Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution :**KING SAUD UNIVERSITY**
College: **APPLIED MEDICA SCIENCES** Department :**CLINICAL LABORATORY SCIENCES**

A Course Identification and General Information

1. Course title and code.: **Clinical PRACTICE in MICROBIOLOGY (CLS 417):Cr Hr : 3 (1+2)**
2. If course is taught in more than one section indicate the section to which this report applies
3. Year and semester to which this report applies. **(year 1432/1933 /2011/2012) 1ist SEMESTER)**
4 Location (if not on main campus) : main campus ,Building 24 :Main CAMPUS

B-Faculty

C-Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
1.Bacteriological culture media Basic constituents / preparation / sterilisation,Types of bacteriological culture media	7	7	
2.Urine Specimens – Types of / collection Processing for chemical analysis	7	7	
3.Bacteriology of urine specimens continued ...Pathogens isolated from urine specimens Processing of urine specimens for routine culture , sterile pyuria, predisposing frs,virulence,susceptibility testing	7	7	
4- General bench specimens: CSF / Pus / Ear/Conjunctiva / Genital / Nasal / Throat-indications for taking these specimens / collection / processing	7	7	

5- Blood culture /Indications for., No& Timing and technique for blood collection, manual / Automated processing of blood cultures. Commonly isolated organisms &their identifications	7	7	
6-Upper respiratory tract infections and lower respiratory tract infections, Sputum culture / Indication for / Collection ,Processing/acceptability, of sputum in routine respiratory tract infections	7	7	
7- Processing of sputum in pulmonary tuberculosis by conventional / automated methods .Antimycobacterial susceptibility testing by conventional and automated methods .Nocardia & actinomyces,& anaerobes in LRT	7	7	
8- Stools specimens / indications for culture Pathogens isolated from faecal specimens, processing of stool cultures, identification of isolates, secretory vs inflammatory diarrhoeas, identification of isolates &species, strains differentials, pathogenesis and virulence factors, and susceptibility testing	7	7	
9-Preparation of stools specimen for examination of parasites,infective,and diabnostic stages,relenent clinical specimens and new techniques in diagnosis	7	7	
10- Commonly used serological tests in clinical bacteriology Widal / CFT / ASO, Serological test of syphilis specific and non-specific: RPR,VDRL,TPHA, FTA ,CRP, Pregnancy test, TORCH, organ transplant matching(MHC)& FC	7	7	
11-.Rapid review in diagnosis of common viral infections; Tissue culture types- CPE CPE / EIA / Immunofluorescense	7	7	
12-Sexally transmitted diseases, skin lesions ,and general swabs, relevant organisms, and criteria for la diagnosis	7	7	
13- Rapid review in diagnosis of common fungal infections - Microscopic examination and culture of specimens in mycology, antifungal E tests , sugar assimilation yeast identification,and pathogenesis.	7	7	
14-sum up course revision TOTAL CONTACT HOURS	98	98	

2. Consequences of Non Coverage of Topics

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program
NONE		

3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties .
		No	Yes	

a. Knowledge	i-.Description of the knowledge to be acquired Recognize the different categories of bacteria -correct handling and processing of different clinical specimens,sterile/non sterile ones, relevant media for isolation and identifications recognize various aetiology in relation to patient-disease- status (bacteria,viruses,parasites,fungi,,and Their immune reponses) -results interpretation, treatment follow up ,and strategy for disease control •familiar with all the update research in this field. ,and its benefits from recent research scientific exchange. ii)-Methods of assessment of knowledge acquired • Student reports for the course • Short quizzes in class and Lab. (ii) Teaching strategies to be used to develop that knowledge • In-class lecturing where the previous knowledge is linked to the current and future topics • Homework assignments • Tutorial discussions			
b. Cognitive Skills	Capacity to collect the data that helping to gain more information about specific subject. Awareness of exploration of library system. Customized to search for learning and gain knowledge from text books and web sites Internet. Methods of assessment of students cognitive skills Student report will evaluate their benefits. Short quizzes in class Major and final exams ,problem solving exams,case report discussions ,Checking the homework assignments			

c. Interpersonal Skills and Responsibility	These includes: •Work independently and as part of a team. •Manage resources, time and other members of the group •Communicate results of work to others •Submitting oral reports during the laboratory session. Teaching strategies to be used to develop these skills and abilities • Conducting group experiments and writing group reports • Deep application in software programs. Homework related to the recent research. (iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility Laboratory exams Assessment of the laboratory reports Grading homework assignments Working in groups. Student evaluation by teacher.			
d. Numerical and Communication Skills	(i) Description of the skills to be developed in this domain. -pationt information recording on the computer for analysing and processing the experimental data statistically validation -power point presentation Report writing (ii) Teaching strategies to be used to develop these skills Writing laboratory reports Incorporating the use and utilization of computer in the course requirements Lectures. Home assignment (iii) Methods of assessment of students numerical and communication skills o Evaluating the laboratory written reports o Home assignment			

e Psychomotor Skills (if applicable)	These includes: Capacity to use appropriate Lab-equipments Able to collect, handle ,store, &processing safely various clinical specimens to reach final diagnosis -Strategies to fulfil these are: Laboratory training, practice under supervision, and work assignment -Assessment methods by practical exam.			

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- **Weekly tour to KKUH Lab to be acquainted with various clinical specimens handling and processing that are related to course content**
- **Strengthen of safety measures and lab quality control and results validation .**

C. Results

1 Number of students commencing the field experience: (17)

2 Number of students completing the field experience: (16)

3 Result Summary:

Passed: No (16) Per[illegible]96%) Failed[illegible] Percent 6%
Did not complete No Percent

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A	4		95-100	3	70-47	2
B	3		90-94	1	65-69	3
C	3		85-89	1	60-64	3
D	6		80-84	2	< 60	1
F	1	OR	75-79	1		
Denied Entry			**Denied Entry**			
In Progress			**In Progress**			
Incomplete			**Incomplete**			
Pass	17		**Pass**			16
Fail	0		**Fail**			1
Withdrawn			**Withdrawn**			1

5 Special factors (if any) affecting the results **no**

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

a. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)

Method(s) of Verification	Conclusion

D Resources and Facilities

1. Difficulties in access to resources or facilities (if any)	2. Consequences of any difficulties experienced for student learning in the course.

E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.

H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s) • **Continue looking for amyl oration and updating the course according to the international bench marks.**	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

2. Other action taken to improve the course this semester/year