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POSTGRADUATE INSTITUTE OF MEDICINE
UNIVERSITY OF COLOMBO

SELECTION EXAMINATION FOR POSTGRADUATE CERTIFICATE IN
MEDICAL EDUCATION – OCTOBER 2016

Date :- 10th October 2016

Time:- 10.30 a.m - 11.30 a.m

Answer **any two (02)** of the following (03) Questions.

Answer each question in a separate book.

QUESTION 1

Fam Med. 2002 Mar; 34(3):197-200.

Self-directed learning: looking at outcomes with medical students.

Shokar GS, Shokar NK, Romero CM, Bulik RJ.

BACKGROUND AND OBJECTIVES:

Self-directed learning (SDL) skills are thought to be associated with lifelong learning. This study assessed the degree of readiness for SDL in third-year medical students who participated in a problem-based learning (PBL) curriculum during the first 2 years of medical school.

METHODS:

A total of 182 third-year medical students at the University of Texas Medical Branch at Galveston were given the Self-directed Learning Readiness Scale (SDLRS).

RESULTS:

The observed mean (235.81 [range 183-284]) for the combined group was significantly higher than the mean reported for general adult learners (214), though slightly lower than scores reported in studies of other medical students and professionals. Ratings of students by clinical preceptors correlated with SDLRS scores.

CONCLUSIONS:

Students in our integrated medical curriculum had scores on the SDLRS that correlated with clinical performance and probably represented a readiness for SDL.

1.1 Write the full reference for the above study as you would include in a list of references. (30 marks)

1.2 List two other medical journals indexed in the Science Citation Index. (20 marks)

1.3 You have decided to cite this study in a scientific article. Write a single statement, in your own words, summarizing the method and the conclusion of this study. Your statement should not be more than 75 words and should include the in-text citation. (50 Marks)

QUESTION 2**Social Media Use in Medical Education: A Systematic Review**

Cheston, Christine C. MD; Flickinger, Tabor E. MD, MPH; Chisolm, Margaret S. MD

Abstract

Purpose: The authors conducted a systematic review of the published literature on social media use in medical education to answer two questions: (1) How have interventions using social media tools affected outcomes of satisfaction, knowledge, attitudes, and skills for physicians and physicians-in-training? and (2) What challenges and opportunities specific to social media have educators encountered in implementing these interventions?

Method: The authors searched the MEDLINE, CINAHL, ERIC, Embase, PsycINFO, ProQuest, Cochrane Library, Web of Science, and Scopus databases (from the start of each through September 12, 2011) using keywords related to social media and medical education. Two authors independently reviewed the search results to select peer-reviewed, English-language articles discussing social media use in educational interventions at any level of physician training. They assessed study quality using the Medical Education Research Study Quality Instrument.

Results: Fourteen studies met inclusion criteria. Interventions using social media tools were associated with improved knowledge (e.g., exam scores), attitudes (e.g., empathy), and skills (e.g., reflective writing). The most commonly reported opportunities related to incorporating social media tools were promoting learner engagement (71% of studies), feedback (57%), and collaboration and professional development (both 36%). The most commonly cited challenges were technical issues (43%), variable learner participation (43%), and privacy/security concerns (29%). Studies were generally of low to moderate quality; there was only one randomized controlled trial.

Conclusions: Social media use in medical education is an emerging field of scholarship that merits further investigation. Educators face challenges in adapting new technologies, but they also have opportunities for innovation.

2.1. List ten (10) databases you may search for medical education literature (20 marks)

2.2 Describe the steps of conducting a systematic review as followed in the abstract above (80 marks)

QUESTION 3

Observational analysis of near-peer and faculty tutoring in problem-based learning groups.

Cianciolo AT, Kidd B, Murray S.

CONTEXT:

Near-peer and faculty staff tutors may facilitate problem-based learning (PBL) through different means. Near-peer tutors are thought to compensate for their lack of subject matter expertise with greater adeptness at group facilitation and a better understanding of their learners. However, theoretical explanations of tutor effectiveness have been developed largely from recollections of tutor practices gathered through student evaluation surveys, focus groups and interviews. A closer look at what happens during PBL sessions tutored by near-peers and faculty members seems warranted to augment theory from a grounded perspective.

METHODS:

We conducted an observational study to explore interactional practices during PBL tutorials at our medical school, at which near-peer tutoring of Year 2 students is an established practice. Between October 2014 and May 2015, video-recordings were made of nine purposively sampled tutor groups using three tutor types (near-peer, clinical faculty and basic science faculty staff) across three systems-based units. An investigator team comprising a Year 2 student, a Year 4 student and a behavioural scientist independently analysed the videos until their observations reached saturation and then met face to face to discuss their detailed field notes.

RESULTS:

Through constant comparison, narratives of tutor practices and group dynamics were generated for each of the nine tutor groups, representing the collective impressions of the members of the investigator team.

CONCLUSIONS:

Variation was greater within than across tutor types. Tutors' practices idiosyncratically and sometimes substantially diverged from PBL principles, yet all tutors attempted to convey authority or 'insider' status with respect to the short- and long-term goals of medical education. Students prompted these status demonstrations by expressing gratitude, asking questions and exhibiting analogous status demonstrations themselves. Understanding the socio-cognitive nature of tutoring from a grounded perspective may provide a means to develop faculty staff of all types to better meet learner needs in a principled fashion.

- 3.1. What are the methods that can be used to evaluate “tutoring in PBL”? (15 marks)
- 3.2 What is the main difference between the method adopted by this study and previous studies, as described in this abstract? (25 marks)
- 3.3 Imagine that you are a member of the academic staff of the medical school, in which this study was conducted. Based on the findings of this study, write a letter to the Dean of the medical school, highlighting the importance of tutor (or facilitator) training. (60 marks)