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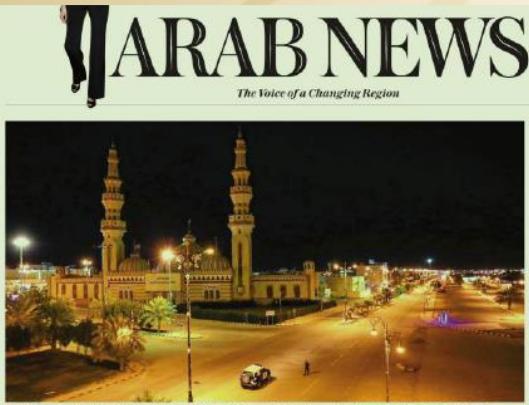
Newsletter of the Faculty of Medicine, University of Tabuk

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فخار بجامعة تبوك



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SHINE
BEYOND A SINGLE STORY

WHO SAYS OUTBREAK NOW A PANDEMIC

- Chief of UN body expresses alarm over mounting global infections
- Italy weighs more stringent restrictions on daily life, hikes financial aid
- 14-day quarantine for all new arrivals from overseas as Beijing gets tough



BOE cuts key interest rate over coronavirus
BUSINESS/10

Hubei nod for firms to restart
TOP NEWS/3



Messages of hope for famed road
METRO/5

KSA's first night under curfew

Everyone off the streets from 7 p.m. - 6 a.m. Repeat curfew breakers face up to 20 days in jail



The combination of pictures shows a view of Piazza del Duomo and the cathedral in central Milan, northern Italy, on February 3 (top) and on Tuesday, before and after the central government imposed a general lockdown on millions of people to control the spread of the deadly novel coronavirus pandemic. — AFP

Disgraced Weinstein jailed for 23 years
WORLD/11

#StayHome StaySafe

UAE ASKS RESIDENTS NOT TO STEP OUT UNLESS IT IS AN EMERGENCY

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DESK OF THE EDITOR-IN-CHIEF

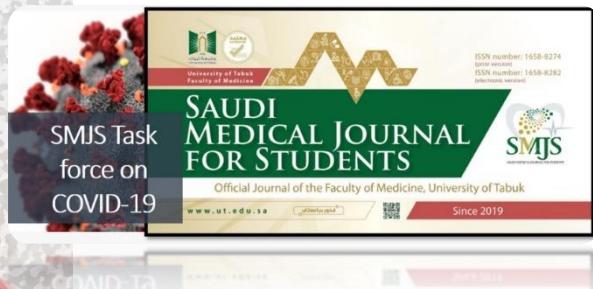
Dr. Tanveer Raza

Faculty of Medicine

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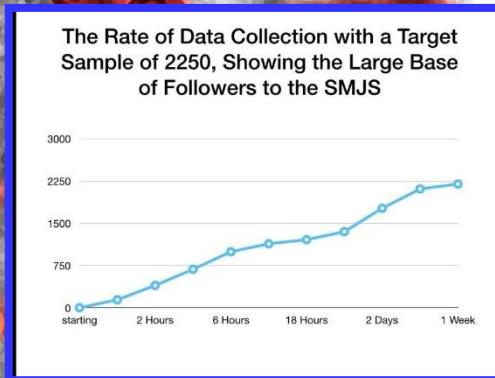
Tel: +96537251324; Email: traza@ut.edu.sa

تعتمد فعالية الخطوات التي تتخذها الحكومة للسيطرة على انتشار فيروس كورونا الجديد على معرفة الناس وموافقتهم وممارساتهم (KAP) تجاه المرض. من المهم فهم وعي الناس بالفيروس. نحن نجري بحثاً في مدينة تبوك وبباقي مناطق المملكة العربية السعودية حول وعي الناس بفيروس كورونا الجديد. COVID-19 في وقت قصير جداً ، تلقينا استجابة كبيرة ونطلب منك الانضمام إلى البحث. نرجو منكم أن تطلبوا من أسرتكم وأصدقائكم المشاركة. حفظنا الله وأهلنا ووطننا . شكراً لكم.



Link to our research:

https://docs.google.com/forms/d/e/1FAIpQLSe_eYAn61LUJVpRkm50kP0xl8GNU3VaAXEMsLTdS2I530zD1g/viewform



Contact us at: mededutabuk@ut.edu.sa. Tel: +966 53 725 1324

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**Web-Conferencing Faculty Meeting
in lieu of Face-to-Face Meeting
During COVID-19 Pandemic**



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The Faculty Of Medicine Experience

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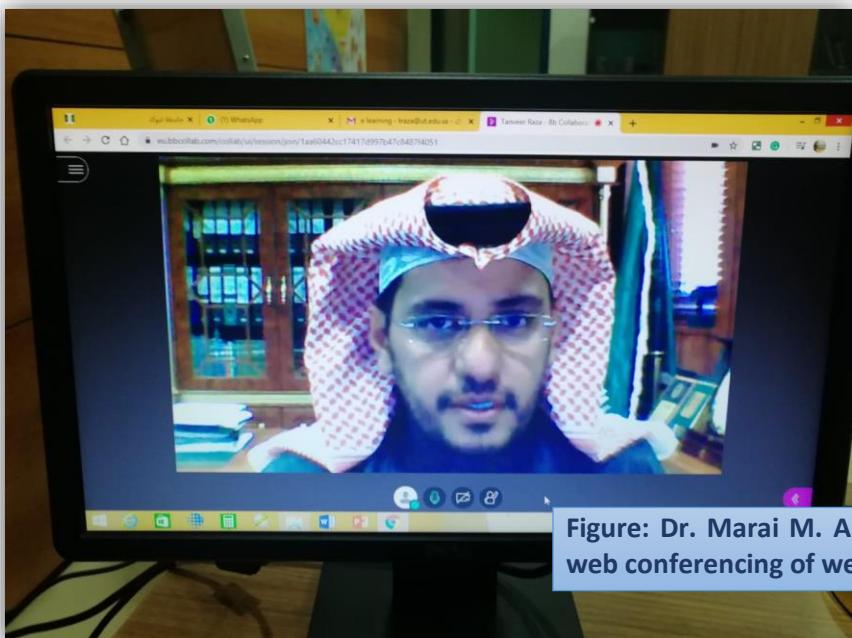


Figure: Dr. Marai M. Alamri using blackboard in web conferencing of weekly academic activity

Closing educational institution is a form of social distancing intervention to mitigate transmission during an infectious disease outbreak. It is often found in countries' pandemic

preparedness plans.

The Saudi government has taken unprecedented actions in controlling the spread of COVID-19, which included temporarily suspending all university activities on campus. To

ensure that students could complete their studies as scheduled, Universities across the kingdom including University of Tabuk (UT) were instructed to resort to e-learning. Like



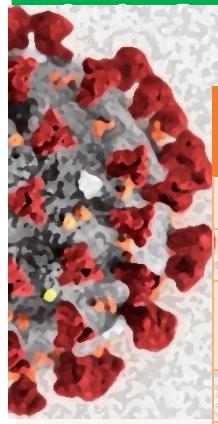


Table: Challenges of web conferencing

Unfamiliarity
Varying Internet connection
Challenges with conference software
Poor audio and/or video quality
Lack of equipment by the participants
Absence of non-verbal cues
Lack of collegiality
Sharing of information online
Leaderless meetings

members of the teaching community of FoM to exchange ideas, provide updates and commentary, solicit feedback, deliver announcements and take part in the decision making process of the Medical School. For the past three years the FoM under the supervision of the Dean of Medicine has been holding the weekly meeting of the teaching staff every Wednesday from 1pm to 3pm. To facilitate the attendance of staff, a decision has been taken to free faculty from teaching responsibilities during that period. The academic activity sessions are usually held at the 2nd Floor auditorium of the Faculty unless otherwise stated

Shifting to Web-conferencing

The closure of the University of Tabuk due to COVID-19 meant that face-to-face "Weekly Academic Activity" meeting had to be

Figure: Dr. Badr Alsayed taking part in web conferencing maintaining social distancing



Blackboard

Social distancing is now considered to be the best way to slow the spread of COVID-19. Avoiding gatherings has worked for China in controlling the pandemic. Face-to-face faculty meetings have been cancelled and web conferencing encouraged. However sudden shifting from face-to-face to online meetings may face certain reported challenges [Table 1].

The Weekly Academic Activity

The "Weekly Academic Activity" is a platform for the





suspended. To maintain continuity, the faculty shifted to web conferencing using Blackboard's live streaming feature. The decision to have an online meeting met an overwhelming response from faculty members. More than 60% of faculty took part in the meeting. The time and date of the event remain unchanged. All faculty members were informed about the link to log in ahead of time. The Dean of Medicine, **Dr. Marai M. Alamri** moderated the meeting. All "Video" "Audio" and "Chat" channels were kept open and participants used their method of choice. Blackboard facilitated sharing of documents on the screen and the session was recorded facilitating review of comments. The feedback received from the faculty was highly encouraging.

Tips for successful web-conferencing

It is not the first time that web conferencing has been used in the meeting. The Faculty had invited international speakers who connected remotely. But the challenge this time was that not only the speakers, but also the participants were connecting remotely from multiple locations. Based on our successful hosting of "Weekly Academic Activity" through web conferencing, we would like to propose the following tips in Table 1 for a successful online faculty meeting.

TIPS FOR SUCCESSFUL WEB-CONFERENCING

Tip#1: Moderator

The moderator plays a central part in a successful web conference. The moderator must be able to keep the audience engaged and on track. S/he should make sure that all agenda of the meeting has been covered and time is managed properly

Tip#2: Time management

It is essential that time is properly managed. Meeting should start and end on time. The virtual meeting room should be opened ahead of time allowing participants to log in and get accustomed.

Tip#3: Agenda

The meeting agenda should be well planned and circulated beforehand. Participants should be aware of the agenda and it should be relevant for everyone.

Tip#4: Multiple channels of expressions

There should be multiple channels for expressions. Some participants feel comfortable with video while others prefer audio or chat messages.

Tip#5: Familiarity with technology

Participants need to be familiar with the technology. Blackboard is a technology that most staff at UT are familiar with and have received some form of training.

Tip#6: Varying Internet connection

Not all participant may have access to good internet connection. The moderator must keep this in mind. Some participants will therefore prefer to interact via chat messages.

Tip#7: Perfect location

It is important for participants to choose a suitable location. Noisy background noise can be distracting. Attendees using video should ensure that there is proper lighting.

Tip#8: Time for all

Every participant should be given the chance to talk or participate. Participants should not take too much time in expressing their opinion.

Tip#9: Differing perspectives and opinions

All participants' opinions should be welcomed and treated with respect and consideration. Unlike conventional face-to-face meetings, in an online meeting the opportunity for a participant to speak depends on the moderator granting access. In online meetings the moderator must permit everyone to express their opinion. On the other hand the participants should ensure that they maintain professional courtesy towards their colleagues.

We at FoM think that web conferencing is a good alternate to face-to-face faculty meeting



in emergency cases. Our successful experience suggests that by using Blackboard and other web conferencing tools remote meetings can be organized between participants having varying internet connections and different devices such

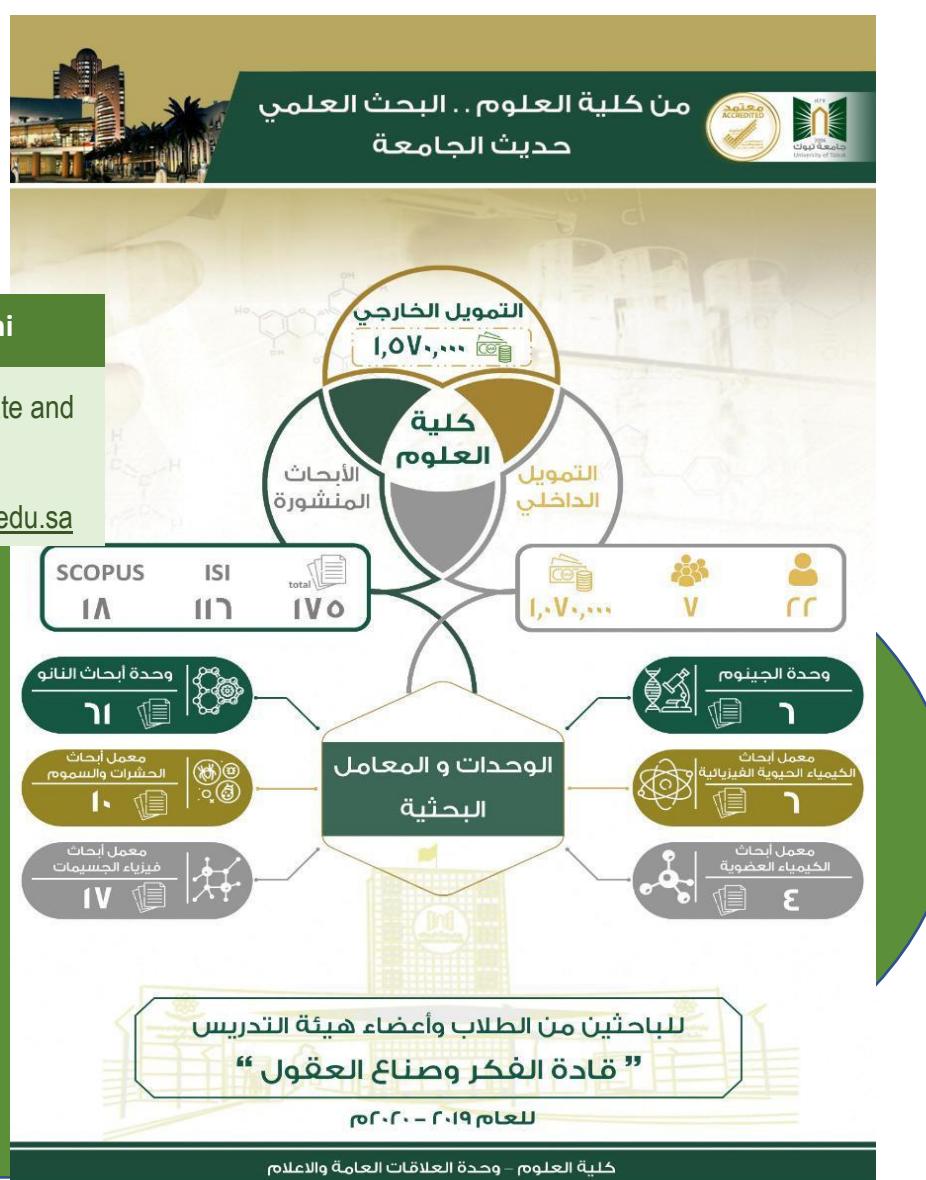
as desktops, mobile phones, laptops and tablets. The staff at the FoM can have regular virtual meetings with colleagues from other faculties, institutions, health care workers, policy makers and emergency responders.

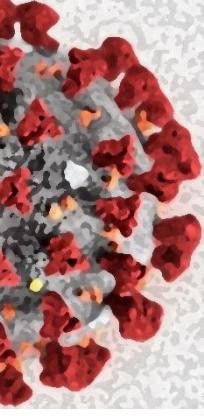
Research at Faculty of Science



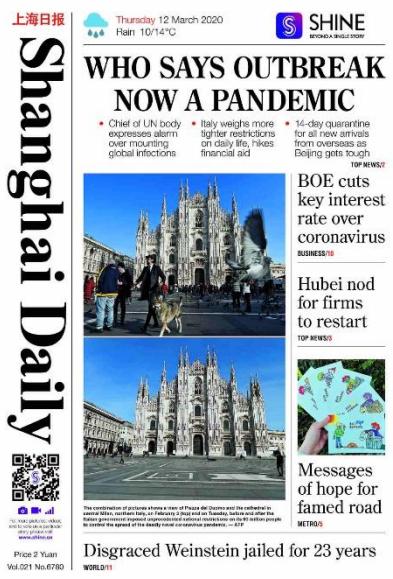
Dr. Othman Alzahrani

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YES!!!! Now it is a Pandemic



a rise the number of cases and the number of affected countries with COVID-19 all over the world. In accordance with that, Coronavirus disease (COVID-19) has been described as a pandemic. (3)

What is difference between an epidemic and pandemic?

The main difference between epidemic and pandemic is that the epidemic is occurrence of a disease in excess of expected incidence in a limited population, region and period. (4)

For example: **Middle East respiratory syndrome corona virus (MERS- CoV)**, World Health Organization reports cases in Saudi Arabia regions. Also, WHO expects to see more cases will be affected with MERS-CoV in Middle East. (5)

Whereas the pandemic describes as an epidemic occurs of disease affect significant proportion of people in specific period but over unlimited geographical area or all over the world. (4)

Wasan Suwailem S Albalawi

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What is pandemic disease?

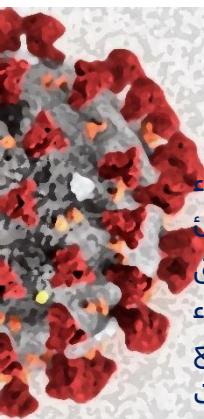
Pandemic word comes from the Greek *pandemos*. *pan* refer to "all". To that, *demos* meaning "people". Define as "**all people**" (1)

A pandemic disease means an epidemic disease all over the world, which is sudden rise number of affected cases in community above expected level. Moreover, Pandemic disease means disease start to affect large number of people with unexpected rate and spread over various nation, regions or continents. (2)

For instance, nowadays there are more than 118,000 affected cases with Coronavirus disease (COVID-19) in 114 countries.

In the few coming days and weeks, **World Health Organization (WHO)** expect to discern





ما هو تعريف الوباء الجائح؟

وباء جائح (Pandemic) هو ان يكون الوباء متفشيا عالميا وهو عبارة عن ارتفاع مفاجئ لعدد الحالات المصابة في المجتمع فوق المستوى المتوقع. علاوة على ذلك، يبدأ الوباء بإصابة عدد كبير من الأشخاص بالمجتمع بمعدل غير متوقع وينتشر في مناطق وقارات مختلفة.

على سبيل المثال، في الوقت الحاضر هناك أكثر من 118.000 حالة مصابة بفايروس كورونا في 114 دولة. في الأيام والاسبوعات المقبلة تتوقع منظمة الصحة العالمية ارتفاع عدد الحالات المصابة في عدد من البلدان. وفقاً لذلك، تم وصف فايروس كورونا بأنه وباء عالمي.

ما هو الفرق بين الوباء المتفشي والوباء الجائح؟

الفرق الرئيسي بين الوباء المتفشي (Epidemic) والوباء الجائح (Pandemic disease) هو ان الوباء المتفشي يكون بإصابة عدد من الأشخاص فوق المعدل المتوقع في منطقة محددة وفترة معينة. مثال على ذلك : الملازمة التنفسية في الشرق الأوسط (MERS-CoV)، سجلت منظمة الصحة العالمية عدد من الحالات المصابة بالمملكة العربية السعودية وتنوّع حدوث حالات أكثر في منطقة الشرق الأوسط. بينما الوباء الجائح هو إصابة عدد كبير من الأشخاص في فترة معينة ولكن في منطقة جغرافية واسعة أو في جميع أنحاء العالم

WHO Director General Tedros Adhanom Ghebreyesus speaks in Geneva announcing that COVID-19 is a pandemic.
(Fabrice Coffrini/AFP/Getty Images)



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- 2- Center for Disease Control and Prevention [<https://www.cdc.gov/csels/dsepd/ss1978/lesson1/section11.html>] and PubMed [<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3127276/>]
- 3- World Health Organization Director-General's opening remarks at the media briefing on COVID-19 – 11 March 2020 [<https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020>]
- 4- A) Park's Textbook of PREVENTIVE AND SOCIAL MEDICINE. B) Center for Disease Control and Prevention [<https://www.cdc.gov/csels/dsepd/ss1978/lesson1/section11.html>]
- 5-- World Health Organization- Middle East respiratory syndrome corona virus (MERS- CoV) <https://www.who.int/csr/don/24-february-2020-mers-saudi-arabia/en/>



الإرشاد الطلابي بواسطة الصفوف العليا

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كلية العلوم الطبية التطبيقية، قسم المختبرات الطبية

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Email: rbedaiwi@ut.edu.sa

Peer to Peer student advising



هناك العديد من مزايا تقديم المشورة للمشورة للطلاب من خلال نظرائهم في الصفوف العليا. توجيه الطلاب في المراحل الأولى تساعدهم على زيادة المعرفة باحتياجاتهم ، و اختيار المراجع الصحيحة لفهم وبالتالي توسيع قدرتهم المعرفية (1). تقديم الإرشاد بواسطة طلاب المراحل العليا مفضل لدى طلاب المراحل الأولى بشكل عام وذلك نظراً لخوضهم بنفس التجربة (2).

تقديم المشورة فيما يتعلق المواد السابقة وما مدى صعوبتها؟

عادة ما يكون لدى طلاب المراحل الأولى مخاوف بشأن المواد الدراسية ومدى صعوبتها. هذه المخاوف غالباً ما تكون موضع سؤال لاقرائهم من الصفوف العليا. بشأن ذلك، ذكر الطالب عبد العزيز متعب (كلية الطب) أن تقديم المشورة لطلاب السنة الأولى من خلال توضيح صعوبة المادة قد لا تكون الطريقة الصحيحة. وذلك لارتباطه بعدها عوامل مثل الاختلاف في تلقي المعلومة وفهمها بين الطلاب وكذلك قد يسهم ذلك في بناء حاجز يعيق فهم المادة. لذلك ، إرشاد طلاب المراحل الأولى يكون من خلال توجيههم بالطرق الصحيحة لمواجهة الصعوبات إن وجدت وكذلك تشجيعهم للتواصل مع محاضر المادة وتزويدهم بالمراجع ومقاطع الفيديو والكتب والموقع المفيدة.

أخيراً، تسهم هذه تجربة تقديم المشورة من قبل الصفوف العليا في إثراء مهاراتهم وتطويرها بالشكل الذي يساعدهم في توجيه الصفوف الأولى بشكل صحيح .

There are several advantages of peer student advising or upper class student advisors. Assisting the first-year student to increase the knowledge of their needs, choose the correct reference and broaden their understanding ability can be obtained by implementing peer advisory (1). Further, the first-year student is more likely to trust upper class student advisors because they went the same experience (2).



Advising regard previous modules: How difficult are they?

First-year students usually have concerns about the modules and how difficult is going to be?. These concerns are frequently questionable to peer student advisors.

There are similar situations faced by peer advising students of medical school, Tabuk University. Abdulaziz Metab Alfaqirj mentioned that providing advice for first-year students by illustrating the course difficulty may not be the right answer. This is not only related to the variation in receiving the information between students (difficulty level) but also can build a barrier that resists understanding of the module. Therefore, peer student advising can support the first-year student by guiding them to the correct practice once they face difficulty, either by encouraging them to communicate with their instructor or updating them with the most relevant and useful references, videos, websites.. etc.

This experience promotes the peer student advisors to develop their skills in implementing the correct guidance for first-year students and how to assist them properly.

References:

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