

POSTGRADUATE INSTITUTE OF MEDICINE
UNIVERSITY OF COLOMBO

SELECTION EXAMINATION FOR POSTGRADUATE CERTIFICATE IN
MEDICAL EDUCATION – OCTOBER 2024

Date:- 7th October 2024

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 three (03) is mandatory.

Question 1

- 1.1. Briefly discuss three (03) major challenges that need to be addressed when implementing technological advances in medical education in settings with limited resources. (30 marks)
- 1.2. List four (04) advantages offered by online learning for medical education. (20 marks)
- 1.3. List one (01) example of an open-source online learning management system. (10 marks)
- 1.4. List four (04) video conferencing applications that can be used in medical education. (20 marks)
- 1.5. Tabulate four (04) modalities of artificial intelligence (AI) based applications that can be applied in medical education with their intended use. (20 marks)

Question 2

- 2.1. Explain three (03) ways artificial intelligence (AI) can help student learning. (30 marks)
- 2.2. Describe two (02) ways AI can negatively affect student learning. (20 marks)
- 2.3. Discuss three (03) ways AI can help teacher duties. (30 marks)
- 2.4. Explain two (02) ethical issues AI can bring to teaching and learning. (20 marks)

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Question 3

Read the following abstract and answer the questions below.

A mixed methods approach to determine the climate of interprofessional education among medical and health sciences students by Sulaiman N, Rishmawy Y, Hussein A, BMC Med Educ 21 203 (2021). <https://doi.org/10.1186/s12909-021-02645-4>

Abstract

Background: High-quality patient care is a complex phenomenon that requires collaboration among healthcare professionals. Research has shown that Interprofessional Education (IPE) carries promise to improve collaborative work and patient care. So far, collaboration among various health professionals remains a challenge. Very few focus group discussions to determine the medical students' readiness and positive attitudes towards IPE have been reported from the Arabian context.

Methods: A two-staged sequential mixed methods study was conducted among medical, dental, pharmacy, and health sciences students of the University of Sharjah United Arab Emirates. The perspectives of students toward IPE and collaborative practice were first gathered by administering a validated instrument, Readiness for Interprofessional Learning Scale (RIPLS). This was followed by focused group discussions. A quantitative as well as a qualitative data analysis was performed.

Results: This study cohort included 282 students. All respondents showed readiness to adopt IPE as all statements of the RIPLS inventory scored high median scores. All participants showed positive attitudes and readiness towards IPE. Three main domains of themes were generated from focus group discussions; prior knowledge, need for IPE framework and its implementation. Information workload, lack of clarity and less focused teaching pedagogies of IPE were considered as perceived barriers.

Conclusion: This study demonstrated a substantial agreement of medical and health sciences students towards readiness and perceived effectiveness of IPE. Educators are urged to embed new IPE programs into existing curricular frameworks, which can potentially enhance collaborative learning and improve quality of patient care.

- 3.1. Briefly describe two (02) key implications of this study for health professions education. (20 marks)
- 3.2. Describe what is a mixed methods study design and how it was implemented in this study. (20 marks)

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- 3.3. Briefly explain two (02) barriers to implementing inter-professional education in your context. (20 marks)
- 3.4. Discuss two (02) recommendations for overcoming the barriers you mentioned in 3.3, to effectively implement interprofessional education (IPE) in your context. (30 marks)
- 3.5. Write the reference for the above article using any standard referencing style. State the referencing style you used. (10 marks)