

Bridging the Gap Between the Scientific and Societal Aspects of Medical Education

**Rakesh K. Kumar, M.B.B.S, Ph.D.¹, Nicholas J. Hawkins, M.B.B.S., M.H.Ed., Ph.D.¹,
Peter Harris, M.B.B.S.², Gary M. Velan, M.B.B.S., Ph.D.¹**

¹Department of Pathology, School of Medical Sciences,

²School of Public Health & Community Medicine,

The University of New South Wales, Sydney, New South Wales, Australia 2052

Phone: (+)61-2-93852535

Fax: (+)61-2-93851389

Email: r.kumar@unsw.edu.au

ABSTRACT

Integrated assessments which are aligned with learning objectives and teaching methods may help to reinforce the linkage of the medical sciences with the professional practice of medicine. In the existing discipline-based medicine program at the University of New South Wales, a project-based assessment in pathology was introduced in 1996, which required students to focus on the cost vs. benefit of investigative procedures. Students have performed well in this individualized assessment, which has experiential and reflective components and is highly rated as a learning exercise. In the new integrated medicine program commencing in 2004, students will undertake a series of project-based assessments linking medical sciences to societal aspects of health and disease. Whether undertaking such assessments contributes to a long-term change in clinical behaviour will require follow-up with graduates from our new program.
