

USING A BLENDED LEARNING MODEL TO HELP MEDICAL STUDENTS WITH WRITING A PRESCRIPTION: AN OBSERVATIONAL STUDY

Sasivara Boonrusmee^{1*}, Kitja Panaboot¹

¹ Department of Pediatrics, Faculty of Medicine, Prince of Songkla University, Songkhla, 90112, Thailand

*Corresponding Author's E-mail: rsasivar@medicine.psu.ac.th

Abstract

Background

Traditional face-to-face teaching has been restricted due to the COVID-19 pandemic, and lectures have been provided on-line, however; writing a prescription needs both knowledge and skill.

Summary of work

We designed our lecture on rational drug use, and how to write a prescription as a blended learning model; consisting of 3 parts of team-based learning: 1) Self-study and an individual readiness assessment test, which was asynchronous on-line. 2) A team readiness assessment test, which was synchronous on-line. 3) An application exercise on writing a prescription that was assigned as individual homework, with feedback being individually provided on-site, as small group teaching. We compared scores of a formative test on writing a prescription with writing a doctor order sheet, for which no formal teaching was provided.

Results

As a preliminary result, there were 58 students in the first 3 out of 6 rotations though the Department of Pediatrics during the academic year of 2021. Mean grade point average (GPA) was 3.18 ± 0.36 . The students' mean scores out of 20 points were 13.40 ± 4.65 on writing a prescription and 7.88 ± 3.78 on writing a doctor order sheet (P -value < 0.001). Mean score of writing a prescription among students with $GPA < 3$ (13.9 ± 4.5) was not statistically different from those with $GPA \geq 3$ (13.2 ± 4.8) (P -value 0.59).

Discussion and Conclusion

Some clinical skills still need supervised, hands-on practice. Giving extra time as an on-site teaching on writing a prescription could help students, including those with a low GPA.

Take home message

Writing a prescription and writing a doctor order sheet should be formally taught and students should be individually assessed.