



# What do the medical students need - Reflection from Year 2 evaluations

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Panel	Mean SA Score	No. of failed students	Mean SA Score	No. of failed students
	2008/2009		2009/2010	
PCAR	74.35 ± 7.28	0	74.29 ± 8.05	2
PGIN	78.80 ± 7.25	1	79.85 ± 7.19	0
PHAE	69.72 ± 7.09	1	73.13 ± 7.26	2
PMDT	71.82 ± 7.10	0	66.67 ± 6.34	3
PHOM	67.83 ± 8.77	7	69.86 ± 9.10	6
PHUS	84.87 ± 7.01	0	79.22 ± 8.42	0
PMUS	65.65 ± 7.08	4	70.65 ± 7.43	0
PNEU	69.88 ± 7.87	5	70.85 ± 7.99	4
PCLM	-	1	-	1
COSK	-	2	-	0
LLSK	-	7	-	1

No. of students promoted to Year 3 = 132

No of student repeating Year 2 = 0

# Median scores of Course and Teaching Evaluation 2009/10

Panel	Mean SA Score	Satisfaction with the course	Satisfaction with the teacher
PCAR	74.29 ± 8.05	2.70	3.38
PGIN	79.85 ± 7.19	3.22	3.44
PHAE	73.13 ± 7.26	4.07	4.41
PMDT	66.67 ± 6.34	4.19	4.27
PHOM	69.86 ± 9.10	5.11	5.27
PHUS	79.22 ± 8.42	4.95	5.00
PMUS	70.65 ± 7.43	3.26	3.70
PNEU	70.85 ± 7.99	4.68	4.88
PCLM	-	4.61	4.67
COSK	-	4.29	4.66
LLSK	-	3.89	4.15

6 point scale: 1 is strongly disagree; 6 strongly agree.

What are these data telling us?

# Things the students prefer

- ★ PHOM: The tutorials are highly beneficial. I don't mind taking more PHOM tutorial classes.
- ★ PHUS: The tutorial-based PHUS is far better than the lecture-based PHUS in Year 1. The Faculty should fully reconsider switching the teaching style of PHUS1 to the “old way”. The reasons are:
  - ✧ More interactions are possible between students and teachers.
  - ✧ More chances are available for students to look at the specimens.
  - ✧ Teachers are more able to control the atmosphere in the tutorials.
- ★ COSK: The clinical visit is highly valuable. The ward visit is an excellent experience. (5 out of 9 comments)
- ★ PCLM: Ward attachment with smaller group size enhances learning. (2 out of 5)

# Things the students do not prefer

- ★ PCAR: PBL is a waste of time (18x). It offers no help to our study. Lectures are indeed far more effective than PBL. PBL would work better for learning about pathology. Better to have lectures for respiratory physiology.
- ★ PGIN: Practical is useless (5x). Exam questions are completely different from lecture notes (7x). Update the question bank of FA and SA.
- ★ PMUS: Exam content is totally irrelevant to the syllabus taught (8x). So many questions in the SA were not in the notes or the lectures.
- ★ LLSK: The summative assessment was hard. Can't we have a model answer for the worksheets, so that we know what's done is right/wrong?

# Summary

What do the medical students need for their study?

1. Tutorial-based teaching is highly preferred.
2. Clinical visits with small group size are highly commended.
3. No PBL, particularly on basic medical sciences.
4. An updated question bank and Summative Assessment that match content taught in the current year.
5. Feedbacks from homework and assessments.