

Impact of the previous contact with a social project of academic extension in evaluation OSCE-type of students of Clinical Propaedeutic

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Introduction: Traditional method of medical teaching in Brazil separate medical curriculum in basic and clinical cycles. Since 1960s it was shown that this system does not cover the needs and reality of the population. Thus, changes were introduced aiming the integral teaching and emphasizing promotion, preservation and recovery of health. Aligned with these changes, in 1998, a academic extension of the Faculty of Medicine of a brazilian public university was founded proposing the development of education and humanization of care in a practical way early.

Objective: Compare the academic performance in Structural Study Objective Structured (OSCE) applied to all students in the second year of medical education during the course of Propaedeutic, between participants and non-participants of the project. In addition, it was investigate the influence of the length of stay in project.

Methods: The data used for comparison were the mean obtained in the OSCE test from 2013 to 2015, resulting 510 students. For the members of the project the permanence time in project was obtained until the moment of the test. The score distribution obtained was skewed. The analyses were made with Mann-Whitney and Kruskal-Wallis tests.

Results: The median of the grades obtained in OSCE test of the group of project's participants (8.40, IQR 0.9) was higher than in non-participants (8.10, IQR 1.2) ($p < 0.001$). Considering the length in the project, the participants that stayed from six to twelve months in the project (8.27, IQR 0.92) had a higher median of the grade in comparison to non-participants (8.10, IQR 1.2) ($p < 0.05$). The participants that's stayed from eighteen to twenty four months (8.45, IQR 1.07) had a higher median of the grade in comparison to non-participants ($p < 0.001$). There was no statistical difference in comparison the medians between the group of students that participated of the academic extension during 6 to 12 months and the group that participated during 18 to 24 months ($p = 0.501$).

Conclusion: The analysis of the results indicates that the participation in the academic extension project had a positive influence on the academic performance in the OSCE test grade. Considering the teaching methodology in the academic extension, which contrasts with the fragmented view of medicine, with emphasis on the learner-centered learning process with its active role in the training itself, we conclude that this teaching methodology that integrates theoretical and practical knowledge is effective.

Keywords: Education, medical/methods; Education measurement/methods; Students, medical/statistics & numerical data; Learning.