

Course Specifications

Course Title:	Life Cycle II (Block 3.4)
Course Code:	1000304
Program:	Bachelor of Medicine, Bachelor of Surgery (MBBS)
Department:	Pediatrics
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: 3 rd year			
4. Pre-requisites for this course (if any): Block 2.4			
5. Co-requisites for this course (if any): None			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	88	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	57
2	Laboratory/Studio. workshops	4
3	Tutorial	8
4	Others (specify) patient presentations / problem solving	(11 +8) 19
	Total	88
Other Learning Hours*		
1	Study	96
2	Assignments	10
3	Library	96
4	Projects/Research Essays/Theses	10
5	Others (specify)	
	Total	212

* 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:

Explore the human life cycle from early infancy, toddler period, school age, teenage, adulthood, elderly, death and after death through studying pediatrics, obstetrics and gynecology, ethics and forensic medicine, psychiatrics, medicine, urology, pharmacology and global health.

2. Course Main Objective:

1. To equip students with the basic knowledge of pediatrics disorders of gastrointestinal tract, liver, renal system, lungs and respiratory tract, development and growth, psychomotor development, hematological disorders and malignancies and to provide a framework of their clinical manifestations, diagnosis and management.
2. To provide students with various Saudi and international regulations related to ethical issues in childhood, adolescents and older patients.
3. To develop student's skills in diagnosing and treating health problems among male and female ageing population.
4. To learn the medical and legal procedures to be undertaken following death and to know the role of a physician in dealing with a dead body.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Outline the basic biological and physiological processes and their dysregulation related to: Growth and development in children , structural, functional and psychiatric disorders during puberty ,theories of ageing ,healthcare issues in an elderly patient ;changes occurring in a dead body.	K 1
1.2	Discuss common pediatrics and elderly disease's clinical manifestations, differential diagnosis and consequences.	K 1
2	Skills :	
2.1	apply clinical reasoning and analytical skills in discussing the complains, presenting the different possible solutions and therapies considering different medical, social, psychological and cultural backgrounds with consideration of contextual factors such as the family, socio-economic variables, gender, age, ethnicity, culture and beliefs.	S 1
2.2	Integrate and interpret symptoms with consideration to past history, and acuteness of the disease, Weigh the symptoms against the patient background including cultural, psychological and social characteristics.	S 3
3	Competence:	
3.1	Appropriately comply in taking patient history, paying attention to the medical content as well as the communicative aspects	C 1
3.2	Disclose to the patient and/or relatives: The nature of the illness and its prognosis and implication of the illness for all areas of a patient life, The therapeutic options, including their advantage and disadvantages,	C 2

CLOs		Aligned PLOs
	methods, risks and any side effects, The influence of life style and social situation.	
3.3	Develop and tailor the suitable plan of care for different patient problems in a shared view with patients, relatives and peers considering: Provide support to chronically and incurably ill patients.	C 2
3.4	Perform and document a complete consultation with a patient ,and select from the various treatment options, based on the care request, diagnostic findings and patient-related factors, possible side effects, complications, co-morbidity, costs, care needs and continuity	C 3

C. Course Content

No	List of Topics	Contact Hours
1	Growth and Nutrition / Development of the GIT & Urinary System	17
2	Development of the GIT, Respiratory Tract & Immune System	14
3	Development of the Heart / Blood Flows	19
4	Child Abuse	6
5	Congenital Metabolic Diseases & Abnormalities / Development of the Brain & Personality/ Beyond Childhood	18
6	When Is Enough, Enough? / Death and Beyond Death	10
Total		84

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	Outline the basic biological and physiological processes and their dysregulation related to: Growth and development in children , structural, functional and psychiatric disorders during puberty ,theories of ageing ,healthcare issues in an elderly patient ;changes occurring in a dead body.	Theme lecture, patient lecture, workshop, and SDL.	MCQ, OSCE, patient report, problem solving assessment and workshop assessment
1.2	Discuss common pediatrics and elderly disease's clinical manifestations, differential diagnosis and consequences.	Theme lecture, patient lecture, problem solving, and SDL.	MCQ, OSCE, problem solving assessment and patient report
2.0	Skills		
2.1	apply clinical reasoning and analytical skills in discussing the complains, presenting the different possible solutions and therapies considering different medical, social, psychological and cultural backgrounds with consideration of	Problem solving session and Patient lecture	OSCE, problem solving assessment and patient report

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	contextual factors such as the family, socio-economic variables, gender, age, ethnicity, culture and beliefs.		
2.2	Integrate and interpret symptoms with consideration to past history, and acuteness of the disease, Weigh the symptoms against the patient background including cultural, psychological and social characteristics.	Tutor sessions	Tutor evaluation
3.0	Competence		
3.1	Appropriately comply in taking patient history, paying attention to the medical content as well as the communicative aspects	Tutor sessions and problem solving sessions, Practical workshops+ DSL	Tutor assignments, Practical assignments and oral exam
3.2	Disclose to the patient and/or relatives: The nature of the illness and its prognosis and implication of the illness for all areas of a patient life, The therapeutic options, including their advantage and disadvantages, methods, risks and any side effects, The influence of life style and social situation.	Patient lectures and Tutor sessions	Patient reporting and tutor evaluation
3.3	Develop and tailor the suitable plan of care for different patient problems in a shared view with patients, relatives and peers considering: Provide support to chronically and incurably ill patients.	Patient lectures and Tutor sessions	Patient reporting and tutor evaluation
3.4	Perform and document a complete consultation with a patient ,and select from the various treatment options, based on the care request, diagnostic findings and patient-related factors, possible side effects, complications, co-morbidity, costs, care needs and continuity.	Patient lecture	Patient reporting

2. Assessment Tasks for Students

#	Assessment task*		Week Due	Percentage of Total Assessment Score
1	Written assessment	Mid-block exam (3.4.1)	4	20 %
		Final written exam (3.4.2)	8	40 %

#	Assessment task*	Week Due	Percentage of Total Assessment Score
2	Objective Structured Clinical Exam (OSCE)	7	15 %
	Assignments and patient reports	1 st , 2 nd and 4 th week	5 %
	Tutor group, patient lecture and	Week 1 to week 6	10 %
	Workshops (2)	Week 4 and week 6	5 %
	problem solving assignments and assessments	Week 1 to week 6	5 %
	total		100%

*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	1. Kleigman: Nelson Essential Pediatrics, Saunders Elsevier, 7th edition. 2. Beckmann: Obstetrics and Gynecology, Lippincott William and Wilkins, 7th edition. 3. Burkitt: Esential Surgery, Elseveir Health Sciences, 5th revised edition. 4. Kumar: Clinical Medicine, Elseveir Health Sciences, 8th edition. 5. Robbins: Pathologic Basis of Disease, Elseveir, 9th edition. 6. Singer: The Cambridge Textbook of Bioethics. 7. British National Formulary, Pharmaceutical Press, 65th edition. 8. Jorde: Medical Genetics Mosby, 4th edition. 9. Rang: Rang and Dale's Pharmacology, Elseveir, 7th edition.
Essential References Materials	
Electronic Materials	-Rickets - KFU Medical Ethics Reader - KFU Forensic Medicine Reader -ADHD

	- Bos MA, Ethical and legal issues in non-heart beating organ donation. Transplantation 2005;79:1143-7
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	-Accommodation (Classrooms, laboratories, .1 demonstration rooms/labs, etc.) -Timing: lectures starts late because we share the hall with 3 other blocks. - Projector malfunction at the beginning of the block. - Microphone availability. -A separate large well-equipped lecture hall needed
Technology Resources (AV, data show, Smart Board, software, etc.)	Are available
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Non-availability of computer labs for OSCE due to .lesser capacity than student's number

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