

POSTGRADUATE INSTITUTE OF MEDICINE
UNIVERSITY OF COLOMBO

SELECTION EXAMINATION FOR POSTGRADUATE CERTIFICATE IN
MEDICAL EDUCATION – OCTOBER 2015

Date :- 2nd October 2015

Time :- 9.00 a.m. – 10.00 a.m.

Answer **any two (02)** of the following three (03) questions.
Answer each question in a separate book.

1. Please answer the questions given below according to the following abstract.

Med Teach. 2015 May;37(5):450-6. doi: 10.3109/0142159X.2014.956053. Epub 2014 Sep 5.

Collaborative diagramming during problem based learning in medical education: Do computerized diagrams support basic science knowledge construction?

De Leng B, Gijlers H.

AIM:

To examine how collaborative diagramming affects discussion and knowledge construction when learning complex basic science topics in medical education, including its effectiveness in the reformulation phase of problem-based learning.

METHODS:

Opinions and perceptions of students (n=70) and tutors (n=4) who used collaborative diagramming in tutorial groups were collected with a questionnaire and focus group discussions. A framework derived from the analysis of discourse in computer-supported collaborative learning was used to construct the questionnaire. Video observations were used during the focus group discussions.

RESULTS:

Both students and tutors felt that collaborative diagramming positively affected discussion and knowledge construction. Students particularly appreciated that diagrams helped them to structure knowledge, to develop an overview of topics, and stimulated them to find relationships between topics. Tutors emphasized that diagramming increased interaction and enhanced the focus and detail of the

discussion. Favourable conditions were the following: working with a shared whiteboard, using a diagram format that facilitated distribution, and applying half filled-in diagrams for non-content expert tutors and/or for heterogeneous groups with low achieving students.

CONCLUSION:

The empirical findings in this study support the findings of earlier more descriptive studies that diagramming in a collaborative setting is valuable for learning complex knowledge in medicine.

- 1.1. Write the main finding of this study in your own words. (30 marks)
- 1.2. Discuss how this finding can be utilized in the teaching and learning in your own setting. (70 marks)

2. Please answer the questions given below according to the following abstract.

Hastings Cent Rep. 2015 Sep;45(5):25-30. doi: 10.1002/hast.488.

Bridging the Gap between Knowledge and Skill: Integrating Standardized Patients into Bioethics Education.

Gligorov N, Sommer TM, Ballato EC, Frank LE, Rhodes R.

Upon entering the examination room, Caitlyn encounters a woman sitting alone and in distress. Caitlyn introduces herself as the hospital ethicist and tells the woman, Mrs. Dennis, that her aim is to help her reach a decision about whether to perform an autopsy on her recently deceased husband. Mrs. Dennis begins the encounter by telling the ethicist that she has to decide quickly, but that she is very torn about what to do. Mrs. Dennis adds, "My sons disagree about the autopsy." As a standardized patient (SP), a specialized actor, the woman playing Mrs. Dennis has already delivered the same opening lines several times to different learners practicing their clinical ethics consultation skills. An SP encounter is a simulated patient encounter used for educational purposes that requires the standardization of verbal and behavioral responses. In the encounter, the simulator, or "patient," uses a scripted medical history to enable the learner to employ a certain skill, say, the ability to perform a neurological exam. The use of standardized patients in the evaluation of clinical skills has become a staple in medical education. To tackle the challenge of teaching clinical ethics consultation skills, we have incorporated SP encounters into the curriculum of the

Bioethics Program of The Union Graduate College and the Icahn School of Medicine at Mount Sinai. SP encounters are incorporated into one of our onsite classes, the Onsite Clinical Ethics Practicum, and they are part of the capstone examination, which all of our graduates must complete successfully. The inclusion of simulated encounters into the curriculum is one way in which we equip our students with the core competencies specified by the American Society for Bioethics and Humanities Task Force for clinical ethicists.

- 2.1. Write three (03) keywords for this abstract. (30 marks)
 - 2.2. Write the reference for this abstract, using an accepted referencing style. (30 marks)
 - 2.3. If you are to advise your head of the institute on initiating a similar (may not be the same) learning programme involving simulated or standardized patients, write in point form how you would advise. (40 marks)
- 3.
- 3.1. Briefly describe a teaching and learning event (e.g. lecture, ward class, laboratory practical, small group learning) that you have participated in, as a teacher or a student. (20 marks)
 - 3.2. List two (02) strengths and two (02) weaknesses of the teaching and learning event stated in 3.1. (40 marks)
 - 3.3. Discuss how you could improve one (01) of the weaknesses stated in 3.2. (40 marks)