



<b>Form: Course Syllabus</b>	<b>Form Number</b>	EXC-01-02-02A
	<b>Issue Number and Date</b>	2/3/24/2022/2963 05/12/2022
	<b>Number and Date of Revision or Modification</b>	
	<b>Deans Council Approval Decision Number</b>	265/2024/24/3/2
	<b>The Date of the Deans Council Approval Decision</b>	2024/1/23
	<b>Number of Pages</b>	06

1.	<b>Course Title</b>	Selective Medical Specialties –Emergency Medicine
2.	<b>Course Number</b>	0500504
3.	<b>Credit Hours (Theory, Practical)</b>	12 hours (total course ) 2 hours ( for Emergency department sub-rotation )
	<b>Contact Hours (Theory, Practical)</b>	40 hours / week
4.	<b>Prerequisites/ Corequisites</b>	Passing fourth year
5.	<b>Program Title</b>	Doctor of Medicine
6.	<b>Program Code</b>	05
7.	<b>School</b>	School of Medicine
8.	<b>Department</b>	Department of General Surgery
9.	<b>Course Level</b>	Undergraduate – fifth year
10.	<b>Year of Study and Semester (s)</b>	Fifth Year
11.	<b>Program Degree</b>	Bachelor
12.	<b>Other Department(s) Involved in Teaching the Course</b>	-
13.	<b>Learning Language</b>	English
14.	<b>Learning Types</b>	<input checked="" type="checkbox"/> Face to face learning <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Fully online
15.	<b>Online Platforms(s)</b>	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input checked="" type="checkbox"/> Google meet
16.	<b>Issuing Date</b>	2023
17.	<b>Revision Date</b>	1-7-2025

**18. Course Coordinator:**

Name: Dr. Ihab Alasasfeh, MD

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#### 19. Other Instructors:

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#### 20. Course Description:

Students spend a two-week rotation in the Emergency Department at Jordan University Hospital. They are expected to attend different morning and evening clinical shifts. Additionally, they are required to join emergency medicine specialists and residents for weekly academic days, held every Tuesday in Building 3 of the School of Medicine. Online lectures are conducted each semester for enrolled students to cover the most common and important topics in Emergency medicine.



**21. Program Intended Learning Outcomes:** (To be used in designing the matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program)

PLO's	*National Qualifications Framework Descriptors*		
	Competency (C)	Skills (B)	Knowledge (A)
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Choose only one descriptor for each learning outcome of the program, whether knowledge, skill, or competency.

#### Program Intended Learning Outcomes (PLOs):

1. Demonstrate basic knowledge of normal human structure and function at molecular, genetic, cellular, tissue, organ, system and whole-body levels in terms of growth, development, and health maintenance. Analyze the basic molecular and cellular mechanisms involved in the causation and treatment of human disease and their influence on clinical presentation and therapy.
2. Collect, interpret, document, and communicate accurately a comprehensive medical history, including the psychological and behavioral factors, and a thorough organ-system-specific physical examination inclusive of the mental status of the patient.
3. Integrate and communicate collected clinical information in the construction of appropriate diagnostic and therapeutic management strategies to identify life-threatening conditions ensuring prompt therapy, referral, and consultation with relevant disciplines and skillfully perform basic medical procedures for general practice on patients with common illness, acute and chronic, taking into account environmental, social, cultural and psychological factors.
4. Demonstrate in-depth knowledge of the epidemiology and biostatistics of common diseases, and analyze the impact of ethnicity, culture, socioeconomic factors and other social factors on health, disease, and individual patient's health care.
5. Communicate effectively and professionally, both orally and in writing, with patients, their families, and with other healthcare providers utilizing information technology resources in his/her scholarly activities and professional development with the ability to teach others, and to understand and respect other



healthcare professionals 'roles and apply the principles of multidisciplinary teamwork dynamics and collaboration.

6. Apply scientific methods including evidence –based approach to the medical practice including problem identification, data collection, hypothesis formulation, etc., and apply inductive reasoning to problem solving and ensure that clinical reasoning and decision making are guided by sound ethical principles.
7. Demonstrate knowledge of scientific research methods and ethical principles of clinical research and be able to write research proposals or research papers.
8. Demonstrate professionally the skills needed for Quality improvement, lifelong learning, and continuous medical education including the ability to identify and address personal strength and weakness, self-assess knowledge and performance, and develop a self-improvement plan.



**22. Course Intended Learning Outcomes:** (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

Course ILOs #	The learning levels to be achieved						Competencies
	Remember	Understand	Apply	Analyse	Evaluate	Create	
1.			✓	✓	✓	✓	Apply the concepts of whole patient care in terms of social, pathological, and psychological aspects of health and disease
2.	✓	✓	✓	✓	✓		Recognize the difference between disease and sickness and understand illness behavior
3.			✓	✓	✓	✓	Communicate appropriately with different groups of patients, including women, children, and older adults and in complex situations and cases.
4.			✓	✓	✓	✓	Integrate clinical and basic medical knowledge to reach a proper diagnosis and an individualized management plan
5.		✓	✓	✓	✓	✓	Diagnose and manage common medical and psychological conditions, and



							recognize which acute cases need urgent care or referral
6.		✓	✓	✓	✓	✓	Apply the concepts of Evidence-Based Medicine and Evidence-Based Practice to everyday medical encounters ,Formulate a well-designed health care plan for the whole community, keeping in mind the importance of prevention, health promotion, and education, and Lead a medical group in discussions about cases and decision-making

## A- Aims:

1. To introduce the concept of emergency medicine as a specialty
2. To understand how to deal efficiently with acute diseases
3. To be able to provide a comprehensive patient-centered management plan and be able to deal with uncertainty in diagnosis
4. Recognize when and how to refer patients
5. To be able to apply communication skills with children, adolescents, adults, and older adults and lay the foundation for a longitudinal doctor-patient relationship
6. To identify the basic elements of medical records and documentation
7. To understand the basic principles of evidence-based medicine

**B- Intended Learning Outcomes (ILOs):** Upon successful completion of this course, students will be able to ...

1. Apply the concepts of whole patient care in terms of social, pathological, and psychological aspects of health and disease
2. Recognize the difference between disease and sickness and understand illness behavior
3. Communicate appropriately with different groups of patients, including women, children, and older adults and in complex situations and cases.
4. Integrate clinical and basic medical knowledge to reach a proper diagnosis and an individualized management plan



5. Diagnose and manage common medical and psychological conditions, and recognize which acute cases need urgent care or referral
6. Apply the concepts of Evidence-Based Medicine and Evidence-Based Practice to everyday medical encounters ,Formulate a well-designed health care plan for the whole community, keeping in mind the importance of prevention, health promotion, and education,and Lead a medical group in discussions about cases and decision-making

**23. The matrix linking the intended learning outcomes of the course -CLO's with the intended learning outcomes of the program -PLOs:**

PLO's * CLO's	1	2	3	4	5	6	Descriptors**		
							A	B	C
1		✓					✓		
2	✓							✓	
3				✓	✓				✓
4							✓		
5			✓			✓		✓	
6									✓
7							✓		
8									✓

**\*Linking each course learning outcome (CLO) to only one program outcome (PLO) as specified in the course matrix.**

**\*\*Descriptors are determined according to the program learning outcome (PLO) that was chosen and according to what was specified in the program learning outcomes matrix in clause (21).**



## 24. Topic Outline and Schedule:

Students are required to attend the Student Scientific Day, conducted virtually at the start of each semester for all participants in the selective medicine specialty. A soft copy of the lecture materials is emailed to all students prior to the commencement of the rotation.

<b>I- Advanced cardiac life support (1)- Dr. Ihab Alasasfeh</b>	
	1. To perform cardio-pulmonary resuscitation
	2. To follow the Cardiac arrest algorithm for shockable and non-shockable rhythms
	3. The treatment of common tachy and brady dysrhythmias
	4. Chemical vs electrically synchronized cardioversion
	5. Atropine vs percutaneous pacing
<b>II- Advanced cardiac life support (2)- Dr. Akram Alnababteh</b>	
	1. To differentiate between unstable angina, NSTEMI, and STEMI
	2. To diagnose STEMI and to recognize the site of coronary occlusion on ECG.
	3. To know the treatment of ACS
	4. Important timing for thrombolytics vs PCI
	5. The universal scoring system to predict future major cardiac events
	6. Stroke vs Stroke mimics
	7. Ischemic vs Haemorrhagic Stroke
<b>III- Chest pain in ED, how to approach- Dr. Mahmoud Yasin</b>	
	1. Life-threatening vs Simple chest pain causes
	2. Investigations vs resuscitation
	3. Cases and scenarios for different chest pain presentations in the ED
	4. Role of POCUS in narrowing the differential diagnoses
<b>IV- The primary survey of trauma patients- Dr. Ahmad Alhawarat</b>	
	1. Identify the ABCDE approach to trauma patients
	2. Managing ABCDE according to priority
	3. Indication of blood transfusion
	4. Recognise of life-threatening conditions in trauma and how to manage them
	5. Discuss the secondary survey in trauma
	6. Discuss the adjuncts to the primary survey and the importance of FAST
<b>V- Shock In ED, how to approach- Dr. Mohammad Farraj</b>	
	1. Introduction to types of shock and how to differentiate between them
	2. Investigation vs resuscitation
	3. Management of each type of shock in the ED
<b>VI- Core rounds - Dr. Ihab Alasasfeh</b>	





	1. Random topics in Emergency medicine, by EM specialist
	2. Point of care ultrasonography POCUS in ED
	3. on a weekly basis, every Wednesday (08:30 -10:00)
VII-	<b>Grand rounds – Dr. Ihab Alasasfeh</b>
	1. Random topics in Emergency Medicine, by EM residents
	2. On a weekly basis, every Wednesday (10:00 – 11:30)

## 25. Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	*Mark wt.	CLO's					
		1	2	3	4	5	6
First Exam (End of rotation –clinical examination mini OSCE :history and physical examination) )	30 %	✓	✓	✓	✓	✓	✓
Final Exam (MCQ ) ( 17-20 MCQs out of 100 for the total course of Selected medical specialties) )	50%	✓	✓	✓	✓	✓	✓
**Class work (student performance evaluation )	20 %	✓	✓	✓	✓	✓	✓
Total 100%	100%						

\* According to the instructions for granting a Bachelor's degree.

\*\*According to the principles of organizing semester work, tests, examinations, and grades for the bachelor's degree.

1. Students are assessed on morning and evening shifts during clinical encounters by residents running the Emergency department who mark the following skills: Attendance, Clinical skills (history-taking and physical exam), Attitude & professionalism, Clinical reasoning, and Communication skills.
2. Consultants assess students on Wednesday, academic days.
3. End-of-rotation assessment done by consultants in the ED evaluating history taking and physical exam

### Final exam specifications table

(This Table is completed on a separate form by course coordinators prior to conduction of each exam according to Accreditation and Quality Assurance Centre procedures and forms)

No. of questions/ cognitive level						No. of questions per CLO	Total exam mark	Total no. of questions	CLO Weight	CLO no.
Create %10	Evaluate %10	analyse %10	Apply %20	Understand %20	Remember %30					



										1
										2
										3
										4
										5

**26. Course Requirements:**

(e.g.: students should have a computer, internet connection, webcam, account on a specific software/platform...etc.):

Equipment used during clinical evaluation in general, including, but not exclusive to, sphygmomanometer, otoscope, and ophthalmoscope.

**27. Course Policies:**

- Concerns or complaints should be expressed in the first instance to the module lecturer; if no resolution is forthcoming, then the issue should be brought to the attention of the module coordinator (for multiple sections), who will take the concerns to the module representative meeting. Thereafter, problems are dealt with by the Department Chair, and if still unresolved, the Dean and then ultimately the Vice President. For final complaints, there will be a committee reviewing the grading of the final exam.
- For more details on University regulations, please visit: <http://www.ju.edu.jo/rules/index.htm>

A- Attendance policies: Attendance checks on the student's logbook by the resident being shadowed at the end of each shift and by the consultant directly on academic days

B- Absences from exams: Make-up exams need to be done.

C- Health and safety procedures: Explained at the bedside

D- Honesty policy regarding cheating, plagiarism, misbehavior; see above

**28. References:**

Required book(s), assigned reading and audio-visuals:

Rosen's Emergency Medicine.

2- Tintinalli's Emergency Medicine



29. Additional information:

Name of the Instructor or the Course Coordinator:

Signature:

Date:

05-07-2025...

Dr. Ihab Alasasfeh,  
Name of the Head of Quality Assurance  
Committee/ Department

Signature:

Date:

Dr Enas Al Zayadneh  
Name of the Head of Department

10-7-2025

Professor Ayman Mismar  
Name of the Head of Quality Assurance  
Committee/ School or Center

Signature:

Date:

Professor Ayman Wahbeh  
Name of the Dean or the Director

Date:

Signature:

10/7/2025

Professor Ayman Wahbeh

Date:

10/7/2025

