

Preparation for community-based study: maternal and child health lessons for 1st year medical students

Apichai Wattanapisit

School of Medicine, Walailak University, Thailand
apichai.wa@wu.ac.th



Overview

Undergraduate medical training provides both non-clinical and clinical experiences. However, early clinical exposure can help to prepare preclinical students for their further clinical training.¹ Promoting active learning through a variety of learning activities can improve learning outcomes.²

Maternal and child health is one of the important topics in medical education. According to the medical curriculum of Walailak University School of Medicine, the preclinical students (years 1-3) are assigned to take care of people in the communities. A well-designed learning activity for the 1st year medical students is needed to prepare the students for the community-based study.

Aims and Objectives

1. To improve students' knowledge of maternal and child health
2. To prepare students for community-based study

Activity

A 2-hour session was conducted in a lecture room. The lesson plan, consisted of learning objectives, learning experiences, and evaluation process, was introduced. Forty-eight students were divided into 6 groups. After a brief lecture, each group worked on different topics and gave a presentation. All students could participate in the discussions. The lecture challenged the class to think more about the application and analysis of the topics.

Outcome

The activity was evaluated by using both formative and summative assessments.

Formative assessment:

Using the standard assessment form, the students rated at 4.73 ± 0.47 out of 5 for their satisfactions. Qualitatively, the students were excited and understood the lessons. However, the students suggested that the lecturer should adjust the intonation during the lecture.

Using the student's field note, the students were assigned to reflect on their activities, experiences, and feelings. Accordingly, the group consultants could discuss and give the feedback to students.

Summative assessment:

The final exam, using the multiple-choice questions (MCQ), will be tested in March 2018.

Future development of project

Short-term:

- Improve a personal ability to draw students' attention.

Medium-term:

- Evaluate learning outcomes
- Use digital technologies to connect with students

Long-term:

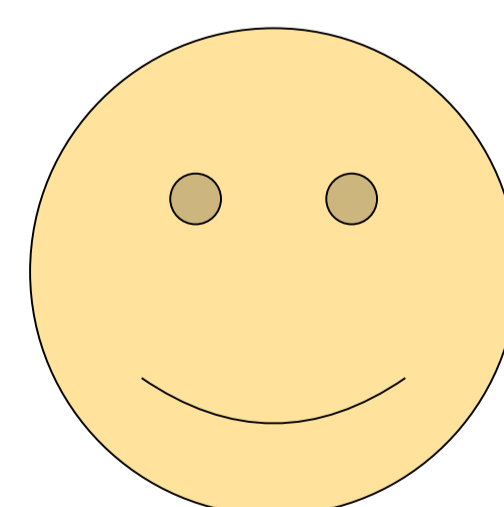
- Analyse the effectiveness of the programme
- Analyse the strengths and weaknesses of the programme
- Revise the contents and processes regularly

Impact

"Good preparation and strong intention to teach. (The lecturer) gave the up-to-date examples."

"Focused on the students, was well prepared, encouraged the students to generate questions leading to a greater understanding."

"The teaching was good and understandable. (The lecturer) always gives us feedback."



"Fun! Students always had participations, not sleepy."

"The lecturer taught very well. It was fun and I could follow the lesson. Also, I could see what I had learned in the community."

"Challenged us to think"

References

1. Rawekar A, Jagzape A, Srivastava T, Gotarkar S. Skill learning through early clinical exposure: an experience of Indian medical school. J Clin Diagn Res. 2016;10(1): JC01-JC04.
2. Wijitsetthakul S, Wattanapisit A. Medical student's learning outcomes of medical resources integration and optimization in family medicine. Siriraj Med J. 2017;69(6):330-335.