

Kingdom of Saudi Arabia
**The National Commission for Academic Accreditation &
Assessment**

COURSE SPECIFICATION
SURG. COURSE – 351
(Medical Students)

Dated: October 2009

Course Specification

For Guidance on the completion of this template, please refer to of Handbook 2 Internal Quality Assurance Arrangements

Institution	King Saud University
College/Department:	College of Medicine/Surgery

A Course Identification and General Information

1. Course title and code:	GENERAL SURGERY COURSE, 351
2. Credit hours	8
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	MBBS, Bachelor in Medicine & Surgery
4. Name of faculty member responsible for the course	Dr. Hamdan Al-Hazmi
5. Level/year at which this course is offered: level 3 rd year	
5. Pre-requisites for this course (if any)	
7. Co-requisites for this course (if any)	None
8. Location if not on main campus	Medical College, in campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.
 - a. Students who successfully complete the course are expected to be able to demonstrate the clinical skills and methods required to clinically define common surgical diseases.
 - b. Students will have the ability to adopt a problem solving approach to common surgical diseases.

On successfully completing the course, the student must:

Be able to:

1. Perform, record, present, and discuss in detail skills of history taking of common surgical diseases.
2. Demonstrate knowledge of the symptoms and signs of common surgical diseases.
3. Demonstrate appropriate skills to conduct comprehensive clinical examination of surgical patients.
4. Demonstrate the appropriate ways to identify physical signs of common surgical diseases.
5. Formulate a reasonable differential diagnosis of surgical problems.
6. Adopt self learning techniques in particular with the use of the teaching laboratory aids.

2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Most of the initial active efforts to improve the course have been left, most likely due to the lack of incentives

- Apart from the routine exams, no outcome measures are available.
- Regular feedbacks are not obtained neither from student nor from teaching staff
- Staff commitment, availability and teaching skills are not evaluated at all

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

1. TOPICS to be COVERED		No. of Weeks	Contact Hours
1	Introduction to mechanisms of trauma and treatment	3 times per week	1
2	Specific organ trauma	3 times per week	1
3	Sterilization and operation room set-up	3 times per week	1
4	Abdominal pain	3 times per week	1
5	Surgical Infections and antibiotics	3 times per week	1
6	Wounds and wound healing & Injuries due to burn	3 times per week	1
7	I.V. Fluids and acid base disorder	3 times per week	1
8	Blood products and transfusion	3 times per week	1
9	Shock and metabolic response to surgery	3 times per week	1
10	Endocrine diseases	3 times per week	1
11	Nutrition of the surgical patient	3 times per week	1
12	General complications of surgery	3 times per week	1
13	Principles of surgical oncology	3 times per week	1
14	Presentation and management of raised intracranial pressure (intracranial tumours, infection & hemorrhage	3 times per week	1

15	Common congenital neurosurgical diseases	3 times per week	1
16	Venous disorders/lymphatic disorders (Compartment Syndrome)	3 times per week	1
17	Management of atherosclerotic disease	3 times per week	1
18	Vascular investigations	3 times per week	1
19	Presentation of the common urinary tract disorder	3 times per week	1
20	Emergency and urology	3 times per week	1
21	Common urogenital tumours including adrenals	3 times per week	1
22	Presentation & management of common pediatric urinary tract anomalies & vesicoureteric reflux	3 times per week	1
23	Differential diagnosis of abdominal pain (acute & chronic)	3 times per week	1
24	Presentation & management of biliary obstruction and biliary stones	3 times per week	1
25	Differential diagnosis of abdominal masses & abdominal hernias	3 times per week	1
26	Presentation & management of common surgical diseases of the stomach and duodenum	3 times per week	1
27	Presentation & management of common surgical diseases of the small and large bowel (include appendix and rectum)	3 times per week	1
28	Presentation & management of common neck swellings and the thyroid gland & parathyroid glands	3 times per week	1
29	Presentation & management of portal hypertension & common surgical diseases of the liver	3 times per week	1
30	Presentations & management of common breast diseases	3 times per week	1
31	Pancreatic problem	3 times per week	1
32	Presentation & management of common anorectal conditions	3 times per week	1
33	Superficial swelling (lumps & pumps)	3 times per week	1
34	Presentation & management of common neonatal surgical emergencies	3 times per week	1
35	Presentation & management of acute abdomen in children	3 times per week	1
36	Presentation & management of pediatric inguinoscrotal conditions and acute scrotum	3 times per week	1
37	Presentation & management of common peripheral nerve injuries	3 times per week	1
38	Presentation & management of common congenital plastic surgery & hand diseases	3 times per week	1
39	Presentation & management of common skin & soft tissue tumours	3 times per week	1
40	Presentation & management of common esophageal diseases	3 times per week	1
41	Presentation & management of common thoracic diseases	3 times per week	1
42	Presentation & management of common cardiac surgical diseases	3 times per week	1

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

Student are expected to attend bedside rounds with the corresponding teaching staff

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;

Please review the objectives

- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
 - Lectures: Faculty speakers will give lectures that explain the fundamental of the common surgical problem in accordance with each staff specialty. Theoretical lectures will serve to give more explanation of the clinical practical in a problem based approach, the objective of each lecture (syllabus) will be clearly identified.
 - Clinical sessions: Students are distributed in small groups to attend interactive sessions with teaching staff, to further discuss in details the surgical problems in order to achieve the course objectives.

N.B. Unlike the international standard in medical education, our medical students get very limited exposure the actual clinical practice due to their large number. This cause deficiency in their interaction with patients.

- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

Both written (MCQ) exam and OSCE are provided to evaluate the student

a. Knowledge

(i) Description of the knowledge to be acquired

Please view the attached course schedule

(ii) Teaching strategies to be used to develop that knowledge

- Lectures: Faculty speakers will give lectures that explain the fundamental of the common surgical problem in accordance with each staff specialty.
- Tutorials: Student are distributed in small groups to attend interactive sessions with teaching staff, to further discuss in details the surgical problems in order to achieve the course objectives.
- Clinical sessions: Students are distributed in small groups to attend interactive sessions with teaching staff, to further discuss in details the surgical problems in order to achieve the course objectives.

<p>(iii) Methods of assessment of knowledge acquired</p> <p>Two written (MCQ) exams and one OSCE</p>
<p>b. Cognitive Skills</p>
<p>(i) Cognitive skills to be developed</p> <ul style="list-style-type: none"> - Critical thinking - Problem solving - Judgment call
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <p>Please review #4. (Development of Learning Outcomes in Domains of Learning)</p>
<p>(iii) Methods of assessment of students cognitive skills</p> <p>One OSCE is provided to evaluate the student at the end of the course</p>
<p>c. Interpersonal Skills and Responsibility</p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <ol style="list-style-type: none"> 1. The ability to interact with patients by taking good history and demonstrate appropriate skills to conduct comprehensive clinical examination of surgical patient. 2. Interpret the result of diagnostic tools 3. Formulate a treatment plan accordingly
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ol style="list-style-type: none"> 1. Lectures and tutorial 2. No active participation or exposure to the actual daily clinical activities is provided. 3. Student exposure to real patients is very limited

<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <p>Both written and OSCE exams</p>
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the skills to be developed in this domain.</p> <p>Since all the Department's Teaching Staff are using computers and other updated materials in their mode of teaching, e.g. using CD, information items and accessories in their presentations (audio visuals):</p> <ol style="list-style-type: none"> Students will be aware of these and likewise will learn and be updated on the use of these modern facilities, e.g. internet access wherein all the needed additional information in relation to their course and studies are available. Through these high technologies, communication skills of the students were developed since there is an active participation of the Professor/Students during their sessions (lectures, tutorials, etc). Students are free to ask questions, the same with the Teaching Staff to be able to assess the student's knowledge during the sessions.
<p>(ii) Teaching strategies to be used to develop these skills</p> <ol style="list-style-type: none"> Through lectures, tutorials, clinical session and other activities. Through active participation of the students in the discussion in each lectures and tutorials. By allocating each student with cases or topic to be discussed during the clinical sessions.
<p>(iii) Methods of assessment of students numerical and communication skills</p> <ol style="list-style-type: none"> Multiple Choice Questions (MCQ) <ul style="list-style-type: none"> - 1st Continuous Assessment Exam - 2nd Continuous Assessment Exam Objective Structured Clinical Exams (OSCE) <ul style="list-style-type: none"> - Final Written Exam - Final Clinical OSCE Exams
<p>e. Psychomotor Skills (if applicable)</p>
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p> <p>N/A</p>

(ii) Teaching strategies to be used to develop these skills N/A
(iii) Methods of assessment of students psychomotor skills N/A

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	1 st written Exam	9	20
2	2 nd Written	18	20
3	Final Written	29	20
4	OSCE Exam	26	40

D. Student Support

<p>1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)</p> <p>Apart from the course organizer, most faculties are available during office hours and during scheduled lectures or tutorials.</p>
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E Learning Resources

1. Required Text(s) From Course booklet.
<p>2. Essential References</p> <p><u>I. Clinical:</u></p> <p>a. An Introduction to the symptoms and signs of surgical disease by Norman Browse</p> <p>b. Churchill, pocketbook of differential diagnosis: By: A. Raffery E. Lim, Edition 2001</p> <p><u>II. Theory:</u></p> <p>a. Essential of General Surgery, latest edition by Peter Lawrence</p> <p>b. Essential of Surgical Specialties, latest edition by Peter Lawrence</p>

<p>3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)</p> <p><u>I. Clinical:</u></p> <p>a. An Introduction to the symptoms and signs of surgical disease by Norman Browse</p> <p>b. Churchill, pocketbook of differential diagnosis: By: A. Raffery E. Lim, Edition 2001</p> <p><u>II.Theory:</u></p> <p>c. Essential of General Surgery, latest edition by Peter Lawrence</p> <p>d. Essential of Surgical Specialties, latest edition by Peter Lawrence</p>
<p>4-.Electronic Materials, Web Sites etc</p> <p>None</p>
<p>5- Other learning material such as computer-based programs/CD, professional standards/regulations</p> <p>None</p>

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Lecture rooms, laboratories, etc.)</p> <p>Lecture rooms should be large enough to accommodate 300 students at one time</p> <p>Session room should accommodate 13 – 15 students at one time</p>
<p>2. Computing resources</p> <p>None</p>
<p>3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)</p> <p>Library available 50% of the working hours, as females and male rotate in schedule</p>

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
None
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
None
3 Processes for Improvement of Teaching
None
4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)
None
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
The academic course committee meet 2-3 time per year, to plan objectives, but no formal evaluation of teaching staff or the course ability to achieve objective is discussed. Lack of incentives prevent active participation by most members