

Evaluate and develop a training program to improve resident teaching skills- Today's learner and tomorrow's teacher

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Abstract

Introduction and Rationale

Medical residents, frontline clinical educators, should have been groomed to be competent teachers for better teaching learning of physicians of next generations. Typically, in the Indian medical courses and curriculum teaching training programme, teaching competence of the residents is not assessed apart from gleaning learner's comments.

Objective:

To develop and implement an innovative Objective Structured Teaching Examination (OSTE) for the high-quality, practical and formative assessment of teaching skills of residents.

Materials and Methods

The three month curriculum for assessment was divided into six sessions, comprising of ten stations each. Twenty-five residents (10 each from Family Medicine and Internal Medicine and rest from Orthopedics) had ten minutes of

time duration to perform teaching tasks with the standardized student in every station. The Faculty observers, the standardized students, and the residents themselves all independently completed the distinct rating forms, immediately following each encounter. After the rating forms were completed, the residents received positive feedback from the faculty and the students. The data was compiled based on three perspectives of faculty, student and resident.

Results

Overall rating of residents by the Faculty as excellent was 66.2 per cent, though only 41.5 per cent of the residents thought they had outstanding performances. Supporting an association of rating by the faculty group, 67.7 per cent of the students were satisfied on the performance of the residents.

Conclusion

The study resolved that integrating teaching stations into an annual OSTE improved the objectivity of assessment of teaching skills of the residents in our program. Teaching scenarios should have potentially reliable, valid and practical assessment tools to help metamorphose from today's learner to be competent facilitators of teaching-learning of tomorrow.

Keywords: medical education; residency evaluation; teaching

Audio Visual AIDS in Pharmacology teaching and learning methodology in a medical school of Nepal: Medical Students feedback

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Abstract

Introduction and Rationale

Nowadays a medical faculty frequently uses power point presentation for delivering lectures in most of their classes. The main objective of the study was to find out students liking regarding the various audio visual aids which can improve the lectures in Pharmacology in future.

Materials and Methods

This was a cross sectional questionnaire based study was carried out at Manipal College of Medical Sciences, Pokhara, Nepal between Jan 2013- July 2013. Z test, Chi square test

were used for analytical purpose. P-value < 0.05 was considered to be statistically significant. Questionnaire validation tests showed that the Alpha Cronbach was 0.68.

Results

282 preclinical medical students participated in the study. 272 students completed the questionnaire completely and their responses were evaluated which gives an overall response rate of 96.45%. The medical students preferred a combination 61.03% (166/272) (powerpoint presentation+ blackboard presentation) of audiovisual aids during lecture followed by powerpoint presentation 31.61% (86/272), blackboard presentation 5.88%(16/272) and dictating notes 1.47%(4/272). Female students preferred to take notes during the lecture (p<0.001). Males preferred hand outs than taking down notes (p<0.001).

Conclusion

It is concluded from the study that a combination of different Audio visual AIDS, viz. blackboard presentation and power point presentation together can improve the lectures and will facilitate the medical student to understand Pharmacology in a better way.

Keywords: AIDS, Audio visual, Medical student, Nepal, Pharmacology.



Impact of Movie-based Simulation Training, with or without Conventional Verbal Demonstration, on Observed OSPE Scores in Male & Female Medical Undergraduates: A Double Control Study

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Abstract

Introduction and Rationale

Movie-based simulation training may be useful in delivering the preclinical observed OSPE curriculum, minimizing the need of subjects / patients; however, a double-control trial needs to be performed & optimal timing and duration of training is yet to be defined. Likewise, gender-based response & student feedback has to be assessed

Objective: : To determine the most fruitful teaching methodology for subject / patient examination skill development by comparing the scores of only half an hour of a movie-based simulation training at a single time point with instructor-based training alone as well as with combined movie-based simulation training along with verbal instruction as double controls, to receive feedback from students about the best mode of teaching with proper

reasoning, and to study their scores in male Vs female students

Materials and Methods

Second-year medical undergraduates (n=90) of Avicenna Medical College were randomized to movie-based simulation training "group B" (n=30), traditional verbal training alone "group C" (n=30) & a combination "group A" (n=30). The scores were marked by observers using a standardized key & were compared for performance at 2 observed OSPE stations.

Results

Group "B" & "A" performed significantly better than group "C" on station 1 and 2. Gender factor did not seem to influence the score. A total of 99% students reported that combination of the 2 teaching modes is the best option. They believed it offers more clear understanding with interest (61%), long term memory (21%), use of both senses; seeing & hearing (10%) & better focus of attention (3%).

Conclusion

Even half an hour of movie-based simulation training with traditional-instructor-based training may improve student performance significantly without any gender influence, and the students prefer a combination of both.

Keywords: Movie-based simulation training, Conventional Verbal Demonstration, Observed OSPE score, preclinical medical education, visual-learning, Male Vs Female.



Utilization of e-Devices and internet among medical students in a private medical college

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Abstract

Introduction and Rationale

Most of the medical students are using e-Devices. This study was conducted to find the nature impact whether beneficial or adverse, the e-Devices having on student's academics, physical and mental health, is making their life convenient or harming them.

Objective:

1. Find the prevalence and pattern of utilization of electronic devices
2. Evaluate the pattern, purpose of internet usage and factors influencing it
3. Assess the need for incorporating computer education in medical curriculum

Materials and Methods

Cross-sectional study was conducted and proportions and test of significance like chi-square and Fischer's, exact test was used.

Results :

350 students participated in the research. 90(25.7%) of students don't spend anything to get access to

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internet. 255(79.45%) spend 2 hours or less on the internet. 296(84.6%) of students use internet for academic purposes. 152(43.4%) felt that e-Devices made their academic performance better while 40(11.4%) of the students felt it to be worse. 88(25.1%) prefer reading e-books over conventional textbooks. 213(60.9%) do not have any problem while using internet but 96(27.4%) students had problems of eye strain while using internet. Many other interesting facts came out during cross tabulations

Results

Group "B" & "A" performed significantly better than group "C" on station 1 and 2. Gender factor did not seem to influence the score. A total of 99% students reported that combination of the 2 teaching modes is the best option. They believed it offers more clear understanding with interest (61%), long term memory (21%), use of both senses; seeing & hearing (10%) & better focus of attention (3%).

Conclusion

Most students seem to be able to balance the e-Device used and use it for academic purpose and making their lives efficient. Further studies are needed to how much the e-Devices are affecting the students giving them stress and taking away their peace of mind

Keywords: e-Device, Internet, Medical, Education

Feedback from future physicians for better undergraduate teaching learning

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Abstract

Introduction and Rationale

Students can provide valid and reliable summative evaluative information of teaching learning in nonthreatening environment.

Objective:

To get feedback from the undergraduate medical students on the innovative teaching methodology within the modified one year First MBBS curriculum in Anatomy.

Materials and Methods

For the constructive feedback from the students after their First MBBS examination, an anonymous feedback questionnaire was developed on desired modifications of large group teaching (LGT) and small group teachings with evaluation, and suggestions for improving overall standard of teaching learning. The procedure was repeated for three consecutive years and results were compiled.

Results :

Students contributed creditable suggestions in addition to answering questions. Majority opined that LGT were good in spite of being too elaborate, having poor diagrams, and improper audio-visual use at certain times. The second

batch was not in favour of handouts prior to the lectures whereas half of other two batches preferred it. Tutorials were accepted satisfactory excluding one-third of the second batch. Majority were in favour of the question answer sessions. The workbook on osteology was rated useful by 86 percent of second batch and 66 percent of third batch. Largely the overall teaching of histology was considered good and the journal very handy. The students were satisfied with the current dissection procedure; half the first two batches and 90 percent of the third batch favoured a prosection before hand; however views over the dissection manual were equivocal. Majority felt that the evening revisions were worthwhile, still expected those in smaller groups. The counselling sessions were rated useful and expected to be continued.

Conclusion

The study resolved that the student feedback was very informative with crucial contributions to the teaching learning axis and the facilitators of learning should be receptive to these ideas.

Keywords: teaching-learning; feedback; evaluation



Career Preferences and Perceptions Regarding Compulsory Rural Service among Interns of Government Medical College, Kottayam

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Abstract

Introduction and Rationale

Many Indians in rural areas receive curative care from quacks due to the scarcity of qualified physicians in these areas. Union government has decided to make it mandatory for all MBBS doctors to undergo one year rural posting to sit for post-graduation entrance examination. Present study aims to find out the perceptions of interns regarding rural service.

Objective:

To assess the career preference and attitude of interns towards compulsory rural service.

Materials and Methods

A cross sectional study was conducted among 45 interns in Government Medical College, Kottayam during November, 2013. Data was collected using a pre-tested questionnaire & analysed using SPSS 16.0 version.

Results :

The mean age of study population was 24.64+/-0.65. 55.6% were males and 44.4% females. 64.4% came from rural area. All were aspiring for post-graduation and 95.6%

wished to do the same immediately after MBBS. 42.2% liked Medicine as their speciality followed by Paediatrics and Surgery. 80% were willing for rural service, but only 15.6% preferred to settle permanently in rural area and serve. The median number of years they liked to serve in rural area was 2 years (range -30). 96.6% of interns from rural areas were willing for rural service (p value <0.001). The main reasons for not preferring to work in rural areas included inadequacy of clinic infrastructure, career growth opportunities, living facilities, security and staff. 57.8% and 44.4% agreed that such policy would benefit rural population and students respectively. Majority expressed that hiking salary scale, providing PG quota and proper facilities would attract more students towards rural service. 48.9% disagreed, 33.3% agreed and rest were not sure about such a policy.

Conclusion

Though 80% were willing to work in rural areas, only 33.3% agreed on Compulsory Rural Service. Government had to take various measures to attract medicos towards rural postings.

Keywords: Compulsory Rural Service, interns

Utilization of Electronic Devices and Internet among Medical Students of a Private Medical College.

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Abstract

Introduction and Rationale

Most of the medical students are using e-devices. The study was conducted to find the nature of impact whether beneficial or adverse, the e-devices are having on students' academics, physical and mental health; whether they are making their life convenient or harming them

Objective:

1. Find the prevalence and pattern of utilization of electronic devices.
2. Evaluate the pattern, purpose of internet usage and factors influencing it. And 3. Assess the need for incorporating computer education in medical curriculum.

Materials and Methods

Cross-sectional study was conducted and proportions and test of significance like chi-square and Fischer's exact test were used

Results :

350 students participated in the study. 90 (25.7%) do not spend anything to get access to the internet; 255 (79.4%) spend 2 hours or less on internet every day. 296 (84.6%) use internet regularly for academic purposes. 152 (43.4%) felt that e-Device usage made their academic performance better. 40 (11.4%) of the students felt their academic performance worst with the usage. 96 (27.4%) have complaints of eye strain, 213 (60.9%) don't have any complaints. On cross tabulations and tests of significance many other interesting facts came out

Conclusion

Most students seem to be able to balance the e-Device used and use it for academic purposes and for making their lives efficient. Further studies are needed to see how much e-Devices are affecting the students, giving them stress and taking away their peace of mind

Keywords: Compulsory Rural Service, interns