The University of Jordan

الجامعة الاردنية

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

1.	Course Title	Medicine-1
2.	Course Number	0508414
3.	Credit Hours (Theory, Practical)	12 hours
	Contact Hours (Theory, Practical)	40 hours/week
4.	Prerequisites/ Corequisites	Successfully passing third year
5.	Program Title	Doctor of Medicine
6.	Program Code	05
7.	School/ Center	School of Medicine
8.	Department	Internal medicine.
9.	Course Level	Undergraduate
10.	Year of Study and Semester (s)	Fourth year
11.	Program Degree	Bachelor
12.	Other Department(s) Involved in Teaching the Course	None
13.	Learning Language	English
14.	Learning Types	☐Face to face learning ☒Blended ☐Fully online
15.	Online Platforms(s)	☒Moodle ☐Microsoft Teams
16	Issuing Date	24/12/2023
17.	Revision Date	2025/5/11

18. Course Coordinator:

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19. Other Instructors

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20. Course Description:

This course covers through twelve weeks of programmed clinical training, lectures and seminars the study of diseases that affect humans including methods of history taking and performing the physical examination to reach into a diagnosis by studying these signs and symptoms. Additionally, the course covers the therapeutics and interventions used in the treatment of such diseases. Experienced people are invited to give lectures or a variety of interactive activities.

B- Aims:

1. To highlight the concept of health and disease and provide knowledge of the common medical disorders
2. To offer information regarding approach to patients, identification of disease, reaching diagnosis, and how to provide care and respond to patient needs.
3. To help students develop skills about how to obtain medical history and perform physical examination, and how and what investigations to request. Also, to assist the student to develop skills of interviewing, communication, and rapport establishment.
4. To provide the students with information regarding formulation, broad lines of management and safety use of medications and drug interactions

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.	☐	☐	☒
2.	☐	☒	☐
3.	☒	☐	☐
4.	☐	☐	☒
5.	☐	☒	☐
6.	☒	☐	☐
7.	☐	☐	☒
8.	☒	☐	☐

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

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.	✓	✓					**1. Review the anatomy and pathophysiology of respiratory, cardiovascular, gastrointestinal, renal, endocrine, hematology/oncology, infectious diseases, and rheumatology systems.**
2.		✓	✓	✓	✓	✓	**2. Collect relevant clinical information and perform comprehensive medical exam.**

3.		✓	✓	✓	✓	✓	**3. Interpret relevant functional tests in each discipline.**
4.		✓	✓	✓	✓	✓	**4. Interpret common findings on different imaging modalities for each system.**
5.		✓	✓	✓	✓	✓	**5. Demonstrate the ability to analyze collected data and formulate a management plan.**
6.		✓	✓	✓	✓	✓	**6. Emphasis the concept of primary prevention in medicine.**
7.		✓	✓	✓	✓	✓	**7. Ensure that the student exhibit the highest standards of professional attitude towards patients, colleagues and supervisors.**

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	7	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:

Week	Topic	Student Learning FOutcome (SLO)	Descriptors **	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	Respiratory system	1.1 Review the anatomy and pathophysiology of respiratory system. 1.2 Comprehend symptoms and signs of various pulmonary problems. 1.3 Acquire the skills needed to approach patients with respiratory symptoms and signs, and to use these skills to facilitate history taking and physical examination. 1.4 Interpret pulmonary function tests and arterial blood gases. 1.5 Interpret common findings on Chest x-ray 1.6 Approach and outline the management for patients with chronic obstructive pulmonary disease, thromboembolism, lung cancer, bronchiectasis, bronchial asthma, pulmonary hypertension, acute respiratory distress, pneumonia, pleural disease, obstructive sleep apnea, Interstitial lung disease and respiratory failure	K S C	Face to face - Morning educational rounds - Daily seminars - History taking and physical examinations - Closing rounds - Live meeting	Teams for live meetings	Synchronous	Evaluation/ attendance and discipline End of semester OSCE Final written exam	
Week	Topic	Student Learning Outcome (SLO)	Descriptors **	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources

Week	Topic	Student Learning Outcome (SLO)	Descriptors **	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchrono	Evaluation Methods	Resources
2	Cardiology	2.1 Review the anatomy and physiology of cardiovascular system 2.2 Comprehend symptoms and signs of cardiovascular conditions 2.3 Acquire the skills needed to approach patients with cardiovascular symptom and signs, and to use these skills to facilitate history taking and physical examination. 2.4 Interpret basic electrocardiogram for common cardiac conditions. 2.5 Approach and outline the management for patients with Ischemic heart disease, Acute coronary syndrome, Arrhythmias, basic concepts about congenital heart disease, Cardiac arrest, Pericardial disease, Valvular heart disease, Rheumatic fever, Infective endocarditis, Core pulmonale, Cardiac tumors, Peripheral vascular disease, Lipid disorder, Cardiomyopathies, Myocarditis, Heart failure and Hypertension. 2.6 Emphasis the concept of primary prevention of cardiovascular diseases with lipid management and hypertension treatment especially in out-patient clinic setting.		Face to face - Morning educational rounds - Daily seminars - History taking and physical examinations - Closing rounds - Live meeting	Teams for live meetings	Synchronous	Evaluation/ attendance and discipline End of semestre OSCE Final written exam	
Week	Topic	Student Learning Outcome (SLO)	Descriptors **	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
3	Gastroenterology	3.1 Review the anatomy and physiology of gastro-intestinal system 3.2 Comprehend symptoms and signs of gastro-intestinal conditions 3.3 Acquire the skills needed to approach patients with gastroontestinal symptom and signs, and to use these skills to facilitate history taking and physical examination. 3.4 Interpret liver function tests. 3.5 Approach and outline the management for patients with Jaundice, Autoimmune liver disease, Complications of liver diseases, chronic viral hepatitis, Acute viral hepatitis, Peptic ulcer disease, Pancreatitis, Gastrointestinal hemorrhage, Inflammatory bowel disease, Esophageal disorders, Irritable bowel syndrome, Gastrointestinal infections, Chronic diarrhea, Malabsorption syndrome, celiac disease and Gall bladder diseases.	K S C	Face to face - Morning educational rounds - Daily seminars - History taking and physical examinations - Closing rounds - Live meeting	Teams for live meetings	Synchronous	Evaluation/ attendance and discipline End of semester OSCE Final written exam	

Week	Topic	Student Learning Outcome (SLO)	Descriptors **	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
4	Nephrology	4.1 Review the anatomy and physiology of the renal system. 4.2 Comprehend the symptoms and signs of renal conditions. 4.3 Acquire the skills needed to approach patients with renal symptom and signs, and to use these skills to facilitate history taking and physical examination. 4.4 Interpret urine analysis for common renal conditions. 4.5 Interpret acid base and electrolytes disturbances 4.6 Approach and outline the management for patients with Proteinuria, Hematuria, Glomerulonephritis, Tubular interstitial diseases, Lupus nephritis, Urinary tract infections, Acute renal failure, Chronic renal failure, Renal replacement therapy, Renal stones, Diabetic nephropathy, Hypertension and Polycystic kidney disease.	K S C	Face to face - Morning educational rounds - Daily seminars - History taking and physical examinations - Closing rounds - Live meeting	Teams for live meetings	Synchronous	Evaluation/ attendance and discipline End of semester OSCE Final written exam	
5	Hematology	5.1 Review the physiology of the hematopoietic and coagulation systems. 5.2 Comprehend symptoms and signs of hematological conditions. 5.3 Acquire the skills needed to approach patients with hematological symptom and signs, and to use these skills to facilitate history taking and physical examination. 5.4 Interpret blood films for common hematological conditions. 5.5 Interpret coagulation and clotting disturbances 5.6 Approach patients with anemia including: Iron deficiency anemia, Megaloblastic anemia, Aplastic anemia, Acquired hemolytic anemia, RBC enzymopathies and Hemoglobinopathies 5.7 Evaluate and outline the management for patients with Iron overload disorders. 5.8 Approach patients with Bleeding disorders, Platelets disorders, Hemophilia, Thrombophilia and other bleeding disorders. 5.9 Approach and outline the management for patients with Acute leukemia, Chronic leukemia, Chronic myeloproliferative disorders, Lymphomas and Plasma cell disorders. 5.10 Distinguish basic concepts about bone marrow and stem cell transplantation. 5.11 Specify the indications and safety principles of blood transfusion.	K S C	Face to face - Morning educational rounds - Daily seminars - History taking and physical examinations - Closing rounds - Live meeting	Teams for live meetings		Evaluation/ attendance and discipline End of semester OSCE Final written exam	

Resources

6	Endocrinology	6.1 Define the pathophysiology of Diabetes Mellitus. 6.2 Diagnose and treat patients with Diabetes Mellitus. 6.3 Prevent and recognize complications of Diabetes Mellitus. 6.4 Approach and outline the management of patients with hypothalamic adrenal axis disorders, pituitary and adrenal disorders, overview of pituitary tumours, Hirsutism, Thyroid disorders, Endocrine hypertension, Reproductive endocrine disorders, Calcium disorders and Osteoporosis	K S C	Face to face - Morning educational rounds - Daily seminars - History taking and physical examinations - Closing rounds - Live meeting	Teams for live meetings		Evaluation/ attendance and discipline End of semester OSCE Final written exam	
** K: Knowledge, S: Skills, C: Competency								

25. Evaluation Methods:

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

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

Evaluation Activity	Mark	Topic(s)	CLOs	Descriptors **	Period (Week)	Platform
Evaluation/ attendance and discipline	20	Respiratory System	1.1/1.2/1.3/1.4/1.5/1.6	K S C	2 weeks	Seminar rooms Outpatient clinics at Jordan University Hospital, JRMS, Ministry of Health, Private Sector
		Cardiology	2.1/2.2/2.3/2.4/2.5/2.6		2 weeks	
		Gastroenterology	3.1/3.2/3.3/3.4/3.5		2 weeks	
		Nephrology	4.1/4.2/4.3/4.4/4.5/4.6		2 weeks	
		Hematology	5.1/5.2/5.3/5.4/5.5/5.6/ 5.6/5.7/5.8/5.9/5.10/5. 11		2 weeks	
		Endocrinology	6.1/6.2/6.3/6.4		2 weeks	
End of semester OSCE	30	Respiratory System Cardiology Gastroenterology Nephrology Hematology Endocrinology	1.1/1.2/1.3/1.4/2.1/2.2/ 2.3/2.4/2.5/3.1/3.2/3.3/ 3.4/4.1/4.2/4.3/4.4/4.5/ 4.6/5.1/5.2/5.3/5.4/5.5/ 5.6/5.6/5.7/5.8/ 5.9/5.10/5.11/6.1/6.2/6 .3/6.4	K S C	End of first or second semester	Jordan University Hospital
Final written exam	50	Respiratory System Cardiology Gastroenterology Nephrology Hematology Endocrinology	1.1/1.2/1.3/1.4/2.1/2.2/ 2.3/2.4/2.5/3.1/3.2/3.3/ 3.4/4.1/4.2/4.3/4.4/4.5/ 4.6/5.1/5.2/5.3/5.4/5.5/ 5.6/5.6/5.7/5.8/5.9/5.1 0/5.11//6.1/6.2/6.3/6.4	K S C	End of academic year (June of each year)	Exambuilder

** K: Knowledge, S: Skills, C: Competency	

*** 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.**

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:

- ✓ **Seminar rooms**
- ✓ **Outpatient clinics**
- ✓ **Inpatient hospital**
- ✓ **Internet connection**
- ✓ **Online educational material using Moodle (Electronic Videos and Activities)**

A simulated clinical environment for OSCE (Real or Simulated Patients)

Teaching Methods and Assignments:

Development of ILOs is promoted through the following <u>teaching and learning methods</u>:

- ✓ **Morning educational rounds**
- ✓ **Daily seminars**
- ✓ **History taking and physical examinations**
- ✓ **Closing rounds**
- ✓ **Discussion sessions and forums**
- ✓ **Daily live meetings through Microsoft teams**

27. Course Policies:

A- Attendance policies:

Attendance will be monitored by the course coordinator. Attendance policies will be announced at the beginning of the course.

B- Absences from exams and handing in assignments on time:

Will be managed according to the University of Jordan regulations. Refer to http://registration.ju.edu.jo/Documents/daleel.pdf

C- Health and safety procedures:

Faculty Members and students must at all times, conform to Health and Safety rules and procedures.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this course and also integrity in your behavior in and out of the classroom. Students violate this policy would be subjected to disciplinary action according to University of Jordan disciplinary policies.

E- Grading policy:

Grade-point average, Rules are preset by the Faculty and Department Councils

F- Available university services that support achievement in the course:

Availability of comfortable lecture halls, data show, internet service and E learning website https://elearning.ju.edu.jo/ .

28. References:

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

1- Macleod's clinical examination, J. Alastair Innes, Anna R Dover, Karen Fairhurst, 14th edition.
2- Harrison's textbook of internal medicine, Joseph Loscalzo, Anthony Fauci, Dennis Kasper, Stephen Hauser, Dan Longo, J. Larry Jameson, 21st edition.
3- Davidson' Principles and Practice of Medicine, Ian D Penman, Stuart H. Ralston, Mark W J Strachan, Richard Hobson, 24the edition.
4- Kumar and Clark's Clinical Medicine, Adam Feather, MBBS, FRCP, FAcadMEd, David Randall, MA, MRCP and Mona Waterhouse, 10th edition.

B- Recommended books, materials, and media:

Medical library: textbooks, journals, periodicals/ Web based resources:

1. https://www.uptodate.com/
2. MEDLINE Home (nih.gov)

PubMed (nih.gov)

29. Additional information:

Name of the Instructor or the Course Coordinator: Dr.Omar Alqudah MD	Signature:	Date: 8/7/2025
Name of the Head of Quality Assurance Committee /Department Enas Al-Zayadneh	Signature:	Date: 10/7/2025
Name of the Head of Department Professor Hussam Hawari	Signature:	Date: 9-7-2025
Name of the Head of Quality Assurance Committee/ School Professor Ayman Wahbeh	Signature:	Date: 10/7/2025
Name of the Dean Professor Ayman Wahbeh	Signature:	Date: 10/7/2025

الجامعة الأردنية كلية الطب UNIVERSITY OF JORDAN SCHOOL OF MEDICINE