

14

TOPICS

IN HEALTH PROFESSIONS EDUCATION
A GUIDE TO PRACTICAL WISDOM

Edited by

Madawa Chandratilake

MBBS, MMed, PhD

Asela Olupeliyawa

MBBS, PhD



**COLLEGE OF MEDICAL EDUCATIONISTS,
SRI LANKA**

© 2020 College of Medical Educationists. All rights reserved.

First Edition 2020

Cataloguing-in-Publication Data Approved by the
National Library and Documentation Services Board

14 topics in health professions education: a guide to practical wisdom/
ed. Madawa Chandratilake and Asela Olupeliyawa. -
Colombo : College of Medical Educationists Sri Lanka, 2020
[xii], 155 p. ; 25cm

ISBN 978-624-5468-00-3

- | | |
|---------------------------------|---------------------------------|
| i. 610.711 DDC23 | ii. Chandratilake, Madawa (ed.) |
| iii. Olupeliyawa, Asela (ed.) | |
| 1. Dental - Education (Higher) | 2. Medical education |
| 3. Medical Personnel | 4. Medical teaching personnel |
| 5. Nursing - Education (Higher) | 6. Professional Education |
| 7. Teaching | |

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the Publisher. This book and the individual contributions contained in it are protected under copyright by the Publisher (other than as may be noted herein). The authors, contributors and editors have drawn on their own work in the compilation of this publication. Knowledge and best practice in this field are constantly changing. As new research and experience broaden our understanding, changes in research methods, professional practices, or medical treatment may become necessary. Practitioners and researchers must always rely on their own experience and knowledge in evaluating and using any information, methods, compounds, or experiments described herein. In using such information or methods they should be mindful of their own safety and the safety of the others, including parties for whom they have professional responsibility.

Editorial Assistance: Ashwini de Abrew & B.G.S. Ranil Wijesinghe

Cover page: Ashwini de Abrew

ISBN 978-624-5468-00-3

Published by the College of Medical Educationists, Sri Lanka
Department of Medical Education, Faculty of Medicine, University of Colombo
No. 25, Kynsey Road, Colombo 08, Sri Lanka
Tel: +94112695300 (ext 243)
Email: medicaleducationists@gmail.com

Printed in Sri Lanka by Neptune Publications (Private) Limited
No: 302, Pahalawela Road, Pelawatta, Battaramulla, Sri Lanka
W: www.neptunepublications.com
E : info@neptunepublications.com

CONTENTS

CONTRIBUTORS	1
1. CLINICAL REASONING	5
DILMINI KARUNRATNE, MADAWA CHANDRATILAKE & SISIRA DHARMMARATNE	
2. MORAL REASONING	21
AMAYA ELLAWALA & MADAWA CHANDRATILAKE	
3. REFLECTION AND REFLECTIVE PRACTICE.....	30
MADAWA CHANDRATILAKE & ASELA OLUPELIYAWA	
4. FEEDBACK IN HEALTH PROFESSIONS EDUCATION	41
SIVAPALAN SANCHAYAN, THILLAINATHAN SATHAANANTHAN & ASELA OLUPELIYAWA	
5. EMPOWERING STUDENTS.....	53
KOSALA MARMABE & PAVITHRA GODAMUNNE	
6. MENTORSHIP	62
PAVITHRA GODAMUNNE	
7. DEVELOPING COMMUNICATION SKILLS	73
RASNAYAKA MUDIYANSE & KOSALA MARAMBE	
8. DEVELOPING TEAMWORK SKILLS	82
ASELA OLUPELIYAWA & ASHWINI DE ABREW	
9. SIMULATION	91
KAUMUDEE KODIKARA & INDIKA KARUNATHILAKE	
10. COMMUNITY AS A LEARNING OPPORTUNITY	98
ANURADHANI KASTURIRATNE & MADAWA CHANDRATILAKE	
11. LEADERSHIP IN HEALTH PROFESSIONS EDUCATION	108
THIYAHINY S NAVARATINARAJA, LALITHA MENDIS & PT JAYAWICKRAMARAJAH	
12. SELECTION FOR HEALTH PROFESSIONS EDUCATION.....	120
SISIRA DHARMMARATNE & GOMINDA PONNAMPERUMA	
13. CONTINUING PROFESSIONAL DEVELOPMENT	133
ATHULYA AMARATUNGA, WASANA JAYARATHNE & GOMINDA PONNAMPERUMA	
14. QUALITY ASSURANCE AND ACCREDITATION.....	144
PANDULA SIRIBADDANA & NILANTHI DE SILVA	
ACKNOWLEDGEMENTS	155

4

FEEDBACK IN HEALTH PROFESSIONS EDUCATION

SIVAPALAN SANCHAYAN, THILLAINATHAN SATHAANANTHAN
& ASELA OLUPELIYAWA

"We all need people who will give us feedback. That's how we improve."

Bill Gates

Introduction

Feedback to students on their learning occurs constantly during undergraduate and postgraduate medical training whether in a planned or unplanned manner. Feedback is given in classroom settings (lectures and tutorials) and clinical training settings (wards, outpatient departments, teaching rooms) throughout a student's career. From the student's perspective, there could be multiple sources of feedback such as teachers, peers, other healthcare professionals, patients, textbooks, online activities, and so on.

The role of the teacher in providing feedback is considered as paramount throughout students' training. Several accreditation councils have enacted policies that require feedback provision (1-3) as part of the undergraduate curriculum, emphasizing the importance of feedback in medical education. This chapter aims to provide health professions teachers with an understanding of feedback concepts and some strategies and models that can be used while recognizing the contextual influences on feedback in Sri Lanka.

The concept of feedback

Various definitions of feedback exist. In a review of medical education literature by van der Ridder et al. (4) feedback is defined as

"Specific information about the comparison between a trainee's observed performance and a standard, given with the intent to improve the trainee's performance" (4).

Feedback information provided by an agent (e.g. teacher, peer, book, parent, self, experience) can also be conceptualized as 'information regarding aspects of one's performance to make adjustments in reaching a goal' (5, 6). Three key concepts are highlighted in these definitions: that the information is related to current performance, that the information should be viewed in relation to a standard or a goal, and that the information should contain suggestions to make improvements.