



Improving the substance abuse medicine course at the University of Helsinki, Faculty of Medicine

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BACKGROUND

- The substance abuse medicine course (1,8 etc) has been held at the University of Helsinki Faculty of Medicine, since 1983.
- **A two-day seminar ending with an exam.**
- Several lectures and group work.
- With the number of students increasing from 60 to 120 and this year to 160, **maintaining motivation and interaction has proven challenging.**

IMPROVING THE COURSE

- Advancing from voting clickers to mobile quiz.
- Socrative **mobile quiz voting** was selected in 2015. With Socrative, students answer to multiple-choice questions using mobile devices and receive the answers and feedback immediately. Furthermore, it is possible to attend the exam remotely.
- Moving to mobile assessment also made possible to introduce **instant feedback**, with voluntary feedback integrated into the exam.
- In 2018 **case-based simulated patient cases** were introduced to foster interaction.
- In the year 2018 some of the students attended the lectures also remotely, due to diagnosed health concerns related to internal air quality.



Actor portrays a case-based simulated patient

METHODS

- Student feedback has been collected after the final exam of the course electronically from 2010. University's WebOodi feedback system was used during the years 2010-15.
- From 2016 the course feedback has been completely integrated to Socrative quiz system. Student feedback has been collected using multiple choice and open-ended questions.

RESULTS

- **With the introduction of case-based simulated patient cases in 2018, the student satisfaction grew significantly** (4,1 in Likert scale, n=129).
- **Students appreciate the increased interaction. Case-based simulated patients portrayed by actors require resources but are an important and effective way to improve student motivation, engagement and learning.** Interactive self-study materials and group assignments also motivate students to study.
- Mobile assessment has been well adopted by the students. **In 2018 almost 98 % of students favoured mobile assessment** over traditional exam (n= 129).
- **Students appreciate the increased interaction** when the class is discussing about the questions immediately after the exam.
- **The level of student feedback has also increased significantly.** In 2013 the feedback percent was only 28 % (n=112), but in 2018 risen to over 97 % (n=129).
- **Based on feedback and curriculum reform, in 2018 the course was decided to be moved from the graduating 6th year students to 4th year students.** The aim is to prepare students better for clinical practice.

CONCLUSIONS

Students find substance abuse medicine interesting and with increased interaction and assessment, high levels of satisfaction and motivation are also achievable.



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