

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE REPORT

CMED 045

1434-1435

2013-2014

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

Course Report

Institution KING SAUD UNIVESITY
College/ Department ANESTHESIA

A Course Identification and General Information

1. Course title and code. 045 كطب
2. If course is taught in more than one section indicate the section to which this report applies NONE
3. Year and semester to which this report applies. 4th YEAR
4 Location (if not on 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
➤ Role of anaesthetist in the preoperative care	2.5	2.5	
➤ General objectives of the emergency room management	2.5	2.5	
➤ General Anaesthesia Technique	2.5	2.5	
➤ Overview Anaesthetic Agents (Hypnotics/narcotics/Muscle Relaxants)	2.5	2.5	
➤ Body Fluid Compartments Preoperative Fluid Management Blood Transfusion	2.5	2.5	
➤ Preoperative Patient Assessment Airway Management	2.5	2.5	
➤ Regional Anaesthesia Techniques	2	2	
➤ Postoperative Pain managment	2	2	

➤ Postoperative management	2	2	
----------------------------	---	---	--

2. Consequences of Non Coverage of Topics

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.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program

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	a. Didactic lectures and tutorials. b. Clinical and practical activities.		√	
b. Cognitive Skills	a. Lectures b. Tutorials c. Clinical Activities – Attendance in: 1. Operating Room: observing intra- and postoperative surgical patients received anesthesia. 2. Skill lab simulations for airway and vascular access in medical education center. 4. Anesthesia and acute pain management round, Surgical intensive care rounds. 5. Emergency room round and initial resuscitation management.		√	
c. Interpersonal Skills and Responsibility	Discussions during tutorial and practical activities (Operating Room, Bed Side pre-anaesthesia Assessment, Acute pain management Rounds, Surgical intensive care Unit, and Emergency Room Rounds).		√	

d. Numerical and Communication Skills	Discussion and feedback during the lectures, tutorial and practical activities (Operating Room, Bed Side pre-anaesthesia Assessment, Acute pain management Rounds, Surgical Intensive Care Unit Rounds, and Emergency Room Rounds).		√	
e Psychomotor Skills (if applicable)	Training and observation during practical activities (Operating Room, Bed Side pre-anaesthesia Assessment, Acute pain management Rounds, Surgical intensive care Unit, and Emergency Room Rounds).		√	

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

NONE

C. Results (2013/2014)

1 Number of students starting the course:

2 Number of students completing the course:

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

	No	OR	%	No	%	No
A	150		95-100	65	70-74	2
B	89		90-94	85	65-69	
C	7		85-89	64	60-64	
D	-		80-84	25	< 60	1
F	1		75-79	5		
Denied Entry			Denied Entry			
In Progress			In Progress			
Incomplete			Incomplete			-
Pass	246		Pass			246
Fail	1		Fail			1
Withdrawn	1		Withdrawn			1

4 Result Summary:

Passed: No 246 Percent 99.5% Failed No 1 Percent 0.25%
 Withdrawn No 1 Percent 0.25 Denied Entry No 0 Percent 0%

5 Special factors (if any) affecting the results

NONE

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

NONE

a. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason

7 Verification of Standards of Achievement	
Method(s) of Verification	Conclusion
1-Conduct meetings with academic and clinical faculty to discuss the need to develop a formative assessment plan, which include academic and clinical skills and their integration. 2-Identify specific individuals to be involved in developing the assessment plan, and check marking of a sample papers by other academic staff. 3-Use results of evaluations to inform teaching methods and content and to improve the effectiveness of the program 4-Creating under graduate examination committee	

D Resources and Facilities

1. Difficulties in access to resources or facilities (if any) NONE	2. Consequences of any difficulties experienced for student learning in the course.
--	---

E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any) NONE	2. Consequences of any difficulties experienced for student learning in the course.
---	---

F. Course Evaluation

<p>1 Student evaluation of the course: (Survey Results is Attached)</p> <ul style="list-style-type: none"> • The students are satisfied with all items in the survey (4 stars). • The overall satisfaction of the course is 4 (4 stars) vs. 4.6 (5 stars) in group B vs. 4.4 (4stars) in group c • 79.2% of students are generally happy with the course vs. 97.4 in group B vs. 80.6% in group c • In spite the course achieved the required 4 stars level there is decreased in students satisfaction in all items of the survey
<p>a List the most important criticisms and strengths</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> • Practical sessions. • OR sessions • Organization of the department. • Staff members <p><u>Criticisms:</u></p> <ul style="list-style-type: none"> • Short cycle.

<ul style="list-style-type: none"> • Resources. <p><u>Students Suggestions:</u></p> <ul style="list-style-type: none"> • What did you like most about this course? <ul style="list-style-type: none"> • The staff • Easy and clear • What did you dislike most about this course <ul style="list-style-type: none"> • The OSCE exam was like written exam more than OSCE • There was no benefit from OR stations <p><u>The Academic Quality Unit Suggestions:</u></p> <ul style="list-style-type: none"> • To address the unsatisfactory points (less than 4 stars). • Blueprinting of the exam is mandatory.
<p>b Response of instructor or course team to this evaluation</p> <p>None</p>
<p>2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc.):</p> <p><u>None</u></p>
<p>0a List the most important criticisms and strengths</p>
<p>b Response of instructor or course team to this evaluation</p>

G Planning for Improvement

<p>1. Progress on actions proposed for improving the course in previous course reports:</p> <ol style="list-style-type: none"> 1. Encourage students to download educational materials from the site of the anaesthesia department. 2. Creating and updating a single source and reference (lecture notes) from our own department. 3. Practical sessions conducted by Demonstrators and supervised by teaching staff 4. Hands-on simulation-based examination stations in the OSCE format (Objective Structured Clinical Examination). 5. The candidate moves through a series of stations which test clinical assessment, data interpretation, communication, and technical skills 	
---	--

<p>2. Other action taken to improve the course this semester/year</p> <ol style="list-style-type: none"> 1. Practice of regional anaesthesia techniques (spinal , epidurals) on special design manikins
--

<p>Action Plan for Next Semester/Year</p>

<ol style="list-style-type: none"> 1. Formalization of communication via personalized memos directed to all participants in the course. 2. Standardization of all lectures to all groups 3. Standardisation of Pain Management Session and examinations provided to both male and female students 4. Log book including all practical sessions and clinical skills to all students 5. Introduction of High-fidelity simulation teaching in medical education centre to encourage students to be active participants in their learning to confront problems and work through them. 6. Supply the lectures with guiding media 7. OSCE examination all sessions should be conducted using simulators 8. Sharing the students in research work in the department 9. Encouraging the students to share positively in the OR and to learn the basic skills in anaesthesia 		
	<p>Completion Date</p> <p>Before starting new year courses</p>	<p>Person Responsible</p> <p>Undergraduate education committee Medical education centre</p>
<ol style="list-style-type: none"> 10. Recommendations to Program Coordinator (if Required) <ol style="list-style-type: none"> a. Professional communication, including regular update and feedback, between organizers and other members will enhance the quality of education and satisfaction of students and providers! b. Standardization of 'pain management lecture' and 'Exam' contents, provided to both male and female students. 		
<p>(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.).</p>		

Name of Course Instructor: __Dr Essam Manaa

Signature: _____ Date Report Comple