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Medical Calculators as Educational Tools in Undergraduate Medical Education and Residency Training: The Case of MedicalC.ro

Andra-Diana Stupu
"Socola" Institute of Psychiatry, Iași, România.
stupudiana11@gmail.com

Evelina Pantel
"St. Spiridon" County Clinical Emergency Hospital, Iași, România.
evelina_pantel@yahoo.com

Brîndușa Enachi
Bacău Pneumophtisiology Hospital, Bacău, România.
brandusae15@gmail.com

Alexandru Matei
Software engineer, Iași, România.
matei.alexandru1498@gmail.com

Bogdan Pătruț
Faculty of Computer Science, Alexandru Ioan Cuza University of Iași, România.
bogdan@edusoft.ro,
https://orcid.org/0000-0003-1756-6468

Abstract: *The growing complexity of contemporary healthcare has increased the importance of educational tools that facilitate the development of evidence-based clinical reasoning and quantitative decision-making skills. Medical calculators, which incorporate validated clinical formulae, risk scores, prognostic models, and classification systems, are widely used in clinical practice and offer significant educational value. This article examines the role of medical calculators as learning resources for undergraduate medical students and resident physicians, emphasising their capacity to bridge theoretical knowledge and clinical application. Through interactive use, these tools help learners understand the relationships between clinical variables, disease severity, prognosis, and guideline-based assessment frameworks. The paper reviews the educational value of calculators across multiple medical specialties, including cardiology, endocrinology, nephrology, gastroenterology, neurology, and psychiatry. Particular attention is given to MedicalC.ro, a web-based platform developed by the EduSoft Association that provides specialty-organised medical calculators for educational and informational purposes. The platform's structure, educational workflow, privacy-oriented design, and transparent legal framework are presented as a case study of responsible implementation of digital educational tools in medicine. Using the ABG Interpretation Tool and RECIST 1.1 Response Assessment Calculator as illustrative examples, the article demonstrates how interactive calculators can support self-directed learning, reinforce quantitative clinical reasoning, and enhance understanding of evidence-based medicine. The paper also discusses limitations associated with calculator use, including the risk of overreliance on automated tools, and outlines future research directions involving learning analytics, simulation-based education, and artificial intelligence-assisted learning environments. Medical calculators represent not only computational instruments but also educational resources that contribute to the development of analytical competencies essential for modern medical practice.*

Keywords: *medical education; medical calculators; digital learning; evidence-based medicine; clinical reasoning; educational technology; clinical decision support; medical students; resident physicians; medicalC.ro; web-based learning; quantitative medicine.*

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1. Introduction

Medicine has evolved into an increasingly data-driven discipline in which clinical decisions are frequently informed by risk prediction models, validated scoring systems, and evidence-based guidelines (Sutton et al., 2020; Bright et al., 2012). Physicians are expected not only to own extensive biomedical knowledge but also to interpret complex clinical information and apply quantitative reasoning in everyday practice. As a result, medical education faces the challenge of preparing students and resident physicians for a healthcare environment characterised by growing informational complexity and rapid technological change (Kho et al., 2006).

Traditional educational methods remain fundamental to medical training; however, they are increasingly complemented by digital resources that facilitate active learning and practical application of knowledge (Ventola, 2014). Among these resources, medical calculators occupy a unique position because they operationalise concepts that learners encounter throughout their education. Risk scores, physiological equations, prognostic indices, and classification systems become accessible through interactive interfaces that allow users to explore the relationships between clinical variables and outcomes (Johnston et al., 2004).

Consequently, medical calculators have emerged not only as clinical support tools but also as valuable educational resources. Their use enables students to apply evidence-based recommendations during clinical problem-solving, thereby strengthening their understanding of evidence-based medicine and supporting the integration of research evidence into clinical decision-making (Leung et al., 2003).

2. Digital Learning in Medical Education

The digital transformation of medical education has accelerated significantly over the past two decades. Advances in information technology have reshaped how medical knowledge is accessed, disseminated, and applied in academic and clinical settings (Ogundiya et al., 2024). Contemporary learners increasingly rely on digital platforms that provide immediate access to information, interactive learning experiences, and opportunities for self-directed education (Zheng, 2022).

This evolution reflects broader developments within healthcare itself. Modern physicians are expected to integrate evidence from diverse sources, interpret complex diagnostic information, and make decisions informed by continuously updated clinical guidelines (Carayon et al., 2020).

Virtual patients, simulation environments, e-learning platforms, mobile applications, and clinical decision-support systems have become integral components of contemporary medical education (Ogundiya et al., 2024). These technologies encourage experiential learning by allowing students to engage with realistic clinical scenarios in safe and controlled environments (Wu et al., 2022). Immediate feedback, repeated practice, and interactive exploration facilitate deeper understanding than passive learning approaches alone (Elendu et al., 2024).

Within this broader digital ecosystem, medical calculators represent a particularly accessible and practical educational tool (Johnston et al., 2004). Studies examining handheld and mobile clinical resources have shown that medical calculators are among the most frequently used educational and decision-support applications by students, residents, and healthcare professionals (Lindquist et al., 2008).

The use of medical calculators may improve the quality of care by reducing the time spent manually calculating the scores and indices required to support diagnosis and treatment selection, thereby allowing physicians to spend more time with their patients (Fleischmann et al., 2015).

3. Medical Calculators as Educational Resources

Medical calculators function as interfaces between theoretical medical knowledge and practical clinical application. While their primary purpose is often described in terms of clinical decision support, their educational significance may be equally important. By providing rapid access to evidence-based clinical information and decision-support resources during patient care,

medical calculators can facilitate the application of evidence-based medicine and strengthen the connection between theoretical learning and clinical practice (Johnston et al., 2004).

Medical training requires medical students and resident physicians to understand and apply a wide range of quantitative clinical tools, including physiological indices, mathematical formulae, risk scores, prognostic models, staging systems, and diagnostic or severity classifications (Taylor & Byrne-Davis, 2016). Medical calculators support the application and interpretation of these tools by allowing learners to enter patient-specific data and examine how variations in clinical variables influence calculated values, risk estimates, classifications, and prognostic assessments (Kummer et al., 2021).

For example, the calculation of a cardiovascular risk score requires the learner to consider multiple variables simultaneously and understand how these factors interact to influence patient outcomes (Panattoni et al., 2025). Similarly, renal function estimators help learners understand the relationship between laboratory values, demographic characteristics, and physiological function (Stevens et al., 2006). Liver function assessment scores such as MELD and Child-Pugh illustrate how several biochemical and clinical variables can be integrated into a single prognostic model, while psychiatric assessment scales demonstrate how standardised measures of symptom severity can support diagnostic evaluation and inform the selection and implementation of appropriate interventions (Peng et al., 2015; Clarkin et al., 2008). Through repeated use, students begin to appreciate not only the numerical outputs generated by calculators but also the clinical rationale underlying these results.

The educational importance of medical calculators is further reflected in the widespread adoption of dedicated platforms such as MDCalc, Mediately, and other clinical decision-support applications. MDCalc has become one of the most recognised repositories of medical calculators worldwide, offering hundreds of validated scores, equations, and clinical decision rules accompanied by explanatory notes, references, and evidence summaries (Elovic & Pourmand, 2019). Its popularity among physicians, residents, and medical students illustrates the growing demand for tools that combine computation with educational content. Similarly, Mediately integrates medical calculators with drug databases, clinical guidelines, and point-of-care references, providing learners with rapid access to information that supports both education and clinical reasoning. These platforms demonstrate that calculators are increasingly viewed not merely as computational aids but as components of broader digital learning ecosystems.

From an educational perspective, medical calculators can therefore be viewed as cognitive scaffolding tools. They support novice learners while exposing them to the structure of expert clinical reasoning. Rather than memorising isolated formulae or score components, students can focus on understanding the clinical significance of each variable and the evidence supporting its inclusion in a predictive model. This approach aligns with modern educational theories that emphasise active learning, contextualised knowledge acquisition, and the development of higher-order reasoning skills.

Moreover, medical calculators contribute to the teaching of evidence-based medicine by making research findings directly applicable to clinical scenarios. Learners can observe how data derived from large epidemiological studies, clinical trials, and validation cohorts are translated into practical instruments used in everyday healthcare. This process helps bridge the gap between scientific literature and clinical practice, fostering a deeper appreciation of the relationship between medical research and patient care.

Repeated interaction with validated scoring systems may contribute to the development of pattern recognition, quantitative thinking, and evidence-based clinical judgment. Research evaluating clinical decision-support tools in undergraduate medical education has demonstrated improvements in evidence-based learning, knowledge acquisition, and application of clinical epidemiology principles when such tools are integrated into educational activities (Leung et al., 2003; Johnston et al., 2004).

As healthcare continues to evolve toward increasingly data-driven and guideline-oriented models of practice, familiarity with validated clinical calculators is becoming an essential competency for future physicians. Educational platforms that provide transparent implementations of these tools, accompanied by explanatory content and references, can therefore play an important role in preparing students and residents for the realities of modern evidence-based medicine.

4. Educational Value Across Medical Specialties

One of the most significant advantages of medical calculators as educational tools is their applicability across virtually all areas of medicine (Elovic & Pourmand, 2019). Unlike educational resources that are limited to a specific discipline, medical calculators accompany learners throughout the entire continuum of medical education, from undergraduate training to residency and continuing professional development (Kho et al., 2006). Their widespread use reflects the growing importance of quantitative reasoning, evidence-based assessment, and standardised clinical evaluation in modern healthcare (Ratnani et al., 2023).

The educational value of these tools extends beyond simple computation (Johnston et al., 2004). Medical calculators provide a structured framework through which learners can understand how clinical observations, laboratory measurements, patient characteristics, and epidemiological evidence are integrated into meaningful assessments of risk, prognosis, and disease severity. By interacting with validated models and scoring systems, students develop a deeper appreciation of the analytical processes that underpin contemporary clinical decision-making (Leung et al., 2003).

In cardiology, calculators such as CHA_2DS_2-VASc, HAS-BLED, SCORE2, GRACE, and Killip Classification introduce fundamental concepts of cardiovascular risk assessment and outcome prediction. These instruments demonstrate how demographic factors, comorbidities, and clinical findings can be combined to estimate the probability of future events and guide evidence-based management strategies (Panattoni et al., 2025). Through repeated use, learners become familiar with the principles of risk stratification that increasingly characterise modern cardiovascular medicine (Leung et al., 2003).

Similarly, nephrology relies heavily on quantitative assessment tools. Calculators such as eGFR, Cockcroft-Gault creatinine clearance, Kidney Failure Risk Equations, and serum osmolality calculations help students understand the relationships between physiological function, laboratory values, and disease progression. These tools provide concrete examples of how mathematical models can transform biochemical data into clinically actionable information.

In gastroenterology and hepatology, scores such as MELD, MELD-Na, Child-Pugh, FIB-4, and Glasgow-Blatchford illustrate how multiple clinical and laboratory parameters can be integrated into comprehensive evaluations of disease severity and prognosis. Such calculators help learners appreciate the complexity of chronic liver disease, gastrointestinal bleeding, and transplant medicine while reinforcing the importance of objective assessment methods. The educational use of these instruments exposes students to the practical application of prognostic models derived from large clinical cohorts and validation studies (Sutton et al., 2020).

Neurology provides another important example of calculator-based learning. Instruments such as the NIH Stroke Scale (NIHSS), Glasgow Coma Scale (GCS), and $ABCD^2$ Score differ from purely formula-based calculators because they require structured clinical examination and standardised observation. As a result, they simultaneously promote quantitative reasoning and clinical examination skills, encouraging students to develop systematic approaches to neurological assessment. Standardised neurological assessment frameworks can improve communication and reproducibility and support evidence-based treatment decisions in acute stroke care (Cummock et al., 2023).

In psychiatry, standardised instruments, including the PHQ-9, GAD-7, HAM-D, HAM-A, Y-BOCS, PANSS, and Insomnia Severity Index, can introduce learners to the principles of psychometric assessment and outcome measurement. These instruments illustrate how patient-reported symptoms and clinician-observed manifestations can be evaluated systematically

using validated and operationally defined criteria, thereby supporting consistency in assessment, communication between healthcare professionals, and comparability across clinical and research settings (Aboraya et al., 2018). When interpreted alongside a comprehensive clinical evaluation, psychometric instruments can demonstrate how standardised measurement supports symptom quantification, evaluation of severity, and longitudinal monitoring of treatment response (Fortney et al., 2017; Lewis et al., 2019).

The educational contribution of medical calculators extends beyond these specialties. Endocrinology, obstetrics and gynaecology, paediatrics, respiratory medicine, oncology, rheumatology, nutrition, and critical care all employ validated equations, scoring tools, and classification systems that can support both medical education and clinical practice. Collectively, these tools introduce learners to the quantitative foundations of evidence-based medicine and emphasise the importance of systematic, objective, and reproducible clinical assessment (Kho et al., 2006; Johnston et al., 2004).

From an educational perspective, the value of medical calculators can be conceptualised through the interaction of three complementary domains: **clinical knowledge**, **quantitative reasoning**, and **evidence-based medicine**. Medical calculators occupy the intersection of these domains because they require learners to understand clinical concepts, apply numerical and analytical thinking, and interpret results within the context of scientific evidence and clinical guidelines.

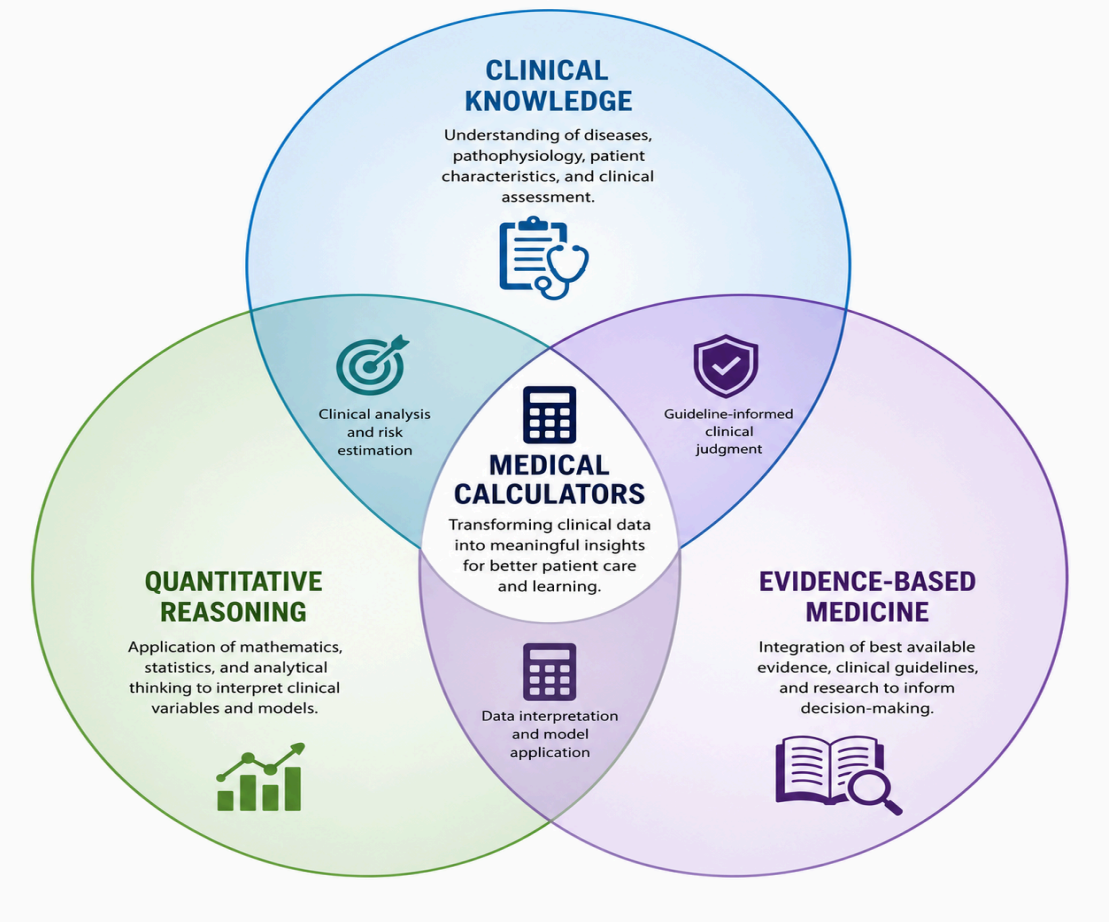


Figure 1. Conceptual Venn Diagram Illustrating the Educational Role of Medical Calculators. Medical calculators operate at the intersection of clinical knowledge, quantitative reasoning, and evidence-based medicine, helping learners integrate these three core competencies during medical training.

This conceptual framework highlights why medical calculators have become increasingly valuable educational resources. They do not simply generate numerical outputs; rather, they create

opportunities for learners to integrate biomedical knowledge, mathematical reasoning, and scientific evidence within authentic clinical contexts.

5. MedicalC.ro: A Specialty-Oriented Educational Platform for Medical Calculators

5.1. Platform Overview: MedicalC.ro as a Web-Based Educational Environment

MedicalC.ro is a web-based educational platform developed by the EduSoft Association to provide structured access to medical calculators organised by clinical specialty. The platform was designed as a lightweight, responsive website using HTML, CSS, and JavaScript, allowing access from desktop computers, tablets, and mobile devices without software installation. This accessibility is particularly relevant in medical education, where students and residents frequently move between classrooms, libraries, simulation laboratories, and clinical environments.

The platform reflects a broader trend in medical education and clinical training toward mobile and web-based learning tools. Previous studies have shown that handheld and digital resources can support medical education by facilitating access to clinical references, risk calculators, and decision-support content at the point of learning or care (Kho et al., 2006; Johnston et al., 2004). Similarly, reviews of healthcare applications have identified medical calculators as a common and useful category of digital tools for healthcare professionals and trainees (Ventola, 2014).



Figure 2. About page of MedicalC.ro

MedicalC.ro organises its calculators into specialty-based sections, including cardiology; endocrinology; gastroenterology and hepatology; nephrology; neurology; nutrition and metabolism;

obstetrics and gynaecology; oncology and haematology; paediatrics; respiratory medicine; rheumatology and immunology; and psychiatry. This structure is pedagogically relevant because it reflects the organisation of medical curricula and clinical rotations. Rather than presenting calculators as isolated formulae, the platform situates each tool within its relevant disciplinary context, helping learners associate specific scores and equations with the clinical fields in which they are most frequently applied.

A distinctive feature of the platform is the Favorites section, illustrated in Figure 3. This feature enables users to save frequently accessed calculators and create a personalised collection of educational tools. From an educational perspective, it may facilitate self-directed learning, particularly among medical students preparing for examinations and resident physicians undertaking specialty-specific clinical rotations. For example, a cardiology resident may prioritise the HAS-BLED and SCORE2 risk scores and the Killip classification, whereas a learner undertaking a nephrology rotation may favour tools for calculating serum osmolality or correcting serum sodium concentration in the presence of hyperglycaemia.

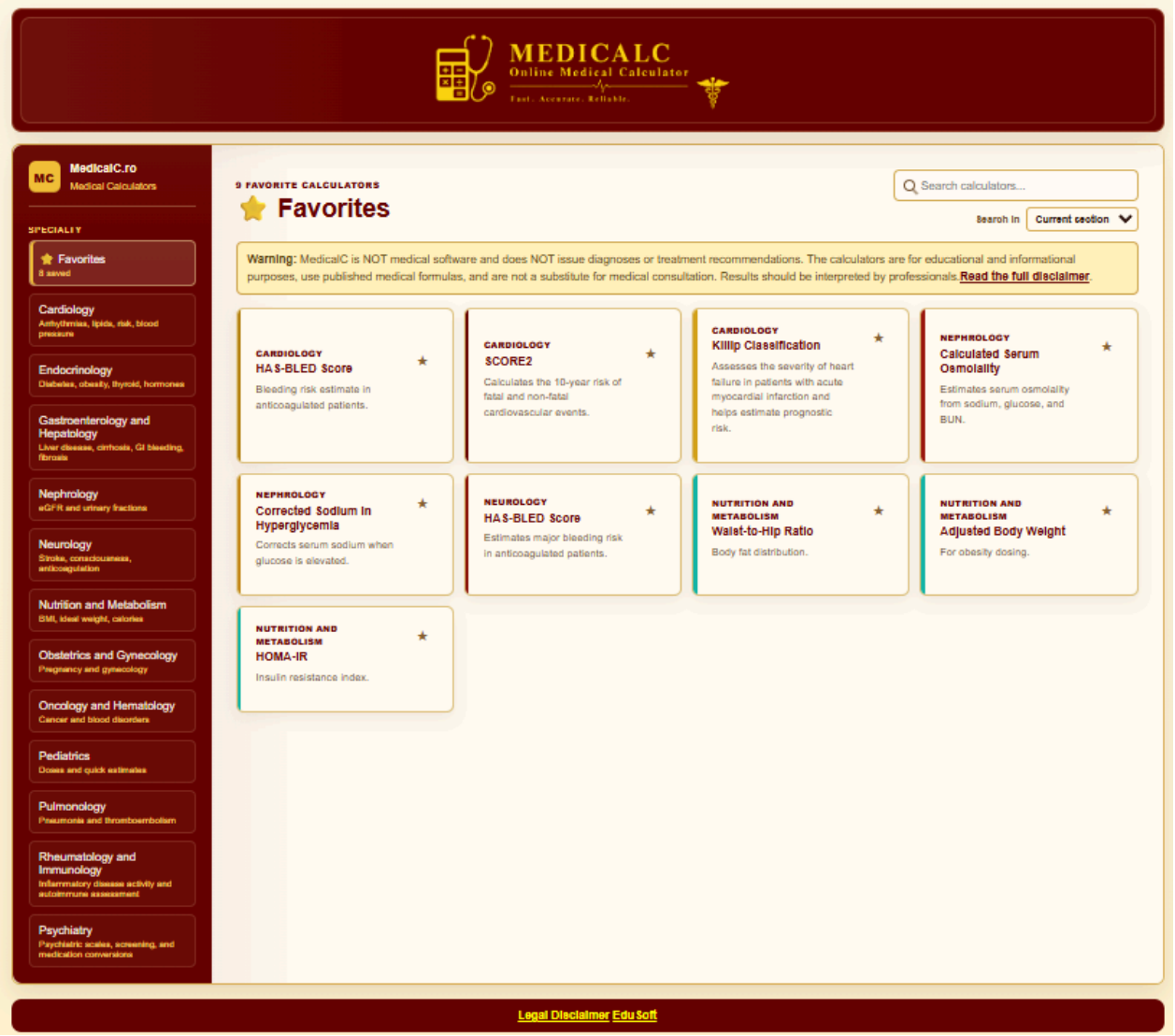


Figure 3. Favorites Section of MedicalC.ro.
The figure illustrates the Favorites page of MedicalC.ro, where users can access previously marked calculators from different specialties. The example includes calculators from cardiology, nephrology, neurology, and nutrition and metabolism, illustrating how the platform facilitates personalised access to frequently used educational tools.

The importance of such a usability-oriented design is supported by evidence indicating that the adoption of medical calculators is influenced not only by scientific validity but also by accessibility, perceived usefulness, and workflow integration (Carayon et al., 2020). Research involving trainees has further indicated that risk calculators may provide real-time feedback and educational support, while barriers to their adoption may persist when these tools are inadequately integrated into clinical workflows or their purpose is insufficiently understood (Leeds et al., 2018). Accordingly, the value of a platform such as MedicalC.ro lies not only in the provision of calculation tools but also in their organisation within a visually coherent and accessible structure aligned with educational needs.

Importantly, MedicalC.ro is not designed to function as a diagnostic or therapeutic system. Its intended purpose is educational and informational. The calculators implement published formulae, clinical scores, and risk assessment tools, but the platform does not generate diagnoses, recommend treatments, provide advice on medication, or make clinical decisions. This distinction is essential, as clinical decision-support tools should be interpreted within the broader clinical context and used by qualified healthcare professionals.

In this sense, MedicalC.ro may be best understood as an educational interface linking medical knowledge to clinical reasoning. It enables learners to explore how established formulae are applied, how clinical variables influence calculated scores, and how quantitative tools support evidence-based medicine, while preserving the central role of professional judgment.

5.2. User Interface and Educational Workflow

The platform uses a specialty-based organisational structure that reflects the organisation of medical curricula and clinical departments. Users can navigate through specialty categories and access individual calculators via an intuitive interface.

Each calculator page typically provides:

- A description of the calculator;
- The underlying mathematical formula or scoring methodology;
- Input fields for the required clinical variables;
- Automated calculation functionality;
- Guidelines for interpreting the results;
- Supporting references and educational notes, where available.

This structure may facilitate both exploratory learning and practical application. Learners are encouraged not only to calculate and interpret results but also to understand the clinical variables, assumptions, and limitations underlying each model.

5.3. Educational Use Case: ABG Interpretation Tool

The application of the ABG Interpretation Tool can be illustrated through a simulated case involving a 68-year-old patient with chronic obstructive pulmonary disease (COPD) who presents with worsening dyspnoea and an oxygen saturation of 88% while breathing room air.

Following the initiation of controlled oxygen therapy at an FiO_2 of approximately 0.24, arterial blood gas analysis produces the following results: pH 7.32, PaO_2 68 mmHg, $PaCO_2$ 52 mmHg, HCO_3^- 27 mmol/L, and lactate 1.4 mmol/L. The calculated PaO_2/FiO_2 ratio is approximately 280.

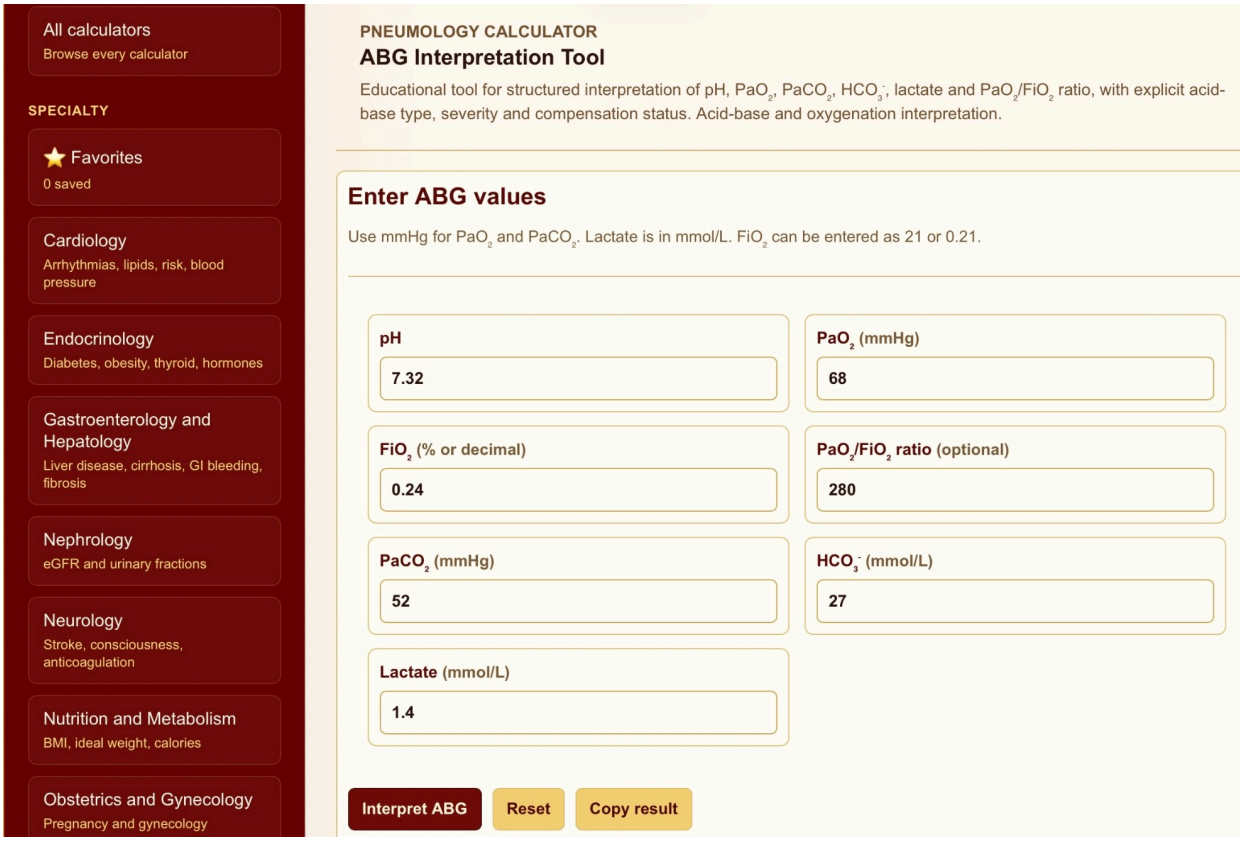


Figure 4. Entry of Patient Clinical Data into the Arterial Blood Gas Interpretation Tool. The user enters the arterial blood gas parameters required for analysis, including pH, PaO_2, FiO_2, $PaCO_2$, bicarbonate, lactate, and the PaO_2/FiO_2 ratio.

The learner enters these values into the calculator and receives the following structured interpretation: **mild respiratory acidosis with partial compensation or evolving respiratory acidosis**. The platform identifies the pH of 7.32 as mild acidaemia and the elevated $PaCO_2$ as evidence of a primary respiratory disturbance. It subsequently compares the HCO_3^- concentration with the expected ranges for acute and chronic respiratory compensation. As the measured value lies between these ranges, the learner is prompted to consider the clinical duration of the disturbance and the possibility of an evolving or partially compensated process. The tool also identifies mild hypoxaemia and calculates a PaO_2/FiO_2 ratio of approximately 280, indicating impaired oxygenation. The lactate concentration of 1.4 mmol/L is classified as not elevated according to commonly used thresholds.

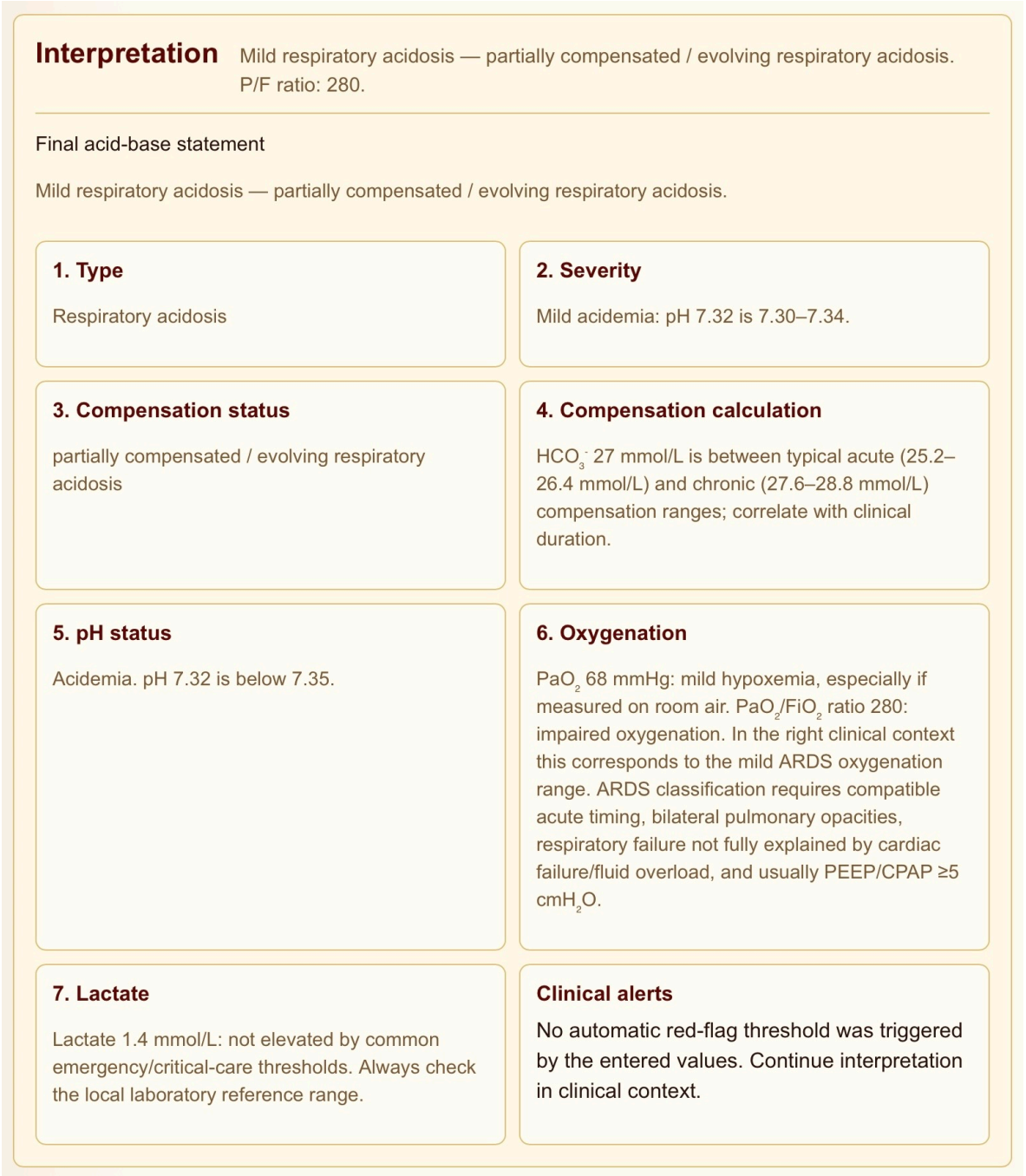


Figure 5. Interpretation of Arterial Blood Gas Results Generated by MedicalC.ro. The calculator identifies mild respiratory acidosis with partial compensation and provides a structured assessment of severity, compensation, pH status, oxygenation, lactate concentration, and relevant clinical alerts

This use case demonstrates how the platform can guide learners through a sequential interpretation of arterial blood gas findings, moving from the identification of the primary acid–base disturbance to the assessment of severity, compensation, oxygenation, and lactate status. Learners may also modify individual variables to observe how changes in pH, $PaCO_2$, HCO_3^-, PaO_2, or FiO_2 alter the interpretation.

In this way, the calculator supports active and exploratory learning while reinforcing that automated results must be integrated with the patient's history, clinical examination, laboratory findings, and imaging results. The tool structures the reasoning process but does not establish a diagnosis or replace professional clinical judgement.

5.4. Educational Use Case: RECIST 1.1 Response Assessment Calculator

The educational application of the RECIST 1.1 Response Assessment calculator can be illustrated through a simulated case involving a 62-year-old patient receiving systemic treatment for metastatic colorectal cancer.

Two measurable target lesions are selected at baseline and followed consistently on subsequent imaging examinations: a hepatic lesion measuring 60 mm and a pulmonary lesion measuring 40 mm. The sum of the baseline target-lesion diameters is therefore 100 mm.

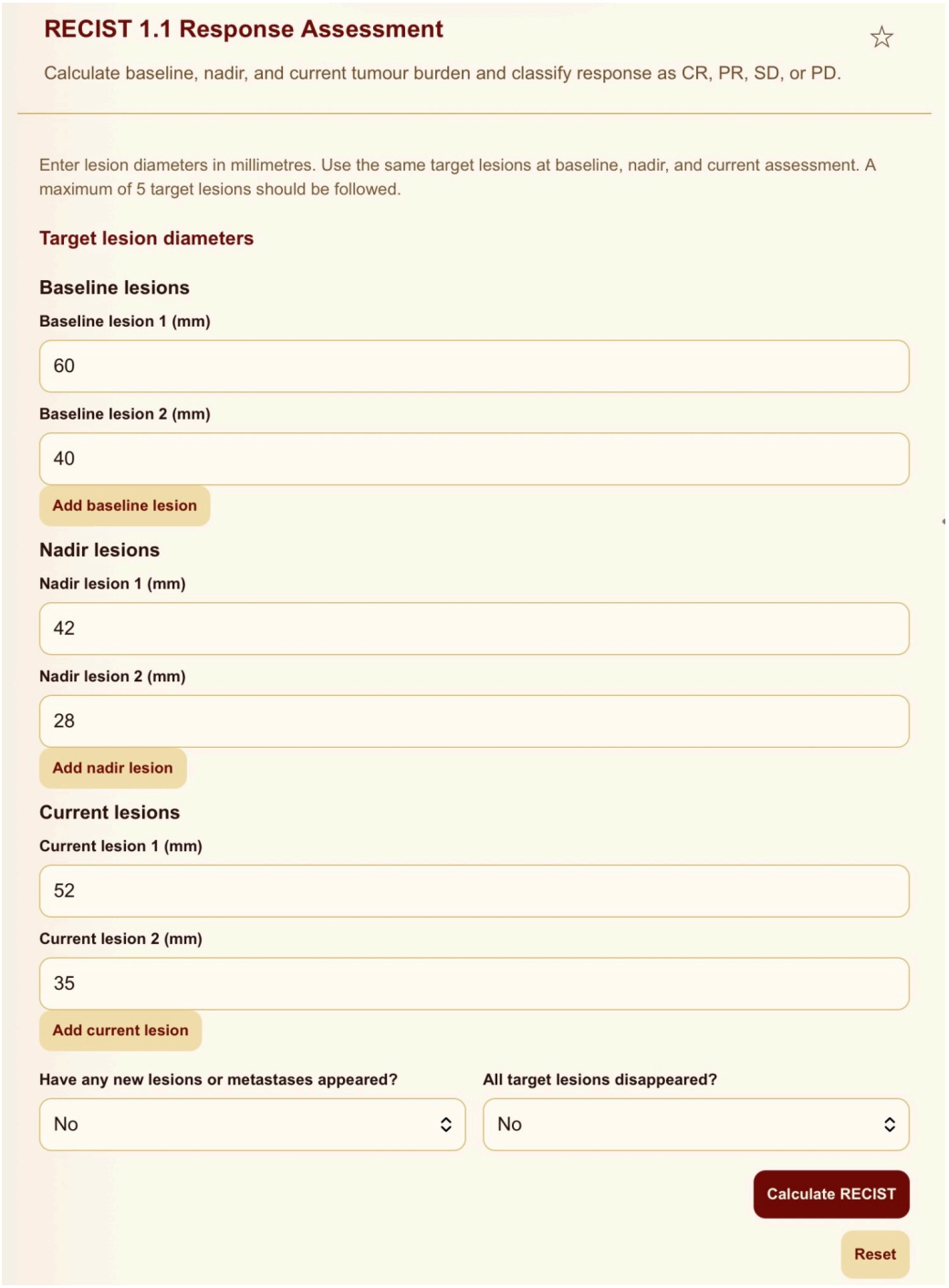


Figure 6. Entry of Target Lesion Measurements into the RECIST 1.1 Response Assessment Tool. The user enters target lesion diameters recorded at baseline, nadir, and the current assessment, together with information regarding the appearance of new lesions and the disappearance of all target lesions.

At the time of the best observed response, the hepatic lesion measures 42 mm and the pulmonary lesion measures 28 mm, producing a nadir sum of 70 mm. This represents a 30% reduction relative to the baseline tumour burden and therefore meets the dimensional criterion for **Partial Response (PR)**.

At a subsequent assessment, the same lesions measure 52 mm and 35 mm, respectively, producing a current sum of 87 mm. No new lesions have appeared, and the target lesions have not disappeared.

Although the current tumour burden remains 13% below the baseline value, it has increased by approximately 24.3% relative to the nadir, with an absolute increase of 17 mm. As this exceeds both the required 20% relative increase and the minimum absolute increase of 5 mm, the calculator classifies the current response as **Progressive Disease (PD)**.

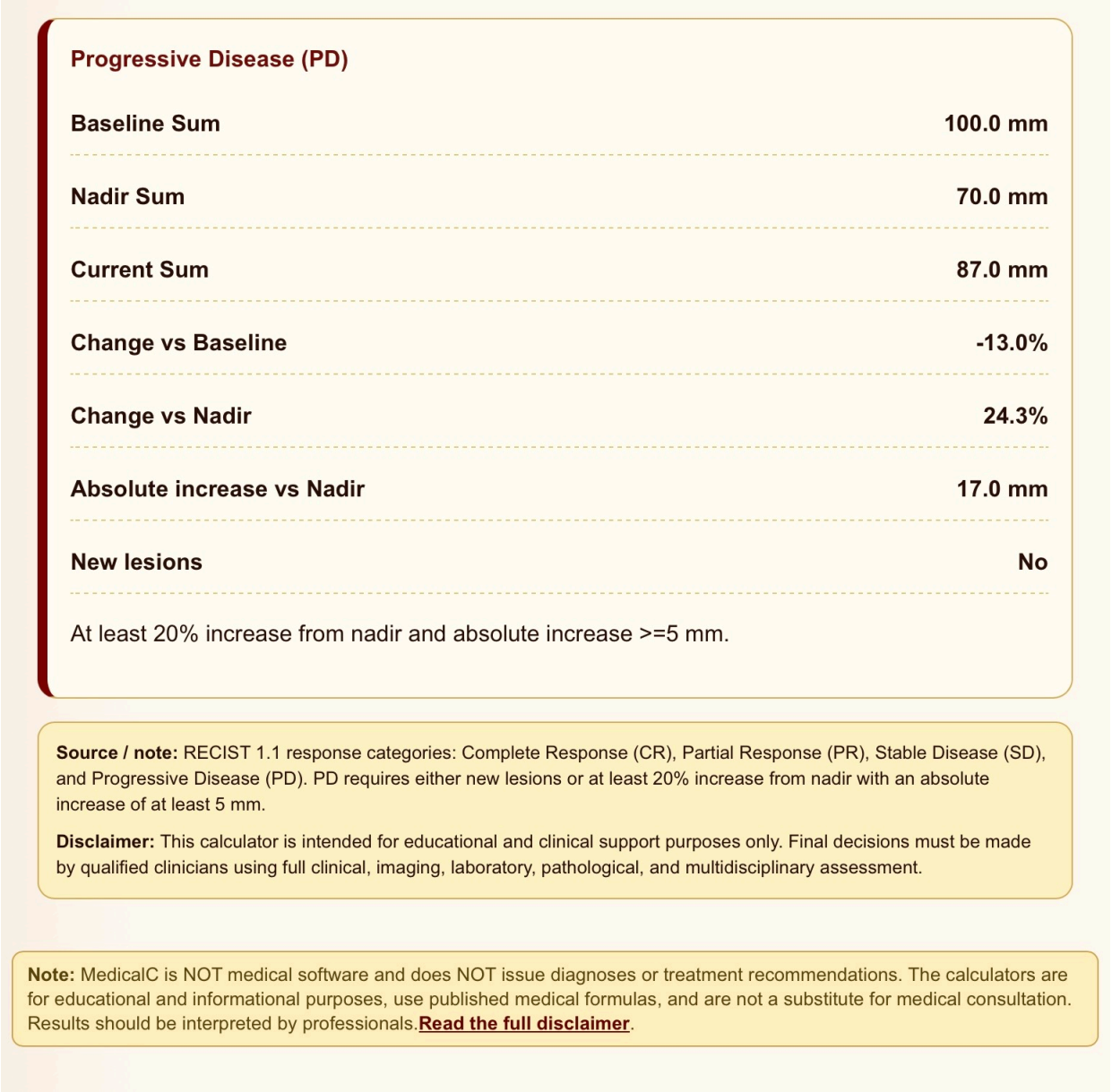


Figure 7. Interpretation of Tumour Response Generated by the RECIST 1.1 Medical Calculator. The calculator classifies the response as Progressive Disease (PD) based on a 24.3% increase from the nadir and an absolute increase of 17 mm.

This use case demonstrates why the nadir is essential when evaluating disease progression. A learner considering only the baseline and current measurements might incorrectly conclude that the patient has not experienced progression because the current sum remains below the baseline value. By automatically comparing the current tumour burden with both the baseline and nadir measurements, the calculator illustrates the distinction between initial treatment response and subsequent disease progression.

Learners may modify the lesion measurements to explore the thresholds separating **Complete Response (CR), Partial Response (PR), Stable Disease (SD), and Progressive Disease (PD)**. They can also examine how the appearance of a new lesion results in classification as progressive disease, irrespective of changes in the existing target lesions.

The case further reinforces the importance of using the same target lesions and measurement methods at each assessment. The calculator provides a structured educational representation of RECIST 1.1 principles but does not replace complete radiological and oncological assessment. Final response classification must also consider non-target lesions, the appearance of new disease, imaging quality, measurement reliability, pathological and laboratory findings, the patient's clinical condition, and multidisciplinary clinical judgement.

5.5. Disclaimer, Transparency, and Ethical Positioning

An important characteristic of MedicalC.ro is its explicit commitment to transparency regarding its intended use.

According to the platform's Legal Disclaimer and Terms of Use (Last Updated: June 12, 2026), MedicalC.ro is:

- not a medical device;
- not medical software;
- not a healthcare service;
- not a medical website providing healthcare advice.

The platform is provided exclusively for educational and informational purposes and implements publicly available formulae, risk scores, and classification systems derived from peer-reviewed literature and clinical guidelines.

The disclaimer explicitly states that MedicalC.ro:

- does not provide diagnoses;
- does not confirm or exclude diseases;
- does not recommend treatments;
- does not recommend medications or dosages;
- does not replace professional medical judgment;
- does not replace consultation with licensed healthcare professionals.

Furthermore, all results generated by the calculators must be interpreted by qualified healthcare professionals within the context of a complete clinical evaluation.

This distinction is particularly important in educational environments because it reinforces the principle that quantitative tools support learning and reasoning but do not replace clinical expertise or professional responsibility.

5.6. Privacy and Data Protection

MedicalC.ro adopts a privacy-oriented design philosophy intended to minimise data processing and reduce barriers to educational use.

According to the platform documentation:

- no personal identification data is required;
- no medical records are created;
- no calculation history is stored;
- entered values are not permanently retained;
- no health information is sold or shared with third parties.

Such an approach aligns with contemporary expectations regarding privacy, data minimisation, and responsible digital education.

6. Educational Benefits and Limitations

Despite their considerable educational value, medical calculators should not be viewed as substitutes for comprehensive medical education.

One potential limitation is the risk of overreliance on automated calculations. Learners may become accustomed to obtaining results without fully understanding the assumptions and evidence underlying the formulae. Educational implementation should therefore emphasise interpretation, critical appraisal, and contextual understanding rather than simple computation.

Additionally, risk scores and prognostic models represent simplified representations of clinical reality. They are derived from population-based studies and cannot capture every aspect of an individual patient's condition. Students must therefore learn to regard calculator outputs as informative tools rather than definitive answers.

Effective educational use requires integration with broader learning activities, including case discussions, simulation exercises, bedside teaching, and critical appraisal of the scientific literature.

7. Future Research Directions

Although medical calculators are widely used in clinical practice, their educational impact remains insufficiently studied.

Future research should investigate whether calculator-assisted learning improves:

- clinical reasoning;
- diagnostic accuracy;
- knowledge retention;
- guideline adherence;
- evidence-based medicine competencies.

Additional studies could examine usability, learner engagement, and patterns of calculator utilisation throughout undergraduate and postgraduate training.

The integration of calculators with virtual patients, simulation environments, and artificial intelligence systems represents another promising direction. Future platforms may offer personalised explanations, adaptive educational pathways, and intelligent feedback mechanisms that further enhance learning outcomes.

Finally, MedicalC.ro itself provides an opportunity for educational research exploring how specialty-oriented calculator platforms influence learning behaviours and support competency development among medical students and resident physicians.

8. Conclusion

Medical calculators have evolved far beyond their original role as computational aids. Within contemporary medical education, they function as interactive educational tools that support the development of quantitative reasoning, evidence-based decision-making, and specialty-specific knowledge. By presenting complex formulae, risk-prediction models, and clinical classification systems in accessible and interactive formats, these tools can help bridge the gap between theoretical instruction and its application in clinical practice.

The educational value of medical calculators lies not only in the numerical results they generate but also in their capacity to reveal the underlying logic that informs contemporary medical practice. Through repeated engagement with validated clinical models, medical students and resident doctors become familiar with the variables, assumptions, and evidence that inform contemporary clinical decision-making.

This process contributes to the development of analytical thinking, skills in risk assessment, and a deeper understanding of clinical guidelines.

MedicalC.ro exemplifies how a web-based, specialty-oriented platform can support these educational objectives. Its responsive design, structured organisation according to medical specialty, transparent presentation of formulae, favorites feature, and strong emphasis on educational use create an environment conducive to self-directed learning and professional development. Equally important, the platform's disclaimer and privacy-oriented architecture reinforce ethical principles by clearly distinguishing educational support from clinical decision-making and by minimising the processing of personal data.

As medical education continues to embrace digital transformation, educational platforms such as MedicalC.ro may become increasingly valuable components of undergraduate and postgraduate training. Future research should focus on evaluating their impact on learning outcomes, clinical reasoning, knowledge retention, and competency development. Such investigations will help clarify the role that medical calculators can play in preparing future physicians for the increasingly quantitative and evidence-driven realities of modern healthcare.

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