

Integrated teaching - Student's Perspective

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[Received: 25/05/2013, Accepted: 12/07/2013]

Abstract

Background: The innovative new MBBS curriculum that has been structured to facilitate horizontal and vertical integration between various disciplines bridges the gaps between theory and practical, between Hospital based Medicine and Community medicine.

Methodology: This was a vertical module of integrated teaching. Topic chosen was hepatitis B, students answered a pre tested questionnaire with 5 questions.

Aim: The topic chosen was Hepatitis B infection after a meeting with the concerned teaching faculty from Department of Pathology, Biochemistry, Microbiology, Pharmacology, Community medicine, and Medicine. **Result :** The feedback was evaluated. Factors that helped learning- Response rate was 79 %, (n=83). 78 (93.97%) students gave reasons of factors that helped them learn, 05 students (6.02%) said no factors helped them learn. Knowledge provided was 45 that is 54.2%, power point was 3.6%, were the main factors that helped many students learn.

Conclusion :- Teaching learning methods are changing, in order to make the learners learn the concepts of medicine more clearly, integrated teaching method can be incorporated on a routine facilitating better understanding. Conclusion This type of teaching would involve clinical faculty as well as basic sciences and vice versa, helps in linking the topic with what is taught earlier.

Key words: Integrated teaching, curriculum.

Introduction

The innovative new MBBS curriculum that has been structured to facilitate horizontal and vertical integration between various disciplines bridges the gaps between theory and practical, between Hospital based Medicine and Community medicine.¹

Integrated Teaching is an important strategy to promote meaningful learning and make it last for a longer time; integration helps to efficiently recall knowledge when required².

Integration is most needed for basic sciences, integration for all subjects ensures continuity of learning and avoids duplication and redundancy².

The dictionary meaning of word integrate is to form a more complete or coordinate entity often by addition or rearrangements of elements or organization of teaching matter to interrelate or unify subjects usually taught in separate departments².

Medical council of India desires the incorporation of

integration in medical curriculum in order to provide students with holistic rather than compartmentalized learning.³ Rajiv Gandhi University of health sciences curriculum proposes 30 hours of integrated teaching in the Department of Medicine³. 148 hours for II MBBS, that is 36 hours for Pathology, 36 hours for Microbiology, 10 hours for Forensic medicine, 36 hours for Pharmacology and 20 hours for community medicine.

Unless we train our students the way to learn through integrated teaching right from the beginning, it is difficult to accept it later on. The changing medical practice over years also demands that physicians are prepared to the multi disciplinary expertise for patient care thus the need for integrated teaching to be inculcated⁴.

Methodology

As per MCI guidelines integrated teaching has become a part of regular teaching in the curriculum for

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MBBS students in our institute. To improve the methodology and to know the benefits and pitfalls of the same; a study on feedback evaluation of the programme was undertaken. 105 MBBS Students belonging to II phase, who attended the 5th integrated teaching, were included for the study. This was a vertical module of integrated teaching. Topic chosen was hepatitis B, students answered a pre tested questionnaire with 5 questions, concerned with areas of strength of integrated teaching, which aspects helped them learn, time management and also included open and closed ended questions.

The data from the questionnaire was compiled and analyzed based on their answers to the feedback questions in order to improve the teaching technique.

Results:

The topic chosen was Hepatitis B infection after a meeting with the concerned teaching faculty from Department of Pathology, Biochemistry, Microbiology, Pharmacology, Community medicine, and Medicine. The feedback was evaluated.

Table 1: The following were the factors concluded to be the Strengths and Weakness of the teaching methodology

2.strengths	No of students	3. weakness	No of students
Faculty who taught	29	Faculty	11
Information provided + knowledge	05 16	Exhaustive information	03
Topic chosen for this teaching	18	Topic/ Concept	03
Interest created	04	Monotonous	03
Interactive method	02	Less interest	03
Powerpoint prepared	08	Power point prepared	03
n	80	n	75

Q.1 Whether integrated teaching module was helpful. Response rate for the question was 85.7 % (n=90), 80.95% felt helpful, 3.15 % felt it to be not helpful and 16.66 % said can't say.

Q.2 and Q.3 was an open ended questions to know the Strengths and Weakness of the teaching methodology. Response rate was 78% (n=82) for Question.2 and 71.4%(n=75) for Question 3

Q.4. Factors that helped learning

Response rate was 79 %, (n=83), 78 (93.97%) students gave reasons of factors that helped them learn, 05 students (6.02%) said no factors helped them learn. Knowledge provided was 45 that is 54.2%, power point was 3.6%, were the main factors that helped many students learn. Other factors they found to be helpful were, topic chosen 10 (12%), teacher who taught 3(3.6%), interaction (3.6%), one student felt it was easy understandability when topic was integrated.

Q.5. Attitudes of students to clarify their doubts by asking questions

44 students (53.1%) were encouraged to ask questions, 39 students (46.9%) felt they were discouraged to ask questions.

Discussion

Teaching learning methods are changing, in order to make the learners learn the concepts of medicine more clearly, integrated teaching method can be incorporated on a routine instead of giving a lecture on hepatitis from etiology to prevention, we can start from brief history of a person presenting with signs and symptoms of the disease and then we can build up to teach clinical features, diagnosis and therapy, thus facilitating better understanding. The greyest zone in this integrated teaching was time management, 43% felt the duration of the teaching programme was prolonged and needed breaks. They suggested more pictures, videos, and even a tea break was needed to break the monotony. Some students have not attempted to answer all the questions. Few students felt that the topic should be announced earlier so that they would understand better.

Students felt that faculty was the weakness especially due to monotonous teaching, time management and repetition of power point slides. This can be curbed by moderator's effort in looking into these matters. Doraisamy R⁹ in their study revealed that the average marks obtained by students after an integrated teaching approach was greater than the marks obtained by students after conventional teaching method. students trained with integrated curriculum were more accurate in diagnosis of the clinical disorders than those trained in a conventional curriculum. Integrated teaching improves the cognitive and psychomotor domains of students and creates interest in topics and eliminates that fear toward the subject. Studies done by Kate et al⁵ show

that this teaching-learning method was welcomed with great enthusiasm both by students and faculty. This study also stresses on sensitizing the faculty (irrespective of cadre) for effective implementation of the curriculum.

Conclusion

Students have accepted this teaching technique as this was the 5th the integrated teaching programme. This is a learning process not only to the students but also for the teaching faculty. Student's perspective has motivated the teaching faculty to conduct more integrated teaching programme on different topics. This type of teaching would involve clinical faculty as well as basic sciences and vice versa, helps in linking the topic with what is taught earlier. In order to make the integrated teaching more effective we need to develop faculty with a good knowledge about integrated teaching without which conducting an integrated teaching programme is not an easy job even though it helps students gain optimum knowledge. Teachers need to put in lot of effort to make this type of teaching successful.

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How to Cite this article :

Pruthvi D, Shashikala P. Integrated teaching - Students Perspective. J Educational Res & Med Teach 2013;1(1):37-9.

Funding: Declared none Conflict of interest: Declared none