ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications

(CS)
## Course Specification

<table>
<thead>
<tr>
<th>Institution</th>
<th>University of Tabuk</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Department</td>
<td>Faculty of medicine- Family and community medicine department</td>
</tr>
</tbody>
</table>

### A Course Identification and General Information

1. Course title and code: family medicine module (MED 602)

2. Credit hours 10

3. Program(s) in which the course is offered.
   (If general elective available in many programs indicate this rather than list programs)
   - MB BS program (Bachelor of Medicine, Bachelor of Surgery)

4. Name of faculty member responsible for the course: Dr. Abdullah Al Temani

5. Level/year at which this course is offered: Phase III 6th year

6. Pre-requisites for this course (if any)
   - Studying community module in the 4th year
   - Studying paediatrics and obstetrics & gynaecology modules in 5th year
   - Medicine and specialities in 6th year
   - Surgery and specialties in 6th year

7. Co-requisites for this course (if any)
8. Location if not on main campus

On main campus of male and female, clinical skill lab and family medicine clinics.
B Objectives

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

By the end of this module each student will have the necessary knowledge, skills, attitude and behavior to provide high quality care to all family members across the spectrum from healthy to ill persons in ambulatory setting regardless of their age, gender and organ system involved.

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)

- An online computer software (named Compass®) has been developed and is just started working. It will help us map and align our curriculum as a whole, including all courses/modules.

- A similar online software (named Exambank®) has also been developed and is now under trial. It will help us build our own bank of exam items for upgrading the student assessment system all through the school years.

- Continuous updating and reform of the study guide (syllabus) of the module is done on regular basis. This gives a dynamic nature for the course and keeps it updated.

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

<table>
<thead>
<tr>
<th>List of Topics</th>
<th>No of Weeks</th>
<th>Contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Lectures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Geriatric care</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2 Skin diseases</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evidence based medicine</td>
<td>1</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>Evaluation of a patient with Diabetes mellitus</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Counselling</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Problem oriented medical record (POMR)</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Headache</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Evaluation of a patient with Abdominal pain</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Evaluation of a patient with Bronchial Asthma</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Evaluation of a patient with Fatigue</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Evaluation of a patient with Anxiety and depression</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Interpretation of laboratory tests</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>The family in health and disease</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Approach to a patient with fever</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Periodic medical examination</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>Upper respiratory tract infection (URTI)</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>Mother and child health (MCH) care at primary health care level</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>Hypertension</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>Introduction to complementary and alternative medicine</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Back pain</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>Joint pain / Arthritis</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>Emergencies in primary health care</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>Obesity</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>Anticipatory care</td>
<td>1</td>
</tr>
</tbody>
</table>
25 | Prescribing in family practice | 1 |
---|---|---
**Total** | **25** |   |

**B. Practical Sessions**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
1 | Case scenario on Antenatal care | 1 |
2 | Case scenario on Well baby clinic | 1 |
**Total** | **2** |   |

**C. Clinical Sessions**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
1 | Geriatric care | 1 |
2 | Evaluation of a patient with Diabetes mellitus | 1 |
3 | Evaluation of a patient with Hypertension | 1 |
4 | Evaluation of a patient with Dyslipidemia | 1 |
5 | Evaluation of a patient with Obesity | 1 |
6 | Evaluation of a patient with Asthma | 1 |
7 | Evaluation of a patient with Upper respiratory tract infection | 1 |
8 | Evaluation of a patient with Back pain | 1 |
9 | Evaluation of a patient with Headache | 1 |
10 | Evaluation of a patient with red eye | 1 |
11 | Evaluation of a patient with Abdominal pain | 1 |
12 | Evaluation of a patient with Fatigue | 1 |
13 | Evaluation of a patient with fever | 1 |
14 | Common skin lessons | 1 |
15 | Joint pain / Arthritis | 1 |
16 | Anxiety and depression (common psychiatric encounter) | 1 |
17 | Emergencies in family medicine | 1 |
### 2 Course components (total contact hours per semester):

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>Tutorial:</th>
<th>Laboratory</th>
<th>Practical/Field work/Internship</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>25 lectures</strong></td>
<td>--------</td>
<td>----------</td>
<td>2 practical session</td>
<td>18 clinical session</td>
</tr>
</tbody>
</table>

### 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/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

Students should have sufficient knowledge and understanding of:

- **The normal structure, function and development of the human body**
(ii) Teaching strategies to be used to develop that knowledge

- Theoretical part. through interactive lectures and self teaching
- Clinical part : through , clinical wards, outpatient clinic and clinical skill lab

(iii) Methods of assessment of knowledge acquired

- Multiple-Choice Questions (MCQ) paper-and-pencil tests.
- Portfolio
- Daily assignment and homework

and interaction between body and mind
- The normal pregnancy and child birth, the principles of antenatal and postnatal care
- The aetiology, pathogenesis, clinical presentation, natural history and prognosis of common physical and mental disease, particular those which pose acute danger to function, life or the community.
- The common diagnostic tests and procedures, their uses, limitations and costs
- The management of common conditions including pharmacological, psychological, physical and nutritional therapy
- The principles of health education, disease prevention, rehabilitation and the care of the suffering and dying.
- The principles and ethics related to health care and the Islamic and legal responsibilities of the medical profession.
b. Cognitive Skills

(i) Description of cognitive skills to be developed

- Practise taking a tactful, accurate and organised medical history
- Apply appropriate physical examination
- List certain differential diagnosis with explanation
- Suggestion of suitable investigations
- Name of treatment plan for the medical problem
- Practise Counselling patients and families clearly regarding diagnostic and therapeutic procedures before eliciting consent

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

- Interactive lectures
- Self directed learning (SDL)
- Clinical case presentations
- Small group

(iii) Methods of assessment of students cognitive skills

- Multiple-Choice Questions (MCQ) paper-and-pencil tests.
- Modified Essay Questions (MEQ) paper-and-pencil tests.
- Continuous evaluation of history taking and physical examination by correction of sheets
- Continuous observation of student skills in the counselling practise
- Continuous weekly evaluation of the students portfolio
c. Interpersonal Skills and Responsibility

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

- Display the personal attributes of compassion, honesty, and integrity in relationships with patients, families, communities and the medical profession.

- Exhibit appropriate value for the sensitive nature of the doctor/patient relationship and the importance of active listening, with attention to the patient’s familial, cultural, and spiritual circumstances.

- Demonstrate professionalism and high ethical standards in all aspects of medical practice, specifically competence, honesty, integrity, respect for others, professional responsibility and social responsibility.

- Exhibit a capacity for self-evaluation, moral reflection and ethical reasoning to form the basis for a self-directed, lifelong engagement in the responsible, committed, compassionate practice of medicine.

- Apply the four principles of ethical and legal knowledge, namely respect for autonomy, beneficence, non-maleficence and justice.

- Demonstrate awareness and understanding of the legal and professional responsibilities; and report inappropriate medical practice.

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

- Self directed learning (SDL)
- Clinical rounds.
- Small groups
- Encourage the student to prepare at least two case presentation and introduce them for the tutor in front of his/her colleagues.

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

- Practical exams (OSPE)
• Clinical exams (OSCE)

• Portfolio.

• Extended direct observation.

d. Communication, Information Technology and Numerical Skills

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

  • Respect the patient privacy
  • Enhance self-confidence for the student in approaching patients
  • Work effectively as part of a health care team
  • Communicate effectively with patients, their families and colleagues, both verbally and in writing
  • Retrieve information by all means including electronically
  • Present information clearly in written, electronic and oral forms
  • Work within a changing, multi-task environment
  • Create and sustain a therapeutic and ethically sound relationship with patients
  • Use effective listening skills and elicit and provide information using effective nonverbal, explanatory, questioning and writing skills
  • Effectively document practice activities

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

  • Self directed learning (SDL)
  • Clinical rounds.

  (iii) Methods of assessment of students numerical and communication skills
• Practical exams (OSPE)
• Clinical exams (OSCE)
• Portfolio.

• Extended direct observation.

e. Psychomotor Skills (if applicable)

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

• Create a focused problem oriented physical exam.
• See commonly performed procedures in family medicine, if possible

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

• Practical sessions
• Clinical rounds
• Utilize the electronic materials

(iii) Methods of assessment of students psychomotor skills

• Practical exams (OSPE)
• Clinical exams (OSCE)

5. Schedule of Assessment Tasks for Students During the Semester

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment task (eg. essay, test, group project, examination etc.)</th>
<th>Week due</th>
<th>Proportion of Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>portfolio</td>
<td>Regular</td>
<td>10%</td>
</tr>
</tbody>
</table>
Mid-Module Exam:

- Written 15 %
- Clinical (OSCE) 15 %

Final Exam:

- Written 35 %
- Clinical (OSCE) 25 %

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice.
   (include amount of time teaching staff are expected to be available each week)

   - There are 4 males teaching staff and 2 females teaching staff, in addition to external tutor from Jordan for the whole course duration.
   - All the teaching staff are available each week and ready for any queries from students and are available during their office hours for individual student consultations and academic advice
   - Mobile numbers and emails of the staff members are available to the students.

E Learning Resources

1. Required Text(s)

2. Essential References
   - Primary Care Medicine, Allan H. Goroll and Albert G. Mulley, Jr.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)


4-. Electronic Materials, Web Sites etc

- [http://www.amazon.com/Primary-Care-Medicine-Goroll-ebook/dp/B0054QRBVG](http://www.amazon.com/Primary-Care-Medicine-Goroll-ebook/dp/B0054QRBVG)
- [http://www.amazon.co.uk/Practical-General-Practice-Guidelines-Management/dp/0702030538/ref=dp_ob_image_bk](http://www.amazon.co.uk/Practical-General-Practice-Guidelines-Management/dp/0702030538/ref=dp_ob_image_bk)
- [http://www.amazon.co.uk/Textbook-General-Practice-Anne-Stephenson/dp/1444120646/ref=dp_ob_image_bk](http://www.amazon.co.uk/Textbook-General-Practice-Anne-Stephenson/dp/1444120646/ref=dp_ob_image_bk)

5- Other learning material such as computer-based programs/CD, professional standards/regulations

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.)
Lecture rooms are available have about 45 Seat
Computers, data show are available but continuos maintenance must be present.

2. Computing resources

- Maintenance of computers and data show in class room must be conducted in regular manner.
- A big computer laboratory accommodating about 50 students at a time is needed to accomplish online testing.
- Specific computer for the tutor must be present in the class room in order to present lectures to students.

3. Other resources (specify —eg. If specific laboratory equipment is required, list requirements or attach list)

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G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Questionnaire
- End-of-course rating forms and written comments
- Examinations
- Portfolio

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Attending lecture for teaching staff
- Feedback from other participant teaching colleagues
- Include the teaching staff in workshops to improve their skills
3. Processes for Improvement of Teaching

- Questionnaire
- Workshops
- Availability of the Medical Education Department for consultations related to the curriculum/assessment.
- Encouragement of faculty members to attend professional development conferences.
- Regular informal meetings between staff members for exchanging teaching experiences.

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- A Student Assessment Committee was formed by the school administration to control the process of measuring students’ achievement on all levels. Subcommittees for OSCE/OSPE and paper-and-pencil were also formed to monitor the quality of test items.

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

- Course effectiveness is continuously monitored through reports about students’ achievement of course objectives. Reports are discussed in the Student Assessment Committee and Curriculum Committee in their biweekly meetings and actions are taken accordingly.
- Reports about students’ evaluation of course teachers, course content, and the teaching/learning process are also discussed in the Curriculum Committee and actions are taken accordingly.

- Evaluation of students performance and skills through short assay questions, clinical skills
• Periodic questionnaire
• Periodic course rating forms and written comments
• The participation of external teaching staff and examiner