



# **UNIVERSITY OF BAGHDAD COLLEGE OF MEDICINE**

## **YEAR THREE HAND BOOK (2021 – 2022)**

YEAR THREE COORDINATORS

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## **Welcome Third year students**

Dear Year Three Students

Welcome to the third year of your study in the College of Medicine / University of Baghdad. We, the faculty members, wish you all the success in this year and in the future, and will do our best to ensure that you will have all the required knowledge and skills needed in your future career as doctors and to be able to demonstrate appropriate professional behaviors and practice in an ethical manner.

This handbook describes the modules of Semester **I** and **II** of your Third Year in the College.

Year three differs from the previous two years as it will be the corner stone of your clinical study on one hand and for enabling you to be a lifelong researcher on the other hand. You will have the opportunity to practice history taking and physical examination on real patients and to conduct a small project supervised by one of the faculty members.

Being integrated you will have two modules that will go through the two semesters; The Clinical Attachment Module and The Infectious Disease Module, and you will have the Research Methodology Module and Nutrition, Water and Electrolytes Imbalance Module during the first semester, and Primary Health Care Module and Immune Disturbances Module during the second semester.

At the end of the first semester every three students will be attached to a faculty member as a supervisor for their research project; they should start at the end of the first semester through the second semester, summer holiday and first semester of year four, then they will present their work to a scientific committee at the end of the first semester of year four (Academic year 2022 – 2023)

The importance of this year is that you will be responsible for the skills that you were exposed to in your previous two years, yet you will practice it by yourself to be ready for assessing your performance later. Beside you will learn

and practice a list of skills at your clinical attachment and will have the opportunity to practice it in the skill lab supervised by a registrar. At the same time you will continue to develop an appreciation of personal and professional development, communication skills, and medical ethics.

As a Year Coordinators, we will be happy to help you throughout your study, and to answer your questions and queries directly or through the E-mails. **(Appendix I).**

We will be happy to receive formal or informal feedback from you about the academic organization of the module at any time. If for whatever reason you are getting into academic difficulties with the course, let us know sooner rather than later.

We hope that you will enjoy year three

### **Year three Coordinators**

Asst. Prof. Dr. Batool Ali Ghalib Yassin

Asst. Prof. Dr. Shatha Farouk Abdullah

## **Aims and Objectives of Year three:**

Year Three 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 professional development 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. Appraise the organization of hospital-based medical care and the importance of good communication with patients and their families, build on the knowledge, skills and attitudes of the Early Clinical Experience modules.
2. Approach a patient considerately and respectfully, by taking history and performing basic clinical examination and to achieve basic competency in certain practical procedures.
3. List the common causative microorganisms, outline the pathogenesis of pathogens and their modes of spread, describe the clinical findings and possible complications of infection in different age groups, outline the microbiological investigation of a patient presenting with the disease, discuss the treatment including general supportive measures and describe the basic principles of prevention of infection in hospitals
4. Appraise the impact of nutrition on health, classify the essential nutrients, verify their role on health, and identify abnormal metabolic disorders and describing the suitable prevention for important metabolic disorders.
5. Outline the bases and principles of acid- base balance and the proper guidelines for assessing them.
6. Define hypovolemic shock and the proper management of hemorrhage
7. Prepare medical student for research project work (thesis, dissertation) and introduce some of the basic methodologies used in biomedical research.
8. Outline the presenting problems in immune deficiency, define acute and chronic inflammation, list the factors predisposing to autoimmune

disease, classify autoimmune diseases, describe the main clinical features and immune-pathogenesis, classify organ transplant rejection, classify immunosuppressant and interpret immunology laboratory reports

9. Value the concept of primary health care approach, appraise the concept of family medicine and mental health and discuss the principles & importance of social medicine and health administration

## Structure of Year Three Curriculum:

During year three you will have two modules that will go through the whole academic year, two modules will be conducted during the first semester and two modules will be conducted during the second semester.

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

No.	Modules	Hours					Credits	Semester	
		Total Hrs.	LGT	Practical I / Clinical Sessions	Skills	TBL			SSS
1	Clinical Attachments Module (CA)	259	11	128	44	(3x3) (9+30) 39	37(practical)	10	I & II
3	Infectious Diseases Module (ID)	212	95	(11x3) 33	-	18x3 (54)	30(theory)	13	I & II
4	Research Methodology Module (RM)	75	19	-	-	14x3 (42)	14	5	I
5	Nutrition, water and Electrolytes Imbalance Module (NT)	62	39	1x3 (3)	-	4x3 (12)	8(theory)	4	I
8	Primary Health Care Module (PHC)	59	35	-	-	5x3=(15) + 2x3=(6) Seminars Total=21	3(theory)	4	II
9	Immune Disturbances Module (ImD)	45	23	-	-	5x3 (15)	7(theory)	3	II
10.	SSC-3	30	2	-	-	2X3 (6)	22(practical)	1	II
11.	Research Projects Module-I	90	-	90	-	-	-	3	II
12.	English Language-III	15	15	-	-	-	-	1	II
	<b>Total</b>	<b>847</b>	<b>239</b>	<b>254</b>	<b>44</b>	<b>189</b>	<b>121</b>	<b>44</b>	

## **Learning Resources:**

All of the core information in this year is covered by lectures, clinical/ bedside sessions, small group learning sessions, practical sessions and seminars 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 (LGT):**

In year three, approximately one third of the core content of the curriculum will be delivered via didactic lectures. Each lecture is accompanied by lecture handouts that will, hopefully, be uploaded beforehand on the Medical College's website. These handouts include: the title of the lecture, the learning objectives, the relevance of the lecture to clinical practice, 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 practical sessions at the Microbiology labs, yet the vast majority of practical work will be bedside teaching, skill lab and project activities. 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 small 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):**

Nearly one third of the core content of this year will be delivered using SGLs, distributed over different modules. In each session the objectives and students' tasks will be announced earlier to be discussed later within groups. Practicing history and focused history will be done at the hospital wards according to the schedule assigned within the Clinical Attachment Module (CA) by departments of Medicine and Department of Surgery, sometimes 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 by yourself. Your performance during these sessions will be evaluated by the facilitator according to a check list.

### **Clinical Skills:**

You were exposed to certain skills during your first and second year in the college, this year time will be allocated for training on performing these skills to be assessed later, and this will be supervised by Junior Doctors (Instructors) in the physiology lab and skill lab. A list of the assigned skills will be provided to you within the Clinical Attachment Module.

### **Student Selected Components (SSCs):**

You are expected to spend approximately thirty hours working on the student selected components during this year, preparing a report, writing reflection, collecting information or important data, participating in a small survey etc. In addition every two students will be attached to a faculty member to supervise them performing a research project starting at the end of the first semester, after finishing the Research Methodology Module (RM), through the second semester, summer holiday and the first semester of year 4, then to be presented in front of a scientific committee at the end of the first semester of year 4. Completion of Student Selected Components and research project are compulsory.

### **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 or module' instruction will be posted on Moodle at the beginning of each module; this will include description of everything related to that module; including (aims & objectives, moderators' & tutors' contact details, learning sessions' titles & activities, venues, and

assessments). In general, hopefully, 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:**

**You are all aware of the Iraqi Network Learning Environment (INLE, Moodle)** 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 name & password that grants your secured access to Moodle. Please you should use the 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 this year the successive years.

### **What do you expect from us?**

- Well organized timetable published on the College's website and Moodle, a primary design of Year Three timetable is shown in **Appendix II**.
- Teaching sessions to take place as detailed in the timetable, or to be re-scheduled without delay if unavoidably cancelled
- Lecturers to be uploaded on the net either through google classrooms or on INLE.
- 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 coordinators, module moderators and lecturers if required

### **What do we expect from you?**

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.
- 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 you are 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 (8-2) 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 will be held in large lecture theatres in as follows:
  - a. **Ibn AL-Nafees Lecture hall – at the Basic Sciences Building, First Floor – at the Department of Microbiology**
- **AL-Razi Lecture hall –at the Basic Sciences Building, G- floor**
- TBL sessions will be held in different small rooms supplied with audiovisual aids dispersed across the college. Each SGL session must contain instruction about the location either of 4 small rooms specific for that session, or a main lecture room to start with and then distributed to small halls.
- The Clinical Attachment Module teaching sessions will be held at Baghdad Teaching Hospital, at the beginning you will visit the Secretaries of Department of Medicine and Department of Surgery to distribute the groups on different wards or on different mini halls.
- Practical sessions / classes will be held in the laboratory of the concerned department.
- Skill laboratory: found in left side of the Basic sciences 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.

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 2:30 p.m.

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

- Lectures(in lecture halls or online )
- Clinical teaching sessions

- Practical classes
- Team Based learning sessions
- Feedback sessions
- Formative assessment and review sessions
- Clinical skills teaching (lectures and skills laboratory sessions)

Students who fail to attend for any reason is instructed to notify the school 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 coordinator 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 either in Lecture halls or 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. During the timetabled session, a tutor will discuss the answers with the class. It is in your best interests to complete the formative assessment questions so that you can monitor your progress through the module and identify any areas where additional work is required.  
In addition to the written formative assessments, there will be the opportunity to attempt formative assessment questions in the clinical teaching sessions, SGT sessions and 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, Clinical Teaching Sessions, TBLs, and practical sessions. *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

- **Assessment of skills:** This year you will be exposed for the first time for skills' assessment. A marked History taking ,whereas, focused history taking will be assessed by Mastery assessment at the end of the first semester.
- **Observed structured clinical Examination (OSCE):** This will be performed at the end of the second semester which will be composed of station for evaluating your clinical examination, medical ethics and communication skills.
- **Objective Structured Practical Examination (OSPE):** which is a multi-station examination consists of approximately 10-10 stations. One minute for each station.

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

Assessments involve the followings:

1. **Continuous progress assessment** (10%) for all 3rdyear modules apart from CA module which are 15% including in-class quizzes.

The student's knowledge, behaviour, and activity are evaluated on intervals throughout the academic year in TBL and/or practical sessions.

2. **Formative exam** (assessment for learning) is applied online in the middle of the term to let students experience exam and to assess their learning capacity during the course.

3. **Mid or /and End module exam** (20%); applied at the end of module execution. It includes only theory exam. In ID module, there are mid & end module Exams (10% each ). CA has neither mid nor end module exams.

4. **Final summative exam** is done at the end of each term. It includes theory, OSPE and OSCE

- ✓ **Written paper:** It is 70% for all modules where as it is 60% for ID and 20% for CA modules. Exam paper includes two sections of question formats:

**SECTION 1:** Single Best Answer question (SBA) paper. 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:** Short answer question (SAQ) paper. This section consists of short answer questions (SAQs) or Modified essay questions (MEQs) that may be based on brief clinical scenarios.

- ✓ **Spot Lab Diagnosis** (10%): which is a part of ID module. It is a practical, clinically oriented and diagnostic examination consists of approximately 10-15 slides. One –two minutes for each slide. This will be performed at the end of the second semester.
- ✓ **Observed structured clinical Examination (OSCE)** 50%: This will be performed at the end of the second semester which is a part of CA module. It will be composed of stations for evaluating your clinical examination, medical ethics and communication skills.

5. **Assessment of skills:** This year students will be exposed for the first time to skills' assessment. Surgical Practicing skills throughout the year will be

assessed by Mastery assessment (PASS/FAIL) at the end of the second semester of 3 trials as announced in timetable.

6. **LOG BOOK documentation.** Each student should take and present two long case histories during the first semester, as well as, each student must the steps of the physical examination of at least a part of each system. Satisfactory completion of Logbook and attitudes assessment.

7. **History taking exam:** Oral Presentation of History Taking will be assessed ( 10%) at the end of 1st semester as a part of Clinical Attachments Module; whereas Focused History Taking will be assessed by (pass/fail) clinical assessment at the end of the first semester (3 trials if student fail to pass the third trial he/she will never sit for the final clinical attachments module exam (OSCE & END SEMSETER WRITTEN EXAM).

**Note:** Completion of Logbook is a must in order to attend the final exam in OSCE (un marked)

8. **Course work assessment :** Students are required to undertake formal course work under the Student Selected Components (SSC-3) .Course work is assessed and students should normally pass the course work before being allowed to progress to the next year. Submission of checklist is marked with 30% and Submission of article is marked with 70%.

### ***Re-sit Examinations***

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



Formative (MCQs/other s)	2 online FA +2 ILA-FA +In Lab. spot dx (parasites)	1 online FA	2 online FA	1 online FA	1 online FA	1 online FA	-
Summative							
MID MODULE EX	MCQ /Short Essay (10 Marks)	.....	.....	.....	MCQ/ Short Essay (20 marks)	.....	.....
END MODULE EX	MCQ/ Short Essay (10 Marks)	.....	MCQ/ Short Essay (20 marks)	MCQ+ Short Essay (20 marks)	.....	.....	.....
End Semester Ex.	MCQ+Matching+ Short essays Qs (60 marks)	MCQ (20 marks)	MCQ+ essays Qs (70 marks)	MCQ+ modifie d Short essay Q (70 marks)	MCQ+ matchi ng+ Short Essay (70 marks)	MCQ+ exten ded Short essays Qs (70 marks )	Submission of article (70 marks)

Practical/ Clinical	10-15 slides/Final Spot diagnosis (10 marks)/25 min	<b>1- History taking</b> (oral presentation/ Med.  <b>(10 marks)</b>  1 <sup>st</sup> trial=  2 <sup>nd</sup> trial= 2 <sup>nd</sup> semester er  <b>2- OSCE:</b> 6 stations s(3 medicine+2 surgeon	.....	.....	.....	.....	.....-

		<p>y+1 CS)</p> <p>5min/s tation</p> <p>(50 marks)</p> <p>9 marks for 5 station s+5 marks for slides station )</p>					
<p><b>Mastery ex.</b> (Procedural / Clinical )</p> <p>(pass/fail)</p>	-----	<p>1- Focus history exam (surg.) end of 1<sup>st</sup> semest er</p> <p>1<sup>st</sup> trial=</p> <p>2<sup>nd</sup> trial=</p>					

		2- practicing skills(s urg.)end of 2 <sup>nd</sup> semester					
		1 <sup>st</sup> trial=					
		2 <sup>nd</sup> trial=					

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

Module	Moderator 1	Moderator 2
1. Clinical Attachments	<i>Assist prof. Mazin Judy/ Prof. Basim Rasam</i>	
2. Infectious Diseases	<i>Assist prof. Shatha F. Abdullah</i> <a href="mailto:Shathaf.abdullah@comed.uobaghdad.edu.iq">Shathaf.abdullah@comed.uobaghdad.edu.iq</a>	<i>Assist prof.. Sarmad Zeiny</i> <i>Asst.Prof.Rand R. Hafidh</i>
3. Nutrition, water and electrolytes imbalance	<i>Assist prof. Thikra Hassan</i>	
4. Research Methodology	<i>Lecturer Dr. Nadia Azizz</i>	<i>Haider saadi</i>
5. Immune Disturbances	<i>Prof. Mohammed Al ani</i>	<i>Lec.Basim Ibrahim</i>

<b>6.</b> Primary health care	<i>Assist prof. Batool A.G Yassin</i> <a href="mailto:yassinbag@yahoo.com">yassinbag@yahoo.com</a>	
<b>7.</b> Research Project-I	<i>Assist Prof. Alia'a AlSafi</i>	
<b>8.</b> Student Selected Components-III	<i>Prof. Hadeef D.AL-Yassin</i>	

### Appendix II: Timetable design of each week

Week No. (D/M/Y)					
1:30-2:30 Practicing skills	12:30-1:30 Lecture 2	11:30-12:30 Lecture 1	11-11:30	8-11 Clinical/Practical/SGT	Day & Date
			FREE		Sunday D/M
			FREE		
			FREE		
			FREE		
			FREE		Monday D/M
			FREE		
			FREE		
			FREE		
			FREE		Tuesday D/M
			FREE		
			FREE		
			FREE		

			<b>FREE</b>		<b>Wednesday D/M</b>
			<b>FREE</b>		
			<b>FREE</b>		
			<b>FREE</b>		
<b>Online lectures</b>					<b>Thursday D/M</b>