



Dec 5, 2018  
Volume 3; Issue 9

Phone: 0537251324  
Email:  
[mededutabuk@ut.edu.sa](mailto:mededutabuk@ut.edu.sa)



# MedEdu Tabuk

## Weekly Newsletter

Faculty of Medicine, University of Tabuk

### ENGLISH - Dr. Tanveer Raza

Medical practice, knowledge, research and training opportunities have become borderless. It is important that University of Tabuk students acquire the required skills to remain competitive globally. English has become a crucial prerequisite for healthcare workers to communicate with an increasing number of international colleagues, students and patients; ergo it is necessary to ensure that healthcare graduates from our institution acquire the necessary English skills.



### ENGLISH DAY



## STUDENT ACTIVITY ON PHARMACEUTICAL CARE PRACTICE

### Dr. Kousalya Prabahar

Assistant Professor  
Department of Pharmacy Practice  
Faculty of Pharmacy  
University of Tabuk

Fourth year Pharm.D students performed an activity on "Pharmaceutical Care Practice" on 13/11/2018 (Tuesday), in the female campus, Faculty of Pharmacy, University of Tabuk. The students were divided into groups and focused on various themes like Drug interaction, Drug therapy problem, Adverse drug reaction, dose adjustment in renal failure and care planning. The activity was a part of their Introductory Pharmacy Practice Experience course.



All faculties from Faculty of Pharmacy actively participated in the activity. The students showcased their themes in the form of posters, displays, audio-visual aids, role-plays with case scenarios and pamphlets. Pharmacodynamic and Pharmacokinetic drug interactions, drug-drug, drug-food and drug-herb interactions were explained by posters, charts, food samples, fruits and vegetables. Drug therapy problems were explained by case scenario, performing role-play and commenting on the case scenario and audio-visual aids. Poster presentation was done on dose related adverse drug reactions, signs and symptoms and its treatment. In dose adjustment in renal failure, comparison was made between action of drug in patients with normal kidney function and the impaired with examples, using pamphlets. Care planning for dyslipidemia was explained with displays, models and charts.

Overall, this activity forecasted student's creativity and their talents and paved way for exchange of information.



### First Clinical Experience of the third year Nursing students

#### **Dr.Mathar Mohideen**

Assistant Professor  
Department of Nursing  
Faculty of Applied Medical Science (FAMS)  
University of Tabuk.  
[mthangam@ut.edu.sa](mailto:mthangam@ut.edu.sa)



Baccalaureate nursing student's curriculum is designed in the following way: 1<sup>st</sup> year is for all preparatory subjects, 2<sup>nd</sup> year is mostly for learning in the simulation lab, from 3<sup>rd</sup> & 4<sup>th</sup> year in the clinical area. 3<sup>rd</sup> year the students will start to go for clinical area for learning. Clinical nursing education is in essence learning through experience (Killam LA, Heerschap C ,2012). It is very important for the faculty members to identify the challenges in the clinical learning environment. The new student's perception about their clinical experience will help the nurse educators to plan for the more effective teaching strategies to improve the clinical learning. Our students posted for their clinical postings in King Khaled Hospital and King Fahad Hospital. During their initial positing some of the students performed their clinical skills in excellent way. Some of students faced some challenges during their initial clinical postings. It is necessary to address and recognise their challenges in the clinical area. The information

was collected through Clinical debriefing sessions. Clinical orientation was given at the beginning of the postings which include Course content, and forms of assessment were given. The students were well satisfied with the orientation.

The nursing students clearly expressed that the initial clinical experiences were stressful for them. The most common challenges faced by our students in the clinical area are anxiety about the unfamiliar setting, anxiety in dealing with other health care professionals, stressful about the clinical requirements (Care plan and case studies) or writing requirements, not confident in dealing with the patients, communication with patients and others. These challenges cause stress and anxiety among the students. The Nurse educators need to plan for the stress free environment for the student's clinical learning.

The students were given the following strategies to overcome the challenges. The students were managed through direct supervision from expert clinical instructor in all the procedures; this was given more confident for them. Every week the students were trained in the simulation lab for all the procedures related to their clinical placement. This support helped them to gain more support and confident. The students were encouraged to communicate with the staff nurses and the other health care professionals. They are encouraged to attend doctor's rounds. Student also encouraged in communicating with the internship students from university of Tabuk for any assistance needed. The internship students played good peer group for the students to address the communication problem. Clinical Nurse Preceptor was identified to assist the students in their clinical learning. This helped them to overcome the problem of communication after few weeks of clinical placement.

Feedback is prerequisite of effective learning. Clynes and rafter (2008) defines as feedback as a collaborative process of providing insight to learners about their performance. The students are given timely, balanced feedback from their clinical instructors, preceptors and the peer groups. Nurse educators should use the technique of reflection while giving feedback. This will help the students to critically reflect on their performance. The clinical instructors conducted periodic non-threatening debriefing sessions which help the students to become more comfortable. Pre and post clinical conference sessions were conducted to minimise the anxiety level of the students.

There is also necessity of conduction of research projects on the clinical learning environment, student's challenges in clinical area, teaching strategies in the clinical area.

## References

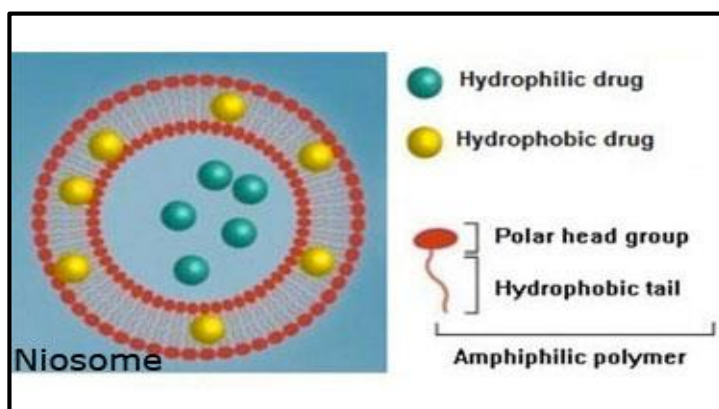
1. Clynes, M & Raftery, S (2008) Feedback: an essential element of student learning in clinical practice. *Nurse Education in Practice* 8 (6) pp405-11.
2. Killam LA, Heerschap C (2012) Challenges to student learning in the clinical setting. A qualitative descriptive study. *Nurse Educ Today* 33: 684-691.

## NIOSOMES AS A NOVEL DRUG DELIVERY

### Dr. Mona Kamel Eed Qushawy

Assistant Professor,  
Department of Pharmaceutics,  
Faculty of Pharmacy,  
University of Tabuk.

Niosomes are non-ionic surfactant vesicles which prepared by hydration of nonionic surfactant with or without cholesterol. They act as a carrier for both hydrophilic and hydrophobic drugs for delivery of drug [1].



### Niosome structure

A typical niosome vesicle would consist of a non-ionic surfactant such as Tween-80 and Span-60, which is usually stabilized by the addition of cholesterol. Other additives may be added like anionic surfactant (dicetyl phosphate) which act as stabilizer for the vesicles [1].

### Advantages of niosomes

- 1- Stable for long time in comparison with liposomes.
- 2- Can increase the oral bioavailability of drugs.
- 3- Used in cosmetics.
- 4- The vesicles act as a store for the drug from which the drug is released in controlled manner [2].
- 5- Can be used to increase the drug penetration through the skin [3].
- 6- Enhance the therapeutic efficacy of drug by protecting it from biological fluid.
- 7- Improve the patient compliance due to presence the vesicles in aqueous suspension [4].



### **Disadvantages of niosomes**

1. Aggregation of the vesicles.
2. Fusion of the vesicles.
3. Leakage of the entrapped drug.
4. Hydrolysis of encapsulated drugs which limiting the shelf life of the dispersion.
5. High cost of production.

### **Uses of niosomes [5]**

1. Used for drug targeting.
2. Used for treatment of cancer.
3. Used for treatment of dermatological infections.
4. Used as delivery system of peptide drugs.
5. Used for transdermal drug delivery system.
6. Used in ophthalmic drug delivery.
7. Niosomes can also be utilized for sustained drug release and localized drug action.

### **References**

- 1- Sharma, D., Ali, A.A.E. and Aate, J.R., 2018. Niosomes as Novel Drug Delivery System. *PharmaTutor*, 6(3), pp.58-65.
- 2- Rajera, R., Nagpal, K., Singh, S.K. and Mishra, D.N., 2011. Niosomes: a controlled and novel drug delivery system. *Biological and Pharmaceutical Bulletin*, 34(7), pp.945-953.
- 3- Barry, B.W., 2001. Novel mechanisms and devices to enable successful transdermal drug delivery. *European journal of pharmaceutical sciences*, 14(2), pp.101-114.
- 4- Khandare, J.N., Madhavi, G. and Tamhankar, B.M., 1994. Niosomes-novel drug Delivery system. *Eastern Pharmacist*, 37, pp.61-61.
- 5- Mahale, N.B., Thakkar, P.D., Mali, R.G., Walunj, D.R. and Chaudhari, S.R., 2012. Niosomes: novel sustained release nonionic stable vesicular systems—an overview. *Advances in colloid and interface science*, 183, pp.46-54.

## Academic Affairs Arrangement for FACULTY OF MEDICINE

**Prof Magdy M. ElShamy**  
**Faculty of Medicine**



### **This Week:**

#### **For Female Section:**

- **Laboratory Medicine Module:** 4<sup>th</sup> Year, **Mid-Module Exam** on Sunday, 2/12/2018
- **Normal Human Morphology II (NHM II) Module (Biochemistry):** 2<sup>nd</sup> Year, **Final Exam** on Sunday 2/12/2018.
- **Normal Human Morphology II (NHM II) Module (Biochemistry):** 2<sup>nd</sup> Year, **OSPE** on Monday 3/12/2018.
- **Islamic study (2) Module (ISLS 201):** 2<sup>nd</sup> year, **Final Exam**, on Saturday, 1/12/2018.
- **Islamic study (1) Module (ISLS 101):** 2<sup>nd</sup> year, **Final Exam**, on Sunday, 2/12/2018
- **Islamic study (3) Module (ISLS 301):** 3<sup>rd</sup> year, **Final Exam**, on Monday, 3/12/2018.
- **Writing Skill Module:** 2<sup>nd</sup> year, **Final Exam**, on Monday, 3/12/2018.
- **Communication skills (COMM 001):** Preparatory year (1<sup>st</sup> year), **Final Exam** on Monday, 3/12/2018.
- **Learning and Thinking Skills (LTS 001):** Preparatory year (1<sup>st</sup> year), **Final Exam** on Tuesday, 4/12/2018.
- **Language Skills Module:** Preparatory year (1<sup>st</sup> year), **Final Exam** on Wednesday, 5/4/2018
- **Mathematics 1 (MATH 100):** Preparatory year (1<sup>st</sup> year), **Final Exam**, on Sunday 2/12/2018
- **General Biology (BIO 101):** Preparatory year (1<sup>st</sup> year), **Final Exam**, on Monday 3/12/2018.

- **General Chemistry (CHEM 101):** Preparatory year (1<sup>st</sup> year), **Final Exam**, on Wednesday, 5/4/2018.

#### For Male Section:

- **Laboratory Medicine Module:** 4<sup>th</sup> Year, **Mid-Module Exam** on Sunday, 2/12/2018.
- **Normal Human Morphology II (NHM II) Module (Biochemistry):** 2<sup>nd</sup> Year, **Final Exam** on Sunday 2/12/2018.
- **Normal Human Morphology II (NHM II) Module (Biochemistry):** 2<sup>nd</sup> Year, **OSPE** on Monday 3/12/2018.
- **Islamic study (2) Module (ISLS 201):** 2<sup>nd</sup> year, **Final Exam**, on Saturday, 1/12/2018.
- **Islamic study (1) Module (ISLS 101):** 2<sup>nd</sup> year, **Final Exam**, on Sunday, 2/12/2018.
- **Islamic study (3) Module (ISLS 301):** 3<sup>rd</sup> year, **Final Exam**, on Sunday, 2/12/2018.
- **Writing Skill Module:** 2<sup>nd</sup> year, **Final Exam**, on Monday, 3/12/2018.
- **Communication skills (COMM 001):** Preparatory year (1<sup>st</sup> year), **Final Exam** on Monday, 3/12/2018.
- **Learning and Thinking Skills (LTS 001):** Preparatory year (1<sup>st</sup> year), **Final Exam** on Tuesday, 4/12/2018.
- **Language Skills Module:** Preparatory year (1<sup>st</sup> year), **Final Exam** on Wednesday, 5/4/2018
- **Mathematics 1 (MATH 100):** Preparatory year (1<sup>st</sup> year), **Final Exam**, Groups 11 & 12, on Sunday 2/12/2018.
- **General Biology (BIO 101):** Preparatory year (1<sup>st</sup> year), **Final Exam**, Groups 44 & 45, on Monday 3/12/2018
- **General Chemistry (CHEM 101):** Preparatory year (1<sup>st</sup> year), **Final Exam**, Groups 59 & 60, on Wednesday, 5/4/2018.
- **Learning and Thinking Skills (LTS 001):** **Second Periodic Exam** for preparatory year on Wednesday (5/12/2017)
- **General Biology (BIO 101):** 1<sup>st</sup> Year, **Second Periodic Exam** for preparatory year, Groups 153 & 154, on Wednesday, 21/11/2018.



- **Mathematics 2 (MATH 101):** Preparatory year, **Second Periodic Exam** on Monday 2/4/2018
- **Islamic Studies 3:** 3<sup>rd</sup> Year, **Final exam** on Monday 25/12/2017
- **Arabic Writing Skill Module:** 2<sup>nd</sup> year, **Second Periodic Exam**, on Wednesday, 4/4/2018
- **Islamic study (1) Module:** 2<sup>nd</sup> year, **Second Periodic Exam**, on Wednesday, 4/4/2018
- **Islamic study (2) Module:** 2<sup>nd</sup> year, **Second Periodic Exam**, on Thursday, 5/4/2018
- **Mathematics 2 (MATH 101):** Preparatory year, **Second Periodic Exam** on Monday 2/4/2018
- **Communication skills (COMM 001):** Preparatory year, **Second Periodic Exam** on Tuesday 10/4/2018
- **General Chemistry (CHEM 101): First Periodic Exam** for preparatory year on Sunday 14/10/2018
- **General Biology (BIO 101): First Periodic Exam** for preparatory year on Wednesday 17/10/2018
- **General Chemistry (CHEM 101):** 1<sup>st</sup> Year, **Second Periodic Exam** for preparatory year, on Sunday, 18/11/2018.
- **General Biology (BIO 101):** 1<sup>st</sup> Year, **Second Periodic Exam** for preparatory year, Groups 153 & 154, on Wednesday, 21/11/2018.
- **English 1 (ELS 006): Second Periodic Exam** for preparatory year on Sunday (3/12/2017)
- **English 1 (ELS 006): Second Periodic Exam** for preparatory year on Monday (4/12/2017)

For submissions

Editorial Office, Faculty of Medicine, University of Tabuk. Email:

[mededutabuk@ut.edu.sa](mailto:mededutabuk@ut.edu.sa)

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

And Faculty of Pharmacy, University of Tabuk ([pchettiar@ut.edu.sa](mailto:pchettiar@ut.edu.sa))

## STUDENT SECTION: We Care Program

### Munirah Hamdan Alkhrisi

6<sup>th</sup> Year Student  
Faculty of Medicine  
University of Tabuk



Group of senior students will be distributed to groups of Juniors to activate academic counseling from student to Student.

### Objective of this program:

- Give valuable tips and advices about medical School
- Give a proper way for studying
- Give a proper way about planning, studying
- Give an idea about how to balance between life and study
- Recommendation for some useful program, courses and websites

### What is the plan for this program?

- Each one senior student will be observe and take care through
- Routinely meeting about 5-7 students from basic years.
- During meeting they will facilitate contact with each other and have plan for meeting each month

## EXAM INVIGILATION, FACULTY OF MEDICINE

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

Date	Module	Invigilators	Exam Supervisors	Time	Venue
02/12/2018	NHM-2 (Final)	Dr. Tarek Hamdan Dr. Ashraf Islam Prof. Mohamed Ihab Dr. Basim Alsawi Dr. Mustafa Nosair Dr. Mahmoud Odemi	Dr. Atef Shabana	01:00PM-03:30 PM	PBL rooms
02/12/2018	Laboratory Medicine (Mid Exam)	Dr. Hayder Mirghani Dr. Fakaruddin Alfaki	Dr. Thomas Thanyath	10:00 AM-11:00 AM	PBL rooms
03/12/2018	NHM-2 OSPE (Final)	All faculty members involved in the teaching of the NHM Module are requested to attend the OSPE exam	Dr. Tarek Almagrabi	From 11:00 AM	Bio Chem Lab