

Case based learning using standardized patient for teaching clinical Anatomy to medical undergraduates – introduction and evaluation



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BACKGROUND

- Case based learning can be used both as an effective teaching and assessment tool.
- Case based learning of clinical anatomy may be used to bridge the gap between theory and practice.
- The use of “standardized patients” to play the role of patients provides scope for orienting students to varied clinical scenarios in a controlled educational environment.

OBJECTIVES

- To introduce case-based learning using standardized patients to teach clinical Anatomy to Phase I medical students.
- To assess the improvement of performance and problem-solving skills of students.
- To assess the perception of students and faculty towards this methodology.

METHODOLOGY

- Study population(n) - 149 Phase 1 MBBS students of Batch 2021-22 of JIMSH
- Place of study: Jagannath Gupta Institute of Medical Sciences and Hospital, Budge Budge, West Bengal
- Study duration: 8 months
- Facilitators- Faculties of Department of Anatomy, JIMSH (n=5)
- Ethical approval from JIMSH-IEC (JIMSH-IEC-01-2021)

Topics selected:

- Nerve injuries of upper limb
 - Clinical anatomy of Abdomen
- Case modules prepared
 - Recruitment of volunteers to act as SP
 - Training of SPs done

Module preparation



CBL implementation



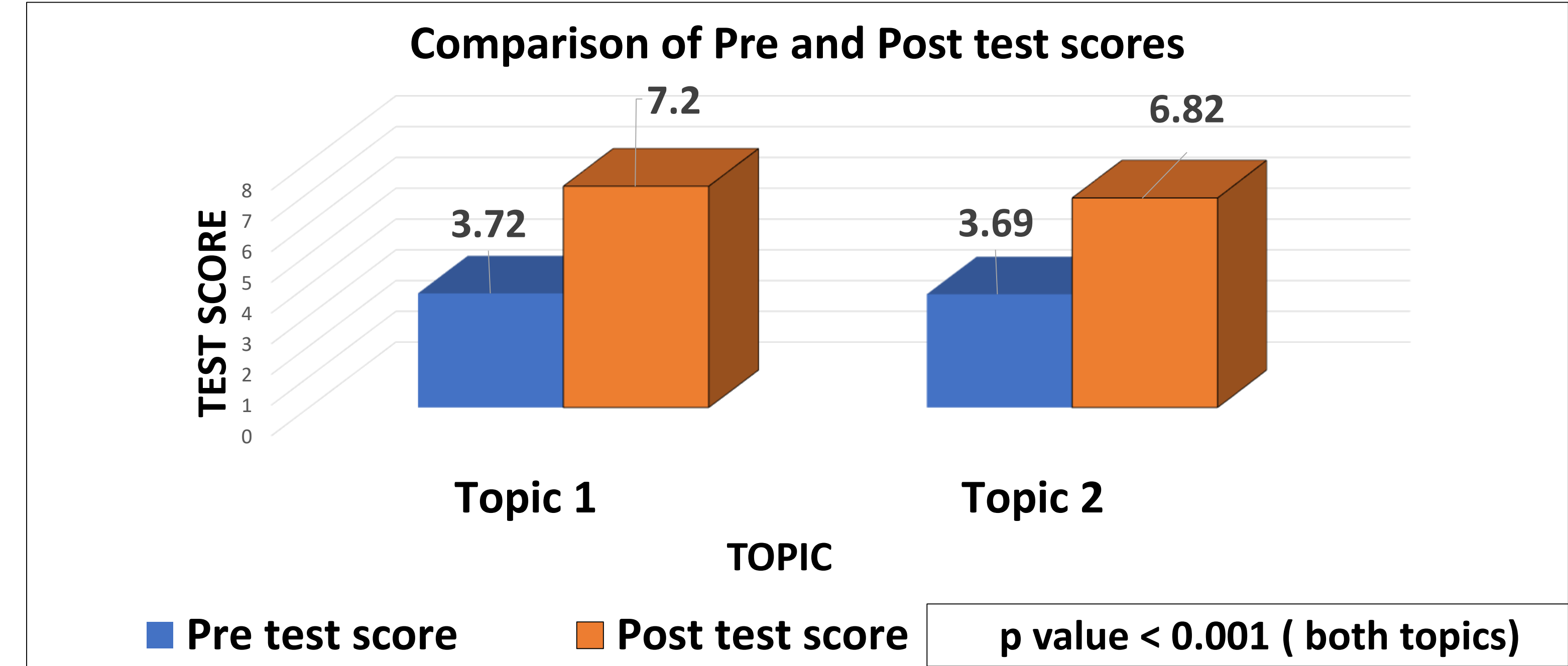
Evaluation



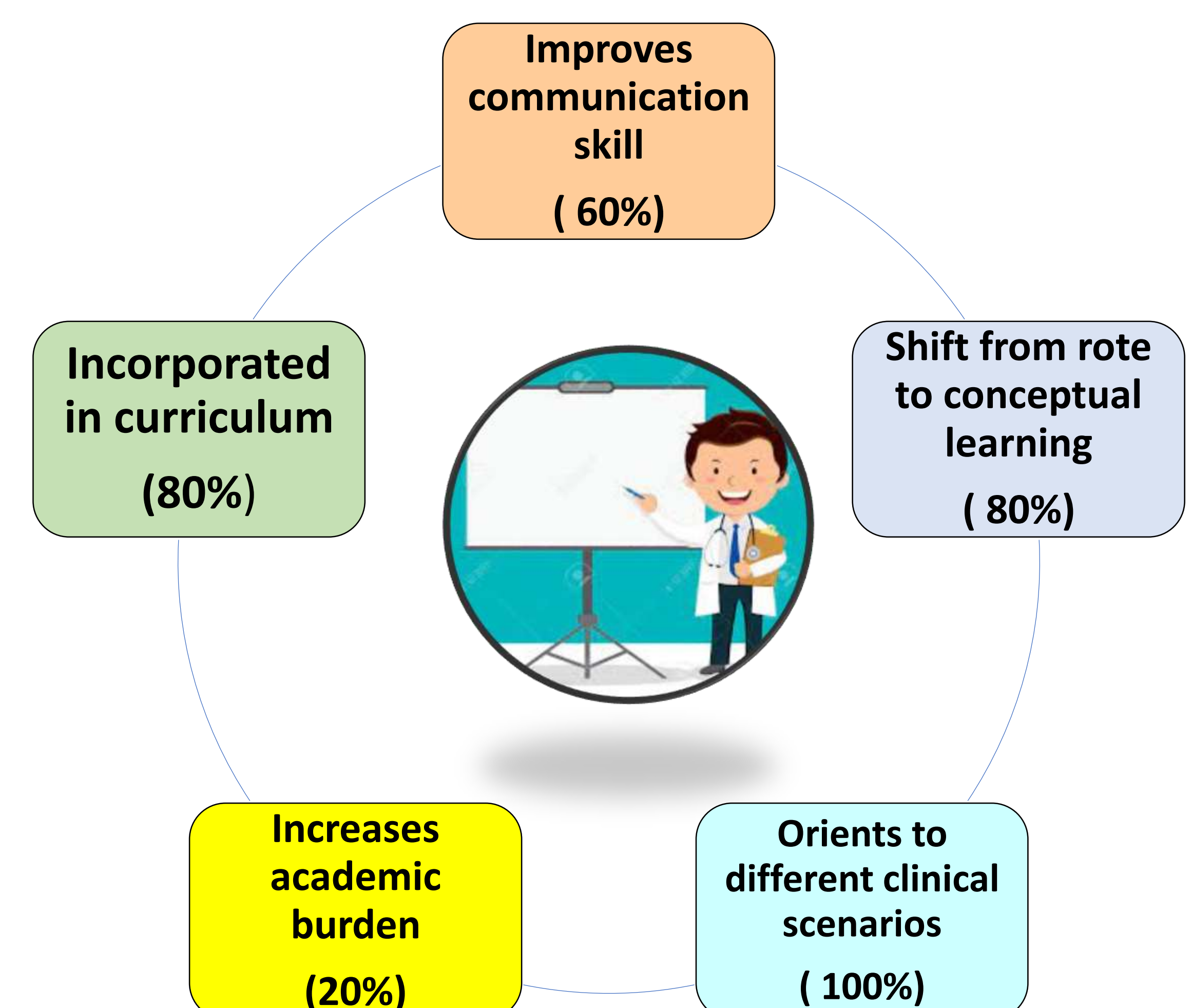
- Completion of the topic in didactic lecture
- CBL for each topic conducted in 3 practical classes of 1hr 30 min duration each
- 10 student per sub group under 1 faculty facilitator- 5 sub group per batch

- Pre test and Post test scores compared
- Feedback collected with validated questionnaire from faculty and students
- Data compiled and analysed using SPSS version 20
- Graphical representation done

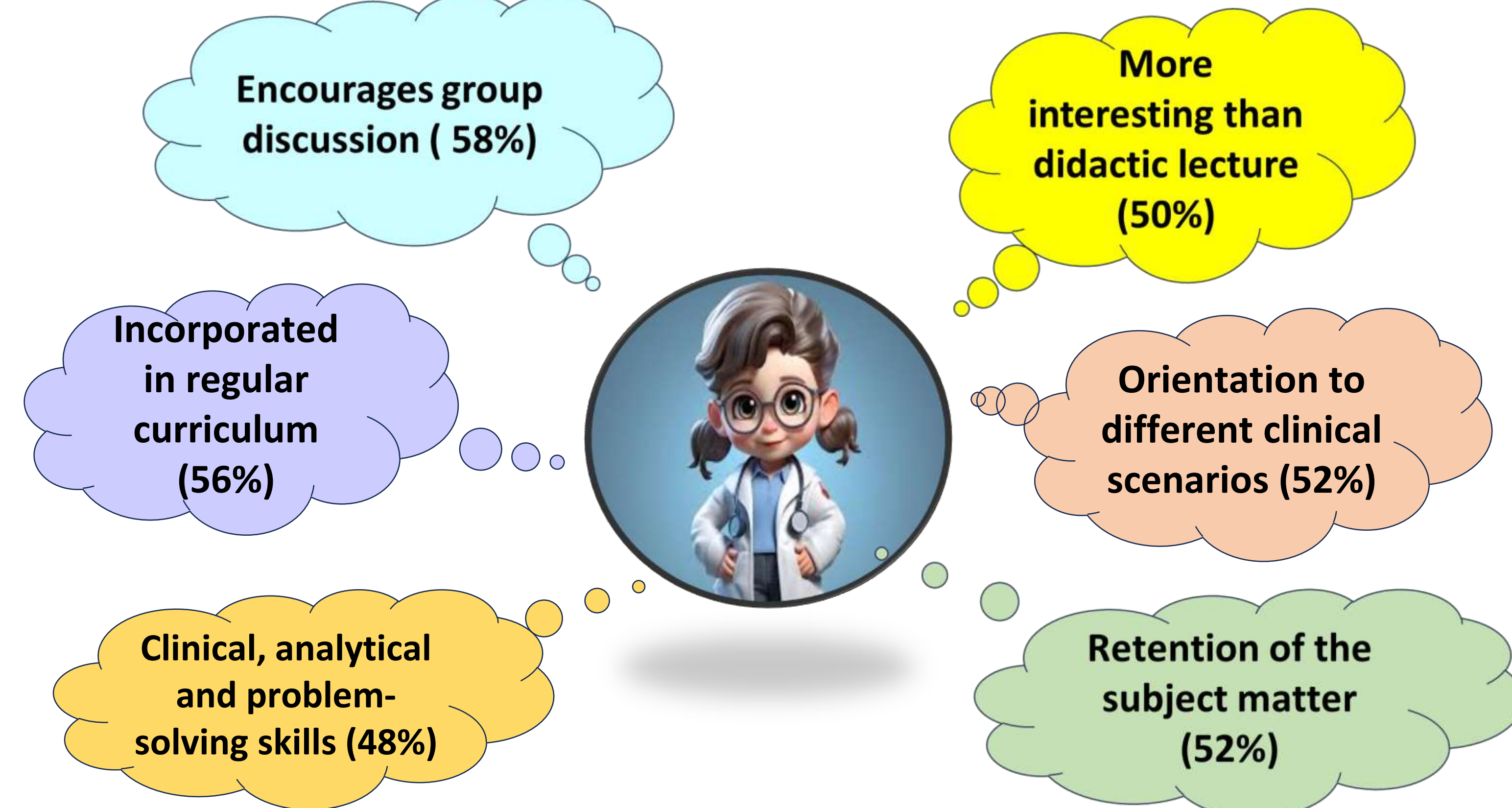
RESULTS



PERCEPTION OF FACULTIES (n=5) (showing percentage opting strongly agree on Likert scale)



PERCEPTION OF STUDENTS (n=149) (showing percentage opting strongly agree on Likert scale)



CONCLUSION

- Students and faculties found this methodology more interesting, enjoyable than didactic lecture and helpful for better retention of subject and helped developing clinical problem-solving skills.
- CBL using standardized patient improves communication skill and promotes team-based learning.
- This methodology may be incorporated in regular medical curriculum with interdepartmental collaboration and faculty sensitization.

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