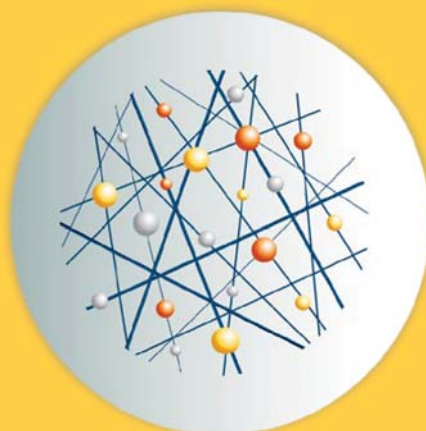




**XARXES-INNOVAESTIC 2019. Llibre d'actes**  
***REDES-INNOVAESTIC 2019. Libro de actas***



Universitat d'Alacant  
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Universitat d'Alacant  
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Vicerrectorado de Calidad e Innovación Educativa



# XARXES-INNOVAESTIC 2019. Llibre d'actes

## *REDES-INNOVAESTIC 2019. Libro de actas*

Rosabel Roig-Vila (Coord.),  
Asunción Lledó Carreres & Jordi M. Antolí Martínez (Eds.)



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*REDES-INNOVAESTIC 2019. Libro de actas*

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final year students to think critically and use reflection to resolve three clinical biochemistry case studies of increasing difficulty distributed throughout the year. Students voluntarily resolved each case study and were provided with comprehensive feedback and marks for three main criteria, which students used to answer the case study: a) ability to extract all the fundamental concepts; b) ability to synthesise information and clarity of expression; and c) ability to reflect and comment. Preliminary results were not reliable due to poor engagement with this voluntary work. Only 23 out of 142 students completed the first two case studies. For the 2017/18 iteration of the project, we performed small modifications and restricted the completion of the three case studies to the first term to encourage participation (as these final students are required to complete a demanding laboratory-based final project in the second term). A total of 48 students (38 BMS and 10 BMedSci) voluntarily completed the first case study, although there was a notable reduction in the number of students that attempted the last case study. Marks gained for each of the criteria were compared statistically between them and between both academic years the project ran, to determine the effects of participation. Data analysed for both academic years indicated a significant increase in the marks received for ability to synthesise information and clarity of expression ( $p=0.01$ ) and ability to reflect ( $p<0.02$ ). An ANOVA of repeated measures for all the marks collected in the first two case studies launched in 2017/18 would confirm our previous results showing a significant increase in the performance of students as a result of participation in this project. Seventeen participants from this second cohort also provided comprehensive feedback, indicating high levels of enjoyment and satisfaction (58.8% agreed, 42% strongly agreed) by participating in this voluntary experience. Additionally, 88.2% considered that their critical thinking had improved and 81.2% had learnt to reflect and resolve general and frequent pathologies using clinical biochemistry information. Moreover, students documented different benefits from their participation other than learning, e.g. 88% considered that the reflective project helped them to prepare their exams and a similar percentage indicated a positive impact on their professional development. In conclusion, and despite its short duration, the reflective pedagogy implemented was shown to facilitate the acquisition and development of critical thinking and reflection, i.e. relevant skills for any future healthcare professional. In addition, this pedagogic intervention improved participants' communication and scientific writing, which would have benefited the performance of these students in other relevant modules.

**KEY WORDS:** reflection, critical thinking, clinical biochemistry, diagnostic skills.



## 171. Teaching and learning public health: A #DMUglobal perspective

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Recent pandemics such as the 2014-16 Ebola outbreak in West Africa and the increasing threat of bioterrorism have highlighted the relevance of teaching global public health in human health degree/training programmes, so future healthcare professionals are provided with the appropriate skills to respond to outbreaks of infection. To promote global public health action to strengthen infectious disease prevention, detection and response awareness, the Leicester School of Allied Health Sciences at De Montfort University (DMU, United Kingdom, UK) was funded as part of a #DMUglobal mass

trip to visit New York city (NYC, United States) with fifty final year students from three different human health science programmes (BSc Biomedical Science; BMedSci Medical Science and BSc Audiology) from the 3<sup>rd</sup> to 8<sup>th</sup> January 2019 with three members of the academic staff. These trips involved a short-term visit outside the UK to promote and facilitate the acquisition of different transversal competences and international mobility and are supported by the #DMUglobal department that also includes the Erasmus+ programme. Students were requested to monitor *in situ* the presence of emerging zoonotic human parasites (*Cryptosporidium parvum* and *Giardia intestinalis*) in animal faecal samples from urban parks across Manhattan using immunoassay cards to identify whether interventions to protect the public would be needed. On return to DMU, students completed a scientific poster in groups with their monitoring results and applicable public health interventions to prevent infections and presented them in an interactive session. Following this session, fifteen students voluntarily completed a validated feedback-questionnaire (with Likert-scale and open answer questions) on the overall experience, reporting high levels of engagement and satisfaction in all the different activities organised. Specifically, 87% enjoyed monitoring the presence of these emerging human parasites in animal faecal samples and 78% enjoyed producing and defending the poster. All participants considered that the information and skills gained will help with their studies (47% agreed, 53% strongly agreed) and future careers (60% agreed, 40% strongly agreed). Participants also documented the part of the trip that they found more interesting, for example: “testing for *Giardia* and *Cryptosporidium*, and that waiting period to see if the swab contained anything on the immunocard”; “learning a new technique for environmental monitoring and understanding how quick and easy it is to do”; or “the best part was the poster presentation as it brought everything together”. Moreover, the supervision of the students’ practical work in NYC and the evaluation of the scientific posters would indicate that the #DMUglobal mass trip was successful in providing students with some knowledge of how to design and perform environmental monitoring of zoonotic emerging pathogens and identify applicable public health interventions to minimise their infections. The production and defence of the poster demonstrated that most students were able to perform a literature review and demonstrated a good level of understanding of infectious disease detection and prevention. In conclusion, despite the need for more comprehensive studies to ascertain the degree of knowledge acquisition, the results collected suggest that internationalisation facilitates the learning of emerging diseases and global health (specifically related to the relevance that environmental monitoring of emerging human pathogens has to tailor public interventions). Moreover, students were able to acquire soft and transversal competences during this innovative experience such as mobility, critical thinking, research skills, communication and team work.

**KEY WORDS:** #DMUglobal, global health awareness, internationalisation, public health.



## 172. La utilización del *escape room* como estrategia didáctica en la educación universitaria

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