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MedEdu Tabuk

Weekly Newsletter

Faculty of Medicine, University of Tabuk

Flipped Classroom - Dr. Tanveer Raza

The 'Flipped Classroom' as its name applies is basically flipping or reversing the traditional pedagogical model. Rather than taking the lectures in class, students come prepared by watching pre-recorded lectures (videos) or undertaking assignments (reading and other activities). Class time is devoted for interactive discussion, problem-solving and other activities with the teacher. It promotes active learning.



Department of Medical Education

MedEdu Tabuk

Invitation to Attend Talk by
Dr. Marai M. Alamri, Dean of Medicine
"Flipped Classroom"
Speaker: **Prof. Mohi Eldin Magzoub** via SKYPE
Chairman, Department of Medical Education, King Saud Bin Abdulaziz University for Health Science
Time and Date: 1 pm – 3 pm, Wednesday 12th of December 2018
Venue: Academic Activity Room, Second Floor, Faculty of Medicine (Separate sitting area for Female Colleagues)

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SAVING SPIRIT, HEART & MIND through NURSING ASSESMENT

Dr. Jesusa V. Gutierrez

Department of Nursing

University of Tabuk

It was two years ago, while having my annual vacation from work in the University of Tabuk Department of Nursing, an unforeseeable crisis came to our life---my husband had Heart Attack or Myocardial Infarction. Emergencies can happen anytime and anywhere to anyone which can disrupt the functioning of a family. Having my knowledge and skills on assessing early warning signs of different emergency conditions and doing it at the right time have saved the love of my life. It has also save my family from possible dysfunction too. While management of time help us getting things done, proper timing in assessment can save one's life either.

ASSESSMENT is a key element of the **Nursing Process** which serves as the basis for care plan. Health assessment skills are of the most important skills which nurses require. The more precise assessment, the better results would be obtained and the quality of patient care would be improved (Mohsen & Azade, 2013). Furthermore, Mohsen & Azade (2013) mentioned that assessment skills play a decisive role in assessing and determining the patients' health problems and caring needs and consequently have a crucial role in designing nursing care plans and determining the nursing interventions.

Assessment in Nursing would require use of different techniques which include, inspection, palpation, percussion & auscultation. This can be carried out through Physical assessment from head and toe and through nursing history. One of the major tools nurses use in assessment is the **GORDON'S FUNCTIONAL HEALTH PATTERNS** which is a method that was developed by Marjorie Gordon in 1987 who proposed that functional health patterns as a guide for establishing a comprehensive nursing data base. By using these categories it's possible to create a systematic and standardized approach to data collection, and enable the nurse to determine the aspects of health and human function.

These health patterns were covered in the **NANDA** (North American Nursing Diagnosis Association), now known as NANDA International, (nanda.org). NANDA International is a professional organization of nurses standardized nursing terminology that was officially founded in 1982 and develops, researches, disseminates and refines the nomenclature, criteria, and taxonomy of nursing diagnoses.

During clinical duty in Medical-Surgical in the 2nd week of November of this year, as I am having my lunch break, I came up with an analysis from the NANDA labels for 2017 which I summarized in table as shown below:

NO.	RANK	12 AREAS of HUMAN FUNCTIONING	Total Numbers of Identified NANDA Problems
1	1	Safety/Protection	45
2	2	Coping/Stress Tolerance	36
3	3	Activity/Rest, Sleep, Energy, Cardiovascular, Self-Care (Hygiene)	35
4	4	Nutrition/Food & Fluids	22
5	5	Elimination & Exchange- Respiration	19
6	6	Role Relationship	15
7	7	Life Principles	13
8	7	Comfort/Pain	13
9	8	Health promotion/ Teaching	12
10	9	Self-Perception/Concept, EGO	11
11	9	Perception/Cognition- Neurosensory	11
12	10	Sexuality	6
13	11	Growth & Development	2

Safety & Protection has been identified with highest number of identified problems.

1) **Safety** refers to infection, protection, physical injury, violence, environmental hazards, defensive processes and thermoregulation

2) **Coping/Stress Tolerance**- which focus on the person's perception of stress and coping strategies Support systems, evaluated symptoms of stress, effectiveness of a person's coping strategies;

3). **Activity**- which focus on the activities of daily living requiring energy expenditure, including self-care activities, rest and sleep, exercise, and leisure activities;

4) Nutrition/Food & Fluids- which focus on the pattern of food and fluid consumption relative to metabolic need. Is evaluated the adequacy of local nutrient supplies. Actual or potential problems related to fluid balance, tissue integrity, and host defenses may be identified as well as problems with the gastrointestinal system;

5) Elimination & Exchange- which focus on excretory patterns (bowel, bladder, skin and respiratory);

6) Role Relationship- which focus on the person's roles in the world and relationships with others. Evaluated Satisfaction with roles, role strain, or dysfunctional relationships;

7) Life Principles/Values- which focus on the person's values and beliefs;

8) Comfort & Pain- refers to physical, environmental and social comfort;

9) Health Promotion- which focus on the person's perceived level of health and well-being, and on practices for maintaining health. Also evaluated Habits including smoking and alcohol or drug use;

10) Self-Perception- which focus on the person's attitudes toward self, including identity, body image, and sense of self-worth;

11) Perception/Cognition/Neurosensory- which focus on the ability to comprehend and use information and on the sensory functions. Neurologic functions, Sensory experiences such as pain and altered sensory input;

12) Sexuality- which focus on the person's satisfaction or dissatisfaction with sexuality patterns and reproductive functions and

13) Growth & Development- which focus on problems with growth & development.

Dear nurses, let us not underestimate the **POWER of ASSESSMENT**. We may Save life with **sagging spirit** and **tortured mind** who is about to commit suicide, a person in chest pain which may fall down and die in few minutes. Have that keen sense and clinical eye at the right time. Assess your competencies in carrying out assessment skills. Now as we want to be a blessing to others, we take charge of our own functional abilities to always stay

1) Safety- safety first,

2) Stress coping-always be positive,

3) Activity- move, exercise

4) Food- right the right and good food

5) Elimination-Deep breathing and defecate daily;

6) Relationship- Build more health relationships with family, commi=unity & colleagues;

7) Life Principles- Have deeper and renewed life's perspectives;

8) Comfort- NO Pain-No Gain, (9) Teaching-Learn everyday

10) Self-perception- Love yourself and do self-reflection

11) Neuro sensory- Live & the now and build beautiful memories

12) Sexuality- Multiply goodness

13) Growth & development- be a lifelong learner to serve the people for the

GREATER GLORY OF ALLAH. Problem identified is problem solved through proper assessment. We see, feel, touch and hear our patients in hospital, community, and work sites holistically. Nurses and teachers anywhere we go.

REFERENCES

1. Gordon, Marjorie (1987), Gordon's Functional Health Patterns
2. Mohsen Adib-Hajbagher and Azade Safa (2013), Nurses' Evaluation of Their Use and Mastery in Health Assessment Skills: Selected Iran's Hospitals available at <https://www.ncbi.nlm.nih.gov>
3. Nanda. Org NANDA (North American Nursing Diagnosis Association), now known as NANDA International

Weekly Academic Activity

Topic: Effective Educational and Clinical Supervision

Speaker: Dr. Abdullah Alatawi, Vice Dean for Development & Quality, Faculty of Medicine



FIFTH YEAR STUDENT ACTIVITY ON CASE PRESENTATIONS

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Our fifth year students poster session was held on 28/11/2018 during 11 am to 1 pm. The cases included in the presentations are Emphysema, Tuberculosis, Cellulitis, Endocarditis, Community acquired pneumonia and bronchiectasis.

The students explained about the case analysis to Dr. Alaa Abdullah Bagalagel, Dean-Faculty of Pharmacy, other staff members and students those who visited to the poster session. Interactive session about the case assessment and resolution between the students and the audience was a highlight of this activity. The session was very useful for the young students in the Faculty of Pharmacy to understand the case analysis and presentation by using the case scenarios. Hopefully, the session will be a great inspiration for all the students to participate in the poster session in national and international level.



BOSS- Basic Operative Surgical Skills Course

Dr. Hanan Farahat

Department of Surgery

Faculty of Medicine

University of Tabuk



The BOSS (Basic Operative Surgical Skills Course) is conducted in King Salman Armed Forces Hospital Tabuk. It is being held three times every year for the past eleven years. Graduates from Faculty of Medicine, University of Tabuk actively participate in this course achieving distinction in their performance.

This has been possible due to the active support of **Brig. Gen. Dr. Attiya Bin Mohammad Al Zahrani** the Director of King Salman Armed Forces Hospital (KSAFH), - North Western Region, Tabuk and **Dr. Marai M. Alamri** the Dean of Medicine, University of Tabuk (UT). The course in Tabuk is directed by **Dr. Yousef S. Alalawi** of the Surgery Department, KSAFH, Tabuk.



BOSS website

(<http://www.bosscourse.com/>)

According to the BOSS website (<http://www.bosscourse.com/>), Basic Operative Surgical Skills (BOSS) is "a well-structured (sic) workshop which was started in 1999, developed and matured over the years. It is designed for trainees in all fields of surgery with the exception of ophthalmology. It is meant to ensure that a trainee learns and attains the proper and safe technique under direct supervision of expert trainers. The practical part of the course covers more than 80% of the time to ensure that a trainee has an ample time to develop the required skill".



Faculty from University of Tabuk, including the Dean, Dr. Marai M. Alamri along with Dr. Amani Shaman (Obstetrics and gynecology) and Dr. Hanan Farahat (Surgery) are instructors of the course.

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Academic Affairs Arrangement for FACULTY OF MEDICINE

Prof Magdy M. ElShamy
Faculty of Medicine



This Week:

For Female Section:

- **Surgery &Subspecialties Module:** 6th Year, Announcing Final Results of Module
- **Obstetrics &Gynecology Module:** 5th Year, Announcing the Final Results of the Module.
- **Medical Genetics Module:** 4th Year, Announcing the Final Results of the Module.
- **Community Medicine Module:** 4th Year, Announcing the Results of the Mid-Module Exam.
- **Basic Imaging Module:** 4th Year, Announcing the Results of the Mid-Module Exam
- **Laboratory Medicine Module:** 4th Year, Announcing Results of Mid-Module Exam.
- **English 2 (ELS 007):** Preparatory year, Final Exam (Writing, Listening & Reading), Groups 142 & 143, on Sunday 9/12/2018
- **English 2 (ELS 007):** Preparatory year, Final Exam (Speaking), Groups 142 & 143, on Monday 10/12/2018
- **English 2 (ELS 007):** Preparatory year, Final Exam (Medical Terminology), Groups 142 & 143, on Thursday 13/12/2018

For Male Section:

- **Medicine &Subspecialties Module:** 6th Year, Announcing Final Results of Module
- **Pediatrics Module:** 5th Year, Announcing the Final Results of the Module.
- **Medical Genetics Module:** 4th Year, Announcing the Final Results of the Module.
- **Community Medicine Module:** 4th Year, Announcing the Results of the Mid-Module Exam.
- **Basic Imaging Module:** 4th Year, Announcing Results of the Mid-Module Exam
- **Laboratory Medicine Module:** 4th Year, Announcing Results of Mid-Module Exam
- **English 2 (ELS 007):** Preparatory year, Final Exam (Writing, Listening & Reading), Groups 2348 & 2349, on Sunday 9/12/2018
- **English 2 (ELS 007):** Preparatory year, Final Exam (Speaking), Groups 2348 & 2349, on Monday 10/12/2018
- **English 2 (ELS 007):** Preparatory year, Final Exam (Medical Terminology), Groups 2348 & 2349, on Thursday 13/12/2018

The growing use of herbal medicines (HMs): issues relating to adverse reactions and challenges in monitoring safety

Dr. Nizar Sirag

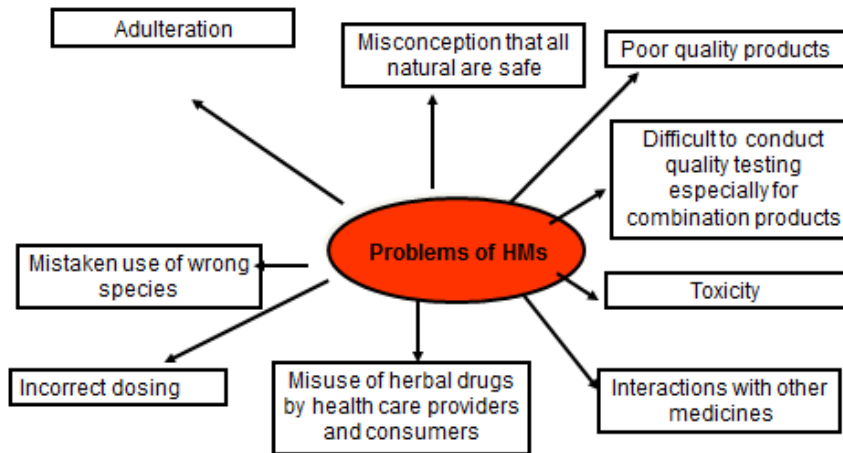
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The use of herbal medicines and phytonutrients or nutraceuticals continues to expand rapidly across the world with many people now resorting to these products for treatment of various health challenges (Michael et al., 2014).

As the global use of herbal medicinal products continues to grow and many more new products are introduced into the market, public health issues, and concerns surrounding their safety are also increasingly recognized. Although some herbal medicines have promising potential and are widely used, many of them remain untested and their use also not monitored. This makes knowledge of their potential adverse effects very limited and identification of the safest and most effective therapies as well as the promotion of their rational use more difficult. It is also common knowledge that the safety of most herbal products is further compromised by lack of suitable quality controls, inadequate labeling, and the absence of appropriate patient information. It has become essential, therefore, to furnish the general public including healthcare professionals with adequate information to facilitate better understanding of the risks associated with the use of these products and to ensure that all medicines are safe and of good quality (Evans, 2016).

References

1. Michael Heinrich, Joanne Barnes, Simon Gibbons, and Elizabeth M. Williamson. Fundamentals of Pharmacognosy and Phytotherapy . (2014).
2. Evans, W.C (2016). Trease and Evans Pharmacognosy.. 16th edition, W. B. SAUNDERS, USA.