



## BED SIDE LEARNING COMPARED TO TRADITIONAL LECTURE CLASSES AMONG UNDERGRADUATE MBBS STUDENTS.

### Medicine

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### ABSTRACT

Medical Education is becoming more and more challenging as we get less number of patients to teach. It is a well-known fact that doing an activity by reading and understanding a subject will always be beneficial on a long basis. One more thing that has to be understood is the shortage of time for training the first year students, so more of interactive sessions should be incorporated in the system. Many authors have attempted this technique and have been successful in making this effort an enjoyable and memorable sessions. This study puts in an effort to understand the student's perspective in using this method in teaching and learning Bed side clinic and ignite a small interest in them so as to practise more of the same.

### KEYWORDS

Bed side learning, traditional lecture

#### INTRODUCTION:

Medical Education is becoming more and more challenging as we get less number of patients to teach<sup>1,2</sup>. It is a well-known fact that doing an activity by reading and understanding a subject will always be beneficial on a long basis<sup>3,4</sup>. One more thing that has to be understood is the shortage of time for training the first year students, so more of interactive sessions should be incorporated in the system. Many authors have attempted this technique and have been successful in making this effort an enjoyable and memorable sessions<sup>5,6</sup>. This study puts in an effort to understand the student's perspective in using this method in teaching and learning Bed side clinic and ignite a small interest in them so as to practise more of the same. A sincere effort has also been put to understand the reproducibility by evaluating using structured questions at the end of each session and compare it with traditional methods of learning.

#### Research Question:

Bed Side clinic vs traditional class room

#### MATERIALS AND METHODS:

- Settings: This study will be done in the Department of Medicine, KMC, Mangalore
- Design: Interventional, Cross-over Design
- Subjects: 1 year MBBS Students.
- Sample Size: 100 students divided into 4 groups
- The study were done from Jan 2011 to March 2011 (3 Months duration)
- Tools: Questionnaire and OSPE
- Data Collection: OSPE score.
- Analysis: Statistical significance of comparison of two teaching learning methods will be obtained using unpaired t test.

#### Methodology:

After taking the written consent the students will be divided into 4 groups comprising of 25 students each by lottery method.

Group A, Group B, Group C and Group D

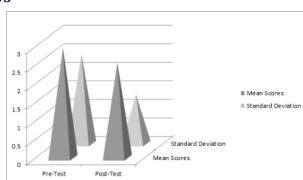
Group A and Group B will be taught using the bed side method and Group C and Group D will be taught with the traditional method.

At the end of sessions the perception of the students will be taken in the form of questionnaire using 10 questions.

The questions and parameters are as follows:

#### RESULTS:

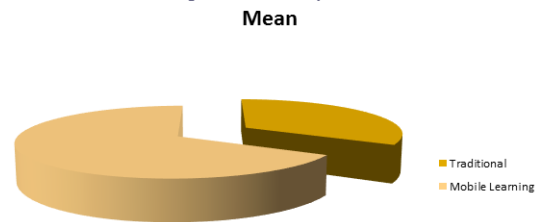
##### Graph 1: Independent T Test To Compare Pre-test Scores Between The Two Groups



P Value

Not Significant

##### Graph 2: Independent T Test To Compare Post-test Scores Between The Two Groups Immediately After The Intervention



P Value < 0.001

#### DISCUSSION:

In a study conducted by Komala Nanjundiah et al<sup>7</sup> the students had opined the Bed side method was far superior compared to the conventional methods of teaching. There was active participation, peer to peer learning, the sessions were enjoyed and interesting. The students also opined that they could practise this in their hostels as well. The traditional method in terms of retaining the knowledge and also the reproducibility.

Paul G. McMenamin<sup>2</sup> in their study introduced integrated Bed side with clinical skills teaching sessions in parts of respiratory, musculo-skeletal and head and neck regional anatomy teachings and found that the students actively participated and with the aid of powerful visual images of underlying anatomy were able to perform better. Haylen Green et al<sup>8</sup> conducted a pilot study on a qualitative assessment of student attitudes to the use of bed side as a learning tool in final year Medicine learning and came to a conclusion that there was no significant difference in the reported levels of enjoyment experience during body painting activities. Clinical Health Science students actually recommended this method as a teaching tool. Students recognised the benefits of the activity since it contained both kinaesthetic and visual learning.

#### CONCLUSION:

Beside teaching is the clear cut winner and should be incorporated more in the curriculum.

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