

**Academic Year 1434 - 1435**

**Academic Year 1433 - 1434**

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**King Saud University**

**College of Medicine**

**Department of Medical Education**

**THE MUSCULOSKELETAL BLOCK**

**Year One**

**BLOCK BOOK AND STUDENT GUIDE**

**(1 December 2013 to 16 January 2014)**

## Group - Male A

**1434-1435**

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**A Message from the Dean**

We are pleased with your progress in the medical program and your achievements. Being a first year medical students is a great opportunity for you to consolidate what you have learnt in the preparatory year and prepares you for the clinical skills and competencies needed in the clinical years. The Department of Medical Education through its different units is working hard to create an integrated and innovative curriculum that builds on the changes introduced in the preclinical years and enforces best teaching/learning approaches in the design of the new medical curriculum. As you are aware, the College of Medicine at King Saud University is one of the best colleges not just in the Kingdom of Saudi Arabia but proved to be one of the best in the gulf region, and the Middle East. It also has its international influence among the best colleges of medicine worldwide. This makes us proud of our achievements and provides you with an insight about the quality of teaching and research that we have reached and our continuous work to maintain our standards.

Therefore, the medical curriculum aims at preparing you and equipping you with the best training and clinical skills to become a medical graduate that fulfils the highest international standards. Therefore, the focus of the curriculum is to enhance a number of skills such as case-based learning, critical thinking, self-directed learning, deep understanding of concepts, application of knowledge learnt, and how to make decisions on the basis of evidence. The curriculum also aims at enhancing your skills in areas such as professionalism, e-learning, task-based learning, and preparing you for life-long learning. The design of the curriculum encourages small group learning, use of cases for discussion, lectures, student-led seminars, bed-side teaching, task-based learning, use of multimedia and e–learning as modes for teaching and learning. The use of wide range of teaching and learning modes and small group discussion will help you to become active learners, and work with other students in your group as a team.

I wish you all the best during your academic year and would encourage all of you to get the best out of the teaching and learning opportunities provided to you during this year. Our teaching staff and clinicians would be very happy to help you on any issue that you need help with.

**Dr. Fahad Abdullah AlZamil**

**Dean, College of Medicine and the Supervisor of University Hospitals**

**A Message from the Musculoskeletal Block Chair**

I would like to welcome you, our future physicians, to the Musculoskeletal Block as part of you’re first year reformed curriculum. I’m looking forward to an exciting, rich and smooth six weeks.

The block was designed to introduce you to the musculoskeletal system in a weekly theme fashion, where all basic sciences and clinical aspects are arranged in a logical and systematic way in order to elicit you’re interest and enhance you’re understanding of how the body works and how it falls ill. Hence you will find the anatomy, physiology and biochemistry preceding the pathology and clinical medicine aspects of the part of the musculoskeletal system in each of the weekly themes.

Lectures, lab practical’s, introduction to clinical medicine practical’s and small group discussions will all be combined to enhance you’re learning experience in this block.

Also, I would like to extend my deepest gratitude and respect to our teachers for their enormous hard work and dedication, the Medical Education Department for their endless support and coordination. And finally to the college’s administration lead by the dean for their relentless efforts to continuously improve, modernize and refine the educational process.

I wish you all the best, and look forward to have you as students during the block, and as colleagues as you graduate in the near future.

**Ahmad Bin Nasser MD , FRCSC**

**Chairman**

**Musculoskeletal Block**

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**GENERAL INFORMATION**

Block Title : Musculoskeletal block

Block Code & Number : Musculo115

Credit Hour : 6

Block Duration : 6Weeks

Block Dates : 1st December 2013 to 16th January 2014

Block Chairman : Dr. Ahmad Bin Nasser

Co-Chair :Dr. Hisham Al Khalidi

**Block Tutors**

**Tutors Information**

**Year 1 Male Group A**

**Musculoskeletal Block**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Department | Extension | Mobile | E-mail |
| Prof. Saeed Abuelmakarem | **Anatomy** | 71307 | 0556439341 | [sabuelmakarem@ksu.edu.sa](mailto:sabuelmakarem@ksu.edu.sa)  [saaedmakarem@hotmail.com](mailto:saaedmakarem@hotmail.com) |
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| Prof. Zahid Shakoor | **Immunology** | 71299 | 0535067623 | shakoor\_zahid@yahoo.com |
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| Prof. Abdelmageed Mohammed Kambal | **Microbiology** | 71522 | 0503203391 | kambal@ksu.edu.sa |
| Dr. Ali Mohammed Somily | 71241 | 0558830516 | ali.somily@gmail.com |
| Dr. Ahmad Al-Barrag | 90818 | 0533376765 | [aalbarrag@ksu.edu.sa](mailto:aalbarrag@ksu.edu.sa) /  aalbarraq2@hotmail.com |
| Prof Ammar Al-Rikabi | **Pathology** | 71893 | 0541842840 | [Ammar\_rikabi12@yahoo.com](mailto:Amma_rikabi12@yahoo.com) |
| Dr. Marie Mukhashin |  |  |  |
| Dr. Hisham AlKhalidi | 71890 | 0533408611 | drhishamnaseej@hotmail.com |
| Dr. Osama Yousef | **Pharmacology** | 71327 | 0554971409 | oymjahrasoul@hotmail.com |
| Dr. Abdulatif Al Mahesar | 71351 | 0508729177 | almahesar57@hotmail.com |
| Dr. Ishfaq Bukhari | 71325 | 0534591602 | [ishfaqbukhari@yahoo.com](mailto:ishfaqbukhari@yahoo.com) |
| Prof. Abdulqader Al Haider | 71346 | 0505281200 | aqahaider@hotmail.com |
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**WELCOME**

**Dear Students,**

**We are pleased to welcome you in the College of Medicine, Musculoskeletal Block Attachment. We hope you will find this block both useful and enjoyable.**

**Dr. Sami Al-Nassar**

**ccccc**

**Chairman of**

**List of the Problem-Based Learning Cases**

The table below summarizes the PBL cases to be discussed in the Musculoskeletal Block.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Case No.** | **Case title** | |
| Week 1 | **No case** | | |
| Week 2 (Sunday & Wednesday) | Case 1 | “…trouble with my back” | |
| Week 3 (Sunday & Wednesday) | Case 2 | “…I need to rest every few minutes” | |
| Week 4 | **No case** | | |
| Week 5 (Sunday & Wednesday) | Case 3 | | “…I dream to join the national team” |
| Week 6 | Consolidation | | |

**Instructions:**

The cases listed above will be discussed by students in their small groups. Each group is about 8 to 12 students. Each case will be discussed in two tutorials, on Sunday and Wednesday. Each tutorial is two hours long.

**Attendance of Small Group Learning tutorials:**

Students must attend all small group learning tutorials. If a student is not well, he/she needs to provide a medical certificate from their family doctor. If a student misses out to attend four tutorials, without acceptable reasons, he/she might not be allowed to attend the final examination.

**Students Roles in Small Group Learning Tutorials:**

The design of the curriculum encourages small group discussion and student-centered learning. To achieve these goals there is a need for establishing good group dynamics, interpersonal skills, and effective communication. These elements will ensure that learning is an enjoyable process and rewarding to each member in the group. Therefore, students play a vital role in making a difference in their groups. To achieve these changes and improve your learning outcomes, We recommend that you use the paper by Professor Samy Azer, titled “Becoming a Student in a PBL Tutorial”, a copy is enclosed in the Appendix. Your continuous reflection on these tips and working on identifying your role in your group will help you in reaching these goals and building up your group.

**Objectives of the Block**

By the end of the course, the students should be able to:

* Understand the relationship between the anatomical structures of the different components of the human musculoskeletal system and their functions.
* Understand the pathology, microbiology, pathogenesis, and factors contributing to the development of common disorders affecting the musculoskeletal system.
* Use basic sciences to explain patient’s symptoms, signs, as well as interpret investigation results, and provide justifications for their views.
* Develop communication skills and explore biopsychosocial and ethical issues in their assessment of the case.
* Use clinical cases to apply knowledge learnt, generate hypotheses, build an inquiry plan, and use evidence to refine their hypotheses, and justify different views.
* Design a brief management plan, and understand the pharmacological basis of drugs used in the management of common diseases affecting the musculoskeletal system.
* Develop skills in “introduction to clinical medicine” in relation to the musculoskeletal system.

**Teaching and Learning Modes:**

In an integrated curriculum like our curriculum, we use a wide range of teaching and learning strategies to ensure that learning meets the different needs of the students. These strategies include:

* Small group discussion
* Lectures
* Student-led seminars
* Practical classes.
* Clinical skills
* Independent learning
* Writing an essay or mini thesis

**Schedule of the block**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK 1 – MUSCULOSKELETAL BLOCK (Male-A)** | | | | |
| **Week (1 ) Starting: 01/12/2012 (17/01/1434H)** **INTRODUCTION & THE SKELETON** | | | | |
| **CHAIR PERSON: Dr. Ahmad Bin Nasser** | | | | |
| **CO-CHAIR: Dr. Hisham Al Khalidi** | | | | |
| **Saturday**  **01 December 2012** | **Sunday**  **02 December 2012** | **Monday**  **03 December 2012** | **Tuesday**  **04 December 2012** | **Wednesday**  **05 December 2012** |
| **8:00 - 9:00am**  Overview of the Musculoskeletal  Block  **Dr. Ahmad Bin Nasser** | **8:00-9:00am**  Introduction to myopathies and  Muscular dystrophy  **(Pathology)**  **Dr. Hisham AlKhalidi** | **8:00 - 9:00am**  Congenital and developmental bone diseases  **(Pathology)**  **Dr. Ammar Al-Rikabi** | **8:00 - 9:00am**  Bones of the lower limbs  **(Anatomy)**  **Dr. Vohra** | **8:00 - 9:00am**  **Self-directed**  **Learning** |
| **9:00 - 10:00am**  Histology of the muscles  **(Histology)**  **Dr. Mohamed Atteya** | **9:00 - 10:00am**  **Self-directed**  **Learning** | **9:00 - 10:00am**  Bones of the upper limbs  **(Anatomy)**  **Dr. Khalil** | **9:00 - 10:00am**  Nerve action potential  **(Physiology)**  **Prof. Ashraf** | **9:00 - 10:00am**  Applied of nerve and muscle physiology  **(Physiology)**  **Prof. Ashraf** |
| **10:00 - 11:00am**  Physiology  of the bone  **(Physiology)**  **Prof. Ashraf** | **10:00 - 12:00nn**  **Practical**  Skeleton and histology bone cartilage and muscle  **(Anatomy and Histology)**  **All staff** | **10:00 - 11:00am**  Histology ofcartilage and bone  **(Histology )**  **Dr. Ali** | **10:00 - 11:00am**  Mechanism of auto-immunity  **(Immunology)**  **Dr. Adel Almogren** | **10:00 - 11:00am**  Creatine metabolism  **( Biochemistry)**  **Dr. Amr Moustafa** |
| **11:00- 12:00 nn**  **Self-directed**  **Learning** | **11:00 - 12:00nn**  Resting membrane potential  **(Physiology)**  **Prof. Ashraf** | **11:00 - 12:00nn**  Fracture and bone healing  **(Pathology)**  **Dr. Ammar Al-Rikabi** | **11:00 - 12:00nn**  Neuromuscular transmission  **(Physiology)**  **Dr. A.Al-Howaikan** |
| **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** |
| **1:00 - 2:00pm**  Glycogen metabolism  In muscle  **(Biochemistry)**  **Dr. Amr Moustafa** | **1:00 -2:00pm**  Physiology of the motor unit  **(Physiology)**  **Prof. Ashraf** | **1:00 -2:00pm**  **Self-directed**  **Learning** | **1:00 - 2:00pm**  Properties of nerve fibers  **(Physiology)**  **Prof. Ashraf** | **1:00 - 3:00pm**  **Salam** |
| **2:00-3:00pm**  Physiology of muscle contraction  **(Physiology)**  **Prof. Ashraf** | **2:00-3:00pm**  **Self-directed**  **Learning** | **2:00-3:00pm**  **Self-directed**  **Learning** | **2:00-3:00pm**  **Self-directed**  **Learning** |

**LECTURE HALL -1**

**NEW BUILDING LEVEL 1**

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| **WEEK 2 – MUSCULOSKELETAL BLOCK (Male-A)** | | | | |
| **Week (2) Starting: 08/12/2012 ( 24/01/1434H)**  **BACK** | | | | |
| **CHAIR PERSON: Dr. Ahmad Bin Nasser** | | | | |
| **CO-CHAIR: Dr. Hisham Al Khalidi** | | | | |
| **Saturday**  **08 December 2012** | **Sunday**  **09 December 2012** | **Monday**  **10 December 2012** | **Tuesday**  **11 December 2012** | **Wednesday**  **12 December 2012** |
| **8:00 - 10:00am**  Problem-based  Learning  Case 1 Tutorial 1 | **8:00-9:00am**  Thoracolumbar  Spine  **(Anatomy)**  **Dr. Vohra** | **8:00 - 9:00am**  Muscle adaptation to exercise  **(Physiology)**  **Dr. A.Al-Howaikan** | **8:00 - 10:00am**  Problem-based  Learning  Case 1 Tutorial 2 | **8:00 - 9:00am**  Physical and physiological factors in athletic performance  **(Physiology)**  **Dr. A.Al-Howaikan** |
| **9:00 - 10:00 am**  Muscles of the back  **(Anatomy)**  **Prof. Ahmed Fathalla** | **9:00 - 10:00 am**  Sacrum and pelvis  **(Anatomy)**  **Dr. Essam** | **9:00 - 10:00 am**  **Self-directed**  **Learning** |
| **10:00 - 11:00am**  Cervical spine  **(Anatomy)**  **Prof. Saeed Abuelmakarem** | **10:00 - 12:00pm**  **Practical**  Muscles of the back  **(Anatomy)**  **All staff** | **10:00 - 11:00am**  **Self-directed**  **learning** | **10:00 - 11:00am**  **Self-directed**  **Learning** | **10:00 - 11:00pm**  **Self-directed**  **Learning** |
| **11:00 - 12:00pm**  Muscle relaxants  **(Pharmacology)**  **Dr. Ishfaq Bukhari** | **11:00 - 12:00nn**  NSAIDs  **(Pharmacology)**  **Dr. Osama Yousif** | **11:00 - 12:00nn**  **Self-directed**  **Learning** | **11:00 - 12:00nn**  **Self-directed**  **Learning** |
| **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** |
| **1:00 - 2:00pm**  **Self-directed**  **Learning** | **1:00 - 2:00pm**  **Self-directed**  **Learning** | **1:00 - 2:00 pm**  **Self-directed**  **learning** | **1:00 - 3:00 pm**  **Practical**  Vertebrae  **(Anatomy & Radiology)**  **All staff** | **1:00 - 3:00 pm**  **Salam** |
| **2:00-3:00pm**  **Self-directed**  **learning** | **2:00-3:00pm**  **Self-directed**  **learning** | **2:00-3:00pm**  **Self-directed**  **learning** |

**LECTURE HALL -1**

**NEW BUILDING LEVEL 1**

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| **WEEK 3 – MUSCULOSKELETAL BLOCK (Male-A)** | | | | |
| **Week (3) Starting: 15/12/2012 (02 /02/1434H)**    **UPPER LIMBS** | | | | |
| **CHAIR PERSON: Dr. Ahmad Bin Nasser** | | | | |
| **CO-CHAIR: Dr. Hisham Al Khalidi** | | | | |
| **Saturday**  **15 December 2012** | **Sunday**  **16 December 2012** | **Monday**  **17 December 2012** | **Tuesday**  **18 December 2012** | **Wednesday**  **19 December 2012** |
| **8:00 - 10:00am**  Problem-based  Learning  Case 2 Tutorial 1 | **8:00-9:00am**  Aerobic and anaerobic metabolism in muscle  **(Biochemistry)**  **Dr. Usman Ghani** | **8:00 - 10:00am**  **Practical**  Muscle and bones of the upper limb  **(Anatomy & Radiology)**  **All staff** | **8:00 - 10:00am**  Problem-based  Learning  Case 2 Tutorial 2 | **8:00 - 9:00am**  **Self-directed**  **learning** |
| **9:00 - 10:00 am**  Axillary and median nerve  **( Anatomy)**  **Prof. Saeed Abuelmakarem** | **9:00 - 10:00am**  Embryology of the limbs  **( Anatomy)**  **Prof. Ahmed Fathalla** |
| **10:00 - 11:00am**  Pectoral region and axilla  **( Anatomy)**  **Prof. Saeed Abuelmakarem** | **10:00 - 11:00am**  Indirect acting cholinergic drugs  **(Pharmacology)**  **Prof. Al Haider** | **10:00 - 11:00am**  Anatomy of the forearm  **( Anatomy)**  **Prof. Saeed Abuelmakarem** | **10:00 - 11:00am**  Radial and ulnar nerves  **(Anatomy)**  **Dr. Vohra** | **10:00 - 11:00am**  Disease modifying Anti-rheumatic drugs  **(Pharmacology)**  **Dr. Osama Yousif** |
| **11:00- 12:00nn**  Common skin and soft tissue fungal infection  **( Microbiology)**  **Dr. Ahmad Albarrag** | **11:00- 12:00nn**  Arm and elbow  **( Anatomy)**  **Dr. Khalil** | **11:00- 12:00nn**  Hand and wrist  **( Anatomy)**  **Dr. Vohra** | **11:00- 12:00nn**  Vascular anatomy of the upper limb  **(Anatomy)**  **Dr. Essam** | **11:00- 12:00nn**  **Self-directed**  **learning** |
| **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** |
| **1:00 - 3:00pm**  History taking and IM injection  **(Introduction to the clinical medicine)**  **“A2”** | **1:00 -2:00pm**  **Self-directed**  **learning** | **1:00 - 2:00pm**  **Self-directed**  **learning** | **1:00 - 3:00pm**  **Practical**  Nerves and vessels of upper limb  **( Anatomy)**  **All staff** | **1:00 - 3:00pm**  **Salam** |
| **2:00- 3:00pm**  **Self-directed**  **learning** | **2:00- 3:00pm**  **Self-directed**  **learning** |

**LECTURE HALL -1**

**NEW BUILDING LEVEL 1**

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| **WEEK 4 – MUSCULOSKELETAL BLOCK (Male-A)** | | | | |
| **Week (4) Starting: 22/12/2012 (09 /02 /1434H)**  **LOWER LIMBS** | | | | |
| **CHAIR PERSON: Dr. Ahmad Bin Nasser** | | | | |
| **CO-CHAIR: Dr. Hisham Al Khalidi** | | | | |
| **Saturday**  **22 December 2012** | **Sunday**  **23 December 2012** | **Monday**  **24 December 2012** | **Tuesday**  **25 December 2012** | **Wednesday**  **26 December 2012** |
| **8:00 -10:00am**  **MIDBLOCK**  **EXAM** | **8:00 - 9:00am**  Gluteal region and back of the thigh  **(Anatomy)**  **Prof. Saeed Abuelmakarem** | **8:00 - 9:00am**  Sciatic nerve  **(Anatomy)**  **Prof. Saeed Abuelmakarem** | **8:00 - 9:00am**  Purine degradation and gout  **(Biochemistry)**  **Dr. Usman Ghani** | **8:00 - 9:00am**  Osteomyelitis and septic arthritis  **(Pathology)**  **Dr. Ammar Al-Rikabi** |
| **9:00 - 10:00am**  Frontal medial thigh  **(Anatomy)**  **Prof. Ahmed Fathalla** | **9:00 - 10:00am**  Vascular anatomy of the lower limb  **(Anatomy)**  **Dr. Essam** | **9:00 - 10:00am**  Drugs in gout  **(Pharmacology)**  **Dr. Osama Yousif** | **9:00 - 11:00am**  History taking and IM injection  **(Introduction to the**  **clinical medicine)**  **“A1”** |
| **10:00 - 11:00am**  **Self-directed**  **learning** | **10:00 - 12:00nn**  **Salam Exam** | **10:00 - 12:00nn**  **Practical**  Muscles and bones of the lower limbs  **( Anatomy & Radiology )**  **All staff** | **10:00- 11:00am**  Non-infectious arthritis  **(Pathology)**  **Dr. Ammar Al-Rikabi** |
| **11:00 - 12:00nn**  **Self-directed**  **Learning** | **11:00 - 12:00nn**  **Self-directed**  **learning** | **11:00- 12:00nn**  **Self-directed**  **learning** |
| **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** |
| **1:00 - 2:00pm**  **Self-directed**  **learning** | **1:00 -3:00pm**  **Practical**  **Pathology**  **Dr. Amer Shafie/**  **Dr. Al-Sheikh** | **1:00 - 2:00pm**  **Self-directed**  **learning** | **1:00 - 2:00pm**  **Self-directed**  **learning** | **1:00 - 3:00pm**  **Salam** |
| **2:00- 3:00pm**  **Self-directed**  **learning** | **2:00- 3:00pm**  **Self-directed**  **learning** | **2:00- 3:00pm**  **Self-directed**  **learning** |

**LECTURE HALL -1**

**NEW BUILDING LEVEL 1**

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| **WEEK 5 – MUSCULOSKELETAL BLOCK (Male-A)** | | | | |
| **Week (5) Starting: 29 /12 /2012 (16 /02/1434H)**  **JOINTS** | | | | |
| **CHAIR PERSON: Dr. Ahmad Bin Nasser** | | | | |
| **CO-CHAIR: Dr. Hisham Al Khalidi** | | | | |
| **Saturday**  **29 December 2012** | **Sunday**  **30 December 2012** | **Monday**  **31 December 2012** | **Tuesday**  **01 January 2013** | **Wednesday**  **02 January 2013** |
| **8:00 - 10:00am**  Problem-based  Learning  Case 3 Tutorial 1 | **8:00-9:00am**  Myocytoma  **(Microbiology)**  **Dr. Al Barrag** | **8:00 - 9:00am**  Microbiology of joints and bone infection  **( Microbiology)**  **Prof. Kambal** | **8:00 - 10:00am**  Problem-based  Learning  Case 3 Tutorial 2 | **8:00 - 9:00am**  Laboratory and clinical aspects of cellulitis and necrotizing fasciitis  **( Microbiology**)  **Dr. Ali Somily** |
| **9:00 - 10:00am**  Autoimmune disease  **(Immunology)**  **Prof. Zahid Shakoor** | **9:00 - 10:00am**  Hip, knee joints  and ankle joints  **(Anatomy)**  **Prof. Ahmed Fathalla** | **9:00 - 10:00am**  **Self-directed**  **learning** |
| **10:00 - 11:00am**  Direct acting cholinergic drugs  **(Pharmacology)**  **Prof. Al Haider** | **10:00 - 11:00am**  Frontal lateral compartment of the leg and dorsum foot  **(Anatomy)**  **Dr. Vohra** | **10:00am - 12:00nn**  **Practical**  Nerves and vessels of lower limb  **(Anatomy)**  **All staff** | **10:00 - 11:00am**  Surface anatomy of the upper & lower limbs  Group A1  **(Anatomy)** | **10:00 - 11:00am**  **Self-directed**  **learning** |
| **11:00- 12:00nn**  Anatomy of the shoulder  **( Anatomy)**  **Prof. Ahmed Fathalla** | **11:00- 12:00nn**  Popliteal fossa, back of the leg and sole of the foot  **(Anatomy)**  **Dr. Vohra** | **11:00- 12:00nn**  Surface anatomy of the upper & lower limbs  Group A2  **(Anatomy)** | **11:00- 12:00nn**  **Self-directed**  **learning** |
| **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** |
| **1:00 - 2:00pm**  **Introduction to**  Surface anatomy of the upper & lower limbs  **(Anatomy)**  **Prof. Saeed Abuelmakarem** | **1:00 -2:00pm**  **Self-directed**  **learning** | **1:00 - 2:00pm**  Tips on answering examination questions  **Prof. Azer** | **1:00 - 2:00pm**  **Self-directed**  **learning** | **1:00 - 2:00pm**  **Self-directed**  **learning** |
| **2:00- 3:00pm**  **Self-directed**  **learning** | **2:00- 3:00pm**  **Self-directed**  **learning** | **2:00- 3:00pm**  **Self-directed**  **learning** | **2:00- 3:00pm**  **Self-directed**  **learning** | **2:00- 3:00pm**  **Self-directed**  **learning** |

**LECTURE HALL -1**

**NEW BUILDING LEVEL 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK 6 – MUSCULOSKELETAL BLOCK (Male-A)** | | | | |
| **Week (6) Starting: 05 /01/2012 (23 /02/1434H)**  **CONSOLIDATION** | | | | |
| **CHAIR PERSON: Dr. Ahmad Bin Nasser** | | | | |
| **CO-CHAIR: Dr. Hisham Al Khalidi** | | | | |
| **Saturday**  **05 January 2013** | **Sunday**  **06 January 2013** | **Monday**  **07 January 2013** | **Tuesday**  **08 January 2013** | **Wednesday**  **09 January 2013** |
| **8:00 - 9:00am** | **8:00-9:00am** | **8:00 - 9:00am** | **8:00 - 9:00am** | **8:00 - 9:00am** |
| **9:00 - 10:00am** | **9:00 - 10:00am** | **9:00 - 10:00am** | **9:00 - 10:00am** | **9:00 - 10:00am** |
| **10:00 - 11:00am** | **10:00 - 11:00am** | **10:00 - 11:00am** | **10:00 - 11:00am** | **10:00 - 11:00am** |
| **11:00- 12:00nn** | **11:00- 12:00nn** | **11:00 - 12:00nn** | **11:00- 12:00nn** | **11:00- 12:00nn** |
| **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** | **Lunch**  **12:00 – 1:00pm** |
| **1:00 - 2:00pm** | **1:00 -2:00pm** | **1:00 - 2:00pm** | **1:00 - 2:00pm** | **1:00 - 2:00pm** |
| **2:00- 3:00pm** | **2:00- 3:00pm** | **2:00- 3:00pm** | **2:00- 3:00pm** | **2:00- 3:00pm** |

**LECTURE HALL -1**

**NEW BUILDING LEVEL**

**Plagiarism**

Plagiarism is a voluntary act to copy sentences and give a misleading impression that the text is created by the person whose name appears on the work. For example an assignment submitted as part of the requirements of assessment of a subject.

Plagiarism may include plagiarism of ideas and or plagiarism of text (sentences or paragraphs). It also may include the use of diagrams, tables, images, cartoons etc without acknowledging the original creator of the work.

The act of copy-and-paste writings even if the aim is to produce a good assignment with well-structured English statements is unethical and when discovered could cause serious consequences including disciplinary action. Students need to construct statements in their own words and refer to the correct references related to what they have written and included in their assignment/work. Giving credit and acknowledgement to the original authors/creators are valued by the academic community as it reflects an ethical and professional attitude.

**Why is plagiarism wrong?**

Universities, higher education institutes and scientific communities consider plagiarism as a major problem for a number of reasons:

* It is an act of stealing ideas and the work of original authors/creators.
* It does not represent acceptable professional, ethical or scientific behavior.
* It raises doubts about the credibility of the person/group of people who committed such act.

**How can teachers/college discover an act of plagiarism?**

There are a number of software programs such as authenticate and many others available to detect the act of plagiarism. Some of these programs are available free online.

These tools can locate the places and sentences where students have copied and the original resource (articles, manuscripts, papers, books, websites) for such statements/paragraphs or images.

**What are the consequences of plagiarism?**

Students who commit plagiarism will be exposed to disciplinary action including the failure of the subject concerned provided that such act has been confirmed with evidence.

**Assessment of Students in the Block**

In order to pass the block, you must obtain a minimum final block grade of D (the grading guide attached as appendix¹), this grade is a composition from several block requirements, which can be subdivided as:

1. Attendance
2. Tutor assessment
3. Written Exams
4. OSPE (Objective Structured Practical Examination)

The final grade is a composition of the grades obtained for the specified block requirements, calculated as follows:

* Continuous Assessment (Tutor Assessment and Attendance) : 15%
* Written Examinations (MCQ) : 55%
* Mid-Block Exam 25%
* Final Block Exam 30%
* OSPE : 30 %

**TOTAL : 100 %**

1. **Attendance :**

Students are required to attend not less than 75% of all educational activities during the block. These include small group teaching, lectures, practical sessions, skills training sessions and integrated clinical sessions.

Your attendance will be recorded during all sessions. Failure to meet this requirement without a valid explanation will result in exclusion from the final examination. On the other hand, your presence will be rewarded by assigned marks.

1. **Tutor Assessment in Large and Small groups (Continuous Assessment):**

During each session, your individual efforts will be evaluated by your tutor. The tutors are instructed to evaluate two aspects:

1. The extent to which you demonstrate that you study and prepare yourself thoroughly between the two sessions (i.e., preparation).
2. The extent to which you actively contribute during group discussion (i.e., participation). Your grade for each session depends upon both your preparation and your participation. The grade will be on the scale from “5”, “4”, “3”, “2”, or “1”. Which have the following general descriptors:

5 = Outstanding (Excellent)

4 = Very good

3 = Good

2 = Average

1 = Poor

The block contains two sessions each week, so the maximum amount of ‘participation points’ you are able to obtain will be from two sessions multiplied by the number of weeks.

The total participation points will be recalculated according to the weight for each participation in the total assessment.

Your tutor can give you more information about the evaluation of your participation. The details of these evaluation also given in “Tutor Assessment of Student” form.

1. **Written Examination:**
2. Mid block exam 25% : In the form of  MCQs, these are prepared mainly from sessions presented to the students in large group. This exam will consist of 50 MCQs that will assess factual knowledge.
3. Final written exam 30%: at the end of the block in form of MCQs, that are prepared mainly from sessions and presented to the students. This exam will consist of 80 MCQs that will assess factual knowledge too.
4. **Objective Structured Practical Examination** **(OSPE** **):**

This contains 30% of the marks. It is a practical examination at the end of the block. The OSPE examination will consist of 15-20 OSPE stations. Each station will take about 5 minutes, which contains a mix of slide show and some practical sessions. The purpose of the OSPE stations is to test your deeper understanding of the basic sciences. The OSPE will take place at the end of each block.

**Block Evaluation**

The block evaluation uses the following three data sources:

1. Student Feedback
2. Tutor Feedback
3. Student Results

***Methods of student’s formative assessment:***

* Self evaluation
* Peer evaluation
* Tutor evaluation (both summative & formative)
* Assignments

**LEARNING RESOURCES**

The list below comprises the key textbooks and learning resources which have been prescribed and recommended for use in the undergraduate medical course at King Saud University. It is expected that you have your own copy of prescribed textbooks and use them as one of your main resources in learning. Before making any purchases, you might carefully examine all other recommended textbooks in an area and chose the text that matches with your needs and your learning style. Although all these texts are available in the Medical Library, you might need to purchase texts that you use frequently in these years as the demand upon library texts is usually high.

**Medical Dictionary**

*Prescribed :*

Martin EA (2010). Oxford Concise Medical Dictionary. Oxford: Oxford University Press.

*Recommended textbooks:*

Dorland (2010). Dorland’s Pocket Medical Dictionary with CD-ROM, Twenty-eighth Edition, Elsevier, UK.

Dorland (2007). Dorland’s Illustrated Medical Dictionary with CD-ROM, Thirty-first Edition, Elsevier, UK.

**Anatomy & Embryology**

*Prescribed textbook:*

Drake RL, Vogl W and Mitchell AWM (2005). Gray’s Anatomy for Students. Philadelphia: Elsevier Churchill Livingstone.

Snell RS (2005). Clinical Anatomy for Medical Students. 7th ed. Philadelphia: Lippincott Williams & Wilkins.

Larson WJ (2001). Human Embryology. New York: Churchill Livingstone.

*Recommended textbooks:*

McMinn RH (2004). McMinn’s Color Atlas of Human Anatomy. Fifth Edition. Mosby Publisher, UK.

Moore KL and Dalley AF (2005). Clinically Oriented Anatomy. Philadelphia: Lippincott Williams & Wilkins.

Netter FH (2006). Atlas of Human Anatomy. 4th ed. Philadelphia: Saunders WB.

Agur AMR and Dalley AF (2005). Grant’s Atlas of Anatomy. 11th ed. Philadelphia: Lippincott Williams & Wilkins.

More KL (2002). The Developing Human. Philadelphia: Saunders WB.

Sadler TW. (2005) Langman’s Essential Medical Embryology. Philadelphia: Lippincott Williams & Wilkins.

Sadler TW. (2006) Langman’s Medical Embryology. 10th ed. Philadelphia: Lippincott Williams & Wilkins.

**Histology**

*Prescribed textbook:*

Gartner LP and Hiatt JL (2002). Color Textbook of Histology. 2nd ed. Philadelphia: Saunders WB.

*Recommended textbooks:*

Young B, Lowe JS, Stevens A and Heath JW (2006). Wheater’s Functional Histology. 5th ed. London: Churchill Livingstone.

**Physiology**

*Prescribed textbook:*

Rhoades R and Pflanzer R (2003). Human Physiology, 4th ed. London: Brooks/Cole.

Hall JE. Guyton and Hall Textbook of Medical Physiology (2010). Twelfth Edition. Churchill Livingstone, UK.

*Recommended textbooks:*

Berne RM, Levy MN, Koeppen BM and Stanton BA. (2005) Physiology. 5th ed. London: Mosby

Sherwood L. (2006). Human Physiology: From Cells to Systems. 4th ed.Brooks/Cole Pub.Co: Sydney.

Fox SI. (2008). Fundamentals of Human Physiology. 9th ed. McGraw-Hill: Boston.

Saladin KS (2009). Anatomy and Physiology. McGraw Hill Lange, USA

Barrett KE, Barman SM, Boitano S, Brooks HL (2009). Ganong’s Review of Medical Physiology. Twenty Third Edition. McGraw-Hill Publisher, UK.

**Pharmacology**

*Prescribed textbook:*

Rang HP, Dale MM, Ritter JM, Moore PK (2007). Pharmacology. Six Edition. Churchill Livingstone, Elsevier, UK.

*Recommended textbooks:*

Katszing BG (2008). Basic and Clinical Pharmacology. New York: McGraw Hill/Appleton & Lange.

**Medical Biochemistry**

*Prescribed textbook:*

Lieberman M, Marks AD (2008). Mark’s Basic Medical Biochemistry: A Clinical Approach. Lippincott Williams & Wilkins, New York.

Champe PC, Harvey RA, Ferrier DR (2005). Lippincott’s Illustrated Reviews Biochemistry. 3rd ed. Philadelphia: Lippincott Williams & Wilkins.

*Recommended textbooks:*

Murray RK, Roolwell VW, Bender D, Botham KM, Weill A, Kennelly PJ (2009). Harper’s Illustrated Biochemistry. Twenty -eighth Editions. McGraw Hill, Lange, New York.

Baynes J and Dominiczak M (2005). Medical Biochemistry. 2nd ed. London: Mosby.

Bhagavan NV (2002). Medical Biochemistry. Fourth-Edition, Elsevier, UK.

**Microbiology & Parasitology**

*Prescribed textbook:*

Goering R, DoCkrell H, Zuckerman M, Wakelin D, Riott I, Mims C (2008). Mims’ Medical Microbiology. Fourth Edition. Mosby, UK.

John DT, Petri Jr (2006). Markell and Voge’s Medical Parasitology. Ninth Edition. Elsevier, UK.

*Recommended textbooks:*

Greenwood D, Slack RC, Peutherer JF, Barer MR (2007). Medical Microbiology. Seventh Edition. Churchill Livingstone, UK.

Strohol WA. Lippincotts Illustrated Review Microbiology (2006). Second Edition. Lippincott Williams & Wilkins, New York.

Brooks GF, Butel JS, and Morse SA. (2004). Jawetz, Melnick, and Adelberg’s Medical Microbiology. 23rd ed. New York: McGraw-Hill Co and Lange Appleton.

Engleberg NC, DiRita V, and Dermody TS. (2007). Schaechter’s Mechanisms of Microbial Disease. 4th ed. Philadelphia: Lippincott Williams & Wilkins.

Neva FA, Brown HW. (1994). Basic Clinical Parasitology. 6th ed. Connecticut: Prentice-Hall International Inc.

Chamberlain NR (2008). Medical microbiology & immunology. McGraw Hill Lange Publisher, UK.

Levinson WE (2010). Review of Medical Microbiology and Immunology. Eleventh-Edition, McGraw-Hill Publisher, UK

**Pathology**

*Prescribed textbook:*

Kumar V and Cotran RS (2007). Robbins Basic Pathology. 8th ed. Philadelphia: Saunders WB.

*Recommended textbooks:*

Kumar V, Abbas AK, and Fausto N (2004). Robbins and Cotran Pathologic Basis of Disease. 7th ed. Philadelphia: Saunders WB.

Stevens A, Lowe JS, Young B (2008). Wheaters Basic Histopathology. A Colour Atlas and Text. Churchill Livingstone, Elsevier, UK.

**Immunology**

*Prescribed textbook:*

Delves PJ, Martin SJ, Burton DR, Riott IM (2006). Riott’s Essential Immunology. Eleventh Edition. Blackwell Publishing, UK.

*Recommended textbooks:*

Male D, Brostoff J, Roth DB, and Roitt I. (2006). Immunology. 7th ed. Edinburgh: Mosby.

**PBL and Learning Skills**

*Prescribed textbook:*

Azer SA (2006). Core Clinical Cases in Basic Biomedical Sciences. Hodder-Arnold, UK.

Azer SA (2008). Navigating Problem-Based Learning. Elsevier Australia, Australia.

*Recommended textbook:*

Kushner TK and Thomasma DC (2001). Dilemmas for Medical Students and Doctors in Training. Cambridge: University Press.

**Communication Skills & Introduction to Clinical Medicine**

*Prescribed textbook:*

Lloyd M, Bor R (2006). Communication Skills for Medicine. Churchill Livingstone. UK.

Munro JF, Campbell IW (2006). Macleod’s Clinical Examination. Tenth Edition. Churchill Livingstone, UK.

Talley NJ and O’Connor S. (2006). Pocket Clinical Examination. Melbourne: Blackwell Science.

**Medicine**

Kumar P and Clark M (2010). Clinical Medicine. 7th ed. Edinburgh: Elsevier Saunders.

Edwards C and Bouchier IA. (2003). Davidson’s Principles and Practice of Medicine. 14th ed. Edinburgh: Churchill Livingstone.

*(In the preclinical years these two textbooks may help you in the preparation of your learning issues, you will also need them in the clinical years).*

**Professionalism**

*Prescribed textbook:*

Feldman MD, Christensen JF (2007). Behavioural Medicine. A Guide for Clinical Practice. McGraw-Hill Lange, UK.

Stern DT (2005). Measuring Medical Professionalism. Oxford University Press, UK.

Spandorfer J, Pohl CA, Rattner SL, Nasca TJ (2010). Professionalism in Medicine. A case-based Guide for Medical Students. Cambridge University Press, UK.

**ACADEMIC SUPPORT TEAM:**

The College of Medicine and the Department of Medical Education are working on ensuring that our students receive optimal support to their learning. The list of academics shown below represent the departments involved in the teaching and learning of this block. If a student needs help in their teaching and learning they might consult one academic from the list. He/she might email them and arrange a time to see them if needed, otherwise email might be of help.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CHAIRPERSON:** Dr. Ahmad Bin Nasser  Department of Orthopedics  Mobile : 0505466700  Extension: 90768  Email : [ahmadbn@mac.com](mailto:ahmadbn@mac.com) ; ahmadbn@me.com | | **CO-CHAIR:** Dr. Hisham Al Khalidi  Department of Pathology  Mobile : 0533408611  Extension: 71890  Email: [drhishamnaseej@hotmail.com](mailto:drhishamnaseej@hotmail.com) | | |
| **MEMBERS** | **DEPARTMENT** | | **CONTACTS** | **E-MAIL ADDRESS** |
| Professor Samy Azer | Medical Education Dept. | | Mobile : 0542307075  Extension : 99718 | [sazer@ksu.edu.sa](mailto:sazer@ksu.edu.sa)  [azer2000@optusnet.com.au](mailto:azer2000@optusnet.com.au) |
| Prof. Saeed Abuel Makarem | Anatomy Department | | Mobile : 0556439341  Extension : 71307 | [saeedmakarem@hotmail.com](mailto:saeedmakarem@hotmail.com) |
| Dr. Taha Sadig Ahmed | Physiology Department | | Mobile : 0502226850  Extension : 71606 | [tahasa99@yahoo.com](mailto:tahasa99@yahoo.com) |
| Dr. Usman Ghani | Biochemistry Department | | Mobile : 0551596921  Extension : 90140 | [ugresearch@hotmail.com](mailto:ugresearch@hotmail.com) |
| Dr. Ali Somily | Microbiology Department | | Mobile : 0558830516  Extension : 72640 | [ali.somily@gmail.com](mailto:ali.somily@gmail.com) |
| Dr. Osama Yousef Mohammad | Pharmacology Department | | Mobile : 0554971409  Extension : 71327 | [oymjahrasoul@hotmail.com](mailto:oymjahrasoul@hotmail.com) |
| Prof. Zahid Shakoor | Immunology Department | | Mobile : 0535067623  Extension : 71229 | shakoor\_zahid@yahoo.com |

KING SAUD UNIVERSITY

College of Medicine

Department of Medical Education

**Assessment of student’s Performance in PBL**

**Musculoskeletal Block**

**Year 1 (Academic Year 2013-2014)**

**Student’s ID no.: .......................................................................Group number:…………………**

**Student’s name:………………………………………….................................................................................**

**Tutor’s name:……………………………………………..................................................................................**

**1=Unsatisfactory ; 2=Poor; 3=Good, 4=Very good; 5=Excellent**

**1. Preparation and participation:**

Ability to:

* Contribute actively to discussion 1 2 3 4 5
* Use evidence when debate an issue 1 2 3 4 5
* Demonstrate critical analysis skills 1 2 3 4 5
* Integrate knowledge 1 2 3 4 5
* Demonstrate deep understanding 1 2 3 4 5

**Total Marks = 25**

**2. Professional behaviour:**

Ability to:

* Come to tutorials on time 1 2 3 4 5
* Communicate effectively 1 2 3 4 5
* Demonstrate good manners 1 2 3 4 5
* Keep the group focused 1 2 3 4 5
* Give and receive feedback 1 2 3 4 5

**Total marks = 25**

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**Tutor’s Name: Signature: Total maximum Marks for the case = 50 /10 = 5 marks**

**Comments**………………………………………………………………………………………………………………….………………………………………………………………..………………………………………………………………………………………………………………………………………………………………….................................................................................................................................................................

**KING SAUD UNIVERSITY**



**COLLEGE OF MEDICINE**

**MEDICAL EDUCATION DEPARTMENT**

**STUDENT’S EVALUATION OF THEIR PBL TUTOR**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Tutor’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group No.:\_\_\_\_\_\_\_\_**

**Student: Peer: Other: Name (Optional):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How well did the tutor facilitate group process in the following regards? Please put a check (✓) in the box.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Appropriately facilitated the brainstorming sessions. | **1** | **2** | **3** | **4** | **5** |
| 1. Appropriately facilitated the hypothesis reorganization sessions. | **1** | **2** | **3** | **4** | **5** |
| 1. Appropriately facilitated the reporting sessions. | **1** | **2** | **3** | **4** | **5** |
| 1. Appropriately manage the time flow. | **1** | **2** | **3** | **4** | **5** |
| 1. Help to keep the group focused on its task | **1** | **2** | **3** | **4** | **5** |
| 1. Provided a well balanced intervention within the group process, but avoided dominating. | **1** | **2** | **3** | **4** | **5** |
| 1. Intervened when chairman or reporter needed. | **1** | **2** | **3** | **4** | **5** |
| 1. Provided constructive positive and constructive feedback to the group as needed. | **1** | **2** | **3** | **4** | **5** |
| 1. Encouraged positive and constructive feedback within the group about its performance | **1** | **2** | **3** | **4** | **5** |
| 1. Showed enthusiasm. | **1** | **2** | **3** | **4** | **5** |
| 1. Helped to create a supportive group climate. | **1** | **2** | **3** | **4** | **5** |
| 1. Encouraged logical and critical thinking. | **1** | **2** | **3** | **4** | **5** |
| 1. Overall rating of the tutor. | **1** | **2** | **3** | **4** | **5** |

Number Code Values:

5- EXCELLENT 4- VERY GOOD 3-GOOD 2- FAIR 1- POOR

**KING SAUD UNIVERSITY**



**COLLEGE OF MEDICINE**

**MEDICAL EDUCATION DEPARTMENT**

**STUDENT RATING OF LECTURES**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Purpose:**

This form is designed as an observation tool to rate the performance of each instructor in the different sessions. It is intended to provide a tool for lecturer improvement.

**Directions:**

Using the anchors below, check (✓) your rating for each item below. Check (✓) N/A for items that do not apply.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Standard Procedure** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| **1** | Started and ended class on time. |  |  |  |  |  |  |
| **2** | Presented overview of content and objectives. |  |  |  |  |  |  |
| **3** | Presented information according to objectives. |  |  |  |  |  |  |
| **4** | Used relevant examples and illustrations (graphs, etc.) to explain major ideas |  |  |  |  |  |  |
| **5** | Used alternative explanations when necessary. |  |  |  |  |  |  |
| **6** | Made efficient use of questions with students. |  |  |  |  |  |  |
| **7** | Covered all contents/objectives. |  |  |  |  |  |  |
| **8** | Exhibited enthusiasm. |  |  |  |  |  |  |
| **9** | Encouraged students to express themselves. |  |  |  |  |  |  |
| **10** | Asked questions prior to closure |  |  |  |  |  |  |
| **11** | Summarized major points/related contents to objectives. |  |  |  |  |  |  |
| **12** | Amount you learned in the class was: |  |  |  |  |  |  |

**Mention 3 strong points in this lecture:**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mention 3 points for Improvement:**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Your name: (optional)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­\_**

**Number codes values:**

**5 - EXCELLENT 3 - GOOD 1- POOR**

**4 - VERY GOOD 2 - NEEDS IMPROVEMENT N/A - NOT APPLICABLE**