



Introduction

- Breast Cancer is one of the major cancers leading to morbidity and mortality among females in the Sultanate of Oman. According to the latest statistics (up to 2015) released by ministry of health, it accounts for about 26.9% of the total cancer cases among women in the country. [1]
- One out of five Omani women are diagnosed with breast cancer in her lifetime. The overall standardized incidence rate is 15.6 cases per 100,000 population[2]. The frequency of cancers among Omani females has increased steadily from 64 in 2003 to 212 in 2015.

Aims & Objectives:

- To assess the level of knowledge and awareness of breast cancer and Breast self-examination among medical and nursing students.
- To compare the knowledge, attitude and skills before and after planned teaching program among medical and nursing students.
- To compare effectiveness of the two methods of intervention used.

Methods and Materials

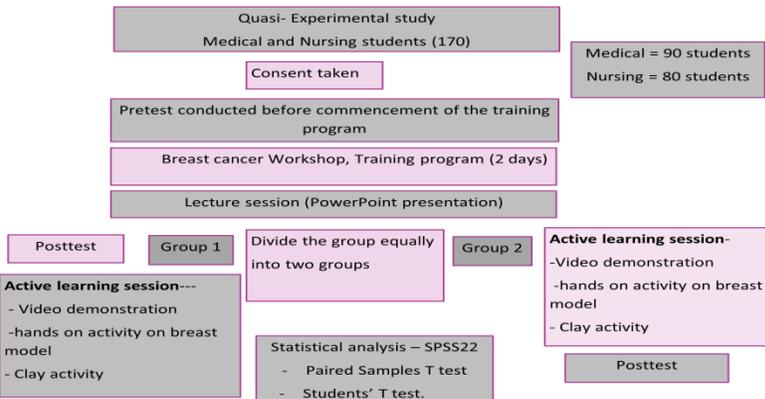
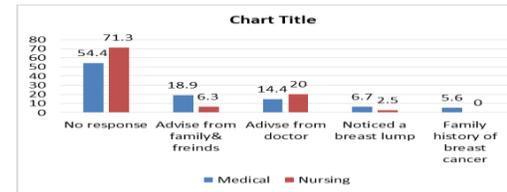


Table 2 - Comparison of post-test skills of practicing breast self-examination – After lecture only and after lecture and activity among medical and nursing students

Skills	Medical (Mean± SD)		Nursing (Mean± SD)	
	Group 1	Group 2	Group 1	Group 2
	Post-test	5.33± .769	5.69± .557	4.95± 1.085
Student's T test	P value =.014		P value =.016	

Graph 2. Percentage of students gave reasons for performing Breast Self-Examination



Discussion and Conclusion

Outcomes

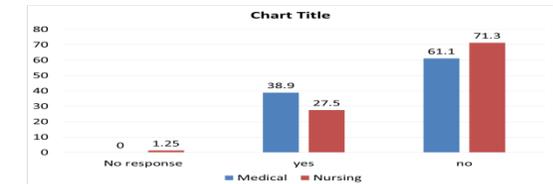
- The skills acquired after lecture and activity is comparatively was more than just with the lecture session alone
- Knowledge on breast cancer, breast self-examination and skills among medical students was found to be higher when compared to nursing students.
- Knowledge on breast cancer, breast self-examination and skills among students has significantly increased after the breast cancer training program.
- Students had positive attitude towards BSE.

Results

Table 1- Pre-test and Post-test scores among medical and nursing students

Domain	Medical (Mean ± SD)		Nursing (Mean ± SD)	
	Pretest	Post test	Pretest	Post test
Knowledge on Breast cancer	11.667± 2.566	16.767± 2.228	8.163± 2.9223	14.188± 2.413
Paired sample T test	P value = .000		P value = .000	
Knowledge on BSE	1.856± 1.156	2.78± 0.556	1.600± 1.258	2.58± .759
Paired sample T test	P value = .000		P value = .000	
Attitude	29.189± 4.199	31.100± 3.830	27.438± 4.283	28.113± 4.322
Paired sample T test	P value = .002		P value = .320	

Graph 1. Percentage of students performed Breast Self-Examination before the training program



Enabling factors- Proactive stake holders and mentors support

Challenges- Scheduling the program

Future- Planning for Peer Assisted Learning strategy to involve more students into this program

Impact – Awareness and significance of knowing about breast cancer and breast self-examination among healthcare students.

References

- Cancer Incidence in Oman. Cancer Registry. Ministry of health.2015
- Changing trends of breast cancer survival in sultanate of oman. Kumar S, Burney IA, Al-Ajmi A, Al-Moundhri MS. J Oncol. 2011; 2011():316243.

Interprofessional Team Members	Roles and responsibility
Pathologist, Surgeon, Psychologist, English teacher, Nursing Faculty	Developing and delivering the teaching module.
Community engaging officer, dean secretary and campus supervisor	Preparing, communicating and arranging for teaching activity.
Student council of Medical Education, National officer	For coordinating with students and supporting in workshop
Student Council of public Health officer	Coordinating with students