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Quality of life in medical students who act in PBL methodology

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Introduction: The learning takes place, mainly, by the integration of new knowledge acquired to previously existing ones, that is, by the elaboration of new information, in any of its previously analyzed forms. In the Problem Based Learning (PBL) method, constructivism is obtained at the expense of activation of prior knowledge, elaboration of new information, establishment of goals for self-directed study, and increment in the complexity of semantic networks in the final discussion of problem solving. Quality of life (QoL) can be considered as a subject of multiple approaches, contextualizations and applicability of which is used by several areas of knowledge. All the components that make up the quality of life can be measured and evaluated using quantitative instruments, including questionnaires, the main one being the WHOQOL-Bref, developed by the WHO, for having a cross-cultural evaluation methodology that allows uniform results.

Objectives: To analyze in a global way the quality of life of medical students who work in the PBL model of the University of Ribeirão Preto (UNAERP).

Methodology: A total of 90 students from the UNAERP medical school, aged over 18, enrolled in the 1st, 6th and 11th stages were included in this study. After signing the TCLE approved by the local CEP, the students answered a questionnaire based on the WHOQOL-bref.

Results: A total of 55.5% of the women and 44.5% of the men with a mean age varying according to the stages (20 years, 1st stage, 22 years, 6th stage and 26 years in the 11th stage) were evaluated. When analyzing the degree of satisfaction of the students with regard to the PBL methodology, a percentage of 49.1% satisfaction was observed at the beginning of the course (1st stage), followed by 65.4% in the 6th stage and 77% at the end of the course (11th stage). The student's satisfaction with the ability to perform the activities of his day-to-day recorded that in the first stage, 21.2% can carry out their activities with adequacy; in stage 6, 34.5% and in stage 11, 69.8% feel satisfied or very satisfied in this analysis. Students also had increased satisfaction with their academic performance when compared to the beginning and end of the course; on the other hand, in the intermediate phase, a percentage decrease can be observed as can be observed in the first stage: 42.8%; 6th stage: 33.5%; 11: 77%.

Discussion and conclusions of the results: In this study, we measured the quality of life of university students of medicine at UNAERP and then made them reflect on how they deal with their personal, physical, social and mental issues throughout their training course. The PBL methodology enhances the need for independent study and focuses on student-led learning and improvement, which allows the student to evolve with a progressive improvement in the ability to perform day-to-day tasks and academic performance.

Keywords: Quality of life; Medicine; PBL.