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Theme : Recent Advances in Medical Education

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Editorial:

Philosophy of Teaching in Medical Education



*In the name of Allah,
the Most Beneficent,
the Most Merciful*

I still remember when I took my first class and received a message from my Professor that saying, "you are a borne teacher", and I assumed it to be a sarcasm. Later, it convinced me after I received an encouraging feedback from the students, which made me believe that teaching is was purely instinctive and that it was an innate drive or ability. The session was conducted in a threat-free environment during my teaching session and that was indeed entertaining.

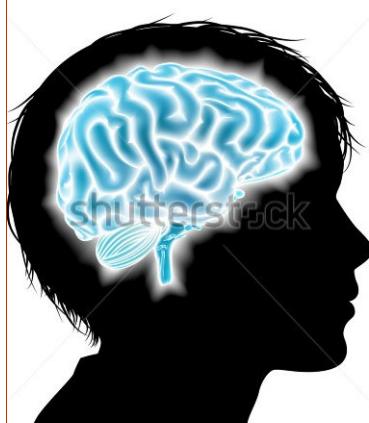
From that day on, my philosophy of teaching evolved and I now firmly believe that the learning environment was the most important element for any teaching either at the graduate or the postgraduate level. From the time when it is was still evolving, I believed that my philosophy of teaching, based on providing a good non-threatening environment, should be learner-centred and projected professionalism. I always used 'break the ice' to convert a threatening environment into a friendly one and give full opportunity to motivate my students. This student-friendly environment enhanced collaborative learning and provided me the chance to offer and receive feedback, of our performances respectively in an easy manner.

The students-centred approach provides us with the opportunity to involve students in the planning of any teaching activity and therefore, they express more motivation. As a matter of fact, I want to hone the self-directed learners (SDL) but in my personal opinion, based on the culture, we first need directed self learners (DSL) who would then progressively move towards SDL. I believe this is not only for students but also applicable for all and therefore, I always consider myself to be a learner and use the term "Life Long Learner" as my motto.

Professionalism is one of the most important competencies required by all medical professionals. This competency is attained not only through the structured curriculum but also through a so-called hidden curriculum. Teachers' behavior plays a vital role in teaching and this is what we refer to as the 'epitome' of professionalism. Students are generally known to admire teachers and get inspired by them and try to imitate them. The way of imbibing professionalism through role-modelling had been incorporated through apprenticeship mainly through clinical teaching. Nonetheless, in a competency based curriculum at the undergraduate level, professionalism is a core competency that everyone should be able to acquire prior to graduation.

As we're still in the evolving process, we should be ready to accumulate some more innovative ways to enhance teaching and learning, and in doing so provide a friendly environment for learning, motivate students to become self-dependent and life long learners in a professional way.

Dr. Abdul Sattar Khan



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Faculty Corner:

Counseling Psychology and Medical Education

Beneficial outcomes of counseling have been reported by many studies in various areas. Similarly, counseling psychology also strongly associates with the medical education. With this fact in the medical setting, counseling such as post-traumatic stress, coping and adjustment, and anxiety etc generally controls various issues and problems. In fact, counselling psychologists could also performed a leading role to in providing an opportunity to focused on health education and preventative counseling.

It is important to mention that medical profession is incomplete without having positive communication and basic counselling skills. One of the main characteristics of medical professionals is the presence of a distinguished competency to correlate their comprehensive knowledge (e.g. fundamental facts, diagnosis, risk behavior, treatment plan and assessment) with counseling therapies, skills and interpersonal communication.

The significance of counseling psychology has is widely accepted by all over the world. It is well-documented that psychological counseling includes meditation, relaxation, and other methods of stress management.

Interestingly, in recent years, the client-centered approach has had a significant impact on medical practice especially among those practitioners who have become dissatisfied with the older doctor-centered model of patient care. Medical Practitioners reported that an understanding of the patient's view is vital to the process of consultation and that medical treatment should be based on shared involvement in decision-making. It has also codified that to facilitate this in practice, various skills have developed in the context of counseling such as active listening, empathic response and reflection, which have been adopted by medical practitioners. Davis and Fallow field (1991) argue that the use of coun-

selling skills within a patient-centered approach to medical care results shows many benefits for patients and health professionals. These include increased patient and professional satisfaction, greater diagnostic adequacy and improved adherence to treatment. Similarly, there is now a well-recognized need to determine the efficacy of counseling in medical settings.

Thus, an increasing number of evidences point to the fact that effectiveness of counseling and its interventions are closely and positively connected in the medical setting. The central role of counseling is particularly beneficial for patient-related issues or illnesses (physical and mental both), for family members, community and for the safety program. It is therefore recommended that it should be part of every curriculum at both the undergraduate as well as the postgraduate level in medical education.

Dr. Saba Firods

College Corner: Assessment in Medical Education



Assessment in medical education is a dynamic and multifaceted domain that allows accurate, efficient and effective recognition of mastery supporting educators to confidently and scientifically identify levels of mastery within the curriculum.

Examinations provide a logical and balanced sampling of achievement of instructional objectives at pre-defined levels in any particular curricular setting. Assessment essentially, is a fact-finding process that effectively assesses the outcome of the teaching-learning process. It is associated with judgment on the desirability, effectiveness and utility of a curriculum in terms of carefully defined objectives. Thus, assessment may be defined as the process that determines the extent of attainment of learning

objectives. In effect, it justifies the preamble that instructional objectives offer the foundation of curricular development, implementation and evaluation. Assessment therefore, should reflect the students' qualities and achievements that are actively awarded by the system.

The purpose of assessment put simply, is to enhance learning and the purpose of teaching in effect, is to facilitate it. The National Research Council (NRC) emphasizes three guiding principles to assessment: Content, where assessment reflects what is most important for students to learn; Learning, where assessment enhances learning and supports instructional practice; and Equity, where assessment supports every students opportunity to learn.

Prior to implementation of any teaching method, there has to

be a standardized method to assess its product. Assessment systems are designed to ensure that testing procedures are congruent with instructional principles and educational goals. It has been historically established in the earlier part of the previous century by reformers in medical education, who have emphasized that students' learning was largely influenced by examinations and which still holds ground at present. In an effectively designed curriculum, instructional objectives reflect assessment content as they serve to facilitate the effectiveness of the same educational product. By harmonizing instructional objectives with assessment strategies, a unified curriculum can be ensured.

Dr. Manoj Chakrobarty
Faculty Member

STUDENTS CORNER: PBL curriculum vs. Traditional

The Problem based learning (PBL) curriculum is designed to train students to be self-dependent. This means that the students in this curriculum are able to search and gather information on their own in addition to the other resources that are available during the blocks. In this curriculum, the focus isn't just on the knowledge as it's in the traditional setting. The students communicate with the patient at an earlier stage than in the traditional curriculum by the means of short internships and patient lectures. As a result, they have better communication and presentation

skills, which they are able to present constantly during the years course unlike students in the traditional curriculum. Also, the PBL students get the chance to be monitored in research-oriented courses for several times during their studies, which is not the case for in the traditional curriculum. As a matter of fact, students in the traditional curriculum have more knowledge regarding the basic sciences such as anatomy, pathology, and biochemistry than PBL students. Also, the paperwork is less in the traditional curriculum than in PBL curriculum, which is considered as to be an advantage.

To conclude, "PBL" is a great curriculum that which intends to cover all the professional aspects that are expected to be in each and every future doctor. The problem lies in understanding how to apply it. Furthermore, the curriculum needs to be crystal clear in the faculty's mind so that they are able to deliver it in a good way. Finally, to decide which one of these two curricula is better is not that easy; each curriculum has its pros and cons. But if I get to choose, I'll choose to be a PBL student all over again.

Afnan Khalifah AlBarjas

2nd Year MBBS

Ethics of Dealing with the Developments in Healthcare Practices

Medicine is characterized with rapid developments which are sometimes undisciplined in its technologies and practices that have led to a number of recent health issues, which are news worthy, and incidents in general health practices that have no known previous religious rulings in the Islamic jurisprudence (Fiqh) that require Ijtihad [refer to introduction] from the contemporary scholars (like organ transplantation, assisted reproduction, genetic therapy, use of stem cells, and other recent developments). The healthcare practitioner should commit him/herself to them with respect to all the religious, ethical, and

regulatory standards, of which the most important are:

1. The healthcare practitioner should make sure of the permissiveness from a health practice standpoint, the religious view, and if the issue has not been studied religiously yet. Then, the healthcare practitioner should wait until authentic rulings (Fatwas) are issued in this regard, or seek to get them decided (i.e. the fatwas).
2. To observe the regulations & directions issued in regards to recent health developments.
3. The probable likelihood that the health practice will

benefit the patient should be established by the healthcare practitioner, regardless of any personal interests and ensure its safety the patient.

4. Consult other experienced consultants in the field of the recent development under consideration.
5. Inform the patient or his/her guardian, if the patient is a minor, about this new development, especially if it is done for the first time.
6. Inform the responsible authorities in his/her health institution.

Dr Imran Sabri

Coordinator, Medical Ethics

PHOTO-GALLERY



Activities of FAMCO Department

- 1 and 2: Conducted workshop on consultation skills at Al-Moosa Hospital.
3. Departmental Celebration of Marriage of Dr Saba.
4. MOH Workshop on professionalism at King Fahd Hospital, Al-Ahsa


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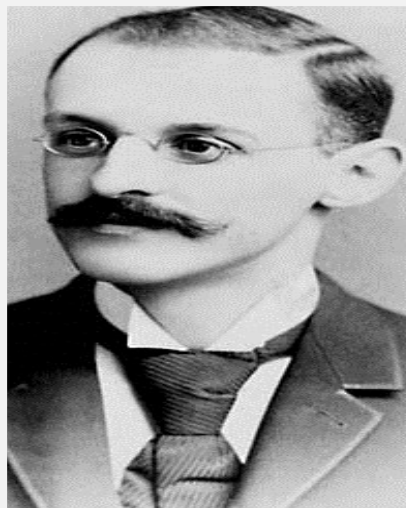
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Medical Education Tip

The curriculum is a sophisticated blend of educational strategies, course content, learning outcomes, educational experiences, assessment, the educational environment and the individual students' learning style, personal timetable and programme of work. Curriculum mapping can help both staff and students by displaying these key elements of the curriculum, and the relationships between them. Students can identify what, when, where and how they can learn. Staff can be clear about their role in the big picture.

Harden RM1..AMEE Guide No. 21: Curriculum mapping: a tool for transparent and authentic teaching and learning. Med Teach. 2001 Mar;23(2):123-137.

Quiz:V2N3-4



Identify this famous educator whose report formed the basis for modernization of medical education in the United States of America.

Upcoming Issue

Welcome New Faculty

Dr. Mohamed Iheb Boumiza,
Associate Professor, FAMCO

Them: *Medical Professionalism and Communication*

Opinion, suggestions and contribution are welcome for upcoming

Answer of Quiz FAMCONEWS V2N2:

This is the logo of UNICEF (the United Nations Children's Fund) is a United Nations Program headquartered in New York City that provides long-term humanitarian and developmental assistance to children and mothers in developing countries. It is one of the members of the United Nations Development Group and its Executive Committee.

On 7 September 2006, an agreement between UNICEF and the Spanish Catalan association football club FC Barcelona was reached whereby the club would donate 1.5 million Euros per year to the organization for five years. As part of the agreement, FC Barcelona will wear the UNICEF logo on the front of their shirts. This was the first time a football club sponsored an organization rather than the other way around. It was also the first time in FC Barcelona's history that they have had another organization's name across the front of their shirts.