

Course Specifications

Course Title:	Life Cycle I (Block 3.3)
Course Code:	1000303
Program:	Bachelor of Medicine, Bachelor of Surgery (MBBS)
Department:	Obstetrics & Gynecology
College:	Medicine
Institution:	King Faisal University

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A. Course Identification

1. Credit hours:6			
2. Course type			
a.	University <input type="checkbox"/>	College <input checked="" type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: 3rd Year			
4. Pre-requisites for this course (if any): Block 3.2			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	93	100
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	51
2	Laboratory/Studio	4
3	Tutorial	8
4	Others (specify) (problem solving sessions, CST sessions, GH practical ,response session)	30
	Total	93
Other Learning Hours*		
1	Study	70
2	Assignments	84
3	Library	73
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	227

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

Life Cycle I will provide the core medical and clinical knowledge about human Reproduction and Development. The emphasis will be on interactive teaching in the discipline of Obstetrics & Gynecology, Urology, Paediatrics, Genetics & Ethics.

Students will learn anatomy and embryology of female & male genital tract, gonad development disorders, menstrual cycle physiology and its disorders. It will enhance knowledge and skill on presentation, diagnosis, management of acute & chronic obstetrical/ gynecological diseases, pregnancy course, childbirth, morbidity and mortality of perinatal period. It will also cover legal& ethical aspects concerning these conditions.

2. Course Main Objective

At the end of this block course the student is able to:

- Describe the anatomy and physiology of the female and male genital tracts with an emphasis on reproductive development and changes in endocrinology across lifecycle.
- Acquire a comprehensive understanding of primary and preventive care for the obstetrical & gynecological disorders/ diseases across the lifespan with appropriate screening tests in and outside of pregnancy, examination, investigations, and treatments at each stage.
- Explain the course of a normal pregnancy and effective healthcare during pregnancy to ensure the health of the mother, the fetus and neonate.
- Demonstrate the initial development of the clinical skills required for women's routine health maintenance, man and woman sexual dysfunction and neonatal pathology, including: taking an effective history and physical, developing a differential diagnosis, and developing a management plan for common disorders and conditions.
- Show professional attitude considering different medical, social, psychological, ethical and legal issues.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Explain core medical knowledge of male & female genital tract anatomy, their embryological development, sexual maturity and dysregulation disorders.	K1
1.2	Describe the epidemiology, aetiology, and pathophysiology of oncogenesis, infertility, genital tract infections, acute and chronic gynaecological diseases.	K2
1.3	Discuss the diagnosis & management for pregnancy, acute common obstetrical and perinatal morbid clinical situations.	K3
2	Skills :	
2.1	Apply clinical reasoning and analytical skills in discussing the complains, presenting the different possible solutions and therapies considering the different medical, social, psychological and cultural backgrounds	S1
2.2	Integrate the history, physical and investigative findings into meaningful differential diagnosis, finally identifying the most probable diagnosis.	S2

CLOs		Aligned PLOs
2.3	Recognize and describe the effective reflection methodology attitude in both academic and clinical situations.	S3
3	Competence:	
3.1	Develop a plan of care for different patient problems in a shared view with the patients and peers	C3
3.2	Apply the principles of teamwork dynamics and leadership processes to enable and support effective collaboration	C4
3.3	Appropriately comply with ethical professional and legal aspects in dealing with the patients medical problem	C6

C. Course Content

No	List of Topics	Contact Hours
1	Anatomy and embryology of male & female genital tract	6
2	The menstrual cycle and amenorrhea	4
3	Anormal menstrual blood loss & Contraception	10
4	Infertility	12
5	Pregnancy and birth	12
6	Prenatal diagnosis and screening	10
7	Pregnancy and complications	14
8	The newborn	16
9	Sex, STD & Society	9
	Total	93

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Explain core medical knowledge of male & female genital tract anatomy, their embryological development, sexual maturity and dysregulation disorders.	Practical Problem Solving Theme Lecture Patient Lecture	Practical Written assignment Oral exam MCQs
1.2	Describe the epidemiology, aetiology, and pathophysiology of oncogenesis, infertility, genital tract infections, acute and chronic obstetrical & gynaecological diseases and fetal/neonatal complications.	Theme lecture Patient Lecture Tutor sessions Global health	MCQS Oral exam Written assignment
1.3	Discuss diagnosis & management for pregnancy, acute common obstetrical and perinatal morbid clinical situations	Problem solving Theme Lecture Patient Lecture Tutor session	Case presentation & feedback. MCQS Written assignment

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			Oral Exam
2.0	Skills		
2.1	Apply clinical reasoning and analytical skills in discussing the complains, presenting the different possible solutions and therapies considering the different medical, social, psychological and cultural backgrounds	Patient lecture PBL/ Tutor session Problem solving Global health Practical Pharmacotherapy practical	MCQS Case presentation Written assignment Oral Exam
2.2	Integrate the history, physical and investigative findings into meaningful differential diagnosis, finally identifying the most probable diagnosis	Patient Lecture Problem solving	Oral exam MCQS
2.3	Recognize and describe the effective reflection methodology attitude in both academic and clinical situations	Tutor session/ PBL CST	Reflection Group dynamics
3.0	Competence		
3.1	Develop a plan of care for different patient problems in a shared view with the patients and peers	PBL PL CST	Case presentation Group dynamic assessment Practical assingment Oral exam
3.2	Apply the principles of teamwork dynamics and leadership processes to enable and support effective collaboration	PBL CST	Case presentation Group dynamic assessment Oral exam
3.3	Appropriately comply with ethical professional and legal aspects in dealing with the patients medical problem	Theme Lecture Problem solving	MCQS

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Written assignment (practical anatomy)	Week 1	2.5
2	Written assignment (practical pharmacotherapy)	Week 2	2.5
3	Practical communication skills	Week 3, 4, 6, 7	5
4	Tutor group: Case presentation	Once/student/block (roster)	5
5	Tutor group: Group dynamic	Week 8	5
6	Tutor group: Assignments (2)	Week 2 & 8	5
7	Written mid-block assessment (3.3.1)	Week 5	15
8	Written end of the block assessment (3.3.2)	Week 9	45
9	Oral exam	Week 9	15

*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 :

Students in need of academic accommodations may consult the faculty during office hours and are required to give reasonable notice prior to requesting an accommodation.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	<p>BMA.British National Formulary. 76th ed. Royal Pharmaceutical Society; British Medical Association.2019 Pharmaceutical Press ISBN 97808571113382</p> <p>Beckmann C.R.B, Ling F.W, barzansky B.M, Herbert W.N.P, Laube, Smith D.W R.P. Obstetrics and Gynecology. 8th ed. Lippincott Williams & Wilkins; 2019. ISBN 9781451144314</p> <p>Burkitt H.G, Quick C.R.G, Reed J.B, Deakin P.J. Essential Surgery. 4th Revised edition; Elsevier Health Sciences.2007 ISBN 9780443103452 Or</p> <p>Quick CRG, Reed JB, Harper SJF Parsy. Essential Surgery 5 th ed.; Churchill Livingstone Elsevier. 2103 ISBN 978-1416029731/ 9780702046742</p> <p>Jorde LB, Carey JC, Bamshad MJ. Medical Genetics. 4thed.Mosby: Elsevier. 2009 ISBN 9780323053730</p> <p>Marcdante K, Kliegman. Nelsons Essentials of Pediatrics. 8th ed. Saunders Elsevier;2018. ISBN 9780323511452</p> <p>Kumar V. Robins Basic Pathology. 8th edition. Elsevier Saunders; 2007. ISBN 978-1416029731</p> <p>Moore LK, By (author) Dalley FA, Argur RM,Tank W P,Thomas R. Clinically oriented Anatomy / Atlas of Anatomy. 6th ed. Wolters Kluwer / Lippincott William & Wilkins; 2010. ISBN 9781605478463</p>
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	<p>Singer AP: The Cambridge Textbook of Bioethics Cambridge University Press;2008 ISBN 978-0521872-843</p> <p>Veening PE. Medical Consultation. Bohn Stafleu van Loghum; 2009</p>
Essential Reference Materials	<ol style="list-style-type: none"> 1) Block 3.3 “life cycle 1” Student Manual First Edition 2015, Revised Edition 2019 2) Communication skills Manual year 3 3) Code of Ethics for Healthcare Practitioners, The Saudi Commission for Health Specialties, Department of Medical Education & Postgraduate Studies: p30- Chapter 13- Chapter 14 4) Law of Practicing Healthcare Professions Chapter Two: Duties of Healthcare Professionals Section Two: Duties of Healthcare Professionals towards Patients Royal Decree No. M/59. 4/11/ 1426H – 6 December 2005 5) IMANA. ISLAMIC MEDICAL ETHICS: The IMANA Perspective. IMANA Ethics Committee 6) Embryology Reader-Block 3.3-Dr.Gosai 7) Urology board review manual: Erectile Dysfunction 8) European Association of Urology. Pocket Guidelines 2012 edition 9) Erectile dysfunction in general medicine. Clinical Medicine 2013, Vol 13, No 2: 136–40 10) Miranda A. Farage, Rudolf P. Galask. Vulvar vestibulitis syndrome: A review European Journal of Obstetrics & Gynecology and Reproductive Biology 123 (2005) 9–16 11) Jennifer Bryce, Cesar G Victora, Robert E Black. The unfinished agenda in child survival. Lancet Vol 382 September 21, 2013 12) All Block 3.3 lectures
Electronic Materials	<p>ART in Saudi Arabia: https://mail.google.com/mail/u/0/?ui=2&ik=94d246ab42&view=att&th=14b89f19f34d1be4&attid=0.3&disp=safe&realattid=f_i65i52cr2&zw</p> <ol style="list-style-type: none"> 2) Simbryo's embryology
Other Learning Materials	VIDEOS: 1) Preterm Infant 2) Labor and delivery

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Item	Resources
	<p>2. Lecture Halls (separate for every block) with capacity of aprox.250 students with suitable chairs number, with multimedia facilities</p> <p>3. Proper room for conduct of problem solving session in small groups for maximum benefit and interaction between students and expert</p>
Technology Resources (AV, data show, Smart Board, software, etc.)	Data show and screens are available. Microphones are not maintained so not functioning
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<p>Make available appropriate classroom for problem solving session (tables and chairs).</p> <ul style="list-style-type: none"> Blackboard activation

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Course Objectives, Content and Learning Outcomes	Curriculum Committee	Course Review Course Report
Effectiveness of teaching	Students	Course Evaluation Survey (QMS Annex B)
Achievement of course learning outcomes	Course Faculty	Moderation (QMS Annex G and Annex H)
Assessment	Course Faculty	Verification
Learning Resources and Facilities	Students Faculty	Course Evaluation Survey Course Report
Student Academic Counseling and Support	Students	Course Evaluation Survey
Course Quality Management	Program Coordinator	Course Report Review

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

Council / Committee	College Council
Reference No.	2
Date	September 24, 2019