**GENERAL SURGERY**

**(SURG-351)**

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Subject Title : General Surgery

Block Code & Number : SURG-351

Credit Hour : 8

Subject Duration : 36 Weeks

Subject Dates : 11th of September 2011 – 13th June 2012

Subject Chair : Dr. Khayal Al Khayal

**Learning Objectives:**

By the end of this subject students should be able to:

* Understand and acquire knowledge about common diseases related to surgery including aetiology, pathogenesis, clinical diagnosis, differential diagnosis, needed investigations, and management plan.
* Take medical history from patients and simulated patients, interpret the findings in history and decide on body systems to be examined.
* Conduct a detailed clinical examination, elicit clinical signs, interpret findings, and link clinical findings with history findings.
* Weigh evidence from clinical examination and medical history in refining their hypotheses, generating a differential diagnosis, and deciding on laboratory and other investigations needed.
* Acquire and demonstrate professional attitude that fosters patient-cenered care, and enforces the quality of health care recommended by the college standards.
* Communicate effectively with patients, members of their family, and with his/her colleagues and supervisors.
* Practice clinical procedures and techniques recommended for their learning at this stage.
* Develop their clinical skills and clinical knowledge by using a wide range of teaching/learning strategies including lectures, bed-side learning, standardized patient, e-cases, clinical skills lab, small group discussion, and task-based learning.
* Use knowledge and skills learnt to solve new problems, justify their views with evidence from history, clinical examination and investigation results, and construct a brief management plan.

**Teaching & Learning:**

A number of teaching and learning approaches will be used in teaching/learning surgery. These can be summarized as follows:

1. **Interactive lectures**:

Lectures aims at giving an overall framework of key principles related to a particular topic. They are not meant to give full details from A to Z about a topic. Therefore, students should read textbooks and other resources recommended in order to fully understand a topic. A lecture might also aims at explaining difficult concepts, enabling students to focus on important principles, and encouraging them to further explore more details. Each lecture has its educational objectives and students should be clear about the objectives of the lecture and how to use knowledge learnt in clinical practice. Lectures also provide students with the opportunity to ask questions, and discuss difficult/unclear issues with the lecturer.

1. **Bed-side teaching/learning:**

The aims of bed-side teaching/learning are: (i) introduce students to clinical learning and hospital environment, (ii) allowing students to communicate with patients, take medical history, elicit clinical signs, and conduct clinical examination, (iii) enabling students to experience professional attitude and how to develop effective patient-doctor relationship, (iv) encouraging students to apply knowledge learnt and develop a wide range of clinical skills and competencies, and (v) introducing students to clinical practice and how to communicate with other members in the medical team such as nurses, physiotherapists, occupational therapists etc.

These sessions are very important to each medical student to achieve these objectives and students should be on time, and abide with professional code and attitude.

1. **Case-based learning:**

In these sessions students will work in small groups of 10 to 12 students to discuss a patient’s case (a written case). Time allocated for each case is 3 hours long. Students have to work on the case in the first 2 hours, then a clinical tutor will join the group to explore with them what they have discussed, and encourage them to go more deeper in their discussion or explore other issues related to the case. Cases are created to reflect the “theme” under discussion in the curriculum and enable student to consider in their discussion the following:

* Identification of presenting problems, possible causes and contributing factors.
* Generation of an enquiry plan and what they want to know to from a medical history (construct an enquiry plan).
* Interpretation of history findings and clinical signs and the use of new findings in making priorities between their hypotheses.
* Justification of their views by using supportive evidence.
* Identification of investigations needed for making a final diagnosis and discussion on how the results of these investigations can help them.
* Identification of management goals and generation of a management plan.
* Discussion of questions raised by the tutor in the last one hour of the session.

Attendance of these sessions is compulsory and it will contribute to continuous assessment. Sign your LogBook from your tutor at the end of the session.

1. **Task-based learning**

These sessions aims at enforcing self-directed learning and student-centered learning. Each of these sessions is three hours long. Students will be divided into three groups each of about 26 students (male groups) to 33 students (female groups). As shown in the tables provided in this book, each group will have a specific task and will be allocated in one of these venues (medical wards, clinical skills lab, or the computer skills lab). Tasks required from each groups have been selected and identified to reflect the “theme” identified in the curriculum. As shown in the tables provided in this book, each group has to rotate over three weeks to work on and complete the three tasks identified in the three venues (ward, clinical skills lab, and the computer skills lab). On the fourth week, all groups will start working on new tasks and so on.

Completion of these tasks will contribute to the continuous assessment. Students have to sign thir LogBook from their tutors for each of the tasks in the wards and clinical skills lab. For the e-cases (computer skills lab) our support team will be able to trace your work and whether you have completed the e-cases identified and tasks required from you or not.

Because the time for task-based learning is only 3 hours long, it might be difficult to complete your work on cases needed from you within this time. We encourage you to continue your work on the e-cases at home or at any other time you have during the week and week-end. Although we would encourage you to complete your work on the e-cases allocated for you within the time identified in the schedule (3 weeks), you could work on completion of cases at any other time during the academic year. The deadline to complete all e-cases needed from you is the last day of your end- of-the-year examination.

1. **Clinical skills sessions:**

These sessions will be undertaken in the clinical skills lab. Students will be divided into groups of 40 students each to work on specific tasks related to the “Theme” identified in the curriculum. These sessions aims at building on the clinical skills you have learnt in years 1 and 2 and enable you to practice simple clinical procedures such as ECG, catheterization and suturing wounds. Each session has it own learning objectives that link with the theme in the curriculum

**Student’s Logbook**

Ensure that your tutor sign your Logbook for the teaching/learning activities required from you to complete. The logbook aims at considering these points:

* Attendance of bed-side teaching, case-based learning and task- based sessions
* Ability to complete tasks needed from you.
* Ability to contribute to discussion, and present your findings.
* Demonstration of professional attitude.
* Demonstration of improvement in your knowledge, and clinical skills.

Regarding e-learning and e-cases, our Information Technology staff will be able to trace your performance and the cases you have completed. You do not need to sign the Logbook for e-cases.

Details about how to use the Logbook and distribution of marks are provided in the Logbook itself.