

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

COURSE REPORT

FOUNDATION

(Found 111)

1433-1434 2012/2013

To be completed by course instructors at the end of each course and given to program coordinator.

If the course is taught in more than one location the course report should be prepared for each location by the course instructors responsible for the course in each location. A combined report should be prepared by the course coordinator and the separate location reports attached.

Course Report

For guidance on the completion of this template, refer to Section 2.5 of Chapter 2 in Part 2 in this Handbook

Institution	King Saud University
College/ Department	College of Medicine

A Course Identification and General Information

1. Course title and code.	Foundation Block (Found 111) – First year
2. If course is taught in more than one section indicate the section to which this report applies	
3. Year and semester to which this report applies.	1433-1434 2012/2013
4. Location (if not on main campus)	Main Campus

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
BIOCHEMISTRY: (15 Lectures)			
1. Amino acids	1	1	
2. Protein structure	1	1	
3. Structure and functions of carbohydrate	1	1	
4. Lipid compounds of physiological significance	1	1	
5. Enzymes and co-enzymes - I	1	1	
6. Enzymes and co-enzymes - II	1	1	

7. Metabolism :Anabolism & Catabolism	1	1	
8. Cell signalling and regulation of metabolism	1	1	
9. Krebs cycle	1	1	
10. Glycolysis	1	1	
11. Gluconeogenesis	1	1	
12. Major metabolic pathways of glucose	1	1	
13. Introduction to molecular biology (Nucleotides and DNA language)	1	1	
14. Introduction to molecular biology (DNA & RNA)	1	1	
15. Biochemical markers for diagnosis and follow up of diseases	1	1	
<u>Practical of Biochemistry:</u>			
1. DNA extraction	2	2	

<u>HUMAN GENETICS : (5 lectures)</u>			
1. Human chromosomes : genotypes / phenotypes	1	1	
2. Chromosomal anomalies	1	1	
3. Mode of inheritance	1	1	
4. Atypical mode of inheritance	1	1	
5. Genetic counselling: Exercise	1	1	

<u>IMMUNOLOGY: (6 lectures)</u>			
1. Introduction to immunology and the lymphoid system	1	1	
2. Natural defence mechanisms	1	1	
3. Adaptive and immune response-I	1	1	
4. Adaptive and immune response-II	1	1	
5. Hypersensitivity	1	1	
6. Immunodeficiency diseases	1	1	

ANATOMY: (8 lectures)

1. Anatomical terms and skeletal system	1	1	
2. Skeletal muscles	1	1	
3. Joints	1	1	
4. Nervous System	1	1	
5. Cardiovascular system	1	1	
6. Anatomy of autonomic nervous system	1	1	
7. Bilaminar and Trilaminar Discs and their derivatives	1	1	
8. Foetal membranes	1	1	
<u>Practicals of Anatomy:</u>			
1. Skeletal system	2	2	
2. Skeletal muscles and joints	2	2	
3. Nervous system	2	2	

HISTOLOGY: (4 lectures)

1. Histological Micro techniques: cell structure	1	1	
2. Epithelial Tissue	1	1	
3. Connective Tissue Proper	1	1	
4. Lymphoid Tissue	1	1	
<u>Practicals of Histology:</u>			
1. Histological Micro techniques: cell structure	2	2	
2. Epithelial Tissue	2	2	
3. Connective Tissue Proper	2	2	
4. Lymphoid Tissue	2	2	

EMBRYOLOGY: (2 lectures)

1. Gametogenesis, ovarian & uterine cycles	1	1	
2. Fertilization and Implantation	1	1	

PHARMACOLOGY: (9 lectures)

1. Pharmacodynamics I: Molecular Mechanisms of Drugs	1	1	
2. Pharmacodynamics II: Quantitative Aspects of Drug Action	1	1	
3. Pharmacodynamics III: Receptor families	1	1	
4. Pharmacokinetics I: Drug administration and absorption	1	1	
5. Pharmacokinetics II: Bioavailability & distribution	1	1	
6. Pharmacokinetics III: Concepts of drug disposition	1	1	
7. Tolerance, dependence & concepts of ADR	1	1	
8. Drug acting on autocrine & paracrine mediators - I	1	1	
9. Drug acting on autocrine & paracrine mediators - II	1	1	

PHYSIOLOGY: (10 lectures)

1. Homeostasis	1	1	
2. Cell Membrane Structure and transport Across Cell Membrane	1	1	
3. Composition and Function of Blood	1	1	
4. Erythropoiesis	1	1	
5. Control of Erythropoiesis, Iron metabolism and hemoglobin	1	1	
6. White Blood Cells	1	1	
7. Blood groups and Blood Transfusion	1	1	
8. Tutorials on Blood Erythropoiesis	1	1	
9. Hemostasis	1	1	
10. Tutorial on mechanisms of coagulation bleeding and clotting disorders	1	1	

Practicals of Physiology:

1. Blood practical-1: CBC, ESR	2	2	
2. Blood practical-2: WBC, Diff	2	2	
3. Blood practical-3: Bleeding time, clotting time & blood groups	2	2	
4. Tutorial on WBC, Diff	2	2	

<u>PATHOLOGY : (15 lectures)</u>			
1. Introduction to study of diseases	1	1	
2. Free Radical Injury, types of necrosis & apoptosis	1	1	
3. Cellular accumulations & adaptation to injury	1	1	
4. Pathological calcifications	1	1	
5. Definition of Inflammation: Acute inflammation	1	1	
6. Vascular & cellular events in inflammation	1	1	
7. Chemical mediators in inflammation & patterns of acute inflammation	1	1	
8. Chronic inflammation	1	1	
9. Mechanisms of factors affecting healing and repair	1	1	
10. Definition, mechanisms and causes of granulomas	1	1	
11. Classification of tumours	1	1	
12. Properties of benign & malignant neoplasm	1	1	
13. Carcinogenesis	1	1	
14. Aetiology of tumours	1	1	
15. Principles of grading & staging of malignant tumours and local & systemic manifestations of malignant neoplasms	1	1	
<u>Practicals of Pathology:</u>			
1. Cell injury & inflammation -I	2	2	
2. Cell injury & inflammation -II	2	2	
3. Hemodynamic disorders - I	2	2	
4. Hemodynamic disorders - II	2	2	
5. Granulomas	2	2	
6. Neoplasia - I	2	2	
7. Neoplasia - II	2	2	

<u>MICROBIOLOGY: (13 lectures)</u>			
1. Bacterial structure and genetics	1	1	
2. Classification of parasites and protozoa	1	1	
3. Viral structure& classification	1	1	
4. Normal flora	1	1	
5. Host-parasite relationship	1	1	
6. Sterilization and disinfection	1	1	
7. Gram +ve and Gram –ve bacteria	1	1	
8. Viral pathogenesis	1	1	
9. Anaerobic bacteria	1	1	
10. The fungi and their pathogenesis	1	1	
11. Diversity of pathogenic moulds, diversity of pathogenic yeasts	1	1	
12. Agents and vectors of diseases	1	1	
13. Antibiotics	1	1	
<u>Practical of Microbiology: (1 practical)</u>	2	2	

<p>2. Consequences of Non Coverage of Topics</p> <p>For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.</p>		
Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program
–NONE–		

3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

Domains	List teaching strategies set out in course specification	Were these effective?		Difficulties experienced (if any) in using the strategy and suggested action to deal with those difficulties .
		No	Yes	
a. Knowledge	<ul style="list-style-type: none"> € Lectures € Tutorial € Laboratories € Clinical Skills lab 		YES	
b. Cognitive Skills	<ul style="list-style-type: none"> € Small Group Discussion € Independent learning € Writing an essay or mini thesis 		YES	Initially, there was difficulty in room arrangement as we needed 25 rooms for small group teaching which solved by creating new rooms.
				Also we conducted many faculty development workshop to orient our faculty about new strategic teaching like problem based learning.
c. Interpersonal Skills and Responsibility	<ul style="list-style-type: none"> € Lectures € Seminars € Real situation Simulation € Small group discussion 		YES	
d. Numerical and Communication Skills	<ul style="list-style-type: none"> € Lectures € Seminars € Small group discussion € Computer and other audiovisual equipments training 		YES	
e Psychomotor Skills (if applicable)	<ul style="list-style-type: none"> € Laboratories € Clinical Skills Lab. 			

4. Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

We recommend to get benefit from the efforts of all teaching staff in the Small Group Facilitation either are clinicians or not, to overcome the shortage of Facilitators.

C. Results: (Add the results of 2012-2013)

1. Number of students starting the course:	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">314</div>
2. Number of students completing the course:	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">312</div>

3. Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A		OR	95-100 A+	14	70-74 C	44
B			90-94 A	33	65-69 D+	28
C			85-89 B+	45	60-64 D	35
D			80-84 B	54	< 60 F	18
F			75-79 C+	41		
Denied Entry			Denied Entry			
In Progress			In Progress			
Incomplete			Incomplete			
Pass			Pass			294
Fail			Fail			18
Withdrawn			Withdrawn			2

4. Result Summary:

Passed: No

294

 Percent

93.6

 Failed: No

18

 Percent

5.7%

Did not complete: No

2

 Percent

0.7%

 Denied Entry: No Percent

5. Special factors (if any) affecting the results

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)	
a. Variations (if any) from planned assessment schedule (C5 in Course Specification)	
Variation	Reason
None	
b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)	
Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion
1. Optical mark or analysis done twice. 2. Statistical analysis; looking at difficulty & disseminating indices. 3. Revision of question having high difficulty or / and negative difficulty indices. 4. All results are reviewed by 3 faculty members.	After applying all these methods of verification , there is no differences in the students' marks.

D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any): Resources for practical sessions in different disciplines are not available	2. Consequences of any difficulties experienced for student learning in the course. The students get copies of slides . This has to be clarified. It is not clear what exactly is wanted ?
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E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any) None	2. Consequences of any difficulties experienced for student learning in the course.
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F. Course Evaluation

1. Student evaluation of the course: (Survey Results Attached)

The students are satisfied with most items in the survey.

- The students are moderately satisfied with items related to exam questions (same like last year) and learning resources being not clarified and not appropriate.
- 41.5% are happy with the course in general vs 49.6% last year.
- The overall satisfaction is 3.6 (4 stars) same as in last year survey.

a. List the most important strengths and criticisms

STRENGTHS

1. The organization and flexibility of the doctors and Medical education department.
2. The problem based learning.
3. Establishment of basic concepts.
4. Anatomy (practical sessions).
5. Giving the basic knowledge that is important for anyone working in medical field.
6. Staff were very cooperative and helped students who were facing any difficulties.
7. The diversity of lectures.
8. The long duration of the course gave us a chance to learn how to study and other things.

IMPORTANT CRITICISM

1. The huge number of lectures.
2. The difference between the males and females slides.
3. Pathology it was too long for us as the first year.
4. Exams were very difficult.
5. PBL exam . No enough time between the final exam and OSPE.
6. More information and very short time.
7. Some of the questions in exams we didn't take it in this course.
8. Some PBL tutors were unprofessional and didn't know how to guide the students.
9. The studying resources were not sufficient/clear to pass all the question especially the practical. The resources used for each lecture are not quite clear.
10. Changing the schedule many times was very annoying.

The students suggested:

1. Improve the PBL course and increase PBL sessions.
2. Unify slides for both males and females.
3. Give the students clear sources especially in practical exam .
4. Reduce the number of lectures.
5. Provide the resources at the beginning of the course.
6. References should be listed at the end of each lecture.

The Academic Quality Unit suggestions:

- To address the unsatisfactory points in the survey and to consider the students' suggestions.
- Blueprinting of the exam is mandatory

b Response of instructor or course team to this evaluation
The response to the above criticisms and suggestions:

The students' criticisms and suggestions are studied. The Block committee will meet to find solutions for the students' comments within the scope of the curriculum.

-Regarding the complaint of the great bulk of lectures, the committee will communicate with the different departments to filter their lectures and prevent duplication between different disciplines, also to reduce the number of lectures given in the block if applicable.

-Regarding the difficulty of some questions in the examinations. The test questions pass through three reviews before the exam: Department, Block and Examination committee . Statistical analysis after the examination indicate problem questions. This system is quite appropriate.

- Unifying the lecture slides male and female sides is recommended . However , the most important issue should be the lecture objectives .

- Blueprints of the exams are always prepared and distributed from the assessment unit to all the staff before preparing the exam questions.

2. Other Evaluation -- What evaluations were received?
Specify and attach reports where available. (e.g. By head of department, peer observations, accreditation review, other stakeholders etc):

None

a List the most important criticisms and strengths

b Response of instructor or course team to this evaluation

G. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s) - Revise the curriculum to remove repeated material. - Harmonization with contents of other blocks	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons. -Repeated materials in different courses are filtered and unified. - Done

2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.) - Professional development of the faculty is a continuous process through participation in the workshops organized by the faculty development unit in the Medical Education Department. Recruiting highly qualified staff for teaching in different disciplines and updating the equipments and procedures in the laboratories.

3. Action Plan for Next Semester/Year		
Actions Required - Filtration of the block lectures to dismiss the duplicated ones and reduce the amount of lectures within the strategic plan of the curriculum development unit.. - Unifying the lecture slides between Male and Female sides.	Completion Date 2014-2015	Person Responsible - Block Committee - Curriculum Development Unit - Course Coordinators
1. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: **_Professor : Ahmed Awad Adeel**

Date: **Sat 2.3.2013**

Signature: _____