



كلية الطب

FACULTY OF MEDICINE

# MBBS Program Handbook 2021 – 2022

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## **Introduction**

The Faculty of Medicine at the University of Tabuk is pleased to welcome our students and our valuable staff members. This introductory guide and the essential detailed description are specially prepared for you. This guide gives a hint on faculty of medicine profile, its establishment, and its departments. The guide includes all the important information a student of the MBBS program needs and a detailed description of the academic procedures followed by the program, study plan, and the program courses prepared to enable them to pursue their medical studies, and prepare them for their practical and professional life successfully to be competent medical practitioners.

The guide contains the regulations governing study, examinations, and academic movements such as deferment, withdrawal, apology for not continuing a semester, transfer, dropping-out, termination of enrolment, and academic dismissal.

The guide also contains the description of students' rights and duties, the university student code of conduct, and the regulations of discipline and grievance.

We emphasize that the MBBS program is keen to develop students' skills from teacher-centered to student-centered, from focusing on the book to active and self-directed learning and starting information-seeking. Thus, students will have a successful personal and academic lifestyle.

## **The University of Tabuk**

The establishment of the University of Tabuk in 1427 / 2006 was an explicit expression of the insightful vision of the custodian of the Two Holy Mosques, King Abdullah bin Abdul Aziz, may Allah rest his soul, in spreading higher education in all regions of the Kingdom. The university seeks to be a beacon in the areas of education and development.

The university's main campus in Tabuk and its satellite campuses has 16 faculties, supported by 12 supporting deanships to support the educational process and serve the university and the community.

### **The university includes the following faculties/colleges:**

(Faculty of Medicine - Faculty of Pharmacy - Faculty of Engineering - Faculty of Applied Medical Sciences - Faculty of Science - Faculty of Computers and Information Technology - Faculty of Education and Arts – Applied College- Faculty of Sharia and Law - Faculty of Business Administration - Faculty of Art and Design - University College in Dhuba- University College in Al-Wajeh - University College in Umluj - University College in Tayma, University College in Haqel and the university heads to open the Faculty of Tourism in the province of Al-Wajeh.

### **The university also encompasses the following supporting deanships:**

Deanship of Admission and Registration - Deanship of Human Resources - Deanship of Student Affairs - Deanship of Scientific Research - Deanship of Community Service and Continuing Education - Deanship of Graduate Studies - Deanship of Library Affairs - Deanship of Development and Quality - Deanship of Academic Services - Deanship of Information Technology - Deanship of E-Learning and Distance Education – and the Research and Consultancy Institute - Institute of Languages

### **The university also has the following centers:**

Sensor Networks and Cellular Systems Research Center, Research and Renewable Energy Center, Industrial Innovation and Robotics Center.

### **The University has been accredited by the NCAAA**

**2020-2026**

## University Students

Since the university's establishment, the number of admissions to study has been increasing year after year, and the university has been in a race, offering its students two special services at the same time:

**First**, a scientific system developed with national competencies to go hand in hand with global levels.

**Second**: The development of the capacity of buildings, departments and educational means is growing rapidly to keep pace with the continuing growth in the number of students.

The number of students enrolled at the time of the university's establishment in 1427/1428 was (11,423) students, and the number of students admitted at that time was (3,731) while the number of graduates in the same year was (1601) students.

The number of students enrolled in the current university year reached more than (40,000) students at the university's main campus and satellite campuses in its five provinces. In comparison, the number of students admitted to the university for the current year reached more than (9,000) students, while the number of graduates last year was (8,652) students.

## Vision of University of Tabuk

" A distinguished university in education, research, and community service"

## Mission of University of Tabuk

" To offer a distinguished university education that prepares university graduates with the knowledge, capabilities, and skills needed by the community and developmental projects in the Tabuk region within an exceptional education and administrative environment that promotes innovative research" .

## Values of University of Tabuk

In addition to adherence to core Islamic values, the University is also committed to the following values:

- Quality and Distinction
- Loyalty and Affiliation
- Teamwork
- Integrity and Respect
- Creativity and Innovation
- Leadership and Responsibility
- Transparency and Accountability
- Social Responsibility

## Faculty of Medicine

The Faculty of Medicine (FMd) was established in 2006 G (1427 H) with the explicit objective of preparing the physicians of tomorrow to serve the local community and that of the Kingdom. The Faculty of Medicine is on the University Main Campus; a 12 million square meter university campus. The Faculty of Medicine currently equipped with facilities that have been purpose-built to meet the requirements of medical education .

The MBBS program in the FMd is committed to improve healthcare services by graduating competent physicians who are able to conduct research, serve their community and promote health. This is reflected in the design of the MBBS program curriculum, which has been initially developed in collaboration with the University of Queensland, College of Medicine .

The faculty is currently exploring opportunities for affiliations with distinguished healthcare facilities abroad, which would allow our students to extend their education and training in some of the best centers in the world. While our 400-bed secondary and tertiary hospital is under construction, the Faculty of Medicine has established memorandum of understanding with the Northwest Armed Forces Hospital and with the MOH Hospitals in Tabuk.

## Faculty of Medicine Deans



1. Prof. Tawfiq Bin Mohammad Ali Khabra (Founder Dean)



2. Dr. Badr Bin Abdulmohsen Al-Saed



3- Dr. Marai M. Alamri



## Faculty of Medicine Leadership

<u>Dean MBBS program coordinator</u>	<u>Vice-Dean</u>	<u>Vice-Dean for Clinical Training Affairs</u>
Dr. Marai Al-Amri	Dr. Mohamad Sheikh	Dr. Mohamad Alradadi
<u>Vice-Dean for Quality and Development</u>	<u>Vice-Dean for Postgraduates and Research</u>	<u>Administration Manager</u>
Dr. Amira Alatawi	Dr. Abdullah Alatawi	Mr Mohamad Albokhari

## Faculty of Medicine Facilities



- The Faculty of Medicine building embodies a distinct architecture with large areas.

# Faculty of Medicine

## Vision

**" To be a distinguished medical faculty in education and scientific research and an active partner in serving the community."**

## Mission

**"Preparing physicians highly qualified in their field by integrating education and scientific research within a suitable education and administrative environment to play an effective role in healthcare service"**

## Values

- Quality and Distinction
- Teamwork
- Creativity
- Integrity and Transparency
- Loyalty and Affiliation
- Professionalism and Respect
- Social Responsibility

## Strategic goals of the Faculty of Medicine

1. To provide distinguished medical education
2. To offer suitable education and administrative environment
3. To conduct distinguished medical research
4. To contribute effectively in enhancing the responsibility and community partnership

The Faculty of Medicine grants a Bachelor in Medicine, Bachelor in Surgery (MBBS). Ongoing efforts are maintained by the program management to ensure provision of education and training requirements in an attractive environment. Medical labs are established equipped with essential and modern devices. The clinical simulation unit established in UT provides medical students the opportunity to learn, experience dealing with patients, and training on various clinical skills in a safe environment. This also prepares students to work with confidence in hospitals and health centers, within the framework of cooperation with local hospitals in the region to accommodate the stages of clinical training for advanced classes, and interns.

The faculty seeks to expand its programs through more postgraduate programs.



## Departments of Faculty of Medicine

<b>Basic Departments</b>	<b>Clinical Departments</b>
Department of Anatomy	Department of Internal Medicine
Department of Physiology	Department of Surgery
Department of Clinical Biochemistry	Department of Pediatrics
Department of Medical Microbiology	Department of Obstetrics and Gynecology
Department of Pharmacology	Department of Family & Community Medicine
Department of Pathology	

# Bachelor in Medicine, Bachelor in Surgery (MBBS) Program



VISION رؤية 2030  
2030  
مُعْتَمَد  
ACCREDITED  
جامعة تبوك  
University of Tabuk

جامعة تبوك  
University of Tabuk  
كلية الطب  
FACULTY OF MEDICINE

**MBBS  
Program  
Mission**

*Providing a supportive educational environment to graduate competent physicians able to conduct scientific research, serve the community and promote health.*

**MBBS  
Program  
Goals**

- 1. To graduate distinguished competent medical physicians..*
- 2. To equip the graduates with the skills needed to conduct scientific research.*
- 3. To contribute in promoting community health and participate effectively in sustainable community partnership.*
- 4. To develop a supportive educational environment that meets the needs of beneficiaries*



# GRADUATE'S ATTRIBUTES



جامعة تبوك  
University of Tabuk

كلية الطب  
Faculty of Medicine

FACULTY OF MEDICINE

## MBBS Program Admission Requirements

The MBBS Program applicant must:

1- Fulfill UT admission requirements.

UT follows the rules of the Ministry of Higher Education regarding admission process. UT accepts students holding a Saudi High School Certificate Science Section (or its Equivalent) based on three basic criteria:

- The % of High School Test
- Degree of the General Aptitude Test (GAT)
- Degree of the Standard Achievement Admission Test (SAAT)

2- Rules for admission to Faculty of Medicine, University of Tabuk:

-Students applying to the FMd should be graduated and obtained their High School Certificate (or its equivalent) within the last two recent academic years.

-Applicants should pass a physical fitness check-up specified by the FMd.

-Applicants should have a rate more than 90% in the high school test. Their marks in Physics, Biology, Chemistry and English should be 360 marks or more.

- Selection of students is based on the weighted average of the following criteria:

- Percentage of High School Test: 30%
- General Aptitude Test (GAT): 30%
- Standard Achievement Admission Test (SAAT): 40%

## MBBS Program Learning outcomes (PLOs)

<b>Knowledge and understanding</b>	
<b>K1</b>	Describe (on the macro, micro and molecular levels) the structure, development and function of the human body and the various mechanisms and factors affecting human health and life.
<b>K2</b>	Explain the epidemiology, etiopathogenesis, clinical features, diagnosis, and complications of common & serious life-threatening health problems.
<b>K3</b>	Discuss the different approaches and tools used for early detection, screening and management of common and serious health problems.
<b>K4</b>	Discuss the basic principles of scientific research and explain the governing ethics, Islamic fiqh and medicolegal aspects in medical practice and research.
<b>Skills</b>	
<b>S1</b>	Integrate basic, clinical, behavioral, and social sciences in medical practice
<b>S2</b>	Use evidence-based medicine in clinical reasoning, decision making, and problem solving.
<b>S3</b>	Formulate and implement appropriate management plans for patients with common and life-threatening medical problems
<b>S4</b>	Demonstrate the essential clinical skills to manage common and serious health problems.
<b>S5</b>	Communicate effectively with patients, their families, colleagues, and other health professionals.
<b>S6</b>	Apply medical informatics in the healthcare system effectively
<b>S7</b>	Apply the principles of research methodology in research writing and critical appraisal with adherence to ethical and governance issues.
<b>S8</b>	Demonstrate health promotion and disease prevention in healthcare and community service.
<b>Values</b>	
<b>V1</b>	Place patients' needs and safety at the center of the care process.
<b>V2</b>	Practice teamwork and inter-professional collaboration.
<b>V3</b>	Demonstrate professional attitudes and ethical behaviors of physicians.
<b>V4</b>	Demonstrate the capacity for self-reflection, lifelong learning, and professional development.

The MBBS program is a six-year study + one year internship. MBBS program curriculum is based on horizontal and vertical integration in four phases of study, as follows:

- **Phase 1:** First year.
- **Phase 2:** Second and third year.
- **Phase 3:** Fourth, fifth and sixth years
- **Phase 4:** Internship.

The MBBS program works to apply the standards of the National Commission for Academic Accreditation and Evaluation (NCAAA), under the Education & Training Evaluation Commission.

### MBBS Program Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentag e
Institution Requirements	Required	9	20	7.3%
	Elective			
College Requirements	Required	7	25	9.1%
	Elective			
Program Requirements	Required	38	229	83.6%
	Elective			
Capstone Course/Project	Required	--		
	Elective	--		
Field Experience/ Internship	Required	1		
Others	---			
<b>Total</b>		<b>54</b>	<b>274</b>	<b>100%</b>



## 2. Program Study Plan

The medical curriculum is designed in an integrated manner:

1. During the second and third year of the program, the basic medical sciences (anatomy, embryology, histology, physiology, biochemistry, immunology, medical microbiology, pathology, and pharmacology) are introduced within integrated modules. These integrated modules focus on both understanding basic medical science and its clinical application through problem-based and case-based learning. The students also study basic emergency care, basics of research and participate in community-based practice where they visit primary healthcare settings that will be also consolidated in the fourth year in the community medicine module.
2. The fourth year is considered a transition phase between the basic medical years and the following clinical years. In this year students study medical genetics, forensic medicine, behavioral sciences, Professionalism & Medical Ethics and the essential foundation modules for acquisition of various clinical skills as in clinical skill, laboratory medicine and basic imaging modules.
3. In the fifth and sixth year, the students study major medical and surgical specialties and subspecialties; pediatrics, gynecology and obstetrics, family medicine, psychiatry, internal medicine, and surgery through series of structured case-based clinical sessions in different clinical settings (hospitals, clinics, ...etc), in clinical simulation unit and rotations across corresponding departments in hospitals for clinical training. Most of the learning activities are designed to support students to work within patient-centered scenarios.

Three special study modules: Special (Field) study module; elective I, II & III; are distributed across the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> year, where students can complete their degree by gaining wider experience in a self-chosen clinical/diagnostic discipline of their specific area of interest. Students choose the clinical/diagnostic specialty they want and the training site; either local, national, or international that fulfill the criteria defined in the field experience specification.

Year	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Year 1	COMM 001	Communication skills	Required		2	University
	CSC 001	Computer skills and its applications	Required		3	University
	EMD 001	English language for medical fields (1)	Required		5	College
	MATH 100	Mathematics (1)	Required		3	College
	PHYS 101	General Physics	Required		3	College
	LTS 001	Learning, thinking & research skills	Required		3	University
	EMD 002	English language for medical fields (2)	Required	EMD 001	5	College
	BIO 101	General biology	Required		3	College
	CHEM 101	General Chemistry	Required		3	College
	MATH 101	Mathematics (2)	Required	Math 100	3	College
Total	# 10 courses				33 CH	
Year 2	ISLM 101	Islamic culture (1)	Required		2	University
	ISLS 201	Islamic culture (2)	Required		2	University
	ARB 101	Language Skills	Required		2	University
	ARB 201	Writing Skills	Required		2	University
	MED 0201	Normal Human Morphology1	Required	Successful Completion of Phase 1 courses	6	Program
	MED 0202	Normal Human Morphology2	Required		6	Program
	MED 0203	Research Methodology	Required		2	Program
	MED 0204	Basic Emergency Care	Required		1	Program
	MED 0205	Abnormal Human Morphology1	Required		6	Program
	MED 0206	Abnormal Human Morphology2	Required		6	Program

	MED 0207	Musculoskeletal System	Required		4	Program
Total	# 11 courses				39 CH	
Year 3	ISLS 301	Islamic Culture (3)	Required		2	University
	ISLS 401	Islamic Culture (4)	Required		2	University
	MED 0301	Immune, Blood lymphatic System (IBLS)	Required	MED 0201 MED 0202 MED 0205 MED 0206 MED 0207	4	Program
	MED 0302	Cardiovascular System	Required		4	Program
	MED 0303	Respiratory System	Required		4	Program
	MED 0304	Renal and Urinary System	Required		4	Program
	MED 0305	Community-Based Practice module 1	Required		1	Program
	MED 0306	Endocrine System	Required		4	Program
	MED 0307	Reproductive System	Required		4	Program
	MED 0308	GIT & Metabolism Module	Required		5	Program
	MED 0309	Nervous System and Special Senses	Required		6	Program
MED 0310	Community-Based Practice module 2	Required	1		Program	
Total	# 12 courses				41 CH	
Year 4	MED 0401	Clinical Skills Module	Required	Successful Completion of Phase 2	20	Program
	MED 0402	Community Medicine	Required		8	Program
	MED 0403	Basic Imaging	Required		3	Program
	MED 0404	Forensic Medicine	Required		2	Program
	MED 0405	Medical Genetics	Required		2	Program
	MED 0406	Professionalism & Medical Ethics	Required		2	Program
	MED 0407	Laboratory Medicine	Required		3	Program

	MED 0408	Behavioral sciences	Required		3	Program
	MED 0409	Special Study Module & Elective (I)	Required		3	Program
Total	# 9 courses				46 CH	
Year 5	MED 0501	Pediatrics	Required	MED 0401 MED 0402 MED 0403 MED 0404 MED 0405 MED 0406 MED 0407 MED 0408	20	Program
	MED 0502	Otorhinolaryngology	Required		3	Program
	MED 0503	Ophthalmology	Required		3	Program
	MED 0504	Special Study Module and Elective (II)	Required		3	Program
	MED 0505	Psychiatry	Required		6	Program
	MED 0506	Patient Safety	Required		2	Program
	MED 0507	Obstetrics and Gynecology	Required		20	Program
Total	# 7 courses				57 CH	
Year 6	MED 0601	Internal Medicine and Sub-specialties	Required	MED 0501 MED 0507	20	Program
	MED 0602	Critical care and Emergency Medicine	Required		5	Program
	MED 0603	Family Medicine	Required		10	Program
	MED 0604	Special Study Module and Elective (III)	Required		3	Program
	MED 0605	General Surgery + Subspecialties	Required		20	Program
Total	# 5 courses				58 CH	
Year 7		Internship	Required	Successful completion of all courses of Phase 3		Program

## Map of courses of MBBS Program

### PHASE I – (1st Year)

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1st YEAR	English for Medical Fields I (5 CH) (EMD 001)																		English for Medical Fields II (5 CH) (EMD 002)																	
	Learning, Thinking, and Research Skills (3 CH) (LTS 001)																		Communication Skills (2 CH) (COMM 001)																	
	General Biology (3 CH) (BIO 101)																		Computer Skills and Applications (3 CH) (CSC 001)																	
	General Chemistry (3 CH) (CHEM 101)																		General Physics (3 CH) (PHYS 101)																	
	Mathematics I (3 CH) (MATH 100)																		Mathematics II (3 CH) (MATH 101)																	

### PHASE II – (2nd and 3rd Years)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
2nd YEAR	Normal Human Morphology I Module (6 CH) (MED 201)																		Abnormal Human Morphology I Module (6 CH) (MED 205)																		Musculoskeletal System Module (4 CH) (MED 207)	MSK Exam
	Normal Human Morphology II (Module (6 CH) (MED 202)																		Abnormal Human Morphology II Module (6 CH) (MED 206)																			
	Research Methodology (2 CH) (MED 203)																		Basic Emergency Care (1 CH) (MED 204)																			
	Islamic Culture 1 (2 CH) (ISLS 101)																		Islamic Culture 2 (2 CH) (ISLS 201)																			
	Arabic Language Skills (2 CH) (ARB 101)																		Arabic Language Skills (2 CH) (ARB 201)																			

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
3rd YEAR	IBLS Module (4 CH) (MED 301)				Cardiovascular System Module (4CH) (MED 302)				Respiratory System Module (4 CH) (MED 303)				Urinary System Module (4 CH) (MED304)				Endocrine System Module (4 CH) (MED 306)				Reproductive System Module (4 CH) (MED 307)				Gastrointestinal System and Metabolism Module (5 CH) (MED 308)				Nervous System and Special Senses Module (6 CH) (MED 309)				CNS Final Exam				
	Community-Based Practice module 1 (1CH) (MED 305)																		Community-Based Practice module 2 (1CH) (MED 310)																		
	Islamic Culture 3 (2 CH) (ISLS 301)																		Islamic Culture 4 (2 CH) (ISLS 401)																		

PHASE III – (4th, 5th and 6th Years)																																				
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
<b>4th YEAR</b>	Forensic Medicine (2 CH) (MED 404)							Community Medicine (8 CH) (MED 402)											Clinical Skills Module: (20 CH) (MED 401)											Special Study Module & Elective I (3 CH) (MED 409)						
	Medical Genetics (2 CH) (MED 405)																		1- Fundamental Skills																	
	Professionalism & Medical Ethics (2 CH) (MED 406)							Basic Imaging (3 CH) (MED 403)											2- Basic Medicine and Surgery																	
	Behavioral Science (3 CH) (MED 408)							Laboratory Medicine (3 CH) (MED 407)											3- Other Specialities & Communication Skills																	
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
<b>5th YEAR</b>	Pediatrics (20 CH) (MED 501)												Obstetrics & Gynecology (20 CH) (MED 507)												Psychiatry (6 CH) (MED 505)			Ophthalmology (3 CH) (MED 503)	Otorhinolaryngology (3 CH) (MED 502)	E X A M	Special Study Module & Elective II (3 CH) (MED 504)					
																									Patient Safety (2 CH) (MED 506)											
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
<b>6th YEAR</b>	Medicine + Subspecialities (20 CH) (MED 601)												Surgery + Subspecialities (20 CH) (MED 605)												Family Medicine (10 CH) (MED 602)			Clinical Care & Emergency (5 CH) (MED 603)			Special Study Module & Elective III (3 CH) (MED 604)					

## Teaching and learning strategies MBBS program

Two fundamental rules are followed on choosing the teaching and learning strategies; integration (horizontal and vertical) and student-centered teaching that favors active learning and fosters life long-learning.

### 1. Integration

The curriculum is built on both horizontal and vertical integration between different disciplines. The content of lectures, tutorials and other learning sessions is designed and delivered in a way that facilitates students learning and ability to make links between different subjects and avoid redundancy. In addition, students revisit topics repeatedly during the program, building on and progressively augmenting their understanding and skills. Each module is organized into integrated learning weeks including lectures, tutorials, practical sessions, and self-directed learning all anchored by problem-based learning sessions and case-based learning.

### 2. Active-student learning

Students are encouraged to be active participants in managing their own learning and to question both what and how they learn through application of different methods of active

learning as interactive lecturing, problem-based learning (PBL), case-based learning (CBL), small-group discussion (SGD), flipped classroom, team-based learning (TBL) sessions, tutorials, and self-directed learning (SDL). These methods also foster the development of skills for communication and teamwork and help them to become lifelong learners.

### **3. Clinical sessions and Clinical/Field training**

Medicine is a skill-based profession that requires integration between theory and practice. Teaching in clinical setting is a challenge that is different from those encountered in the classroom. Clinical teaching involves a real (inpatient or outpatient) /simulated patient encounter. Different skills are gained during these sessions. Students learn how to take well organized and informative patient history, how to perform clinical examination and how to formulate management plan relevant to each patient.

Clinical teaching is vehicle that provides students with opportunity to translate basic theoretical knowledge into learning of variety of intellectual, clinical, psychomotor, communication and interpersonal skills in addition to values needed to provide patient-centered quality safe medical care.

The purpose of clinical teaching is that students of the MBBS program be able to:

- Acquire and develop essential and important clinical skills required for general physician
- Perform various medical/surgical procedures considered essential in SAUDIMED framework.
- Provide individualized diagnosis and management in a systematic approach
- Maintain and develop effective communication skills and interpersonal skills
- Maintain high standard of practice to become independent safe qualified general physician

### **4. Community Based Teaching**

The Community Based Teaching (CBT) is an essential component of the MBBS program for medical students through the third to sixth year (MED 0305, MED 0310, MED 0402, MED0602) in which students will be community oriented through visiting primary health care services. CBT provides a framework for future physicians to understand medical related issues in addition to social and other issues. Students attend orientation and integration lectures and submit reports. A wide variety of community-based teaching is employed to complement hospital activities, these include educational experiences in family medicine centers, maternal and child health services and primary care health services.

## **5. Research/Projects**

In addition to curricular research/project designing and submission in MED 0203, MED 0305 and MED 0310, students are encouraged to perform extracurricular research activities individually or in groups and with faculty members. Distinguished research are displayed in Posters that are put in different visible venues in the FMd. Students are encouraged to publish their research in SMJS or other recognized journals.

## **6. Extracurricular activities**

Annual plan is designed and approved by the “Students activities and Community service unit” with the complete involvement of students. Extracurricular activities serve both the Students and the Community.

The aim is to provide a variety of health-related, purposeful, and planned activities in various fields that support the curriculum and meet community needs and to contribute to the establishment of a generation that believes in work and social responsibility and can develop itself and its talents, which contributes to the behavioral, cognitive, and emotional development of students.

Types of activities: Community targeted orientation days through revival of world health commemorative days in addition to health campaigns and students’ podcast.

Students’ targeted activities; as workshops for development of different skills and acquisition of essential values.

**The following methods of teaching are applied in the corresponding domain:**

### **Knowledge and Cognitive skills**

1. Interactive lectures
2. Tutorials
3. Seminars
4. Small group discussion (SGD)
5. Flipped classroom
6. Problem Based Learning (PBL) sessions
7. Case Based Learning (CBL) sessions
8. Team Based Learning (TBL) sessions
9. Self-directed Learning (SDL) sessions
10. Practical sessions
11. Clinical sessions (Hospitals, Clinics, specialized clinical units, clinical simulation unit, OR, ER, DR, ..etc)



12. Community-based teaching (CBT) (Family medicine centers, maternal and child health services and primary care health services).

### **Skills and Values**

1. Practical sessions
2. Clinical sessions
3. Grand rounds
4. Clinical/ Field training
5. Community based teaching (CBT)
6. Research projects
7. Extracurricular activities

### **Assessment Methods used in MBBS program**

**Direct methods of assessment** involve looking at actual students' performance, attitudes, and behaviors. Direct assessment can be formative and summative.

**Indirect assessment** is gathering information through external means e.g reports and evaluation forms of field training, results of stakeholder surveys, employability, results of national and licensure exams and focus group discussion.

Direct and indirect methods of assessment are applied on both the course level and the program level.

### **Direct Assessments**

#### **Formative assessments:**

Formative assessment is designed to be feedback for students to identify areas of weakness for improvement; and to the instructor to enforce more guidance to students in relation to areas of weakness. Formative assessment includes direct observation and feedback, assignments, and quizzes in in different formats (MCQs, SAQs), discussion and presentation (problems, case study/ analysis) and independent learning activities as in SDL.

### **Summative assessment:**

- Course grades through standardized tests:
  - Written exams (MCQs, SAQs, Problem solving and case analysis)
  - Structured Oral Exam (SOE)
  - Practical exam: Observed Structured Practical Exam (OSPE)
  - Clinical exams: Mini-CEX, Observed Structured Clinical Exam (OSCE), and Objective Structured Long Examination Record (OSLER).
- Research projects
- Assignments and quizzes
- Case study analysis and presentation (Written/ Oral)
- Reports, Logbook/portfolio (Observations and assessment of knowledge, skills, and values).
- Checklists (with predefined rubric) for assessment of:
  - ✓ Participation in discussion (Class, clinical sessions, grand round, .... etc)
  - ✓ Writing problem/case analysis, research project, proposals, and reports.
  - ✓ Oral presentations
  - ✓ Performances, attitudes, and behaviors

### **Direct assessment for each domain includes:**

**Knowledge domain:** standardized tests as written exams using MCQs, SAQs, problem solving and case analysis with different question formats that emphasis on the knowledge and cognitive skills, in addition to structured oral exam (SOE) and checklists.

**Skill domain:** In addition to the previous methods other methods are used as OSPE, OSCE, Mini-CEX, Objective Structured Long Examination Record (OSLER), logbook/portfolio, DOP/F, and checklists.

**Value domain:** checklists, logbook/portfolio, DOP/F.

Direct observation of performance/constructive feedback, Logbooks/portfolio, reports, and checklists are used to assess the three NQF domains (Knowledge, skills, values).

Research projects are used in some modules as an assessment tool. The evaluation of these research projects depends on a well-defined rubric and checklists for assessing research project proposals, research project and their reports and assessment of presentations prepared by students.

Checklist is the main tool for assessment in some modules as basic emergency and patient safety.

### **Summary of direct assessment methods used in the MBBS program:**

#### **Direct:**

- MCQs (direct and clinical vignettes)
- Short answer questions (SAQs)
- Problem based learning evaluation form and written exam
- Structured Oral Exam (SOE)
- Research projects and reports
- Objective Structured Practical Exam (OSPE)
- Objective Structured Clinical Exam (OSCE)
- Objective Structured Long Examination Record (OSLER)
- Mini-CEX
- Logbooks/ Portfolio
- Assignments and quizzes
- Checklists
- Presentations
- Field experience reports and evaluation forms (Observations and assessment of field work, internship performance, clinical experiences, and values).

Special study modules and the internship phase represent the actual clinical interaction and clinical training in different healthcare settings. The learning outcomes are assessed through workplace-based assessment (WPBA) forms and reports and evaluation is based on the supervisor ratings of students' performance in the Field experience evaluation forms.

Skill transcript is an additional method used in assessment of students throughout the MBBS program.

### **Indirect methods of assessment**

Indirect methods also include external benchmarking and stakeholder surveys specially Employer evaluation survey (EES) that reflects Employers' evaluation of the program graduates' proficiency. Indirect methods also include Students' performance in the professional and/or national examinations e.g SMLE and progress test. Progress test is an annual assessment of all medical students in all medical colleges across the kingdom which aims to benchmark medical students' performance against the average national grade.

Graduates' employability and enrolment in postgraduate programs are indirect methods that are used to assess the achievement of PLOs.

### **Summary of Indirect Assessment Methods:**

- Stakeholders' Surveys
- External reviewers.
- Interviews, meetings and Focus group discussion
- Graduates' employability and enrolment in postgraduate programs
- Pass rates or scores on licensure, certification exam (SMLE) and in progress test.

## Description of MBBS Program Courses

### First year

Course Code	Course Title	Pre-Requisite Courses	Credit Hours
COMM 001	Communication skills		2
CSC 001	Computer skills and its applications		3
EMD 001	English language for medical fields (1)		5
MATH 100	Mathematics (1)		3
PHYS 101	General Physics		3
LTS 001	Learning, thinking & research skills		3
EMD 002	English language for medical fields (2)	EMD 001	5
BIO 101	General biology		3
CHEM 101	General Chemistry		3
MATH 101	Mathematics (2)	Math 100	3

## Second year

Course Code	Course Title	Pre-Requisite Courses	Credit Hours
ISLM 101	Islamic culture (1)		2
ISLS 201	Islamic culture (2)		2
ARB 101	Language Skills		2
ARB 201	Writing Skills		2
MED 0201	Normal Human Morphology1	Successful Completion of Phase 1 courses	6
MED 0202	Normal Human Morphology2		6
MED 0203	Research Methodology		2
MED 0204	Basic Emergency Care		1
MED 0205	Abnormal Human Morphology1		6
MED 0206	Abnormal Human Morphology2		6
MED 0207	Musculoskeletal System		4

### Course title, Code and Course Description

#### Normal Human Morphology I MED0201:

This module is in the first semester of 2<sup>nd</sup> year. It introduces a simplified knowledge about Human embryology, anatomy, histology, and physiology. The module will cover the theoretical and the practical aspects in these listed disciplines. This module provides the students with all basic medical knowledge in the listed areas to support them for the clinical practice in the future.

Teaching is through interactive lectures, tutorials, flipped classroom, team-based learning, small group discussion, self-directed learning, and practical sessions.

Continuous formative assessment is through assignments and presentations. There are 3 summative assessments: Mid-1, Mid-2 exams (SAQs and MCQs), final exam (MCQs and OSPE).

### **Normal Human Morphology II (NHM II) MED0202**

This module is in the first semester of the 2<sup>nd</sup> year. It explains the different types of nutrients essential to the normal health and growth, like proteins, carbohydrates, and lipids and how they interact in essential processes and pathways in our cells.

This module concentrates also on the regulatory processes by different mechanisms to control the different metabolic pathways to ensure supplying the body with his requirements under different circumstances as fed fast or starved states. The student will gain basic knowledge about genetics and molecular biology. The student will also be provided with an introduction to the essential laboratory skills required. Teaching strategies include interactive lectures, SGD, flipped classroom and practical sessions. Continuous formative assessment through assignments and presentations. There are 3 summative assessments, Mid-1 and Mid-2 (MCQs and SAQs) and final exam (MCQs and OSPE).

### **Research Methodology MED0203**

This module has been designed for second year medical students to introduce them to and provide them with the basic tools of research methodology and the relevant biostatistics. It is intended to explain the significance of research in medical practice and to provide students with the basic tools required to develop and write a successful research proposal for medical research problems. In addition, this module is intended to equip students with the basic statistical & research knowledge, skills and attitude that enable them to read, understand, evaluate, and critically appraise articles published in medical journals. Teaching is through active lecturing, tutorials, practical with small group work, SDL. Assessment is through assignments, MCQs, presentation of research proposal and submission of research report.

### **Basic Emergency Care MED0204**

This is an introductory module to lay the foundation knowledge and skills of emergency medicine and introduce the students of the second year to the basic steps of management of

emergency cases. Teaching is through interactive lecturing, videos, and skill lab. This is a pass and fail module. Assessment is through continuous assessment using checklist.

### **Abnormal Human Morphology I MED 0205**

This module prepares second year medical students to the clinical practice by providing them with the essential and important knowledge and skills in the fields of medical microbiology and clinical pharmacology to understand the pathogenesis and management of different diseases that they will face in their clinical practice.

**Medical Microbiology:** This section of the module concentrates on the medically important infectious agents that cause infectious diseases the graduate will frequently encounter in the community and in different healthcare settings and infectious agents that can cause serious diseases, and some are considered biological weapons. It describes the host parasite relationship and the general and genetic characteristics of bacteria, viruses, and fungi. It also explains the epidemiology, pathogenesis and immune response to diseases caused by these infectious agents and discusses the laboratory diagnosis, management, and prevention of these diseases.

**Clinical Pharmacology:** This section of the module concentrates on the different terms of pharmacology including pharmacokinetics and pharmacodynamics. It discusses the basic concepts of drugs that control autonomic nervous system. It also discusses the pharmacology of different antimicrobial, antiviral and antifungal therapy and anticancer drugs.

Teaching strategies include interactive lectures, tutorials, flipped classroom, team-based learning (TBL), SGD (problem solving, case studies), SDL and practical sessions.

Continuous formative assessment through assignments and presentations. Logbook is used for assessment of different skills and values (70% should be completed to sit for OSPE). There are 3 summative assessments, Mid-1 and Mid-2 (MCQs and SAQs) and Final exam; written exam (MCQs) and final medical microbiology Objective structured practical exam (OSPE).

### **Abnormal Human Morphology II MED0206**

This module aims to prepare the students for the clinical practice by giving the basic knowledge in pathology and clinical biochemistry that is needed to understand the development and management of different diseases that they will face in the future.



**Pathology** In this module students are going to study general pathology. Pathology is the study of diseases, dealing with their etiology, mechanism (pathogenesis), morphological features (gross & microscopic), fate, effects, and prognosis. For a student of medicine pathology is a bridge between the basic medical sciences studied in preclinical years and the practice of clinical medicine. On an academic level, the study of pathology is elementary for clinical practice, and a good quality clinician must have good knowledge of pathology. On an applied clinical level, diagnosis of many diseases is sometimes impossible without pathological examination of specimens obtained from the diseased tissue or organ.

**Clinical Biochemistry** in this module concentrates on the molecular abnormalities occurring in different disorders and relates these to the pathological manifestations. These abnormalities include different types of hemoglobinopathies, enzymatic defects in lipid, protein, amino acids, carbohydrate, and nucleotides metabolism.

Teaching strategies include interactive lectures, tutorials, SGD, SDL, and practical sessions. Continuous formative assessment through assignments and presentations. There are 3 summative assessments, Mid-1 and Mid-2 (MCQs and SAQs), and final exam (MCQs and OSPE).

### **Musculoskeletal System MED0207**

This module is designed for second year medical students to introduce them to the musculoskeletal system. The main feature of the course is the integration of knowledge and a taste of clinical aspects. Stress is made on relevance of information to clinical studies in the musculoskeletal system and diseases affecting it. Teaching strategies include interactive lectures, tutorials, flipped classroom, team-based learning, SGD, PBL, CBL, SDL and practical sessions.

Continuous formative assessment through assignments, checklist, presentations, and DOP/F. Summative exam is by (MCQs, PBL evaluation form, PBL-SAQs and OSPE).

Third Year

Course Code	Course Title	Pre-Requisite Courses	Credit Hours
ISLS 301	Islamic Culture (3)		2
ISLS 401	Islamic Culture (4)		2
MED 0301	Immune, Blood lymphatic System (IBLS)	MED 0201 MED 0202 MED 0205 MED 0206 MED 0207	4
MED 0302	Cardiovascular System		4
MED 0303	Respiratory System		4
MED 0304	Renal and Urinary System		4
MED 0305	Community-Based Practice module 1		1
MED 0306	Endocrine System		4
MED 0307	Reproductive System		4
MED 0308	GIT & Metabolism Module		5
MED 0309	Nervous System and Special Senses		6
MED 0310	Community-Based Practice module 2		1

### **Immune, Blood and Lymphatic System (IBLS) MED 0301**

The Immune, Blood, and Lymphatic System (IBLS) module is designed for the 3<sup>rd</sup> year students. It gives the student the necessary knowledge and skills related to the structure, function and inter-relationships between the blood, lymphatics and the immune system in health and disease states. Students will also be exposed to the common clinical conditions and the ways of critical thinking for diagnosis, management, and prevention of these conditions.

Teaching strategies include interactive lectures, tutorials, flipped classroom, team-based learning, SGD, PBL, CBL, SDL and practical lab sessions.

Continuous formative assessment through assignments, checklist, presentations, and direct observation of performance with feedback. Summative exam is by (MCQs, PBL evaluation form and PBL-SAQs and OSPE).

### **Cardiovascular System MED 0302**

The CVS module is designed for 3<sup>rd</sup> year students to focus on the development and anatomy of CVS, the physiological characters and functionality of CVS, the biochemical characteristics and changes of CVS during health and different pathological conditions, the infections affecting CVS, the pathological changes which affect CVS in different diseases, the pharmacology of different lines of medications used in treatment of CVS disease with focus on most common diseases such as hypertension, heart failure, ischemic heart diseases and arrhythmia and the clinical presentation and differential diagnosis of common and series cardiac diseases.

Teaching strategies include interactive lectures, tutorials, flipped classroom, team-based learning, SGD, PBL, CBL, SDL and practical sessions.

Continuous formative assessment through assignments, checklist, presentations, and DOP/F. Summative exam is by (MCQs, PBL evaluation form, PBL-SAQs and OSPE).

### **Respiratory System MED 0303**

This module provides a detailed information on the development, structure and function of human respiratory system and carries out description on structural and functional abnormalities. The module describes the pathological and clinical features of common respiratory conditions. During the module, the students will get familiarized with the normal and abnormal respiratory function test results and its interpretation. Also, the clinical manifestations of respiratory

diseases, relevant clinical and laboratory evaluation (biochemical, medical microbiology, radiological and pathological) and their primary management.

Teaching strategies include interactive lectures, tutorials, flipped classroom, team-based learning, SGD, PBL, CBL, SDL and practical sessions.

Continuous formative assessment through assignments, checklist, presentations, and DOP/F. Summative exam is by (MCQs, PBL evaluation form, PBL-SAQs and OSPE).

### **Urinary System MED 0304**

This module is designed for 3<sup>rd</sup> year students. Throughout this module students will learn in an integrated manner all the basic knowledge concerning urinary system including the anatomy and histology of different parts. It will cover also physiological processes performed by this system. Moreover, they will learn some pathological conditions and infections that can impact the urinary system and pharmacology of drugs that can act on and affect the urinary system. Teaching strategies include interactive lectures, tutorials, flipped classroom, team-based learning, SGD, PBL, CBL, SDL and practical sessions.

Continuous formative assessment through assignments, checklist, presentations, and DOP/F. Summative exam is by (MCQs, PBL evaluation form, PBL-SAQs and OSPE).

### **Community-Based Medical Practice I MED 0305**

This module is designed for 3<sup>rd</sup> year medical students to enable them students to design community health projects. Teaching is through interactive lectures, SGD and practical. The module provides exercises that will be helpful to develop the skills of medical students in planning, implementing, and managing health projects. The expected outcome will be a community health project proposal that suits the local community needs. By the end of this module, students will submit a community-based health research/ project proposal to be implemented during the conduction of the CBP-2 module MED 0310.

### **Endocrine System MED 0306**

This module provides a detailed information on the development, structure and function of human endocrine system and carries out description on structural and functional abnormalities. The module describes the tests for endocrine functions and its alteration in pathological conditions and pathological and clinical features of common endocrine conditions. It also

explains the clinical manifestations of endocrine diseases, relevant clinical and laboratory evaluation (biochemical, radiological, and pathological) and its management.

Teaching strategies include interactive lectures, tutorials, flipped classroom, team-based learning, SGD, PBL, CBL, SDL and practical sessions.

Continuous formative assessment through assignments, checklist, presentations, and DOP/F. Summative exam is by (MCQs, PBL evaluation form, PBL-SAQs and OSPE).

### **Reproductive System MED 0307**

This module is designed for year 3<sup>rd</sup> year students. Throughout this module students will learn in an integrated manner all the basic knowledge concerning reproductive system in humans including the anatomy and histology of different parts of the genital tracts in both males and females. It will cover also physiological processes performed by this system such as pregnancy and parturition. Some related topics will be covered also such as fetal physiology and lactation. In this module students will also learn the biochemistry and functions of male and female sex hormones and their benefits in diagnosis of infertility and pregnancy. Moreover, they will learn some pathological conditions and infections that can impact the reproductive system and pharmacology of drugs that can affect pregnancy. Teaching strategies include interactive lectures, tutorials, flipped classroom, team-based learning, SGD, PBL, CBL, SDL and practical sessions. Continuous formative assessment through assignments, checklist, presentations, and DOP/F. Summative exam is by (MCQs, PBL evaluation form, PBL-SAQs and OSPE).

### **Gastrointestinal System & Metabolism Module MED 0308**

This module is designed for 3<sup>rd</sup> year students. Throughout this module students will learn in an integrated manner all the basic knowledge concerning gastrointestinal system including the anatomy and histology of different parts. It will cover also physiological processes performed by this system. Moreover, they will learn some pathological conditions and infections that can impact the GIT system and pharmacology of drugs used in treatment of GIT diseases. Teaching strategies include interactive lectures, tutorials, flipped classroom, team-based learning, SGD, PBL, case studies, SDL, and practical sessions.

Continuous formative assessment through assignments and presentations. Final exam is by (MCQs, PBL exam and OSPE).

### **Nervous System & Special Senses MED 0309**

This module is designed for 3<sup>rd</sup> year medical students. The Nervous System and Special Senses Module gives the students the necessary knowledge and skills related to the structure and function of the Nervous System and Special Senses (i.e., vision, hearing, taste, and smelling) in relation to health and disease states. They will also be exposed to the common clinical conditions and the ways of examining each of those structures.

Teaching strategies include interactive lectures, tutorials, flipped classroom, team-based learning, SGD, PBL, CBL, SDL and practical sessions.

Continuous formative assessment through assignments, checklist, presentations, and DOP/F. Summative exam is by (MCQs, PBL evaluation form, PBL-SAQs and OSPE).

### **Community-Based Medical Practice Module 2 MED 0310**

This module is designed for 3<sup>rd</sup> year medical students to enable them to implement and evaluate community health projects. The module provides exercises and field training that will be helpful to improve the skills of medical students in implementing and managing health projects. The expected outcome will be a complete community health project that suits the local community needs. By the end of this module, students will conduct, implement, and monitor the sustainability a community-based practice research project.

### **Fourth Year**

<b>Course Code</b>	<b>Course Title</b>	<b>Pre-Requisite Courses</b>	<b>Credit Hours</b>
<b>MED 0401</b>	<b>Clinical Skills Module</b>		<b>20</b>
<b>MED 0402</b>	<b>Community Medicine</b>		<b>8</b>
<b>MED 0403</b>	<b>Basic Imaging</b>		<b>3</b>
<b>MED 0404</b>	<b>Forensic Medicine</b>		<b>2</b>
<b>MED 0405</b>	<b>Medical Genetics</b>		<b>2</b>

<b>MED 0406</b>	<b>Professionalism &amp; Medical Ethics</b>	<b>Successful Completion of Phase 2</b>	<b>2</b>
<b>MED 0407</b>	<b>Laboratory Medicine</b>		<b>3</b>
<b>MED 0408</b>	<b>Behavioral sciences</b>		<b>3</b>
<b>MED 0409</b>	<b>Special Study Module &amp; Elective (I)</b>		<b>3</b>

### **Clinical Skills MED 0401**

This module is designed for the 4<sup>th</sup> year students in the beginning of phase 3. It is an integrated module compiling the basic knowledge of clinical skill with the cognitive, psychomotor medical and surgical skills essential for medical students to prepare them for the clinical modules in phase 3. The module will take place in fifteen weeks duration and is composed of different teaching and learning activities which are set to cover the knowledge and skills domains that the student would need to achieve the goals of the module. These are composed of interactive lectures, tutorials, self-directed learning and bedside clinical teaching in the hospitals and simulation unit. The students are expected to achieve essential knowledge about important medical and surgical conditions in addition to some cognitive and psychomotor skills like history taking, conduction of physical examination, diagnostic skills, critical thinking, and patient management skills. Assessment tools include MCQ examination, OSPE, OSCE and quizzes. A structured portfolio is also developed to enhance students' learning during the module.

### **Community Medicine MED 0402**

This module is designed for 4th year medical students. It has been developed and intended to teach community medicine core competencies including the required knowledge and skills essential in community medicine as leadership, planning and communication. Regarding research, in this module students will study public health, epidemiology, community-based health practice and services, and population-based research program. This module ensures active engagement of medical students in community health services, continuing medical education and applying evidence-based practice that will enable them to address the population health care needs at the local, national, and international levels. Teaching is through interactive lectures, tutorials, seminars, PBL and practical sessions. Assessment is through MCQs and checklists for assignments and students' presentations.

### **Basic imaging MED 0403**

This module is designed for fourth year medical students. By the end of this module the students will be able to identify the normal radiological features of different body system and the different pathological conditions affecting these systems. The student will be able to diagnose these pathological conditions by interpreting different methodologies of radiology. The teaching approaches in this module include interactive lecturers, tutorials, case-based learning. Assessment is by MCQs, OSPE, Quizzes, checklist for case presentation, direct observation of performance and feedback (DOP/F).

### **Forensic Medicine MED 0404**

This module is designed for fourth year medical students to provide medical students with basic knowledge as future general practitioner about the forensic medicine and toxicology. To establish this foundation, the following areas will be covered in this module: the concepts about the mechanism of death and wounds, the role of laboratories in forensic medicine and toxicology, the most recent technology in this field and how to collect the samples, preserve them, to whom it should be sent, the forensic system and the legal roles in KSA that regulate medical job, as a doctor and how to solve problems of forensic cases and poisoning and how to write a medicolegal report. Teaching methods will be interactive lectures, tutorials, case-based learning (CBL), and SDL. Assessment is through MCQs, OSPE, and students' presentations using checklist.

### **Medical Genetics MED 0405**

This module is designed for fourth year students to provide a concise knowledge of basic Medical Genetics including the structure of chromosomes, genes, and principles of Mendelian and non-Mendelian inheritance. Besides, the fundamental principles of clinical genetics regarding the molecular basis of most common hereditary diseases, current diagnostic techniques, and updated therapeutic intervention as gene therapy.

Furthermore, it outlines basic methodologies for practicing clinical genetics including pedigree analysis, genetic risk calculation, genetic counseling, and genetic screening. Also, it ensures that medical students are familiar with the principles of human genetics and their applications in the field of preventive medicine.

Teaching is through interactive lectures, tutorials, SDL, and practical sessions. Assessment is by MCQs, SAQs, OSPE, students' presentation checklist, assignments and direct observation of performance and feedback (DOP/F).



### **Professionalism & Medical Ethics Course Code: MED 0406**

This module is designed for 4th-year medical students. The main goal of this module is to provide them with the foundation knowledge to identify, analyze, and manage the most common ethical issues. It is well-known that ethics are deeply rooted in Islamic teachings and heritage, mainly in the Quran and Sunnah. Moreover, the Islamic rulings give clear guidance that should be followed by Muslim doctors who treat Muslim patients, which is mostly the case in Saudi Arabia and most of the countries in the region. In addition, the available Islamic resources mainly address students of Islamic jurisprudence or consultants who have asked trusted scholars on religious opinion about a specific situation they have faced in clinical practice. There are usually a lot of details and Fiqhi terminologies that may not be clear to clinicians who are not “experts” in Islamic studies and do not usually explain the grounds on which the Fatwas were issued, at least not in a way that allows bedside clinicians to utilize them in the cases they encounter. Teaching in this module will be through Interactive lectures, SGD, CBL, PBL, and SDL. Assessment will be through MCQs, assignments, DOP/F and students’ Presentations checklist

### **Laboratory Medicine Course Code: MED 0407**

This module is planned for 4th year students (Phase III medical students). It aims to prepare medical students for the rigors of clinical practice by educating them in the efficient selection and rational interpretation of laboratory tests. In this course a combination of interactive lectures, tutorials, and case-based learning, and will be employed to help students to develop effective strategies for laboratory diagnoses and management of common clinical problem. Appropriate test choices, optimum clinical laboratory utilization, and limitations of tests will be emphasized. Assessment is by MCQs, and students’ presentations checklist and continuous observation of performance with feedback.

### **Behavioral Sciences Course Code: MED 0408**

This module provides students the chance to look scientifically at the mental and behavioral function of people. It deals with subjects such as the relationship between brain and behavior, acquisition of behavior and beliefs, cognitive processes such as those involved in memory, attention and perception, emotions, coping strategies with stress in everyday life situations, human development across the life span, and individual differences in personality and mental

abilities. It also helps students to develop essential interpersonal skills especially those related to clinical settings, as well as knowledge of abnormal behavior and psychological and chemical interventions for common psychological disorders. Teaching is through interactive lectures, tutorials, small group discussion and SDL. The assessment is by MCQs, group project and checklist for students' presentation.

### Fifth Year

Course Code	Course Title	Pre-Requisite Courses	Credit Hours
MED 0501	Pediatrics	MED 0401	20
MED 0502	Otorhinolaryngology	MED 0402	3
MED 0503	Ophthalmology	MED 0403	3
MED 0504	Special Study Module and Elective (II)	MED 0404	3
MED 0505	Psychiatry	MED 0405	6
MED 0506	Patient Safety	MED 0406	2
MED 0507	Obstetrics and Gynecology	MED 0407	20
		MED 0408	

#### **Pediatrics Course Code: MED 0501**

This module is designated for 5th year medical students. It delineates the standard of medical care for pediatric age group by preparing medical student with knowledge, skills and values to provide compassionate, appropriate and effective medical care for pediatric age group in health and disease and diagnose and manage common and serious disease affecting this age group.

The module is composed of different teaching and learning activities which are set to cover the knowledge and skills domains that the student would need to achieve the goals of the module. These are comprised of interactive lectures, tutorials, PBL, TBL, SDL, flipped classroom, and

clinical teaching: bedside clinical teaching in the hospitals and in simulation lab. Assessment is by MCQS, portfolio, Quizzes, OSPE, OSCE and checklists for case presentation and performance in clinical sessions.

### **Otorhinolaryngology Course Code: MED 0502**

This module aims to provide 5th year medical students with a brief outline of otorhinolaryngology ensuring they have sufficient understanding of ENT anatomy, fundamental ENT examination skills. Student will have adequate knowledge about common ENT common and serious medical problems and diseases regarding causes, clinical picture, investigations and management in children and adults. The student will be exposed to the basic principles and techniques of the specialty and be familiar with recent methods of diagnosis and proper management. An appropriate foundation of knowledge covering the ENT emergencies will be provided. The student will develop positive attitudes that is important for medical student to communicate with patients, colleagues, and co-workers in the medical field. Teaching in this module will be through Clinical sessions, in hospital and clinical Simulation unit, Tutorials, CBL, Interactive Lectures and SDL. Assessment methods include logbook, MCQs, SAQs, OSPE, OSCE, presentations, assignments, Student Created Video Assessment and DOP/F.

### **Ophthalmology Course Code: MED 0503**

This module is designed for 5th year medical students aiming to provide them with a brief outline of ophthalmology ensuring they have sufficient understanding of ocular anatomy, fundamental eye examination skills, common causes of vision loss, and the relationship between the eye and systemic diseases. Student will have adequate knowledge about common ophthalmic medical problems and diseases regarding causes, clinical picture, investigations and management in children and adults. The student will be exposed to the basic principles and techniques of the specialty and be familiar with recent methods of diagnosis and proper management. An appropriate foundation of knowledge covering the ophthalmic emergencies will be provided. The student will develop positive attitudes that is important for medical student to communicate with patients, colleagues, and co-workers in the medical field. Teaching will be conducted through tutorials, flipped classroom, SDL, Clinical sessions. Assessment will be through MCQs, OSPE, clinical examination videos and logbook.

### **Psychiatry Course Code: MED 0505**

This module is designed for 5th year medical students to provide them with the essential knowledge and skills necessary to diagnose and manage psychiatric disorders. Students will become acquainted with psychiatric disorders, current therapies, and practice. The psychiatric knowledge and skills to be gained will be integrated with other areas of expertise through their medical career. Teaching will be conducted through interactive lectures, tutorials, and clinical sessions. Assessment will be through MCQS, Portfolio, OSCE, SOE, and checklist for DOP.

### **Patient Safety Course Code: MED 0506**

This module is designed for 5th year medical students and will be conducted through interactive lectures and clinical sessions to equip medical students with the foundational knowledge necessary to understand the context, key principles, and competencies associated with the discipline of patient safety, and how these tenets and skills are applied in everyday practice. Teaching is through interactive lectures and hospital visits. The assessment will be through Checklist for presentation prepared by students and by direct observation of students' performance and feedback (DOP/F).

### **Obstetrics and Gynecology Course Code: MED 0507**

This module is designed for 5th year medical students to equip them with essential knowledge and skills that enable them to provide compassionate, appropriate, and effective care for women, which will under the Guide of obstetrics and gynecology department help in optimizing the women's health care in the region. The module duration is 12 weeks. The principal method for teaching will be interactive lectures, tutorials, case-based, team-based learning, clinical sessions with an emphasis on the competence of clinical skills and values.

Teaching in this module will be structured around the following:

- One orientation week composed primarily of introductory lectures, case-based learning, and clinical skills lab.
- Nine comprehensive weeks; teaching will take place in a variety of setting and activities (Classroom, clinical simulation unit, Clinical Wards, DR, ANC unit, Infertility Clinic, Gynecology Clinic & ER, and comprehensive teaching depends mainly on team-based learning.
- Two weeks for revision & student assessment.

Assessment will be through Quizzes, MCQs, OSPE, OSCE, Logbook and case presentation.

## 6<sup>th</sup> Year

Course Code	Course Title	Pre-Requisite Courses	Credit Hours
MED 0601	Internal Medicine and Sub-specialties	MED 0501  MED 0507	20
MED 0602	Critical care and Emergency Medicine		5
MED 0603	Family Medicine		10
MED 0604	Special Study Module and Elective (III)		3
MED 0605	General Surgery + Subspecialties		20

### Medicine and Sub-specialties Course Code: MED 0601

#### Module period: 12 weeks

This module has been designed to impart the 6th year medical students the fundamental knowledge that is required to practice as a successful general practitioner. This module will consolidate previously acquired knowledge and skills in the field of Medicine and will provide students with additional opportunities to gain advanced understanding of the management of cases in general Internal Medicine as well as in its subspecialties such as Nephrology, Cardiology, Dermatology, Neurology, Endocrinology, Hematology, Hepato-gastroenterology, Rheumatology and Pulmonology. The module is composed of different teaching and learning activities which are set to cover the knowledge and skills domains that the student would need to achieve the goals of the module. These are composed of interactive lectures, tutorials/seminars, flipped classroom, team-based learning and case-based learning sessions and bedside clinical teaching in the hospitals. The students are expected to achieve knowledge about important medical conditions in addition to cognitive and psychomotor skills like history taking, conduction of physical examination, diagnostic skills, critical thinking, and patient management

skills. Assessment is by portfolio, quizzes, MCQs, SOE, OSPE, OSCE and Objective Structured Long Examination Record (OSLER).

### **Family Medicine Course Code: MED 0602**

#### **Module period: 6 weeks**

This module is designed for 6th year medical students. In this module students will acquire the fundamental knowledge, skills, and values necessary to care for people across the spectrum from healthy to ill patients in ambulatory settings, regardless of their gender, age, and organ or system involved. The module provides hands-on experience combined with in-depth discussion and interaction with patients under supervision of faculty and preceptors who will help student to develop clinical competencies in the context of patients' encounters in clinical sessions and community-based teaching (CBT). In addition, active methods of teaching and learning fostering adult learning and lifelong learning will be used (Tutorials, TBL, CBL, SGD, SDL) this in addition to interactive lectures. Furthermore, students will learn logical approach to symptoms and signs recognizing red flags and how to deal with uncertainty, in addition, how provide continuing and comprehensive health care in biopsychosocial context regardless of the disease entity. Assessment is by MCQs, checklist for clinical Evaluation in clinics, Portfolio, OSPE and OSCE.

### **Critical Care and Emergency Medicine Course Code: MED 0603**

#### **Module period :3 weeks**

This module has been designed to impart to the students a fundamental understanding of the discipline of anesthesia and its role in many different clinical conditions that range from chronic pain management to its use in minor and/or major surgery. In this module, the student is also exposed to the critical role that the intensive care units (ICU) play in the management of emergency, post-surgical, and acute cases. Teaching in this module is through Interactive lectures, tutorials, SGD, SDL, Clinical session. Assessment is by MCQs, modified essay questions, checklists for performance in clinical sessions and case presentations.

## **Surgery & Subspecialties Course Code: MED 0605**

### **Module period: 12 weeks**

This module has been designed for 6th year medical students to impart them the fundamental knowledge, skills and values that are required to practice as a successful general practitioner. In this module the students will have the opportunity to consolidate previously acquired knowledge and skills in the field of surgery. Students will be provided with additional opportunities to gain advanced understanding of the management of cases in general surgery as well as in its subspecialties such as orthopedics, neurosurgery, gastrointestinal, plastic/reconstructive surgery, and transplantation.

The module is composed of different teaching activities; interactive lectures, tutorials designed as problem solving sessions and bedside clinical teaching in the hospitals and clinical simulation unit. The students are assessed through a formative test in the middle of the module and a summative examination at the end. Assessment tools include MCQs, quizzes, SOE, Mini-CEX, OSPE and OSCE. A Portfolio is developed to enhance students' learning during the course.

## **Special Study and Elective Modules I, II & III Course Code: MED 0409, MED 0504 and MED 0604**

### **Field Training period: 3 weeks each**

In these special (field) study modules students can complete their degree by gaining wider medical experience in a self-chosen clinical/diagnostic discipline in their specific area of interest. It would help them to integrate the previously gained knowledge and clinical skills with the actual patient care and give them the opportunity to explore the chosen medical/surgical disciplines of interest. Students choose the clinical/diagnostic specialty they want and the training site either local, national, or international that fulfill the criteria defined in the field experience specification. A structured evaluation form is filled and submitted at the end of the module.

## Medical Internship

After successful completion all modules and courses of the first six years of the MBBS program as indicated in the above tables, students spend 12 months of clinical training in hospitals. This period is designated “the Internship year”. It is a sort of apprenticeship where the student is attached to a unit presided by a consultant. The student participates in all departmental activities such as ward rounds, clinical meetings, case-based discussions, operation room sessions, outpatient clinics, on-call duties, etc. depending on the department in which he/she is receiving training and works under close supervision of the consultant.

The internship program components include 4 mandatory rotations of 2-month duration in:

- General surgery
- Internal medicine
- Obstetrics and Gynecology
- Pediatrics

Two mandatory rotations each of 1 -month duration in:

- Family medicine
- Emergency

Added to that are two elective rotations of one-month duration for each one, which depends on the student choice from a wide range of specialties.

### Links to guides, rules and regulations of:

- 1- [UT Admission Guide](#)
- 2- [Rules and Regulations of Undergraduate Study and Examinations](#)
- 3- [Guidance and Counseling service](#)
- 4- [Students’ Rights, Duties, Code of Conduct.](#)



## Students' Counseling

Students' counseling targets the academic, social, professional career and psychological aspects.

Tasks of Academic advising committee:

- Distributes students to academic advisors and sends the lists to all students and academic staff member at the beginning of each year.
- Follow-up the report raised by the academic advisors monthly.
- Follow up on academic problems that are raised by advisor and contribute in plans to solve them.
- Raises biannual report to the faculty vice-deanship.

Roles of academic advisors include the following:

- ✓ Offering academic, professional, social, and psychological counseling for students.
- ✓ Introducing faculty and university rules and regulations to students.
- ✓ Preparing students to change from the general education system to adapt to university life.
- ✓ Introducing students to academic requirements, study plan, teaching and assessment methods.
- ✓ Deliver exam results to their students.
- ✓ Follow-up on students' studies and achievement and the intervention in the event of a warning of academic failure.
- ✓ Enhance students' academic achievement, improve their study skills and support them to overcome obstacles during their academic career.
- ✓ Guide and support high achiever to maintain and improve their capabilities.
- ✓ Detect and guide talented students and direct them to the relevant club/unit that enhance their talents and support their creativity.
- ✓ Detect, help and guide under achieving students to reduce the likelihood of academic failure and drop-out.
- ✓ Participate in plans for developing students' performance.
- ✓ Follow-up on the absence rates of their students and raise their submitted excuses.
- ✓ Review the academic movements of apology, deferment, and withdrawal.
- ✓ Help students to deal with any psychological pressures and refer to the specialized unit if needed.
- ✓ Guide students to peruse professional career and postgraduate studies.

## **Students' Advisory Committee**

Students' advisory committee includes college leaders (Dean of the College, vice dean, Vice Dean for Clinical affairs and Vice Dean for the Female Section) and college students nominated for membership, based on the criterion set by the faculty council, and announce to students at the beginning of the academic year. The membership lasts for one year; its members are nominated by students from a male and female student from each academic year. The committee holds its meetings periodically.

In the committee, academic and extracurricular matters for students are discussed to contribute to developing the university environment and students' services within the regulations and university systems.

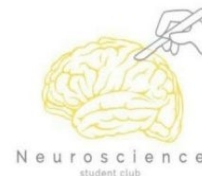
### **Nomination requirements for membership in the Student Advisory Committee:**

1. Regularity in the study.
2. Good conduct and behavior, and that no disciplinary penalty or warnings have been issued against him or her.
3. The assent of the majority of the academic year professors to nominate the male or female student.
4. An active participation in student extracurricular activities and volunteer work.

## Students' activities in the college:

The college encourages students to make use of their time, develop their skills, and participate in community service, join any scientific or cultural clubs, volunteer in the college, or attend any scientific or cultural club or sports at the university.

## Students' Clubs at the Faculty of Medicine:



Scientific Research Club	Istatib Club	ENT Club
Pediatrics Club	Biochemistry Club	Surgery club
Medical Microbiology Club	Immunology club	Ophthalmology club
Ob and Gynecology Club	Internal medicine club	Neurology club
Social and Cultural Club	Pharmacology club	Emergency medicine club
Family Medicine	Dermatology club	Psychiatry club
Medical Art Club	Dulani Club	First Aid club

## **Progress Test**

Progress test is a form of longitudinal examination with norm reference standard used to evaluate knowledge acquisition and learning outcomes that are required for graduates of medical colleges.

All students enrolled in the MBBS program in FMd-UT (2nd- 6th year) and students from different medical colleges across the kingdom are legible to sit for the progress test.

Progress test allows monitoring the rate of acquisition of knowledge among students at the same college and it is also used for cross- interinstitutional comparison for comparing curricular effectiveness and identifying problem areas in medical schools for continuous quality improvement.

The progress test is composed of 200 single best-answer multiple-choice questions targeting core knowledge in basic medical and clinical sciences that medical graduates are expected to acquire on graduation. The exam is prepared by Qassim College of Medicine. It is a paper- and -pencil test lasting 4 hours. The exam blueprint considers various body systems, medical disciplines, physician's activity, dimension of care and SAUDI-MED areas.

The progress test is used as an indirect method for measuring the achievement of the program learning outcomes

All medical students at FMd-UT are encouraged to participate in the progress test and students at FMd-UT have taken the progress test every year since 2012.

## **Saudi Medical Licensure Exam (SMLE) to practice Medicine**

The Saudi Medical Licensure to practice medicine aims at:

- \* Determining the competencies needed to obtain a license to practice the profession after the internship year.
- \* Ensuring that graduates of accredited health education facilities meet the minimum standards for practicing the profession.
- \* Unifying the criteria for differentiation among candidates applying for graduate studies programs.

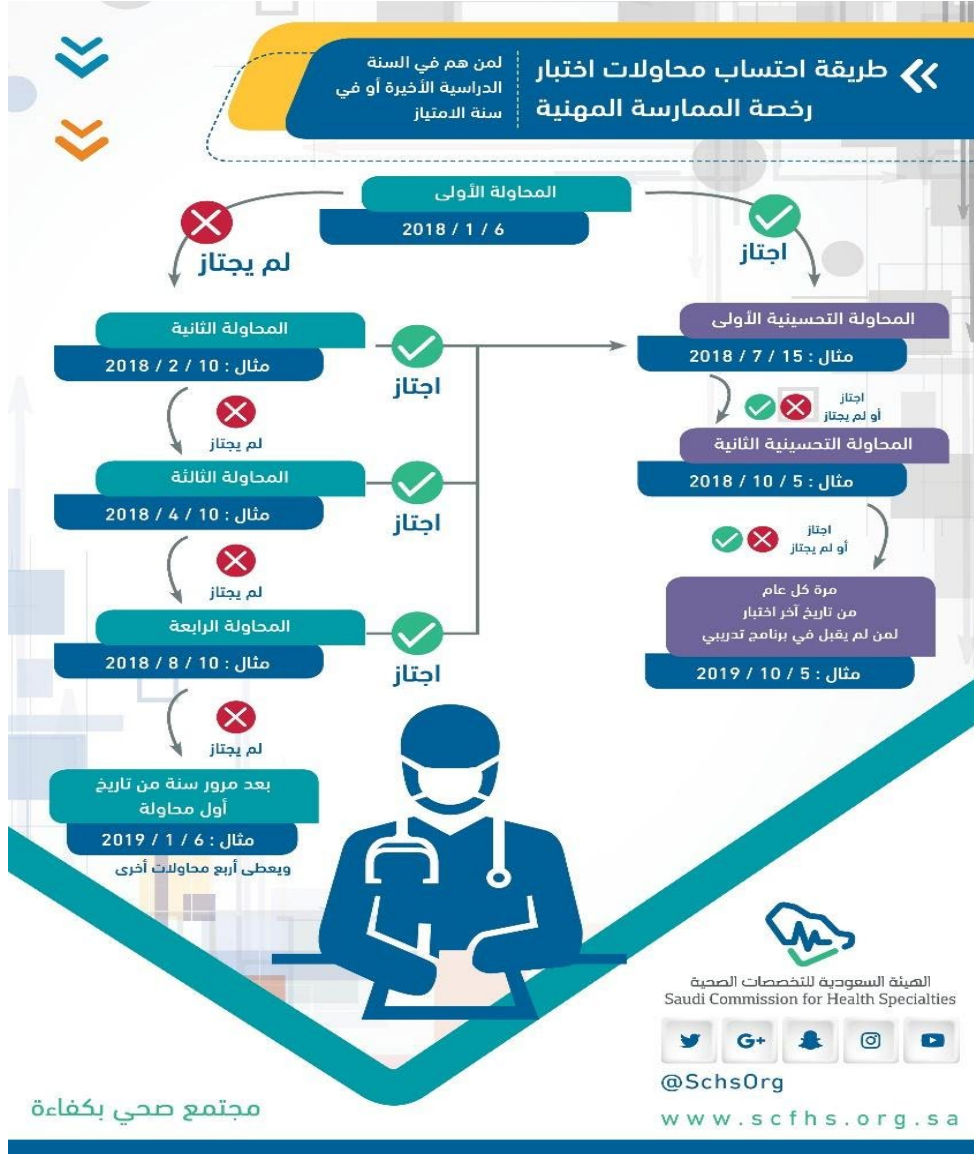
### **Who is eligible to take the test?**

- \*Students of health colleges in the Kingdom of Saudi Arabia during their last academic year.
- \*Those who have a bachelor's degree or equivalent from a recognized health college outside the Kingdom. The degree should be equalized by the Ministry of Education.

### **Test Description:**

The test is held electronically and consists of 300 multiple-choice questions (in the manner of the best choice) in 6 hours, 72 seconds per question, divided into two groups, each containing 150 questions to be completed in 3 hours. Between the two groups, the examinee can take an optional break of a maximum of 30 minutes.

## Test Attempts:












## Test Result:

Test results are issued from two to six weeks from the date of test conduct.



## Saudi Medical Fellowship Programs

 طب الأسرة	 الطب الباطني	 الجراحة العامة
أبها الأحساء الباحة البحرين الجبيل الجوف الدمام الرياض الطائف القريات القصيم المدينة المنورة تبوك جازان جده حائل حفر الباطن خميس مشيط عرعر مكة المكرمة نجران ينبع	أبها الأحساء الباحة البحرين الجبيل الجوف الدمام الرياض الطائف القصيم القطيف المدينة المنورة بيشه تبوك جازان جده حائل مكة المكرمة نجران ينبع	أبها الأحساء الباحة البحرين الخرج الدمام الرياض الطائف القصيم القطيف المدينة المنورة بيشه تبوك جازان جده حائل حفر الباطن مكة المكرمة نجران ينبع
 علم الأمراض التشريحي	 طب الأعصاب لدى الأطفال	 طب العناية الحرجة لدى الكبار
الرياض المنطقة الشرقية جدة / الطائف	الدمام الرياض جده	الرياض المنطقة الشرقية المنطقة الغربية
 طب الأورام الإشعاعي	 جراحة التجميل	 جراحة القلب
المنطقة الغربية المنطقة الوسطى	الرياض المنطقة الغربية	المنطقة الغربية المنطقة الوسطى



أمراض النساء والولادة

أبها  
الأحساء  
الباحة  
البحرين  
الخرج  
الدمام  
الرياض  
الطائف  
القصيم  
القطيف  
المدينة المنورة  
تبوك  
جازان  
جده  
مكة المكرمة  
نجران  
ينبع

طب الأطفال

أبها  
الأحساء  
الباحة  
البحرين  
الجبيل  
الدمام  
الرياض  
الطائف  
القصيم  
القطيف  
المدينة المنورة  
تبوك  
جازان  
جده  
مكة المكرمة  
ينبع

جراحة العظام

أبها  
الأحساء  
الباحة  
البحرين  
الدمام  
الرياض  
الطائف  
القطيف  
المدينة المنورة  
تبوك  
جازان  
جده  
مكة المكرمة  
نجران

طب وجراحة المسالك البولية

أبها  
الأحساء  
الباحة  
البحرين  
الدمام  
الرياض  
الطائف  
المدينة المنورة  
تبوك  
جازان  
جده  
مكة المكرمة  
نجران

الأشعة التشخيصية

أبها  
الرياض  
الطائف  
القصيم  
المدينة المنورة  
المنطقة الشرقية  
جازان  
جده  
مكة المكرمة  
نجران

جراحة المخ والأعصاب

أبها  
الدمام  
الرياض  
الطائف  
المدينة المنورة  
جده  
مكة المكرمة  
نجران

جراحة الأنف والأذن والحنجرة والرأس...

البحرين  
الدمام  
الرياض  
المدينة المنورة  
المنطقة الجنوبية  
المنطقة الشرقية  
جده  
مكة المكرمة / الطائف

الطب الوقائي

أبها  
الأحساء  
الرياض  
الطائف  
المدينة المنورة  
تبوك  
جازان  
جده  
مكة المكرمة

الطب النفسي

أبها  
الرياض  
الطائف  
المدينة المنورة  
المنطقة الشرقية  
تبوك  
جازان  
جده  
نجران

طب الأعصاب

الدمام  
الرياض  
المدينة المنورة  
المنطقة الشرقية  
جده  
مكة المكرمة

طب وجراحة العيون

الرياض  
الطائف  
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المنطقة الجنوبية  
المنطقة الشرقية  
المنطقة الغربية

طب الطوارئ

أبها  
البحرين  
الدمام  
الرياض  
الطائف  
جده  
مكة المكرمة

الطب الشرعي

الدمام  
الرياض  
المدينة المنورة  
جده

التخدير

الرياض  
المنطقة الشرقية  
المنطقة الغربية  
المنطقة الوسطى (الرياض / تبوك)

طب الأمراض الجلدية

الرياض  
القصيم (مشترك مع الرياض)  
المنطقة الجنوبية (أبها/جازان)  
المنطقة الشرقية (الدمام / القطيف)  
المنطقة الغربية (جدة/ مكة المكرمة)

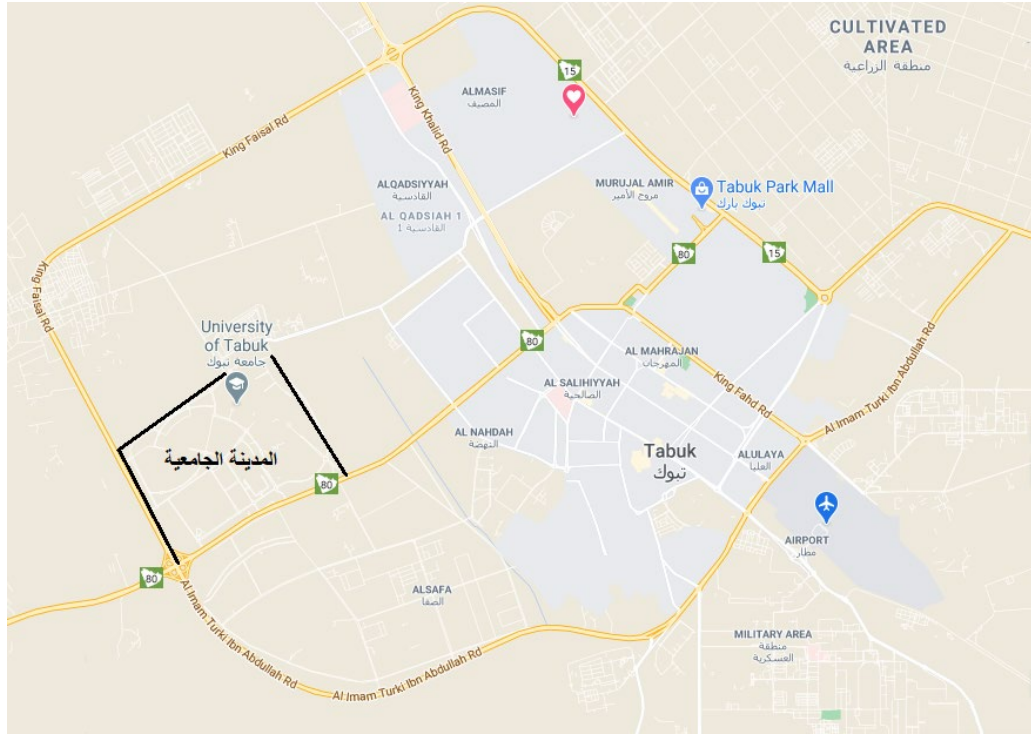
جراحة الأطفال

الرياض  
المنطقة الغربية

الطب الطبيعي وإعادة التأهيل

الرياض  
الطائف

# Map of University Main Campus



## Important telephone numbers

● Emergency& Ambulance	0144562555
● Security Administration	0144561600
● Dean of the Faculty of Medicine's Office	0144567222
● Vice-Dean Office	0144563625
● Vice-Dean for Clinical Training Affairs office	0144564047
● Vice-Dean for Female Campus Office	0144567888
● Faculty of Medicine's Administration Director Office	0144564445

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