

EVALUATING THE EFFECTIVENESS OF A CASE-BASED LEARNING MODULE ON BORDERLINE PERSONALITY DISORDER FOR MEDICAL CLERKS

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ABSTRACT: Poster (2G)

- Purpose:** At Memorial University of Newfoundland (MUN), clinical clerks on psychiatry rotations attend regular teaching seminars taught by residents using Case-Based Learning (CBL). It is hypothesized that CBL helps medical trainees to rehearse and apply clinically relevant information which leads to better retention of this information. It remains unclear if CBL is suitable for teaching personality disorders. The purpose of this study is to investigate the effects of CBL on student learning in psychiatry clerkship rotations.
- Methods:** Third-year clinical clerks on psychiatry rotations were recruited to receive a one-hour CBL-based seminar on Borderline Personality Disorder (BPD). Pre- and post-teaching surveys were completed to assess their comfort levels on managing patients with BPD using a 5-point Likert scale. Bonferroni-adjusted two-tailed paired sample t-tests were performed to detect any differences in response.
- Results:** All of the twenty-two study participants (n=22) completed the pre- and post-teaching surveys. On the post-teaching feedback form, the mean score on "feeling enhanced comfort in working with patient who have BPD" was 4.59 (SD=0.503). Compared to pre-teaching surveys, the mean score on the comfort level in conducting a diagnostic interview for BPD increased by 1.762 (SD=1.044, $p < 1.97 \times 10^{-7}$). Self-ratings on adequacy of theoretical training in working with patient with BPD increased by 1.909 (SD=0.921, $p < 3 \times 10^{-9}$). Ratings of preference of CBL over didactic lectures increased by 0.409 (SD=0.503, $p < 0.001$).
- Conclusion:** Findings from this study strongly suggest that CBL can be an effective method in teaching medical clerks on personality disorders.