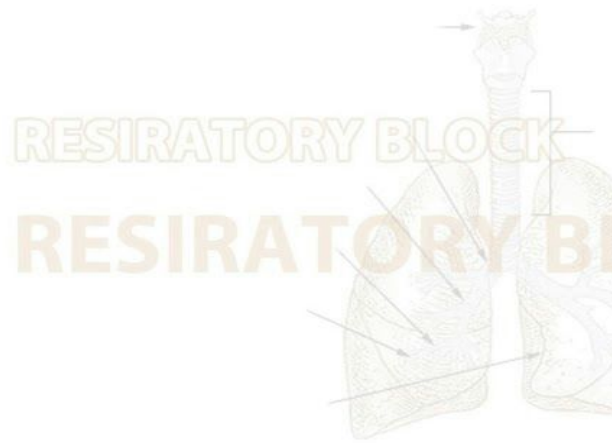
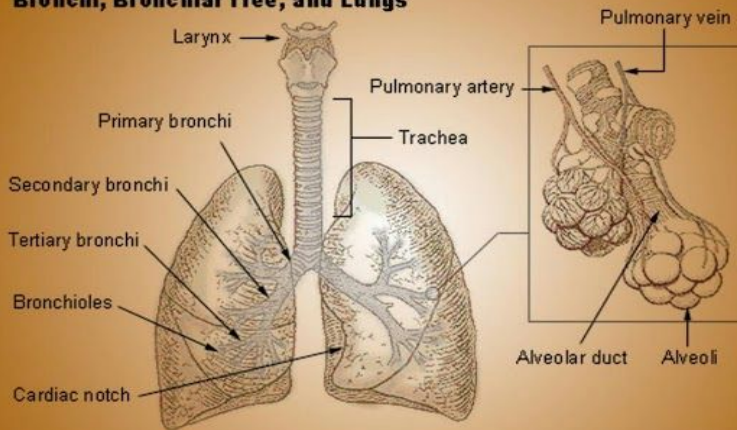




King Saud University
College of Medicine
Medical Education Department

Bronchi, Bronchial Tree, and Lungs



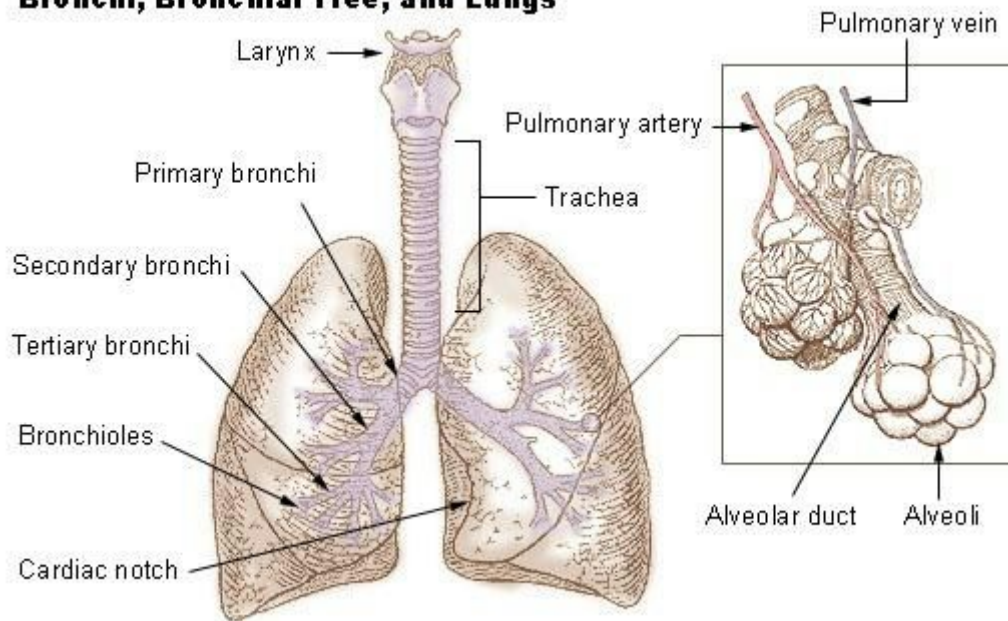
STUDENT GUIDE
RESIRATORY BLOCK

Academic Year 1436-1437



King Saud University
College of Medicine
Department of Medical Education

Bronchi, Bronchial Tree, and Lungs



BLOCK BOOK and STUDENT GUIDE

THE RESPIRATORY BLOCK

YEAR ONE



**King Saud University
College of Medicine
Department of Medical Education**

THE RESPIRATORY SYSTEM BLOCK

Year ONE

BLOCK BOOK AND STUDENT GUIDE

(17 January to 18 February 2016)

Group - Female

1436 - 1437

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A Message from the Dean

We are pleased with your progress in the medical program and your achievements. Being a first year medical student is a great opportunity for you to consolidate what you have learnt in the preparatory year and prepares you for the clinical skills and competencies needed in the clinical years. The Department of Medical Education through its different units is working hard to create an integrated and innovative curriculum that builds on the changes introduced in the preclinical years and enforces best teaching/learning approaches in the design of the new medical curriculum. As you are aware, the College of Medicine at King Saud University is one of the best colleges not just in the Kingdom of Saudi Arabia but proved to be one of the best in the gulf region, and the Middle East. It also has its international influence among the best colleges of medicine worldwide. This makes us proud of our achievements and provides you with an insight about the quality of teaching and research that we have reached and our continuous work to maintain our standards.

Therefore, the medical curriculum aims at preparing you and equipping you with the best training and clinical skills to become a medical graduate that fulfils the highest international standards. Therefore, the focus of the curriculum is to enhance a number of skills such as case-based learning, critical thinking, self-directed learning, deep understanding of concepts, application of knowledge learnt, and how to make decisions on the basis of evidence. The curriculum also aims at enhancing your skills in areas such as professionalism, e-learning, task-based learning, and preparing you for life-long learning. The design of the curriculum encourages small group learning, use of cases for discussion, lectures, student-led seminars, bed-side teaching, task-based learning, use of multimedia and e-learning as modes for teaching and learning. The use of wide range of teaching and learning modes and small group discussion will help you to become active learners, and work with other students in your group as a team.

I wish you all the best during your academic year and would encourage all of you to get the best out of the teaching and learning opportunities provided to you during this year. Our teaching staff and clinicians would be very happy to help you on any issue that you need help with.

Dr. Fahad Abdullah AlZamil

Dean, College of Medicine and the Supervisor of University Hospitals

A Message from the Respiratory System Block Chair

I would like to welcome you, our future physicians and medical educators, to the Respiratory Block as part of your first year reformed curriculum. We should be looking forward to an exciting, rich and smooth running four weeks.

The block is designed in such way to introduce you to the respiratory system in a weekly theme stepwise fashion, where all basic sciences and clinical aspects are arranged in a logical and systematic way in order to increase your interest and enhance your understanding of how the body uses the respiratory system to work and function and what happens if it falls ill. Hence you will start the anatomy, physiology and biochemistry followed by the pathology and clinical medicine aspects of the part of the respiratory system in each of the weekly themes.

Lectures, lab practicals, introduction to clinical medicine practicals and small group discussions will all be combined to enhance your learning experience in this block. The respiratory block contains besides others 3 of the main clinical conditions facing human race: complication of smoking, asthma and tuberculosis affecting 1/3 of human race, infecting 8 million and killing 3 million each year.

Also, I would like to extend my deepest gratitude and respect to our teachers for their enormous hard work and dedication, the Medical Education Department for their endless support and coordination. And finally to the college's administration led by the dean for their relentless efforts to continuously improve, modernize and refine the educational process.

I wish you all the best, and look forward to have you as students during the block, and as colleagues as you graduate in the near future.

Dr. Malak El-Hazmi.
Chairperson
Respiratory Block

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GENERAL INFORMATION:

Block Title	:	Respiratory Block
Block Code & Number	:	Resp 112
Credit Hour	:	4
Block Duration	:	4 Weeks
Block Dates	:	17 January to 18 February 2016
Block Chairman	:	Dr. Malak El-Hazmi
Block CO-Chair	:	Dr. Sami Al Nasser

**Tutors Information
Year 1 Female Group
Respiratory Block**

Name	Department	Extension	E-mail
Dr. Malak El-Hazmi	Microbiology	71088	melhazmi@ksu.edu.sa
Dr. Jamilah El-Medany	Anatomy	91696	galmadani@ksu.edu.sa
Dr. Sanaa Al-Shaarawi	Anatomy	77094	salsharawi@ksu.edu.sa
Dr. Raeesa Abdultawab Mohammad	Anatomy	77094	drraeesama@gmail.com
Dr. Rana Hasanato	Biochemistry	79093	ranamomen@yahoo.com rhasanato@ksu.edu.sa
Dr. Sumbul Fatma	Biochemistry	71321	sumbulfatma@gmail.com
Dr. Reem Mohammad Salam	Biochemistry	71321	rsallam_10@gmail.com / sallam@ksu.edu.sa
Dr. Hend Al Otaibi	Dermatology (Immunology)	-	Dr_halotaibi@yahoo.com
Dr. Maha Al Muhaizea	Microbiology	92664 71014	maha_mmm990@hotmail.com

Prof. Hanan Habib	Microbiology	71014	hahabib@ksu.com.sa
Dr. Mona Badr	Microbiology	71014	mona_a_badr@hotmail.com monabadr@ksu.edu.sa
Dr. Fawzia Al-Otaibi	Microbiology	71088	ofawzia04@ksu.edu.sa / ofawzia@ksu.edu.sa
Dr. Maha Arafah	Pathology	71067	marafah@ksu.edu.com
Dr. Shaesta Zaidi	Pathology	-	snz24@yahoo.com snz24@hotmail.com
Prof. Hanan Hagar	Pharmacology	71342	hananhagar@yahoo.com
Dr. Ishfaq Bukhari	Pharmacology	71325	bukharirph@yahoo.com
Prof. Mohammad Al Humayyd	Pharmacology	71350	humayyd@yahoo.com
Prof. Yeldez Bassiouni	Pharmacology	52602	yeldez@yahoo.com
Dr. Aida Korish	Physiology	86798	iaidakorish@hotmail.com
Dr. Nada Al Yousefi	Family Medicine	-	nalyousefi@ksu.edu.sa

WELCOME

List of the Problem-Based Learning Cases

The table below summarizes the PBL cases to be discussed in the Respiratory Block.

Week	Case No.	Case title
Week 1	No case	
Week 2 (Sunday & Wednesday)	Case 1	“.. I am short of breath”
Week 3 (Sunday & Wednesday)	Case 2	“...still coughing”

Week 4	No case
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Instructions:

The cases listed above will be discussed by students in their small groups. Each group is about 8 to 12 students. Each case will be discussed in two tutorials, on Saturday and Tuesday. Each tutorial is two hours long.

Attendance of Small Group Learning tutorials:

Students must attend all small group learning tutorials. If a student is not well, he/she needs to provide a medical certificate from their family doctor. If a student misses out to attend four tutorials without acceptable reason, he/she might not be allowed to attend the final examination.

Students Roles in Small Group Learning Tutorials:

The design of the curriculum encourages small group discussion and student-centered learning. To achieve these goals there is a need for establishing good group dynamics, interpersonal skills, and effective communication. These elements will ensure that learning is an enjoyable process and rewarding to each member in the group. Therefore, students play a vital role in making a difference in their groups. To achieve these changes and improve your learning outcomes, We recommend that you use the paper by Professor Samy Azer, titled “Becoming a Student in a PBL Tutorial”, a copy is enclosed in the Appendix. Your continuous reflection on these tips and working on identifying your role in your group will help you in reaching these goals and building up your group.

Objectives of the Block

By the end of the course, students should be able to :

- Understand the relationship between the structure of the different components of the respiratory system and their functions.
- Discuss the pathology, microbiology, pathogenesis and factors contributing to the development of most common diseases affecting and respiratory system
- Use basic science to explain patient's sign and symptoms; interpret investigation results, and provide justification for their views.
- Develop communication skills and explore biopsychosocial and ethical issues in their assessment of the case.
- Use clinical cases to apply knowledge learnt, generate hypotheses, build an enquiry plan, and use evidence to refine their hypothesis, justify different views.
- Design a management plan, and understand the pharmacological basis of drugs used in the management of common diseases affecting the respiratory system.
- Enhance their communication skills, and practice with the help of simulation patients to improve their communication in relation to respiratory case scenarios.

Teaching and Learning Modes:

In an integrated curriculum like our curriculum, we use a wide range of teaching and learning strategies to ensure that learning meets the different needs of the students. These strategies include:

- Small group discussion
- Lectures
- Student-led seminars
- Practical classes.
- Clinical skills
- Independent learning
- Writing an essay or mini thesis.

ACADEMIC SUPPORT TEAM:

The College of Medicine and the Department of Medical Education are working on ensuring that our students receive optimal support to their learning. The list of academics shown below represent the departments involved in the teaching and learning of this block. If a student needs help in their teaching and learning they might consult one academic from the list. He/she might email them and arrange a time to see them if needed, otherwise email might be of help.

CHAIRPERSON : Dr. Malak El-Hazmi Pathology Department Email : melhazmi@ksu.edu.sa		CO-CHAIR : Dr. Sami Al Nassar Medical Education Department Extension : 70191 Email : dralnassar@hotmail.com	
MEMBERS	DEPARTMENT	HOSP. EXT.	E-MAIL ADDRESS
Professor Samy Azer	Medical Education Department	99178	sazer@ksu.edu.sa
Prof. Ahmed Fathalla	Anatomy	71314	ahmedfathala@hotmail.com
Dr. Abdulrahman AlHowaikan	Physiology	71613	amalhowikan@gmail.com
Dr. Ahmed Mujamammi	Biochemistry	71339	Mujamammi@gmail.com
Dr. Maha Arafa	Pathology	71067	marafah@ksu.edu.sa
Dr. Ishfaq Bukhari	Pharmacology	71325	ishfaqbukhari@yahoo.com
Prof. Zahid Shakoor	Immunology	71229	shakoor_zahid@yahoo.com

Schedule of the Block

WEEK 1 – RESPIRATORY BLOCK (Female)				
Week (1) Starting: 17/01/2016 to 21/01/2016 (07/04/1437) to (11/04/1437)				
Normal Breathing and Respiratory Function				
CHAIR PERSON: Dr. Malak El-Hazmi				
CO-CHAIR: Dr. Sami Al-Nassar				
Sunday 17 January 2016	Monday 18 January 2016	Tuesday 19 January 2016	Wednesday 20 January 2016	Thursday 21 January 2016
8:00 - 9:00am	8:00-9:00am	8:00 - 9:00am	8:00 - 9:00am	8:00 - 9:00am
Self- Directed Learning	Functional Organization of the Respiratory System (Physiology) Dr. Aida Korish	Embryology of the Respiratory System (Anatomy) Dr Sanaa Al-Shaarawi	Respiratory ventilation (Physiology) Dr. Aida Korish	Lung function in health and disease (Physiology) Dr. Aida Korish
9:00-10:00am	9:00-10:00am	9:00 - 10:00am	9:00 - 10:00am	9:00 - 10:00am
Self- Directed Learning	Mechanics of Breathing (Physiology) Dr. Aida Korish	Globular proteins (Biochemistry) Dr. Rana Hasanato	Anatomy of lungs and pleura (Anatomy) Dr. Sanaa Al-Shaarawi	Effects of exercise on the respiratory system (Physiology) Dr. Aida Korish
10:00 - 11:00am	10:00 - 11:00am	10:00 - 11:00am	10:00- 11:00am	10:00 - 12:00nn History taking and the principals of respiratory examination (Introduction to clinical medicine) Group F1 (Clinical Skills)
Introduction to the Respiratory Block Dr. Reem Sallam	Self- Directed Learning	Self- Directed Learning	Histology of the lung and bronchial tree (Histology) Dr. Raeesa Mohammad	
11:00 - 12:00nn	11:00 - 12:00nn	11:00 - 12:00nn	11:00 - 12:00nn	
Muscles involved in Normal Respiration (Anatomy) Dr. Sanaa Al Shaarawi	Anatomy and histology of the nasal cavity & pharynx (Anatomy) Dr. Raeesa Mohammad/ Dr. Jamilah El Medany	Anatomy of the larynx, trachea & bronchi (Anatomy) Dr. Sanaa Al Shaarawi	Anticholinergic drugs (Pharmacology) Prof. Hanan Hagar	
Lunch 12:00 - 1:00pm	Lunch 12:00 - 1:00pm	Lunch 12:00 - 1:00pm	Lunch 12:00 - 1:00pm	Lunch 12:00 - 1:00pm

<p>1:00 – 3:00pm</p> <p>(Practical)</p> <p>Muscles involved in Normal Respiration F1</p> <p>(Anatomy/Dr Jamilah El Medanay)</p>	<p>1:00 – 3:00pm</p> <p>(Practical)</p> <p>Lung volumes and capacity (Physiology)</p>	<p>1:00 – 3:00pm</p> <p>(Practical)</p> <p>Anatomy & histology of upper respiratory tract (Anatomy/ Dr Jamilah El Medanay & Histology)</p> <p>F1</p>	<p>1:00 - 3:00pm</p> <p>Salam</p>	<p>1:00 - 3:00pm</p> <p>(Practical)</p> <p>Anatomy and histology of lung and pleura (Anatomy/ Dr Jamilah El Medanay & Histology)</p> <p>F1</p>
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**LECTURE HALL -1
NEW BUILDING LEVEL 1**

WEEK 2 – RESPIRATORY BLOCK Female				
Week (2) Starting: 24/01/2016 to 28/01/2016 (14/04/1437) to (18/04/1437)				
Bronchial Asthma and Allergy				
CHAIR PERSON: Dr. Malak El-Hazmi				
CO-CHAIR: Dr. Sami Al-Nassar				
Sunday 24 January 2016	Monday 25 January 2016	Tuesday 26 January 2016	Wednesday 27 January 2016	Thursday 28 January 2016
8:00 - 10:00am Problem-based Learning Case 1 Tutorial 1	8:00 -9:00am Control of breathing (Physiology) Dr. Aida Korish	8:00 - 9:00am Low and high altitude (Physiology) Dr. Aida Korish	8:00-10:00am Problem-based Learning Case 1 Tutorial 2	8:00 - 10:00am (Practical) Anatomy & histology of upper respiratory tract F2 (Anatomy/ Dr Jamilah El Medanay & Histology)
10:00 - 11:00am Oxygen and carbon dioxide transport (Physiology) Dr. Aida Korish	10:00 - 12:00nn (Practical) Dynamic spirometry (Physiology)	10:00 - 11:00am Phospholipids of clinical significance (Biochemistry) Dr. Reem Sallam	10:00 - 11:00am Self- Directed Learning	10:00 - 11:00am Self- Directed Learning

11:00 - 12:00nn Gas exchange and gas transfer (Physiology) Dr. Aida Korish		11:00 - 12:00nn Radiological anatomy of the chest (Anatomy) Dr. Jamilah El-Medany	11:00 - 12:00nn Pharmacology of drugs used in bronchial asthma (Pharmacology) Prof. Hanan Hagar	11:00 - 12:00nn Adrenergic agonist (Pharmacology) Prof. Hanan Hagar
Lunch 12:00 - 1:00pm	Lunch 12:00 - 1:00pm	Lunch 12:00 - 1:00pm	Lunch 12:00 - 1:00pm	Lunch 12:00 - 1:00pm
1:00 - 3:00pm (Practical) Muscles involved in Normal Respiration F2 (Anatomy/ Dr Jamilah El Medanay)	1:00 - 3:00pm (Practical) Anatomy and histology of lung and pleura F2 (Anatom/ Dr Jamilah El Medanay & Histology)	1:00 - 2:00pm Immunology of bronchial asthma (Immunology) Dr. Hend Al-Otaibi 2:00 - 3:00pm Self- Directed Learning	1:00 - 3:00pm Salam	1:00 - 2:00pm Self- Directed Learning 2:00 - 3:00pm Self- Directed Learning

LECTURE HALL -1
NEW BUILDING LEVEL 1

WEEK 3 – RESPIRATORY BLOCK (Female)				
Week (3) Starting: 31/01/2016 to 04/02/2016 (21/04/1437) to (25/04/1437)				
Chronic Obstructive Pulmonary Diseases and Respiratory Infections				
CHAIR PERSON: Dr. Malak El-Hazmi				
CO-CHAIR: Dr. Sami Al-Nassar				
Sunday 31 January 2016	Monday 01 February 2016	Tuesday 02 February 2016	Wednesday 03 February 2016	Thursday 04 February 2016
8:00-10:00am Problem-based Learning Case 2 Tutorial 1	8:00-10:00am (Practical) Chronic obstructive lung disease (Pathology) Dr. Shaesta Zaidi/ Dr. Maha Arafah	8:00 - 9:00am Pharmacology of drugs used in COPD (Pharmacology) Prof. Hanan Hagar 9:00 – 10:00am Tobacco consumption, problems and solutions (Family Medicine) Dr. Nada Alyousef	8:00 - 10:00am Problem-based Learning Case 2 Tutorial 2	8:00 -9:00am Hospital acquired pneumonia (Microbiology) Prof. Hanan Habib 9:00 – 10:00am Self- Directed Learning

10:00-11:00am Tuberculosis (Microbiology) Prof. Hanan Habib	10:00-11:00am Pathology of Tuberculosis (Pathology) Dr. Maha Arafah	10:00 – 11:00am Tumours of the lung (Pathology) Dr. Maha Arafah	10:00 – 12:00nn Practical Mediastinum F1 (Anatomy/ Dr Jamilah El Medanay)	10:00 – 11:00am Treatment of Respiratory tract infection (Pharmacology) Prof. Al Humayyd
11:00- 12:00nn Introduction to COPD including bronchiectasis, chronic bronchitis & emphysema. (Pathology) Dr. Maha Arafah	11:00- 12:00nn Respiratory Chain (Biochemistry) Dr. Sumbul Fatma	11:00- 12:00nn Mediastinum (Anatomy) Dr. Jamilah El-Medany		11:00am- 12:00nn Self- Directed Learning
Lunch 12:00 – 1:00pm	Lunch 12:00 – 1:00pm	Lunch 12:00 – 1:00pm	Lunch 12:00 – 1:00pm	Lunch 12:00 – 1:00pm
1:00 - 2:00pm Pathology of restrictive lung disease including allergic alveolitis (Pathology) Dr. Maha Arafah	1:00 -2:00pm Immunology of T.B (Immunology) Dr. Hend Al Otaibi	1:00 - 3:00pm (Practical) Cancer of the lung (Pathology) Dr. Shaesta Zaidi/ Dr. Maha Arafah	1:00 - 3:00pm Salam	1:00 - 3:00 pm Practical Mediastinum F2 (Anatomy/ Dr Jamilah El Medanay)
2:00-3:00pm Drugs used in anaphylaxis (Pharmacology) Dr. Ishfaq Bukhari	2:00 - 3:00pm Self- Directed Learning			

LECTURE HALL -1
NEW BUILDING LEVEL 1

WEEK 4 – RESPIRATORY BLOCK Female)				
Week (4) Starting:: 07/02/2016 to 11/02/2016 (28/04/1437) to (02/05/1437)				
Respiratory Infections				
CHAIR PERSON: Dr. Malak El-Hazmi				
CO-CHAIR:Dr.Sami Al-Nassar				
Sunday 07 February 2016	Monday 08 February 2016	Tuesday 09 February 2016	Wednesday 10 February 2016	Thursday 11 February 2016
8:00-9:00am Pharmacology of drugs used in tuberculosis (Pharmacology) Dr. Ishfaq Bukhari	8:00-9:00am Pathology of Lobar pneumonia& broncho pneumonia (Pathology) Dr. Maha Arafah	8:00-10:00am (Practical) Staph. & strep infections (Microbiology)	Consolidation	Consolidation

9:00 - 10:00am Bacteria causing upper respiratory tract infection (Microbiology) Dr. Fawzia Al Otaibi	9:00 - 10:00am Community acquired pneumonia (Microbiology) Dr. Fawzia Al Otaibi	Dr. Fawzia Al Otaibi		
10:00 - 11:00am Viral infection of respiratory tract "influenza and adenoviruses" (Microbiology) Dr. Mona Badr	10:00 - 12:00nn History taking and the principles of respiratory examination (Introduction to clinical medicine) Group F2 (Clinical Skills)	10:00 - 11:00am MERS-CoV And other viral infections (Microbiology) Dr. Mona Badr		
11:00- 12:00nn Antibiotics (Pharmacology) Prof. Al-Humayyd		11:00- 12:00nn Treatment of acute and chronic rhinitis and cough (Pharmacology) Prof. Yieldez Basioni		
Lunch 12:00 - 1:00pm	Lunch 12:00 - 1:00pm	Lunch 12:00 - 1:00pm		
1:00 - 2:00pm Respiratory fungal infection and aspergelosis (Microbiology) Dr. Maha Al Muhaizea	1:00 - 2:00pm Self- Directed Learning	1:00 - 2:00pm Self- Directed Learning		
2:00 - 3:00pm Self- Directed Learning	2:00 - 3:00pm Self- Directed Learning	2:00 - 3:00pm Self- Directed Learning		

**LECTURE HALL -1
NEW BUILDING LEVEL 1**

Plagiarism

Plagiarism is a voluntary act to copy sentences and give a misleading impression that the text is created by the person whose name appears on the work. For example an assignment submitted as part of the requirements of assessment of a subject.

Plagiarism may include plagiarism of ideas and or plagiarism of text (sentences or paragraphs). It also may include the use of diagrams, tables, images, cartoons etc without acknowledging the original creator of the work.

The act of copy-and-paste writings even if the aim is to produce a good assignment with well-structured English statements is unethical and when discovered could cause serious consequences including disciplinary action. Students need to construct statements in their own words and refer to the correct references related to what they have written and included in their assignment/work. Giving credit and acknowledgement to the original authors/creators are valued by the academic community as it reflects an ethical and professional attitude.

Why is plagiarism wrong?

Universities, higher education institutes and scientific communities consider plagiarism as a major problem for a number of reasons:

- It is an act of stealing ideas and the work of original authors/creators.
- It does not represent acceptable professional, ethical or scientific behavior.
- It raises doubts about the credibility of the person/group of people who committed such act.

How can teachers/college discover an act of plagiarism?

There are a number of software programs such as authenticate and many others available to detect the act of plagiarism. Some of these programs are available free online.

These tools can locate the places and sentences where students have copied and the original resource (articles, manuscripts, papers, books, websites) for such statements/paragraphs or images.

What are the consequences of plagiarism?

Students who commit plagiarism will be exposed to disciplinary action including the failure of the subject concerned provided that such act has been confirmed with evidence.

Assessment of Students in the Block

In order to pass the block, you must obtain a minimum final block grade of D (the grading guide attached as appendix¹), this grade is a composition from several block requirements, which can be subdivided as:

- 1- Attendance
- 2- Tutor assessment
- 3- Written Exams
- 4- OSPE (Objective Structured Practical Examination)

The final grade is a composition of the grades obtained for the specified block requirements, calculated as follows:

● Continuous Assessment (Tutor Assessment in PBL sessions)	:	10%
● Answering PBL Case	:	5%
● Written Examinations (MCQ)	:	55%
● Mid-Block Exam		25%
● Final Block Exam		30%
● OSPE	:	30%
TOTAL	:	100%

1. Attendance :

Students are required to attend not less than 75% of all educational activities during the block. These include small group teaching, lectures, practical sessions, skills training sessions and integrated clinical sessions.

Your attendance will be recorded during all sessions. Failure to meet this requirement without a valid explanation will result in exclusion from the final examination. On the other hand, your presence will be rewarded by assigned marks.

2. Tutor Assessment in Large and Small groups (Continuous Assessment):

During each session, your individual efforts will be evaluated by your tutor. The tutors are instructed to evaluate two aspects:

- a. The extent to which you demonstrate that you study and prepare yourself thoroughly between the two sessions (i.e., preparation).
- b. The extent to which you actively contribute during group discussion (i.e., participation). Your grade for each session depends upon both your preparation and your participation. The grade will be on the scale from “5”, “4”, “3”, “2”, or “1”. Which have the following general descriptors:

5 = Outstanding (Excellent)
4 = Very good
3 = Good
2 = Average

1 = Poor

The block contains two sessions each week, so the maximum amount of 'participation points' you are able to obtain will be from two sessions multiplied by the number of weeks. The total participation points will be recalculated according to the weight for each participation in the total assessment.

Your tutor can give you more information about the evaluation of your participation. The details of these evaluation also given in "Tutor Assessment of Student" form.

3. Written Examination:

- a. Mid block exam 25%: In the form of MCQs, these are prepared mainly from sessions presented to the students in large group. This exam will consist of 50 MCQs that will assess factual knowledge.
- b. Final written exam 30%: at the end of the block in form of MCQs, that are prepared mainly from sessions and presented to the students. This exam will consist of 80 MCQs that will assess factual knowledge too.

4. Objective Structured Practical Examination (OSPE):

This comprises 30% of the marks. It is a practical examination at the end of the block. The OSPE examination will consist of 15-20 OSPE stations. Each station will take about 5 minutes, which contains a mix of slide show and some practical sessions. The purpose of the OSPE stations is to test your deeper understanding of the basic sciences. The OSPE will take place at the end of each block.

Block Evaluation

The block evaluation uses the following three data sources:

1. Student Feedback
2. Tutor Feedback
3. Student Results

Methods of student's formative assessment:

- Self evaluation
- Peer evaluation

- Tutor evaluation (both summative & formative)
- Assignments

LEARNING RESOURCES

The list below comprises the key textbooks and learning resources which have been prescribed and recommended for use in the undergraduate medical course at King Saud University. It is expected that you have your own copy of prescribed textbooks and use them as one of your main resources in learning. Before making any purchases, you might carefully examine all other recommended textbooks in an area and chose the text that matches with your needs and your learning style. Although all these texts are available in the Medical Library, you might need to purchase texts that you use frequently in these years as the demand upon library texts is usually high.

Medical Dictionary

Prescribed:

Martin EA (2010). Oxford Concise Medical Dictionary. Oxford: Oxford University Press.

Recommended textbooks:

Dorland (2010). Dorland's Pocket Medical Dictionary with CD-ROM, Twenty-eighth Edition, Elsevier, UK.

Dorland (2007). Dorland's Illustrated Medical Dictionary with CD-ROM, Thirty-first Edition, Elsevier, UK.

Anatomy & Embryology

Prescribed textbook:

Drake RL, Vogl W and Mitchell AWM (2005). Gray's Anatomy for Students. Philadelphia: Elsevier Churchill Livingstone.

Snell RS (2005). Clinical Anatomy for Medical Students. 7th ed. Philadelphia: Lippincott Williams & Wilkins.

Larson WJ (2001). Human Embryology. New York: Churchill Livingstone.

Recommended textbooks:

McMinn RH (2004). McMinn's Color Atlas of Human Anatomy. Fifth Edition. Mosby Publisher, UK.

Moore KL and Dalley AF (2005). Clinically Oriented Anatomy. Philadelphia: Lippincott Williams & Wilkins.

Netter FH (2006). Atlas of Human Anatomy. 4th ed. Philadelphia: Saunders WB.

Agur AMR and Dalley AF (2005). Grant's Atlas of Anatomy. 11th ed. Philadelphia: Lippincott Williams & Wilkins.

More KL (2002). The Developing Human. Philadelphia: Saunders WB.

Sadler TW. (2005) Langman's Essential Medical Embryology. Philadelphia: Lippincott Williams & Wilkins.

Sadler TW. (2006) Langman's Medical Embryology. 10th ed. Philadelphia: Lippincott Williams & Wilkins.

Histology

Prescribed textbook:

Gartner LP and Hiatt JL (2002). Color Textbook of Histology. 2nd ed. Philadelphia: Saunders WB.

Recommended textbooks:

Young B, Lowe JS, Stevens A and Heath JW (2006). Wheater's Functional Histology. 5th ed. London: Churchill Livingstone.

Physiology

Prescribed textbook:

Rhoades R and Pflanzer R (2003). Human Physiology, 4th ed. London: Brooks/Cole.

Hall JE. Guyton and Hall Textbook of Medical Physiology (2010). Twelfth Edition. Churchill Livingstone, UK.

Recommended textbooks:

Berne RM, Levy MN, Koeppen BM and Stanton BA. (2005) Physiology. 5th ed. London: Mosby

Sherwood L. (2006). Human Physiology: From Cells to Systems. 4th ed. Brooks/Cole Pub.Co: Sydney.

Fox SI. (2008). Fundamentals of Human Physiology. 9th ed. McGraw-Hill: Boston.

Saladin KS (2009). Anatomy and Physiology. McGraw Hill Lange, USA

Barrett KE, Barman SM, Boitano S, Brooks HL (2009). Ganong's Review of Medical Physiology. Twenty Third Edition. McGraw-Hill Publisher, UK.

Pharmacology

Prescribed textbook:

Rang HP, Dale MM, Ritter JM, Moore PK (2007). Pharmacology. Six Edition. Churchill Livingstone, Elsevier, UK.

Recommended textbooks:

Katzung BG (2008). Basic and Clinical Pharmacology. New York: McGraw Hill/Appleton & Lange.

Medical Biochemistry

Prescribed textbook:

Lieberman M, Marks AD (2008). Mark's Basic Medical Biochemistry: A Clinical Approach. Lippincott Williams & Wilkins, New York.

Champe PC, Harvey RA, Ferrier DR (2005). Lippincott's Illustrated Reviews Biochemistry. 3rd ed. Philadelphia: Lippincott Williams & Wilkins.

Recommended textbooks:

Murray RK, Roolwell VW, Bender D, Botham KM, Weill A, Kennelly PJ (2009). Harper's Illustrated Biochemistry. Twenty -eighth Editions. McGraw Hill, Lange, New York.

Baynes J and Dominiczak M (2005). Medical Biochemistry. 2nd ed. London: Mosby.

Bhagavan NV (2002). Medical Biochemistry. Fourth-Edition, Elsevier, UK.

Microbiology & Parasitology

Prescribed textbook:

Goering R, DoCkrell H, Zuckerman M, Wakelin D, Riott I, Mims C (2008). Mims' Medical Microbiology. Fourth Edition. Mosby, UK.

John DT, Petri Jr (2006). Markell and Voge's Medical Parasitology. Ninth Edition. Elsevier, UK.

Recommended textbooks:

Greenwood D, Slack RC, Peutherer JF, Barer MR (2007). Medical Microbiology. Seventh Edition. Churchill Livingstone, UK.

Strohol WA. Lippincotts Illustrated Review Microbiology (2006). Second Edition. Lippincott Williams & Wilkins, New York.

Brooks GF, Butel JS, and Morse SA. (2004). Jawetz, Melnick, and Adelberg's Medical Microbiology. 23rd ed. New York: McGraw-Hill Co and Lange Appleton.

Engleberg NC, DiRita V, and Dermody TS. (2007). Schaechter's Mechanisms of Microbial Disease. 4th ed. Philadelphia: Lippincott Williams & Wilkins.

Neva FA, Brown HW. (1994). Basic Clinical Parasitology. 6th ed. Connecticut: Prentice-Hall International Inc.

Chamberlain NR (2008). Medical microbiology & immunology. McGraw Hill Lange Publisher, UK.

Levinson WE (2010). Review of Medical Microbiology and Immunology. Eleventh-Edition, McGraw-Hill Publisher, UK

Pathology

Prescribed textbook:

Kumar V and Cotran RS (2007). Robbins Basic Pathology. 8th ed. Philadelphia: Saunders WB.

Recommended textbooks:

Kumar V, Abbas AK, and Fausto N (2004). Robbins and Cotran Pathologic Basis of Disease. 7th ed. Philadelphia: Saunders WB.

Stevens A, Lowe JS, Young B (2008). Wheaters Basic Histopathology. A Colour Atlas and Text. Churchill Livingstone, Elsevier, UK.

Immunology

Prescribed textbook:

Delves PJ, Martin SJ, Burton DR, Riott IM (2006). Riott's Essential Immunology. Eleventh Edition. Blackwell Publishing, UK.

Recommended textbooks:

Male D, Brostoff J, Roth DB, and Roitt I. (2006). Immunology. 7th ed. Edinburgh: Mosby.

PBL and Learning Skills

Prescribed textbook:

Azer SA (2006). Core Clinical Cases in Basic Biomedical Sciences. Hodder-Arnold, UK.

Azer SA (2008). Navigating Problem-Based Learning. Elsevier Australia, Australia.

Recommended textbook:

Kushner TK and Thomasma DC (2001). Dilemmas for Medical Students and Doctors in Training. Cambridge: University Press.

Communication Skills & Introduction to Clinical Medicine

Prescribed textbook:

Lloyd M, Bor R (2006). Communication Skills for Medicine. Churchill Livingstone. UK.

Munro JF, Campbell IW (2006). Macleod's Clinical Examination. Tenth Edition. Churchill Livingstone, UK.

Talley NJ and O'Connor S. (2006). Pocket Clinical Examination. Melbourne: Blackwell Science.

Medicine

Kumar P and Clark M (2010). Clinical Medicine. 7th ed. Edinburgh: Elsevier Saunders.

Edwards C and Bouchier IA. (2003). Davidson's Principles and Practice of Medicine. 14th ed. Edinburgh: Churchill Livingstone.

(In the preclinical years these two textbooks may help you in the preparation of your learning issues, you will also need them in the clinical years).



KING SAUD UNIVERSITY
College of Medicine
Department of Medical Education
Feedback to Students on PBL Performance
Respiratory Block
Year 1 (Academic Year 2014-2015)

Student's ID no :Group number:.....

Student's name:.....

Tutor's name.....

You will receive feedback on your performance in PBL tutorials from your tutor. After completing the 2nd PBL case, your tutor will meet with each student in your group on individual basis. He or she will use the following criteria for providing feedback on your performance. Feedback items are grouped under two main headings.

1= Deficient/lacking/or poor; 2= Working on it; 3= showing some improvement; 4 = developed; 5=well developed (marks are allocated as follows: 1 for rank 1, 2 mark for rank 2, 3 marks for rank 3, and 4 marks for rank 4, and 5 marks for rank 5, maximum mark is 5 for each group)

1. Learning and cognitive skills:

Ability to:	1	2	3	4	5
<ul style="list-style-type: none">● Identify problems in the case● Generate hypotheses● Build mechanisms● Collect new information● Interpret findings● Identify learning issues● Apply knowledge learnt					

Mark= /5

2. Interaction and participate to the group function:

Ability to:	1	2	3	4	5
<ul style="list-style-type: none">● Work collaboratively with other members● Take active roles such as scribing● Communicate effectively● Arrive to tutorials on time● Demonstrate good manners● Keep the group focused● Share resources with others					

Mark = /5

Tutor's Name:

Signature:

Total Mark= /10

Comments

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KING SAUD UNIVERSITY
College of Medicine
Department of Medical Education
Assessment of student's Performance in PBL
Respiratory Block
Year 1 (Academic Year 2014-2015)

Student's ID no.: Group
number:.....

Student's name:

.....

Tutor's name:

.....

1=Unsatisfactory ; 2=Poor; 3=Good, 4=Very good; 5=Excellent

1. Preparation and participation:

Ability to:

• Contribute actively to discussion	1	2	3	4	5
• Use evidence when debate an issue	1	2	3	4	5
• Demonstrate critical analysis skills	1	2	3	4	5
• Integrate knowledge	1	2	3	4	5
• Demonstrate deep understanding	1	2	3	4	5

Total Marks = 25

2. Professional behaviour:

Ability to:

• Come to tutorials on time	1	2	3	4	5
• Communicate effectively	1	2	3	4	5
• Demonstrate good manners	1	2	3	4	5
• Keep the group focused	1	2	3	4	5
• Give and receive feedback	1	2	3	4	5

Total marks = 25

Tutor's Name: Signature: Total maximum Marks for the case = 50 /10 = 5 marks

Comments

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**KING SAUD UNIVERSITY
COLLEGE OF MEDICINE
MEDICAL EDUCATION DEPARTMENT**

STUDENT'S EVALUATION OF THEIR PBL TUTOR

Date: _____

Tutor's Name: _____ Group No.: _____

Student: Peer: Other: Name (Optional): _____

How well did the tutor facilitate group process in the following regards? Please put a check (✓) in the box.

- | | | | | | | | | | | |
|--|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
| 1. Appropriately facilitated the brainstorming sessions. | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 2. Appropriately facilitated the hypothesis reorganization sessions. | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 3. Appropriately facilitated the reporting sessions. | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 4. Appropriately manage the time flow. | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 5. Help to keep the group focused on its task | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 6. Provided a well balanced intervention within the group process, but avoided dominating. | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 7. Intervened when chairman or reporter needed. | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 8. Provided constructive positive and constructive feedback to the group as needed. | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 9. Encouraged positive and constructive feedback within the group about its performance | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 10. Showed enthusiasm. | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 11. Helped to create a supportive group climate. | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 12. Encouraged logical and critical thinking. | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 13. Overall rating of the tutor. | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |

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STUDENT RATING OF LECTURES

Date: _____ Subject: _____ Instructor: _____

Purpose:

This form is designed as an observation tool to rate the performance of each instructor in the different sessions. It is intended to provide a tool for lecturer improvement.

Directions:

Using the anchors below, check (✓) your rating for each item below. Check (✓) N/A for items that do not apply.

N o.	Standard Procedure	5	4	3	2	1	N/A
1	Started and ended class on time.						
2	Presented overview of content and objectives.						
3	Presented information according to objectives.						
4	Used relevant examples and illustrations (graphs, etc.) to explain major ideas						
5	Used alternative explanations when necessary.						
6	Made efficient use of questions with students.						
7	Covered all contents/objectives.						
8	Exhibited enthusiasm.						
9	Encouraged students to express themselves.						
10	Asked questions prior to closure						
11	Summarized major points/related contents to objectives.						
12	Amount you learned in the class was:						

Mention 3 strong points in this lecture:

1. _____
2. _____
3. _____

Mention 3 points for Improvement:

1. _____
2. _____

3. _____

Your name: (optional) _____