



جامعة بغداد
UNIVERSITY OF BAGHDAD



كلية الطب
COLLEGE OF MEDICINE

UNIVERSITY OF BAGHDAD

COLLEGE OF MEDICINE

YEAR FOUR HAND BOOK

(2022 – 2023)

YEAR FOUR DIRECTOR

DR. KIFAH HEMDAN ABDULGHAFOUR

CONTENT:

	Title	Page
1	Welcome words	2
2	Aims & Objectives of Year Four	3
3	Structure of Year Four Curriculum	4-5
4	Learning Resources	6-7
5	What do you expect from us?	8
6	What do we expect from you?	8
7	How much work am I expected to do?	9
8	Venues of learning	9
9	Attendance / Absence	9
10	Assessment	10-12
11	Appendix II (Module Moderators)	13
12	Appendix III (Skills)	14
13	Appendix IV (Week design)	15

WELCOME 4TH YEAR STUDENTS

Welcome to the Fourth 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 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 Fourth 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 into phase two as smooth as possible.

Year Four will provide you the prospects to learn the body systems in a clinical perspective to the level required to be a junior doctor. At the same time you will carry on developing an appreciation of personal and professional development, communication skills, and medical ethics.

We shall begin the year with an introductory session briefing the whole year regarding objectives, modules, timetable, and assessment. From this session we will advance to learning about major systems of the human body along semesters one & two, detailed learning objectives will be provided at the beginning of each unit of a module. To assist students in learning, modules employ a variety of activities including lectures, clinical sessions, pathology images with laboratory guide, small group discussions, and clinical problem solving cases through Integrated learning activities. In addition, students are expected to self-study the required readings provided from textbooks and INLE.

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 & II](#)).

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. 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 have the benefit of year Four!

Year Four Directors

Dr. Kifah Hemdan Abdul-Ghafour

AIMS & OBJECTIVES OF YEAR FOUR:

Year Four in College of Medicine; University of Baghdad aims to encourage students to possess all essential knowledge, skills, and professionalism and acquire the habit of life-long learning to meet the health care and research needs of the society. This would be done by enhancing students' learning abilities and assisting their intellectual maturity from phase I to phase II through essential clinical modules that would provide them with basic knowledge, skills, and behavior in order to progress successfully through next grades in College of Medicine and future Medical career.

Learning Objectives & Outcomes:

1. Illustrate knowledge of major body systems regarding basic sciences by building on previous knowledge from phase (I) through Integration of basic science concepts with clinical reasoning.
2. Identify the common diseases of six human body systems (Hematology, CVS, Respiratory, Renal/male genital, GIT/liver, & Endocrine systems).
3. Explain the etiology, pathogenesis, & describe clinical manifestations of diseases affecting the aforementioned six body systems.
4. Develop clinical skills in obtaining and presenting a comprehensive medical history and demonstrating physical exam in order to formulate a hypothesis of the patient's condition
5. Select laboratory tests applied in diagnosis and assessment of disease status in order to solve clinical problems.
6. Distinguish radiological changes induced by specific diseases.
7. Recognize the rationale and application of the therapeutic options relevant to the various etiologies of disease.
8. State the basic principles of forensic medicine and relate them to common forensic situations in our community.
9. Write / Master writing primary forensic report and death certificate.
10. Identify basic principles of human behavior and discriminate major psychological and social issues and apply them to clinical situations.

11. Access and utilize information technology to manage online medical information, and communicate with tutors through INLE.
12. Express professional behavior in communication and in managing ethical issues.
13. Reflect professionalism in work assignments, logbooks, and portfolios.
14. Master allocated surgical procedural skills safely and correctly with appropriate informed consent and supervision.

STRUCTURE OF YEAR FOUR CURRICULUM:

Year Four of undergraduate medical study in College of Medicine/ University of Baghdad in its system-based integrated curriculum is the first part of phase II and consists of Two semesters; each semester contains several modules. Some modules run parallel while others run successively.

In Year Four, students will re-learn all body systems spirally in **(Systemic module-II)** based on what they have learned in Systemic modules-I given in phase I including(CVS, Respiratory, Hematology, Digestive/Liver, Urinary, & Endocrine/ Male genital systems). Units of Systemic module-II will be given sequentially along the two semesters consisting mainly of clinical contexts.

Systemic Module medicine will address on principles of medicine, concerning history taking, signs and symptoms and physical examination of these symptoms

Surgical module will address general surgical principles based on previous experience from Clinical attachment module of year three, given in a clinical environment and including mastery of certain surgical skills.

Pathology Module, concerning with etiology, pathogenesis, and morphological finding (gross and microscopical features of various diseases within body systems

Also, dealing with types of drugs concerning their students will learn in detail principles, legal points, and professional behavior in **Forensic Medicine Module** and would be required to master skills or write forensic reports.

Clinical Pharmacology, deal with drugs, mode of action, indication, side effect, and drug interaction in various systems

In addition; **Behavioral Science Module** will include learning about human behavior and how to discriminate between major psychological and social settings.

In the first semester; students will complete their **Research Methodology Module** by presenting their research projects in open discussion sessions.

Alongside both semesters; students will have sessions on communication skills, medical ethics, and professional behavior integrated into various modules and practice

Year Four modules, including Total hours, Theory, Clinical sessions& Credits

No.	Modules		Hours			Credits	Semester
			Total	Theor y	Clinical		
1	Systemic module (SYST medicine)		202	112	90	11	1 & 11
	A	Cardiovascular System (CVS-2)					
	B	Respiratory system (RS-2)					
	C	Hematology (H-2)					
	D	Digestive/Liver (DS-2)					
	E	Urinary System (US-2)					
	F	Endocrine/ Male genital System (ES-2)					
2	Surgical Module (SM)		191	116	75	10	I & 11
3	Systemic Pathology Module		105	90	15	7	1 & 11
4	Clinical pharmacology		60	60		4	1 & 11
5	Forensic Medicine Module (FM)		55	40	15	4	I
6	Behavioral Sciences Module (BS)		26	20	6	2	II
7	Research Project Module (RP-2)		100	10	90	4	I
	Total		739	448	291	42	

LEARNING RESOURCES:

All of the core information in this year is covered in lectures, clinical sessions, tutorials, 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.

Lectures (LGT):

In year 4, about one third 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, 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.

Clinical Sessions:

This year contains clinical sessions as in hospital wards. These sessions are essential to related modules to reach your ultimate learning outcomes. Please check students' lists of groups and subgroups in the registration office to attend the appropriate clinical sessions.

Tutorials:

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

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.

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, clinical problem solving, team-work, self study, &critical thinking.

Skills:

Time is allocated in this year for mastering certain skills to develop your clinical competence. These are conducted along the two semesters and should be fulfilled before progressing to the next year. (Appendix III)

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. files preferably in advance of the learning session 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 have already been using **Iraqi Network Learning Environment (INLE)** for the past three years. It is an easily accessible medium providing the most up to date information regarding your course and your timetable for lectures and clinical. You already have your own personal user name & password that grants your secured access to Moodle/ Year Four.

It is best to keep using Moodle and log in on a daily basis; you should be an active participant in all formative assessments, discussion forums, & Feedback surveys.

Student Self Study (SSS):

An important part of learning in year four is allocated as **Student Self Study (SSS)**. These will be uploaded on INLE as topics containing (titles, objectives, and resources), and required in all assessments.

A great element of success in our Integrated curriculum depends on your Self-Directed Learning; i.e. 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 four and the whole phase II.

References & textbooks:

During each module, you will learn about several subjects related to a common system or core clinical problem, the following list of references will aid your learning process:

- 1- Davidson's principles& Practice of Medicine 21st Edition
- 2- Harrison's Principles of Internal Medicine, 17th Edition
- 3- Bailey and Love's Short Practice of Surgery 25th Edition/ HODDER ARNOLD

- 4- Clinical Surgery by Michael M Henry & Jeremy N. Thompson 2nd Edition / ELSEVIER
- 5- Macloed Clinical Examination
- 6- Robbins & Cotran Pathologic Bases of Diseases 10th edition
- 7- كتاب الطب الشرعي و السموميات لطلبة كليات الطب و العلوم الصحية. الطبعة الثانية. ٢٠١٠. منظمة الصحة العالمية
المكتب الاقليمي لشرق المتوسط متوفر الكترونيا و مجانا في الرابط:
[الطب الشرعي و السموميات: لطلبة كليات الطب و العلوم الصحية: WHO IRIS](#)

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 Four timetable is shown in **Appendix IV**.
- 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 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 learning sessions. Allowing these devices to ring during learning sessions is disruptive for your colleagues and is discourteous to the faculty.
- 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.

Also you might need to review your knowledge by using library rooms or internet halls, and enhance your clinical skills and experience in skill laboratory or hospital wards.

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

VENUES OF LEARNING:

- All lectures are held in large lecture theatres in the campus/ Basic Sciences Building as follows:
 - a. **Lecture hall A – (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. **Lecture hall B– (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.
 - c. **Al zahrawi Hall for Pathology TBL**
 - d. **Ibn Hayan for Surgery & Radiology TBL**

- SGL sessions are held in different small rooms supplied with audiovisual aids dispersed across the college/ or side-rooms in hospitals. Each SGL session must contain instruction about the location of 4 small rooms specific for that session.
- Clinical sessions are held in the hospital wards of the concerned department of teaching hospitals in Medical City Campus.
- 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/ training 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
- Clinical sessions/ Clinical skills sessions
- Tutorial.
- Small group learning sessions
- Integrated Learning Activity sessions.
- Feedback/ review sessions

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

Failure of students to attend (unauthorized absence) for 10% of total hours of a certain module 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 directors 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 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.
- **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, ILAs, and clinical 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

Student Assessment of Year Four includes:

1. Assessment of Modules (other than Systemic Module Medicine) consisting of:

1- Module Progress Assessment: (30 %) composed of three parts:

A. Continuous Progress: (≈5 %) This assessment is conducted by facilitators during learning sessions marking for student's activity, responsiveness, interaction, orientation and attendance.

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: (20 %) written exam done for 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, small group teaching sessions, clinical demonstrations, clinical skills sessions, formative assessments, SSS, and all other learning activities are potentially examinable.

2- End Semester Assessment: (50 %) this includes:

A- SECTION 1: (50 %) 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 five 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.

B. A practical/ Clinical Assessment (20%) It is done for each module that has practical sessions.

2. Assessment of Systemic Module Medicine consisting of:

1- Continuous Progress Assessment (Mid module exam) & OSCE (50%)

2- Summative Assessment: (50 %)

Including **Six modules** (CVS, Resp System, Hematology, GIT and Liver, Urinary system & male genital tract & Endocrine System) assessed and arranged according to the blueprint:

3. Assessment of the Pharmacology module and Behavior Science module:

1- Mid module exam (30 marks)

2- Summative exam (70 marks)

Note: No compensation operates between the written and OSCE assessment. It is necessary to pass each individual examination component to achieve the pass mark for the examination as a whole.

5- Mastery Assessment: Students will be trained on certain skills (**Appendix IV**) 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 next September. Regarding Systemic module; failing in one part of the summative assessment (paper/ or OSCE) will not obligate them to re-sit the other part and vice versa. Students who fail at the second-sitting examination will, be allowed to re-sit the year with full attendance

Appendix II: List of Modules, Module Moderators:

مدراء الوحدات النمطية للمرحلة الرابعة للعام الدراسي ٢٠٢٢- ٢٠٢٣

1- Systemic Module medicine :

a- Cardiovascular Module

الاستاذ الدكتور معتز فوزي <mutazfawzi@yahoo.com>

b- Respiratory Module

الاستاذ الدكتور محمد وهيب <mwalobaidy@gmail.com >
الاستاذ المساعد الدكتور عبد الامير محسن <drabdulameer@yahoo.com>

c- Hematology module

الاستاذ المساعد الدكتور علاء سهام <dr.alaa_1972@yahoo.com>

d- GIT & Liver Module

الاستاذ المساعد الدكتور رباح اسريح <rabahasreah@yahoo.com>

e- Endocrine Module

الاستاذة الدكتورة منال خضر عبد الرزاق <omarazawi108@yahoo.com>

f- Urinary Module & Male Genital

الاستاذ الدكتور علي عبد المجيد <alitransplantclinic@gmail.com>

2- Surgical Module

الاستاذ الدكتور عقيل شاكر محمود
الاستاذ المساعد الدكتور عمر سالم خطاب
الاستاذ المساعد الدكتور عبد الامير محسن
الاستاذ المساعد الدكتور مؤيد عباس
الاستاذ المساعد الدكتور محمد باسل اسماعيل
المدرس الدكتور تحسين مزهر هاشم

3- Systemic pathology Module

الاستاذ الدكتور هيثم احمد محمد
الاستاذ المساعد الدكتور جعفر نوري جعفر
الاستاذ المساعد الدكتور امير ظاهر حميدي
الاستاذ المساعد الدكتورة زينب خالد شهاب

4- Clinical pharmacology

الاستاذ المساعد الدكتور محمد قاسم يحيى
الاستاذ المساعد الدكتورة سمارة موفق

5- Surgical Practical Skills

الاستاذ المساعد الدكتور عمر سالم خطاب <omarsalemk@yahoo.com>

6- Forensic Medicine Module

الاستاذ المساعد الدكتور نبيل غازي <nabeelghazi_hashim@yahoo.com>
الاستاذ المساعد الدكتور وفاق محمود علي

7- Behavioral Science Module

الاستاذة الدكتورة مها سليمان <maha.younis@gmail.com>

8- Research proposal part 2

الاستاذ المساعد الدكتورة نادية عزيز ناصر
المدرس المساعد عفاف سامي سلمان

Appendix III: List of Skills in 4th year:

<u>Skill</u>	<u>Department/ Module</u>
1. Wound care and basic wound dressing	Surgery
2. Application of Local Anesthetics	Surgery
3. Types of Sutures & Skin suturing	Surgery
4. Safe disposal of clinical waste, needles and other sharps	Surgery
5. Correct technique for “moving and handling” injured patients	Surgery
6. Writing Death certificate	Forensic medicine
7. Writing Primary Forensic Report	Forensic medicine
8. Male and Female Urethral Catheterization	Urinary
9. Prescription Writing	Pharmacology

Appendix IV: Timetable design of each week:



University of Baghdad

College of Medicine

Year Four

Academic Year 2022-2023

Semester Two Time Table

WEEK				
	8 – 9	9 -10	10 – 10:30	10:30 – 1:30
Sunday	A & B Med C & D Sur	A & B Sur C & D Med		A- Medicine CL B- Surgery Cl C- Pathology 2 D- Urology TBL
Monday	A & B Med C & D CP	A & B CP C & D Med		A- Urology TBL B- Medicine C- Surgery D- Pathology 2
Tuesday	A & B Surgery C & D Medicine	A & B Medicine C & D Surgery		A- Pathology 2 B- Urology TBL C- Medicine D- Surgery
Wednesday	A & B Med C & D CP	A & B CP C & D Medicine		A- Surgery B- Pathology 2 C- Urology TBL D- Medicine
Thursday	A & B Surg C & D BS	A & B BS C & D Surg		A- Pathology ENT B- Urology TBL C- TBL Blood bank D- Radiology TBL