

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*

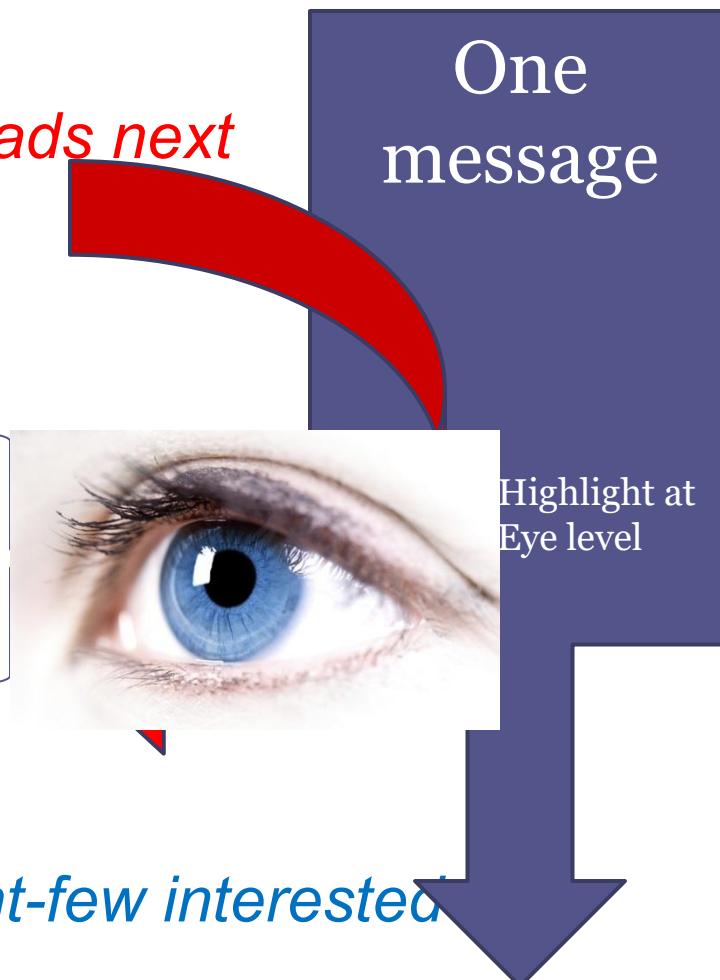
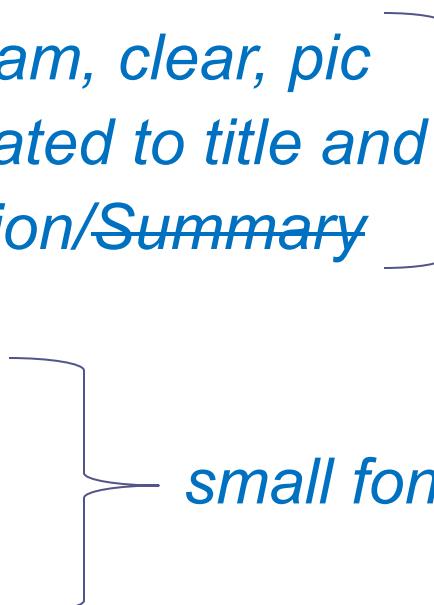
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- *References*

- *Acknowledgement*

- *Contact*

small font-few interested



Title of an effective poster should quickly orient the audience

Catchy

Short

Relevant

Compelling....

Innovative Teaching In a Conventional Medical Institute

A Pilot Study

Bernard G. Galt, *Ammaniam*

Sikkim Manipal Institute of Medical Sciences Gangtok



Improving Assessment of clinical competence using OSCE

Editorial Code

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.

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-term score, Year 31 final scores and GCSE result for stations 2 and 4				
Long-term	Previous Correlation (by 1 decimal)	Long-term scores	Year 3 final scores	GCSE scores (Maths, English, Science)
Year 3 final score	Previous Correlation (by 1 decimal)	0.50	0.54	0.50
	0.50	0.50	0.54	0.50

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 objectives



Introduction to Healthcare Management Principles in Undergraduate training in Medical Schools

D
M
Kaur



Effect of atorvastatin on hs-CRP in acute coronary syndrome

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Christian Medical College & Hospital, Ludhiana -141008 (INDIA)

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: Immunoassay (Radiant Diagnostics: UK on semi-automated ERBA-CHEM 5 plus, Transasia: Mumbai, India)

2. Lipid Profile: Autoanalyser

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

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

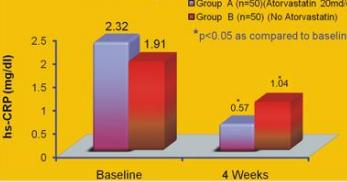


Table 1: Baseline characteristics of patients

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		

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

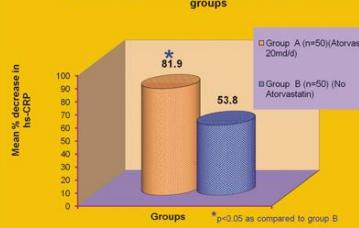
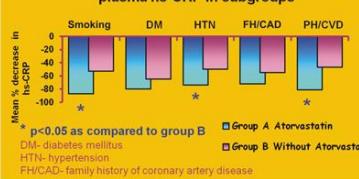


Figure 3. Mean percentage decrease in plasma hs-CRP in subgroups



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 the role and interplay of inflammation, C-reactive protein, statins and coronary artery disease.⁴

Limitations of Study

- Open design
- No randomization
- Short duration

Acknowledgments

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

References

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- Shoemaker DK. A review of high-dose statin therapy: targeting cholesterol and inflammation in atherosclerosis. *Eur Heart J* 2007; 28: 664-72.
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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

Department of Clinical Medicine, Faculty of Medicine, Colombo, Sri Lanka
Ministry of Health care and Nutrition, Sri Lanka

Chair of Education, Department of Clinical Medicine, 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 consisting of five main streams:

1. Introductory Basic Sciences Stream
2. Applied Sciences Stream
3. Clinical Sciences Stream
4. Community Sciences Stream
5. Behavioural Sciences Stream

In the first year

Spaced throughout the five years
Spaced throughout the five years

In this study we evaluated the medical curriculum of the Faculty of Medicine, Colombo for Lankans using descriptive qualitative feedback approach.

METHODS

A qualitative research was conducted using expert students of Faculty of Medicine, Colombo, Sri Lanka.

Students' opinion on the five year curriculum was collected from a convenience. This content was analyzed and clustered in to common themes.

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

Each group consisting of a facilitator, two observers and nine students selected on a representative sample from quintiles and genders based on gender, academic results and ethnicity.

A same set of predetermined questions were posed to each group to elicit as much consistency between the groups as possible.

RESULTS

115 students responded



Reasons for leaving	
Number	Percent
1	1
2	1
3	1
4	1
5	1
6	1
7	1
8	1
9	1
10	1
11	1
12	1
13	1
14	1
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96	1
97	1
98	1
99	1
100	1

115 students had co-different responses on strengths and 119 responses about weaknesses.

The following themes emerged from the responses evaluated the reasons behind student perceptions, the consequences and solutions to overcome mistakes and challenges in the curriculum.



CONCLUSION

This research provided an insight into students' strengths and weaknesses of the present day medical curriculum in the Faculty of Medicine, Colombo, Sri Lanka.

Qualitative feedback of the students on the curriculum highlighted certain key areas that need to be given more weight. The results will be used to review the curriculum.

Profile of Participants in a National Faculty Development Program in India



Department of Medical Education
Christian Medical College, Ludhiana, India and

Foundation for Advancement of International Medical Education and Research,
Philadelphia, USA³



Background

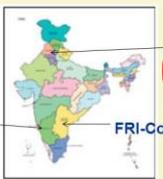
- India has the highest number of medical colleges in the world (300) and consequently the highest number of medical teachers (30,408). Hence, there is huge need and demand for faculty development.¹
- The earlier faculty development programs are of shorter duration with no subsequent follow up.^{1,2}
- 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).³
- The FRI at Christian Medical College, Ludhiana (CMCL)-offers 20 fellowships in a year for health professionals.

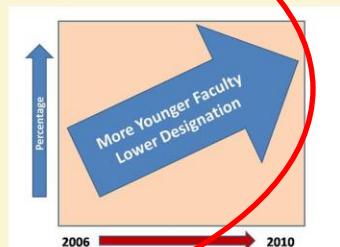


- The application process is online.⁴
- The applications undergo a peer review process.
- The curriculum innovation project is an essential component of application and learning revolves around this project.

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.

Contact



Regional Institute,
of Pharmacology,
Ludhiana-141008, India

References

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4. <http://med.faimer.org>

Changes in Auditory and Visual Reaction Times due to Aerobic Exercises



Ham Lake, Minn. - C. L. W. & W. C. Smith Co.

Department of Plant Pathology

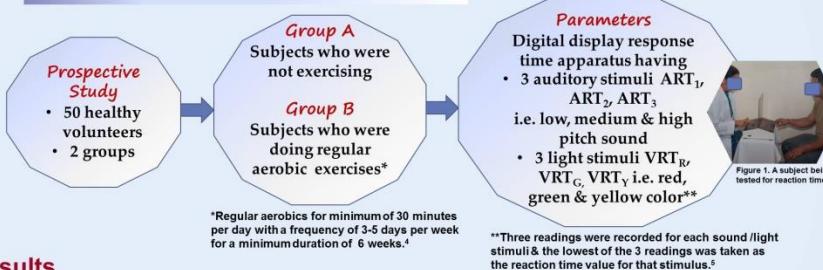
Background

- 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

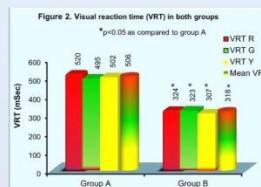


Figure 2. Visual reaction time (VRT) in both groups

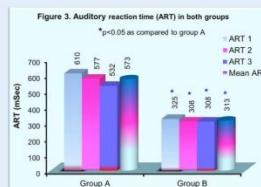


Figure 3. Auditory reaction times (ART) in both groups

- 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, 41-50 years, 51-60 years, >60 years) the ART group showed a significantly higher success rate than the VRT group.

- 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.

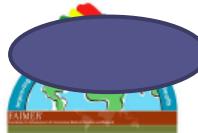
References

References

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



¹Professor, Department of Pharmacology, HIMS, SRHLL, ²Associate Professor, Department of Pharmacology
³Assistant Professor, Department of Pharmacology, HIMS, CRHIO, Jolly Grant, Dehradoon

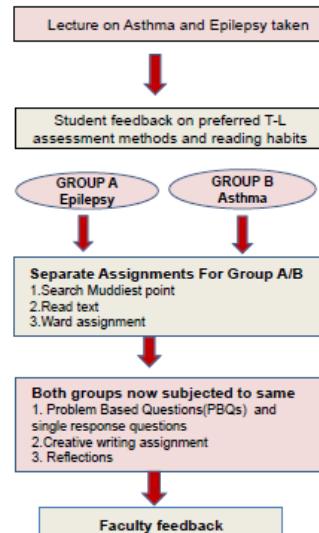
Background

- ❖ 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

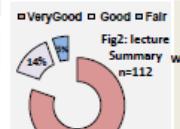
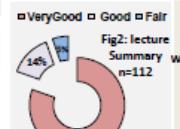
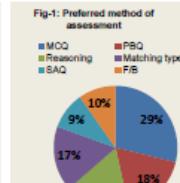
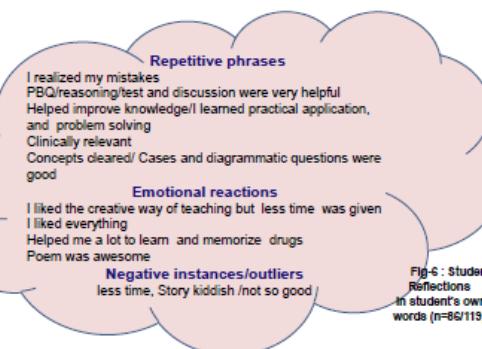
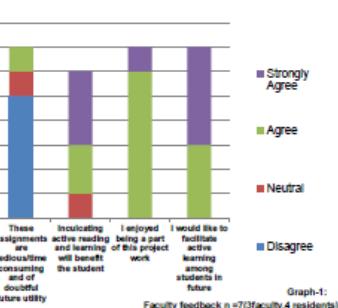


Table-1:Comparison of test results: Exposed vs. Non exposed

Category	Question type	Non exposed	Exposed	p-value
Asthma n=59	PBQ	62.93±24.48	66.20±15.39	p=0.38
	SR	62.60±26.41	75.96±10.58	P<0.001
Epilepsy N=60	PBQ	52.90±15.01	75.53±12.3	P<0.001
	SR	50.29±19.42	50.82±24.71	p=0.89



Faculty feedback



Limitations

1. 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.

2. 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 channeled 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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Acknowledgements

1. I sincerely acknowledge the guidance and help provided by the faculty, Dr Dinesh Badaly, Dr Tejinder Singh and senior colleagues at CMCL-FAIMER during conceptualization of the study.
2. 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

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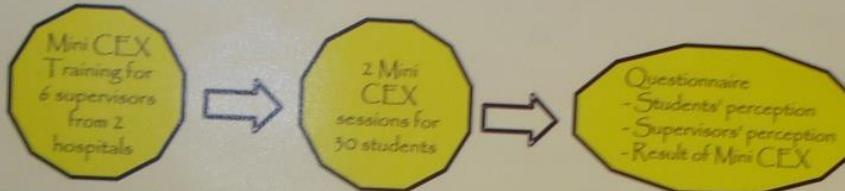
Introduction

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

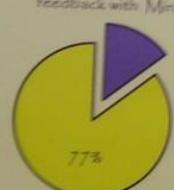


Result of Students' Perception

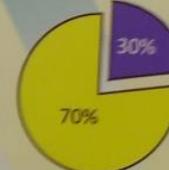
Mini CEX could evaluate
students' competencies



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

Dr. Alvin Loh

Abstract:

We employ doctors, nurses, healthcare managers to deliver services, 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 concern of Medical Education).

My Approach:

Use power Point Slides to group of innovative concepts to illustrate selected concepts in Medical Education to simplify them to non Medical Educators.

5 Twin Concepts

1/5

It is not enough to analyse the needs for a curriculum.

2/5

It is not enough to select all possible content inclusion.

3/5

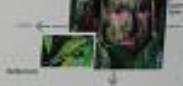
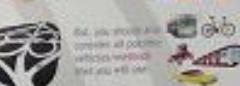
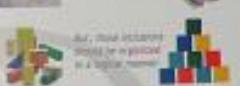
It is not enough to select most strongest that you will achieve.

4/5

Before you decide classroom problem...

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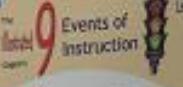
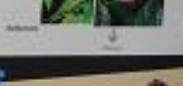
Finally, the educational manager are fully responsible about assessing a certain educational environment within the organization...



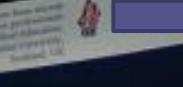
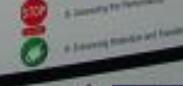
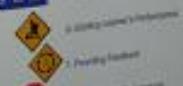
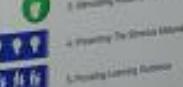
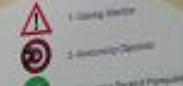
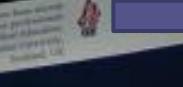
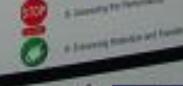
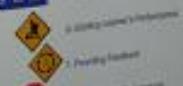
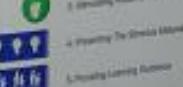
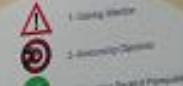
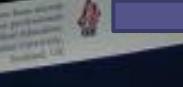
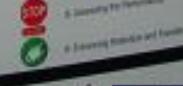
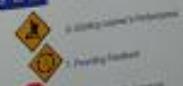
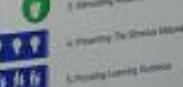
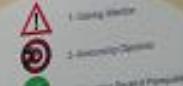
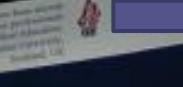
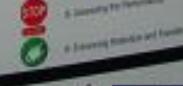
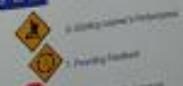
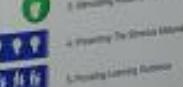
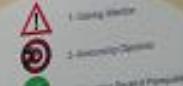
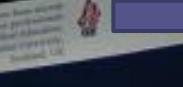
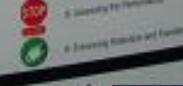
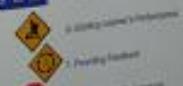
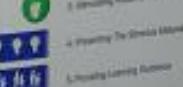
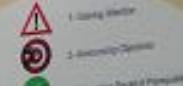
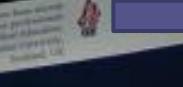
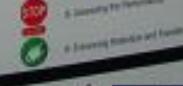
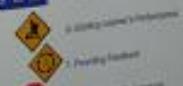
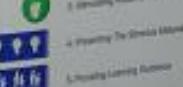
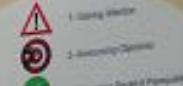
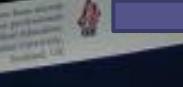
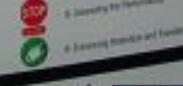
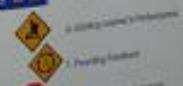
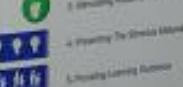
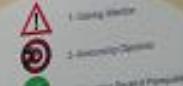
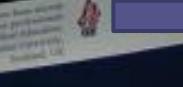
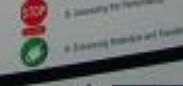
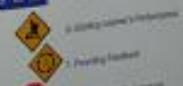
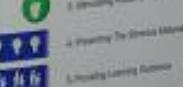
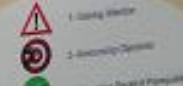
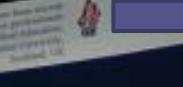
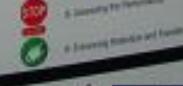
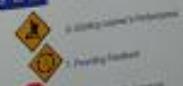
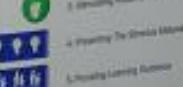
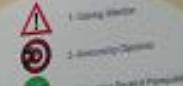
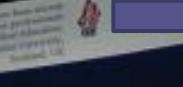
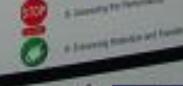
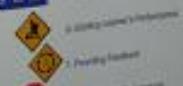
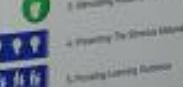
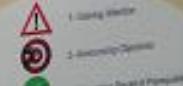
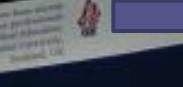
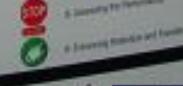
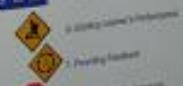
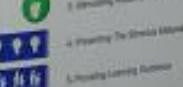
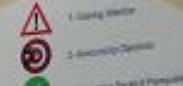
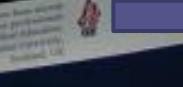
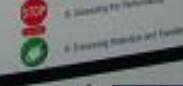
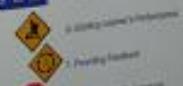
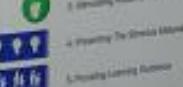
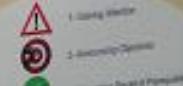
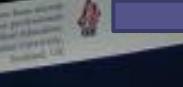
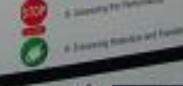
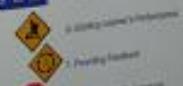
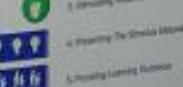
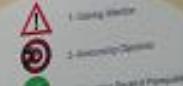
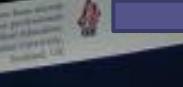
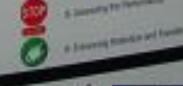
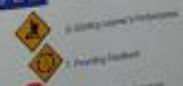
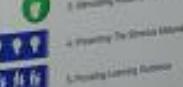
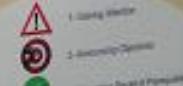
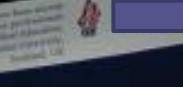
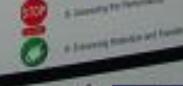
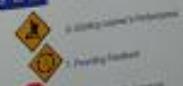
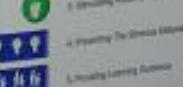
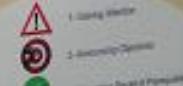
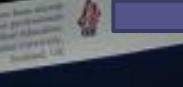
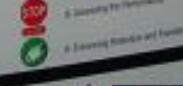
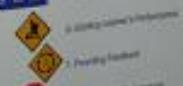
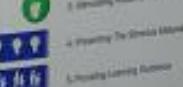
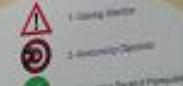
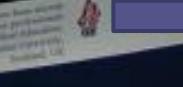
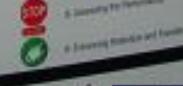
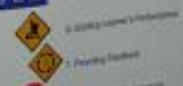
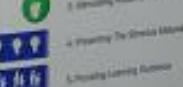
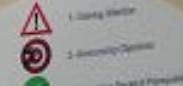
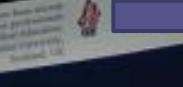
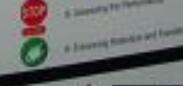
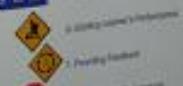
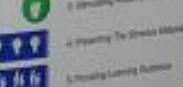
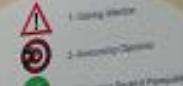
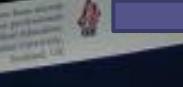
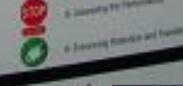
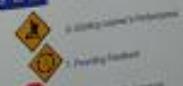
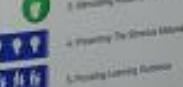
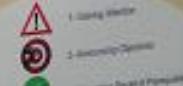
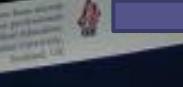
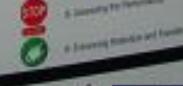
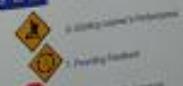
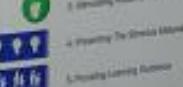
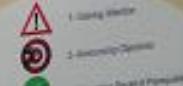
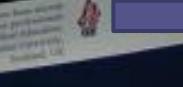
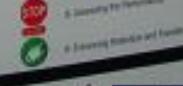
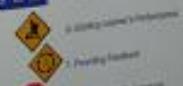
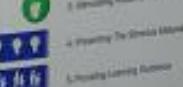
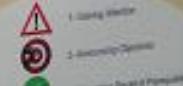
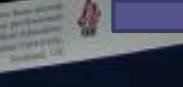
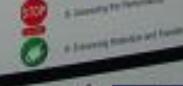
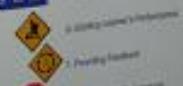
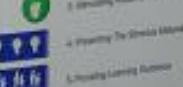
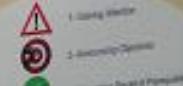
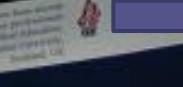
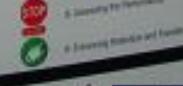
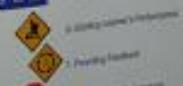
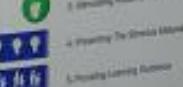
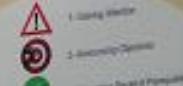
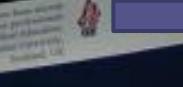
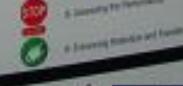
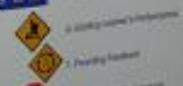
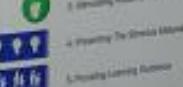
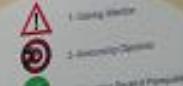
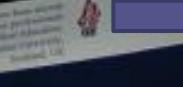
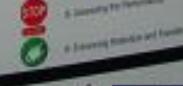
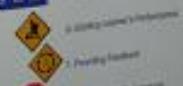
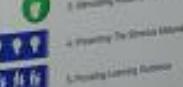
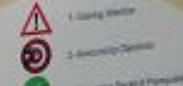
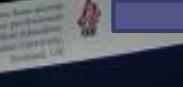
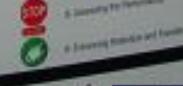
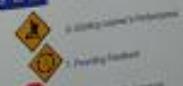
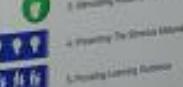
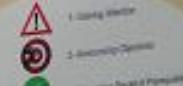
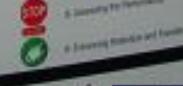
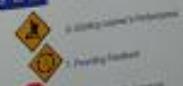
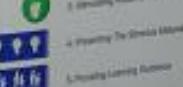
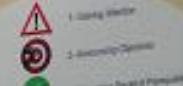
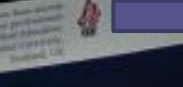
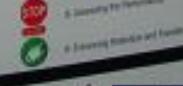
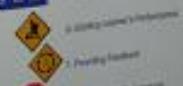
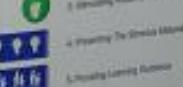
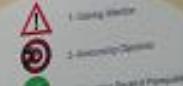
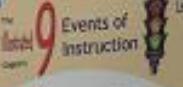
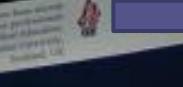
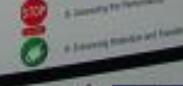
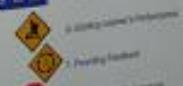
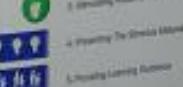
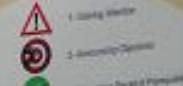
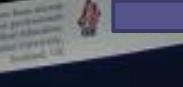
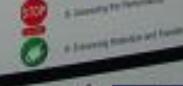
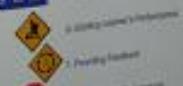
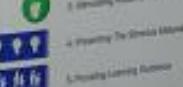
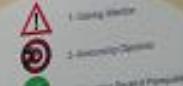
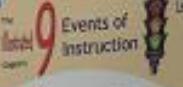
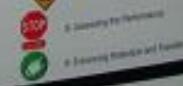
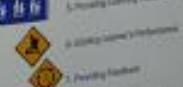
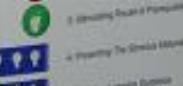
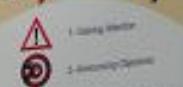
Learning

VS.

Photocopying



Learning Model



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

FARSIGHTEDNESS



Figure 1: Shows a man who is a hypermetropic patient and trying to read a book which is kept on his feet. As his book makes it difficult for him to read the book at a normal reading distance.

COLOUR BLINDNESS



Figure 2: Represents a situation in day life. The man in the picture is color blind. The red light of traffic signal is not visible to him. The woman in the car is pointing at the steering wheel and saying, 'The red light of traffic signal is not visible to me!' while driving 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.	12	28	9	0	1
Cartoon slides presented in lectures increased my interest in the topic.	103	13	6	3	1
Cartoon presented were simple and subject related.	98	15	9	2	1
Cartoon helped me in recalling the physiology behind disease like when you sleep.	118	8	2	1	1
It was really enjoyable and fun filled.	98	29	2	4	1
Cartoon helped me in connecting the concepts and related subjects.	112	4	1	4	1
On you have the need of memory, but all the concepts are clear.	85	17	4	6	2
After cartoon presentation the level of interest in the lecture topics was improved.	108	10	4	1	1

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 cooperation 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
<ul style="list-style-type: none"> ➤ Evaluation is an integral part of medical education ➤ Teacher evaluation has widely been acknowledged as a useful input to improve the quality of teaching ➤ Though there are large number of possible sources of feedback, the most common source of input to teaching evaluation is student feedback. ➤ The study was done to evaluate the effectiveness of the student's feedback in the teachers' evaluation system in a new Medical college. 	<p>Aim</p> <ol style="list-style-type: none"> 1) To improve the quality of teaching by introducing students feedback as a teachers evaluation system <p>Objectives</p> <ol style="list-style-type: none"> 1) To evaluate the teacher's performance by identifying their strengths and weaknesses with the help of students feedback 2) To improve the quality of teaching using students feedback 3) To contribute towards overall faculty development
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	
<ul style="list-style-type: none"> ➤ A total of 70 students returned the feedback performa. ➤ As per the performa, most of the teachers were regular in taking classes, prepared their lectures well, used audiovisual aids adequately and communicate effectively. ➤ 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. ➤ Out of 15, only 12 teachers returned the questionnaire while 64 out of 70 students returned the questionnaire. 	
<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>CONCLUSION</p> <ul style="list-style-type: none"> ✓ Students feedback is an effective tool to enhance the teaching skills and performance of the teacher. ✓ It helped the teachers to be more aware of students need and requirements. 	<p>ACKNOWLEDGEMENT</p> <ul style="list-style-type: none"> ➤ Faculty 2nd Professional subjects.
<p>REFERENCES</p> <ol style="list-style-type: none"> 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 	

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:

Improving Teaching Skills of Clinical Hospital-Based Tutors and Faculty Through a Blended Training Course in Teaching (BTCT)

Author: MSc. Jorge Poblete, Comahue, Argentina.

University of Comahue, Argentina.

UNIVERSIDAD NACIONAL DEL COMAHUE 1972

CONTEXT AND SETTING: The School of Medicine of the National University of Comahue, Patagonia, Argentina, was founded in 1997. By then, just a few health professionals had been trained to become medical educators. Since then, the amount of instructors and students has gradually increased and currently, there are many instructors with no basic teaching training. An appraisal survey to ascertain the grade of motivation to teach and identify training needs, showed that 98 % of instructors were willing to take courses in teaching which was considered as a need for the intervention.

OBJECTIVES: To improve instructors' performance as medical educators through a blended basic training course in collaboration with the Faculty of Educational Sciences (face to face and distance learning components) to improve medical students' clinical skills and competencies.

OUTCOMES: New doctors might perform as better health care providers as well as they might increasingly get into medical residencies. As a consequence, health care provision for the community would improve epidemiological indicators and the School of Medicine might obtain more instructors' support to establish the Department of Medical Education (DME).

RESULTS: According to data analysis 72 % of instructors enrolled, completed the BTCT. Comparing 2007-2008/09 overall performance, so far, 74 % of instructors have improved their teaching methodology and motivational aspects, as well as 88 % of students have improved their clinical competencies and 97 % of new physicians graduated in 2008 have successfully got into medical residencies over 91 % in 2007.

Face to face sessions

Distance Learning

BTCT

4 Modules

Course Assessment: modules assignments and final project

Course Evaluation: survey and data analysis

Teaching-learning principles

Teaching planning

Didactic resources

Methods of assessment

METHODS: The BTCT was taught by two lecturers of the Faculty of Educational Sciences. To ascertain the grade of motivation to teach, comparisons have been made between 2007 and 2008/09 instructors' overall performance and grade of motivation to teach, as well as students' clinical competencies improvement, utilizing data analysis obtained from surveys, and rotations information.

Percent of BTCT Completion

Year	Percent of BTCT Completion
2007	72%
2008/09	74%

Percent of Improvement of Student Clinical Competencies

Year	Percent of Improvement of Student Clinical Competencies
2007	88%
2008/09	97%

Percent of Improvement of Teaching Skills

Year	Percent of Improvement of Teaching Skills
2007	74%
2008/09	88%

Percent of Doctors Entering Medical Residencies

Year	Percent of Doctors Entering Medical Residencies
2007	91%
2008/09	97%

Lessons Learned: A deficient communication system by the internet between the course teachers and attendants has caused considerable dropouts: 28%.

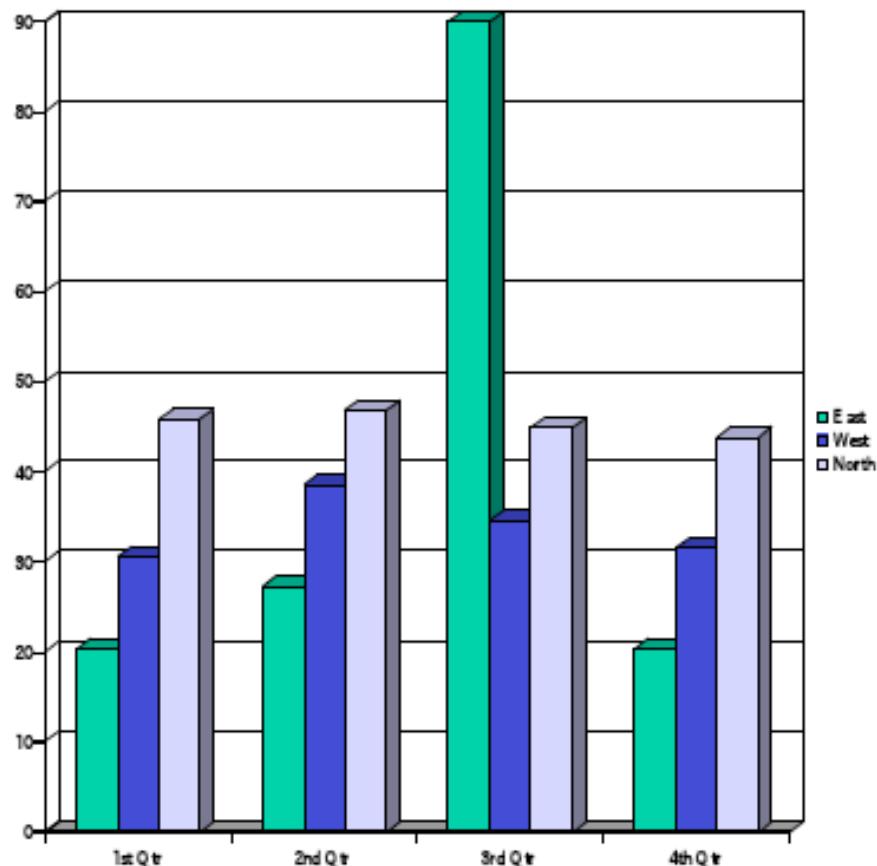
Conclusion: The achievement of the goals of this project will contribute to medical education improvement as those instructors who have never been trained in teaching might perform more effectively and as a consequence, medical students might perform in the future as better doctors.

Acknowledgments: My appreciation and thanks to the teachers of the BTCT Prof. Marta Navarro and Ana María Bazzolini as well as all the participants in the course development.

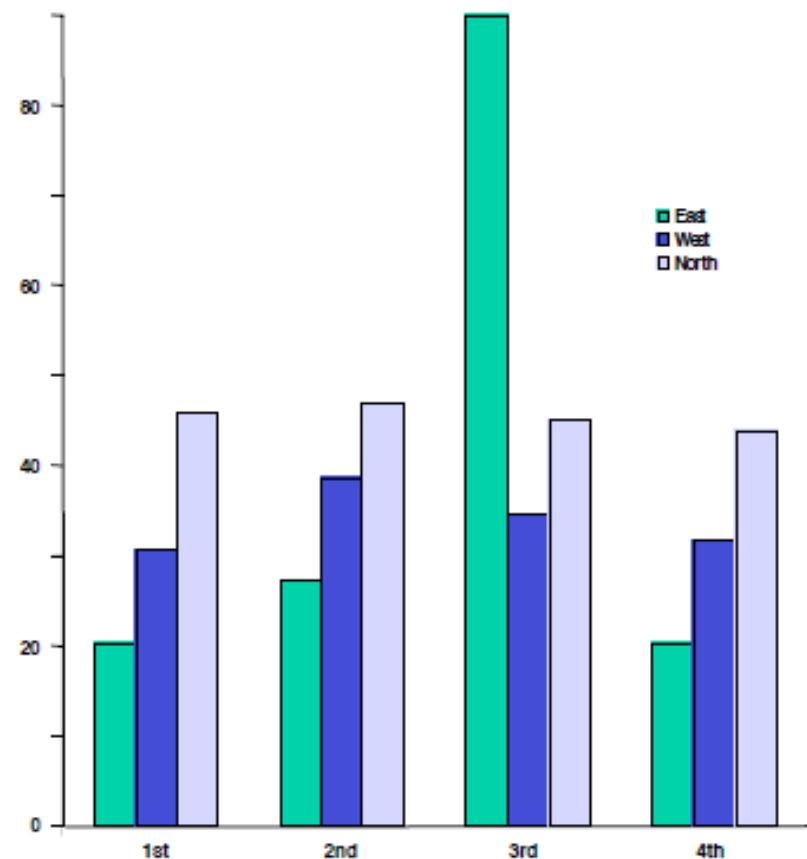
Simplify graphs.

- 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.

Before (unnecessary parts)



After (ungrouped, parts deleted)



Material for printing-flex, vinyl etc



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

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].

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)

Author is grateful to:
[1] Heidi L Lujan, Too much teaching, not enough learning: what is the solution? Stephen E. DiCarlo, *Adv Physiol Educ* 30:17-22, 2006.

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

References

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DEVELOPING A WEB BASED ITEM BANK

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 for 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)

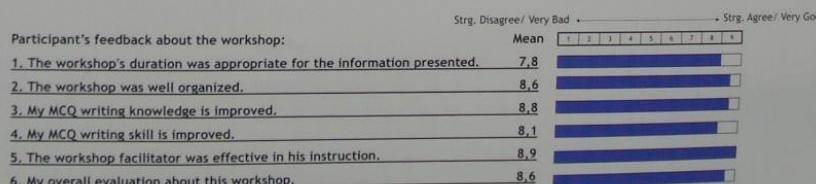
6 Faculty members can submit MCQ either text-only or with figures type for the three possible exams of the school.



Figure 6: Test base 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.



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



1^{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.

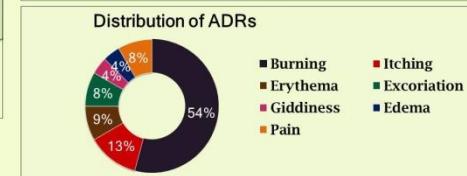
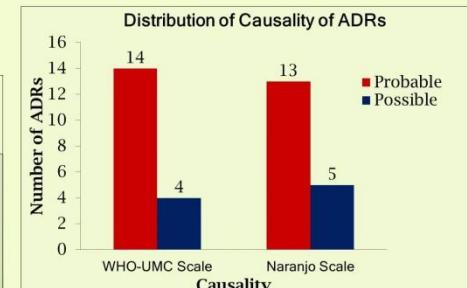
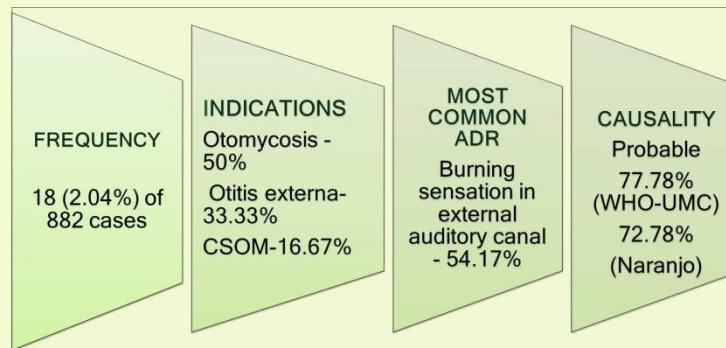
OBJECTIVE

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].



CONTACT

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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