

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Najran University College of Medicine
Course Specification (CS)**

Medical Education Course

201 EDU-2 (201 تطب 2)

Institution	Najran university	Date of Report: 30/5/2017
College / Department	College of Medicine	

1. Course title and code: 201 EDU-2 Medical Education 2-تطب-201			
2. Credit hours 2 (1+1)			
3. Program(s) in which the course is offered Medicine and Surgery (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course Dr. Moawia Ahmed Elbadri			
5. Level/year at which this course is offered 3 th level/2 nd year			
6. Pre-requisites for this course (if any)			
7. Co-requisites for this course (if any) According to bylaws			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="60%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
e. Other field visits	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20%"/>

A. Course Identification and General Information

Comments:

B Objectives

Summary of the main learning outcomes for students enrolled in the course:

By the end of this course the students are expected to be able to:

- 1) Describe the mission , objectives and learning strategies of Najran college of medicine curriculum.
- 2) Use the principles and theories of medical education in learning to acquire continuous educational skills relevant to the curriculum of the college and upgrade their own abilities in a team spirit within the framework of problem based learning
- 3) Abide by the rules and regulations of the college and university to develop their skills of information technology in learning.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. use of IT or web based reference material, changes in content as a result of new research in the field)

- 1) Continuous updating of the material from students and faculty feedback and advances in the field of medical education
- 2) Reviewing, reforming and adding new contents from researches in the college.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

This course is designed to expose students at the start of their study to innovative approaches of learning such as problem-based learning, student centered learning and continuous medical education. Hence, the students must be equipped with the appropriate methods and tools to deal with these new challenges. Since, health is a profession, which is a science and art, the students, will make use of medical education to understand its nature and the factors affecting it. This will not be possible without a sound knowledge of cognitive, psychomotor, and affective skills to deal with its dimensions. The course will also provide the students with the basic knowledge of assessment and evaluation, which are a strong driving force for learning. Since the ultimate task of the health worker is the delivery of health care services, the course is meant to equip the students with the most necessary skill to deal with the major health problems: how to learn effectively. In addition, It is meant to inform the students about the educational system in the college as well as introducing them to the Saudi Council for Health Specialties and the National Commission for Academic Accreditation and Assessment.

The course is also concerned about the following major issues:

1. Needs and requirements of the University
2. Course outline in terms of format, content, and organization
3. Instruction and learning methods
4. Assessment and evaluation in higher education
5. Principles and theories of medical education with emphasis on the learning and assessment

1 Topics to be Covered

List of Topics No of		Weeks	Contact hours
1) Introduction to course		1 st	L 1(1+0)
2) University & College Rules			L 1(1+0)
3) Under & postgraduate education		2 nd	L 1(1+0)
4) Medical Terminology (General aspects)			L 1(1+0)
5) Academic counseling			L 1(1+0))
6) Students' Affairs Deanship visit		3 rd	V 2(0+2)
7) Educational psychology & learning style (I)			L 1(1+0)
8) Laboratory visit + The concept of practical session			V 2(0+2)

9) Teaching & Learning		4 th	L 1(1+0)			
10) Skills laboratory visit		5 th	V 2(0+2)			
11) Overview of teaching methods (I)			L 1(1+0)			
12) Overview of teaching methods (II)		6 th	T (0+2)			
13) Educational psychology & learning style (II)			L 1 (1+0)			
14) The concept of self-directed learning		7 th	L + R 3(1+2)			
15) Assessment, examination rules & progress examination		8 th	L + T 3 (1+2)			
16) Types of curricula & learning outcomes		9 th	L 2(2+0)			
17) E-learning(lecture + Practical)		10 th	L + P 3(1+2)			
The clinical round		11 th	L +V2(2+0)			
18) The Seminar(I)			L 1(1+0)			
19) Study skills :reading, writing taking notes and listening skills		12 th	L 2(2+0)			
20) The Seminar(II)			R 1(1+0)			
21) Problem based learning (I)		13 th	T + 3(0+3)			
22) Problem based learning (II)		14 th	T + 3(0+3)			
23) How to prepare and present a presentation		15 th	L 1(1+0)			
24) The college curriculum & credit semester system			L 2(2+0)			
25) Library services & Internet search		16 th	V 2(0+2)			
26) Use of different learning resources			L 1(1+0)			
29) The clinical round + Hospital visit		17 th	V 2(0+2)			
30) The clinical round			L 1(1+0)			
31) Final exam: - MEQs 20 %, MCQs 30 % & Oral Exam (10%)		18 th				
2. Course components (total contact hours and credits per semester):						
Learning methods	Lecture	Tutorial	Role Play	Practical	Other: Field Visits	Total
Contact Hours	18	6	2	2	10	38
Credit Hours	1	0.33	0.11	0.11	0.55	2
3. Additional private study/learning hours expected for students per week.				5		

The **National Qualification Framework (N Q F)** 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. Course Learning Outcomes in the Domains of Learning are aligned with Assessment Methods and Teaching Strategy. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching. 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 this @ symbol next to it. Every course is not required to include learning outcomes from each domain.

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
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Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write																
Cognitive Skills	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																
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write																
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize																
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct																
<p>Suggested verbs not to use when writing measurable and assessable learning outcomes are as follows:</p> <table><tr><td>Consider</td><td>Maximize</td><td>Continue</td><td>Review</td><td>Ensure</td><td>Enlarge</td><td>Understand</td></tr><tr><td>Maintain</td><td>Reflect</td><td>Examine</td><td>Strengthen</td><td>Explore</td><td>Encourage</td><td>Deepen</td></tr></table> <p>Some of these verbs can be used if tied to specific actions or quantification.</p> <p>Suggested assessment methods and teaching strategies are:</p> <p>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.</p> <p>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.</p>				Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand	Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen
Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand											
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen											
NQF Learning Domains & Course Learning Outcomes		Course Teaching Strategies	Course Assessment Methods														
1.0	Knowledge																
1.1	Identify the registration & College' rules & abide by them	1) Interactive Lectures. 2) Audiovisual learning.	1) Assignments 2) MEQs 3) MCQs														
1.2	Describe the concept of the curriculum & the College’s curriculum																
1.3	Describe the different teaching, learning styles especially the hybrid PBL curriculum adopted by the college & the different methods of student's assessment and evaluation methods																
2.0	Cognitive Skills																
2.1	Compare between the different modalities of teaching, the different learning styles & assessment methods	1) Interactive Lectures. 2) Audiovisual learning.	1) Assignments 2) MEQs 3) Portfolio														
2.2	Explain the benefits of PBL process & active learning																

3.0	Interpersonal Skills & Responsibility		
3.1	Adopt the team-spirit & role of the health worker in the health setting & community	1) Videos and PBL sessions	1) Assignments 2) Portfolio
3.2	Establish self learning as a lifelong task.		
4.0	Communication, Information Technology, Numerical		
4.1	Utilize the different knowledge resources including the library and websites efficiently	1) Interactive Lectures. 2) Field visits	1) Assignments 2) Portfolio
4.2	Use media to build up informative presentation.		
5.0	Psychomotor		
5.1	Calculate the credit hour of your courses	1) Interactive Lectures.	1) Problems

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. List Required Textbooks

1. ABC of Learning and Teaching in Medicine. Peter Cantillon, Linda Hutchinson & Diana Wood (Editors). BMJ Books / BMJ Publishing Group. London. 2003. ISBN: 978-0-7279-1678-5.
2. Basics in Medical Education. 2nd Edition. Zubair Amin & Khoo Hoon Eng (Editors). World Scientific Publishing Co., Singapore. 2009. ISBN: 978-981-283-538-3

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

1. A Handbook for Medical Teachers. 4th Edition. David Newble & Robert Cannon (Editors). Kluwer Academic Publishers, Dordrecht, Netherlands. 2001 ISBN: 0-7923-7092-9
2. A Practical Guide for Medical Teachers. 3rd Edition. John A Dent, Ronald M Harden (Editors). Churchill Livingstone Elsevier. Edinburgh. 2009. ISBN: 978-0-702-03123-6

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

1. International Handbook of Medical Education: A Guide for Students. Ibrahim Al Alwan, Mohi Eldin Magzoub & Margaret Elzubeir (Editors). SAGE Publication Ltd. London, United Kingdom, 1 edition 2012 ISBN: 978-1-4462-4721-1
2. Practical Guide to Medical Student Assessment. Zubair Amin, Chong Yap Seng, Khoo Hoon Eng (Editors). World Scientific Publishing Co. Singapore. 2006. ISBN: 981-256-808-5

4. List Electronic Materials (e.g. Web Sites, Social Media, Blackboard, etc.)

- <http://www.mededworld.org>

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

- World Education Society videos and conferences.

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	Continuous assessment:- 1. Assignments (5%) 2. Portfolio (15%)	All weeks	20 %
2	Midterm Exam:- 1. MEQs (5%) 2. MCQs (15%)	9 th	20 %
4	Final exam:- 1. MEQs (20 %) 2. MCQs (30 %) 3.Oral Exam (10%)	18 th	60 %
5	Total		100 %

F. Facilities Required

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
2. Computing resources (AV, data show, Smart Board, software, etc.)
3. Other resources (e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

- 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
- 3 Processes for Improvement of Teaching
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)
- 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 1. This could be achieved by getting a subject matter expert in Medical Education.
 2. 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: _____

Signature: _____

Date Report Complete 30/5/2017

Received by: _____

Dean/Department Head

Signature: Moawia Ahmed Elbadri

Date: 30/5/2017 _____