

POSTGRADUATE INSTITUTE OF MEDICINE
UNIVERSITY OF COLOMBO
SELECTION EXAMINATION FOR POSTGRADUATE CERTIFICATION
IN MEDICAL EDUCATION – JANUARY 2019

Date: 4th January 2019

Time: 9.30 a.m. – 10.30 a.m.

Answer **any two (02)** out of the three questions

Answer each question in a separate book.

Question 1

Medical Teachers are a diverse and heterogeneous group. A medical teacher should play multiple roles in addition to delivering lectures.

- 1.1. List 03 (three) categories of medical teachers other than university-based medical academics. (15 marks)
- 1.2. List 04 (four) roles played by a medical teacher other than delivering lectures. (20 marks)
- 1.3. Based on your own experience, discuss the challenges in performing 01 (one) of the above roles. (25 marks)
- 1.4. List 04 (four) groups of people you will be interacting with as a medical teacher. (20 marks)
- 1.5. Identify 01 (one) ethical or professionalism issue that may arise when you are interacting with each of the groups mentioned above (one issue per group). (20 marks)

Question 2

- 2.1. Identify 04 (four) broad competencies that are expected to be achieved by medical students. (20 marks)
- 2.2. List a suitable teaching method for each of the competencies identified above. (20 marks)
- 2.3. List a suitable assessment method for each of the competencies identified above. (20 marks)
- 2.4. Discuss the following statement “In Medical Education, student-centred approach is preferable to teacher-centered approach”. (40 marks)

Question 3

Read the following abstract and answer the questions below.

Measuring the effects of an international health professions faculty development fellowship: the FAIMER Institute

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Abstract

While there are many examples of evaluations of faculty development programs in resource rich countries, evaluation of transnational programs for faculty from developing countries is limited. We describe evaluation of the effects of the FAIMER Institute, an international health professions education fellowship that incorporates not only education content, but also leadership and management topics and, in addition, strives to develop a sustained community of educators. Data were obtained via retrospective pre/post surveys, as well as interviews. Results indicate that participating health professions faculty from developing countries are augmenting their knowledge and skills in education leadership, management, and methodology, and applying that knowledge at their home institutions. Fellows' perceptions of importance of, and their own competence in, all curriculum theme areas increased. Interviews confirmed a nearly universal gain of at least one leadership skill. Findings suggest that the high engagement experience of the FAIMER model offering integration of education and leadership/management tools necessary to implement change, provides knowledge and skills which are useful across cultural and national contexts and results in the development of a supportive, global, professional network.

2010; 32: 414–421 Medical Teacher

Taylor & Francis Group

To link to this article: <https://doi.org/10.3109/01421590903394587>

Published online: 27 Apr 2010

- 3.1. Write the complete reference of this journal article using a recognized referencing style. (20 marks)
- 3.2. List 03 (three) content areas taught in this staff development programme. (15 marks)
- 3.3. Identify the 02 (two) qualitative and quantitative data collection tools used in this research. (20 marks)
- 3.4. Explain in your own words what has been measured by the quantitative data collection tool in this research. (20 marks)
- 3.5. Describe the key characteristics that contributed to the success of this programme. (25 marks)