

Title: Mini-CEX as a Practical Tool for Assessing Dental Post Graduate Students - A Review

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Abstract:

Presently clinical examinations in dentistry for post graduates assessment involves recording case history of a given case and discussion with examiners. This assessment is a conventional method which is subjective and is unstructured. In a mini CEX there is an evaluator who observes the student conducting focused interview, physical examination or therapeutic instructions in the clinics, which is followed by immediate feedback and completion of rating form. As there is feedback to the student and a rater form it serves as a better assessment tool and thus ensures professional development. In a mini CEX there is an evaluator who observes the student conducting focused interview, physical examination or therapeutic instructions in the clinics, which is followed by immediate feedback and completion of rating form. Studies have shown that mini CEX is a valid and reliable method to assess the clinical competencies of a student. Workshops on mini CEX can be conducted as a faculty development programme before implementing the method. Various studies have demonstrated that there is improvement in cognitive knowledge and impact on the practice behavior of the faculty who attended the workshop. The data generated from these studies can be used to redesign curriculum from conventional case history recording to mini CEX method. As this is a review poster the authors intend to do develop a Mini CEX for the dental post graduates, apply it as a formative assessment tool and also evaluate its effectiveness.

Title: Effect of Non-Academic Variables (Gender and previous system of education, HSCE/GCE) on Medical Students Score

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Abstract:

The present study was designed to explore the effect of non-academic variables (gender and previous system of education, HSCE/GCE) on academic performance of medical students.

This analytical study was carried out at the Department of Biochemistry, Bahria University Medical and Dental College, Karachi, in the year of 2011, with 97 students of second year MBBS. We gender-wise compared the scores obtained in module I and module VI and also compared students scores according to the educational background (general certificate examination (GCE) vs higher secondary certificate examination (HSCE) system) Data was analyzed on SPSS 16.

Girls' students' obtained significantly higher marks in first and sixth module exams in SEQs, OSPE, and in overall score, as compared to boys. Girls' students' also obtained higher marks in VIVA in both modules but it was significant in sixth module only.

The students of GCE background obtained significantly higher marks in SEQs, VIVA, total marks in practical and overall score in sixth module as compared to HSCE system while no significant difference observed in first module. GCE (A-level) students' pass percentage was significantly higher than the HSCE students in module I in MCQs, total theory marks, VIVA, total practical marks and in overall score. In module VI exam GCE (A-level) students' pass percentage in OSPE and total practical marks was significantly higher than HSCE students' while no significant difference was observed in other assessment tools. Our results show that girls' students' and students having GCE background performed well in different component of the assessment tools.

Title: Education of Hypothyroidism in Pregnancy Using e-Learning Triple Jump Technique

Presenter: Ideh Dadgaran

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Abstract:

Hypothyroidism and clinical decisions of mothers suffering from it is one of the most important topics in the medical sciences and one of the most common problems in pregnancy in which can lead to irreversible fetal complications. Efforts of all the teachers are mainly to enhance clinical reasoning and promotion student decisions. To

achieve this purpose, the present study has been done as a training of hypothyroidism in pregnancy with the use of e-learning triple jumping technique. A systematic instructional design pattern ADDIE (systems analysis, design, development, implementation, evaluation) was performed. This study was conducted on 72 midwifery students in 5th semester. During the 3 years since 2012. At first, a needs assessment was performed on students. Then, the educational hypothyroidism software which was designed on the basis of the triple jump method was given to them. In the first jump, several questions about Hypothyroidism and its complications in pregnancy were displayed by the software. In the second jump, the students were given an hour to use the resources available in the software, find the answer to the problem posed. In the third jump, the correct answers to the question rose in the application and were given feedback on the students' queries and responses. The mean age of the participants were 20.76 ± 1.12 years. According to our assessment, the majority of students (81.3%) said that their teaching methods commonly were not enough used to boost the power of their clinical judgments and on the other hand, they mentioned to not enough time in the class to teach problem solving methods. Our findings showed that 53.71 % of students, had known this teaching method as an effective technique to strengthen the power of their clinical judgments in the diagnosis and treatment of diseases and 69.8% of the them were completely satisfied of this teaching method.

Based on our findings, it can be concluded that due to the teaching time limitations and a large amount of educational content, this method can be an effective teaching technique for medical students training.

Title: Prepcheck Supported Objective Assessment of Student's Skills in A Preclinical Simulation Mulation Enviroment

Presenter: Michael Wolgin

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Abstract:

The assessment of practical skills during preclinical dental education often lacks objectivity. The present study aimed to develop a computer-supported assessment concept for practical tests,

with particular focus on the possible assessor-dependent differences in setting tolerance limits for positive assessments.

A sample of 54 third-year dental students participated in phantom-lab course examinations. The standardized exams consisted of five test-stations, such as preparation of several cavities and insertion of different fillings using standard typodonts. One of the tasks was to prepare a class-II cavity aiming at filling the cavity with amalgam. Three calibrated assessors agreed on a series of criteria to evaluate the performance of the students and independently scored the performance by means of visual assessment. Additionally, CEREC Omnicam optical impressions were taken to digitize the samples, followed by assessing the cavities using the prepCheck application. For this procedure, the predefined assessment criteria had been reapplied. Statistical analysis of the digitized samples revealed a significant difference between the actual-ly achieved cavity dimensions compared to the predefined values of the "master preparation" ($p=0.0001$; t-test). The tutor-dependent tolerance limits for these values, achieved by visual as-sessment, ranged up to 34%, thus indicating a high deviation from the primary educational ob-jectives.

The assessment of practical skills in an objective manner still seems challenging. Increased consideration should be given to using computer-aided assessment procedures.

Title: Academic Achievement in Students of Guilan University of Medical Science, 2013

Presenter: Abtin Heydarzadeh

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Abstract:

Background and Aims: Academic achievement of Students is important indicators in the evaluation of higher education, all attempts of the system for access to this achievement. To a look at the factors affecting on academic achievement to this point is reached, that various factors except Personal abilities effect on academic achievement. This study was conducted to aim of determine students' academic achievement in the different fields of Guilan university of Medical Science.

Methods: This study is a descriptive- cross sectional. The study population consisted