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# MedEdu Tabuk

## Weekly Newsletter

Department of Medical Education, Faculty of  
Medicine, University of Tabuk

### The Whole Tabuk Province



The Faculty of Medicine, University of Tabuk aims to serve the community better through creating better understanding among the healthcare professionals in Tabuk region. I believe "MedEdu Tabuk" will help us in achieving this goal. – **Dr. Marai M. Alamri, Dean of Medicine, University of Tabuk**

### Message From the Editor- Dr. Tanveer Raza

"MedEdu Tabuk" from now on will be distributed to all healthcare workers in Tabuk region. This has been possible due to the kind support of **Dr. Ali Maqbul Al-Ghamdi**, Director of Health Affairs,



Tabuk province and **Dr. Marai M. Alamri** Dean of Medicine, University of Tabuk. It means that more than 10,000 doctors, nurses, paramedics and other healthcare workers will be able to share and view our work. I would like to thank all my respected colleagues for your support and contribution and look forward to your suggestions. You are kindly requested to send your articles, photos or activities to: [mededutabuk@ut.edu.sa](mailto:mededutabuk@ut.edu.sa)

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## Impact of Interprofessional communication on healthcare delivery

### Dr. Badr Al-Sayed

Dr. Badr Al-Sayed is the Ex-Dean of Faculty of Medicine, University of Tabuk. He is Assistant Professor and Consultant Chest Physician. He can be contacted by email: **[balsayed@ut.edu.sa](mailto:balsayed@ut.edu.sa)**



Many professions contribute to healthcare delivery. Physicians, nurses, pharmacists, and other professionals are working hard to deliver the best care to their patients. In literature, miscommunication has been linked to poor patient outcomes. On the other hand, structured intervention that improves interprofessional communication have a positive impact on patient safety, hence health care delivery. That leads us to a legitimate question "How could we overcome interprofessional miscommunication to improve healthcare delivery?".

Well, let's first admit that there is miscommunication between us as healthcare professionals! Of course, we are not unique in this regard from other parts of the world. To reach into a deeper understanding, we have to look closely into our undergraduate training of each profession. There are differences in training programs, styles of communication, and expectations between different professions that have to be addressed! Later on, when we graduate and join the workforce in healthcare environment, physicians trained only by physicians, nurses trained only by nurses, and pharmacists trained only pharmacists, etc.! Then, we expect to improve our interprofessional communication!!

At the undergraduate level of health care professions, schools and colleges have to include more online courses and dedicated lectures of patient safety and interprofessional communication. In addition to adopting interprofessional simulation activities which are lacking in the meantime. At the healthcare institution level, part of training programs should be devoted to team based (in contrast to profession-based) simulation that mimics a real complex healthcare setting. For example, we would like to see more of an ICU Simulation Team, ER Simulation Team, etc where all healthcare professionals work together in

dynamic pace. For healthcare students and professionals, we need more of cultural humility, conflict resolution, and teaming skills.

Our community expects from us to deliver the best patient care, which in fact difficult to be achieved without incorporating interprofessional competencies at early phases of academic education with clearly stated learning outcomes. Nevertheless, healthcare institutions have to nurture those competencies in the work environment to ensure the delivery of best patient care.

### **VAGINAL BIRTH AFTER CESAREAN (VBAC)**

Reference article: American College of Obstetricians and Gynecologists. "ACOG Practice bulletin no. 115: Vaginal birth after previous cesarean delivery." *Obstetrics and gynecology* 116.2 Pt 1 (2010): 450.



**Summarized by,**  
**Dr. Yazan Khasawneh**  
Assistant Professor  
Obstetrics & Gynaecology Department  
Faculty of Medicine, University of Tabuk  
Email: ykhasawneh@ut.edu.sa

For much of the 20<sup>th</sup> century, most people believed that a woman who had previously undergone a cesarean delivery (previously termed a C-section) would require a repeat cesarean delivery for future pregnancies. From studies done after 1960, we learned that the dictum "once a cesarean, always cesarean" no longer applies. It appears that many women who have previously undergone cesarean delivery can safely attempt a trial of labor to have a vaginal delivery in subsequent pregnancies.

### **BENEFITS OF VAGINAL BIRTH AFTER CESAREAN**

The benefits of a trial of labor after cesarean (TOLAC) resulting in a vaginal birth after cesarean (VBAC) include the following:

- Shorter length of hospital stay and postpartum recovery (in most cases)
- Fewer complications, such as postpartum fever, wound or uterine infection, thromboembolism (blood clots in the leg or lung), need for blood transfusion
- Fewer neonatal breathing problems

This nice article give more details about Vaginal Birth after Cesarean (VBAC)

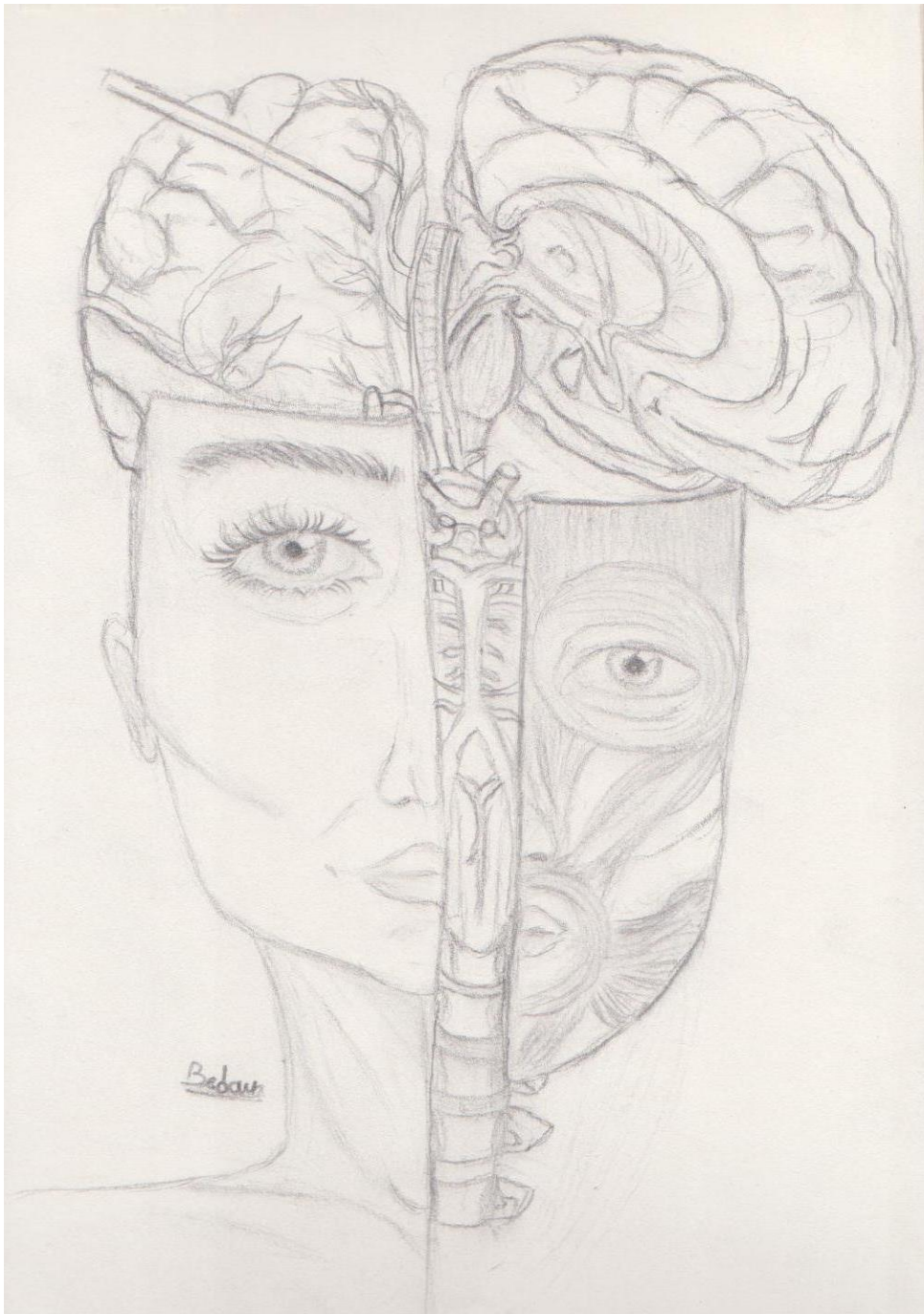
**STUDENT SECTION**

You have a beautiful world inside... Discover it

**Bedour Eid**

3<sup>rd</sup> year medical student

Faculty of Medicine, University of Tabuk



## Anti-depressant medications, do they really work?

### **Dr. Mohammad Mominul Islam**

MPH, MSc. IC (Essex- In progress)  
Ex-Head, and Consultant (privileged) for-  
Department of Public Health (PH) and  
Department of Infection Prevention & Control (IPC)  
Co-Chairperson, Infection Prevention and Control Committee (IPCC),  
King Fahad Specialist Hospital, Tabuk, KSA



Islam, Mohammad (9 May 2017) Initial post in Mid-module Discussion Forum. Paper submitted to University of Essex Online for [MSc IC, Research Methodology 2 module]

The video discussed here is about the use of antidepressant drugs which I believe would shock millions of people all over the world (CBS News, 2012). This is especially true of the "...17 million patients including children as young as six" who use these medications (CBS News, 2012). In his research, Dr Irving Kirsch, a psychologist, showed that the effects of antidepressant drugs are very low especially in the patients with mild and moderately depressed patients (Lowry F, 2012). For patients with severe depressive illness, the effects are also minimal. In fact, he mentions that the effects of these drugs are no better than placebo. Dr Kirsch says that patients are getting better after taking the drugs, but not due to the effect of the chemical components of the drug (CBS News, 2012).

Dr Kirsch and his colleague collected data of all the clinical trials conducted by the pharmaceutical companies from the Food and Drug Administration (FDA), United States of America (USA), using Freedom of Information Act (Lowry F, 2012). The pharmaceutical companies published only the successful studies, but not the unsuccessful ones. He says, "Almost half of the trials that were conducted by the pharmaceutical companies were never published, and these were the trials showing the worst results" (Lowry F, 2012). This finding puts FDA in questions in terms of reliability. We must not forget that "Good research aims to minimize the effects of bias, chance variation and confounding" (Lewith G and Little P, 2013: 242).

It is more shocking to notice in the video that some physicians getting financial benefits denies the findings of Dr Kirsch. The credibility of the pharmaceutical companies are in question so are their research products and trials. Although we know that randomised controlled trials (RCT) are the gold standard as it, "...is the best means of attributing clinical real cause and effect in adding to our stock of knowledge" (Lewith G and Little P, 2013: 242).



## References

CBS News, 2012. Treating Depression: Is there a placebo effect? [video online] Online at <https://www.youtube.com/watch?v=Zihdr36WVi4> [Accessed 9 May 2018].

Lewith G and Little P (2013: chapter 12) 'Randomized Controlled Trials', in Mike S (ed). *Researching Health*. London: Sage Publications, pp241-262. Online at via University of Essex at <https://bookshelf.vitalsource.com/#/books/9781446283820/cfi/252!/4/4@0.00:60.3> [Accessed 9 May 2018]

Lowry F (2012) APA Blasts *60 Minutes* Program on Antidepressants. Online at <https://www.medscape.com/viewarticle/760569> [Accessed 9 May 2018]

## Exam Invigilation Schedule 13/05/2018 - 20/05/2018



### Dr. Zubair Mohammad & Dr. Ahmed Mesaik

Date	Module	Invigilators	Time	Venue
13/05/2018	Critical Care Module (Written)	Dr. <u>Mohd Shaver</u> Dr. <u>Mohd Elmbras</u> Dr. Mohamed Adam <u>Alnour</u> Dr. Hassan <u>Moria</u>	10:00AM-12:30 PM	PBL rooms
14/05/2018	CNS Module (Written)	Dr. <u>Waleed Shaban</u> Dr. <u>Hisham Khairi</u>	10:00AM-12:30 PM	PBL-2
		Prof. <u>Mohammad Ihab</u> Dr. <u>Tarek Hamdan</u>		PBL 3
14/05/2018	ENT Module (Written)	Dr. <u>Yaseen M. Ibraheem</u> Dr. <u>Fakradeen Alfaki</u> Mr. <u>Mohammad Alharbi</u>	10:00AM-12:30 PM	PYP class rooms
15/05/2018	CNS OSPE	All faculty members involved in the teaching of CNS module are requested to attend the OSPE exam		
20/05/2018	Medicine & Surgery Module Written + OSPE (Resit Exam)	Dr. <u>Md Tanveer Raza</u> Mr. <u>Mohammad Alharbi</u>	10:00AM-12:30 PM	PBL-2
20/05/2018	Medicine & Surgery OSCE (Resit Exam)	Dr. <u>Khalid Funjan</u> Mr. M. <u>Tayseer Abdullah</u> Mr. <u>Hisham Alshadfan</u>	Starting from 8:30 AM. You are requested to contact Module coordinator for the venue.	

## STUDENT SECTION

### Do Vaccines Cause Autism ?

Summarised by :

**AlSubaie Rawabi Naif**

**Second year medical student**

**University of Tabuk**

We have long known of the benefits of vaccination. Vaccines play an important role in keeping us healthy. They protect us from serious and sometimes deadly diseases.

Autism rates in developing countries have risen remarkably in the past 20 years. The role of vaccines has been questioned, along with other possible risk factors for ASD, such as genetic predisposition, advanced parental age, and other environmental factors. Vaccines have perhaps received more scrutiny than any other speculated cause of ASD, and the great majority of scientists, physicians, and public health researchers have come to the conclusion that there is no association between vaccines and autism. Some, however, still question whether vaccines play a role in ASD development.

It all began in 1997, when a provision for the U.S Food and Drug Administration to measure mercury levels in products set in motion investigations by leading vaccine experts to evaluate the possibility that mercury in vaccines posed health risks for children

After finding ethylmercury to exceed safety guidelines, albeit with unknown toxicity on the developing brain, the Center for Disease Control (CDC) and American Academy of Pediatrics (AAP) were advised to remove thimerosal from vaccines “as a precautionary measure and to maintain public confidence in vaccine safety.” Although the AAP prepared for public reaction by releasing a statement that current levels were not known to hurt children and a reduction in level would make vaccines even safer, a seed was planted in the public mind to question the safety of vaccines.

Some parents began to question the safety of the administration of vaccines to their children after hearing about it causing autism from unreliable sources, some started “to adopt alternative [vaccination] schedules or seek exemptions to avoid vaccination

Health officials have been troubled to find public resistance to life-saving preventive measures to be rooted in medical rumors and misconception toward evidence-based findings.

The widespread method of posting health information on the Internet presents a rapid and easy way to circulate invalid medical rumors. A major concern with such freedom of speech is that scientific, evidence-based knowledge becomes just another opinion!

By perpetuating false information, society inevitably suffers from poor health consequences and an erosion of public trust in science. In order to overcome these challenges, everyone should ensure that the information is coming from a reliable source before sharing it.

### New Member of our MedEdu Tabuk



We would like to introduce Mr. Saud Al-Dabaa, a new member of our MedEdu Tabuk team. He will be responsible for the administrative aspect of our newsletter.

انا السيد / سعود الضيع ، يعمل في ( كلية الطب جامعة تبوك ) .

يسعدني الانضمام لفريق "MedEdu Tabuk".

أود أن أدعوك لإرسال مقالات لـ "MedEdu Tabuk"

إذا كان لديك أي أسئلة يرجى مراسلتي

عبر البريد الإلكتروني : [sa.alatawi@ut.edu.sa](mailto:sa.alatawi@ut.edu.sa)



**Academic Affairs arrangement for Next Week**

**Prof Magdy M. ElShamy**



**For Female Section:**

- **Critical Care Module:** 6<sup>th</sup> Year, **Final-Module MCQs Exam** on Sunday, 13/5/2018
- **Critical Care Module:** 6<sup>th</sup> Year, Announcing the **Results of Final-Module Exam.**
- **ENT (Otorhinolaryngology) Module:** 5<sup>th</sup> Year, **Final-Module MCQs Exam** on Monday, 14/5/2018
- **ENT (Otorhinolaryngology) Module:** 5<sup>th</sup> Year, **OSPE** on Monday, 14/5/2018
- **Ophthalmology Module:** 5<sup>th</sup> Year, Announcing the **Results of Final-Module Exam**
- **Psychiatry Module:** 5<sup>th</sup> Year, Announcing the **Results of Final-Module Exam**
- **ENT (Otorhinolaryngology) Module:** 5<sup>th</sup> Year, Announcing the **Results of Final-Module Exam**
- **Clinical Skills Module:** 4<sup>th</sup> year, Announcing the **Results of Final-Module Exam**
- **Nervous system Module:** 3<sup>rd</sup> year, **Final-Module MCQs Exam** on Monday, 14/5/2018
- **Nervous system Module:** 3<sup>rd</sup> year, **OSPE**, on Tuesday, 15/5/2018
- **Nervous system Module:** 3<sup>rd</sup> year, Announcing the **Results of Final-Module Exam**
- **Research Methodology Module:** 2<sup>nd</sup> year, **Final-Module Exam** on Tuesday, 15/5/2018

- **Research Methodology Module:** 2<sup>nd</sup> year, Announcing the **Results** of **Final-Module Exam**
- **Abnormal Human Morphology I (AHM I) Module:** 2<sup>nd</sup> Year, Announcing the **Results** of **Final-Module Exam**
- **Abnormal Human Morphology II (AHM II) Module:** 2<sup>nd</sup> Year, Announcing the **Results** of **Final-Module Exam**
- **Musculoskeletal system Module:** 2<sup>nd</sup> year, Announcing the **Results** of **Final-Module Exam**
- **Preparatory Year Exams:** Preparatory Year, Announcing the **Results of All Module Exams**

#### For Male Section:

- **Critical Care Module:** 6<sup>th</sup> Year, **Final-Module MCQs Exam** on Sunday, 13/5/2018
- **Critical Care Module:** 6<sup>th</sup> Year, Announcing the **Results** of **Final-Module Exam.**
- **ENT (Otorhinolaryngology) Module:** 5<sup>th</sup> Year, **Final-Module MCQs Exam** on Monday, 14/5/2018
- **ENT (Otorhinolaryngology) Module:** 5<sup>th</sup> Year, **OSPE** on Monday, 14/5/2018
- **Ophthalmology Module:** 5<sup>th</sup> Year, Announcing the **Results** of **Final-Module Exam**
- **Psychiatry Module:** 5<sup>th</sup> Year, Announcing the **Results** of **Final-Module Exam**
- **ENT (Otorhinolaryngology) Module:** 5<sup>th</sup> Year, Announcing the **Results** of **Final-Module Exam**
- **Clinical Skills Module:** 4<sup>th</sup> year, Announcing the **Results** of **Final-Module Exam**
- **Nervous system Module:** 3<sup>rd</sup> year, **Final-Module MCQs Exam** on Monday, 14/5/2018
- **Nervous system Module:** 3<sup>rd</sup> year, **OSPE**, on Tuesday, 15/5/2018
- **Nervous system Module:** 3<sup>rd</sup> year, Announcing the **Results** of **Final-Module Exam**

- **Research Methodology Module:** 2<sup>nd</sup> year, **Final-Module Exam** on Tuesday, 15/5/2018
- **Research Methodology Module:** 2<sup>nd</sup> year, Announcing the **Results of Final-Module Exam**
- **Abnormal Human Morphology I (AHM I) Module:** 2<sup>nd</sup> Year, Announcing the **Results of Final-Module Exam**
- **Abnormal Human Morphology II (AHM II) Module:** 2<sup>nd</sup> Year, Announcing the **Results of Final-Module Exam**
- **Musculoskeletal system Module:** 2<sup>nd</sup> year, Announcing the **Results of Final-Module Exam**
- **Preparatory Year Exams:** Preparatory Year, Announcing the **Results of All Module Exams**

**Good Luck with new Academic Year**