

“WHAT’S BIOCHEM GOT TO DO WITH IT?” STUDENT EVALUATION OF CONTEXT-BASED UNDERGRADUATE BIOCHEMISTRY for HEALTH SCIENCE (CUBHS) INSTRUCTION

Katherine Fernandez^a, Tina Overton^b, Christopher Thompson^a, Nirma Samarawickrema^c

Presenting Author: Katherine Fernandez (katherine.fernandez@monash.edu)

^aSchool of Chemistry, Monash University, 3800, Australia

^bMonash University, Monash University, 3800, Australia and University of Leeds, Leeds LS2 9JT, UK

^cDepartment of Biochemistry and Molecular Biology, Monash University, 3800, Australia

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The ongoing debate on the relevance of biochemistry to the health sciences stems from a lack of emphasis on clinical contexts (Gwee, Samarasekera and Chay-Hoon, 2010). This has led to a foundational-clinical gap and negative perceptions of this foundational subject.

The *Context based Undergraduate Biochemistry for Health Science or CUBHS* learning resources were developed to address the aforementioned gap.

Forty undergraduate students of pharmacy, psychology and nursing participated in separate CUBHS workshops. For each workshop, students were introduced to a biomolecule through a clinical scenario, provided collaborative learning opportunities to link biochemistry and clinical knowledge and given time to apply biochemistry knowledge in patient care through role-plays. The resources were evaluated through surveys and interviews.

Survey data revealed that 90% of students *agreed* that CUBHS provided the link between biochemistry knowledge (BK) and a clinical scenario (CS). Moreover, 86% of the students *agreed* that CUBHS facilitated a deeper understanding of biomolecules and their clinical implications and 93% of the students *agreed* that CUBHS provided opportunities to integrate BK in a CS. Collaborative activities like diagram-making and the patient-to-health-professional role play were described as “*very enjoyable*” and “*very useful*” in understanding the link between BK and CS.

In conclusion, the aim to link foundational knowledge and clinical application through CUBHS was achieved.

REFERENCES

Gwee, C., Samarasekera, D., & Chay-Hoon, T. (2010). Role of basic sciences in 21st century medical education: an Asian perspective. *Medical Science Educator*, 20(3).

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