



# Course Specifications

<b>Institution:</b>	<b>College of dentistry in AlZulfi</b>
<b>Academic Department :</b>	<b>Surgery department</b>
<b>Programme :</b>	<b>BDS</b>
<b>Course :</b>	<b>General Internal Medicine</b>
<b>Course Coordinator :</b>	<b>Dr/ Fekry Elsayed Shata</b>
<b>Programme Coordinator :</b>	<b>Dr/ Abdulrahman Alatram</b>
<b>Course Specification Approved Date :</b>	<b>2 / 11 / 1436 H</b>



## A. Course Identification and General Information

<b>1 - Course title :</b>	<b>General internal medicine</b> <input type="checkbox"/>	<b>Course Code:</b>	<input type="text"/>
<b>2. Credit hours :</b>	<input type="text"/>		
<b>3 - Program(s) in which the course is offered:</b>		" <input type="text"/>	
<b>4 – Course Language :</b>	<input type="text"/>		
<b>5 - Name of faculty member responsible for the course:</b>		<b>dr/ Fekry Elsayed Shata.</b> . . .	
<b>6 - Level/year at which this course is offered :</b>		<input type="text"/>	
<b>7 - Pre-requisites for this course (if any) :</b>	• . . . . .		
<b>8 - Co-requisites for this course (if any) :</b>	• . . . . . <input type="checkbox"/>		
<b>9 - Location if not on main campus :</b>	<b>(College of dentistry in AlZulfi).</b> <input type="checkbox"/>		
<b>10 - Mode of Instruction (mark all that apply)</b>			
<b>A - Traditional classroom</b> <input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>What percentage?</b> <input type="checkbox"/>	<b>100%</b> <input type="checkbox"/>
<b>B - Blended (traditional and online)</b> <input type="checkbox"/>	<input type="checkbox"/>	<b>What percentage?</b> <input type="checkbox"/>	<b>..... %</b> <input type="checkbox"/>
<b>D - e-learning</b> <input type="checkbox"/>	<input type="checkbox"/>	<b>What percentage?</b> <input type="checkbox"/>	<b>..... %</b> <input type="checkbox"/>
<b>E – Correspondence</b> <input type="checkbox"/>	<input type="checkbox"/>	<b>What percentage?</b> <input type="checkbox"/>	<b>..... %</b> <input type="checkbox"/>
<b>F - Other</b> <input type="checkbox"/>	<input type="checkbox"/>	<b>What percentage?</b> <input type="checkbox"/>	<b>..... %</b> <input type="checkbox"/>
<b>Comments :</b> <span style="color: red;">Using smart board, attractive Audio-visual Aids &amp; power point lectures</span>			

## B Objectives

<p><b>What is the main purpose for this course?</b></p> <p style="color: red;">This course is designed to provide the dental students with basic knowledge of the specialty of internal medicine and its relevance to the practice of dentistry. The understanding of medical principles associated with the diagnosis and management of systemic diseases related to various organs of the body discussed in this course helps the students in clinical management of medically compromised dental patients.</p> <p><b>Briefly describe any plans for developing and improving the course</b></p>
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**that are being implemented :**

- **Attending workshops related to recent methods of teaching and assessments**
- **Follow recent texts & researches related to this course.**
- **Increase the use of audiovisual aids like models, video and pictures.**



**C. Course Description**

**1. Topics to be covered**

List of Topics	No. of Weeks	Contact Hours
Introduction	1	1
Gastroenterology	2	2
Cardiology	2	2
Oncology	1	1
Hematology	1	1
Endocrinology	2	2
Renal & urinary tract diseases	1	1
Medical Emergencies	2	2
Final exam		

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

<input type="checkbox"/>	Lecture	Tutorial	Laboratory	Practical	Other:	Total
<b>Contact Hours</b>	..... <b>1</b>	.....	..... <input type="checkbox"/>	..... <b>1</b>	.....	..... <b>15</b>
<b>Credit</b>	..... <b>1</b>	.....	..... <input type="checkbox"/>	..... <b>1</b>	.....	..... <b>15</b>



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

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





	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
<b>1.1</b>	knowledge of the scope and subspecialties of general internal medicine discipline.	Lectures Textbook	Questions at the end of lecture
<b>1.2</b>	knowledge of diagnostic and management aspects of common systemic diseases of human body	Discussion Audiovisual sessions	Oral exams MCQs exams.
<b>1.3</b>	knowledge of proper management approaches of medically compromised dental patients with common systemic diseases		Short assay exams. Quizzes
<b>2.0</b>	<b>Cognitive Skills</b>		
<b>2.1</b>	Students will be able to apply a critical thinking to diagnose and manage aspects of common systemic diseases of human body.	Lectures Textbook Discussion	Questions at the end of lecture Oral exams MCQs exams.
<b>2.2</b>	Students will be able to apply a critical thinking about proper management approaches of medically compromised dental patients with common systemic diseases	Audiovisual sessions	Short assay exams. Quizzes
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
<b>3.1</b>	The ability of the students to form groups & distributing duties.	Enhancing student for team work motivating the student discussion, workshop & presentations.	Assessment of student presentations Group discussions
<b>3.2</b>	The ability of the students to give opinions and how to respect the opinions of others		
<b>3.3</b>	Students will do group projects & presentations		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
<b>4.1</b>	Students will be able to use Emails & other social websites for contact with their colleges & teaching staff	Training the student how to send & receive homework	Group discussions and observations
<b>4.2</b>	The ability of the student to reach the good websites for doing internet searches	Training the student how to reach the good websites for & how to do internet searches	
<b>5.0</b>	<b>Psychomotor:</b>		
<b>5.1</b>	The student will be able to examine/diagnose different medical problems and develop appropriate treatment plan.	presentation, demonstrations on patients, individualized attention for correction of mistake & grading of the task.	Case presentation, treatment plan, treatment procedure evaluation, OSCE
<b>5.2</b>	The student will be able to perform proper management		





## 5. Schedule of Assessment Tasks for Students During the Semester:

	Assessment task	Week Due	Proportion of Total Assessment
1	Theoretical midterm exam	7th	40%
2	Weekly theoretical, attendance & homework assessment	Weekly	20%
3	Final theoretical exam	15th	40%
4	Total		100%

### D. Student Academic Counseling and Support

- Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week):
- Students will be informed in advance to assemble themselves in the classroom for group discussions
- Students will be informed about the written tasks in the form of essays.
- Students will be encouraged towards use of internet sources and library for the study and completion of the assignments

### E. Learning Resources

#### 1. List Required Textbooks :

- Harrison's Principles of Internal Medicine, Dan Longo, Anthony Fauci, Dennis Kasper, Stephen Hauser, J. Jameson, Joseph, McGraw-Hill, 2011.

#### 2. List Essential References Materials :

- **Medical problems in dentistry**, Crispian Scully CBE MD, PhD, MDS, MRCS, FDSRCS, FDSRCPS, FFDRCSI, FDSRCSE, FRCPath, FMedSci, FHEA, FUCL, DSc, DChD, DMed (HC), Dr HC, Sixth Edition © 2010,

#### 3. List Recommended Textbooks and Reference Material :

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#### 4. List Electronic Materials :

- Articles prepared by course director
- Video for anatomy of various body organs
- Presentations

#### 5. Other learning material :

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## F. Facilities Required

<b>1. Accommodation</b> <ul style="list-style-type: none"> <li>• Lab must be suitable for the number of students (maximum 20/class).</li> <li>• Smart boards</li> <li>• Laptops &amp; data show equipments.</li> </ul>
<b>2. Computing resources</b> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Smart Board</li> <li>• Internet connection.</li> </ul>
<b>3. Other resources</b> <ul style="list-style-type: none"> <li>• Data show projectors</li> </ul>

## G Course Evaluation and Improvement Processes

<b>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:</b> <ul style="list-style-type: none"> <li>• Using questioners as an evaluation tools</li> </ul>
<b>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :</b> <ul style="list-style-type: none"> <li>• Evaluation of Teaching by internal and external qualification institutes</li> <li>• Assess the teacher's abilities and potentials by observations and assistance from colleagues, independent assessment of standards achieved by students, independent advice on assignment tasks.</li> <li>• Assessment of midterms &amp; final exams</li> </ul>
<b>3 Processes for Improvement of Teaching :</b> <ul style="list-style-type: none"> <li>• In service educational process means of updating the recent trends in educational process, involving in research</li> </ul>
<b>4. Processes for Verifying Standards of Student Achievement</b> Describe methods used to compare standards of achievement with standards achieved elsewhere, e.g. check marking of a sample of examination papers or assignment tasks.
<b>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :</b> <ul style="list-style-type: none"> <li>• Prepare work sheet for review; refresh the previous knowledge, and panel discussions.</li> </ul>

### Course Specification Approved

Department Official Meeting No (1) Date 17 / 11 / 1436 H

Course's Coordinator

Department Head

Name :  Fekry Shata.

Name :  Mouetaz Kheirallah

Signature :

Signature :  

Date :  17/ 11 / 1436 H

Date :  17/ 11 / 1436 H

