



# Evolving Trends In Medical Education

*17th & 18th May 2014. Guangzhou, P R China*

*Abstracts*

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# Evolving Trends In Medical Education

*17th & 18th May 2014, Guangzhou, P R China*

## Foreword

It gives us enormous pleasure to place before you this journal of abstracts on Evolving Trends in Medical Education.

Although it is the 1<sup>st</sup> such conference to be held the subjects that it addresses are both of vital importance and of extreme urgency.

Medicine and education are both noble professions and this conference aims to bring about a synthesis of the two in the context of the classroom. The conference was envisaged with the objective of analyzing the advantages and shortcomings in the teaching of medicine as we practice it today.

With more and more students opting to study medicine in China care must be taken to ensure that the syllabus is modern and technologically friendly and at the same time also conforms to the standards of medical education as is practiced worldwide.

It is from this standpoint that a modest attempt shall be made by the stakeholders particularly the teachers to identify actionable areas and find pragmatic solutions to the difficulties that are faced when dealing with a multicultural mix of learners.

The challenge is therefore not only to teach but to engage and inspire.

The articles contained herein are contributed by doctors and academicians from various nationalities. We thank you wholeheartedly for entrusting us with your valuable work and hope that you find the contents thought provoking and stimulating .

In the coming years , we have a vision to see that ETME becomes a mature publication documenting rigorous research in medical education and your support and participation is acknowledged and appreciated.

The Editorial Team



# Evolving Trends In Medical Education

17th & 18th May 2014, Guangzhou, P R China

**Full Name:** Dr. Krupa Daniel

**University/ Institution:** Southern Medical University

**Designation:** Associate Professor

**Pen Profile:** Dr. Krupa Daniel has completed his P. HD in Anatomy working as Associate professor in the department of Anatomy in Southern Medical University since 2012 and has 3 years teaching experience in Meenakshi Medical College Hospital & Research institute, Enathur, Kanchipuram.



**Topic:** Pedagogy (CODE- MTC 01)

**Sub Topic:** EDUCATIONAL OBJECTIVES (MTC 01/01)

**Paper Head Line:** Educational objectives

**Abstract:**

**Aims & Objectives:** To improve quality of education through various educational objectives.

**Methodology:**

1. Communicate effectively through reading, writing, listening and speaking.
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions.
3. Reason quantitatively and mathematically as required in their fields of interest and in every subject.
4. Use information management and technology skills effectively for academic research.
5. Integrate knowledge and skills in their program of study.
6. Comparison of Traditional education & Computer based learning
7. Work collaboratively in diverse groups directed at accomplishing learning objectives.
8. Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts.
9. Developing a virtual classroom system to promote a greater count of students to splurge into the field of Education

**Findings:**

Detailed discussion will be submitted with full article citation with the said above methodology.

**Conclusion:**

The 9 educational objective methods gives better results with an outstanding quality education.



# Evolving Trends In Medical Education

*17th & 18th May 2014, Guangzhou, P R China*

**Full Name:** Mr. Safeer Khan

**University/ Institution:** Jinan University

**Designation:** Associate Professor



**Pen Profile:** Mr. Safeer Khan is completed his M. Sc Medical Anatomy from KMC Manipal University and has teaching experience in Dr. M V S T college of B. Sc MLT for 11 months & one year teaching experience in Srinivas institute of medical science and research center, Mukka, Mangalore also two years in Dali University P.R China and currently in working as a Associate Professor in the department of Anatomy in International School, Jinan University.

**Topic:** Pedagogy (CODE- MTC 01)

**Sub Topic:** EDUCATIONAL OBJECTIVES (MTC 01/01)

**Paper Head Line:** Educating the medicos: the leap onto the future

## **ABSTRACT:**

**OBJECTIVES:** A medical curriculum is essential to have some modern approaches in its pedagogy, not because Medical education fosters individuals to achieve the highest professional standards required to provide exemplary patient care and conduct outstanding research. But to show how different the concerns of medical education are: wherein a physician must have the knowledge to understand the many factors that affect health and integrate them in the care of the patient, skills to carry out the best practices, approach in their daily work, must be trustworthy must bring to the study and practice of medicine those character traits, attitudes and values that underpin ethical medical care.

**MEASURES:** The way medicine is taught and learnt has changed beyond recognition. Technology of education has undergone tremendous change. Dedicated efforts of effective change agents can bring about successful curricular change. Those who direct curricular change initiatives at medical schools need to consider the factors that promote or inhibit the change process.

**METHODOLOGIES:** Many teachers welcome the idea of bringing new technology into the classroom. They see it as a means to engage learners, and as a way of making connections between school curricula and familiar territory. Ideas range from games based learning, to the use of social media and networking, to simpler approaches such as the use of digital cameras in art or data logging in science.

There is nothing wrong with any of these approaches, provided they don't get in the way of good pedagogy. But that is the problem. Sometimes, the technology *does* get in the way of learning and teaching

**FINDINGS:** Is Pedagogy all about, the way we teach or the way we learn? Is education a way forward from teaching? How far have we reached in our approach towards medical tutoring? What are the objectives and initiatives any institution or faculty program must involve in order to bring about a total understanding of knowledge, teaching, learning, and context.

**IMPLICATIONS:** Most teacher educators would say that they already address pedagogy as a significant part of their programs, which begs the question as to what is done in the name of pedagogy. Advocating a single approach to teaching (such as constructivism) or providing some study of classroom management is inadequate preparation in pedagogy.

**CONCLUSION:** Medical education is teacher-centered. There is no limitation between undergraduate and postgraduate curriculum but the duration thought for both varies. For example the same Topics of Anatomy is being taught for both of them. There are no generalized principles for different departments and neither any co-ordination amongst the departments. Make learning community-based by giving recognition for the development of education in the medical fraternity by attracting financial resources and inviting expert counselors who go beyond teaching.

**KEYWORDS:** Medical education; new technology; ideas and trends; understanding ethics



# Evolving Trends In Medical Education

17th & 18th May 2014, Guangzhou, P R China

**Full Name:** Mr. Amar Kumar Yenigalna

**University/ Institution:** Luzhou Medical College

**Designation:** Assistant Professor



**Pen Profile:** He has done his masters in Medical Pharmacology from Kamineni Institute of Medical Sciences, Narketpally. He has over eight months of experience in teaching in Medical Pharmacology to MBBS/BDS students in the same Institute and also 5 months teaching experience in DALI University and now working as foreign teacher in Luzhou Medical College.

**Topic:** Pedagogy (CODE- MTC 01)

**Sub Topic:** EDUCATIONAL OBJECTIVES (MTC 01/01)

**Paper Head Line:** Educational objectives

## **ABSTRACT:**

**Introduction:** Most often Medical Education adheres to the ideology of Master-Apprenticeship system of learning and the fundamental for such situation is that an Expert teaches a Novice. This study shows how “pedagogy” is significant to the field of medical education, and how it can incorporate many types of learning, calling to attention to what might be overlooked as significant forms of learning. And to also highlights the fundamental objectives of pedagogy and how it deliberately affords the teacher full capacity to effectively expose the best potentials in medical students.

**Objective:** To explore and expose the science of instructional training in the hospital setting with medical students and health care.

**Material and methods:** Survey of students from Pre-clinical and Clinical in china, Faculty of Medicine. **The Observations** were guided by the aim of study. Observational notes and notes from informal interviews were transcribed after each observation and all data material was analyzed qualitatively.

**Results:** This study Contributes to previous research in describing a repertoire of pedagogical strategies and objectives used in medical education. Each of these pedagogical strategies encompass different focus in teachings; either a focus on the teachers knowledge and behavior or the students behavior and understanding.

**Implication:** The complete act of teaching involves more than the presentation and development of lesson material, Class and Laboratory Curriculum, Captivation visual and observational materials. The



single-format lesson does not support the full and diverse range of learners in any given classroom, and that, teachers need to develop the skills and dispositions that address each and every learner.

**Conclusion:** We suggest that an increased awareness of the strategies in use will increase clinical teachers teaching skills and the consequences they will have on the student's ability to learn.

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# Evolving Trends In Medical Education

17th & 18th May 2014, Guangzhou, P R China

**Full Name:** Dr. Selva Kumar

**University/ Institution:** Jinan University

**Designation:** Associate Professor



**Pen Profile:** He has completed his Ph. D from Dr. M.G.R.University, Chennai. He has teaching experience of over five years at Jinan and other university. He also has experience of working in the USA as a Post-Doctoral Research Associate. Now working as Associate Professor in the department of Microbiology in International School, Jinan University.

**Topic:** Pedagogy (CODE- MTC 01)

**Sub Topic:** Evaluation Methodologies- (MTC 01/03)

**Paper Head Line:** Impact of Tutorial sessions on student's performance.

## **ABSTRACT:**

Has analyzed whether the time spent by the students and faculty in the interactive review or tutorial session is worthwhile? This retrospective analysis was designed to address this question

**Methods:** Fifty students of 2011 batch who studied Microbiology and immunology in 2013. This study involved assessing their performance using interactive session records of their theory and oral session of their practicals.

**Results:** Both the interactive session on the theory as well as the practicals data suggests that 18 students who are actively involved in these sessions scored more than 70% and above in their final examination (20%) This data suggests that students like and learn also improved their performance through interactive sessions

**Conclusion:** This retrospective analysis showed that tutorial sessions appear to improve the students performance in their examination. Additionally, students were perceived the tutorial sessions as helpful in preparing for final examination and reviewing the course material.



# Evolving Trends In Medical Education

*17th & 18th May 2014, Guangzhou, P R China*

**Full Name:** Zhang Li, Li Yang, Liu Chunna

**University/ Institution:** Liao Ning Medical University

**Designation:** N/A

**Pen Profile:** N/A

**Topic:** Pedagogy (CODE- MTC 01)

**Sub Topic:** Evaluation Methodologies- (MTC 01/03)

**Paper Head Line:** The exploration and practice of course assessment mode of overseas students' Histology and Embryology

## **ABSTRACT:**

**[Objective]** To explore the suitable course assessment mode of overseas students' Histology and Embryology, accumulate experiences during practice and then improve the education quality of overseas students.

**[Methods]** Overseas students' education is one important part of our university. The improvement of the quality and level of education are our targets which have been pursued for many years. We emphasize on how to increase the students' studying interests and improve the total assessment level. In the past years, we explored the reforms on the course assessment of overseas students' Histology and Embryology all the time. Furthermore, we also carried out a series of reform actions and obtained remarkable performance. In the past teaching process, it found that some students only pay attention to the final examination, not the classroom learning at ordinary times. In addition, some students attach importance to the theory course studying, not the experimental lesson. In view of this phenomenon, in order to improve the education level, we extensively solicit the opinions of the teachers and students, make exhaustive assessment programs which were suitable to our university, and then practice in the process of teaching. The assessment includes four parts, the normal performance score of



theory course, final score of theory course, final score of experimental course, attendance and discipline of course.

**[Results]** As we assess the students comprehensively and broadly, overseas students become increasingly pay attention to the normal performance study and experimental study. The studying enthusiasm and initiative were stimulated greatly and then the score, education quality and level were improved remarkably.

**[Conclusion]** Entire course assessment can stimulate students' studying enthusiasm and initiative. It can improve the teaching efficiency of Histology and Embryology as well. Meanwhile, further exploring and how to perfect the course assessment system are needed during the reform practice.

**Key words** overseas students, Histology and Embryology, Assessment mode, explore, practice.



# Evolving Trends In Medical Education

*17th & 18th May 2014, Guangzhou, P R China*

**Full Name:** Chen Qin, Yang Fangli, Tang Yan, Zeng Fancai, Zeng Xiaorong, Liao Bin

**University/ Institution:** Luzhou Medical College

**Designation:** N/A

**Pen Profile:** N/A

**Topic:** Pedagogy (CODE- MTC 01)

**Sub Topic:** Evaluation Methodologies- (MTC 01/03)

**Paper Head Line:** The Application of Model Context. Input, Process and Products (CIPP) In Clinical competency Assessment of Medical Graduates

## **ABSTRACT:**

**Introduction:** Competence-oriented education is currently the mainstream method of clinical teaching in a Third Generation of Medical Education Reforms. This paper describes a method of CIPP model assessment of invasive clinical procedures which are currently being devised, and which are perceived to be a method that may be used to complement Objective structured clinical examination (OSCE) in overall medical graduates' clinical competence assessment.

**Objective:** Reform the assessment of medical graduates' clinical competence, using A Model Context, Input, Process and Products (CIPP) as a potential evaluation tool to measure these clinical competencies that can broadly be defined as a concept that incorporates a variety of domains including knowledge, skills and attitudes before and after internship, Meanwhile, provide a reference to improve the clinical teaching and training in clinical competency.

**Method:** Using the standards of Global Minimum Essential Requirements in Medical Education (GMER) to evaluate Medical Graduates, According to the stakeholders' needs to reform the form of assessment of medical graduates' clinical competencies using the CIPP model, this was served as a foundation for both formative and summative evaluations. Then combine the objective structured clinical examination (OSCE) with graduate Graduation Thesis to evaluate the graduate's competency as the innovation exploring in the medical graduates of 2007 grade dental students of luzhou medical college in china.

**Result:** Rely on the standards of the graduation examination, 40 (88%) students in the process of practice paid special attention to strengthen the skills training, 32 (71%) students received



first-aid -training during the internship. There were 13 (28%) students who had addition to the graduate students, 11 (30%) students published papers.

**Conclusion:** Carrying out CIPP model, An OSCE combined with Graduation thesis as an effective way during internship was found which can evaluate incoming baseline GMER Clinical competencies and test for interval improvement. CIPP model is a valuable assessment tool to provide the clinical competency assessment of medical graduates of luzhou Medical College in china. There is significance obviously in the evaluation of medical graduates' clinical competence.

**Keywords:** CIPP model; Clinical competency; Assessment; Medical Graduates



# Evolving Trends In Medical Education

17th & 18th May 2014, Guangzhou, P R China

**Full Name:** Dr. Mohan Kumar Gupta

**University/ Institution:** Southern Medical University

**Designation:** Associate Professor



**Pen Profile:** Dr. Mohan Kumar Gupta is an MBBS graduate working as associate professor in the department of Physiology in Southern Medical University since 2009.

**Topic:** Pedagogy (CODE- MTC 01)

**Sub Topic:** Case study based education (MTC 01/04)

**Paper Head Line:** Integrating case based learning: An innovative and holistic approach to medical education

## **ABSTRACT:**

**Introduction:** The infinite, dynamic and changing mass of information necessitates medical graduates not only to have a specific knowledge base but also to be able to apply this knowledge to solve complex problems in an efficient way. An important challenge for today's medical education is the development and implementation of instructional practices that will foster in students the skill to apply knowledge efficiently. Such instructional practices should support the constructive cumulative, goal oriented knowledge and skills acquisition processes in all students, as well as provide a good balance between self-discovery and direct instruction. Further, such environments should use representative authentic, real life contexts that have personal meaning for the learners, and offer opportunities for learning through social interaction. The global trends in medical education in last few decades have shifted away from didactic teaching alone to contextual or problem-based learning (PBL) and case based learning (CBL).

**OBJECTIVES:** This paper makes a modest attempt to discuss the ways of acquisition of knowledge by different means of teaching-learning methods. We tried to compare the effectiveness of traditional didactic lecture method of learning to contextual based teaching; mainly case based learning (CBL). Another objective was to briefly discuss the types and characteristics of an ideal case based learning. An attempt was made to identify student's preference regarding different teaching methods in medical colleges and to compare and contrast it with classroom lectures.



**METHODOLOGIES:** Extensive literature review was done to gather various study results on teaching methodologies used in current medical education system. Primary attention was paid to evaluate the effectiveness of case based teaching (CBL) and problem based teaching (PBL) mainly in medical education settings.

**THE FINDINGS:** The findings suggest that a combination of didactic lecture methods combined with case based learning could be more effective way of teaching theory and clinical skills than traditional didactic lectures or problem based learning alone.

**IMPLICATIONS:** There is great potential for further exploration and inclusion of case-oriented problem-solving tutorials along with the traditional didactic lecture module in the International undergraduate MBBS curriculum in China.

**KEY WORDS:** medical education, teaching methods, case based learning, problem based learning, didactic lectures, clinical skills, MBBS, curriculum.



# Evolving Trends In Medical Education

*17th & 18th May 2014, Guangzhou, P R China*

**Full Name:** Prof. Zhang Rumei

**University/ Institution:** DALI University

**Designation:** Professor

**Pen Profile:** Ms. Zhang Rumei is a professor of College of Chinese Literature (College of Teaching Chinese As a Foreign Language). She is also the deputy dean of this college. Her study field is Language teaching and research, she has studied this field for 25 years.

**Topic:** Syllabus and content analysis, (CODE- MTC 02)

**Sub Topic:** Curriculum or syllabus orientation- (MTC 02/01)

**Paper Head Line:** Acculturation and Chinese Language Learning for MBBS Students

## **ABSTRACT:**

A positive correlation has been found between language learning and acculturation. The dissertation presents survey research on the base of John H. Schumann's acculturation model and analysis the statistic data, viewing to explain the situation of MBBS students' Chinese language learning in Dali University from the point of acculturation.

**Key words:** acculturation; language learning; MBBS program; positive correlation





# Evolving Trends In Medical Education

*17th & 18th May 2014, Guangzhou, P R China*

**Full Name:** Dr. Avijit Karmakar

**University/ Institution:** Dali University

**Designation:** PG Student

**Pen Profile:** Dr. Avijit Karmakar has completed his MBBS from DALI University, currently doing his PG in the same university.



**Topic:** Syllabus and content analysis, (CODE- MTC 02)

**Sub Topic:** Curriculum or syllabus orientation- (MTC 02/01)

**Paper Head Line:** Syllabus and content analysis

**Abstract:**

**Objectives**

- Students will be able to:
- Identify and describe the different elements of a language curriculum.
- Apply the concepts learnt in the construction of a syllabus.
- Relate the concepts learnt with their daily teaching practice.

**Different Approaches in Syllabus Design**

- “a given syllabus will specify all or some of the following: grammatical, structures, functions, notions, topics, themes, situations, activities and tasks. Each of these elements are either product or process oriented, and the inclusion of each will be justified according to beliefs about the nature of language, the need of the learner, or the nature of learning”.
- “A list of grammatical structures is a product. Classroom drilling undertaken by learners in order to learn the structures is a process. The interaction of two speakers as they communicate with each other is a process. A tape recording of their conversation is a product”.



# Evolving Trends In Medical Education

17th & 18th May 2014, Guangzhou, P R China

**Full Name:** Dr. Bharath Reddy

**University/ Institution:** Southern Medical University

**Designation:** Associate professor



**Pen Profile:** Dr. Bharath Reddy has completed his MBBS from Mysore University, DCP from Rajiv Gandhi University of Health Sciences & DNB from Calicut Medical College, has more than 3 years of teaching experience in different colleges in India & currently working as associate professor in the department of Pathology in Southern Medical University since 2009.

**Topic:** Syllabus and content analysis, (CODE- MTC 02)

**Sub Topic:** Challenges and opportunities facing medical education.- (MTC 02/01)

**Paper Head Line:** Challenges and opportunities facing medical education

## **Abstracts:**

Medical schools are experiencing difficulties in providing quality education as the curricula seems to be outdated. Hence, we need to adopt newer trends which are successful in developed countries.

Suggested measures include:

1. Selection of students
2. Curriculum changes: what to compulsorily learn, what is useful to learn and what is nice to learn, objective structured clinical examination of students (OCSE)
3. Both horizontal and vertical integration of subjects and early clinical contact
4. Self directed learning and Problem based learning(PBL)
5. Unity between education and practice
6. Community orientation in medical education
7. Continuing medical education (CME)
8. Evidence based medical education
9. Communication and information technology (e- learning)

10. Medical education unit
11. Adequate teaching and research facilities,
12. Governance and administration

**Key words:**

OCSE, integration, early clinical contact, PBL, CME, e-learning, research, administration



# Evolving Trends In Medical Education

17th & 18th May 2014, Guangzhou, P R China

**Full Name:** Mrs. Elangovan Malliga

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**Designation:** Assistant Professor



**Pen Profile:** Mrs. Elangovan Malliga is an M. Sc, M. Phil in Biochemistry Presently working as assistant Professor in Biochemistry at Medical School of Nanchang University has over 12 years of experience in teaching Biochemistry. She has participated in several trainings and seminars.

**Topic:** Syllabus and content analysis, (CODE- MTC 02)

**Sub Topic:** Challenges and opportunities facing medical education.- (MTC 02/02)

**Paper Head Line:** Challenges and oppurtunities facing medical education

## **Abstract:**

**OBJECTIVES:** There is considerable uncertainty about the future of medical education in the face of several important challenges. Several recent reports have described the necessity for radical changes and innovations in the structure and process of medical education at all levels to prepare doctors for the needs and expectations of society.

**MEASURES:** This paper highlights few of the complexities of the challenges facing in the medical which includes curriculum, assessment, quality of teachers, simulation and new learning technology of medical education.

**METHODOLOGIES:** This article was prepared using most reporting conventions described in the literature data base from PUBMED, MEDLINE, Web of Knowledge, PsychINFO.

**FINDING:** Some medical school do not have relevant teacher-student ratio to ensure clinical training, also lacking skilled teachers to deliver the curriculum adequately. They may not have the policy to use effective information and communication technology in the educational programme. Ignorance towards innovation, training facilities and accountability may lead to block progress in the field of medical education.

**IMPLICATIONS:** The quality of curriculums should be regularly and thoroughly assessed in line with relevant general medical council (GMC) curriculum guidance. The assessment should be fair, clear, accurate and well validated. The academic leadership must have a clear line responsibility and authority for the curriculum and its resourcing, including a dedicated educational budget. The medical school must have collaboration policy with other educational intuitions for the transfer of educational credits.

**CONCLUSIONS:** Research in this field needs improvement Teachers needs continuing medical education to provide up-to-date clinical and research information in educational formats to improve their knowledge, skills, attitudes, behaviors, students assessments and the clinical outcomes for the patients.

**KEY WORDS:** Challenges, Opportunities, Curriculum, Assessment, Quality of teachers, Simulation and new learning technology



# Evolving Trends In Medical Education

17th & 18th May 2014, Guangzhou, P R China

**Full Name:** Dr. Santhosh Puthiya Kunnon

**University/ Institution:** Southern Medical University

**Designation:** Associate Professor

**Pen Profile:** Dr. Santhosh Puthiya Kunnon has PhD microbiologist working in Southern Medical University since 2007.



**Topic:** Syllabus and content analysis, (CODE- MTC 02)

**Sub Topic:** Challenges and opportunities facing medical education.- (MTC 02/02)

**Paper Head Line:** Challenges and Opportunities Facing International Medical Education in China

## Abstracts:

Medical education in English medium for International students started almost 10 years ago in China in the year 2004. We have extensively reviewed the various aspects in different prospective levels of this Undergraduate Medical Course, focusing on the Undergraduate Medical Course in Southern Medical University, Guangzhou, China. This paper describes some of the internal and external challenges confronting undergraduate medical education in various Medical Universities across China compared with the other western and Asian countries. Key internal challenges include the focus on Teaching Basic Medical Education, curriculum design, Medical teaching faculty, Selection of students, Clinical posting in the medical and surgical units in the hospital, Infrastructure and practical training, Student evaluation and future placements of the medical students. External factors include the growth in knowledge, associated technologic innovations and confidence level to deliver the duties as the most responsible life-saving job. Addressing these challenges requires decisive institutional leadership with an eye to 2020 and beyond—the period in which current graduates will begin their careers. There is a gap in the knowledge and current system based on the requirements of medical graduate student's responsibilities and duties in their respective countries once they begin to

work as Medical Doctors after completing this course. To begin to address this gap in knowledge and reform this advancing and developing program, we advise to conduct a facilitated discussion among a diverse group of individuals who are responsible for the design



and structure of this Undergraduate Medical Education in English medium in China. Findings from our analysis of these data are presented here and indicate a broad array of challenges and opportunities facing this program in China.

**Key words:** Medical education, curriculum, Teaching, Clinical, International, Medical University, Undergraduate medical course, Doctor



# Evolving Trends In Medical Education

17th & 18th May 2014, Guangzhou, P R China



**Full Name:** Mr. Arjun A Bhaskaran

**University/ Institution:** Medical School of Nanchang University

**Designation:** Lecturer

**Pen Profile:** Mr. Arjun completed his M. Sc Human Physiology from Calicut University and has three years of teaching experience in international Medical and Technological University Dar es Salaam, Tanzania, currently working as lecturer in the department of Physiology in Medical School of Nanchang University.

**Topic:** Syllabus and content analysis, (CODE- MTC 02)

**Sub Topic:** Tools for pre medical & medical education- MTC (02/03)

**Paper Head Line:** Significance of counseling hubs in medical colleges; a role of class room based research

**Abstract:**

**Objective:** To find out the importance of setting up of counseling hubs in the medical campus

**Materials and Methods:** The study was organized on 279 medical students of a private medical college (International Medical and Technological University, Dar es Salaam), who have spent more than four months in the medical school. A Performa (Beck depression inventory) for testing depression scale was given to the students. They were provided with a fixed time to answer the questions and were marked appropriately. The entire groups were divided into Normal (0-9 marks), Moderate/Mild depression (10-19 marks) and Severe depression (20-30 marks) groups.

**Results:** A total of 279 students were participated in the current study. Out of that it was found that 29(10.36%) were showing severe depression, 96(34.40%) with mild depression and 154 (55.19%) were normal.





A total of 125 (44.80%) females and 154(55.19%) males were compared. In females it is observed that 54.40% is normal whereas in males it is 55.84%. In mild depressed group, females (37%) have shown a clear dominance over male (32.46%). 11.68% of males and 8.8% females have shown severe depression.

**Conclusion:** The overall study reveals that there is always a stress persists in the medical colleges, and in course of time it develops depression. It is clearer that there is gender specificity in the prevalence of depression. In this study females are showing a high frequency to mild depression and the male to severe depression.

It is obvious that there is a need of counseling hubs in medical colleges for the proper counseling and guidance of the students who are suffering with severe and mild/ moderate depression due to various conditions. Their problems should be listed as a serious issue and require immediate action for a better teaching and learning environment.

**Key words:** Counseling hubs, Class room research, depression, Medical education



# Evolving Trends In Medical Education

*17th & 18th May 2014, Guangzhou, P R China*

**Full Name:** DR. SRINIVASA GOPALANE SECHADRY

**University/ Institution:** DALI University

**Designation:** Assistant Professor



**Pen Profile:** Dr. Srinivasa Gopalane Sechadry has a doctorate in Forensic Medicine, and has wide experience in the field of teaching spanning over 30 years. He has an exclusive experience in delivering lectures and conducting examinations, practical lab sessions and viva voce in Forensic Medicine. Currently working as asst professor in DALI University in the department of Forensic Medicine.

**Topic:** Innovations in teaching, learning& use of technology, (CODE- MTC 03)

**Sub Topic:** Innovative educational techniques, Web based learning & virtual classroom-(MTC 03/01)

**Paper Head Line:** Innovative educational techniques: web-based learning and virtual classroom

## **Abstract:**

**OBJECTIVES:** Internet and the World Wide Web is now causing educators from preschool to graduate school to rethink the very nature of teaching, learning and schooling. Web can help us refocus our institutions from teaching to learning and from teacher to student. But the web-based education system is still in its nascent stages and there are many questions that must be answered especially with respect to higher education.

**MEASURES:** This paper highlights some of the primordial questions pertaining to the adoption of web-based education system in higher education. It identifies the 4 basic principles of any virtual classroom, and also lists some of the future trends in educational technology.

**METHODOLOGIES:** This article was prepared using most reporting conventions described in the literature data base from JSTOR, published books and other scientific journals, and data from open public domain on the internet.

**FINDING:** In the recent era of globalization, technological advancement has increased dramatically in every sphere, including mainstream education. These advances have introduced new educational nomenclature such as Virtual classrooms, Virtual education, Virtual universities, online courses, Massive Open Online Courses (MOOCs), micro-courses, Flipped Classrooms, etc. But there many key challenges in such new technologies like quality of content, organization of content, boosting student engagement levels, on-demand access to experts and fair use of ICT. From the educator's perspective, the challenge continues to be in the in-service training to adopt these new technologies.

**IMPLICATIONS:** While the technological advancements open a lot of potential disruptions to the traditional classroom education model, poorly conceived and planned implementation of such technologies can lead to more harm than good for both the learners and the educators. In a macroscopic level, this can also have implications on the national human resource development. The academic leadership must have clear vision of ICT and follow through with well-planned roll-outs of such ICT, within and outside traditional classrooms.

**CONCLUSION:** The future of virtual learning has many innovative and exciting possibilities. A judicious blend of both traditional and virtual learning environment, with special attention to students' needs and satisfaction can create constructive and creative learners, educators and learned society. But more research is needed to identify such a right mix, which can vary from one institution to another, given the complex setup of each educational institution.



# Evolving Trends In Medical Education

17th & 18th May 2014, Guangzhou, P R China

**Full Name:** Mr. Ashok Kumar Jyothi

**University/ Institution:** Medical School of Nanchang University

**Designation:** Lecturer

**Pen Profile:** Mr. Ashok Kumar Jyothi has completed his M. Sc in Medical Anatomy from Sri Venkateswara Institute of Medical Sciences and had teaching experience in Fathima Medical College currently working as Lecturer in the department of Anatomy in Medical School of Nanchang University.



**Topic:** Licensing exams: Teaching learning approaches & differences, (CODE- MTC 04)

**Sub Topic:** Integrated & horizontal teaching - MTC 03/02

**Paper Head Line:** Teaching at Glance

## **Abstract:**

Some tips to make students understand our lectures and to reach the students. I am not going to give any suggestions to anyone. This presentation is just based on my experience, what I learned from my teachers and what I am following to reach students.

Proper preparation:

Before the class we should prepare well regarding particular topic and related topics.

If we know about that topic, still if we read once it gives more perfection.

If we read the topic in different books by different authors can get some new point at each repetition.

Enter with smile:

Entering into lecture hall with smile, which gives pleasant feeling to students and they will get new energy so that they will be ready to listen to us.



Looks energetic and confident:

Should be energetic throughout the class

If really we have problem even though we should not show that in our face

Whatever we are teaching should teach with maximum confidence



# Evolving Trends In Medical Education

17th & 18th May 2014, Guangzhou, P R China



**Full Name:** Dr. Sayantaann Saha

**University/ Institution:** Medical School of Nanchang University

**Designation:** Lecturer

**Pen Profile:** He has completed his Medical graduation from Jinan University, International Medical School. He is young and an enthusiastic teacher and currently working in Medical School of Nanchang University.

**Topic:** Licensing exams: Teaching learning approaches & differences, (CODE- MTC 04)

**Sub Topic:** Effective academic and clinical preparation for Licensing Examinations (MTC 04/03)

**Paper Head Line:** Effective academic and clinical preparation for Licensing Examinations

## **Abstract:**

Betterment of MBBS in China Program.

We all are familiar about the Licensing exam MYTH as some of us have already started calling it as "MCI THE MYTH". But truly speaking if we approach anything in a planned and proper manner, nothing seems impossible.

Over the years we have seen the passing percentage in the Licensing exams are not that great. Now, to overcome this problem there is need of this Effective and clinical preparation. As we always should try to find the positives out of the negatives, over the past few years we have also noticed that the passing percentage is increasing gradually. I believe that with our sincere efforts from the teachers it can be improved further more as all of our goal should be to reach the level of 100 % passing percentage in the Licensing exam.

Another truth being the downfall in the clinical skills in China due to the language barrier and the nature of the diseases that we encounter in separate countries. As we are unable to improve this aspect vastly, all of us should focus on the theory part more. What your mind doesn't know, your eyes cannot see. But still the difficulties in the clinical preparation can be overcome if the students are encouraged to visit the hospitals more often.



The major downfalls in Clinical knowledge can easily be overcome with their sincere efforts once the students go for Compulsory Rotatory Internship in their respective countries. Meanwhile frequent Hospital Visits during the vacations when they go back to their hometown can prove to be of huge benefits once they are in 3rd year.

One of the other important aspects being the methodical preparation for License exam. MBBS is a vast discipline consisting of 19 different subjects overall. Now the ultimate challenge for the students is to retain the knowledge about all the subjects till the end of 5th year before finally appearing in the Licensing Exam, and herein lies the actual problem. Truly speaking it is humanly impossible to remember everything about all the subjects, even for a teacher. So we should always make the students understand this simple thing is that “MBBS is not about knowing Everything out of Something, But Its all about knowing Something out of Everything”. We should never miss the basic things about everything.

Another important Trump card being the final preparation just few days before the exam. Again it is impossible to study about the most important things about all 19 subjects in the very less time even. So, we have to and we must guide the students “What to Study and most importantly What NOT to Study during the last few days”.

We must also never forget that the “License exam preparation is NOT Subject wise, rather it has been and always will be TOPIC wise”. Its the same topics from which the questions gets repeated all the time. We being teachers should always make our students understand the value of this.

We being teachers always hope for the BETTERMENT OF STUDENTS.



# Evolving Trends In Medical Education

*17th & 18th May 2014, Guangzhou, P R China*

**Full Name:** Dr. Vineet Gupta

**University/ Institution:** Medical Institute for Screening Test

**Designation:** Founder & Director

**Pen Profile:** Dr Vineet may be professionally truly described as one of the finest faculty of surgery with vast teaching experience of more than a decade. He is appointed as a trainer of trainers by the Delhi Government for Consultant Surgeons all across Delhi. He is an esteemed faculty at Pre PG Teaching having taught for last 10 years all across India.

**Topic:** Licensing exams: Teaching learning approaches & differences, (CODE- MTC 04)

**Sub Topic:** Effective academic and clinical preparation for Licensing Examinations (MTC 04/03)

**Paper Head Line:** Effective academic and clinical preparation for licensing exams

## **Abstract:**

Academic preparation is an integral part of licensing exams all across the globe which should be supplemented with clinical excellence. A medical graduate from outside the parent country is required to practice evidence based medicine now which require a solid foundation of the basic concepts related to Medicine. Key which all foreign medical graduates should understand is not just to pass the licensing exam but to become a good doctor and a good human being as well.

Methods to acquire these skills include understanding the basic medical curriculum right from the very beginning in the first year itself. He should have a thorough knowledge of the basic structure and function of a normal human body, followed by the knowledge of different pathologies, their behavior and he himself should start thinking by the third year that if a body part is distorted in one particular manner, then how it will look like, how it will behave and if the patient come to us with such distortion, then how we can cure him by either medical or surgical intervention. Human body is a machine and we as doctors are required to master it just like the great engineers. They should acquire good clinical skills by observing, interacting and practicing upon the different type of patients which will make them more experienced. All this can be achieved by a team of dedicated experts in the medical field.

As elders in this medical fraternity it is our moral duty to design a uniform and effective curriculum all over the world, which can get the maximum output from our medical graduates. Medical science has almost taken a U turn in the last two decades and looking at the advancements in the diagnostic and treatment protocols, we need to make effective changes in





the curriculum so as to achieve better patient care. At many places, we are still following the old medical practices which has no role in the current evidence based medical practice.

To conclude, organizing effective learning, training and clinical practice lessons, along with motivational sessions for our medical graduates shall prove to be a boon for them. This should be done right from the very first year of the course in a systematic pattern and I feel our medical graduates all over the world can do those miracles which we are not even able to think of today.



# Evolving Trends In Medical Education

17th & 18th May 2014, Guangzhou, P R China

**Full Name:** Dr. Ahmed Nawaz

**University/ Institution:** Jinan University

**Designation:** Associate Professor



**Pen Profile:** Dr. Ahmed Nawaz is an MD Pathologist, worked at Punjab Rural Support program, Pakistan as a Medical Officer and also medical officer at a Basic Health Unit, and has 2 years teaching experience in private teaching and preparing students for various worldwide medical licensing exams at Wuhan University and currently working as a associate professor in the department of Pathology in international School of Jinan University.

**Topic:** Licensing exams: Teaching learning approaches & differences, (CODE- MTC 04)

**Sub Topic:** The changing landscape & evaluation pattern of medical licensing exam. – MTC 04/04

**Paper Head Line:** A comparison of Medical Licensing Exams between English speaking countries and Asian Countries.

**Abstract:**

Responsibilities of the test developer, Seeing examinations in a different light , Pros and cons of authenticity, Setting priorities for research and the hidden agenda, Establish a dialogue with colleagues with similar responsibilities learning from our successes/failures  
The context will be: United States Medical Licensing Examination (USMLE)  
Examination pathway for licensing of MD's by the medical jurisdictions in the US  
Multiple part (Step 1, 2, 3) examination  
Computer-based test (CBT), multiple choice, computer simulations, Standardized patient  
12 stations: data gathering, communication



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