7. PROFESSIONAL DEVELOPMENT COMMITTEE

PROFESSIONAL DEVELOPMENT Committee

Final Report

KING FAISAL UNIVERSITY

COLLEGE OF CLINICAL PHARMACY

PDC

2015-2016

By the power conferred via the administrative decision number 451/2/38A dated 11/06/1433 and based on the best interest of work requirement, the dean of Clinical Pharmacy decided to reconstruct the professional development committee chaired by Dr. Mohammed Abdou and membership of:

1- Dr. Mohamed Munirul Islam (Coordinator)
2- Dr. Sree Harsha
3- Dr. Shahzad Khan
4- Dr. Nashwa Zaher
5- Dr. Nancy Younis
6- Turki Al-Dekheel (male student)
7- Sara Al-Shehry (female stuent)

- The committee works according to its roles and responsibilities stated in the administrative manual of the college (2015 edition)
- The committee develops an initial plan to describe its work intensions which will be sent to the dean of the college.
- The committee performs its functions without prejudge within the University regulation in coordination with relevant University departments through official channels
- The head of committee will present a full report of accomplishments every academic year

At the beginning of the academic year a professional development goal setting worksheet 2015-2016 was designed and sent to all faculty members

Professional Development Goal Setting Worksheet 2015 -2016

The main objective of this online form is to identity the main professional development goals for your academic year 2015-2016

Please make sure that each Goal,Skill and Resource that will be filled in your electronic form will be evaluated at the end of the year. So, try to write exactly what you are planning to achieve.

Discipline-specific knowledge & skills

1.Goals *

Example: I want to achieve success in the field of compounding extemporaneous products

1.Objectives to Accomplish the Goals *

Example:a) "Hands on" training in hospital setting, to learn proper procedure to prepare and dispense the extemporaneous products. b) Online courses will be taken to learn proper handling procedure associated with compounding extemporaneous products

1.Time Line *

Example: (i.e. next 3 months, 6 months, 1 year)

Teaching and Learning skills (Lecture, Small Group, Active learning strategies, Course planning, etc)

2.Goals *

Example: To acquire practical knowledge through Case Study Method

2.Objectives to Accomplish the Goals *

Example: • Distribute the case studies, and participants will work in small groups. After participants read, reflect upon, and discuss the case studies, I will lead a large group discussion about the issues raised in each scenario.

2.Time Line *

Example: (i.e. next 3 months, 6 months, 1 year)

Career and Personal Development (Teaching/ Research)

3.Goals *

Example: To publish article with more than 2 impact factor

Technology in the Classroom

4.Goals *

To implement Self grading Quiz

4.Objectives to Accomplish the Goals *

Example: Establishing what students have understood from previous lessons and instantly evaluate student mastery of Learning Objectives

4.Time Line *

Example: (i.e. next 3 months, 6 months, 1 year)

Online Instruction (IT Skills)

5.Goals *

Example: Utilization of blackboard for learning and evaluation

5.Objectives to Accomplish the Goals *

Example: Design student expectations for participating in group assignments

5.Time Line *

Example: (i.e. next 3 months, 6 months, 1 year)

Estimating Resources

Discipline-specific

6.Time Needed *

Example: 3 months

6.Type of Assistance needed: Workshop, Books, online resources *

a) Official recommendation letter to the hospital in Al- Ahsa, allowing me to work in there hospital at least for 10 working days. b) Nominal charges has to be paid from KFU/COCP for the online training

Teaching and Learning

7.Time Needed *

Example: 6 months

7.Type of Assistance needed: Workshop, Books, online resources *

Example: Specific class required for small group discussion

Career and Personal

8.Time Needed *

Example: 12 months

8.Type of Assistance needed: Workshop, Books, online resources *

Example: DSR grant and Student Research projects

Technology use in the Classroom

9.Time Needed *

Example: 6 months

9.Type of Assistance needed: Workshop, Books, online resources *

Example: Self-grading quizzes are available online

Online Instruction

10.Time Needed *

Example: 6 months

Objectives of this goal-setting sheet:

- To make sure that all faculty members have their own goals to develop their professional skills during the academic year.
- To identify the needs of the faculty members.

Result: all faculty members responded. The professional development plans for all faculty members are attached.

Weekly Professional Activity

The weekly activity is organized by the Professional development committee to ensure the participation of all faculty members in different areas of interest such as:

- Advanced technologies
- Teaching and learning skills
- Scientific research
- Increasing the Quality awareness

The following topics were discussed in the activity hour of each week.

SMARTBOARD – COCP

Dr. Sree Harsha 9-09- 2015

Abstract: College of clinical pharmacy has moved from whiteboard to SMART Board™ (interactive whiteboard technology). The advantage of using SMART Boards is boost student engagement, learner motivation and knowledge retention by utilize digital resources while still directly interacting with the classroom, use computer-based learning with a communal screen, not individual computers. Intrinsically motivated learners enjoy demonstrating knowledge on the SMART Board. Extrinsically motivated learners are enticed by the "wow factor" and will experiment. Student engagement enhances retention, and the board can archive a class session, unlike a traditional white board. The goal of the presentation is to learn how to connect and use the SMART Board for effective instruction and in detail to learn how to connect SMART Board to computer, Install SMART Board software and Control Applications with the SMART Board, Write and erase Annotations, Notebook™ Software, Save Annotations to the Notebook File/ PDF and Control PowerPoint and Annotate and Save PowerPoint.

Four Steps to Increase Your Influence

Dr. Mansour Al-Otaibi **Date: 16-09-2015**

Abstract: Being influential is a crucial personality trait that makes a difference in people's lives. People usually argue with each other about different issues at work, home, and several other areas, so being influential will help one to convince others and reach what one wants. Also, it is very important to gain individuals on one's side, especially in some tasks that need group work, in order to achieve success. Fortunately, being influential is not only an inherited trait but it also could be learned. Therefore, people can develop and improve their skills of influence by identifying certain steps that will give an amazing result in their life, which are, paying attention to the four frames, staying connected, being powerful and have a clear vision.

Enhancer Analysis Unveils Genetic Interactions between TLX and SOX2 in Neural Stem Cells and In Vivo Reprogramming

Mohammed Monirul Islam, Ph.D. **Date: 7/10/2015**

•An evolutionarily conserved enhancer drives *Tlx* expression in neural stem cells

•SOX2 directly activates the identified enhancer and *Tlx* expression

•SOX2-mediated in vivo reprogramming of astrocytes to neuroblasts requires TLX

ABSTRACT:

The orphan nuclear receptor TLX is a master regulator of postnatal neural stem cell (NSC) self-renewal and neurogenesis; however, it remains unclear how TLX expression is precisely regulated in these tissue-specific stem cells. Here, we show that a highly conserved *cis*-element within the *Tlx* locus functions to drive gene expression in NSCs. We demonstrate that the transcription factors SOX2 and MYT1 specifically interact with this genomic element to directly regulate *Tlx* enhancer activity in vivo. Knockdown experiments further reveal that SOX2 dominantly controls endogenous expression of TLX, whereas MYT1 only plays a modulatory role. Importantly, TLX is essential for SOX2-mediated in vivo reprogramming of astrocytes and itself is also sufficient to induce neurogenesis in the adult striatum. Together, these findings unveil functional genetic interactions among transcription factors that are critical to NSCs and in vivo cell reprogramming.

Does self-reflection and peer assesment improve saudi pharmacy students' academic performance

Dr. Kazeem **Date: 14/10/2015**

Background: The patient-centered focus of clinical pharmacy practice demands nuanced application of specialized knowledge and skills and warrants a training strategy that must empower with the ability to use the higher level cognitive processes and critical thinking effectively. However, the historical disposition to learning in the Middle East and among Saudi students is heavily focused on rote memorization and recall of memorized facts.

Objectives: To assess the impact of self-reflection and peer assessment on pharmacy students' academic performance and metacognitive skills, and evaluate students' feedback on the impact of these active pedagogic strategies on their overall learning experience.

Method: An exploratory prospective cohort study was conducted among students at the College of Clinical Pharmacy, King Faisal University, Saudi Arabia to assess the impact of self-reflection and peer-assessment in two compulsory first semester 4th year courses (Therapeutics-3 and Pharmacoeconomics). An evaluation survey with a pre-tested 5-item open-ended questionnaire was used to evaluate students' feedback on their overall learning experience. Student t-test was used to compare means while Chi-square statistics was used for proportions. An a priori level of statistical significance of $P < 0.05$ was used for all comparisons. Written response to the 5-item questionnaire was grouped manually and thematic analysis was used to assess the feedbacks.

Result: The study group constituted 40.7% of the cohort while 59.3% were in the control group with mean ± SD age of 23.2 ± 5.6 and 22.1 ± 4.9 years respectively. The mean ± SD scores for quizzes (7.2± 1.3), mid-term (31.2± 24) and final exams (35.7± 3.8), and the overall percentage pass (100% vs 84.4%) were significantly higher in the study group for both courses ($P < 0.001$). The majority of the students in the study group opined that the exposure to active pedagogic strategies enabled to better use critical thinking, facilitated deeper engagement with learning and improved clinical reasoning, decision-making and discussion skills.

Conclusion: Self-reflection and peer-assessment appeared to significantly improve examination performance, facilitate deep and constructive engagement with learning and fostered students' confidence in the use of critical thinking and clinical decision-making.

Cardiopulmonary resuscitation (CPR)

Dr . Muhammad shahzad 28-10-2015

Abstract:

Cardiopulmonary resuscitation, commonly known as CPR, is an emergency procedure that combines chest compression often with artificial ventilation in an effort to manually preserve intact brain function until further measures are taken to restore spontaneous blood circulation and breathing in a person who is in cardiac arrest. It is indicated in those who are unresponsive with no breathing or abnormal breathing, for example, agonal respirations.

According to the International Liaison Committee on Resuscitation guidelines, CPR involves chest compressions for adults between 5 cm (2.0 in) and 6 cm (2.4 in) deep and at a rate of at least 100 to 120 per minute. The rescuer may also provide artificial ventilation by either exhaling air into the subject's mouth or nose (mouth-to-mouth resuscitation) or using a device that pushes air into the subject's lungs (mechanical ventilation). Current recommendations place emphasis on high-quality chest

compressions over artificial ventilation; a simplified CPR method involving chest compressions only is recommended for untrained rescuers. In children only doing compressions may result in worse outcomes.

CPR alone is unlikely to restart the heart. Its main purpose is to restore partial flow of oxygenated blood to the brain and heart. The objective is to delay tissue death and to extend the brief window of opportunity for a successful resuscitation without permanent brain damage. Administration of an electric shock to the subject's heart, termed defibrillation, is usually needed in order to restore a viable or "perfusing" heart rhythm. Defibrillation is effective only for certain heart rhythms, namely ventricular fibrillation or pulseless ventricular tachycardia, rather than asystole or pulseless electrical activity. CPR may succeed in inducing a heart rhythm that may be shock able. In general, CPR is continued until the person has a return of spontaneous circulation or is declared dead.

Emerging and Re-Emerging Viral diseases

Dr. Snawar Hussein **16/11/2016**

Abstract:

Despite remarkable advances in medical research and treatments during the 20th century, Emerging viral diseases are major threat to the public health system across the globe. New viral threats are constantly emerging and three major outbreaks, namely severe acute respiratory syndrome coronavirus (SARS-CoV) outbreak in china, MiddleEast respiratory syndrome virus (MERS-CoV) outbreak in Middle East[7]and, Ebola virus outbreak in West Africa in recent time cost more than12700 human lives. These outbreaks were caused by the viruses, which were either not seen before, or genetically distinct strains of existing species. Interestingly all above-mentioned outbreaks were of zoonotic in origin, i.e caused by animal viruses that jumped species barriers and caused fetal outbreaks in human population. Zoonosis pose additional challenges because the natural reservoirs are often domestic or wild animals, thus control efforts such as quarantine, vaccination and social distancing are often not practical.

Middle East respiratory syndrome (MERS) is a newly described disease caused by a novel human coronavirus (CoV) named Middle East respiratory syndrome coronavirus (MERS-CoV). The MERS-CoV was first isolated from the sputum of a Saudi Arabian patient who died from a severe respiratory illness. Since then, at least 1,618 laboratory-confirmed human cases of MERS-CoV infection and 579 deaths in over twenty-five countries have been reported. The primary source of the MERS-CoV remains unclear but the pattern of transmission and epidemiological studies point towards dromedary camels as direct source from which the virus is introduced into the human population through multiple independent zoonotic transmissions. There is no licensed vaccine or

chemoprophylaxis for MERS-CoV and no antiviral agents are recommended for the treatment of MERS-CoV infection. The high mortality rate (~40%) and limited or no prophylactic/therapeutic options demands extensive research in the areas of MERS-CoV biology, pathogenesis, immune response, drug discovery and vaccine development. Since the Kingdom of Saudi Arabia is by far the largest importer of livestock (sheep, goats, cows and camels etc) and processed meat in the region, the omnipresence of potential infectious agents in livestock have created an urgent need for the development of an advanced surveillance and detection systems to identify still unknown agents of infectious potential and prevent future MERS-like outbreaks.

Dr. Hany Ezzat **2/12/2015**

Abstract:

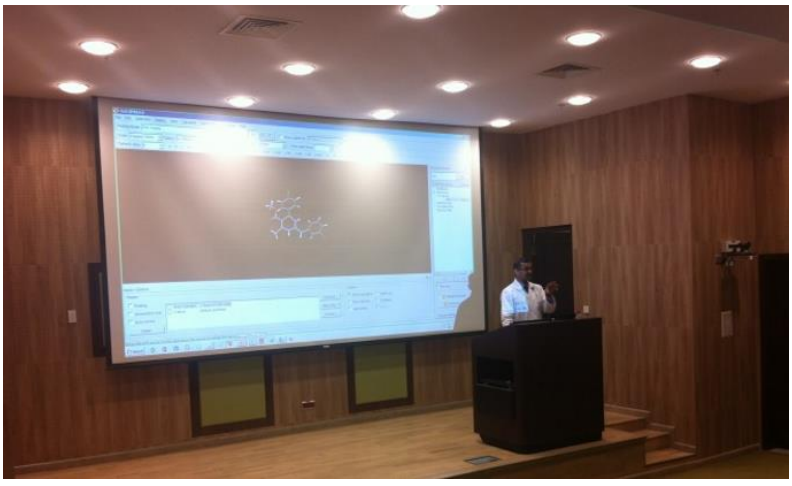
Three new flavonoid glycosides, demethoxycentaureidin 7-O-β–D galacturonopyranoside, pectolinarigenin 7-O-α-L-rhamnopyranosyl-(1```→4``)-β-D-glucopyranoside and 7-O-α-L-rhamnopyranosyl-(1```→4``)-β-D-glucuronopyranoside, a new megastigmane glucoside, byzantionoside B 6`-O-sulfate, and a new (Z)-hex-3-en-1-ol O-β -D-xylopyranosyl-(1``→2`_)-β-D-glucopyranoside, were isolated from leaves of *Ruellia patula* JACQ, together with 12 known compounds, β-sitosterol glucoside, vanilloside, bioside, acteoside, syringin, benzyl alcohol O-β-D-xylopyranosyl-(1``→2`_)-β-D-glucopyranoside, cistanoside E, roseoside, phenethyl alcohol O-β-D-xylopyranosyl-(1``→2`_)-β–D glucopyranoside, (+)-lyoniresinol 3α-O-β-D-glucopyranoside, isoacteoside and 3,4,5-trimethoxyphenol O-α-L-rhamnopyranosyl-(1``→6`)-β–D glucopyranoside. As well as, four new triterpenoids; One oleanane-, one ursane- and two cycloartane-type triterpenoids, named amphipaniculosides A-D, in addition to one new aliphatic alcohol glycoside, named amphipaniculoside E, were isolated from the 1-BuOH fraction of the leaves of Amphilophium paniculatum (L.) Kunth, together with five known compounds, (+)-lyoniresinol 3α-O-β-D-glucopyranoside, (-) lyoniresinol 3α-O-β-D-glucopyranoside, acteoside, isoacteoside, and luteolin 7-O-β-D-glucopyranoside. The isolation of the pure constituents from the interesting fractions was carried out using the different classical and advanced chromatographic techniques as column chromatography (CC), Droplet counter current chromatography (DCCC) and HPLC. Their structures were elucidated by spectroscopic methods including 1D and 2D NMR experiments (1H, 13C, DEPT, COSY, ROESY, HSQC, and HMBC) in combination with HR ESI-MS and by comparisons of their physical and spectroscopic data with literature values. Different plant extracts and the isolated compounds were investigated for some biological effects including; Cytotoxicity against lung cancer A549 cell line and DPPH radical scavenging activity.

Chemistry, crystallography and anti-TB activity of novel dihydropyrimidines

Dr Katharigatta Narayanaswamy Venugopala **25/11/2015**

Abstract:

A series of 2-(substituted phenyl/benzyl-amino)-6-(4-chlorophenyl)-5-(methoxycarbonyl)-4-methyl-3,6-dihydropyrimidin-1-ium chlorides was synthesized in their hydrochloride salt form by three steps chemical reaction. The title compounds were purified by column chromatography and characterized by FT-IR, NMR (^{1}H and ^{13}C) and elemental analysis. They were evaluated for their in vitro antitubercular activity against *Mycobacterium tuberculosis* H37Rv, multidrug resistance tuberculosis and extensively drug resistance tuberculosis by agar diffusion method and tested for the cytotoxic action on peripheral blood mononuclear cells by MTT assay. Among all the tested compounds in the series, compounds 2-(3-bromophenylamino)-6-(4-chlorophenyl)-5-(methoxycarbonyl)-4-methyl-3,6-dihydropyrimidin- 1-ium chloride and 6-(4-chlorophenyl)-5-(methoxycarbonyl)-4-methyl-2-(3-(trifluoromethylthio) phenyl amino)-3,6-dihydropyrimidin-1-ium chloride emerged as promising antitubercular agents at 16 µg/mL against multidrug resistance tuberculosis and over 64 µg/mL against extensively drug resistance tuberculosis. The conformational features and supramolecular assembly of the promising compounds 2-(3-bromophenylamino)-6-(4-chlorophenyl)-5-(methoxycarbonyl)-4-methyl-3,6-dihydropyrimidin-1-ium chloride and 6-(4-chlorophenyl)-5-(methoxycarbonyl)-4-methyl-2-(3-(trifluoromethylthio) phenyl amino)-3,6-dihydropyrimidin-1-ium chloride were determined by single crystal X-ray study.



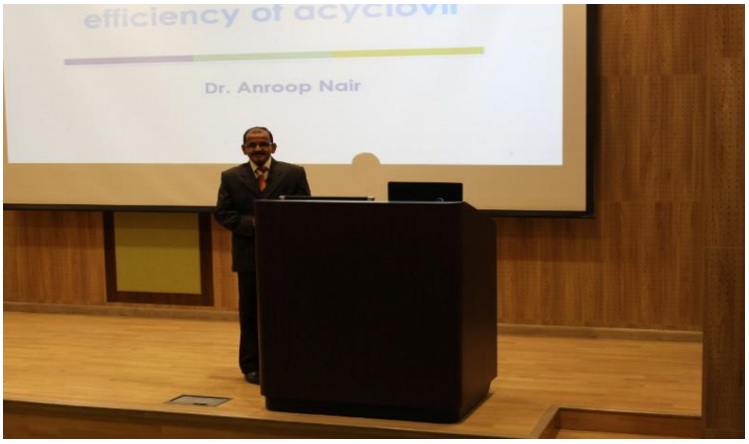
Triterpenoid and flavonoid glycosides: new compounds from *Ruellia patula* and *Amphilophium paniculatum*

Attempts to enhance efficiency of acyclovir

Dr. Anroop Nair 9/12/2015

Abstract:

Dr. Nair emphasized the goals of pharmacotherapy to reduce morbidity and to prevent complications of Herpes simplex virus (HSV) infections. Further, Dr. Nair highlighted the research objectives of his group in enhancing the therapeutic efficiency of an antifungal agent, acyclovir. He mentioned that the research group has initiated the work by measuring the dermatokinetics of acyclovir as they feel that the HSV infection is a problem which is localized. Their experiments have proved that there is a significant difference in concentration gradient between the skin layers which were inconsistent over the time-course of the study. Moreover, they observed that the topical application of acyclovir is limited by the low skin uptake and rapid clearance in the basal epidermis, the target site where the organisms resides. He also discussed about an alternative approach they have assessed. Here they evaluated the prospective of complexation by making use of cyclodextrin to enhance the solubility of acyclovir and thereby improve the oral bioavailability. He revealed that there was significant improvement in solubility, however, the bioavailability was not as desired, when evaluated in rat model. Thus they realized that the dissolution is not the only issue as the permeability is also low. Hence in another study, they evaluated the prospective of buccal films impregnated with acyclovir loaded nanospheres to improve systemic bioavailability of acyclovir. He emphasized that the results observed in rabbit model clearly shown the ability of the prepared buccoadhesive films to prolong the absorption of acyclovir and enhance its bioavailability. He underlined that his group is currently active in finding out a more effective noninvasive delivery of acyclovir for successful therapy of HSV infections.

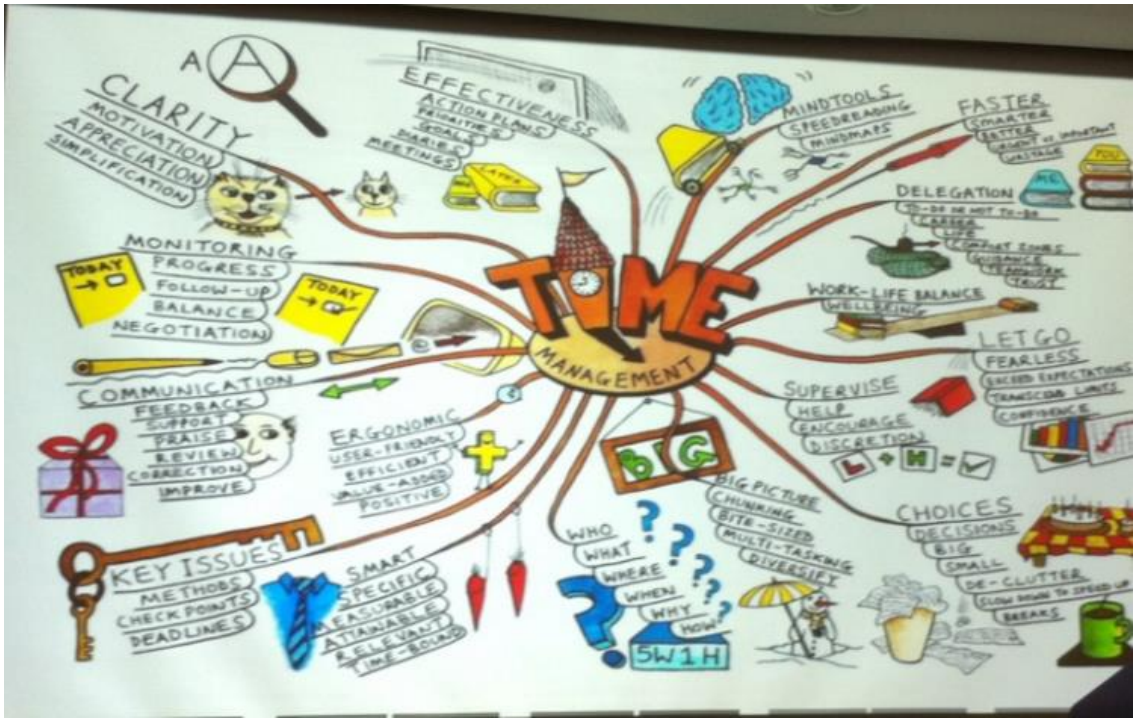


Mind Mapping
An active Teaching &Learning tool

Dr. Nashwa Zaher 24/2/2016

The workshop dealt with Mind map concept as a teaching & learning tool. Differentiate between mind & knowledge maps. Benefits of use in teaching. Training on steps to design mind maps. And which is better the manual or computerized one with application.

It is an innovative technique to facilitate student learning. Students can illustrate a vision, exhibit their contextual knowledge, creativity, and make associations about a central theme. Can be used for note taking, completing H.W, assignments, preparing for exams, analyzing, and reflecting about clinical practice.



Identification of a Novel VIM (VIM-28) Metallo-b-Lactamase in *Pseudomonas aeruginosa* Isolates from Egypt

Dr. Taghreed 2/03/2016

Two multidrug-resistant Pseudomonas aeruginosa strains harboring blaVIM were isolated from a hospital in Egypt and were indistinguishable by pulsed-field gel electrophoresis. Sequence analysis revealed a novel VIM β-lactamase, VIM-28. Additional sequencing of integron revealed that the blaVIM-28 gene cassette had an unusual arrangement of class 1 integron structure, located directly downstream of the

integrase gene "intI1" and oriented divergently from it. The new organization of integron also comprised the aacA7 and smr-2 gene cassettes in that order. A complete ISPa21 containing a tnpA gene flanked by two 13-bp inverted repeats was located directly upstream of the 3'-CS conserved region of the integron containing qacEΔ1/sul1 genes. The blaVIM-28-containing class 1 integron was found to have a chromosomal origin in both strains. In conclusion, the presence of a new variant of blaVIM, blaVIM-28, on a new organization of class 1 integron having ISPa21 increases the possibility of dissemination of resistance genes within the integron in P. aeruginosa among hospitalized patients in Egypt.

National Qualifications Framework (NQF)

Dr. Nancy 23/03/2016

Individual institutions may want to develop special skills beyond minimum requirements. Internationalization has increased the need for common understanding of what is expected from different levels of qualifications. However, it is essential that all programs with particular qualification titles develop the level of learning outcomes expected regardless of the institution where studies were undertaken. And here comes the role of National Qualifications Framework (NQF). **NQF** is a formal document describes qualification. NQF is preformed to ensure consistency within the Kingdom in the standards of student learning outcomes regardless of institution attended. In addition, the equivalence of standards with those for equivalent awards granted by higher education institutions in other parts of the world. Also to provide appropriate points of comparison in academic standards:

The Principal Elements in the National Qualifications Framework: Levels of NQF, Credit Hours and Domains of Learning Outcomes

Characteristics of Programs and Expected Learning Outcomes: the presentation focused on Level 3 the Bachelor degree. The characteristics of programs, characteristics of graduates.

Issues and Relationships: Students may need to complete preparatory or foundation studies designed to ensure that they have the necessary language and study skills, and the academic background, to succeed in post-secondary programs. Students should not be required to duplicate learning they have already acquired or repeat work they have already completed satisfactorily elsewhere. Responsibility for determining eligibility for admission to programs and the extent to which credit should be given for prior studies must remain with the institution in which students wish to enroll. It is intended that the four-year bachelor degree in this Framework to be offered in higher education institutions in the Kingdom of Saudi Arabia be recognized as equivalent to bachelor degrees in other countries.

STUDENT CENTERED TEACHING AND LEARNING

Dr. Asia Taha **27/04/2016**

The mission and purpose of higher education has seen a critical shift from "transfer of knowledge to students" to a learning paradigm. The new learning paradigm puts the student in the center of the learning process where he learns through self-discovery and construction of knowledge. Learner centered learning recognizes that the prior knowledge of learners influences their future learning. The process of teaching and learning involves three basic questions: why, what and how. There are many learning theories that have been used either separately or in combination to achieve the learning goals: behaviorism, which is the lowest form of teaching, operates on the principle of "stimulus response". Behaviorism assumes that learner is essentially passive and responds to external stimuli. Cognitivism believes that mind is a treasure box that has been locked and it needs to be opened. Cognitivism focusses on thinking, knowing and problem solving. Social learning theory believes that people learn from one another when they interact. They usually try to copy the model that is used to demonstrate the skills. Social constructivism is a recent teaching skill where it is believed that learning is an active, constructive process. Students actively construct/create their own information linking it to the prior knowledge. Bloom's taxonomy uses a scale to assess the thinking skills. According to this, remembering and understanding are lower levels of thinking while applying, analyzing, and evaluating are higher order thinking skills while CREATING is the highest order of thinking. Thinking itself can be of different types: convergent thinking that brings the focus to a single answer while divergent thinking has a stimulus which can help create new ideas and thereby achieve creativity: highest thinking order. Analytical thinking is a thinking process or skill in which an individual has the ability to scrutinize and break down facts and thoughts into their strengths and weaknesses. It involves thinking in thoughtful, discerning ways, in order to solve problems, analyze data, and recall and use information. Critical thinking includes the process of reflecting upon a written or real item in order to form a sound judgment that relies on scientific evidence and common sense. Student centered learning develops the knowledge by transferring the prior knowledge to new contexts and apply their learning to open ended challenges like problem solving and critical thinking. Keeping this in view, student centered learning can achieve these skills and result in shaping the student's learning ability. In this way, we can achieve the development of students who can excel and create new design and innovate and produce new discoveries.

Elaboration and Design of alpha7 nAChR Negative Allosteric Modulators

Dr. Osama I. Alwassil 4/05/2016

Allosteric modulators of □7 neuronal nicotinic acetylcholine receptors (nAChRs) are a promising, alternative approach to the treatment of neurodegenerative diseases. Previously we reported that *meta*-chlorophenylguanidine (*m*CPG; **1**) and its *N*-methyl analog **2**, developed in our laboratory, exert negative allosteric modulator (NAM) actions at □7 nAChRs. To determine their plausible binding site and modes, homology models of the extracellular domain (ECD; PDB ID: 3SQ9) and the transmembrane domain (TM; PDB ID: 2LLY) of h□7 nAChRs were generated (Modeller 9.12). Through alignment of amino acid sequences and available mutagenesis data, we identified three key amino acid residues (i.e., Thr221 from ECD, and Met276, Thr473 from TM) that might form an essential interaction with arylguanidines. HINT (Hydropathic INTeractions) analyses indicated an energetic preference (the larger the number the more energetically preferable) for the interaction of **1** and **2** at the ECD (HINT score: 917 and 627, respectively) allosteric site over the TM domain (129 and 273, respectively) site. Docking studies resulted in different binding modes for **1** and **2**. Thus, two series of analogs (n = 16) with parallel substituent modifications at the aryl 3-position were synthesized and evaluated for functional activity in two-electrode voltage clamp assays using frog oocyte- expressing □7 nAChRs (IC50 value range = 21 – 118 μM; 12 – 125 μM, respectively). A poor correlation (r = 0.474; n = 8) of pIC50 values of the **1** series versus pIC50 values of the **2** series supported our docking results. Hansch-type QSAR studies on the **2** series showed a significant correlation with the minimum width (Verloop *B*1) (r = 0.927; n = 8) and lipophilic nature (π) (r = 0.912; n = 8) of the 3-position substituent. However, a significant internal correlation exists between the two properties (r = 0.956; n = 8). HINT- based hydropathic maps are in agreement with biological data.

Evaluation of Faculty Development Activity At COCP

Activity Title
Presenter/Facilitator
Date of Activity__//2016___ **Location/College/Department: COCP auditorium**

5:Strongly Agree 4: Agree 3: True Sometime 2: Disagree 1: Strongly Disagree

Sr.#.	STATEMENTS	5	4	3	2	1
1.	Activity was well planned	○	○	○	○	○
2.	Activity meet the stated objectives	○	○	○	○	○
3.	Relevance to my academic development	○	○	○	○	○
4.	It was evidence based and balanced	○	○	○	○	○
5.	Impact on my teaching/precepting/quality management skills	○	○	○	○	○
6.	Impact on my learning new horizons of knowledge	○	○	○	○	○
7.	Level of freedom of sharing my ideas	○	○	○	○	○
8.	Presenter/facilitator did adequate job of presenting/facilitation	○	○	○	○	○
9.	Response to questions asked	○	○	○	○	○
10.	Site arrangements in terms of audiovisual assistance, sitting arrangements etc	○	○	○	○	○
	Total out of 50=X	X x2:……..%				

11: Greatest strength of the activity:……

12: Greatest weakness of the activity……

13: On which topic you feel you need further improvement……

14: Additional Comments, if any……

……

……

Name:……Position:……Department……

Contacts: Cell ……Office#……Email……

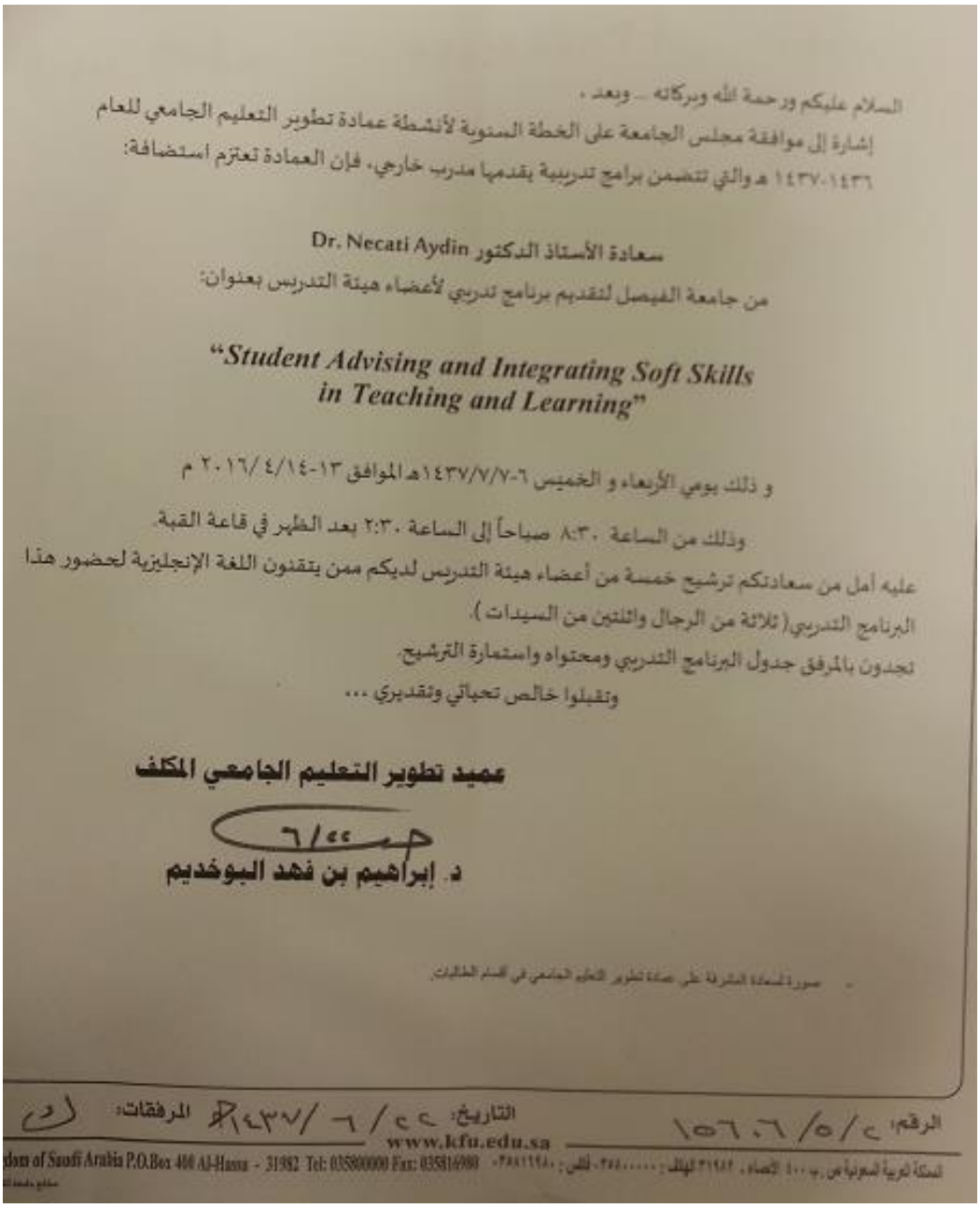
Signature……Date……

Announcement and Nomination for external workshops

The committee is regularly announcing for any internal workshops organized in KFU or external workshops. Then a nomination process takes place according to the needs or the faculty.

For example: **The student advising and itegrating soft skills in teaching and learning**

This workshop was organized by the deanship of academic development.



السلام عليكم ورحمة الله وبركاته ... وبعد ،

إشارة إلى موافقة مجلس الجامعة على الخطة السنوية لأنشطة عمادة تطوير التعليم الجامعي للعام ١٤٣٦-١٤٣٧ هـ والتي تتضمن برامج تدريبية يقدمها مدرب خارجي، فإن العمادة تعتزم استضافة:

سعادة الأستاذ الدكتور Dr. Necati Aydin

من جامعة الفيصل لتقديم برنامج تدربي لأعضاء هيئة التدريس بعنوان:

"Student Advising and Integrating Soft Skills in Teaching and Learning"

و ذلك يومي الأربعاء و الخميس ٦-٧/٧/١٤٣٧هـ الموافق ١٣-١٤/٤/٢٠١٦ م

وذلك من الساعة ٨:٣٠ صباحاً إلى الساعة ٢:٣٠ بعد الظهر في قاعة القبة.

عليه أمل من سعادتكم ترشيح خمسة من أعضاء هيئة التدريس لديكم ممن يتقنون اللغة الإنجليزية لحضور هذا البرنامج التدريبي(ثلاثة من الرجال واثنتين من السيدات).

تجدون بالمرفق جدول البرنامج التدريبي ومحتواه واستمارة الترشيح.

وتقبلوا خالص تحياتي وتقديري ...

عميد تطوير التعليم الجامعي المكلف

د. إبراهيم بن فهد البوخديم

صورة لسعادة المشرفة على عمادة تطوير التعليم الجامعي في القسم النسائي.

الرقم: ١٥٦٠٦/٥/ج التاريخ: ١٤٣٧/٦/٢٢ المرفقات:

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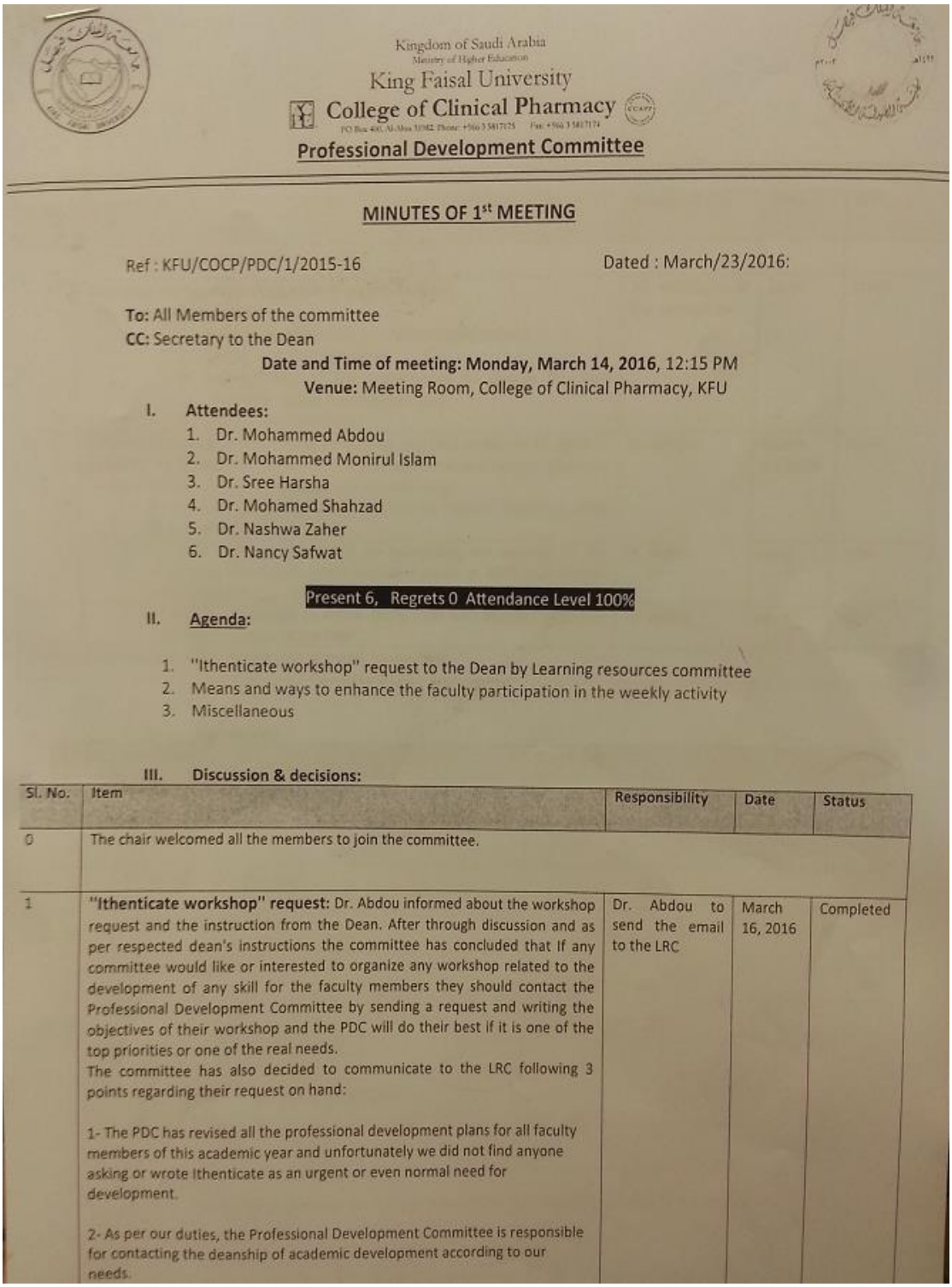
Example of Professional Development Committee meeting minutes



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Professional Development Committee

MINUTES OF 1st MEETING

Ref : KFU/COCP/PDC/1/2015-16 Dated : March/23/2016:

To: All Members of the committee
CC: Secretary to the Dean

Date and Time of meeting: Monday, March 14, 2016, 12:15 PM
Venue: Meeting Room, College of Clinical Pharmacy, KFU

I. **Attendees:**

1. Dr. Mohammed Abdou
2. Dr. Mohammed Monirul Islam
3. Dr. Sree Harsha
4. Dr. Mohamed Shahzad
5. Dr. Nashwa Zaher
6. Dr. Nancy Safwat

Present 6, Regrets 0 Attendance Level 100%

II. **Agenda:**

1. "Ithenticate workshop" request to the Dean by Learning resources committee
2. Means and ways to enhance the faculty participation in the weekly activity
3. Miscellaneous

III. **Discussion & decisions:**

Sl. No.	Item	Responsibility	Date	Status
0	The chair welcomed all the members to join the committee.			
1	**"Ithenticate workshop" request:** Dr. Abdou informed about the workshop request and the instruction from the Dean. After through discussion and as per respected dean's instructions the committee has concluded that If any committee would like or interested to organize any workshop related to the development of any skill for the faculty members they should contact the Professional Development Committee by sending a request and writing the objectives of their workshop and the PDC will do their best if it is one of the top priorities or one of the real needs. The committee has also decided to communicate to the LRC following 3 points regarding their request on hand: 1- The PDC has revised all the professional development plans for all faculty members of this academic year and unfortunately we did not find anyone asking or wrote Ithenticate as an urgent or even normal need for development. 2- As per our duties, the Professional Development Committee is responsible for contacting the deanship of academic development according to our needs.	Dr. Abdou to send the email to the LRC	March 16, 2016	Completed

King Faisal University

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Sl. No.	Item	Responsibility	Date	Status
	the top priorities or one of the real needs.			
2	**Enhancing the faculty participation in weekly activity:** **2a. Designing Templates:** 1. Presentation feedback survey for weekly activity 2. 'End of The Year' certificate. 3. Online rating of the presentation to choose the best presenter during the semester/year 4. Logo of the committee.	All members of the committee	open	Open
3.	**Follow-up meeting:** A brief follow-up meeting was held on **March 21, 2016** to expedite the agenda # 2. After discussing all the forms and designs prepared by the members, the committee decided the following: 1. Weekly feedback survey will be finalized by Tuesday, March 22, 2016 by Dr. Harsha	Dr. Harsha	March 22, 2016	Done
	2. An email with an online link for submitting the abstract of the previous presentations which was done so far in 2015-16 academic year, will be sent to all faculty members.	Dr. Harsha	open	open
	3. Dr. Harsh will prepare an online voting form with abstract to choose the 'Best presenter of the Year"	Dr. Harsha	open	open
The meeting was adjourned with the vote of thanks by the Chair				

IV. Signatures:

Sr. No	Attendees	Signature
1.	Dr. Mohammed Abdou	
2.	Dr. Mohammed Monirul Islam	
3.	Dr. Sree Harsha Nagaraja	
4.	Dr. Mohamed Shahzad	
5.	Dr. Nashwa Zaher	
6.	Dr. Nancy Safwat	

V. Dean's Approval/comments:

VI. Head of Committee: for further action Plan (Internal/External) and for record

Head of Committee _____ Date _____