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GROUND RULES

• KSAU-HS Email is the primary method of communication.
• Student ID must be worn and visible at all times.
• Student Affairs Office is student’s first point of contact for all services and inquiries.
• KSAU-HS campus is smoke-free.
Welcome to the College of Medicine – Jeddah (COM-J) of the King Saud bin Abdulaziz University for Health Sciences (KSAU-HS). This guide has been designed for new, current and prospective student to provide you all the fundamentals and essentials of being a highly esteemed student.

In agreement with the university’s mission that fosters excellence in education, our college prides itself of being recognized as an institution that utilizes advanced concepts of best evidence-based medical education bounded by high standard core values and an academic curriculum that is problem-based, community-oriented, integrated and student-centered. This guide explains our four-year medical program that is anchored on a solid foundation and a multidisciplinary integration of basic and clinical sciences with emphasis on your progressive development in knowledge, skills, and attitude.

Additional to the academic side, this guide explains the administrative services provided to the student, an overview of the student club, & the extracurricular activities. Our goal is to ensure that all students benefit from this broad range of opportunities while studying at our college.

On behalf of the entire COM-J community and its leaders, we would like to wish you a productive and fruitful experience at our institution as you take this incredible academic journey. Good luck and we wish you all the bests!
MISSION

COM-J will prepare students in the Art and Science of Medicine in an academic setting that fosters excellence in education, research and compassionate patient care. The college graduate should thus, develop the knowledge, skills, and attitude that will enhance the health of the Saudi population and contribute to the advancement of Medicine. This mission will be carried out jointly with the existing of Ministry of National Guard health care facilities.

VISION

Our vision is to be recognized as an institution of excellence utilizing advanced concepts of evidence-based medicine and best-evidence medical education to attract the best students and faculty.

VALUES

College of Medicine - Jeddah is committed to the following values:

High Ethical Standards
Our faculty, staff and students will demonstrate the highest ethical standards, integrity, and professionalism in all of their conduct.

Relevance
The faculty, staff and students will be responsive to the needs of our community through addressing priority in health problems.

Respect and Culture Sensitivity
Our faculty, staff and students will treat others with respect and dignity, honoring community culture and traditions.

High Quality
Our faculty, staff and students will be committed to the highest standards of quality in education, research and health care services.
Leadership and Teamwork
Our college will enhance leadership skills and individual responsibility among faculty, staff and students in an interdisciplinary teamwork atmosphere.

Scientific Creativity
The College will encourage the development of new ideas in biomedical education and research.
COM-J ORGANIZATIONAL STRUCTURE

President
KSAU-HS

Vice President
Educational Affairs
KSAU-HS

Dean
College of Medicine
Jeddah

Associate Dean
Academic & Student Affairs

Chairman
Basic Medical Sciences

Chairman of Medical Education

Manager
Student Affairs

Manager Academic Affairs

Deputy Chairman
Basic Medical Sciences

Coordinator Student Affairs

Assistant Dean

Chairperson
Clinical Simulation Centers-J

Manager
Clinical Affairs

Manager
Administrative Affairs

Manager
Information Technology

Chairman Basic Medical Sciences

Manager Academic Affairs

Coordinator Student Affairs

Assistant Dean

Chairperson Clinical Simulation Centers-J

Manager CSC-J

Director’s Office
STUDY PLAN & CURRICULUM STRUCTURE

The curriculum is integrated throughout with faculty from different departments contributing to each course or block. The duration of the college program is 6 academic years for stream one (high school graduates) and 4½ academic years for stream two (university graduates) with three sequential phases:

Phase I: Premedical (Under the College of Science & Health Professions)

Stream One for High School Graduates: Two Academic Years (Preparatory Four Semesters).

During this preparatory phase, students are given intensive English language courses throughout the first three semesters to strengthen their English language and to enable them to communicate fluently. Arabic language skills and Islamic Values & Medical Ethics courses are taught in the first semester and Biology, General Chemistry, Organic Chemistry and Physics for Health Sciences courses in the second semester. In the second academic year, students are provided with the courses in Biochemistry, Behavioral Sciences, Biostatistics and introduction to Evidence-Based Medicine, Computer Sciences and Medical Informatics in the first semester and Anatomy, Histology, Physiology, Microbiology, Basic Pharmacology, Introduction to Saudi Health System and innovative Health Profession Education in the second semester.

Stream Two for University Graduates: One Academic Semester (Preparatory Semester)

During this introductory semester, students are introduced to the basic principles and practice of Problem-Based Learning (PBL), comprehensive, knowledge and applications of Computer Science and Medical Informatics, Basic Principles of Epidemiology, Research Methodology, Statistics and Evidence-Based Medicine, and Islamic Values and Medical Ethics. This semester is composed of a longitudinal intensive English language block (Medical Terminology) in addition to four blocks covering the above-mentioned subjects.
**Phase II: Medical - Two Academic Years (COM-J)**

This phase includes mainly organ/system-based blocks, which is approached in an integrated and interdisciplinary manner in relation to basic and clinical sciences and other program themes.

During the first two years, most of the teaching occurs in the College, with one day per week available for Patient and Doctor Sessions in the hospital.

<table>
<thead>
<tr>
<th>Medical Research I (MRES 302)</th>
<th>Year 3 - Medical (PHASE II)</th>
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</thead>
<tbody>
<tr>
<td>4 Credit Hours</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>Foundation Studies (FNDS 301)</td>
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**Summer**

**Medical Elective I (ELEC 303)**

3 Credit Hours

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<tr>
<th>Year 4 - Medical (PHASE II)</th>
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<tbody>
<tr>
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<tr>
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<td>11 Weeks</td>
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Phase III: Clinical Clerkship (Two Academic Years)

**Phase III Pre-requisite:** A student will progress from Phase II to Phase III when he/she successfully complete all the blocks of Phase II.

Phase III is composed of integrated clinical attachments (ICA):

These are rotations spent in the inpatient units and associated outpatient services of the KAMC. In the clinical years, the focus shifts toward full-time learning in a clinical practice setting. With this shift in emphasis, a hybrid form of PBL has been adopted, with PBL tutorial activity reduced in favor of ‘bedside’ learning. Nevertheless, PBL tutorials retain an important position in the week’s activities, providing an anchor for students’ exploration of key, assessable curriculum content throughout Years 3 and 4. There is also considerable opportunity for students to relate their clinical experiences to tutorial discussions.

<table>
<thead>
<tr>
<th>Medical Research II (MRES-511) 4 Credit Hours</th>
<th>Year 5 - Clinical (PHASE III)</th>
<th>Year 6 - Clinical (PHASE III)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
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<tr>
<td>Medicine 1:</td>
<td>Surgery 1:</td>
<td></td>
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<tr>
<td>General Medicine, Gastroenterology &amp; Hepatology, Nephrology, Pulmonology (MEDN-512) 8 Credit Hours</td>
<td>General Surgery, Urology, Pediatric Surgery (SURG-514) 8 Credit Hours</td>
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<tr>
<td>9 Weeks</td>
<td>9 Weeks</td>
<td>9 Weeks</td>
</tr>
<tr>
<td>Surgery 1:</td>
<td>Family &amp; Community Medicine (FCMD-613) 8 Credit Hours</td>
<td>Pediatrics (PEDA-611) 8 Credit Hours</td>
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<tr>
<td>General Surgery, Urology, Pediatric Surgery (SURG-514) 8 Credit Hours</td>
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<tr>
<td>9 Weeks</td>
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<thead>
<tr>
<th>Medical Research II (MRES-511) 4 Credit Hours</th>
<th>Year 5 - Clinical (PHASE III)</th>
<th>Year 6 - Clinical (PHASE III)</th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
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<tr>
<td>Medicine 2:</td>
<td>Surgery 2:</td>
<td></td>
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<tr>
<td>Cardiology, Dermatology, Physical &amp; Geriatric Medicine, Hematology &amp; Oncology, ICU (MEDN-513) 8 Credit Hours</td>
<td>Orthopedics, Plastic Surgery, Anesthesia (SURG-515) 8 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>9 Weeks</td>
<td>9 Weeks</td>
<td>9 Weeks</td>
</tr>
<tr>
<td>Surgery 2:</td>
<td>Obstetrics &amp; Gynecology (OBGN-612) 8 Credit Hours</td>
<td>Special Senses &amp; Mental Health: ENT, Ophthalmology, Adult Neurology, Psychiatry (SSMH-614) 8 Credit Hours</td>
</tr>
<tr>
<td>Orthopedics, Plastic Surgery, Anesthesia (SURG-515) 8 Credit Hours</td>
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<tr>
<td>9 Weeks</td>
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Internship Program (One Year)

Students who successfully complete the requirement of the 4 academic years will start the Internship program. The program is provided to KSAU-HS medical students & its structured framework is facilitated and monitored by COM-J. For further details you can visit (Internship at KSAU-HS).
MEDICAL PROGRAM FEATURES AND THEMES

The student centered curriculum aims to produce medical graduates who are committed to rational, compassionate health care and medical research of the highest quality.

Some of the features that distinguish this program include:
- Early clinical experience,
- Integration of subjects within and across years,
- The use of new information technologies,
- A focus on clinical reasoning,
- And assessments that emphasize relevance, feedback and comprehensiveness.

Medical Program Themes

Five themes extend throughout the four years of the Program. The curriculum themes provide the framework for the curriculum and for assessment.

1. The Basic and Clinical Sciences Theme: is the most substantial and includes the pre and Para-clinical disciplines as well as the major clinical disciplines.
2. The Community and Doctor Theme: deals with population health issues.
3. The Patient and Doctor Theme: deals with the range of clinical skills that students need to acquire.
4. The Personal and Professional Development Theme: covers ethics, medical humanities and professionalism.
5. Evidence-Based Medicine Theme: is designed to encourage students to extend their clinical reasoning skills in such a way as to take into account relevant, valid, up-to-date biomedical research.

These themes represent a radical departure from the traditional organization of medical courses around pre-clinical disciplines such as Anatomy and Physiology and clinical disciplines such as Medicine and Surgery. The theme structure ensures that the students' knowledge and skills develop systematically over four years. There is an initial focus on basic sciences and early clinical skills and a later emphasis on
clinical knowledge, skills and judgment.

The themes and their relative representation in the curriculum are:

- Basic and Clinical Science (BSC) - 50%
- Patient and Doctor (PT) - 25%
- Community and Doctor (CD) - 12.5%
- Personal and Professional Development - (PPD) - 10%
- Evidence Based Medicine (EBM) - 2.5%

Medical Program Objectives

The themes are the framework for the Program Objectives, that is, the students’ achievements over the four years, in preparation for internship and beyond. Students are required to demonstrate satisfactory performance in all five themes throughout the program.

Basic and Clinical Science Theme

Graduates of the College of Medicine, King Saud bin Abdulaziz University for Health Sciences will demonstrate the ability to:

- Apply an understanding of normal and abnormal human structure, function and behavior to the diagnosis, management and prevention of health problems.
- Use the best available evidence on outcomes to prevent or cure disease, relieve symptoms or minimize disabilities, analyze clinical data and published work, to determine their validity and application.
- Participate in the generation, interpretation, application and dissemination of significant advances in medical knowledge.
- Recognize the limits to scientific knowledge and understanding, and the continuing nature of all scientific endeavors.
**Patient and Doctor Theme**

Graduates of the College of Medicine, King Saud bin Abdulaziz University for Health Sciences will demonstrate:

- Understanding of the therapeutic nature of the patient-doctor relationship and the impact of the individual characteristics of both patient and doctor on that relationship.
- The ability to identify issues of concern to patients, families and care givers and respond to those concerns using whatever means necessary for effective communication.
- The ability to elicit and interpret clinical symptoms and signs by interviewing and examining patient systematically and with sensitivity, and to use this information to guide further investigations.
- The ability to perform important clinical procedures particularly those vital in life threatening situations.
- Ethical behavior in meeting the needs of patients and families; concern for the confidentiality and respect for individual autonomy, enabling patients and their families to make informed decisions in relation to their medical care.

**Personal & Professional Development Theme**

Graduates of the College of Medicine, King Saud bin Abdulaziz University for Health Sciences will demonstrate:

- Commitment to compassionate, ethical professional behavior.
- The ability to work cooperatively as a member of a team accepting and providing leadership as appropriate.
- Recognition of the inevitability of decision making in circumstances of uncertainty and the capacity to make rational and sensitive decisions based on the best available evidence.
- The ability to recognize his/her personal physical and emotional needs and responses to stress, and openness to assistance in time of need.
- Ongoing commitment to the advancement of learning within a community of medical scholars.
- Skill in the recording, organization and management of information including the use of appropriate information technology.
Community and Doctor Theme

Graduates of the College of Medicine, King Saud bin Abdulaziz University for Health Sciences will demonstrate:

- Understanding of the factors, which influence the health of the population and the respective roles of the promotion of health, the prevention of illness and the treatment of disease.
- Understanding of the legal, social, economic, historical and political context of medical practice where relevant to the provision of high quality medical care and to medical research.
- The ability to identify and analyze health issues of concern to the community and to contribute constructively and rationally to the debate of these issues.
- A rational approach to resolving the tension between the medical practitioner’s responsibility for individual patients and his/her or her responsibility for the health care needs of the whole community.

Evidence-Based Medicine Theme

The Evidence-Based Medicine (EBM) component of the Program is designed to encourage students to extend their clinical reasoning skills in such a way as to take into account relevant valid, up-to-date epidemiological research. This is incorporated into the clinical reasoning model and is particularly relevant at the stage of making ‘decisions’ about diagnosis and about treatment/intervention.

Students are able to practice EBM as part of their PBL tutorials, Patient/Doctor Theme and during self-directed learning time. In order to do this they must apply skills in critical appraisal of the literature by: formulating clinical questions in a way that can be addressed by epidemiological research (i.e. what are the benefits and potential harms to my patient of this particular treatment?) Finding relevant research (by literature searching and especially by use of data bases such as the Cochrane Library), appraising the quality of studies, determining the applicability of the findings to a particular case, and integrating the findings with all the other relevant information in order to make a decision.

Examples of how Evidence-Based Medicine is incorporated in the program are if the problem of the week has a diagnostic focus, then students might be asked to consider:
• How trustworthy is the symptom, sign or test used?
• Is there any evidence in the literature about the accuracy (sensitivity and specificity)?
• How good is the available evidence?
• Do these findings change the probability of my hypotheses? How?
• What is the basis on which my diagnostic decision was made (Including both clinical and literature-based evidence)?

In problems with a management focus students might be asked to consider:
• Are there any randomized controlled trials on the treatment options?
• Are they good studies?
• What are the benefits and harms of the treatment options available?
• How do the benefits and harms weigh up?
• What is the basis on which my management decision was made?
PROBLEM BASED LEARNING

While the Curriculum Themes provide the framework for the whole program, the central feature of the educational method used in the curriculum is Problem-Based Learning (PBL) in small groups supported by lectures and theme sessions. Clinical contact begins early; from the first week of the program, students will learn generic skills of communication in a clinical setting as well as systematic history taking and physical examination.

The College of Medicine - Jeddah adopted a newly approach, the Problem Based Learning (PBL), which is defined as a collection of carefully constructed problems presented to small groups. It is an active process which requires skills different from those needed for more didactic courses.

The small group in PBL is composed of Chairperson, Scribe (Secretary) and other group members then the Tutor. The task of the group is to discuss the PBL problems and produce tentative explanations for the phenomena, described in terms of some underlying process, principles or mechanism. The tutor’s task is to stimulate the discussion, to provide students with subject-matter information when necessary, to evaluate progress being made and to monitor the extent to which each group member contributes to the group’s objectives.

In the early phase of a problem based curriculum, you need to concentrate on understanding the basic mechanisms and epidemiological evidence that might explain your clinical observations. Later in the course, you will develop a more comprehensive approach to clinical management. A common mistake is to become pre-occupied with clinical details.

**Problem Based Learning (PBL) Ground Rules & Steps in Phase II**

Ground Rules for making PBL sessions worthwhile and effective:

- Agree on roles (chairperson, scribe, members)
- Follow PBL Process.
- Stay focused.
- Feel free to generate any/many ideas (hypotheses).
• List respectfully to each person’s input: Everyone’s input is important.
• Participate honestly: When reporting back, you should represent findings in your own words (i.e. don’t read from a paper or book)
• Participate Keep an open mind; suspend personal agendas.
• Ask anything: there are no dumb questions.
• Speak only one voice at a time (no side conversations): Limit conversations to one at a time.
• Be a self-directed learner.
• Keep track of references for information presented.
• Give constructive feedback.

Problem Based Learning (PBL) Sessions & Steps:

Steps of PBL / Session 1

Step 1. Identify and clarify unfamiliar terms presented in the scenario; (cues/key words).
Step 2. Problem formulation
Step 3. Brainstorming session to discuss the problem (s), suggesting possible explanation base on prior knowledge.
Step 4. Review steps 2 and 3 and arrange explanations into tentative solutions.

Steps of PBL / Session 2

Step 5. Formulate learning objectives
Step 6. Review of learning session (Group shares results of private study).
Step 7. Inquiry plan & information gathering
Step 8. Diagnostic decision, presentation, mechanism & supporting data.
Steps of PBL / Session 3

**Step 9.** Review of learning session 2, Visualize the relationship between data & theory

**Step 10.** Management (Individual level, social level)

**Step 11.** Review & evaluation of process, problem & group, reflection on performance (own, chairman, scribe) & feedback.

**Problem Based Learning (PBL) Evaluation in Phase II**

Problem-Based Learning is an approach that fosters active self-directed learning and optimizes students’ role in the educational process. Thus, to explore the potential impact of the PBL in student’s learning and to determine facilitator’s performance, Problem Based Learning (PBL) evaluation is given to the students at the end of the whole session.

There are three components in PBL evaluation:

**First**, PBL Problems which assess how extensive the amount of learning, the stimulating problem and the relevance or importance to clinical practice will be gained by the students.

**Second**, PBL Session that measures the level of how the students’ master their leadership skills through group rapport & cooperation, depth of analysis & critical thinking and balance of participation & division of work among the group members.

**Third**, PBL Facilitators which determine the facilitator’s influential performance towards student learning by means of facilitation of the group’s sessions, knowledge and helpfulness to create a supportive group climate, well-balanced intervention within the group process without dominating, enthusiasm & respect for learning process and provision of constructive positive and negative feedback.

The duly filled PBL evaluation forms will be gathered from the students and to be submitted eventually to the Evaluation Committee to analyze and examine every issue found in the evaluation data. Then, an action plan will be made for the improvement of PBL sessions.
The main purpose of PBL evaluation is to discern to which extent the program improved students’ educational skills such as approaches to learn and acquisition of information likewise, this is in order to measure how the students’ maximize their own learning through interpersonal skills (e.g: effective communication & leadership skills) and intrapersonal skills (e.g: personal and time management).

Overall, PBL evaluation will help the students to distinguish the dynamics of self-directed learning skills from collaborations skills.

**Problem Based Learning (PBL) in Phase III**

In the Clinical Phase the students will have opportunities to engage in problem-based learning at a higher level than in Year III and IV. There is a greater emphasis on diagnosis and management rather than basic mechanisms. The students will have the same opportunity to undertake active, cooperative learning in small groups and pursue a self-directed search for information and understanding under the guidance of clinical tutors. However, the PBL tutorials are less central than in Year III and IV because of:

The opportunities to learn from real patients now take first place and PBL becomes secondary.
The week’s learning is no longer built around the PBL case of the week instead; the PBL sessions are incorporated within the block.
The time allocated for PBL is 50% less than in the first two years.
The clinical tutor may be less familiar with the PBL process and also less “involved” (in the sense that they no longer to attend a weekly briefing meeting about the same problem of the week and they will have relatively less time to prepare and think about the problem.)

**How does it work?**

In every PBL week, one student is responsible for preparing and facilitating two PBL sessions. The student will:
Design the tutorials which will engage in the process of reasoning about the case assigned to him as the group facilitator.
Prepare a clinical case outcome and to pass it on to the PBL group.
Make an outline to promote a way of thinking about the case in much the same way as the tutors utilizing the Tutor Guides in Year III and IV.

**The Clinical Reasoning Guide**

PBL in Phase III will have fourteen steps of Clinical Reasoning (CR), which will be covered in two sessions. These steps are completely different from the eleven steps of PBL in Year III and IV. Based on a student-centered approach to learning, different PBLs will be assigned to students and these students will be responsible to take a leading role of facilitating both the sessions of the PBL. A tutor will, however, be present in the second session to assist the process.

PBL in Phase III lays more emphasis on the process of clinical reasoning leading to formulation of a diagnosis and planning of management. The CR steps in the first session ends with the derivation of learning topics. The second session has strong focus on management. A tutor will be available in the second session to wrap-up the case and to extend the discussion from the points arising in the last step.
Clinical Reasoning (CR) steps for First Session:

1. Problem / Differential Diagnosis
2. History
3. Problem Reformulation
4. Examination
5. Refinement of Differential Diagnosis
6. Investigations
7. Working Diagnosis
8. EBM (Raising the Questions)
9. Management in Broader Terms
10. Derivation of Learning Topics

Clinical Reasoning (CR) steps for second Session (Self-Directed Learning):

1. Management
2. EBM (Answering the questions)
3. Progress
4. Discussion Points

The paragraphs below provide general questions, which a student facilitator can use to facilitate the CR steps. Groups can respond in different ways to a given problem and these differences can be reduced if the CR steps are followed in a similar fashion in all the groups. These paragraphs help to make the CR steps clear so that they may be easily followed.

Clinical Reasoning (CR) steps for First Session:

1. Problem/ Differential Diagnosis
   Questions/prompts:
   • What problem/s is the patient presenting with?
   • What are the most likely and important conditions to account for the problem/s?
2. **History**
   Questions/prompts:
   - What additional history do I need to make each differential diagnosis more or less likely?
   - Are there new problems/issues?
   - What alternatives should be considered?

3. **Problem Reformulation**
   Questions/prompts:
   - In light of the available history, do I need to reformulate the patient’s problems?
   - What is the differential diagnosis at this stage?

4. **Examination**
   Questions/prompts:
   - What signs on physical examination will make each diagnosis more or less likely?
   - Are there new problems/issues?
   - What alternatives should be considered?

5. **Refinement of Differential Diagnosis**
   Questions/prompts:
   - Based on this additional information, how would I refine the differential diagnosis?

6. **Investigations**
   Questions/prompts:
   - What special investigations make each diagnosis more or less likely and/or help define the disease severity?

7. **Working Diagnosis**
   Questions/prompts:
   - What is my working diagnosis?

8. **EBM (Raising the Questions)**
   Questions/prompts:
   - What are some relevant questions for which I would like more evidence from the literature in order to make decisions about diagnosis and management?

9. **Management in Broader Terms**

Clinical Reasoning (CR) steps for second Session (Self-Directed Learning):

11. Management
   Questions/prompts:
   • If left untreated, what will happen?
   • What are the available interventions?
   • What are the benefits and harms of the available interventions?

12. EBM (Answering the Questions)

13. Progress
   Questions/prompts:
   • What progress do I expect the patient will have?

14. Discussion points
   Questions/prompts:
   • What discussion points and learning topics do you think arise from this case?
GRADING SYSTEM

All Colleges of King Saud bin Abdulaziz University for Health Sciences has implemented a Unified Grading Scale for its students. All current courses are graded based on the Unified Grading Scale as presented below.

KSAU-HS Unified Grading Scale

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<tr>
<th>MARK</th>
<th>GRADE</th>
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<td>94.5</td>
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</table>

ACADEMIC WARNINGS

The Academic Warning is a notification forwarded to a student when his/her cumulative GPA score is less than 2. The minimum stated in these regulations:

1. If a student obtains a cGPA of less than 2 by the end of any semester as per College Study Plan, he/she will receive a written academic warning.
2. Students who receive a second academic warning WILL NOT be paid the stipend.
3. A student will be dismissed from the College if he/she receives three consecutive academic warnings.
EXAMINATION GUIDELINES

The following instructions are needed to strictly follow when taking an examination:

• Students must wear their respective ID cards while attending an examination.
• When a student cannot present his/her ID cards. The student should present his Saudi ID/Iqama. Such incident will be reported in the Head Invigilator’s Report. Then the student must present his/her university ID after the examination otherwise his/her exam paper will not be considered.
• Students who attend the exam after its beginning will be delayed for ten (10) minutes, provided that the consumed time from the examination in not more than thirty (30) minutes.
• Students who attend the exam after its beginning by thirty (30) minutes will not be allowed to enter the examination venue.
• Consumption of food and/or beverages in exemption of water is not permitted in the examination area.
• Students will not be permitted to have at or near their seats any books, materials or equipment, bags, cases, notebooks, textbooks, mobile phone and electronic devices (including smart watches) or any material which might be interpreted as an aid. All such materials are not allowed in the examination venue. Students may leave their belongs in their lockers or cars. If the student left his/her items outside the examination venue, university staff will not guarantee the security of the items.
• No additional time shall be allowed to any student on the ground of illness, accident or any other cause except loss of time caused by an act or omission on the part of the Assessment Unit or Block Coordinator/Director. The compensation of time shall not exceed the time actually lost.
• Students should be aware that participating in any unlawful/unethical practice, such as cheating during an examination is not permitted. Any occurrence will be subject to disciplinary action.
• Students must not communicate, either verbally or in writing, with other students.
• Students shall be seated as directed by the Invigilators all throughout the exam period. The Invigilators have the right to allocate a new seat to any student, if required.
• Students must be sitting at the correct place (if a seating plan is used) and must remain in their seat all throughout the exam period.
• Students who believe their examination performance may be adversely affected by any unusual circumstances must report the facts at the time of the examination, to the Block Coordinator/Director, Head Invigilator present.

• Students who require special needs during examination should report it to the Block Coordinator/Director at least one (1) DAY before exam conduction.

• Students must check that they have the correct examination paper and stationery and that the question paper is complete.

• Students must read the instructions on the question paper and answer sheets.

• Reading time is not normally allowed but if permitted would be included on the rubric of the examination paper.

• Students are required to write their name, student number and all particulars required on the examination paper and Optical Mark Reader Answer Sheet. If student did not write his/her name and student number, his/her exam paper might be disregarded and might be considered as failed as well as subjected to disciplinary action.

• Students are not allowed to write, draw, or make extra marking outside the allotted space in the Optical Mark Reader Answer Sheet. If found, will be subjected to disqualifying.

• In case of an exam where an OMR sheet is provided, a student should mark his/her answers only on the sheet. Marking on the question paper will not be considered into account in any case.

• Student markings on OMR sheets will be considered final, no addition, deletion or editing of any sort will be done after the end of prescribe time of an exam by a student or any member of the staff.

• A student will not have a hand on his/her answering sheet after the lapse of the exam time for any reason or circumstances.

• In case if an OMR sheet is damaged by any chance that it is unreadable by OMR machine, student answers will be transferred to new OMR sheet by respective Block Chief Coordinator/Coordinator in Assessment Unit.

• Writing on the question paper is NOT ALLOWED.

• The respective Block Chief Coordinator/Coordinator will make a note on the sheet and both sheets will be preserved for records.
• Students will be allowed to ask questions related only to typing errors or legibility issues during the last 30 minutes of the exam.
• Students must maintain silence until all scripts have been collected and they have permission to leave by the Head Invigilator.

Instructions to Students taking OSCE

• In addition to the general “Instructions for Students” following are the specific instructions for an OSCE.
• Students will proceed through the sequence of stations as assigned by the Block Coordinator/Director, Co-Coordinator/Co-Director.
• Students are required to bring their own stethoscope during the OSCE.
• Each student will be given stickers corresponds to the number of stations plus two (2) additional with his/her name and ID numbers. These stickers must be handed over to the examiner upon entering each station.
• Students are required to read instructions for each station carefully before starting the practice. Interactions with the Instructors/Examiners are not allowed.
• Students are expected to extend their respect and professional courtesy to a simulated patient(s) that are used in the course of examination which are appropriate for any clinical interaction.
• No student(s) shall discuss any part of the examination with anybody during of the exam period.
• No portion of the examination shall be retained by a student(s) after the conclusion of the exam.

Exam Discipline

• A student who is caught cheating during an examination will be subject to having his/her examination paper taken by the Invigilator and dismissed from the hall. In such case, the Invigilator will report the incident in writing and submit it with supporting documents and/or evidence to the Chief Coordinator and/or Coordinator/Director, who will investigate the matter and refer his/her findings in writing to the correspondent Associate Dean. Penalties will be imposed in accordance with the disciplinary rules issued by the University Council.
• In the event of a student causing a disturbance in the opinion of the Invigilators, he/she shall be warned, and may require withdrawing by the Head Invigilator if he/she persists. The time of his/her departure and its circumstances must be noted on the Head Invigilator’s Report.

• If a student reports that he/she has inadvertently brought an unauthorized item to his/her chair, the Invigilator must remove the item, mark the page of the answer sheet with the time of the occurrence, his/her initials and also record the details in the Head Invigilator’s Report. The student should be permitted to continue the examination and may be subject to disciplinary action.
STUDENT AFFAIRS

The Student Affairs Department plays a vital role as the representative of students to the College of Medicine - Jeddah administration. It aims to provide quality support and assistance to all COM-J students in order to facilitate a healthy learning process and contribute to their professional advancement. The Student Affairs office duty is to coordinate between students and other departments with regards to students’ activities, educational processes and academic transactions.

King Saud bin Abdulaziz University for Health Sciences (KSAU-HS) is committed to ensuring a safe, civil, learning and working environment in which the dignity of every individual is respected. All members of the University community: Students, Faculty, and Staff - share responsibility for its growth and continued well-fare. Therefore, as students of King Saud bin Abdulaziz University specifically College of Medicine - Jeddah, they are subjected to the rules, regulations and services implemented by the institution. These rules, regulations and services are detailed as follows:

Attendance Policy

- Student attendance is expected to be 100% of the sessions of each block & the duration of each session.
- Students are at risk of not being permitted to progress to the next stage of the program if attendance in compulsory sessions is below 75% in any block.
- Students who attend after five 5 minutes from the beginning of the educational sessions will be marked as absent, or as per the directive of the instructor.

Excuses

- Absences due to illnesses and other personal crises will be considered upon submission of a detailed medical report to the Office of Student Affairs within three (3) academic days from the first day of absenteeism.
- Sick leave forms submitted after the required period will no longer be accepted.
- All submitted acceptable excuses will not have an effect on the percentage of attendance. However, it will be counted as a justified absence.
Illness

- All appointments, including but not limited to medical and dental procedures, should not be set in conflict with scheduled college educational activities and examinations.
- Student absences due to illness to be considered upon submission of a sick leave report to the student affairs department within three (3) academic days from the 1st day of absence.
- The sick leave report should be from NGHA healthcare facilities.
- Sick leave report from non-NGHA healthcare facilities (Governmental Health Facilities, or Private Health Facilities) be accepted and will only override one day (1) of absence.
- All absence excuses must be handed to the student affairs officer.

Reasons beyond Control

- Official reports or notifications from relevant government offices are accepted as excuses for absence.
- In the case of death of a student’s parent, brother, sister, spouse, or children, three (3) consecutive days is credited for the student as a justified absence.

Permission for Leave

- If the student wants to attend an extracurricular activity (e.g. event, symposia, conference... etc.) that conflicts with his/her enrolled academic activities, he/she should do the following:
- Submit the documents (e.g. invitation) about to the activities he/she is attending five (5) academic days before his/her leave, with declaration for his/her role in the activity - e.g. oral presentation.
- Student Affairs will communicate with the block coordinator, and the associate dean for their approval.
- The leave should not conflict with examinations.
- This type of leaves will only override one day (1) of absence.
On Examination Day

- If a student is unable to take the scheduled examination for reasons beyond his/her control, the Associate Dean Students & Academic Affairs after reviewing the compelling reasons, would determine if the student will be allowed to take a make-up examination within a period not later than the end of the next semester, provided that only NGHA facilities sick-leaves/ medical reports are the only considered reports if the excuse is illness.
- Medical Consent can be issued to the student at the day of his/her examination with approval of the Associate Dean, Chairman of Medical Education, or Block Coordinator.
- The student should submit his/her excuses for absence to student affairs officer within three (3) days from the date of the scheduled examination. His/Her grade for the missed examination would be Incomplete “IC” and a final grade will be given after taking the make-up examination.

Attendance Violations

<table>
<thead>
<tr>
<th>Exceeding 10% of absenteeism</th>
<th>Attendance 1st Warning</th>
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</thead>
<tbody>
<tr>
<td>Exceeding 15% of absenteeism</td>
<td>Attendance 2nd Warning, with counseling with Manager Student Affairs.</td>
</tr>
<tr>
<td>Exceeding 20% of absenteeism</td>
<td>Attendance 3rd Warning</td>
</tr>
<tr>
<td>Exceeding 25% of absenteeism</td>
<td>Attendance Final Warning, with escalation to Associate Dean, Student &amp; Academic Affairs for further decision if the student is allowed to attend the final examination.</td>
</tr>
</tbody>
</table>

Dress Code

For Male Students

- Student is required to wear the official uniform of blue scrub, a white lab coat, and the personal badge clearly visible at all times.
- Regarding footwear, ONLY sport shoes & business shoes are allowed.
- Grooming is caring for the fingernails and hair. Hair must be clean, neatly groomed, and a natural color. The hair should not extend below the bottom of the shirt collar.
- In Phase III, students must wear a white lab coat, long-sleeved shirt with collar, tie, trousers, and
• appropriate business shoes.

For Female Students

• Student is required to wear the official uniform of blue scrub, a white lab coat, and the personal
  Badge clearly visible at all times.
• Students must wear their head scarves when passing or attending NON-FEMALE ONLY facilities,
  or in MALE FACULTY classes.
• Regarding footwear, ONLY sport shoes & business shoes are allowed.

Casual Thursday (Male Students Only)

• Thursday is designated as the Casual Day.
• COM Students can wear appropriate/decent casual clothing with badges clearly visible.
• Sleeveless shirts and shorts are NOT ALLOWED.
• If the examinations fall on a Thursday, students are obliged to wear the official uniform of the
  college.
• Regarding footwear, ONLY sport shoes & business shoes are allowed (Slippers, & steel-toe shoes
  are NOT ALLOWED).
• Students in the Clinical Phase are NOT INCLUDED IN THIS POLICY, they should wear the official
  uniform stated above.

Dress Code Violations

<table>
<thead>
<tr>
<th>1st Violation</th>
<th>Dress Code 1st Warning Letter</th>
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<tbody>
<tr>
<td>2nd Violation</td>
<td>Dress Code 2nd Warning Letter</td>
</tr>
<tr>
<td>3rd Violation</td>
<td>Dress Code Last Warning Letter, with escalation to Associate Dean, Student &amp; Academic Affairs</td>
</tr>
</tbody>
</table>

Code of Conduct

• The student conduct monitoring at the University of King Saud bin Abdulaziz is an integral part of
  the educational mission of the university. The monitoring is designed to provide and help main-
tain an atmosphere within the university community that is conducive to academic exploration. And it is the goal of the University to provide a safe environment for all those involved in university run or university authorized activities.

- The following behaviors provide examples of conduct that is prohibited:
  - Causing physical injury to another person.
  - Making threatening remarks.
  - Aggressive or hostile behavior that creates a reasonable fear of injury to another person.
  - Intentionally damaging university property, the property of a staff member, or the property of a KSAU-HS student.
  - Possession of a weapon while on university property or while on university business.
  - Committing acts motivated by, or related to harassment, discrimination.

- All students are responsible for reporting potentially dangerous situations immediately to student affair office or security department.

- Any student determined to have committed such violation will be subject to disciplinary action, up to and including dismissal from the university.

- Anyone engaged in violent acts (verbal or physical) on university premises will be reported to the proper authorities and fully prosecuted.

### Code of Conduct Violations:

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</tr>
</tbody>
</table>

### Services

### Eligibility for Medical Service:

- KSAU-HS students (& their spouses and children) are eligible for Health Treatment. The student can get the medical consent form from Student Affairs office which allows him/her to attend Employee Health Clinic for their health concerns.
Reference Letters:
- Simply request the reference letter from the student office in person or through the E-mail COMJ-student@ksau-hs.edu.sa.

Meals:
- Each student will have a discount for two meals (breakfast and lunch) throughout the academic year.

Wi-Fi Access:
- Students can access the internet thru KSAU-HS WR WIFI ACCESS.

Email Accounts:
- Each student will be given an email account.
- Students must change their password once it has been issued to their email accounts.
- Student Affairs will use e-mails as an official means of communicating with students.

Student Lockers:
- Each student has the right to obtain one locker to be used throughout the academic year.
- Students should fill out an application form at the Office of Student Affairs to have a locker.
- Students will be responsible for maintaining cleanliness of their respective lockers.
- College of Medicine is NOT responsible for loss, theft of what is being kept in the locker.
- The Locker subscription expires by the end of the Academic Year.
- Failure to comply with locker regulations may result in loss of locker privileges. Lockers are checked periodically by Student Affairs staff.
- Keeping food, drinks or illegal material in the lockers is prohibited.
- Permanent name signs, stickers, tape, labels, paint or any other marks are not to be placed on the inside or outside of lockers.
Staying after working hours flow:

- COMJ students may request to stay after working hours.
- Two (2) Days before tier stay the student approach student affairs office & fill up “Staying After Working Hours Form.
- The student should have a valid reason for their request & comply with security & safety regulations in this regard.
- Student Affairs will obtain the required approval then the students may collect their request forms to show it for security guards.

Admission & Registration Transactions

The student can request any of the following transaction by approaching Student Affairs office in person:

- Semester Postponement.
- Semester Drop.
- Block Drop.
- University Withdrawal.
- Transcript.
- Replacement request for a defective / lost badge.
- Resuming Study.
- Transfer from college to college.

Student Affairs will process student’s requests with respect to the following:

- KSAU-HS Study and Examination Bylaws.
- Deanship, Admission & Registration Academic Calendar.
THE MEDICAL LIBRARY

The self-directed learning approach of the College of Medicine- Jeddah requires extensive use of learning resources. The function of the library is fully automated, resulting in an efficiently integrated system.

COM-J Library support the college’s mission by providing dedicated services, effective instruction, and quality resources. To fulfill COM-J Academic, Research and Clinical requirements, COM-J library has its facilities and resources which provides to its faculty and students such as a sufficient collection of Books, Journals and Non-Book material as well as online resources.

Moreover, the College of Medicine - Jeddah library provides all medical textbooks and references as well as study carrels for individual self-directed study and reviewing audiovisual materials, along with an advanced IT center to support the rigorous demands of the PBL-structured and IT-based curriculum.

Students utilizing the College of Medicine - Jeddah library have access to professional support from the full-time Medical and IT librarians.

Purpose

The purpose of the library is to support the college’s mission by providing dedicated service, effective instruction, and quality resources. We offer informational, instructional, reference, research and educational services to the college community in support of learning, teaching, and lifelong information literacy. We provide a comprehensive collection of print, non-print and online resources.

Library Facilities & Services:

- COM-J Library has appropriate seating arrangements with well-equipped and internet connected computers for searching the literature and preparing the assignments. A separate room is also available for group study.
- Photocopy, printer and scanner are available on a limited basis.
- Inter Library Loan (ILL): Journals articles and other research materials not owned by the COM-Jlibrary can be acquired from the other libraries of KSAU-HS.
• Online Public Access Catalog (OPAC) is an online bibliography of a library collection that is available for the users; PCs can be used to search for particular item by author, title and subject etc.
• The library provides Circulation, Reference service, Literature search and also provides help in preparation of Bibliographies and Reference management.
• Digital Library Service: The Acknowledge Databases consist thousands of online Full Text Journals, Books, and Multimedia on Bio-Medical and related subjects. It can be accessed within the campus and off campus.
• User Education/Orientation: COM-J library developed required subject blocks and provide training on Ac-Knowledge database, Clinical Key, and other databases to the students in the beginning of academic year.
• COM-J Library Resources Catalogue will be sent to all students, faculty and block coordinators in the beginning of every block.
• Students are being well informed about the new arrivals.
• National Library of Medicine (NLM) Classification Scheme is being used to classify the Library literature and the books are arranged subject wise.
• There are separate sections in COM-J Library for Reference books, Periodicals, Theses, Islamic literature and New arrivals.

Library Timings

• The library is open on all college working days from 8:00 a.m. to 5:00 p.m.
• The library will remain CLOSED on public holidays and other days as announced.

General Rules

• COM-J badge ID must be kept when using the library.
• Strict silence shall be maintained in the library.
• Drinking, eating, using mobile phones, taking pictures and videos are prohibited.
• Do not write, underline or mark any library book.
Borrowing Library Materials

To borrow library materials, users must first register at the circulation desk with COM-J badge ID.

- All registered students are eligible for the library services including the borrowing of library material.
- Books will be issued for two weeks (14 days).
- Books can be renewed twice, unless they are required by another user.
- Books can be reserved for 24 hours only, each registered user may reserve a maximum of two library items.
- Overdue books fines will be SR 2 per day.
- If the student loose or damage a book, he/she will be responsible to replace the same or updated edition with processing fee of SR 30 along with overdue fines.
- If the student fails to return the book on the due date, the library will send reminder to the particular student, three times. If the student still fails to return the book, his/her Library Services, Academic Grades and Student Services will be blocked.
- As soon as the book will be returned by the user, his/her Library Services, Academic Grades and Student Services will be unblocked.
SECURITY & SAFETY DEPARTMENTS

In College of Medicine - Jeddah, you are safe and protected.

The College of Medicine - Jeddah ensures that its premises are safe and secure at all times thus, Security & Safety Departments committed to maintain the safety, protection and convenience not only of the students but also of the faculty and staff.

Guidelines from Security Department

- The students should use Students Entrance ONLY and not allowed to use faculty and staff entrance.
- Using Emergency Exit is for emergency cases ONLY.
- DO NOT tamper with security system (Fire Alarm Pull Station, Smoke Detectors, and Cameras).
- ONLY in case of fire, initiate the fire alarm, and evacuate the building.
- Students can park their cars ONLY in students’ parking lots.
- Student ID must be worn and visible at all times. (to be corrected as well in the Guidelines from Security Department)
- Staying after working hours should be based on a written permission.
- DO NOT ignore accidents — report all accidents large or small to security department, or student affairs office.

Guidelines from Safety Department

- Learn safety precautions and recommended safe work practices for working with hazardous materials used in your area.
- Be familiar with emergency evacuation plan of the building – or other facilities you attend - and the location of fire alarms, nearby fire exits, and fire extinguishers.
- Be familiar with emergence codes for cases like (Fire, Natural Disaster, etc.).
- Keep emergency evacuation routes/exits in campus buildings clear of obstructions at all times.
- First aid should be used only to provide assistance until professional medical attention can be given.
- All students must report any unsafe behavior or condition to the safety management services.
EDUCATIONAL TECHNOLOGY DEPARTMENT

The College of Medicine - Jeddah optimizes the utilization of information technology to enhance and support medical education delivery to the students by using Online Curriculum – with web delivery format rather than the traditional paper-based curriculum.

The College of Medicine - Jeddah campus is equipped with full wireless network connectivity wherein students can get connected to electronic resources and is very accessible in doing some research projects.

The students of the College of Medicine - Jeddah can access freely all the information technology facilities provided in the tutorial rooms, libraries, laboratories, and study areas provided all Do’s and Don’ts must be thoroughly follow.

The COM-J students must be aware for the following Do’s and Don’ts’ from the IT Department perspective.

Students are urged **TO DO** the following:

- Students are advised to contact the hotline in case of any technical problem.
- If the class exceed the normal working hours (8:00am – 5:00pm) please inform the “Students Affairs” to contact COMJ IT for any special arrangement.
- Please return the presenter and wireless microphone after usage to the podium.

Students are urged **NOT TO DO** the following:

- Do not tamper with the Audio/Visual Equipment or the PC in the classroom.
- Do not litter on the Audio visual equipment or the PC in the classroom.
- Do not enter the Audio Visual room in the Main Auditorium.
- Do not turn on Audio Visual equipment or PC outside class hours.
**KSAU-HS Email**

Gently refer to the below details on how to login or access to KSAU-HS Email.

1. Type [www.ksau-hs.edu.sa](http://www.ksau-hs.edu.sa) in any browser. (Internet Explorer, Mozilla Firefox & Google Chrome)

2. Go to **Quick Links** and click pull down menu then choose **Email Access** and click **GO**

3. Type the **Domain\username** (Jeddah\Email address) and the **default Password** (Pwd@1234) given to you then click Sign In in order to access your KSAU-HS Email.

**EXAMPLE:**  
Domain\username: Jeddah\collantesj  
Password: Pwd@1234 (Capital P)

4. To Change the default Password , in the upper right side of your Email page click Options then select **Change Your Password**.

Change your default Password by typing your Current Password, New Password and Confirm New Password then click Save.

**Note:** Password Format is 8 Characters Alpha Numeric (Capital Letter, Small Letter and Numbers) with Special Characters.

**EXAMPLE:** Pwd@1234 (P –Capital Letter, wd – Small Letter, @ - Special Character and 1234 - Numbers)
To set-up your KSAU-HS Email in your devices using Android or iOS operating system, please follow the instructions below:

How to setup your KSAU-HS Email in iOS:

1. Tap Settings > Mail, Contacts, Calendars > Add Account.
2. Tap Microsoft Exchange.
3. Enter the information requested in the Domain/Email, Username and Password boxes. You need to enter your full Email address and Domain in the Jeddah/Email and Username.
4. The Server is webmail.ksau-hs.edu.sa (if you are using KSAU-HS Wi-Fi ignore this step).
5. Tap Next.
6. Now you can receive and send through your device.

How to setup your KSAU-HS Email in Android:

1. From the Applications menu, select Email. This application may be named Mail on some versions of Android.
2. Type your full Email address, for example Ahmed@ksau-hs.edu.sa, and your password, and then select Next.
3. Select Exchange account. This option may be named Exchange ActiveSync on some versions of Android.
4. Enter the following account information and select Next.
5. Domain\Username Type your full Email address in this box. address in the Username box.
6. Password Use the password that you use to access your account.
7. The Server is webmail.ksau-hs.edu.sa (if you are using KSAU-HS Wi-Fi ignore this step).
8. Select Next.
9. Select Done to complete the Email setup and start using your account.
Blackboard System

To access your Blackboard System please follow the instructions below:

1. Go to KSAU-HS website www.ksau-hs.edu.sa/English/Pages/Default.aspx. You will view the homepage as shown below.

2. Go to Quick Links and click pull down menu then select Blackboard System and click GO.

3. After clicking the Blackboard System on the pull down menu, a new window will open for the Blackboard website. (Blackboard Website - http://lms.ksau-hs.edu.sa)

4. Enter your Username and Password then click Log-In.

EXAMPLE:  USERNAME:  Ghamdi01
            PASSWORD:  Pwd@1234 (Capital P)

Student Academic Managment System (SAMS)

The Student Academic Management System (SAMS) is a web-based software application designed exclusively for King Saud bin Abdulaziz University for Health Sciences to manage student’s academic data. It provides students with a gateway to various applications including scheduling, grade summaries, attendance records and block evaluation.

Other important features include student demographic information, faculty data, electronic student records, e-mail access and more.

Student Academic Management System (SAMS) – A big picture

- Student registration
- Course Metadata Configuration and Course Registration
- Faculty database
Student Academic Management System (SAMS) Mission

The continuous improvement of student administration business processes through innovation and automation, and providing ongoing University-wide support.

For Students, SAMS is designed in order for them to view their curriculum schedules by logging in through KSAU-HS email account.

Student Information System (SIS)

Student of the College of Medicine – Jeddah KSAU-HS is provided with the Student Information System (SIS) where they can access information like viewing grades and more. The following instructions are needed to follow in order to access student’s GRADE through SIS.

1. Go to SIS Menu then choose simply “Self-Service”
2. Under Self Service choose “Student Center”
3. Under Student Center click the tab with the arrow down under “Academics”
4. Pull down the arrow bar and choose “Grades”
5. Grades will be shown.
6. Grades as well as Assignments will be shown accordingly.

Tutorials

Please check EduTech website for further detailed graphical tutorials: http://edutech.ksau-hs.edu.sa/index.php/students/tutorials
COURSE EVALUATION

How to submit an evaluation form for a course:

1. Log in to the system with your account (https://sis.ksau-hs.edu.sa/ps/signon.html)

2. Go to: Student Surveys -> Course/Faculty Evaluation -> Course/Faculty Evaluation

Important Note:
You will find under Student Surveys menu two type of evaluations as follows:
• Course and Faculty Evaluation where you will find all course evaluations
• Program and Student Experience evaluation where two evaluations are added (Student Personal Experience, and Program Evaluation)

3. Select Domain as “Course” then click Search button as shown in below screen.

4. The following screen appears. It will show all forms that are available for Evaluation. Select anyone of them and click on “continue” button, the form will appear on clicking “continue button”.

5. Fill the form by giving Remarks of Text Questions and select checkboxes for MCQs, then click on submit button.

For any Inquiries and Support

• Go to Support Inquiries --> New Inquiry
• Choose category to be University Surveys then enter the required information, Upload attachments if needed to your inquiry using “add attachment” button then click the “SUBMIT” button.
**STUDENT CLUB**

Students Club is where students in KSAU-HS get to organize and participate in extracurricular activities in a variety of fields.

Membership is open to all students of the University, male and female. & requesting for activities is open to all the students with respect to the proper channels of communication.

Activity requests can be initiated thru www.enjazportal.com, here the authorized students can place the activity request explaining the objective of the activity, the plan, & requirements.

COMJ Student Club consists of Student Club Leader, & members. And for further details you can refer to Extracurricular Activities Bylaws - Deanship Student Affairs, KSAU-HS. For further details you can visit (Student Club at KSAU-HS).
Student Club Organizational Structure

President

Vice President Jeddah Campus

Chief Media Club

Leaders Jeddah Campus Colleges

College of Medicine Male
College of Medicine Female
College of Sciences & Health Professions Male
College of Sciences & Health Professions Female
College of Applied Medical Sciences Male
College of Applied Medical Sciences Female
College of Nursing

Leaders Sub-Clubs

Arts Club
Arshidni Club
The Best Nation
Meshkat Club
Leen Club
STUDENT ORIENTATION

PHASE II
An orientation is organized for the newly enrolled students to the medical program, at the beginning of every academic year. Through this event the students will understand the rules & regulations and the services provided by COMJ departments (Student Affairs, Academic Affairs, Clinical Affairs, Library Department, & Education Technology Department), concerned university departments (Safety & Security Departments), other topics includes professionalism and professional conduct.

PHASE III
An orientation is organized for all the students entering the clinical clerkship program, at the beginning of every academic year. This event ensures that the student is familiarized with the clinical environment, its related policies & its standard operating procedures and helps in assimilating the student with the organizations programs as quickly as possible.
REFERENCES

1. Study & Examination Bylaws, Dec 2015
2. Students Rights & Responsibilities Bylaws, Jan 2016
4. College Of Medicine Student Assessment Regulations, June 2013
<table>
<thead>
<tr>
<th>Office Name</th>
<th>Location</th>
<th>Contact Number</th>
<th>Departmental Email</th>
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<tr>
<td>Associate Dean, Academic &amp; Student Affairs</td>
<td>COM-J Building, 4th floor</td>
<td>Tel: +966 12 22 46666</td>
<td><a href="mailto:comj-adean@ngha.med.sa">comj-adean@ngha.med.sa</a></td>
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<td>Ext: 45800, 45869, 45870</td>
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<tr>
<td>Associate Dean, Clinical Affairs</td>
<td>Clinical Skills Building, 5th</td>
<td>Tel: +966 12 22 46666</td>
<td><a href="mailto:comj-clinical@ngha.med.sa">comj-clinical@ngha.med.sa</a></td>
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<td>Ext: 46555, 46537, 46540</td>
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<td>Associate Dean, COM-J Female Branch</td>
<td>COM-J Building, 4th floor</td>
<td>Tel: +966 12 22 46666</td>
<td><a href="mailto:female-comj-adean@ngha.med.sa">female-comj-adean@ngha.med.sa</a></td>
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<td>Basic Medical Sciences</td>
<td>COM-J Building, 3rd floor</td>
<td>Tel: +966 12 22 46666</td>
<td><a href="mailto:comj-basicms@ngha.med.sa">comj-basicms@ngha.med.sa</a></td>
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<tr>
<td>Department of Medical Education</td>
<td>COM-J Building, 3rd floor</td>
<td>Tel: +966 12 22 46666</td>
<td><a href="mailto:comj-meded@ngha.med.sa">comj-meded@ngha.med.sa</a></td>
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<td>Educational Technology</td>
<td>COM-J Building, 3rd floor</td>
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<td><a href="mailto:comj-itsupport@ngha.med.sa">comj-itsupport@ngha.med.sa</a></td>
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<td>Academic Affairs</td>
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<td><a href="mailto:comj-academics@ngha.med.sa">comj-academics@ngha.med.sa</a></td>
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<td>Student Affairs</td>
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<td><a href="mailto:comj-student@ksau-hs-edu.sa">comj-student@ksau-hs-edu.sa</a></td>
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<td>Security Department</td>
<td>COM-J Building, 4th floor</td>
<td>Tel: +966 12 22 46666</td>
<td><a href="mailto:security-wr@ksau-hs.edu.sa">security-wr@ksau-hs.edu.sa</a></td>
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<td>Medical Library</td>
<td>COM-J Building, 1st floor</td>
<td>Tel: +966 12 22 46666</td>
<td><a href="mailto:comj-library@ksau-hs.edu.sa">comj-library@ksau-hs.edu.sa</a></td>
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HOTLINE
45000
Outside KAMC (012) 2245000
KAMC (84) 45000

CONTACT THE HOTLINE FOR:

- Educational Technology Services
- Student Affairs
- Academic Affairs
- Clinical Affairs
- Operator

Press “1”
Press “2”
Press “3”
Press “4”
Press “0”
FEEDBACK, COMMENTS OR SUGGESTIONS

The College of Medicine - Jeddah is pleased to inform you that this Guide has been created through the collaboration between all COM-J Departments and it has been reviewed by the Students, Faculty members, and College Council member.

Furthermore, this guide will be reviewed annually. Thus, we will be delighted to hear any feedback, comments or suggestions at: comj-student@ksau-hs.edu.sa.