ABSTRACT BOOK: KIMEC 2016

Under The Patronage of the Honourable

President of Kuwait University

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Venue:
Health Sciences Centre Auditorium &
Abdul Razzak Auditorium,
Kuwait University, Jabriya, Kuwait

His Highness

Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah
Amir of the State of Kuwait

His Highness

Sheikh Nawaf Al-Ahmad Al-Jaber Al-Sabah
The Crown Price of the State of Kuwait

His Highness

Sheikh Jaber Al-Mubarak Al-Hamad Al-Sabah
The Prime Minister of the State of Kuwait

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General Information

Date & Venue

Conference

14th to 18th February, 2016 at Health Sciences Centre Auditorium and Abdul Razzak Auditorium, Kuwait University, Jabriya, Kuwait

Inaugural Ceremony

14th February, 2016: 8.30 am by the Honourable President of Kuwait University at Health Sciences Centre Auditorium

Plenary Lectures & Exhibitions

14th – 18th February, 2015 at Health Sciences Centre Auditorium (Session I & II) and Abdul Razzak Auditorium, Kuwait University, Jabriya, Kuwait

Workshops

17th February, 2016

- OSCE Station Writing – Advanced 'Clinic' from 10.15 AM – 12.15 PM
- Microteaching (by prior approved registration only) from 1.15 – 3.30 pm

Poster Viewing Timing:

Presenting authors are requested to attend their posters on the following timings.

- Day 1: Sunday, February 14, 2016 from 12.45 – 1.30 PM
- Day 2: Monday, February 15, 2016 from 12.00 – 12.45 PM

Venue: Lobby of Faculty of Medicine

Award Ceremony of Best Poster / Oral Presentations:

- Day 3: Tuesday, February 16, 2016 from 12 noon – 12.15 PM
  Venue: Abdul Razzaq Auditorium, FOM, Kuwait University

Conference Closing Ceremony

17th February, 2016 - 12:15 – 12:30 PM: Closing Ceremony

Registration Desk

For registration and any enquiries or assistance, please proceed to the Registration Desk near the Health Sciences Centre Auditorium on Day 1 and then near Abdul Razzak Auditorium for Day 2, 3 and 4, Kuwait University, Jabriya, Kuwait

CME/CEPD Credits

KIMEC 2016

Registration Number:	**60/Med7/Feb16**
Title of Activity:	Kuwait International Medical Education Congress
Scheduling:	February 14-18, 2016
CME Provider:	Health Sciences Centre, Faculty of Medicine
CME Organizer:	Prof. Diaa Shehab
CME/CPD Credits:	**17 Credits, Category 1**

Committee's Message

Dear Colleagues,

The Organizing and Scientific Committee is delighted to announce its Kuwait International Medical Education Congress, which will take place during February 14-18, 2016 at the Faculty of Medicine, Health Sciences Center, University of Kuwait.

The themes of the congress are

- Assessment
- Advanced Simulation
- Curriculum
- Latest Methods in Teaching
- Professionalism
- In depth workshop facilitated by experts in the field of medical education.

The theme of the congress is to emphasize the importance of Medical Education in Health Sector and to highlight the latest updates in the subject. Gratefully, we have been able to invite world renowned international speakers in the field to share their expertise. We recently opened our new clinical skills lab facility in Faculty of Medicine, Kuwait University, and hope this congress comes in good time to improve standards in the field of Medical Education.

Sessions of the congress will include plenary lectures, oral and poster presentations. The lectures will be complemented by an in- depth workshop and interactive networking.

The Organizing & Scientific Committee look forward to seeing you in Kuwait

Prof. Diaa Shehab
Chair, Organizing Committee
Kuwait International Medical Education Congress

Members of the organizing committee

Dr. Diaa Shehab
Professor, Chairperson
Department of Medicine

and Vice Dean Academic Affairs
Faculty of Medicine

Dr. Naser Behbahani
Professor
Department of Medicine
Faculty of Medicine

Dr. Jamshaid Iqbal
Director of Medical Education &
Associate Professor, Department of Microbiology
Faculty of Medicine

Dr. Ebaa Al-Ozairi
Assistant Professor
Department of Medicine
Faculty of Medicine

	***Dr. Mariam Baghdady*** ***Assistant Professor*** ***Faculty of Dentistry***
	***Dr. Mohammad Jamal*** ***Assistant Professor*** ***Department of Surgery*** ***Faculty of Medicine***
	***Dr. Abdullah Al-Ozairi*** ***Assistant Professor*** ***Department of Psychiatry*** ***Faculty of Medicine***
	***Dr. Heba Al-Hussaini*** ***Assistant Professor*** ***Department of Anatomy*** ***Faculty of Medicine***
	***Dr. Mohammad Alsuwaidan*** ***Assistant Professor*** ***Department of Psychiatry*** ***Faculty of Medicine***

	***Dr. Dalia Alabdulrazzaq*** ***Assistant Professor*** ***Department of Pediatrics*** ***Faculty of Medicine***
	***Dr. Mariam Alawadhi*** ***Assistant Professor*** ***Department of Psychiatry*** ***Faculty of Medicine***

Faculty

Professor Geoffrey Norman Assistant Dean - Program for Educational Research and Development; McMaster University, Canada	
Professor Daniel Pratt Inventor of TPI, University of British Columbia, Canada	
Dr. Richard Fuller Director of Undergraduate Medical Education, Leeds, UK	
Dr. H. Thomas Aretz *VP for Global Programs, Partners HealthCare International, Harvard Medical School, Boston, USA*	
Dr. M. Emin Aksoy *Director of CASE program, Acıbadem University, Turkey*	
Dr. Dilek Kitapcioglu *Deputy Director of CASE program, Acıbadem University, Turkey*	

Scientific Program

Day 1: Sunday, February 14, 2016	*Coordinator - Dr. Ebaa Al-Ozairi* *Co-Coordinator - Dr. Ming Jung Ho*
8:00 am	**Registration & Poster Preparation**

Opening Ceremony & Session I & II - Venue: HSC Auditorium

	Topic	Speaker
8:30 – 9: 15 am	**Opening Ceremony: President of Kuwait University**	
9:15 – 11:00 am	"The thing we know, the things we think we know but don't, & the things we don't know but should"/ "What do we know in 2016, that we didn't know ten years ago?"	Prof. Geoffrey Norman Prof. Dan Pratt
11.00 – 11.15 am	**Break**	
Session II	**Venue: HSC Auditorium**	
11:15 am – 12:45 pm	"Curriculum planning – Does one size fit all?"	Prof. Thomas Aretz
12:45 - 1:30 pm	**Poster Viewing / Lunch Break**	**FOM Lobby**
Session III	**Interactive Lecture: Venue: Abdul Razzak Auditorium, FOM**	
1:30 - 2:30 pm	Work Based Assessment	Prof. Richard Fuller
Session IV	**Oral Presentation: Venue: Abdul Razzak Auditorium, FOM**	**Chair: Dr. Mohammad Jamal;** **Co-Chair: Dr. Ming Jung Ho**
2:30 - 3:30 pm	Abstract – Oral Presentation (6 presentations)	10 minutes per presentation

Day 2: Monday, February 15, 2016 ***Venue: Abdul Razzak Auditorium***	***Coordinator - Dr. Heba Al-Hussaini*** ***Co-Coordinator - Dr. Mohammad Alsuwaidan***
8:00 am	**Registration**

Session 1		
	Topic	**Speaker**
9:00 – 10:30 am	"Teaching Perspectives: Mapping a Plurality of the good in teaching". Teaching Perspectives Inventory (TPI)	Prof. Dan Pratt
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Session II		
10:45 am – 12.00 pm	Student Assessment; What works, what doesn't.	Prof. Geoffrey Norman
12.00 - 12:45 pm	**Poster Viewing / Lunch Break**	**FOM Lobby**
Session III		
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Session IV		
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Day 3: Tuesday, February 16, 2016 *Venue: Abdul Razzak Auditorium*	*Coordinator - Dr. Mohammad Jamal* *Co-Coordinator - Dr. Abdulla Al-Ozairi*	
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	Topic	**Speaker**
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Session II		
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Session IV		
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Day 4: Wednesday, February 17, 2016 Venue: Abdul Razzak Auditorium	*Coordinator - Dr. Mariam AlBagdady* *Co-Coordinator - Dr. Heba Al-Hussaini*

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	Topic	**Speaker**
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10.00 – 10.15 am	**Break**	
Session II		
10:15 am – 12:15 pm	OSCE station writing - advanced 'Clinic'	Prof. Richard Fuller
12:15 – 12.30 pm	Closing Ceremony	
12:30 - 1:15 pm	**Lunch Break**	
Session III		
1:15 - 3:30 pm	Microteaching (By Invitation Only)	Prof. Dan Pratt Prof. Thomas Aretz

Day 5: Thursday, February 18, 2016 **VENUE: MEETING ROOM, FOM**	***Coordinator - Dr. Abdulla Al-Ozairi*** ***Co-Coordinator - Dr. Jamshaid Iqbal***

Session 1

	Topic	**Venue**
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ABSTRACTS – PODIUM & POSTER PRESENTATIONS

1

Advanced Simulation

Communication skills using simulation for Physicians: (Dealing with angry patients and cultural sensitivities)

Iblagh N
Kuwait Medical Association Training Centre

Introduction:

The role of non-technical skills of the health care providers is an important component for dealing with patients. Simulator training has been shown to be a good and effective way for training all practitioners

Aim:

Designing a training session for healthcare providers (HCP) to train them on one non-technical skill (communication) at a time, either to individuals, or groups, using simulation.

Methods:

A training session was designed using simulators to train a HCP (in this case a doctor) on communication skills (how to deal with angry patients). The session started with discussion about effective communication, followed by two simulator scenarios with debriefing sessions. After training, the participant was interviewed for her feedback about the session.

Results:

The participant appreciated the training session on communication as a tool to enhance her skill in order to enhance patient safety. The method of training using simulator scenarios with debriefing, was reported to be very useful for getting grasp of the skill.

Conclusions:

All HCP of Kuwait Health system can be trained in non-technical skills by using simulator training sessions.

Key Words: Simulation, Non-technical Skills, Human factor
Funding Agency: None

2

Advanced Simulation

Introducing Simulation-based Education to Healthcare Professionals: Exploring the Challenge of Integrating Theory into Educational Practice

*Katoue MG[1], Iblagh N[2], Somerville S[3], Ker J[3]

[1]Department of Pharmacology and Therapeutics, Faculty of Pharmacy, Kuwait University; [2]Kuwait Medical Association Training Centre; [3]College of Medicine, Dentistry and Nursing, University of Dundee

Introduction:

Introducing simulation-based education (SBE) to the curricular programme of healthcare professionals can be challenging. Despite the worldwide increase in both the evidence and use of simulation, most evidence about SBE comes from western education systems. There are few studies describing the use of simulation in healthcare professionals' education in the Middle East. This study explored the early experiences of healthcare professionals in the use of simulation. This was in the context of Kuwait-Scotland transformational health innovation network programme.

Methods:

Two cohorts of multidisciplinary healthcare professionals undertook a simulation module as part of faculty development programme in Kuwait. Participants' initial perceptions of simulators were gathered using a structured questionnaire in the clinical skills centre. Their subsequent ability to demonstrate the application of simulation was evaluated through analyses of the video-recordings of teaching sessions they undertook and written reflections of their experiences of using simulation.

Results:

In theory, participants were able to identify simulators' classification and fidelity. They also recognised some of the potential challenges for using these simulators in their practice as educators including: the limited availability of equipment, lack of realism, requirement for technical support for the high-fidelity simulators and need for specialist training for simulated patients. In their teaching sessions, most participants focused on using part-task trainers to teach procedural skills. In their written reflections, few participants justified the rationale for their choice of simulator or the specific clinical skill chosen as a topic for the session. Little reference was made to the simulator's classification, fidelity, or the challenges of using that simulator in their educational practice.

Conclusions:

This study demonstrated a theory-to-practice gap in the early use of simulation by healthcare educators. The findings highlight the need for deliberate practice and adequate mentorship for educators to develop confidence and competence in the use of simulation as part of their educational practice. However, the simulation module provided an interprofessional learning opportunity for healthcare professionals in Kuwait to learn about the role and application of different simulators. Over time, this would enhance the standards of safe clinical skills practice in Kuwait.

Key Words: Mentorship, simulation-based education

Funding Agency: None

3
Assessment

A Survey of Students' Experience and Perceptions of the Mini-Clinical Exercise in Pediatrics, Kuwait University

Al-Abdulrazzaq D*, Al-Fadhli A, Al-Qabandi W, Husain E, Al-Saeid M, Al-Issa A
Department of Paediatrics, Faculty of Medicine, Kuwait University

Introduction:
The Mini-CEX is a clinical assessment. Our aim is to investigate the medical students' experience perception of the tool after it was introduced to the pediatrics curriculum on 2013-2014.

Methods:
The first group of medical students in Pediatrics was surveyed using a self-administered questionnaire. We gathered information on process of administration, feasibility, reliability, validity, and educational effect.

Results:
Twenty-four (75%) students participated. Majority (91.7%) were able to submit the required number of assessments. Most students preferred assessments done with in-patients (62.5%), school-aged children (83.3%), and on physical examination (79.2%). Most found counselling to be the most difficult (70.8%). Majority received feedback (79.1%) and improved their future encounters (70.8%). Just more than half perceived the tool to be convenient and practical. However, when asked if the tool interrupted their clerkship and if it was time-consuming, they had a variable response. Only 12.5% found the tool to be reliable and a split response to the tool being valid. The Majority perceived the tool to measure their medical expert and professional competencies in a reliable and valid way. Lastly, 66.7% of the students found the tool to be overall educational especially in improving their medical expert and professional competencies. Majority of the students (79.2%) viewed the tool as a preparation for the clinical examination in Pediatrics.

Conclusions:
The initial experience and perceptions of medical students with the Pediatric Mini-CEX were promising. However, at this career stage, they would need orientation and guidance to the tool as a comprehensive educational tool to a variety of clinical competencies in Pediatrics.

Key Words: Mini-CEX, Assessment
Funding Agency: none

4

Assessment

The development and initial implementation of the Mini-CEX to assess clinical competencies in Pediatric Undergraduate medical students

Al-Abdulrazzaq D[1]*, Marwan Y[2], Husain E[1], Hammoud M[1], AlSaeid M[1], Al-issa A[1]
[1]Department of Pediatrics, Faculty of Medicine, Kuwait University
[2]Ministry of Health, State of Kuwait

Introduction:
The mini- Clinical Evaluation Exercise (mini-CEX) is a reliable method for clinical competencies assessment. Our aim was to implement this method in Pediatrics undergraduate education in Kuwait University.

Methods:
The mini-CEX project at the Department of Pediatrics consists of two phases. In phase one, the tool is being reviewed by an expert panel to assess its feasibility for use for the Pediatrics Undergraduate curriculum. Phase two is a future phase in which the mini-CEX will be assessed in regards to its validity and reliability as an assessment tool.

Results:
The tool was thoroughly reviewed by an expert panel and appropriate changes were made and introduced to Pediatrics curriculum in 2013-2014. Thirty-two students were assessed by 32 assessors. A total of 217 assessments were made with an average of 6.8 assessments per student. Majority were in-patient (88.3%) with children aged 5.1-12.0 years (46.7%). Physical examination was the most assessed competency (71.7%), and counselling was the least (7.1%). The means for the scores of all the competencies were satisfactory. Almost quarter of the assessments didn't include a feedback from the assessors. The mean assessment time was 17.09 ± 5.22 minutes. The mean assessors' satisfaction (out of 9) was 7.79 ± 1.12 and the mean for students' satisfaction was 7.82 ± 1.29.

Conclusions:
The modified Pediatrics mini-CEX is feasible especially in the in-patient setting. This cannot be generalized to other settings. The students were allowed to participate in choosing the encounters. This may have limited the encounters to patients of certain age and less challenging focuses. We should stress to include the feedback in all assessments as this will add strength to the tool. Reliability and validity of this tool should be studied in the future

Key Words: Mini-CEX, Assessment
Funding Agency: none

5
Assessment

Advances in Pharmacy Education: Development and validation of an OSCE in an undergraduate pharmacy program

Al-Ghanem S[1]*, Al-Taweel D[1], Koshy S[1], Al-Haqan A[1]
Faculty of Pharmacy, Health Sciences Center, Jabriya, Kuwait University

Introduction:
In 2014, the Faculty of Pharmacy at Kuwait University (KU) introduced OSCEs to B.Pharm students' in their final year. The aim of the current study is to describe the development, validation and implementation of an OSCE in an undergraduate pharmacy practice course for final year pharmacy students at KU.

Methods:
Processes of developing and implementing the OSCE are: i) development of blueprint outlining competencies to be assessed, ii) development and validation of stations with tasks aligned to the blueprint, iii) conducting a station review workshop, iv) development of assessment instruments, v) field-testing the OSCE, vi) standard setting, and finally vi) collating and psychometrically analyzing students' results.

Results:
The competencies were selected from the International Federation of Pharmacy's global competency framework published in 2012. The competencies covered were: assessment of medicines, dispensing, monitor medicines therapy, patient consultation and diagnosis, and communications. Eleven stations (9 observed, 1 non-observed, 1 rest) with a time limit of 8 minutes per station were developed, validated, and delivered in December 2015. The assessment instrument was developed and included both analytical and global rating checklists. Forty four students completed the exam with a mean grade of 72% (±7.6). The students scored the highest marks in 4 stations which assessed dispensing and patient consultation and diagnosis with a mean grades of 8.6±1.3, 8.2±1.2, 7.9±1.4, and 7.8±1.3 out of 10. Students scored the least in a station covering assessment of medicine (mean 6.0±2.6).

Conclusions:
The OSCE provided a broad assessment of competencies, to ensure final year B.Pharm students meet the acceptable standard before graduation. The introduction of OSCEs as an assessment method comes at a time when the pharmacy profession and education in Kuwait is undergoing a transformation towards more clinical oriented roles.

Key Words: OSCE, Assessment
Funding Agency: None

6

Assessment

Pharmacy Students' Perception and Evaluation of an Undergraduate Objective Structured Clinical Examination

Al-Haqan A*[1], Al-Taweel D[1], Koshy S[1], Al-Ghanem S[1]
Faculty of Pharmacy, Health Sciences Center, Jabriya, Kuwait University

Introduction:
Objective structured clinical Examinations (OSCEs) have been used to assess clinical competencies in different health care professions. The Faculty of Pharmacy at Kuwait University has incorporated OSCEs as a form of competency-based assessment in its pharmacy undergraduate curriculum in 2014. This study aims to evaluate pharmacy students' overall perception and evaluation of the OSCE.

Methods:
A self-administered questionnaire was completed by final year pharmacy students immediately after an 11 station OSCE (10 observed stations, one rest), held in December 2015. The time limit for each station was 8 minutes. The questionnaire provided students' feedback on the following areas: i) OSCE setting, ii) self-assessment of performance, iii) perception of reliability and validity of OSCE, iv) level of difficulty and time adequacy of each station.

Results:
Students believed that the OSCE setting was well structured and organized (50%). Most of the students (65.9%) believed that the OSCE covered a wide range of knowledge and clinical skills. Only 43.2% of students believed that the tasks reflected those covered in the curriculum. Students believed that having "patient" actors was realistic (54.5%). Students preferred having university staff members as actors (64%) rather than assessors, as they believed the latter increased stress-related to OSCEs. Out of the 10 observed stations, two stations were rated as difficult and the remaining as intermediate to easy. Most of the students believed the time allocated for observed stations was adequate (70.5%).

Conclusions:
Students' feedback is imperative in driving the continuum of curriculum
development and redesign. Stations that were perceived to be "difficult" by students could potentially indicate deficiencies in student's preparedness for the OSCE, the course curriculum or the station design. Further psychometric analysis will be conducted to determine strategies for improvement of pharmacy OSCE.

Key Words: OSCE, Assessment
Funding Agency: None

7

Assessment

Problem-based curriculum and assessment of basic sciences: Is anatomy a casualty?

Al-Hussaini H[1], Mohammed A[2], Khan KM[1].

[1]Department of Anatomy, Faculty of Medicine, Kuwait University; [2]Center for Medical Education, Faculty of Medicine, Kuwait University.

Introduction:

Sound knowledge of the structure and function of the human body is an indispensable requisite for safe and efficient clinical practice. Two factors may affect this knowledge; teaching and assessment. Kuwait University Faculty of Medicine switched to Problem-based curriculum and multidisciplinary MCQ-and EMQ-based end-of-module (EOM) examinations and Objective Structured Practical Examination (OSPE) for assessment. The aim of this study is to analyze the effectiveness of our method of assessing knowledge of anatomy.

Methods:

The data from the examinations conducted for the Classes of 2005-2007 of the discipline-based old curriculum (1st pre-clinical program) and for the Classes of 2009-2012 of the Problem-based curriculum (Phase II) in the Faculty of Medicine of Kuwait University were analyzed. The integrated curriculum examinations included three EOM for Year 3 (cardiovascular, respiratory and musculoskeletal systems), three EOM examinations for Year 4 (nervous system, renal and reproductive systems including breast, and gastrointestinal system), three OSPEs, and four end-of-surgery clerkship Objective Structured Clinical Examinations (OSCE).

Descriptive analysis was conducted. The association between the failure rate and the system type was assessed using Odds ratio, and the correlation between the failure rate and the number of questions using Pearson correlation.

Results:

1. The students from the Problem-based curriculum are 3.5 times more likely to fail anatomy in comparison to students from the discipline-based old curriculum.
2. 5.5% - 8.5% students failed the anatomy questions, yet they passed the EOM examination.
3. The more the anatomy questions, the fewer the failure rate.
4. 55%-65% students failed the anatomy part in the OSPEs.
5. 5-Over 40-90% students failed the anatomy stations in the surgery OSCE from Classes of 2009 and 2012.

Conclusions:

1. Students from the “old curriculum” had to demonstrate competency in Anatomy prior to their promotion to the Pre-Clinical program.
2. Sound knowledge in anatomy is not a necessity to pass EOM examinations.
3. The number of anatomy questions in an exam effected student performance in anatomy.
4. High failure rate in OSPE and the surgery OSCE could be viewed in two ways. Students did not take it seriously because it was not mandatory to pass OSPE. The other reason could be inadequate knowledge of anatomy.
5. Our data and analyses indicate a flaw in the current assessment strategy which may lead to poor performance of students during their clinical training.

Key Words: PBL

Funding Agency: None

8

Assessment

Gender Effects on Students' Perception of their Assessment in a Community of Clinical Practice and the Resulting Study Strategies

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Introduction:
This research was intended to elucidate the effects of gender on students' perception of assessment. We explored in this mixed qualitative/quantitative research how students' gender affects students' perception of their assessment and their subsequent study strategies. In this work we will present the qualitative aspect of this research.

Methods:
The research was done at King Saud bin Abdulaziz University for Health Sciences, College of Medicine. We conducted a qualitative study with a phenomenological approach using semi-structured individual interviews with the female medical students. The interviews were transcribed verbatim, analyzed through thematic analysis and themes and codes were identified. The female interviews were compared with similar previous work done on male students in the same institution. From the interviews a quantitative survey was designed utilizing likert scale. The survey was distributed on male and female medical students within the institution who were in their clinical years.

Results:
A total of 12 female students were interviewed through semi-structured interviews. After 12 interviews, we reached data saturation. The interviews' thematic analysis yielded three major themes: summative assessment, formative assessment and curriculum objectives with their related codes. Results revealed that female students were more able to accommodate negative feedback from the supervisors while the male students perceived it as criticism. Also, male students considered the curriculums objectives to be fair and reliable where the female students thought it is unfair and not always linked to the assessment.

Conclusions:
This study suggests that gender can affect how the students perceive assessments and how they learn. To maximize the educational impact of assessment programs and motivate students to learn, a careful balance between summative and formative assessments accompanied with clearly defined curriculum objectives are required.

Key Words: Gender differences, Assessment methods
Funding Agency: None

9

Assessment

Benefits and challenges of supervising physical therapy students in the state of Kuwait: A National study

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Introduction:
The current study surveyed supervising clinical instructors of physical therapy students in Kuwait to 1) identify their perceptions of the benefits and challenges associated with supervising physical therapy students; and to 2) describe implications for physical therapy education, practice and research.

Methods:
A modified questionnaire was distributed to a total of 75 physical therapists who previously or currently supervised students in physical therapy departments and hospitals in the State of Kuwait. In addition to demographic data, the questionnaire asked about the benefits and challenges associated with supervising students. Data analyses included descriptive statistics, percentages, frequencies, and Chi-square analyses.

Results:
Sixty-six clinical supervisors completed and returned the questionnaire, a return rate of 88% (66/75). Twenty-nine (43.9%) supervisors had spent at least 1 to 5 years supervising students. The majority of the supervisors thought that student supervision promoted their professionalism (71.6%), improved their supervision skills (65.7%) and theoretical knowledge (68.7%), and boosted their self-confidence (68.7%). However, delay of payment from Kuwait University was noted as a challenge associated with supervision as reported by 67.2% of the supervisors.

Conclusions:
The results showed that student's supervision is highly beneficial to the supervisors and their departments. Clinical supervisors are satisfied with their mentoring experience, however, the study showed that there is still a need to promote additional benefits and overcome the existing challenges to develop a more successful physical therapy clinical education framework in the State of Kuwait. Implications for interprofessional education in the Health Science Centre at Kuwait University are presented.

Key Words: Physical therapy; clinical education, interprofessional
Funding Agency: None

10
Assessment

The Perception of health care professionals concerning the role of occupational therapy in patients' rehabilitation

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Introduction:
Although occupational therapists are expanding their services across Kuwait, knowledge about other health care professionals understanding of the role and contributions of this relatively new profession to the health care team is not yet known. This study aimed to investigate health care professionals' perceptions of occupational therapists role in patient care in Kuwait, and measure change in their perceptions following participation in the workshop. The study hypothesis was that participants would demonstrate significant improvement in their knowledge of occupational therapy practice following participation in the workshop.

Methods:
This study utilized a pre-post intervention design with a questionnaire self-administered online by health care professionals prior to workshop attendance, and then at the conclusion of the workshop.
The total sample consisted of 98 participants from various disciplines.

Results:
The study hypothesis that participants would demonstrate significant improvement in their knowledge of occupational therapy practice following participation in the workshop was supported. Following the educational workshop there were significant differences found between participants pre and post workshop awareness of occupational therapy areas of practice and the domains of occupational therapy practice ($P<0.001$). In addition, they demonstrated positive attitude ($P=.035$) and self-efficacy ($P=.006$) regarding the occupational therapy profession. Following the workshop, participants further identified the value of having common goals ($P=.02$) leading to desired mutual efforts, as well as a holistic approach to team management ($P<0.001$) as an advantage of teamwork.

Conclusions:
The results of this study provide preliminary evidence for lack of knowledge about the occupational therapy role among different health care professionals in Kuwait, which potentially acts as a barrier to effective interprofessional practice and collaboration in the region. Implications for occupational therapy education, practice and research are presented.

Key Words: Team Culture, evaluation research
Funding Agency: This study was supported by a grant from Kuwait University

11: Oral
Assessment

Development of an assessment framework for a competency-based curriculum in pharmacy education

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Introduction:
The Faculty of pharmacy is developing a competency-based two-year add-on PharmD for its BPharm graduates. This program aims to develop the necessary competencies to prepare students to engage in clinical pharmacy services. The traditional grading system currently utilized has inherent weaknesses. For example, these systems rely on few main assessments for student evaluation, and they do not optimally assess performance of students in terms of competencies.

Methods:
To overcome this problem, a framework was developed to allow 1) students progression with several evaluations within each course, 2) a progression of the expected level of competency and 3) a transposition of competency to more formal grades. This work relies on the development of a competency profiles for each learning activity.

Results:
Under the framework, each competency element demonstrated at the expected level during a learning activity will receive a mark of 1. Below expectation performance is graded as 0 and above expectation as 1.5. For each learning activity, the score cannot be higher than the number of competency elements within the profile; an activity examining 12 competency elements can have a maximum score of 12, even if a student demonstrates above expectation competency. Some competency elements were identified as critical and students failing to demonstrate appropriate mastery (below expected level) for these elements will be awarded a zero for the activity. All the activities within a course will be summed and the passing mark of 60% will apply for success. Students performing at 'above expectation levels' will get bonus % points in the global grade of the course. Students failing individual competency elements but passing the courses (global mark above 60%) will be offered remediation activities.

Conclusions:
This model uniquely addresses the inherent pass-fail nature of competency assessment as well as conforms to general grading and progression policies.

Key Words: Grading system, Competency assessment
Funding Agency: None

12
Assessment

Assessment of the level of knowledge about first aid among undergraduate medical students in King Saud University.

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Introduction:
The importance of first aid knowledge is becoming so clear to medical students since they face a lot of medical situations in their daily life outside the hospital that require first aid intervention to limit the extension of the injury or to improve the victim status before medical interference. Due to the increase number of medical emergencies recently, it is important to ensure that the health care providers are well trained to deal with such events. A well-trained medical student should be able to assess the situation and provide care to the victim. Unfortunately, students' knowledge and skills about first aid were deficient due to the lack of emergency courses in the curriculum of the College of Medicine, King Saud University, which could affect the way medical students deal with such situations.

Methods:
A cross-sectional study has been conducted on a sample of 200 students from the five different years of the College of Medicine, King Saud University. Using the simple random technique with help of questionnaire, the data has been processed by SPSS analyzing system.

Results:
The mean score of the sample was 11.4 with 47% of the right answers. First aid trained students had higher mean scores than untrained students, fifth year students had better scores than any other year.

Conclusions:
Overall students had moderate level of knowledge about first aid. The inadequate knowledge about first aid among medical students might be related to the lack of first aid training courses implemented in the curriculum throughout the five years of Medical College and to the lack of interest of the students to participate electively in extracurricular first aid training programs

Key Words: Level of Knowledge, First aid
Funding Agency: None

13
Assessment

Assessment of Learning: Are We Still Learning What Drives Learning?

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Introduction:
Most medical schools have reformed their curricula to more integrate student-centered and competency-based during the last three decades; these are thought to enhance student learning and performance in clinical settings. While a large number of studies have looked into the impact of new teaching modalities to students performance but little was explored on what drives students learning. In this pilot study, we explored the contribution of teaching formats and assessments to students learning of electrocardiogram (ECG) interpretation skills by 3rd Year Medical students during a cardiovascular module.

Methods:
We looked at two scenarios: I. Role of teaching formats: A total of 142 third-year medical and dental students received a comprehensive teaching on ECG interpretation by lectures and tutorial discussion during their CVS module teaching (October-December 2015). The students were given formative assessment during the clinical skill sessions and a summative assessment at the end of 7-week CVS module teaching. The overall students' performance was compared with the students from previous year that received teaching through didactic lectures only.
II. Influence of 'non-compensatory must-pass' teaching themes/modules.

Results:
The students' performance in ECG interpretation at the end-of-module summative assessment significantly improved >75% compared with <42% among students from previous year [p:0.001], though there was no significant change in the overall performance in the CVS module. A significant improvement in students, performance was observed in clinical skills for a 'non-compensatory must-pass' OSCE assessment ($p<0.04$).

Conclusions:
Medical educators must be aware of factors that influence a student's drive to learn a subject and align their teaching formats to enhance student learning process by exploring the benefits and limitation of their teaching and assessment formats.

Key Words: Assessment, teaching formats, learning process
Funding Agency: None

14
Assessment

Prevalence of Absenteeism among Medical Student at Umm Al-Qura University, Saudi Arabia

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Introduction:
Students' attendance is one of the milestones of education worldwide, for that absenteeism among undergraduate student has been a raising concern, we conducted this study to determine the prevalence of absenteeism and to establish whether it correlates with gender, time during Semester and/or academic year.

Methods:
We conducted an observational longitudinal cohort study on students' absenteeism among medical students, Umm Al Qura University, Saudi Arabia. The Study included all medical students from the 2nd academic year till the 6th academic year on the academic year of 2014-2015, during the 2nd semester. We divided the semester to 3 equally long thirds and measured absenteeism during all lectures of every 2nd week on each third of the semester by assigned data collectors. We used SPSS for data management and analysis. The data was analyzed to determine the frequencies and the percentage of variable describing the sample, then each variable was tested to determine its correlation to absenteeism among the targeted population.

Results:
The sample size was 1347 students which equaled the targeted population, 49.3% were male student while the female student were 50.7% of the sample, each academic year represented almost one fifth of the sample, The percentage of absences ranged from 18.1 to 79.37 per lecture; the mean percentage of absences was 36.2. An independent t-test procedure was conducted and it showed that the percentage of absences did differ significantly across gender, $t(28) = 2.91$, $p < 0.01$. were males had a greater percentage of absences than females. Our study also revealed that year at medical school was only marginally associated with percentage of absences,? = -.24, $p < .10$. Thus, students at higher grade levels tended to be absent less in comparison to students at lower grade levels. Finally, one-way ANOVA procedure was conducted to determine whether the percentage of absences differed across period during semester, percentage of absences did not differ significantly, $F(2, 27) = 0.19$, $p < 0.01$.

Conclusions:
At the Faculty of Medicine, Umm Al Qura University the mean percentage of absence was 36.2 % which we considered relatively high, there is a significant correlation between gender and absenteeism, And no significant correlation have been revealed between academic year or time during semester.

Key Words: prevalance
Funding Agency: none

15
Assessment

Role of Media in Health Education to Imam Muhammed University student

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Introduction:
Media is of the strongest means effecting on people in concepts and courses, the main role of media is health education and its max. importance and the range to take benefit of it in acquire sound health conduct, from this research we came to know through it on the role of media and its means in health education to the Imam Mohammed University student, the goals of this research is recognize the resources of health education to the student and the range of his follow up to media means in health education field, and recognize the scope of benefits from media means in health education.

Methods:
The type of this study applied is descriptive study based on cross section survey by Questionnaire as a tool to collect data, as has distribute 85 questionnaire to the target sample which are the student of college of Medicine orientation year at Imam Mohammed Bin Saud Islamic University, as has been distributed to six section random

Results:
After make data analysis by SPSS software the results shows that the most followed health education resources by the student at orientation year are internet browsing at 83.5% and the Min follow up resources for health education by the student at orientation year are the programs of health education department at medical center at Imam University at ratio of 31.8%, the scope of student follow up media means in health education field as 43 student of ration 50.6% of total sample looking at one of the previous resources continuously. 69 student at ration 81.2% looking upon need, the scope of student benefit from follow up media means in health education field as 39 student of ratio 45.9 of total sample gain health information from obe of the previous resources but no application. We recommend the following:

Conclusions:
It is necessary to arrange electronic medical sites enable to assist in improve health education correctly, it is necessary to have adequate visual awareness programs as one of the important resources in health education.

Key Words: health media, medical student
Funding Agency: None

16
Curriculum

Factors influencing the publication of the undergraduate medical students' research projects, at the College of Medicine, King Saud University, Saudi Arabia

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Introduction:
Objectives. To quantify the number of research publications of the undergraduate research methodology course (CMED-305) research projects and the factors that effect on publishing these projects.

Methods:
A self-administrated questionnaire was distributed to the 164 research group leaders of the CMED-305 course, including internship, 5th and 4th academic year students from the College of Medicine, who have completed the course. Karl Pearson's chi-square test, and odds ratios (OR) were used in the bi-variate analysis and binary logistic regression was used in the multivariate analysis. The statistical significance of < 0.05 was used to report the results.

Results:
Out of 164 research groups, 161 had responded to the study, with the response rate of 98.2%. Among them, 36 (22.4%) had published their research projects. The publication rate of internship students (n = 49; 30.2%) and 5th year students (n = 53; 32.9%) was higher than the 4th year students ($p < 0.014$). Also research groups with 5-7 members (n = 91; 56.5%) had publish their research project more than the group with 2-4 members ($p = 0.013$). The higher research publication rate was also associated with the supervisor high academic rank. The improvement of curriculum vitae, supervisor support and skilled training were the motivating factors to publish their research projects, while lack of time, lack of supervisors' support and lack of cooperation among the group members were hindering factors for student who didn't publish their research projects.

Conclusions:
The present study showed low publication rate of the students' research projects. However, participant reported that the most of the un-published projects were either in process or planning for publication. The study found low publication due to lack of time, insufficient support from supervisor and lack of cooperation among the group members and supervisor academic rank. Our findings suggest to encourage students for publish their research work.

Key Words: medical curriculum, Undergraduate research
Funding Agency: None

17: Oral
Curriculum

Designing a Transitional Contextual Curriculum as A Roadmap for Curriculum Reform: A Saudi Dental School experience

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Introduction:
With the contemporary move towards a competency-based education in healthcare programs, many dental schools adopted a set of competency statements from leading dental education bodies in their region. While such an approach set a broad direction for curriculum development, at many instances however, it ignores the local context and the specific development needs of the dental schools. This would usually minimize the "buy-in" of local stakeholders, and result in gaps of understanding and application amongst faculty, students, and graduates, and hence, hindering the real efforts for development. Grounded on adult education theory, and using a novel approach to envision the role of competency statement in curriculum integration, this multi-phase project aimed at developing a contextualized set of competency statements to address the unique development needs of the dental curriculum at King Abdulziz University Dental schools (KAUFD).

Methods:
Phase I: Competency-based outcomes of leading dental authorities were located from around the globe. A comprehensive review was conducted to compare the competency statements. A through "document analysis" was carried out to identify the theoretical underpinning and the grounding philosophy of the competency statements. Global trends and unique contextual features were identified.
Phase II: A unique set of competency statements were selected to lead the first stage of curriculum development and to address the recommendations of major accrediting bodies in the dental field. Workshops with stakeholders and multiple focus group meeting were conducted to finalize the first version of KAUFD competency statements. Next, was to conduct a competency coverage analysis by mapping the curriculum against the competency statements to assess the current status.
Phase III: After two academic cycles of addressing the individual disciplinary gaps in achieving the desired competency statements, it was time to turn to the integration needs of the curriculum, hence, a third phase for reviewing the competency statements in collaboration with the departments was conducted, in order to facilitate a smooth integration process in this traditional discipline-based curriculum. A disease-based approach to presenting and mapping the competency statements was adopted to achieve this goal.
Phase IV: The final set of competences will be published. Constructive alignment with teaching and assessment activities is to be verified. Outcomes are to be assessed, and further needs for developments are to be identified.

Results:
As a result of competency statements revision and competency coverage analysis, missing elements in the curriculum were identified; areas of redundancy and controversies were located and addressed. Recommendations for developments were shared and discussed with the departments. The biomedical sciences curriculum was revised and sequenced. Opportunities to plant seeds of vertical and horizontal integration were located. Elements of behavioral sciences and cultural competence were threaded in the curriculum. More importantly, the third phase of development, allowed for a smooth trans-disciplinary teaching that is centered on dental diseases, rather than dental disciplines.

Conclusions:
This approach to curriculum reform allowed for a real and meaningful, context specific curriculum development at KAUFD. Schools interested in moving from a discipline-based curriculum towards an integrated curriculum need to contemplate a transitional approach that considers the local context and the unique needs of the school, its culture, and the local community.

Key Words: Transitional curriculum
Funding Agency: None

18: Oral
Curriculum

Hidden Curriculum Factors Influencing Female Students to Choose Surgery as a Career

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Introduction:
Studies demonstrated that there is a decline in applicants to surgical programs worldwide. Part of the decline is thought to be due to the rise of female students in medical schools. Prior to 2012 there were equal seats for both genders at Kuwait Medical School, but a lawsuit won at the Kuwait Constitutional Court abolished the seats per gender policy resulting in a rise in female students. The purpose of this study is to assess hidden curriculum factors that are unique to female students in an Islamic society regarding specializing in surgery.

Methods:
A cross sectional study was performed in the only Medical School in Kuwait. All students from their second year to final year were surveyed using an anonymous self-administered questionnaire and the Zuckerman-Kuhlman personality questionnaire. Analysis was carried out using chi square and one way ANOVA tests.

Results:
Four hundred and sixteen students participated out of 689 giving a participation of 60%. Out of the total sample, 71.4% were females. This study has shown that among Kuwait female medical students, 32.7 % were interested in surgery as a specialty. Regarding female participants, three out of four viewed surgery as a prestigious and rewarding specialty. Surgical techniques were considered enjoyable by 72% of them. Being a female surgeon was perceived as unique by 75% of the same gender. Two thirds of females considered surgical board residency programs more challenging for them. Also, same percentage believed that surgeons are at a higher risk for malpractice issues. While 43% of females viewed that being a surgeon will negatively affect their marriage chances, 34% had neutral opinion. Two thirds of female participants do not believe that surgeons face religious and ethical challenges in dealing with the opposite sex. Although female surgeons with hijab were viewed difficult to confirm to Islamic dress code by 32% of female participants, 43% disagreed. Regarding the interference of surgical life style with fasting during Ramadan and Islamic prayers, only 14% and 28% of females agreed on that, respectively. In regard to male participants, 43% were interested in specializing in surgery. Only 17% of males believed that surgery will negatively affect their chances of getting married. In contrary to females, only 40% of male medical students considered that it is unique to be a female surgeon. Minority of males considered surgery to be interfering with fasting in Ramadan and Islamic prayers. Among those of both genders who have a surgeon as a role model, 49% are willing to specialize in surgery. There was no statistically significant difference correlating the choice of surgery and the 5 personality types (impulsive sensation seeking, neuroticism-anxiety, aggression-hostility, sociability and activity) among the male students. Among the female students there was a correlation between activity personality type and choice of surgery (p</=0.003).

Conclusions:
Multiple factors affect female Arab medical students' choice in pursuing surgery as a career in an Islamic society with no impact of religious duties and social restrictions. The hidden curriculum factors are similar to those reported globally.

Key Words: Choosing Surgery, Hidden Curriculum
Funding Agency: None

19: Oral
Curriculum

Academic staff development in the Faculty of Medicine, Kuwait University: Review in two decades

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Introduction:
Objective: To determine the size, structure and academic progress of the academic staff of Faculty of Medicine (FOM), Kuwait University (KU), Kuwait, during the past two decades with emphasis on recruitment of Kuwaitis, academic leadership positions, staff number, rank distributions and gender.

Methods:
A retrospective analysis was done using the data from the Departments of Recruitment and Student Affairs, FOM from 1995 to 2014.

Results:
The number of medical students in the FOM, increased from 520 to 636; an increase of 22.3 %. The total number of academic staff increased from 114 (59, 51.8% in basic and 55, 48.2% in clinical sciences) to 207 (103, 49.8% in basic and 104, 50.2% in clinical sciences) from year 1995 to 2014. The academic leadership positions in 2014 were occupied by 29 males and 4 females, the male: female ratio being 7:1, while there was no females in administrative leadership positions in 1995. The number of Assistant Professors decreased from 50 (43.9%) to 69 (33.3%), Associate Professor number increased from 34 (29.8%) to 65 (31.4%) and full Professor rank number increased from 30 (26.3%) to 73 (35.3%) from 1995 to 2014. There was a significant increase of Kuwaiti nationals, 30 (26.3%) and 133 (64.2%) vs. 84(73.7%) and 74 (35.7%) non-Kuwaitis during 1995 and 2014 respectively, ($p<0.0001$). Kuwaiti nationals occupied clinical posts more than basic sciences posts, 18 (32.7%) and 77 (74.0%) vs. 12 (20.3%) and 56 (54.3%) respectively, ($p<0.0001$) in 1995 and 2014. Female academic staff increased significantly, 16 (14.0%) and 59 (28.5%) vs. 98 (86.0%) and 148 (71.5%) males, during 1995 and 2014 respectively, ($p<0.0001$).

Conclusions:
Our study indicated an increase in academic staff with an advancement in academic ranks, especially by Kuwaiti nationals, in the FOM, KU, during the past two decades. The recruitment of female academic staff increased significantly, which in future might restore the gender disparity in the leadership positions.

Key Words: Kuwait, Academic leadership, Academic development
Funding Agency: None

20
Curriculum

Integrated versus traditional curricula: influence on perception of research practices and obstacles among senior medical students. A longitudinal study

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Introduction:
Health research is an essential contributor in improving clinical practice and it plays a vital role in the promotion of medical students' interest in academic medical careers, and increases their postgraduate research productivity. The impact of integrating research skills into the developed medical curriculum that was implemented in King Abdulaziz University (KAU) in 2006-2007 was not assessed till know. The aim of the study is to assess the influence of integrated curriculum on perception of research practices and obstacles among senior medical students at KAU.

Methods:
This comparative cross-sectional study was conducted on the sixth year KAU medical students at. A validated questionnaire was distributed to 307 students and 184 (60%) responded. Data was analysis by using the Statistical Package of Social Science.

Results:
About 51% of the students have started their own research projects and 27% have completed and published their articles, 23% of them got accepted for publication. Career progression (75%) was the main Students motivation to conduct research and the lack of dedicated time for research was the most reported obstacle to participate in research (73.4%). Students reported that inclusion of one-month rotation dedicated for research in the internship will enhance their research activity (68.5%) and agreed that research publication will greatly improve their postgraduate acceptance chances (95.1%).

Conclusions:
A marked increase in the students' research practices and publications compared to that of the year 2011-2012. Providing more research opportunities and devoted supervisors are recommended to further boost students' involvement in research.

Key Words: Practice, medical students
Funding Agency: None

21
Curriculum

Assessing students' attitudes on the required final year pharmacy service project

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Introduction:
Pharmacist-led clinics are one of the main services a pharmacist can provide. This service is not yet well established in Kuwait. In order for future pharmacists to be empowered to plan and run a clinic, they have should learned how to do it as students. A fifth year student has to write project which on establishing a pharmacist led clinic. This study aims to assess students' attitudes towards this project.

Methods:
A questionnaire was developed by the investigator to assess students' attitudes towards the pharmacy service project. There was a total of 15 questions. First 8 questions were assessing students' attitudes towards the improvement of their knowledge in different aspects. Four questions were about the logistics of the project. The last 3 questions were about the effect of this project on their future career. Students were encouraged to fill this anonymous survey after the completion of their projects using a five-point Likert scale.

Results:
A total of 43 students filled the survey, which was all 5th year pharmacy students minus one absent student. Their mean age was 22.67 ± 1.62. Their mean GPA was 2.63 (2.3 - 3.74). Almost 72% of the students were females. Most of the students agreed that this project improved their knowledge of pharmacist-led clinics (M=4.51, SD= 2.78). Student also felt that this project improved their skills in searching for relevant literature and information (M=4.21, SD= 0.74). Project was clear for most students (M= 4.35, SD= 0.75). Finally, students felt that this project empowers them to do more in their career, not just dispensing medications.

Conclusions:
Including the pharmacy project to the 5th year pharmacy practice curriculum was a positive addition to the students learning experience. This project takes time to be graded by the course coordinator, but it is worth the time and effort.

Key Words: Attitudes, Student's Project
Funding Agency: None

22: Oral
Curriculum

Mapping pharmaceutical services to competency profiles as a means to develop a competency-based curriculum in pharmacy

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Introduction:
The Faculty of pharmacy is developing a competency-based two-year add-on PharmD for its BPharm graduates. This program aims at developing the necessary competencies to prepare students to engage in clinical pharmacy services. Competency-based curriculum are difficult to develop because competence represents a general outcome and a curriculum is normally defined by course-specific learning objectives.

Methods:
The alignment of learning objectives with the general outcomes is not straightforward and relies on precarious assumptions. To bridge this gap, the model used in entrustable professional activities (EPA) to assess work-based competency was used to develop our curriculum. A novel method was thus developed to allow the assessment of competencies within defined professional activities.

Results:
Each course of the curriculum was devised to have students perform learning activities representing one of 16 pharmaceutical services (considered as EPA) identified to be relevant in Kuwait, from results of a previous needs assessment. The horizontal integration of the curriculum made sure that activities are repeated in different courses with courses occurring late in the program demanding a higher level of expected mastery than courses occurring at the beginning. Each activity (representing one pharmaceutical service) was then mapped to a set of competency elements (competency profile) representing a sub-set of our global competency framework previously developed. Thus, the competency profile becomes the assessment objective (or learning objectives) for the activity.

Conclusions:
This method aligns the learning objectives (competency profiles) with the expected outcomes of the global curriculum (mastering all competencies). The usual intermediate step of defining disconnected learning objectives for individual courses has been eliminated, allowing the development of a truly competency-based curriculum with direct competence assessment.

Key Words: Professional services
Funding Agency: None

23

Curriculum

Attitude and practice of Medical students toward undergraduate researches at Qassim University

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Introduction:

Undergraduate research is important for students as it enhances their postgraduate performance and acquires many skills .Nowadays many universities worldwide have integrated research programs into their curricula that reflect the importance of research to the students. Raising the chance in residency program is considering the main motivation for students in establishing researches. However, some students may face a lot of barriers that affect them in conducting researches such as lack of time and curriculum overload. We aim in this study to investigate the attitude and practice toward undergraduate researches among medical students at Qassim University by determining the motives and obstacles in conducting undergraduate researches, and to evaluate the level of research activities among them.

Methods:

A cross sectional survey was on-line distributed among all medical students at Qassim University (total number=640 students) through Students College E-mails. The questionnaire was assessing the level of research activity among the students and explores their motivations and obstacles in doing researches.

Results:

The overall response rate was 33.59% (n=215 of 640). Female participants were 53.49% and 46.51% were males. 37.67% (n=81) of total respondents have started their research project and 55.38%of them have started it in their 2nd year also female students were higher than males (61.73%). Lack of free time was the main obstacle for 56.79%. Getting ethical approval and unavailability of university hospital were main barriers among 32.10% and 79.01% of the students. The supervisory support was poor for 35.80% of students. Report writing was difficult for 39.51% and 22.2% of them have taken help in writing their final papers. Only 16.05% have published their research and majority of them were females (61.54%) and 29.63% have presented in conferences and most of them were females (62.50%). 64.20%were unsatisfied with the research curriculum and expressed that they need more hands on training. 32.10% have participated in another research other than their curriculum research project and the interest of student toward doing research increase with increasing the years ,since only 7.69%of them in first year comparing with 42.31%in fifth year. 80.93% believe that the research improving their problem solving ability and 92.59% are going to participate in research in the future to improve their curriculum vitae.

Conclusions:

Students believe in the importance of research for improving their future life by increasing their chance in residency program. In students' point of view, the reasons beyond lack of research activities are unavailability of university hospital and lack of free time. Students were unsatisfied with their research skills which have gained through academic life, although their interest toward research increases with increasing the years.

Key Words: Undergraduate researches

Funding Agency: None

24: Oral
Curriculum

Reformed Curriculum at FOM: Are We There Yet?

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Introduction:
This presentation reflects on the current operational status of the 'reformed medical curriculum' at the Faculty of Medicine, Kuwait introduced 10 years ago and perception of students and the Faculty on the effectiveness of the new curriculum in their medical education in preparing them for work in the clinical setting.

Methods:
The data was obtained by a self-administered questionnaire distributed to students at the end of each Phase II module and by interviews of selected students. Participants were requested to evaluate the adequacy of undergraduate medical education experience focusing on: effectiveness of the preclinical years (factual burden knowledge, subject integration) in general, and more specifically the contribution of the basic sciences in preparation for the Phase III clinical rotations.

Results:
The seven-year curriculum consists of three Phases: Phase I, Pre-professional Year of English, Science and Biology lectures; Phase II, three years of mainly lecture- and PBL-based Basic Science courses, Clinical Skill sessions and Phase III, three years of clinical education, consisting of clinical rotations of various lengths.
The information is shared on the curriculum current operational status that reflects on the comprehensive 'reform' of the Phase II by its well-organized, continually reviewed detailed document with clear objectives accessible to students and the Faculty alike for regular feedback and evaluation however, the status on Phase I and Phase III is somewhat slowly catching up.

Conclusions:
The presentation elaborates on aspects of the curriculum the faculty needs to address in order to align the curriculum to Faculty mission and designated outcomes in preparing graduates effectively and efficiently for clinical work serving the community better. It also stresses the need to integrate better preclinical and clinical studies, and to change to active learning methods.

Key Words: curriculum reform, Faculty outcome, Feedback,
Funding Agency: None

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Curriculum

Development of Competency-based Interprofessional Education Curriculum at the Health Sciences Centre of Kuwait University

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Introduction:

Interprofessional education (IPE) of healthcare students from various disciplines would foster the development of collaborative working relationships among them as future healthcare providers. Faculties of Medicine, Dentistry, Pharmacy and Allied Health Sciences at the Health Sciences Centre, Kuwait University have established a working group with representatives of the different healthcare programs to develop a competency-based IPE curriculum. This IPE curriculum would involve healthcare students from the different programs in a shared learning experience to promote their interprofessional collaborative practice. The first task of the working group was to identify the competencies to be considered in the development of this curriculum.

Methods:

A local needs assessment was conducted to explore current healthcare practitioners' views on the necessary competencies for the development of the IPE curriculum. Five focus groups interviews were conducted with practicing professionals from various backgrounds and practice settings including physicians, dentists, pharmacists, physiotherapists and occupational therapists. A focus group topic guide was developed to identify practitioners' opinions on the current status of collaborative practice at their clinical settings, barriers towards interprofessional collaboration and the main competencies that need to be instilled in healthcare students to prepare them to work as members of effective healthcare teams. The interviews were audio-recorded, transcribed verbatim and analysed using thematic analysis. The emerged competencies from the interviews were then refined by comparing them with the competencies of existing international IPE frameworks and elements of these competencies (sub-domains) were identified.

Results:

The interdisciplinary collaborative approach to patient care is currently suboptimal among healthcare practitioners in Kuwait healthcare system. Interprofessional collaboration among practitioners from different disciplines is sporadic and depends on individual efforts made by some practitioners. The main barriers toward effective collaborative practice include lack of clear definition of the roles and responsibilities of the healthcare professions, poor communication among healthcare practitioners, organizational/administrative barriers, poor resources at some settings, physical separation among some professional practices, practitioners' workload and time constraints to provide sufficient time for healthcare team meetings and lack of trust in other practitioners' clinical capabilities. Three main competencies for the IPE curriculum emerged from the focus groups interviews. These included communication, roles and responsibilities and teamwork skills. The locally identified IPE competencies aligned with the competencies of several international IPE curricula. This demonstrates that the local needs resemble the recognized IPE needs elsewhere in the world.

Conclusions:

A competency framework that is based on a local needs assessment and comparison with international IPE curricula will form the basis of the intended IPE curriculum. The main competencies to be considered in the IPE curriculum include clarification of the roles and responsibilities of the different healthcare professions and developing communication and teamwork skills among healthcare students. The identified barriers toward collaboration among healthcare practitioners in Kuwait healthcare system warrant joint efforts among healthcare authorities and educational institutions to overcome these barriers and enhance team approach to patient care. Implementing the IPE curriculum at the university level would be the first step to achieve that goal.

Key Words: interprofessional collaborative practice

Funding Agency: None

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Curriculum

Medical education in reorientation of medical education program training and finding knowledge among under graduate medical students in a tertiary care teaching hospital in South India

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Introduction:

Reorientation of Medical Education program conducting in medical education is very much useful to Under Graduate Medical Students. Then, only their knowledge will be increased in research methodology at undergraduate level.

Methods:

The present Reorientation of Medical Education program study was conducted with under graduate medical students and with a sample size of one hundred and two medical students in the year 2013. Every year we have been conducted this type of training among the Under graduate medicla students. They were involved in the various training of research methodology and in the existing softwares and in SPSS 16.0 version. At the end of the medical education program conduct pre and post test among the student to ascess their knowledge. Descriptive statistics: Mean and Standard Deviation and McNemar test were used and the level of significant was fixed as 0.05.

Results:

Totally eighty seven students were included in this study. In that, 31 (35.63%) were boys and 56 (64.37%) female students. Mean age was found as 21.24 ± 0.51 years (Range: 21 – 23). The knowledge in meaning of reorientation of medical education and Knowledge in research methodology were found as very highly significant.

Conclusions:

The present study was concluded that the implementation of reorientation of medical education was very important and it was an essential one in the present medical education curriculum. Further more, it would help to increase the young medical researchers in medical field in India. It would help to become a good and efficient medical practitioner and a good researcher in their life.

Key Words: Under Graduate Medical Students

Funding Agency: Not Applicable

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Latest methods in teaching

University of Sharjah Medical Students' Perception about Learning in Small Groups.

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Introduction:
Learning theories are conceptual framework that describe how information is absorbed, processed, and retained .Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, is acquired or changed, and knowledge and skills retained. One such approach is small group learning, which is one of the most important features of medical education.
Objectives. The purpose of this study is to describe students' perception toward small group learning.

Methods:
A cross-sectional descriptive study was conducted among years one, two and three UOS medical student in September 2012 through November 2013. Convenience sampling was used.

Results:
A total of 277 UOS medical students participated, year 1(n=105), year 2 (n=84), and year 3 (n=88) where 39% were males and 61% females, the mean age was 20 years. The results were grouped under several domains, such as the cognitive, personal development and social domains. The most rewarding experiences as perceived by medical students were exposure to different views (71%),cooperative learning environment (66%),making friends (57%) and underwent personal development (46%),while the main disadvantages included: time wasting (55%), side talks (14%), distractions (7%), conflicts within the group (4%),dominance of certain members (1%) ,and others (15%).The most preferred types of learning in small groups were: Clinical skills groups (88%),Anatomy lab groups(86%),TBL(77%), PBL(70%).

Conclusions:
Majority of students had a good perception and positive attitude towards small group learning and agreed that it enhances their collaborative learning and team work skills. Small group learning was perceived as a beneficial learning method by the first and second and third year medical students as it enhances teamwork, communication and personal development skills, such as critical thinking.

Key Words: Small Group Learning
Funding Agency: None

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Latest methods in teaching

Introducing Interactive Pathology E-Learning for Medical Students at Kuwait University

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Introduction:

Traditional undergraduate pathology teaching relies on didactic lectures, gross specimens and glass slides. In recent years, however, self-directed e-learning and virtual microscopy (electronic zoomable slides) have revolutionized the way pathology is delivered and have become widely recognized in medical education as a powerful adjunct to face-to-face instruction. Additionally, "integrated" pathology has become increasingly popular in contemporary medical curricula replacing the traditional memorization of facts and excessive pure morphological details. In our opinion, this does not compromise the importance of pathology, but rather provides an opportunity to reflect on the current teaching methods. For these reasons, we have started to develop an electronic interactive pathology website for our medical students at Kuwait University that we hope will facilitate not only factual recall but also clinicopathological correlation.

Methods:

Inspired by the recently published "standards in pathology education for integrated medical school curricula", we will focus on 3 learning competencies: (1) UNDERSTAND key concepts in pathology, (2) INTEGRATE these concepts into organ systems, and (3) APPLY this knowledge to diagnostic medicine and treatment selection. We will incorporate the following features into the website: (1) menu-driven learning modules corresponding to various organ systems, (2) plenty of colorful illustrations, gross images, microscopic images, and links to videos, and (3) interactive tools allowing students to be actively engaged in the learning process.

Results:

By utilizing this website we anticipate the following outcomes: (1) this self-directed learning approach will allow students to work at their own paces, (2) promote "active" learning that is compatible with the problem-based approach, (3) take pathology to the bedside by incorporating it in the diagnostic, prognostic and therapeutic process, and (4) appreciate the role of the pathologist in modern clinical practice as a laboratory physician.

Conclusions:

Developing an interactive pathology website is an attempt to revitalize pathology teaching at our medical school and engage students in the learning process. After launching the website, the next step would be to evaluate this teaching strategy by conducting a survey amongst our students.

Key Words: Active self-directed learning, pathology
Funding Agency: None

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Latest methods in teaching

Medical Students Satisfaction from Peer Advising in an Integrated Problem Based Learning Curriculum: A Cross Sectional Study

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Introduction:
The College of Medicine, University of Sharjah adopts a competency based, integrated curriculum. The main strategy of learning is problem-based learning combined with team based learning (Hamdy, 2008). Students Peer Advising (SPA) was initiated by students in order to support collaborative and experiential learning. In this approach, senior students provided and shared their educational experiences with junior students individually or in large groups. Advice was mainly on how to succeed in this demanding student centered educational program. Our aim was to evaluate the satisfaction of medical students from SPA activities.

Methods:
In order to investigate the effectiveness of the SPA initiative, a quantitative observational cross-sectional design was used. Two groups were investigated, the committee members (Advisors) and the students (Advisees) who attended the SPA events by using a self-administered questionnaire.

Results:
Responses from Advisees: One hundred and thirteen students responded giving a response rate of 60%. Regarding the number of sessions attended by the advisees, up to 2 sessions [attended by 43 (38%)], 3 sessions [attended by 42 (37%)] and 4 to 5 sessions [attended by 28 (25%)] respectively. When inquired about the overall satisfaction and usefulness of peer advising, 65% of the students provided a score of 4 or 5 out of 5, with 5 being the most satisfactory and useful. Responses from Advisors: SPA committee consisted of fifteen members, of whom thirteen responded. Fifteen sessions were conducted by members from different academic years, and they all agreed that it was a beneficial experience. According to the feedback collected from the advisors, the most rewarding aspect of their experience revolved around the gratification and sense of satisfaction consequent to improving the students' academic performance.

Conclusions:
The study found that peer advising was appreciated by students and peer advisors.

Key Words: Student, Peer Advising
Funding Agency: None

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Latest methods in teaching

The effectiveness of a video based, educational networking instrument in preparing trainees for simulation-based teaching of fundemental technical skills: A randomized control study.

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Introduction:

Evidence suggests that learners benefit more from educational experiences when they have opportunities to collaboratively observe, recognize and discuss both erroneous and error-free performances of others. Educational networking through Web 2.0 technologies enables trainees to communicate in ways that support one another's learning. This study investigates the impact of video-based demonstrations and educational networking on preparing learners for technical skills training.

Methods:

Pediatric residents participating in an emergency procedures workshop were assigned to one of two practice preparation groups: experimental or control. The experimental group prepared with online educational networking and lumbar puncture and suturing video performances. Residents would review the videos and are allowed to type comments and asynchronous viewing of the group's assessments. The control group prepared with comprehensive reading material. Participants were filmed performing the 2 procedures. After the workshop, participants were again filmed performing the procedures. Performances were evaluated using modified Objective Structured Assessment of Technical Skills.

Results:

A total of 10 participants were enrolled in the study. Each group contained 5 participants. When comparing the groups performance with the suturing procedure, there was no difference detected (p=0.418). The LP procedure similarly showed no significant difference (p=0.884) Comparison between pre-test versus post-test showed no significant improvements in performance effect (Suture p= 0.396, LP p= 0.654). Further analysis of qualitative data of comments from online video is ongoing.

Conclusions:

Quantitative analysis shows no effect of using internet based platforms in preparing residents for training of procedural skills. Previous experience in both procedures was not accounted for. The lack of deliberate practice in the workshop could have contributed to the result of the study as well.

Key Words: Internet

Funding Agency: Paediatric Consultants Education Research Grant (G

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Professionalism

Measuring healthcare undergraduate students' attitudes to Interprofessional Education in Saudi Arabia; The validation of an Arabic version of the University of the West England Interprofessional Questionnaire

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Introduction:
IPE encourages learners from various health and social care professions to understand each other's roles and prepares them to work together to foster collaboration and improve quality of care (Pollard et al. 2004).he introduction of IPE has been slow in many Middle Eastern countries, and in particular in KSA. A study is currently underway that explores Saudi undergraduate students' attitudes towards interprofessional education.It gives particular consideration to cultural sensitivities, notably those relating to gender differences and the type of professional discipline which may impact on the likelihood of successful implementation of these programmes.

Methods:
A mixed methods design is adopted in the broader study, which includes the UWE IPQ; Pollard et al. 2005), exploring students attitudes' to IPE and CP. However, this questionnaire does not currently exist in the Arabic language. Therefore, this presentation focuses on data collected for the validation process of the Arabic version of the UWE IPQ. This is firstly took place with a team of 8 bilingual post graduate students. They carried out a forward-backward translation process. Subsequently, a convenience sample of 20 bilingual participants engaged in a second validation phase that involved the participants completing the English version and, after a 48 hr, completing the Arabic version. This session associated with cognitive debriefing asking participants for their suggestions and opinion about the clarity and understandability of each item wording and order. The researcher then assessed the level of agreement between the responses from the two versions using the percentage level of agreement calculation and Cohen's Kappa.

Results:
Kappa value demonstrated high levels of agreement in 32/35 of the items and the Kappa values ranged from moderate to excellent agreement on all items.

Conclusions:
Also, acceptable levels of internal consistency were established for each subscale using Cronbach's alpha.

Key Words: Interprofessional Education (IPE)
Funding Agency: Saudi Cultural bureau in London and King Abdullah

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Professionalism

Moral Reasoning among Saudi Dental Students

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Introduction:
Are our future dentists ready for the challenge of making proper ethical decisions concerning their future profession? To face such a challenge, dental graduates should possess a high level of moral reasoning. Moral reasoning refers to the cognitive process that takes place to judge about right and wrong when facing moral situations. Understanding this process and its influencing factors is very important for educators because one of their major roles is to prepare students for taking the right ethical decisions during academic and clinical life. This study aimed to assess the level of moral reasoning of 6th year dental students in Makkah Region, Saudi Arabia
The theoretical framework of this study based mainly on Kohlberg's moral development theory. Kohlberg argued that the reason used to defend the moral decision taken is more important than the action itself. His theory assumes that moral development occurs through six cumulative stages.

Methods:
Cross sectional survey was conducted among 267 students. The sample included all 6th year dental students in three different dental schools in Makkah region using the Socio-moral Reflection Objective Measure (Gibbs & et.al).
The measure is a self-administered, paper and pencil questionnaire which composed of two hypothetical moral dilemmas with 13 issue statements. These statements have a specific correction scale that matched with Kohlberg's six-stage moral development system.
SPSS version 21 was used for data entry. Age of participants was represented in mean +SD while other categorical variables were represented in frequencies and percentages.

Results:
A total of 188 (70%) out of 267 students responded to the SROM. Sixty one instruments were excluded according to Gibbs's standard consistency checks. A usable response rate of 127 students was returned for analysis. The majority of the students scored at the conventional level (stages 3&4). A percentage of 63.8% (n=81) were in stage three (in which the right behavior is considered to be the behavior that will maintain approval and secure good relationships), and 35 % (n=44) students were in stage 4 (In this stage, individuals show rigid respect to rules). Two students with percentage of (1.6 %) score in stage 2 (the instrumental relativist orientation). No single subject of the respondents could achieve stage 5 or 6.

Conclusions:
The assessed level of moral reasoning is considered not satisfactory for students of their age and in higher education, particularly in a health profession specialty. Being able to make the right ethical decisions in such humanistic careers necessitates individuals' ability to differentiate themselves from their own interests and their social relations. We would argue that this level of students' moral reasoning may threaten their future profession. Also we would recommend stage 5 of Kohlberg's moral development system as a learning outcome for graduating dental students. This study provided an initial step towards investigating moral reasoning in Saudi Arabia from dental education perspectives. Further longitudinal and interventional studies are needed to investigate the factors affecting students' moral reasoning and the impact of dental curricula on moral development.

Key Words: Dental education, Moral Reasoning
Funding Agency: None

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Professionalism

Equal, global, local: discourses in Taiwan's international medical graduate debate

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Introduction:
With the globalisation of medicine, the role of international medical graduates (IMGs) has expanded. Nonetheless, the experiences of native-born IMGs remain under-researched. In Taiwan, public controversy has unfolded around IMGs educated in Poland, calling into question the meaning(s) of equality in policy and medicine. In focusing on the return of IMGs to their countries of origin, this study adds to the growing literature concerning equality and globalisation in medical education.The primary research aim was to analyse how stakeholders in the IMG debate use equality in their arguments. An overarching objective was to contribute a critical, historical view of how discourses of globalization and equality construct different policy approaches to international medical education.

Methods:
The authors performed a critical discourse analysis of a public policy dispute in Taiwan, assembling an archive from online interactions, government reports and news articles. Coding focused on stakeholders' use of equality to generate broader discourses.

Results:
International and domestic Taiwanese students conceived of equality differently, referencing both 'equality of opportunity' and'equality of outcome' within localisation and globalisation frameworks, respectively. The dominance of localisation discourse is reflected in hostile online rhetoric towards Poland-educated IMGs.

Conclusions:
Rhetorical disagreements over equality in medical education trace shifting state policies, from earlier attempts to remove barriers for IMGs to the present-day push to regulate IMGs for acculturation and quality assurance. The global Internet had a double-sided influence, facilitating both democratic political mobilization and the spread of hate speech. The policy debate in Taiwan mirrors discourses in Canada, where IMGs are likewise conceived either as globally competent physicians or as lacking in merit and technical competence. Future research could investigate the discursive formation and evidential basis of policies regulating international medical education.

Key Words: International Medical Graduate (IMG)
Funding Agency: Ministry of Science & Technology, Taiwan

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Curriculum

Ethics and Professionalism Education at the Health Sciences Center in Kuwait: The Case of Curriculum Evolution in 15 Years

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CASE REPORT

Background:
The ultimate objective of ethics and professionalism education in medicine is to make the students recognize the humanistic and ethical components of health care and to translate and integrate ethical principles into professional clinical practice. In addition to biomedical and clinical sciences education, which prepare future doctors to provide health care to patients, medical education in general and ethics education in particular are required to enable students to be professional, self reflective, critical thinkers, and team-workers. The undergraduate 7 years curriculum of the medical school in Kuwait covered ethics topics in 20 hours since the introduction of the problem based curriculum in 2005 with less contribution in the earlier times of traditional curriculum. The recommendations of the UK Pond report on medical ethics education were used at the initial stages of our ethics course development, timing and on deciding the course competencies.

Case summary:
This case study will present a SWOT analysis describing the strengths, weaknesses, opportunities, and threats or challenges identified in this15 years journey. In addition, the case analysis will demonstrate how the recommendations from the Pond's report were implemented at the different stages of course development in Kuwait. Finally, the case analysis will describe the effects of academic and healthcare cultures on leadership and professional development.

Conclusion:
The continuous changes in the medical curriculum at Kuwait University and the rapid developments in medical knowledge and technologies along with the ever-increasing demands in health care provision necessitate regular revision of the content and competencies of the medical ethics and professionalism education at the only medical school in the country.

Key Words: Kuwait

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Latest methods in teaching

The First Interprofessional Team-Based Undergraduate Educational Initiative focusing on Patients'Safety in Kuwait: A Case Study

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CASE REPORT

Background:

The World Health Organization defined inter-professional education (IPE) as: "the process by which a group of students (or workers) from the health-related occupations with different educational backgrounds learn together during certain periods of their education, with interaction as an important goal, to collaborate in providing promotive, preventive, curative, rehabilitative and other health related services".

Case summary:

The first interprofessional, team-based undergraduate educational intervention focusing on patient safety took place at Kuwait University in January 2016. Through this initiative, students from the Faculties of Medicine (FOM), Nursing (FON), Pharmacy (FOP), Allied Health (FAH), and Dentistry (FOD) were invited to participate in a 4 hours workshop focusing on improvement of patient safety through analyzing a case of medical error within a simulated clinical scenario. Teams: More than 200 students from different years of study participated in this activity so far (this is an ongoing initiative) with around 50% from the FOM, 27 students from FOP, 19 students from FOD, 29 students from FAH, and 42 students from FON. The Faculty of Nursing is one of the faculties' of the Public Authority for Applied Education and Training in Kuwait. Interaction: The learning cycle in this clinical scenario-based workshop begin with (1) Basic definitions involving self-reflection and team discussions, followed by (2) The presentation of the clinical case scenario, (3) Dividing the large group to professional teams based on faculty, year of study and gender distribution whenever possible, (4) Presentation of Analysis frameworks, (5) Brainstorming within allocated teams, (6) A 2-hour interactive structured learning activity using "Check sheet", "5 Why's", the "Ishikawa fishbone diagram", followed by (7) Reinforcing artistic activity to display the analysis performed by the team consolidating the learning through an entertaining exercise (Examples of the students' work will be presented).Outcomes: This is an accredited educational workshop by the Kuwait Institute of Medical Specializations and the Deanship of Continuing Education and Community Services at Kuwait University. Through this exercise, interprofessional teams of students were expected to identify the following core facts:

- To "Err is Human"
- Medical errors reflect system failures and not individual flops
- Shaming & Blaming will not prevent future errors
- Need to understand and respect different professional roles and responsibilities
- Significance of clinical guidelines & Standard Operational Procedures
- Need to trust a system ensuring valid and up-to-date training of all healthcare team members
- Role of effective communication and hand-over between healthcare workers
- Understanding the essential role of patient's involvement and perspective in healthcare

Conclusion:

In this first extra curricular educational exercise of its kind in healthcare education in Kuwait, both the instructor and the students had an encouraging experience. Interprofessional learning in this intensive 4 hours workshop enhanced healthcare students' ability to work as a team and helped them understand the roles, responsibilities of each other. This workshop achieved its purpose through a collaborative learning and working atmosphere and plans are already underway to expand this work and improve it further.

Key Words: Patient Safety; Interprofessional Education (IPE)

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Latest methods in teaching

The Use Of Role Play to Help Students Reflect on Ethical Dilemmas in Organ Donation: A Case Study.

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CASE REPORT

Background:

Ethics and Professionalism teaching in the Renal and Reproductive Module in Phase II of the medical curriculum in Kuwait University presents some of the ethical dilemmas surrounding organ donation. While lectures are the traditional way of teaching implemented in the faculty of medicine; learning about medical ethics should not be limited to this format. Many of the topics presented in the ethics and professionalism contribution to medical education require a deeper understanding and reflection about the presented issues that cannot be fulfilled through didactic teaching alone.

Case summary:

Role-playing method was chosen to present the ethical challenges surrounding specific challenges or dilemmas in organ transplantation to the 4th year students of Phase II. The scenario used was based on a drama developed from two chapters in a Bioethics textbook "A cross-Cultural Introduction to Bioethics" by Darrl R.J. Macer on brain death and organ transplants, and includes the roles of the key actors and actresses involved in decisions about heart transplant from a young brain dead patient to a mother of three who is known to have severe heart disease and was on the waiting list for a heart transplant. The cast in the used drama were members of two families of Middle Eastern background interacting with healthcare professionals in a societal context similar to Kuwait and a Narrator. At the end of the drama, observers were asked to respond to few questions like: How you would feel if you were in the Abai family or the Maleki family? Do you think that organ donors should be rewarded? Do you think organ transplant recipients should be able to thank the donor's family? Can you think of any problems of doing so?In addition, the students had to reflect about the challenges facing the healthcare providers in both teams. Awareness about the roles of the organ procurement coordinator, legal position of surrogate decision maker, and organ trafficking was also required.

Conclusion:

Students were engaged and role-playing allowed them to interact with their peers as they try to complete the task assigned to them in their specific role. The students maintained the persona of their role throughout the class period and they were more engaged as they tried to respond to the questions raised by their peers from the perspective of their character. There were many observed advantages to this exercise:

- Students were able to immediately apply content in a relevant, real world context.
- Students took on a decision-making persona that is not limited by their own boundaries.
- Students saw the relevance of the content for handling real bed-side clinical ethical dilemmas.
- The instructor and students received immediate feedback with regard to student exploration and understanding of the ethical challenges.

Despite its success with the students, role-playing was difficult to integrate routinely in the ethics and professionalism teaching mainly because of the time it takes to orient the student to the drama in English and the challenge of getting all the students in a large class to participate and be truly engaged.

Key Words: Organ Transplantation; Role-Playing

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Professionalism

Case Study of Cultivating Civic Engagement and Professionalism in Medical Education: What Does The Guinness World Records Have to Do With It?

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CASE REPORT

Background: Civic engagement offers a way of fulfilling the core functions of teaching, research and service to wider society, through activities such as community based learning, community engaged research and public engagement (Boland, 2012). The Ethics curriculum at the Faculty of Medicine in Kuwait University cultivated this professional attribute through a mutually beneficial knowledge and skills-based collaboration between the following partners: 1) Students from the faculties of Medicine, Dentistry, Pharmacy, and Allied Health, 2) Non for profit organizations (The Kuwait Heart Foundation and the Kuwait Red Crescent Society), and the wider community. This partnership enabled more than 500 HSC students to break Guinness World Records (GWR) twice in achieving "Most Blood Pressure (BP) Readings in 8 Hours" and "Most Body Mass Index (BMI) Readings in 8 Hours". The objectives of these extracurricular educational activities in Ethics and Professionalism were multiple: 1) To demonstrate knowledge of significant cardiovascular risk factors in their community such as high blood pressure and obesity, 2) To apply specific skills like measurement of BP and BMI and interpretation of the results, 3) To address specific needs for public health education and awareness, 4) To develop a capacity to work effectively within multidisciplinary teams and within diverse communities, and finally to gain an appreciation of their future role in their communities.

Summary statistics of the first event (BP measurement) showed that:

- The campaign was held at the Avenues Mall on October 28, 2011 with 200 students from the Health Sciences Centre volunteering for this event.
- A total of 50 judges from the Kuwait Red Crescent Society attended and supervised the event.
- The Ministry of Health donated the Sphygmomanometers used in the event.
- Total number of participants in the Guinness World Record event who were more than18 years of age with complete data was 7198.
- Out of those, number of male participants:3761, number of female participants: 3437
- Those with normal BP were 1390 (19.3%)
- Prehypertension 5228 (72.6%)
- Stage 1 Hypertension1333 (18.5%)
- Stage 2 Hypertension 240 (3.34%)
- Summary statistics of the second event (BMI measurement) showed that:
- The Body Mass Index (BMI) of a total of 6,186 individuals (5,989 adults and 197 children between 2-19 years of age) were measured, documented and included in this record in 8 hours.
- The BMI measurements showed that among the participants:
- 2.0% Under Weight < 18.50
- 31.0% Normal Range (18.50 to 24.99)
- 40.0% Overweight (25.0 - 29.9)
- 19.0% Obese I (30.0 - 34.9)
- 6.0% Obese II (35.0 - 39.9)
- 2.0% Obese III (> 40)

Conclusion: Incorporating civic engagement activities in medical education have many benefits for students, the community and the university in the presence of a crowded basic medical sciences and clinical curricula in addition to busy hospital environment. Through the extracurricular activities of the ethics and professionalism program, the author offered examples of how community based learning activities could be implemented in medical education.

Key Words: Hidden Curriculum, Civic Engagement

Author Index

KEYWORD INDEX

Participants & Acknowledgements

Major Sponsor:

Kuwait University

The Organising Committee would like to thank the following for their support:

- Centre for Research Support and Conferences, Vice Dean Research Office, Faculty of Medicine
- Administration of Faculty of Medicine
- Media & Public Relations of Faculty of Medicine

Special thanks to the following staff for their contribution:

- Dr. Hanady Amoudy, Director, CRC
- Mrs. Teena Sadan
- Mr. Mammen Geevarghese
- Mrs. Abhaya Krishnan
- Mrs. Mariam Al-Najadah
- Mr. Emad Al-Hawary
- Mr. Waleed Abduh

Accreditation & Endorsement

CME/CEPD Credits

KIMEC 2016

Registration Number: **60/Med7/Feb16**

Title of Activity: Kuwait International Medical Education Congress

Scheduling: February 14-18, 2016

CME Provider: Health Sciences Centre, Faculty of Medicine

CME Organizer: Prof. Dia Shehab

CME/CPD Credits: **17 Credits, Category 1**

Major Sponsor

Kuwait University

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