COUNSELING EXPERIENCES USING TELE, WEB AND FACE-TO-FACE MODALITY

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This qualitative study explored the counseling experiences of participants across different modalities: tele/web and face-to-face. Utilizing Interpretative Phenomenological Analysis (IPA), the research aimed to uncover patterns, themes, and holistic features within participants' narrative statements during interviews. The findings identified ten key themes that capture the spectrum of counseling experiences: (a) genuinely connected, (b) at ease with a sincere listener, (c) connected yet disconnected, (d) calmed by a responsive counselor, (e) guarded with thoughts, (f) hesitant yet open, (g) challenged yet empowered by future goals, (h) unheard and uncomfortable, (i) effective and comfortable, and (j) heard and appreciated.\r\n\r\nThe study concludes that the effectiveness of counseling is influenced not only by the chosen modality but also by the interplay of the counselor's personality and skills, the support system surrounding the participant, and the participant's readiness to engage in the process. While face-to-face interactions are potentially more conducive to building rapport and fostering a sense of being understood, which can empower and lead to positive outcomes, they may also induce a sense of guardedness and discomfort in some individuals. Conversely, web-based counseling provides comfort and convenience, with the caveat that the lack of physical presence can lead to feelings of disconnection.

Network Threat Detection and Anti-Malware System Enhanced with Notifications and Data Analytics Reports

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In schools, online networks function as social connector to its students and faculty. However, even with the network's security, it can be breached by different threats, such as malware. Causes for this can be: security misconfiguration, criminal motivations, and incorrect inspections. Not only would the network be vulnerable, but it could also result in data being taken inadvertently. To address this, the development of an anti-malware system to bolster the cybersecurity of public school networks.\r\nNetwork Threat Detection and Anti-Malware System, a protection protocol designed as a fusion of antivirus software and network threat detection, aims to identify and thwart a spectrum of threats. The system emphasizes prevention and authentication, encompassing features like intrusion blocking, virus auto-quarantining, and malicious code deletion. The system scan for malware roaming around the network and perform related cleanup. It also run in the background of web browsers, behaving like their extension. \r\nTo assess the system, an ISO 25010 standard survey was conducted, resulting in an overall grand mean score of 4.52 for quality and 4.51 for efficiency. The results suggest that the system received positive receptions from the respondents. Overall, the system signifies a leap toward establishing a robust cybersecurity for public schools.

Strengthen Translational Collaboration among Lecturers by Integrated Lectures

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Backgrounds: Discipline-based teaching encourages lecturers to have specialization and deep knowledge of their disciplines. However, this isolated discipline of teaching often leads to teaching material overlap and fails to make students see the interconnectedness among disciplines. This teaching approach may not be enough to promote critical thinking, problem-solving, and decision-making in students.

Methods: Our medical school developed integrated lectures (IL) aiming to combine disciplines and integrate basic and clinical sciences. In one 100-minute lecture, learning material was delivered by 2-3 lecturers from different departments. This IL implementation involved three stages: curriculum development training, classroom implementation, and evaluation. Two focus group discussion sessions with 20 lecturers from pre-clinical, paraclinical, and clinical departments who had conducted IL were carried out to evaluate IL implementation.

Results: IL facilitated translational lecturer meetings (basic and clinics) which in normal situations rarely occur due to busy schedules and different work locations (university vs. hospital). The meetings created an atmosphere of expertise sharing, thereby initiating collaborative research and development of alternative teaching media. The challenges in implementing IL included the need for additional preparation time, commitment to scheduled lectures, and willingness to share sessions and listen to other lecturers.

Conclusion: IL could strengthen translational collaboration among lecturers.