P-002  SIX YEARS OF TEACHING EXPERIENCE IN HOW TO WRITE ARTICLES. A COURSE OF DEFINITE INTEREST IN SCIENCE DEGREES

E. Serés,1 A.M. García,2 E. Fernández,3 F. Bosch14

1Esteve Foundation, Barcelona, Spain; 2Universitat de València and ISTAS, Valencia, Spain; 3Universitat de Barcelona and Catalan Institute of Oncology, L’Hospitalet de Llobregat, Spain; 4Universitat Pompeu Fabra, Barcelona, Spain

Introduction: Publications are a tangible and assessable result of scientific activity and a key step in the research process. However, training during science degrees in how to write articles is rather scant. As a result, the acquisition of skills for writing scientific papers has generally been left to each individual. In an attempt to counteract this shortcoming, the Esteve Foundation organized seminars on “How to write a scientific paper”, taught in a number of Spanish cities, which take the form of an intensive 2-day theoretical-practical course aimed at postgraduate health professionals.

Objective: This study describes 6 years of experience in training in scientific writing (2004-2009) and includes satisfaction data from students who participated in the seminars and their views on how much they learned.

Materials and methods: The data were obtained from two questionnaires completed anonymously and voluntarily by those attending the courses. The first was a post-workshop questionnaire completed directly after the end of each installment of the course and basically reflected participants’ degree of satisfaction with the training. The second was a deferred-questionnaire distributed some months later to obtain views regarding the workshops and their applicability. To assess the analyzed parameters, both questionnaires used a numerical scale between 0 (minimum vale) and 4 (maximum value).

Results: There have so far been 15 seminars given on scientific writing. A total of 397 students have participated, 70% women and 30% men. A total of 318 of them (80%) completed the post-workshop questionnaire and considered the experience to be very positive (median 4). On the other hand, 76 participants responded to the deferred-questionnaire (30% of the 256 attendees to whom it had been sent), from which we can highlight the following results: 1) 56 (74%) had participated in drafting a scientific paper after the seminar; 2) following completion of the course, participants saw an average increase of 1 point in the scale regarding knowledge, attitudes and skills, 3) there is a need for these kinds of training courses both at undergraduate (median 3) and graduate level (median 4), 4) after attending the seminar there was an average increase of 1 point in the scale regarding learning experience on specifically analyzed aspects related to the process of scientific writing (e.g. writing a suitable title, authorship aspects, writing different parts of the article, citing and references, etc.).

Conclusions: The format of the training courses presented here satisfied the needs of the attendees and, in their opinion, facilitated a considerable degree of learning in all aspects analyzed. There is unanimity on the need for training courses on scientific writing among health professionals.

P-003  HOSPITAL TRAINING IN PHARMACOLOGY TEACHING IN NURSING DEGREE

C. García-Cabanes, V. Maneu, M. Palmero, J. Formigós
Departamento de Óptica, Farmacología y Anatomía, Facultad de Ciencias, Universidad de Alicante, Alicante, Spain

Since 2000, the Area of Pharmacology of the University of Alicante has been developing clinical training in Pharmacology as a part of the hospital training in Nursing Degree. We think that this method improves students’ skills and their attitude towards Pharmacology. The purpose of the present work was to assess students’ opinion about the hospital training in Pharmacology as a model for strengthening learning objectives of the Pharmacology theoretical classes. The experience was performed in the subject of “Pharmacology, Nutrition and Dietetics” of the second year of the Nursing Degree during the 2008-2009 academic year. A total of 196 students, distributed in 9 public hospitals of the province of Alicante, did the hospital training during the second semester. During the training the students had to report the pharmacological treatment of 3 patients. In this report students had to collect information about the prescribed drugs, therapeutic use, dosage, routes of administration and adverse reactions. A teacher of Pharmacology visited them once a month in order to supervise their work. At the end of the clinical training, the evaluation was accomplished with an anonymous survey between the students, through an online questionnaire self-administrated in the intranet. We received 108 responses. On a scale of 1 (minimum) to 10 (maximum), results showed that students are aware of the importance of Pharmacology to their professional activity (9.5±0.9). Regarding Pharmacology clinical training, the students think that the acquired knowledge is relevant to their profession (8.8±1.7) and it is worth the additional effort (7.3±2.3). Respondents think that it should be maintained in the new EHEA curricula (8.0±2.5) and recommend its implementation in other Universities (8.7±2.1). In order to measure the attitude, we used the Likert scale with a result of 8.0±2.4 that demonstrates the students’ positive attitude towards the pharmacology clinical training.