

*and the journey begins.....*

*farewell to Batch 21*



# **DPC NEWSLETTER**

## **VOLUME 6: MAY ISSUE**

*Issue No : 44*

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*Dean, DPC*

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## *Dean's Message*

*Greetings to all..!!*

It has been a year of growth, achievement and challenges. Let me express my sincere appreciation for your incredible work and commitment to excellence throughout 2015.

With Ramadan around the corner, I would like to take the opportunity to wish you all Ramadan Kareem.....

**Prof Saeed Ahmed Khan**

Dean, DPC



*Ramadan Kareem.....*



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## Farewell Ceremony – Batch 21

10 May 2016



## BPharm: Top Achievers (2015-16)

### *First Year (Batch 24)*

	<u>GPA</u>
1 <b>Fatima Abbas Parkar</b>	4.00
2 <b>Lin Mosbah Katramiz</b>	3.94
3 <b>Noha Mohamed Mahmoud Barghouth</b>	3.94

### *Second Year (Batch 23)*

	<u>GPA</u>
1 <b>Rafa Mohamed Jafar Al Khalifa</b>	4.00
2 <b>Iman Bakri Hallak</b>	4.00
3 <b>Faten Abdo Ali Muhaya</b>	3.98

### *Third Year (Batch 22)*

	<u>GPA</u>
1 <b>Shefaa Yousef Maraka</b>	4.00
2 <b>Charifeh Faisal Hasan</b>	4.00
3 <b>Aya Omar Kabah</b>	4.00

### *Fourth Year (Batch 21)*

	<u>CGPA</u>
1 <b>Alaa Safwat Kadri Ibrahim</b>	4.00
2 <b>Muna Haitham Al Masouti</b>	4.00
3 <b>Mariam Aly Abdel Badie Aly Mohamed Khattab</b>	4.00



Photo Courtesy:  
Amal Ahmed  
(Batch 24)





## FAREWELL SPEECH

*Marwa Abdo (Batch 21)*

I wasn't sure that I should be the one for this job. Expressing emotions in critical situations is not exactly my talent. What a great irony when you realize that the DPC we breathed, lived with, cried with, screamed with was not so familiar to us four years back. That for instance, Mr. Masum wasn't just a man that gets your books rather than being the no. 1 wanted man in college.. Dead or ALIVE. As students, I think we all remember how 1st year to us was. Again, it's funny how all the faces we remember back then seemed so strange, cold and indifferent are the same faces that now make us feel warm and welcomed as if we're home! - the faces I personally can't imagine not seeing them every day.

I think we all agree that joining DPC was not a choice of freedom for most of us. However, nobody can deny that, indeed, we did have a very rich experience here. That DPC was more than generous to us. The doctors whom literally provided knowledge in separate digestible doses that were calculated based on:

1. Mood stability statuses of the students
2. Frequency of day dreaming incidences per day,
3. Quantity of snacks available in class and
4. The signs and symptoms of loss of interest disease.

It's a serious disease that is very common in our college. Exams and quizzes were only the side effects. That doctors had to deal with the same dull faces every day, trying to plant a seed in a hopeless desert. Their prescription literally stated attendance on time, full attention and complete silence, rules which were violated by the pathogenic students in class.



In fact, if we are to speak about our doctors to a stranger and list the incredible patience they have, how approachable and kindhearted they are and how each and every one of our doctor is deeply made-up of gold would be as if we're telling a fairy tale. A story where people have stopped believing that such honest and dedicated teachers even exist anymore. What makes it even more fictional is having a Dean that you can knock on his door at any time, and ask or complain, and he will help not just because he can but because he WANTS and that means everything.

We know that we love winning, complaining and nagging about pretty much everything in life, and that not only we can't keep quite in class and that we are not being grateful for all what you do to make our life easier, but surely you must know that you have definitely left a profound impression that can't be forgotten easily. You have given an example of how one should embrace a problem rather than avoiding it and make the best of any situation we come across. That without you, drugs would have no meaning. **Thank you is never enough, but perhaps whispering your names in our prayers would be a start.** We have a talent you see, we didn't just make your life hard, we managed to annoy everyone. The demonstrators who had to repeat experiment hundreds of times, Examination unit who God knows how many visits they received from students , Student affairs unit who constantly had to put up with our complains and listen to us, the receptionists who were bothered continuously either for making phone calls or printing out the all-important papers, librarians who had to wait decades for the books to return, workers who made the events possible and helped as much as they could, bus drivers who had to put up with our long and never-ending trips . 4th year students who left their studies, and planned for a month or so to make this day so special to us and unbelievably worked hard on it. It is quite an honor being near those marvelous dedicated people and whom we thank them for their amazing efforts.

Here we are, saying goodbye to the one place that gathered us all together, departing those we love and respected, heading to a future of unknown, where we have to be in charge of .. Yes it's really hard to say goodbye, but we all know that we shall meet again in paradise where no lectures or trouble makers exist! Last but not the least a big round of applause to Batch 22 for organizing such a wonderful farewell.

Thank you

*Issue No : 44*

## DPC participates in “What is Thalassemia?” campaign

-Reported by Marwa Abdo (Batch 21)

### Thalassemia.. runs in family and attacks silently!

Thalassemia is defined by Oxford dictionary as any group of hereditary haemolytic diseases caused by faulty haemoglobin synthesis, widespread in Mediterranean, African, and Asian countries. Thalassemia was first heard in 1930s, where the origin of the word comes from Greek thalassa 'sea' (because the diseases were first known around the Mediterranean) + -anemia. Whereas, the medical definition of the disease describes it as an abnormality or mutation in one of the genes involved in haemoglobin production. If only one of your parents is a carrier for thalassemia, you may develop a form of the disease known as thalassemia minor. If this occurs, you probably won't have symptoms, but you'll be a carrier of the disease. Some people with thalassemia minor do develop minor symptoms. If both of your parents are carriers of thalassemia, you have a greater chance of inheriting a more serious form of the disease.\*



DPC Thalassemia Team	Nada Hany	Batch 22 (3 <sup>rd</sup> Year)
	Naira Hany	
	Hafsa Sami	
	Rajia Fahim	
	Farah Jabbar	
	Rufaida	
	Fatima Mahmoud	
Eman Shamseldin	MPharm Clinical Pharmacy (Batch 1)	

The students of third year under the supervision of Dr. Eman Shamseldin started their awareness campaigns at various locations in the UAE to educate one and all about Thalassemia and steps to eradicate it.



\* Definitions of Thalassemia were obtained from Oxford Dictionary and Healtline.com. Statistics were copied from Thalssemia center- Dubai websites.

<b>Awareness Campaign</b>	<b>Date</b>
Sharjah Private School	29 February 2016
Awareness Lecture in Al Manara School in Sharjah	29 February 2016
Visit to Emirates Thalassemia Society	29 February 2016
Awareness Lecture in Kuwait Primary School	1 March 2016
Four days awareness program in Mega Mall Sharjah	8 - 11 March 2016
Publish Awareness Article in Al Khaleej Newspaper	10 March 2016
Workshop in Dubai Pharmacy College	14 March 2016
Mega Mall Awareness Campaign published news in Al Khaleej Newspaper	14 March 2016
Participation in Awareness in DUPHAT	15 - 17 March 2016
Three days awareness program in China Mall Sharjah	20 - 22 March 2016
Celebrity Manal Ahmad, Thalassemia Ambassador in Emirates Thalassemia Society posted video	23 March 2016

### **Synopsis**

The students of DPC students took part in this year "Emirates Thalassemia Society" competition that came under the theme "What is Thalassemia?" to help raise more awareness about the disease. The competition conditioned to run camps throughout most crowded places like Malls for at least 7 days and to interact with people to further extend their knowledge about this concerning disease. The student under the supervision of Mrs Eman Shamseldin were able to educate approx. 5000 people on Thalassemia. The journey continued in malls with exciting games for our audience with a view to educate them. Entertaining activities were also held within the college campus with lucky draws for the faculty , students and staff. Questionnaires were distributed to assess the level of knowledge all had about the disease and queries related were cleared by DPC's Thalassemia team. The camp activities were fortunate to attract attention of Mahra Abdullah, a well- known TV presenter at Dubai Media and Manal Ahmad, Thalassemia Ambassador in Emirates Thalassemia Society who extended their support to the campaign.

Finally, after fulfilling the competition terms, the team submitted all the necessary documents to the "What is Thalassemia?" competition coordinators. Under the patronage of H.H. Shaikha bint Seif AlNahyan, Head of Emirates Thalassemia Society we were awarded the 2<sup>nd</sup> place across UAE universities.





Visit to Mega Mall, Sharjah



Support by celebrities

Al Khaleej supports DPC's campaign



Blood Donation camp



DUPHAT presentation





Lecture at Al Manar School



Lecture in Kuwait Primary School



Visit to Emirates Thalassaemia Society



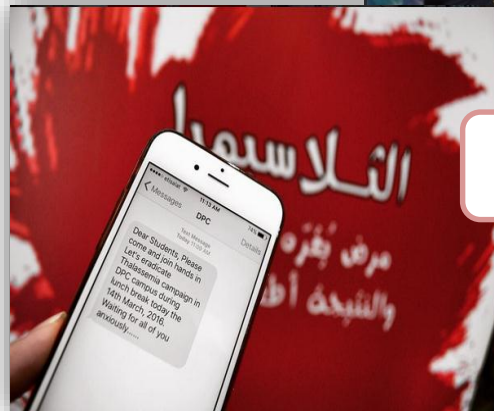
Lecture at Sharjah Private School







Visit to China Mall, Ajman



Awareness at DPC



**Special Thanks to:**  
 Mrs Sabeena  
 Mrs Soaad  
 Ms. Aisha  
 Mr. Imran  
 for all their support and guidance



Congratulations to DPC's Thalassemia Team for winning the 2<sup>nd</sup> prize





# ANTIBACTERIAL RESISTANCE AWARENESS- a report

by DPC Science Club

<b>Purpose</b>	<i>Antibacterial Resistance Awareness</i>
<b>Date</b>	<i>3<sup>rd</sup> May, 2016</i>
<b>Venue</b>	<i>Maria Al Qibtiyya School and Princess Haya School in Dubai.</i>
<b>Audience</b>	<i>Students and staff</i>
<b>Organized by</b>	<i>DPC Science Club</i>



## List of DPC Volunteers

Einas Al-Razouk	Faten Almuahaya
Fatoom Taha	Khadija Umar
Marah Al-Attar	Meera Al Qassim
Muomena Tlelat	Najeba Humam
Nasreen Ali,	Dania Kanany
Rafa Al-Khalifa.	Maryam Hassan

The members of DPC Science Club in groups of two consisting of six members each visited two different schools namely Maria Al Qibtiyya School and Princess Haya School located in Dubai. The topic "ANTIBACTERIAL RESISTANCE" was chosen because of its importance nowadays. Moreover, antibacterial resistance was one of the main issues discussed in the World Health Organization(WHO) General Assembly in 2014, since it became a dangerous threatening phenomena. The session was about 45 minutes and it was divided to fit different activities which included power point presentations , relevant video, questions & answers and distribution of gifts.



The Antibacterial Resistance concept was explained along with causes and prevention procedures against the phenomena.







# A Case Study of Tracing Graduate Destinations: Sharing Best Practices

Poster Presentation:

Saeed Ahmed Khan<sup>1</sup>, Sabeena Salam<sup>2</sup>, Amina Zarar<sup>3</sup>

<sup>1</sup>Dean, Dubai Pharmacy College

<sup>2</sup>Head, Institutional Effectiveness Unit, Dubai Pharmacy College

<sup>3</sup>In-charge, Graduate Affairs and Careers Guidance Unit, Dubai Pharmacy College

## ABSTRACT

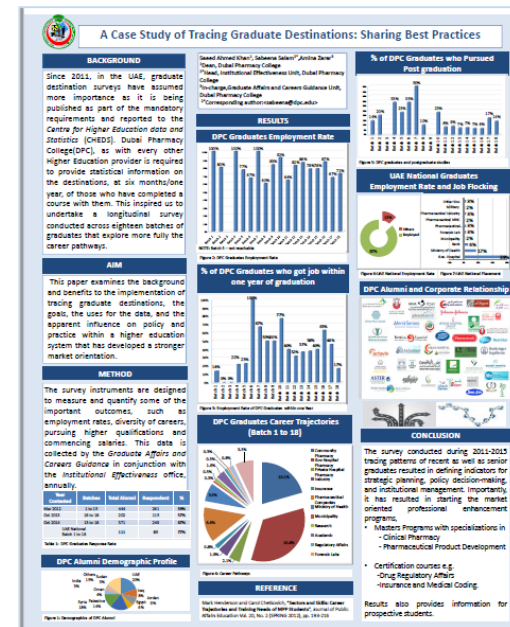
**Background:** Since 2011, in the UAE, graduate destination surveys have assumed more importance as it is being published as part of the mandatory requirements and reported to the *Centre for Higher Education Data and Statistics (CHEDS)*. Dubai Pharmacy College, as with every other Higher Education provider, is required to provide statistical information on the destinations, at six months/ one year, of those who have completed a course with them. This inspired us to undertake a longitudinal survey conducted across eighteen batches of graduates that explore more fully the career pathways.

**Aim:** This paper examines the background and benefits to the implementation of tracing graduate destinations, the goals, the uses for the data, and the apparent influence on policy and practice within a higher education system that has developed a stronger market orientation.

**Method:** The survey instruments are designed to measure and quantify some of the important outcomes, such as employment rates, diversity of careers, pursuing higher qualifications and commencing salaries. This data is collected by the Graduate Affairs and Careers Guidance in conjunction with the Institutional Effectiveness office, annually.

**Results:** The survey conducted during 2011-2015 tracing patterns of recent as well as senior graduates resulted in defining indicators for strategic planning, policy decision-making, and institutional management. Importantly, results also provided information for prospective students. Besides, it has resulted in benchmarking exercise having the comparative potential across institutions for Continuous Quality Enhancement.

*Keywords: Graduate Destinations; Continuous Quality Enhancement (CQE)*



The 10th Annual  
**Dubai Medical Education Symposium 2016**  
Date: Saturday the 28th May, 2016  
Time: 8:00am to 5:00pm  
Venue: Mohammed Bin Rashid Academic Medical Center Auditorium, Dubai Healthcare City  
Official Sponsors: Dubai Medical College



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# Online-vs.-Paper based tests: Are they equivalent?

Poster Presentation:

Rasha A. ELdeeb<sup>1</sup>, Amina Mahdy<sup>2</sup>, Doaa Al Khalidi<sup>3</sup>

1. Physiology Department , Dubai Medical College ( DMC)
2. Pharmacology and Toxicology Department , Dubai Pharmacy College ( DPC)
3. Clinical Pharmacy Department , Dubai Pharmacy College( DPC)

## ABSTRACT

Using the Learning management system (LMS) in DMC during AY 2013-14 enhanced the presence of hybrid courses in the curriculum. Hybrid courses blend the traditional face-to-face classroom method of instruction with online formats. Hybrid courses are appreciated as one of the enjoyable student-centered educational strategies. One component of the hybrid courses in the online testing. It is a preferred tool of assessment by both the instructors and the students. This study aims to assess the students' perception to the online exam, hybrid courses and to compare students' performance in online test with their performance in traditional paper and pencil test. The study was done in Dubai Pharmacy College (DPC) in AY 2015-16, during the 15 week Pharmacotherapeutic course offered to third year students ( no : 80). Students were exposed to paper and pencil test and another online test during teaching and learning the chapter of Cardiovascular Pharmacotherapy of the same course. t test was used to assess students' performance in different exam mode. Validated questionnaire was used to assess students' perception to online test and hybrid course. Results of the study revealed the value of hybrid courses in the curriculum and the impact of adopting the online tests strategy on students' evaluation and performance.

Keywords: Academic performance, Hybrid courses, student-centered learning, online assessment.

**Online vs. Paper - based tests: Are they equivalent?**  
Rasha A. ELdeeb<sup>1</sup>, Amina Mahdy<sup>2</sup>, Al Khalidi D. <sup>3</sup>

Physiology Department, Dubai Medical College  
Pharmacology and Toxicology Department, Dubai Pharmacy College  
Clinical Pharmacy Department, Dubai Pharmacy College

**Introduction:**  
Using the Learning management system (LMS) in DMC during AY 2013-14 enhanced the presence of hybrid courses in the curriculum. Hybrid courses blend the traditional face-to-face classroom method of instruction with online formats. Hybrid courses are appreciated as one of the enjoyable student-centered educational strategies. One component of the hybrid courses is the online testing.

**Objectives:**  
This study aims to assess the students' perception to the online exam and to compare students' performance in online test with their performance in traditional paper and pencil test.

**Material and Methods:**  
The study was carried out in Dubai Pharmacy College in AY 2015-16, during the 15 week Pharmacotherapeutic course offered to third year students ( n : 80). Students were exposed to paper and pencil test in week (1) and another online test in week (12) during teaching and learning the chapter of Cardiovascular Pharmacotherapy of the same course. t test was used to assess students' performance in different exam mode. Validated questionnaire was used to assess students' perception to online test and hybrid course.

**Results:**  
Out of the 80 students registered for the course, 69 students took the paper-based test and 70 took the online test. The class mean in paper-based test was 5.25±1.537 with a class mean in online test was 5.50±2.218 showing a statistically significant increase (p<0.05) when distributing a validated questionnaire to assess the students' perception to online test and hybrid course. We had 90% response rate, as 71 students responded to the questionnaire.

**Conclusion:**  
This study shows that when online exams account for a significant portion of the course grade, there is a potential for course grades to be slightly inflated. A considerable percentage of students don't prefer online tests. Students' attitudes towards online learning and assessment are affected by perceived learning skills, and previous online and in-class experiences. Thus, the students' satisfaction impacts a student's attitude. One than the actual efficiency of the instructional medium. On the other hand it may be due to students' resistance to the new mostly digital technologies.

**References:**

Figure (1) The Attitude factors of the online exams

Figure (2) The Validity of the online test

Figure (3) The Feasibility of the online test

Figure (4) The Reliability of the online test

Figure (5) The Security of the online test





# Cultivating Information Literacy Skills through an Embedded Course in a Bachelor's program

The 10th Annual  
**Dubai Medical Education Symposium 2016**

Date: Saturday the 28th May, 2016  
 Time: 8:00am to 5:00pm  
 Venue: Mohammed Bin Rashid Academic Medical Center Auditorium, Dubai Healthcare City  
 Official Sponsors: Dubai Medical College

## Poster Presentation:

**Bushra Parveen<sup>1\*</sup>, Sabeena Salam<sup>2</sup>**

<sup>1</sup>Assistant Librarian, Dubai Pharmacy College/Dubai Medical College  
<sup>2</sup>\*Head, Institutional Effectiveness Unit, Dubai Pharmacy College  
 \*Corresponding author: <bushra@dmcg.edu>

## ABSTRACT

This case study outlines the learning experiences of first year students taking an information literacy skills course (GE705) introduced in a community college offering Bachelor of Pharmacy program during Fall semester 2015 -16. This course takes inquiry based learning on information, digital, and participatory literacy. The library administrator, as a course instructor shares the instructional design, teaching, and assessment of student learning in addition to how she utilized teaching technologies to teach key processes and skills to cultivate network and information attention and to provide students feedback and assistance through virtual cloud computing applications.

At the end of the course, a survey using 'Survey Monkey: online survey software' was conducted to know the student response over the course. The effectiveness of the redefined role of the library administrator as a course instructor was an important aspect in the course delivery which was included in the questionnaire. Forty-three participated in the survey which is fifty percent of the total freshmen. On the scale of '1' to '5' students rated that the sessions on library skills were useful, the learning outcomes were clear, workload was manageable, the worksheets were very useful and the difficulty level of assessment was appropriate. Ninety-eight percent students voted for the course to be continued for the coming batches.

**Introduction**  
 Keeping in mind the Information Literacy Skills required for 21<sup>st</sup> century a course has been added to the curriculum of Dubai Pharmacy College under General Education Program from the academic year 2015-16.  
 Integrating information literacy into the curriculum is to enable students to develop the skills to learn independently and to carry on learning throughout their study and employment.

**Course Objective**  
 The course aims to make the students information literate so that they can learn to identify what information is needed for their work, understand how the information is organized in the world, locate the best sources of information for their need, assess these sources in the library and otherwise, and evaluate the sources critically which will help them to become a thinking worker.

**Learning Outcomes of the Course**  
 LO1 Determine the nature and extent of the information needed for their research work.  
 LO2 Access information effectively and efficiently needed for their research work.  
 LO3 Evaluate the sources of information present in the library and elsewhere critically and successfully transfer information into their knowledge base and value system.  
 LO4 Individually or in a group use information effectively to accomplish their assignments and research work.  
 LO5 Discuss many of the economic, legal and social issues surrounding the use of information and access and use information ethically and legally by giving proper citation and reference in the assignments.

**Course Content**

Learning Outcome	LO1	LO2	LO3 & LO4	LO5
1. An introduction to library materials, procedures, and organization of materials, how to find books in the library.	1.0	1.0	1.0	1.0
2. The general use of the search tools like Boolean Operators, the identification and finding information in a variety of digital, print, and electronic resources like books, journals and web resources.	2.0	2.0	2.0	2.0
3. Evaluation of the information on the basis of its relevance, reliability, objectivity, and weight of authority.	3.0	3.0	3.0	3.0
4. What is plagiarism? How to avoid plagiarism. Citation methods.	4.0	4.0	4.0	4.0

**Student Perception about the Course and the Instructor**  
 At the end of the offered session a survey was done using Survey Monkey, online survey software. The effectiveness of the redefined role of the library administrator as a course instructor was an important aspect in course delivery that's why included in the questionnaire. Forty three participated in the survey which is fifty percent of the total freshmen of Dubai Pharmacy College.

**Student Perception of Learning and Instructional Effectiveness**  
 A bar chart showing student perception of learning and instructional effectiveness. The x-axis lists 'Learning Outcomes' and the y-axis shows 'Percentage' from 0 to 100. The bars represent different learning outcomes, with values ranging from approximately 80% to 100%.

**Student Perception of the Organization of the Course**  
 A bar chart showing student perception of the organization of the course. The x-axis lists 'Course Organization' and the y-axis shows 'Percentage' from 0 to 100. The bars represent different aspects of course organization, with values ranging from approximately 80% to 100%.

**Overall Evaluation of the Instructor**  
 A bar chart showing overall evaluation of the instructor. The x-axis lists 'Instructor Evaluation' and the y-axis shows 'Percentage' from 0 to 100. The bars represent different evaluation criteria, with values ranging from approximately 80% to 100%.

**Opinion Poll**  
 A circular gauge chart showing the opinion poll results. The gauge is labeled 'YES' and shows a high percentage of 'Yes' responses, indicating that students want the course to be continued.

**Conclusion**  
 Integrating information literacy instruction in the pharmacy school curriculum was well received. The course is not meant to overshadow the students with low-level course in an already packed curriculum but to impart their broader of abilities by teaching the way of searching and information from the most accurate sources without wasting time and also the skills required for the research process.

**Acknowledgement**  
 The authors would like to express their sincere thanks to the Dean, Head, Head of Information Unit of Dubai Pharmacy College.

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*Amal Ahmed  
(Batch 24)*

“The flower that blooms in adversity is the rarest and most beautiful of all.”



*Hajara Sharafudeen (Batch 22)*

Life moves so quickly....as the old saying goes “**Stop and Smell the Roses**”