be identified in order to meet this task.

One such method is case based learning. In this method a case will be discussed as a whole and the pathology part will be discussed as a part of the discussion. This will make the students understand the importance of the role of pathology and also helps to provide an integrated learning for creating a graduate with strong basics¹. The medical council of India has clearly stated the importance of applying alternate methods of teaching and studies pertaining to how the students perceive is lacking². This study puts in an

effort to find the superior of the two ways of clinical teaching. The first being the case based learning and the second being the traditional lecture series based learning.

AIMS AND OBJECTIVES

To understand the students perception of case based learning vs the traditional lecture based learning in the Department of Pathology.

MATERIALS AND METHODS

1. Design: Interventional study
2. Settings: Study was done in the Department of Pathology, Sridevi Institute of Medical Sciences and Research Hospital, Tumkur, Karnataka, India
3. Subjects: II year MBBS Students
4. The study was done from October 2018 to April 2019.
5. Sample Size: 100 students divided into 2 groups of 75 each by stratified randomized method.
6. Intervention: Case based vs routine teaching.

7. Tools: Validated Questionnaire

INCLUSION CRITERIA

2nd MBBS students of 2018 batch

EXCLUSION CRITERIA

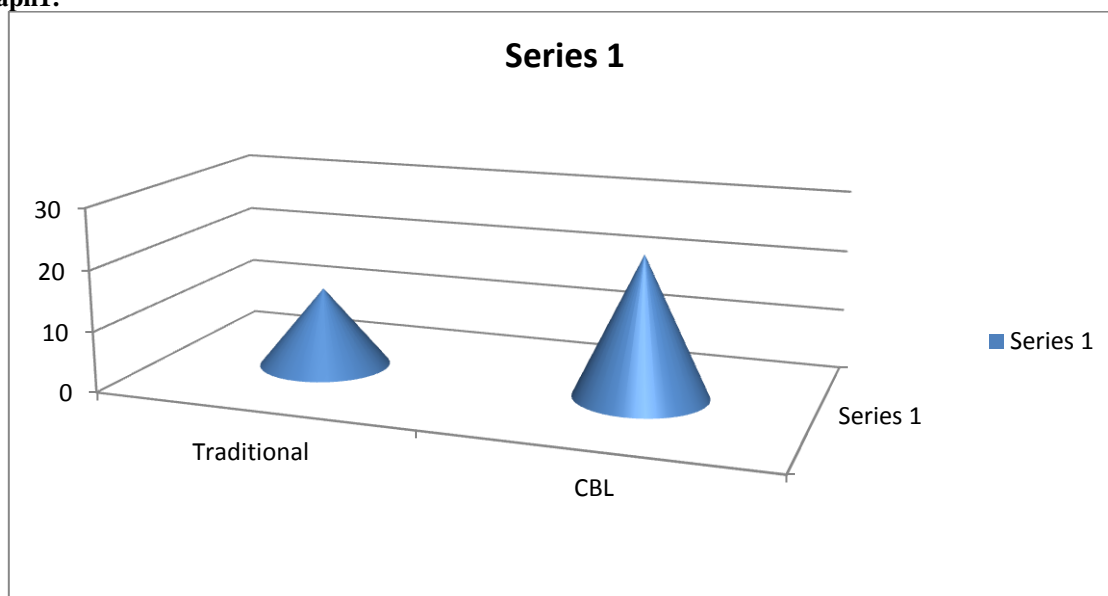
- Those students who have not given valid consent.
- Absentees for classes.

RESULTS

Table 1: INDEPENDENT T TEST TO COMPARE BETWEEN THE TWO GROUPS

	GROUP	N	Mean	Std. Deviation	P VALUE
PERCEPTION	Routine	70	13.14	12.38	<u>≤0.001</u>
	CBL	70	23.18	0.86	

Graph1:



DISCUSSION

Active learning enhances learning and thus generally improves the quality of medical education. [3] According to new curriculum the subject is mainly taught in classroom setting and very less exposure to clinical application and hospital based real life situations. It makes subject very insipid and students do not understand the utilization of subject during their actual practice. Clinical application based learning involves clinical projects that incorporate complex tasks, based on challenging questions or problems that involve students in design, problem-solving, decision-making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations". [4] The effort toward developing active learning was based on meaningful learning which ensures understanding and applying concepts rather than memorizing only which is rote learning.[5-10] Meaningful learning involves the acquisition of "useful" knowledge so that it can be accessed from different starting points and has to correlate with previous knowledge with multiple representations.

CONCLUSION

In our study there is a significant difference between the perception scores. The students were better interested in the clinical based learning.

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