



# UNIVERSITY OF BAGHDAD COLLEGE OF MEDICINE

## YEAR ONE HAND BOOK (2025 – 2026)

### Phase one Directors

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## WELCOME 1<sup>ST</sup> YEAR STUDENTS

Welcome to the first year of your undergraduate study in the College of Medicine / University of Baghdad. All of us here wish you all the success in present studies and future career. Our duty is to ensure that you as a future doctor will have all the required knowledge and skills and also be able to demonstrate appropriate professional behaviors and practice in an ethical manner.

This handbook describes the modules of Semester **I** and Semester **II** of your First Year in Medical College. There are a number of significant differences between **Phase one** (year one, two, & three) and **Phase two** and we wish to support you in adapting to what you may sense as new approaches to learning and to assist you in making the transition to year two as smooth as possible.

Year One will give you the opportunity to learn the normal structure and function of the human body to the required level of a junior doctor. At the same time, you will start to develop an appreciation of personal and professional development, communication skills, and medical ethics.

We will start the year with two days of activities, including introductory lectures and student presentations, designed to familiarize you with the university environment and to help you transition from learning at school to studying at college.

From these sessions we progress to learning about medical language, electronic learning, and all the basic sciences of human body organized into integrated modules before moving into learning about major organ systems of the human body in semester two.

As Year Directors, we will make every effort to be available to answer problems and queries throughout the year and you should not hesitate to contact us or module moderators personally (Appendix I).

Please feel free to give formal or informal feedback about the academic organization of the module at any time, personally, via your representatives, or through discussion forums in Moodle Iraqi Network Learning Environment (INLE). If for whatever reason you are getting into academic difficulties with the course, let us know sooner rather than later.

We hope that you enjoy year one!

YEAR ONE DIRECTORS

## AIMS & OBJECTIVES OF YEAR ONE:

Year One in College of Medicine; University of Baghdad aims to expose students to the best environment for starting a life-long medical career by enhancing students' learning abilities and assisting their intellectual maturity from high school to college through essential modules that would provide them with basic knowledge, skills, and attitude in order to progress successfully through next grades in College of Medicine.

### **Objectives:**

By the end of this year; students would be able to:

1. Identify the most common roots, suffixes and prefixes used in medical practice through naming body organs and systems in order to properly communicate using medical terminology.
2. Apply the basic skills in information technology as a pre requisite for future medical education.
3. Recognize the importance of Physics principals' applications in Medicine; such as: light, sound, and imaging techniques in diagnosis of diseases.
4. Identify and describe the molecular, biochemical, and cellular mechanisms important to maintain the body's function at a basic level; including structure of the cell, cell biology, and energy metabolism.
5. Recall knowledge of human structure, function, embryological development, and principles of histology; and correlate this knowledge with clinical context.
6. State cell-membrane physiology of excitable tissues (nerve& muscle) and explain substance transportation across cell membranes; applying the basic knowledge of pharmacology to action of drugs on excitable tissues, with emphasis on the autonomic nervous system.
7. Acquire progressively knowledge of normal organ-system structure and function, focusing on Hematology, Cardiovascular, and Respiratory systems, in relation to common conditions (Anemia, Hypertension, Ischemic Heart Disease, Heart Failure, Asthma), highlighting basic diagnostic and treatment principles.
8. Observe and demonstrate at a basic level the ability to obtain medical history covering all essential aspects of the history concentrating on issues related to Cardiovascular & Respiratory systems.
9. Master basic practical skills (including temperature, pulse, blood pressure measurement, and respiratory rate) and appreciate the importance of these measures in terms of overall clinical examination.
10. Value the necessity to gain the ability to be a self-directed, life-long learner and take responsibility for their own medical education.
11. Adapt an ethical and respectful behavior when communicating and interacting with faculty and colleagues to behave as a positive, professional learner.
12. Recall some of the knowledge of grammar of Arabic literature, in a simplified way.
13. Understand the importance, evolution, and protection of human rights, including education, ethics, and global frameworks, plus implications for peace and extremism.

## STRUCTURE OF YEAR ONE CURRICULUM:

Year one of undergraduate medical study in College of Medicine/ University of Baghdad in its system-based integrated curriculum consists of Two semesters; each semester contains several modules. Some modules run parallel while others run successively.

The table below shows the modules, their total hours, number of lectures, small group learning sessions, practical hours, & credits:

<b>Modules</b>	<b>Theory hours</b>	<b>Practical hours</b>	<b>Clinical hours</b>	<b>Credits</b>	<b>Semester</b>
<b>Human Structure and Function 1 (HSF I)</b>	<b>76</b>	<b>21</b>	<b>-</b>	<b>6</b>	<b>I &amp; II</b>
<b>Human Development and Tissue Differentiation (HDTD)</b>	<b>43</b>	<b>27</b>	<b>-</b>	<b>4</b>	<b>I</b>
<b>Medical Terminology (MT)</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>I &amp; II</b>
<b>Medical Physics (MP)</b>	<b>34</b>	<b>18</b>	<b>-</b>	<b>3</b>	<b>I</b>
<b>Electronic Learning (EL)</b>	<b>15</b>	<b>20</b>	<b>-</b>	<b>2</b>	<b>I</b>
<b>SM 1(Systemic Module I)</b>	<b>107</b>	<b>42</b>	<b>-</b>	<b>10</b>	<b>II</b>
<b>Student Selected Component I (SSC I)</b>	<b>10</b>	<b>24</b>	<b>-</b>	<b>2</b>	<b>II</b>
<b>Molecular Basis of Medicine (MBM)</b>	<b>36</b>	<b>6</b>	<b>-</b>	<b>3</b>	<b>I</b>
<b>Early Clinical and Professional Development (ECPD)</b>	<b>35</b>	<b>-</b>	<b>12</b>	<b>3</b>	<b>I &amp; II</b>
<b>Human Rights (HR)</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>II</b>
<b>Arabic Language (AR)</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>II</b>
<b>Total</b>	<b>446</b>	<b>158</b>	<b>12</b>	<b>39</b>	

## LEARNING RESOURCES:

All of the core information in this year is covered in lectures, practical labs, seminars, and team-based learning sessions, and the recommended reading that is associated with them; the vast majority of the information covered in these learning activities can be found in the recommended textbooks.

### **Lectures Large Group Teaching (LGT):**

In year one, most of the core content of the curriculum will be delivered via didactic lectures. Each lecture is accompanied by lecture handouts that will be uploaded beforehand on the

Medical College's website. These handouts include: the title of the lecture (i.e. what the lecturer intends to teach about), the learning objectives (i.e. what you should know/be able to do after the lecture), the relevance of the lecture to clinical practice through addressing Core Clinical Problems (CCPs) (Appendix II), and an outline of the lecture contents.

Recommended reading in core textbooks is also indicated for each lecture. Some lecturers also suggest further reading for those who wish to explore a topic in more detail than is required by the core curriculum. You are advised to read the lecture outlines prior to the lectures themselves.

**Practical Sessions:**

This year contains a number of practical sessions as demonstrations in anatomy, biology, biochemistry, histology, and physiology. These practical sessions are complementary to related lectures to reach your ultimate learning outcomes. Please check students' lists of groups and subgroups in the registration office to attend the appropriate practical sessions.

**Seminars:**

These activities will be delivered on each group separately in lecture halls; it is for topics that require active participation from students to allow open discussion and brain storming amongst them under the supervision of a lecturer.

**Team-Based Learning (TBL):**

TBL sessions are distributed over different modules. In each session you will be faced with a clinically orientated scenario before being asked to work in small groups in discussion under the supervision of a facilitator whose job is to encourage you to go and learn for yourself rather than to teach you new information. You are required to read the case scenario beforehand (which is uploaded on Moodle) and prepare answers to related questions. Your performance during this session will be evaluated by the facilitator according to a check list (Appendix III).

**Integrated Learning Activity (ILA):**

Some modules will have Team based learning sessions known as ILAs to discuss common clinical presentations in a setting depending on basic sciences background, team-work, self-study & critical-thinking.

**Clinical Skills:**

Time is allocated in this year for training that will start to develop your clinical competence; concentrating on history taking, vital signs, & chest examination. These are conducted during ECPD module in Semester **II** in laboratories, small rooms and hospitals.

**Student Selected Components (SSCs):**

You are expected to spend approximately thirty hours working on the student selected components of the year. You will be assigned to a faculty member who will be your mentor. The student selected components give you the opportunity to study a topic of your choice (from an approved list of topics uploaded on Moodle) to prepare a report or a project. Work in SSC will be a team work since each report will be prepared collaboratively by a group of five or six students.

Completion of Student Selected Components is compulsory. You must have satisfactorily completed the Year 1 SSCs in order to be able to progress to year two.

**Handouts:**

The first handouts you will need are: this handbook and the time-table; both would be uploaded on Moodle in proper time.

In addition; a module workbook will be posted on Moodle at the beginning of each module; this will describe everything related to that module; including (aims & objectives, moderators' & tutors' contact details, learning sessions' titles & activities, venues, and assessments). In general, paper-based handouts are *not* given to accompany the lectures, although all lectures (PowerPoint presentations) will be posted on Moodle as pdf files preferably in advance of the lecture by at least a week.

**Library:**

You have access to Main Library in College which contains many publications (textbooks & journals) on basic sciences and clinical material of medicine.

If you have any questions about how to use library facilities, please do not hesitate to ask members of the library staff.

**Moodle:**

**Iraqi Network Learning Environment (INLE)** is the name of the networked learning environment that manages the curriculum and provides information about all its aspects. It is an easily accessible medium providing the most up to date information regarding your course and your timetable for lectures and practical sessions. You will have your own personal user's name & password that grants your secured access to Moodle.

A detailed Moodle introduction will be provided early in the E-Learning module. Please start using Moodle as soon as possible and log in on a daily basis.

**Self-Directed Learning:**

A great element of success in our integrated curriculum depends on your extensive, inner-motivated, and continuous life-long learning. Your proper use of all the previous learning resources will reflect your responsibility in acquiring the requisite knowledge, skills, and professionalism during your progress in year one and the successive years.

**WHAT DO YOU EXPECT FROM US?**

You can expect:

- Well organized timetable published on the College's website and Moodle, a primary design of Year One timetable is shown in.
- Teaching sessions to take place as detailed in the timetable, or to be re-scheduled without delay if unavoidably cancelled
- Lectures to be uploaded on the net before the date of the teaching sessions
- The teaching sessions should deliver the core information detailed in the objectives and lecture outlines
- Handbook to be prepared for each module
- Help and advice from the year directors, module moderators and lecturers if required

## WHAT DO WE EXPECT FROM YOU?

In return, we expect you to:

- Prepare for formal teaching sessions by reading the outlines, including the aims and objectives, and by referring to the recommended background reading given at the end of most of the outlines.
- Attend all formal learning sessions and arriving promptly on time.
- Be responsible for your own learning.
- Behave courteously to your colleagues and the lecturers during the learning sessions.
- Ensure that all mobile phones are switched off during lectures. Allowing these devices to ring during lectures is disruptive for your colleagues and is discourteous to the lecturer.
- Monitor your own progress by attending and participating in the formative assessment sessions.
- Seek help if you are worried about your progress.
- Tell us openly and honestly your feedback about the progress of the year.

## HOW MUCH WORK AM I EXPECTED TO DO?

It is very difficult to give you precise guidance on how much work you should do during this year as everyone learns at different speeds.

This is a full-time course and it is expected therefore that your time Sunday – Thursday (8-3) will be devoted to your studies. In addition, it is likely that you will need to spend at least few hours most evenings studying.

When comparing yourself to your peers you should compare your level of knowledge, and not the amount of time taken to attain it!

Formative assessments throughout the year will help you compare your progress with our expectations and your peers.

## VENUES OF LEARNING:

- All lectures and seminars are held in large lecture theatres in the campus/ Basic Sciences

Building as follows:

- a. **Al-kindey Lecture Hall**
  - b. **Ibn Al-Haytham Lecture Hall**
  - c. **Al-Razi Lecture Hall**
  - d. **Ibn Hayyan Lecture Hall**
  - e. **Alkubraa Lecture Hall**
  - f. **Ibn-Sina Lecture Hall**
  - g. **Al'asasia 1 & 2 Lecture Hall**
  - h. **Lecture Halls 10 & 11**
- TBL sessions are held in different small rooms supplied with audiovisual aids dispersed

across the college. Each TBL session must contain instruction about the location of 4 small rooms specific for that session.

- Practical sessions / classes are held in the laboratory of the concerned department.
- Skill laboratory: found in the second floor of the interior student housing building / near the main college gate from the national blood transfusion center side.
- Library: found in the first floor - near the interior student housing building / near the college of dentistry building.
- Hospital visits: during this year, you are going to visit different floors of Baghdad Teaching hospital / Medical City Campus as part of your clinical training.
- Laboratory visits: during this year, you are going to visit different floors of the Teaching Laboratories / Medical City Campus as part of your clinical training.

You should check the timetable to confirm where your teaching will take place.

## ATTENDANCE / ABSENCE

Students are required by university regulations to be present during day time from 8:00 a.m. till 3:00 p.m.

Student attendance at all year one teaching is compulsory. This means that you are required to attend all:

- Lectures
- Practical classes
- Seminars.
- TBL sessions
- Integrated Learning Activity sessions.
- Feedback sessions
- Formative assessment and review sessions
- Clinical skills teaching (lectures and skills' laboratory sessions)
- Clinical teaching (hospital and laboratory visits)

Students who fail to attend for any reason is instructed to notify module moderator and give the reason why he/she was unable to attend.

Failure of students to attend (unauthorized absence) for 10% of total hours is subjected to disciplinary actions (from alarming him till review with MEU committee / head / deputy dean and if absence reached 15% the student is subjected to further disciplinary action. This ranges from a meeting with the year director to (in the worst cases) referral to deanery with a view to expulsion.

## ASSESSMENT:

### *In College of Medicine; there are two parts of Assessments:*

- **Formative assessment:** These assessments occur at specified dates of the time-table and are compulsory. You will be presented with questions on-line. The questions are in a similar format to those you will encounter in the end-of module/semester summative assessments and are to allow you to monitor your progress. Your marks are not recorded for summative purposes and will not count towards your degree. It is in your best interests to complete the formative assessment questions on time so that you can monitor your progress through the module and identify any areas where additional work is required.

In addition to the on-line formative assessments, there will be the opportunity to attempt formative assessment questions in the practical classes.

- **Summative Assessment:** This assessment is designed to test core knowledge and thus you may be asked questions on any area that has been covered in the LGTs, TBLs, ILAs, and practical. *Each part of the module is equally important and you should expect the balance of questions in the examination to reflect the balance of teaching in the module.* These assessments also occur at specified dates of the time-table; you should make use from your experience in formative assessments. Here your marks will be recorded for summative purposes and will count towards your degree and progress to next year

### *Student Assessment of Year One includes:*

**1- Module Progress Assessment: (20 %)** composed of three parts:

**A. Continuous Progress Assessment: (≈5 %)** This assessment is conducted by facilitators during learning sessions marking for student's activity, responsiveness, interaction, orientation and attendance according to a pre-determined check list (Appendix III).

**B. Short exams (Quizzes): (≈5 %)** These will be done along the module at any time without prior notice in any learning session whether in lecture halls, small group rooms, or practical classes.

**C. Mid Module Examination: (10 %)** written exam done during the course of each module. It is fixed in the timetable of each semester in which all aspects from each Module in the year may be assessed. All of the material covered in lectures (including the lecture outlines and the recommended reading), practical classes, TBL teaching sessions, clinical demonstrations, clinical skills sessions, formative assessments, and all other learning activities are potentially examinable.

**2- End Semester Assessment: (80 %)** this includes:

**A. A written paper: (60 %)** which is comprised of two sections:

**SECTION 1: (40-60%)** Single Best Answer question (SBA) paper (2-3 hours). This section consists of 80-100 single best answer questions (SBAs). Students select the correct answer from a choice of 4 responses. Candidates mark a computer-read form to indicate their answer to the question. Candidates are awarded +1 mark for every correct answer and 0 for an incorrect answer. Abstentions receive 0. Marks are not deducted for incorrect answers.

Computer scans are made by using individual student examination numbers to identify scripts. While every effort is made to identify any unlabeled / incorrectly labeled / illegible scripts, those not conforming to the instructions to candidates may be discarded. All rough work is written on the question paper, which must be left in the examination hall. Any student who removes the question paper from the examination hall will be disqualified and referred to College Council.

**SECTION 2: (0-20%)** Short answer question (SAQ) paper (0-1hour). This section consists of 10-20 short answer questions (SAQs) or Modified essay questions (MEQs) that may be based on brief clinical scenarios.

Individual student examination numbers are used to identify scripts. While every effort is made to identify any unlabeled / labeled / illegible scripts, those not conforming to the instructions to candidates may be discarded. Answers and all rough work are written on the question paper, which must be left in the examination hall. Any student who removes the question paper from the examination hall will be disqualified and referred to the College Council.

**B. A practical Assessment (20%)** It is done for each module that has practical sessions in the form of slide show presentation, usually consists of 20 slides, one min. each.

*Note: Full compensation operates between the written and practical papers. It is not necessary to pass each individual examination component but students must achieve the pass mark for the examination as a whole.*

**3- Course work Assessment:** Students are required to undertake formal course work under the Student Selected Components (SSC). Course work is assessed and students should normally pass the course work before being allowed to progress to the next year.

**4- Mastery Assessment:** Students will be trained on clinical skills in Semester Two (Vital signs) which will be assessed as mastery (pass/fail) under supervision through 2-3 trials only.

***Re-sit Examinations***

Students who fail in a module of first or second semester will be required to re-sit (second sitting) the entire examination in the same format and duration as the original or in an equivalent format as deemed appropriate by the examiners. Students who fail at the second-sitting examination will, be allowed to re-sit the year with full attendance.

## Appendix I: List of Modules, Module Moderators, & their emails

<b>Module</b>	<b>Moderators</b>	<b>E-mail</b>
<b>Medical Terminology (MT)</b>	Lec. Dr. Faris Kadhim Khadir	faris.k@comed.uobaghdad.edu.iq
<b>Human Structure &amp; Function (HSF I)</b>	Prof.Dr. Nawfal Khudhair Yas	nawfalhadithi@comed.uobaghdad.edu.iq
	Prof.Dr. Malak Akram Taha	Malak_akram2004@comed.uobaghdad.edu.iq
<b>Human Development &amp; Tissue Differentiation</b>	Assist.Prof.Dr. Sinan Subhi Farhan	sinan.s@comed.uobaghdad.edu.iq
	Lec. Hind Hamed Shakir	Hindhamed75@comed.uobaghdad.edu.iq
<b>Medical Physics (MP)</b>	Prof. Dr. Aida Zaki khaleel	aidazeki@comed.uobaghdad.edu.iq
	Lec.Dalya Abd Ali Mohammed	dalya.al_eqabi@comed.uobaghdad.edu.iq
<b>Electronic Learning (EL)</b>	Lec. Dr. Omer Mustafa Abbas	omer.m@comed.uobaghdad.edu.iq
	Assis. Lec. Inaam Abbas Hieder	inaamabbas@comed.uobaghdad.edu.iq
<b>Systemic Module</b>	Assist.Prof.Dr. Rana A. Aziz	rana.a@comed.uobaghdad.edu.iq
	Lec. Nawar Samir Mohammed	nawar.s.mohammed@comed.uobaghdad.edu.iq
	Lec.Dr. Zainab Muthana Chyad	zainabm.alawad@comed.uobaghdad.edu.iq
	Assist. Lec. Shahad Mahgoob Nafli	shahad.m@comed.uobaghdad.edu.iq
<b>Molecular Basis of Medicine (MBM)</b>	Assist.Prof. Dr. Rana Ali Hamdi	ranaahamdi@comed.uobaghdad.edu.iq
	Assist. Prof. Dr. Thikra Hasan Mathkor	thikra.h@sc.uobaghdad.edu.iq
<b>Early Clinical and Professional development (ECPD)</b>	Lec.Dr. Zainab Ali Muhammed	zeinab.ali@comed.uobaghdad.edu.iq
	Lec. Dr. Nada Diaa Hassan	nada.d@comed.uobaghdad.edu.iq
<b>Human rights (HR) &amp; Democracy</b>	Assist. Lec. Noaman Atiyah Jebur	noaman.a@comed.uobaghdad.edu.iq
<b>Student Selected Component (SSC I)</b>	Assist.prof. Shifaa Jameel Ibrahim	Shifaaameel63@comed.uobaghdad.edu.iq
	Lec. Thaer Hashim Abdulmuttaleb	Thaer.h@comed.uobaghdad.edu.iq
<b>Arabic Language</b>	Lec.Dr. Tariq Muhammad Nihad	mr.tarek@colaw.uobaghdad.edu.iq

## Appendix II: Core Clinical Problems (CCPs)

- |                                       |   |  |
|---------------------------------------|---|--|
| 1. Abdominal pain                     | 32. Distressed patient                    | 62. Mass in abdomen  |
| 2. Abnormal fetal growth              | 33. Dizziness                             | 63. Multiple regional musculoskeletal pain                         |
| 3. Abnormal behavior                  | 34. Drug/alcohol abuse                    | 64. Numbness or tingling   |
| 4. Acute aggression                   | 35. Dry eye                               | 65. Painful eye  |
| 5. Acute confusion                    | 36. Dying patient with cancer pain        | 66. Palpitations   |
| 6. Acute diarrhea                     | 37. Ear pain                              | 67. Pelvic pain/discomfort   |
| 7. Acute hemiparesis                  | 38. Excessive weight gain                 | 68. Penetrating injury   |
| 8. Acute joint pain                   | 39. Failure to thrive in childhood        | 69. Personality disorder   |
| 9. Acute multi-focal skin lesions     | 40. Falls                                 | 70. Pre-eclampsia  |
| 10. Acute multiple trauma             | 41. Fever/rigors                          | 71. Pregnancy  |
| 11. Acute spreading skin lesion       | 42. Frequency or discomfort passing urine | 72. Pruritus   |
| 12. Altered consciousness             | 43. Haematuria                            | 73. Rectal bleeding  |
| 13. Altered menstruation              | 44. Haemetemesis                          | 74. Red eye  |
| 14. Altered mood                      | 45. Haemoptysis                           | 75. Reduced cognition  |
| 15. Altered voice                     | 46. Headache                              | 76. Retention of urine   |
| 16. Anxiety                           | 47. Impaired gait                         | 77. Salivary gland swelling  |
| 17. Bed-wetting                       | 48. Impaired hearing                      | 78. Seizures   |
| 18. Bleeding during pregnancy         | 49. Incontinence                          | 79. Single regional musculoskeletal, including neck and back, pain |
| 19. Breathlessness                    | 50. Infertility                           | 80. Solitary, changing skin lesion                                 |
| 20. Calf pain                         | 51. Jaundice                              | 81. Sore throat  |
| 21. Chest pain                        | 52. Labour and delivery                   | 82. Swollen feet/legs  |
| 22. Chronic diarrhea                  | 53. Learning disability                   | 83. Thirst   |
| 23. Chronic joint pain                | 54. Leg ulceration                        | 84. Tinnitus   |
| 24. Chronic multi-focal skin lesions  | 55. Limping child                         | 85. Tiredness  |
| 25. Collapse                          | 56. Long bone fracture                    | 86. Vaginal discharge/irritation                                   |
| 26. Constipation                      | 57. Lump in breast                        | 87. Visual disturbance   |
| 27. Cough                             | 58. Lump in groin                         | 88. Vomiting   |
| 28. Deliberate self-harm              | 59. Lump in neck                          | 89. Weakness   |
| 29. Delirium                          | 60. Lump in scrotum                       | 90. Weight loss  |
| 30. Difficulty breathing              | 61. Lymphadenopathy                       | 91. Wheeze   |
| 31. Difficulty swallowing (Dysphagia) |   |  |

**Appendix III: Check-list for assessing students during Learning Activities:**

Total	Skills (2 marks)		Cognitive (5 marks)			Attitude (3 marks)			Sub-group	
	Procedure	Presentation	Discussion	Comprehension & Reasoning	Prepared for task	Team work	Responding	Attendance		
10 marks	1 or 2 mark	1 or 2 Mark	2 mark	1 mark	2 marks	1 marks	1 mark	1 mark		
										1
										2
										3
										4
										5
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