

RESEARCH-BASED LEARNING IN A SMALL GROUP OF BIOMEDICAL PHD STUDENTS: A MODEL TO ENSURE QUALITY

S.M. Janković, N.N. Arsenijević

Medical Faculty, University of Kragujevac, Svetozara Markovica Street,
69, Kragujevac, 34000, Serbia.

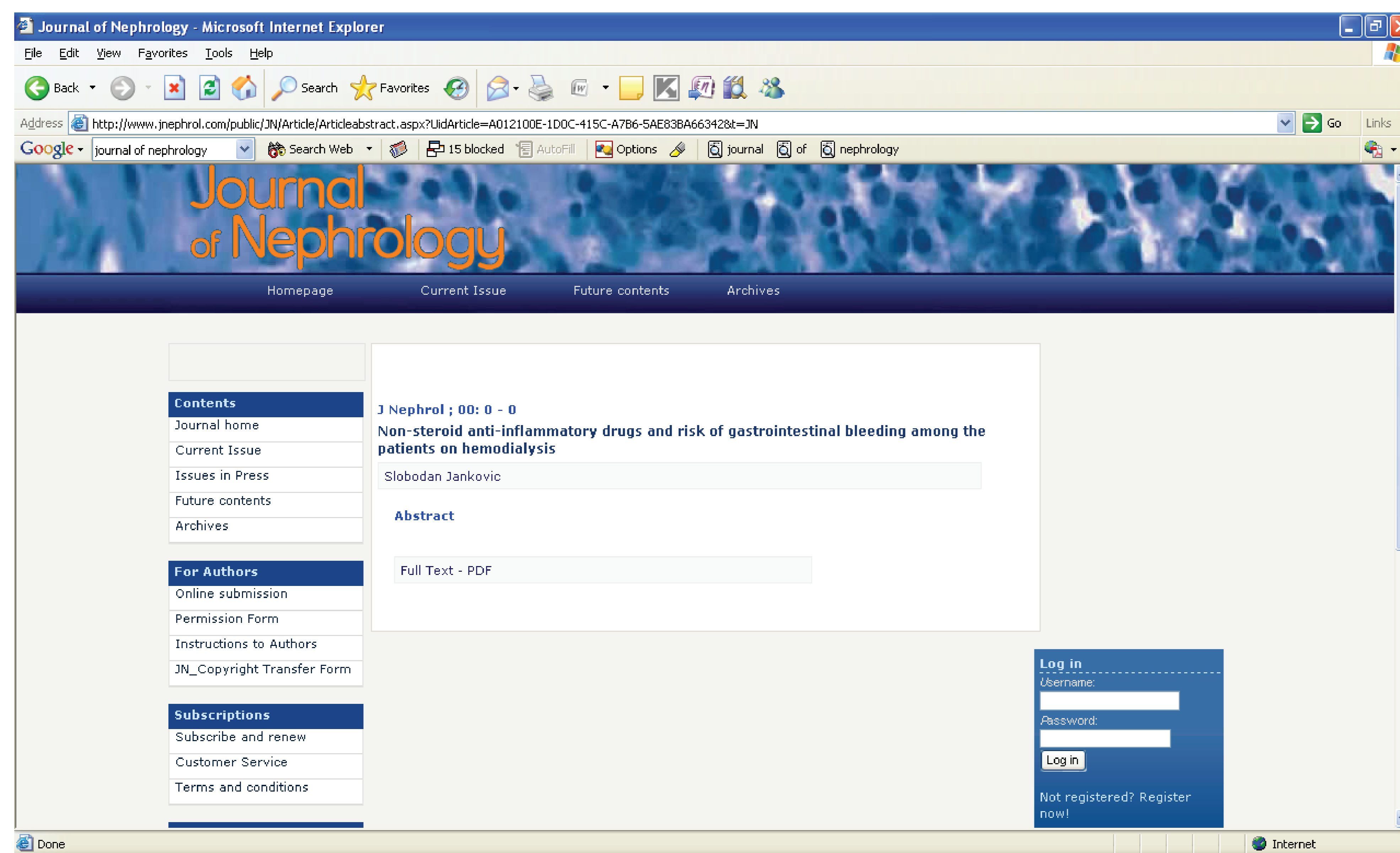
Although PhD studies in biomedicine are mostly centred on research methodology, the students usually find it difficult to design, conduct and report their own research.

The Molecular medicine PhD course at Medical Faculty in Kragujevac included research-based learning during the second year of study. A small group of 8 PhD students worked on joint research project with their Professor, participating in all phases: formulating research question, designing research, conducting the research, statistical analysis of results, writing report in the form of manuscript and submitting it to an international medical journal, indexed at ISI list. The project was tailored according to the available time for its conduct, i.e. 9 months.

CHRONIC USE OF NON-STEROID ANTI-INFLAMMATORY DRUGS INCREASES THE RISK OF GASTROINTESTINAL BLEEDING AMONG THE PATIENTS WITH END-STAGE RENAL DISEASE AND ON HEMODIALYSIS: A CASE-CONTROL STUDY

Slobodan M. Jankovic, Jelena Aleksić, Aleksandra Aleksić, Slađana Raković, Marija Radosavljević, Ivan Stevanović, Marina Kostić

Our study was conducted in three secondary care general hospitals in Serbia, located in three cities: Belgrade, Smederevo and Kraljevo, covering population of approximately 600,000 inhabitants. The source population of our study consisted of all patients on regular hemodialysis (n = 650) during the period of 4 months, from January the 1st, 2008, to April the 30th, 2008. Data on drug prescription and (co)morbidity were obtained from medical records. Data on nonprescription drugs use and habits were obtained from the patient questionnaire.



The students were highly motivated and took active participation, which resulted with a manuscript accepted for publication. All of the students qualified to be co-authors with their Professor in this publication. On a scale from 1 to 10, each of the eight students marked his/her satisfaction with this teaching method by "ten".

The research-based learning in a small group showed high potential to increase quality of teaching process at biomedical PhD studies.