

Course Specifications

Course Title:	INFERTILITY ELECTIVE
Course Code:	60 429 1000 (CRN: 15666) Female students 01 429 1000(CRN: 15662) Male students
Program:	Bachelor of Medicine and Surgery
Department:	Obstetrics and Gynecology
College:	Medicine
Institution:	KING FAISAL UNIVERSITY

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A. Course Identification

1. Credit hours: 1			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input type="checkbox"/>	Elective <input checked="" type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: 4 th year			
4. Pre-requisites for this course (if any):			
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		
2	Blended		
3	E-learning		
4	Correspondence		
5	Other (The course is a part of student-centered curriculum based on Problem Based Learning (PBL) method and student self-directed learning (SDL).	15	100%

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	2
2	Laboratory/Studio	-
3	Tutorial	7
4	Others (specify) Orientation session(1), assignment(2), Response session (2)	5
	Total	14
Other Learning Hours*		
1	Study	10
2	Assignments	5
3	Library	5
4	Projects/Research Essays/Theses	-
5	Others (specify)	
	Total	20

* 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

This four weeks course teaches fourth year medical students basic principles of infertility.

2. Course Main Objective

At the completion of the course students should have the necessary knowledge skills and attitudes in Reproductive Medicine, related ethics and legal issues), that will enable them to:

1. Explain the pathophysiology of infertility that affect women and/or men, tests to diagnose, and the appropriate management options for these condition.
2. Apply the theoretical knowledge obtained to clinical practice.
3. Develop clinical acumen and skills in order that common gynecological and male abnormalities causing infertility can be recognized and appropriate management (medical and/or surgical) elaborated.
4. Demonstrate the initial development of the clinical skills required for couple exploration, including: taking an effective history, developing a differential diagnosis and an appropriate management plan.

5-Show professional attitude considering different medical, social, psychological, ethical and legal issues.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Describe the structural properties of female and male genital tracts Recite the basic physiological aspects and their dysregulation related to a. Sexual maturity and function (male and female) b. Genetic and non-genetic factors affecting phenotype c. Homeostasis and adaptations to different stimuli for genital tract development, sexual function, reproductive medicine	All knowledge domains
1.2	-Describe the aetiology, epidemiology and pathophysiological mechanisms of: a. Infertility, sexual dysfunction and the effect of the age on fertility and sexuality (male and female). b. Genital tract infection (male and female)	All knowledge domains
1.3	Explain different management for common infertility problems	
1...		
2	Skills :	
2.1	2.1.1 Analyses gynecological, sexual, obstetrical problems in a systematic manner utilizing: a. Outlines of the scientific history of medicine. b. Problem solving models and decision theories: gather information, interpret information (symptoms, signs and investigations), identify problem and develop care plan. c. Sources of illness and life style.	All skills domains

CLOs		Aligned PLOs
	d. Priorities and costs of medical services. e. Contextual factors such as the family, socio-economic variables, gender, age, ethnicity, culture, and beliefs. -indicate the appropriate investigations in each condition -interpret the diagnostic and therapeutic procedures	
2.2		
2.3	Outline, acquire and apply different kinds of clinical reasoning during tutorial group meetings using PBL methodology in discussing different medical problems: a. Make a problem analysis using medico-scientific literature explaining the phenomena down to a basic level. b. Consult written and electronic sources of information and interpret their data. c. Apply certain rules of evidence based medicine from getting data to application. d. Apply laws of logic to clinical and test data, as a way of assessing their validity and usability. e. Utilize knowledge acquired in medical, behavioral and social sciences in practice. f. Document – in writing or electronically – findings and agreements made about the patients’ problem.	All skills domains
2...		
3	Competence:	
3.1	Supply relevant information in ways that are easy to understand by peer and teachers.	
3.2		
3.3	Communicate clearly and respectfully with peer. a. Actively listen to colleagues and other team members including patients, patient supporters, and health care professionals. b. Effectively communicate patient information across teams.	All Competency domains
3.4	Emphasize the general foundations of medical ethics (Reproductive medicine)	All Competency domains

C. Course Content//Activities

No	List of Topics	Contact Hours
1	Orientation session	1
2	Tutor group1: Problem presentation (PP) small group teaching Enlist causes of female infertility Describe following two causes. - Ovulatory disorders - Cervical factors Describe the following two causes of female infertility - Tubal disorders	3

	<ul style="list-style-type: none"> - Endometriosis and other peritoneal disorders -Male infertility: evaluate, describe the causes of male infertility -The Infertile Couple -Investigation: diagnosis tests and procedure for the evaluation of the infertility -Unexplained infertility: define and evaluate the unexplained infertility The Infertile Couple - Ovulation induction -Ovarian stimulation; -Assisted Reproductive Technology (ART): techniques, indications and complications 	
3	<p>Theme lecture1: Infertility definition ,causes and investigations</p> <p>causes of female infertility</p> <ul style="list-style-type: none"> - Ovulatory disorders - Cervical factors - Tubal disorders - Endometriosis and other peritoneal disorders <p>-Male infertility: causes of male infertility</p> <p>-The Infertile Couple</p> <p>-Investigation: diagnosis tests and procedure for the evaluation of the infertility</p> <p>-Unexplained infertility</p>	1
-4	<p>Theme lecture2; Infertility management</p> <ul style="list-style-type: none"> -Ovulation induction -Ovarian stimulation -Assisted Reproductive Technology (ART): techniques, indications and complications 	1
5-	Tutor group 2: Students' presentations (assignment 1)	4
6-	Infertility management (assignment 2= reflection on presentation)	2
7	Response session (RS) and wrap up	2
-8	Written assessment	1
Total		15

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	<p>Describe the structural properties of female and male genital tracts</p> <p>Recite the basic physiological aspects and their dysregulation related to</p> <p>a. Sexual maturity and function (male and female)</p> <p>b. Genetic and non-genetic factors affecting phenotype</p>	<p>Theme lecture (TL)</p> <p>Problem Based Learning (PBL)</p>	MCQ

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	c. Homeostasis and adaptations to different stimuli for genital tract development, sexual function, reproductive medicine		
1.2	Describe the aetiology, epidemiology and pathophysiological mechanisms of: a. Infertility, sexual dysfunction and the effect of the age on fertility and sexuality (male and female). b. Genital tract infection (male and female)	Theme lecture (TL) Problem Based Learning (PBL)	MCQs Case presentation
...			
2.0	Skills		
2.1	Analyse gynecological, sexual, obstetrical problems in a systematic manner utilizing: a. Outlines of the scientific history of medicine. b. Problem solving models and decision theories: gather information, interpret information (symptoms, signs and investigations), identify problem and develop care plan. c. Sources of illness and life style. d. Priorities and costs of medical services. e. Contextual factors such as the family, socio-economic variables, gender, age, ethnicity, culture, and beliefs. -indicate the appropriate investigations in each condition -interpret the diagnostic and therapeutic procedures	Problem Based Learning (PBL)	MCQs Case presentation
2.2	Outline, acquire and apply different kinds of clinical reasoning during tutorial group meetings using PBL methodology in discussing different medical problems	Problem Based Learning (PBL)	MCQs Case presentation
...			
3.0	Competence		
3.1	Supply relevant information in ways that are easy to understand by peer and teachers.	TL, PBL	MCQs Case presentation
3.2			

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.2	Communicate clearly and respectfully with peer.	PBL, Tutor group	MCQ, Professional behavior assessment Checklist, tutor group
3.4	Emphasize the general foundations of medical ethics (Reproductive medicine)	TL, Tutor group	MCQ, tutor group

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Oral presentation	Week 6 (B life cycle 3)	20
2	Reflection	Week 7	20
3	Professional behavior	Week 8	10
4	Final Written exam (closed MCQs)	Week 8	50

*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 :

- Office hours will be available at the college (~4h/week/faculty)
- Availability of expert' e-mail address to students
- Availability of course coordinator for counselling (direct contact and e-mail)
- Academic advisory
- Student support committee

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	BECKMANN 7th Edition: chapters 29 (269-271), 31,41 & 42 C.R.B. Beckmann, F.W. Ling, B.M. Barzansky, W.N.P. Herbert, D.W Laube, R.P. Smith Lippincott Williams & Wilkins / ISBN 9781451144314 / 7 th revised edition / 2013
Essential References Materials	1. NMS Obstetrics and Gynecology, 7th Edition by Samantha M. Pfeifer English 2011 ISBN: 1608315762 528 pages PDF 12,1 MB 2. Course lectures

Electronic Materials	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	
Other Learning Materials	VIDEOS: 1) Hysterosalpingography 2) Diagnostic Laparoscopy	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture halls(G34,G43,hall 3) with suitable chairs number, with some Multimedia facilities.
	.
	Data show and screen are available
Technology Resources (AV, data show, Smart Board, software, etc.)	
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Make available appropriate classroom for problem solving session. 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	Faculty Students	marking by an independent member teaching staff of a sample of student work Course Evaluation Survey by Students
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	22---10