

Kingdom of Saudi Arabia

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

FIELD EXPERIENCE SPECIFICATION

Revised October 2009

Field Experience Specification

Field Experience encompasses fieldwork, professional or clinical placements, internships and other practical experiences in a field location that are part of the formal curriculum within the educational program. For guidance on the completion of this template, refer to _____ of Handbook 2. Internal Quality Assurance Processes.

Institution King Saud University
College/Department Medicine / Internal Medicine

A Field Experience Course Identification and General Information

1. Field experience course title and code 341 Bedside teaching
2. Credit hours 10 (included as part of 341 course)
3. Program in which this field experience activity is offered Medical Bachelor and Bachelor of Surgery
4. Name of faculty member responsible for administration of the field experience Dr. Waleed Al-hamoudi Dr. Nahla Azzam
5. Duration and time allocation of the field experience activity One academic year
6. Level/year at which the field experience is offered Fourth Year

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

The primary goal of the Internal Medicine bedside teaching is to help students become competent in the basic assessment (history and physical examination) and management of important common problems in internal medicine to prepare them for postgraduate training.

2. Briefly describe any plans for developing and improving the field experience activity that are being implemented.

-To build up simulation and skills lab to offer students an introduction in to skills that are commonly performed in patient care scenarios. Since, early exposure to these procedural tasks permits the development of competency-based training.

- To establish Web Based material for the students which include clinical rotations, lectures,

- to encourage the use of e (electronic) book especially for OSCE

- introduce ethical and communications skills

3. Learning Outcomes in Domains of Learning

For the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the field experience is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill.
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

(Note that the objectives of the field experience may not include all of the domains and the items should be completed only for kinds of learning the field experience activity is intended to develop)

a. Knowledge

(i) Description of the knowledge to be acquired

Understanding of the basic knowledge for natural history, clinical features, differential diagnosis, evaluation, and management of common medical illnesses

(ii) What will be done to develop that knowledge

Clinical Skills :Each student are requested to clerk ~~and~~ present clinical history and to do full comprehensive physical exam on biweekly basis

During the 40 weeks medicine clerkship, the student will encounter patients with the various medical conditions. The learning format is a combination of guided self–study

and small group discussion. Students meet with faculty preceptors in small groups two times each week to discuss patient cases.

The student will learn to describe the common causes of the condition, the relevant differential diagnosis, a logical diagnostic plan, and the appropriate initial management.

(iii) Methods of assessment of knowledge acquired

Direct supervision of the student during the clinical session

Midterm and final clinical examinations (OSCE format)

b. Cognitive Skills

(i) Cognitive skills to be developed

Ability to recognize pathological physical findings of the heart, lung, and abdomen for patients with common medical problems requiring hospitalization.

Obtain and record, in verbal and written format, a comprehensive history, physical examination and a problem focused assessment and plan for hospitalized patients.

(ii) What will be done to develop these cognitive skills

1. Clinical sessions Students will be expected to evaluate 2-3 such patients per week.

2. Lectures covering different topic in medicine

(iii) Methods of assessment of skills developed

Group instructors will assess the following goals during the bedside teaching session:

- Evaluate the techniques of history and physical examination skills
- Develop an accurate and complete problem list.
- Formulate a reasonable differential diagnosis for each problem.
- Use knowledge of the pathophysiology of signs and symptoms to establish clinical correlations with disease processes.

Similarly the midterm and final clinical examination each student is expected to master the above objectives

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

- Communicate clearly and succinctly to colleagues and other members of the health care team.
- Understand basic principles of clinical ethics, including medical professionalism

(ii) What will be done to develop these skills and abilities

Tutor will teach the student these skills during the bedside teaching

(iii) Methods of assessment of skills and abilities developed

1. Multiple choice questions
Continuouse and Final Written examination
2. Objective Structured clinical Exams (OSCE)
final exam
- 2-3. Continues clinical exam by Long case

d. Communication, Information Technology and Numerical Skills

(i) Description of the numerical and communication skills to be developed

Communication with patients; oral case presentations; case write-ups; admission notes; clarity, organization

(ii) What will be done to develop these skills

Students will practice these skills during the academic year under the supervision of the assigned tutors. these include student/patient communication and communication with other individuals of the medical team

<p>(iii) Methods of assessment of skills developed</p> <p>Final examination (OSCE)</p>
<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>To master techniques of physical examinations of all systems of human bodies</p>
<p>(ii) What will be done to develop these skills</p> <p>In each session the physical examination will be demonstrated by an instructor. Immediately after each part is demonstrated students will practice the techniques on their patients.</p>
<p>(iii) Methods of assessment of psychomotor skills</p> <p>Direct instruction during the class</p> <p>Midterm and final clinical examinations</p>

C Description of Field Experience Activity (General description in the form to be used for the Bulletin or Handbook should be attached)

<p>1. At what stage or stages during the program does the field experience occur?</p> <p>Fourth year</p>
<p>2. <u>Organizational structure</u> (eg. single time block, distributed time blocks, recurrent schedule of XXX days per week)</p>

Recurrent schedule on Biweekly basis

3. Student Activities Describe the principal activities in which the students will be involved during the field experience.

1. Interviewing patients
2. Performing comprehensive physical examination
3. Oral presentation of their cases
4. write-up of the history and physical examination
5. Analysis of the clinical problem and develop a plan on the management

4. Student assignments or reports (if any)

a. Title or description

b. When are these assignments or reports required?

Each student are expected to clark and present one case

During bedside teaching session

Lectures three times /week total of 75 lectures through the year

As schedule

5. Follow up with Students. What arrangements are made for follow up with students to reflect on their experiences and apply what they have learned to future situations? (eg. Seminars or tutorials, individual consultations, reference in subsequent courses, etc.)

Tutorial are held during the bedside teaching sessions (three hours each) to teach student on how to perform proper history and physical examination and they are challenged on the problem solving of the case been discussed with their tutors

6. Responsibilities of Supervisory Staff in the Field. Describe the main responsibilities of supervising staff in the field location. (eg. Planning activities for student’s development of skills, advice to students, assessment of performance)

To make sure the objectives of the course are met during the teaching period

7. Responsibilities of Supervisory Faculty from the Institution. Describe the main responsibilities of supervising faculty from the institution. (eg. Consultation, planning with and advice to field supervisors and

students, student assessment, time expectations for visits, etc)

1. Organise the main items to be discuss during the clinical sessions
2. Select appropriate cases for the student
3. Teach the student on proper history and physical examinations techniques
4. Give a direct feedback to each students on their performance

8. Arrangements for student guidance and support

1. Students receive dedicated lectures on bedside techniques and how to master them
2. Each group of student are assigned to a tutor which are changed every 6 weeks
3. A secretary are assigned to be the coordinator between tutors and their students
4. Group leaders meet with the course organizers every other week to address any problems in a timely fashion.

9. What facilities and support are required at the field experience location? (if any)

a. Accommodation

Not applicable

b Computer resources

student need to have access to electronic journal and searching medical database for various clinical problems they may encounter.

c Learning support materials

student are advised to use the following books as a quick referenc:

1- Cecil Essentials of Medicine

by Thomas E. Andreoli (Author), Charles C. J. Carpenter (Author), Robert C. Griggs (Author), Joseph Loscalzo

2-Clinical Medicine – A textbook for Medical students and doctors.

P.J Kumar and M.L. Clark “Latest Edition”

3. Davidson’s Principles and Practices of Medicine – C.R. Edward and Ian, A.D Bonchir – Latest Edition.

Physical Examination

Any one of the following books:

1. Clinical Examination – latest addition by Nicholas Talley and Simon O’Connor.

2. A guide to physical examination and history taking, by Barbara Bates – Latest Edition.

3. Macleod's Clinical Examination by John Munro and C. Edwards.
4. Electronic book ,how to master OSCE exam

d Other

D Planning and Preparation

1. Identification of Field Placements. What processes are used to identify appropriate field placements?

The teaching is carried out at the university hospitals (KKHU and KAUH) and at Riyadh Medical Complex

2. Preparation of Field Supervisors. Briefly describe and indicate timing of arrangements made to ensure full understanding of roles and responsibilities of supervising faculty/staff in the field setting. (for example, briefing meetings and follow up consultation, training, staff development, notes for guidance.)

The courses secretary assigns the students to different staff members.
 Groups rotate every six weeks.
 Assignments are usually released before the beginning of the academic year
 Course teaching manual is distributed to both teaching staff and students
 Staff development workshops are held annually and all new staff are encouraged to attend

3. Preparation of Students. Briefly describe and indicate timing of arrangements made for preparation of students for participation in the field experience activity. (Cross reference to any written notes provided)

Schedules for the academic year are usually ready before the beginning of the year with full assignments.

4. Safety and Risk Management Describe process used to ensure safety and identify potential risks to students, persons with whom they work, or facilities where they will be located, and strategies to minimize and protect against those risks (including insurance arrangements).

- 1-All students are assigned to University and affiliated hospitals in which teaching policies are clearly documented and made aware of to employees and patients
- 2- Students are not involved in direct patient care (writing prescription or diagnostic orders)
- 3-Students are encouraged to speak to the course organizers or department chair regarding any problems
- 4- Students are given lectures on ethics, professionalism, and communication skills.

E Student Assessment

1. Basis for Assessments. List the major performance criteria or matters considered in deciding on student grades. These may include assessments of work performance and personal characteristics and written reports of assignments. If specified weightings are given for different tasks or criteria indicate the weighting given to each component

Students undergo multiple written and clinical examinations including objective structured clinical examinations (OSCE).

2. Field Supervisors Responsibility for Assessment. Describe the responsibility of supervising staff in the field location for student assessment

Ensuring that all students are attending and to review the cases according to the course objectives with provision of immediate feedback

3. Supervising Faculty Responsibility for Assessment. Describe the responsibility of supervising faculty from the institution for student assessment

Assessment will be supervised by the assessment unit, department of medical education

4 Resolution of Differences in Assessments. If supervising staff in the field location and faculty from the institution share responsibility for student assessment, what process is followed for resolving any differences between them?

Through the Vice Dean for student affairs

F Evaluation of the Field Experience

1. Arrangements for evaluation of field experience activity by:

a. Students

Tutor feedback to student during the session

Midterm and Final clinical examination

b. Supervising staff in the field setting

Student and course organizer feedback to the committee

Bed side teaching evaluation forms by the students every 6 weeks to evaluate the tutors

The whole course evaluation form at the end of the course

c. Supervising faculty from the institution

expertise in medical education department

e. Others—(eg. graduates, independent evaluator, etc.)

2. Describe the planning arrangements for periodically reviewing the effectiveness of the field experience and planning for improvement.

1. Regular meetings are held by the course development committee; this includes discussing feedback made recommendations.
2. Following the recommendations given by accreditation bodies
3. Inviting medical education experts annually
4. Annual workshops including staff development workshops on MCQ writing, small group teaching ...etc