

POSTGRADUATE INSTITUTE OF MEDICINE
UNIVERSITY OF COLOMBO

SELECTION EXAMINATION FOR POSTGRADUATE CERTIFICATE
IN MEDICAL EDUCATION – JANUARY 2022

Date :- 25th January 2022

Time:- 9.30 a.m. – 10.30 a.m.

Answer only two (02) questions.

Select only one (01) question from questions 1 and 2.

Question 3 is mandatory.

Question 1

Imagine that you are attached to a health professions education institution. Your institution wants to evaluate the online classes that it has implemented since the start of the COVID-19 pandemic.

- 1.1. List three (03) data sources from which you wish to collect data for this evaluation. (30 marks)
- 1.2. Identify a data collection tool to collect data from each of the sources you listed in 1.1. above. (30 marks)
- 1.3. Explain how you would use the information that you collected from the tools stated in 1.2. above to find out how effective the online classes have been. (40 marks)

Question 2

Read the abstract below and answer the questions

High fidelity simulation in undergraduate medical curricula: experience of fourth year medical students

Introduction: Application of theoretical knowledge to management of critically ill patients is a challenging task for medical undergraduates where opportunities to learn clinical skills with regard to management of emergencies are few. High fidelity simulation (HFS) is widely used globally to learn clinical skills in a safe environment. However, research in use of HFS in developing countries such as Sri Lanka is minimal.

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Purpose: The purpose of this study was to explore the response of medical undergraduates to a high fidelity simulator in the context of management of emergencies.

Methods: A pilot group of 30 fourth year medical students underwent a high fidelity simulator session. They completed a self-administered evaluation, which included both open and close ended questions and participated in a focus group discussion post-simulation. Descriptive statistics were employed to analyse the responses to close-ended questions and the responses to open-ended questions and focus group discussion were analysed for recurring themes.

Result: Students rated the simulation-based learning experience with high positivity. The self-competency of 29 (96.6%) students had increased post-simulation while providing a safe learning environment to all students. The majority (63.3%; n=19) felt that it helped put theory into practice. Qualitative data gathered from open-ended questions and focus group discussions further confirmed these findings.

Conclusion: The study demonstrates that HFS can be used to provide a safe environment and a satisfying educational experience for students to learn medical emergencies, and as an educational opportunity of translating theory into practice. Although HFSs are costly they appear to be cost effective in terms of educational outcomes.

Authors: K. G. Kodikara; W. C. D. Karunaratne; M. N. Chandratilake

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- 2.1. What do you understand by 'simulation' in the context of medical/health professions education? (15 marks)
- 2.2. Mention three (03) advantages of simulation in medical/health professions education. (15 marks)
- 2.3. State the methods used in this evaluation. (10 marks)
- 2.4. Write the reference of the journal article using a standard referencing style. (10 marks)
- 2.5. State three (03) limitations of the evaluation described in the abstract above. (30 marks)
- 2.6. Outline an alternative method of evaluating the effectiveness of this simulation based educational intervention. (20 marks)

Question 3

During the COVID-19 pandemic, many higher education institutions, including medical schools shifted to online teaching.

- 3.1. Briefly describe three (03) advantages of online medical education in the Sri Lankan context. (30 marks)
- 3.2. Briefly describe three (03) disadvantages of online medical education in the Sri Lankan context. (30 marks)
- 3.3. List two (02) platforms which can be used for online teaching. (10 marks)
- 3.4. Discuss two (02) strategies that could be used to improve student engagement in online education. (30 marks)