EVALUATION OF USING CASE STUDIES TO MOBILISE KNOWLEDGE ABOUT TOXICOLOGY

Janis Vella Szijj, Anthony Serracino-Inglott, Lilian.M. Azzopardi
Department of Pharmacy, Faculty of Medicine and Surgery, University of Malta, Msida, Malta
email: janis.vella@um.edu.mt

INTRODUCTION

Students reading for a pharmacy degree follow a study unit in Pharmaceutical Analysis (4 ECTS) which includes a focus on toxicology. The study unit is offered in the third year of studies and consists of 15 hours of lectures and tutorials related to toxicology and 15 hours of lectures and tutorials related to pharmaceutical analysis and bioanalysis. Subjects covered during the toxicology lectures include measurement of toxicity, treatment following poisoning, drugs of abuse and drug testing. At the end of the lectures, six case studies are discussed with students, to support students to apply knowledge gained during the lectures to practical scenarios.

The aim of the study was to evaluate student perception of the toxicology case studies.

METHOD

A questionnaire was distributed to all third year students following the toxicology module.

Students were asked to rate on a 5-point Likert scale from ‘strongly agree’ to ‘strongly disagree’ if the case studies presented were clear, whether discussion and working out of case studies was of help in strengthening and applying the knowledge gained from the toxicology lectures.

Students were asked whether they would recommend the use of the case studies as a learning aid if given a choice and whether they would recommend the use of similar case studies as a learning aid if given a choice.

Students were asked whether they would recommend the use of similar case studies as a learning aid for chapters of this credit which are related to pharmaceutical analysis and bioanalysis.

RESULTS

All students following the toxicology module (N=26) completed the questionnaire.

The age of the participants ranged between 20 and 25 years. The mean age was 21 years.

Twenty of the participants were female and 6 were male.

Twenty two students strongly agreed and 4 students agreed that the discussion and working out of the case studies was of help in strengthening and applying the knowledge gained from the toxicology lectures.

Twenty students strongly agreed and 6 students agreed that the case studies helped to apply knowledge gained during lectures in real life scenarios.

CONCLUSION

The toxicology case studies were evaluated positively by students.

Case studies for the other chapters of this study unit related to pharmaceutical analysis and bioanalysis will be discussed in the future.