<table>
<thead>
<tr>
<th>Sr. #</th>
<th>Theme</th>
<th>Name</th>
<th>Title of the Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment &amp; Evaluation</td>
<td>Rizwana Kamran</td>
<td>Assessment of Medical Education Environment by Teachers in Pakistani Medical School</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Muhammad Haseeb</td>
<td>Construction and validation of scale for soft skills: a pilot study in postgraduate dental students</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Arsala Khalid, Arooj ul Hassan, Khalood</td>
<td>Assessment of Patient Satisfaction in Private Dental Teaching Hospital of Lahore</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Bhavani Veasuvalingam</td>
<td>Cultivating Clinical Competence Behavior with Programmatic Clinical Portfolio (Pro-CP): A behavioral change intervention strategy.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Javeria Usman</td>
<td>Stakeholders' Views of Personality Assessment as a Part of Admission Policy of Medical Colleges</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Rizwana Kamran</td>
<td>Undergraduate Medical Students' perception towards assessment environment at CMH, Lahore Medical College, Pakistan</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Komal Atta</td>
<td>The empire strikes back-exploring Faculty development through the eyes of the students, faculty and administration</td>
</tr>
<tr>
<td>8</td>
<td>Student Issues &amp; Student Engagement</td>
<td>Khalid Farooq Danish</td>
<td>ComPaCT; A new model of bedside teaching for undergraduate medical students</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Huma Saeed Khan</td>
<td>Use of gapped handouts in undergraduate physiology classes at CMH Lahore medical college and institute of Dentistry, Lahore.</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Naiha Muzamil, Arooj ul Hassan, Mehrin Wajahat</td>
<td>Brain drain of dentists; Policies for its prevention</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Muhammad Imran Khan</td>
<td>Challenges faced by medical students in the beginning of Research in Pakistan</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Muhammad Fazal Hussain Qureshi</td>
<td>A Comparative cross-sectional analysis on prevalence of depression and associated risk factors among Medical students and doctors of Karachi</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Mahnoor Arif</td>
<td>Do adolescents who overuse mobile phones suffer more from anxiety and depression?</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Muhammad Muneeb Nisar</td>
<td>Enabling self-help; The next step in mental health mentoring.</td>
</tr>
<tr>
<td>15</td>
<td>COVID-19 &amp; Medical Education</td>
<td>Farwa Pervaiz</td>
<td>The impact of COVID-19 pandemic on final year medical students at UCMD</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Shoaib Ahmad</td>
<td>Knowledge, attitudes and practices of COVID-19 prevention in medical students across Pakistan; a cross-sectional study</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Muhammad Fazal Hussain Qureshi</td>
<td>Prevalence, Psychological Responses and Associated Correlates of Depression, Anxiety and Stress in a Global Population, during the Coronavirus Disease (COVID-19) Pandemic.</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>Adeel Abbas Dhahri</td>
<td>The psychological impact of COVID-19 on final year medical and dental students in Pakistan</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Mohd Faeiz Pauzi, Siti Norazlina Juhari</td>
<td>Remote Teaching in Medical Education During COVID-19: Successful Story from Kuala Terengganu</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>Sultan Zeb Khan</td>
<td>End Treatment Response and Sustained Viral Response in Patients infected with Hepatitis C Virus Genotype 3 treated with sofosbuvir and daclatasvir</td>
</tr>
<tr>
<td></td>
<td>Title</td>
<td>Presenters</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Digitalization of Medical Education</td>
<td>Qundeel Zahra, How medical education will evolve in the era of AI?</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>Shabana Choudhary, Mirror with dark facet: Hidden truths about Cyberbullying of Medical Academia</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>Talat Waseem, Enriching Operating Room Based Student Learning Experience: Exploration of Factors and Development of Curricular Guidelines</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>Mohammad Idris, Psychometric Worth and Clinical Relevance of Ophthalmology Learning Objectives in The Subject of Orbit and Oculoplastics In Medical Practice</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>Muhammad Junaid Khan, Educational environment in the transition phase of curriculum at Ayub Medical College Abbottabad, Pakistan.</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>Saba Iqbal, Implementation and evaluation of an e-learning system - A Cross Sectional Study in a Medical College, Pakistan</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>Nahid Zarifsanaiy, Effect of Mobile-based Microlearning on Health Care Workers</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td>Saiful Bahri Bin Talip, Educational theories perspectives on multimodal systematic teaching approach: A narrative review</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>Inayat Ullah Memon, Problem-Based Learning: Challenges and Barriers</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td>Inamullah shah, Muzna Iftikhar, Gender and surgical training: Situation in twin cities</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td></td>
<td>Tehreem Zulfiqar, Impact of Active Learning Approach on Students Evaluation of Teaching (SET)</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td></td>
<td>Samina Malik, Case-Based-Learning blended with Role-play, Involving Students as Simulated Patients as well as Doctors</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
<td>Sumera Nisar, Challenges of PEER Assisted Learning in online clinical skill training of Ophthalmology Module</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td></td>
<td>Maria Khan, Medical students’ perception of live lectures compared to video lectures in basic sciences medical education: a cross sectional survey of medical colleges in Pakistan</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td></td>
<td>Saadia Shahzad, Perceptions of medical students regarding Learning Environment: Mix Method study at a private Medical College</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td></td>
<td>Nighat Majeed, The unprofessional behaviors of physicians as perceived by patients</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td></td>
<td>Syed Mubashir Hussain Shah, Arooj ul Hassan, Wajha Jalal, Success by Defaming A Marketing Strategy Used in Private Dental Practices</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
<td>Rizwana Kamran, Prevalence of Burnout among Dentists in CMH Lahore Medical College &amp; Institute of Dentistry, Pakistan</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td>Fatima Aslam, Influence of negative role modeling on medical students’ professional development</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td></td>
<td>Ahmed Bilal, Arooj ul Hassan, Moghees A Baig, The Effect of Informational Care and Counselling on pre-operative anxiety among Dental Patients</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td></td>
<td>Shan Zohra, The Preference of Patient’s for their Physician’s Attire and its effect on their Confidence</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td></td>
<td>Ch. Nasir Ahmad, Impact of implementing multisource feedback on behaviors of young doctors.</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td></td>
<td>Khola Noreen, SWOT analysis of e-learning educational services at Rawalpindi Medical University in the midst of COVID-19</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td></td>
<td>Madeeha Rehan, Covid-19 pandemic: Unveiling of new dimensions of professionalism</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td></td>
<td>Atiqa Khalid, COVID-19 and its challenges for the healthcare system of Pakistan</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td></td>
<td>Ahmad Ussaid, The Spectrum of Cerebral Venous Thrombosis Presenting at a Tertiary Care Centre: A Case Series</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td></td>
<td>Hera Fahim, Hadia Sabir, Syed Ittrat Hussain, Mohammad Idris, Frequency and Outcome of Cystoid Macular Edema After Ecce Performed by Residents</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td>Nabila Talat, Psychosocial Effects of COVID-19 on Health Care Workers: A Cross Sectional Study from Tertiary Level Pediatric Hospital</td>
<td></td>
</tr>
</tbody>
</table>
Theme: Assessment & Evaluation
Name: Rizwana Kamran
Email: rizwana_kamran@hotmail.com

TITLE: ASSESSMENT OF MEDICAL EDUCATION ENVIRONMENT BY TEACHERS IN PAKISTANI MEDICAL SCHOOL

Introduction: CMH Lahore Medical College & IOD went through a transformation of their curriculum from a teacher-centered discipline to a student-centered integrated curriculum. The goal of this study was to measure the level of awareness of the educational environment of faculty members due to the change in curriculum and to find the difference with respect to gender, field, and position of faculty in CMH Lahore Medical College & IOD, Lahore, Pakistan.

Methodology: This cross-sectional study was conducted at CMH Lahore Medical College & IOD, Pakistan from December 2018 to March 2019, and comprised of faculty members. Data was collected using a validated questionnaire “Assessment of Medical Education Environment by Teachers” (AMEET). The overall score of the questionnaire and scores of each subscale were given in percentages. An independent t-test was used to compare different faculty cohorts. The survey was anonymous and SPSS package 20 was used for statistical analysis.

Results: The overall AMEET score was 86%. Faculty' ratings were low for subscales regarding the students (79%) and the learning atmosphere (80%). However, subscales regarding Teachers' professional self-perceptions (93.7%), Teaching (88.8%), and Learning activities (88.8%) showed high percentages.

The mean score of the learning atmosphere subscale of basic sciences faculty was found to be significantly higher than that of the clinical faculty (p< 0.05). Males, clinical faculty members, professors, and assistant professors gave significantly higher scores to all subscales of the AMEET questionnaire (p< 0.05) as compared to female basic sciences faculty members.

Conclusion: Faculty perceived a positive educational environment towards a student-centered integrated curriculum within the CMH Lahore Medical College & IOD. The results of the study implied that the environment required multiple measures of improvement in the institution to promote medical education. This study provides baseline information ranging from teaching faculty to instructional designers in planning, developing, and implementing appropriate strategies and curriculum.

Keywords: curriculum, educational environment, faculty, teachers

Theme: Assessment & Evaluation
Name: Muhammad Haseeb
Email: dr.haseeb@gmail.com

TITLE: CONSTRUCTION AND VALIDATION OF A SCALE FOR SOFT SKILLS: A PILOT STUDY IN POSTGRADUATE DENTAL STUDENTS

Introduction: Soft skills in dental training programs in literature have been concentrating on elements such as communication skills, critical thinking, teamwork, leadership, professionalism, lifelong learning, and entrepreneurship. These soft skills are an essential part of finding, attracting, and retaining clients. They help to organize, plan, manage, and track changes during the course of growing dental practices.

This study was intended to construct and validate a soft skills questionnaire in order to find out the issues that need to be addressed in the teaching and assessment of soft skills in post-graduate residents.

Methodology: It was a descriptive cross-sectional study. The self-administered questionnaire was distributed among postgraduate residents of the University College of Dentistry. A pilot study was carried out in one institute and a maximum of 30 participants could be added in the study. Based on the literature review, scenario-based items were constructed on the five domains, earlier described. The total number of items constructed was 24.

Data were analyzed through Exploratory Factor analysis, which is a statistical method used to uncover the underlying structure of a relatively large set of variables. Cronbach Alpha reliability was measured for the extracted domains.

Results: KMO Bartlett’s test of sphericity revealed a significant difference (p<0.001). Cronbach Alpha for 3 components of management was 0.82 and 2 components of creativity were 0.72. Clinical scenario-based questions
for respective domains revealed that >80% of students were able to manage the scenario of various non-technical or soft skills.

There was a significant difference between the first year and final year residents (p<0.05). FCPS residents scored higher than MDS residents in the domain of critical thinking and writing skills (p<0.05).

**Conclusion:** Multiple issues need to be addressed in the teaching and assessment of soft skills. Dalaya et al’ (2015) in his study highlighted the advantages of soft skills in response to hard skills. The study reflects that soft skills can be recognized as a distinctive quality and can prove to be beneficial in the competitive dental field. Soft skills which are a crucial element of a modern workplace, are often neglected.

**Keywords:** Soft skills, non-technical skills, learning, assessment, validation.

---

**TITLE: ASSESSMENT OF PATIENT SATISFACTION IN PRIVATE DENTAL TEACHING HOSPITAL OF LAHORE**

**Introduction:** The assessment of services provided by Dental teaching Hospitals to the patient plays an important role in comments and critique towards the overall performance of the health care education system. Therefore, it has to be assessed by health care providers. This study aims to evaluate patient satisfaction regarding the quality of Dental care with reference to interaction with doctors, services, facilities, and treatment is provided at a private teaching hospital of Lahore.

**Methodology:** It’s a Descriptive cross-sectional study, conducted at private dental teaching hospital of Lahore within the duration of 2 months (Aug 2019- Sep 2019). A convenient sampling technique was used. Patients provided with feedback forms asking to respond to their overall dental treatment experience. The responses were on a 3-point Likert scale ranging from 2 “Agree”, 1 “Neutral” corresponding to 0 “Disagree”.

**Results:** 87.5% of patients agreed with the Dentist for giving post-treatment instructions. 89% were satisfied with the treatment quality. 58.8% and 60% were satisfied with the appointment and waiting time for the treatment.

**Conclusion:** The majority of patients were found to be satisfied with the overall treatment received at the private teaching hospital of Lahore. Continuous assessment of patient satisfaction feedback is needed in order to set a higher bar in services provided by Dental teaching hospitals.

**Keywords:** Patient satisfaction, Dental services, Quality of dental care, Private dental teaching hospital.

---

**TITLE: CULTIVATING CLINICAL COMPETENCE BEHAVIOR WITH PROGRAMMATIC CLINICAL PORTFOLIO (PRO-CP): A BEHAVIORAL CHANGE INTERVENTION STRATEGY**

**Introduction:** The contemporary concepts of the assessment suggest the principles of programmatic assessment principles in designing a performance assessment instrument. The six principles of authentic assessment underpinning the development of a programmatic clinical portfolio (Pro-CP) aiming to measure clinical competence behavior effectively. This study is aimed to investigate the process and mechanism of how clinical competence is developed among health professional students through the use of Pro-CP. The paper describes the process and mechanism based on the theory of planned behavior (TPB) in the cultivation of clinical competence.

**Methodology:** A phenomenological study conducted with a sample of 31 (n=31) physiotherapy students from two private
universities. An assessment instrument called Pro-CP was used to assess the students’ clinical competence and a focus group discussion conducted to generate data to answer the research question of interest on how clinical competence was cultivated and why it works the way it did. Thematic analysis was conducted via the qualitative data analysis software Atlas.ti version 7.

**Results:** Several themes emerged based on the Theory of Planned Behavior (TPB). The attitude towards Pro-CP, subjective norms, and perceived behavioral control influenced the intention. There is a strong positive correlation between self-efficacy and learning autonomy which represents perceived behavioral control towards the intention to use Pro-CP. The second positive correlation from attitudinal belief represented the attitude towards Pro-CP was significant towards the intention to use Pro-CP. The second positive correlation is viewed from the attitudinal belief which represents an attitude towards Pro-CP which is significant towards intention to use Pro-CP.

**Conclusion:** Students’ attitudes and behavioral control to use Pro-CP largely influence the intention to use Pro-CP. Subjective norms largely mattered from the cooperation of clinical educators. Resources such as the number of clinical educators and training sessions have been an inhibiting factor for their intention to use Pro-CP. This new knowledge stands as important principles to be considered by all health professional educators in designing assessment instruments targeted at clinical competence. This finding is hoped to facilitate institutions to change policies to administer appropriate assessment tools to cultivate competence for better patient outcomes.

**Keywords:** Clinical Competence, Theory of planned behavior, Physiotherapy, Assessment.

---

**Theme: Assessment & Evaluation**

Name: Javeria Usman
Email: javeria.usman@ucm.uol.edu.pk

**TITLE: STAKEHOLDERS’ VIEWS OF PERSONALITY ASSESSMENT AS A PART OF ADMISSION POLICY OF MEDICAL COLLEGES**

**Introduction:** Medical selection is a sensitive and high stake decision having a number of stakeholders. It is sensitive and important as the composition of future health care professionals depend on the type of students we select today. The modern world is practicing a battery of evidence-based tests in the medical selection and personality assessment is one of them. The aim of this study was to explore the views of stakeholders regarding the assessment of personality as a part of admission criteria to medical colleges of Pakistan.

**Methodology:** The method used was an exploratory qualitative study. The big five personality model was used as the theoretical framework. This study was a multi-centered study conducted in four provinces and the capital city of Pakistan. Participants from three distinct groups of stakeholders of admissions in medical colleges of Pakistan, that is, the members of regulatory authority, senior faculty members, and medical students, were interviewed. The method of manual thematic analysis was incorporated.

**Results:** All the stakeholders agreed that modification of current admission criteria is required. There was a mixed response from stakeholders on introducing personality assessment in admission criteria. The respondents who supported the idea of introducing personality assessment for medical admissions believed that this step will have beneficial personal, interpersonal, social, psychological, and organizational effects. While the respondents who disagreed with the idea had reservations regarding political, legal, social, economic, ethical, cultural, and regulatory body challenges.

**Conclusion:** The findings of the study emphasized the modification and broadening of the current admission criteria. The idea of introducing personality assessment in the medical admissions criteria received a mixed response, as it has conspicuous beneficial implications on one hand and onerous barriers on the other hand.

**Keywords:** Personality assessment, Medical school admission, Stakeholders.
TITLE: UNDERGRADUATE MEDICAL STUDENTS’ PERCEPTION TOWARDS ASSESSMENT ENVIRONMENT AT CMH, LAHORE MEDICAL COLLEGE, PAKISTAN

Introduction: To measure the perception of medical students on the assessment environment in CMH Lahore Medical College, Pakistan and to find the difference in their perceptions with respect to their academic year.

Methodology: This cross-sectional study was conducted at CMH Lahore Medical College from December 2019 to March 2020, and comprised second, third, and fourth-year medical students. Data was collected using a questionnaire “Assessment Environment Questionnaire” (AEQ) on a 4-point Likert scale. The survey was anonymous. SPSS package 20 was used for statistical analysis.

Results: The questionnaire was filled by 238 students, with a 79% response rate. The overall “AEQ” inventory mean score was 54.1 out of a total of 80 points of the questionnaire yielding a percentage of 67.5. The best score (2.83) was given for the item “I received feedback on my performance for continuous assessment”. The lowest score (2.59) item was “Feedback is given promptly after an assessment”. Both the highest and lowest scored items were from the feedback subscale. The subscales regarding “Perception of Information on Assessment” (68.3%) and “Perception of Assessment System/Procedure” (68.2%) scored highest while Students’ ratings were low for the subscales.

Conclusion: Undergraduate medical students had a positive perception of the assessment environment in CMH Lahore Medical College, Pakistan. However, the results of the study implied that the process of providing and receiving feedback required multiple measures on the assessment environment for better educational outcomes and the development of clinical skills among medical students.

Keywords: Assessment, environment, medical students, feedback.

TITLE: THE EMPIRE STRIKES BACK: EXPLORING FACULTY DEVELOPMENT THROUGH THE EYES OF THE STUDENTS, FACULTY, AND ADMINISTRATION.

Introduction: Faculty Development is an essential component of growth at the level of any institution. However, faculty is not the only stakeholder in the growth of an institution. Faculty Development must be geared towards bodies it is focused to benefit - Students, Administration, and Patients. Hence it is imperative to know the story from the other side before initiating new FDPs.

Methodology: Following the literature review and previous FDPs, a list of competencies for faculty development programs was generated in a focus group discussion. This was then employed to develop three checklists for the need’s assessment of a new FDP by students, faculty, and administration. These checklists were then analyzed by descriptive statistics. A section for open-ended responses was analyzed thematically.

Results: Faculty agreed that the most important sessions needed were on assessment and research, and the administration thought that social skills and assessment needed to be addressed whereas for the students the key areas were empathy-building and curriculum development. Thematic analysis revealed student themes of positive role-modeling, curricular changes, Administration themes were time management and soft skills, and the faculty focused on protected time and coaching.

Conclusion: All three cohorts saw from completely different perspectives which helped the committee responsible for FDP triangulate and formulate a program accordingly. This also helped the faculty reflect on how other stakeholders saw their functioning and development.

Keywords: FDP, Students, Faculty, Administration, CPD.
Theme: Student Engagement & Student Issues  
Name: Khalid Farooq Danish  
Email: khalid.farooq@riphah.edu.pk  

TITLE: COMPACT; A NEW MODEL OF BEDSIDE TEACHING FOR UNDERGRADUATE MEDICAL STUDENTS

Introduction: The new graduate doctors have to carry out their roles and responsibilities in a rapidly evolving fashion and their clerkship training must cater for the needs for their future clinical practice. We developed a model of teaching and training for undergraduate clerkship students in surgery to fulfill these needs.

Objectives: To develop a model for teaching and training of clerkship surgery students that addresses all the needs and requirements of future clinical practice. To pilot the teaching model to find out students' perceptions about its suitability.

Settings: Dept. of surgery. IIMC  
Study design: Descriptive survey  
Methodology: The ComPaCT model consists of 5 components:

1. Narration  
2. Demonstration  
3. Discussion  
4. Communication  
5. Documentation

Each of these components corresponds to the professional activity related to the delivery of service to the patient in actual clinical practice. The model ensures student engagement, interprofessional learning, contextual learning, and the development of clinical skills in a real-life clinical context. All the clerkship batches of students were taught using the model, and their opinions were obtained through an online questionnaire. There were 13 questions with Likert scale responses and three open-ended questions.

Results: Most students found the model engaging, comprehensive, corresponding to the clinical practice, and helpful in preparing them in the clinical management of surgical cases. Covers all aspects of patient care.

89.7% I feel I can provide complete care  
64.1% Rich interaction with the clinical tutor 82.1%  
Useful feedback given by tutor 82%  
Clinical skill learning 74.4%  
Can use the format for independent learning 69.2%  
Engagement with multiple healthcare providers 66.6%  
Role of the teacher as a role model for communication with patient 74.4%  
Bedside ethics 69.2%  
Can help fellow students to learn 61.5%  
Engagement with tutor and patient 76.9%

Conclusion: The compact model covers all the aspects of care of a patient up to complete recovery, return to normal life and restoration of health. It provides opportunities for feedback and reflection and rich interaction with the clinical tutor. With prior preparation, clinical procedures and skills can be better learned in a more contextual manner. It is acceptable for the students and is easily adaptable for any clinical subject for teaching and learning purposes.

Keywords: teaching model, bedside teaching, compact model.
INTRODUCTION: Lecture-based learning has been widely used as a tool for dispensing knowledge around the globe. However, many factors hinder the learning process during the lecture. Most notably, it has been shown that the attention span of the student waxes and wanes during the allotted time and greatly depends on the factor of whether the student is taking notes or not. We undertook this study to see if the provision of gapped handouts during the lecture helped them to actively take notes and therefore, stay focused for a longer period of time.

Methodology: This cross-sectional study was undertaken after approval of the Ethical review committee. Gapped handouts were used in combination with PowerPoint in the module of Blood physiology and GIT physiology. Handouts were predesigned and matched with the course content. These were printed and provided to the students at the beginning of each lecture by the authors. At the end of the modules, a self-administered questionnaire having 10 questions was used to take feedback from students.

Results: 56 males and 57 females participated in this study. Although 61% of students were aware of handouts, 96.5% of them agreed that this was a unique tool. Students agreed that this tool was useful to enhance their focus in the lectures (86.7%), it was a good source of information (92.9%), and provided hints for important topics (80.5%). When asked if home assignments were better, 89.4% of participants disagreed and only 57.5% were willing to get their own copies of the handouts. Overall, 90.3% of students liked gapped handouts and agreed to have more lectures with gapped handouts in the future.

Conclusion: It is thus concluded that gapped handouts can be an effective tool to keep the students more focused in the classroom. These can be combined with other active learning techniques for making the Physiology classes more studentcentered.

Keywords: Gapped handouts; undergraduate physiology; teaching and learning in physiology.
Conclusion: Overall majority of the dental graduates wish to go abroad for their post graduations because of better job opportunities, higher living standards, and greater opportunities for their professional growth. Most of them wish to return to their home country after completion of their studies if their homeland provides them with better and secure jobs, higher salaries, and opportunities to excel in their field.

Keywords: Highly Skilled professionals, Migration.

Theme: Student Engagement & Student Issues
Name: Muhammad Imran Khan
Email: imrkhan803@gmail.com

TITLE: CHALLENGES FACED BY MEDICAL STUDENTS AT THE BEGINNING OF RESEARCH IN PAKISTAN

Introduction: It has been stressed that research is of great importance for students to become knowledge based. However, some of the challenges faced by the students are hardly explored. Critical voices from the students are rarely taken into account by those responsible for higher education bodies, therefore many of such challenges persist till day.

Methodology: For the purpose of this, I have used the qualitative interviews conducted with more than 50 medical students of several teaching hospitals. Although this did not come up with more general theories, it nevertheless succeeded in generating a substantial understanding of the issues that speak for the population they were derived from. The issues and challenges that emerged included funding, academic freedom, and the value of research. The study considers these to be the major obstacles to developing research.

Results: Students I interviewed in Pakistan brought to the attention of more pressing unresolved issues related to enhancing research quality. These are concerns over

1. Funding
2. Academic freedom
3. The value of research

The role of professional bodies to arrange more workshops, online courses, and certificate activities to improve the basics and advance knowledge in the field of research. I have also relied on wider literature and analysis of interview transcripts, observation notes, and documents for these results.

Conclusion: Students in Pakistan face challenges such as funding, academic freedom, and value of research as some of the major impediments to enhancing research.

I propose the following recommendations for the students:

- Conducive environment to produce quality research
- Academic freedom should be guaranteed
- Responsible bodies for enhancing research at university

Keywords: Beginner, Research, Problems, Issues, Students.
TITLE: A COMPARATIVE CROSS-SECTIONAL ANALYSIS ON THE PREVALENCE OF DEPRESSION AND ASSOCIATED RISK FACTORS AMONG MEDICAL STUDENTS AND DOCTORS OF KARACHI

Introduction: It has been noted that there is a high prevalence of depression among medical personnel then it is a student or an on-duty doctor. None of the studies has been done to highlight these two vulnerable groups so the objectives of the current study are to compare the prevalence of depression among medical students and doctors working in hospitals, and its correlation with demographic variables, associated symptoms, and history of any recent trauma.

Methodology: Descriptive cross-sectional study design was conducted for the period of January 2019 to December 2019. The sample was divided into two broad categories, i.e. medical students and doctors. Public Health Questionnaire (PHQ-9) was used for the identification of depression. The questionnaire was validated on a sample of 30 participants, and the coefficient of reliability was found to be 0.888. Data were analyzed using Statistical Package for Social Sciences (SPSS) version 22 with a p-value <0.05 was considered significant.

Results: The mean age of students was 21±1.83 while the mean age of the doctors included in the study was 31±7.8. A Multivariate analysis model (MANOVA) was applied and male doctors and students were found to have a significantly high association (p =<0.001) with depression scores as compared to their counterparts and students. A positive association was observed among sectors and symptoms of hopelessness, sleep changes, and appetite/weight changes. The most common symptom among both groups was sleep changes while the least common symptom among doctors was the concentration problem and among students was feeling of helplessness.

Conclusion: It is concluded that depression is highly prevalent among medical students when compared with on-duty doctors so they should be screened with regular intervals and good counseling sessions to prepare them for a better health care system.

Keywords: Depression, Anxiety, Doctors, Medical students.
statistically significant association between mobile phone overuse and mental health issues.

Conclusion: Research evidence shows that mobile phone overuse related anxiety and depression is an escalating problem. Teenagers need adequate time away from the media for sleep, physical activity, and academic activities. Smartphone usage needs to be monitored. This study will help reveal this complex relationship alongside necessitating further studies.

Keywords: Mobile phone, Depression, Adolescents.

Theme: Student Engagement & Student Issues
Name: Muhammad Muneeb Nisar
Email: muhammad.muneeb@lumhs.edu.pk

TITLE: ENABLING SELF HELP; THE NEXT STEP IN MENTAL HEALTH MENTORING

Introduction: The distressful mental health of medical students is much discussed. Also, often highlighted is the need for effective student counseling and mentoring to battle the situation. However, despite knowing that neither of two can last indefinitely, little is planned to enable student’s battle this adversity on their own.

Methodology: 40 medical students enrolled in a mental health mentoring program at Sir CJIP were divided equally into an experimental and control group. The experimental group was educated regarding the use of CBT based self-help manual and guided to utilize it for 8 weeks. Pre & post-intervention mental health status was evaluated using the DAS-21 scale.

Results: Stark differences were noted among the experimental and control groups following the intervention. The mental health was significantly better among students who used CBT based self-help manuals (across both genders and all age groups) as indicated by DAS-21 scores.

Conclusion: CBT based self-help manual yielded positive results and can serve as a viable means of enabling self-help among medical students and tapering off the need for counseling and mental health mentoring without risk of relapse. This may especially be useful in resource-constrained medical schools where formal counselors and mental health mentors are unavailable.

Keywords: Student Counselling, Mental Health Mentoring, Self Help, Cognitive Behavioral Therapy (CBT), Mental Distress.

Theme: COVID-19 & Medical Education
Name: Farwa Pervaiz, Ahmad Ussaid
Email: aussaid49@gmail.com

TITLE: THE IMPACT OF COVID-19 PANDEMIC ON FINAL YEAR MEDICAL STUDENTS AT UCMD

Introduction: The aim of our study was to identify the impact of COVID-19 on final year medical students’ examinations and clinical placements at UCMD and how it might impact their confidence and preparedness going into their final professional examination and house job.

Methodology: A descriptive cross-sectional 10-item online survey was distributed to final year medical students at UCMD by using non-probability convenient sampling to which 112 students responded. Dichotomous, MCQs, and Likert response scale questions were used to design the survey. The survey explored the student’s preparedness for the final examination and house job.

Results: Postponement of clinical rotations, written exams, and OSPEs was reported by 70.5%, 83.6%, and 74.5% respectively whilst 28.6%, 12.7%, and 19.1% respectively stated it to be formatted. Students’ exam and house job preparedness was significantly impacted (89.3% & 90.1%). Assistantship in hospitals was perceived as a valuable learning opportunity by 72.3% of respondents.

Conclusion: Significant impact took place on medical education, notably affecting the transition phase from student to be a doctor. Going into the final professional examination and house job; for these young upcoming doctors, it is of paramount
importance to maintain their wellbeing with safety measures such as support and supervision.

**Keywords:** UCMD-University College of Medicine and Dentistry.

---

**Theme:** COVID-19 & Medical Education  
**Name:** Shoaib Ahmad  
**Email:** shoaibahmad442@gmail.com

**TITLE:** KNOWLEDGE, ATTITUDES, AND PRACTICES OF COVID-19 PREVENTION IN MEDICAL STUDENTS ACROSS PAKISTAN; A CROSS-SECTIONAL STUDY

**Introduction:** Medical students rotating in the wards are in direct contact with the patients and possible carriers. Lack of knowledge can lead to increased rates of infection and an increase in stress levels. Therefore, the rationale of the study was to assess the current knowledge, attitude, and practices for COVID prevention.

**Methodology:** The cross-sectional study design included 1342 medical students who participated in the Microfest++ event on May 30, 2020. Participants filled a questionnaire comprising 15 questions. Chi-squared test and independent-sample t-test were used to compare groups, with p-value < 0.05 considered statistically significant. For analysis, IBM SPSS 26.0 was used.

**Results:** Clinical year students had a better score of knowledge and practices (8.41 ± 1.85 and 3.49 ± 0.75) as compared to pre-clinical classes (8.19 ± 1.97 and 3.41 ± 0.77), high significance noted for 1 knowledge and 3 practice variables. Better attitudes were associated with the presence of closely related COVID-19 patients.

**Conclusion:** Clinical year students have better knowledge and practices about prevention against COVID-19 as compared to pre-clinical year students. Moreover, having a COVID positive closely related patient improves understanding and practices.

This study therefore can help with interventions targeting those subsets of health professionals in whom understanding, and practices are relatively scarce.

**Keywords:** COVID-19; Health behavior; Knowledge; Medical students; Prevention and control.

---

**Theme:** COVID-19 & Medical Education  
**Name:** Muhammad Fazal Hussain Qureshi  
**Email:** fazalhqureshi22@gmail.com

**TITLE:** PREVALENCE, PSYCHOLOGICAL RESPONSES, AND ASSOCIATED CORRELATES OF DEPRESSION, ANXIETY, AND STRESS IN A GLOBAL POPULATION, DURING THE CORONAVIRUS DISEASE (COVID-19) PANDEMIC.

**Introduction:** The WHO has declared COVID-19 both a global pandemic and a public health emergency. In response to this crisis, many countries have applied strict public health measures such as avoidance of public contact and the use of quarantines. Uncertainty and isolation have both been linked to mental health problems, and previous studies have reported negative psychological effects associated with quarantine. To assess the prevalence, psychological responses, and associated correlates of depression, anxiety, and stress in a global population, during the Coronavirus Disease (COVID-19) pandemic.

**Methodology:** A cross-sectional study was adopted. 678 completed forms were collected during the COVID-19 quarantine/lockdown. An online questionnaire was designed and DASS-21 was used as the screening tool. A non-probability sampling strategy was applied. IBM SPSS and SAS were used to conduct a multifactorial analysis, ANOVA, Tukey’s Honest Significant Difference test, Chi-Square test and to find descriptive frequencies.

**Results:** Out of 678 people who filled the questionnaire during the COVID-19 quarantine, 50.9% showed traits of anxiety, 57.4% showed stress and 58.6% exhibited depression. Females experienced more stress, anxiety, and depression than their male counterparts. Significant associations were found between relationship status, country of residence, occupation,
number of days in quarantine, and DASS21 scores. A multifactorial analysis, ANOVA and Post-hoc Tukey test revealed several associations of stress, anxiety, and depression.

Conclusion: This survey analyzed the prevalence, psychological responses, and associated correlates of depression, anxiety, and stress in a global population, during the Coronavirus Disease (COVID-19) pandemic. Our Results highlight the severity of mental health disorders amidst the pandemic and reaffirm the need for more studies and better management plans for the psychological impact of this pandemic.

Keywords: Stress, Anxiety, Depression, COVID 19, corona, quarantine.

Theme: COVID-19 & Medical Education
Name: Arooj ul Hassan, Khalood Tariq, Syed Mubashir, Moghees A Baig
Email: aroojch678@hotmail.com

TITLE: PERCEPTION OF POPULATION TOWARDS ROLE OF NUTRITION IN IMMUNE RESPONSE TO COMBAT COVID-19

Introduction: While all age groups are affected by the COVID-19 pandemic, elderly, under-represented minorities, and those with underlying medical conditions are at the greatest risk. During this era of the pandemic, immunity played an important role in the health status of the positive cases and thus the nutrition. It has the key role to keep the immune system strong enough to combat infectious diseases. The purpose of this study was to attain the perception of the general public related to all professions regarding the role of nutrition in altering the immune system.

Methodology: Questionnaire-based cross-sectional study was conducted, and responses were gathered via google docs, online forms, and were analyzed.

Results: 505 filled responses were collected and analyzed out of which 47.8% were males and 52.2% were females. 87% of the population has at least qualification of the graduation level and are working in different fields at numerous positions. 42.4% were agreeing that inadequate nutrition is the cause of rapid spread in the COVID cases, and 45.2% has a belief that nutrition is solely required to combat the disease, 32.4% thought that nutrition has no role in the spread of COVID, and 33.6% belief that nutrition alone is not sufficient to combat the spread of the virus. 55.3% of the total population was on the point that nutrition and good eating habits will be more effective in combating the novel coronavirus then the immunization.

Conclusion: Most of the public is aware of the role of nutrition in immunity and believes that a good diet and natural nutrition are more effective in boosting immunity than dietary supplements. However, there is a belief that immunization will not as effective as a good diet and nutrition are.

Keywords: Nutrition, Immune response, COVID-19.

Theme: COVID-19 & Medical Education
Name: Adeel Abbas Dhahri, Sohail Yousuf Arain, Ayesha Majeed Memon, Ahsan Rao, Medical Education Pakistan (MEP) collaborative Group, Prof Muhammad Amer Mian
Email: adeeldhahri@hotmail.com

TITLE: THE PSYCHOLOGICAL IMPACT OF COVID-19 ON FINAL YEAR MEDICAL AND DENTAL STUDENTS IN PAKISTAN

Introduction: As the COVID-19 pandemic resulted in an impact on students’ wellbeing, we conducted a survey to assess the psychological effects of COVID-19 on final year medical and dental students in Pakistan.

Methodology: Online questionnaire distributed among final year medical and dental students of Pakistan focusing on psychological symptoms, preparedness, confidence in becoming a future doctor, and developing COVID-19 symptoms. Students in the middle of their exit exams or awaiting results were excluded from the study. Descriptive statistics calculated using Multivariate regression analysis.
Results: Delay in the start of online teaching (beta coefficient 0.08, P-value 0.02) was significantly correlated with depressive symptoms. A significant percentage of students (n=1594, 59.9%) wanted a delay in exit exams due to intimidation, losing confidence becoming a competent doctor in the future, positively associated with male gender (beta coefficient 0.21, P-value < 0.001).

Conclusion: Our study shows that the COVID-19 pandemic has brought significant psychological influence to final year students. Despite a stressful crisis, students are still willing to serve the community. In addition to supporting their emotions and psychological wellbeing, stress counseling, and transforming current medical curricula is crucial to pursue ceaseless medical education.

Keywords: Final year students, COVID-19, Psychological Impact, Stress, Medical students, Dental students.

Theme: COVID-19 & Medical Education
Name: Mohd Faeiz Pauzi, Siti Norazlina Juhari
Email: drfaeiz@gmail.com

TITLE: REMOTE TEACHING IN MEDICAL EDUCATION DURING COVID-19: SUCCESSFUL STORY FROM KUALA TERENGGANU

Introduction: The best books for medical students are their patients at the bedside. However, COVID-19 pandemic already changed the educational landscape from traditional methods to the virtual classroom. Movement control order (MCO) has made teaching and learning in the hospital, clinical skills laboratory, and tutorial suspended.

Methodology: We at Faculty of Medicine, Universiti Sultan Zainal Abidin, conducted novel remote teaching methods such as webinars and Moodle learning management systems (LMS) were used to replace traditional medical teaching during the COVID-19 pandemic. We organized webinars for certain topics including anesthesiology and family medicine. These were viewed via WebEx and included medical topics and clinical scenario discussions. Medical webinars were recorded and uploaded to the WhatsApp group. Notes and clinical scenario discussions were uploaded to Moodle LMS, Knowledge, and E-learning Integrated Platform (KeLIP) UniSZA.

Results: 32 webinars were organized by us with 448 attendees in total. 12 webinars were uploaded to the WhatsApp group, 12 lecture notes, and 28 clinical scenario discussions were uploaded to KeLIP, a Moodle LMS. 100% of students said they have a chance to ask, 7% had better interaction with lecturers, and 14% had equal quality interaction compare with physical classes. 70% of students prefer physical classes when involving clinical skills.

Conclusion: Remote teaching is useful for teaching theory; attendees can watch anywhere, easily recorded for later viewing, no room bookings, and no need for social distancing. However, the main disadvantage of note for airway and anesthesitics skills is the inability to obtain hands-on practice. We feel virtual teaching provides continuing teaching and learning during a pandemic crisis.

Keywords: Remote teaching, medical students, COVID-19 Pandemic, webinars, Moodle, Learning management system.

Theme: COVID-19 & Medical Education
Name: Sultan Zeb Khan
Email: szkhan457@yahoo.com

TITLE: END TREATMENT RESPONSE AND SUSTAINED VIRAL RESPONSE IN PATIENTS INFECTED WITH HEPATITIS C VIRUS GENOTYPE 3 TREATED WITH SOFOSBUVIR AND DACLATASVIR

Introduction: Recently, newer antiviral therapies have been approved for the treatment of chronic hepatitis C including treatment of genotype 3 infections. Among these therapies is a combination of sofosbuvir and daclatasvir. The present study aimed to demonstrate the effectiveness of this combination among the Pakistani population with genotype 3 chronic hepatitis C infection.
Methodology: A prospective interventional study conducted from November 2018 to January 2020 at Ayub Teaching Hospital, Abbottabad. 262 patients were included in the study. Patients having symptoms related to liver failure including ascites, variceal bleed, encephalopathy, and other comorbidities were not included in the study. All patients with genotype 3 hepatitis C were given therapy for 12 weeks with a combination of sofosbuvir and daclatasvir. Patients had their monthly follow-up visits to assess compliance and drug adverse effects. Follow-up visits at the end of treatment, then at 12 weeks and 24 weeks after the end of treatment were also carried out.

Results: A mean age ± SD of 39.8 ± 8.2 years was observed. The twelve-week treatment with Sofosbuvir plus Daclatasvir produced an end treatment response (ETR) of 98.9%. A sustained virologic response (SVR-12) at 12 weeks post-treatment of 95.8% was observed in our study. The combination of the two drugs was well tolerated with no deaths or treatment discontinuation.

Conclusion: The current study indicates that adjuvant therapy with Sofosbuvir and Daclatasvir is an effective drug regime against chronic hepatitis C genotype 3 disease in our population.

Keywords: Daclatasvir; End treatment response; Hepatitis C; Sofosbuvir; Sustained virologic response.

Theme: Digitalization of Medical Education
Name: Qundeel Zahra
Email: drqundeelzahra@gmail.com

TITLE: HOW MEDICAL EDUCATION WILL EVOLVE IN THE ERA OF AI?

Introduction: In the middle of the twentieth century, Artificial intelligence surfaced as an imminent and vigorous technology that seized the attention of people from every walk of life including medical education. The artificial intelligence-based advancements with regards to healthcare technology and medical education are at an exceptional stride. Taking into consideration these rapid and dynamic changes medical faculty will have to draw its attention in teaching and incorporating this technology in practice on a larger scale.

Methodology: Fifteen faculty members from different medical specialties were selected via a purposive convenience sampling method. Semi-structured interviews were conducted over the telephone with prior appointments and informed consent. A qualitative thematic analysis was done by transcribing the interviews and then coding them by using Microsoft Excel for analysis. Themes were identified after three cycles of coding.

Results: Generally, the concepts regarding Artificial intelligence amongst the research participants were, artificial intelligence is almost the same as data science. Participants believed that Artificial intelligence will influence the roles of many health professionals. They put a strong emphasis on teaching the basic concepts of Artificial intelligence in the undergraduate medical curriculum. Some of them showed serious concern over its ethical use in the healthcare system.

Currently, no formal or informal training of undergraduate medical students of computers or artificial intelligence-based medicine is being done.

Conclusion: The study highlights the acceptance and current utilization of artificial intelligence in the medical profession. The promising theme identified was an acknowledgment of the technological advancements and the benefits it could bring to the healthcare system and the need to incorporate AI in the undergraduate medical curriculum. This study focuses on the necessity to understand artificial intelligence and its role and, the urgency to implement necessary changes in medical education, to prepare the doctors for embracing dominated medical practice in healthcare.

Keywords: artificial intelligence, medical education, machine learning.
Theme: Digitalization of Medical Education  
Name: Shabana Choudhary  
Email: shabana254@gmail.com

TITLE: MIRROR WITH DARK FACET: HIDDEN TRUTHS ABOUT CYBERBULLYING OF MEDICAL ACADEMIA

Introduction: Digital technology provides an effective medium for bringing an avalanche of odious content in the form of cyberbullying and harassment of individuals and groups on social media platforms. Medical academia which is trying their best to play a multifaceted role not only as clinicians but also as medical educators is affected by bullying and victimization by influential stakeholders such as the government, organizations, university administration, media, patients, and students which is resulting in anxiety, dismay, powerlessness, and depression consequently playing substantial negative impact on their role as an educator and facilitator.

Methodology: Qualitative research methods using semi-structured interviews. The target population for this study will be the teaching medical staff with at least 3-years of teaching experience Convenience sampling technique will be opted after Informed consent.

Results: A pilot study was conducted in only one department and results showed multiple extents of bullying faced by significant faculty members.

Conclusion: Multiple types and extent of cyberbullying are being identified in a pilot study. The prevalence of anxiety and concerns seems to have increased in medical academia that needs a prompt response from all concerned stakeholders.

Keywords: Bullying, Cyberbullying, Medical Faculty, Medical academia.

Theme: Digitalization of Medical Education  
Name: Talat Waseem  
Email: twaseem@gmail.com

TITLE: ENRICHING OPERATING ROOM BASED STUDENT LEARNING EXPERIENCE: EXPLORATION OF FACTORS AND DEVELOPMENT OF CURRICULAR GUIDELINES

Introduction: Operating Room (OR) is a high-pressure setting where complex medical, psychosocial, educational, and administrative facets interplay. Contrary to resident training, the dynamics of undergraduate medical student's learning process, where the teacher is expected to express a more responsible role, are disparate, opportunistic, unstandardized and at times suboptimal owing to many reasons. The objective of this study is to explore and prioritize factors influencing the quality of OR-based student learning and develop guidelines for structured clinical encounters within the OR setting.

Methodology: The study involved an extensive literature review and thematic analysis to generate themes and subthemes, which were subjected to a modified Delphi technique where students and teachers participated to identify, debate, and produce a consensus on the relative value of these factors. Finally, expert-validated guidelines were developed for OR curricular designs.

Results: Operating theater-based student learning is multifactorial. Structured learning through optimized course/lesson planning, content selection, assessment, and administration are decisive in determining the quality of OR learning experience. Teacher's interest, attitude, and student's desire and preparedness to learn to play a central role in OR-based student learning suggesting an enhanced need for adequate faculty training. Similarly, emotional, socio-environmental, and organizational factors can influence a student's learning in a significant way. Based on the interplay of these factors and the stakeholders a new model for undergraduate student lea.

Conclusion: Conclusions: Structured learning process within OR setting can lead to optimized lesson planning, content selection, assessment, and administration for more meaningful and enriched OR learning experience.

Keywords: Operating Room; Operation Theater; Learning; Student; Resident; Simulation Lab; Quality of Learning Experience; Structured Learning; Structured Clinical Encounters; Structured Surgical Encounter Template.
TITLE: PSYCHOMETRIC WORTH AND CLINICAL RELEVANCE OF OPHTHALMOLOGY LEARNING OBJECTIVES IN THE SUBJECT OF ORBIT AND OCULOPLASTICS IN MEDICAL PRACTICE

Introduction: Ophthalmic education is essential not only for the training of future ophthalmologists but also for medical practitioners from other disciplines in general, as visual system dysfunction may provide clues for the diagnosis of systemic diseases. House job is the important year of the clinical experience.

Methodology: This is a cross-sectional study based on a Questionnaire which includes the Ophthalmology learning objectives of Eyelids, lacrimal, and Orbits. The participants include House officers from the field of medicine at the completion of one-year training graduated from different medical colleges of Khyber Pakhtunkhwa. Data were analyzed with SPSS version 22.

Results: The majority of the ophthalmology objectives of the eyelid, orbit, and lacrimal system, marked by the House officers from the field of medicine, were determined as highly relevant and some as moderately relevant. The main reason was the level of difficulty at the undergraduate level.

Conclusion: The ophthalmology curriculum of orbit and oculoplastics are proved to be having good clinical relevance at the house job level with some improvement at the teaching level.

Keywords: curriculum; clinical relevance; house officers; learning objectives ophthalmology; orbit; oculoplastics.

TITLE: EDUCATIONAL ENVIRONMENT IN THE TRANSITION PHASE OF THE CURRICULUM AT AYUB MEDICAL COLLEGE ABBOTTABAD, PAKISTAN.

Introduction: Evaluation of the educational environment is key to the delivery of high-quality medical education. Especially, when an institute is in the transition phase of the curriculum. In the curriculum transformation phase of Ayub Medical College Abbottabad, no such evaluation has been done. This study aimed to find the direction of the Educational environment in the transition phase curriculum of Ayub Medical College Abbottabad and compare different domains of the educational environment with gender, residency, pre-medical education's medium of instruction, and doctors among siblings or parents.

Methodology: This cross-sectional study, conducted among students of the integrated and traditional curriculum of Ayub Medical College, Abbottabad from 1st December 2019 to 29th February 2020. By the non-probability convenience sampling technique, the Dundee Ready Educational Environment Measure survey was conducted. Parametric and non-parametric statistical tests were applied for further analysis. Data was presented in frequencies, percentages, and mean ± SD were applied. P<0.005 was considered statistically significant. Data were presented in tables.

Results: A total of 149 (100%) participants, 66 (44.3%) males, and 83 (55.7%) females with a mean age of 20.5 ±1.07 years were included. Among the total, 76(%) were from modular class and 73(%) were from a traditional class. Significant differences were found among different aspects of educational environments and both classes.

Conclusion: A total of 149 (100%) participants, 66 (44.3%) males, and 83 (55.7%) females with a mean age of 20.5 ±1.07 years were included. Among the total, 76(%) were from modular class and 73(%) were from a traditional class. Significant differences were found among different aspects of educational environments and both classes.

Keywords: educational environment, the transition phase, modular curriculum, DREEM, medical education, literature.
TITLE: IMPLEMENTATION AND EVALUATION OF AN E-LEARNING SYSTEM - A CROSS-SECTIONAL STUDY IN A MEDICAL COLLEGE, PAKISTAN

Introduction: The aim of this study was to investigate the current opinions of undergraduate Medical students at the Pak Red Crescent Medical College of Pakistan in respect to information communication technology (ICT), by implementing e-learning system by mixing different strategies, start the e-learning program the first time on regular bases and then assess the feedback by MBBS Medical students from the first, second, third, fourth, and fifth year and they were asked to complete a questionnaire presented in an e-docs at the end of the sixth week of the e-learning during the lockdown due to COVID-19 pandemic.

Methodology: A systematic approach to implementing e-learning by mixing different strategies to ensure successful implementation of the e-learning agenda:
1. Grounding technology choices in learning theory, curriculum values, and teaching practice
2. Thinking critically about communications needs
3. Engaging students-facilitators to provide support and expertise
4. Providing training and support for faculty and students
5. Provide students guidelines and instructions
6. Engaging faculty and students
8. Considering sustainability throughout the implementation process
9. Integrating continuous evaluation as part of the feedback process.

Results: Total students who give the response 133 (34.1%). Mostly Students prefer different strategies for learning, a big number of students like Google classroom lectures /online 98 (73.8%), moderate numbers support classroom lectures 21 (15.8%) and a small number of student's dislike lectures/e-learning 14 (10.5%). Student's favorite subjects for e-learning are Physiology, Biochemistry, Pharmacology, Forensic Medicine, and Pathology. Small numbers of students also like Ophthalmology and Gynecology. Students not appreciate learning surgery, Medicine, Anatomy, ENT, and Community medicine through e-learning.

Conclusion: E-learning is not only a method applied in academic teaching but it is also a good method for different courses and training, in which the medical professionals may participate during their careers. The lack of ICT competence, useful in e-education upon graduation is a serious problem, as it is difficult for the graduates to obtain such qualifications outside the college. The correct implementation of the e-learning program depends on various factors, like up to date technology and human resources. The appropriate planning of work. In order to implement and conduct distance education in an efficient way.

Keywords: e-learning, Medical education, Coverd19, Distance learning program, Medical College, Medical Students.

TITLE: EFFECT OF MOBILE-BASED MICROLEARNING ON HEALTH CARE WORKERS

Introduction: Nowadays, considering the growing advances in mobile technology and its role in different areas of healthcare, many studies have been conducted on incorporating mobile learning in teaching different aspects of the medical profession as one of the key elements of care. The aim of this study is to compare the effect of mobile learning-based microlearning and lecture on the knowledge of health workers at Shiraz University of Medical Sciences in the field of backache.

Methodology: The research was an interventional study carried out on 142 healthcare workers at Shiraz University of Medical Sciences. Participants were selected via census in 2019. The samples of the study were randomly divided into the control (n=
After the pre-test, the experimental group and the control group were educated by mobile-based microlearning and lectures, respectively. After 4 weeks, the learners' knowledge in the field of backache was determined.

**Results:** Results demonstrated that there is a significant difference between the scores of pre-test and post-test, and post-test scores in the mobile learning group were significantly higher than the lecture group (p = 0.02). The results also demonstrated that there is a positive and significant relationship between age and satisfaction in the e-learning group (p <0.001).

**Conclusion:** Due to the effectiveness of mobile learning, such methods can be employed as one of the modern teaching methods for training health workers.

**Keywords:** Microlearning, Mobile Technology, Knowledge, Backache, Health worker.

---

**Theme: Teaching & Learning**

**Name:** Saiful Bahri Bin Talip

**Email:** tsbahri@unimas.my

**TITLE: EDUCATIONAL THEORIES PERSPECTIVES ON MULTIMODAL SYSTEMATIC TEACHING APPROACH: A NARRATIVE REVIEW**

**Introduction:** Multimodal systematic teaching approach is one of the teaching approaches that has been proven to be effective in promoting students' learning. This teaching approach can be defined as providing various categories of resources to the students through a well-organized teaching methodology. Nevertheless, the theoretical foundation has not been conclusively determined.

**Methodology:** A narrative review was conducted to identify educational theories that support the multimodal systematic teaching approach. From the keyword search, 1,692 topics of resources were identified as potentially relevant to the research question and after going through the process of screening, 23 final full articles were yielded.

**Results:** This review identified six educational theories that support the multimodal systematic teaching approach, which are the Cognitive theory of multimedia learning, Cognitive load theory, Neil Fleming’s VARK model, Engeström activity theory, Malcolm Knowles’ adult learning theory, and Keller’s ARCS model of motivation. The learning principles of these theories match the character of the multimodal systematic teaching approach.

**Conclusion:** It is evident that the multimodal systematic teaching approach has a strong theoretical foundation as it is supported by six evidence-based educational theories. The teaching approach covers all aspects of learning that include cognitive, psychomotor, and affective as supported by the principles of the identified theories.

**Keywords:** multimodal systematic teaching approach.

---

**Theme: Teaching & Learning**

**Name:** Inayat Ullah Memon

**Email:** memon.inayat@gmail.com

**TITLE: PROBLEM-BASED LEARNING: CHALLENGES AND BARRIERS**

**Introduction:** The voyage of reforms in medical education has encountered many turbulences and turmoil, but many of these shakes have brought about historical developments. One of such epoch-making developments was the conceptualization of Problem-Based Learning (PBL) by Howard S Barrows of the McMaster University of Canada. Like any other learning approach, PBL is not free from challenges and barriers in implementation.

**Methodology:** A quantitative study was carried out on the faculty (N-160) of Indus Medical College, T M Khan, Sindh, from Jan. to Feb. 2020. The faculty was divided into two groups i.e. juniors (up to Assistant Professors (N-124) and seniors (senior to A. Prof. N-36). To ascertain faculty apprehensions in the implementation of PBL, a questionnaire of twelve predicted challenges was prepared and distributed, with choices either in affirmation or rejection.

**Results:** 132 participants (82.5 %) responded, remaining 28 (17.5%) either explicitly refused or procrastinated their responses.
till the last hour. The highest number of respondents (89%) implicated lack of faculty competency in PBL, while the second commonest cause (83%) was implementation costs i.e. incurred on personnel, teaching places, and curriculum designing. While the least agreed upon the reason (47%) was a lack of willingness to give up traditional methods.

**Conclusion:** The teaching-learning strategy of PBL has successfully revolutionized knowledge transfer from teachers to learners. Though implemented at many institutions throughout the world, both developed and developing, the problems including, its implementation cost, demanding and stressful for teachers/students, and resistance by faculty due to perceived deprivation of their power, it is suggested that slow and stepwise introduction of this strategy or a hybrid model of PBL be implemented.

**Keywords:** Problem-Based Learning (PBL), Implementation, Barriers and Challenges, Faculty apprehensions.

---

**Theme: Teaching & Learning**

**Name:** Inamullah Shah, Muzna Iftikhar  
**Email:** muz_272@hotmail.com

**TITLE: GENDER AND SURGICAL TRAINING: SITUATION IN TWIN CITIES**

**Introduction:** Recently more female graduates are opting for training in surgery. There is a general perception that surgery departments and supervisors do not provide a female-friendly atmosphere. This study aimed to find out the perceptions and attitudes of residents and supervisors about the gender issues in surgical training in Rawalpindi and Islamabad.

**Methodology:** 49 married and unmarried residents of three and 22 supervisors of five teaching institutions of Rawalpindi and Islamabad were asked to respond to a questionnaire covering most gender issues. Responses were cross-tabulated and analyzed to find out the attitudes and perceptions of residents and supervisors of both genders.

**Results:** Supervisors consider gender during the selection of residents. There was no difference in the perception and attitude of residents and supervisors of both genders about the workplace. Male residents felt more comfortable working at odd hours (p=.005). Male and female supervisors had different perceptions on this issue (p=.013). Female residents stated they may have to depend on a childcare facility (p=.050).

**Conclusion:** There is a selection bias in favor of male residents among supervisors of both genders. After selection residents are treated equally by their supervisors. Residents themselves do not feel any gender bias towards each other, although male residents feel that there is gender discrimination for or against them in their workplace.

**Keywords:** Gender; Surgical training; Rawalpindi/ Islamabad.

---

**Theme: Teaching & Learning**

**Name:** Tehreem Zulfiqar  
**Email:** tehreemzulfiqar.tz@gmail.com

**TITLE: IMPACT OF ACTIVE LEARNING APPROACH ON STUDENTS EVALUATION OF TEACHING (SET)**

**Introduction:** Active learning is considered a most effective method of teaching. Regarding changes in teaching styles, the best method to opt for is the student’s evaluation of teaching (SET) as students are the main stakeholders. This will help us make the necessary improvements in our system to cope with the needs of the modern generation.

It is a general perception that using multimedia PowerPoint Presentations enhances students’ understanding which is not completely true. So, it is the need of the hour to assess active learning approaches in the indigenous classroom setup in order to improve medical instruction in our system.

**Methodology:** This was a cross-sectional descriptive questionnaire-based study of 150 undergraduate medical students conducted during afternoon tutorial sessions of 3rd-year MBBS at King Edward Medical University, Lahore. The instructor used the only whiteboard as a teaching medium encouraging active learning. At the end of the session, 150 students filled the proforma which comprised of 12 statements regarding the evaluation of the instructor. Students were supposed to respond
to them according to 5-point Likert-scale. The reliability of proforma was checked using Cronbach’s Alpha which came out to be 0.8 proving it to be reliable.

**Results:** The average overall score for the proforma was 54.5±3.901 out of 60. This showed that there was a more positive perception of the instructor than negative after employing an active learning approach.

**Conclusion:** From the results of this study, it can be concluded that the active learning approach using whiteboard along with enhanced student interactivity is an effective way of teaching instead of only using PowerPoint presentations.

**Keywords:** Student Evaluation of Teaching, Active Learning.

---

**Theme:** Teaching and Learning

Name: Samina Malik  
Email: drsemymalik58@gmail.com

**TITLE:** CASE-BASED-LEARNING BLENDED WITH ROLE-PLAY, INVOLVING STUDENTS AS SIMULATED PATIENTS AS WELL AS DOCTORS

**Introduction:** Medical undergraduates are expected to obtain competence in all domains of learning (knowledge, skill, and attitude) in the Pakistani medical education system. Simulation-Based Medical Education is a problem-oriented, student-centered, and safe approach to inculcate in-depth learning and practice in medical students.

**Objective:** To evaluate the impact on the learning of disease presentations by role-playing involving students as simulated patients and doctors.

**Material and Method:** A total of 150 first-year medical students at CMH medical college, Lahore were enrolled upon consent for role-play on 30 common clinical conditions/diseases. Students were divided into teams of 5 students per disease. Directed self-learning was encouraged by consulting literature, patients, and clinicians under the supervision of 10 teachers who facilitated 3 groups each. Roleplay sessions for each clinical condition were presented by students in front of the class, followed by interactive discussion among students. Questionnaire-based feedback was taken from teachers and students regarding teaching and learning experience through this form of activity-based learning (role-play).

**Results:** Qualitative data obtained on 5-point-Likert-scale was assessed by frequency and percentage values whereas thematic analysis was applied to open-ended responses. According to students, the advantages of the simulation were an interesting learning environment, long-term memory, and development of communication skills, whereas disadvantages were a distraction from topic and time constraint. As per teachers, advantages were teamwork and interaction whereas disadvantages were incomplete learning tools and time constraints.

**Conclusion:** Disease presentations by role-playing through simulations have a positive impact on teaching and learning.

**Keywords:** Simulation, role-play, case-based-learning, blended learning, student-centered learning, directed self-learning.

---

**Theme:** Teaching & Learning

Name: Sumera Nisar  
Email: sumeranisar16@gmail.com

**TITLE:** CHALLENGES OF PEER ASSISTED LEARNING IN ONLINE CLINICAL SKILL TRAINING OF OPHTHALMOLOGY MODULE

**Introduction:** In recent days when mankind is passing through the difficult times of COVID 19 pandemic with lockdown all over the world, online communication has taken over the world. With this lockdown when all on-campus teaching and learning and patient communication has been ceased, online teaching and learning in undergraduate medical schools have become an important and sole alternative. Online mode is a good option to convey knowledge and assure the safety of the students but teaching online clinical skills to the medical students without interaction with the actual or simulated patients has become a great challenge.
Therefore, in this scenario online

**Methodology:** This qualitative exploratory study, utilizing online focus group discussions to explore the challenges of online PAL in training and learning of clinical skills were carried at the Ophthalmology department of Batterjee medical college, Jeddah; KSA. Ethical approval was taken from the college and a purposive convenient sampling technique was used to collect data. Data were transcribed and analyzed by using thematic analysis

**Results:** The study identified major challenges faced by the medical student during online PAL sessions. Infrastructure, learning environment, psychological problems, interaction deficit, learning desires, and desire for feedback on performance were the main challenges.

**Conclusion:** Results can be used by the medical educators to incorporate online PAL as an effective, efficient, and alternative teaching and learning modality in the curriculum especially in the current circumstances of the COVID-19 pandemic.

**Keywords:** Peer Assisted learning, clinical skill, learning, curriculum

---

**Theme: Teaching & Learning**  
Name: Maria Khan  
Email: maria.khan@scholar.aku.edu

**TITLE: MEDICAL STUDENTS’ PERCEPTION OF LIVE LECTURES COMPARED TO VIDEO LECTURES IN BASIC SCIENCES MEDICAL EDUCATION: A CROSS-SECTIONAL SURVEY OF MEDICAL COLLEGES IN PAKISTAN**

**Introduction:** Live lectures are commonly used in medical education, yet many students prefer video lectures instead. As different learning modalities affect knowledge and examination scores, medical students’ perspectives about these learning modalities required exploration. Hence, this study aimed to explore and compare medical students’ perspectives regarding live lectures and video lectures.

**Methodology:** This cross-sectional study used an online questionnaire. This was distributed to medical students, from 11 medical colleges across 7 cities in Pakistan, in their basic sciences years (years 1 to 3), via internet platforms after institutional approval. Data were analyzed using SPSS software (version 23, IBM, New York, NY, USA).

**Results:** 585 students were enrolled. All years had roughly equal representation. 5.0% of students reported live lectures, and 51.8% found video lectures as ‘very helpful’ in concept clarification. 50.6% of students wanted video lectures to be compulsory, compared with 28.5% for live lectures. The commonest suggestion for live lectures was not using slides.

**Conclusion:** Medical students in Pakistan prefer video lectures over live lectures for learning and exam preparation. More students wanted video lectures to be compulsory in medical education. Several improvements have been suggested for live lectures.

**Keywords:** Undergraduate medical education, lectures, compulsory, medical students, educational measurement, video recording, teaching methods.

---

**Theme: Teaching & Learning**  
Name: Saadia Shahzad  
Email: saadiazahur@live.com

**TITLE: PERCEPTIONS OF MEDICAL STUDENTS REGARDING LEARNING ENVIRONMENT: MIX METHOD STUDY AT A PRIVATE MEDICAL COLLEGE**

**Introduction:** Students’ perceptions regarding LE in an institution is related to various factors like motivation, satisfaction, effective learning, etc. LE is among the most vital component that determines the success or failure of an academic institute.
A very recent study conducted at Aga Khan University Medical College claimed that lack of open-ended questions or Focus Group Discussion (FGD) was a big limitation; as this would have made the Results more holistically comprehensive.

**Methodology:** It is a Mix Method study, with a sample size of 375 students for the quantitative part (equally divided among all five classes); and one FGD comprising of ten students (two from each class). Convenient sampling is applied to select the study subjects & the DREEM instrument is used for the quantitative survey. For qualitative FGD, an open-ended question guideline is prepared for discussion; based upon the five themes of DREEM. Analysis plan: descriptive statistics, an association of socio-demographic variables with LE scores, Independent sample t-test upon total/ subunit scores and demographic factors; & theme generation.

**Results:** According to the scores 81.7% had labeled the LE more positive than negative; the Independent sample t-test showed a significant association<0.05 with gender & residential status. Teaching is viewed negatively, teachers need retraining, many issues that need changing; are the weak areas.

FGD will now follow & themes will be generated & matched with quantitative responses.

**Conclusion:** Areas where negative perceptions are shown (quantitatively & qualitatively) should be followed up. Regular LE assessment should be planned in institutions proactively.

**Keywords:** Learning environment, DREEM, Focus Group Discussion.

---

**Theme: Professionalism**

Name: Nighat Majeed

Email: dr_nm@hotmail.com

**TITLE: THE UNPROFESSIONAL BEHAVIORS OF PHYSICIANS AS PERCEIVED BY PATIENTS**

**Introduction:** This study aims to see the unprofessional behaviors of physicians toward patients, the impetus for these behaviors, and the patient's expectations from the attending physician. Disruptive behaviors are reported in the literature by high ranked physicians towards medical students, trainee doctors, faculty, and co-workers. This unprofessional attitude is manifested as verbal acts such as outbursts of anger, use of intimidating language, and also in the form of nonverbal acts such as inability to follow the standards of professionalism. These behaviors can lead to an increased risk of medical errors and affect patient safety.

**Methodology:** It was a Qualitative study Narrative study, conducted over a period of six months. Purposive homogeneous sampling was done. Patients with chronic diseases attending in and outpatient departments of medicine at Services hospital / UOL teaching hospital Lahore, Jinnah Hospital Lahore, and Khairun Nisa Hospital Lahore was included in the study. Very sick and moribund patients were excluded from the study. Twenty patients were interviewed using a semi-structured open-ended questionnaire. Later on, the audio recording of the interviews was transcribed. Thematic analysis of data was done by generating codes, categories, and themes.

**Results:** The underlying six themes to emerge from the data for Unprofessional behaviors was Dishonesty, Misrepresentation, Disrespectful behavior/Rude behavior, Lack of competency, substandard practice, and Disrespecting fellow Colleague Reasons of unprofessional Behaviors were overarched by four themes, Lack of excellence, Lack of conscientiousness, overworked and Conflict of interest Patients Expectations from doctors was overshadowed by four themes, Altruism, Honesty, commitment, and effective listening. The attributes of professionalism and unprofessional behaviors vary depending on patient perception and expectations.

**Conclusion:** Unprofessional behaviors are reported in different health care settings because of the several precipitating factors and are related to overwork or hospital management system. This attitude is a cause of poor doctor-patient communication and a negative workplace environment and affects the quality of care to be provided at hospitals. There is a need to create an environment for change and addressing unprofessional behavior occurring consistently and fairly. There is no formal training to manage the unprofessional behaviors or conflict situations arising during doctor-patient encounters.

**Keywords:** unprofessional behaviors, Reasons, patient's expectations.
Theme: Professionalism
Name: Syed Mubashir Hussain Shah, Arooj ul Hassan, Wajiha Jalal
Email: mobi_shah@ymail.com

TITLE: SUCCESS BY DEFAMING A MARKETING STRATEGY USED IN PRIVATE DENTAL PRACTICES

Introduction: With the increase in the number of dentists there has been a drastic increase in unemployment due to competition and unavailability of seats. Therefore, affording dentists have resorted to opening their own private clinics to make ends meet. Mixing the dental profession and a personal business set up in the form of a private clinic, many have experimented with different promotional and marketing strategies including attempting to accomplish success by damaging the good reputation of other colleagues in their own practice. Observing such tactics personally, a questionnaire-based study was conducted to shed more light on this issue.

Methodology: A cross-sectional, ten-item, closed-ended questionnaire-based study was conducted targeting private practicing dentists in Lahore. A total number of 1188 dental clinics were in existence during the time of our study in Lahore as informed by the Punjab Health Commission. Thus, by using Yamane’s Formula we determined our sample size to be 225.

Results: Results showed that defaming as a marketing strategy for success is not used in Lahore however, lesser yet significant results showed otherwise. Two similar questions showed a significant contradiction in the way subjects responded making the motives of subjects questionable.

Conclusion: Significant dentists practice this act of defamation to attract patients. Adopting ethical ways in practice was independent of gender, qualification, and experience. It is recommended that dental ethics should be emphasized during the formative years of dental education.

Keywords: Success, defaming, professionalism, dentists, dental clinics.

---

Theme: Professionalism
Name: Rizwana Kamran
Email: rizwana_kamran@hotmail.com

TITLE: PREVALENCE OF BURNOUT AMONG DENTISTS IN CMH LAHORE MEDICAL COLLEGE & INSTITUTE OF DENTISTRY, PAKISTAN

Introduction: The current study was conducted to measure the level of burnout, among dentists working at the CMH Lahore Medical College & Institute of Dentistry, Pakistan and to find the difference in the level of burnout among them.

Methodology: A cross-sectional survey of dentists was done utilizing a validated and reliable questionnaire that incorporated the Copenhagen burnout inventory as well as questions about demographic factors, age, gender, marital status, working experience, income, and qualification. Inventory scores were investigated using a 5-point Likert scale in the three dimensions of personal burnout, work-related burnout, and patient-related burnout. The survey was anonymous. SPSS package 20 was used for statistical analysis.

Results: The questionnaire was filled by 157 dentists; dental faculty and postgraduate residents, yielding a response rate of 96% and 93% respectively. The majority of participants were female (65.6%) and there was dental faculty predominance (73.2%). The mean scores of personal related burnout and work-related burnout scored high 3.0 & 2.9 respectively but did not show any significant differences between two groups of dentists (p-value=0.453) and (p-value=0.906) respectively. Patient-related burnout showed the lowest average score of 2.67 and postgraduate residents affected more than the faculty members with (p-value=0.029).

Conclusion: CMHLMC & IOD dental faculty and dental postgraduate residents deal with moderate burnout.

Keywords: Burnout, Copenhagen Burnout Inventory, Dental faculty, Dental postgraduate residents.
TITLE: INFLUENCE OF NEGATIVE ROLE MODELING ON MEDICAL STUDENTS' PROFESSIONAL DEVELOPMENT

**Introduction:** Role modeling is considered as an essential component of teaching in a variety of educational settings. It has been shown to have an impact on students' professional development. Role modeling is not always positive, and students may encounter negative role models during their educational life. The majority of studies found in the literature have explored the influence of positive role models and limited data is available as to what contributes to be a negative role model and their effects on medical students. The objective of the study is to explore the effects of negative role modeling of teachers on the professional development of future doctors.

**Methodology:** A qualitative exploratory study was conducted on fifth-year medical students of three medical colleges of Lahore, Punjab Pakistan. Fifteen, face to face and telephonic, semi-structured interviews were included in the study. Thematic analysis was done by manual coding of transcribed interviews.

**Results:** The results showed that negative role modeling has detrimental effects not only on the academic performance, self-esteem, and career choice of students but also affected the doctor-patient relationship. Participants showed their lack of trust in such teachers and coped through evading interactions. Many students feared that they would be forced to follow the unprofessional behaviors whereas some resolved to be conscientious doctors.

**Conclusion:** The study findings suggest that medical students pay attention to negative attributes of their teachers and their influence on promoting professionalism. It is suggested that both teachers and administrators should understand the significance of role models and promote excellence in role modeling.

**Keywords:** Negative role models, Professional development, medical student, influence.

**Theme:** Professionalism
**Name:** Ahmed Bilal, Arooj ul Hassan, Moghees A Baig
**Email:** ahmed.bilal77@gmail.com

TITLE: THE EFFECT OF INFORMATIONAL CARE AND COUNSELLING ON PREOPERATIVE ANXIETY AMONG DENTAL PATIENTS

**Introduction:** Anxiety in Dental Health set up is one of the major causes of concern for both patients and health professionals. Failure to control a patient's anxiety can create an unfavorable environment to perform dental procedures and poor patient management. Any anxiety reduction tool which is simple and easy to apply can be very beneficial to perform routine dental procedures. The current study analyzed the effectiveness of pre-operative informational care and counseling for anxiety reduction.

**Methodology:** Randomized control trial was done by randomly allocating patients into 2 groups (experimental and control). The experimental group was counseled using principles of informational care and no counseling was given to the control group. Following that questionnaire about their current status of anxiety were given to them and the effect of counseling was measured by comparing the response of both groups.

**Results:** The response of the experimental group suggested very little or no feeling of anxiety in the dental setting whereas the response of the control group showed anxiety and phobia about their doctor and procedure.

**Conclusion:** Pre-operative provision of informational care about their disease, procedure, and recovery can lead to significantly decreased chances of patients experiencing preoperative anxiety.

**Keywords:** Anxiety, Informational care, Counselling, Dental Patients
TITLE: THE PREFERENCE OF PATIENTS FOR THEIR PHYSICIAN’S ATTIRE AND ITS EFFECT ON THEIR CONFIDENCE

Introduction: Patient-doctor relationship is the core of medical practice. Patients from different educational and socioeconomic backgrounds have different preferences for their physician’s attire. Researchers have reported the response of patients to the different attires of the physicians. Most of these researchers are from developed countries. However, limited studies have been done in Asian or third world countries, where the socio-economic status and literacy rates are low. These factors along with differences in cultural norms from the West may reflect a different response from Pakistani patients. The objective of this study is to explore how patients preferred their physician’s attire.

Methodology: It was a descriptive study carried out between Feb-Mar 2019. The questionnaire was adapted from a study done by Christopher M.Petrill (Christopher M Petrilli, Saint, Jennings, & Caruso, 2018). The permission to use the questionnaire was obtained over email after which it was translated into the native language “Urdu” by a language expert in order for it to be understood by the patients easily. Patients under the age of 14 years and hospital employees, those who refused to fill in the survey or those who could not read or write were excluded from the study. A convenience sampling technique was used to collect data from patients. Informed consent was taken.

Results: All the patients responded with a white coat as their first preference in both males and females when asked about trust, approachability, knowledge, preference, and comfort level with a doctor. The mean age of the participants was 32 of which 52.7% were males. More than two-thirds of the participants were below the age of 50. The findings showed that the majority of the participants had done their bachelor’s (27%), followed by masters (25%) and then matric (22%). Participants with a master’s level degree preferred white coats with scrubs for males and females. The Results for males were the same with participants from other educational backgrounds.

Conclusion: The Results of the survey identified the importance of a doctor’s attire for the patients; the findings are consistent with studies done in the past except that participants preferred Abaya or Cloak for females as their second choice after white coat. The doctor’s attire was found to be an important factor in building patients’ trust and confidence in their attending doctor. There is a certain preference of each patient for their doctor which differs between people from different areas and educational status.

Keywords: Attire, Professional, Preferences, Patients, Physician, Hospital, Survey, Quantitative.

TITLE: IMPACT OF IMPLEMENTING MULTISOURCE FEEDBACK ON BEHAVIORS OF YOUNG DOCTORS

Introduction: Multisource feedback (MSF) is a 360-degree evaluation system used as a tool to assess the skills, performance, and attitude of professionals based on feedback given by the individuals surrounding you in the workplace. Despite its use in workplace-based assessment (WPBA), little is known about the receptiveness of learners to the key points presented from different sources. We need to explore the reasons and dynamics of why some physicians may feel offended by MSF and consider them in planning assessment in the workplace to improve their performance. The objective of this is to explore the impact of implementing MSF on the behavior of young doctors.

Methodology: Qualitative exploratory study was conducted in the Institute of Ophthalmology Unit II in which 12 House surgeons were selected and 2 Focus group discussions were conducted. Manual transcription and coding were performed; themes and subthemes were identified. The impact on behavior as seen through the Kirkpatrick model.

Results: Thematic analysis led to the identification of 4 themes and 10 subthemes. The impact was seen as behavior changes in house officers with resulting improvement in specific areas. Enablers and barriers of the receptiveness identified.
Conclusion: The study concluded that an effective and unbiased evaluation system must be implemented in the healthcare system at an early level in order to assess the clinical skills of young doctors. A number of factors affecting the receptiveness of MSF were also identified which mainly included characteristics of raters and emotional response to MSF.

Keywords: Multi-source Feedback/ 360-degree appraisal system, Doctor/physician/healer, Impact of MSF, Factors affecting the receptiveness, Professional Behavior/professional conduct.

TITLE: SWOT ANALYSIS OF E-LEARNING EDUCATIONAL SERVICES AT RAWALPINDI MEDICAL UNIVERSITY IN THE MIDST OF COVID-19

Introduction: The SWOT (strengths, weaknesses, opportunities, and threats and challenges) analysis of e-learning at Rawalpindi Medical University during the period of COVID-19 pandemic was conducted.

Methodology: The cross-sectional survey-based study using a mixed quantitative and qualitative approach was conducted at Rawalpindi Medical University in June 2020 through an online survey. Data were collected electronically from 400 undergraduate medical students and 300 faculty members using online Google forms. The study was carried out after obtaining ethical approval from the Institutional Review Board of Rawalpindi Medical University. Anonymity and confidentiality of data were maintained.

Results: The salient features of e-learning at RMU was the establishment of prospect for remote learning in unprecedented circumstances and promotion of learner-centered, self-directed lifelong learning while the unavailability of internet and professional isolation was reported as a potential weakness, the opportunity provided by this platform was the introduction of blended learning programs and digital competence while potential challenges reported were conduction of valid, reliable and feasible e-assessment and devising strategies for teaching, learning, and assessment for psychomotor & soft skills.

Conclusion: In-depth analysis of e-learning during the midst of COVID-19 has made this evident that RMU is fully equipped and ready to cope up with the unprecedented challenges of online teaching during a pandemic. However, there is a dire need to develop infrastructure for long term sustainability and acceptability so that it should further strive and improve for par excellence performance and unparalleled quality in medical education of the public sector in the region by improving strengths, overcoming weaknesses, availing all potential opportunities and eluding threats.

Keywords: SWOT analysis, e-learning, COVID-19, assessment, medical education.

TITLE: CHANGES IN SURGICAL PRACTICE BY SURGICAL RESIDENTS AND CONSULTANTS DURING COVID-19 PANDEMIC: A CROSS-SECTIONAL SURVEY

Introduction: During the COVID-19 pandemic, surgical practice is greatly changed as a strategy to prevent infection to the health care workers. This study was done to see what changes have been made in the surgical practice by the surgical consultants and residents in various surgical disciplines.

Methodology: A Survey form was developed on the “Google Forms” application and distributed to surgical consultants and residents. The submission was received online during May 2020. The collected data were entered and analyzed using SPSS V.23. Qualitative data were presented as frequencies and percentages. Quantitative data were presented as mean and standard deviation.
Results: Overall, 272 consultants and residents from 45 teaching hospitals from Pakistan and around the world participated in the survey. Among the participants, 100 (36.8%) were surgical consultants and 172 (63.2%) were surgical residents. About 42% of participants were not performing elective surgeries during this pandemic of COVID-19 but almost all participants were performing emergency surgeries (93%). Over 60% of the respondents admitted that their practice is either reduced to more than 50% or completely shut down during this pandemic. Over 80% stated that their training activities were compromised due to the pandemic.

Conclusion: COVID-19 pandemic has greatly affected surgical practice both in the public and corporate sectors. Elective surgeries are affected the most in addition to the suspension of training activities of the residents.

Keywords: COVID-19, Surgical practice, Training, Elective surgery, Pandemic.

---

Theme: Medical Education @ COVID 19 and Misc
Name: Madeeha Rehan
Email: r.madeeha138@gmail.com

TITLE: COVID-19 PANDEMIC: UNVEILING OF NEW DIMENSIONS OF PROFESSIONALISM

Introduction: The Covid-19 pandemic is a global emergency and has given rise to various practical and logistical challenges. It raises serious concerns to produce professionally sound future physicians. This study aims to identify the challenges faced by faculty members in the Covid-19 pandemic in the implementation of professionalism and their possible solutions.

Methodology: It's an on-going Qualitative study of phenomenological design being conducted at FUMC/FFH by using probability sampling technique. This is a pilot study performed on only 6 faculty members out of a total of 15 faculty members. Semi-structured interviews (audio-recorded) of 25 to 30 min duration were analyzed by thematic analysis (Manual).

Results: A total of 6 faculty members including 5 females and 1 male were included in the study. 4 themes were generated:
1 mentoring and coaching (2) constructive feedback (3) use of social media and technology (4) reorganization of curriculum.

Conclusion: In this era of the COVID-19 crisis, it is needed that the medical educators apply forward-thinking and scholarly approaches as practical solutions based on the reorganization of curriculum, focusing on the feedback of stakeholders, implementation of telehealth and adaptive research protocols. Reflection and evaluation must follow.

Keywords: Covid-19 pandemic, professionalism, medical education.

---

Theme: Medical Education @ COVID 19 and Misc
Name: Atiqa Khalid
Email: atiqakkhalid@gmail.com

TITLE: COVID-19 AND ITS CHALLENGES FOR THE HEALTHCARE SYSTEM OF PAKISTAN

Introduction: COVID-19 pandemic is relentless. In a crisis-stricken world gripped by challenges, it has exposed the vulnerabilities of the global capitalist system, driven by the delayed response. The 2019–2020 COVID-19 pandemic began to spread across Pakistan in February 2020. This paper provides an account of the governmental and institutional response to COVID-19 in Pakistan. It explains some of the severe economic and social constraints that have hindered an effective response and it critically analyzes the policy of pursuing herd immunity. The paper ends with some key take-home messages about lessons to be learned from Pakistan's experience.
Methodology: This study is based on COVID-19 situational reports, lacking any methodological analysis, which limits its scope. Moreover, due to a limited number of relevant studies in Pakistan, the data is mostly taken from websites of local and national newspapers, which further narrows down its scope. However, the researchers made every possible effort to bring clarity in the topic and recommend studies on theoretical and methodological grounds to highlight the healthcare challenges raised by COVID-19 in Pakistan.

Results: As the cases of COVID-19 grew in Pakistan, hospitals groaned under the weight of patients. Government policies have failed due to the indifferent attitude of the public. The advice of public health officials was disregarded and the government eased the lockdown. A bitter harvest was reaped from this decision. Caregivers were stressed, laboratory facilities were strained, and emergency rooms overflowed with infected patients. Likewise, the workforce dwindled, ICUs ran short of space, and the cost of care has increased. Even basic medical equipment was dysfunctional and there was a lack of doctors and paramedical staff.

Conclusion: Thus, with each passage of time, the pandemic is amplifying its presence and magnifying its impact on our lives as the number of infections and deaths in Pakistan has risen nearly 500%. Providing PPE and resources to healthcare staff in the best possible way helps them fight this pandemic. As COVID-19 is a global healthcare concern that greatly halted the normal life, coping with this phenomenon demands quick and effective decision-making ability. The best approach will be introducing new policies and making influential strategies to bring changes on the grass-root level.

Keywords: COVID-19, Healthcare crisis, Pandemic management, Indifferent attitude, Lack of facilities.

Theme: Medical Education @ COVID 19 and Misc
Name: Ahmad Ussaid
Email: aussaid49@gmail.com

TITLE: THE SPECTRUM OF CEREBRAL VENOUS THROMBOSIS PRESENTING AT A TERTIARY CARE CENTRE: A CASE SERIES

Introduction: One of the rare sites for having venous thromboembolism is dural venous sinuses. An estimated incidence of CVT is around 3 to 5 per million. It was a 9 months study conducted to determine the spectrum of clinical presentation, etiology, and course of the disease.

Methodology: A case series was done on 10 patients with cerebral venous thrombosis who presented to the medical ward of Shaikh Zayed Medical Complex Lahore, Pakistan.

Results: The study revealed a headache (70%) as the most common presentation followed by an altered state of consciousness (40%) and seizures (30%). The most common etiology was infectious 7/10 cases, the postpartum period accounted for 2/10 while one case had hyperhomocysteinemia as a cause. Two of our patients had concomitant use of oral contraceptive pills.

Conclusion: Our case series showed headache as the most common presentation and infectious etiology as the most frequent reason for cerebral venous thrombosis.

Keywords: CVT - Cerebral Venous Thrombosis.

Theme: Medical Education @ COVID 19 and Misc
Name: Mohammad Idris, Hira Fahim, Hadia Sabir, Syed Ittrat Hussain
Email: idrisdaud80@gmail.com

TITLE: FREQUENCY AND OUTCOME OF CYSTOID MACULAR EDEMA AFTER ECCE PERFORMED BY RESIDENTS

Introduction: Pseudophakic macular edema is a common cause of early visual loss after cataract surgery, and if this surgery is properly done even by residents under proper supervision, we can prevent this complication by proper follow-up and timely
treatment. We employed OCT Scan as a diagnostic tool in analyzing CME in our patients. The determination of CME via OCT was found to be comparable to its detection by FFA. To the best of our knowledge and literature search no study has been conducted up till now that is to determine the frequency and outcome of management of CMO after ECCE performed by residents.

**Methodology:** All surgeries were performed by 4th-year residents under supervision. All cases with mature cataracts were selected. Complicated cases before or during surgery were excluded. All cases were followed for 3 months. Cystoid Macular Edema cases were further followed until the resolution of edema. Cystoid macular edema was classified as follows; acute occurring within three months of cataract extraction and with duration fewer than 6 months, chronic persisting for more than 6 months. All cases were managed conservatively and with Anti Vascular Endothelial Growth Factor (Bevacizumab) in 0.05mg /0.1ml.

**Results:** Four hundred patients were included in our study. 20 patients developed cystoid macular edema. 16 patients (80%) improved with Anti Vascular Endothelial Growth Factor (Bevacizumab) in 0.05mg /0.1ml. 4 patients (20%) developed resistant CME. All four patients were given intravitreal bevacizumab injection 0.05/0.1ml monthly for three months. Our findings showed that best-corrected visual acuity (BCVA) before injection was ranging from 6/60 to 6/24. After three injections BCVA improved ranging between 6/18 to 6/6. Pre injection central subfield thickness was 540 ± 47 micron. After injection central subfield foveal thickness (CSFT) improved.

**Conclusion:** The frequency of CME in our study is 5%. CME responds well to conservative treatment. Resistant cases need a repeated injection of anti-VEGF.

**Keywords:** Extracapsular Cataract Extraction (ECCE). Cystoid Macular Edema (CME).

---

**Theme: Medical Education @ COVID 19 and Misc**

Name: Nabila Talat  
Email: nabila.talat@chich.edu.pk

**TITLE: PSYCHOSOCIAL EFFECTS OF COVID-19 ON HEALTH CARE WORKERS: A CROSS-SECTIONAL STUDY FROM TERTIARY LEVEL PEDIATRIC HOSPITAL**

**Introduction:** Human beings have been facing many global challenges especially health-related infectious diseases such as endemic Severe Acute Respiratory Syndrome coronavirus (SARS-CoV) and more recently the pandemic COVID-19. Last year in China, a newly recognized virus caused a lot of pneumonia cases in December 2019. World Health Organization (WHO) called this virus the 2019-novel coronavirus (2019-nCoV). On 30th January 2020, the COVID-19 was declared as the sixth public health emergency of global alarm and now declared as a pandemic in Feb 2020. Our aim of this study was to gain insight into the psychosocial impact of COVID-19 on the medical personnel.

**Methodology:** It is a cross-sectional study conducted at The Children’s Hospital and the Institute of Child Health, Lahore from 1st April to 15th April 2020. After ethical approval from the institute, a questionnaire (online proforma, developed in Google Form application) was distributed online among doctors, nurses, paramedical and ancillary staff working. The questionnaire included questions regarding self and family health concerns, knowledge about COVID-19, precautionary measures at the hospital level, their fears about managing COVID-19 patients, and responses of the community during this pandemic.

**Results:** The questionnaire was filled by 989 hospital employees including doctors (27.2%), nurses (28.4%), paramedics (33.8%), and ancillary staff (10.5%). Excluding 75 incomplete forms, 914 forms were analyzed. Most participants (75%) were younger than 40 years of age (age group 18-30 years (42.5%), 30-40 years (32.8%), 40-50 years (19.3%), and 50-60 years (5.5%). The male to female ratio was 1:1.5 (male 362 and female 552). There was almost equal participation of married and unmarried medical personnel (52% vs 48%). Exactly 381(41.7%) were residing in hostels, whereas 533 (58.3%) in the local community/city. About 46% of the participants were smokers.

**Conclusion:** This study confirmed a profound psychosocial impact in all strata of healthcare workers during the COVID-19 pandemic including effects on their family and personal lifestyle. This demands commensurate psychosocial support for healthcare workers at institutional as well as at the governmental level. Incorporating religious practices in the support program of health care workers would benefit it more as over 60 percent of health care workers documented religion as a
source of coping with the psychological implications of the current pandemic.

**Keywords**: COVID-19, Psychological effects, Health care workers, Pandemic, Coronavirus.