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ABSTRACTS BOOKLET
Integrated Multisystem Course: Bridging the Gap between Medical Basic Sciences and Clerkship

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Background

Our college is a four- year old medical school. The school curriculum is a customized, community oriented; hybrid problem- based learning (PBL). It is composed of three phases: phase I is the premedical year, phase II is the basic medical sciences, and phase III is the clinical sciences. Phase II curriculum is organ system based. We have anticipated the need for a course that will integrate the different system based blocks and ease up the students’ transition from phase II to phase III. Therefore, a unique and exciting integrated multi system course was conceived in the curriculum at the end of phase II. The content of this course focuses on correlating the basic medical knowledge with the acquired clinical and diagnostic skills. This course is delivered through a holistic integrative multidisciplinary and multiprofessional approach.

Summary of work

A planning committee was formed to design this course. The multidisciplinary and multiprofessional nature of the committee membership, serve the purpose of full integration of the systems and provides a real life medical experience. Based on literature review, we composed the content of the course to represent the 15 most common clinical presentations in an ambulatory setting. The course is delivered through lectures, seminars, and PBL tutorials including multidisciplinary complex cases with concentration on acquiring clinical skills and competence in simulation laboratory.

Summary of results

We believe this approach will enhance and correlate the students basic and clinical medical knowledge of all systems in a real life setting. It will also emphasize the facts that they are dealing with a patient rather than a disease.

Conclusions

Although this course enhances the students clinical skills and integrates their medical knowledge, further investigation is needed to confirm the education value of this novel approach.