



جامعة الأمير سطام بن عبدالعزيز
Prince Sattam bin Abdulaziz University
كلية الطب
College of Medicine



Student Guide

Prince Sattam Bin Abdulaziz University
College of Medicine

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About the College



Prince Sattam Bin Abdulaziz University was founded based on a telegraph of approval no. **2030** dated **1428/03/23** Hijri from the Custodian of the Two Holy Mosques, Head of the Ministerial Council and the head of the Higher Education Council, regarding creating new colleges and universities around the kingdom. Prince Sattam bin Abdulaziz university adopted establishment of a College of Medicine in Al-Kharj region, in which the study in the college started in the academic year **1430\1429** H (**2008**).

Many batches have graduated from the college. Most of the graduates have joined eminent centers of residency programs, and many of them have been recruited in academic positions in the college. The college recruits excellent faculty members who have PhD or equivalent, and also have diverse experiences in their specialties. The college, represented in its faculty members, students, and administration, seeks to provide a unique educational experience for students through continuous innovation in its curriculum, and conduction of medical research that contributes to the improvement of the health sector.

Since curricula should be dynamic and sensitive to the societal changes and demands, as well as the global orientation and insights, the college launched a new competency-based, integrated, hybrid PBL curriculum. These innovative educational strategies have proven to equip graduates with competencies that help them provide better healthcare services after graduation.





Vision

Excellence in medical education, scientific research and active community partnership.



Mission

Provide distinguished medical education and innovative medical research that serves the community through optimal use of human and technologic resources, outstanding medical educational programs, effective clinical training, continuous medical education, and constructive partnerships with the community and stakeholders.



Values

- Quality and perfection
- Responsibility
- Integrity and empathy
- Trust and mutual respect
- Teamwork
- Professionalism





Objectives

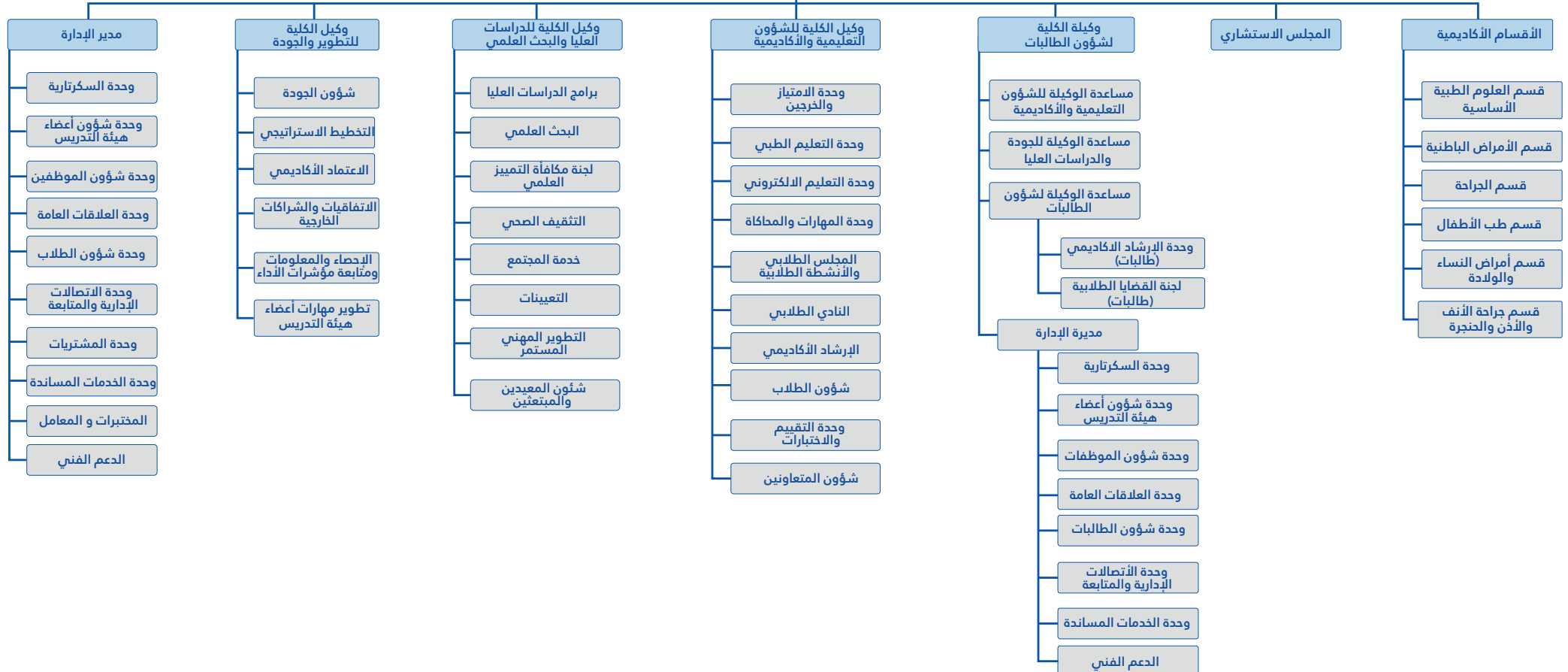
Prince Sattam University College of Medicine aims to:

1. Contribute to enhancing the academic position and ranking of Prince Sattam Bin Abdulaziz University on the local and international levels.
2. Develop the students' and graduates' skills of self-learning and to encourage creative scientific research and continuous medical education.
3. Develop a stimulating medical learning and teaching environment according to international standards.
4. Motivate the college faculty, staff employees and students to abide by the rules and ethics of the medical profession.
5. Establish active scientific research collaborations with local and international institutions of medical education.
6. Attract outstanding academic and teaching staff and provide the necessary resources.
7. Maximize and optimize the use of state of the art medical technologies.
8. Develop applied programs for postgraduate education.
9. Secure sufficient financial resources for sustainable development through supporting organizational structure.
10. Contribute to community advancement and development.



Organogram

عميد الكلية





Bachelor of Medicine and Surgery

Program Description

The college is currently implementing an innovative program that adopts educational strategies which emphasize on enhancing the role of the student in the learning process and promoting the attributes of medical graduates, which allows the graduates to compete at the national and international levels. The attributes of the medical graduates are described in many competency framework. The Saudi Medical Education Directives (Saudi Meds) is one of these competency frameworks that helps medical colleges build their program and benchmark its outcomes. Innovation in education globally and nationally and accreditation requirements and their emphasis on the educational strategies that promote student centeredness and integration led to the establishment of this program that adopts many main innovative strategies, they are outcomes-based education, integration, problem-based learning and student-centeredness.



Educational Strategies

The educational strategies in the program are outcomes based education, integration, problem-based learning and self-directed learning.

1.Outcomes-based education

Medical schools need to prepare young doctors to practise in an increasingly complex healthcare scene with changing patient and public expectations, and increasing demands from employing authorities. Outcome-based education offers a powerful and appealing way of reforming and managing medical education. The emphasis is on the product; what sort of doctor will be produced, rather than on the educational process. In outcome-based education the educational outcomes are clearly specified. Most curricula worldwide are shifting from an input and process oriented focus to product (outcomes) focused teaching and learning methods.

2.Integration

In an integrated curriculum, the barriers are broken between disciplines allowing disciplines to merge in a unified body (modules) evolving around a certain theme. This type of integration is called horizontal integration and allows students to later recall information in an organized and relevant manner. Another goal of integration is to break down barriers between the basic and clinical sciences in what is called “vertical integration”. Integration should promote retention of knowledge and acquisition of skills through repetitive and progressive development of concepts and their applications.

3.Hybrid PBL

Problem-Based Learning (PBL) is an educational strategy that promotes learning through dealing with clinical problems. In the standard PBL curriculum, the clinical problem always comes first, and all educational activities are related to the problem. In our curriculum, PBL tutorial sessions are included among other educational methods to deliver the curriculum. The problem represents a prototype of conditions tackled during the week.

4.Self-directed learning

The students in the program are encouraged to formulate their own learning needs during the course of studies and decide on the learning resources to consult. Students are also encouraged to reflect on their learning experience and develop learning plans.

Admission and Transfer Regulations

Terms of admission to the Unified Health Program (UHP) designed for Health Sciences:

Applications for this program are submitted to the Admissions and Record office based on the following requirements and specified dates:

- 1- An applicant must have a high school certificate of a minimum **%90**.
- 2- A minimum percentage of **%90** in chemistry, physics, biology, mathematics and English is required.
- 3- An applicant should have passed the General Aptitude Test designed by the National Center for Evaluation at the Ministry of Higher Education.
- 4- An applicant should have passed the accumulative examination designed by the National Center for Evaluation at the Ministry of Higher Education.
- 5- The applicant should pass a personal interview.
- 6- The applicant should provide a medical report showing that he/she is in sound health and free of any contagious diseases.

Enrolment Procedures:

- 1- The student has to complete an application form that can be downloaded from the Deanship of Admission and Registration (DAR) website, and this application form should be submitted together with all the required documents.
- 2- Applications are considered based on the priority factors such as: student's percentage (**%**) in high school certificate, and accumulative and aptitude test scores.
- 3- Admission is conducted at the end of each term based on specified rules and regulations.
- 4- A student should obtain the admission form and fill it out at the beginning of each academic term.
- 5- For additional information, the students can contact the academic advisor or the students' affairs office.



Program Learning Outcomes

By the completion of the MBBS program, medical students should be able to:

1,0 Knowledge and understanding

- 1,1 Recognize the typical structures, functions and developmental characteristics of the different systems of the human body.
- 1,2 Identify the disease conditions that affect the different systems of the human body and describe their diagnosis and treatment.
- 1,3 Outline the levels of care; primary, secondary, and tertiary and describe their roles in the national health system.
- 1,4 Define the emergency and critical care situations and outline the recent developments in their management.
- 1,5 Describe the methodology and ethics of medical practice and research.

2,0 Skills

- 2,1 Take and present full medical history and perform clinical examination of patients suffering from different disease conditions.
- 2,2 Develop pharmacologic and non-pharmacologic management plans for the diseases based on the clinical examination and diagnostic procedures.
- 2,3 Use clinical examination techniques and equipment to assist in management of patients with various emergencies.
- 2,4 Plan for disease prevention to solve public health challenges.
- 2,5 Apply clinical reasoning, decision-making, practical and problem solving skills to diagnose and manage different

Required official documents

- 1- High School Certificate, the original form (submitted with six photo copies).
- 2- The original copy of the certificate of biography and behavior with two photocopies.
- 3- Two photocopies of the National ID Card (submitted with the original ID for verification purpose)
- 4- Four ID photos (4x6 cm)

Terms of admission to the college of medicine

All students who wish to be enrolled in the health professions colleges join a Unified Health Program (UHP) during the preparatory year. Then, the students can apply and be accepted in the college of medicine on a competitive basis, based on their grades in the preparatory year.

Terms of transfer within Prince Sattam Bin Abdulaziz University College

- 1- Approval of the two concerned deans
- 2- Passing a personal interview
- 3- Successful completion of the Unified Program with a GPA of at least 4.

Terms of transfer from an academic institute other than Prince Sattam Bin Abdulaziz University

- 1- The application should be approved by the Dean of the College of Medicine, Al-Kharj region.
- 2- The transfer should be from a College of Medicine or a College of Dentistry accredited by Prince Sattam Bin Abdulaziz University with a GPA of at least 4 out of 5.
- 3- The applicant must have completed 50% of the total credited hours assigned to scientific courses offered by the university from which the applicant wishes to transfer.
- 4- Passing the general aptitude test planned by the National Center for Evaluation at the Ministry of Higher Education.
- 5- Passing the accumulative test planned by the National Center for Evaluation at the Ministry of Higher Education.
- 6- Passing a personal interview.
- 7- The applicant must provide a health report showing that he/she is healthy, fit and free from any contagious diseases.

disease conditions.

2,6 Practice reasoning and information technology skills to interpret data for achieving educational, clinical, research goals and lifelong learning.

2,7 Communicate effectively and provide health education for patients and the community for the prevention and management of different disease conditions.

2,8 Conduct applied medical research projects using quantitative methods and digital technology to process and interpret data while applying ethical procedures.



3,0 Values

3,1 Show professional attitudes and apply Islamic, legal, and ethical principles in the medical career.

3,2 Demonstrate academic and professional development and lifelong learning to manage tasks and professional challenges autonomously.

3,3 Work collaboratively with colleagues, and respect the principles of group dynamics and use diverse methods to communicate effectively with patients, and the community.

3,4 Show active involvement in community development.



Study plan

Years and Stages of Study

The program (Bachelor of Medicine and Surgery) extends over six academic years; the first year (phase I) is the preparatory year and is managed through a unified program by the University for the Health Sciences Colleges. The following two years (phase II) (years ٢ and ٣) represent the basic sciences years and are dedicated for basic sciences courses taught in an integrated manner, i.e., an organ system based curriculum, thus achieving horizontal integration, in addition to introduction of clinical skills in a simulated setting during these years, thus achieving vertical integration. The following three years (phase III) are dedicated to the clinical sciences and include courses that enable students to practice medicine upon graduation in a competent and professional manner.

Credit hours

The curriculum includes 200 credit hours distributed as following:

- **30** credit hours: First Preparatory Year
- **8** credit hours: University requirements (during the second and third years)
- **63** credit hours: Basic Sciences Years (second and third year)
- **99** credit hours: Clinical Years (fourth, fifth and sixth year)

Offered Courses

UNIFIED HEALTH PROGRAM (PHASE I)

First year (1st semester)

COURSE TITLE	DURATION	CREDIT HOURS
English Language: Listening & Speaking		
English Language : Reading		
English Language : Writing		
Introduction to Islamic Culture		
Linguistic Skills		
IT Skills		
Total	15 weeks	15 hours

First year (2nd semester)

COURSE TITLE	DURATION	CREDIT HOURS
English Language (Health Sciences)		
General Chemistry for Health Sciences		
Organic Chemistry for Health Sciences		
General Biology		
General Physics		
Total	15 weeks	15 hours

PHASE II (PRE-CLINICAL YEARS)

Second year

COURSE TITLE	DURATION	CREDIT HOURS
Foundation of Integrated Medical Sciences	8 weeks	8 hours
Musculoskeletal system	8 weeks	8 hours
Medical terminology	Longitudinal	1 hour
Cardiovascular system	7 weeks	7 hours
Respiratory system	4 weeks	4 hours
Endocrine system	5 weeks	5 hours
Economic system in Islam	Longitudinal	2 hours
Islam and Construction of Society	Longitudinal	2 hours
Expository writing	Longitudinal	2 hours
Total	32 weeks	39 hours

Third year

COURSE TITLE	DURATION	CREDIT HOURS
Digestive system	7 weeks	7 hours
Urinary system	4 weeks	4 hours
Reproductive system	5 weeks	5 hours
Foundations of the Islamic political system	Longitudinal	2 hours
Neurological system and special senses	11 weeks	10 hours
Blood and Immune system	5 weeks	4 hours

PHASE III (CLINICAL YEARS)

Fourth year

COURSE TITLE	DURATION	CREDIT HOURS
Internal medicine 1	9 weeks	8 hours
Ophthalmology	4 weeks	3 hours
Otorhinolaryngology	3 weeks	3 hours
Forensic medicine & Biomedical Ethics	Longitudinal	2 hours
Surgery 1	8 weeks	8 hours
Psychiatry	3 weeks	3 hours
Orthopedics	5 weeks	4 hours
Elective Module	Longitudinal	1 hours
Total	32 weeks	32 hours



Fifth year

COURSE TITLE	DURATION	CREDIT HOURS
Pediatrics	16 weeks	12 hours
Dermatology	Longitudinal	2 hours
Community medicine	Longitudinal	1 hours
Research Methodology	Longitudinal	2 hours
Obstetrics and Gynecology	16 weeks	12 hours
Radiology	Longitudinal	2 hours
Family medicine	Longitudinal	4 hours
Total	32 weeks	35 hours

Sixth year

COURSE TITLE	DURATION	CREDIT HOURS
Surgery 2	14 weeks	14 hours
Emergency medicine	4 weeks	4 hours
Internal medicine 2	14 weeks	14 hour
Total	32 weeks	32 hours



Teaching and Learning Methods

1- Problem-Based Learning (PBL) Tutorials

In the context of the Hybrid-PBL Curriculum, PBL tutorial sessions are held during phase II of the curriculum (years ٢ and ٣). Each educational problem is discussed in two sessions. In the first PBL tutorial session (brainstorming session), a new case scenario is introduced to students for discussion and the tutor's role is to facilitate the discussions and not to deliver direct information. At the end of this session, the students generate learning needs (objectives). The second PBL tutorial is for students' presentation of the results of their self-study and further discussion

2- Interactive lectures

Interactive lectures are held in the different disciplines aiming at promoting retention and retrieval of information for students. The use of multimedia and applied examples is encouraged during the lectures to keep the students attentive and help with transfer of learning. Discussions, questioning, answering questions, and providing feedback are among the priorities of lecturers.

3- Interdisciplinary lectures

To promote an integrated approach to learning; learning across different disciplines; interdisciplinary lectures are conducted by in the same setting with more than one lecturer.



4- Integrated Clinical Case Discussions (ICCDs)/flipped classrooms

Clinical cases act as trigger to students' thinking and learning, as well as a trigger to explanation of the topic by the tutor. The case includes questions to be attempted by the students and explained by the tutor. The use of clinical cases allows for both horizontal and vertical integration, where disciplines of the basic sciences are taught together in one session, with few clinical interpretations. Integrated clinical cases help students develop clinical reasoning skills.

5- Seminars

A seminar is held in a large group session to allow students to ask questions related to their studies throughout the week, especially in relation the clinical case scenarios they encountered. A panel of subject matter experts from different specialties attends to answer the students' questions. During seminars, students apply presentation skills.

6- Practical laboratory sessions

Practical sessions take place in the laboratories, where students develop practical skills in the different disciplines.

7- Clinical Skills and Simulation Training

The different clinical skills are taught throughout the curriculum and represent a considerable part of the learning activities in all modules of the curriculum in phases II and III.

8- Community-Based learning activities

In phase II, students visit the different community health facilities that offer services relevant to their studies. In phase III (clinical years), the students study in the different healthcare settings; primary, secondary, and tertiary settings.

9- Team-Based Learning

Team-based learning is another form of flipped classrooms that is part of the learning activities in the clinical years. The student receive learning materials before the TBL session, they should come to class prepared. During class time, the students work in teams to respond to application exercised given by the instructor. The success of the TBL session depends on individual work from each student, teamwork, and peer evaluation.

10- Bedside Teaching

Bedside teaching takes place in clinical modules in the university hospital and other hospitals or health services provision outlets contracted to offer training to the students. During clinical teaching, the teachers focus on helping the students acquire and master the different practical and professional skills. The process is guided by the module learning outcomes and each teaching session includes feedback from the teacher on the performance of the students, as well reflection by students.



11- Portfolios

Portfolios is an instructional method based on enabling the students to formulate their own learning needs, learning plans to achieve those needs, and reflect on the experience. In clinical modules, each student constructs a portfolio that includes their learning needs, the clinical cases they encountered (history taking, physical examination, etc.), and the supervisor's assessment of the student's performance. Each group of students has a mentor who helps them develop their portfolios. Portfolios are used both for instruction and for assessment purposes.

Assessment Methods

- 1- Multiple Choice Questions (MCQs)
- 2- Modified Essay Questions (MEQs)
- 3- Short Answer Questions (SAQs)
- 4- Objective Structured Practical Exams (OSPEs)
- 5- Clinical Skills Assessment (CSA)
- 6- Objective structured clinical exams (OSCEs)
- 7- Portfolios

Learning Resources and Student Services

The program of the college of is supported by carefully selected learning resources to fulfill its vision, mission, and objectives, and to match the innovative teaching, learning and assessment methods that are applied in the curriculum. In addition to physical resources, the college recruits highly qualified staff in the different disciplines to fulfill the different roles of the medical educator.

The physical resources include:

- Lecture halls equipped with computers and connected to high-speed internet
 - Classrooms equipped with smart boards
 - Library equipped with the latest versions of print and electronic medical books
 - Laboratories for basic medical sciences equipped with the latest samples and training techniques

- Study guides carefully designed for all modules
- Clinical Skills and Simulation Center equipped with the latest versions of simulators and mannequins
 - University Hospital to train students and provide medical and research services
 - High speed internet in the study halls, library, classrooms, and laboratories.

E - learning unit

The College of Medicine pays high attention to the application and use of e-learning and distance learning programs. In this context, the Dean of the College of Medicine established the e-learning unit at the College on February 1, 2018 .

Clinical Skills and Simulation Center (CSSC)

The center of skills and clinical simulation in the college of medicine, is a specialized center that currently trains medical students and targeting in the near future all the health staff including: doctors, nurses and other health care professionals, and also the evaluation of participants through the diagnosis of patients and models of education, and electronic dolls for high-precision simulation.

Academic Advisership Unit

Each student is assigned to an academic advisor upon enrollment in the college. The academic advisor is a staff member who helps students achieve better in their learning journey and assist them in challenges and problems during their study.



Students' Clubs Committee

Students' clubs committees are committees that carry out different activities in general, such as cultural activities, participation in national and scientific events, activities that serve the community, and every necessary activity. These committees are considered one of the official bodies in the College of Medicine. The vision of the students' club committee is: A diverse, distinguished, and effective student activity that touches reality and needs and executed by students' skills.

Other services

Financial incentives

- All Prince Sattam bin Abdulaziz University full time Saudi students are entitled to monthly financial incentives.
- Financial incentives are given as long as the student is officially enrolled in the study plan of the college.
- Financial incentives are awarded to students enrolled in the summer session.
- Financial incentives are not awarded to a warned student or to a student with GPA of less than **2** out of **5**.

Identification certificates

The student admission office issues a student ID to be used for the following purposes:

- A personal identification card on campus.
- A proof of ID in all exams.
- An ID to receive a due financial incentives.
- Borrowing and checking out books from the college library.
- Purchasing textbooks from the university bookshop.
- ID in university sport halls.
- A discount ID in the university dining halls.





Calendar

At the beginning of each year, an academic calendar is issued with dates that specify beginning and end of the academic year, as well as times of drop outs of courses, excuses and exams.

Excuses and drop outs from courses

A student has the right to apply to the head of the department for an excuse from a given term in case if he/she submits a valid excuse five weeks or more prior to the date of the final examination. In case the application is approved, a withdrawal (W) letter will be fed to his /her record. The student should complete the excused term or the dropped course before graduation.

Absence regulation

Students are expected to attend theoretical, practical and clinical training. Absence is traced from the first day of the semester and a student whose percentage of absenteeism exceeds **25%** in each course shall not be admitted to the final exam and flunks the given course with a denial (DN) symbol fed in his/her record.

Warnings: In case a student's GPA falls below $\frac{2}{5}$ out of $\frac{5}{5}$ an initial note of warning is sent to him. Three consecutive warnings constitute a valid cause for final termination of the student's study in the college.

Awarded Degree

An MBBS degree is awarded to a student who has successfully completed **200** credit hours and an internship training of **12** months in a hospital accredited by the College of Medicine -provided he/she maintains a GPA rate not less than **2** out of **5**.





Rules and Study Regulations

The rules and study regulations of the College of Medicine, Prince Sattam Bin Abdulaziz University are the following:

- 1- Students are subjected to the study rules, as well as exams rules and regulations.
- 2- Students should study courses defined at each level of education. The option of selection, deletion or addition is excluded.
- 3- Students can be enrolled in the clinical training stage only after they have passed all pre-requisite courses.
- 4- The final practical and clinical examinations are conducted at the end of the training period.

Student academic record

The student academic record specifies the academic status of the student; courses accomplished and scores obtained. It also shows the GPA and courses of the student and waived courses, in case the student is transferred from another accredited university.

Honor award

Honor award is granted to a student who has attained the following requirements:

- An academic record free of any course failure in any current or previous academic institute(s).
- Graduation requirements met within a maximum period of time that equals the average period between the minimum (seven years) and the maximum allowed (nine years).
- A student should have studied in Prince Sattam Bin Abdulaziz University a minimum of **%60** of the stipulated courses.
- A student with a **5,0 / 4,75** GPA is awarded a first class honors, if the Student's GPA ranges between **4,25** and **4,75**; he is awarded a second class honors.

Grade Point Average (GPA)

GPA 4,50 or above	Excellent
GPA 4,49- 3,75	Very Good
GPA 3,74- 2,75	Good
GPA 2,74- 2,00	Acceptable

GPA, Code, Percentage

Code	Percentage	Points	Rating
A+	100-95	5.00	Exceptional
A	90 less than 95	4,75	Excellent
B+	5 8 less than 90	4.50	Superior
B	80 less than 85	4.00	Very Good
C+	75 less than 80	3.50	Above Average
C	70 less than 75	3.00	Good
D+	65 less than 70	2.50	High Pass
D	60 less than 65	2.00	Pass
F	Less than 60	1.00	Fail
IP	-	In –progress
IC	-	Incomplete
DN	1.00	Denial
NP	60 or more	-	No Grade (Pass)
NF	Less than 60	-	No Grade (Fail)
W	-	withdrawn

Student semester rate: Total Points allocated to the courses studied in a given semester divided by the total credit hours assigned to these courses.

Grade point average: Total number of points divided by the total credit hours assigned to courses studied.







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