

## SHORT COMMUNICATION

# TASKS OF THE DAY

Rehana Rehman<sup>1</sup>, Syeda Umme Rubab Zaidi<sup>2</sup>

<sup>1</sup>Department of biological & Biomedical Sciences, Agha Khan University,

<sup>2</sup>Bahria University Medical & Dental College

### ABSTRACT

Structured morning meetings (SMM) were introduced in department of Physiology at Bahria University Medical & Dental College from May 2009. The responses from faculty members who attended the SMM for a period of one year affirmed this to be a healthy activity. It helped 9 (90%) and 7(70%) faculty members in preparation and improvement of multiple choice questions and objective structured practical examination for the examination. The presentation skills of 7(70%) presenters were improved by this exercise. The respondents recommended its continuation in future.

**KEY WORDS:** Structured morning meetings. Medical education, Faculty, Capacity building

### INTRODUCTION

The main objective of medical education is to impart knowledge through teaching learning exchange processes to everyone linked with education<sup>1</sup>. The educational meetings are an ongoing source of learning by dissemination of knowledge and discussions in a disciplined well organized manner at any learning organization.<sup>2</sup> These meetings provide platform where participants are orientated to exchange views about planning of the day, week and in a broader sense contribute in development of the curriculum and participants to plan. These meetings at Bahria University Medical & Dental College (BUMDC) have well defined short and long term objectives, schedule, agenda and schedule based on various principles meant to "Recall, Reinforce, Reward, Redeem and Receive" information.

These meetings were introduced in the department of Physiology at BUMDC from May 2009 They used to start sharp at 9 am presided by Head of the Department or any other senior faculty member in her absence. The usual duration was 10 minutes except on Tuesdays and Thursdays where it extended for a period of half an hour. The regular theme comprised of tasks of the day, departmental issues, distribution of job responsibilities to faculty members and notifications (Table1). Besides that tasks assigned on weekend were discussed on Monday, any quotable quote, narration, experience or incidence was shared by faculty members on Wednesday and formulation of time table was focused on Friday. On Tuesday faculty members used to present 3-4 MCQs and 2 SEQ and on Thursday OSPE/ PBL scenarios were represented according to the planner.

#### Short term goals of morning meetings at BUMDC :

- The faculty members should meet each other

**Corresponding Author: Rehana Rehman\***

daily

- Job responsibilities for the whole day should be revised including lectures, tutorials, lab sessions, Problem based learning (PBL) and any other
- Departmental issues should be discussed

#### Long term Goals of morning meetings:

- Correction of prepared Objective structured practical examination (OSPE) for the examination
  - Correction of prepared multiple choice question (MCQs) for the examination
  - Correction of prepared short essay question (SEQs) for the examination
  - Development of faculty to prepare, present and receive feedback on presentation of assigned task
- In order to continue SMM for future capacity building of faculty, we wanted to assess their impact on learning capabilities of the faculty members who attended these meetings.

**Table1: Format of Structured Morning Meeting in Department Of Physiology, Bahria University Medical & Dental College.**

MONTH _____	WEEK _____	DATES _____		
Monday	Tuesday	Wednesday	Thursday	Friday
		<b>Plan of the day job assignment for the day</b>		
<b>Discussion on tasks given for the weekend</b>	MCQ and SEQ presentation	<b>Departmental issues</b> Quotable quote/ experience/new research Tutorial objectives for the next week Notifications of test and any other	OSPE/PBL presentation	Lecture titles the next week time table Tasks for the weekend

### METHODS

A cross sectional study was carried out from June to December 2010 to assess usefulness of SMM by a

self-administered questionnaire structured on objectives of SMM .The response of faculty response obtained by all members on a Likert scale of 3 in terms of not at all, to some extent and to a great extent. All the members who have regularly attended SMM (3/5 in a week) from May 2009 till May 2010 were included in the study.

**RESULTS**

**Faculty response on usefulness of structured meetings:**

The responses of Professor, Associate Professor, two assistant Professors along with six lecturers who attended meetings for a period of one year from May 2009 till 2010 were included. Majority of faculty members 9 (90%) considered it to be a useful healthy activity. This perception of faculty members on SMM in terms of a healthy activity that provided a learning environment for faculty development is similar to another study done by Usmani et al at BUMDC in the department of Anatomy <sup>2</sup>.

MCQ, SEQ and OSPE are assessment tools accustomed to measure performance in Physiology theory and practical examination. The implementation of any change in teaching methodology or assessment tool can be made possible only when the involved personnel are aware of its importance and are ready to bring a change <sup>4</sup>. Faculty members 9 (90%) came to know about short comings in content, relevance with course objective, cognitive level and any other in stem and options or statement of MCQs. The role of SMM for improvement in SEQ was supported by 8 (80%) participants. OSPE; a strategy to test knowledge on various aspects of practical examination is considered in developing countries like India, Pakistan and Nepal due to benefits of objectivity and reliability<sup>5</sup>. Faculty members 7(70%) considered usefulness of SMM for improvement in OSPE (Table 2). The MCQs, SEQs and OSPE discussed and approved in the meeting were then used by the department of medical education

Research and literature shows a lot of variations in the success and failure of PBL system, however it is well documented that quality of the PBL case and training of facilitators are the elements which facilitate learning of students<sup>6</sup>. A well designed PBL with a vigilant facilitator can help to generate a fruitful discussion with active participation from all students and preservation of group dynamics<sup>7</sup>.The PBLs prepared and presented in SMM once modified and approved by department were discussed in weekly structured meetings of physiology department with all faculty members

It has been observed that motivation and learning are co existent <sup>8</sup>. Appreciation of faculty members with required criticism encouraged faculty members to actively participate in the discussions and

improve their presentations in the light of the feedbacks given by senior members. With the help of SMM faculty members improved presentation skills 7(70%) by presentation of their given assignments. Development of learning and workplace competencies was brought forward in 8 (80%) respondents who became aware of their capabilities and were able to apply it for learning of medical students. Ninety percent faculty members thought it to be useful for getting well versed with the examination schedules, university plans and any changes in the curriculum.

The human psychology observes and follow role models exists since time immemorial <sup>9</sup>. In the 'Tuesday' SMM the experiences of senior faculty members were listened carefully. Discussions of achievements of faculty members like publications or participation in conferences (Table 2) encouraged them to continue the ongoing learning process by key activity of "Empowerments through involvement"

**Table 2: Response of faculty members on structured morning meetings in Department of Physiology at BUMDC**

S.no	Not at all	To some extent	To a great extent
1. Structured departmental meeting is a healthy activity		1(10)	9(90)
2. Has played an effective role in improvement of your MCQs	1(10)	4(40)	5(50)
3. Has provided tools to encourage and facilitate personal development	5(50)	4(40)	1(10)
4. Helped to measure the development, and transmission of capabilities to faculty members	2(20)	7(70)	1(10)
5. Developed presentation skills	3(30)	4(40)	3(30)
6. Has played an effective role in improvement of your OSPE	2(20)	5(50)	3(30)
7. Has played an effective role in improvement of your OSPE	3(30)	4(40)	3(30)
8. Helped to know job assignments	4(40)	4(40)	2(20)
9. Got briefing about university schedules, plans and any changes introduced	4(40)	1(10)	8(80)
10. Achievements of faculty members were discussed	1(10)	20(20)	7(70)
11. Should be continued in future		10(10)	90(90)

The feedbacks acquired from stake holders give orientation to the researchers about their strengths, weaknesses, success and failures.<sup>3, 5, 7, 10</sup>. The awareness of deficiencies can bring modifications as integration committee in BUMDC was able to change a non-integrated to an integrated curriculum.<sup>10</sup> Implementation of a change can be followed by awareness, orientation, recognition, transmission and modification acquired by feedback response. It is thus expected that response of faculty members on the role of SMM at BUMDC will help in continuation and improvement in this activity. It has been used as an educational tool, for resident education in residency programs tailored

to meet their own unique educational objectives and needs.<sup>11</sup> It seems that day wise agenda can get a better understanding if it is explained in a tabular form with day, time and task and the discussion during meetings should be noted and displayed on the website so that reinforcement of acquired knowledge could occur at the same time. These activities however require ongoing informal feedback by involving the group in discussions and implement changes in response to feedback to complete the quality improvement cycle<sup>12</sup>. As an educational tool, morning report is challenging to define, its outcome is difficult to measure, and this precludes firm conclusions about its contribution to resident education or patient care. Residency programs should tailor morning report to meet their own unique educational objectives and needs.

### CONCLUSION

SMM in department of Physiology at BUMDC helped in faculty development in terms of preparation, presentation and improvement of MCQs, SEQs, OSPE and PBL scenarios. It gave them orientation to job assignments, curriculum, university plans and schedules. They were encouraged to improve upon themselves.

### RECOMMENDATIONS;

Initiation and continuation of SMM in all departments, promotes faculty development and in turn learning of medical students.

### ACKNOWLEDGEMENTS:

Authors are thankful to, Dr. Sadiqa Syed (Ex-Head of Physiology Department) and Dr Muhammad Shamaun Razi, for the initiation and continuation of SMM in the department of Physiology.

### REFERENCES:

1. Rehman R, Afzal K, Kamran A. Interactive lectures; A perspective of students and lecturers. *J Postgrad Med Inst* 2013;27(2):152-6
2. Usmani A, Rehman R, Babar S, Afzal A. Impact of structured meetings on the learning of faculty members. *J Postgrad Med Inst* 2012;26(3):283-90
3. Rehman R, Razi S, Syed S. Impact of alterations in teaching methodologies on learning capabilities *J Pak Med Assoc* 2011;61:982-6
4. Rehman R, Syed S, Iqbal A, Rehan R. Perception and performance of medical students in Objective structured practical examination and viva voce. *Pak J Physiol*. 2012;8(2):33-36
5. Rehman R, Rubab Z, Usmani A, Rehan R. Problem Based Learning Development Program at Bahria University Medical and Dental College. *Pakistan Journal of Medicine and Dentistry* 2013; 2 (02): 21-26
6. Rehman R, Rubab Z, Usmani A, Rehan R. Steps towards implementation of modular hybrid system at Bahria University Medical & Dental College. *J Postgrad Med Inst* 2014; 28(1):98-102.
7. Rehman R, Khan AN, Kamran A. Role of small group interactive sessions in two different curriculums based medical colleges *J Pak Med Assoc* 2012;62(9):920-3.
8. Liverpool Medical School undergraduate curriculum [online][cited November 2012] Available from: URL: <http://www.liv.ac.uk/medicine/Liverpool-first>.
9. Kahne JE, Sporte SE. Developing citizens: The impact of civic learning opportunities on students' commitment to civic participation. *Am Educ Res J* 2008 ;45[3] : 738-766
10. Rehman R, Iqbal A, Syed S, Kamran A. Evaluations of integrated learning program of undergraduate medical students. *Pak J Physiol* 2011;7(2):37-41
11. Amin Z, Guajardo J, Wisniewski W, et al. Morning report: focus and methods over the past three decades. *Acad Med* 2000; 75 (10 Suppl): S1-S5.
12. Fassett RG, Bollipo SJ. Morning report: an Australian experience. *Med J Aust* 2006; 184 (4): 159-161.