Course concept for small group teaching in clinical urological methods

Kurskonzept für Kleingruppenunterricht in urologischen Untersuchungsmethoden

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Text

Introduction: Lower urinary tract symptoms are relatively uniform but point to various diseases. However, the communications about these symptoms are difficult because the patient gives no clearly statements. To differentiate between these illnesses it is essential to make additional investigations that could be uncomfortable for patients and students. The goal of the courses was to teach effective communication skills and investigation methods to differentiate these diseases in a correct manner.

Course concept: A three half day course and a one week course were performed for first and second clinical year students. The content of the courses were seminars and practical working.

Learning objectives: The students learn urological key symptoms. They are able to communicate these symptoms, take a urological history and perform a urological examination. Additionally, the students are able to perform an investigation with a urinary dipstick, an ultrasound of the kidney and bladder and transurethral catheterization on a model.

Evaluation: Student’s assessment was done with KAF and standardized medical observation. The evaluation was done with a questionnaire that contains items to the didactic concept and for teacher evaluation. Furthermore, questions for content relevance, practical relevance and personal benefit.

Results: All students passed the course. About 90% of the course participants ranked the didactic concept at the high or highest level.

Conclusion: The practiced-oriented small group teaching for frequent urological diseases is a feasible method and gives student sense ho communicate urological symptoms and perform additional investigation in adequate manner.

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