



MedEdu Tabuk



Weekly Newsletter of the Department of Medical Education, Faculty of Medicine,
University of Tabuk
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Activity

Medical Education Committee Meeting

Time and Date: 12:00 noon. Thursday, 2nd of March, 2017

Meeting Room: Staff's activity hall in the 2nd floor opposite the Dean's office

Faculty Development Program

Curriculum Planning- Dr. Tanveer Raza

Medical education has witnessed tremendous development in the last few decades. Traditional teaching is gradually being replaced by newer methods of teaching and learning. The traditional approach of sorting curriculum; based upon subject areas is no longer considered appropriate. Curriculum design and development need to conform to these changes. Curriculum design refers to the process of planning and creating a curriculum document or set of experiences for teaching something to someone. The curriculum helps students understand what to learn and helps the teacher understand what to deliver. It helps institutions set appropriate measures for student support, learning environment, and assessment methods. **For further reading, please refer to PDF.**

Reader's Corner

The Criteria of Constructive Feedback; the Feedback That Counts- Dr. Ahmad AbdulAzeem Abdullah

Providing the students with feedback about their performance is an essential adjunct of effective learning. In the educational enterprise, feedback enhances learning, promotes acquisition of skills and drives professional growth and development. Some reports have shown that feedback in clinical education is deficient and is seldom practiced efficiently to enhance students' learning. Dialogue is one of the prime features of constructive feedback which would enable the students to monitor their work and set their own plans for improvement; the so called "self-regulation capacity" which will equip them with the capacity to learn for life and beyond formal educational programs. Application of constructive feedback on the ground requires some enabling strategies, which involve a safe learning environment, effective communication, clear learning goals and suitable curricular and pedagogic designs. Provision of constructive feedback is a skill that can be learnt, thus faculty development programmes and deliberate practice of high-quality feedback is strongly encouraged. **For further reading, please refer to PDF.**

Knowledge Refreshment- Dr. Abdullah A Alwakeel

Hospital discharge of a 75-year-old man is delayed due to unavailability of a bed in a nursing home. He is bedridden and unable to attend to his personal needs. During a 3-day period, his pulse increases from 82/min to 125/min, and blood pressure decreases from 124/72 mm Hg to 100/55 mm Hg. Laboratory values include:

Day 1: Hemoglobin 16.4 g/dL; Serum Urea nitrogen 18 mg/dL; Glucose 100 mg/dL; Na⁺ 135 mEq/L; Creatinine 1.1 mg/dL

Day 3: Hemoglobin 18.4 g/dL; Serum Urea nitrogen 56 mg/dL; Glucose 89 mg/dL; Na⁺ 151 mEq/L; Creatinine 1.2 mg/dL

Which of the following is the most likely diagnosis?

- (A) Acute renal failure
- (B) Dehydration
- (C) Diabetic ketoacidosis
- (D) Gastrointestinal hemorrhage
- (E) Syndrome of inappropriate ADH (vasopressin)

Answer to the previous question is (D) Increased proportions of osteoid

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