



FACULTY OF CLINICAL SCIENCES
COLLEGE OF MEDICINE, UNIVERSITY OF LAGOS



13th Annual Scientific Conference & Gathering

THEME

**Environmental Virology,
Exposomics and Epigenetics**

VENUE

Old Great Hall, College of Medicine,
University of Lagos, Idi Araba,
Lagos State

DATE

WEDNESDAY 8TH JUNE 2016

TIME

8.00 am - 5.00pm

• PROGRAMME & BOOK OF ABSTRACTS •

A REVIEW ON THE RECALL OF ANATOMY, BIOCHEMISTRY AND PHYSIOLOGY BY MEDICAL STUDENTS AT COLLEGE OF MEDICINE, UNIVERSITY OF LAGOS

POLUYI EO, OSINUBI AA, ARULEBA A

Department of Anatomy, Faculty of Basic Medical Sciences, College of Medicine, University of Lagos

Corresponding author: Poluyi EO; E-mail: eddiepolz@yahoo.com

Background: Over the past decade there have been shifts from traditional instructor-centered teaching to a learner-centered model. The aim of this study was to evaluate the basic medical sciences recall.

Methods: A descriptive study that included 490 medical students from the 3rd to 6th year of the College of Medicine, University of Lagos was conducted. The subjects included represent a sample of the total student population who willingly volunteered to fill a self-administered questionnaire. The first section of the questionnaire collected information on students' socio-demographic information, academic year and their recall of their basic sciences courses applicability to clinical practice. The second section examined the student's ability to recall their basic science subjects.

Results: A total of 490 students met the inclusion criteria and were recruited into the study. Majority of the respondents felt that recall of biochemistry (71.8%) and anatomy (63.3%) in understanding other courses was not satisfactory to them. Majority of the respondents felt that the mode of teaching biochemistry (74.3%), anatomy

(69.6%) and physiology (64.9%) did not allow them recall most useful information during examinations. There was a statistically significant difference in scores and respondents level of study in their biochemistry recall only.

Conclusions: We recommend modification of basic knowledge education viz a viz the use of case based scenarios to correlate with clinical training such that the student would be able to assimilate concepts, rather than the conventional traditional method of teaching.

Keywords: Case based scenario, recall of basic sciences, traditional method of teaching
