Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications

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Course Name	Basic Medical Sciences I	
Course Code	190120123	
Academic Level	2nd Level	
Semester	1st	
Study Plan No	33	
Department	Basic & Clinical Oral Science	
Division	Basic Medical Sciences	
Academic Year	2018-2019 AD – 1439 -1440 AH	
Contact hours	Theoretical	15 / week
	Practical	8 / week
	Clinical	Non / week
Total Contact Hrs	23 / week	
Total Credit Hrs	18	

UQU-DENT:F0401-01/02

Course Specifications

Institution **Umm Al Qura University**	Date of Report:15/11/2018
College/Department**: Faculty of Dentistry**	

A. Course Identification and General Information

1. Course title and code: **Basic Medical Sciences I, Code No. 190120123**
2. Credit hours**:18**
3. Program(s) in which the course is offered. **BDS** (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: **Dr. Zakir Hadayatallah**
5. Level/year at which this course is offered: **2nd year Dentistry, 1stsemester**
6. Pre-requisites for this course (if any): **Completion successfully of 1st year course**
7. Co-requisites for this course (if any): **Koran and Islamic Culture, human genetic** **& development, and head and neck anatomy.**
8. Location if not on main campus: **The main campus of the University at Abeddia**
9. Mode of Instruction (mark all that apply) a. Traditional classroom Yes What percentage? 65

b. Blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. Correspondence		What percentage?	
e. Other	Yes	What percentage?	35

Comments:

a. Traditional classroom in the form of face to face interactive lectures.

e. other

1- Practical sessions.

2- Problem-based learning sessions.

3-Stutents ' presentation.

B Objectives

1. What is the main purpose for this course? Is to allow students to integrate the basic medical sciences related to dental practice and prepare them to know how to apply this knowledge in clinical practice in dentistry.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content because of new research in the field) -Increased use of IT or web-based reference material like King Abdullah digital library, and other web-based resources e.g. Springer Link, Wiley online. -changes in content because of new research in the field -Encourage PBL method of learning State-of-the-art digital technologies and Technology-Enhanced Learning resources are also a key aspect to help support learning through the BMS course.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered

List of Topics		No. of Weeks	Contact Hours/week			
			Lectures	Tutorial	Practical	Total
I. Orientation week		1w	15 h	4 h	-	23 h

II.	Foundation Module	Anatomy: Anatomical terminology, general outline of human skeleton, and other body systems. Skin &fascia.		6 w	15 h	4 h	4 h	23 h
		Histology: The structural components of a cell with their functions. Epithelia, C.T, muscular, nervous tissues.						
		Physiology: Autonomic N.S., Nerve physiology						
		Pathology: Inflammation, tumours, edema and different cellular changes.						
		Pharmacology: General pharmacology, autonomic drugs, and autacoids.						
		Microbiology & Immunology: Bacterial cell structure, viral properties and structure, overview of immunity, and mycology						
		Immunology: The components of the immune system, their locations in the human body, and their interactions in different clinical contexts.						
		Biochemistry:Revision of Chemistry,Metabolism of Carbohydrates,Lipids and Proteins						
III.	Gastro-intestinal tract System Module	Dysphagia		1 w	15 h	4 h	4 h	23 h
		Peptic Ulceration		1 w	15 h	4 h	4 h	23 h
		Hepatitis		1 w	15 h	4 h	4 h	23 h
IV.	Cardiovascular System	Rheumatic fever		1 w	15 h	4 h	4 h	23 h

Module	Hypertension		1 w	15 h	4 h	4 h	23 h
	Ischemic heart diseases		1 w	15 h	4 h	4 h	46 h
	Blood diseases		1 w	15 h	4 h	4 h	23 h
	Revision		1	15 h	4 h	4 h	23 h
Total			14w	206	60	56	322

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	206	60		56	0	322
Credit	15	2		1	0	18

3. Additional private study/learning hours expected for students per week. 10 hr

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The ***National Qualification Framework*** provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	**Course Teaching Strategies**	**Course Assessment Methods**
1.0	**Knowledge**		
1.1.	Identify the normal structure, biochemistry and function of the studied body systems (Gastro intestinal tract and cardiovascular).	Interactive lectures Practical sessions	End Module Exams; Foundation, GIT and CVS Modules(objective structured, (MCQs, Fill in Blanks and Short Answer questions) Final; objective type, SEQ and OSPE.
1.2	Describe the etiology, microbiology, pharmacology and pathogenesis of the case studies related diseases affecting body systems (Gastro intestinal tract and cardiovascular system) .		

2.0	**Cognitive Skills**		
2.1	Anticipate the outcomes of the studied disorders based upon structural, biochemical and functional changes.	Interactive lectures, Practical sessions Case Studies Problem solving	End Module Exams; Foundation, GIT and CVS Modules; Objective structured (MCQs, Fill in Blanks and Short Answer questions) Final; objective structured SEQ and OSPE. Rubric for pbl sessions.
2.2	Interpret some laboratory investigations related to gastro intestinal tract and cardiovascular diseases.		
2.3	Apply pharmacological aspects of the commonly used drugs related to gastro intestinal tract and cardiovascular diseases.		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Organize and submit tasks on time. Share opinions and knowledge with other colleges. Cooperate with supervisors and colleague in a team work to conduct a specific project.	Case studies Problem based learning Oral presentation	Rubrics is used.
4.0	**Communication, Information Technology, Numerical**		
4.1.	Communicate effectively with colleagues and instructors. Share available data with other peers. Present knowledge effectively and meaningfully.	Oral presentation Pbl cases	Rubrics is used.
5.0	**Psychomotor.**		
5.1	Can perform and conduct experiments, as well as to analyze and interpret the data.	Practical sessions	OSPE

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
A	**Continuous assessment:**		
1	End Module exam (Foundation module): MCQs, fill in the blanks and Short Answer Questions	Week 7	15%
2	Log book	Week 7- 15	5%
3	Oral Presentation	Week 7-13	5%
4	PBL	Week 7-13	5%
6	GI end module exam; objective structured:): MCQs, fill in the blanks and Short Answer Questions	Week 11	10%
7	CVS end module exam; objective structured:): MCQs, fill in the blanks and Short Answer Questions	Week 15	10%
B	**Final exam:**		
8	Practical (OSPE)	Week 16	15%
9	Short essay written exams	Week 16	20%
10	Objective type; MCQs and EMIs (including All modules)	Week 16	15%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week) 1.1 Each teaching staff is available for the students for 2 hours a week. 1.2 The schedule for office hours and room location of each staff member involved is available to the students.

E. Learning Resources

1. List Required Textbooks: 1. Abul K. Abbas, Andrew H. H. L and Shiv P: Basic immunology: Functions and Disorders of the Immune System, 4th edition; 2014 2. Goodman & Gilman's. The Pharmacological Basis of Therapeutics; 12 editions, 2011 McGraw-Hill. 3. Arora BB and Arora DR: Textbook of Microbiology for Dental Students 3rd edition; 2015. 4. John A. Yagiela, Frank J. Dowd, Bart Johnson ; Pharmacology and Therapeutics for Dentistry ;6th edition 2011. 5. Doan T, Melvold R, Viselli S and Waltenbaugh C: Immunology (Lippincott Illustrated Reviews Series) , 2nd edition; 2013 6. Grey's anatomy 40th edition, 2013, Saunders Elsevier 7. Guyton, AC and Hall, Textbook of Medical Physiology, 12th ed., 2011. WB Saunders Co. 8. Histology A Text and Atlas with Correlated Cell and Molecular Biology; Michel H Ross and WokciechPawlina. 6th 2016. 9. Pamela Champe, Richard Harvey and Denise Ferrier. Lippincott's Illustrated Reviews Biochemistry 5th edition 2011, Lippincott Williams and Wilkins. 10. Robbins Basic Pathology, By: Kumar, Abbas, Fausto, Michel. 9th edition 2016. 11. Rubin's pathology Clinicopathologic Foundation of Medicine Raphael Rubin and David S. Strayer 7th edition 2016.
2. List Essential References Materials (Journals, Reports, etc.) 2.1. The American Physiological SocietyJournal of Physiology, Volumes:20-29;2004-2014.

2.2. ELSEVIER,Journal of Pharmacology and therapeutics,Volumes:112-131;2004-2014. 2.3. Science Direct, The International Journal of Biochemistry and Cell Biology, Volumes:36-48;2004-2014 2.4. US Library of Medicine and National Health Institute, The American Journal of Pathology, Volumes:170-184;2004-2014. *2.5.* AMMI Canada, Canadian Journal of Infectious Diseases and Medical Microbiology, Volumes:15-25;2004-2014. 2.6. The JI Archive, The Journal of Immunology, Volumes:172-19;:2004-2014. 2.7. Springer, Journal of Molecular Histology, Volumes:35-44;2004-2014 2.8. ELSEVIER, Annals of Anatomy, Volumes:186-196;2004-2014.
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) 3.1. Richard S. Snell, Clinical Anatomy for Medical Students, 1995. 3.2. Devlin TM. Textbook of biochemistry with clinical correlation, 8th edition, 2010 3.3. Ganong's Review of medical physiology, 24 edition, 2011, Churchill Livingstone.
4. List Electronic Materials(eg. Web Sites, Social Media, Blackboard, etc.) 4.1 Hill DR, Stickell HN, and Crow S. Brandon/Hill selected list of print books and journals for the small medical library [web document]. New York, NY: Mount Sinai Medical Center, The Gustave L. and Janet W. Levy Library, 2003. [cited 26 Sep 2007]. http://www.mssm.edu/library/brandon-hill/small_medical/l 4.2 National Library of Medicine, authors. PubMed. National Library of Medicine. .http://www.ncbi.nlm.nih.gov/PubMed/medline.html. 4.3 National Library of Medicine, authors. PubMed. National Library of Medicine http://www.ncbi.nlm.nih.gov/books/NBK3827/#pubmedhelp.How_to_Get_the_Journ
5 Other learning material such as computer-based programs/CD, professional standards or regulations

and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) The college has purpose-built class rooms; sufficient for 50 students each. These classrooms are designed with enough teaching spaces and equipped with latest teaching aids; audiovisual equipment, data show, a large screen, screen pointers & other equipment's needed for the Power Point presentation of lectures. The lecture duration is 50 minutes with 10 minutes breaks to prepare for the next lecture.
2. Computing resources (AV, data show, Smart Board, software, etc.) All students can use computer with internet access in a comfortable place. This will enable the students to search efficiently for the learning objectives of the PBL, tutorial and Oral Presentation sessions and hence make such activities more relevant and useful to the theme of Self Directed Learning.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) **Laboratories** Each laboratory in the faculty can sit 50 students at one time. These labs are supplied with wide study benches, specimens, data show, microscopes. Proper lighting sources & other equipment's are needed for training of the students on such

skills.

PBL rooms

Each PBL room can accommodate about 10- 12 students with their tutor. It is provided with round table; with chairs around, flipchart, pens and interactive smart board and wifi access.

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1.1. A module evaluation questionnaire is designed to assess the effectiveness of the module regards, objectives and teaching facilities, instructor, assessment process and resources. It is distributed to all the students at the end of the module, the data is analyzed and interpreted to be discussed by the module committee to issue an improvement plan for any difficulties facing the students.

2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor

2.1. An annual module report is compiled by the module committee enlightened by the results of students' performance as well the results of the module evaluation questionnaire by students.

3. Processes for Improvement of Teaching

- Encouragement of tutor-students active interaction during lectures
- Encouragement of brain storming during PBL sessions
- The topics of oral presentation should more dentistry relevant.
- Promoting continuous assessment throughout the semester
- Encouraging the use of scientific journals, web sites and visiting King Abdullah electronic library.
- Encouraging cooperative learning with inquiry and discussion

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) 4.1. Double checking the students answers by two raters or evaluators (or one evaluator after the OMR).
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. The module is revised annually after its delivery in the light of the results of students' performance (students' grades) and the results of the module evaluation questionnaire by both students and teaching staff. The module committee discusses these issues and put an improvement plan for each spotted problem. They revise the module intended learning objectives and the content s Any changes in the objectives, teaching strategies or assessment methods would be documented in the module specifications of the next year. Major changes could not be considered except after being approved by the curriculum committee.

Faculty:

Dr. Fathi El-Fasakhany (Associate Professor of Biochemistry)

Dr. Abdel-Rahman Youssef (Assistant professor of Microbiology & Immunology)

Dr. Ayman(Professor of Physiology/Medicine)

Dr. Zaker Hadayar Allah (Associate Professor of Pharmacology)

Dr. Abdel-Razik Sheta (Professor of Anatomy)

Dr. Ibtesam Kamel Afifi (Professor of Medical Microbiology and Immunology)

Dr. Ali Al-Attar (Assistant Professor of General and Histology)

Signature: Zaker Hadayat Allah **Date Course Specs submitted: November 15, 2018**

Received by: _____ Dean/Department Head

Signature: _____ Date: _____