

## Usefulness of Integrated Teaching Over Routine Teaching For Undergraduated M.B.B.S Students

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**Abstract:** An observational study was conducted on 450 students of 1st, 2nd and final MBBS students about the usefulness of integrated teaching over routine teaching. For 1st year medical students it was conducted in anatomy department on mammary gland including the anatomy, pathology, main diseases and treatment. This includes anatomy, pathology, radiodiagnosis, surgery and radiotherapy departments. The whole period is 2 hrs. Each speaker was given 20-30 minutes time. Last 5-10 minutes were left for discussion and doubt clearance from students. They were given feedback forms having 10 questions. The same was conducted for 2nd year medical students in pharmacology department on malaria. Departments include microbiology, general medicine, pharmacology and SPM. For final MBBS students, it was conducted in surgery department on carcinoma of stomach. The departments included anatomy, pathology, surgery and radiotherapy. All participants of 1st, 2nd and final MBBS students expressed that integrated teaching was very interesting, useful and gives complete knowledge of the subject and made them to think about it and it made them to create new ideas over routine teaching.

**Keywords:** Integrated teaching, Medical students, Routine teaching

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### I. Introduction

Integrated teaching means the teaching which is conducted by mingling various subjects together by mingling various departments on one topic. This gives the student a thorough & competitive knowledge on one topic & it make him to think in the deep aspects of the subject. So, in the medical education the integrated teaching is introduced in every aspect and in some cases it is compulsory for the benefit of the student. To know on what extent it is useful we have taken up this study in our institution.

### II. Aim & Objectives

1. To know the usefulness of integrated teaching over routine teaching by taking feedback from students.
2. To make the student to know the complete aspect of the topic.

### III. Methodology

**Inclusion criteria:** All 450 students from first MBBS -150, 2nd MBBS -150 and final MBBS -150 included.

**study design:** observational study.

A study was conducted on 450 students of

1<sup>st</sup> M.B.,B.S ( 1<sup>st</sup> & 2<sup>nd</sup> semesters): 150 students.

2<sup>nd</sup> M.B.,B.S (3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> semesters): 150 students.

3<sup>rd</sup> M.B.,B.S (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup> semesters): 150 students.

About the usefulness of integrated teaching over routine teaching for 1<sup>st</sup> M.B.,B.S students it was conducted in Anatomy department on mammary gland including the Anatomy, Pathology, main diseases of mammary gland and its treatment. This includes anatomy, pathology, surgery & radiotherapy departments. The time is 2 hours, each speaker was given 20-30mins. Last 5-10mins were left for discussion and doubt clearance from students. They were given feedback forms having 10 questions.

The same was conducted for 2<sup>nd</sup> M.B.B.S students in pharmacology department on malaria. Departments include Microbiology, General medicine, pharmacology and social & preventive medicine. Topic deals with the malarial parasite, its life cycle, how it enters human body and how to detect it in blood smears by microbiology department, clinical diagnosis, general treatment aspects by General medicine department, main points and detailed aspects of main drugs by pharmacology department, how to prevent and about malarial eradication programmes by social & preventive medicine department.

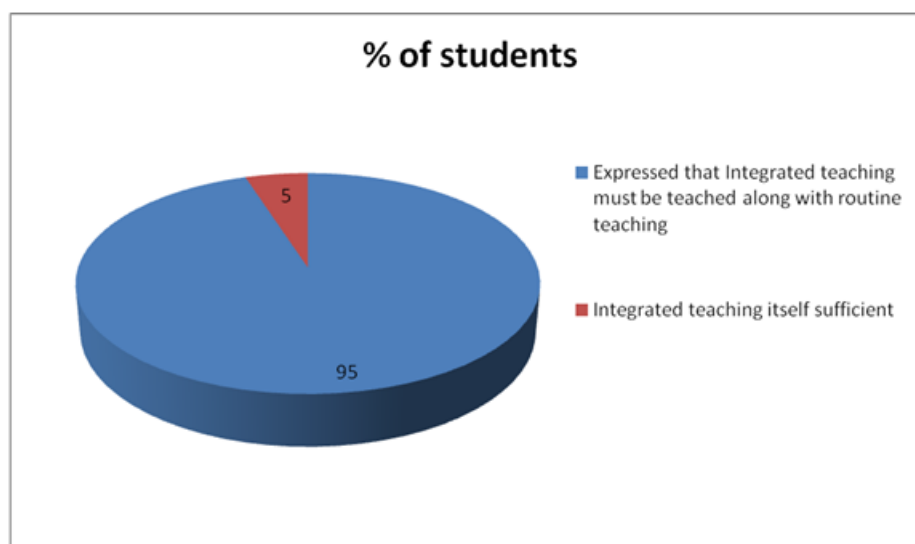
For 3<sup>rd</sup> & final M.B.B.S students, It was conducted in surgery department on carcinoma of stomach. The departments included are anatomy, pathology, surgery & radiotherapy. This includes anatomy of stomach by department of anatomy, pathology in carcinoma & diagnosis by department of pathology, surgical treatment by surgery department and radiological treatment by radiotherapy department. Lastly feedback forms given to them which includes the following questions.

#### IV. Feedback form

Question no	Question	Yes	No
1.	Is this integrated teaching useful to you?	Yes	No
2.	Will it stimulate your brain?	Yes	No
3.	Will it give you an idea of the topic?	Yes	No
4.	Can it be reproducible?	Yes	No
5.	Is it within the time frame work?	Yes	No
6.	Is it good?	Yes	No
7.	Will it give more knowledge over routine teaching?	Yes	No
8.	Is it kept along with routine teaching?	Yes	No
9.	Is it sufficient without routine teaching?	Yes	No
10.	Will it follow all the guidelines?	Yes	No

#### V. Results

All the participants of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> & final M.B.,B.S students expressed that the integrated teaching was very interesting, useful and gives complete knowledge of the subject and made them to think about it and it made them to create new ideas of the subject. All people except 5% expressed that it is kept along with routine teaching. Only 5% expressed that it is sufficient without routine teaching and in that way they will spare the time to read it further.



#### VI. Discussion

Conducting this type of study and education programme is very useful because feedback will help to improve the method of teaching, brings about changes and uplifts the standards of medical education<sup>(1,2)</sup>

#### VII. Summary & conclusion

An observational study was conducted on 450 students of 1<sup>st</sup>, 2<sup>nd</sup> & final M.B.B.S students on integrated teaching in anatomy, pharmacology & surgery departments on topics like mammary gland, malaria & carcinoma of stomach. All the students like the integrated teaching. Among all it is more beneficial for the final year students as it gives full idea of the topic and may help them to think about new ideas of the topic. So, it is concluded that integrated teaching should include in the curriculum of medical education and it must taught along with routine teaching.

#### Acknowledgements

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