



Nov 7, 2018
Volume 3; Issue 6



MedEdu Tabuk

Weekly Newsletter

Faculty of Medicine, University of Tabuk

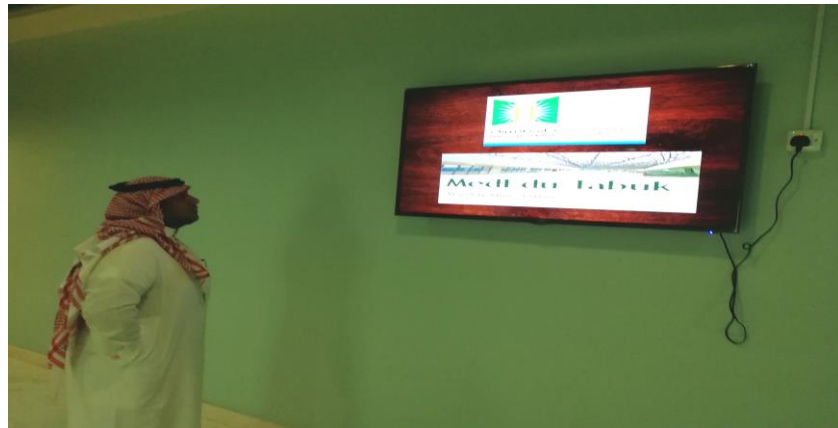
MedEdu on Faculty Screen

Message From the Editor- Dr. Tanveer Raza

From now on the MedEdu Tabuk will be fetured across the monitors in the Faculty of Medicine. Visual displays are more eye catching and can get the audience's attention better. It will create better awareness of the contents of the newsletter and promote our messages. The goal is to create an initial interest for the contributio ns made by our colleageus and students.



Phone: 0537251324
Email:
mededutabuk@ut.edu.sa



Standard Setting for MCQ Exams

Prof. Shereen Fawzy Hafez

Professor of Medical Microbiology & Immunology
Faculty of Medicine
University of Tabuk



Photo Credit: Dr. Yazzan, Faculty of Medicine

Setting the standard for any assessment is a process that determines the cut score or the pass mark that divides examinees into two groups; competent /incompetent; pass/fail.

A standard may be norm-referenced or criterion referenced. In the former, a given examinee's performance is judged relative to the performance of the entire group, rather than on its own merits; so, the standard varies with the performance of the group of examinees. Criterion referenced is test centered, based on predetermined criteria, irrespective of examinee performance. In high stakes exams as in medical education the decision based on the standard set has the potential, not only to alter careers of examinees, but, more importantly, to affect the lives of those whom examinees certified as competent would serve.

Where certification of competence is the primary purpose of an examination, criterion-referenced is preferred as the decision to be made is whether an individual is competent to practise rather than competent compared to peers. A fixed pass mark cannot be justified as not all knowledge and skills the medical students need to master are of equal difficulty, in addition tests dealing with same subject content and skills are usually prepared with variable difficulties.

Several methods of standard setting have been developed, some of which are based solely on predetermined criteria, while others compromise between norm- and criterion-referenced standards. All standard setting methods involve human judgment. Judges are subject matter experts who are well selected, trained, instructed and monitored. In this seminar the more commonly used methods of standard setting for MCQ exams were discussed together with the advantages and disadvantages associated with the use of each. Finally, a proposed practical method for arriving at a predetermined standard is discussed.

References and for further reading

Raja C. Bandaranayake (2008): Setting and maintaining standards in multiple choice examinations: AMEE Guide No. 37; 30: 836–845

Norcini, J. J. (2003): Setting standards on educational tests. *Medical Education*, 37, 464-469.

CONFERENCE SCHEDULE

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

Dr. Zubair M. Hayat, Faculty of Medicine, University of Tabuk

Name of the conference, Place	CME	Conference website	Date
Best of Emergency Medicine,		www.BestofEM.com	10 th Nov 2018
Surgical Knot Tying and Suturing Workshop, Jeddah		Email: maalsalim@pnu.edu.sa	24 th Nov 2018
Research Day (the 3 rd), Jeddah	√	http://goo.gl/5onKLL	24 th Nov 2018
Saudi International Pharma Expo, Riyadh	--	www.saudipharmaexpo.net	19 th -20 th Nov 2018
International Saudi Conference on Gynecology, Obstetrics and Reproductive Medicine, Riyadh	√	Email: info@topconferences.com	30 th Nov 2018
7 th Saudi Heart Failure Group Symposium	√	www.saudihf.com	21-22 nd Dec

World Breast Cancer Awareness Month 2018

Pharmacist Azizah Abdullah M. Al-Harbi

Super Visor of Student Activity

Faculty of Pharmacy

University of Tabuk

The first of October each year is considered as a month of awareness of Breast Cancer in all World countries. This celebration is helpful on raising the attention about this disease, and providing the suitable support and raising awareness about the danger of the disease, and start earlier to discover it and treat it, as well as providing the patients with better care to reduce its impact.

Under the Slogan “ **For not to Become Number 8**” the Faculty of Medicine –Female students section, under the supervision of Undersecretary of the Faculty of Medicine Dr. Laila Al-Bishi, and the organization of the Student Activity Pharmaceuticals Unit, with Cooperation of Deanship Affairs, has participated in the Campaign regarding the International Month of awareness of Breast Cancer for the Year 2018. Which held at Prince Sultan Cultural Center in Tabuk for three days started on 25/10/2018.



The Campaign aimed to raise the general level of awareness of the Breast Cancer Disease, and the Importance of early detection and the most vulnerable groups for infection, as well as raising the level of awareness regarding the reasons leading to infection with

breast cancer, and the preventive methods, in addition to that raising the level of awareness regarding the importance of conducting early diagnosis such Mammogram Diagnosis, in order to detect the abnormal changes for women and conducting the self-diagnosis for breast, as well as to encourage comprehensive programs to combat breast cancer, as part of the national plans to combat the cancer, and support the infected individual with breast cancer, and supporting the scientific researches, in addition to that training the medical students to practice the diagnosis, and to obtain experience to raise awareness, and educate the community, and gain skills of dealing with the community members, and joining them directly.

The Campaign included educational and awareness lecture, introduced by Dr. Elham Al-Balwai Assistant Professor of Pathology, in addition to that, establishment of a closed Medical Clinic to perform the initial screening for women visiting the Exhibition , training them to practice the examination on a doll to ensure that it was performed correctly under the supervision of medical physicians, and participation of girls medical students. The counted visitors number is reaching 69, and 11 cases have been detected containing lumps in the breast. The suspected cases being



infected with disease were referred to the hospital, with the cooperation with the health affairs in Tabuk region. Cases detection forms were filled and the necessary information taken and transferred to the health centers for the necessary action. The contact numbers are also taken for follow up the cases every six month.

In the same context, the Campaign continues its celebration to serve the community women by educating them, regarding the early detection of the current age disease, and thus achieving the University mission towards the community partnership and voluntary work through establishment of celebrations in general education schools such as secondary, intermediate, and kindergartens by the date of 25/10/2018 morning under the supervision of Dr. Huaida Saber, Assistant professor of Pharmacology, and in Tenth Secondary School at the date of 31/10/2018G under the supervision of Dr. Amira Al-Atawi, Assistant Professor of Family Medicine.

Furthermore, there will be a Medical Convoy to the health care centers of Tabuk region led by Dr. Hanan Farhat, Surgical Consultant, in order that the benefit will reach the possible largest number of community.

Reader's Corner: Problem-Based Learning in Pharmaceutical Education

Dr. Mohammed Al-Gayyar

Associate Professor
Faculty of Pharmacy



Problem-based Learning (PBL) is a new educational method, which is developed early in 1960s. It is implemented as a result of the dissatisfaction about the traditional medical education, which depends on the instructions. Therefore, they looked for an alternative method of teaching that also merges cognitive learning theory. The new method is student-centered approach. The innovative instruction strategy of PBL is student-centered approach that empowers self-education through imitating the real world practice situations.

PBL represents a major development in educational practice that continues to have a large impact across subjects and multiple disciplines worldwide. PBL has been used successfully for over 30 years and endorsed by a wide variety of national and international organizations such as the medical education/medical colleges (1984), the World Health Organization (1993) the English National Board for nurse education (1994) as well as the pharmacy education/pharmacy colleges (2007).

Because of expanding the scope of pharmacy practice, Pharmacists will be involved in expanded patient care responsibilities. The pharmacists' role in today's health care system requires greater problem-solving capabilities, effective thinking abilities, sound decision making skills and effective communication skills. In 2010, the American Society of Health-System Pharmacists-Accreditation Council of Pharmacy Education Task Force challenged colleges and schools of pharmacy to integrate entry-level competencies into the Pharm. D. curricula, which are needed for pharmacy practice in hospitals. The task force suggested that teaching styles during advanced pharmacy practice experiences should include innovative methods that cover the following objectives:

1. Given a real or simulated pharmacy-related problem, demonstrate effective problem-solving skills.
2. Given a real or simulated case, demonstrate an appropriate level of clinical knowledge related to medications and therapeutics in making decisions or recommendations.

To comply with these suggestions, many schools and colleges of pharmacy use PBL and virtual-patient case simulation to enhance practice competencies for their pharmacy students. They are documented educational techniques that have had success in preparing students to focus learning on core information that is relevant to real clinical

scenarios and adaptive feedback. Students are acquired and applied knowledge while developing problem-solving, critical-thinking, and decision-making skills.

Barrow's taxonomy ranks PBL highest in accomplishing 4 educational objectives: structuring of knowledge for use in clinical contexts, development of an effective clinical reasoning process, development of effective self-directed learning skills, and development of increased motivation for learning.

Academic Affairs arrangement for FACULTY OF MEDICINE

Prof Magdy M. ElShamy

Faculty of Medicine



In the Next Week:

For Female Section:

- **Normal Human Morphology I (NHM I) Module (Anatomy & Physiology):** 2nd Year, Announcing the **Results** of the **Second Mid-Module Exam**
- **Normal Human Morphology II (NHM II) Module (Biochemistry):** 2nd Year, Announcing the **Results** of the **Second Mid-Module Exam**
- **Respiratory System Module:** 3rd Year, the last week of the module.

For Male Section:

- **Normal Human Morphology I (NHM I) Module (Anatomy & Physiology):** 2nd Year, Announcing the **Results** of the **Second Mid-Module Exam**
- **Normal Human Morphology II (NHM II) Module (Biochemistry):** 2nd Year, Announcing the **Results** of the **Second Mid-Module Exam**
- **Respiratory System Module:** 3rd Year, the last week of the module.

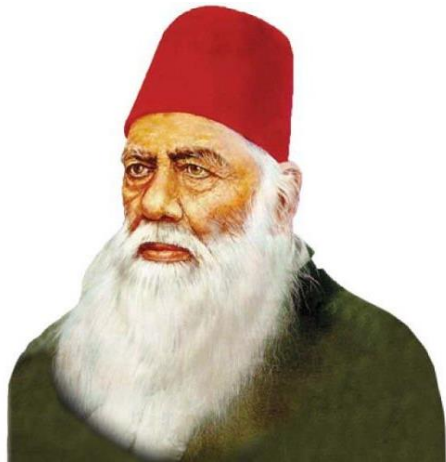
MUSLIM PHILOSOPHER: SIR SYED AHMAD KHAN

Dr. Mohammad Zubair

Assistant Professor
Faculty of Medicine, University of Tabuk

Eng. Mohammad Nadeem Akhtar

Lecturer, Fahad Bin Sultan University



Sir Syed Ahmed Khan is renowned for his valuable contributions in the field of modern scientific education. Syed Ahmad Taqvi bin Syed Muhammad Muttaqi (17 October 1817 – 27 March 1898), commonly known as Sir Syed Ahmad Khan was an Indian Muslim pragmatist, social reformist, historian, and philosopher of the nineteenth century. Born into a family with strong ties with Mughal court, Syed studied the Quran and sciences within the court. He was awarded honorary Doctor of Laws in English (LL.D.) from the University of Edinburgh.

In 1838, Syed Ahmad entered the service of East India Company and went on to become a judge at a Small Causes Court in 1867, and retired from service in 1876. During the Indian Rebellion of 1857 and was noted for his actions in saving European lives. After the rebellion, he penned the booklet *The Causes of the Indian Mutiny* – a daring critique, at the time, of British policies that he blamed for causing the revolt. Sir Syed began promoting Western-style scientific education by founding modern schools and journals and organizing Muslim entrepreneurs.

In 1859, Syed established Gulshan School at Moradabad, Victoria School at Ghazipur in 1863, and a scientific society for Muslims in 1864. In 1875, Syed founded the “Muhammadan Anglo-Oriental College” which became Aligarh Muslim University in 1920 the very first Muslim University in South Asia. His objective was to build a college in line with the British education system but without compromising its Islamic values. He wanted this College to act as a bridge between the old and the new, the East and the West. While he fully appreciated the need and urgency of imparting instruction based on Western learning, he was not oblivious to the value of oriental learning and wanted to preserve and transmit to posterity the rich legacy of the past. The aim of Sir Syed was not merely restricted to establishing a college at Aligarh but at spreading a network of Muslim Managed educational institutions throughout the length and breadth of the country keeping in view this end, he instituted All India Muslim Educational Conference that revived the spirit of Muslims at national level. The Aligarh Movement motivated the

Muslims to help open a number of educational institutions. It was the first of its kind of such Muslim NGO in India, which awakened the Muslims from their deep slumber and infused social and political sensibility into them. He died on March 27, 1898 and lies buried next to the main mosque at AMU



The Alumni of Aligarh Muslim University (AMU) of Tabuk (K.S.A.) hosted 1st Sir Syed Day celebration in Tabuk at Al Hamra Compound on 26th Oct 2018 to commemorate the 201st birth anniversary of Sir Syed Ahmed Khan. The following members from different organization who played key roles in organizing the celebration followed by dinner were Dr. Mohammad Zubair, Dr. Mohammad Nasir, Dr. Abid Ali Ansari, Dr. Mohd Ayaz Ahmad, Dr. Sayeed Mukhtar, Dr. Mohammad Rehan, from University of Tabuk; Eng. Mr. Mohammad Nadeem Akhtar from Fahad Bin Sultan University; Eng(s) Mr. Meraj Akhtar & Mr. Nadeem Iqbal Ansari from Ministry of Defence & Aviation Tabuk; Eng. Saleem sb from Manwa Contracting Company, Eng Mr. Mohd Arshad from Arkan Qurtba Company Tabuk.

EXAM INVIGILATION, FACULTY OF MEDICINE

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

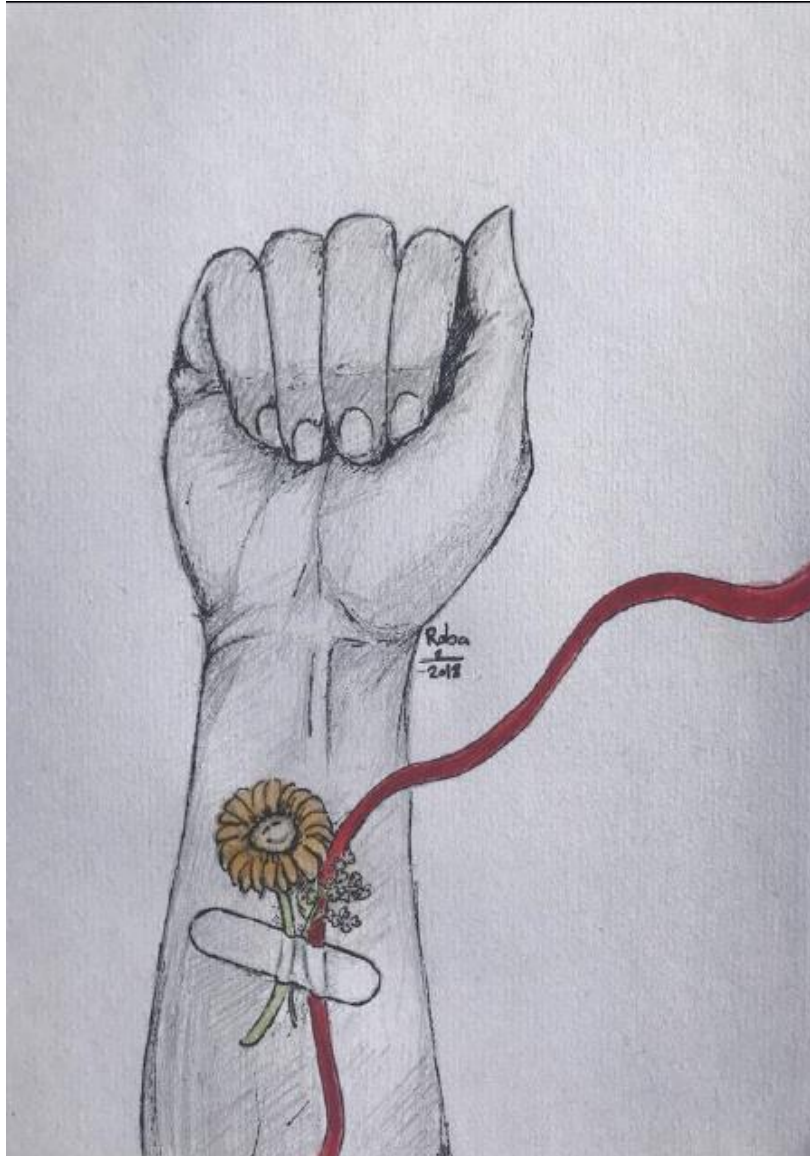
Exam Invigilation Schedule

Date	Module	Invigilators	Exam Supervisors	Time	Venue
14/11/2018	Medicine and its sub-specialties (MED0601) ORAL	Dr. Tanveer Raza Dr. Ahmad Banjar	Dr. Izzaddinn Elawad, (Module coordinator)	Start from 9 AM	Contact Module Coordinator
18/11/2018	Medicine and its sub-specialties (MED0601) MCQs	Dr. Yazan Khasawnah Mr. Nahidh Alawneh Mr. Habes Khaled Bazour Mr. Mahmood Hasaan Alfai	Dr. Izzaddinn Elawad, (Module coordinator)	10-12	PBL Rooms
18/11/2018	Medicine and its sub-specialties (MED0601) OSPE	All faculty members involved in the teaching of the Medicine and its sub-specialties module are requested to attend the OSPE exam	Contact Module Coordinator Dr. Izzaddinn Elawad.		

STUDENT SECTION: Your Blood Can Give a Life to Someone

Roba Ali

Faculty of Pharmacy
University of Tabuk



For submissions

Editorial Office, Faculty of Medicine, University of Tabuk. Email:
mededutabuk@ut.edu.sa

Also, for Faculty of Applied Medical Science, University of Tabuk (eosman@ut.edu.sa)

And Faculty of Pharmacy, University of Tabuk (pchettiar@ut.edu.sa)