



جامعة الإمام عبد الرحمن بن فيصل
IMAM ABDULRAHMAN BIN FAISAL UNIVERSITY

College of Medicine

College Prospectus

2023

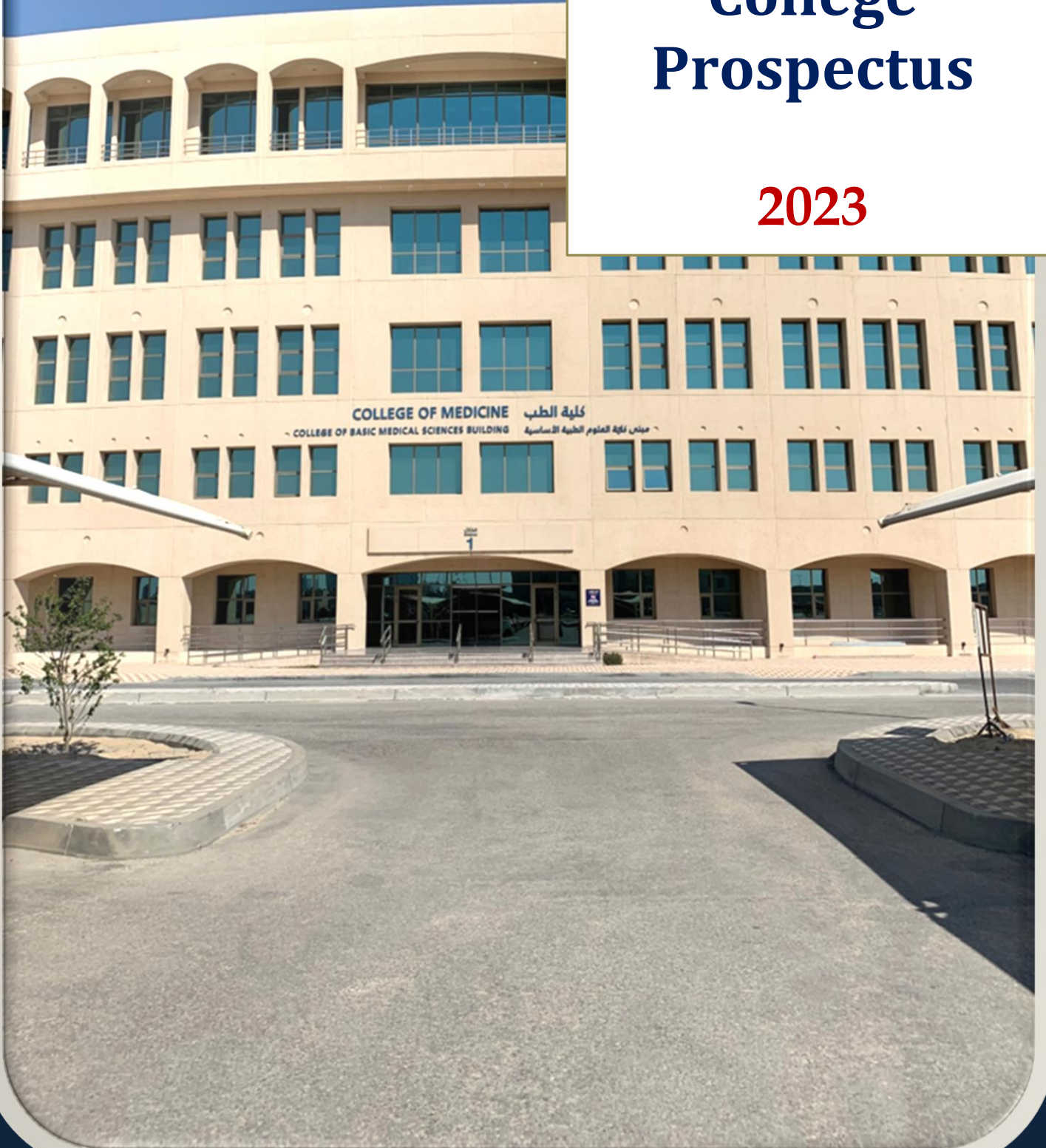


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Message of the Dean of the College of Medicine

The College of Medicine's vision is to be the Kingdom's premier College of Medicine. With this in mind and recognizing that we build on a foundation of excellence, we have engaged in an extensive strategic planning process, involving leaders, faculty, staff, and students across the college, culminating in the set of strategic priorities, goals and objectives that are detailed in this document.

We understand that we, and all others in Saudi Arabia, are entering a time of transformative change; we believe, however, that these conditions will also provide opportunities for leadership and innovative solutions. It is through this leadership that we will become the Kingdom's leading College of Medicine.



Despite the many challenges of the past few years, the college was able to achieve a great deal of progress in the initiatives of the previous Strategic Plans: full academic accreditation was obtained for the undergraduate MBBS program, a new Basic Medical Sciences building was inaugurated, new postgraduate programs were established, and institutional accreditation was granted for our residency programs by the Royal College of Physicians and Surgeons of Canada. More recently the MBBS program obtained ASPIRE international recognition for excellence in student engagement from the Association for Medical Education in Europe. These achievements were reached by the combined efforts of the college's students, faculty, and staff, who remain our most valuable resource.

The purpose of the College Prospectus Handbook is to guide the college stakeholders about the college and the MBBS Program, study plan, and Postgraduate Studies. The culture of the College of Medicine to aim high and to take part in IAU's vision of becoming a leading university nationally, regionally, and internationally in collaboration with its stakeholders.

Dr. Bassam Hassan Awary
Dean, College of Medicine
Imam Abdulrahman Bin Faisal University

Message of the Vice Dean for Development and Community Partnership

The purpose of this handbook is to introduce, update and guide the stakeholders about the college and the MBBS Program, study plan, and Postgraduate Studies of the College of Medicine, Imam Abdulrahman Bin Faisal University (IAU). Furthermore, updates about the college current status and relevant information for example the college vision, mission, values, bylaws, faculty duties and responsibilities, administrative organization and supportive services.

The College of Medicine and Medical Sciences, was established by Royal Decree No. H/67 dated 28/7/1375H (1975) in the Dammam campus of King Faisal University in the Eastern Province of Saudi Arabia. In 2010, the Dammam campus became the newly established University of Dammam. It is located on King Faisal Road, midway between Al-Khobar and Dammam, approximately 10 km from each. In 2017, the college name changed to its current name to Imam Abdulrahman Bin Faisal University.



The college admitted its first batch of undergraduate medical students in 1975 and the first batch of Nursing and Medical Laboratory Technology (MLT) students in 1988. The MLT Department was transferred to the newly established College of Applied Medical Sciences in 1998 and the Nursing Department was transferred to the College of Nursing in 2002. In the same year, the name of the college was changed from College of Medicine and Medical Sciences to the present name College of Medicine.

The College of Medicine pioneered postgraduate medical education in the Kingdom. Its postgraduate programs were the first to be recognized by the Arab Board of Medical Specializations and the Royal College of Surgeons in Ireland.

Since its inception the College of Medicine has organized Continuing Professional Development Programs designed for all health professionals in the Eastern Province, and the Kingdom at large. The college participates in health education for the general public through campaign and local and national information media. Our vision will be achieved by educating health care professionals to a high standard and by creating an environment that enables and facilitates relevant research and innovation. We acknowledge that this is an ambitious plan, but we believe that the proposed measures provide a solid foundation for the future.

Prof. Mahdi Saeed Abumadini
Vice Dean, Quality and Development
College of Medicine

Imam Abdulrahman Bin Faisal University

College of Medicine Vision, Mission and Values

VISION

To be a premier medical college in medical education, healthcare and ethical research.

MISSION

The College of Medicine is dedicated to graduating physicians who are committed to the Islamic and professional ethical practice. This will be achieved through the continuous development of the curriculum. The college is also committed to provide excellent healthcare and promote community health. In addition, the college will encourage the conduction of innovative basic, applied, clinical and community based research.

VALUES

Excellence, Innovation, Honesty, Transparency, Accountability, Collaboration and Teamwork.

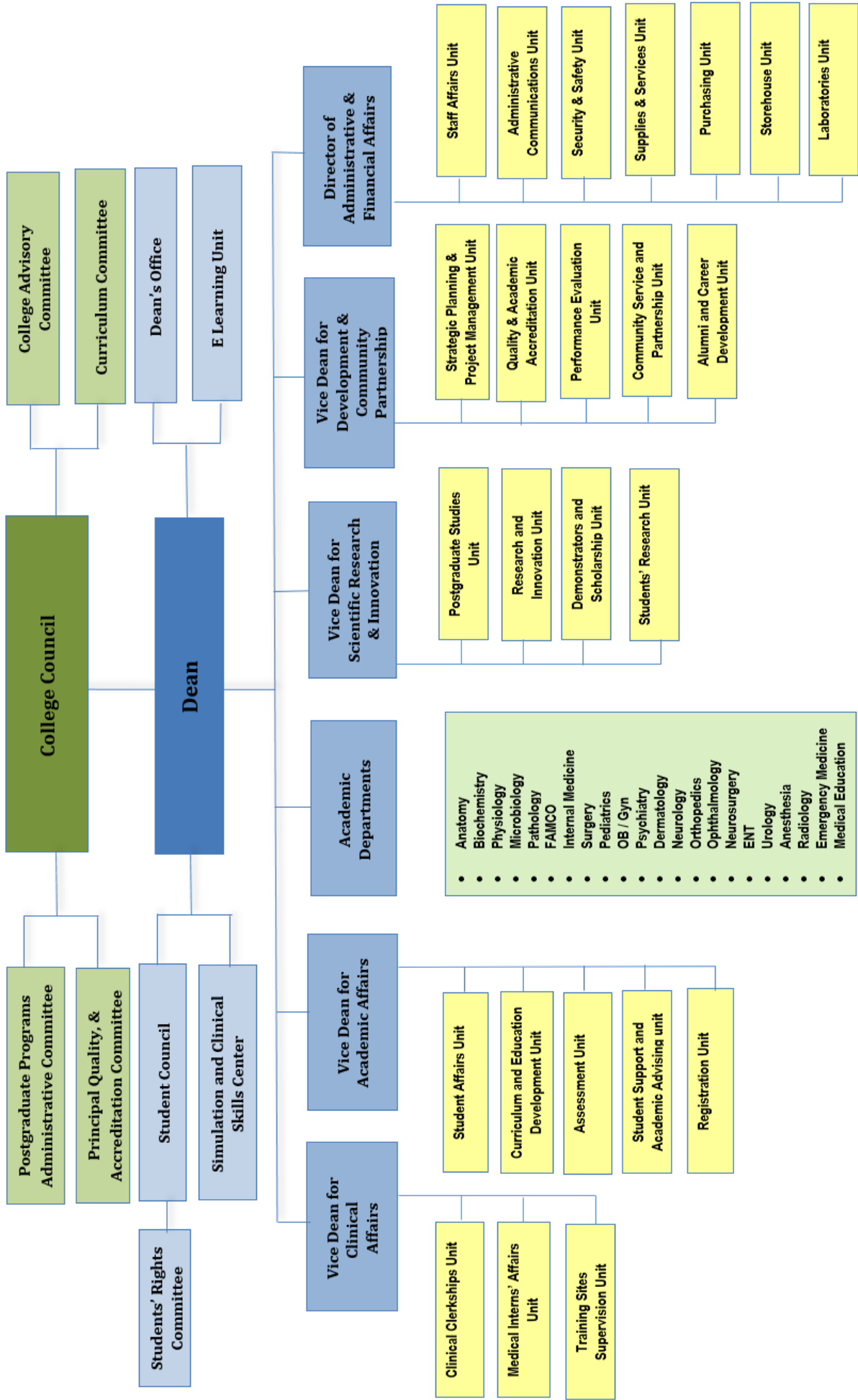
Program Mission and Goals

Program Mission:

The MBBS Program mission is to support the development of future physicians and academic health leaders who will promote the health of individuals and the community and contribute to research through competency in knowledge, skills, and attitudes.

Program Goals:

- Promote the understanding and application of Islamic values and traditions in all aspects of medical practice.
- Enable undergraduate medical students to acquire the knowledge, skills and attitudes necessary to become competent professionals and to develop lifelong habits of scholarship and service.
- Advance knowledge through research in all areas related to healthcare. These areas include: Basic Sciences, Clinical Sciences, cultural and behavioral aspects of medicine, methods for the delivery of healthcare, and the medical education process.
- Promote continuing professional development to maintain and improve the competency of all professionals engaged in healthcare delivery.
- Provide exemplary healthcare and services that meet the needs of society.
- Serve as a Medical Education Resource Center to related health professions and to the community and organizations involved in healthcare delivery.
- Commit to continuous academic quality improvement of higher academic standards according to national and international bodies.



College Administration

Position	Name	Email	Phone #
Dean	Dr. Bassam Hassan Awary	cm-dean@iau.edu.sa	3331080
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Bachelor of Medicine and Bachelor of Surgery (MBBS)

The Program Study Plan below illustrates the Six years of the core medical curriculum based on the revised curriculum which was in 2022. The study plan as the following:

Program Study Plan

Year	Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements <small>(Institution, College or Department)</small>
First Year	Level 1	ENGL 101*	English language	Required	Acceptance to health sciences program	5	College
		BIOL-102	Biology	Required	Acceptance to health sciences program	2	College
		CHEM-103	Chemistry	Required	Acceptance to health sciences program	1	College
		PHYS-104	Physics	Required	Acceptance to health sciences program	1	College
		ISLM 181	Creed & Family in Islam	Required	Acceptance to health sciences program	2	Institution
		COMP 131	Computer Skills	Required	Acceptance to health sciences program	2	College
		LRSK 141	Learning and Searching Skills	Required	Acceptance to health sciences program	2	College

Year	Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	Level 2	ENGL* 101	English language	Required	Acceptance to health sciences program	2	College
		ENGL 102	English for academic and specific Purpose	Required	Acceptance to health sciences program	3	College
		BIOL 102*	Biology	Required	Acceptance to health sciences program	1	College
		CHEM 103*	Chemistry	Required	Acceptance to health sciences program	1	College
		PHYS 104*	Physics	Required	Acceptance to health sciences program	1	College
		ARAB- 182	Arabic Language Skills	Required	Acceptance to health sciences program	2	Institution
		PHEDU 162	Health and physical education	Required	Acceptance to health sciences program	1	College
		LRSK 142	Communication Skills	Required	Acceptance to health sciences program	2	College
Second Year	Level 3 &4	MED* 201	Foundations of Medicine I	Required	Acceptance to College of Medicine MBBS program	40	Program
		HIST 281	History and Civilization of the Kingdom of Saudi Arabia	Required	Acceptance to College of Medicine MBBS program	2	Institution

Year	Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
		ISLM 282	Islamic Ethics and Values	Required	Acceptance to College of Medicine MBBS program	2	Institution
Third Year	Level 5&6	MED 301*	Foundations of Medicine II	Required	MED 201	40	Program
		BUS 381	Entrepreneurship	Required	Second Year Courses	2	Institution
Fourth Year	Level 7 &8	MED 401*	Practice of Clinical Medicine I	Required	MED 301	40	Program
Fifth Year	Level 9&10	WHLT 511**	Woman Health	Required	MED 401	8	Program
		CHTH 512**	Child Health	Required	MED 401	8	Program
		MHLT 514**	Mental health	Required	MED 401	8	Program
		FMLM 515**	Family Medicine	Required	MED 401	8	Program
		HLTM 513	Health Service Management	Required	MED 401	2	Program
		HECON 516**	Health Economics	Required	MED 401	2	Program
Sixth Year	Level 11&12	MED 611**	Internal Medicine	Required	Fifth year courses	8	Program
		GERT 612**	Geriatrics	Required	Fifth year courses	4	Program
		PATH	Forensic	Required	Fifth year	3	Program

Year	Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
		613	Medicine		courses		
		EMED 615**	Emergency Medicine	Required	Fifth year courses	8	Program
		SURG 616**	Surgery	Required	Fifth year courses	8	Program
		RSPR 614**	Research project	Required	Fifth year courses	5	Program
		ELECT 605**	Selective Rotation	Required	Fifth year courses	4	Program

Core principles of MBBS program

The Program is committed to excellence in the following core principles:

- Professionalism and Ethics
- Continuous Quality Improvement
- Collaboration and Partnerships
- Scholarship and Innovation
- Integration
- Social Responsibility and Accountability

ADMISSION REQUIREMENTS

To join the MBBS Program, an applicant must:

- Be a Saudi citizen, with limited seats for citizens of the Gulf Countries
- Fulfill IAU admission requirements
- Hold a Saudi High School Certificate Science Section (or its equivalent), with general and science grade point averages as specified and announced annually by the College Board.
- Pass General Aptitude Test
- Pass Standard Achievement Admission Test
- Pass a physical fitness assessment as specified by the College of Medicine.
- Obtain a grade of 80% or higher in five courses (Biology, Chemistry, Physics, English 101 and English 102) of the preparatory year. Students with the highest GPA will be accepted according to the quota approved by the College Board each year.
- Preference for admission is given to applicants who have obtained their high school certificates in the same academic year.

OVERVIEW OF MBBS PROGRAM

The College of Medicine at the Imam Abdulrahman Bin Faisal University (IAU) is committed to delivering an outstanding undergraduate education program that ensures continuing development from undergraduate to internship and postgraduate education.

The MBBS curriculum is a six-year undergraduate degree. It is an interdisciplinary program, integrating biomedical sciences and clinical skills training. The courses are thematic and place emphasis on clinical communication skills, with clinical contact visits to medical practices, community care facilities and hospitals commencing in the first year. Students are also required to be trained in community health centers and sites as part of a healthcare team.

The learning environment is structured to allow optimal flexibility and choice in time, place and style of learning. While the primary integrating modality of the curriculum is problem-based learning, this is undertaken in a range of different modalities including tutor-facilitated sessions, student presentations and small group learning supported by appropriate clinical interaction.

The course delivery provides wide experience in both hospital-based and community-based contexts. The curriculum promotes a culture that recognizes service, teamwork, scientific inquiry and lifelong learning as essential elements in the effective practice of medicine. Assessment is constructive and designed to recognize the development of key attributes and qualities rather than to reward short-term superficial learning. The curriculum is designed as a thematic integrated program incorporating four themes,

within which semester-long units are incorporated from a range of disciplines across the college, in an interdisciplinary fashion.

During the early years of the program, the basic medical and behavioral sciences (anatomy, biochemistry, genetics, immunology, microbiology, pathology, pharmacology, physiology, psychology and sociology) are introduced within interdisciplinary units. In all of these units, the major focus on clinical issues is through case studies.

In the third year, the students also participate in community based program placements where they spend time working in different community settings. During the fourth year, the students study integrated medicine and surgery, together with a series of problem-based and case-based learning sessions in clinical settings. The fifth year is largely taken up with core clinical rotations in women's and children's health, family medicine and psychological medicine. The sixth year of the course has been structured as a series of selective and one elective rotation, where students have the opportunity to complete their degree by gaining wider experience in choosing disciplines and specific areas of interest through a range of urban, rural and overseas settings.

PROGRAM OUTCOMES

Successful graduates of this program are expected to:

- Have a strong understanding of ethics and values in all aspects of medical practice.
- Be knowledgeable, skilled, reflective, critical thinkers.
- Be innovative in their approach to, and solution of problems.
- Be skilled at accessing, and applying best available evidence to everyday practice.
- Be aware of the social, ethical, economic and environmental context of health.
- Be committed to the health of populations and individuals.
- Be concerned with issues of equity, quality and humanity in health care.
- Maintain high standards throughout their professional life by a commitment to lifelong learning.
- Be capable of leadership and be comfortable working as a team member.
- Uphold the community's trust and expectations of the role of a doctor.
- Recognize the essential role of research in medical practice.
- Provide exemplary primary, secondary and tertiary health care.

Program Learning Outcomes

Knowledge		
K.1	Discuss the key concepts of medical ethics, law, and professionalism.	Theme I: Personal and Professional Development
K.2	Identify the social determinants of health and the role of community related health care services.	Theme II: Population, Society, Health and Illness
K.3	Describe different perspectives on health, illness, and medical practice and associations between health, illness and social	Theme II: Population, Society, Health and Illness

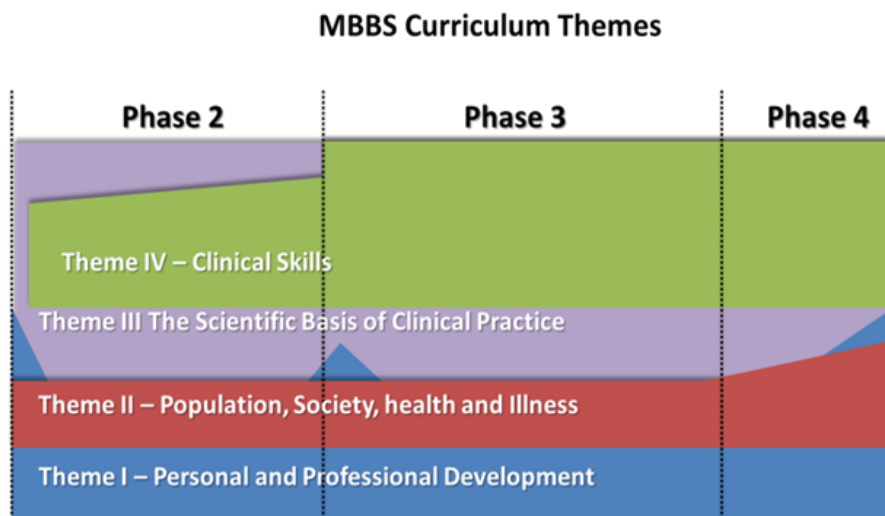
	position.	
K.4	Demonstrate knowledge of normal and altered structure and function of the body systems from different basic sciences perspectives	Theme III: Scientific Basis of Clinical Practice
K.5	Demonstrate basic knowledge in clinical approach and management of common diseases.	Theme III: Scientific Basis of Clinical Practice
K.6	Demonstrate understanding of basic medical research and commitment to scholarly pursuit.	Theme I: Personal and Professional Development
Skills		
S.1	Utilize strategies for sensitive and effective communication and interaction with others (patients, peers, teaching staff, healthcare team)	Theme IV: Clinical Skills
S.2	Demonstrate basic skills in accessing and analyzing information resources and research methodology.	Theme IV: Clinical Skills
S.3	Demonstrate the ability to approach the patient clinically (elicit accurate medical history, identify manifestations, clinical reasoning and problem solving, develop differential diagnosis, interpret and request investigations and formulate management plan)	Theme IV: Clinical Skills
S.4	Demonstrate skill in performing physical examination and basic clinical procedures.	Theme IV: Clinical Skills
Values		
V.1	Show respect and maintain privacy and confidentiality (for peers, university & health care staff, patients, clients).	Theme I: Personal and Professional Development
V.2	Recognize own strengths and limitations, including personal factors that impact upon performance.	Theme I: Personal and Professional Development
V.3	Demonstrate responsibility for own self-care and health issues.	Theme I: Personal and Professional Development
V.4	Identify the roles and responsibilities of health care team members and show the ability to work collaboratively within a team.	Theme I: Personal and Professional Development
V.5	Practice the use of principles of ethical and professional decision making in consultation with peers and teachers	Theme I: Personal and Professional Development

THEMES AND STRUCTURE

Theme-based approach:

The structure of the MBBS curriculum is thematic with teaching and learning within a matrix of four themes across the five years of the curriculum. These four themes are:

- Theme I – Personal and Professional Development.
- Theme II – Population, Society, Health and Illness.
- Theme III – The Scientific Basis of Clinical Practice.
- Theme IV – Clinical Skills.



Throughout the five years of core medical curriculum the balance of these themes varies and is often integrated in terms of teaching and assessment to reflect the changing development and skill level of students as they progress through the program. While the themes have a primary role in defining the learning objectives of the curriculum, the students' learning experiences are based on the delivery of an integrated curriculum with integrated assessment.

Horizontal and vertical integration characterize the curriculum, and the content for each theme is designed to complement other materials delivered each week (horizontal integration) and build on material that has already been presented in previous semesters (vertical integration). Each semester-length course of the curriculum is an integrated entity, valued at 20 credit units (this is modified in Years 4-6). Learning objectives and assessment activity reflect this integrated feature, with the outcome that there are no traditional "standalone" exams in any particular subject (e.g. anatomy). The four themes will run through all years of the program, but will not be of equal weight; nor will they be of constant weight throughout the course.

Indicative Program Structure and Schedule Year

Year	Structure
2	Theme I: Basic Law and Ethics, Health Enhancement Theme II: Health Knowledge & Society, Epidemiology Theme III: Cell Biology, Pathological processes, Musculoskeletal, Peripheral nervous and Cardiovascular Systems, Human health and behavior, Pharmacology Theme IV: Introduction to Communication and Clinical Skills
3	Theme I: Community Based Partnerships Theme II: Health Promotion, Knowledge Management Theme III: Respiratory, Renal and urinary, Hematological, Endocrine, Gastrointestinal and Reproductive systems, Nutrition, Neurology and mental state, Head & Neck, Pathology & Pharmacology Theme IV: Clinical Skills of Systems
4	General medicine and surgery Pathophysiology Evidence-based Clinical Practice Clinical Clerkship including 41 PBL cases (24 common “patient-based” & 17 seminar based)
5	Family Medicine and Psychiatry; Women's and Children's Health Evidence-based Medicine, Health Services Management, Health Economics Law and Ethics
6	Student pre-internship Rotations in medicine, surgery, aged care, emergency medicine, specialty and elective Specific modules for completion in each six-week rotation Specialty rotation from any faculty offering; Elective rotation is of the student's choosing.

THEMES STRUCTURE AND YEARS OF STUDY

Theme I: Personal and professional development

Personal and professional development will focus on the doctor as an individual. This theme concentrates on the personal attributes and qualities needed by medical students and, ultimately, medical practitioners. It covers elements of health enhancement, professional responsibilities, communication skills, information technology, medical informatics and computing skills, ethics and legal issues, and clinical effectiveness.

Overall structure of Theme I: Personal and professional development

Details	Year 2	Year 3	Year 4	Year 5	Year 6
Professional issues	Intro to Ethics: Ethics and society. Relationships and ethics. Intro to Law: Basis of justice. Justice system. Human rights.	Understanding community: Society and community. Roles of Doctor in Community. “Grass-roots” healthcare. Empowerment.	Ethics in practice: Clinical research ethics. Law in practice: Legal responsibilities. Reporting records.	Professional judgment: Analysis of consequences of decisions. Dealing with uncertainty. Team participation. Teaching.	Leadership: Independent learning. Leadership and supervision. Responsibility of patient management.
Personal development	Transition to university: Study skills. Time management. Stress Management. Reflection. Self-care. Team building. Goal setting.	Attitudes to community: Patient-centered approach. Pain and suffering. Teamwork in community groups.	Responsibility: Patient advocacy. Family and society. Self-care and assertiveness. Educating others.	Reflective practice: Personal roles and role conflicts. Stress management and coping styles. Career choice.	Self-directed learning and practice: Patient-centered care. Personal learning contract. Electives. Remedial selectives. Self-assessment.
Key learning experiences	Observation of interactions: Medical contact visits. Ethics debates. Family study. Group debriefing and mentoring	Community service: Ethics debates. Group debriefing and mentoring.	Clinical rotations: Group debriefing and mentoring. Clerking patients. Self-appraisal.	Teamwork: Group debriefing and mentoring. Simulation with feedback. Teaching Year 1 in skills lab.	Leadership and independent learning: Group debriefing and mentoring. Clerking patients. Self-appraisal.

Theme II Society, population, health and illness:

Population, society, health and illness' provide the structure to develop students' abilities to deal with broader society and population issues, as compared with issues concerning the individual. Students will consider the social, environmental and behavioral contexts of illness and the practice of medicine, including an emphasis on primary healthcare. Other elements of this theme will be built around health promotion, epidemiology, public health, community diversity, population and global health, and a range of other societal issues. The history and philosophy of the scientific approach to medicine will also be included, extending this to approaches to knowledge and information, and an understanding of evidence-based medicine.

Overall structure of Theme II: Population, Society, Health and Illness

Details	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Society	The whole person. Gender. Consumer movement.	Inequalities in health. Indigenous health.	Healthcare services. Health policy.	Healthcare services. Health policy.	Public health elective.
Health & Information	Epistemology: Concepts of science and knowledge. Critical thinking. Basic IT skills.	Exploring databases and information sources.	Quality and evaluation of healthcare information.	Health economics. Evidence-based medicine.	Medical informatics in practice.
Health & Population	Population health. Introduction to research methods.	Health promotion. Global view of health.	Preventive medicine. Occupational health.	Health promotion & disease prevention	Public health electives.

Theme III Scientific basis of clinical practice

"Scientific basis of clinical practice" includes much of the human systems-based teaching in the course. The knowledge and concepts that underpin medicine, both in the basic medical sciences and in the clinical sciences, will be delivered within this theme. In the early semesters, the basic sciences of anatomy, biochemistry, genetics, microbiology, pathology, pharmacology, physiology and psychology of each system will be taught in an integrated manner and from a relevant clinical perspective.

Overall structure of Theme III: Scientific Basis of Clinical Practice

Year 2	Year 3	Year 4	Year 5	Year 6
Molecular and cellular defense. Integration and movement.	Cardiovascular, respiratory, renal and hematology. Hormones, sex growth and nutrition.	Multi-system disease. Integrated medicine and surgery.	Women and children's health. Family medicine and psychological health.	Student Internship. Selectives. Electives.

Theme IV Clinical skills

The "Clinical skills" theme encompasses the whole range of clinical skills, from the earliest to the later parts of the course. Practice in clinical skills (including procedural skills) is stressed early and often. The approach in clinical skills development will be to develop defined clinical competencies. This will begin with clinical aspects of communication skills and move through history taking and physical examinations to the more advanced clinical and procedural skills. Communication skills are considered as one of the core clinical skills for a professional medical practitioner. As such, it is taught early in Year 1 and goes through into Years 2 and 3 using role-plays, video-taping feedback sessions and simulated patients.

In the early years of the program, this theme will include family medicine and primary healthcare visits, and an introduction to community clinics and hospitals. Multi-professional education will be promoted through educational interactions with nurses, paramedics, radiographers and other healthcare professionals. The primary healthcare activities in the early years of the program will provide opportunities for our students to become familiar with the Saudi healthcare system and interact with a range of healthcare professionals. The students are exposed to the benefits and advantages of different levels of the healthcare system from a personal as well as from a professional point-of-view. This has been a highlight in students' learning experience as with early exposure to clinical sites and health-care personnel; it gives students a clear context of the importance of what they are learning.

The later years will include advanced elective experience in diverse medical workplaces, both within and outside the hospital environment. All students gain experience in a wide range of areas including: accident and emergency medicine; anesthesia; clinical pharmacology and therapeutics; infectious diseases; forensic medicine; occupational and industrial health; palliative care, rehabilitation medicine and research project.

Overall structure of Theme IV: Clinical Skills

Year 2	Year 3	Year 4	Year 5	Year 6
Community visits. First Aid course including CPR. Clinical skills laboratory. Clinical and communication skills.	Clinical and communication skills linked with systems teaching. Rural rotations. Clinical skills laboratory. Teamwork experiences.	Medicine and Surgery.	Skills in Clinical rotations. Women's and children's health. Psychiatry and family medicine. Medical teamwork experiences.	Patient's safety module. Student internship. Rural rotations. Teamwork. Leadership.

Teaching Sites:

Years 2 and 3 of the program are taught at the IAU male and female campuses located in Al-Raka, Dammam. Years 4 to 6 of the program are taught in the King Fahd Hospital of the University, other local hospitals and primary healthcare centers.

LEARNING STRATEGIES

Teaching and Learning Strategies

1. Integration

The curriculum emphasizes the inter-connections between different fields of knowledge. Essential elements of basic science and clinical practice are learnt through an integrated approach. The MBBS program has been integrated both horizontally and vertically. What this means is that the content of lectures, tutorials and rotations is designed and delivered in a way that facilitates students learning and ability to make links between subject areas and themes (horizontal integration). In addition, students revisit topics repeatedly during the program, building on their knowledge and other skills with each iteration (vertical integration). In addition, the thematic organization of the curriculum allows maximum degree of horizontal

integration across the themes and vertical spiral integration within the themes. Spiral integration augments understanding: as knowledge accumulates, material covered in earlier weeks is reinforced, allowing students to revisit and progressively build on their skills. The curriculum is organized into integrated learning weeks, anchored by case based learning and problem based learning tutorials and typically includes lectures, tutorials, practical, anatomy sessions and self-directed study.

2. Problem Based Learning (PBL)

A key integrating feature of the Years 2 and 3 is the Problem Based Learning (PBL). The PBL provides a context for the program objectives and content, creating for students an awareness of the relevance to medicine and medical practice of the curriculum and its components. It integrates all the different subjects that are taught during that week including clinical skills, practicals and tutorial sessions, to enable an understanding of the clinical application as well as being able to recognize the psycho-social aspects of illness and health. Consequently, students learn to view and understand patients in an integrated and holistic manner right from the first week of their learning.

In PBL, students have to identify their own learning objectives as opposed to these being provided. The majority of the PBLs are based on real patients.

Small group learning is the method of teaching so that individual attention can be given while at the same time group and collaborative work habits are encouraged.

Each of the case scenarios features a health related problem that will require the student to work with a small group of approximately fourteen peers to identify key social, cultural, legal, ethical, and clinical and community aspects impacting on the case. These cases act as a key integration exercise for all the weekly learning.

3. Team-Based Learning

Team-based learning is a learner-centered, instructor-directed strategy that incorporates class-based teamwork and assessment to enhance active learning and critical thinking. It can be used with large or small classes, and involves dividing a class into multiple small groups of between 6-12 students in a single classroom. One content-expert can instruct 20 or more teams, and grading, peer evaluation and feedback are used to promote individual and team accountability and learning.

4. Community Based Learning

The Community Based Practice Program (CBP) is an integral and innovative component of the MBBS program for third-year medical students in which students will be community oriented through primary health care centers. CBP provides a meaningful context for future medical practitioners to gain an understanding of issues that relate to social justice, equity and diversity in the wider community.

Students complete a community-based placement, attend orientation and integration lectures, and complete a report so that they understand the context and links between health and illness, medicine and social system. A wide variety of community-based teaching is employed to complement the activities that take place in hospitals, these include but are not limited to the educational experiences in family medicine centers, maternal and child health services, rehabilitation centers and other health services. 5. Patient-centered Learning Activities A patient-based learning model will be used, where the knowledge, skills and attitudes that form the content of the curriculum are brought to life via formal patient-centered teaching exercises. Most of the learning activities are designed to support students as they work with patient-centered scenarios.

6. Active, student-centered learning

Students are encouraged to be active in managing their own learning and to question both what and how they learn through problem-based learning, seminars, and small-group tutorials. These tutorials foster the development of skills for interpersonal communication and teamwork and help train students to become lifelong learners.

7. Early clinical exposure

Medical students are introduced early in the program to clinical skills, and are exposed to simulated and real patient contact early in the curriculum starting in the first two years, after the preparatory year, emphasizing the relevance and application of knowledge learned from the Basic Medical Sciences domains. These early clinical experiences relate closely to theoretical teaching. Students develop clinical skills in a purpose-built Clinical Skills Lab to achieve early and effective training.

8. Core and options approach

Selective modules are offered in the sixth year which allows students to choose and explore specific areas of interest or experience in either medical or non-medical fields. At the same time, students learn a core of materials providing essential medical knowledge, skills and attitude taught during the MBBS program.

9. Relevance to future practice

Medical education and medical sciences are rapidly changing. The curriculum is built to assure that medical students are well equipped with the skills they need to practice effectively in a changing health care and learning environment. This includes such skills as the ability to work in teams and understand the health care system, practicing in a patient centered manner, and developing the ability to be a life-long learner who can evaluate and integrate new knowledge and skills throughout one's professional life.

TEACHING and LEARNING METHODS

A wide variety of teaching methods are used in order to accommodate the large numbers of students whilst providing an opportunity to deliver and discuss content. The varied approaches to teaching allow for self-directed learning to be fostered as well as allowing for students to experience the practical side required in the MBBS program. Listed below is an outline of the different approaches to teaching that students will come into contact with.

1. Interactive lectures
2. Tutorials
3. Practicals
4. Laboratory
5. Simulation
6. Electronic learning
7. Seminars
8. Panel discussion and debate
9. self-directed learning
10. Peer learning
11. Field and site visits

ASSESSMENT SYSTEM

The MBBS Program ensures that its program learning outcomes are regularly assessed. Assessment of Program learning outcomes is achieved by applying direct and indirect methods of assessment:

I. Direct Methods:

a. Formative assessment: with feedback to students on their performance

b. Continuous assessment of participation in the PBL sessions, seminars, different assignment, laboratory and clinical skills

c. Summative assessment:

- Multiple Choice Questions (MCQs): A-type questions: one best answer
- Extended Matching Questions (EMQs): R-type
- Short Answer Questions (SAQs)
- Objective Structured Clinical Exam (OSCE)
- Objective Structured Practical Exam (OSPE)
- Portfolio
- Research projects

d. Assignments:

- Formative Exam Practice - online
- Reflective Journal
- Case Commentary Assignment
- Evaluating Popular Information Assignment
- Human Life Span Development (HLSD)
- Weekly revision
- Logbook and analysis

II. Indirect Methods:

Stakeholder Surveys including:

- CES
- PES
- SES
- Internship Survey
- Alumni Survey
- Employers Survey

Program Learning Outcomes		Learning Outcomes Assessment Measures	
Knowledge		Direct Measures	Indirect Measures
K.1	Discuss the key concepts of medical ethics, law, and professionalism.	<ul style="list-style-type: none">• MCQ, EMQ, SAQ• Assignment Rubrics• Results of SMLE	<ul style="list-style-type: none">• CES• PES• Final Year Students Survey
K.2	Identify the social determinants of health and the role of community related health care services.	<ul style="list-style-type: none">• MCQ, EMQ, SAQ• Assignment Rubrics	<ul style="list-style-type: none">• CES• PES• Final Year Students Survey
K.3	Describe different perspectives on health, illness, and medical practice and associations between health, illness and social position.	<ul style="list-style-type: none">• MCQ, EMQ, SAQ• Assignment Rubrics	<ul style="list-style-type: none">• CES• PES• Final Year Students Survey
K.4	Demonstrate knowledge of normal and altered structure and function of the body systems from different basic sciences perspectives	<ul style="list-style-type: none">• MCQ, EMQ, SAQ• Assignment Rubrics	<ul style="list-style-type: none">• CES• PES• Final Year Students Survey

K.5	Demonstrate basic knowledge in clinical approach and management of common diseases.	<ul style="list-style-type: none"> • MCQ, EMQ, SAQ • Assignment Rubrics • Results of SMLE 	<ul style="list-style-type: none"> • CES • PES • Final Year Students Survey
K.6	Demonstrate understanding of basic medical research and commitment to scholarly pursuit.	<ul style="list-style-type: none"> • Student Project case (SPC) • Research project results 	<ul style="list-style-type: none"> • CES-Research Project
Skills		Direct Measures	Indirect Measures
S.1	Utilize strategies for sensitive and effective communication and interaction with others (patients, peers, teaching staff, healthcare team)	<ul style="list-style-type: none"> • OSCE • Clinical Evaluation • Clinical Evaluation 	<ul style="list-style-type: none"> • CES • PES • Employers survey
S.2	Demonstrate basic skills in accessing and analyzing information resources and research methodology.	<ul style="list-style-type: none"> • OSCE • Case presentations • Clinical Evaluation 	<ul style="list-style-type: none"> • CES • PES • Employers survey
S.3	Demonstrate the ability to approach the patient clinically (elicit accurate medical history, identify manifestations, clinical reasoning and problem solving, develop differential diagnosis, interpret and request investigations and formulate management plan)	<ul style="list-style-type: none"> • Clinical skills exam • OSCE • Clinical Evaluation 	<ul style="list-style-type: none"> • CES • PES • Employers survey
S.4	Demonstrate skill in performing physical examination and basic clinical procedures.	<ul style="list-style-type: none"> • OSCE • Clinical Evaluation 	<ul style="list-style-type: none"> • CES • PES • Employers survey • Interns survey
Values		Direct Measures	Indirect Measures
V.1	Show respect and maintain privacy and confidentiality (for peers, university & health care staff, patients, clients).	OSCE Direct observation by faculty (Rubrics)	<ul style="list-style-type: none"> • Employers survey • Alumni survey
V.2	Recognize own strengths and limitations, including personal factors that impact upon	OSCE Direct observation by	<ul style="list-style-type: none"> • Employers survey • Alumni survey

	performance.	faculty (Rubrics)	
V.3	Demonstrate responsibility for own self-care and health issues.	OSCE Direct observation by faculty (Rubrics)	<ul style="list-style-type: none"> • Employers survey • Alumni survey
V.4	Identify the roles and responsibilities of health care team members and show the ability to work collaboratively within a team.	PBL and CBL (Case Based Learning) assessments Direct observation by faculty (Rubrics)	<ul style="list-style-type: none"> • Employers survey • Alumni survey
V.5	Practice the use of principles of ethical and professional decision making in consultation with peers and teachers	PBL and CBL assessments Direct observation by faculty (Rubrics)	<ul style="list-style-type: none"> • Employers survey • Alumni survey

INTERNSHIP TRAINING PROGRAM

The program has been governed by approved Rules and Regulations of the College of Medicine and is supervised by the Vice Dean for Clinical Affairs. Satisfactory completion of one year training is mandatory for the award of the degree of MBBS by the university. The Internship Training Program prepares the interns to perform their professional duties and responsibilities with confidence prior to their becoming registered doctors, and, enables them to develop proper medical attitudes and ethics in accordance with the tenets of Islam. This rotational year is spent as follows:

Discipline	Duration in Months
1. Surgery	2
2. Internal Medicine	2
3. Pediatrics	2
4. Obstetrics and Gynecology	2
5. Family Medicine	1
5. Emergency Medicine	1
6. Elective (to be chosen from a number of specialties)	2

POSTGRADUATE STUDIES

The College of Medicine has pioneered postgraduate Medical Education in the Kingdom. Currently, the college has 17 residency programs leading to Saudi Commission for Health Specialties Board Certification, and seven IAU Fellowships. The college offers four programs for MSc degree and one for PhD degree in pre-clinical disciplines.

Objectives:

1. Establish well-structured and accredited training programs to qualify, highly skilled and knowledgeable specialists in different clinical disciplines.
2. Establish postgraduate programs in biomedical sciences towards the MSc and PhD degrees.
3. Ensure that graduates are well acquainted with modern research technology methods in both basic, translational and clinical medical research.

Admission Requirements:

Applicant must provide evidence for the following:

1. MBBS degree, from IAU or a university recognized by IAU.
2. Completion of the Internship training from IAU or an institution recognized by IAU.
3. Medical fitness.
4. Good conduct
5. Medical registration or valid document from employer testifying good standing.
6. Two letters of recommendation from faculty/ consultants with whom he/she worked previously.
7. Letter of consent to join the program from the employer.

The applicant must pass both an admission test and personal interview.

Applicants seeking admission to the Masters' degree program must have an overall grade point average of not less than B (Very Good) in a Bachelor degree.

To be eligible for admission to the PhD program, applicants must have obtained a Masters' degree.

Residency Program	Duration (years)	Date of Approval
FAMCO	4	1985
Ophthalmology + IAU Fellowship	4	1985
ENT	5	1987
Pediatrics	4	1987
Anatomic pathology IAU Fellowship	5	1987
Clinical Pathology	4	1987
Dermatology	4	1987
Internal Medicine	4	1987
Neurosurgery + IAU Fellowship	5.5	1989
Radiology + IAU Fellowship	4	1990
Surgery	5.5	1990
Hematology IAU Fellowship	5	2007
Clinical Microbiology IAU Fellowship	5	2007
Neurology + IAU Fellowship	4	1990
Psychiatry	4	1990
Obstetrics and Gynecology	5	1991
Anesthesiology	4	1992
Program	Duration (years)	Date of Approval
MSc		
Physiology	2	1990
Human Morphology	2	1999
Occupational Medicine	2	2000
Clinical Psychology	2	2010
PhD		
Physiology	4	1990

Chairpersons of Departments

Pre-Clinical Departments

Department	Chairman	E-mail	Office Telephone
Anatomy	Dr. Rashid Abdulhameed Aldahan	cm-dant@iau.edu.sa	31046
Biochemistry	Dr. Suad Al Ateeq	cm-dbic@iau.edu.sa	30860
Family and Community Medicine	Dr. Malak Oudah Al-Shammari	cm-dfcm@iau.edu.sa	894 8964 ext. 110
Microbiology	Dr. Reem Yussuf Al Jindan	cm-dmic@iau.edu.sa	31075
Pathology	Prof. Mohamed Saleh Madadin	cm-dpat@iau.edu.sa	33021
Physiology	Prof. Ahmed Abdulrhman Alsunni	CM.DPHS@iau.edu.sa	32700
Medical Education	Dr. AbdulMohsen Habib Al-Elq	cm-dmed@iau.edu.sa	896 6720

Clinical Departments

Department	Chairman	E-mail	Hospital Office Telephone extension
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Dermatology	Dr. Nada Abdulaziz Al Qurain	cm-dder@iau.edu.sa	1513
ENT	Dr. Mona Mohamed Ashoor	cm-dent@iau.edu.sa	3200
Emergency Medicine	Dr. Amal Hussain Alsulaibikh	cm-derm@iau.edu.sa	2040
Internal medicine	Dr. Abir Hamad Abdalla Al-Said	cm-dimd@iau.edu.sa	1303
Neurology	Dr. Dana Tarek Al Jaafari	cm-dneu@iau.edu.sa	32406
Neurosurgery	Dr. Abdulrahman Al Anazi	cm-dnsr@iau.edu.sa	1600
Obs & Gyn	Dr. Nourah hassan al Qahtani	cm-dobg@iau.edu.sa	1754
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Radiology	Dr. Tarek Mohammed Hejazi	cm-drad@iau.edu.sa	31371
Surgery	Dr. Fahd Abdulrahman Makhdom	cm-dsur@iau.edu.sa	1655
Urology	Dr. Ossamah Al-Sowayan	cm-duro@iau.edu.sa	1051

Departments

ANATOMY DEPARTMENT

The Department of Anatomy was established in the academic year 1976/1977. Its activities are coordinated with other pre-clinical and clinical departments. The Department is actively involved in teaching anatomical subjects to medical undergraduate and postgraduate students, and other health students in Dammam.

Mission:

To enable the students to know the gross and microscopic structure of the human body and its functional relations at the cellular, tissue, organ and systems levels. Emphasis is placed on the clinical application of acquired knowledge. The Department also graduates students with a Master's degree in anatomical subjects, and is involved in applied research.

Undergraduate teaching:

Gross Anatomy

This module provides core knowledge of the morphology of structures in different regions of the human body, the surface markings of the underlying important structures, and the clinical points related to the anatomical knowledge.

Histology

This module provides the basic knowledge of the microscopic structure of the tissues, organs and systems and their functional relations.

Embryology

This module provides the basic knowledge of normal human development from the onset of fertilization till birth and the most common congenital anomalies that may arise during development.

Neuroscience

An integrated course conducted by Anatomy and Physiology department to provide the anatomical and histological structure of the nervous system and its adaptation to function, in addition to the clinical applications of acquired knowledge.

Methods of teaching include lectures, tutorials and laboratory sessions using models, projected specimens, x-rays, video films and living anatomy models.

DEPARTMENT OF ANATOMY

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BIOCHEMISTRY DEPARTMENT

Biochemistry is one of the College of Medicine departments that started to teach medical students in the academic year 1976/1977. The biochemistry curriculum has been structured to meet the different needs of the medical students.

Mission:

The mission of the department is to present Biochemistry courses in an appropriate form that is required by different disciplines and to carry out research related to various diseases, especially those prevalent in the area, and to teach and train postgraduate students.

Undergraduate teaching:

Medical Biochemistry

This module provides an overview of the basic principles of biochemical events in living systems in terms of metabolism in normal and diseased states. It will prepare the students for other preclinical and clinical subjects. The topics taught include an overview of cellular constituents, major metabolic pathways, glucose homeostasis, blood biochemistry, gene information, hormonal action, prostaglandin and vitamins. Methods of teaching include lectures, seminars, tutorials and laboratory sessions.

Medical Genetics

This module provides an overview of inheritance and specific traits linked to diseases. It will describe the molecular basis of variation in living organisms and link genetic knowledge to the understanding of many diseases. The topics taught will include, review of the organization of the human genome, transcription and translation of genes, clinical cytogenetics, pattern of inheritance, mutations, genetic diagnosis and a number of diseases as models for molecular diseases

DEPARTMENT OF BIOCHEMISTRY

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FAMILY and COMMUNITY MEDICINE DEPARTMENT

The Department of Family and Community Medicine provides undergraduate education, masters and fellowship programs in Family and Community Medicine, postgraduate training program accredited by the Saudi Board of Family Medicine as well as the Arab Board. The department has attracted highly qualified Saudi and non-Saudi faculty who have contributed to the development of the curricula which later formed the basis for the Saudi and Arab Boards Fellowship in Family and Community Medicine.

Mission:

The Department is dedicated to provide quality education and training in the fields of family medicine and community medicine to medical students, interns, residents and other health professionals, and to promote, encourage and support excellence in healthcare, research, faculty development and continuing professional development.

Undergraduate teaching:

Health Economics and Health Services Management

Comprehensive Healthcare

On successful completion of this module students are able to discuss and identify the importance of Family and Community Medicine, basic concepts in epidemiology of health and disease, aspects of health planning and how the environment affects the family and community health.

Furthermore, to understand the fundamental concepts and acquire the basic knowledge in, attitudes and skills of health education, biostatistics, epidemiology and nutrition as related to medical and health sciences.

Primary Healthcare

On successful completion of this module the students should be able to understand the fundamental concepts of Family and Community Medicine, and acquire the basic knowledge, attitude and skills of Family and Community Medicine and the skills of community work field and research methods.

Biomedical Ethics in Islam

On successful completion of this module the students understand the basic principles of Islamic and international medical ethics, and appreciate the spirit and skills of self-learning so as to be committed to biomedical ethics in Islam.

DEPARTMENT OF FAMILY AND COMMUNITY MEDICINE

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MICROBIOLOGY DEPARTMENT

The department has been teaching medical students since the academic year 1977/1978. Microbiology is the science of medicine that deals with the microorganisms i.e. bacteria, viruses, fungi and parasites, which cause infections/diseases in humans. As such the department is concerned with teaching the basic properties of the organisms, pathogenesis, laboratory diagnosis, treatment and prevention of these diseases. The Department faculty members are actively involved in research work. The results of their research work have been presented and published in Saudi Arabian and International Medical Journals.

Mission:

The department helps the medical students to acquire recent information about microbiology, immunology and microorganisms that represent the foundation of the different infectious diseases.

Undergraduate teaching:

Parasitology

This module is designed to introduce parasitic diseases as an important component of medical microbiology, tropical medicine and infectious diseases. The students learn most comprehensively those parasites which cause serious disease in a significant number of people especially in Saudi Arabia, and which are amenable to effective treatment, control and prevention.

Immunology

This module enables the student to:

1. Understand innate (basic) and acquired immunity (immune response)
2. Understand the mechanisms of protection with reference to the antigens-antibodies complement, cells and their receptors, cytokines and other molecules involved in the immune response.
3. Understand tolerance, immune-pathogenesis, the resulting immunological diseases, and their clinical and epidemiological features.
4. Recognize the outline of the immune response to tumors, transplantations and some infectious agents.
5. Use immunodiagnostic procedures in the diagnosis of disease.
6. Understand and make use of immunotherapy in the treatment and control of disease.

Microbiology

This module enables the student to:

1. Develop an understanding of the structure, classification, growth requirements and genetics of different groups of medically important microorganisms.
2. Understand the pathogenesis of the common pathogens causing disease.
3. Know the important symptoms and signs of various infectious diseases.
4. Develop an understanding of the principles of prevention and control of microbial diseases by sterilization, disinfection and antimicrobial chemotherapeutic agents.
5. Understand the laboratory diagnosis of infectious diseases and the interpretation of lab results.

DEPARTMENT OF MICROBIOLOGY

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11	Maher Suliman AlQurashi	Asst. Prof	msalqurashi@iau.edu.sa	

6.

PATHOLOGY DEPARTMENT

The department of Pathology is one of the academic departments of the College of Medicine involved in connecting the preclinical stage with the clinical stage through teaching courses that enable the student to identify the causes of diseases and how to diagnose them. The courses include general study of diseases followed by specific study of diseases of the human body systems, blood diseases and forensic medicine.

Mission:

The mission is summarized in the following:

1. Teaching the courses of Pathology, Hematology and Forensic Medicine in the pre-clinical period.
2. Teaching and training physicians to get the IAU Fellowship in Anatomical Pathology and Clinical Pathology, in addition to the Saudi fellowship in Forensic Medicine.
3. Aiding the therapeutic services in the hospital through examination of the different samples (biopsies) taken from patients.

Undergraduate teaching:

Pathology

This module enables the student to acquire basic and general knowledge about diseases. On successful completion of this course the student should be able to understand how disease processes affect the human tissues and organs. This module also enables the student to know the diseases of each system of the human body, and how each disease affects each system.

Forensic Medicine

This course enables the student to understand the basics of forensic medicine and its application to suspected cases of forensic nature.

PATHOLOGY DEPARTMENT

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5	Tariq M. Hashim	Assoc.Prof	thashim@iau.edu.sa	3182
6	Mohammed Yunus	Assoc.Prof	myunus@iau.edu.sa	2066
7	Areej Mansour Al Nemer	Assoc.Prof	aanemer@iau.edu.sa	3119
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PHYSIOLOGY DEPARTMENT

The department was established in 1976/1977. The department teaches medical students as well as students of other colleges of health sciences. It provides 2 postgraduate programs (Master and Doctorate) in the specialty of Physiology.

Mission:

Mission is summarized in the following:

1. To participate in the preparation and qualification of medical and health students for the clinical stage.
2. To prepare specialized cadres that hold postgraduate degrees in the specialty of physiology.

Undergraduate teaching:

Physiology

On successful completion of this module the student should be able to:

1. Know the basic facts, concepts and scientific principles of physiology necessary for the practice of medicine.
2. Apply these concepts and principles in the understanding of disease processes.
3. Demonstrate basic skills in clinical observation and measurement, and apply his or her findings towards reaching a diagnosis.
4. Understand how new knowledge and information is produced.

Neuroscience

The aims of this module are to provide core information, principles and concepts, essential for the rational approach to the understanding of normal and abnormal structure and function of the nervous system. The neuroanatomy part of this course is taught by the anatomy department.

DEPARTMENT OF PHYSIOLOGY

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MEDICAL EDUCATION DEPARTMENT

The Department of Medical Education provides faculty members with essential training to practice their roles as medical teachers in different domains related to course design, teaching and learning, professionalism, educational strategies and assessment. Faculty development is designed in the form of thematic workshops for all faculty members and as specialized courses as the Essential Skills in Health Professions Education or ESHPE in three modules (3 days each). In 2016, the Department of Medical Education celebrated the graduation of the 7th batch of ESHPE with a total number of 169 faculty members. The Department of Medical Education encompasses other facilities as the Examination Center and the Simulation lab.

In the *Examination Center*, we report item analyses that include reliability, difficulty, discrimination and distractor analyses for all scanned exams that we receive and develop a comprehensive feedback to course coordinators to improve their assessment practices. We also provide examiners with selected items from IDEAL consortium bank to supplement items from almost 30 universities all over the world.

In *Simulation Lab*, we provide training of teachers and students using sophisticated simulators to qualify our medical graduates as safe practitioners before practicing on real patients in clinical practice.

With respect to *educational research*, we encourage documenting and reporting educational experiences from medical teachers to share the best practice of medical education and to be published in prestigious medical education journals. We seek resolutions for our genuine inquiry in course design, teaching, learning, professionalism, educational strategies and assessment on scholarly basis using the latest approaches and methods in educational research.

The Department of Medical Education aspires for further programs, such as, *Train the Trainers* with collaboration with Saudi Commission for Health Specialties and also plan to launch a *Master program* in medical education.

Mission:

The Department is dedicated to provide quality education and training for faculty members and report item analysis of exams to course coordinators. The department ensures the use of the simulation laboratory to train medical students to be safe practitioners. We promote research in medical education and aim to position the IAU as a leading institution in educational research.

DEPARTMENT OF MEDICAL EDUCATION

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ANESTHESIA DEPARTMENT

The department of Anesthesiology was established as a unit of the department of General Surgery in 1978. It became independent in 1981. It provides a high standard of clinical services and academic activities. The department runs 5-6 busy operating theaters daily for elective surgical procedures in addition to emergency surgery. The department also offers obstetric pain relief and anesthesia for surgical delivery. Anesthesiologists manage surgical patients in KFHU general intensive care unit. Other clinical services include anesthesia for day surgery, in the radiology department and for postoperative pain relief. The department maintains quality care by continuous quality improving activities that review and implement approved policies and procedures.

Mission:

The mission of the department covers two main domains:

1. Education and training of the 5th year medical students, internship trainees and postgraduate students.
2. Provision of high level clinical services such, as pain relief for different surgical specialties, management of intensive care surgical patients in addition to emergency surgery.

Undergraduate teaching:

Anesthesia

This course enables the medical student to acquire basic knowledge of Anesthesia and Intensive Care, and to develop skills in clinical access in order to recognize high risk patient preoperatively. It also enables the student to develop the basic skills for basic life support and to gain exposure to different patients' problems preoperatively.

DEPARTMENT OF ANESTHESIA

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DERMATOLOGY DEPARTMENT

The department was established in 1980. It started the first postgraduate program in the specialty of dermatology in Saudi Arabia in 1990G., leading to IAU Fellowship in Dermatology. After that it became one of the approved centers of training for Saudi Board in the specialty of dermatology.

Mission:

The primary mission of the Department of Dermatology is:

1. To provide outstanding dermatological care to all presenting patients.
2. To train Saudi medical cadres in the specialization of Dermatology.
3. To participate in different scientific activities including conferences and forums.

Undergraduate teaching:

Dermatology

Through adequate and appropriate theoretical knowledge and clinical exposure, this course will enable the student to acquire a level of clinical competence that will enable him/her to diagnose, treat, and prevent common skin diseases at the primary care level.

DEPARTMENT OF DERMATOLOGY

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8	Hamad Al-Mutlaq	Asst.Prof	hsmutlaq@iau.edu.sa	

EMERGENCY MEDICINE DEPARTMENT:

The department of emergency medicine was established in 2010. It provides outstanding clinical education opportunities for residents and medical students as an academic department and accredited residency-training center by the SCFHS. It consists of 55 beds for resuscitation, cardiac and trauma, medical, surgical, OB/GYN and pediatrics care. It supports both basic science and clinical research.

Mission:

The Emergency Medicine Department is dedicated to serve the needs of the community. It is committed to provide the highest quality of healthcare to patients and their families, to expand the boundaries of medicine through research, and to educate future generations of healthcare professionals.

Undergraduate teaching:

Emergency Medicine

This course enables the 5th year medical students to acquire basics of medical emergency cases, and their diagnosis and treatment as well as understanding the physiological changes in the emergency cases. Students will become familiar with the basic skills of first aid to treat the emergency cases.

DEPARTMENT OF EMERGENCY MEDICINE

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ENT DEPARTMENT

The ENT Department was established in 1978 as an ENT unit under the umbrella of General Surgery. It started its teaching activity for 6th year students in the affiliated hospitals in 1979. In 1981, King Fahd Hospital of the University was inaugurated and the ENT Department was born. In 1986, the Fellowship Program in ORL-H&N Surgery was established. In 1999, the Fellowship program was affiliated to the Saudi Board Postgraduate Program for ORL. Over the last 24 years the department has managed to incorporate modern ENT subspecialty services i.e., LASER, Allergy, FESS and other services, and to establish a modern Speech Pathology and Audiology Unit.

Mission:

The mission of the department is to:

1. Provide education to medical students.
2. Practice contemporary, high-quality patient care
3. Create new or expand knowledge from basic and clinical otolaryngology research.
4. Be committed to leadership in the community and the academic arena.

Undergraduate teaching:

ENT

On successful completion of this course the student should be able to:

1. Know the most important diseases that afflict the nose, ear and throat.
2. Apply theoretical knowledge to practical training in out-patient clinics and hospital wards.
3. Recognize and diagnose ENT diseases and deal with critical cases.

DEPARTMENT OF ENT

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INTERNAL MEDICINE DEPARTMENT

The Department of Internal Medicine provides primary and subspecialty diagnostic and healthcare services for patients of the Eastern Province. It undertakes a big academic burden by providing educational courses in internal medicine for the 4th, 5th and 6th levels of the college of medicine.

Mission:

The mission of the Department of Internal Medicine is the education of medical students, development of new knowledge through scholarly work, training of interns, residents and fellows, and provision of direct patient care services.

Undergraduate teaching:

Internal Medicine

This course enables the students to acquire skills in history taking, physical examination, communication skills and basic procedures. It includes collecting appropriate data, and proposes possible diagnoses and therapies.

Student should be able to: perform complete history taking and physical examination with attention to charting and differential diagnosis, orders, progress notes, procedures, and discharge summaries.

The purpose of this course offered near the end of the sixth year, is to enable the students to study in depth selected medical topics useful to a physician entering internship. On successful completion of this course the student should be able to:

1. Review current therapeutics applied to selected major classes of acute and chronic disease syndromes.
2. Develop lifelong learning skills to keep up with advances in therapeutics.
3. Improve clinical skills to develop, monitor, and adjust therapeutic regimes.

4. DEPARTMENT OF INTERNAL MEDICINE

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NEUROLOGY DEPARTMENT

The department of Neurology was established as the first academic department of Neurology in the Kingdom in 1987. It has been entrusted to prepare the medical students for lifelong learning habits in an ever expanding knowledge in the neurological sciences, to communicate neurological findings to colleagues and patients' families, and to understand some of the ethical principles related to chronic illness and handicap in the local community.

Mission:

The mission of the department has focused on excellence in providing teaching and training of undergraduate and postgraduate students, undertaking academic and clinical research and in healthcare for neurological patients.

Undergraduate Course:

Neurology

This course enables the student to acquire basic knowledge of the clinical presentation of common neurological disorders, and the diagnostic and therapeutic approaches to these disorders. The course also enables the student to become aware of the logic, and the rational reasoning, behind a proper neurological examination.

DEPARTMENT OF NEUROLOGY

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NEUROSURGERY DEPARTMENT

The Neurosurgery Department was established in 1984. In the year 1987, it developed a postgraduate training program in collaboration with King Faisal Specialist Hospital and Research Center and Riyadh Armed Forces Hospital. Since then, several candidates have graduated from the program and excelled in their performance in several institutions within the Kingdom and other Gulf countries. The Department of Neurosurgery possesses modern operative and radiological facilities and always strives towards a higher standard of practice in both teaching and research.

Mission:

1. Teaching undergraduate medical students.
2. Training and qualifying physicians for the examination of Saudi Board in the specialty of Neurosurgery.
3. Providing outstanding neurosurgery services and taking care of critical and difficult cases.

Undergraduate teaching:

Surgical specialties

On successful completion of this module: the student should be able to:

1. Reinforce his/her skills of history taking and physical examination that are specific for patients with diseases and injuries to the locomotor system, central and peripheral nervous systems.
2. Have basic knowledge in diagnosis and management of clinical cases of the locomotor, central and peripheral nervous systems.
3. Understand the importance of early diagnosis of common diseases and when to refer a patient for specialist's evaluation and treatment.

4. DEPARTMENT OF NEUROSURGERY

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OBSTETRICS AND GYNECOLOGY DEPARTMENT

The department of Obstetrics and Gynecology was established in 1979. It is involved in teaching and training of undergraduate and postgraduate medical students, and provides routine and tertiary care for patients. It is equipped with a full-fledged delivery room suite that includes first stage rooms, labor rooms and an operating theatre for obstetric cases. The hospital receives normal and high-risk cases through different channels. There are 12 Ob/Gynea clinics per week. Consultants, senior registrars and residents are involved in the running of these clinics. The department runs a very busy Ob/Gynec emergency room providing a 24-hour service.

Mission:

Obstetricians and Gynecologists are in demand all over the world, but more so in developing countries where the birthrate and maternal and perinatal morbidity and mortality are high. The Kingdom of Saudi Arabia has a shortage of qualified Obstetricians and Gynecologists and hence the need for a good number of quality doctors in order to provide excellent modern obstetrical and gynecological care to the population.

Undergraduate teaching:

Woman Health

This course enables the medical students to acquire adequate knowledge, skills and attitudes. Instructional methods include lectures, tutorials and bedside teaching. Group work facilitates learning in different clinical environments within the department such as delivery room, in-patient units and clinics.

DEPARTMENT OF OB/GYNE

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OPHTHALMOLOGY DEPARTMENT

The Department of Ophthalmology was established in 1980. The Departmental Faculty participate in teaching and training of the students of the College of Medicine. It started the Fellowship program in Ophthalmology in 1983. This was the first fellowship program in this specialty in Saudi Arabia.

Mission is:

Reflected in the following activities:

1. Teaching and training of students of the College of Medicine.
2. Training of Primary care Physicians.
3. Graduating qualified physicians from IAU Fellowship program in the specialty of Ophthalmology.

Undergraduate teaching:

Ophthalmology

This course enables the undergraduate students to acquire the knowledge and skills that enable them to prevent optical damage, in case of diseases and accidents, by following the proper procedures, and to promote students' awareness, so as they are able to recognize the changes that may occur in the optical system because of other diseases in other parts of the body.

DEPARTMENT OF OPHTHALMOLOGY

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ORTHOPEDICS DEPARTMENT

The Department of Orthopedic Surgery was established in 1982. During the first decade of its existence most of the work focused on patient service, teaching and research. In a young institution it is reasonable that most of the research consisted of clinical and epidemiological studies. Areas given special interest were spinal injuries and disorders, orthopedic complications in sickle cell disease, osteoarthritis of the knee and congenital dislocation of the hip. Many of the papers were published in reputable international journals and have received attention inside and outside the Kingdom. Articles were also published in local journals and newspapers for education and information of the Saudi population. The department has been the regional center for postgraduate training over the past 10 years and has been involved in structured training for all trainees in the Saudi Board Program for Orthopedic Surgery.

Mission:

1. To provide excellent clinical care to patients reporting to the orthopedic department.
2. To engage in research and the development of new technology to help patients reach new levels of function and recovery.
3. To further improve the quality of research and publications and to include more prospective controlled clinical investigations and experimental studies.
4. To teach the medical students basics of orthopedic surgery to enable them to provide the needed clinical care as general physicians.

Undergraduate Course:

Surgical Specialties

This module enables the medical students to acquire basics of orthopedics through significant responsibilities in patient care and a broad exposure in orthopedic operating room techniques. Students will become familiar with the principles of Orthopedics and clinical pathologic correlation.

DEPARTMENT OF ORTHOPEDICS

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PEDIATRICS DEPARTMENT

The Department of Pediatrics was established in 1981. The Department pioneered a Residency Training Program in Pediatrics in the Kingdom, which is accredited by the Saudi Council for Health Specialties and the Arab Board for Medical Specializations. The Department has a well-equipped Newborn Nursery and a 10-bed Neonatal Intensive Care Unit (NICU), General Pediatric Ward with 30 beds, and Pediatric Emergency Room and Outpatient Clinics. Recently, a separate Pediatric Intensive Care Unit (PICU) has been added.

Mission:

To provide comprehensive and specialized healthcare to sick and well newborn babies and children under 12 years of age. The department provides an ideal opportunity for medical students, nursing students, paramedical trainees, interns and residents to practice and fulfill the requirements for their training.

Undergraduate teaching:

Child Health

The course enables 5th level medical students to acquire clinical and theoretical experience in general pediatrics with special emphasis on common pediatric disorders and problems of regional health importance.

On successful completion of the course, the students should be able to:

1. Demonstrate skills in pediatric history taking.
2. Perform a thorough physical examination.
3. Integrate history, clinical and laboratory findings
4. Demonstrate sound clinical judgment and appropriate care for infants and children.
5. Undertake the necessary measures for prevention of pediatric disease in the community.

DEPARTMENT OF PEDIATRICS

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17	Dr. Abdullah Saeed Abdullah Al Amri	Asst.Prof	asaalamri@iau.edu.sa	-

PSYCHIATRY DEPARTMENT

The department was established in 1975, to provide high quality care services to the community, and education and training to medical students.

Mission:

1. To provide leadership in Psychiatric education and training, to carry out research, to enhance faculty development and render Psychiatric services to the population of the Eastern Province of Saudi Arabia.
2. To discover the causes of mental illness and to develop new treatments.

Undergraduate teaching:

Mental Health

On successful completion of this course the student should be able to:

1. Interview patients, obtain and record complete history, assess mental status and do physical examination.
2. Understand the importance of the interaction between physical, mental and social factors and their effect in causing mental illness.

Behavioral Sciences

On successful completion of this module the student should be able to:

1. Understand the relationship between human behavior, health and sickness.
2. Know the developmental stages of the human mind and their relation to the human needs.
3. Understand the role of the family, community, religion and educational level in a patient's life.

DEPARTMENT OF PSYCHIATRY

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RADIOLOGY DEPARTMENT

The Department of Radiology provides vital radiological services to all hospital departments 24 hours a day, 7 days a week throughout the year. It caters for X-Ray services including General Radiography, IVP procedures, digital Angiography, Radiographic Fluoroscopy, Computerized Tomography (CT), Ultrasound, Magnetic Resonance Imaging (MRI), Mammography and Bone Density and Dry film system.

Mission:

The Department teaches and trains Radiologists for IAU Fellowship and the Saudi Board of Radiology. Training is also extended to residents from other departments such as FAMCO, Neurosurgery, General Surgery, etc., to interns and technologists from health sciences Colleges in Dammam and King Saud University in Riyadh, medical students, and students from College of Applied Medical Sciences (Physiotherapy and Respiratory Therapy), IAU.

Undergraduate Course:

Radiology

This course enables the medical students to acquire basic radiological terminology and to become familiar with the main areas of radiology and imaging modalities so that they are able to select the proper modality for a particular clinical problem. This also enhances their ability to recognize common pathologic entities.

DEPARTMENT OF RADIOLOGY

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SURGERY DEPARTMENT

The department was established in 1975 as one of the first clinical departments of the College of Medicine. It was a composite department made up of all the main surgical specialties including anesthesia. However, by 1984, independent departments of ENT, Ophthalmology, Orthopedics, Neurosurgery, Anesthesia, and Urology were established. It then became a well-defined entity as General Surgery, and has since encouraged and promoted the development of Pediatric Surgery, Plastic and Reconstructive Surgery, and developed special interests in Proctology, Endocrine, Thoracic, Vascular, and Minimally Invasive Surgery.

Mission:

The Department shall:

1. Ensure effectiveness of Pediatric and Neonatal Surgery services to the community.
2. Diversify itself as appropriately as possible to meet the expectations of the community and academic needs of the College of Medicine and those of the IAU.

Undergraduate Courses:

Surgery

On successful completion of this course, the student should be able to:

1. Interpret clinical situations correctly and provide rational diagnosis with or without the help of investigations.
2. Make a comprehensive list of the patients' problems and list specific investigations to aid diagnosis and further management.
3. Understand procedures needed, preparation of the patient for such procedures and their side effects, interpret the results of radiological and laboratory investigations.
4. Appreciate that sophisticated investigations are no substitute for clinical acumen.
5. Describe in a given clinical situation the principles of treatment and after care.
6. Understand and recognize the value of para-clinical investigations, specimens needed, preparation of the patient for such procedures and their side effects.
7. Demonstrate professional competence and maturity which would qualify him/her to sit the final certifying examination and join the internship.

8. Demonstrate effective and proficient communication with peers and the medical community at large.
9. Handle patients with care and modesty.
10. Respect the tenets of Islam as well as the sanctity of life.

DEPARTMENT OF SURGERY

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UROLOGY DEPARTMENT

The Urology Department started functioning in 1981 as a Unit within the Department of Surgery. The Urology Unit progressed considerably over a 10 year period, and was eventually recognized as an independent department in 1990. In addition to the various academic activities, the department also provides medical services that include management of emergency cases in the casualty department, as well as management of complicated cases referred from other hospitals in the Eastern Province. Surgical procedures performed, include cystoscopy, ureteroscopy, and laparoscopy for adult and pediatric patients. The department is also equipped with a complete facility for urodynamic studies as well as a new machine for extracorporeal shock wave lithotripsy (ESWL).

Mission:

1. Teaching a Urology course to 5th level medical students.
2. Training Urology residents and interns on the management of the urology patient, and continuous update of the urology literature.
3. Treatment of patients referred to the urology department in King Fahd Hospital of the University, Al-Khobar.

Undergraduate teaching:

Urology

This course covers anomalies, traumatic lesions, inflammatory lesions, and neoplastic lesions of the genitourinary system, as well as urolithiasis, infertility and scrotal swellings. Students attend the "outpatient clinics" and "inpatient wards" in accordance with a scheduled timetable. The students observe and discuss with the faculty members different cases. They are requested to examine the patients clinically whenever appropriate. Urologic diseases where clinical material is not available are taught by alternative ways like simulation, slide presentations and X-ray films.

DEPARTMENT OF UROLOGY

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