

Designing Posters



CMCL
DOME

The purpose of scientific posters is to present work to an audience who is walking through a hallway or exhibit



So what then makes for an effective poster?



Walk when you talk



An idea can change
your poster

The aim of the poster

The goal of a scientific poster is to give the viewer an encapsulation of your work, as effectively as possible, in the shortest amount of space and time.

Know your story well....

Structure of a poster

- *Title, authors, author affiliation*
- A title is relevant; an apt and concise title stimulates people's interest
- *Introduction/Background*
- *Methods*
- *Results*
- ~~*Discussion/Conclusion/Summary*~~
- *References*
- *Acknowledgement*
- *Correspondence to*

Structure of a poster

- *Title-Attracts-only then audience reads next*

- *Background-crisp*

- *Methods-Flow diagram, clear, pic*
- *Results-only few related to title and*
- *~~Discussion/Conclusion/Summary~~*

- *References*
- *Acknowledgement*
- *Contact*

small font-few interested

One
message

Highlight at
Eye level



Title of an effective poster should quickly orient the audience

Catchy

Short

Relevant

Compelling....

Innovative Teaching In a Conventional Medical Institute

A Pilot Study

Barathi S. S. [redacted] amaniam
Sikkim Manipal Institute of Medical Sciences Gangtok



Improving Assessment of clinical competence using OSCE

[redacted] K [redacted] de

Addis Ababa University



Context and setting

>The conventional clinical and practical examination is beset with several problems. These defects in clinical and practical examinations have been realized for long and have given rise to attempts at improving the current scenario.

>An earlier innovation in this regard is the objective structured clinical examination (OSCE) later extended to the practical examination (OSPE) described in 1975 and in greater detail in 1979 by Harden and his group from

What was done?

Faculty training workshop

A three day **workshop** was prepared for staff members on student performance assessment emphasizing on OSCE with collaboration with JHPIEGO Ethiopia.

1. An OSCE committee prepared a **blueprint** on the learning objectives of the course and candidates' level of learning.
2. **Station materials** were written well in advance.

Evaluation and Results

Self administered structured questionnaire were filled by all (N=23) students and by all (N=6) instructors who had participated in the exam.

Correlations between long case scores, Year II final scores and OSCE scores for stations 2 and 4

Long Case	Station 2	Station 4	OSCE scores
Mean (SD)	20 (10)	20 (10)	20 (10)
SD	10	10	10
Correlation	0.70	0.70	0.70

Students Feed back

- >OSCE is practical and objective
- >It improves important skills
- >It is less stressful and helps to develop confidence
- >More stations should be used
- >Logistics must improve i.e. better models

Instructors feed back

- >Good for skill assessment, teaching, fair, practical and objective
- >The process was well managed



Introduction to Healthcare Management Principles in Undergraduate training in Medical Schools

D [redacted] Kaur





Effect of atorvastatin on hs-CRP in acute coronary syndrome

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Introduction

C-reactive protein (CRP) has emerged as a very important marker of inflammation.

Levels of highly sensitive (hs)-CRP correlate strongly with increased vascular event rates in patients with acute coronary syndrome (ACS).¹

However, atorvastatin in high dose (80mg/day) is the most widely investigated drug for reducing hs-CRP in ACS. High dose of statins have additional risk of increased adverse effects and drug interactions.²

Hence this study was designed to evaluate the effect of lower dose (20mg/day) of atorvastatin on hs-CRP in patients with ACS.

Methods

Prospective, open study

100 patients enrolled over a period of 15 months. Patients diagnosed with ACS as per WHO criteria were included³



Primary Variables: Baseline and at 4 weeks

1. Level of hs-CRP: Immunoturbidimetric ultrasensitive kit (Radiant Diagnostics: UK on semiautoanalyzer (ERBA-CHEM 5 plus, Transasia: Mumbai, India)

2. Lipid Profile: Autoanalyzer

Secondary Variables: Baseline and at 4 weeks

Incidence of recurrent myocardial infarction (MI), recurrent angina, stroke, mortality and treatment emergent adverse effects

Statistical Analysis

Data was analyzed using student's t-test and analysis of variance (ANOVA) and chi-square test. Correlation coefficient (r) was calculated for alterations in hs-CRP and LDL levels

ABSTRACT

AIM

To evaluate the effect of lower dose (20 mg) of atorvastatin on hs-CRP in patients with acute coronary syndrome (ACS).

METHODS

Group A (n = 50) patients received atorvastatin 20 mg/day for 4 weeks in addition to standard antianginal treatment. Group B (n = 50) patients received standard antianginal treatment without atorvastatin

RESULTS

Levels of hs-CRP decreased in both groups, but the decrease was more in group A. The decrease in hs-CRP was also significantly more in the subgroups of smoking, hypertension and past history of cardiovascular disease with atorvastatin

CONCLUSIONS

The use of a lower dose (20 mg) of atorvastatin can offer an attractive approach for early treatment of patients with ACS.

Results

Figure 1. Levels of hs-CRP(mg/dl) at baseline and end of treatment (4 weeks) in both groups

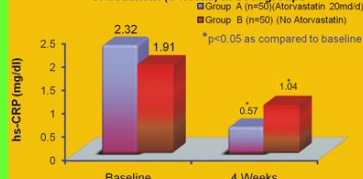


Figure 2. Mean Percentage (%) decrease in hs-CRP in both groups

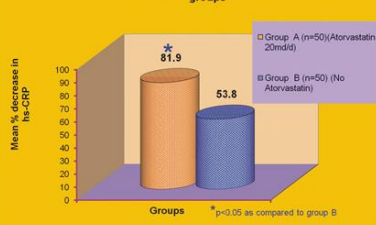


Figure 3. Mean percentage decrease in plasma hs-CRP in subgroups

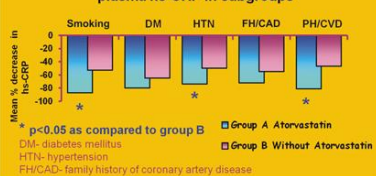


Table 1: Baseline characteristics of patients

Characteristics	Group A (Atorvastatin) (n=50)	Group B Without Atorvastatin (n=50)
Age(years) Mean±SE	56.0±1.52	57.5±1.6
>40years	46 (92%)	47 (94%)
Sex (M:F)	34:16	38:12
Diagnosis		
STEMI	24 (48%)	20 (40%)
NSTEMI	1 (2%)	1 (2%)
Unstable Angina	25 (50%)	29 (58%)
Risk factors		
Diabetes mellitus	17 (34%)	11 (22%)
Hypertension	22 (44%)	20 (40%)
Smoking	15 (30%)	17 (34%)
Family history of CAD	15 (30%)	14 (28%)
Past history of CVD	13 (26%)	16 (32%)
STEMI-ST elevation myocardial infarction		
NSTEMI-Non ST elevation myocardial infarction		
CAD-coronary artery disease		
CVD-cardiovascular disease		
No significant difference between baseline characteristics		

Table 2: Lipid Profile (mg/dl) at baseline and end of treatment (4 weeks) in both groups

	Lipid Profile	Baseline	4 Weeks	Mean (%)Change
Group A (n=50)	T.CHOL	203.2±4.8	150.1±3.9*	24.59±2.8*
Atorvastatin 20 mg/d	LDL	133.6±3.4	82.7±1.9*	37.6±2.20*
	HDL	41.5±1.4	39.1±1.6*	1.27±5.3
	TG	149.5±11.4	133.0±7.4*	3.38±4.7*
Group B (n=50)	T.CHOL	149.2±3.1	175.6±3.9*	18.29±2.4
Without Atorvastatin	LDL	82.3±3.4	105.5±3.0*	28.7±3.7
	HDL	39.8±1.6	40.2±1.5	4.05±2.9
	TG	134.1±9.0	149.2±10.9*	14.37±4.3

Values expressed as Mean±Standard Error

* p < 0.05 as compared to baseline

■ p < 0.05 as compared to group B

Findings

hs-CRP

- The greater reduction of hs-CRP in group A is likely to be caused by additional pleiotropic effects of atorvastatin.
- Atorvastatin significantly decreased hs-CRP in patients with a history of smoking, hypertension and past history of CVD. Hence it is more effective in patients with risk factors.

Secondary Variables

- Our study showed no significant difference between the secondary outcome measures between the two groups.
- There were no cases of any serious adverse drug reaction. Most common adverse effects were related to gastrointestinal system. All these adverse effects were mild in severity and none needed any change or termination of treatment.

hs- CRP&LDL

- There was no correlation between reduction in hs-CRP levels and reduction in LDL levels.
- It has been reported that patients who have low CRP levels after statin therapy have better clinical outcome than those with higher CRP levels, regardless of the resultant LDL cholesterol level.⁴
- There is evidence of incremental benefit for those in whom statin therapy resulted in CRP levels of less than 0.2mg/dl, whether or not LDL cholesterol levels were also reduced to the target value of less than 70mg/dl.⁵
- In our study, patients assigned to receive 20mg atorvastatin daily were more likely to achieve these values.

In Nutshell

The use of lower dose of atorvastatin in patients of ACS can offer an attractive approach for early treatment of ACS, but needs more exploration.

The ongoing 15000 patient rosuvastatin in the primary prevention of cardiovascular disease among patients with low levels of LDL elevated hs-CRP (JUPITER) trial will hopefully add a wealth of data to help understand better the roles and interplay of inflammation, C-reactive protein, statins and coronary artery disease.⁶

Limitations of Study

- Open design
- No randomization
- Short duration

Acknowledgments

Authors wish to acknowledge the contribution of Dr. R. Cattan & Dr. S. Chopra, Department of Cardiology, CMC, Ludhiana.

References

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Layout

- Break symmetry and order.
- A well aligned poster is boring to the eye, and does not catch attention from a far.

Innovate !!!!

Om Power point

- Open one slide
- Go to page setup, increase size to required size
- Now this is your full poster, enlarge relevant parts and design it.
- When completed, save as image as well as pdf, take to printer and print preferably on photo print paper.

THE STUDENTS' VOICE: STRENGTHS AND WEAKNESSES OF THE UNDERGRADUATE MEDICAL CURRICULUM AT FACULTY OF MEDICINE, COLOMBO, SRI LANKA

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Ministry of Healthcare and Nutrition, Sri Lanka

Medical Education Development and Research Center, Faculty of Medicine, Colombo, Sri Lanka

Background

In medical education, feedback from students is essential in course evaluation and development.

Students at Faculty of Medicine, University of Colombo complete a five year curriculum comprising of five main streams.

1. Introductory Basic Sciences Stream - In the first two years
2. Applied Sciences Stream
3. Clinical Sciences Stream
4. Community Sciences Stream - Spread throughout the five years
5. Behavioural Sciences Stream - Spread through out the five years

In this study we evaluated the medical curriculum at the Faculty of Medicine, Colombo by undertaking this survey evaluation from student responses.

Methods

A qualitative research was conducted among recent graduates of Faculty of Medicine, Colombo, Sri Lanka.

Students opinion on the five year curriculum was collected from a questionnaire. The content was analyzed and classified to its common themes.

A focus group discussion based on themes emerging from the questionnaire feedback was conducted among two student groups.

Each group consisting of a facilitator, two observers and nine students selected as a representative sample from questionnaire responses based on gender, assessment results and ethnicity.

A set of 40 pre-validated questions were asked to each group to establish as much consistency between the groups as possible.

Results

100% of the respondents

100% of the respondents



Medical Stream: Community Sciences

Stream	Year	Number of Respondents
Community Sciences	Year 1	1
	Year 2	1
	Year 3	1
	Year 4	1
	Year 5	1

The study also found 88 different responses on strengths and 131 responses about weaknesses.

The focus group discussion evaluated the reasons behind student perceptions, the challenges and creative and perceived solutions to overcome obstacles and improve the curriculum.

We have TOO MANY EXAMS

Exam helps us to narrow focus on studies

Introduction is well organized and helpful and has a variety of student friendly learning



Community and Behavioural Sciences Streams are good

THE TAKE UP OF OUR TIME

THEIR YEAR PROGRAMME ARE INEFFECTIVE AND STRESSFUL

There is a lack of resources and incentives to give us a good educational experience. But there are some progress to be achieved.

CLINICAL APPOINTMENTS DON'T HAVE OBJECTIVES



THE OUTCOME OF CLINICAL APPOINTMENTS DEPENDS ON THE CONSULTANT



We need to have an assessment at the end of clinical appointments

Conclusion

This method provided an insight into students' attitudes and perceptions of the present day medical curriculum at the Faculty of Medicine, Colombo, Sri Lanka.

Constructive feedback of the students on the evaluation highlighted some key areas that need to be given priority and the possible solutions to overcome these concerns.

Profile of Participants in a National Faculty Development Program in India



Department of [REDACTED]²
Christian Medical College, Ludhiana, India and
Foundation for Advancement of International Medical Education and Research,
Philadelphia, USA³



Background

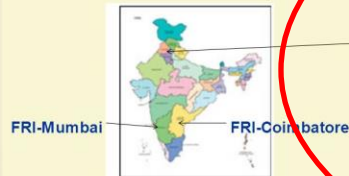
- India has the highest number of medical colleges in the world (300) and consequently the highest number of medical teachers (30,408). Hence, there is huge need and demand for faculty development.¹
- The earlier faculty development programs are of shorter duration with no subsequent follow up.^{1,2}
- The two year fellowship program of FAIMER (Foundation for Advancement of International Medical Education and Research) regional institutes, has generated a huge interest. We anticipated an increase in applications as well as a change in the profile of applicants.

In this study, we describe the evolving profile of participants in this faculty development program in India

Methodology

Setting

- India has three FAIMER Regional Institutes (FRI)s.³
- The FRI at Christian Medical College, Ludhiana (CMCL)-offers 20 fellowships in a year for health professionals.

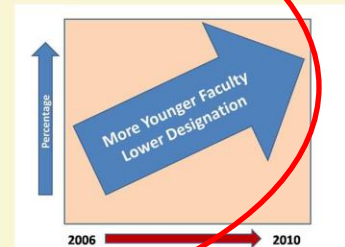


- The application process is online.⁴
- The applications undergo a peer review process.
- The curriculum innovation project is an essential component of application and learning revolves around this project.

Results

Trends from 2006-2010 (n=88 selected participants)

- Total number of applications increased from 45 in 2006, to 110 in 2010.
- Number of fellowships were increased from 16 to 20 in 2009.



More females from 2006-08; however ratio was almost equal in 2009-10.

Conclusions & Implications

More younger faculties with lower designation are being selected. This midcareer faculty is more inclined for the implementation of the education innovation projects and can serve as trainers to train other faculty. They have longer trajectory of research in the field as well as more opportunities to diffuse their knowledge to others throughout the region.

On the way.....

- Most of them were postgraduate (93%) in qualification.
- Thirty one (31) percentage had no prior training in medical education.
- Equally represented from clinical and non-clinical subjects.
- From all disciplines with greatest numbers from departments of community medicine, pharmacology and physiology.
- There were 6 overseas applicants from Nepal, Saudi Arabia, Malaysia, Oman and Bangladesh.
- Two (2) percentage faculty from physiotherapy, dental, nursing and statistics.
- Projects were mainly on curriculum changes, assessment and teaching learning methods.



References

1. Sood R. Medical education in India. Medical Teacher 2006; 30: 985-91.
2. Singh, T., Bansal, P., Sharma, M. A need and necessity for faculty development: the role of medical education units in the Indian context. South East Asian Journal of Medical Education 2006; 2: 2-6.
3. Burdick, W.P., Marathan, P.S., Nairon, J.J. Slowing the brain drain: FAIMER education programs. Medical Teacher 2006; 28: 631-34.
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Changes in Auditory and Visual Reaction Times due to Aerobic Exercises



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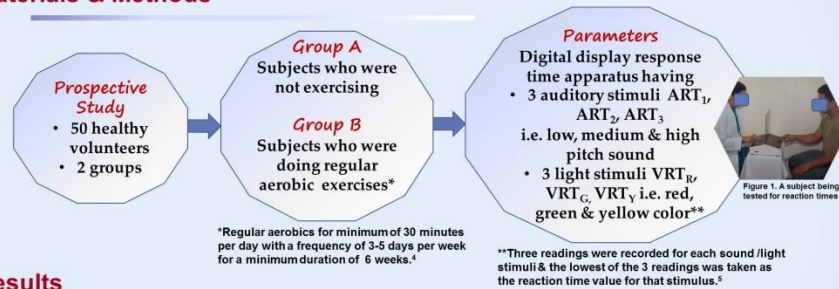
Background

- Reaction time is an external indicator of the ability of the nervous system to receive process and initiate a response to incoming stimuli.
- Measurement of reaction times is a common method to evaluate psychomotor fitness.¹
- The effect of aerobic exercise on visual and auditory reaction times has escaped extensive examination and the existing data on the benefit of aerobic exercise on psychomotor performance is not conclusive.^{2,3}

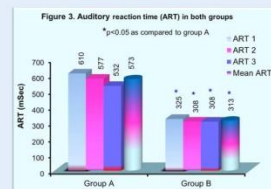
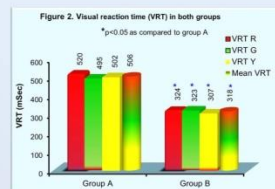
Objective

Hence, the present study was undertaken to determine the changes in auditory reaction time (ART) and visual reaction time (VRT) due to aerobic exercises.

Materials & Methods



Results



- A sub-group analysis of the VRT & ART according to age and sex was done.
- In all the age groups (20-30 years, 31-40 years and 41-50 years) and in both genders the values of VRT and ART were found to be significantly higher with aerobic exercises.
- The maximum improvement was seen in 20-30 years of age group.
- The improvement was more in males.

Conclusion

There is improvement in reaction times with aerobic exercises. Thus, the use of physical exercise to improve cognitive function can be applicable as a cheap and non-pharmacological alternative to optimize process of performance in all age groups and genders.

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Acknowledgment

The authors wish to thank the healthy volunteers and technical staff.

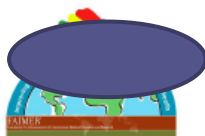
Contact

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National Conference of Physiology and Pharmacology
20th November 2015
National Conference Building 20th November 2015 Conference - 20th November 2015

Effect of Active Learning Behavior on Analytical Skills among Undergraduate MBBS Students.



¹Professor, Department of Pharmacology, HIMs, SRMU, ²Associate Professor, Department of Pharmacology

³Assistant Professor, Department of Pharmacology, HIMs, SRMU, Sanyal, Delhi



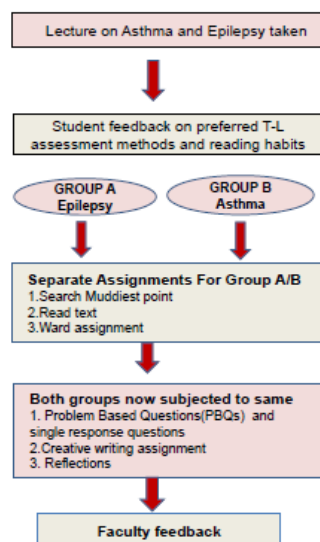
Background

- Active learning is a penultimate step to becoming a lifelong learner; one of the 5 roles of IMG specified in Vision 2015.
- It means identifying one's own problems and then searching answers to problems by persistent self efforts or with the help of peers, teachers or supervisors
- In the process, student learns to acquire and apply knowledge and skills as appropriate to one's needs ¹
- It leads to better understanding and memory encoding than do passive learning ².

Aim

To inculcate a habit of active learning among MBBS students by introducing a variety of open ended assignments during formative assessment to improve subject knowledge and analytical/problem solving skills

Methodology



Results

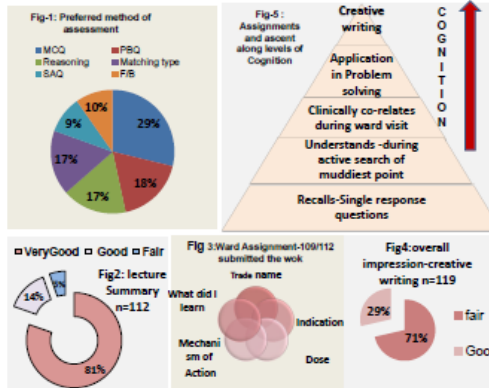
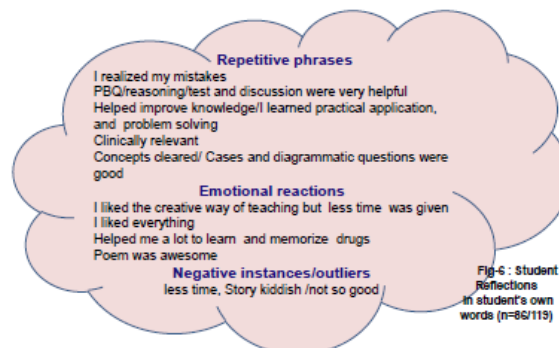
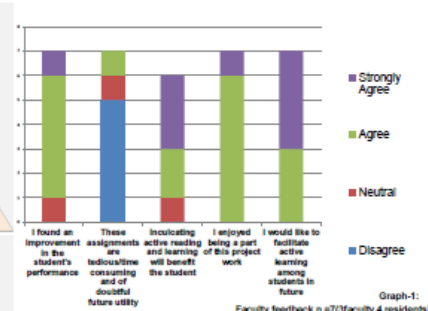


Table-1: Comparison of test results: Exposed vs. Non exposed

Category	Question type	Non exposed	Exposed	p-value Unpaired t-test
Asthma n=59	PBQ	62.93±24.48	66.20±15.39	p=0.38
	SR	62.69±26.41	75.96±10.58	P<0.001
Epilepsy N=60	PBQ	52.99±15.01	75.53±12.3	P<0.001
	SR	50.29±19.42	50.82±24.71	p=0.89



Faculty feedback



Limitations

- Prior to the study, 40% students reported that they never bothered to find answers to their problems. We could not ascertain how many of these actually got converted into active readers.
- When we administered PBQ and single response type question test, the students had another test the very next day. This could have affected our results.

Conclusion

- The supervised efforts towards active learning led to channelized self involvement.
- This translated into better understanding of subject as reflected in improved problem solving, subject recall and creative writing.
- Introducing active learning assignments coupled with ward visits added more meaning and added clinical context pharmacology teaching.

References

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- I sincerely acknowledge the guidance and help provided by the faculty, Dr. Dinesh Badyal, Dr. Tejinder Singh and senior colleagues at CMCL-FAIMER during conceptualization of the study.
- I acknowledge the help of the Faculty members and Resident doctors of the Department of Pharmacology at HIMs.

Optimizing Feedback using Mini CEX during Final Semester Program in Faculty of Medicine Universitas Padjadjaran

Medical Education
Faculty of Medicine

SRDUI
Padj



Introduction

Final Semester Program (FSP) is a 6-month rotation in various hospitals surrounding West Java Province

Objective

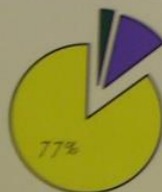
The FSP does not have any particular assessments about students' competence. Until now there is no specific method used to give feedback and students have low motivation to learn. With Mini CEX it is expected that there will be improvement on feedback method. This is pilot project to evaluate the possibility of its implementation.

Method



Result of Students' Perception

Mini CEX could evaluate students' competencies



Students received better feedback with Mini CEX



Students understood the importance of feedback with Mini CEX for their study



Do you agree the application of Mini CEX in FSP?



- Correlation of first and second Mini CEX was 0.93 ($p < 0.05$)
- Students performed satisfactory on history taking, communication,

Creative Metaphors in Medical Education

Purpose:
We employ doctors, nurses, healthcare managers to develop systems, teach, train, and assess medical and nursing students. Therefore, everyone in healthcare should be aware of the common tools and concepts of Medical Education.
ME is not only for ME (i.e. Medical Education should not exclusively be the province of Medical Education).

My Approach:
has proven valuable a group of innovative metaphors to illustrate selected concepts in Medical Education to simplify them to non-Medical Educators.

5 Twin Concepts

1/5 It's not enough to select the right puzzle pieces...
 For you should also learn the patterns that perfectly fit to your work.

2/5 It's not enough to select all possible puzzle pieces...
 But, those patterns should be regarded in a logical manner.

3/5 It's not enough to select most appropriate puzzle pieces...
 But, you should also consider all possible vehicles/methods that you will use.

4/5 Before you decide a puzzle piece...
 Make sure that you are properly communicating to all stakeholders about the piece.

5/5 Finally, the educational managers are fully responsible about finding a certain puzzle piece **everywhere** within the organization...

Why
 which

Learning vs. Photocopying

Learning: $2+2=4$

Photocopying: $2+2=4$



Admission Selection

$1+1=2$

Learning Model

$1+1=2$

The Broken Bottle



9 Events of Instruction

1. Setting the Scene
2. Identifying Objectives
3. Identifying Objectives in Programmatic Learning
4. Presenting the Stimulus Material
5. Providing Learning Activities
6. Monitoring Learning Performance
7. Providing Feedback
8. Identifying the Performance
9. Ensuring Retention and Transfer

ME is not only for ME (i.e. Medical Education should not exclusively be the province of Medical Education).

Text tips:

- The text should be large enough to be read easily from at least 6 feet away.
- -Left align text
- - Double space
- - Pick one font and stick to it
- - Avoid italics.
- If possible, the sections should rely on images: photographs, drawings, and graphs.

Detextify !!!!

Recommended font size:

● **T** Title: 96 pt

● **A** Authors: 72 pt

● **A** Affiliations: 36-48 pt

● **S** Section headings: 36 pt

● **T** Text: 24 pt

● **A** Acknowledgements: 16 pt

Fonts

- Stick to a simple font family.
- **Arial**
- **Comic Sans**
- **Calibri**
- **Times New Roman**
- Avoid **CAPITALS** **Capitals**

The poster should quickly orient the audience to the subject and purpose.

whether the audience recognizes the subject and purpose within 20 seconds of seeing the poster.

Usually, a poster accomplishes this goal with

- a well-crafted title and

- with supporting images

- Also, make sure that the type is large enough to be read and

Introduction

The word cartoon has various meanings, based on several very different forms of visual art and illustration. Comical cartoons are known to influence attention and interest. Reports state that first year medical students employ multiple learning styles which include visual learning as one of the component which will enhance their learning ability. In the present study we tried to evaluate the effectiveness of mid-lecture cartoon slide projection (both in morning and afternoon lectures) in teaching physiology for first-year undergraduate medical students of Melaka Manipal Medical College (Manipal Campus) India.

Materials and methods

One hundred twenty five first year medical students of Melaka Manipal Medical College were involved in this study. The study was conducted in the fourth block (teaching unit), which is the last block in the first year Bachelor of Medicine and Bachelor of Surgery (MBBS) course. In this block the students were taught central nervous system and special senses. We introduced cartoon lecturing for both the topics of this block. Each lecture was presented to the students in the form of PowerPoint along with fun filled cartoons. The cartoons shown to the students were drawn by the respective faculty, keeping in mind the importance of the concept which has to be conveyed to the students. Care was taken to make them very simple and concept oriented. The same batch of students was exposed to regular didactic lectures (without cartoon lecturing) in their previous blocks. Soon after the end of this block, students were requested to fill in a questionnaire. The questionnaire had ten questions which mentions the various aspects of the effectiveness of cartoon lecturing.

Representative cartoons which were shown to the students



Figure 1: Shows a man who is a hypermetropic patient, and trying to read a book which is kept on the floor. As his far-sightedness is affected, he can read the book at a normal reading distance.



Figure 2: Represents a situation in city life. The man is the patient with colour blindness and was not able to appreciate the red light of traffic signal. He approached towards his red stop sign while other vehicles are stopped.

Results

To document the effectiveness of Cartoon lecturing, a questionnaire was given to all students ($n=125$). Their responses are shown in table 1. Majority of the students responded well to the questionnaire giving us positive comments about the usefulness of cartoon lecturing rather than the regular didactic lecture. It enhanced their interest in the topics during the lectures. Cartoon lecturing helped them to recall the concepts and related facts which were discussed in the lecture. Students were also able to associate the physiology behind each cartoon which was presented to them.

Table 1: Responses of students to individual items of the questionnaire regarding the usefulness of the Cartoon lecturing

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
My level of attention is less in the afternoon hours	42	28	9	0	1
Cartoon slides presented in between a lecture increased my interest in the topic	103	13	6	3	0
Cartoons presented were simple and subject related	98	15	9	3	0
Cartoons helped me in understanding the physiology behind each topic which was taught	116	8	3	0	0
It was really enjoyable and fun filled	96	29	2	4	0
Cartoons helped me in remembering the concepts and important facts	112	8	3	4	0
On you really feel the need of such presentation for all the lectures	85	17	9	6	2
After cartoon lecturing my level of attention in the afternoon lectures was improved	93	15	4	0	0

Conclusion

We found cartoon lecturing as an effective tool in teaching Physiology for undergraduate medical students. It helps in avoiding the monotony of regular didactic lecturing without having any visual impacts. The level of attention of our students was markedly improved during the afternoon lectures by the effective use of cartoon lecturing. This method can be adopted effectively in all the topics of physiology to make teaching more interesting and enjoyable.

Acknowledgements

We would like to acknowledge the students of Melaka Manipal Medical College (Manipal Campus) for their co-operation for this study.

Colours

- Stick to a rather little **numbers of colours**, but well chosen.
- Contrast-easy on eyes
- Have well separated areas of your posters (like the background and the text blocks)
- Avoid fluorescent colours

INTRODUCTION	AIMS AND OBJECTIVES
<p>➤ Evaluation is an integral part of medical education</p> <p>➤ Teacher evaluation has widely been acknowledged as a useful input to improve the quality of teaching</p> <p>➤ Though there are large number of possible sources of feedback, the most common source of input to teaching evaluation is student feedback.</p> <p>➤ The study was done to evaluate the effectiveness of the student's feedback in the teachers' evaluation system in a new Medical college.</p>	<p>Aim</p> <p>1) To improve the quality of teaching by introducing students feedback as a teachers evaluation system</p> <p>Objectives</p> <p>1) To evaluate the teacher's performance by identifying their strengths and weaknesses with the help of students feedback</p> <p>2) To improve the quality of teaching using students feedback</p> <p>3) To contribute towards overall faculty development</p>
METHODOLOGY	
<ul style="list-style-type: none"> • A students feedback (SFB) performa was developed and validated by peer review. • It was filled by 2nd professional students at the mid of 4th semester. • 70 students with more than 75% attendance completed the Performa anonymously. • This performa was analyzed by three member committee without disclosing the teachers identity to them. • The report was then sealed and handed over to the concerned teacher as per their code. • For three months they were given equal opportunity to teach and interact with the students. • Both teachers and students were then required to fill the questionnaire at the end of three months to know the effectiveness of students' feedback 	
RESULTS	
<p>➤ A total of 70 students returned the feedback performa.</p> <p>➤ As per the performa, most of the teachers were regular in taking classes, prepared their lectures well, used audiovisual aids adequately and communicate effectively.</p> <p>➤ Very few teachers provided feedback regarding the regular performance of the students in the class. There was no career counselling and very few teachers were good as role model.</p> <p>➤ Out of 15, only 12 teachers returned the questionnaire while 64 out of 70 students returned the questionnaire.</p>	
<p>Students Questionnaire regarding students feedback</p> <ul style="list-style-type: none"> ✓ Almost 2/3 of the students agreed that SFB enhances the performance and teaching skills of the teacher ✓ 76% felt that the Feedback should be taken after every semester ✓ All students agreed that it should be given to all the batches ✓ 81% disagree with the statement that the designation of the teachers influences the students response. ✓ Interestingly 38% agreed that students are not mature enough to judge the teachers. 	<p>Faculty Questionnaire regarding students feedback</p> <ul style="list-style-type: none"> ✓ 83% (10/12) teachers considered SFB is an effective tool for faculty development ✓ 58% (7/12) were satisfied with the present format of teaching evaluation system ✓ 66% of the faculty were in favor of feedback after every semester. ✓ 66% were of opinion that the students do not fill the form seriously ✓ Half of the teachers mentioned that the designation of the teachers influence the student's response. ✓ 83% disagreed that the gender of the teacher influences the response ✓ Majority (92%) agreed that strict teacher may get poor response. ✓ 66% of teachers said that it helped them overcome their weaknesses, while all of them agreed that SFB made them more aware about students need.
<p>LIMITATIONS</p> <ul style="list-style-type: none"> ✓ Unequal opportunity for the teachers to teach and interact with the students. ✓ A very short period of 3 months for improvement. ✓ Only one professional year teachers included. 	<p>Other factors affecting Students' feedback as suggested by the teachers</p> <ul style="list-style-type: none"> ➤ Number, timing and topic of the lectures ➤ Teachers holding administrative posts tend to get better response.
<p>REFERENCES</p> <p>1. Lata H, walia L, Gupta V. Student feedback on teaching and evaluation methodology in physiology. South East Asian J Med Edu 2008;2:31-7</p>	<p>ACKNOWLEDGEMENT</p> <p>➤ Faculty 2nd Professional subjects.</p>

Elective Rheumatology Program with a Primary Health Care Focus

zil.

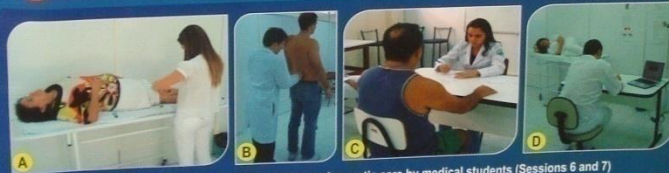
PURPOSE

Rheumatic conditions are very common in primary care. However most general doctors do not have the required expertise to deal with the rheumatic diseases they are likely to encounter in clinical practice. This fact reflects the poor undergraduate Rheumatology curriculum in the majority of medical schools, where its teaching is developed mainly in hospital settings (tertiary care) by using traditional methods. Student-selected component (SSC), an innovative teaching method, is an optional program within the medical curriculum first used in UK. Its specific aims include the development of students' skills in self-directed learning, the ability to study areas outside the core curriculum in depth and development of confidence in their own skills and abilities. Thus, the objective of this pilot study was the implementation of SSC in a traditional curriculum to develop Rheumatology skills related to primary care.

METHODS

Twelve medical students in the clerkship (5th and 6th year) voluntarily participated in this program. They already had applied for a mandatory Rheumatology discipline, with 60 hours of time available, at the 4th year of UFRN regular curriculum. The SSC program consisted of ten 3-hour weekly sessions, from April to June 2009. The activities developed were the following (S = Session):

- S1 Introduction to module and setting of goals. Use web-based scientific material to highlight the importance of rheumatological primary care.
- S2 Students interviewed general practitioners from the "Family Health Program" (primary care level) on more prevalent rheumatic diseases in the community and access to diagnostic and therapeutic methods.
- S3 Small groups of clinical cases discussions on osteoarthritis and rheumatoid arthritis.
- S4 Small groups of clinical cases discussions on low back pain and shoulder pain.
Note: Pre-class review of the topics were required, both for S3 and 4.
- S5 A physiotherapist and a psychologist discussed their roles in dealing with patients with long-term chronic pain and debilitating conditions.
- S6-S7 Primary care of rheumatic patients by students, with supervision of rheumatologists (Figures A, B, C and D).
- S8 Written assessment (short-answer questions).
- S9 Practical assessment (OSCE with standardized patients).
- S10 Feedback session and program evaluation (semi-structured interview).



Figures A, B, C and D - Illustrations of primary rheumatic care by medical students (Sessions 6 and 7)

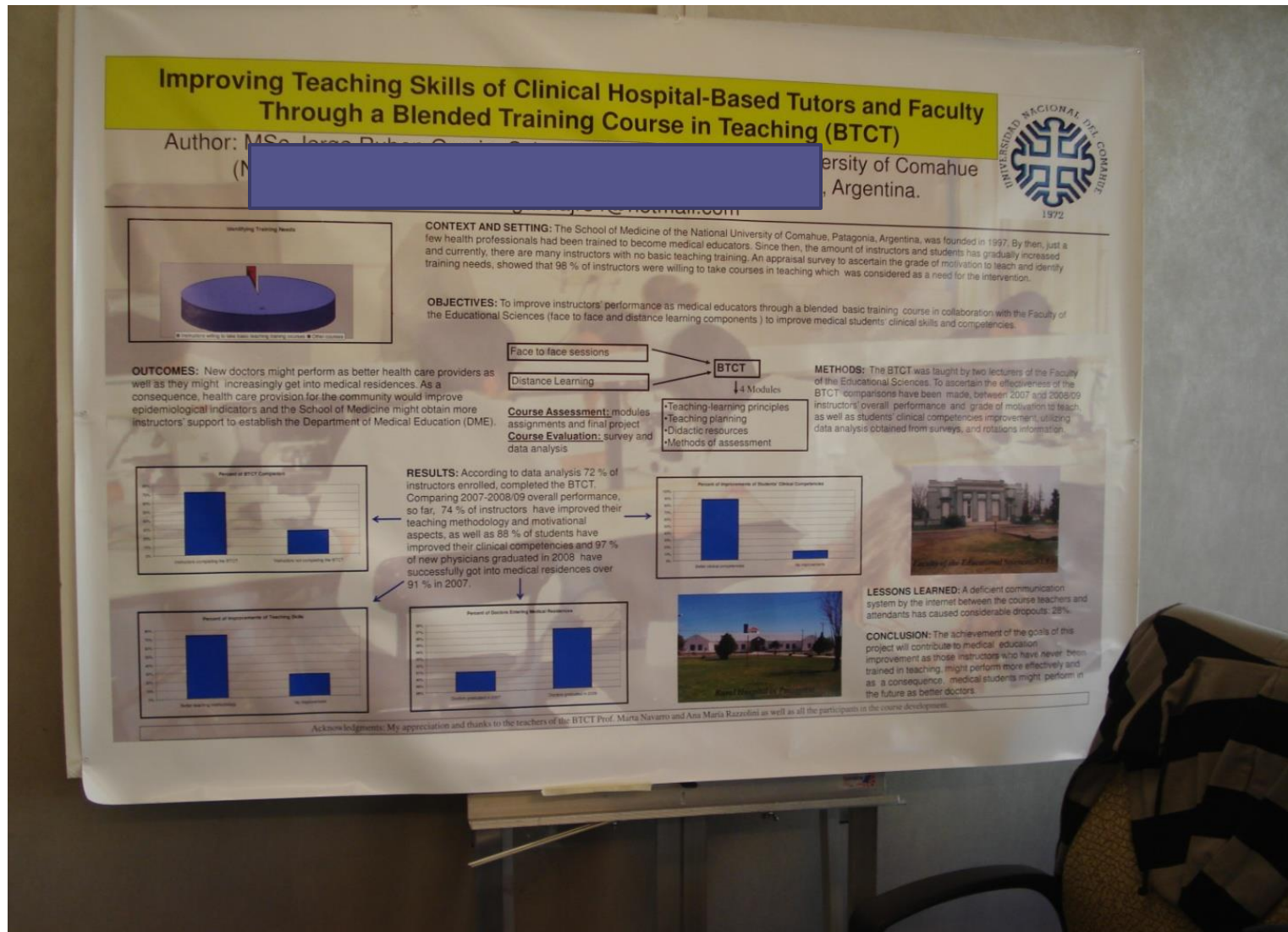
RESULTS

All of the students achieved good performance on assessments (grade 8 or above, in a scale ranging from 0 to 10). After completing the program, students surveyed (12/12) stated their confidence for diagnosing and treating rheumatic disease had improved either greatly (90%) or somewhat (10%). Students unanimously indicated that active formats were preferred over lectures and that practical training in Rheumatology primary care was a very rich experience.

CONCLUSION

This study showed that SSC was an effective learning strategy for development of Rheumatology skills and abilities in undergraduate medical students. These observations deserve further study with a larger number of participants and the results comparison with a control group of clerkship students.

Choosing a poster background:



Simplify graphs.

- Whenever possible, combine graphs to share axis titles, labels, or legends.
- Don't ask the reader to read anything twice.
- Avoid “Chart Junk,” anything that does not help tell your story:
- use fewer labels and make the remaining ones larger.

and Hospital _____

[illegible]

Aims & Objective

The overall objective is to make an inventory and then make yourself as well as your students aware of their learning styles and have any modifications in them. If need be so as to have better concepts of the medical education to be utilized later in patient care. Structure guidance in a way that students utilize both basic and clinical opportunities to the best of their capabilities.

The permission from original author of the questionnaire J. D. Vincent was taken to use the questionnaire and evaluate it. The tool used was a questionnaire at US 100 level. The questionnaire was constructed ethically compliant and taken. Faculty of biotechnology department was oriented to the results and types of learning styles in higher education and medical students. The faculty felt that the questionnaire was useful to assess their own teaching styles. The questionnaire was submitted in the course in year 2006. The questionnaire was designed to assess the learning styles of the students. The questionnaire was evaluated and scored as per the scoring key. The results statistically analyzed using SPSS version 16.

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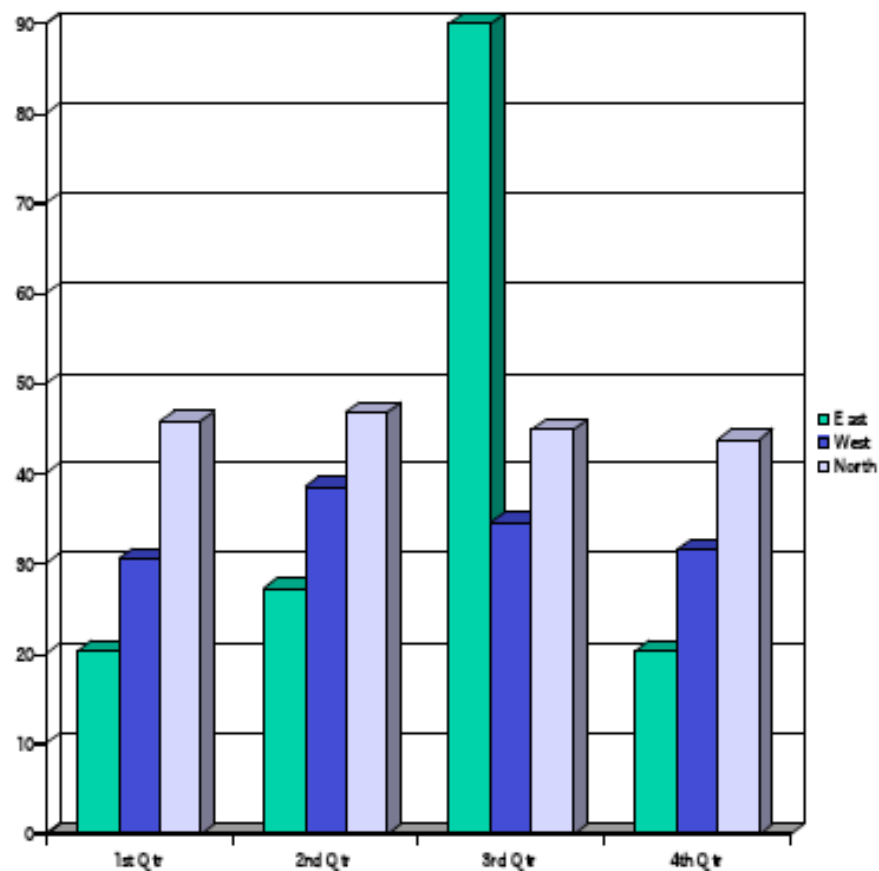
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4	100	100
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6	100	100
7	100	100
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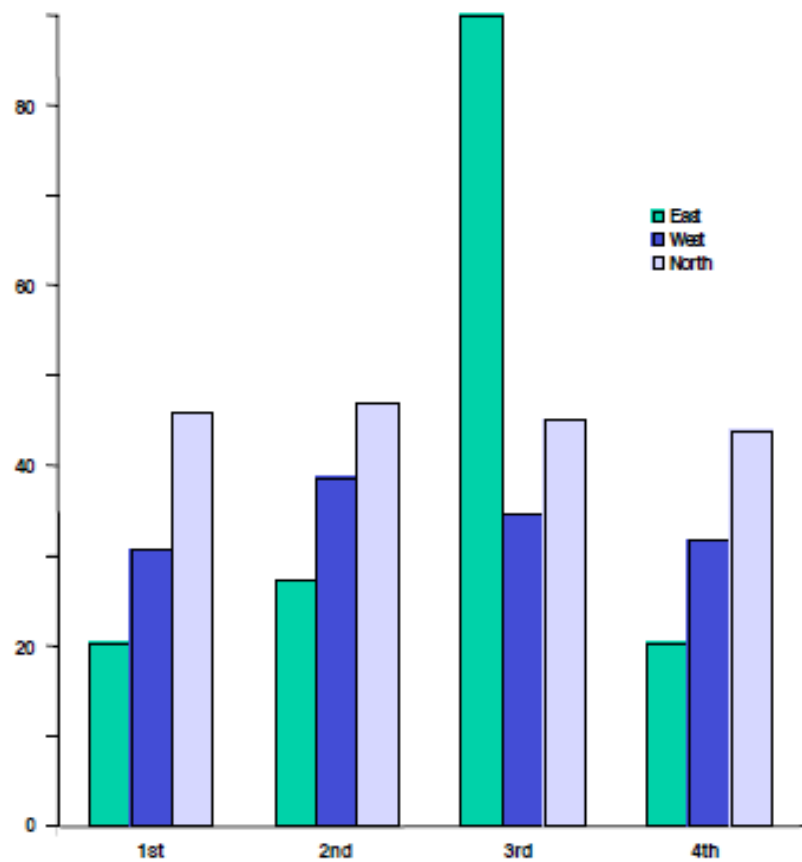
CONCLUSIONS

In Year 10000 students were not interested in their approach but were surface learners. The similar attitude has been found in other studies on longer follow-up (it was observed that they changed approach as they reached four years). Students wanted self-regulation of learning but they were in need of external regulation of the content to be learnt and also assessment. It further enhanced when in fourth domain assessing the mental models they have put up a desire to be external support of teacher to help in use and assimilation of knowledge. A good percentage, though statistically non-significant, missed the regulation by teachers. Students had pointed the mental models but have not implemented them.

Before (unnecessary parts)



After (ungrouped, parts deleted)



Material for printing-flex, vinyl etc



Aims & Objectives

Using multiple teaching strategies to improve the academic performance of problem-learners at the pre-final MBBS level in a medical school

Methodology

This study was carried out with Pre-final MBBS students attending Ophthalmology classes at Sher-i-Kashmir Institute of Medical Sciences, Medical College Srinagar. Twelve students who had scored less than 30% in the first internal assessment examination in Ophthalmology or had failed more than once in the previous university examination were identified as problem learners [15]. Their academic performance before introduction of composite teaching methodology was taken as reference. The identified group of students was taught various topics from Ophthalmology by using integrated teaching strategies. While minimizing the use of routine lecture format, judicious use of AV-aids, discussions, small group learning, project method, Interactive teaching, case-based learning etc was made. Every topic from Ophthalmology was taught using multiple teaching methods and doubt-clearing sessions were frequently held. Students were also offered one-to-one interaction with a counselor, in an atmosphere of warmth and confidentiality. Post-intervention assessment was done by again taking their performance in the internal assessment and annual university examination into account. A feed-back questionnaire was also administered to obtain the students' perspective on effectiveness of the composite teaching methodology. The scores obtained before and after the intervention were compared.

Discussion:

To address the learning problems of medical students it is important that the learning environment is altered to prevent repetition of the failure [2].

Improving Academic Performance of Problem Learners in Medical School by Use of Composite Teaching Methods.

Department of Ophthalmology, Sher-i-Kashmir Institute of Medical Sciences, Srinagar-190017.

Result:

Table1. Shows the marks obtained by students before and after the introduction of composite teaching methodology.

Roll No	Result in previous University Examination	Marks before intervention out of 100	Marks after intervention out of 100	Result in University exam of pre-final MBBS
614	Failed twice	24	47	Pass
617	Pass	27	52	Pass
623	Failed once	29	49	Pass
629	Failed once	31	59	Pass
635	Pass	28	53	Pass
637	Pass	25	60	Pass
638	Failed once	21	51	Pass
639	Failed twice	16	40	Reappear
643	Pass	23	55	Pass
645	Pass	20	56	Pass
654	Failed twice	18	46	Reappear
656	Failed once	30	54	Pass
Pass before = 41%		Mean marks before = 24.25	Mean marks after = 48.00	Pass after = 83%

Statistical analysis:

Mean before = 24.25 (S.D = 4.75)
Mean after = 48.00 (S.D = 6.76)
Paired t-test value: 19.05, $p < .05$
(Statistically significant difference present between the two means)

Acknowledgements

Author is grateful to:

• [Redacted]
• [Redacted]
• [Redacted]



Teaching students through a combination of methods has the same rationale that short-comings of one method of instruction are neutralized by the other and students take maximum benefit from the teaching exercise. This project demonstrated that identifying problem-learners in a class can help us in making focused interventions to improve their academic performance. It was observed that mean test score before introducing composite teaching methods was 24.25 while as afterwards it increased to 48.00. The pass percentage of the identified group in the subject of Ophthalmology also showed a significant rise to more than double the previous one. There was a positive change in the confidence levels of students also. Findings are supported by the fact that 90% of the students wanted that other subjects should also be taught by integrated teaching methods and the practice must be continued in future also.

Conclusions

Use of composite teaching methods can improve the academic performance of problem learners in a medical school.

References

- [1]. Helping Problem Learners- A suggested approach: N. Ananthakrishnan, Bulletin of NTTC Vol.7: No.2, September 2000
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- [3]. Heidi L Lujan, Too much teaching, not enough learning: what is the solution? Stephen E. DiCarlo, Adv Physiol Educ 30:17-22, 2006
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- [5]. Vijaya V Mysorekar, Medha A Joshi; facilitating learning in low-performers: Blackwell Publishing Ltd 2007. MEDICAL EDUCATION 2007; 41:1083-1111

DEVELOPING A WEB BASED ITEM BANK

Y. A. Yildirim, M. D. Yildirim, Y. A. Yildirim, Ege University Faculty of Medicine, Department of Medical Education (IZMİR, TURKEY) FAIMER 2008 Fellow

Introduction

The curriculum of Ege University Faculty of Medicine follows 3 pre-clinical and 3 clinical year, initial complaint-based, vertically and horizontally integrated programme with approximately 300 students each year. Evaluation of students' knowledge is mainly based on written test with Multiple Choice Questions (MCQ). In an academic year, almost 175 written examinations are conducted which needs more than 10,000 MCQ.

Although some faculty members attended to written exam workshops, uniformity of writing MCQ and monitoring procedure for written exams/MCQ have not achieved yet. This relatively high number of exams and MCQ needed in them also leads repetitive usage of the same questions in different tests.

Objectives

A project to establish a secure and web based software for item banking to the faculty was initiated. Software features defined as; item submitting, item technical analysis, producing exam set, exam analysis and reporting item/exam quality analysis. Pilot testing of the software and workshops for both MCQ writing and submitting to software was also targeted.

- 1 An item bank software was developed and uploaded to the web.



Figure 1: Homepage screen-shot of web based item bank (admin logged in)

- 2 All lectures in the curriculum were submitted to the software.



Figure 2: Lecture search screen-shot (admin logged in)

- 3 All Faculty members' profiles were uploaded to the software.



Figure 3: Faculty member search screen-shot (admin logged in)

- 4 Individual accounts were created for every faculty member and their lectures associated with their account.



Figure 4: User profile screen-shot with lectures and submitted MCQ data

- 5 Three different types of MCQ exam of the school were created which faculty can submit their MCQ to them separately.



Figure 5: Exam type selection page screen-shot (user logged in)

- 6 Faculty members can submit MCQ either text-only or with figures type for the three possible exams of the school.



Figure 6: Text based MCQ submission screen-shot (user logged in)

Piloting

To evaluate the baseline status of the software for item submission, three workshops were conducted with volunteer faculty members (n=14) from 4 different departments. MCQ writing rules and item submission to the software discussed and feedback gathered with a 9 point scale questionnaire. Faculty members (n=11) submitted 57 MCQ to software after the workshops.

Participant's feedback about the workshop:	Mean	Strg. Disagree/ Very Bad ← → Strg. Agree/ Very Good								
		1	2	3	4	5	6	7	8	9
1. The workshop's duration was appropriate for the information presented.	7,8									
2. The workshop was well organized.	8,6									
3. My MCQ writing knowledge is improved.	8,8									
4. My MCQ writing skill is improved.	8,1									
5. The workshop facilitator was effective in his instruction.	8,9									
6. My overall evaluation about this workshop.	8,6									

Results

The workshops were very welcomed by the faculty. All participant faculty agree that workshops were well organized and the duration was appropriate. In addition they also emphasize that their knowledge and skills are increased about writing MCQ after the workshops. Faculty members suggested conducting these workshops with all faculty in the school. They also found the software very practical and very easy to use.

Faculty members submitted 57 MCQ to the software and 79% (n=45) of them was found technically acceptable. Conducting a pilot examination by using MCQ submitted to software was scheduled to the next academic year.



A RETROSPECTIVE STUDY ON THE FREQUENCY AND CAUSALITY OF ADVERSE DRUG REACTIONS OF AN INTRA-AURAL FIXED DOSE COMBINATION



PG Demonstrator

lege, Ludhiana.

BACKGROUND

The FDC studied has been quoted as irrational in literature¹. The relevance of a study on this combination is enhanced by the recent warning issued by the US FDA on an FDC containing similar components².

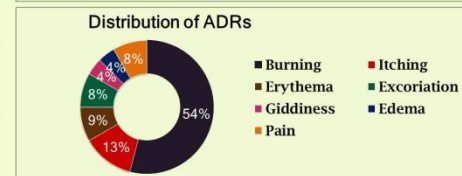
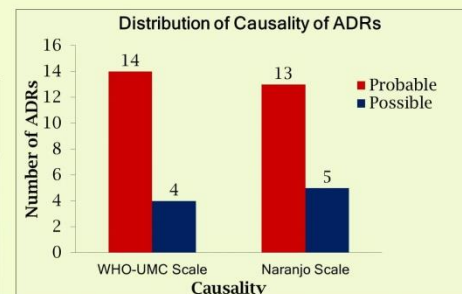
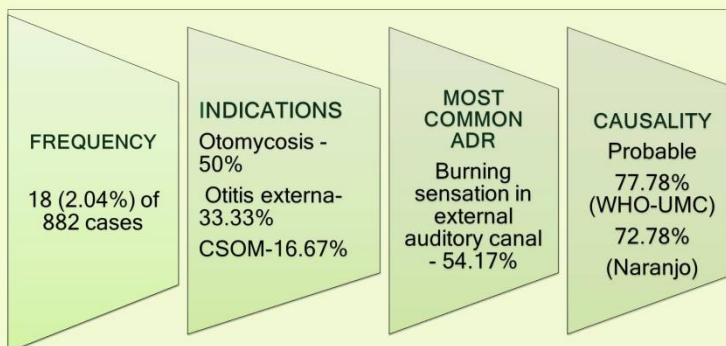
OBJECTIVE

To evaluate frequency & causality of ADRs of intra-aural FDC of chloramphenicol (5%), lignocaine (2%), clotrimazole (1%) and beclomethasone dipropionate (0.025%) at a tertiary care hospital in North India

MATERIALS AND METHODS



RESULTS



CONCLUSION

The intra-aural FDC has propensity to produce ADRs and rationality of the combination of an anaesthetic, corticosteroid, antifungal and antibacterial drug is questionable. This emphasizes the necessity of assessing the rationality of FDCs commonly prescribed in clinical practice.

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2. FDA News Release [Online]. Available from: <http://www.fda.gov/NewsEvents/Newsroom/PressAnnouncements/ucm453348.htm> [Accessed 10 October 2015].



ISRPTCON 2015

CONTACT

Dr. S. [Redacted]
Dem [Redacted]
CMC [Redacted]
Em [Redacted]

Poster Checklist

- **Size:** stick to guidelines
- **Title:** Easy to read, relevant and informative.
- **Written information:** concise, relevant
- Is there a **theme** that links all the information together?
- Consider how the viewer would proceed through the information - is there a **logical sequence**?

Poster Checklist

- Pleasing to the eye.
- Text and figures/photos sensibly and attractively incorporated.
- Reference citations are included in the text.
- All photographs, graphs or diagrams are referenced.
- Provide an explicit **take-home message**.

Remember that simpler posters are always more attractive and easier to read.

Thanks