

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

أخلاقيات وأحكام الممارسة الطبية
Medical ethics (طبع 2-322)

Course Specifications 37-38
(CS)

Institution	Najran University	Date of Report	27/12/1437
College/Department	College of Medicine		

A. Course Identification and General Information

1. Course title and code:	أخلاقيات وأحكام الممارسة الطبية: (322 2- طبع)	Medical ethics
2. Credit hours	2 (2+0)	
3. Program(s) in which the course is offered.	Medicine and Surgery	
4. Name of faculty member responsible for the course	Dr. Nasser Saeed Al-Qahatni	
5. Level/year at which this course is offered	level 3 /2 nd year	
6. Pre-requisites for this course	According to the bylaws	
7. Co-requisites for this course	None	
8. Location	main campus	
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage? 100 %
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?
c. E-learning	<input type="checkbox"/>	What percentage?
d. Correspondence	<input type="checkbox"/>	What percentage?
f. Other	<input type="checkbox"/>	What percentage?
Comments:	In addition to the traditional interactive lectures, students are required to participate actively in the workshops and group discussions.	

B Objectives

1. What is the main purpose for this course? By the end of this course the students are expected to:
1) Understand the importance of ethics in medical practice.
2) Describe the concepts, definitions and fundamental principles in medical ethics.
3) Contribute to the model medical practice using the standards, ethical reasoning as well as scientific background.
4) Recognize ethical issues while practicing and consider them in clinical decisions making.
5) Manage ethical dilemma in a systematic approach.
6) Plan all doctor responsibilities for development of health status.
7) Develop the ethical attitudes needed in best medical practice.
2. Plans for developing and improving the course that are being implemented
1) Continuous updating of the information, knowledge and skills included in the block through the continuous search for new knowledge and skills available in recent publications (books, researches, internet and others).
2) Continuous improvements in teaching methods to encourage the students to participate effectively in their various academic activities.
3) Using interactive learning by English language to facilitate the students to be familiar with most important national and international guidance and references.
4) Continuous evaluation of the block content, student level and establish plans for development accordingly.

C. Course Description

Medical Ethics is an essential branch of medicine and a practical subject as well as a branch of moral philosophy. Ethics is an understanding of the nature of conflicts arising from moral imperatives and how best we may deal with them. Specifically it deals with conflicts in potential outcome (consequences of actions) or with duties and obligations. Ethics deals with choices made by both clinicians and patients and the duties and obligations of clinicians to their patients. Medical ethics also deals with the choices made by society; the distribution of resources and access to health care and the dilemmas arising from them. Ethical practice involves a systematic approach to decision making and actions,

considering the interests of all affected by the decision. Hence, by mastering this course; doctors will improve their decision-making process.

The course is designed to achieve the following:

- Understanding the fundamental principles of medical ethics.
- Acquisition of ethical reasoning as well as clinical scientific in decisions making about health care.
- Provision of the necessary knowledge and skills needed that are important to the professionalism of doctor.

1. Topics to be Covered		
List of Topics	lecturer	Contact Hours
Course orientation	Dr-Nasser	1(1+0)
Importance of medical ethics		1(1+0)
Medical ethics definitions& concepts		1(1+0)
Medical ethics guidelines-national & international system-based practice-KSA system		1(1+0)
Code of Ethics for Healthcare Practitioners	SDL	1.5(1.5+0)
Law of practicing of healthcare professions	SDL	1.5(1.5+0)
Beliefs, faith and spiritual issues in medicine	Dr-Magrabi	1(1+0)
Good medical practice-part 1	Dr-Awad	1(1+0)
Good medical practice-part 2		1(1+0)
standards of decisions about providing services	SDL	1.5(1.5+0)
standards of medical investigations, medical records& medical certificate	SDL	1.5(1.5+0)
Confidentiality, privacy and security of patients' health care information	Dr- Moalwi	1(1+0)
Autonomy principle and honesty principle	Dr-Alsareai	1(1+0)
Nonmaleficence & beneficence	Dr-Sultan	1(1+0)
Consent and decision making	Al-Zhrani	1(1+0)
Justice principle	Dr-Awad	1(1+0)
Professional physician conduct with colleagues and other staff	Dr-Saeed	1(1+0)
Principle of double effect	Dr-Sultan	1(1+0)
Professionalism – doctor /patient relationship	Dr-Awad	1(1+0)
Ethical standards for telemedicine	Dr-Asmari	1(1+0)
Ethical issues in obstetrics and gynecology	Dr-Majed	1(1+0)
Professionalism – therapeutic interventions(drug/surgery)	Dr-Nasser	1(1+0)
Ethics and end-of-life care	Dr-Hamdan	1(1+0)
ethical dilemma approach	Dr-Nasser	1(1+0)
Propriety and sexual boundaries	Dr- Moalwi	1(1+0)
Doctors relationship with medical industries	Dr-Hafiz	1(1+0)
Doctor responsibility to community health	Dr-Mahbob	1(1+0)
Doctor responsibilities for development of health status	SDL	1(1+0)
Ethical risks secondary to stress in practicing medicine	Dr-Magrabi	1(1+0)
Finances in medical practice	Dr-Asmari	1(1+0)
Ethical considerations in health sciences & research	Dr. Moawia	1(1+0)
Commitment to practicing ethical medicine in critical situation	Dr-Hamdan	1(1+0)
Practical ethical cases-part 1	Dr-Nasser	1(1+0)
Practical ethical cases-part 2	Dr-Awad	1(1+0)
Total		36

2. Course components (total contact hours and credits per semester):			
	Lecture	SDL	Total
Contact Hours	29	6	35
Credit	1.93	0.13	2.06
3. Additional private study/learning hours expected for students per week. 5			
4. Course Learning Outcomes NQF Learning Domains with Assessment Methods and Teaching Strategy		Teaching Strategies	Assessment Methods
1.0 Knowledge			
1.1	Describe importance of ethics in medical practice.	Interactive lectures & Clinical scenarios	MCQs & Assignments
1.2	Define the concepts, definitions of medical ethics.		
1.3	Mention basic principles in medical ethics.		
2.0 Cognitive Skills			
2.1	Recognize ethical issues while practicing and consider them in clinical decisions making.	brief lectures Clinical scenarios workshops	MCQs & Assignments
2.2	Select an appropriate, valid and reliable approach for ethical dilemma		
3.0 Interpersonal Skills & Responsibility			
3.1	Develop the ethical attitudes needed in best medical practice.	brief lectures Clinical scenarios workshops	MCQs & Assignments
4.0 Communication, Information Technology, Numerical			
4.1	Plan all doctor responsibilities for development of health status.	brief lectures Clinical scenarios workshops	Writing a plan
5.0 Psychomotor			
5.1	Contribute to the model medical practice using the standards, ethical reasoning as well as clinical judgment.	brief lectures Clinical scenarios workshops	MCQs & Assignments

Schedule of Assessment Tasks for Students during the Course			
Assessment task		Week Due	Proportion of Total Assessment
1	Continuous assessment:- 3 marks per(assignments/Quizzes)	All Weeks	30%
	Mid-term exam (MCQs) 10%	9 th	10%
2	End course exam (MCQs) 60%	16 th	60%
3	Total Marks		100%

D. Student Academic Counseling and Support

1. Staff availability for individual student consultations and academic advice:

- 1) Allocation of office hours by the department
- 2) Academic supervision
- 3) Academic surveillance

E. Learning Resources

1. List Required Textbooks

2. List Essential References Materials (Journals, Reports, etc.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

1. The Saudi Commission for Health Specialties, Department of Medical Education & Postgraduate Studies, Code of Ethics for Healthcare Practitioners ,2014

<ol style="list-style-type: none"> Saudi Royal Decree No. M/59, Law of practicing of healthcare professions, 6 December 2005 Fleetwood J, Kassutto Z, Lipsky MS. Clinical Ethics in Family Medicine. FP Essentials™, Edition No. 302, AAFP Home Study. Leawood, KS: American Academy of Family Physicians; July 2004. Fleetwood J, Lipsky M. Medical Ethics. FP Essentials™, Edition No. 231, AAFP Home Study. Leawood, KS: American Academy of Family Physicians; 2000. Freeman JM, McDonnell K. Tough Decisions: Cases in Medical Ethics. 2nd ed. New York, NY: Oxford University Press; 2001. Jonsen AR, Siegler M, Winslade WJ. Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine. 7th ed. New York, NY: McGraw Hill; 2011. Junkerman C, Derse A, Schiedermayer DL. Practical Ethics for Students, Interns, and Residents: A Short Reference Manual. 3rd ed. Frederick, MD: University Publishing Group; 2008. Lo B. Resolving Ethical Dilemmas: A Guide for Clinicians. 5th ed. Philadelphia, PA: Lippincott Williams & Wilkins; 2013. Veatch RM. The Basics of Bioethics. 3rd ed. Upper Saddle River, NJ: Pearson; 2011. World medical association, medical ethics manual, 3rd edition, 2015. British Medical Association, Medical Ethics Today, The BMA's Handbook of Ethics and Law, Third edition, 2012. Singapore medical council, handbook on medical ethics, 2016 edition.
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) www.scfhs.org.sa/ www.ssfcm.org/ www.wikipedia.org/
5. Others
F. Facilities Required
Requirements for the course including size of classrooms and laboratories
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) <ol style="list-style-type: none"> Lecture room suitable for students. Tutorial room Teaching hospital for bedside teaching.
2. Computing resources (AV, data show, Smart Board, software, etc.) <ol style="list-style-type: none"> Computers, multimedia in lecture room and laboratories.
3. Others <ol style="list-style-type: none"> Library supplied with reference text books, electronic resources.
G Course Evaluation and Improvement Processes
1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ol style="list-style-type: none"> Continuously throughout the block by direct interviewing of the students. End of block questionnaire
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ol style="list-style-type: none"> Feedback from colleagues. Class observation by supervisors.
3 Processes for Improvement of Teaching <ol style="list-style-type: none"> Continuous updating of course contents. Regular meetings where problems are discussed and recommendations made. Workshops on teaching methods. Review of recommended teaching strategies.
4. Processes for Verifying Standards of Student Achievement <ol style="list-style-type: none"> Conduct filed research to evaluate the achievement of learning outcomes among graduates during their practice before and after course modification. Invitation of an external examiner on regular bases.

5. Action plan for improvement:

There will be an evaluation at the end of the block to assess the course execution, outcome and feedback from different sources to arrive at an appropriate modifications needed if any.

Faculty or Teaching Staff: Dr. Nasser Saeed Al-Qahatni

Signature: _____ Date Report completed: 27/12/1437

Received by: Dr-Awad Alqahatni Department Head

Signature: _____ Date: 27/12/1437