

7th International Conference On Health Professions Education

**THEME: THE VALUE OF CONTEXTUALIZATION
IN HEALTH PROFESSIONS EDUCATION**



ABSTRACT BOOK

2023

ASSESSMENT

DEVELOPMENT AND VALIDATION OF A TOOL FOR ASSESSMENT OF PROFESSIONALISM IN UNDERGRADUATE MEDICAL STUDENTS OF PUBLIC SECTOR MEDICAL UNIVERSITY OF PAKISTAN

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Introduction: This study aims to develop and validate a tool for assessment of professionalism in undergraduate medical students.

Methodology: The study was carried out after obtaining ethical approval. The preliminary 48-item tool was developed through extensive literature search and built with consensus by the Delphi technique. The 48-item pilot scale was reduced based on the findings of identical factor loadings and inter-item correlations. The Scale then consisted of 16 items with five subscales (SS), and was called the Professional Assessment Tool (PAT). A total of 391 Year 3 medical students were assessed using the 16-item PAT. The principal component analysis (PCA) and reliability analysis were conducted.

Results: Four factors were obtained on exploratory PCA on newly developed professionalism assessment tool (PAT). The 16-item PAT had an overall reliability (Cronbach's alpha) of 0.856. The Reliability of the new Subscales ranged from 0.767 to 0.380.

Conclusions: The final tool developed for assessment of professionalism had 16 items on a 7-point Likert-like scale, across 4 Subscales. Results show that it can be used for assessment of professionalism in undergraduate medical students to generate reliable results for valid decision-making.

Keywords: Validity, Reliability, Assessment, Professionalism, Undergraduate, Medical Students

ACCEPTABILITY AND FEASIBILITY OF MINI CLINICAL EVALUATION EXERCISE (MINI-CEX) IN THE GENERAL SURGERY DEPARTMENT AT FRPMC

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Introduction: Mini Clinical Evaluation Exercise (Mini-CEX) has been adapted to different specialties in clinical practice but with very little evidence documented about its use for residency training in the general surgery department.

Methodology: Both the faculty members and the general surgery residents were sent a validated questionnaire using Google forms, and the results were analyzed using simple statistical tools.

Results: Thirty-nine residents and 34 faculty participated in the survey. The study was carried out over a period of 3 months. The resident's completion rate was 95% (39 out of 41), while faculty

completion rate was 85% (34 out of 40). The time for Mini-CEX completion ranged from 15 to 25 minutes. Most of the residents were satisfied with Mini-CEX as an assessment tool. Ten residents highlighted their concern regarding available time during busy surgical shifts. Most of the faculty agreed with the usefulness of using Mini-CEX as a formative assessment tool. Several of them mentioned that they need more training to use this tool to provide maximum benefits

Conclusions: Mini-CEX has been identified as an acceptable learning aid for residents in the general surgery department, despite the busy and frantic schedule in the GS department. Based on the feedback and comments from the faculty, many faculty development workshops were held to enhance faculty abilities to perform evaluations using Mini-CEX, and some faculty members are given protected time to do these formative assessments for the benefit of the residents.

Keywords: Mini-CEX; Faculty Member, Rater, Residency Training

STUDENTS' PERFORMANCE IN MINI-CEX AND OSCE: IMPACT OF FEEDBACK PROVIDED DURING MINI-CEX ON OSCE PERFORMANCE

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Introduction: Objective Structured Clinical Examination (OSCE) and Mini-Clinical Evaluation Exercise (Mini-CEX) are used on a continuum for performance assessments. OSCE assesses students in controlled settings whereas Mini-CEX is conducted in an authentic work environment as part of workplace-based assessments (WBAs).

Methodology: It was a cross-sectional, and correlational study employing a mixed-method approach. Quantitative analysis of the questionnaire responses and correlational analysis (Pearson's coefficient, (r)) of students' scores, provided objective data. The thematic analysis of the comments on questionnaire and FGD (Focus group discussion) data provided thorough understanding of assessment and feedback process.

Results: The descriptive analysis of survey data demonstrated a median of four. Interquartile range showed that middle dispersion of respondents' data presented agreement with current practices of mini-CEX assessments, and that associated feedback was suitable for optimal learning. Pearson's coefficient ($r = 0.692$) showed a significant positive correlation between the scores of two assessment tools. Thematic analysis of Focus group discussions and comments on survey, generated themes pertaining to characteristics of the mini-CEX, feedback, and its impact on learners' academic performances providing in-depth understanding of the study objectives.

Conclusions: From this study, we gathered that mini-CEX has been an invaluable learning opportunity for our students. Its associated feedback impacted their academic performance positively. Several factors i.e., resources, exam setting, duration, scheduling, scoring schemes and preceptors influenced the quality of the assessment activity, associated feedback, and its effectiveness on learners' performances. Moreover, it was concluded that the overall impact can be improved further by training the faculty and students alike, in terms of providing feedback and its optimal utilization.

Keywords: Performance assessments, Mini-CEX, OSCE, feedback

ASSESSING THE IMPACT OF A PATIENT SAFETY CURRICULUM ON FIRST YEAR MEDICAL STUDENTS:A COMPARATIVE STUDY

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Introduction: Far too many patients suffer preventable harm from medical errors, adding needless patient suffering and healthcare costs. The science of safety includes identifying and mitigating hazards, improving teamwork and communication (T&C), and ensuring patients receive recommended practices.

Methodology: The overall design of this study was curriculum development, implementation and prepost first year medical students. assessment of the new curricular design incorporated horizontal strands and intersession time periods where focused learning can take place over 3e4 days about specific topics developed a. Under that design, a horizontal Safety and Quality strand was introduced which allows for integrating learning about safety and quality in a developmentally appropriate manner and taught a 6 h safety curriculum over a 3-week period a cohort of 120

Results: A total of 119 students participated of 11. The mean age of students was 24.40 years (SD 2.25) and 53% were men and 47% were women 9 students participated.. The mean age of students was. 24.40 years (SD 2.25) and 53% were men and 47% were women

Conclusions: We designed, implemented and evaluated a 3-day patient safety intersession as part of the required as part of Participants increased their knowledge, safety skills self-efficacy and system thinking scores. Students particularly enjoyed the simulation and skill-based activities mandatory for Further study of the long-term impact of similar courses on knowledge, skills, attitudes and behaviours of students is warranted. first year curriculum.

Keywords: patient safety, curriculum, medical students

EVALUATION OF E LEARNING THROUGH STUDENT LEARNING MANAGEMENT SYSTEM IN MEDICAL EDUCATION DURING COVID 19 PANDEMIC, USING HEXAGONAL E-LEARNING ASSESSMENT MODEL (HELAM)

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Introduction: The objective of this study was to assess the efficacy of Student learning management system used during COVID 19, in terms of quality, satisfaction and achieving learning outcomes by using HELAM model.

Methodology: A mixed method study was planned in Akhtar Saeed Medical and Dental College, Lahore, Pakistan to evaluate student learning management system through HELAM, model from March to June 2020. Information quality and system delivery was assessed by using quantitative method. Stratified sampling technique was used to select 430 students and 84 faculty members. System quality was assessed through in-depth interviews of the managers involved in Student learning management system. In-depth interviews were than transcribed and coded into themes and subthemes. IRB clearance was taken. Data was handled by triple blinding technique to maintain confidentiality

Results: A mixed method study was planned in Akhtar Saeed Medical and Dental College, Lahore, Pakistan to evaluate student learning management system through HELAM, model from March to June 2020. Information quality and system delivery was assessed by using quantitative method. Stratified sampling technique was used to select 430 students and 84 faculty members. System quality was assessed through in-depth interviews of the managers involved in Student learning management system. In-depth interviews were than transcribed and coded into themes and subthemes. IRB clearance was taken. Data was handled by triple blinding technique to maintain confidentiality

Conclusions: HELAM model of evaluation covers six parameters of system quality, information quality, service quality, system delivery, user satisfaction and system outcomes and proved best model of evaluation of e learning.

Keywords: E learning, Student learning management System (LMS), HELAM model of evaluation.

MCQ REVIEW COMMITTEE AS A PRE-ASSESSMENT QUALITY ASSURANCE MEASURE

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Introduction: Ensuring quality of all one best MCQs generated at a medical institute can be a tedious process, considering many departments and faculties being involved. Extensive training and then review of all questions can become a huge task, especially in resource constrained settings.

Methodology: To ensure quality one best MCQs being generated by all departments, a training workshop was conducted followed by generation of MCQ review committees in each department. DME department had representation in each committee. Feedback from faculty members was sought after few meetings to see how useful they are finding the whole endeavor, as well as to gather suggestions for improvement.

Results: Faculty found the meetings beneficial and contributing positively towards improving their knowledge and practices on creating quality one best MCQs. They suggested to increase frequency of trainings, continuing the activity at regular intervals for long term and integrated teams to further improve.

Conclusions: Creating committees that regularly convene, along with DME representatives can be an effective pre-assessment quality assurance measure, especially in resource constrained settings.

Keywords: MCQ review

ASSESSING THE IMPACT OF A CONSULTATION SKILLS WORKSHOP THROUGH THE "ONE - MINUTE PAPER" IN UNDERGRADUATE MEDICAL STUDENTS ROTATING THROUGH FAMILY MEDICINE CLERKSHIP IN THE FINAL YEAR OF A PRIVATE MEDICAL COLLEGE OF PAKISTAN

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Introduction: One minute paper is a beneficial tool for teachers which provides instant informal feedback from students. It helps teachers assess whether the students were able to comprehend the concept taught and which areas need further clarification. This assessment tool can gauge if the educational activity is useful or needs to be improvised according to the response provided.

Methodology: Last year in our family medicine clerkship we introduced a workshop inspired by the Calgary Cambridge model for medical students to improve their consultation skills. This year we wanted to assess the impact of our workshop. One minute paper was selected as it provides prompt feedback from a diverse group of students.

Results: To evaluate if students comprehended the knowledge transferred, a questionnaire was formulated to analyze "is the workshop useful, unique and any need for improvisation?". Analysis of results revealed that the workshop was very informative with realistic scenarios. The feedback emphasized that the facilitator encouraged healthy discussion in a nonjudgmental environment, highlighting that their active participation improved their understanding of role building and active listening and expressed their desire of ongoing such workshops to refine their skills.

Conclusions: One minute paper is a useful tool to assess that the workshop was much needed for undergraduate students in final year. They shared valuable insight on how unique role play activities will improve their communication/consultation skills. They were grateful, as the idea of practicing holistic patient centered approach was new for them and once its adopted will make them better doctors.

Keywords: One minute paper, Family medicine clerkship, Consultation skills, Calgary Cambridge model, Workshop for Medical students

EVALUATION OF LEARNERS' ATTITUDE TOWARDS MEDICAL PROFESSIONALISM (LAMPS) IN A PRIVATE MEDICAL & DENTAL COLLEGE IN LAHORE, PAKISTAN

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Introduction: Investing in medical professionalism is investing in the future of healthcare if we want next generation to be equipped with values, behaviours, and attitudes that define the relationship between healthcare professionals and patients and also provide compassionate care. Recent studies have focused on the importance of professional identity development in healthcare, particularly in the context of professional education and practice. (Ahmed et al.,

2022). These studies have identified various factors that contribute to the development of a strong professional identity, including role modelling, reflective practice, and experiential learning.

Methodology: A descriptive correlational study was conducted among 300 sample size including faculty, post-graduate residents, house officers, and students of a private medical college through convenient sampling. Duration of 3 months was accustomed to collecting prescribed data through a validated self-assessment tool "LAMPS" was used after getting permission. This questionnaire consisted of five attributes consisted Accountability, Autonomy, Integrity, Altruism, and Respect. The data was analyzed using SPSS version-25.

Results: The comparison of data showed that faculty and house officers have high values professionalism when compared to the postgraduate trainees and medical students

Conclusions: There are multiple reasons for this attitude. The most probable reason can be that faculty and house officers are highly paid among these job titles and therefore they are more accountable to their actions to the paying body.

Keywords: Health care, medical professionalism, Dental students, Faculty

VIDEO OBSERVED SURGICAL SKILL VS DIRECTLY OBSERVED SURGICAL SKILLS AMONG POSTGRADUATE RESIDENTS OF PEDIATRIC SURGERY: A COMPARATIVE STUDY" THESIS PROPOSAL

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Introduction: Pediatric surgery is a highly specialized field that requires extensive training and skill development. Postgraduate residents in pediatric surgery need to acquire advanced surgical skills to perform complex procedures in a safe and effective manner that needs constant supervision. Video observation is alternative to direct observation in surgical skills

Methodology: Prospective comparative study will be conducted at a King Edward Medical University/Mayo Hospital Lahore. Inclusion of Postgraduate Paediatric Surgery Residents of 4th year and final year. Assessment of Surgical skills (Herniotomy & Orchidopexy) will be observed directly by faculty members according to checklist of form and recorded video.

Results: The study is expected to show that assessment by video observed surgical skill can be alternative and comparable assessment tool with regard to directly observed surgical .The study is also expected to identify the factors that affect the effectiveness of surgical skills training among postgraduate residents of pediatric surgery.

Conclusions: We are expected to conclude that procedure base assessment by video observed surgical skill will act as good alternative to directly observed surgical assessment tool. We will also be able to do work place base assessment of postgraduate medical students in more effective manner and try to incorporate in curriculum

Keywords: VOSS,DOSS,assessment,postgraduate resident,pediatric surgery

ARTIFICIAL INTELLIGENCE MEETS ITEM ANALYSIS: A STUDY OF CHATBOT TRAINING AND PERFORMANCE IN DETECTING AND CORRECTING MCQ FLAWS

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Introduction: Multiple-choice questions (MCQs) are commonly used in medical education, but their design requires careful attention to various factors. This article explores the potential of AI-powered chatbots, specifically ChatGPT, in identifying and correcting flaws in MCQs.

Methodology: As part of a three-phase interventional design, flawed MCQs were selected from the NBME guide and fed into ChatGPT. In Phase 1, ChatGPT identified item flaws and suggested corrections. In Phase 2, ChatGPT was trained to detect flaws in MCQs based on the best available evidence from the NBME guide. In Phase 3, ChatGPT was tested to detect flaws and provide corrected versions, and the data was analyzed by comparing the flaws identified by ChatGPT with those listed in the NBME guide.

Results: ChatGPT could identify and correct flaws such as the use of "None of the above," "Grammatical cues," and "absolute terms." It struggled with flaws related to "complicated stems," "complex options," and "vague frequency terms." After training, ChatGPT became better at identifying and addressing flaws related to complicated stems and absolute terms, but struggled with detecting complex options. Additionally, it struggled with recognizing "nonparallel options," "convergence," and "word repetition," both before and after training. Moreover, ChatGPT's performance deteriorated during peak hours.

Conclusions: AI is revolutionizing industries and improving efficiency, but limitations exist in complex conversations, analysis, accuracy, and error prevention. Ongoing research is vital to unlocking AI's potential, especially in education.

Keywords: Artificial Intelligence, Item Analysis, Multiple-Choice Questions, Medical Education, Chatgpt

CONTINUOUS PROFESSIONAL DEVELOPMENT

COMPARING VIDEO PODCAST LECTURE VERSUS TRADITIONAL LIVE LECTURE AS AN EDUCATIONAL STRATEGY FOR LEARNING AMONG FINAL YEAR DENTAL STUDENTS AT ISRA DENTAL COLLEGE: A QUASI-EXPERIMENTAL APPROACH

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Introduction: Video Podcast Lecture is one of the emerging technologies in medical education which is a combination of an audio recording of a lecture with video images of an accompanying Microsoft PowerPoint slideshow. The study's objective was to investigate video podcast lectures in comparison to traditional live lectures for assessing the impact of learning of final year BDS students at Isra Dental College through continuous assessment test scores.

The other objective was to assess the readiness and satisfaction of the students with video podcast lectures.

Methodology: In a quasi-experimental study, 49 final-year students received video podcasts and traditional live lectures on two equally difficult topics. Learning efficacy was evaluated using post-test questions. Lectures were standardized, taught by the same facilitator, and analyzed using SPSS. Paired T-tests ($P < 0.05$) were employed for significance. Pre and post-intervention surveys gauged readiness and satisfaction with video podcast lectures, respectively.

Results: The readiness survey showed that 84% of students of final year BDS believed that the video podcast lecture could be beneficial for them.

Traditional live lectures demonstrated a better learning impact than video podcast lectures where the difference was of moderate statistical significance (p -value < 0.001). A satisfaction survey after the intervention depicted that 79% of students were satisfied with the video podcast lecture.

Conclusions: In our study, the traditional live lecture was found to have a higher educational impact than a video podcast lecture. Students valued video podcasts for convenience and the ability to review.

Keywords: VideoPodcast, Traditional Lecture, Learning Impact

FACULTY DEVELOPMENT: NEED ASSESSMENT SURVEY IN A NEWLY ESTABLISHED MEDICAL COLLEGE OF LAHORE

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Introduction: Faculty development has a vital impact on the quality of medical education and has proven to be beneficial leaving a significant positive effect on medical teachers' competencies and their effectiveness as professionals.

Methodology: Descriptive study was conducted in RLKU Medical College within six months. Structured self-administered questionnaires were used for data collection via google forms. A

total of 50 faculty members gave data after verbal consent. IRB approvals were taken. Data was analysed via excel and SPSS. Frequencies and percentages were calculated.

Results: Majority faculty members (88%) preferred student centered teaching approach with the usage (94%) of different methodologies in small group teaching. Feedback was being taken regarding teaching and assessment by majority (90%). Workshops on teaching methodologies was the area of interest especially small group teaching (62%), peer assisted learning (54%), problem based learning (54%) and large group teaching (52%). Most of them expressed need of workshops on assessment especially assessment types (60%), MCQ (56%), OSPE/OSCE (54%) construction. Faculty was of the opinion that workshops on mentoring (72%), reflection (56%), portfolio development

Conclusions: Workshops on teaching methodologies and assessments are required. In addition, research, mentoring, computer and soft skills need to be addressed with the help of a robust faculty development program.

Keywords: Need Assessment, Faculty Development, Workshops

EXPLORING THE IMPORTANCE OF DAILY REFLECTION WRITING AMONG UNDERGRADUATE MEDICAL STUDENTS: A CROSS-SECTIONAL STUDY

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Introduction: Reflection is vital in medical education, fostering learning and self-improvement. Daily logbook reflections help students enhance knowledge, skills, and empathy, while studies show they boost memory retention. Reflective writing also improves critical thinking and communication skills in future healthcare professionals, aligning with ACGME and CanMeds competencies. This research explores undergraduate medical students' perceptions of reflective writing's utility and identifies potential barriers, aiming to enhance reflective practices in healthcare education.

Methodology: This study was conducted between January and March 2023 at Kabir Medical College Peshawar, 320 medical students (1st to 3rd year MBBS) participated. Ethical approval was obtained from Gandhara University's Ethical committee. Modified Likert scale questionnaires were self-administered, ensuring content validity. Data including age, gender, and academic major were collected, and SPSS version 26.0 was used for analysis.

Results: The study showed that a majority of medical students (47.8%) believed daily reflection writing improved their memory retention, with 46.9% noting positive changes in their learning approach. Furthermore, 49.1% expressed satisfaction with the experience. These findings emphasize the advantages of incorporating daily reflection writing in medical students' logbooks.

Conclusions: The findings suggest that medical students have a positive attitude towards daily reflection writing and recognize its potential benefits for personal and professional development. The study highlights the need to integrate daily reflection writing into medical education curriculums to foster critical thinking and self-awareness among medical students.

Keywords: Reflective Practice, Reflective Writing, Reflective Practice In Medical Education

THE EFFECT OF LONGITUDINAL FACULTY DEVELOPMENT WORKSHOP ON MULTIPLE CHOICE QUESTIONS INDICES

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Introduction: Item analysis is routinely used in education as a measure of the quality of an item and exam. MCQ workshops, as part of Faculty development programs (FDP) are conducted with targeted MCQ writing for faculty members submitting exam items. In an established program, MCQ workshops are baseline training for all team members.

Methodology: The study focused on item analysis of 150 first year and second year Bachelor of Medicine and Bachelor of Surgery (MBBS) students. The item analysis explored the difficulty index and discrimination index of first and second professional (final) examinations given in consecutive years. Statistical analysis was performed by using MS Excel 2010 and SPSS version 21.0. exam scores and pass percentages were also compared.

Results: The difficulty index decreased from 2019 to 2020, primarily due to an increase in the percentage of moderately challenging questions (41-60). However, from 2020 to 2021, there was a shift as the percentage of difficult and moderate questions increased, while the percentage of very easy and easy questions decreased. The internal consistency, as measured by KR-20, improved significantly, ranging from 0.8 to 0.98. Notably, discrimination was enhanced universally in the second professional year compared to the first year. Nevertheless, both sets of results displayed improvements and were statistically significant, as indicated by their respective p-values (0.009 and 0.007).

Conclusions: The consistent improvement was observed even without specific targeted training. However, we recommend incorporating this year's results to assess if the trend of improvement is sustained over time.

Keywords: Medical Education, Assessment, MCQ multiple-choice questions, Faculty development, Faculty training, Item Analysis, Difficulty Index, Discrimination Index

CHALLENGES AND BARRIERS OF ONLINE TEACHING: PERSPECTIVE OF FACULTY IN A PRIVATE MEDICAL COLLEGE OF LAHORE

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Introduction: The benefits of online learning have led to its adoption in medical education and healthcare.

Methodology: List of faculty members was obtained from the human resource department of FMH College of Medicine amounting to 140, 50% sample size of 70 was selected with a sampling interval of 2 (Total population/sample size 140/70). A predesigned, structured questionnaire was used. Approval from IRB committee and consent was obtained. Data was collected online using Google Performa via email, analysed using SPSS version 20 and Microsoft Excel. Percentages, proportions and means were calculated.

Results: Mean age in years was 39 ± 9.8 of the enrolled faculty. Predominance of females 47 (67.1%) to males 23 (32.9%) was observed. Maintaining class decorum and controlling student's plagiarism was a major challenge 65 (92.9%). Inadequate online teaching resources were recognized 61 (87.1%) to be a challenge making it difficult to inculcate clinical skills while 58 (82.9%) accepted effectiveness of lecture was interfered by lack of face to face interaction. Most common barrier 60 (85.7%) was connectivity issues, software failure, power issues and 57 (81.40%) realized lack of finances.

Conclusions: Lack of face to face interaction, connectivity, software and power failure issues, in addition to finances and time management were a major concern.

Keywords: Online teaching, Challenges and Barriers, Teaching Perceptions, Private Medical College.

PREVALENCE OF BURNOUT IN A PUBLIC SECTOR MEDICAL COLLEGE OF AZAD KASHMIR PAKISTAN; A CROSS SECTIONAL STUDY

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Introduction: This is a cross sectional study in a public sector medical college and its affiliated hospital of Azad Kashmir Pakistan to ascertain the prevalence of burnout among the clinical and preclinical doctors.

Methodology: A cross sectional study design with convenience sampling was used. Maslach Burnout Inventory was used to diagnose burnout among doctors and the results were analysed through Excel. A written approval was take from the hospital ethics committee.

Results: Results showed an overall burnout rate of 47% (51% in females and 33% in males). Burnout rate was the highest in junior doctors, 64% in house officers, 48% in post graduate trainees and 15% in consultants. Lower burnout rates were associated with exercise, non-resident on calls and living at home.

Conclusions: We conclude that burnout among junior doctors is a serious issue. Working conditions need to be improved, work load needs to be managed and appropriate support needs to be provided to mitigate this. Further research is required to find the causative factors and low-cost interventions for physician burnout.

Keywords: Physician burnout, Coaching

EXPLORATION OF FACTORS INFLUENCING CO-CREATION IN MEDICAL EDUCATION USING HOLISTIC APPROACH

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Introduction: Co-creation, an emerging pedagogical concept, has gained attention as a promising approach to enhance medical education. The concept of Cocreation (CC) in Pakistani medical

education system is somewhat new, this research contributed to the existing literature by exploring the new dimensions of co-creation.

Methodology: The study is a qualitative research endeavor with a phenomenological study design, focusing on students and staff who engaged in a co-creation activity. Data from this study will be analyzed using thematic analysis over a 6-month research period.

Results: The data was analyzed in two dimensions i.e. students and teachers. The analysis deduced five themes that were perception and understanding of cocreation, facilitating factors for cocreation, barriers and challenges to cocreation, technology and cocreation and strategies for successful cocreation.

Conclusions: The current analysis on exploration of factors influencing cocreation between students and teachers is based on certain themes. The study concluded with highlighting values of cocreations approach with potential institutional benefits of staff and students co-creating learning and teaching methodologies

Keywords: Co-creation, Stakeholders

MINDFULNESS PRACTICES AMONG THE MEDICAL FACULTY OF A PRIVATE MEDICAL COLLEGE

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Introduction: Physical and emotional reactions that occur when the job demands are incompatible with the worker's capabilities and resources are explained as workplace or emotional stress. Workplace or occupational stress results in long-lasting conditions caused by situations in the workplace that negatively impact the employee's financial, physical, and cognitive well-being. Educators of either discipline may experience workplace stress because of an apparent mismatch between their training and responsibilities. For instance, despite the obligation of all doctors to teach and educate their juniors and students, there is an immense scarcity

Methodology: A cross-sectional comparative study was designed at Abwa Medical College Faisalabad from June 15 December 2022 to 15 January 2023. A total of 37 participants were enrolled in the study, 21 of which belonged to basic medical sciences and 16 to clinical sciences, using a purposive sampling technique. All the participants enrolled in the study were of the faculty or a teacher of the subject for MBBS. The inclusion criteria comprised all faculty members that were teaching basic medical sciences and clinical sciences to MBBS students. Faculty members of other disciplines and unwillingness to participate were excluded from the study.

Results: The study comprised a total of 37 participants from a private medical college comprising both the basic sciences and the clinical sciences. 16 participants out of 37 belonged to basic Medical science faculty, and 21 were from the Clinical science faculty. The mean age calculated in was 39 years of age.

Conclusions: There have been varied practices of mindfulness among medical faculty of basic and clinical sciences to cope stress. More studies are warranted to assess the frequency and practices

of mindfulness among basic and clinical faculty, so as to have positive impact on personal, institutional & professional benefits

Keywords: Basic Sciences, Clinical Sciences, Mindfulness, Medical Faculty.

INVESTIGATING FACULTY PERCEPTIONS REGARDING ACADEMIC FEEDBACK: A CROSS-SECTIONAL SURVEY

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Introduction: Feedback in medical education is crucial for faculty development. While student feedback is commonly studied, faculty perspectives are equally vital. This study uses a cross-sectional survey to explore faculty views on academic feedback, aiming to uncover their experiences, benefits, limitations, and suggestions. Understanding these perspectives can inform tailored faculty development programs, fostering a supportive environment for continuous improvement in teaching practices.

Methodology: A cross-sectional study conducted between January and March 2023, 236 teachers from Sardar Begum Dental College and Kabir Medical College participated. Ethical approval was obtained from Gandhara University's Ethical Committee. A self-administered questionnaire gathered demographic data and assessed the perceived impact of feedback on teaching and professional growth using 15 statements. The questionnaire was validated, and data were analyzed using SPSS version 26.

Results: The results showed that regular feedback had a positive impact on various aspects of teaching and professional development. The majority of respondents indicated that receiving feedback helped them identify areas for improvement, motivated them to continue improving their teaching skills, and contributed to their personal and professional growth as a teacher. Moreover, feedback helped teachers develop a better understanding of their teaching strengths and weaknesses, feel more confident in their teaching abilities, and create more effective lesson plans.

Conclusions: The study's conclusion emphasized the benefits of regular feedback for teachers' professional growth and its positive impact on students' learning outcomes. Feedback fosters reflective teaching practices, adaptable teaching styles, job satisfaction, and a sense of community among educators, highlighting its crucial role in the teaching profession.

Keywords: Student Feedback, Teaching And Learning, Teaching Strategies, Personal Growth, Professional Development, Teacher-Student Relationship, Student's Needs, Teacher Satisfaction, Interprofessional Relations

THE STUDY ON IMPACT OF CONTEXTUAL INGREDIENTS ON HEALTHCARE QUALITY REFINEMENT INITIATIVE

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Introduction: The influence of knowledge execution and health advancement is predominantly shaped by the context. Various triumphant initiatives for healthcare quality improvement could not work out in unlike conditions. Domestic contextual factors play a big role in this case. It is important to comprehend and address contextual barriers to ensure the successful implementation of improvement initiatives. However, understanding context is still an area that needs more exploration and understanding.

Methodology: Conducting a realist review of empirical studies will provide valuable insights into how contextual factors influence and impact quality improvement initiatives in healthcare settings. It's an important step towards better understanding and enhancing healthcare quality. By analyzing which aspect of context impact at key points in the improvement track, we can better understand the dynamic nature of context and how it changes over time.

Results: The study will use a review approach to bring together all the evidence and gain a better understanding of how different contextual factors impact quality improvement initiatives in healthcare settings. By doing this, we can uncover valuable insights and use them to shape future initiatives.

Conclusions: The review aims to gather and organize existing evidence on the contextual conditions that make healthcare improvement initiatives effective. It will also generate new information that can guide the development of future quality improvement projects. This will help us create better initiatives that have a greater impact

Keywords: Quality Improvement, Realist Review, Health Improvement, QI Initiatives

CORRELATION OF PERSONALITY TRAITS OF MEDICAL FACULTY IN LEADERSHIP ROLES WITH ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

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Introduction: An organization's work becomes conducive to work if the workers possess positive personality traits. People with positive personality traits possess prosocial attitudes and exhibit constructive behaviour by personal choice, which is not their formal job demands called organizational citizenship behavior (OCB).

Methodology: It was a correlational study in which 53 willing faculty members were enrolled after IRB approval, using a simple random sampling design with a one-year duration. In two phases, the faculty members filled out questionnaires to determine personality traits and OCB traits. Categories were determined through scores, and means were calculated. The Spearman correlation coefficient "r" was applied, and the significance level was kept at ≤ 0.05 . The results were positively correlated if the $r > 0$

Results: Altruism ($r=0.23$), Courtesy ($r=0.09$), and Sportsmanship ($r = 0.31$, $p = 0.03$) with extroversion. Agreeableness with altruism ($r = 0.26$), courtesy ($r = 0.03$), and conscientiousness ($r = 0.19$). Conscientiousness with altruism ($r = 0.36$) ($p = 0.00$), conscientiousness ($r = 0.45$) ($p =$

0.00), and sportsmanship ($r = 0.22$). Emotionally with altruism ($r = 0.36$, $p = 0.01$), conscientiousness ($r = 0.29$, $p = 0.03$), and sportsmanship ($r = 0.28$, $p = 0.05$). The open-minded were positively correlated with altruism ($r = 0.15$), conscientiousness ($r = 0.12$), and sportsmanship ($r = 0.27$) ($p = 0.05$).

Conclusions: It is concluded that extrovert, agreeable, conscientiousness, emotionally stable, and open-minded personalities have a significant positive correlation with OCB traits like altruism, courtesy, conscientiousness, and sportsmanship behaviour. The results highlighted that different personality traits could influence the culture of organizational citizenship behaviour. Hence, postulate practical suggestions for employee selection and add to the deficient literature. Moreover, it was a step to highlight the importance of OCB among the workers.

Keywords: Personality Traits, Organizational Citizenship Behaviours, Leadership Roles, Medical Faculty

ROLE OF CAREER COUNSELLING IN MEDICAL PROFESSION

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Introduction: Career counseling is a vital process that helps individuals understand the practical world and make informed decisions regarding their career, education and life. Many young minds struggle with the question of “career choice” and it goes beyond simply deciding on a job after graduation. A lot of students feel anxiety and stress regarding career choices and a lot of factors influence them.

Methodology: Between April and October 2023, 140 medical students from Central Park Medical College were enrolled in a cross-sectional study via convenience sampling. After receiving formal IRB approval (CPMC/IRB-NO/1365), data were collected via Google forms and WhatsApp groups from MBBS students in their 1st to 4th year who volunteered to participate. After collecting data, SPSS software was utilized for analysis. The outcomes were presented as frequency tables and bargraphs.

Results: A total of 140 responses were collected. 95 %, 93 %, 82 %, and 81 % gave positive responses when asked about the impact of gaining perspective, developing strategies, and managing conflicts. There was a significant relationship between the role of career counseling in identifying opportunities and building the CV ($p=0.01$), understanding career options ($p=0.00$), broadening one's perspective ($p=0.00$), adopting the right strategies ($p=0.00$), and resolving conflicts($p=0.00$).

Conclusion: In the medical profession, career counselling assists students in identifying career opportunities, which has a significant relationship with understanding career options, broadening their perspective, adopting the right strategies, building their CV, and resolving conflicts. Therefore, it is emphasized that career counseling should be conducted in the early years of a medical professional's career, so that students can identify their areas of interest in order to choose the appropriate specialization in the future.

Keywords: Career counseling, Guidance, Opportunities, Career options, Conflict management

PROFESSIONALISM, ETHICS AND LEADERSHIP AND MISCELLANEOUS

RATIONALIZING THE ADMISSION PROCESS AT A PRIVATE MEDICAL SCHOOL IN PAKISTAN

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Introduction: Medical colleges aim to select cream of the society, as their future graduates. Institutes worldwide, have adopted different selection mechanisms. In 2021, Shifa College of Medicine conducted an MCQ-based online admission test followed by multiple mini interviews (MMIs). Top one hundred were admitted based on the cumulative scores of their online admission tests and MMIs. This study aims to look at the predictive validity of both components of our admission tests i.e. written test and MMIs and to obtain the feedback of students and faculty about MMIs.

Methodology: It was a mixed method study where the written admission test scores and MMI scores of students were correlated with their first professional examination scores using Pearson's correlation coefficient. Additionally, feedback on the MMIs was obtained from the faculty and the students through a questionnaire.

Results: The written admission test had a positive correlation with the annual first professional examination scores (0.277 with a p-value of 0.006) whereas the MMI scores had no correlation (-1.55 with a p-value of 0.127). Both the students and the faculty perceived the process of MMIs positively. Thematic analysis of open-ended responses of the questionnaire revealed the following three themes; 'Appreciation for the process', 'Challenges to overcome' and 'Way forward'.

Conclusions: Our results show that the written admission test is a good predictor of performance in the annual first professional examination. On the other hand, despite having no correlation with the first annual examination, MMIs were perceived positively by both students and the faculty.

Keywords: Medical College Admission Test, Multiple Mini Interviews

BURNOUT AND WAYS TO REDUCE IT AMONG POSTGRADUATE RESIDENTS OF NEUROSURGERY

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Introduction: The objective of the study was to know the rate of burnout and to explore the potential means to reduce burnout among neurosurgery residents.

Methodology: This mixed-method explanatory sequential study was conducted at the Neurosurgery department of Lady Reading Hospital, Peshawar from July to September 2021. In the first phase of the study, burnout was assessed in postgraduate residents of Neurosurgery and its relationship with different demographic factors (quantitative). In the second phase focus

group discussion with the residents were conducted to explore the ways to reduce burnout in residents (qualitative).

Results: Burnout was found in 17 (73.9%) residents. The results of the FGDs showed that the reasons behind burnout are more workload, decrease interaction with the seniors, extra burden on trainees, conflicts with patient's attendants, increased entries in the HMS system, wrong referrals from the periphery, decrease security of doctors in high-risk areas and lack of ownership by the seniors. The postgraduate residents suggested different ways to reduce burnout; including, appreciation of the performance, peripheries should be developed and functional, SOPs for every part of the training should be advised, and proper training of the ancillary staff.

Conclusions: The majority of the neurosurgery residents were burnout and there is no statistically significant difference between different demographic factors related to burnout. This study also provided preliminary ways to reduce burnout among neurosurgery residents.

Keywords: Burnout, Neurosurgery, Residency, Demographic Factors.

EMOTIONAL INTELLIGENCE AND PSYCHOLOGICAL DISTRESS AMONG POST-GRADUATE STUDENTS IN A MENTAL HEALTH SETTING

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Introduction: Emotional intelligence is the ability of identifying, understanding, and using own emotions as well as other's. In mental health settings, it plays a significant role in postgraduate residents' well-being. It enables residents to handle stress and maintain psychological well-being. However, the demanding nature of postgraduate education and the challenges of working in mental health can lead to psychological distress. Recognizing and addressing this distress is crucial for personal and professional growth, as well as the overall quality of healthcare services.

Methodology: This descriptive study of Emotional Intelligence and psychological distress in postgraduate residents working in a mental health setting including the Punjab Institute of Mental Health, Lahore. was conducted on 50 post graduate trainees using Brief Emotional Intelligence Scale and Kessler Psychological Distress Scale.

Results: The study revealed significant negative correlations between emotional intelligence, its subscales (understanding of own emotions, understanding of others' emotions, control of own emotions, control of others' emotions, usage of emotions), and psychological distress. Emotional intelligence demonstrated a significant negative association with psychological distress ($\beta = -0.47$, $p < 0.01$). Moreover, appraisal of own emotion ($\beta = -0.38$, $p < 0.01$), regulation of own emotions ($\beta = -0.66$, $p < 0.01$), and utilization of emotions ($\beta = -0.43$, $p < 0.01$) also exhibited significant negative associations with psychological distress.

Conclusions: Emotional intelligence and psychological distress is negatively correlated. High emotional intelligence is associated with better coping of work-related stress and better productivity. Proper emotional intelligence training tutorials and workshops may improve the overall well being of postgraduate residents and improved health care provision for the patients.

Keywords: Emotional Intelligence, Psychological Distress

ADDRESSING THE ETHICAL DILEMMAS ARISING FROM THE INTEGRATION OF ARTIFICIAL INTELLIGENCE IN MEDICAL EDUCATION; INSIGHTS FROM UNDERGRADUATE MEDICAL STUDENTS IN PAKISTAN

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Introduction: Artificial Intelligence is a powerful tool in various fields, including Medical Education. Integration of AI in medical education can revolutionise learning and enhance clinical decision-making. Rapid advancement and widespread adoption of AI in medical education can raise various ethical concerns related to data privacy, transparency, accountability and potential effects on patient care. As a result, exploring the perspectives of medical students in Pakistan regarding the ethical implications of AI integration in their education.

Methodology: An online survey, through social media, was conducted to collect data from undergraduate medical students in Pakistan. The survey included closed-ended questions and employed a likert scale and multiple-choice format. The data collected from 300 participants were analysed using appropriate statistical methods.

Results: In this study of 300 participants, a majority (90%) acknowledged the potential of AI to enhance medical education, particularly in improving understanding of complex concepts (92%). Concerns included privacy and transparency (78% and 72% respectively), while only a minority (30%) expressed concerns about bias. Ethical training was limited (12%), with mixed perceptions of its effectiveness.

Conclusions: this study engaged 300 participants, representing a response rate of approximately 78.1%, with diverse gender and institutional affiliations. It revealed that a substantial portion of participants perceived AI as having the potential to enhance medical education. Concerns centered around privacy, transparency, bias, and ethical training. These findings underscore the complex landscape of AI integration in medical education, emphasising the need for comprehensive ethical considerations and effective training programs.

Keywords: Artificial Intelligence, Medical education, Ethical challenges, Undergraduate medical students, AI integration

ARTIFICIAL INTELLIGENCE IN HEALTHCARE EDUCATION: INVESTIGATING CHATGPT'S ACCEPTANCE

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Introduction: The creation of AI chatbots, intelligent conversational entities is an exceptionally noteworthy achievement. ChatGPT stands out as a particularly remarkable AI chatbot. This study examines awareness, barriers, and challenges of using AI chatbot ChatGPT in healthcare education

Methodology: Cross-sectional study involving 370 participants from MBBS, BDS, and allied students and faculty, data was collected through convenience sampling.

Results: Positive perception of AI in healthcare education Enhanced education, streamlined workflows Addressing the ethical concerns, and ensuring data reliability is required.

Conclusions: AI chatbots hold promise in healthcare education.

Keywords: ChatGPT, AI chatbot, Healthcare, Acceptance, Awareness

IMPACT OF SMARTPHONE USAGE ON PAKISTANI YOUNGSTERS

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Introduction: Smartphone, latest Information and communication technology, have become an indispensable part of our lives (Lee et al., 2013, Salehan and Negahban, 2013). It affects the way of individuals communicate, learn, and think. Massive use of smartphone specifically in young individuals results its addiction, anxiety, depression, loneliness and even may cause suicidal thoughts. The modern world is also progressively accepting the fact that excessive use of smartphone causing vulnerable impact on mental wellness.

Methodology: Sociodemographic data were obtained from each participant. The study was conducted in the form of questionnaire. The query is plot with 20 items rated on a 5-point. Efficiency of study was obtained with the settlement of subscale (Subscale 1 = Not being able to communicate; Subscale 2 = Losing connectedness; Subscale 3 = Not being able to access information; Subscale 4 = Giving up convenience).

Results: Reliability score (approx.0.8) was satisfactory that justified the Internal consistency. Higher score were found in female adolescents.

Conclusions: It is concluded that psychological dependencies for smartphone usage is comparatively higher in female than male.

Keywords: Smartphone, Mental Health, Technology

EDUCATIONAL LEADERSHIP: NEED OF AN HOUR

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Introduction: Leadership is a global phenomenon and encompasses a variety of attributes. Educational leadership is a key component in training of the finest healthcare professionals as health care organizations and medical schools need competent and effective leaders to face the challenges of the modern world.

Methodology: In this Mix-Method study students were randomly selected, out of which only half of the participants were trained through Student Leadership Development Program whereas the other half constituted the control group. A series of training sessions were conducted. During the study Leadership Trait Questionnaire was administered for Self, Peers and Mentors assessment. Quantitative data was analyzed by using SPSS version 26. Qualitative data was compiled from students' response to open-ended questions with the help of manual thematic analysis.

Results: The Likert scale data obtained from the questionnaire was analyzed initially for self and later for peer and mentor scores. The aggregate of traits was assessed for both leaders and control groups. Participants identified articulate, friendly, outgoing, persistent, diligent, trustworthy and sensitive as necessary attributes for leaders whereas teamwork, communication skills, conflict resolution, time and stress management as necessary knowledge and skills to develop in undergraduate medical students.

Conclusions: This study has concluded that leadership is a core competency for graduating medical students and should be taught and developed at undergraduate level.

Keywords: Leadership skills, Training, LTQ, Undergraduate medical education, Curriculum, Medical student.

THE OCTAGON OF SCIENTIFIC MISCONDUCT IN AUTHORSHIP: A LIVED EXPERIENCE FROM THE INDUS VALLEY

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Introduction: The misconduct in authorship has now become a global phenomenon, despite the available guidelines from the International Committee of Medical Editors. The Indian Journal of Medical Ethics in its recent issue (July 2022) has highlighted different ethical aspects concerning the authorship domain, more specifically from a cultural lens. This article also describes the authorship issue with the use of relevant and culturally relevant phraseology. The evidence suggests that a deeper understanding of the subject is more guaranteed when related to known words and phrases. This paper presents eight different aspects of authorship ethics.

Methodology: This paper has used eight different cultural phrases/terms as an analogy from the Indo-Pakistan region to describe misconduct in the authorship of scientific articles. It is inspired by a paper published in the Journal of Medical Education in 1978 by Prof. Stephen Abrahamson, titled 'Diseases of the Curriculum.' He used a unique analogy of different diseases in papers. These analogies are either based on colloquial expressions commonly used in the Urdu language or from the entertainment industry. This will help readers relate to and understand the dynamics of the issue, which may not be much different in other parts of the world as well.

Results: This paper has used eight different cultural phrases/terms as an analogy from the Indo-Pakistan region to describe misconduct in the authorship of scientific papers. These analogies are either based on some colloquial expressions commonly used in the Urdu language or from the entertainment industry. This will help the readers to relate to and understand the dynamics of the issue, which may not be much different in other parts of the world as well.

Conclusions: The responsibility lies on us, i.e., the people working in academic institutes, Institutional Review Boards, and journal's editorial teams, as trainers or as trainees. The change process may start from the top and trickle down or start from the base and nurture with time. However, the better approach would be to have a multipronged effort for change, working at

senior, middle, and junior levels simultaneously. This approach will accelerate the process yet will not compromise the durability of change.

We acknowledge that the road to research ethics will have many speed-breakers, sharp cuts, dysfunctional traffic lights, and foggy weather.

Keywords: Misconduct, Authorship, Medical Ethics

PROMOTING HEALTH AND COMPREHENDING THE BEHAVIOUR IN THE INFLUENCE OF THE CONTEXT

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Introduction: The roles of behavior in health, health promotion, and quality of life are influenced by different contexts. Context plays an essential role in understanding and improving health outcomes. Twentieth-century positivism allowed us to analyze relationships between behaviors, feelings, health, and death that were previously beyond the scope of analysis. This casual analysis directs our attention beyond the effects and toward other factors that influence us.

Methodology: This paper dives into behavioral and ecological models. It is interesting to see how these models intersect in their focus. It also highlights the significance of contexts when it comes to understanding genetic influences. It shows how the interplay between genes and the environment work together to shape our understanding of genetics. It also shows the importance of health and health behavior and plays a crucial role in shaping our behaviors and health outcomes. It's Intriguing how genetics can help us connect the dots between individual traits and the larger social and community factors that shape them.

Results: The behavior therapy clinical evaluation literature mainly relied on case studies, which were carefully documented to provide a solid basis for drawing inferences. These case studies played a crucial role in enhancing our understanding of behavior therapy. This paper tells how we can expand our knowledge and the influence of positivism on behavioral thinking for a better understanding of context.

Conclusions: The paper points up the significance of context in health, health behavior, genetics, geography, and multilevel analysis for a better understanding of the influence of context. It's a comprehensive exploration of the role of context in shaping our actions and health outcomes.

Keywords: Casual analysis, Role of behaviour, Behavioral and ecological model, Significance of context, Health promotion

FACTORS AFFECTING OCCUPATIONAL THERAPISTS' SENSE OF BELONGINGNESS IN A MULTI-PROFESSIONAL CLINICAL ENVIRONMENT

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Introduction: Occupational Therapists are the core members of the health care system. Belonging to a workplace is vital for assiduous OT services, a safe learning environment, and inclusive practices. This research aim is to identify the factors that affect their sense of belongingness in a multi-professional clinical environment.

Methodology: It is a Qualitative-single case study. Ten Occupational Therapists were selected to participate in online semi-structured interviews using purposive sampling. The Interview guidelines were based on an integrative framework of belongingness. Data analysis was carried out manually following Clark and Braun's six steps of thematic analysis.

Results: Five themes further classified into eleven subthemes emerged from the analysis. Professional Competency, Inter-Professional Collaborations, and Self Motivations are the mediators for belongingness. Furthermore, Struggles with Professional Identity and organizational barriers obstacles cultivating a sense of belongingness in a multi-professional clinical environment.

Conclusions: Occupational Therapists' skills, effective communication, a safe learning environment, and others' knowledge of their services, required resources, and opportunities contribute to providing a nurturing ground for belongingness. The findings might suggest solutions for employers, team leaders, and medical educators for effective interdisciplinary team interactions

Keywords: Belongingness, Occupational Therapists (MESH term), Multi-professional team

COMPARING AND EXPLORING THE LEVEL OF EMOTIONAL INTELLIGENCE OF STUDENTS OF PRE- CLINICAL AND CLINICAL YEARS OF HEALTH SCIENCES: A MIXED METHOD STUDY

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Introduction: Emotional intelligence of health sciences students have been quantitatively measured through different validated questionnaires in different studies and substantiated evidence of low to high level of emotional intelligence are available in the literature. Currently, I could not find a mixed-method study that compares and explores the level of EI in different disciplines of health sciences (MBBS, BDS, physiotherapy, and optometry) in pre-clinical and clinical years.

Methodology: We have collected the quantitative data through TEIQue-SF and qualitative data through semi-structured interviews and one-on-one interviews. We analyzed the quantitative data of 248 students who consented to participate in the quantitative phase of this study. We used an unpaired Chi-square test to measure the different levels of EI in pre-clinical and clinical years. The emotional intelligence across the discipline was measured through Kruskal- Wallis test.

Results: Of 248 students, EI was low in 32.22% (80), moderate 65.32% (162) and high 2.4% (6). Statistically significant difference of EI across the discipline was $p > 0.014$. The median EQ score of physiotherapy was 138, optometry was 135, BDS was 129 and MBBS was 128.50. The range of individual EI scores was 114 (78-192). No statistical difference in students of pre-clinical and clinical years of MBBS ($p < 0.096$), BDS ($p < 0.796$), physiotherapy ($p < 0.471$), and optometry ($p < 0.471$) was found.

Conclusions: This study concluded that approximately one-third students of health sciences had low emotional intelligence. The emotional intelligence of MBBS, optometry, and BDS students of clinical years decreased as compared to clinical year students. However, the EI of physiotherapy students of clinical years increased as compared to pre-clinical year students. Essential components of emotional intelligence could be modifiable through positive role modeling and effective communication skills of teachers.

Keywords: Emotional intelligence, Health Sciences, Physiotherapy, Optometry

ARE WE PREPARING YOUNG MEDICAL LEADER? PERCEPTION AND ATTITUDE TOWARD PHYSICIAN LEADERSHIP AMONG POSTGRADUATE RESIDENT OF SERVICES HOSPITAL

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Introduction: In medicine, leadership is considered an essential competency and is included in all medical curricula. However, these curricula lack standardization, prioritization, and may not address the resident perspective and attitude toward physician leadership. In this study, we will evaluate the perspective and attitude of postgraduate residents toward physician leadership.

Methodology: A cross-sectional study was conducted on 109 residents of Medicine and Gynecology at SHL after obtaining ethical approval. A convenience sampling technique was chosen. Consent forms were distributed to the participants. Data on perception and attitude were collected through a self-administered questionnaire adapted from MLCF. Descriptive statistics were analyzed using SPSS 25.

Results Among all participants, 53.3% of residents were well-informed about physician leadership, while 47.8% agreed that it should influence management decisions. For 51.1% of the residents, leadership skills are important, and 43.5% desired additional training during residency. Residents highlighted the following as good leadership skills: personal qualities and competencies (41.3%), working with others (53.2%), managing services (44.8%), improving services (48.3%), and strategic directions (42.1%).

Conclusions This study underscores the significance of physician leadership. By recognizing the value of leadership, healthcare institutions can nurture a new generation of physicians who are not only proficient in clinical care but also able to drive positive change within the healthcare system. Incorporating resident input can foster a sense of engagement and ownership.

Keywords: Perception, Attitude, Physician leadership

TEACHING AND LEARNING

CHALLENGES AND BARRIERS OF ONLINE TEACHING: PERSPECTIVE OF FACULTY IN A PRIVATE MEDICAL COLLEGE OF LAHORE

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Introduction: The benefits of online learning, such as flexibility and accessibility, have prompted its adoption in medical education and healthcare. To identify the challenges and barriers faced during the initiation of online teaching by the faculty of a private medical college in Lahore, a comprehensive study was conducted. This study aimed to pinpoint the specific issues that faculty members encountered when transitioning to online teaching. In addition, it sought to explore strategies for overcoming these challenges and optimizing the online learning experience for both educators and students in the medical field.

Methodology:

This three-month cross-sectional study was conducted at FMH College of Medicine and Dentistry in Lahore. A sample of 70 faculty members out of a total population of 140 was selected using a sampling interval of 2. A structured questionnaire was employed for data collection, which was carried out online via email through Google Performa. The study received approval from the Institutional Review Board (IRB), and consent was obtained from participants. Data analysis was performed using SPSS version 20 and Microsoft Excel, with calculations of percentages, proportions, and means to assess the collected data.

Results: Mean age in years was 39 ± 9.8 of the enrolled faculty. Predominance of females 47 (67.1%) to males 23 (32.9%) was observed. Maintaining class decorum and controlling student's plagiarism was a major challenge 65 (92.9%). Inadequate online teaching resources were recognized 61 (87.1%) to be a challenge making it difficult to inculcate clinical skills while, 58 (82.9%) accepted effectiveness of lecture was interfered by lack of face to face interaction. Most common barrier 60 (85.7%) was connectivity issues, software failure, power issues and 57(81.40) realized lack of finances.

Conclusions: Lack of face to face interaction, connectivity, software and power failure issues, in addition to finances and time management were a major concern.

Keywords: Online teaching, Challenges and Barriers, Teaching, Perceptions, Private Medical College.

TECHNOLOGY ENHANCED LEARNING: A WAY FORWARD FOR TEACHING GROSS ANATOMY FOR TEACHING GROSS ANATOMY

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Introduction: Utilizing multiple pedagogical resources is essential to enhance learning and retention of anatomy. Novel technological innovations offer an opportunity to deliver standardized teaching of anatomy to medical students. The objective of study was to compare the effectiveness of 3D Anatomy software with traditional teaching modalities such as 3D models and atlas for understanding and retention of gross anatomy.

Methodology: The experimental study was conducted on 1st-year MBBS students during the MS module with a group of 45 students. A topic related to the forearm was selected for an introductory lecture. After a pre-test, students were divided into three groups to study (n=15), labeled as the Atlas group (A), 3D Anatomy Model group (B), and the 3D Virtual Anatomy group (C) for self-directed intra-group learning. Post-intervention tests, comprising multiple-choice questions and an "identification test" of gross features, were conducted. Differences in test performance among the three groups in the pre- and post-intervention were calculated, and changes in the scores were assessed with the Kruskal-Wallis H test.

Results: Participants in all three groups had significantly higher scores on the post-intervention test than on the pre-intervention test. A comparison of pre-test scores between the groups did not show any significant difference. Intergroup comparison of post-test scores was statistically significant (<0.05). The Kruskal-Wallis test showed highly significant differences (<0.001) between the 3D Virtual Anatomy group and the Model group, while a significant difference was also found between the 3D Virtual Anatomy group and the Atlas group. The difference between the Atlas group and 3D Model group was not significant.

Conclusion: Teaching Anatomy by using 3D Virtual modality is more effective in providing a better understanding and retention of the topic, in comparison with an atlas or 3D models.

Keywords: 3D Virtual Anatomy, Teaching modalities, Gross Anatomy

ENHANCING CLINICAL SKILLS THROUGH VIDEO: AN INNOVATIVE HEALTH PROFESSIONS EDUCATIONAL TOOL

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Introduction: Every student is different and has different learning styles. Some use audio tools while others prefer visual tools for better learning and remembering. Undoubtedly, images in the form of diagrams, charts and photographs are considered modern tools of information for learning. As educationists, we need to cater the needs of every student. Videos can be used as a good example to deliver information to the students. This can also be used in clinical subjects where students need to have a basic knowledge of the subject before acquiring the skills. Video demonstrations in learning have many advantages. They save time and resources.

Methodology: A sequential exploratory mixed-method study design was used and collection of data was accomplished through means of a questionnaire alongside student comments. The study population consisted of 35 undergraduate third-year DPT students who were given a one-hour lecture on ischemic pressure and passive stretch procedures and shown a video clip

explaining the procedure. Following this, students were asked to perform the same procedure on patients. Ten students were randomly selected to provide comments on the video clip.

Results: The use of video clip as an educational tool can significantly improve students' knowledge and retention. The comments from the students revealed that video clip was engaging, informative, and helped them understand the procedure better. It also highlights the importance of using videos in enhancing critical thinking skills, increasing creativity and motivation in DPT students. The findings of this study suggest that video clips can be a valuable alternative educational method in physical therapy education and can improve students' academic performance and competence as future health care providers

Conclusions: The use of videos in physiotherapy education is viewed positively by a majority of third-year students. Videos can help to maintain interest and visualize concepts, improve critical thinking abilities, create connections between theory and practice, and improve motivation levels.

Keywords: Clinical skills, Health profession, Educational tool

DOES ACTIVE LEARNING HAVE TO BE RESOURCE INTENSIVE?

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Introduction: It is a common perception amongst faculty that a change from passive to active learning strategies will be resource intensive both in terms of faculty time for preparation, as well as other requirements like availability of internet, use of software and any other material requirements. Without which active learning will not happen or if conducted will not work well.

Methodology: Active learning was attempted with 43 final year medical students during their lecture on Adrenals. Faculty time for session preparation was to generate 10 MCQs on the topic and a short presentation with key points to be circulated post session. No technology was used during the session.

Results: Students rated the session as beneficial for learning, owing to opportunities for brainstorming, group discussion, solving application questions, and discussion with faculty. They suggested more of such sessions from the beginning of the academic year and reading material to be provided before the session.

Conclusions: Active learning doesn't have to be resource intensive from any aspect. Simple strategies and changes can go a long way in increasing student involvement during the session, as well as their overall learning.

Keywords: Active learning

A CROSS-SECTIONAL STUDY ON THE IMPACT OF SYNCHRONOUS LEARNING AMONG MEDICAL STUDENTS DURING COVID 19 PANDEMIC: A CASE STUDY OF SKZMC, LAHORE

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Introduction: During covid-19, the medical education was shifted to online mode to continue academic activity due to the shutting down of educational institutions. In order to assess the impact of online study mode, it was imperative to carry out study on the effect of synchronous learning on medical students. A study was designed to assess the impact of synchronous learning on the medical students of the Shaikh Zayed Medical College (SZKMC), Lahore.

Methodology: The study was carried out at SKZMC during the month of May 2021. A questionnaire was developed on Google and sent to the medical students of each year of the SKZMC. Data of the 101 duly filled forms was analyzed by using SPSS software.

Results: Results of the study reveal that online learning is a new entity for 82.2% of medical students and they have not experienced it before. 53.4% of participants felt headaches during synchronous learning. 42.6% of students are of the opinion that the online learning method provides an opportunity for real-time discussion, 18.8% think that it is cost-effective, and 24.8% for immediate feedback. 77.2% of medical students were unable to study during Covid 19. 24.8% of students opined that students show misbehavior during online learning.

Conclusions: Having real-time teacher-student discussions in cost cost-effective manner and knowledge clarity due to immediate feedback enhances the applicability of this technology-bound learning methodology. The inability of synchronous learning to develop clinical skills in future physicians with time constraints along with student misbehavior are some pitfalls in this newly implemented learning strategy. Online learning is not only more effective than traditional classroom learning but it is also significantly more cost-effective than the traditional way of learning.

Keywords: Synchronous learning, Covid 19, Medical Students.

STUDENTS PERCEPTIONS AND PREFERENCES: A COMPARATIVE STUDY OF TEAM-BASED LEARNING AND TRADITIONAL LECTURE-BASED LEARNING IN ALLIED HEALTH SCIENCES, THE UNIVERSITY OF LAHORE

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Introduction: The two most popular instructional approaches in education are team based learning (TBL) and traditional lecture-based learning (LBL). TBL is a relatively recent yet well-recognized teaching strategy in the field of medical education. However, lectures have long been the predominant method.

Methodology: Comparative Cross-sectional study design was employed by using purposive sampling technique. The study was conducted under students of Faculty of Allied Health Sciences (FAHS), The University of Lahore, Pakistan. Undergraduates, postgraduates and doctorate level students were involved. A structured Questionnaire was administered to the participants. Internal consistency was measured by Cronbach's alpha ($\alpha = 0.68$).

Results: 188 responses were collected from all degree levels enrolled in FAHS. The results

shows no significant difference between TBL and LBL as the p value was less than 0.05, the p value obtained by comparing the TBL and PBL preferences of the students was 0.697.

Conclusion: To conclude, Individual characteristics and prior experiences are just two examples of the many variables that might affect student choices for educational approaches. However, a balanced approach may be used for instructional design.

Keywords: Team-based learning, Traditional lecture-based learning, Student perceptions, Student preferences.

LEARNING EXPERIENCE IN PHYSIOLOGY SKILL LAB AND RECOMMENDATIONS BASED ON IN-DEPTH STUDENTS' INTERVIEWS

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Introduction: In order to contextualize the student centered approach in the modular curriculum offered at UCMD, this study gathered the themes out of the perceptions of stake-holder students, regarding their hands-on experience in Physiology skill-lab. The purpose was to improve the quality standards of teaching and learning by acquiring in-depth feedback.

Methodology: The qualitative study was conducted after seeking ethical approval (113/23/10) and informed consent from a purposive sample of ten medical students with an average academic performance, each from the first and second year. Two artificial intelligence tools were used to record the interviews (otter.ai) and to identify the themes (chatGPT3.5).

Results: The major themes included teaching styles, the importance of PowerPoint presentations and notes, practical knowledge and experience, organization and group dynamics, demonstration, and practical assignments. Recommendations were generated based on the interpretation of these themes.

Conclusions: In order to equip future doctors, teaching and learning methodology and style should be optimized by creating research evidence in the local context. Integrating theory with practice is much needed. Lab sessions should be organized in sub-groups by making available comprehensive resources. Teaching should be aligned with OSPE assessment.

Keywords: Learning Experience , Skill Lab , Thematic Analysis , AI Tools

PEER-ASSISTED LEARNING IN CLERKSHIP: WHAT DO THE STAKEHOLDERS SAY ABOUT IT?

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Introduction: Peer-assisted learning (PAL) refers to teaching by the students to the students. There are different formats of peer-assisted learning and reciprocal PAL is that form where a student is a tutor and tutee at varied times. However the true potential of reciprocal PAL has not been explored in medical education. The objective of this study was to obtain the opinion of the students and the teachers about reciprocal PAL.

Methodology: This was a qualitative study that included opinions of the students and the teachers obtained through focus groups and interviews respectively. The students were from fourth year undergraduate medical students who were doing Family Medicine clerkship. COREQ guidelines were applied in planning, implementation and analysis of this study. Thematic analysis was conducted by three researchers who agreed on the final themes after mutual discussion.

Results: The following four themes were finalized; “Enhancement of teaching skills”, “Conducive educational environment”, “Operational issues” and “Recommendations for the future”.

Conclusions: Faculty and students perceived peer-assisted learning as a useful instructional strategy that can complement but not completely replace faculty teaching.

Keywords: Peer Assisted Learning, Reciprocal Peer Assisted Learning, Peer Tutors, Peer Tutees

BREAKING BARRIERS IN DENTAL EDUCATION: UNMASKING THE IMPACT OF GENDER ON CLINICAL LEARNING

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Introduction: Gender bias in healthcare is a persistent issue that restricts individuals from benefiting equally based on gender stereotypes. It hampers learning opportunities for dental students in clinical practice and hinder the development of dentists who can provide safe and equitable care. While awareness of these disparities has increased, research on dental students' perceptions of gender bias in clinical practice is lacking. This study aims to explore dental students' experiences and perceptions of gender bias in clinical practice and its influence on their learning.

Methodology: This qualitative exploratory study of gender bias in dental education through in-depth interviews with undergraduate dental students from two private dental institutions in Pakistan. Ethical approval was obtained, and consent forms were shared with participants. Data saturation was achieved after conducting 15 interviews with a diverse group of students. The interviews were transcribed verbatim using Otter.ai and thematic analysis was done to gain insights into the experiences and perceptions of gender bias existence in dental education and its impact on clinical learning. Open and axial coding generated themes and subthemes from IDI data.

Results: The analysis revealed three main themes: gendered stereotypes & expectations, interpersonal dynamics & gendered support, and strategies for addressing gender bias. Participants reported a presence of gender-based stereotypes and expectations, which influenced their learning experiences. They also discussed the impact of gender on interpersonal interactions and the support received from the interprofessional team. Strategies suggested for addressing gender bias included changes in upbringing, inclusion of gender studies in the curriculum, appointing more women to higher positions, and fostering an environment of mutual respect and inclusivity.

Conclusions: Findings revealed that stereotypes and expectations influenced career prospects, specialty choices and interpersonal interactions. Strategies for addressing bias included incorporating gender studies in the curriculum and promoting women in leadership positions.

The study emphasizes the importance of creating an inclusive environment in dental education to overcome gender biases and promote equal opportunities.

Keywords: Gender Bias, dental education, stereotype, clinical learning

PERCEPTION OF UNDERGRADUATE STUDENTS ABOUT BEDSIDE TEACHING: EXPERIENCE AT A PRIVATE MEDICAL COLLEGE

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Introduction: "Studying the phenomena of disease without books is to sail an uncharted sea, while studying books without patients is not to go to sea at all," encapsulates the essence of medical education (Narayanan & Nair, 2020). The global shift from teacher-centered to student-centered pedagogies has reshaped curricula, transitioning from didactic lectures to problem-based and case-based learning. However, this transformation in undergraduate medical education has been gradual, particularly concerning bedside teaching (BST), a crucial method for imparting psychomotor and affective skills in a clinical setting (Narayanan & Nair, 2020).

Methodology: A cross-sectional study was conducted in March 2023 at SMDC. Ethical approval and consent from students were obtained. Data was collected from students in their fourth and final year of MBBS using an online Google form through a structured and validated questionnaire. Four domains about BST were assessed, including the physical environment, patient's comfort and attitude toward the patient, the teaching task of the teacher, and group dynamics.

Results: In the physical environment, space constraints and a noisy environment were two areas where students were not satisfied. BST ethics were followed properly except for the failure to explain findings. In the teaching task of the teacher, an area of improvement was in patient selection and skill practice. In group dynamics, an area of improvement was in roles assignment and clarity.

Conclusions: BST is a vital clinical skill. It acts as a catalyst to enhance clinical skill practice, communication skills, and reasoning. A decline in BST can compromise patient management skills in future doctors. Appropriate steps should be taken to rectify the barriers to the adequate provision of BST. The overall learning experience of learners can be enhanced by rectifying these barriers.

Keywords: Bedside Teaching, Student's Perception, Medical Students, Consent

PSYCHOLOGICAL SAFETY OF PAKISTANI STUDENTS IN EDUCATIONAL SETTINGS: IMPLICATIONS FOR LEARNING AND ENGAGEMENT

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Introduction: This study investigates the critical concept of "psychological safety" in healthcare settings and its influence on healthcare worker performance and organizational functioning. We address the gap in research by proposing a mixed-methods approach to understand the factors

affecting psychological safety among Pakistani medical students. By exploring hierarchy, peer pressure, and social factors, we aim to uncover the relationships between psychological safety, learning, and engagement. This research promises valuable insights into creating safe learning environments, guiding future interventions for improvement.

Methodology: A diverse sample of medical college students will be randomly selected. The qualitative phase includes semi-structured interviews to investigate experiences related to psychological safety, hierarchy, communication, peer pressure, and social factors, analyzed thematically. The quantitative phase involves surveys, collecting data on these variables, along with demographic information. Data analysis includes thematic and statistical analysis, including Pearson correlation and multiple regression tests.

Results:

Qualitative Insights: The qualitative phase is anticipated to yield in-depth insights into students' perceptions and experiences related to psychological safety, hierarchy, communication, peer pressure, and social factors.

Quantitative Data: The quantitative phase will provide data on the relationships between psychological safety, learning, engagement, and the aforementioned factors, offering a comprehensive understanding of their impact.

Conclusions: In conclusion, this study anticipates providing valuable insights into psychological safety among Pakistani medical students, shedding light on its influential factors and its effects on learning and engagement. Combining qualitative and quantitative approaches, we aim to contribute to the development of strategies for fostering psychological safety in educational environments.

Keywords: Psychological Safety, Learning, Engagement, Pakistani Culture

ASSOCIATION BETWEEN EMPATHY OF DENTAL SURGEONS TOWARDS THEIR PATIENTS AND THE DENTAL SURGEONS' EMOTIONAL INTELLIGENCE OF KARACHI CITY

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Introduction: The two affective domain characteristics of empathy and emotional intelligence have a substantial impact on how dentists treat patients, and as a result, they may have an impact on the doctor-patient relationship. The development of a good doctor-patient relationship has a significant impact on the success of dentistry professionally.

Methodology: A cross-sectional study was conducted on a sample of 112 dental practitioners including clinicians, academicians and post-graduate students from Karachi city who were instructed to complete a self-administered questionnaire. The questionnaire consisted of the Health Professional (HP) version of the Jefferson Scale of Physician Empathy (JSPE) and the Schutte's Emotional Intelligence Scale (SEIS). Pearson's correlation coefficient and linear regression were used to test the statistical significance of the observations.

Results: A positive correlation was found between empathy and emotional intelligence. The correlation was significant $p=0.05$, even after adjusting for the confounders and the regression model showed significance with r value of 0.12.

Conclusions: It has been discovered that dentists with empathy have better emotional IQ. Despite differences in age, gender, educational background, occupation, and years of work experience, emotional intelligence and empathy revealed a favorable link.

Keywords: Empathy, Dentist, Scale

PERCEPTION, KNOWLEDGE, ATTITUDE ABOUT MONKEYPOX AMONG UNDERGRADUATES

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Introduction: Monkeypox is a disease caused by the zoonotic monkeypox virus, and it is one of the four recognized poxvirus species infections following the eradication of smallpox. The world health organization (WHO) declared monkeypox a “public health emergency of international concern” on 23 June 2022. Medical students who will become future healthcare providers are directly associated with community people and can easily sensitize the general population, so it is crucial to assess their degree of knowledge and attitudes regarding recently emerging infections or pathogens. However, studies on medical students’ perception of the monkeypox virus are scarce

Methodology: A cross-sectional study was conducted from May to June 2023 among undergraduate medical students in Pakistan. A systematic random sampling technique was applied to select the study participants. A self-administered questionnaire was used to gather data on sociodemographic characteristics, perception, knowledge, attitude toward the monkeypox virus. Descriptive statistics were performed.

Results: Among 110 participants, the majority belong to age group 18-22 years. Mostly were the females 78 (70%) and male were 32(29%) of Pharmacy Department 69 (62.7%). About the level of knowledge most of the participants having knowledge of monkeypox diagnosis is possible by blood draw 73 (67%). Prevention and control measure for monkeypox is unsatisfactory and need further enforcement of public awareness by social media.

Conclusions: Female students have comparably higher knowledge than male students . About prevention and control of the disease , there need to be more awareness created by health care professionals for future health care professionals as well as for people not related to medical .

Keywords: Zoonotic Disease, Viruses, Monkeypox, Medical Students, Epidemic, Knowledge, Perception, Attitude

PERCEPTION OF MEDICAL STUDENTS TOWARD THE IMPACT OF ONLINE EDUCATION ON THEIR ACADEMIC PERFORMANCE AND EMOTIONAL WELLBEING

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Introduction: Online education was used to some extent in all fields before Covid 19 pandemic. Its use has been markedly increased during the pandemic with a major shift from traditional teaching methods to online and hybrid teaching. Use of E-learning and artificial intelligence in health education is compulsory now. Online education will be a part and parcel of future medical graduates in terms of electronic health records, telemedicine, and aided diagnosis systems. This study aims to determine the perception of medical students toward the impact of online education on their academic performance and emotional well-being.

Methodology: A 31-item questionnaire was devised on Google Forms and disseminated through WhatsApp groups of the fourth year and final-year MBBS students of Allama Iqbal Medical College. The survey was administered from April 4th, 2023, to April 30th, 2023. The questionnaire comprised mixed-style questions. The medical students were asked about their perceptions of online education and its impact on academic performance and emotional well-being. Data was collected and analyzed by SPSS version 23.

Results: More than 50% of students gave a positive impact of online education on their academic performance but 65% mentioned negative effects on their practical skills. Many students experience anxiety, stress, and difficulty in focusing during online education. Overall 84.1% of students rated online education experience as fairly good. Internet quality and speed were the main challenges faced by most of the students. A statistically significant difference of <0.05 is observed due to student status and residential status on their academic performance and emotional well-being.

Conclusions: Students have positive perceptions of their academic performance in terms of formative and summative assessment scores but experience negative effects on their practical skills. It is associated with various degrees of emotional disturbances including stress, anxiety, less motivation, and attention deficit. Students showed high satisfaction with the online education experience. Online education emerges as an effective teaching tool but has some limitations and disadvantages.

Keywords: Online Education, Academic Performance, Emotional Wellbeing

CORRELATION BETWEEN SOCIAL MEDIA ADDICTION AND ACADEMIC PROCRASTINATION IN MEDICAL STUDENTS AT PUBLIC AND PRIVATE MEDICAL COLLEGES AT PESHAWAR

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Introduction: The use of social media has significantly increased in recent years, particularly during and after the COVID-19 era. This surge in social media usage has given rise to concerns about social media addiction, a condition that is relevant to medical students as well. Social media use has been found to interfere with the learning process as students often become distracted and less attentive to their academic tasks. Additionally, the procrastination induced

by social media usage can lead to heightened stress and anxiety, further impeding academic performance.

Methodology: A cross-sectional study will be conducted at both public and private medical colleges in Peshawar that offer co-education. The cumulative sample will consist of 4716 medical students from seven different medical colleges. Data will be collected using the Social Media Addiction Scale (SMAS) and the Academic Procrastination Scale (APS).

Results: Data collection is currently in progress, and we are awaiting the results.

Conclusions: Data collection is still underway, and as a result, we are currently unable to provide conclusions based on the data.

Keywords: Social Media Addiction, Academic Procrastination, Medical Students

INTEGRATING LIFESTYLE MEDICINE INTO COUNTRY

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Introduction: Worldwide scientific evidence associates unhealthy lifestyle practices with morbidity and mortality related to non-communicable chronic diseases. Globally, there is insufficient lifestyle medicine training for physicians at both the undergraduate and postgraduate levels. Health care professionals in Pakistan are currently unable to effectively manage the epidemic of lifestyle-related diseases. The primary gap lies in undergraduate medical training, where the medical curriculum lacks adequate content in lifestyle medicine teachings.

Methodology: The first crucial step in integrating Lifestyle Medicine content into the undergraduate medical curriculum was to train faculty members of Riphah Medical College by offering a certificate course and the IBLM exam. The conceptual framework used was based on Harden's 10 rules for designing a curriculum. Curriculum objectives were determined through brainstorming sessions, which were then translated into modular objectives. These were further detailed into specific learning objectives for the lesson plans. The content to be included was based on the principles of the American College of Lifestyle Medicine (ACLM) and the teachings outlined in Dr. Beth Frates' book "The Lifestyle Medicine Handbook."

Results: The need for Lifestyle Medicine (LM) was assessed based on survey statistics. Learning objectives were designed to encompass cognitive, affective, and psychomotor domains. Riphah Medical College follows an integrated system-based modular curriculum. Alignment of LM content was spirally integrated across all years of the program. Educational strategies were adopted based on the SPICES model. Cognitive learning objectives were taught through lectures, small group discussions (SGDs), and problem-based learning (PBL). Affective learning objectives were addressed during communication skills sessions and case-based discussions, while psychomotor learning objectives were tackled during clerkships and on the wards. The assessment of LM content was planned in accordance with a TOS (Test of Skills) and Miller's pyramid.

Conclusion: Lifestyle medicine content was embedded vertically into the undergraduate medical curriculum following Harden's Rules of curriculum design. Educational, teaching, assessment, and evaluation strategies were incorporated in line with the standards of medical education. This curriculum will serve as a model for other medical colleges in Pakistan, providing a framework to address the urgent need for comprehensive lifestyle medicine training.

Keywords: Lifestyle Medicine, Undergraduate Medical Curriculum, Integration

RESILIENCE AND ACADEMIC PERFORMANCE: EXPLORING THE LINK IN DENTAL STUDENTS. A CORRELATIONAL STUDY

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Introduction: Resilience is the capacity and capability to recover from stress. It influences academic performance by encouraging students to overcome obstacles and keep a proactive and adaptable approach to learning. To understand students' well-being and the stressors they go through in their academic journey. Examining their resilience level provides insights into their psychological well-being and their ability to cope with adversity.

Methodology: Data was collected after appropriate institutional approvals. No student-identifying data elements were included in the datasets. Informed consent and demographic detail were taken from all the participants. The ARS-30 questionnaire consists of 30 items that assess various dimensions of academic resilience, such as self-efficacy, perseverance, goal setting, and adaptive coping strategies. Descriptive analysis was done to interpret the dataset. The association was analyzed between academic resilience and academic performance established by using the bivariate correlational analysis.

Results: The mean age of the students was 21.49 ± 1.39 years with minimum and maximum ages of 17 and 25 years, respectively. Among 196 dental students, 132(67.35%) were females and 64(32.65%) were male. In terms of relationship between the academic performance and academic resilience (ARS 30) score we found a strong positive correlation. i.e., $r=0.774$. In simple words, we can say that as far as academic resilience increases in students their academic performance also increases.

Conclusions: Academic resilience places the construct of resilience in an educational context and indicates a higher probability of achieving educational success even in the face of adversity.

The study points to the significance that consists of interventions that promote resilience, modifying support programs, updating the curriculum, improving faculty development, and implementing a comprehensive strategy for student support in health professions education.

Keywords: Resilience, DentalStudents, AcademicPerformance

RESHAPING CURRICULUM DESIGN AND DELIVERY THROUGH VISUAL ANALYTICS

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Introduction: Visual Analytics can be used as an instrument for planning and applying future changes to the existing curriculum, in an effort to be able to align medical education constantly with the everevolving needs of the healthcare system. The term "medical visualization" describes the application of computer graphic techniques to the creation of interactive visual representations of medical data. However, there is a dearth of studies exploring how and why visual analytics might improve the medical education curriculum. The use of Visual Analytics (VA) has not been reported extensively for application of future changes in ME.

Methodology: Qualitative

Results: The findings of this study will contribute to the medical education field with new knowledge using VA. Additionally, it will provide a novel research avenue in the field of medical education informatics. It appears that the VA technique, which will be used to analyze and describe the Behavioral Sciences course through numerous representations, will aid in:

Revealing the hidden structure of curriculum data investigated across different entities, Identifying gaps and roles of minor-major entities in the structure of the data.

Conclusions: The findings of this study will contribute to the medical education field with new knowledge using VA. It will also aid in serving as a tool for planning and implementing modern reforms to the existing curriculum.in an effort to align medical education.

Keywords: Curriculum, Curriculum Planning, Redesigning/Reshaping Of Curriculum, Curricular Reforms, Visual Analytics, Visualization

EFFECTIVENESS OF COGNITIVE BEHAVIOUR THERAPY ON CANCERS PATIENTS

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Introduction: This study investigates the efficacy of Cognitive Behavior Therapy (CBT) in addressing the mental health challenges faced by cancer patients. CBT, a well-established psychological therapy, is known for its versatility in dealing with various mental health issues. Upon receiving a cancer diagnosis, many patients experience profound depression, which can significantly impact their recovery. This research explores the potential of CBT to instill hope and enhance the overall well-being of cancer patients.

Methodology: The study focuses on female breast cancer patients who are currently undergoing chemotherapy. The assessment tool employed is the Patient Health Questionnaire 9 (PHQ-9), which assesses depression levels.

Results: The findings of this research reveal that CBT has a substantial and positive impact on breast cancer patients. It effectively addresses their mental health concerns, leading to an improvement in their overall health.

Conclusions: The results affirm that CBT is an effective therapeutic approach for cancer patients, offering a means to alleviate depression and contribute to their overall recovery.

Keywords: Depression, cancer, Cognitive Behavior Therapy, mental health, chemotherapy, psychological intervention.

USE OF SMART PHONE AND MEDICAL APPS IN DENTISTRY

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Introduction: With the improvements in Information Technology, the Internet and smartphones have become part of the modern lifestyle. Medical and Dental professionals and students are increasingly using them in their daily and professional activities. After the COVID pandemic and the shift of teaching to online methods, smartphone usage has ever more increased. This article aims to assess the perception, usage pattern and associated factors among dentists and dental students in Pakistan.

Methodology: This was a cross-sectional web-based survey. A questionnaire was prepared and validated by two experts in medical education. IRB approval was obtained from Institutional Review Board, Islam Dental College (Ref. no IDC/09-05/171 Dated: May 09, 2023). The questionnaire was uploaded in Google Forms and the link was distributed to dentists and students of various dental institutions of Punjab using WhatsApp and Email. The sample size was calculated to be 105 using OpenEpi.com sample size calculator with confidence level kept at 80%, margin of error at 5% and hypothesized frequency of outcome to be 25%. The data was extracted as an MS Excel sheet

Results: There were 120 participants, in the majority of them, the frequency of usage of dental apps was less than once a week, and the average daily usage was less than 20 minutes. The most commonly stated purpose of using smartphone apps was 'Assisting Diagnosis'. The perception of dentists and dental students was positive in response to most questions. Analysis showed the level of qualification significantly affected the respondents' perceived ease of obtaining the apps.

Conclusion: The usage of smartphone apps was lower in the studied population compared to international levels. Smartphone apps can aid clinical practice and learning experience through their accessibility and cost-effectiveness provided limitations and barriers in their use are addressed

Keywords: Mobile Applications, Smartphone, Surveys and Questionnaires, Cross-sectional survey, Pakistan, Dentists, Students

ENSURING COMPETENCE OF ESSENTIAL SKILLS : CLINICAL EXAMINATION FOR FINAL YEAR MEDICAL STUDENTS

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Introduction: Undergraduate medical students are often found to be deficient in essential clinical skills possibly due to underutilization of various bedside clinical teaching strategies. The current study was planned to ensure competence of essential skills (ECOES) of final year medical students in clinical examination by identifying essential skills and by revisiting and practicing them before the examination.

Methodology: The cross-sectional study was conducted at the Aga Khan University, Karachi, from February to November, 2019, and comprised final year medical students and internal examiners from various academic disciplines. An overview of the organisational context, exam structure and process was noted.

Results: The four key areas highlighted were development of the list of essential skills across five years of undergraduate medical curriculum with consensus from all disciplines, student motivation for attendance in practice sessions, unfamiliarity of examiners with the assessment tool, and the need for capacity building. The key areas were based on the feedback received from all the stakeholders, and post-hoc analysis.

Conclusions: This form of assessment would enable a thorough analysis of the preparedness of the students to function as independent physicians as undifferentiated doctor at the start of their careers as interns, and improve the quality of subsequent exams based on feedback and suggestions of faculty and students.

Keywords: Clinical skills, Competency-based medical education, Undergraduate medical education, Final year medical students.

STUDENTS AND TEACHER'S PERCEPTION ON CURRICULUM VIABILITY INHIBITORS AT A PRIVATE MEDICAL COLLEGE

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Introduction: Curriculum viability is a new method for curriculum evaluation involving the identification of curriculum viability inhibitors. Teachers and students may hold varying perspectives on the presence or absence of each inhibitor. The aim of this study was to identify the inhibitors of curriculum viability, present in a private medical college.

Methodology:

In this quantitative cross-sectional study, data collection was facilitated through the use of pre-validated survey questionnaires, specifically the CVSQ (Curriculum Viability Survey Questionnaire) and the CVTQ (Curriculum Viability Teacher Questionnaire). These questionnaires were administered to both faculty and students in the form of Google Forms, with distribution occurring via email and WhatsApp. The study encompassed a sample size of 169 students and 109 faculty members, aiming for a 95% confidence level with a 5% confidence interval.

Results: Valid and reliable questionnaires were used to carry out the study and we found that the curriculum at our institute had no clear inhibitors. Both teachers and students had either complete or partial agreement on the absence of inhibitors. 169 students filled the questionnaire. It included both 4th and 5th Year MBBS students and 109 faculty members filled the questionnaire. Our data showed no clear inhibitors according to our setting.

Conclusions: In conclusion, the curriculum under study at our private medical college had no clear inhibitor. The faculty and students both agreed on it.

Keywords: Curriculum, Viability, Viability Inhibitors, Curriculum Viability Inhibitors Questionnaire, Inhibitors, Viability Indicators

CURRICULUM

RESHAPING CURRICULUM DEVELOPMENT AND DELIVERY THROUGH VISUAL ANALYTICS

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Introduction: Medical Education is an ever-evolving field that seeks to provide students with the most advantageous and plausible learning opportunities. The exponential expansion of data in medical education has ignited an information revolution, which puts forward several opportunities and roadblocks. Visual analytics, as a powerful tool, can aid in planning and implementing future changes to the curriculum, thereby ensuring that medical education aligns with the ever-evolving needs of the healthcare system. However, there has been a lack of empirical studies exploring the potential benefits and methodologies of utilizing visual analytics in reshaping curriculum.

Methodology: A qualitative document analysis of the curriculum for the undergraduate medical and dental program at Bakhtawar Amin Medical and Dental College was conducted to identify flaws and propose improvements. ATLAS.ti was used to analyze the relationships among different components of the designed and delivered curriculum. One-to-one interviews with subject specialists and medical education experts were conducted to gather insights and suggestions for curriculum redesign using visual analytics. Data triangulation was employed to check validity and reliability of the findings.

Results: The results of the study have shown eleven different aspects categorized into four major categories, identified after analysis of an undergraduate medical and dental program.

ATLAS.ti facilitated the visualization of relationships between designed and delivered curricula including; Outcome discrepancies, Alignment of learning outcomes and teaching methodologies, The relationship between learning outcomes and assessment, A comprehensive gap analysis of learning outcomes, teaching methodologies, and assessment.

Conclusions: The findings emphasize the importance of visual analytics in medical curriculum development. The application of visual analytics enables curriculum developers and educators to uncover hidden patterns in educational data and create a well-aligned curriculum that meets the evolving needs of the healthcare system. Further exploration of visual analytics in diverse educational contexts offer promising opportunities for research in the areas of health informatics, information technology, and medical education.

Keywords: Curriculum Development, Visual Analytics, Curriculum Design, Curriculum Delivery

PERCEPTION OF SOFT SKILLS AMONG UNDERGRADUATE DENTAL STUDENTS

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Introduction: Dentistry is a skill-based profession which focuses on honing procedural skills. It includes the evaluation, diagnosis and management of the diseases related to the oral cavity and

the associated structures. The dental students are expected to exhibit not only the required technical skills when they graduate but also the good soft skills to be clinically competent.

Methodology: A close ended questionnaire was developed on a 3-point Likert scale to assess the knowledge of soft skills among undergraduate dental students. The items were adapted from a study on soft skills in dentistry. Data was collected by distributing questionnaires by hand to the students. Data was entered and analyzed through SPSS version 24.

Results: A total of 250 students from different private dental colleges participated in the survey. The results show that most of the students were unaware of soft skills, with 40.4% of participants responded that they were not aware of any soft skills being taught in their institute while 16.2% participants responded “don’t know” to the statement.

Conclusions: It is of critical importance that the institutes offering undergraduate dental programs should implement the teaching of soft skills in their curricula and train their students for competing in the global dental industry as a competent and professional individual possessing both soft and hard skills.

Keywords: Soft Skills, Non-Technical Skills, Non-Clinical Skills, Verbal Skills, Communication Skills, Undergraduate Dental Education

SEVEN DEADLY SINS OF ANATOMY CURRICULUM

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Introduction: Recent changes in anatomy education face challenges due to faculty resistance, reduced teaching hours, and outdated methodologies. Integration of disciplines without proper training impacts knowledge quality, risking clinical safety. Disagreements on content, relevance, and teaching styles arise. Lack of a clear curriculum vision creates tension between faculty and content. Replacing lectures with technology needs adequate resources. Demotivated faculty leads to unsatisfied students.

Methodology: The standards and inhibitors of the Anatomy curriculum were evaluated using the ‘curriculum viability framework’ as described and validated by Rehan A Khan et al in 2019. The framework comprised of 37 standards and 19 inhibitors in the areas of educational content and strategies, faculty, leadership, assessment, students, educational/working environment, communication and technology. The curriculum “sins” of anatomy were measured using validated student and teachers questionnaires and focused group discussions with the Anatomy fraternity.

Results: Analysis of the results identified seven deadly sins in curriculum; the first two being – ‘Lust- Out of context Teaching’ and “Envy- Failing to craft a clear time-lined road map’. All stakeholders unanimously agreed that there is a need to consider the existing educational culture before implementing any change package and all the stake-holders must be taken on board prior to implementation. Sloth- resistance to change due to lack of faculty training being the third sin identified by 72% of the respondents.

Conclusions: Every anatomist agrees on the need for structured, ongoing, and unified anatomy education. The anatomy community must address its shortcomings to advance toward academic excellence.

Keywords: Anatomy Curriculum, Anatomy Education, Curriculum Viability, Faculty Resistance, Curriculum Evaluation, Educational Change

COMPARING VIDEO PODCAST LECTURE VERSUS TRADITIONAL LIVE LECTURE AS AN EDUCATIONAL STRATEGY FOR LEARNING AMONG FINAL YEAR DENTAL STUDENTS AT ISRA DENTAL COLLEGE:A QUASI-EXPERIMENTAL APPROACH

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Introduction: Video Podcast Lecture is one of the emerging technologies in medical education which is a combination of an audio recording of a lecture with video images of an accompanying Microsoft PowerPoint slideshow. The study's objective was to investigate video podcast lectures in comparison to traditional live lectures for assessing the impact of learning of final year BDS students at Isra Dental College through continuous assessment test scores.

Methodology: In a quasi-experimental study, 49 final-year students received video podcasts and traditional live lectures on two equally difficult topics. Learning efficacy was evaluated using post-test questions. Lectures were standardized, taught by the same facilitator, and analyzed using SPSS. Paired T-tests ($P < 0.05$) were employed for significance. Pre and post-intervention surveys gauged readiness and satisfaction with video podcast lectures, respectively.

Results: The readiness survey showed that 84% of students of final year BDS believed that the video podcast lecture could be beneficial for them. Traditional live lectures demonstrated a better learning impact than video podcast lectures where the difference was of moderate statistical significance (p -value < 0.001). A satisfaction survey after the intervention depicted that 79% of students were satisfied with the video podcast lecture.

Conclusion: In our study, the traditional live lecture was found to have a higher educational impact than a video podcast lecture. Students valued video podcasts for convenience and the ability to review.

Keywords: VideoPodcast, Traditional Lecture, Learning Impact

CLINICAL RESEARCH

TWO DECADES OF INFLUENZA AND PNEUMONIA MORTALITY TRENDS: DEMOGRAPHIC, REGIONAL SHIFTS AND DISPARITIES IN THE UNITED STATES, 1999 TO 2020

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Introduction: In 20th century, the largest proportion of deaths caused by infectious diseases in the United States (US) were due to influenza and pneumonia. Although there has been progress in managing influenza and pneumonia, the mortality trends in the US have not been thoroughly investigated.

Methodology: We analyzed death certificates sourced from the CDC WONDER (Centers for Disease Control and Prevention Wide-Ranging OnLine Data for Epidemiologic Research) database spanning the years 1999 to 2020. These certificates were scrutinized to determine mortality rates associated with influenza and pneumonia using ICD-10 Codes J09-J18. We calculated age-adjusted mortality rates (AAMRs) per 100,000 individuals and determined the annual percent change (APC) with a 95%(CI).

Results: Over the course of 1999 to 2020, there were 1,256,791 recorded deaths in the United States due to Influenza and pneumonia, with an age-adjusted mortality rate (AAMR) of 17.1 per 100,000 and a 95% confidence interval. The Northeast region had the highest AAMR 18.0 (95% CI: 17.9 – 18.0).

Conclusions: The highest death rate was among males (AAMR=20.092), Non-Hispanic Blacks/African Americans (AAMR=18.499), residents of Northeast region (AAMR=18.019) and persons ≥ 85 years of age (AAMR=480.998). This recognition of populations and areas with heightened vulnerabilities can play a pivotal role in enabling timely and targeted interventions, ultimately contributing to the prevention of potential outbreaks.

Keywords: Mortality, AAMR, Influenza, Pneumonia

PREVALENCE OF PALMARIS LONGUS IN GENERAL POPULATION OF PAKISTAN

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Introduction: Many textbooks state that palmaris longus is a regressing muscle with an occurrence rate of 14%. It is a small fusiform muscle present in superficial muscles of forearm and assists in flexion of wrist along with flexor carpi radialis. The presence/absence of this muscle is strictly hereditary characteristic. A common question that people ask is about the dependence of muscle absence with gender, hand dominance, age and does its absence affect manual strength.

Methodology: A cross-sectional study was conducted among individuals of diverse ethnic backgrounds between July to August 2023. One standard test (Shaeffer's) followed by three more clinical tests (Pushpa Kumar's, Mishra's, Thompson's) were performed on participants and results were recorded. This pilot study was performed on sample size of 62 participants.

Results: Among 62 individuals 30.6% were male participants (n = 19) and 69.4% were female (n = 43, $\chi^2 = 9.29$, p = 0.002). 90.3% participants were right-handed (n = 56) and 9.7% were left-handed (n = 6, $\chi^2 = 40.32$, p < 0.001). Bilateral absence was 25.8% (n = 18), bilateral presence was noted in 45.2% (n = 28) individuals, unilateral presence in right and left hands was found to be equal that is 14.5% (n = 9 each, $\chi^2 = 15.55$, p = 0.001). Since there were a small number of left-handed participants the dependence of presence and absence of Palmaris longus on hand dominance cannot be established.

Conclusions: It can be concluded that absence of Palmaris longus exist in Pakistani population. The relationship with hereditary traits and ability of exert needs to be established.

Keywords: Palmaris Longus, Anatomy, Karachi, Grafting, Prevalence

THE PREVALENCE OF CONSANGUINITY IN THE DIABETES POPULATION OF PAKISTAN

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Introduction: In Pakistan, consanguinity, or the practice of marrying close relatives, has been a longstanding cultural tradition. This practice has garnered attention due to its potential implications for the prevalence of diabetes within the population. This research is expected to yield data regarding the relationship between consanguineous marriages and prevalence of diabetes in Pakistan, drawing out conclusions based on data extracted via online surveys. Moreover, the study intends to assess the level of awareness amongst the people of Pakistan regarding cousin marriages and its impact over diabetes.

Methodology: Data will be collected from participants in a single time point using a secure online survey whilst meeting ethical standards. Convenience sampling will recruit participants from all provinces. A sample size of 386 is used. Inclusion criteria encompass adults diagnosed with diabetes in Pakistan. Collected data will be analysed using IBM SPSS 26, employing descriptive statistics, prevalence estimation, and bivariate analysis.

Results: In a sample of 133, 21.1% had Type 1 Diabetes, 75.9% had Type 2, and 2.3% had gestational Diabetes. Age-wise: above 50 years (51.1%), 35-50 years (31.5%), below 35 years (17.2%). Diabetes type: T2DM 75.9%, T1DM 21%, gestational 0.02%. Parental marriage: 37.5% consanguineous, 55.6% not. Type 2 diabetes more prevalent in both cases. Correlation (p=0.229) between parental consanguinity and diabetes type.

Conclusions: T2DM occurrence is slightly increased in consanguineous families among the population of Pakistan. This correlation might contribute to the increased incidence of T2DM among the Pakistani population although only slightly (p=0.229).

Keywords: Consanguinity, Diabetes, Hyperglycemia, Cousin marriages, T1DM, T2DM, Gestational Diabetes.

SMOKING AND PANCREATIC CANCER: SMOKING PATTERNS, TOBACCO TYPE, AND DOSE-RESPONSE RELATIONSHIP

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Introduction: Pancreatic cancer (PC) is the primary cause of cancer death in the United States and Europe. Despite remarkable advances in the molecular understanding of PC and advances in new therapeutic approaches, PC remains a disease with a poor prognosis. Although evidence indicates that long-term smoking is a major cause of PC, the molecular pathways behind smoking-induced PC pathogenesis are not fully understood. Smoking cessation can significantly reduce the occurrence of PC.

Methodology: This review explores the processes underpinning the influence of smoking-related chemicals on fibrosis and inflammation and provides insight into the etiology of PC.

Results: In the future, a thorough exploration of the effects of smoking chemicals on the activity of pancreatic stem cells and then on the essential mediators of the association with cancer cells would likely yield new diagnostic targets.

Conclusions: This review has shown that tobacco is a strong risk factor for PC, leading to progressive fibrosis of pancreatic glandular tissue and stroma. Research into PC has become increasingly important in recent decades because of its increasing incidence and poor prognosis. In summary, this review has highlighted the detailed molecular pathogenesis of tobacco on pancreatic glandular tissue in terms of the epidemiology, clinical features, and management of PC. This review has evaluated important published data on the impact of nicotine on various disorders in people and the possible effects of nicotine on pancreatic pathogenesis in animal studies.

Keywords: Smoking And Cancer, Smoking Patterns And Pancreatic Cancer, Tobacco And Pancreas, Cigarette And Other Tobacco Products

COVID-19 ARMOR: EQUIPPING DIABETIC AND HYPERTENSIVE WARRIORS WITH KNOWLEDGE, ATTITUDES, AND PREVENTIVE POWER

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Introduction: Covid 19 is a contagious and infectious disease caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The first coronavirus case in Pakistan was reported in Karachi on 3 January 2020. With an estimated population of 204.65 million, the WHO has recorded 30,470 deaths. It is observed that hypertension is frequently found in individuals with COVID-19. Multiple studies have indicated that individuals with diabetes have a higher susceptibility to contracting COVID-19 and experiencing complications.

Methodology: A survey was conducted in various hospitals in Karachi, including Dow and Agha Khan, from July 9, 2022, to July 2022. The survey aimed to gather data from hypertension (HTN)

and diabetes mellitus (DM) patients. 150 responses were collected by filling the questionnaire from targeted hospitals, including Naimat Baigum, Agha Khan, Dow Hospital, and Taj Complex. The analysis was performed by descriptive statistics (using Cross tab and CHI square calculations). For this study, a p-value below 0.05 was deemed statistically significant.

Results: According to the findings from a study involving 150 participants, the level of knowledge regarding COVID-19 was examined based on education level, locality, and type of disease. The results showed that approximately 80% of the population demonstrated awareness about the preventive measures involving the consumption of fruits and vegetables. Similarly, when considering education, locality, and type of disease, it was observed that 76% of the population had knowledge about the curative aspects of allopathic and herbal medicines.

Conclusions: The study indicated the significant awareness of hypertensive and diabetic patients about prevention by natural means and cure by herbal and allopathic medicines. There is further need of awareness among uneducated and rural patients so that they can effectively combat in case of Covid-19 infection in which hospitals, universities, pharmacies and communication means may play significance role.

Keywords: Effectiveness, Prevention, COVID-19, Hypertension (HTN), Diabetes mellitus (DM)

AN AUDIT OF OXYGEN PRESCRIBING PRACTICES IN RESPIRATORY WARDS OF A TERTIARY CARE HOSPITAL IN NOTTINGHAMSHIRE, UK

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Introduction: This audit is primarily to assess compliance with the British Thoracic Society guidelines (BTS) for oxygen prescriptions in the Respiratory Department at King's Mill Hospital. The results of this audit aim to guide the strategies to improve the oxygen prescription practices in the Trust.

Methodology: We collected the data on oxygen prescriptions, from the electronic prescribing system, of all the patients admitted in the three respiratory wards of King's Mill Hospital over the period of one week. This data was then recorded and analyzed using Audit management and Tracking© (AMAT)

Results: The overall compliance score to BTS guidelines for oxygen prescription was 12.2%. Out of the 152 patients, only 8 (5%) had oxygen therapy prescribed and a target oxygen saturation range was identified. No patient had an identifiable oxygen delivery method on their prescription.

Conclusions: The current practices of oxygen prescription at the respiratory department of King's Mill Hospital are suboptimal. These findings highlight the risk of serious potential consequences and the opportunity to implement safe prescribing measures for oxygen, like other prescribed medications.

Keywords: Audit, Prescribing Practices, Quality Improvement Project

PERCEPTIONS OF UNDERGRADUATE PHARMACY STUDENTS TOWARDS PATIENT COUNSELING AND CONTINUING PHARMACY EDUCATION PROGRAMS IN KARACHI

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Introduction: Pharmacists have emerged as pivotal figures in ensuring comprehensive and patient-centered care. Beyond their traditional role of dispensing medications, pharmacists now stand at the forefront of patient care, actively contributing to improved health outcomes and enhanced quality of life. The integration of pharmacists into healthcare teams has redefined their responsibilities, empowering them to engage in direct patient interactions and provide invaluable insights that bridge the gap between medical expertise and medication management.

Methodology: Between June 2023 and August 2023, a descriptive cross-sectional study was conducted involving 300 randomly selected undergraduate pharmacy students. Data collection utilized a self-administered questionnaire that had been adapted from a prior study with minor adjustments. Descriptive statistical analyses were conducted to examine the responses provided by prospective pharmacists, aligned with the study's objective.

Results: The survey revealed that the majority of pharmacy students recognized the importance of counseling for patients. Specifically, (49%) of students believed that counseling helps patients understand and feel more comfortable with their medication, while (26%) considered counseling crucial for improving therapeutic outcomes. Patients are most interested in during counseling sessions, (25%) of students mentioned dose-related information, followed by side effects (19.3%) and administration instructions (10.3%), while (34.3%) agree that providing a separate counseling space can help overcome the barrier to effective counseling.

Conclusion: The results of this study revealed that the majority of undergraduate pharmacy students maintained positive perspectives concerning patient counseling, and they displayed a notable enthusiasm for engaging in ongoing pharmacy education initiatives. Notably, pharmacy students highlighted time constraints and patients' lack of interest as the primary hindrances impacting their proficiency in counseling. The study suggests potential strategies to enhance the counseling process based on these findings.

Keywords: Patient Counseling, Pharmacy students, ongoing pharmacy education.

