

**Kingdom of Saudi Arabia**

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

**COURSE SPECIFICATION**

**Revised March 2007**

# Course Specification

Institution	<b>King Saud University</b>
College/Department	<b>Medicine / Internal Medicine</b>

## A Course Identification and General Information

1. Course title and code: <b>441</b>
2. Credit hours <b>11</b>
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>Medical Bachelor and Bachelor of Surgery</b>
4. Name of faculty member responsible for the course <b>Dr. Ahmed Hersi</b> <b>Dr. Anour Jamah</b>
5. Level/year at which this course is offered <b>Fifth year</b>
6. Pre-requisites for this course (if any) <b>Anatomy, Physiology, pathology, Biology, Pharmacology and Microbiology</b>
7. Co-requisites for this course (if any)
8. Location if not on main campus

## B Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course.</p> <ul style="list-style-type: none"> <li>a. Students should acquire a KNOWLEDGE AND UNDERSTANDING of common diseases related to internal medicine and its prevention and management.</li> <li>b. Students should acquire and become proficient in basic clinical SKILLS, such as the ability to obtain a patient’s history, to perform a comprehensive physical and mental status examination, to interpret the findings, and to demonstrate competence in the performance of basic technical procedures.</li> <li>c. Students should acquire and demonstrate ATTITUDES that foster patient centered care and support the highest standards of the medical profession.</li> </ul>
<p>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)</p> <ul style="list-style-type: none"> <li>a. Increase number of academic staff to reduce the over crowd in groups</li> <li>b. Introduce OSCE in final clinical assessment</li> </ul>

**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		
Topic	No of Weeks	Contact hours
Please see the attached list of lectures to be given to the students		

2 Course components (total contact hours per semester):			
Lecture:	Tutorial:	Practical/Fieldwork/Internship:	Other:

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)

10 hours per week

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;
- 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.

**a. Knowledge**

(i) Description of the knowledge to be acquired

1. Disease: pathophysiology, etiology, clinical features, diagnosis, management, and prognosis.
2. Health: preventive medicine, health screening, healthy living
3. Functioning as a member of the medical team

<p>(ii) Teaching strategies to be used to develop that knowledge</p> <p>a. Lectures</p> <p>b. Bed side teaching sessions with group discussion of various topics</p>
<p>(iii) Methods of assessment of knowledge acquired</p> <p><b>a. Tutor feed back to the group</b></p> <p><b>b. Written examination in MCQ and Clinical Scenario formate</b></p> <p><b>c. Clinical examinations</b></p>
<p><b>b. Cognitive Skills</b></p>
<p>(i) Cognitive skills to be developed</p> <p><b>1. Making a problem list</b></p> <p><b>2. Differential diagnosis of internal medicine conditions</b></p> <p><b>3. Planning a diagnostic strategy</b></p>
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <p><b>Through an active learning experience. The way to learn is to take care of patients in the most thoughtful, caring, and conscientious manner. The clinical problems that student encounter in patients will serve as springboards for investigation and critical analysis of the problems.</b></p>
<p>(iii) Methods of assessment of students cognitive skills</p>

- a. Tutor feed back to the group
- b. Written examination in MCQ and Clinical Scenario formate
- c. Clinical examinations

**c. Interpersonal Skills and Responsibility**

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

**Professional Attributes**

- 1. Honesty
- 2. Respect
- 3. Accountability
- 4. Conscientiousness
- 5. Ethical patient care and confidentiality
- 6. Performing as a member of the health-care team

(ii) Teaching strategies to be used to develop these skills and abilities

**Tutorial discussion of the above attributes with each subgroup[s] and their tutor**

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

**Oral clinical bedside teaching**

**Specific questions in the written exam addressing various attributes**

**d. Communication, Information Technology and Numerical Skills**

(i) Description of the skills to be developed in this domain.

- a. Communicate in a facilitative, effective, efficient, and educational manner with patients and their families.
- b. Communicate clearly and succinctly to colleagues and other members of the health care team.

(ii) Teaching strategies to be used to develop these skills

**Biweekly Bedside teaching on medical floor**

(iii) Methods of assessment of students numerical and communication skills

- a. **Oral case presentations during bi-weekly bedside teaching with students mentor.**
- b. **Case write-ups; clarity and organization.**
- c. **Midterm and Final clinical examination**

**e. Psychomotor Skills (if applicable)**

(i) Description of the psychomotor skills to be developed and the level of performance required

**Students must understand and be able to demonstrate the attitudes and behaviors necessary to provide patient evaluation and care. Specifically, students must understand the importance of and display the following attitudes and behaviors.**

- **Independent, self-directed learning**
- **Reliability**
- **Integrity, honesty, altruism**
- **Compassion, tolerance**
- **Respect for patient privacy and confidentiality**
- **Respect for the patient's rights**
- **A professional image in manner, dress and grooming**
- **Recognition of personal limitations in knowledge and skills and willingness to improve them**

<ul style="list-style-type: none"> <li><b>Provision of patient care without interference by personal biases</b></li> </ul>
<p>(ii) Teaching strategies to be used to develop these skills</p> <p><b>Bedside teaching</b></p>
<p>(iii) Methods of assessment of students psychomotor skills</p> <p><b>Oral case presentation by each student done on twice weekly basis under supervision of their tutor</b></p> <p><b>Final examination student interaction with his patients</b></p>

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	Mid term written examination		20%
2	Midterm Clinical examination		20%
3	Final written examination		30%
4	Final Clinical examination		30%
5			
6			
7			
8			

**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>
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## E Learning Resources

<p>1. Required Text(s)</p> <ol style="list-style-type: none"><li><b>1. Dennis K. Kasper, et al., eds. Harrison's Manual of Medicine</b></li><li><b>2. Lee Goldman, J. Claude Bennett, eds. Pocket Companion to Cecil Textbook of Medicine</b></li></ol>
<p>2. Essential References</p> <ol style="list-style-type: none"><li><b>1. Dennis K. Kasper, et al., eds. Harrison's Principles of Internal Medicine</b></li><li><b>2. Lee Goldman, J. Claude Bennett, eds. Cecil Textbook of Medicine</b></li></ol>
<p>3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)</p> <ol style="list-style-type: none"><li><b>a. Annals of Internal Medicine</b></li><li><b>b. New England Journal of Medicine</b></li><li><b>c. Journal of the American Medical Association ( JAMA)</b></li><li><b>d. The American Journal of Medicine</b></li></ol>
<p>4-.Electronic Materials, Web Sites etc</p> <p><b>Online journal and books are available at King Saud University Main Libraries through it is subscriptions into various databases. E.g.</b></p> <p><b><a href="http://www.alkhazindar.com.sa/onlinejournals/first.asp">http://www.alkhazindar.com.sa/onlinejournals/first.asp</a></b></p>
<p>5- Other learning material such as computer-based programs/CD, professional standards/regulations</p>

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) <b>3 main auditoriums and 10 class rooms</b>
2. Computing resources <b>Book and electronic resources are all available college library</b>
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list) <b>Tools for physical assessment of the patients e.g. Stethoscope, torch, Ophthalmoscope and tendon hammer</b>

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <b>a. Students representative are required to submit reports documenting problems, and suggestions</b> <b>b. Formal meeting of course organizers, chairman of the department and student representatives two-three times a year</b>
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department <b>Course improvement committee meets regularly to revise the course content and methods of assessment</b>
3 Processes for Improvement of Teaching <b>We use these data to provide feedback to teachers and to improve the course.</b>

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)

**Getting external examiners to participate in final clinical examination, review written exams and give a feedback for course improvement.**

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

**A committee of experienced professors in the department meet regularly to review various content of the course and put plan for improvement**