

T6. Course Specification (CS) توصيف المقرر

Institution	Najran University	Date	37 – 38 H
College/Department	College of Medicine		

A. Course Identification and General Information:

1. Course title and code	Medicine II	613 MED – 5																				
2. Credit hours : 5 (2 + 3)																						
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	Medicine and Surgery																					
4. Name of faculty member responsible for the course:	Dr Osama Osman																					
5. Level/year at which this course is offered : 11 th level / 6 th year																						
6. Pre-requisites for this course (if any)	Preclinical phase and MED I																					
7. Co-requisites for this course (if any)	None																					
8. Location if not on main campus:	Najran University Hospital and King Khalid Hospital																					
9. Mode of Instruction (mark all that apply)	<table border="0"> <tr> <td>a. Traditional classroom</td> <td><input checked="" type="checkbox"/></td> <td>What percentage النسبة المئوية ؟</td> <td><input type="text" value="40"/></td> </tr> <tr> <td>b. Blended (traditional and online)</td> <td><input type="checkbox"/></td> <td>What percentage النسبة المئوية ؟</td> <td><input type="text"/></td> </tr> <tr> <td>c. e-learning</td> <td><input type="checkbox"/></td> <td>What percentage النسبة المئوية ؟</td> <td><input type="text"/></td> </tr> <tr> <td>d. Correspondence</td> <td><input type="checkbox"/></td> <td>What percentage النسبة المئوية ؟</td> <td><input type="text"/></td> </tr> <tr> <td>f. Other</td> <td><input checked="" type="checkbox"/></td> <td>What percentage النسبة المئوية ؟</td> <td><input type="text" value="60"/></td> </tr> </table>		a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage النسبة المئوية ؟	<input type="text" value="40"/>	b. Blended (traditional and online)	<input type="checkbox"/>	What percentage النسبة المئوية ؟	<input type="text"/>	c. e-learning	<input type="checkbox"/>	What percentage النسبة المئوية ؟	<input type="text"/>	d. Correspondence	<input type="checkbox"/>	What percentage النسبة المئوية ؟	<input type="text"/>	f. Other	<input checked="" type="checkbox"/>	What percentage النسبة المئوية ؟	<input type="text" value="60"/>
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Comments التعليق:	Other include BST, ER visits, Skills lab, seminars and tutorials																					

B. Objectives الأهداف

1. What is the main purpose for this course
<ol style="list-style-type: none"> 1. To describe the etiology, pathophysiology, clinical manifestation, management and prevention of the common medical disorders. 2. Master the appropriate basic skills, already gained at the completion of MED 1 course, in history taking and physical examination (general and local physical examination) of the patient. 3. Outline the clinical manifestations and management of common medical emergencies. 4. To demonstrate commitment to ethical issues while dealing with patients, patient`s family and hospital staff.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
<ol style="list-style-type: none"> 1. Continuous updating of the information, knowledge and skills included in the course through the continuous search for new knowledge and skills suitable for the students and available in recent publications (books, research and trusted medical web sites). 2. Continuous improvements in teaching methods to encourage the students to participate effectively in the various academic activities. 3. Continuous evaluation of the course contents, student level and establishing improvement plans accordingly

C. Course Description (Note: General description in the form used in the Bulletin or handbook should be attached).

Course Description

This course is the second part of the medicine courses that is designed for students who completed medicine I. There will be emphasis on improving skills of history taking, detection & interpretation of physical signs. Course objectives will be achieved through the lectures, seminars, tutorial, admission round, bedside teaching and the self-directed learning process. This course is 6 weeks duration.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to the course L	0.025	1(1+0)
BST	0.75	3(0+3)
Approach to patient with jaundice TUT	0.05	2(2+0)
Peptic ulcer L	0.025	1(1+0)
7 BST	0.525	7X3(0+21)
Approach to patient with intestinal worms TUT	0.05	2(2+0)
Liver cirrhosis SDL	0.025	1(1+0)
Inflammatory bowel disease SEM	0.05	2(2+0)
Portal Hypertension SDL	0.025	1(1+0)
Approach to patient with upper GIT bleeding TUT	0.05	2(2+0)
Visceral Leishmaniasis L	0.025	1(1+0)
Approach to patient with lower GIT bleeding TUT	0.05	2(2+0)
Brucellosis SDL	0.025	1(1+0)
Pancreatitis L	0.05	2(2+0)
Malabsorption syndrome SDL	0.025	1(1+0)
Approach to patient with acute abdominal pain TUT	0.05	2(2+0)
Malaria SDL	0.025	1(1+0)
Approach to patient with diarrhea TUT	0.05	2(2+0)
Viral hemorrhagic fevers TUT	0.05	2(2+0)
4 BST	0.3	4X3(0+12)
Respiratory failure SEM	0.05	2(2+0)
Suppurative lung disease TUT	0.05	2(2+0)
Pulmonary embolism L	0.025	1(1+0)
Approach to a patient with dyspnea TUT	0.5	2(2+0)
Lung neoplasms L	0.025	1(1+0)
5 BST	0.375	5X3(0+ 15)
Management of hypertension L	0.025	1(1+0)
Dyslipidemia and atherosclerosis TUT	0.05	2(2+0)
Peripheral arterial disease SEM	0.05	2(2+0)
ECG L	0.025	1(1+0)
Bradyarrhythmias L	0.025	1(1+0)
Acute Heart Failure SEM	0.025	1(1+0)
Approach to a patient with chest pain SEM	0.05	2(2+0)
Tachyarrhythmia L	0.25	1(1+0)
Metabolic syndrome SDL	0.025	1(1+0)

4 BST	0.3	4X3(0+12)
Skill lab Neurological examination	0.075	3(0+3)
Paraplegia TUT	0.05	2(2+0)
Space occupying lesions L	0.025	1(1+0)
Approach to a patient with altered mental status TUT	0.05	2(2+0)
Guillen Barre syndrome L	0.025	1(1+0)
Localization of neurological deficit TUT	0.05	2(2+0)
Motor neuron disease L	0.025	1(1+0)
Multiple sclerosis L	0.025	1(1+0)
Vasculitis L	0.025	1(1+0)
2 BST	0.15	2X3(0+6)
Adrenal disorders SEM	0.05	2(2+0)
Pituitary disorders TUT	0.05	2(2+0)
Emergency radiology in medicine L 16	0.025	1(1+0)
Hypoglycemia L	0.025	1(1+0)
Management of DM TUT	0.05	2(2+0)
Diabetic complications TUT	0.05	2(2+0)
2 BST	0.15	2X3(0+6)
Approach to patient with Bleeding disorders and Anticoagulants TUT	0.05	2(2+0)
Blood transfusion L	0.025	1(1+0)
Electrolyte disorders TUT	0.05	2(2+0)
Thrombophilia L	0.025	1(1+0)
2 BST	0.15	2X3(0+6)
Approach to patient with joint pain and or swelling TUT	0.05	2(2+0)
Crystal arthropathies (gout) L	0.025	1(1+0)
Acid base imbalance TUT	0.05	2(2+0)
Cerebrovascular stroke L	0.025	1(1+0)
Skin manifestations of systemic diseases SEM	0.05	2(2+0)

2. Course components (total contact hours and credits per semester):								
	Lecture	Seminar	Tutorial	Skill lab	BST	SDL	ER	Total
Contact Hours	22	8 X 2	20 X 2	1 X 3	26 X 3	12 X 2	5 X 3	198
Credit	1.22	0.44	1.11	0.055	1.44	0.66	0.277	5.2

3-Additional private study/learning hours expected for students per week	10
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table)

Second, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes.

Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain).

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge: By the end of this course, the student should be able to:		
1.1	Describe etiology, pathogenesis, clinical presentation, diagnosis and management of common medical disorders.	Lectures. Seminars. Tutorials. SDL	MCQs Case discussion Case report Group presentations Clinical exam
1.2	Recognize etiology, pathogenesis, clinical presentation, diagnosis and management of common medical emergencies.		
1.3			
2.0	Cognitive Skills: By the end of this course, the student should be able to:		
2.1	Analyze symptoms and signs to construct a deferential diagnosis and management plan	Lectures. Seminars.	MCQs Case discussion

	for common medical conditions	Tutorials Bedside teaching.	Case report Group presentations Clinical exam
2.2	Interpret various clinical, laboratory data and radiological procedures		
3.0	Interpersonal Skills & Responsibility. By the end of this course, the student should be able to:		
3.1	Act as efficient team members showing ethical conduct with the staff and colleagues	Seminars. Tutorials Case discussion Group discussion. Bedside teaching.	Case discussion Group discussion. Clinical exam
4.0	Communication, Information Technology, Numerical. By the end of this course, the student should be able to:		
4.1	Utilize efficiently the different knowledge resources including the library and websites.	Seminars	Group presentations
5.0	Psychomotor. By the end of this course, the student should be able to:		
5.1	Perform general and local systemic physical examination of the patients.	Bedside teaching. Skills lab.	Clinical exam Log book

5. Schedule of Assessment Tasks for Students During the Semester (the course is 6 weeks)

	Assessment task (e.g. essay, test, Quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Q1	2 nd week	2 %
2	Q2	3 rd week	2 %
3	Med course exam	4 th week	30 %
4	Q 3	5 th week	2 %
5	Log book	Through the course	1 %
6	Presentation and Discussion of seminar	Through the course	1.5 %
7	Case presentation and discussion	Through the course	1.5 %
8	Final written exam	6 th week	20 %

9	Final clinical exam	6 th week	40 %
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D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
 - A. Allocation of office hours by each staff member in the department (2 hours per week for each staff)
 - B. Academic advisory unit.

E. Learning Resources

1. List Required Textbooks

Davidson's Principles and Practice of Medicine, last Edition

Edited by Brian R. Walker, BSc MD FRCPE FRSE, Nicki R Colledge, BSc (Hons) FRCPE, Stuart H. Ralston, MD FRCP FMedSci FRSE and Ian Penman, BSc MD FRCPE

Examination Medicine: a guide to Physician Training / Nicholas J. Talley , Simon O'connor.
New York: Churchill Livingstone, last edition

Essentials of Kumar & Clark's clinical medicine / Anne Ballinger
Edinburgh ; New York : Saunders, last edition

ECG made easy

X ray made easy

Manual of cardiovascular medicine / editors, Brian P .Griffin, Eric J. Topol ; guest editors, Deepu Nair, Kellan Ashley .Philadelphia : Wolters Kluwer Health/Lippincott .Williams & Wilkins, 2009

Davidson's essentials of medicine / edited by J .Alastair Innes.
Edinburgh ; New York : Elsevier/Churchill Livingston

Harrison's manual of medicine / editors, Anthony S. Fauci ... [et al.].
New York : McGraw-Hill Medical ; London : McGraw-Hill[distributor], 2009.

Oxford Hand Book Clinical medicine / Murray Long more] ... et al :
Oxford : Oxford University Press, 2010

General practice medicine : an illustrated color text / Ross J Taylor, Brian R McAvoy, Tom O'Dowd ; illustrated by Graham Chambers
Edinburgh : Churchill Livingstone, 2003

Goldman's Cecil medicine / [edited by] Lee Goldman ,Andrew I. Schafer. Philadelphia : Elsevier/Saunders/, 2012
2. List Essential References Materials (Journals, Reports, etc.) American Journal of Medicine Annals of Internal Medicine Annals of The Royal College of Surgeons of England Annual Review of Medicine Archives of Dermatology
3. List Electronic Materials Web Sites, Facebook, Twitter, etc. A. www.emedicine.com B. www.accessmedicine.com C. www.studentconsult.com D. www.uptodate.com
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. Saudi digital library

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Lecture room suitable for the number of students. Skills lab suitable for the number of students. Teaching hospital for bedside teaching
2. Computing resources (AV, data show, Smart Board, software, etc.) Computer and data show in the lecture room.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) none

G. Course Evaluation and Improvement Processes:

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p>Continuously throughout the course by direct interviewing of the students. End of course questionnaire</p>
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the department.</p> <p>Feedback from colleagues. Class observation by supervisors.</p>
<p>3. Processes for Improvement of Teaching:</p> <p>Continuous updating of course contents. Regular meetings where problems are discussed and recommendations made. Workshops on teaching methods. Review of recommended teaching strategies.</p>
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <p>A. Exams are revised by the revision committee before delivery to students B. Correction of the exams done by the machine C. Item analysis (difficulty index, discrimination index and reliability factor) is done to the exam after delivery to the students and its results released to the staff to be guide for improvement of next exams</p>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement</p> <p>1. There will be an evaluation at the end of the course (course report, student evaluation, college notes and instructor notes) to assess the course execution, outcome and feedback from different sources to arrive at an appropriate modifications needed if any. 2. These notes will be discussed in the department council to reach recommendations for future course execution</p>

Name of instructor : dr Osama Osman

Signature : osama osman Date Report Completed : التاريخ إكمال التقرير

Name of field experience teaching staff : اسم أعضاء هيئة تدريس الخبرة الميدانية

Program coordinator : منسق البرنامج _____

Signature : _____ Date received : التاريخ الاستلام
