ANIL AGGRAWAL'S

Internet Journal of Forensic Medicine and Toxicology

The world's first online journal devoted entirely to forensic medicine and toxicology · Published 1 January and 1 July

VOL. 19, NO. 2 · JULY – DECEMBER 2018

Downloaded from www.anilaggrawal.com · ISSN 0972-8074 (Online) · https://www.anilaggrawal.com/ij/vol_019_no_002/papers/paper003.html

Perception of Undergraduate MBBS Students towards Integrated Teaching in Forensic Medicine.

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Rastogi P, Kanchan T, Shenoy D. Perception of Undergraduate MBBS Students towards Integrated Teaching in Forensic Medicine.. *Anil Aggrawal's Internet Journal of Forensic Medicine and Toxicology* [serial online], 2018; Vol. 19, No. 2 (July – December 2018): [about 10 p]. Available from: https://www.anilaggrawal.com/ij/vol_019_no_002/papers/paper003.html

ABSTRACT

Currently, integrated teaching in forensic medicine is not in use hence it is said that undergraduates in MBBS are inadequately trained for medicolegal scenarios, especially where clinical involvement is required. We conducted this study with an objective to explore the II Year MBBS students' perception towards integrated teaching in Forensic Medicine

This descriptive cross sectional study was conducted by using a questionnaire for consenting 180 II MBBS students after obtaining Institutional ethics committee clearance and explaining the entire concept to participants. Lecture on alcohol was integrated with medicine department. Collected data was analyzed using MS excel and results were expressed as proportions and percentages. Integration between 2 departments was favoured by 46.3% students followed by 28.6% favouring 3 departments. Weekly conduct of integrated class was favoured by 42.4% of students followed by bi monthly and monthly. Ideal duration of class should be 60 minutes as opted for by 71.5%. Almost 50% of students favoured afternoon classes. Majority (84.4%) feel that these classes can be useful for learning, useful for examinations (58.9%), and better than traditional lectures (68.9%).Majority of students feel that integrated teaching is a better option as compared to traditional lectures for understanding as well as examination. They are interesting, less monotonous, gives better approach to subject due to first-hand knowledge from subject experts. For integration to be useful

there should be better coordination between departments and lecturers, thus, may not work well with all departments.

Keywords: Integrated lecture, traditional lecture, forensic medicine

Introduction

Currently the integrated approach in teaching of forensic medicine is not in use hence it is said that undergraduates in MBBS are inadequately trained for medicolegal scenarios.(1)It is argued that topic like Injuries, sexual offence, Management of a Poisoning etc. can be better understood by integrated teaching methodology involving the corresponding clinical departments rather than by traditional forensic didactic lectures. Existing studies have laid stress on usefulness of integrated teaching in medical curriculum. (2,3) With this basis we planned to analyze the 2nd MBBS student's perception towards integrated teaching in forensic medicine.

Materials and methods

This cross-sectional prospective questionnaire based study was done on 2nd year MBBS students after obtained ethics committee approval and informed consent from the participants. Detailed information sheet of study was provided to the 2nd MBBS students during the class and were also explained in detail about the study. All the available students in the lecture hall consented for participation and an integrated lecture in forensic medicine was conducted for topic on alcohol with department of medicine. After the class a questionnaire was given to them for data collection. The data was entered into MS excel and analyzed. The results were expressed as proportions and percentages.

Results

A total of 180 MBBS students participated in this study. Majority of the students (42.40%) were of the opinion that integrated classes should be held weekly followed by 28.80 % bi monthly and 26.60% monthly. (Figure 1) almost half of the participants were of the opinion that 2 departments are ideal for integration followed by 28.6% votes for 3 departments (Figure 2). Almost 3/4th of the participants were of the opinion that integrated classes should ideally be of 60 minutes duration. (Figure 3) Almost 50% of the participants preferred afternoon time to be ideal for such sessions with collective use of power point and blackboard as teaching tool (Table No. 1). Majority of participants opined that such lectures are useful for learning, useful for examination as well as are better than traditional teaching (Table No. 2).

Discussion and conclusion

According to participants integrated teaching is useful for learning and examination as it gives better understanding, broader prospective, better retention and recall, more interesting, less monotonous, more practically oriented as subject is taught by subject experts. It is better than traditional lectures as it gives systematic coverage, with holistic approach. Learning is facilitated as students get to hear views of subject experts in a single session with better correlation between pre-clinical, para clinical and clinical aspects. But on the other hand sometimes lectures becomes longer, and if there is lack of coordination between teachers and departments than it leads to confusion, discontinuity and content overlapping, in addition, there may be problems like time

constraints. Also, another issue is that our exam patterns are still based on traditional teaching and this disparity leads to incoherence between integrated lectures and traditional examinations.

Majority of students feel that integrated teaching is a better option as compared to traditional learning, but for it to be useful there should be better coordination between departments and lecturers. Lectures should be short up to may be one hour, held frequently, with 2 departments being ideal at a time. It is better for learning and examination and should be preferred over traditional teaching. Instead of lectures integration in an hour better to keep an integrated week where a particular topic is taught with complete horizontal and vertical integration. Also examination patterns should be modified to match with the concept of integrated lectures.

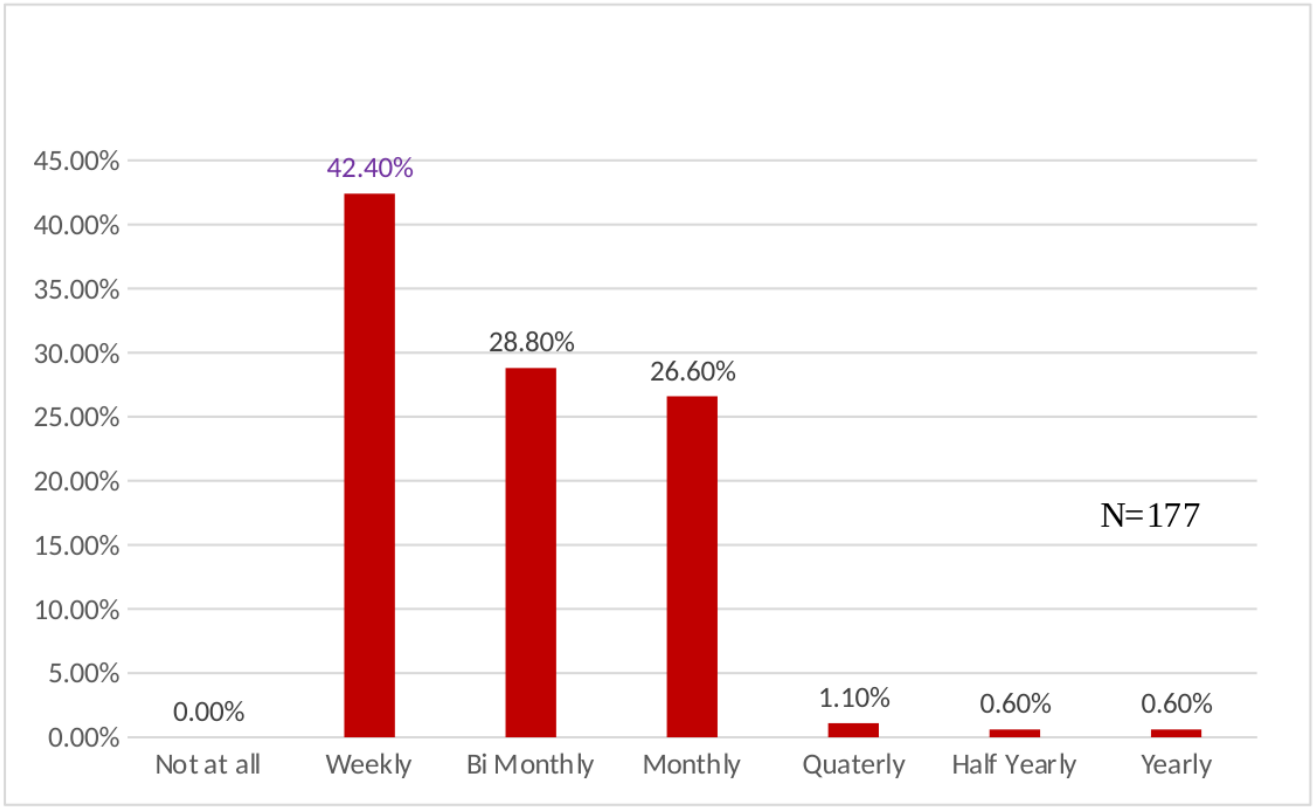

Figure 1: Appropriate frequency of integrated class

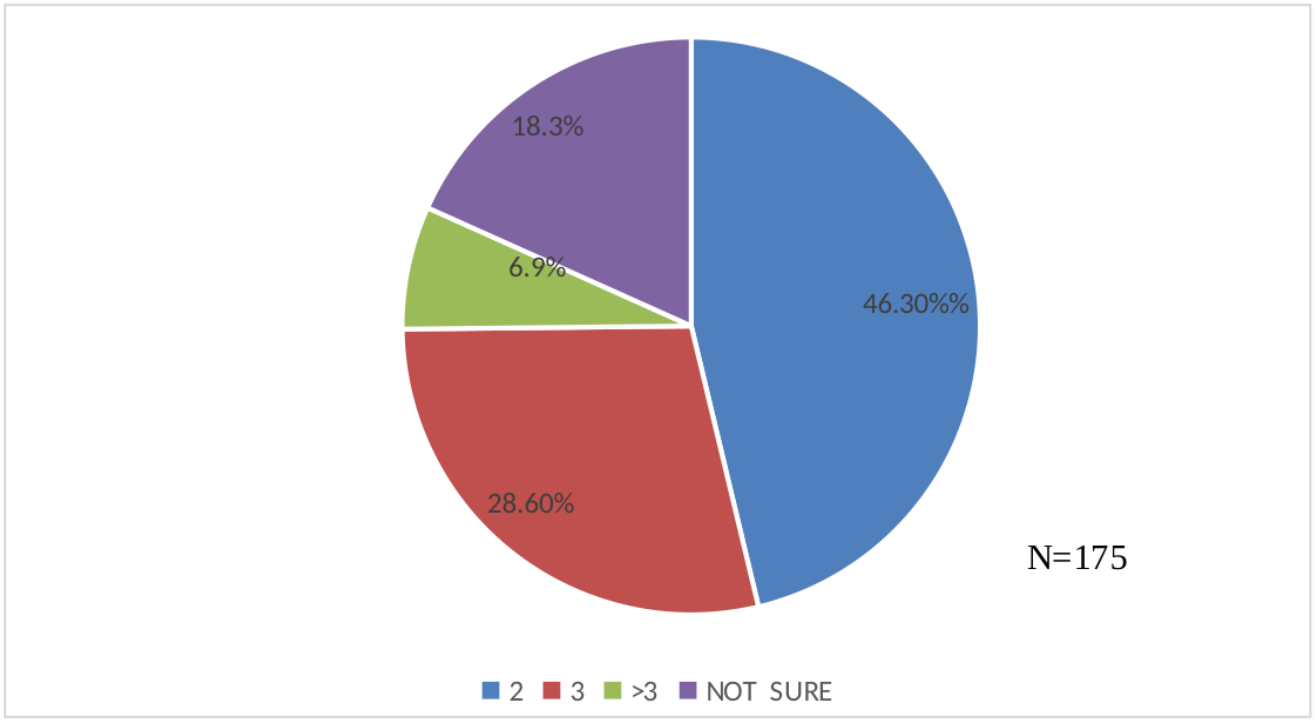

Figure 2: Ideal number of departments for integrated class

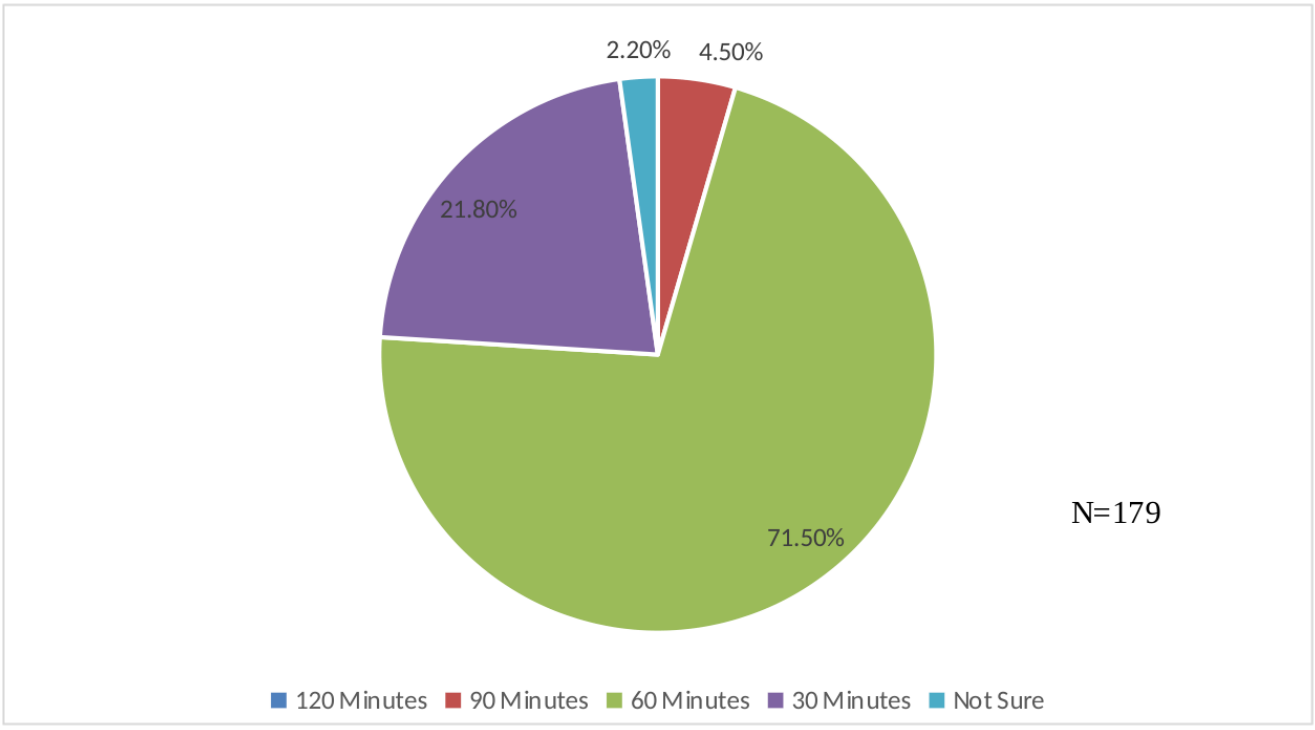

Figure 3: Appropriate duration of integrated class

Table 1: Student's Perception towards use of AV aids and time for class

Mode of Presentation	Percentage (N=178)	Appropriate Time for Class	Percentage (N=179)
Power Point	27.5	**Morning Hours**	16.2
Black Board	7.3	**Afternoon Hours**	49.2
Both	65.2	**Time Does Not Matter**	34.6

Table No. 2: Student's perception on choice of topic and usefulness of integrated teaching

Question	Yes	No	Not Sure
Appropriate Topic Chosen (n=175)	86.3%	4.0%	9.7%
Useful for Learning (n=179)	84.4%	1.1%	14.5%
Useful for Examination (n=180)	58.9%	7.2%	33.9%
Better Than Traditional Teaching (n=180)	68.9%	2.8%	28.3%

Acknowledgement

Dean KMC Mangaluru, for permitting the study and Dept of Medical Education, St. John's National Academy of Health Sciences , Bengaluru for guiding this project.

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