

Original article:

Introduction of integrated teaching method for M.B.B.S. students

¹Dr Chitra Netare , ²Dr Kusumchandra Ambhure

¹Department of Pathology & ²Department of Orthopedics,
SMBT IMSRC, Dhamangaon, Nasik
Correspondence: Dr Chitra Netare email: cnetare@gmail.com

Abstract

Introduction:"Knowledge Learnt in Isolation is Rapidly Forgotten" this holds true for medical education where vast amount of information is given to students in a fragmented way. Integration is defined as organization of teaching matter to interrelate or unify subjects frequently taught in separate academic courses or departments.

Methodology:The study was approved by Institutional Ethics Committee. This was a Interventional and Observational study conducted at SMBT Medical College, Dhamangaon for 1st 2nd and 3rd MBBS students. This study was completed over the period of 5 months. Topics selected for integrated teaching were: 1st MBBS: Cell and Thyroid – Anatomy, Physiology, Biochemistry 2nd MBBS: Disorders of Hemostasis – Physiology, Medicine, Paediatrics, Pathology. Malnutrition – PSM, OB&G, Paediatrics. 3rd MBBS: Brain Death and Organ Donation – Medicine, Surgery, Psychiatry, Physiology, PSM, Forensic Medicine.

Results & Conclusion:From this study , we conclude that , the Integrated teaching method was effective and gave better understanding of the topic that was dealt with. The different topics for all the batches gave a bird's eye view of the desirable beneficial effects of including this method in our curriculum.

Keywords : Integrated teaching , Medical education

Introduction:

"Knowledge Learnt in Isolation is Rapidly Forgotten" this holds true for medical education where vast amount of information is given to students in a fragmented way. Integration is defined as organization of teaching matter to interrelate or unify subjects frequently taught in separate academic courses or departments. Lack of holistic approach in undergraduate teaching is a major problem today. To avoid the assimilation of knowledge in a defragmented, disjointed manner the Medical Council of India (1997) suggested incorporating integrated approach to teaching. This gives information to the students in a planned, organized and integrated manner which helps in deep learning. Our aim was to introduce the method of vertical and horizontal integration for teaching undergraduate medical students for the first time in our Institution to enhance the cognitive, psycho-motor and affective domains of the students.

Material and methods:

The study was approved by Institutional Ethics Committee. This was a Interventional and Observational study conducted at SMBT Medical College, Dhamangaon for 1st 2nd and 3rd MBBS students. This study was completed

over the period of 5 months. Topics selected for integrated teaching were: 1st MBBS: Cell and Thyroid – Anatomy, Physiology, Biochemistry 2nd MBBS: Disorders of Hemostasis – Physiology, Medicine, Paediatrics, Pathology. Malnutrition – PSM, OB&G, Paediatrics. 3rd MBBS: Brain Death and Organ Donation – Medicine, Surgery, Psychiatry, Physiology, PSM, Forensic Medicine. MTP and PCPNDT – Forensic Medicine, Radiology, OB&G This was Vertical and Horizontal Integration, where predesigned, post test questionnaire, student feedback forms and faculty feedback forms were used. The study tools were developed in consultation with experienced teaching staff, at least 1 each from all participating disciplines. Feedback forms for students were designed based on LIKERT scale while for Faculty feedback SWOT analysis of Integrated Teaching was done.

Results:

Out of 600 students 560 students participated in the Integrated Teaching programme. 1) Achievement of objective: The students (96%) were receptive, were able to understand the topic in its entirety, motivated them towards deep learning and promoted self learning. 2) Positive feedback from students (92%) and faculty (87%) 3) Overall impact on students and faculty was made and the teaching method was welcomed by all. (88%) 4) There was student-teacher and teacherteacher interaction.

Discussion:

The Integrated teaching method was effective and gave better understanding of the topic that was dealt with. The different topics for all the batches gave a bird's eye view of the desirable beneficial effects of including this method in our curriculum. The faculty required to coordinate with each other and develop the module which helped to focus on the cognitive, psychomotor and affective domains at the same time. This will further help in an improvement in the quality of teaching and cope up with the challenges of students and teachers.

It was found that integrated method was well accepted by all faculty who participated in the project and Head from respected departments. Feedbacks from student revealed that all the aspects like Attending class for Optimal learning, More Interactive, Better Understanding, More Usefulness, More interesting, Appropriate imparting of knowledge and skill and ensuring their acquisition were significantly accepted except time managed by teachers. It happened because in integrated teaching we took extra hours due to completion of topics in planned time schedule. While in Conventional teaching teachers know that they have one hour to finish his/her topic.

Conclusion:

From this study , we conclude that , the Integrated teaching method was effective and gave better understanding of the topic that was dealt with. The different topics for all the batches gave a bird's eye view of the desirable beneficial effects of including this method in our curriculum.

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