



**IBN SINA NATIONAL COLLEGE FOR MEDICAL
STUDIES, JEDDAH**

KINGDOM OF SAUDI ARABIA

Medicine Program

Accredited By



STUDENT HAND BOOK



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MEDICINE PROGRAM MISSION

To graduate competent physicians with an aptitude to be life-long learners and acquire specialized expertise to promote health care services in Saudi Arabia, by providing them with essential competencies, research abilities within a motivating learning environment.

MEDICINE PROGRAM OVERVIEW

The Medicine program has been designed to serve the educational needs of the citizens and residents of Saudi Arabia as well as to cater to the employment needs of health care sector. This program has also been aimed to provide service to the community and bridge the gap between the numbers of doctors to the number of patients. Medicine Program is fully accredited by Education Evaluation Commission: National Centre for Academic Accreditation and Assessment, Saudi Arabia.

Established in the year 1425H corresponding to 2004, duly licensed by the MOE (began its operations in its own premises located on the Mahjar Street, next to the King Abdul Aziz Hospital, in the southern part of Jeddah. The campus of ISNC is spread across 100,000 sqm constructed area and is self-contained and accommodates all necessary facilities including the Ibn Sina College hospital to serve the present number of students. Design of the main building is in the shape of the letter 'H' where each of the wings houses the genders

separately, yet facilitates easy communication and access to critical facilities and the central administrative setup. However, additional hospitals (New Al Jedaani Hospital, Ghulail and Al Jedaani Hospital, Al Safa) from within the Al Jedaani group are also deployed in training the students in order to ensure adequate exposure to each student to clinical facilities.

ISNC was the first private institution to introduce an integrated modular innovative curriculum based on educational strategies in the Medicine Program. Medicine Program curriculum is designed as an Outcome-Based Education (OBE) curriculum with the main features of horizontal and vertical integration, student-centeredness and a focus on skills training starting from the early years of the curriculum. The curriculum employs the Saudi Medical Education Directives (SaudiMEDs) as a framework for formulating the learning outcomes of both the program and its different courses.

The innovative curriculum is delivered expertly by the faculty members under an organ system based education. After six years of rigorous training under the masterful guidance and supervision of multinational faculty members, the future medical practitioners are expected to deliver quality medical care in the Kingdom of Saudi Arabia.

Field experience activities are abundant in the program both during clerkships and internship. The students benefit largely from community activities and visiting the governmental hospitals during

their training and get exposed to a variety of cases. The introduction of Saudi Digital library, Wi-Fi and more digital learning resources have added to the teaching and learning process.

By modernization of the current curriculum and collaboration with SaudiMED, Medicine Program at ISNC meets and responds to the changing health care needs and expectations of the Saudi Arabian Community. PLOs, Assessment Methods, and Teaching Strategy are aligned to articulate a consistent agreement between the student learning and teaching methods. The MLO/CLOs are well explained to the students at the beginning of each session.

ISNC and Medicine Program are accredited by Education Evaluation Commission: National Centre for Academic Accreditation and Assessment, Saudi Arabia.

- ❖ Accreditation assures that a program has met quality standards set by the profession.
- ❖ Accreditation helps students and their parents choose quality college programs.
- ❖ Accreditation enables employers to recruit graduates they know are well-prepared.
- ❖ Accreditation provides you with a structured mechanism to assess, evaluate, and improve the quality of your program.
- ❖ Accreditation is an important factor when a college or university is deciding whether to accept transfer credit from a student's previous school.

VICE DEAN MEDICINE PROGRAM

Prof. ZAINY MOHAMMAD BANJAR

Prof. Zainy Banjar earned his bachelor degree from King Saud University, KSA and Ph.D. degree in Clinical Biochemistry from Faculty of Medicine, Vanderbilt University, Tennessee, U.S.A. He is a full professor at King Abdulaziz University, Jeddah, and KSA. Formerly he worked as Chairman, Department of clinical Biochemistry, Vice Dean, Research and Postgraduate Studies, Director, King Fahad Medical Research Center, Dean, Faculty of Pharmacy etc. He supervised many undergraduate and postgraduate students and published over 65 articles in indexed scientific journals and periodicals.

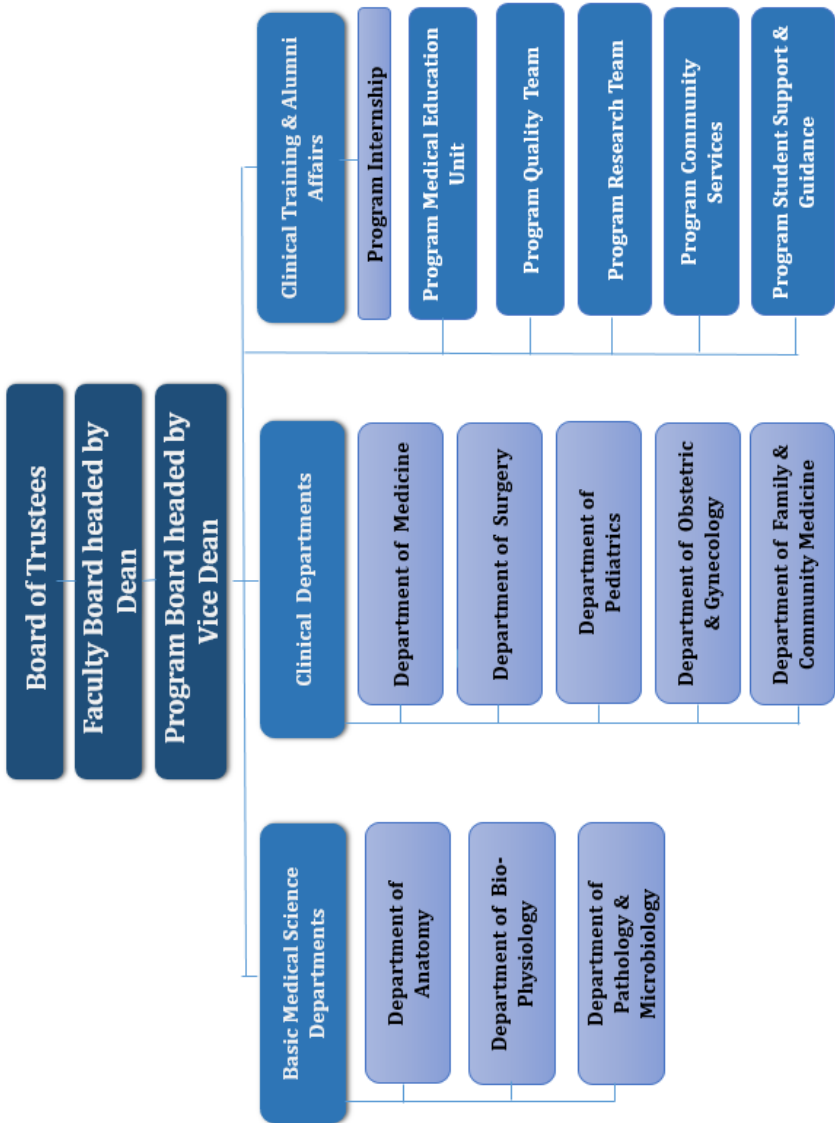
SUMMARY OF CREDIT HOURS AND DURATION

1. Program title and code: Medicine Program.
2. Credit hours required for completion of the program: 210.
3. Degree awarded on completion of the program: Bachelor of Medicine and Bachelor of Surgery (MBBS).
4. Professional occupations for which graduates are prepared: General Physician.

Phase	Duration	Number of Credit Hours
Foundation Year -Phase I	1 year	33
Basic Medical Sciences – Phase II	2 years	72
Clerkship - Phase III	3 years	105
Internship*	1 year	-
Total Credit Hours	7 years	210 hours

*Internship is an integral part of the curriculum in the Medicine Program. The certificate will be awarded only after successful completion of the internship.

ORGANIZATION CHART - MEDICINE PROGRAM



Medicine Program Goals & Objectives

GOAL 1	Meet the regional and international dynamic needs of curriculum in medicine
<i>Objective 1</i>	<i>Maintain a contemporary curriculum which assesses, revises and incorporates innovative learning and teaching strategies</i>
<i>Objective 2</i>	<i>Update the curriculum to meet the emerging trends in the field of Medicine</i>
GOAL 2	Achieve globally recognized practices of medical education and values of professional ethics.
<i>Objective 1</i>	<i>Enhance graduates' performance in the field of Medicine by incorporating innovative educational methodologies</i>
<i>Objective 2</i>	<i>Uphold the values of professional ethics in practice of Medicine</i>
GOAL 3	Develop infrastructure and learning resources as per curriculum needs.
<i>Objective 1</i>	<i>Assure the availability and proper functioning of the needed educational infrastructure</i>
<i>Objective 2</i>	<i>Provide technology-enhanced scaffolding of student learning and assessment processes</i>
GOAL 4	Promote continuous education programs for faculty in the field of contemporary medical education and practice
<i>Objective 1</i>	<i>Encourage staff to actively participate in faculty development programs</i>
<i>Objective 2</i>	<i>Continuously update faculty development programs within the institution</i>
GOAL 5	Promote scientific research and scholarly activities among staff and students.
<i>Objective 1</i>	<i>Encourage inter-disciplinary, community-based research activities and impart service learning</i>
<i>Objective 2</i>	<i>Encourage staff and students to achieve the scholarly activity expectation of program</i>

GOAL 6	Emphasize the concept of community service and social accountability of the program.
Objective 1	<i>Establish health promotion activities in the local community</i>
Objective 2	<i>Strengthen the staff and students' sense of social accountability</i>
GOAL 7	Enhance academic program monitoring system to reinforce quality practices among the full time, part time and field staff members.
Objective 1	<i>Employ the guidelines of program monitoring and evaluation as per EECHEs standards</i>
Objective 2	<i>Study and review the strategies on standards of learning, teaching and assessments in the program</i>
GOAL 8	Establish an Integrated Information Technology Environment.
Objective 1	<i>Develop a customized electronic platform for classroom management, student communications, curricula tracking and assessments.</i>
GOAL 9	Ensure Safe Teaching and Learning Environment Following the Relevant Risk Management Protocols.
Objective 1	<i>Develop an advanced teaching and learning environment with relevant regulation and requirements of the risk management plan</i>

CURRICULUM STUDY PLAN

FOUNDATION YEAR: PHASE-I

SEMESTER-I			SEMESTER-II		
Code	Course Title	Credit	Code	Course Title	Credit
ENGL 101	English for Academic Purposes-I	7 CR (6+1+0)	ENGL 102	English for Academic Purposes-II	4 CR (3+1+0)
PHYS 101	Medical Physics	3 CR (2+1+0)	ARAB 102	Arabic Language	2 CR (2+0+0)
ITHS 101	Information Technology for Health Sciences	2 CR (1+1+0)	CHEM 102	Chemistry for Health Sciences	4 CR (3+1+0)
EDU 101	Study Skills	2 CR (1+1+0)	ISLM 102	Islamic Ethics	2 CR (2+0+0)
ARAB 101	Medical Terminology	2 CR (2+0+0)	BIOL 102	Cell Biology and Genetics	3 CR (2+1+0)
			EDU 102	Communication Skill	2 CR (1+1+0)

BASIC MEDICAL SCIENCES - PHASE II

SECOND YEAR					
SEMESTER-I			SEMESTER-II		
Code	Course Title	Credit	Code	Course Title	Credit
ANAT 203	Basic Human Anatomy	4 CR (3+1+0)	GIT 204	Gastrointestinal System	7 CR (3+3+1)
FUND 203	Fundamentals of Normal Body Functions	4 CR (3+1+0)	URIN 204	Urinary System	5 CR (2+2+1)
POD 203	Principle Of Disease	6 CR (4+2+0)	REPR 204	Reproductive System	5 CR (2+2+1)
PHRM 203	Basic Medical Pharmacology	4 CR (4+0+0)	SERV 204	Elective Community Service	1 CR (0+1+0)

THIRD YEAR					
SEMESTER-I			SEMESTER-II		
Code	Course Title	Credit	Code	Course Title	Credit
IBLS 305	Immune, Blood and Lymphatic System	6 CR (3+2+1)	END O 306	Endocrine System	5 CR (2+2+1)
CVS 305	Cardiovascul ar System	6 CR (2+3+1)	MSK 306	Musculoskeletal System	6 CR (2+3+1)
RES 305	Respiratory System	5 CR (2+2+1)	CNS 306	Central Nervous System and Special Senses	7 CR (4+2+1)
SERV 305	Elective Community Service	1 CR (0+1+0)			

CLERKSHIP PHASE III

FOURTH YEAR					
SEMESTER-I			SEMESTER-II		
Code	Course Title	Credit	Code	Course Title	Credit
SKL 407	Clinical Skills	6 CR (1+0+5)	FAM 408	Family Medicine	7 CR (2+2+3)
ISLM 407	Ethics and Professionalism	2 CR (1+1+0)	OPHTH 408	Ophthalmolog y	3 CR (1+0+2)
COMD 407	Community Medicine	3 CR (2+1+0)	ORL 408	Otorhinolaryn gology	3 CR (1+0+2)
SAFE 407	Patient Safety	2 CR (1+1+0)	PSYC 408	Psychiatry and Behavioral Sciences	4 CR (2+1+1)
RESM 407	Research Methodology and Biostatistics	3 CR (2+1+0)	PROJ 408	Research Project-I	1 CR (0+1+0)

***Elective Courses (The student should study one of them)**

FORN 407*	Forensic Medicine	2 CR (1+1+0)	ECON 407*	Healthcare Economics	2 CR (1+1+0)
GENE 407*	Genetics	2 CR (1+1+0)	ABUS 407*	Drugs of Abuse	2 CR (1+1+0)
HINF 407*	Health Informatics	2 CR (1+1+0)	ALTM 407*	Alternative Medicine	2 CR (1+1+0)

FIFTH YEAR

SEMESTER-I			SEMESTER-II		
Code	Course Title	Credit	Code	Course Title	Credit
MED 509	Internal Medicine	14 CR (4+2+8)	SURG 510	Surgery	14 CR (4+4+6)
DERM 509	Dermatology	2 CR (1+0+1)	ORTH 510	Orthopedics	3 CR (1+0+2)
PROJ 409	Research Project - II	1 CR (0+1+0)			

SIXTH YEAR

SEMESTER-I			SEMESTER-II		
Code	Course Title	Credit	Code	Course Title	Credit
PED 611	Pediatrics	12 CR (3+2+7)	OBG 612	Obstetrics & Gynecology	9 CR (3+1+5)
EL-A 611	Elective Rotation	2 CR (0+0+2)	EMR 612	Emergency Medicine	5 CR (1+2+2)
EL-B 611	Elective Rotation	2 CR (0+0+2)	CCA 612	Critical Care & Anesthesia	3 CR (1+0+2)
EL-C 611	Elective Rotation	2 CR (0+0+2)			

Internship (1 year)

The year of internship training consists of eight rotations as follows seven days a week (five days working and two days on call)

Rotation	Duration
Internal Medicine	2 months
General Surgery	2 months
Pediatrics	2 months
Obstetrics/ Gynecology	2 months
Emergency Medicine	1 months
Elective 1	1 month
Elective 2	1 month
Elective 3	1 month
Elective Details	
Anesthesia	Family Medicine
Intensive Care	Ophthalmology
Orthopedics	Ear, nose and throat
Urology	Dermatology
Neurosurgery	Hematology
Radiology	Forensic Medicine

Medicine Program Graduate Attributes (GA)

Excellence in Healthcare Practice	
GA1	Medical graduates will apply medical knowledge, clinical skills, and professional values in their provision of high-quality, effective and safe patient-centered care through community-oriented practice.
GA2	Medical graduates will use their expertise to promote the health and well-being of individuals and communities.
Creative, Innovative and Critical Thinking	
GA3	Medical graduates will be problem-solvers who will apply critical, creative and evidence-based knowledge to produce innovative solutions for community challenges
Research and Scholarly Knowledge	
GA4	Medical graduates will demonstrate a lifelong commitment to excellence in practice through: continuous learning and peer teaching, conducting evidence-based research, and contributing to scholarly knowledge.
Professionalism and Social Accountability	
GA5	Medical graduates will demonstrate, accountability, integrity, and respect for others with good understanding of ethical and legislative issues in healthcare practice.
GA6	Medical graduates will be committed to ensure the health and well-being of individuals and communities through ethical practice and professional self-regulation.
Leadership Skills	

GA7	Medical graduates will represent an integral part in healthcare organizations, in making decisions about allocating resources and contributing to the effectiveness of the healthcare system.
GA8	Medical graduates will engage with others and lead teams to contribute to a vision of a high-quality healthcare system.
Inter professional Communication and Collaboration	
GA9	Medical graduates will collaborate effectively to enhance successful teamwork among members of inter professional healthcare team in order to ensure patient safety and efficient integrated healthcare services.
Intercultural Competency	
GA10	Medical graduates will practice non-discriminatory attitudes towards cultural differences and diversity, respecting others' gender, religion, identity and ability.
Digital Literacy	
GA11	Medical graduates will have advanced technical skills which will enable them to successfully employ modern innovative digital techniques in their practice.
Resilience and Adaptability	
GA12	Medical graduates will demonstrate tolerance towards stressful or changing environments or situations and manage them effectively.
GA13	Medical graduates will have the essential skills needed to cope with various challenges to maintain the sustainability of their professional and social communities.

MEDICINE PROGRAM LEARNING OUTCOMES

Saudi MEDs Learning Themes and Learning Outcomes	
Theme 1.0: Scientific Approach to Practice:	
By the end of the program, students should be able to:	
1.1	Integrate basic, clinical, behavioral and social sciences in medical practice
1.2	Incorporate evidence-based healthcare into practice
Theme 2.0: Patient Care:	
By the end of the program, students should be able to:	
2.1	Demonstrate the essential clinical skills
2.2	Use clinical reasoning, decision making, and problem-solving skills in medical practice
2.3	Manage patients with emergency and life-threatening conditions
2.4	Manage patients with common medical problems
2.5	Place patients' needs and safety at the center of the care process
Theme 3.0: Community-oriented Practice:	
By the end of the program, students should be able to:	
3.1	Advocate health promotion and disease prevention in compliance with the healthcare system in Saudi Arabia
Theme 4.0: Communication and Collaboration:	
By the end of the program, students should be able to:	
4.1	Effectively communicate with patients, their families, colleagues, and other health professionals
4.2	Practice teamwork and inter-professional education and collaboration in various health care settings
4.3	Use computer technologies in medical education and health informatics
Theme 5.0: Professionalism:	

By the end of the program, students should be able to:	
5.1	Adhere to professional attitudes and behaviors of physicians
5.2	Apply Islamic, legal and ethical principles in professional practice
5.3	Demonstrate the capacity for self-reflection and professional development
Theme 6.0: Research and Scholarship:	
By the end of the program, students should be able to	
6.1	Demonstrate basic research skills
6.2	Demonstrate scholarly activities related to health sciences

TEACHING METHODS

The teaching/learning methods in the Medicine Program curriculum are categorized according to the SaudiMEDs themes:

Theme I: Scientific Approach to Practice

- Interactive Lectures
- Seminars
- Tutorials
- Problem-Based Learning (PBL)
- Case-Based Teaching Sessions
- Clinical Skills Lab and Simulation Sessions
- Clinical Teaching Sessions
- Practical Sessions
- Self-Directed Learning (SDL)
- E-learning
- Flipped Classroom

Theme II: Patient care

- Clinical Teaching Sessions
- Clinical Skills Lab and Simulation Training Sessions
- Interactive Lectures
- Seminars
- Tutorials

- Problem-Based Learning (PBL)
- Case-Based Teaching Sessions
- Self-Directed Learning (SDL)
- E-learning

Theme III: Community-oriented practice

- Interactive Lectures
- Field Visits
- Seminars
- Tutorials
- Problem-Based Learning (PBL)

Theme IV: Communication and Collaboration

- Clinical Teaching Sessions
- Clinical Skills Lab and Simulation Training Sessions
- Role Playing and Role Modeling
- Interactive Lectures
- Seminars

Theme V: Professionalism

- Clinical Teaching Sessions
- Case-Based Teaching Sessions
- Clinical Skills Lab and Simulation Training Sessions
- Student-Prepared Seminars (in small groups)
- Role Playing and Role Modeling
- Interactive Lectures
- Seminars

Theme VI: Research and scholarship

- Field Work
- Interactive Lectures
- Seminars
- Self-Directed Learning (SDL)
- E-learning

ASSESSMENT METHODS

A variety of student assessment methods are used in the Medicine Program to cover the different SaudiMEDs themes. These methods are:

Theme I: Scientific Approach to Practice

- Multiple-Choice Questions (MCQs)
- Short Answer Questions (SAQs)
- Practical Workbook
- Objective Structured Clinical Examination (OSCE)
- Objective Structured Practical Examination (OSPE)
- Short Case Examination (SCE)

Theme II: Patient care

- Multiple-Choice Questions (MCQs)
- Modified Essay Questions (MEQs)
- Objective Structured Clinical Examination (OSCE)
- Objective Structured Practical Examination (OSPE)
- Short Case Examination (SCE)
- Portfolio
- Mini-Clinical Evaluation Exercise (Mini-CEX)
- Clinical Skills Record

Theme III: Community-oriented practice

- Assignments (based on Scoring Rubrics)
- Multiple-Choice Questions (MCQs)
- Short Answer Questions (SAQs)

Theme IV: Communication and Collaboration

- Objective Structured Clinical Examination (OSCE)
- Short Case Examination (SCE)
- Assignments (based on Scoring Rubrics)
- Mini-Clinical Evaluation Exercise (Mini-CEX)
- Portfolio
- Multiple-Choice Questions (MCQs)

Theme V: Professionalism

- Objective Structured Clinical Examination (OSCE)
- Assignments (based on Scoring Rubrics)
- Mini-Clinical Evaluation Exercise (Mini-CEX)
- Portfolio
- Multiple-Choice Questions (MCQs)
- Short Answer Questions (SAQs)

Theme VI: Research and scholarship

- Assignments (based on Scoring Rubrics)
- Short Answer Questions (SAQs)
- Portfolio
- Multiple-Choice Questions (MCQs)
- Direct Observation (based on Scoring Rubrics)

Grading and GPA

All the programs follow the universal grading system as given below.

Symbol	Mark Limits	Points		Interpretation
A+	95-100	5.0	4.0	Exceptional
A	90-95	4.75	3.75	Excellent
B+	85-90	4.5	3.5	Superior
B	80-85	4.0	3.0	Very Good
C+	75-80	3.5	2.5	Above Average
C	70-75	3.5	2.0	Good
D+	65-70	2.5	1.5	High Pass
D	60-65	2.0	1.0	Pass
F	Less 60	1.00	0	Fail

DRESS CODE

Students dress should reflect high standards of personal self-image so that each student may share in promoting a positive, healthy and safe atmosphere within the College community. Appropriate distinction is made between the proper attire for class, practical/clinics, formal affairs, relaxation, and play. In general a student is expected wear **Sky Blue Color** scrub suit and a lab coat. In addition the female students are advised to abide by the Islamic dress code. Must wear Lab coat, Full Shirt and Trouser (Males), Head cover (Female). Weird designed dresses are not allowed, No casual dress allowed. Must wear shoes; slipper and sandals are not allowed.

IMPORTANT CONTACTS

No	Name	Contact Number: 6356555 Extensions	
		Male	Female
1.	Vice Dean Medicine Secretary	312	
2.	Maintenance	639	132
3.	Admission/Registration	403/106	131
4.	Academic Affairs	222	277
5.	Student Affairs	105	129
6.	Student Support Unit	455	453
7.	Library	110	445
8.	Research Center	441	
9.	Community Service Unit	452	
10.	Finance	175	

Notes:

1. If student fails to report/attend the classes in the first three weeks after the commencement of the semester, he/she is disqualified from that semester.
2. If a student discontinues the studies in ISNC without prior intimation, then a fine is imposed on the student.
3. If student studies three weeks in a semester and later discontinues he/she is not eligible for any refund.



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