



Document Approval Date	Course Syllabus	Document Code
		AP01-PR05

Department: Clinical Department

Official Stamp:

Course Identification	
Course Name: General Surgery II	Course Code and Number: MED630
Number of Credit Hours: 9 Hrs.	Semester: 6 <sup>th</sup> year level yearly course
Course Status: Compulsory	Teaching Language: English
Pre-requisite: General Surgery I and the 5 <sup>th</sup> year courses	Course Coordinator: Dr. Raad Dowais

General Information	
Teaching Method	<input checked="" type="checkbox"/> Face-to-Face <input type="checkbox"/> Online <input type="checkbox"/> Blended
Course Description	This is a general surgery course for final year medical students during which they will advance their skills in the field of General Surgery. Students are expected to cover core surgical problems (attached) through daily bed side teaching rounds and attending specialty outpatient clinics. Throughout the course students will have interactive seminars that cover a wide variety of common and important medical problems
Course Objectives	<ol style="list-style-type: none"><li>1. Interview patients and perform a complete and focused physical examination</li><li>2. Consolidate their knowledge of abnormal physical findings</li><li>3. Perform analysis of clinical and laboratory information</li><li>4. Improve their presentation skills in describing the chief problems and a plan for treatment</li><li>5. In-house calls and prepare a complete history and physical examination for new patient admitted to the service</li><li>6. Periodically follow up patients' status including interpretation of new findings</li><li>7. Use and interpret laboratory and radiographic tests used in diagnosing common disease (able to read chest and abdomen radiographs, abdomen CT scans, etc...)</li><li>8. Recognize and manage situations related to common emergencies</li><li>9. Identify ethical problems which arise in patient treatment and care</li></ol>
Course Learning Outcomes	CLO1: Knowledge/Mix of Diseases/Patients



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(CLOs)	CLO2:History Taking Skills CLO3:Physical Exam CLO4:Diagnostic Skills CLO5:Therapeutic Interventions CLO6:Preventive Measures CLO7: Attitudes and personality achieving
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Mapping Course Learning Outcomes CLOs to Program Learning Outcomes PLOs							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	They are changeable according to each system in the syllabus Please see the attached syllabus						
CLO2							
CLO3							
CLO4							
CLO5							
CLO6							
CLO7							



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Assessment Methods					
Assessment Type	Date and Time	Assessment Method	Mark (%)	CLOs	
End rotation clinical exam	By the end of the 8 weeks course	Mini OSCE OSCE	30%		
Activities*	Activity (1)	8 weeks	Direct patient contact	10%	
	Activity (2)	8 weeks	Bedside clinical teaching		
	Activity (3)	8 weeks	Outpatient clinic		
	Activity (4)	Once weekly /8 wks	In-house call		
	Activity (5)	8 weeks	Interactive seminars		
	Activity (6)	Once weekly /8 wks	Skills lab. sessions		
Final Exam written	At the end of the year	Computerized written exam MCQs	50%		
Final Exam Oral	At the end of the year	Oral interview	10%		

\*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	Bleeding, IV fluids, shock, critical care and nutrition. Transplantation Bariatric surgery, laparoscopy and abdominal incisions	Face to face clinical bed side teaching
Week 2	Approach to hematuria Infertility and erectile dysfunction Scrotal conditions	
Week 3	Surgical jaundice Acute abdomen Upper GI bleeding	
Week 4	Breast lumps Reconstructive surgery highlights (Grafts, flaps, Clift lip and palate) Thyroid nodules	
Week 5	Pediatric surgery 1	



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Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method**
	Pediatric surgery 2 Lower GI bleeding and acute anal conditions	
Week 6	Neck and chest injuries Abdominal trauma Lower limb ulcer	
Week 7	Skills lab sessions	
Week 8	End rotation exam week	

\*\*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	- Bailey & Love's Short Practice of Surgery
Other References	- An Introduction to the Symptoms and Signs of Surgical Disease by Norman Browse - The Washington manual of surgery - Schwartz's principles of surgery - Surgical recall

Policies and Instructions***	
Attendance	- 8 weeks hospital training ,three groups each run - 2 weeks in Prince Rashed Military Hospital, daily from Sunday till Wednesday ( 8 am - 1 pm ) - 4 weeks in Princess Basma teaching Hospital, daily from Sunday till Wednesday ( 8 am - 1 pm ) - Thursday is the seminars day ( 9 am till 2 pm ) 3-4 seminars with 1 hr break (11am-12pm)
Activities	Mentioned above



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Late Submission	It's a yearly course for the whole 6 <sup>th</sup> year students level
Exams	Mentioned above
Cheating and Plagiarism	Unacceptable and forbidden according to the students handbook

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



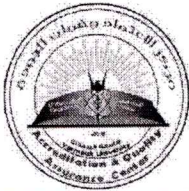


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Department: Clinical Medical Sciences/Faculty of Medicine Official Stamp:

Course Identification	
Course Name: Internal Medicine II	Course Code and Number: MED631
Number of Credit Hours: 9	Semester: First, Second, Summer
Course Status: Active	Teaching Language: English
Pre-requisite: Passed 5 <sup>th</sup> year Medicine	Course Coordinator: Dr. Sahem Ghraibeh

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 sixth year medical students, to provide them with a comprehensive overview of the specialty of Internal Medicine. This course offers a general Internal Medicine experience over eight weeks. Rotating within four hospitals.</p> <p><b>Course location:</b> Yarmouk University Prince Rashid Hospital (PRH) Princess Basmah Hospital (MOH) Jerash Hospital (MOH) King Hussein Cancer Center (KHCC)</p> <p>The students also required to present seminars that cover most of the Internal Medicine clinical conditions, these seminars are supervised by the consultants.</p> <p>6<sup>th</sup> year medical students are divided into groups, each group is rotating for 8 weeks.</p> <p>The end rotation exam is every eight weeks for each group of students.</p>
Course Objectives	<ol style="list-style-type: none"><li>1. Gain more clinical knowledge, and better understanding of common Internal Medicine conditions, including normal and high risk cases in different clinical settings.</li></ol>



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	<ol style="list-style-type: none"><li>2. Acquire further experience in history taking in Internal Medicine and performing proper physical examination.</li><li>3. Correctly know the required investigations and management of patients with medical conditions based on their presentation. Including how to deal with stable and critical cases.</li><li>4. Identification the serious medical conditions requiring urgent intervention.</li><li>5. Proper assessment of medical symptoms and signs and apply clinical reasoning to formulate a clear differential diagnosis and management plan.</li><li>6. Understanding the medical management of Internal Medicine patients and the indications.</li><li>7. The students also required to present seminars that cover most of the Internal Medicine clinical conditions. These seminars are supervised by the consultants. The students should be actively involved in these clinical discussions, as part of their evaluation is based on these seminars and their participation in the discussions.</li></ol>	
<p><b>Course Learning Outcomes (CLOs)</b></p> <p>Upon successful completion of this course students will be able to:</p>	<p><b>CLO1:</b> Acquire further learning experience in history taking in Internal Medicine. The student will demonstrate the ability to take a thorough history, including, chief complaint, history of present illness, systemic review, family history, past medical history, and drug history.</p> <p><b>CLO2:</b> The student will demonstrate the ability to perform an appropriate examination, including, vital signs, chest examination, abdominal examination, lower limb examination, and neck examination.</p> <p><b>CLO3:</b> Correctly know the investigation of patients with medical conditions.</p>	



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	<p><b>CLO4:</b> Proper assessment of medical symptoms and signs and apply clinical reasoning to formulate a clear differential diagnosis and management plan.</p> <p><b>CLO5:</b> Understanding the pharmacological, medical and invasive management of patients with medical conditions.</p> <p><b>CLO6:</b> Identification of serious medical conditions requiring urgent intervention clear differential diagnosis and management plan.</p> <p><b>CLO7:</b> For the Cardiovascular System the student should know the following:</p> <ul style="list-style-type: none"><li>A. Ischemic heart disease: anginas and myocardial infarction and its complications, with general approach in management of IHD.</li><li>B. Heart failure: causes, presentation symptoms and signs, diagnosis, and general lines of its management.</li><li>C. ECG essentials, reading and reaching a clinical diagnosis via its analysis.</li><li>D. Valvular heart diseases: causes and symptoms.</li><li>E. Clinical diagnosis of rheumatic fever.</li><li>F. Hypertension: essential and secondary.</li><li>G. Pericarditis: causes, types and its presentation.</li><li>H. Arrhythmias: Tachy and brady arrhythmias, causes, clinical approach and ECG findings:<ul style="list-style-type: none"><li>a. Distinction between ventricular and supraventricular rhythms</li><li>b. Atrial fibrillation, atrial flutter and paroxysmal supraventricular tachyarrhythmia's (SVT)</li><li>c. Heart block 1°, 2°, 3°</li><li>d. Bundle branch block and hemiblocks</li><li>e. ventricular arrhythmias</li><li>f. management approach for the unstable arrhythmias</li></ul></li><li>I. History Skills:<ul style="list-style-type: none"><li>a. Obtain history of risk factors for coronary artery diseases</li></ul></li></ul>	
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	<ul style="list-style-type: none"><li>b. Use all modalities in "pain" history to distinguish coronary artery disease from other causes of chest pain</li><li>c. Obtain history for rheumatic fever or congenital heart diseases</li><li>d. Recognize importance of family history in assessment of cardiovascular disease</li><li>e. In hypertensive patient, obtain careful history of medication compliance , or other causes for uncontrolled HTN</li><li>f. Obtain history of heart failure exacerbation , causes , presentation</li><li>g. Obtain the history of arrhythmias, presentation, causes either cardiac or extra-cardiac and their consequences</li></ul> <p>J. Physical Exam Skills:</p> <ul style="list-style-type: none"><li>a. Obtains skills in the measuring of the blood pressure properly</li><li>b. Obtains skill in the assessment of the patients palpable pulses and its clinical correlation</li><li>c. Assess arterial pulses and recognize pulsus alternans, bisferiens pulse, and paradoxical pulse, collapsing and Corrigan pulse</li><li>d. Nails and hand signs in cardiac diseases like clubbing, splinter hemorrhage, Janeway lesions and Osler's nodes</li><li>e. Obtains the skills in finding the signs that indicate the higher risk of IHD during the general exam, e.g. hyperlipidemia signs</li><li>f. Determine venous pressure by examination of neck veins (JVP assessment)</li><li>g. Perform hepatojugular reflux test to assess venous pressure</li><li>h. Performing proper precordium exams</li><li>i. On precordium palpation get the skill of determining the bruit and the heave</li><li>j. On cardiac auscultation, recognize:<ul style="list-style-type: none"><li>i. S-1, S-2, and normal physiologic splitting</li></ul></li></ul>	
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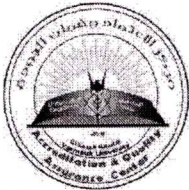
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	<ul style="list-style-type: none"><li>ii. S-3, S-4, and how they are best appreciated</li><li>iii. Systolic and diastolic murmur--effects of physiologic and pharmacologic interventions</li><li>iv. Special characteristics of the murmur of MVP and HOCM</li><li>v. Pericardial friction rub</li><li>vi. Auscultation of the lung bases for heart failure signs</li><li>vii. Determining other atherosclerotic signs by listening to the major arteries for bruit</li><li>viii. Determine the general clinical signs heart failure</li><li>ix. Determine the signs of peripheral vascular disease</li></ul> <p>K. Diagnostic Tests: the student should:</p> <ul style="list-style-type: none"><li>a. recognize a normal EKG and common EKG abnormalities</li><li>b. recognize a normal Chest X-ray and the major abnormal finding in cardiovascular diseases</li><li>c. recognize the main laboratory test that help in reaching the proper diagnosis mainly the cardiac enzymes</li><li>d. determining the importance of ECHO cardiogram</li></ul> <p>L. Therapeutic Interventions: the student should:</p> <ul style="list-style-type: none"><li>a. know therapeutic indications for angioplasty, complications, and other therapeutic applications of catheterization</li><li>b. describe therapeutic approach to clinical cardiovascular problems</li></ul> <p><b>CLO8:</b> for the Kidney and Urinary Tract the student should know the following:</p> <ul style="list-style-type: none"><li>A. Acute renal failure: the student must distinguish pre-renal, renal, and post renal causes using clinical and laboratory parameters.</li><li>B. Chronic renal failure and its associated metabolic-endocrine, GI, cardiovascular, hematologic, and neuromuscular complications.</li></ul>	
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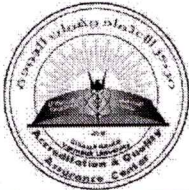
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	<p>C. The major glomerulopathies and other causes of proteinuria</p> <p>D. Tubulointerstitial disease</p> <p>E. Arterial blood gases (ABG) importance, analysis and making a deferential problems list from it.</p> <p>F. Electrolyte disorders mainly (Na, K, Ca, Mg, PO<sub>4</sub>), causes, symptoms and signs, and management.</p> <p>G. Renal replacement therapy ; acute &amp; chronic indication of the dialysis and general information about kidney transplant</p> <p>H. History Skills: the student should:</p> <ol style="list-style-type: none"><li>recognize the symptoms of a problem in the urinary tract</li><li>the student should determine by history the probable cause of the acute kidney injury (AKI)</li><li>determine the urine characteristics either the volume to differentiate between anuria, oliguria, and polyuria, nocturia, or urine color and hematuria</li><li>recognize the symptoms of obstructive urological disease, and UTI</li><li>assess the causes of recurrent UTI</li><li>know effects of nephrotoxins, either endogenous or exogenous (drugs)</li><li>know the clinical syndrome of uremia</li><li>determine the symptoms of electrolyte disturbances</li></ol> <p>I. Physical Exam Skills: the student should:</p> <ol style="list-style-type: none"><li>recognize signs of uremia: cognitive, asterixis, odor of breath, skin changes mainly the color (earthy color), signs of volume overload</li><li>auscultate for bruits in uremic pericarditis</li><li>attempt to palpate for kidneys (bimanual and ballotable maneuvers)</li><li>be able to assess the size of a distended bladder</li><li>be able to assess a dialysis catheter, and an AV dialysis fistula (sites, functional characteristics as thrill and bruit)</li></ol>
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	<p>f. elicit the clinical signs of electrolytes disturbances mainly hypocalcaemia signs as Chvostec's sign and Trousseau's sign</p> <p>J. Diagnostic Tests: the student should be able to:</p> <ol style="list-style-type: none"><li>analyze the basic lab tests for the kidney diseases (KFT, urine analysis and serum electrolytes)</li><li>calculate GFR through the CrCl equations, fractional excretion of sodium (FENa), determine the prerenal causes from the post renal causes from the BUN and Cr ratio , Na required to correct hyponatremia or the amount of free fluid required to correct the hypernatremia</li><li>evaluate the patient with glomerulonephritis for multisystem disease</li><li>choose the most appropriate imaging test for the specific patient problem</li><li>be able to analyze arterial blood gases (ABGs)</li></ol> <p>K. Therapeutic Interventions: the student should be able to:</p> <ol style="list-style-type: none"><li>manage the patient with acute renal failure and know all indications for dialysis</li><li>recognize the possibility of urinary tract obstruction</li><li>manage electrolyte disturbances (Na, K, Ca, Mg)</li><li>generate therapeutic approaches to renal diseases, acid-base disorders, and electrolyte disturbances.</li></ol> <p><b>CLO9:</b> for Endocrinology and Metabolic disorders the student should know the following:</p> <p>A. Diseases of the pituitary</p> <ol style="list-style-type: none"><li>Diabetes insipidus</li><li>Pituitary tumors: acromegaly, Cushing's disease, prolactinoma</li><li>Hypopituitarism</li><li>Empty Sella Syndrome</li></ol> <p>B. Thyroid disease</p> <ol style="list-style-type: none"><li>Hypothyroidism causes: Hashimoto thyroiditis, postpartum thyroiditis</li></ol>
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	<ul style="list-style-type: none"><li>b. Hyperthyroidism: Grave's disease, toxic multinodular goiter, toxic adenoma, and factitious</li><li>c. Thyroiditis: chronic thyroiditis (Hashimoto's), subacute thyroiditis (painful and painless)</li><li>d. Approach to thyroid nodule</li><li>C. Diseases of the adrenal cortex: Cushing's Syndrome, Hyperaldosteronism, Addison's Disease</li><li>D. Pheochromocytom</li><li>E. Diabetes mellitus: diagnosis, classification and pathogenesis, clinical features, complications, treatment (diet, insulin, oral agents)</li><li>F. Hypoglycemia: fasting, reactive, insulinoma</li><li>G. Disorders of the parathyroid gland and calcium metabolism</li><li>H. Metabolic bone disease: osteoporosis, osteomalacia, Paget's disease, and renal osteodystrophy</li><li>I. History Skills<ul style="list-style-type: none"><li>a. demonstrates knowledge necessary to take a proper history for a patient suspected of having an endocrine or metabolic disorder</li><li>b. in a patient with diabetes mellitus, the student must obtain and put in chronological order a detailed history of the disease, including all complications, hospitalizations, medications</li></ul></li><li>J. Physical Exam: the student should:<ul style="list-style-type: none"><li>a. know importance of: weight, height, skeletal proportions, and body mass index</li><li>b. recognize exophthalmus and abnormal ocular motility and visual field problems</li><li>c. evaluate thyroid size, nodularity, tenderness, and bruit</li><li>d. evaluate skin-temperature, moisture, pigmentation, pretibial myxedema, diabetic dermopathy</li><li>e. evaluate quality of voice</li><li>f. evaluate texture and pattern of hair</li><li>g. recognize diabetic complications on the skin, wounds, diabetic foot, joints problems (Charcot joint),</li></ul></li></ul>
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	<p>h. recognize the signs of Cushing's syndrome, Addison's disease, and pituitary diseases (acromegally, prolactinoma)</p> <p>K. Diagnostic Skills: the student should:</p> <ol style="list-style-type: none"><li>understand the use of thyroid function tests</li><li>be able to diagnose diabetes mellitus and its complications</li><li>describe the tests necessary to diagnose endocrinological and metabolic diseases</li></ol> <p>d. The student should understand the indications, side effects, and adverse reactions of: L-thyroxine, Glucocorticoids, Antithyroid drugs, Oral hypoglycemic agents, and Insulin (all forms)</p> <p><b>CLO10:</b> for Hematology the student should know the following:</p> <ol style="list-style-type: none"><li>Pathophysiology of anemia</li><li>Anemia of chronic disease</li><li>Iron deficiency anemia</li><li>Megaloblastic anemia</li><li>Hemolytic anemias (congenital and acquired)</li><li>Myeloproliferative disorders</li><li>Leukemias (acute and chronic)</li><li>Lymphoma (Hodgkin's, non-Hodgkin's and plasma cell myeloma)</li><li>Haemostasis disorders: platelet, coagulation and thrombosis, and hypercoagulable state</li><li>Blood transfusion</li><li>History Skills: the student should:<ol style="list-style-type: none"><li>Know symptoms of anemia</li><li>recognize that generalized weakness, dizziness, shortness of breath, headache, exercise intolerance, loss of appetite, dysphagia, and sensitivity to cold may be presenting symptoms of anemia</li><li>recognize that symptoms of angina, claudication, TIA may be unmasked by anemia</li><li>recognize the value of reviewing all previous hematologic lab data in evaluation of hematologic disorders</li></ol></li></ol>
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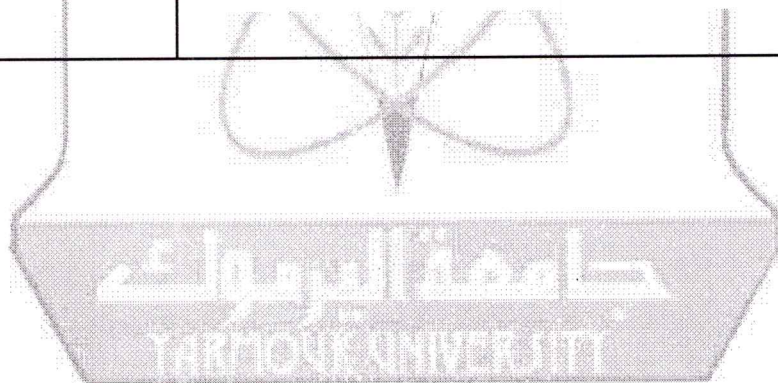
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	<ul style="list-style-type: none"><li>e. recognize symptoms of platelet disorders (spontaneous mucocutaneous bleeding, immediate bleeding with trivial trauma) versus symptoms of clotting-factor deficiency (delayed bleeding, deep muscular hematomas, hemarthroses)</li><li>f. recognize the importance of "B" symptoms (fever, night-sweats, weight loss) in patients with lymphoma</li><li>g. recognize the importance of the family history in patients with anemia and coagulation disorders</li><li>h. recognize the history of menstrual problem in anemic females</li></ul> <p>L. Physical Diagnosis Skills: the student should:</p> <ul style="list-style-type: none"><li>a. recognize ecchymotic or petechial rash, telangiectasia, jaundice, clubbing, and signs of anemia</li><li>b. palpate all lymph node areas, spleen, and liver</li><li>c. recognize gum hypertrophy and its importance in the diagnosis of AML M3</li><li>d. recognize signs of thalassemia and secondary hemochromatosis</li></ul> <p>M. Diagnostic Skills: the student should:</p> <ul style="list-style-type: none"><li>a. know the value of the following tests in the work-up of a patient with hemolytic anemia:<ul style="list-style-type: none"><li>i. Complete blood count (CBC)</li><li>ii. Blood smear review</li><li>iii. Reticulocyte count</li><li>iv. Coombs test</li><li>v. Serum haptoglobin</li><li>vi. Glucose 6 phosphate dehydrogenase deficiency</li><li>vii. Hemoglobin electrophoresis</li><li>viii. Urine hemosiderin</li></ul></li><li>b. know the proper evaluation for bleeding disorder</li><li>c. know the indications of bone marrow biopsy</li></ul> <p>N. Therapeutic Interventions: the student should:</p> <ul style="list-style-type: none"><li>a. know the appropriate indications for transfusion of erythrocytes and platelets</li></ul>	
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	<p>b. know the indications of the transfusion of fresh frozen plasma, cryoprecipitate, and purified factor concentrates</p> <p>c. know the general approach in the management of the hematological diseases</p> <p><b>CLO11:</b> in the skills lab the student should:</p> <ul style="list-style-type: none"><li>A. measure the blood pressure in appropriate technique using the BP arm model</li><li>B. apply a comprehensive physical examination on the available dolls in the lab</li><li>C. listen to all kinds of heart sounds</li><li>D. listen to all kinds of chest sounds</li><li>E. listen to all kinds of bowel sounds</li><li>F. apply a variety of clinical scenarios on the iStan model</li><li>G. demonstrating the effect of a variety of medication on the vital signs of the doll via the iStan model</li><li>H. watch a variety of videos that demonstrate a lot of signs</li><li>I. interpret ECGs</li><li>J. recognize finding on CXRs</li><li>K. perform CPR on dolls</li></ul>
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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	x													
CLO2		x												
CLO3			x											
CLO4				x										
CLO5			x	x			x							
CLO6						x		x						
CLO7					x			x	x			x		
CLO8					x			x	x			x		
CLO9					x			x	x			x		
CLO10					x			x	x					
CLO11					x			x	x					

Assessment Methods

Assessment Type	Date and Time	Assessment Method	Mark (%)	CLOs
Activities*	Activity (1)	Seminars	5	
	Activity (2)	Evaluation at Rounds	5	
	Activity (3)	End Rotation Exam(1,2)	miniOSCE exam	10



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	Activity (4)		OSCE exam	20	
	Activity (5)	End of Year (April)	Oral Exam	10	
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	<b>Acute Coronary Syndrome, Valvular heart diseases, Cardiac Arrhythmias</b>	Face to face
	<ol style="list-style-type: none"> <li>1. Define ACS, Unstable angina, Non-ST elevation acute MI, ST-elevation MI. Know the role of cardiac cath and CABG. Know medical Rx for IHD</li> <li>2. Know types of valvular heart diseases (MS, MR, AS, AR), causes, clinical presentation, medical treatment, indications for surgical intervention, and indication for prophylactic antibiotic for IE prevention</li> <li>3. Recognize tachyarrhythmias and bradyarrhythmias, ECG diagnosis, and acute and long term management</li> </ol>	
Week 2	<b>COPD and Bronchial Asthma exacerbation, Interpretation of PFT, Diabetic &amp; Endocrine Emergencies</b>	Face to face
	<ol style="list-style-type: none"> <li>1. Know definition of COPD and Asthma, Major differences between COPD and asthma, Definition of respiratory failure and its types, Definition of severe asthma exacerbation and life-threatening asthma exacerbation, the treatment approach of COPD and asthma exacerbation, indication of home O2 therapy for COPD pt, and mode of O2 therapy (simple face mask, nasal cannula, venturi mask, and jet nebulizer mask)</li> <li>2. Know the Physiology of lung function, main ventilatory defects, interpretation of spirometry and flow volume loop curve, and clinical use of PFT</li> <li>3. Recognize Diabetic ketoacidosis, Non-ketotic Hyperosmolar state, Thyrotoxicosis crises, myxedema</li> </ol>	



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Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method**
Week 3	coma, Hypoadrenalism, pituitary apoplexy, Sheehan syndrome, and hypocalcemia post parathyroidectomy <b>Interpretation of ABG's, Renal replacement therapy, Meningitis, Pleural Effusion</b>	Face to face
	<ol style="list-style-type: none"><li>1. Know basics of acid-base disorders, interpret ABG's, understand the physiology of acid-base disorders and Clinical implications of acid-base disorders</li><li>2. Know definition of RRT, modes of dialysis, Urgent indications for hemodialysis, basics of hemodialysis procedure, Complications of hemodialysis and peritoneal dialysis, basics of kidney transplantation, types of transplant rejection, and immunosuppressive medication in renal transplant</li><li>3. Know definition of meningitis, Causes, Clinical presentation, complications, investigations and LP, and management approach</li><li>4. Recognize clinical and radiographic picture of pleural effusion, Diagnostic approach to pleural effusion, Exudate versus transudate effusion</li></ol>	
Week 4	<b>Management of Epilepsy, Brain Attack, Approach to Patient with Heart Failure</b>	Face to face
	<ol style="list-style-type: none"><li>1. Identify types of epilepsy, discuss various antiepileptic medications and their side effects, and management of status epilepticus</li><li>2. Define brain attack, recognize clinical picture and anatomic localization of the stroke, management approach, and prevention of stroke</li><li>3. Recognize clinical picture of heart failure, Causes of heart failure, Precipitating factors, Diagnostic approach, and Therapeutic approach</li></ol>	
Week 5	<b>Approach to the patient with arthritis, Vasculitis</b>	Face to face
	<ol style="list-style-type: none"><li>1. Recognize Monoarthritis, Polyarthritis, Role of serology, and Seronegative arthritis</li><li>2. Recognize definition of vasculitis, types of vasculitis, clinical presentation, complications, diagnostic approach, and treatment approach</li></ol>	
Week 6	<b>Gastrointestinal bleeding, Malabsorption diseases, Liver Cirrhosis, Approach to Diarrhea</b>	Face to face



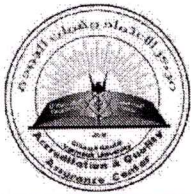
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Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method**
	<ol style="list-style-type: none"><li>1. Recognize Causes GI bleeding, Diagnostic approach, Severity assessment, Role of endoscopy, and treatment approach</li><li>2. Recognize causes of malabsorption, clinical presentation and complications, histological characteristics of certain causes, and management approach</li><li>3. Recognize Clinical and laboratory features of liver cirrhosis, Causes of liver cirrhosis, Diagnostic approach, Therapeutic approach, and Complications of liver cirrhosis</li><li>4. Recognize definition of diarrhea, causes of acute diarrhea, Causes of chronic diarrhea, IBS definition, approach and treatment lines of diarrhea and IBS</li></ol>	
Week 7	<b>Blood transfusion, Approach to the patient with anemia, BLS &amp; ACLS</b>	<b>Face to Face</b>
	<ol style="list-style-type: none"><li>1. Recognize definition of blood transfusion, indications, blood components preparation, and complications (acute and chronic)</li><li>2. Classification of anemia, Causes of anemia, Approach to a patient with anemia, and the role of blood film in anemia</li><li>3. BLS and ACLS Video sessions in the skills lab</li></ol>	
Week 8	<b>End rotation exam( minOSCE, OSCE)</b>	<b>Face to Face</b>
<b>End of year</b>	<b>Final Exam (April &amp; May)</b>	

\*\*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 Textbooks and References	
<b>Main Textbooks</b>	<ol style="list-style-type: none"><li>1. <b>Davidson's Principles and Practice of Medicine, 23ed Edition With STUDENT CONSULT Online Access.</b> By Nicholas A. Boon, MA, MD, FRCP(Ed), FESC, Nicki R. Colledge, BSc, FRCP(Ed), Brian R. Walker, BSc, MD, FRCP(Ed) and John A. A. Hunter, OBE, BA, MD, FRCP</li></ol>



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	2. <b>Macleod's Clinical Examination, 14th Edition With STUDENT CONSULT access.</b> By Graham Douglas, BSc(Hons), MB, ChB, FRCPE, Fiona Nicol, BSc(Hons), MB, BS, FRCGP, FRCPE and Colin Robertson, BA(Hons), MB, ChB, FRCPE, FRCS(Ed)
<b>Other References</b>	1. <b>Kumar and Clark's Clinical Medicine, 9th Edition - With STUDENT CONSULT Online Access.</b> By Parveen Kumar, CBE, BSc, MD, FRCP, FRCP(Edin) and Michael L. Clark, MD, FRCP

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

DOMAINS OF COMPETENCE		
DOMAIN	YES	NO
PC1	*	
PC2	*	
PC3	*	
PC4	*	
PC5	*	
PC6	*	
KP1	*	
KP2	*	
KP3		*
PBL11		*
PBL12	*	
PBL13	*	
PBL14	*	
ICS1	*	



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ICS2	*	
ICS3		*
P1	*	
P2	*	
P3	*	
P4	*	
P5		*
P6	*	
P7	*	
SBP1	*	
SBP2	*	
IPC1	*	
IPC2	*	
PPD1		*
PPD2	*	
PPD3	*	
PPD4	*	
PPD5		*
SCI1	*	

### 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





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## 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.

## 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



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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.

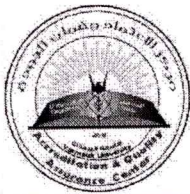
PLO10: Demonstrate an understanding of the need and commitment to engage in lifelong learning and continuous medical education (CME) to stay abreast of relevant scientific advances.

### 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.

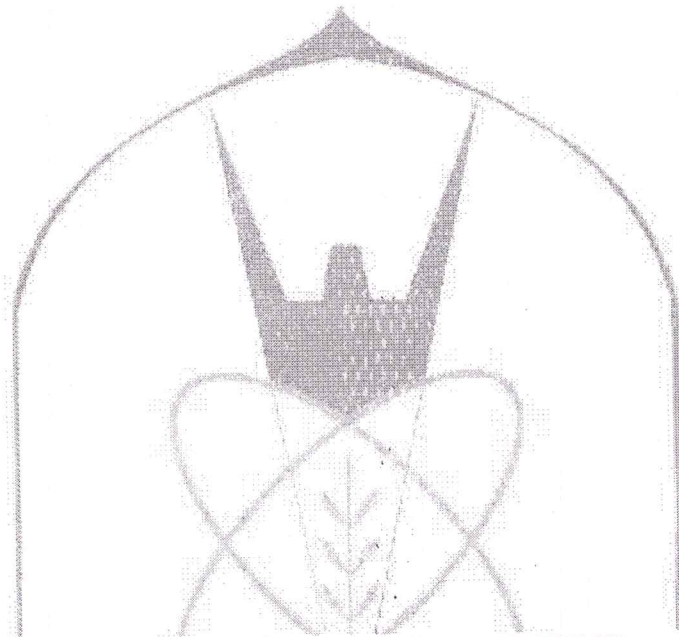




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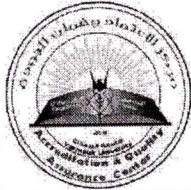
PLO13: Collaborate effectively in various healthcare delivery settings and with inter-professional teams to enhance patient safety and contribute to high-quality care.

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



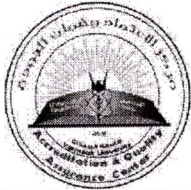
### THE NINE DOMAINS OF COMPETENCE

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



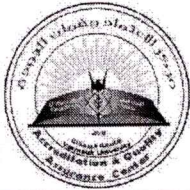
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5. Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making.		PC5
6. Develop and carry out patient management plans.		PC6
<b>II. Knowledge for Practice</b>		
<i>Demonstrate knowledge 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
<b>III. Practice-Based Learning and Improvement</b>		
<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.		PBL11
2. Set learning and improvement goals.		PBL12
3. Participate in the education of patients, families, students, trainees, peers and other health professionals.		PBL13
4. Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.		PBL14
5. Incorporate feedback into daily practice.		PBL15
<b>IV. Interpersonal and Communication Skills</b>		
<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
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
<b>V. Professionalism</b>		



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<i>Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.</i>		
1. Demonstrate compassion, integrity, and respect for others.		<b>P1</b>
2. Demonstrate respect for patient privacy and autonomy.		<b>P2</b>
3. Demonstrate accountability to patients, families, and the healthcare team.		<b>P3</b>
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.		<b>P4</b>
5. Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients.		<b>P5</b>
6. Demonstrate responsiveness to patient needs that supersedes self-interest.		<b>P6</b>
7. Maintain comprehensive, timely, and legible medical records.		<b>P7</b>
<b>VI. Systems-Based Practice</b>		
<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.		<b>SBP1</b>
2. Identify and report system errors.		<b>SBP2</b>
<b>VII. Interprofessional Collaboration</b>		
<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.		<b>IPC1</b>
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.		<b>IPC2</b>
<b>VIII. Personal and Professional Development</b>		
<i>Demonstrate the qualities required to sustain lifelong personal and professional growth.</i>		
1. Demonstrate healthy coping mechanisms to respond to stress.		<b>PPD1</b>
2. Develop the ability to use self-awareness of knowledge, skills, and emotions to engage in appropriate help-seeking behaviors.		<b>PPD2</b>
3. Manage conflict between personal and professional responsibilities.		<b>PPD3</b>
4. Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior.		<b>PPD4</b>
5. Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty.		<b>PPD5</b>
<b>IX. Scientific and Clinical Inquiry</b>		



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Yarmouk University  
اسم الكلية  
Faculty



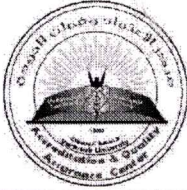
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<i>Demonstrate understanding of scientific theory and methodology and the critical thinking skills needed to interpret and apply research to improving patient care.</i>	
1. Demonstrate the critical thinking skills needed for applying basic and clinical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

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

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



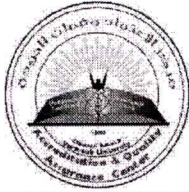


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Department: Clinical Medical Sciences – Pediatrics division Official Stamp:

Course Identification	
Course Name: Pediatrics (II)	Course Code and Number: Med 632
Number of Credit Hours: 9 Hrs	Semester: 6 <sup>th</sup> year level yearly course
Course Status: Compulsory	Teaching Language: English
Pre-requisite: Pediatrics I and the 5 <sup>th</sup> year courses	Course Coordinator: DR.mahdi alshboul

General Information	
Teaching Method	<input checked="" type="checkbox"/> Face-to-Face <input type="checkbox"/> Online <input type="checkbox"/> Blended
Course Description	<p>The medical education during the final year of medical school at Yarmouk University aims to produce physicians who are prepared to serve the fundamental purposes of medicine. To this end, physicians must possess the attributes that are necessary to meet their individual and collective responsibilities to society.</p> <p>During an 8-week clinical rotation medical students will be trained to develop competent skills relevant to medical history taking of a variety of acute and chronic pediatric disorders, performing physical examination on both healthy and ill infant, children, and build up ability to utilize the basic science knowledge for organized medical problem approach. There will be a total of 12-14 seminars during the 8-week rotation. Each seminar is one-hour long – 45-minute presentation and 15 minute discussion.</p> <p>The seminar will be led by 3 to 4 students, under the guidance of a faculty member. Student performance will be judged according to the attached Seminar Scoring Guide. Please note the following when preparing your seminar:</p> <ol style="list-style-type: none"><li>1. Copying information from the book (or any other source) is unacceptable. This is a form of plagiarism (definition: the practice of taking someone else's work or ideas and passing them off as one's own.) This will lead to invalidation of your work and will reflect on your score.</li><li>2. Any graphics and/or diagrams that were used from any</li></ol>



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	<p>source must be properly cited in your presentation.</p> <p>3. Students must make an effort to explain the assigned topic rather than to read their slides.</p> <p>4. Students who make an extra effort to bring new information will be rewarded – for example, those who present data from recent articles, or those who present data pertaining to our local population.</p>
Course Objectives	<p>The main objectives of the pediatric course during the sixth year can be divided into three main goals:</p> <ol style="list-style-type: none"><li>1. <b>Professionalism.</b> Physicians must be compassionate and empathetic in caring for patients, and must be trustworthy and truthful in all of their professional dealings. They must bring to the study and practice of medicine those character traits, attitudes, and values that underpin ethical and beneficent medical care. At all times they must act with integrity, honesty, respect for patients' privacy, and respect for the dignity of patients as persons. In all of their interactions with patients they must seek to understand the meaning of the patients' stories in the context of the patients' beliefs, and family and cultural values. They must avoid being judgmental when the patients' beliefs and values conflict with their own.</li><li>2. <b>Learning Objectives.</b> Clinical application of knowledge and abilities gained during the previous years. At the end of the 8-week rotation, students will be expected to use information gained from the history and physical examination of pediatric patients to create a management plan that includes: knowledge of necessary laboratory and imaging diagnostics necessary to complete a diagnosis, and knowledge of treatment plans. Furthermore, students will also be expected to give a prognosis and manage complication of the disease as well as possible complications of the therapy, medical or otherwise.</li></ol>



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	<p>3. Teaching. Students must develop the ability study and analyze medical issues and be ready and able to teach other medical professionals regarding their chosen topic.</p>
Course Learning Outcomes (CLOs)	<p><b>CLO1: Recognize Normal Growth, development and behavior and their assessment</b></p> <p><b>CLO2: Demonstrate an understanding of Health maintenance and preventive care for children, including age-related issues in nutrition, safety, vaccination and risk factor identification and modification</b></p> <p><b>CLO3: Identify Common acute and chronic pediatric conditions, congenital and genetic syndromes, and the importance of age on their manifestations and treatment</b></p> <p><b>CLO4: Understand Principles of physiology and pharmacology applicable to children from birth through adulthood</b></p> <p><b>CLO5: Correctly know physiologic changes and common disorders in neonates .</b></p> <p><b>CLO6: Recognize Common acute and chronic conditions seen in inpatient children and the importance of age on their manifestations and treatment.</b></p> <p><b>CLO7: Recognize Common acute and chronic conditions seen in out patient pediatric clinics</b></p> <p><b>CLO8: Demonstrate sensitivity, ethical behavior, and professionalism with patients.</b></p> <p><b>CLO9: Engage in problem-solving and consider the importance of recent published articles .</b></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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## THE NINE DOMAINS OF COMPETENCE

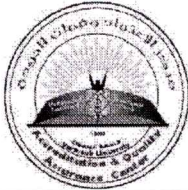
((Adapted from the AAMC's Physician Competencies Reference Set- PCRS))

<b>I. Patient Care</b>	<b>Symb ol</b>
<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.	<b>PC1</b>
2. Interpret laboratory data, imaging studies, and other tests required for the area of practice.	<b>PC2</b>
3. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.	<b>PC3</b>
4. Organize and prioritize responsibilities to provide care that is safe, effective, and efficient.	<b>PC4</b>
5. Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making.	<b>PC5</b>
6. Develop and carry out patient management plans.	<b>PC6</b>
<b>II. Knowledge for Practice</b>	
<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.	<b>KP1</b>
2. Demonstrate an investigatory, methodical, and analytic approach to clinical situations.	<b>KP2</b>
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.	<b>KP3</b>
<b>III. Practice-Based Learning and Improvement</b>	
<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>	



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1. Identify strengths, deficiencies, and limits in one's knowledge and expertise.	<b>PBLI1</b>
2. Set learning and improvement goals.	<b>PBLI2</b>
3. Participate in the education of patients, families, students, trainees, peers and other health professionals.	<b>PBLI3</b>
4. Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.	<b>PBLI4</b>
5. Incorporate feedback into daily practice.	<b>PBLI5</b>
<b>IV. Interpersonal and Communication Skills</b>	
<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.	<b>ICS1</b>
2. Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions.	<b>ICS2</b>
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.	<b>ICS3</b>
<b>V. Professionalism</b>	
<i>Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.</i>	
1. Demonstrate compassion, integrity, and respect for others.	<b>P1</b>
2. Demonstrate respect for patient privacy and autonomy.	<b>P2</b>
3. Demonstrate accountability to patients, families, and the healthcare team.	<b>P3</b>
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.	<b>P4</b>
5. Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients.	<b>P5</b>
6. Demonstrate responsiveness to patient needs that supersedes self-interest.	<b>P6</b>
7. Maintain comprehensive, timely, and legible medical records.	<b>P7</b>



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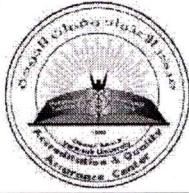
<b>VI. Systems-Based Practice</b>	
<i>Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.</i>	
1. Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health.	<b>SBP1</b>
2. Identify and report system errors.	<b>SBP2</b>
<b>VII. Interprofessional Collaboration</b>	
<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.	<b>IPC1</b>
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.	<b>IPC2</b>
<b>VIII. Personal and Professional Development</b>	
<i>Demonstrate the qualities required to sustain lifelong personal and professional growth.</i>	
1. Demonstrate healthy coping mechanisms to respond to stress.	<b>PPD1</b>
2. Develop the ability to use self-awareness of knowledge, skills, and emotions to engage in appropriate help-seeking behaviors.	<b>PPD2</b>
3. Manage conflict between personal and professional responsibilities.	<b>PPD3</b>
4. Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior.	<b>PPD4</b>
5. Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty.	<b>PPD5</b>
<b>IX. Scientific and Clinical Inquiry</b>	
<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.	<b>SCI1</b>



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### DOMAINS OF COMPETENCE ACHIEVED FOR 6<sup>TH</sup> YEAR LEVEL

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	*	

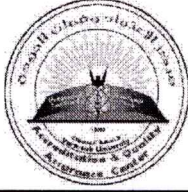


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Assessment Methods					
Assessment Type	Date and Time	Assessment Method	Mark (%)	CLOs	
Midterm Exam	By the end of the 8 weeks course	Mini OSCE OSCE	30		
Activities*	Activity (1)	8 weeks	Direct patient contact	10	
	Activity (2)	8 weeks	Bedside clinical teaching		
	Activity (3)	8 weeks	Outpatient clinic		
	Activity (4)	8 weeks	Interactive seminars		
	Activity (5)				
Final Written Exam	At the end of the year	Computerized written exam MCQs	50		
Final Exam Oral	At the end of the year	Oral interview	10		

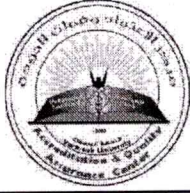
\*The instructor must choose at least three activities from the following: quizzes, assignments, projects, videos, discussions, etc.

Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method**
Week 1	Clinical training in the pediatric floor	Face to face clinical bed side teaching



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Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method**
	<b>Seminars</b> – Approach to a child with Anemia – hypertension in pediatrics	
Week 2	Clinical training in the pediatric floor	Face to face clinical bed side teaching
	<b>Seminars</b> – Approach to a child with FTT – Approach to a child with chronic diarrhea	
Week 3	Clinical training in the pediatric floor <b>Seminars</b> – Vaccinations – Approach to child with wheezing – Upper respiratory tract infections	Face to face clinical bed side teaching
Week 4	Clinical training in the pediatric floor	Face to face clinical bed side teaching
	<b>Seminars</b> – Approach to child with recurrent infection – Approach to FUO – Approach to pediatric poisoning	
Week 5	Clinical training in the pediatric floor	Face to face clinical bed side teaching
	<b>Seminars</b> – Pediatric Asthma Management/Acute exacerbation management – Approach to child with metabolic acidosis	
Week 6	Clinical training in the pediatric floor	Face to face clinical bed side teaching



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Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method**
	<b>Seminars</b> – Approach to jaundice in pediatrics – Approach to hypoglycemia	
<b>Week 7</b>	<b>Clinical training in the pediatric floor</b>	<b>Face to face clinical bed side teaching</b>
<b>Week 8</b>	<b>End rotation exam week</b>	

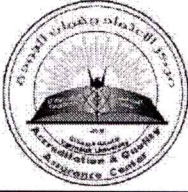
\*\*Instruction method is as follows:

- **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	
<b>Main Textbook</b>	1. Nelson Essentials of Pediatrics, 8th Edition Publisher: Elsevier Health Sciences (2018) Author: Karen Marcdante Robert Kliegman
<b>Other References</b>	2. The Harriet Lane Handbook, 21st edition Publishers: Elsevier Health Sciences (2017) <ul style="list-style-type: none"><li>• Authors: Lauren Kahl, Helen Hughes</li></ul>

Policies and Instructions***	
<b>Attendance</b>	<b>8 weeks hospital training</b>
<b>Activities</b>	<b>Mentioned above</b>
<b>Late Submission</b>	<b>It's a yearly course for the whole 6<sup>th</sup> year students level</b>
<b>Exams</b>	<b>Mentioned above</b>
<b>Cheating and Plagiarism</b>	<b>Unacceptable and forbidden according to the students handbook</b>

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



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Department: Clinical Medical Sciences/ Faculty of Medicine

Official Stamp:

Course Identification	
Course Name: Obstetrics and Gynecology II	Course Code and Number: MED633
Number of Credit Hours: 9	Semester: First, Second, Summer
Course Status: Active	Teaching Language: English
Pre-requisite: Passed 5 <sup>th</sup> 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 sixth year medical students, to provide them with a comprehensive overview of the specialty of Obstetrics &amp; Gynecology. This course offers a general obstetrics-gynaecology experience over eight weeks. Rotating within three hospitals</p> <p><b>Course location:</b> Yarmouk University Prince Rashid Hospital (PRH) Badeea Hospital (MOH) Jerash Hospital (MOH)</p> <p>The students also required to present seminars that cover most of the O &amp; G clinical conditions, these seminars are supervised by the consultants.</p> <p>6<sup>th</sup> year medical students are divided into groups, each group is rotating for 8 weeks</p> <p>The end rotation exam is every eight weeks for each group of students.</p>
Course Objectives	<ol style="list-style-type: none"><li>1. Gain more clinical knowledge, and better understanding of common O&amp;G conditions. Including normal and high risk pregnancy care and gynecological disorders.</li></ol>





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	<ol style="list-style-type: none"><li>2. Acquire further experience in history taking in O&amp;G and performing proper, specific Obstetric and gynecological examination skills.</li><li>3. Correctly know the required investigations and management of patients with O&amp;G conditions based on their presentation. Including how to deal with normal and high risk pregnancy, common and serious gynecological disorders.</li><li>4. Identification the serious O&amp;G conditions requiring urgent intervention</li><li>5. Proper assessment of medical symptoms and signs and apply clinical reasoning to formulate a clear differential diagnosis and management plan.</li><li>6. Understanding the medical and surgical management of O&amp;G patients and their indications.</li><li>7. The students also required to present seminars that cover most of the O &amp; 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.</li></ol>
<p><b>Course Learning Outcomes (CLOs)</b> Upon successful completion of this course students will be able to:</p>	<p><b>CLO1:</b> Acquire further learning experience in history taking in O&amp;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> <p><b>CLO2:</b> 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>



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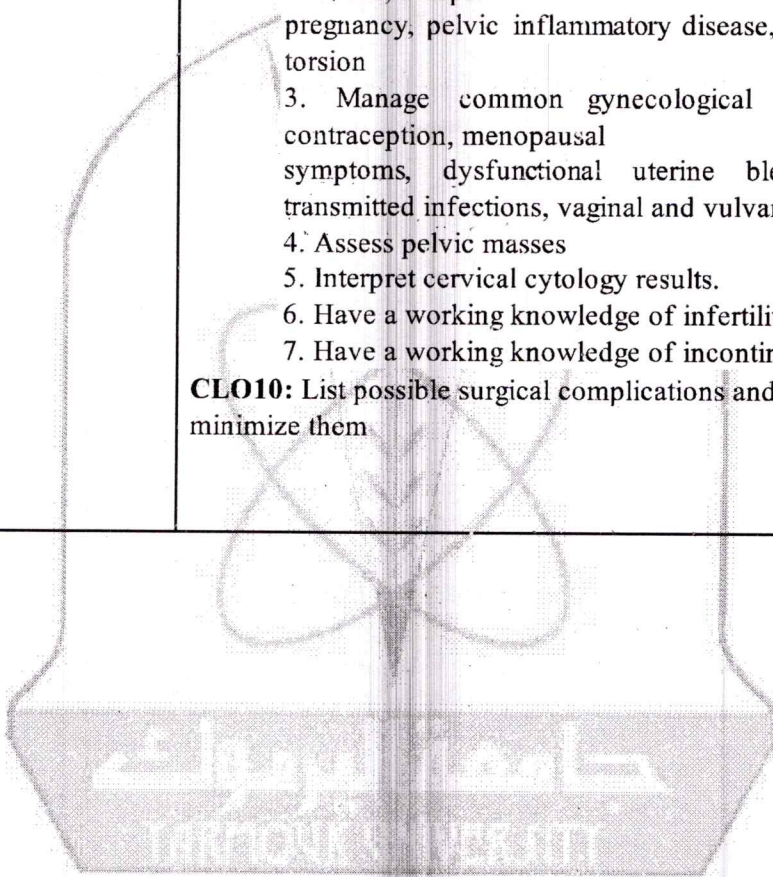
	<p><b>CLO3:</b> Correctly know the investigation of patients with O&amp;G conditions</p> <p><b>CLO4:</b> Proper assessment of medical symptoms and signs and apply clinical reasoning to formulate a clear differential diagnosis and management plan.</p> <p><b>CLO5:</b> Understanding the pharmacological, medical and surgical management of O&amp;G patients.</p> <p><b>CLO6:</b> Identification the serious O&amp;G conditions requiring urgent intervention clear differential diagnosis and management plan.</p> <p><b>CLO7:</b> The student should be able to describe</p> <ul style="list-style-type: none"><li>○ Maternal physiologic and anatomic changes associated with pregnancy and the physiologic functions of the fetus and placenta</li><li>○ The stages, mechanisms and management of normal labor and delivery and identify common problems in obstetrics.</li><li>○ Potential consequences of medical and surgical conditions in pregnancy.</li><li>○ The physiologic or pharmacologic basis of action, effectiveness, benefits, risks, and financial considerations of various methods of contraception.</li><li>○ The endocrinology and physiology of the normal menstrual cycle, including menopause,</li><li>○ The causes, evaluation methods and therapeutic options for abnormal uterine bleeding.</li></ul> <p><b>CLO8:</b> for the <b>obstetrical patient</b> the student should be able to:</p> <ol style="list-style-type: none"><li>1. Assess the presence /absence of normal labor</li><li>2. Assess and diagnose ruptured membranes</li><li>3. Assess common problems in pregnancy such as perception of decreased fetal Movement, abdominal pain and vaginal bleeding</li><li>4. Assess fetal well-being during labor and delivery and the student will demonstrate the ability to interpret electronic fetal monitoring.</li></ol>
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	<p>5. Assess analgesia /anesthesia needs for a laboring patient 6. Assess and manage postpartum complications</p> <p><b>CLO9:</b> For the <b>gynecology patient</b> the student should be able to:</p> <ol style="list-style-type: none"> <li>1. To describe the age appropriate screening procedures and recommended time intervals for routine health maintenance and disease prevention in women.</li> <li>2. Assess common emergency gynecologic problems such as abortion, ectopic pregnancy, pelvic inflammatory disease, appendicitis and torsion</li> <li>3. Manage common gynecological issues such as contraception, menopausal symptoms, dysfunctional uterine bleeding, sexually transmitted infections, vaginal and vulvar disorders</li> <li>4. Assess pelvic masses</li> <li>5. Interpret cervical cytology results.</li> <li>6. Have a working knowledge of infertility</li> <li>7. Have a working knowledge of incontinence</li> </ol> <p><b>CLO10:</b> List possible surgical complications and methods to minimize them</p>
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Mapping Course Learning Outcomes CLOs to Program Learning Outcomes PLOs

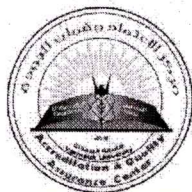
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14
CLO1	x													



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CLO2		x											
CLO3			x										
CLO4				x									
CLO5			x	x		x							
CLO6					x		x						
CLO7					x		x	x				x	
CLO8					x		x	x				x	
CLO9					x		x	x				x	
CLO10					x								

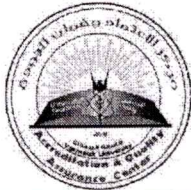
Assessment Methods					
Assessment Type	Date and Time	Assessment Method	Mark (%)	CLOs	
Activities*	Activity (1)	Seminars	5		
	Activity (2)	Evaluation at Rounds	5		
	Activity (3)	End Rotation Exam(1,2)	1-Visual exam	10	
	Activity (4)		2- Osce Exam	20	
	Activity (5)	End of Year(April)	Oral Exam	10	
Final Exam	End of year (May)	MCQ Exam	50		



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\*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	Face to face
	<ol style="list-style-type: none"> <li>1. Obstetric emergencies &amp; trauma</li> <li>2. Urinary problems in gynecology</li> <li>3. Management of gyn emergencies</li> </ol>	
Week 2	<ol style="list-style-type: none"> <li>1. Principles &amp; Complications of gyn surgery</li> <li>2. Management of abnormal PAP Smear</li> <li>3. Management of early pregnancy bleeding</li> </ol>	Face to face
	Medical complications of pregnancy, miscarriages, infertility	
Week 3		Face to face
	<ol style="list-style-type: none"> <li>1. Management of pelvic mass</li> <li>2. Principles &amp; Complications of obs surgery</li> </ol> Preterm labor/PROM, contraception	
Week 4	<ol style="list-style-type: none"> <li>1. Maternal collapse</li> <li>2. Recurrent Miscarriage.</li> <li>3. Approach to fetal anomalies</li> </ol>	Face to face
	Dysfunctional labour, Rh isoimmunization, STI	
Week 5	<ol style="list-style-type: none"> <li>1. Management of vaginal discharge</li> <li>2. Abdominal pain in pregnancy</li> <li>3. Management of severe PET</li> </ol>	Face to face
	APH, PPH, urinary incontinence, genital prolapse	
Week 6	<ol style="list-style-type: none"> <li>1. Assisted reproductive techniques</li> <li>2. Puberty disorders</li> <li>3. Management of obstetric hemorrhage/PPH</li> </ol>	Face to face
	Gestational HTN, DM, MG, Amenorrhea, DUB	
Week 7	<ol style="list-style-type: none"> <li>1. Management of abnormal gynecological vaginal bleeding</li> </ol>	Face to Face



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Course Contents, Schedule, and Instruction Methods		
Week	Course Content	Instruction Method**
	2. Journal club	
	IUGR, IUFD, Hirsutism, Oncology	
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 from Sunday till Wednesday and Lectures on Thursday.
Exams	Mini OSCE at the end of each rotation and final exam at end of the year
Cheating and plagiarism	Unacceptable and forbidden according to the students handbook

DOMAINS OF COMPETENCE		
DOMAIN	YES	NO
PC1	*	
PC2	*	



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PC3	*	
PC4	*	
PC5	*	
PC6	*	
KP1	*	
KP2	*	
KP3		*
PBLI1		*
PBLI2	*	
PBLI3	*	
PBLI4	*	
ICS1	*	
ICS2	*	
ICS3		*
P1	*	
P2	*	
P3	*	
P4	*	
P5		*
P6	*	
P7	*	
SBP1	*	
SBP2	*	
IPC1	*	
IPC2	*	
PPD1		*
PPD2	*	
PPD3	*	
PPD4	*	
PPD5		*
SCII	*	

**Program Learning Outcome**

**Main Domains**

**1. Medical knowledge**



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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.

### 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





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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

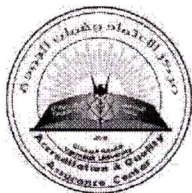
PLO8: Demonstrate the ability to manage, and utilize biomedical information for problems solving and decisions making that are relevant to the care of individuals and populations.

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.

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.

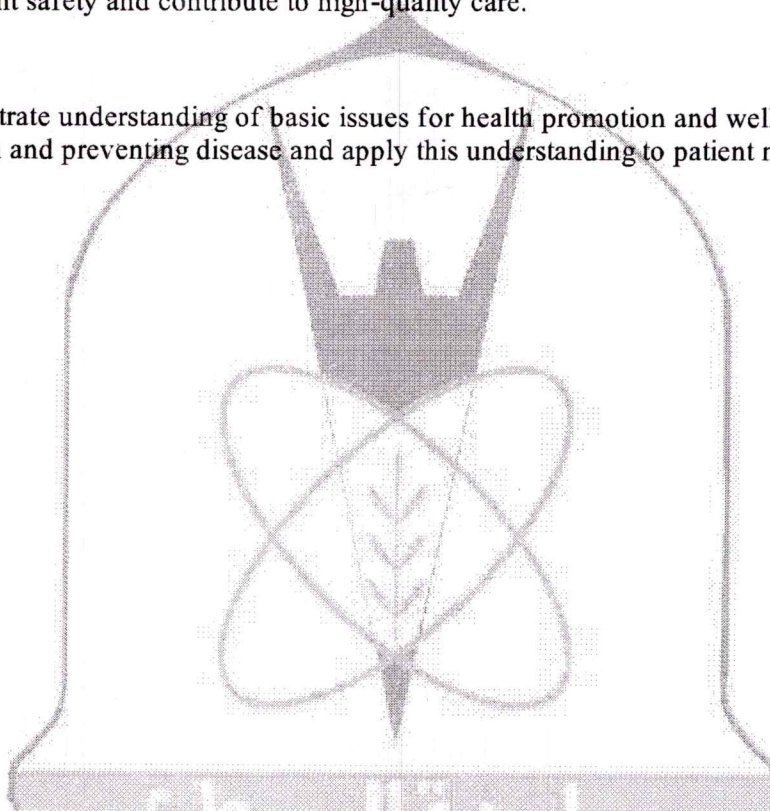


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PLO12: Demonstrate the ability to call effectively on other resources in the systems available to provide optimal healthcare.

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



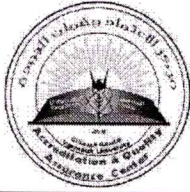
### THE NINE DOMAINS OF COMPETENCE

<b>I. Patient Care</b>	
<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.	<b>PC1</b>
2. Interpret laboratory data, imaging studies, and other tests required for the area of practice.	<b>PC2</b>



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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
<b>II. Knowledge for Practice</b>	
<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
<b>III. Practice-Based Learning and Improvement</b>	
<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.	PBLI1
2. Set learning and improvement goals.	PBLI2
3. Participate in the education of patients, families, students, trainees, peers and other health professionals.	PBLI3
4. Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.	PBLI4
5. Incorporate feedback into daily practice.	PBLI5
<b>IV. Interpersonal and Communication Skills</b>	
<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
3. Communicate effectively with and demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, gender	ICS3



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identity, age, culture, race, religion, disabilities, socioeconomic status, body habitus, and sexual orientation.	
<b>V. Professionalism</b>	
<i>Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.</i>	
1. Demonstrate compassion, integrity, and respect for others.	<b>P1</b>
2. Demonstrate respect for patient privacy and autonomy.	<b>P2</b>
3. Demonstrate accountability to patients, families, and the healthcare team.	<b>P3</b>
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.	<b>P4</b>
5. Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients.	<b>P5</b>
6. Demonstrate responsiveness to patient needs that supersedes self-interest.	<b>P6</b>
7. Maintain comprehensive, timely, and legible medical records.	<b>P7</b>
<b>VI. Systems-Based Practice</b>	
<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.	<b>SBP1</b>
2. Identify and report system errors.	<b>SBP2</b>
<b>VII. Interprofessional Collaboration</b>	
<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.	<b>IPC1</b>
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.	<b>IPC2</b>
<b>VIII. Personal and Professional Development</b>	
<i>Demonstrate the qualities required to sustain lifelong personal and professional growth.</i>	
1. Demonstrate healthy coping mechanisms to respond to stress.	<b>PPD1</b>
2. Develop the ability to use self-awareness of knowledge, skills, and emotions to engage in appropriate help-seeking behaviors.	<b>PPD2</b>
3. Manage conflict between personal and professional responsibilities.	<b>PPD3</b>
4. Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior.	<b>PPD4</b>



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5. Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty.	PPD5
<b>IX. Scientific and Clinical Inquiry</b>	
<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.

