



Document Approval Date	Course Syllabus	Document Code
		AP01-PR05

Department: Clinical Medical Sciences/ Faculty of
Medicine

Official Stamp:

Course Identification

Course Name: Obstetrics and Gynecology I	Course Code and Number: MED 530
Number of Credit Hours: 9	Semester: First, Second, Summer
Course Status: Active	Teaching Language: English
Pre-requisite: Passed 4th year Medicine	Course Coordinator: Dr. Eman Alshdaifat

General Information

Teaching Method	<input checked="" type="checkbox"/> Face-to-Face	<input type="checkbox"/> Online	<input type="checkbox"/> Blended
Course Description	<p>It is an eight-week clinical rotation offered to 5th year medical students, to provide them with a comprehensive overview of the specialty of Obstetrics & Gynecology. This course offers a general obstetrics-gynaecology experience over eight weeks. Rotating within three hospitals</p> <p>Course location: Yarmouk University Prince Rashid Hospital (PRH) Badeea Hospital (MOH) Jerash Hospital (MOH)</p> <p>5th year medical students are divided into groups, each group is rotating for 8 weeks The end rotation exam is every eight weeks for each group of students.</p>		
Course Objectives	1. Gain more clinical knowledge, and better understanding of common O&G conditions. Including normal and high risk pregnancy care and gynecological disorders.		



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	<ol style="list-style-type: none">2. Acquire further experience in history taking in O&G and performing proper, specific Obstetric and gynecological examination skills.3. Correctly know the required investigations and management of patients with O&G conditions based on their presentation. Including how to deal with normal and high risk pregnancy, common and serious gynecological disorders.4. Identification the serious O&G conditions requiring urgent intervention5. Proper assessment of medical symptoms and signs and apply clinical reasoning to formulate a clear differential diagnosis and management plan.6. Understanding the medical and surgical management of O&G patients and their indications.7. The students also required to present seminars that cover most of the O & G clinical conditions, these seminars are supervised by the consultants and the students should be actively involved in these clinical discussions, as part of their evaluation is based on these seminars presentation and discussion.
<p>Course Learning Outcomes (CLOs) Upon successful completion of this course students will be able to:</p>	<p>CLO1: Acquire further learning experience in history taking in O&G. The student will demonstrate the ability to perform a thorough Ob/Gyn history, including menstrual history, obstetric history, gynecologic history, contraceptive history and sexual history.</p>



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	<p>CLO2: The student will demonstrate the ability to perform an obstetric-gynecologic examination, including breast examination and performing proper, specific obstetric and gynecological examination skills.</p> <p>CLO3: Correctly know the investigation of patients with O&G conditions</p> <p>CLO4: Proper assessment of medical symptoms and signs and apply clinical reasoning to formulate a clear differential diagnosis and management plan.</p> <p>CLO5: Understanding the pharmacological, medical and surgical management of O&G patients.</p> <p>CLO6: Identification the serious O&G conditions requiring urgent intervention clear differential diagnosis and management plan.</p> <p>CLO7: The student should be able to describe</p> <ul style="list-style-type: none">○ Maternal physiologic and anatomic changes associated with pregnancy and the physiologic functions of the fetus and placenta○ The stages, mechanisms and management of normal labor and delivery and identify common problems in obstetrics.○ Potential consequences of medical and surgical conditions in pregnancy.○ The physiologic or pharmacologic basis of action, effectiveness, benefits, risks, and financial considerations of various methods of contraception.○ The endocrinology and physiology of the normal menstrual cycle, including menopause,
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	<ul style="list-style-type: none">○ The causes, evaluation methods and therapeutic options for abnormal uterine bleeding. <p>CLO8: for the obstetrical patient the student should be able to:</p> <ol style="list-style-type: none">1. Assess the presence /absence of normal labor2. Assess and diagnose ruptured membranes3. Assess common problems in pregnancy such as perception of decreased fetal Movement, abdominal pain and vaginal bleeding4. Assess fetal well-being during labor and delivery and the student will demonstrate the ability to interpret electronic fetal monitoring.5. Assess analgesia /anesthesia needs for a laboring patient6. Assess and manage postpartum complications <p>CLO9: For the gynecology patient the student should be able to:</p> <ol style="list-style-type: none">1. To describe the age appropriate screening procedures and recommended time intervals for routine health maintenance and disease prevention in women.2. Assess common emergency gynecologic problems such as abortion, ectopic pregnancy, pelvic inflammatory disease, appendicitis and torsion3. Manage common gynecological issues such as contraception, menopausal symptoms, dysfunctional uterine bleeding, sexually transmitted infections, vaginal and vulvar disorders4. Assess pelvic masses5. Interpret cervical cytology results.6. Have a working knowledge of infertility7. Have a working knowledge of incontinence <p>CLO10: List possible surgical complications and methods to minimize them</p>
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Mapping Course Learning Outcomes CLOs to Program Learning Outcomes PLOs

CLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14
x													
	x												
		x											
			x										
		x	x			x							
					x		x						
				x			x	x				x	
				x			x	x				x	
				x			x	x				x	



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Assessment Methods

Assessment Type	Date and Time	Assessment Method	Mark (%)	CLOs
Activities*	Activity (1)	Evaluation at Rounds & attendance	10	
	Activity (2)	End Rotation Exam(1,2)	1-Visual exam	15
	Activity (3)		2-Osce Exam	25
	Activity (4)			



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	Activity (5)			
Final Exam	End of year (May)	MCQ Exam	50	

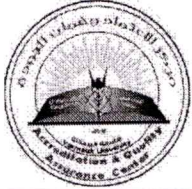
*The instructor must choose at least three activities from the following: quizzes, assignments, projects, videos, discussions, etc.

Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method**
Week 1	Antepartum, intrapartum care, fetal surveillance, postpartum care, ectopic pregnancy & lectures	Face to face
	OB/GYN H+P ,ANC	
	NL Menstrual cycle	
	Abnormal menstrual	
	Miscarriage	
	PET & hypertensive disorders	
	How to present a seminar	
	STI	
Week 2	PPH	Face to face
	Postdate & IOL	
	OBs procedures	
	Risk management	
	Endometriosis & Chronic pelvic pain	



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Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method**
	Fibroids	
	Medical complications of pregnancy, miscarriages, infertility	
Week 3	Physiological changes in pregnancy	Face to face
	Infertility	
	PCOS	
	Menopause	
	Gyn procedures	
	ovarian disease: benign & ca	
	Cervix: prenealignant & ca	
Week 4	Ectopic pregnancy	Face to face
	GTN	
	Hirsutism	
	Malposition & mal-presentation	
	Puerperium	
	Contraception	



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Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method**
	Menopause	
	Dysfunctional labour, Rh isoimmunization, STI	
Week 5	Fetal well-being assessment	Face to face
	IUGR	
	DM in pregnancy	
	Multiple gestation	
	Rh iso-immunization	
	Urinary incontinence	
	APH, PPH, urinary incontinence, genital prolapse	
Week 6	Normal and abnormal labor	Face to face
	PTL/ PROM	
	APH	
	Thromboembolic disorders in pregnancy	
	Endometria ca & PMB	
	Vulval disorders	
	Gestational HTN, DM, MG, Amenorrhea, DUB	
Week 7	Perinatal infection	Face to Face
	Medical disorders 1	
	Medical disorders 2	
	Haematological disorders in pregnancy	
	Amenorrhea	
	Genital prolapse	
	IUGR, IUFD, Hirsutism, Oncology	



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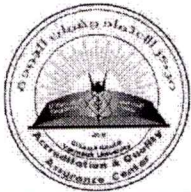
Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method**
Week 8	End rotation exam(Visual, Osce)	Face to Face
End of year	Final Exam (April & May)	

**Instruction method is as follows:

- **Face-to-Face course:** Face-to-face class
- **Online course:** Interactive synchronous or asynchronous
- **Blended course:** Face-to-face or Online (synchronous or asynchronous)

Main Textbook and References	
Main Textbook	Obstetrics by Ten Teachers by Philip N. Baker and Louise Kenny Gynecology by Ten teachers by Ash Monga and Stephen Dobbs
Other References	Magowan B, Owen P, Drife J. Clinical Obstetrics and Gynecology

Policies and Instructions***	
Attendance	Every day at 9.00 AM
Activities	One activity for each day include from Sunday till Wednesday and Lectures on Thursday.
Exams	Mini OSCE at end of each rotation and final exam at end of the year
Cheating and plagiarism	Unacceptable and forbidden according to the students handbook



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DOMAINS OF COMPETENCE

DOMAIN	YES	NO
PC1	*	
PC2	*	
PC3	*	
PC4	*	
PC5	*	
PC6	*	
KP1	*	
KP2	*	
KP3		*
PBL11		*
PBL12	*	
PBL13	*	
PBL14	*	
ICS1	*	
ICS2	*	
ICS3		*
P1	*	
P2	*	
P3	*	
P4	*	
P5		*
P6	*	
P7	*	
SBP1	*	
SBP2	*	
IPC1	*	
IPC2	*	
PPD1		*
PPD2	*	
PPD3	*	
PPD4	*	
PPD5		*
SCI1	*	

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Program Learning Outcome

Main Domains

1. Medical knowledge
2. Patient care
3. Ethics and professionalism
4. Interpersonal and communication skills
5. Clinical and technical skills
6. Practice-based learning and clinical reasoning
7. System based learning

1. Medical Knowledge

PLO1: Demonstrate a comprehensive knowledge of established and evolving normal and altered structure and function of the human body molecular and biochemical mechanisms, pathophysiology and pathogenesis and efficacy of different treatment options.

PLO2: Be able to gather, review, evaluate and interpret information relevant to the major fields in medicine, especially the major clinical courses (Internal Medicine, Pediatrics, General Surgery and Obstetrics and Gynecology) and their emergencies.

PLO3: Explain the scientific basis for laboratory, imaging, and procedural diagnostic tests used in patient management and their clinical significance.



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2. Patient Care

PLO4: Gain the ability to apply the developed knowledge through prevention, diagnosis, and treatment of disease to patient care that is compassionate, appropriate, and effective for the promotion of health and the treatment of health-related problems.

3. Ethics and Professionalism

PLO5: Demonstrate sensitivity, ethical behavior, and professionalism with patients, their caregivers, and interprofessional healthcare team members with respect to age, gender, sexual orientation, ethnicity/race, religion/spirituality, socioeconomic status, educational level, and disabilities and respect for patient privacy and autonomy.

4. Interpersonal and Communication Skills

PLO 6: Illustrate their interpersonal and communication skills to communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds and to work effectively as a member or leader of a healthcare team and communicate effectively with physicians, other health professionals, and health-related agencies

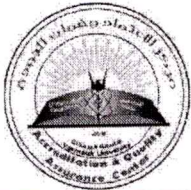
5. Clinical and technical skills

PLO 7: Take an accurate, comprehensive and focused patient history. Apply clinical and technical skills to perform an appropriate physical examination and interpret the diagnostic procedures needed and indicated to reach the correct diagnosis amid rational differential diagnoses.

6. Practice-Based Learning and clinical reasoning

PLO8: Demonstrate the ability to manage, and utilize biomedical information for problems solving and decisions making that are relevant to the care of individuals and populations.

PLO9: Apply evidence-based medicine (EBM) approach to the evaluation and management of patients concerning formulating patient-based questions, efficiently searching literature



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databases, appraisal of the quality of studies, applying the results of a literature search, and use information about their population of patients to direct patient care.

PLO10: Demonstrate an understanding of the need and commitment to engage in lifelong learning and continuous medical education (CME) to stay abreast of relevant scientific advances.

7. Systems-Based Practice

PLO11: Demonstrate an awareness of and responsiveness to the larger context of the local health care system and health care bodies in Jordan and the social determinants of health care.

PLO12: Demonstrate the ability to call effectively on other resources in the systems available to provide optimal healthcare.

PLO13: Collaborate effectively in various healthcare delivery settings and with inter-professional teams to enhance patient safety and contribute to high-quality care.

PLO14: Demonstrate understanding of basic issues for health promotion and wellness as well as promoting health and preventing disease and apply this understanding to patient management



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THE NINE DOMAINS OF COMPETENCE

I. Patient Care	
<i>Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.</i>	
1. Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.	PC1
2. Interpret laboratory data, imaging studies, and other tests required for the area of practice.	PC2
3. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.	PC3
4. Organize and prioritize responsibilities to provide care that is safe, effective, and efficient.	PC4
5. Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making.	PC5
6. Develop and carry out patient management plans.	PC6
II. Knowledge for Practice	
<i>Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.</i>	
1. Apply established and emerging evidence to diagnostic decision-making and clinical problem-solving.	KP1
2. Demonstrate an investigatory, methodical, and analytic approach to clinical situations.	KP2
3. Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care.	KP3
III. Practice-Based Learning and Improvement	
<i>Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.</i>	
1. Identify strengths, deficiencies, and limits in one's knowledge and expertise.	PBLI 1



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2. Set learning and improvement goals.	<i>PBLI</i> 2
3. Participate in the education of patients, families, students, trainees, peers and other health professionals.	<i>PBLI</i> 3
4. Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.	<i>PBLI</i> 4
5. Incorporate feedback into daily practice.	<i>PBLI</i> 5
IV. Interpersonal and Communication Skills	
<i>Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.</i>	
1. Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics.	<i>ICS1</i>
2. Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions.	<i>ICS2</i>
3. Communicate effectively with and demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, gender identity, age, culture, race, religion, disabilities, socioeconomic status, body habitus, and sexual orientation.	<i>ICS3</i>
V. Professionalism	
<i>Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.</i>	
1. Demonstrate compassion, integrity, and respect for others.	<i>P1</i>
2. Demonstrate respect for patient privacy and autonomy.	<i>P2</i>
3. Demonstrate accountability to patients, families, and the healthcare team.	<i>P3</i>
4. Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations.	<i>P4</i>
5. Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients.	<i>P5</i>
6. Demonstrate responsiveness to patient needs that supersedes self-interest.	<i>P6</i>
7. Maintain comprehensive, timely, and legible medical records.	<i>P7</i>
VI. Systems-Based Practice	



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<i>Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.</i>		
1. Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health.		SBP1
2. Identify and report system errors.		SBP2
VII. Interprofessional Collaboration		
<i>Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.</i>		
1. Work effectively with others as a member of a health care team or other professional group, cultivating mutual respect, dignity, diversity, ethical integrity, and trust.		IPC1
2. Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served.		IPC2
VIII. Personal and Professional Development		
<i>Demonstrate the qualities required to sustain lifelong personal and professional growth.</i>		
1. Demonstrate healthy coping mechanisms to respond to stress.		PPD1
2. Develop the ability to use self-awareness of knowledge, skills, and emotions to engage in appropriate help-seeking behaviors.		PPD2
3. Manage conflict between personal and professional responsibilities.		PPD3
4. Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior.		PPD4
5. Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty.		PPD5
IX. Scientific and Clinical Inquiry		
<i>Demonstrate understanding of scientific theory and methodology and the critical thinking skills needed to interpret and apply research to improving patient care.</i>		
1. Demonstrate the critical thinking skills needed for applying basic and clinical sciences to improving patient care in health care systems.		SCII

** Adapted from the AAMC's Physician Competencies Reference Set (PCRS)*

***For more information, please see the student handbook.



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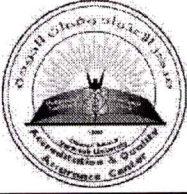
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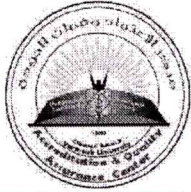
Course Identification	
Course Name: Family Medicine and Primary Health Care	Course Code and Number: MED 531
Number of Credit Hours: 4.5	Semester: First and second 21/22
Course Status: active	Teaching Language: English
Pre-requisite: passing the 4 th year in medicine	Course Coordinator: Dr. Hadeel Heilat.

General Information	
Teaching Method	<input checked="" type="checkbox"/> Face-to-Face <input type="checkbox"/> Online <input type="checkbox"/> Blended
Course Description	<p>Family Medicine and Primary health care is one of the courses that 5th year medical students should take as part of their studying towards gaining a bachelor's degree in medicine from Yarmouk University, it is a four-week rotation that will introduce primary health care principles to the students.</p> <p>This course will provide to students a better understanding of what family medicine is and what are the services that this specialty offers to patients and communities.</p> <p>The course consists of two parts, a clinical part in which students will attend Family medicine clinics in The Ministry of Health primary Health Care centers; students in clinics will have the opportunity to see patients, take history from them, perform clinical examinations, practice counseling in addition to build a clinical experience in setting a differential diagnosis for each complaint and discuss management plans of course under the direct supervision of the instructors.</p> <p>At the end of the rotation each student should hand in two hand-written cases which he/she evaluated during their clinics rotation and will be given marks as part of their end-rotation evaluation.</p> <p>The second part is attending lectures to gain theoretical knowledge about common family medicine topics moreover, students will be asked to present seminars to their colleagues in order to be involved in their teaching process and to motivate them to read and actively find the required information and they will be evaluated according to their performance, lecturing skills in addition to their ability to answer other student and consultant questions and this of course will</p>



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	<p>be under direct supervision of the consultants. In addition students should find one new 'relevant' article related to any Family Medicine topic and summarize it on the same day of his/ her seminar, this will enhance student's ability to learn through research, will promote them to be involved in research projects in future and will show them the importance of research as part of the continuous medical learning process.</p> <p>The learning priorities for this clinical rotation are to gain insight and understanding of the most common presentations and conditions of the primary healthcare, to make the student more competent to recognize these common conditions and to be able to know when to refer to secondary care either to emergency department or to other specialties and sub-specialties. It also emphasizes to students the importance of prevention so at the end of this rotation they will be able to request screening tests relevant to each age group as well as providing counseling about healthy life patterns and how to deal with different health conditions.</p> <p>There will be an end-rotation exam after finishing the four-week rotation.</p>
Course Objectives	<ol style="list-style-type: none">1. Gain more clinical knowledge, and better understanding of common primary health conditions.2. Acquire further learning experience in history taking and performing proper specific examination.3. Correctly know the investigations for patients based on their history and physical examination with proper resource management.4. Proper assessment of medical symptoms and signs and apply clinical reasoning to formulate a clear differential diagnosis and management plan.5. Understanding the management options including follow-up and renew medications of common chronic medical illnesses.6. Identification of conditions that need referral to other specialties or sub-specialties.7. Identification of the serious cases requiring urgent referral to secondary care.8. Improve communication skills with patients and their families, other colleagues, and all staff in work field.



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	<p>9. Enhance certain types of communication skills for example dealing with the difficult patients and breaking bad news.</p> <p>10. To master counseling as an important skill in primary health care including counseling about prevention and screening.</p>
Course Learning Outcomes (CLOs)	<p>CLO1: Acquire essential knowledge about common medical diseases affecting various organ systems.</p> <p>CLO2: Take proper clinical history.</p> <p>CLO3: Conduct proper clinical examination.</p> <p>CLO4: Identify physical signs of common medical illnesses.</p> <p>CLO5: Generate a problem list and differential diagnosis for common medical problems.</p> <p>CLO6: Investigate common medical problems in a rationale way.</p> <p>CLO7: Ability to manage all age groups and both sexes.</p> <p>CLO8: Apply prevention, screening, and counseling to daily consultations.</p> <p>CLO9: Build up proper relations with colleagues, patients, and staff members working in the Health center.</p> <p>CLO10: Allow the students to do seminars in order to improve their presentation abilities.</p> <p>CLO11: Encourage research ability through presenting summary of an article of any topic that is relevant to family medicine.</p> <p>CLO12: Ability to deal with the common emergency cases.</p>



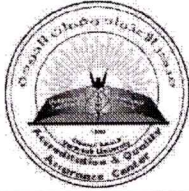
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Mapping Course Learning Outcomes CLOs to Program Learning Outcomes PLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14
CLO1	*	*	*				*							
CLO2	*	*			*	*	*							
CLO3	*	*			*	*	*							
CLO4	*	*					*							
CLO5		*					*							
CLO6			*				*				*			
CLO7				*	*			*						*
CLO8			*	*	*	*								*
CLO9					*	*						*		
CLO10	*	*	*			*				*				
CLO11									*	*				
CLO12		*		*										

Assessment

Assessment	Description	Percentage
Evaluation	Attendance/ Behavior/ clinical sense/ Patient respect/ professionalism	10%
End rotation exam	Short stations, images, ECGs, X-rays and clinical scenarios-based questions(Mini-OSCE) OSCE (includes three station: history taking, clinical examination, counseling) Seminar. Article. Portfolio.	40%



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Final Exam	Multiple choice questions Date: To be assigned by the deanship later-on	50%
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Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method
Week 1	Clinics every morning Lectures: <ul style="list-style-type: none">• Introduction to Family medicine & Counseling (L)• HTN (L)• Contraception and family planning (S)• URTIs & LRTIs (S)• Hepatitis (L)• Osteoporosis (L)• Vaginitis (S)• Anemia (L)• DM (L)	Face to face
Week 2	Clinics every morning Lectures: <ul style="list-style-type: none">• Approach to Dyspepsia (S)• Dermatologic D. in primary care (S)• Dyslipidemia (L)• Thyroid disorders (L)• Approach to common breast problems (S)• Approach to Abdominal pain+ IBS (S)• Fatigue (S)• ECG interpretation (L)• Approach to chest pain+ IHD (S)	Face to face
Week 3	Clinics every morning Lectures: <ul style="list-style-type: none">• Prevention and screening+ Periodic health examination (L)• Antenatal care (S)• Approach to headache (S Approach to PFT interpretation + Asthma & COPD (L)• Approach to Dizziness (S)• Minor injuries in primary care (S)• Approach to back pain (S)• Approach to arthralgia (S)	Face to face



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Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method
	<ul style="list-style-type: none">Urine analysis interpretation and UTI (S)	
Week 4	Clinics every morning miniOSCE & OSCE exam	Face to face
Final Exam Week		

Teaching & Learning Methods
1- Clinical Teaching (Clinics) 2- Lectures and Seminars 3- Textbook

Reference Textbook	
Books	Essentials of family medicine. Oxford handbook of clinical medicine.
Websites	American Academy of Family Physicians AAFP, UpToDate and Medscape.

Policies and Instructions	
Attendance	Every day at 9.00 AM
Activities	Two actives for each day includes clinical round and lectures
Exams	Mini OSCE at end of each rotation and final exam at end of the year
Cheating and Plagiarism	Unacceptable and forbidden according to the students handbook



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Course Identification	
Course Name: Psychiatry	Course Code and Number: MED 532
Number of Credit Hours: 4.5	Semester: 1st and 2nd
Course Status: Compulsory	Teaching Language: English
Pre-requisite: Clinical Psychology and fourth year courses	Course Coordinator: Dr. Rawan Masri

General Information	
Teaching Method	<input checked="" type="checkbox"/> Face-to-Face <input type="checkbox"/> Online <input type="checkbox"/> Blended
Course Description	This course is a Four-week course designed for 5th year medical students, the students will have seminars and clinical rounds, this course will focus on common mental health illnesses



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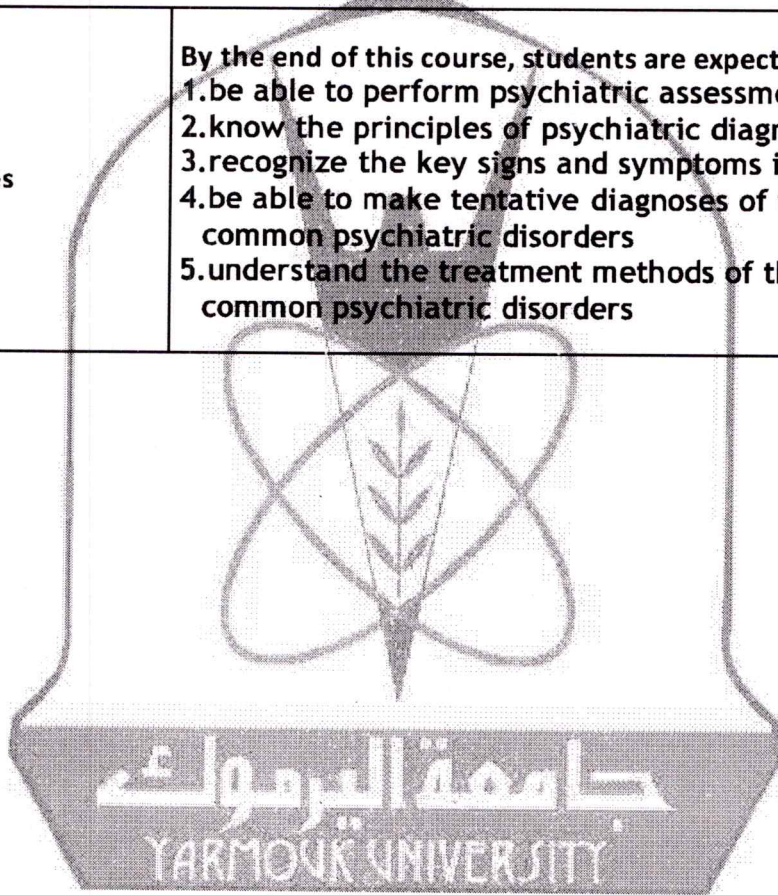


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Course Objectives	<p>By the end of this course, students are expected to:</p> <ol style="list-style-type: none">1. be able to perform psychiatric assessment2. know the principles of psychiatric diagnosis3. recognize the key signs and symptoms in psychiatry4. be able to make tentative diagnoses of the most common psychiatric disorders5. understand the treatment methods of the most common psychiatric disorders
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Course Learning Outcomes
(CLOs)

CLO1: Conduct a comprehensive psychiatric history and examination

CLO2: Recognize the clinical presentation for major psychiatric disorders with emphasis on mood disorders, psychotic disorders, anxiety disorders, personality disorders, dementia/delirium (neurocognitive impairment), substance misuse disorders and disorders first diagnosed in childhood

CLO3: Apply diagnostic symptomatology for major psychiatric illness into diagnostic categories

CLO4: Formulate a differential diagnosis for psychiatric symptoms, substance intoxication and withdrawal.

CLO5: Understand the multidisciplinary team approach and the roles of the various disciplines involved in mental health services

CLO6: Develop in-depth knowledge of pharmacology and prescribing of antipsychotics, antidepressants, mood stabilizers, and anxiolytics and medications used for substance withdrawal

CLO7: Demonstrate an understanding of fundamental aspects of non-pharmacologic treatments of psychiatric disorders including psychotherapeutic interventions, behavioral interventions, psychosocial rehabilitation, psycho educational approaches, recovery models, and self-help



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Mapping Course Learning Outcomes CLOs to Program Learning Outcomes PLOs														
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO7	PLO8	PLO9	PLO1 0	PLO1 1	PLO1 2	PLO1 3	PLO1 4
CL O1			X	X	X									
CL O2	X	X		X										
CL O3	X			X				X						
CL O4	X			X		X								
CL O5					X	X					X	X	X	
CL O6	X													X
CL O7												X		X



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Assessment Methods				
Assessment Type	Date and Time	Assessment Method	Mark (%)	CLOs
Midterm Exam	At the end of each 4 week rotation	Mini-OSCE exam OSCE exam	40	
Activities*	Activity (1)	Seminars	10 marks	
	Activity (2)	Attendance at clinics and hospitals		
	Activity (3)	Outpatient clinic teaching		
	Activity (4)	Two handed written cases		
Final Exam			50	

*The instructor must choose at least three activities from the following: quizzes, assignments, projects, videos, discussions, etc.



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Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method**
Week 1	Psychiatric History and Mental Status Examination Descriptive Psychopathology Depressive Disorders Bipolar and Related Disorders Schizophrenia spectrum and other psychotic disorder	Face to Face lectures, seminars and bedside teaching
Week 2	Anxiety Disorders Obsessive-Compulsive disorders Psychopharmacology Eating Disorders Personality Disorders	
Week 3	Substance Use Related Disorders Somatic symptom and related disorders Trauma- and Stressor related disorders Neurocognitive Disorders Child Psychiatry	Face to Face lectures, seminars and bedside teaching



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Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method**
Week 4	Psychotherapy Sexual dysfunctions, gender dysphoria, and paraphilic disorders Sleep wake disorder Disruptive, impulse-control and conduct disorders End of Rotation exam	Face to Face lectures, seminars and bedside teaching

**Instruction method is as follows:

- **Face-to-Face course:** Face-to-face class
- **Online course:** Interactive synchronous or asynchronous
- **Blended course:** Face-to-face or Online (synchronous or asynchronous)



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Main Textbook and References	
Main Textbook	Kaplan and Sadock's Synopsis of Psychiatry 11th edition 2015.
Other References	<ol style="list-style-type: none">1. DSM-V TM: Diagnostic and Statistical Manual of Mental Disorders, (5th ed). American Psychiatric Association, 2013.2. Toronto Notes 2015, 31st Edition Chapter: Psychiatry. Editors: Justin Hall & Azra Premji

Policies and Instructions***



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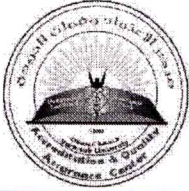
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Attendance	<p>Princess Basma Hospital Outpatient Psychiatry Clinics 9:00–12:00 King Abdullah University Hospital Psychiatry Inpatient Ward 9:00–12:00 King Abdullah University Hospital child Psychiatry Clinics 12:00 pm – 3:30 pm (Tuesdays) Al Ramtha Health Care Clinic Center 9:00–12:30 Hakama Health Care Clinic Center 9:00– 12:30 Lectures on Sunday and Monday from 9:00 am to 2:00 pm Lectures on Thursday form 1:00 pm to 3:00 pm</p>
Activities	As mentioned above
Late Submission	All-year-round course
Exams	As described above
Cheating and Plagiarism	Not allowed nor accepted and the evaluation will be affected. Essay makeup exam will also be considered

***For more information, please see the student handbook.

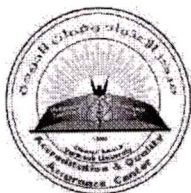


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Department:	Official Stamp:
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Course Identification	
Course Name: Ear, Nose & Throat (ENT)	Course Code and Number: MED 533
Number of Credit Hours: 2.25	Semester: First and second 21/22
Course Status: active	Teaching Language: English
Pre-requisite: passing the 4 th year in medicine	Course Coordinator: Dr.Hasan AL-Balas

General Information	
Teaching Method	<input checked="" type="checkbox"/> Face-to-Face <input type="checkbox"/> Online <input type="checkbox"/> Blended
Course Description	<p>This is a student's ENT Undergraduate Curriculum, it is an introductory two weeks clinical rotation offered to fifth year medical students, which describes the skills and objectives that should be achieved as an ENT student.</p> <p>This curriculum aims to provide the students a comprehensive overview of the specialty of Otorhinolaryngology. They will gain a better understanding of Otorhinolaryngology as a surgical specialty and learn about patient care they will encounter in general practice, especially as a primary care physician as many outpatient visits include ENT concerns.</p> <p>The learning priorities for this clinical rotation are to gain insight and understanding of the most common presentations and conditions of the otorhinolaryngology cases to make the student more competent to recognize these common ENT conditions through an excellent clinical exposure by joining the highly qualified Otolaryngologist in their clinic, as well as the ENT senior residents.</p> <p>It is anticipated that all students will have opportunities to enhance their skills in history taking and clinical examination. This will emphasize their recognition of symptoms and signs and formulation of an accurate differential diagnosis which is important to focus on the primary care management of common ENT conditions and to understand when a patient should be referred to secondary care.</p>



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	<p>The students also required to present seminars that cover most of the ENT clinical conditions, these seminars are supervised by the consultants and the students should be actively involved in these clinical discussions, as part of their evaluation is based on these seminars presentation and discussion. The end rotation exam is every two weeks for each group.</p>
Course Objectives	<ol style="list-style-type: none">1. Gain more clinical knowledge, and better understanding of common ENT conditions.2. Acquire further learning experience history taking in ENT and performing proper, specific ENT examination skills such as otoscopy and nasal examination.3. Correctly know the investigation of patients with Otolaryngology disorders based on a focus ENT exam4. Proper assessment of medical symptoms and signs and apply clinical reasoning to formulate a clear differential diagnosis and management plan.5. Understanding the pharmacological, medical and surgical management of ENT patients.6. Identification the serious ENT disease requiring urgent intervention
Course Learning Outcomes (CLOs)	<p>CLO1: Gain more clinical knowledge, and better understanding of common ENT conditions.</p> <p>CLO2: Acquire further learning experience history taking in ENT and performing proper, specific ENT examination skills such as otoscopy and nasal examination.</p> <p>CLO3: Correctly know the investigation of patients with Otolaryngology disorders based on a focus ENT exam</p> <p>CLO4: Proper assessment of medical symptoms and signs and apply clinical reasoning to formulate a clear differential diagnosis and management plan</p> <p>CLO5: Understanding the pharmacological, medical and surgical</p>

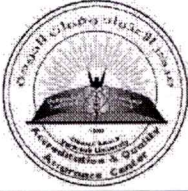


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	<p>management of ENT patients</p> <p>CLO6: Identification the serious ENT disease requiring urgent intervention clear differential diagnosis and management plan</p> <p>CLO7: consider the importance of privacy regarding patient diagnoses.</p> <p>CLO8: Demonstrate sensitivity, ethical behavior, and professionalism with patients.</p> <p>CLO9: consider the importance of recent published articles in literature in modifying our practice</p>
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Mapping Course Learning Outcomes CLOs to Program Learning Outcomes PLOs

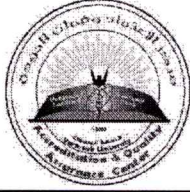
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14
CLO1	*													
CLO2		*					*							
CLO3		*	*											
CLO4	*						*	*						
CLO5				*										
CLO6				*										*
CLO7						*								
CLO8					*									
CLO9									*	*				



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Assessment Methods				
Assessment Type	Date and Time	Assessment Method	Mark (%)	CLOs
Midterm Exam	At the end of each two weeks	Mini OSCE	40%	
Evaluation	At the end of each two weeks	Attendance/ Behavior/ clinical sense/ Patient respect/ professionalism	10%	
Activities*	Activity (1)	Interactive seminars		CLO1, CLO2
	Activity (2)	Lectures		CLO1, CLO2
	Activity (3)	Outpatient clinics		CLO3,CLO4,CLO5,CLO6,CLO7
	Activity (4)	Cases base discussion		CLO3,CLO4,CLO5,CLO6,CLO7
Final Exam	To be assigned by the deanship later-on at the end of the year	Computerized written exam MCQs	%50	

*The instructor must choose at least three activities from the following: quizzes, assignments, projects, videos, discussions, etc.

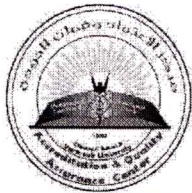


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Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method**
Week 1	1. Orientation and Introduction: history & physical examination 2. Adenoids, acute and chronic tonsillitis, chronic sore throat 3. Nose, sinuses, acute rhinosinusitis 4. chronic rhinosinusitis and Epistaxis 5. External ear	Face to face
Week 2	1. Middle ear 2. Inner ear 3. Neck masses 4. Larynx and pharyngeal tumors 5. Facial nerve	Face to face
At the end of year	Final Exam Week	

Main Textbook and References	
Main Textbook	Otorhinolaryngology Head and Neck surgery / European manual of medicine. 2010th Edition
Other References	Essential Otolaryngology Head & Neck Surgery tenth edition.

Policies and Instructions***	
Attendance	Every day at 9.00 AM
Activities	Two actives for each day includes clinical round and lectures
Exams	Mini OSCE at end of each rotation and final exam at end of the year
Cheating and Plagiarism	Unacceptable and forbidden according to the students handbook



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DOMAINS OF COMPETENCE

DOMAIN	YES	NO
PC1	*	
PC2	*	
PC3	*	
PC4	*	
PC5	*	
PC6	*	
KP1	*	
KP2	*	
KP3		*
PBL1		*
PBL2	*	
PBL3	*	
PBL4	*	
ICS1	*	
ICS2	*	
ICS3		*
P1	*	
P2	*	
P3	*	
P4	*	
P5		*
P6	*	
P7	*	
SBP1	*	
SBP2	*	
IPC1	*	
IPC2	*	
PPD1		*
PPD2	*	
PPD3	*	
PPD4	*	
PPD5		*
SCI1	*	



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Program Learning Outcome

Main Domains

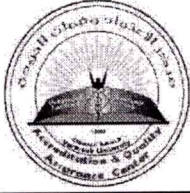
1. Medical knowledge
2. Patient care
3. Ethics and professionalism
4. Interpersonal and communication skills
5. Clinical and technical skills
6. Practice-based learning and clinical reasoning
7. System based learning

1. Medical Knowledge

PLO1: Demonstrate a comprehensive knowledge of established and evolving normal and altered structure and function of the human body molecular and biochemical mechanisms, pathophysiology and pathogenesis and efficacy of different treatment options.

PLO2: Be able to gather, review, evaluate and interpret information relevant to the major fields in medicine, especially the major clinical courses (Internal Medicine, Pediatrics, General Surgery and Obstetrics and Gynecology) and their emergencies.

PLO3: Explain the scientific basis for laboratory, imaging, and procedural diagnostic tests used in patient management and their clinical significance.



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2. Patient Care

PLO4: Gain the ability to apply the developed knowledge through prevention, diagnosis, and treatment of disease to patient care that is compassionate, appropriate, and effective for the promotion of health and the treatment of health-related problems.

3. Ethics and Professionalism

PLO5: Demonstrate sensitivity, ethical behavior, and professionalism with patients, their caregivers, and interprofessional healthcare team members with respect to age, gender, sexual orientation, ethnicity/race, religion/spirituality, socioeconomic status, educational level, and disabilities and respect for patient privacy and autonomy.

4. Interpersonal and Communication Skills

PLO 6: Illustrate their interpersonal and communication skills to communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds and to work effectively as a member or leader of a healthcare team and communicate effectively with physicians, other health professionals, and health-related agencies

5. Clinical and technical skills

PLO 7: Take an accurate, comprehensive and focused patient history. Apply clinical and technical skills to perform an appropriate physical examination and interpret the diagnostic procedures needed and indicated to reach the correct diagnosis amid rational differential diagnoses.

6. Practice-Based Learning and clinical reasoning

PLO8: Demonstrate the ability to manage, and utilize biomedical information for problems solving and decisions making that are relevant to the care of individuals and populations.

PLO9: Apply evidence-based medicine (EBM) approach to the evaluation and management of patients concerning formulating patient-based questions, efficiently searching literature databases, appraisal of the quality of studies, applying the results of a literature search, and use information about their population of patients to direct patient care .



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PLO10: Demonstrate an understanding of the need and commitment to engage in lifelong learning and continuous medical education (CME) to stay abreast of relevant scientific advances.

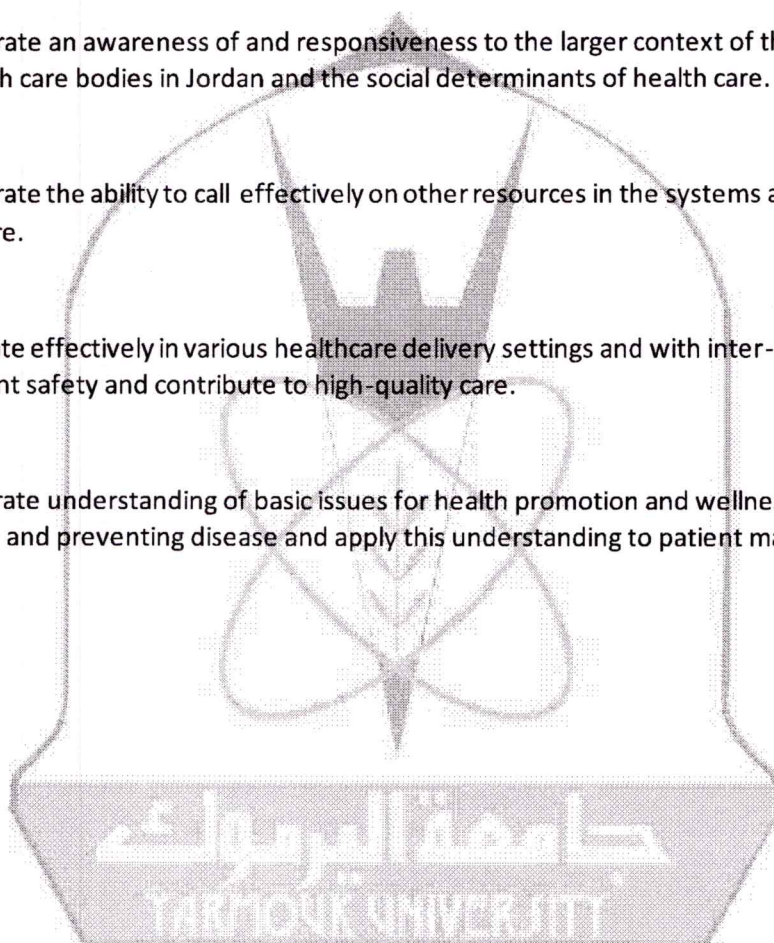
7. Systems-Based Practice

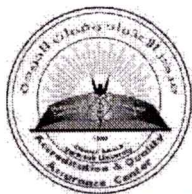
PLO11: Demonstrate an awareness of and responsiveness to the larger context of the local health care system and health care bodies in Jordan and the social determinants of health care.

PLO12: Demonstrate the ability to call effectively on other resources in the systems available to provide optimal healthcare.

PLO13: Collaborate effectively in various healthcare delivery settings and with inter-professional teams to enhance patient safety and contribute to high-quality care.

PLO14: Demonstrate understanding of basic issues for health promotion and wellness as well as promoting health and preventing disease and apply this understanding to patient management

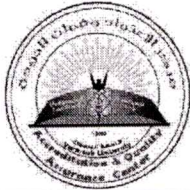




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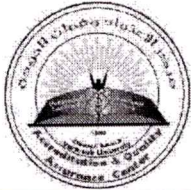
THE NINE DOMAINS OF COMPETENCE

I. Patient Care	
<i>Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.</i>	
1. Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.	PC1
2. Interpret laboratory data, imaging studies, and other tests required for the area of practice.	PC2
3. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.	PC3
4. Organize and prioritize responsibilities to provide care that is safe, effective, and efficient.	PC4
5. Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making.	PC5
6. Develop and carry out patient management plans.	PC6
II. Knowledge for Practice	
<i>Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.</i>	
1. Apply established and emerging evidence to diagnostic decision-making and clinical problem-solving.	KP1
2. Demonstrate an investigatory, methodical, and analytic approach to clinical situations.	KP2
3. Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care.	KP3
III. Practice-Based Learning and Improvement	
<i>Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.</i>	
1. Identify strengths, deficiencies, and limits in one's knowledge and expertise.	PBL1
2. Set learning and improvement goals.	PBL2
3. Participate in the education of patients, families, students, trainees, peers and other health professionals.	PBL3
4. Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.	PBL4
5. Incorporate feedback into daily practice.	PBL5
IV. Interpersonal and Communication Skills	
<i>Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.</i>	
1. Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics.	ICS1
2. Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions.	ICS2



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3. Communicate effectively with and demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, gender identity, age, culture, race, religion, disabilities, socioeconomic status, body habitus, and sexual orientation.	ICS3
V. Professionalism	
<i>Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.</i>	
1. Demonstrate compassion, integrity, and respect for others.	P1
2. Demonstrate respect for patient privacy and autonomy.	P2
3. Demonstrate accountability to patients, families, and the healthcare team.	P3
4. Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations.	P4
5. Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients.	P5
6. Demonstrate responsiveness to patient needs that supersedes self-interest.	P6
7. Maintain comprehensive, timely, and legible medical records.	P7
VI. Systems-Based Practice	
<i>Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.</i>	
1. Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health.	SBP1
2. Identify and report system errors.	SBP2
VII. Interprofessional Collaboration	
<i>Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.</i>	
1. Work effectively with others as a member of a health care team or other professional group, cultivating mutual respect, dignity, diversity, ethical integrity, and trust.	IPC1
2. Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served.	IPC2
VIII. Personal and Professional Development	
<i>Demonstrate the qualities required to sustain lifelong personal and professional growth.</i>	
1. Demonstrate healthy coping mechanisms to respond to stress.	PPD1
2. Develop the ability to use self-awareness of knowledge, skills, and emotions to engage in appropriate help-seeking behaviors.	PPD2
3. Manage conflict between personal and professional responsibilities.	PPD3
4. Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior.	PPD4
5. Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty.	PPD5



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IX. Scientific and Clinical Inquiry	
<i>Demonstrate understanding of scientific theory and methodology and the critical thinking skills needed to interpret and apply research to improving patient care.</i>	
1. Demonstrate the critical thinking skills needed for applying basic and clinical sciences to improving patient care in health care systems.	SCI1

* Adapted from the AAMC's Physician Competencies Reference Set (PCRS)

