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Weekly Newsletter

Faculty of Medicine, University of Tabuk

Vision, Mission and Values - Dr. Tanveer Raza

Like any other organization, to be successful a University as well as each Faculty need to develop its own "vision, mission and values". They provide the direction for strategic planning. The Faculty of Medicine developed its own "vision, mission and values" in line with that of University of Tabuk.



Second Strategic Plan 2018-2022

جامعة تبوك
University of Tabuk
وخالة الجامعة
للتطوير والجودة

رؤية الجامعة:
"جامعة متميزة تعليمياً وبحثياً
مسهمّة في خدمة المجتمع"

رسالة الجامعة:
"تقديم تعليم جامعي متميز لتخريج كوادر بشرية مؤهلة
بالمعرفة والقدرات والمهارات لتلبية حاجات المجتمع
والمشاريع التنموية بتبوك وفق بيئة تعليمية إدارية
متميزة داعمة للبحوث الإبداعية"

القيم:
إضافة إلى الالتزام بالقيم الإسلامية لدينتنا الإسلامي
الحنيف تلتزم الجامعة بالقيم التالية:

University Vision:
A distinguished university in education, research, and community service.

University Mission:
To offer a distinguished university education that prepares university graduates with the knowledge, capabilities, and skills needed by the community and developmental projects in the Tabuk region within an exceptional education and administrative environment that promotes innovative research.

Values:
In addition to adherence to core Islamic values, the university is also committed to the following values:

- Quality and Distinction.
- Loyalty and Affiliation.
- Teamwork.
- Integrity and Respect.
- Creativity and Innovation.
- Leadership and Responsibility.
- Transparency and Accountability.
- Social Responsibility.
- الإبداع والابتكار.
- القيادة وتحمل المسؤولية.
- الشفافية والمساواة.
- المسؤولية الاجتماعية.
- الجودة والتميز.
- الولاء والانتماء.
- العمل بروح الفريق الواحد.
- الأمانة والاحترام.

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STAFF ORIENTATION OF THE SECOND STRATEGIC PLAN AT THE FACULTY OF MEDICINE, UNIVERSITY OF TABUK

Dr. Tanveer Raza

Faculty of Medicine

Keynote Speakers

- **Dr. Marai M. Alamri**, Dean of Medicine, Faculty of Medicine
- **Dr. Abdullah Alatawi**, Vice Dean of Academic Affairs, Faculty of Medicine

Universities need to plan to remain competitive in current socioeconomic scenarios. The most appropriate type of planning would be "**Strategic Planning**" [1]. Strategic planning is defined according to business dictionary is, "A systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them" [2].

The fundamental difference between "long-term planning" and "strategic planning" is that the former form of planning starts from the present and lays down a path to meet the needs of the future. In strategic planning, the end is envisioned first and plans are made to attain it.

The Faculty of Medicine of University of Tabuk, established in 1427 (هـ), is situated in the largest city and the eponymous capital of the northwestern province of Tabuk. The Faculty emphasizes on educating and training doctors to be able to provide the highest quality of health care to the local community and beyond, according to national and international standards. Currently the Faculty of Medicine offers a 6-year undergraduate MBBS program with an ongoing pursuit for further undergraduate and postgraduate programs.



Fig 1: Missions, Vision and Values of The Faculty of Medicine, University of Tabuk

The Second Strategic Plan 1439-1443 (هـ) of the Faculty of Medicine

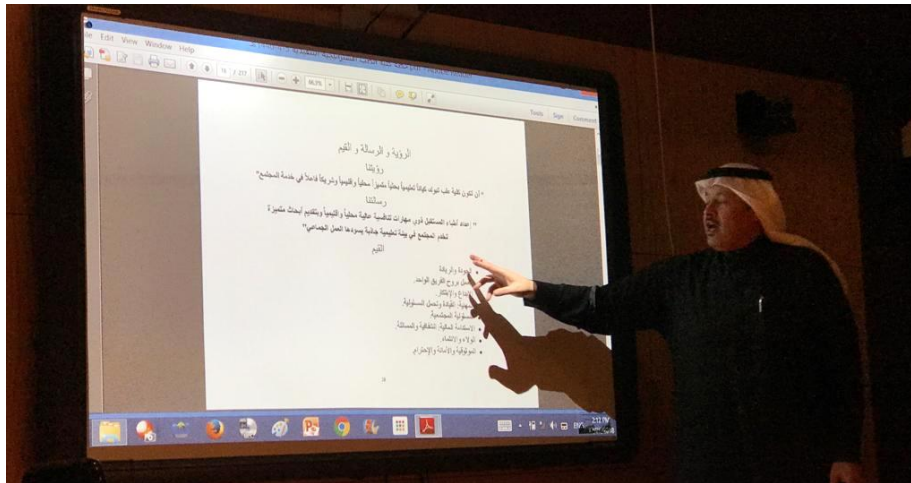


Fig. 2: Dr. Abdullah Alatawi, Vice Dean for Quality and Development introducing the second strategic plan

To develop the Second Strategic Plan, the Faculty under the advisement of **Dr. Marai M. Alamri** the Dean of Medicine formed a team with **Dr. Abdullah Alatawi** Vice Dean of Quality and Development at the helm. The objectives of strategic plan of the Faculty was at par with the University's strategic objectives contributing to the realization of the Kingdom's vision 2030.

Mission, Visions and Values of the Faculty of Medicine (Figure 1)

The Faculty of Medicine developed its MISSION, VISION AND VALUES to cope with the rapid developments and challenges facing higher education in Saudi Arabia and the strong competition between educational institutions at the local, regional and international levels.

Staff Orientation of the Second Strategic Planning



Fig. 3: Dr. Marai M. Alamri Dean of Medicine leading the second part of the orientation program

The faculty comprises of teaching and administrative staff who are visionaries in their own field and share the common dream of achieving the strategic goals of the Faculty of Medicine, University of Tabuk. Without their support and hard work, it will not be possible to realize any plan to develop the institution. With an aim to orient their colleagues about the strategic goals and how to accomplish them, a discussion was held on the **26th of December, 2018**.

In the first part of the orientation **Dr. Abdullah Alatawi** the Vice Dean of Quality and Development and the lead in the team responsible for developing the Second strategic plan of the Faculty introduced the "Mission, Vision and Goals" of the Faculty of Medicine. He later laid down a plan for the next five years and a modus operandi on how to attain each milestone within a definite timeframe.

The second part of the orientation was conducted by the Dean, **Dr. Marai M. Alamri**. He initiated a dialogue with the faculty and administrative staff on their assigned tasks. The Dean reiterated the importance of having a strategic plan and thanked the strategic team for their exemplary work.

Reference

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2. Strategic planning. BusinessDictionary.com. Retrieved January 02, 2019, from BusinessDictionary.com. Website: <http://www.businessdictionary.com/definition/strategic-planning.html>

EXAM INVIGILATION, FACULTY OF MEDICINE

Dr. Zubair M. Hayat, Dr. Mohd. Ahmed Mesaik

Date	Module	Invigilators	Exam Supervisors	Time	Venue
13/01/2018	Surgical module (MED 0605) Written	Dr. Khalid Fanjan Dr. Fakradeen Alfaki	Dr. Salah Alghamdi	10:00 AM- 12:00 PM	Computer Exam rooms/PBL rooms
13/01/2018	Surgical module (MED 0605) OSPE	Dr. Habis Bazour Dr. Yaseen Ibraheem	Dr.Salah Alghamdi	1:00- 1:30 PM	Computer Exam rooms/PBL rooms

Pediatric asthma education: The needs for Advance Nursing practice

Dr Abeer Alatawi

Assistant Professor

Nursing Department, Faculty of Applied Medical of Science

Asthma is one of the most common respiratory problems causing lung airway obstruction. In Saudi Arabia, the prevalence of lifetime wheeze, wheeze during the past 12 months and physician-diagnosed asthma in children was 25.3%, 18.5% and 19.6%, respectively (Al Ghobain et al., 2012). Asthma control survey conducted in KSA showed that only 5% of child and adult patients were controlled, 31% were partially controlled, and 64% were uncontrolled (Al-Jahdali et al., 2008). The physical symptoms of asthma are shortness of breath, wheeze and coughing (Alatawi 2017). Asthma also has psychological impacts on the lives of sufferers, including depression, social withdrawal, and increased levels of anxiety. Asthma is the leading cause of school absences, increased hospitalisations, and emergency visits (Asthma and Allergy Foundation of America, 2018). Furthermore, there is significant distress in normal daily activities such as sleeping and exercise. Therefore, all of these studies reported the importance and need of asthma education for this age of population (Alatawi 2017).

Asthma education in a clinical area is considered fundamental to nursing care and has an important role in assisting patients to regain independence. It aims to provide suitable information, which not only increases patients' knowledge related to their health (Poskiparta et al., 2001), but also helps them to take a more active role in the care management of their own situation (Leino-kilpi et al., 1999; Alderson et al., 2004). Asthma educational programs are planned to increase the level of asthma awareness among patients, their families, and the public. Moreover, they help to answer the concerns of patients about their disease and its treatment (Alatawi, 2017).

In terms of reflection on the clinical and educational experiences, working in and teaching paediatrics enable the nurses to gain knowledge and skills, to advance their clinical practice. According to Hamric (1989), who originally described the conceptual framework of Advanced Nursing Practice (ANP) that was expanded by Manely (1997), there are sub-roles of ANP: expert practitioner, educator, researcher, and consultant. Through these sub-roles nurses can advance their skills and practice. According to Sheer (2007), the concept of ANP has been used as an umbrella term indicating nurses practicing at a more advanced level than that of general nurses. ANP does not yet exist in Saudi Arabia, but the government has committed to improving and developing healthcare in order to provide good quality care for the populations' needs. However, some healthcare institutions do not support the nursing profession, which tends to be regarded as a low status occupation, endangering patient outcomes (Stanton, 2004; Chang, Chou and Cheng, 2007). In addition, Al-Ahmadi (2009) stated that the role of nursing leadership has not been elaborated upon in the nursing roles, which enable nurses to have autonomy

in their field and to advance nursing practice. Generally, most healthcare organizations' attention has focused on nursing preparation rather than professional development.

In my view, being an educator is as an aspect of the ANP role that can be effectively and widely used in Saudi Arabia. Basically, nursing models of ANP roles have identified the same skills and competencies that are required for nursing roles and knowledge. I believe that using Manley's conceptual framework model (1997) is suitable for developing the roles of ANP and skills in contextual format. All of these points are essential for planning and developing educational nursing program for pediatric with asthma. Pettigrew et al. (1988) stated that it is important to recognize the complexities of the organizational life, and to have regard for characteristics of the internal and external factors, which are essential elements for making effective change. Thus, one should place the content and process of proposed change into context (outer and inner). According to the criteria of Pettigrew and Whip (1991), the outer contexts in Saudi Arabia include social factors, such as: the low status of the nursing profession role in the country (i.e. following physicians' orders) and the unilateral authority of physicians to supervise all aspects of care in many healthcare organizations (Sagy and Liberman, 2004); undeveloped ANP roles that lead to inability to apply Manly's model in the nursing field; and high workload and low level of nursing autonomy, cited by Trembly et al. (2008) as factors that increase levels of job dissatisfaction and lead to shortages of nursing staff. All of these factors are considered as barriers to develop and improve the nursing profession an all apply in the case of Saudi Arabia

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Student Section: THE INSISTENCE OF DISCOVERY

Rawan Ali Albalawi

6th Year Student

Faculty of Medicine

For long time, human stomach was not a considerable place for bacterial infection due to the acidic environment of the stomach, which has the ability to kill any organism. All the gastric diseases at that time was thought to be caused by physiological stress. In early 1980's, Dr. J Robin Warren an Australian scientist noted that half of his patients who underwent biopsies from the lower part of the stomach had a bacterium with inflamed surface lining around it. Dr. Barry Marshall joined Dr. Warren, to study the biopsies. After several attempts, Dr. Marshall succeeded in growing a bacterium that was unknown then; he named it **Campylobacter pyloridis**. Still many doctors were unconvinced by the findings. Dr. Marshall decided to do the experiment on himself to prove that this bacterium is the primary cause of gastritis. Dr. Warren helped him practically. He swallowed a gastroscopy tube and asked another doctor to look at his stomach and take biopsies. He was H. pylori negative. After healing, he ingested a pure culture of H. pylori and started to develop the symptoms after a week. Then, he did another gastroscopy tube and took biopsies, which showed that he had inflammatory reaction in his stomach and the bacterium was there. He treated his condition before getting an ulcer. The 2005 Nobel Prize for Physiology or Medicine was given to Dr. Marshall and Dr. Warren for the discovery of H. pylori and its role in gastritis and peptic ulcer disease.

STUDENT ACTIVITY- PHARMACEUTICS DEPARTMENT

Dr. Ayman Grawan

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The Department of Pharmaceutics organized the student activity on Pharmaceutical Technology for the students in the fourth year held on Monday 11/3/1440 H for the female students and Tuesday 19/3/1440 H for the male students. During the scientific poster session, the faculty members and the attendees listened to the scientific content presented by the students and discussed with them. This activity is well appreciated by the attendees which led to a great impact on students.



ACADEMIC AFFAIRS ARRANGEMENT FOR FACULTY OF MEDICINE

Prof Magdy M. ElShamy
Faculty of Medicine



This Week:

For Female Section:

- **Laboratory Medicine Module:** 4th Year, Announcing the Results of the Final Module Exam
- **Basic Imaging Module:** 4th Year Announcing the Results of the Final Module Exam.
- **Respiratory System Module:** 3rd Year, Announcing the Results of the Final Module Exam.
- **Urinary System Module:** 3rd Year, Announcing Results of Final Module Exam
- **Normal Human Morphology I (NHM I) Module (Anatomy & Physiology):** 2nd Year, Announcing the Results of the Final Module Exam.
- **Normal Human Morphology II (NHM II) Module (Biochemistry):** 2nd Year, Announcing the Results of the Final Module Exam.

For Male Section:

- **Laboratory Medicine Module:** 4th Year, Announcing the Results of the Final Module Exam
- **Basic Imaging Module:** 4th Year Announcing the Results of the Final Module Exam.
- **Respiratory System Module:** 3rd Year, Announcing the Results of the Final Module Exam.
- **Urinary System Module:** 3rd Year, Announcing Results of Final Module Exam.
- **Normal Human Morphology I (NHM I) Module (Anatomy & Physiology):** 2nd Year, Announcing the Results of the Final Module Exam.
- **Normal Human Morphology II (NHM II) Module (Biochemistry):** 2nd Year, Announcing the Results of the Final Module Exam.

For submissions

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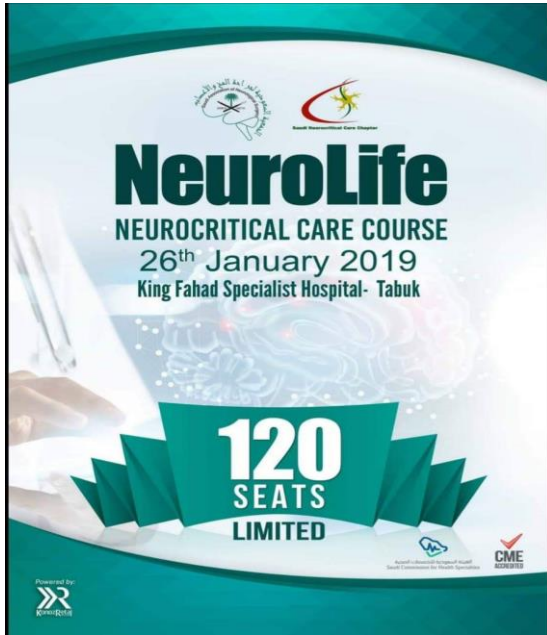
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Conference Alert

Dhafer Mohammed Alyami, 6th Year Medical Student



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 Tabuk, Kingdom of Saudi Arabia

Course Faculty

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 Head, Neurology Division
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 King Abdulaziz University
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Abdullah Alobaid
 Consultant Neurosurgery, Neuro-Oncology & Skull-Base Surgery, and
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Amro Al-Habib
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Ahmad Fallata
 Assistant Professor and Consultant Neurology
 Department of Internal Medicine
 University of Tabuk
 Saudi German Hospital- Hail
 Tabuk, Kingdom of Saudi Arabia

Registration Fees	From now and Onsite
Consultants	750 SAR
Residents & Specialists	500 SAR
Nurses	300 SAR
Students	200 SAR

Note: CONSULTANTS: 20 SEATS
 RESIDENTS & SPECIALISTS: 40 SEATS
 NURSES: 20 SEATS
 STUDENTS: 40 SEATS

Dr. Abdullah Miah, Family Physician, Abu Shajera Primary Health Center, Umluj

3RD ANNUAL MEETING
WORKSHOP: JAN. 18, 2019
CONFERENCE: JAN. 19-20, 2019

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