# 2nd

# AFREhealth
## African Forum For Research and Education in Health

# SYMPOSIUM

**TOWARDS ACHIEVING UNIVERSAL HEALTH COVERAGE IN AFRICA**- CREATING SYNERGIES AND CAPACITY THROUGH EDUCATION, RESEARCH AND QUALITY HEALTH SERVICES.

20**18**

UNIVERSITY OF KWAZULU-NATAL ™
INYUVESI YAKWAZULU-NATALI

**DRILL**
Towards Research Leadership

**INSPIRING GREATNESS**

# Promoting integrative learning in an undergraduate medical curriculum:
# Students' perceptions

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# Background

o **Student diversity  - background education - impact on:**
- variations in language skills
- study skills
- confidence to participate
- motivation to study

o **Evidence that many undergraduate medical students lack skills in:**
- Conceptualisation of systems
- Logic and critical thinking
- Language (English) for conversational purposes
- Report writing
- Problem solving applying simple logic leading to medical errors

o **Evidence of problems with undergraduate medical curricula**
- Lack of horizontal and vertical integration and spiralling in curricula
- Teachers' role in integration unclear
- Development of students' integration ability not monitored

Course designed to address diversity, learning skills and integration – introduced in 2010
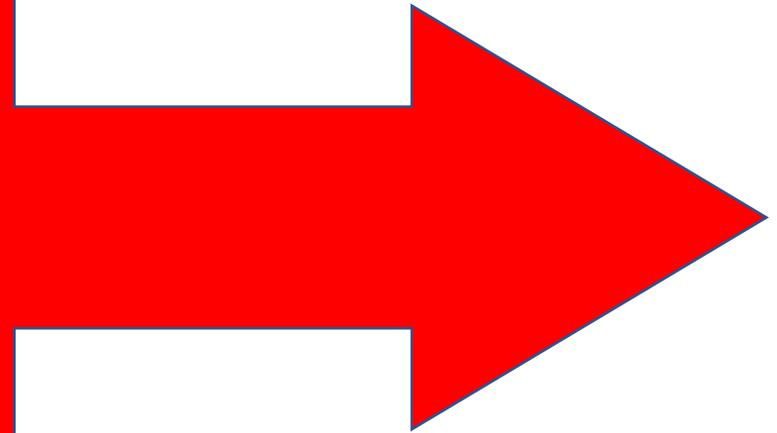
# Medical Thought and Practice (MTP) Course components

## Module 1
### Health System Dynamics (HSD)

1. systems and how they function
2. thinking, modelling, computer-based simulation
3. lifelong way of thinking and problem solving
4. promoting horizontal and vertical integration of learning

## Module 2
### Integrating Skills

**Learning and Language**

1. English language skills
2. Reading and writing
3. Study skills

**Medical Terminology**

1. Help students master scientific and biological/ medical jargon
2. Integrate medical terminology with anatomy, physiology etc

**Logic & Critical Thinking**

Help students learn to draw correct conclusions from facts

**Integrating Problems**

Scenarios that integrate learning vertically and horizontally

# Students' end of year feedback – Questionnaire (N=250)

- **I have learnt some new things that I did not know before.**

- I will use what I learnt in my day to day life.

- I will use what I learnt in other modules and courses of this year.

- I will use what I learnt in my further studies next year

- What I have learnt from this module will help me draw conclusions from facts

- What I have learnt in this module will help me understand all the other subjects in this year and later years.

Student evaluation of aspects of modules: year-end
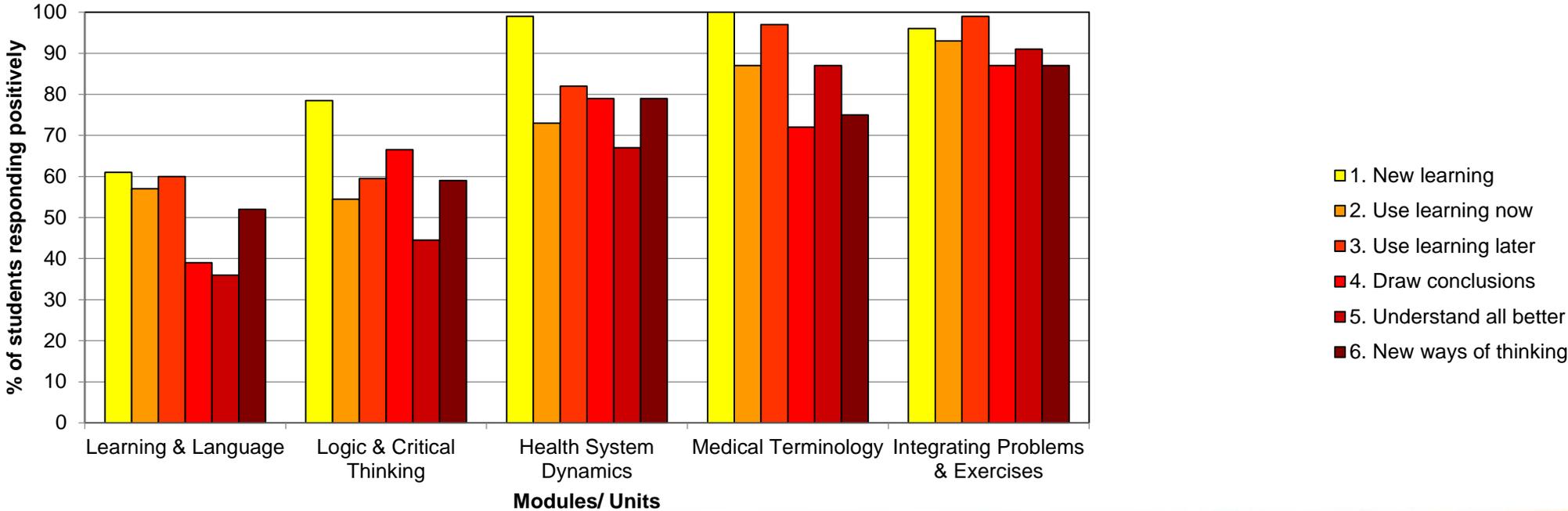
# Conceptions of students on MTP

o Phenomenographic study (N=25)

o 4 years of course implementation (2013)

# . Experiences 4 years after course introduction
# . 4 sets of conceptions

o Acquisition of lifelong skills

o Promotion of integration in the curriculum – horizontal and vertical

o Integration in focus of learning -----focal awareness

o Role of the teacher in development of integration ability

# Life long skill

*So, as I was saying that with Health Systems Dynamics with Medical Thought and Practice the basis of how I was taught to approach questions and stuff; <u>those things still haven't left me</u>...* [**Student 4, MBBCh 4**]

*….the skills that we have developed through those subjects have I think made us into people who <u>think differently about problems and approach problems differently</u> …… we ….now question more and when we get just given a problem or a lecturer says something, we will say "But why" …...*
**[Student 15, MBBCh 2]**

# Promotion of horizontal and vertical integration in the curriculum

*… I know last year, what did help was if you did medical terminology …there is a lot of anatomy that has Latin names and stuff, that was interesting because you could work out what something did… it helps a lot...***[Student 17, MBBCh 2].**

# Integration a deliberate activity

And there was a project we did in MTP last year that was really helpful. That was the time _we actually started talking about the integration with my friends_….where we have a session maybe in MTP because they are the ones I see are involved in integrating [**Hmm**] where we like a have a session where we just talk about integration **[Student 12, MBBCh 2]**

….I think that _having these opportunities to integrate… at an earlier level_ in the university system … one would hope…it, will play out in them being able to do it effectively….[**Teacher 1**]

# Role of the teacher in integration

*… honestly for me the best way for me to learn sometimes is not just hearing about the concept but to <u>see it put into action</u>. So when I see how the integration is actually done, it opens my eyes to the possibilities you know to links that may exist to other subjects.* **[Student 16, MBBCh 2]**

# Lessons learnt

o 'Unconscious incompetence' leads to perception that some modules not useful

o Overcome perceived stigmatisation of students who need this course

o Novel content and structure of the course may be perceived as extra work

o Securing teachers and parents buy-in takes time

# THANK YOU – for listening
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