

**Umm Al-Qura University**

**Faculty of Dentistry**

**Vice Deanship of Academic Development & Community Service**

وحدة تطوير المناهج

**Curriculum Development Unit**

**جامعــة أم القــرى**

**كلية طب الأسنان**

**وكالة الكلية للتطوير الأكاديمي وخدمة المجتمع**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Course Specifications**

**(CS)**

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| **Course Name** | Applied Medical Sciences  |
| **Course Code** | 19 01 370 04 |
| **Academic Level** | 3rd Level |
| **Semester** | 1st  |
| **Study Plan No** | 33 |
| **Department** | Basic & Clinical Oral Sciences |
| **Division** | Basic Medical Sciences |
| **Academic Year** | 2018-2019 AD – 1439 -1440 AH |
| **Contact hours** | Theoretical | 4 / week |
| Practical | Non / week |
| Clinical | Non / week |
| **Total Contact Hrs** | 4 / week |
| **Total Credit Hrs** | 4 |

 UQU-DENT:F0401-01/02

**Course Specifications**



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| Institution: Umm Al Qura University Date of Report: 1/6/2018 |
| College/Department: Faculty of Dentistry/Department of Basic and Clinical Oral Sciences.  |

**A. Course Identification and General Information**



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| 1. Course title and code: Applied medical sciences/19 01 370 04 |
| 2. Credit hours: 4 hrs. |
| 3. Program(s) in which the course is offered: Bachelor Degree of Dental Medicine and Surgery (B.D.S.)      (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course: Prof. Dr. Ayman Mohammed El Guindy |
| 5. Level/year at which this course is offered: Third year (First Semesters). |
| 6. Pre-requisites for this course (if any): Successful completion of the 2nd year courses. |
| 7. Co-requisites for this course (if any):List of courses that are taken concurrently with this course: Cariology 1, Oral medicine 1, preclinical operative1 |
| 8. Location if not on main campus: This course is offered in the main campus at Al-Abedia Area. |
| 9. Mode of Instruction (mark all that apply)Yes65% a. Traditional classroom What percentage?  b. Blended (traditional and online) What percentage?5%Yes c. e-learning What percentage? d. Correspondence What percentage? e. Other What percentage?30% YesComments:1. Traditional classroom in the form of face to face interactive lectures.
2. E-learning using strategies of computer based assignments and presentations.
3. Other: Training on vital signs measurements as well as heart and chest sounds.
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**B Objectives**

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| 1. What is the main purpose for this course?The aim of applied medical course is to provide undergraduate dental students with the opportunity to gain applied medical knowledge to allow them to understand effect of these systemic diseases and their treatment on the practice of 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 as a result of new research in the field)2.1 Using rubrics (analytic scoring rubrics) as objective assessment tools for evaluating students' assignments & presentations.2.2 Implementing OSPE in practical exams. |

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

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| 1. Topics to be Covered  |
| List of Topics | No. ofWeeks | Contact Hours |
| 1- Cardiovascular diseases (symptomatology) and heart failure | 1 | 4 hours |
| 2- Cardiovascular diseases Rheumatic fever, valvular heart diseases | 1 | 4 hours |
| 3- Cardiovascular diseases(Infective endocarditis)&shock | 1 | 4 hours |
| 4- Cardiovascular diseases(Hypertension, Ischaemic heart disease) | 1 | 4 hours |
| 5-Diabetes mellitus, diagnoses and its treatment | 1 | 4 hours |
| 6-Renal failure and Nephrotic syndrome | 1 | 4 hours |
| 7-Hepatobiliary disorders and liver cirrhosis | 1 | 4 hours |
| 8-Coma, strokes and syncope | 1 | 4 hours |
| 9-Epilepsy&Asthma | 1 | 4 hours |
| 10-Immunocompromised patient(Causes and management) | 1 | 4 hours |
| 11-Bleeding disorders | 1 | 4 hours |
| 12- Dental management of systemic diseases in dental clinic | 1 | 4 hours |
| 13-History talking and physical examination | 1 | 4 hours |
| 14- Revision  | 1 | 4 hours  |
| Total  | 14 | 56 hours  |

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| 2. Course components (total contact hours and credits per semester):  |
|  | Lecture | Tutorial (practical skills) | Laboratory | Clinical | Other: | Total |
| ContactHours | 56 hours |  |  |  |  | 56 hours |
| Credit | 4 |  |  |  |  | 4 |

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| 3. Additional private study/learning hours expected for students per week. 4 hrs/week |

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| 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.



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|  | **NQF Learning Domains****And Course Learning Outcomes** | **Course Teaching****Strategies** | **Course Assessment****Methods** |
| **1.0** | **Knowledge** |
| 1.1 | Describe the etiology, symptoms and signs of disorders involving different body systems. | - Interactive lectures.- Computer based assignments.  | - Continuous evaluation exams-Quiz I, -Quiz II-Midterm written and OSPE exam.-Final written and OSPE exam.- Assessment of assignment presentation with the use of rubric. |
| 1.2 | List diagnostic findings related to different disorders involving body systems.  |
| **2.0** | **Cognitive Skills** |
| 2.1 | Correlate between patient history clinical findings, &investigations to reach proper diagnosis and treatment. @ | - Interactive lectures.- Computer based assignments.  |  Continuous evaluation exams-Quiz I, -Quiz II-Midterm written and OSPE exam.-Final written and OSPE exam.- Assessment of assignment presentation with the use of rubric. |
| 2.2 | Predict risk factors associated with different systemic disorders related to oral & dental field.@ |
| 2.3 | Estimate dental management in patients with systemic disorders.  |  |
| **3.0** | **Interpersonal Skills & Responsibility** |
| 3.1 | Demonstrate responsibility in writing assignments according to specific topics and prescribed criteria in due time. | Computer based assignments.  | Assessment of assignment presentation with the use of rubric. |
| 3.2 | Collaborate effectively and ethically in groups to complete assigned tasks. |
| **4.0** | **Communication, Information Technology, Numerical** |
| 4.1 | Search electronic journals and databases for obtaining and interpreting appropriate information. | Computer based assignments.  | Assessment of assignment presentation with the use of rubric. |
| 4.2 | Present information effectively in written and oral forms that is appropriate for different issues.  |
| **5.0** | **Psychomotor** |
| 5.1 | Perform vital signs measurements. | Listening to chest & Heart sounds recordingsMeasure vital signs on each other | Final practical examination |
| 5.2 | Differentiate between different heart & chest sounds |

**Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching**

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| **NQF Learning Domains** | **Suggested Verbs** |
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| **Knowledge** | list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write |
| **Cognitive Skills** | estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise |
| **Interpersonal Skills & Responsibility** | demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write |
| **Communication, Information** **Technology, Numerical** | demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize |
| **Psychomotor**Suggested ***verbs not to use***when writing measurable and assessable learning outcomes are as follows:Consider Maximize Continue Review Ensure Enlarge UnderstandMaintain Reflect Examine Strengthen Explore Encourage Deepen Some of these verbs can be used if tied to specific actions or quantification.**Suggested assessment methods and teaching strategies are:**According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping. Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.  | demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct |

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| 5. **Schedule of Assessment Tasks for Students During the Semester:** |
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|  | Assessment task  | Week Due | Proportion of Total Assessment |
| 1 | Quiz 1 |  4th Week | 10 % |
| 2 | E learning | 6th Week | 5 % |
| 3 | Midterm OSPE | 8th Week | 3 % |
| 4 | Midterm practical  | 8th Week | 3 % |
| 6 | Midterm Exam | 8th Week  | 20% |
| 7 | QUIZ 2  | 10th Weeks | 10% |
| 7 | Final written (MCQs, short assays) | 16th Weeks | 40% |
| 8 | Final OSPE | 16th Weeks | 5% |
| 9 | Final practical | 16th Weeks  | 4% |
| Total |  | 100% |

**D. Student Academic Counseling and Support**

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| 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)

Faculty and teaching staff of this course are available at least 4 hrs. /week (according to allocated office hours) for individual student consultation and academic advice. All contact information for faculty and teaching staff are written in the course outline. |

**E. Learning Resources**

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| List Required Textbooks* 1. Ganda, K: Dentist’s Guide to Medical Conditions &Complications. 1st ed. Wiley-Blackwell, USA. 2008.

1.2 Alastair Innes, J: Davidson’s Essentials of Medicine, 1st. edition. Elsevier Inc.2013.1.3 Anthony Fauci, Eugene Braunwald; Dennis Kasper; Stephen Hause; Dan Long; Larry Jameson; Joseph Loscalzo: Harrison's Manual of Medicine 17th. Edition. McGraw Hill. 2009.* 1. Greenberg MS, Glick M: Burkett's Oral Medicine& Diagnoses, 11th ed., Philadelphia P.C Decker. Inc. 2008.
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| 2. List Essential References Materials (Journals, Reports, etc.)2 .1 Ganda, K. *Dentist’s Guide to Medical Conditions & Complications.* Wiley-Blackwell, USA. 2008. |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)3.1 Ballinger,A: Essential of clinical medicine. Fifth edition. Saunders Elsevier, UK. 2011. |
| 4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)4.1 Ackerman J., [Abate, G.: available at:](file:///C%3A%5CUsers%5CLenovo%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C1%5CAbate%2C%20G.%3A%20available%20at%3A)<http://www.mayoclinic.org> last updated at 2014Hegde A, Babu R, Shetty A. available at: <http://www.webmd.com/default.htm>last updated at 2014 |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software: PowerPoint presentations of lectures in the form of slide show are uploaded to the academic website of the faculty (my UQUDENT) before each lecture. |

**F. Facilities Required**

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| 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.)* 1. Classrooms: supplied with 30 seats, data show for computer projection, large screens, Screen pointers & wireless network is also available.
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| 2. Computing resources (AV, data show, Smart Board, software, etc.)Teaching materials, assessment schedule, students marks and any special notes to students are uploaded on the My UQUDENT website. |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) |

**G Course Evaluation and Improvement Processes**

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of TeachingFeedback on effectiveness of teaching are provided by every student after each session, electronically on the website of the college. |
| 2 Other Strategies for Evaluation of Teaching by the Program/Department InstructorCourse evaluation sheets are distributed to students at the end of the course to debrief points of weakness, points of strengths to be considered in the action plan for continuous improvement. |
| 3 Processes for Improvement of TeachingTaking prompt actions to remedy points of weakness. Reinforcement of points of strengths is also considered. |
| 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)Double checking of the students answers by two evaluators. Periodic reviews for performance assessment tools like rubrics & OSPE. |

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| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.Recruitment of external peer reviews to review teaching material for students and to suggest any improvements.  |

**Faculty or Teaching Staff: Signature**

1. Prof. Dr. Ayman El-Gindy Professor of internal medicine.

**Date Report Completed:** 1/6/2018

**Received by:** Dr. Mashaal Al Qahtany **Department Head of Basic & Clinical Oral Sciences**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**