



## Course Specifications

<b>Course Title:</b>	Professional Skills IV
<b>Course Code:</b>	PRO365
<b>Program:</b>	Bachelor of Medicine, Bachelor of Surgery (MBBS)
<b>Department:</b>	NA
<b>College:</b>	College of Medicine
<b>Institution:</b>	Alfaisal University

## Table of Contents

<b>A. Course Identification</b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes</b> .....	<b>3</b>
1. Course Description .....	3
2. Course Main Objective.....	3
3. Course Learning Outcomes .....	4
<b>C. Course Content</b> .....	<b>4</b>
<b>D. Teaching and Assessment</b> .....	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	5
2. Assessment Tasks for Students .....	6
<b>E. Student Academic Counseling and Support</b> .....	<b>6</b>
<b>F. Learning Resources and Facilities</b> .....	<b>6</b>
1. Learning Resources .....	6
2. Facilities Required.....	7
<b>G. Course Quality Evaluation</b> .....	<b>7</b>
<b>H. Specification Approval Data</b> .....	<b>7</b>

## A. Course Identification

<b>1. Credit hours:</b> 2 (0+4+0)
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Sem 6, Year 3
<b>4. Pre-requisites for this course (if any):</b> Sem 3 and 4
<b>5. Co-requisites for this course (if any):</b> None

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Clinical Skills Training Small group sessions	30	100%

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	
2	Laboratory/Studio	
3	Tutorial	30
4	Others (specify)	
	<b>Total</b>	30

## B. Course Objectives and Learning Outcomes

### 1. Course Description

Professional Skills-IV Course (PRO-365) course runs for 16-weeks parallel to the four blocks of the sixth-semester curriculum; **Renal (4-weeks), Gastrointestinal (6-weeks), Endo/Repro (6-weeks).**

Each block contains target skill sets that have been selected as a key foundation for acquisition by medical students. The skills taught in this course are in line with the blocks taken during the semester.

### 2. Course Main Objective

The course assists medical students to integrate critical thinking with practical skills through developing connections between basic science knowledge and clinical presentation:

Training involves history taking, symptomatology recognition, physical examination, common diagnostic methods, and the acquisition and deployment of necessary procedural skills related to system blocks (Renal, GIT, and Endo/Repro).

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1		
1.2		
1.3		
2	<b>Skills :</b>	
2.1	Obtain a complete Medical History of related systems (Renal, Gastrointestinal, Endocrine, Reproductive).	PLO13
2.2	Perform general then focused Physical Exam (PEX) related to clinical presentation of the system (Renal, Gastrointestinal, Endocrine, Reproductive).	PLO14
2.3	Document Hx and PEX findings accurately and skillfully.	PLO13,14
2.4	Present history and physical findings comfortably in front of preceptor and peers.	PLO13,14
2.5	Perform selected clinical procedures (urinary catheter placement, venous blood sampling, NG tube insertion, IV cannulation, blood glucose measurement).	PLO15
2.6	Order for investigations	PLO15
2.7	Interpret the investigations reports	PLO15
2.8	Communicate to patients and their families about their disease and discuss their management plan	PLO24
3	<b>Values:</b>	
3.1	Adhere to the attendance policy.	
3.2	Maintain professional conduct with colleagues, faculty, and staff.	PLO27

### C. Course Content

No	List of Topics	Contact Hours
1	History of Hematuria	1
2	History of Pyuria	1
3	History of Renal colic	1
4	Renal examination	3
5	Urinary catheter placement male and female	1
6	Venous blood sampling	2
7	History of GI diseases	1
8	Examination of Abdomen	3
9	Special examination techniques for appendicitis, cholecystitis	3
10	Examination of oral cavity	1
11	NG tube insertion	1
12	Digital rectal examination	1
13	Diabetic foot examination	1
14	Blood glucose measurement	1
15	History of Endocrine diseases	1
16	Thyroid & Neck examination	1
17	LFT interpretation	1
18	IV cannulation	2

19	History of breast lumps	1
20	Breast exam	1
21	History of obstetrics and gynecological diseases	1
22	Pelvic examination	1
<b>Total</b>		<b>30</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1			
1.2			
1.3			
<b>2.0</b>	<b>Skills</b>		
2.1	Obtain a complete Medical History of related systems (Renal, Gastrointestinal, Endocrine, Reproductive).	Hands on practice training with simulated patients	Formative and summative assessment – namely OPE (Observed Performance Evaluation) during the sessions and OSCE (Objective Structured Clinical Examination), respectively.
2.2	Perform general then focused Physical Exam (PEX) related to clinical presentation of the system (Renal, Gastrointestinal, Endocrine, Reproductive).	Hands on practice training with simulated patients  Patient encounter under clinical guidance of clinicians in the teaching hospital	
2.3	Document Hx and PEX findings accurately and skillfully.	Hands on practice training with simulated patients  Patient encounter under clinical guidance of clinicians in the teaching hospital	
2.4	Present history and physical findings comfortably in front of preceptor and peers.	Hands on practice training with simulated patients  Patient encounter under clinical guidance of clinicians in the teaching hospital	
2.5	Perform selected clinical procedures (urinary catheter placement, venous blood sampling, NG tube insertion,	Hands on practice training with simulated models	

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	IV cannulation, blood glucose measurement).		
2.6	Order for investigations	Hands on practice training and discussion with case scenarios	
2.7	Interpret the investigations reports	Hands on practice training and discussion with case scenarios	
2.8	Communicate to patients and their families about their disease and discuss their management plan	Hands on practice training and discussion with case scenarios	
<b>3.0</b>	<b>Values</b>		
3.1	Adhere to the attendance policy.		Continuous assessment
3.2	Maintain professional conduct with colleagues, faculty, and staff.		Continuous assessment

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm OSCE	10	20%
2	Final OSCE	18	70%
3	OPE	All	10%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

### Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

The CoM program established its own mentorship program that employs all full-time faculty as mentors. Through this program, every medical student in the program is assigned a mentor at the beginning of their first semester of studies. The program has a broad scope covering academic advising and counseling. The mentors handle all aspects related to academic advising, including academic planning, academic performance review, advice on course drop or withdrawal, study skills, and time management.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Bates' Guide to Physical Examination & History Taking, Lynn S. Bickley, Ed 12, 2016 Wolters Cluver. ISBN 9781469893419
---------------------------	--

<b>Essential References Materials</b>	Alfaisal eLearning Portal
<b>Electronic Materials</b>	Alfaisal eLearning Portal
<b>Other Learning Materials</b>	Skills checklists, handouts, videos and video links

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	11 rooms on 2 <sup>nd</sup> floor, 3 rooms on 1 <sup>st</sup> floor & 4 rooms on ground floor of the department of clinical skills
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	AV (Audio-Visual), Smartboard, Moodle (E-learning Management)
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	List of Updated inventory attached

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Course and Faculty Evaluation Survey	Students	Survey

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	