



UNIVERSITY OF BAGHDAD

COLLEGE OF MEDICINE

YEAR TWO HAND BOOK

(2019 – 2020)

YEAR TWO COORDINATORS
PROF. MANAL A HABIB
PROF. MALAK TAHA

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WELCOME 2ST YEAR STUDENTS

Welcome to the second 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.

The year two of your medical study is designed not only to give you a thorough knowledge of that science base, but also to make you aware that because this knowledge base is continually changing, you will need to develop this knowledge and its application during your professional career. We will encourage you to adopt an approach to learning based on curiosity and the exploration of knowledge rather than on its passive acquisition, because we believe it is important for you to develop this ability to apply new knowledge, and to adapt to changing circumstances in your professional life. We will also help you to develop your intellectual skills by practicing few important clinical skill, attitude and knowlage, skills which can be transferred to later stages of your medical education.

Our duty is to ensure that you as a 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 Second Year in Medical College. 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 three as smooth as possible.

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

As a Year Coordinator, I will make every effort to be available to answer problems and queries throughout the year and you should not hesitate to contact me 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. 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 two!

AIMS & OBJECTIVES OF YEAR TWO:

Year two 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.

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

1. Value the significance of inherited diseases and birth defects as major health problems and the genetic factors as an important cause of disease and to analyze cases of genetic origin in regard to the basic defect, mechanism of the disease process, relation to signs and symptoms, methods of treatment / prevention whenever possible, moreover, to describe the basic genetic testing and their uses, advantages and limitations
2. practice few important clinical skill, attitude and knowledge like giving information to the patient, communicating with patient family, outline the ethical principles of doctor-patient relationship and mastering some clinical skills like steps of abdominal examination & CPR
3. Demonstrate applied knowledge of Pathology, by describing the main aspects of the major disease processes covered in the course; etiology, pathogenesis , structural , functional changes at tissue(cellular and subcellular levels) and clinical significance as well as to demonstrate knowledge about the use of some pathological, immunological and microbiological investigations
4. define neoplasm, understand the nomenclature of tumors, molecular bases of cancer and immune response to cancer
5. Recall knowledge of human structure (head and neck), function, embryological development, and principles of histology and correlate this knowledge with clinical context.
6. Describe the histology, gross anatomy, physiology and embryological development of the peripheral and the central nervous system, the eye and the ear.
7. Perform the examination of sensory and motor systems, visual acuity, visual field, and color vision and hearing
8. Acquire progressively increasing knowledge and understanding of the normal structure and function of the body's organ systems; namely (the urinary system, the endocrine and reproductive system and the digestive system) with the common diseases that affect these systems
9. Master basic skills (including the use of dipsticks in urine examination including protein and glucose in urine, how to interpret renal function and practicing the use of glucometer) and value the importance of these in terms of overall clinical examination
10. Understand the basics of dialysis in management of renal failure(haemo and peritoneal dialysis) though a hospital visit to the dialysis unit and practicing history taking from patients with renal failure
11. Define the terms used in Pharmacology, including Pharmacokinetics, Pharmacodynamics, nomenclature of drugs.

12. value the concepts of public health passing through global public health achievements and role in promoting health including the determinants of health and to demonstrate the relevance of epidemiology and public health to physicians

STRUCTURE OF YEAR TWO CURRICULUM:

Year two 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 and others successively.

Module		LGT (hs)	TBL & SGT (hs)	ILA (hs)	Seminar & Library visit (hs)	Lab, Hospital visit & skills (hs)	SSS Hours (T + P)	Credits
GBD		22	3x2		2x2 library visit (video)	1x3 Lab	21+0 Hours	4
NS		46			1x2 seminar	15x2 Lab	10 + 12 Hours	5
	CLS path	1	10x2			1x2 Lab	4+4 Hours	
	CLS micro	17	1x2			4x2 Lab	12+4 Hours	
CLS		18	11x2			5x2 Lab	16+8 Hours	4
HSFIII		20	X			10x2 Lab	6 + 2 Hours	3
PP		17	4x2				10+0 Hours	3
PPH		10	8x2				10+0 Hours	3
SM	US	16	3 x2		1x2 seminar	2x2 lab & 1x2 HV	12+8 Hours	3
	DS	25	3x2	1 x3		8A+4H (12x2) lab	15+14 Hours	5
	ER	40	5x2	1 x3		1H+6A+1Bioch skill (8x2 lab)	10+12 Hours	5
ECPD II		8	5 x2			2x2 BLS (skill) 1x2 abdom Exam (skill) =(3x 2)	4+ 10 Hours	3
SSC2	6					24	4+ 0 Hours	2

D	30						2
Total							42

Year Two Modules 2019-2020

SEMESTER I	SEMESTER II
<ul style="list-style-type: none"> • Human Structure and Function (III) (HSFIII) • Neuroscience (NS) • Genetic Bases of Diseases (GBD) • Clinical Laboratory Sciences (CLS) <p>CLS-P</p> <p>CLS-M</p> <ul style="list-style-type: none"> • Principles of Pharmacology (PP) • Student Selected Component (SSC) 	<ul style="list-style-type: none"> • Systemic Module (SM) <p>Urinary System (US)</p> <p>Digestive System (DS)</p> <p>Endocrine and Reproductive System (ER)</p> <ul style="list-style-type: none"> • Principles of Public Health (PPH) • Early Clinical and Professional development (ECPD) II • Student Selected Component (SSC)

LEARNING RESOURCES:

All of the core information in this year is covered in lectures, practical sessions, seminars, team based learning sessions, interactive learning activity and small group 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. Some lecturers also suggest further reading for those who wish to explore a topic in more detail than is required by the core curriculum. The detailed titles of the textbooks, the journals, websites and other recommended references you will find them within the lectures PPT that are uploaded on INLE (the Medical College's website).The recommended textbooks & websites:

Anatomy	<ul style="list-style-type: none">• Moore, K.: Essential Clinical Anatomy.• Drake, R., Wayne, V. & Mitchel, A.: Gray's Anatomy for Students.• Agur, A. & Dalley, A.: Grant's Atlas of Anatomy.• McMinn's Clinical Atlas of Human Anatomy.• Gosling's Color Atlas & Textbook of Human Anatomy
Physiology	<ul style="list-style-type: none">• Guyton and Hall Textbook of Medical Physiology• Ganong Review of Medical Physiology
pathology	<ul style="list-style-type: none">• Robbins basic pathology, 2010
medical genetics	<ul style="list-style-type: none">• Elements of medical genetics. By Emery & Rimoin 2010• Robbins basic pathology, 2010• Medical cytogenetics. By Hon Fong L. Mark, 2000• An Introduction to Human Molecular Genetics: Mechanisms of Inherited Diseases, Second Edition By: Jack J. Pasternak, University of Waterloo, Ontario ,Canada, 2005
histopathology	<ul style="list-style-type: none">• Curran's Atlas of histopathology• Junqueira's Basic Histology Text & Atlas (LANGE)
pharmacology	<ul style="list-style-type: none">• Clinical pharmacology by Laurence• Basic & clinical pharmacology by Katzung(Textbooks)• Lippincott's illustrated reviews by Finkel Cubeddu & Clark
Medicine	<ul style="list-style-type: none">• Davidson's Principles and Practice of Medicine, Edited by Brian R. Walker, BSc MD FRCPE FRSE, Nicki R Colledge, BSc (Hons) FRCPE, Stuart H. Ralston, MD FRCP FMedSci FRSE and Ian Penman, BSc MD FRCPE• Harrisons Principles of Internal Medicine
Biochemistry	Lippincott's illustrated reviews Biochemistry Denise R Ferrier
BLS	http://www.brit-thoracic.org.uk/Portals/0/Guidelines/AsthmaGuidelines/qrg101%202011.pdf
PTC	<ul style="list-style-type: none">• Primary Trauma Care Manual Standard Edition 2000 A Manual for Trauma Management in District and Remote Locations by Douglas A Wilkinson and Marcus W Skinner
الإخلاقيات الطبية	<ul style="list-style-type: none">• كتاب الإخلاقيات الطبية. جمعة الاطباء العالمية. جُف• تعليمات السلوك المهني التي تصدرها نقابة الاطباء

TEACHING METHODS

Lectures (LGT):

In year two, approximately half 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, 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.

Interactive learning activity (ILA):

It is a method of student centered learning in the form of small groups to encourage the student to develop problem solving skill, for each topic there will be two sessions in the open session, the student will have a case scenario presentation (role play) followed by interactive discussion about the case and answering all questions in the closed session.

Practical Sessions:

This year contains a number of practical sessions as dissection and demonstrations in anatomy, microbiology, 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.

Small Group Learning (SGL):

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 II](#)).

Clinical Skills:

Time is allocated in this year for training that will start to develop your clinical competence. 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 three or four 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 be describing 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. 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 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 [Appendix III](#).
- 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 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 coordinators, 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 foot of most of the outlines.
- Attend all formal learning sessions and arriving promptly on time.
- Supplement the core knowledge by reference to any further reading.
- 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. **Ibn-AL-Naface hall – (for group A&B)** - First Hall at the Left side of the Basic sciences building / near the main college gate from the national blood transfusion center side.
 - b. **AL-Razi Lecture hall – (for group C&D)** - Second Hall at the Left side of the Basic sciences building / near the main college gate from the national blood transfusion center side.
- SGL sessions are held in different small rooms supplied with audiovisual aids dispersed across the college. Each SGL 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 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.
- 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
- Small group learning sessions
- Feedback sessions
- Formative assessment and review sessions
- Clinical skills teaching (lectures and skills laboratory sessions)
- Clinical teaching (hospital and lab. visits)

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.
- **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, SGLs, TBL, ILA and practicals. *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 skills' assessment as **mastery** (pass/fail) assessment under supervision through 2-3 trials only, which will cover:

practical skills: urine dipsticks examination and the use of glucometer

Clinical skills: basic life support

Student Assessment of Year Two includes:

1- Module Progress Assessment: composed of two parts:

A. Continuous Progress Assessment: (10 %) 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 II**).

B. End Module Examination: (10 %) written exam done at the end of each module. It is fixed in the timetable of each semester in which all aspects from each Module in the year may be examined.

All of the material covered in lectures (including the lecture outlines and the recommended reading), practical classes, small group teaching sessions, clinical demonstrations, clinical skills sessions, formative assessments, and all other learning activities are potentially examinable

2- End Semester Examination: (80 %) this includes:

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

SECTION 1: (40-60%) Single Best Answer question (SBA) paper (2hrs). This section consists of 80-100 single best answer questions (SBAs). Students select the correct answer from a choice of 4 or 5 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.

SECTION 2: (0-20%) Short answer question (SAQ) paper (1hr). 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 paper (20%) It is done for each module that has practical sessions in the form of a slide show consists of approximately 15-20 slides. One minute for each slide.

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.

4- 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.

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.

The general theme for year TWO modules assessment

Formative Assessment	EME End Module Exam(10%)	Summative Exam(80%)		CPA(10%) Continuous progress assessment
No marks	10 marks	Practical/ (20%) 20 marks	Written/ (60%) 60 marks	10 marks -Quizzes (5%) -Task -Interactivity in TBL&SGT - discussion Forum (INLE) -attendance - participation in Formative
MCQ single best answer questions (SBA)	MCQ single best answer questions (SBA)	slide show presentation, (20 slides)	1- (40-60)% (MCQ) 2-(0-20)% short answer questions (SAQs) or Modified essay questions (MEQs) that may be based on brief clinical scenarios.	

Appendix I: List of Modules & Module Moderators & year Directors

Module Name	Module moderator
GBD	Dr. Bassam Musa Sadik Dr Manal A habib Dr Hadaf Dhafer
HSFIII	Dr Nawfel Al-Hadithi
NS	, Dr. Zahraa Qasim Dr Ridhaa Awni
CLS	Dr. Sazan Abulwahab Dr Zainab Hamid
PP	Dr.HudaAl-Qadhi
ER	Dr.Issraa Ali
US	Dr Manal A Habib, Dr Nariman Fahmi
DS	Dr.Ghassan Dr.Halla Ghazi
PPH	Dr Aliaa Maki
ECPDII	Dr Zainab Khalid Dr Ameer Dhahir
SSC	Dr Basil Awaise,

	Yasemeen albayaa, Yassemin Jwad
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Year two coordinators	E mail
Prof. Malak Taha	Malak_akram2004@comed.uobaghdad.edu.iq
Prof. Manal A Habib	Manala.habib@comed.uobaghdad.edu.iq

Appendix II: Check-list for assessing students during Learning Activities:

Total	Skills (2 marks)		Cognitive (5 marks)			Attitude (3 marks)			اسم الطالب	ت المجموعة
	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	Sub-group	
										1
										2
										3
										4
										5
										6
										7
										8
										9
										10
										11
										12
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										14
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										16
										17
										18
										19
										20

Appendix III: Timetable design of each week:

First week					
	8 – 9(LGT)	9 -10(LGT)	10 - 11	11 – 1(SGT, TBL, practical)	1-3 Library
Sunday	AB- CD-	AB- CD-		A B C D	A- B- C- D-
Monday	AB- CD-	AB- CD-		A- B- C- D-	A- B- C- D-
Tuesday	AB- CD-	AB- CD-		A- B- C- D-	A- B- C- D-
Wednesday	AB- CD-	AB- CD-		A- B- C- D-	A- B- C- D-
Thursday	AB- CD-	AB- CD-		A- B- C- D-	