

## Course Specifications

Gastrointestinal Tract GIT (263 GIT-7) (263 هضم-7)

6<sup>th</sup> level/3<sup>rd</sup> year

Coordinator Abdelgader Binyamin Abdelgader

### Course Specifications

<b>Institution:</b> Najran university	<b>Date of Report</b> 20/2/2017
<b>College/Department</b> College of Medicine	
<b>A. Course Identification and General Information</b>	
1. Course title and code: Gastrointestinal tract GIT 263 GIT-7	
2. Credit hours: 7(4+3)	
3. Program(s) in which the course is offered. <b>Medicine and Surgery</b>	
4. Name of faculty member responsible for the course Coordinator: Abdelgader Binyamin Abdelgader Coordinator: Mohammed Ansar Qureshi	
5. Level/year at which this course is offered: 6 <sup>th</sup> level/3 <sup>rd</sup> year	
6. Pre-requisites for this course (if any) ( <b>Semester 3 &amp; 4</b> ) Medical education, Medical ethics, Medical physics, Medical Biochemistry, Basic Anatomy & Histology & Basic Physiology Behavior sciences and communication skills Introduction to pathology Introduction to microbiology Introduction to pharmacology Human Growth & development (Block)\	
7. Co-requisites for this course (if any) None.	
8. Location if not on main campus	
9. Mode of Instruction (mark all that apply)	
a. Traditional classroom	<input checked="" type="checkbox"/> at percentage? <input type="text" value="70%"/>
b. Blended (traditional and online)	<input type="checkbox"/> at percentage? <input type="text"/>
c. e-learning	<input type="checkbox"/> at percentage? <input type="text"/>
d. Correspondence	<input type="checkbox"/> at percentage? <input type="text"/>
f. Other	<input checked="" type="checkbox"/> at percentage? <input type="text" value="30%"/>
Comments:	

### B Objectives

<b>1. What is the main purpose for this course?</b> 1) Acquire knowledge of Gastro-intestinal tract system structure and function. 2) Describe the symptoms and signs of some common diseases, injuries and disturbances of this system. 3) Develop a problem solving approach to Gastro-intestinal disorders. 4) Explain the pathogenesis of various Gastro-intestinal tract disease presentation, investigations (laboratory, radiological, etc), and management.
<b>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</b> 1) Continuous updating of the information, knowledge and skills included in the course 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) Continuous evaluation of the course content, student level and establish plans accordingly

### C. Course Description

The purpose of this course is to enable the students to understand and discuss the structure, function, the main problems, and diseases of the digestive system. Moreover, the digestive system is the one which accommodates food and drink throughout life which expose Man to various health problems. It is created in a very unique manner that enables it to process different types of food stuffs. After digestion, food will be absorbed into the circulation where it enters the

different kinds of cells and there will be assimilated and or metabolized. The part of the ingested food which is not absorbed will be excreted as feces. To perform this digestive system secretes a lot of enzymes and hormones. Any malfunction or illness of any part of the digestive system may affect the processing of food, thus depriving the body from the necessary nutrients leading to a state of malnutrition. Obstruction to the G.I.T can lead to the serious effects and may culminate in death if not treated early and properly.

### 1. Topics to be Covered

List of Topics No of	Weeks	Contact hours
Anterior abdominal wall	0.03	1(1+0)
Anterior abdominal wall	0.07	2(0+2)
Peritoneum –tutorial	0.07	2(0+2)
Oral cavity and salivary glands	0.1	3(3+0)
Oral cavity and salivary glands	0.07	2(0+2)
Pharynx & Oesophagus	0.03	1(1+0)
Pharynx & Oesophagus	0.07	2(0+2)
Spleen and liver& stomach	0.07	2(2+0)
Spleen and liver& stomach	0.07	2(0+2)
Small intestine	0.03	1(1+0)
large intestine and appendix	0.03	1(1+0)
Small, large intestine and appendix	0.07	2(0+2)
Rectum	0.03	1(1+0)
Anal canal & ischioanal fossa	0.03	1(1+0)
Rectum, Anal canal & Ischioanal fossa	0.07	2(0+2)
Pancreas and biliary system	0.07	2(2+0)
Pancreas and biliary system	0.07	2(0+2)
Blood supply and lymphatic of the GIT	0.1	3(3+0)
Blood supply and lymphatic of the GIT	0.07	2(0+2)
Surface Anatomy of the GIT	0.07	2(2+0)
Histology of oral cavity and salivary glands	0.07	2(2+0)
Histology of oral cavity and salivary glands	0.07	2(0+2)
Histology of the esophagus and stomach	0.03	1(1+0)
Histology of the small and large intestines	0.03	1(1+0)
Histology of the small and large intestines	0.07	2(0+2)
Histology of the liver gall bladder and Pancreas	0.07	2(2+0)
Histology of the liver gall bladder and Pancreas	0.07	2(0+2)
Development & anomalies of the digestive tube and accessory glands- tutorial	0.07	2(0+2)
Development & anomalies of the oral cavity and pharyngeal arches - tutorial	0.07	2(0+2)
Enterobacteriaceae	0.07	2(2+0)
Vibrios, Campylobacter, helicobacter	0.07	2 (2+0)
Bacterial causes of gastroenteritis, Water borne and milk borne infections	0.07	2(2+0)
Hepatitis viruses	0.03	1(1+0)
Viral causes of diarrhea	0.03	1(1+0)
Trematodes- tutorial	0.1	3(0+3)
Trematodes	0.03	1(1+0)
Intestinal cestodes	0.07	2 (2+0)
Intestinal nematodes- tutorial	0.1	3(0+3)
Intestinal nematodes	0.03	1(1+0)

Helminthes affecting the liver	0.03	1(1+0)
Amoebiasis, balantidiasis	0.03	1(1+0)
Giardiasis, cryptosporidiosis, isosporiasis	0.03	1(1+0)
Diagnostic methods of Enterobacteriaceae- tutorial	0.07	2(0+2)
Diagnostic methods of cholera	0.07	2(0+2)
Diagnostic workup of a case of diarrhea	0.07	2(0+2)
Mouth , Esophagus, Mastication , deglutition & Esophagus	0.03	1(1+0)
Function & control of salivary Glands	0.03	1(1+0)
Secretory & motor functions of the stomach	0.07	2 (2+0)
Causes & mechanism of vomiting	0.03	1(1+0)
Pancreatic Juice (functions and control)	0.03	1(1+0)
Gall bladder and biliary secretion	0.03	1(1+0)
Small intestinal motility and secretion	0.07	2(2+0)
Large intestinal functions, motility, secretions, & defecation -tutorial	0.07	2(0+2)
Gastric functions tests and GIT hormones –tutorial	0.07	2(0+2)
Digestion & absorption of carbohydrates	0.03	1(1+0)
Digestion & absorption of proteins	0.03	1(1+0)
Digestion & absorption of lipids	0.03	1(1+0)
Esophagus pathology	0.03	1(1+0)
Stomach pathology	0.03	1(1+0)
Intestinal Pathology: malabsorption	0.03	1(1+0)
Infectious and inflammatory disorders	0.03	1(1+0)
Tumors, premalignant, and malignant conditions	0.03	1(1+0)
Gastroenteritis –Seminar I	0.07	2(0+2)
IBD –Seminar II	0.07	2(0+2)
Portal hypertension –Seminar III	0.07	2(0+2)
Upper and lower GIT bleeding - Seminar IV	0.07	2(0+2)
Jaundice - Seminar V	0.07	2(0+2)
Peritoneal pathology	0.03	1(1+0)
Hepatitis and hepatic infections	0.03	1(1+0)
Liver cirrhosis and tumors	0.03	1(1+0)
Gall disorders	0.03	1(1+0)
Pancreatic pathology	0.03	1(1+0)
Tests of hepatobiliary and GIT pathology	0.07	2(2+0)
GIT tract –pathology	0.07	2(0+2)
Pancreas, liver and biliary system–pathology	0.07	2(0+2)
Anti-secretory drugs	0.03	1(1+0)
Mucosal protective agents	0.03	1(1+0)
Antidiarrheal drugs & laxatives	0.03	1(1+0)
Antiemetic and drug treatment of IBS	0.03	1(1+0)
Drug treatment of inflammatory Bowel diseases	0.03	1(1+0)
Anthelmintic, antiprotozoal drugs	0.03	1(1+0)
Chemotherapy of GIT infections-tutorial	0.07	2(0+2)
Normal imaging in GIT (X-ray, CT, US)	0.1	3(0+3)

Abnormal imaging in GIT and formulating Ddx.								0.1	3(0+3)
Dysphagia								0.03	1(1+0)
Upper and lower GIT bleeding								0.03	1(1+0)
Intestinal obstruction								0.03	1(1+0)
Anorectal examination								0.03	1(1+0)
Dyspepsia								0.03	1(1+0)
Constipation								0.03	1(1+0)
Chronic diarrhea and Malabsorption								0.03	1(1+0)
Pancreatitis								0.03	1(1+0)
Jaundice								0.03	1(1+0)
Bedside teaching (Medicine) BST								0.1	3(0+3)
Bedside teaching (Medicine) BST								0.1	3(0+3)
Bedside teaching (Pediatrics) –BST								0.1	3(0+3)
Teaching Methods	Lecture	Tutorial	Laboratory	Seminar	PBL	BST	Total		
Contact Hours	78	24	36	6	24	9	177		
Credit	4.33	0.67	1	0.17	0.67	0.17	7.01		

3. Additional private study/learning hours expected for students per week. 4

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching. The **National Qualification Framework** provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses. On the table below are the five NQF Learning Domains, numbered in the left column. **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it. Every course is not required to include learning outcomes from each domain.

#	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	<b>Knowledge: By the end of this course, the student should be able to:</b>		
1.1	Recognize normal structure, function, development and metabolic activity of the digestive system and its relevant disorders.	1) Lectures. 2) Seminars. 3) PBL sessions. 4) Self directed learning. 5) Practical classes	1. Continuous assessment. (Quizzes (MCQs), Seminars & BPL [discussion] 2. End of course exam. (MCQs, OSPE/OSCE)
1.2	Describe the pharmacological role in the management of the digestive system disorders.		
2.0	<b>Cognitive Skills: By the end of this course, the student should be able to:</b>		

2.1	Interpret the patient history, examination, radiological and lab results in an organized and informative manner.	1) Interactive lectures. 2) Seminars. 3) PBL sessions 4) Self-directed learning.	1. Continuous assessment. (Quizzes (MCQs), Seminars & BPL[discussion])
2.2	Contrast the management of the GIT disorders	5) Practical classes that include brain storming problem solving questions. 6) Bedside teaching	2. End of course exam. (MCQs, OSPE/ OSCE)
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility: By the end of the course the student should be able to:</b>		
3.1	Show a positive interaction between each other during seminars & PBL sessions.	1) Seminars. 2) PBL sessions	Continuous assessment. (seminars , PBL[discussion])
<b>4.0</b>	<b>Communication, Information Technology, Numerical: By the end of the course the student should be able to:</b>		
4.1	Demonstrate efficiently the capacity to use the different available knowledge resources.	1. Group seminars. 2. PBL sessions.	Continuous assessment. (seminars , PBL [discussion])
<b>5.0</b>	<b>Psychomotor: By the end of the course the student should be able to:</b>		
5.1	Perform basic clinical assessment of the GIT system.	1. Bedside teaching. 2. Practical classes. 3. Skills lab.	End of course exam (OSPE/ OSCE).
5.2	Perform the practical part of the basic medical sciences in digestive system.		

#### Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
<b>Cognitive Skills</b>	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
<b>Psychomotor</b>	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider      Maximize      Continue      Review      Ensure      Enlarge      Understand  
Maintain      Reflect      Examine      Strengthen      Explore      Encourage      Deepen

Some of these verbs can be used if tied to specific actions or quantification.

#### Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports,

lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

#### 5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	First quiz [MCQs]	2 <sup>nd</sup>	10%
2	Second quiz [MCQs]	3 <sup>rd</sup>	
3	Third quiz [MCQs]	4 <sup>th</sup>	
4	Fourth quiz [MCQs]	5 <sup>th</sup>	
5	Fifth quiz [MCQs]	6 <sup>th</sup>	
5	PBL sessions [discussion]	6 weeks	10%
6	Seminars [discussion]	2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> and 6 <sup>th</sup>	10%
7	End of course exam [MCQs]	7 <sup>th</sup>	50%
8	OSPE/ OSCE		20%

#### D. Student Academic Counseling and Support

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

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

#### E. Learning Resources

##### 1. List of Required Text Books

1. Clinical anatomy by systems 13<sup>th</sup> edition 2006. Richard S Snell. Lippincott Wilkins and Williams. ISBN – 978078179164-9
2. Junqueira: Basic Histology 4th ed.
3. Text and atlas 2016 Antony L Mescher McGraw-Hill Companies Inc. ISBN-978-0-7-184270-9
4. Langman medical embryology 13<sup>th</sup> edition 2015. TW Saddler Wolters Kluwar Health ISBN- 978-1-4698-9780-6
5. Ganong review of medical physiology
6. Basic & Clinical Pharmacology by B.G. Katzung.
7. Clinical chemistry - 6<sup>th</sup> edition -2010. Michael L. Bishop by Lippincott Williams ISSN 987654321
8. Manual of Clinical Microbiology. Murray PR, et al. ASM Press. Latest Edition.
9. Bailey & love's: short practice of surgery.
0. Davidson's principles and practice of medicine.
1. Robbins and Cotran pathological basis of disease. Kumar et al. 9<sup>th</sup> edition 2015

##### 2. List of Essential References Text Books

1. Gray's Anatomy for Medical Students 3<sup>rd</sup> ed 2004. R Drake, A Wayne Vogl, Adam W Mitchell. Churchill Livingstone ISBN-978070251319
2. Essential clinical anatomy 5<sup>th</sup> edition 2006 RL Moore, Arthur F Dalley, Lippincotts Williams and Walkins ISBN- 0-7817-3639-0.



<p>3. The developing human: clinically oriented anatomy 13<sup>th</sup> edition 2015. R Moore, T V Perseud, Mark Terchia. Saunders. ISBN: 9780323313384.</p> <p>4. Parasitology by Blacklock. Jawetz, Meinick, and Adelberg's Medical parasitology.</p> <p>5. Manual of Clinical Microbiology. Murray PR, et al. ASM Press. Latest Edition.</p> <p>6. Bailey and Scott's Diagnostic microbiology. Latest edition.</p> <p>7. Harrison's textbook of Medicine, 17th Edition.</p> <p>8. Nelson Essentials of Pediatrics Author: Karen Marcdante MD Robert M. Kliegman MD ISBN: ISBN-13: 978-1455759804 ISBN-10: 1455759805 Publishing Year: 7th Edition; 2014</p> <p>10. Muir's Textbook of pathology</p>
<p><b>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc);</b></p> <p>Rang and dales pharmacology</p> <p>1. Essentials of medical pharmacology by KD tripathi</p> <p>2. Guyton Textbook of medical physiology.</p> <p>3. Medical Microbiology and Immunology by warren Levinson.</p> <p>4. Medical Microbiology and Immunology by Warren Levinson &amp; Ernest Jawetz, Examination Board Review.</p>
<p><b>4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)</b></p> <p>- Saudi Digital Library</p> <p>- WWW.WHO.org</p> <p>- WWW.CDC.org</p> <p>- WWW.ASM.org</p> <p>- WWW.BSAC.org</p> <p>- WWW.clsi.org</p> <p>- WWW.microbelibrary.org</p> <p>- <a href="http://WWW.pubmed.gov">WWW.pubmed.gov</a></p> <p>- <a href="http://www.uptodate.com/home/index.html">http://www.uptodate.com/home/index.html</a></p> <p>- <a href="http://www.jpeds.com">http://www.jpeds.com</a></p> <p>- <a href="http://pediatrics.aappublications.org">http://pediatrics.aappublications.org</a></p> <p>- www.pathmax.com</p> <p>- <a href="http://www.webpath.com">www.webpath.com</a></p>
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. [Saudi digital library]</p>
<p><b>F. Facilities Required</b></p> <p>Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)</p> <p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <p>1) Lecture room suitable for students.</p> <p>2) Laboratory (dissection room-DR, physiology, biochemistry, microbiology, pathology, pharmacology and clinical skills) suitable for 25 students.</p> <p>3) Teaching hospital for bedside teaching</p> <p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <p>Computers, multimedia in lecture room, PBL room and laboratories.</p> <p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p>Library supplied with reference text books, electronic resources.</p>
<p><b>G Course Evaluation and Improvement Processes</b></p> <p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p>1) Continuously throughout the block by direct interviewing of the students.</p> <p>2) End of block questionnaire</p>



2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
<ul style="list-style-type: none"> <li>1) Feedback from colleagues.</li> <li>2) Class observation by supervisors</li> </ul>
3 Processes for Improvement of Teaching
<ul style="list-style-type: none"> <li>1) Continuous updating of course contents.</li> <li>2) Regular meetings where problems are discussed and recommendations made.</li> <li>3) Workshops on teaching methods.</li> <li>4) Review of recommended teaching strategies.</li> </ul>
4. Processes for Verifying Standards of Student Achievement (e.g. 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)
<ul style="list-style-type: none"> <li>1) Arrange with another institution to have common test items included in an exam and compare marks given.</li> <li>2) Invitation of an external examiner on regular bases.</li> </ul>
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning 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 modification needed if any.

**Faculty or Teaching Staff: Abdelgader Binyamen Abdelgader Saleh**

**Signature**      **Abdelgader**      **Date Report Completed: 20/2/2017**

**Received by:** \_\_\_\_\_ **Dean/Department Head**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_