



# CLINICAL CASE STUDIES IN TEACHING OF PHARMACOLOGY AND CLINICAL PHARMACOLOGY

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## **POSTERS**

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The most popular way of teaching at medical faculties in Slovakia is based on so-called traditional curriculum, with subjects usually divided into lectures, practicals and seminars. Pharmacology belongs to the profiling subjects, whereas clinical pharmacology is usually an optional one. Their mastering is an important step in successfully passing the undergraduate medical education.

The aim of introducing clinical case studies into the curriculum of pharmacology and clinical pharmacology is to increase the retention of knowledge and their better preparation for the clinical phase of study. Except for using clinical studies, students are divided into smaller groups. Furthermore, problem-based learning and interactive forms of formative assessments are used, including preparation of case studies by students themselves. An impact of these changes was evaluated using results of retentional knowledge tests. Students' feedback evaluation was used as a marker of subjective acceptance of these changes.

Students' feedback showed significant improvement in subjective evaluation of subjects pharmacology and clinical pharmacology. Furthermore, theoretical preparation of students for respective seminars was ameliorated. However, tests of retentional knowledge did not demonstrate any significant differences between students involved in traditional and innovated curriculum.

Very high interest of students in optional subject clinical pharmacology reflects among others the positive acceptance of modern ways of teaching. Therefore, it is essential to follow the trend of innovations and to introduce new interactive forms of teaching, including preparation of a database with clinical case studies, complex virtual patients, and simulations. However, more detailed assessment is necessary for the real impact of these changes in clinical decision making of students.

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