

University of Alkafeel

College of Medicine

Year Two Hand Book

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Welcome

2nd year students



Welcome to the second year of your undergraduate journey at the College of Medicine, University of Alkafeel. We extend our best wishes for your continued success in your studies and future career endeavors.

Year two of your medical education is designed not only to impart a comprehensive understanding of the foundational principles of medicine but also to instill in you the awareness that this knowledge base is ever-evolving. Thus, you will need to cultivate a lifelong commitment to learning and adapting to new advancements in the field.

We encourage you to approach learning with a sense of curiosity and a drive for exploration, rather than merely passively acquiring information. This approach will enable you to not only assimilate new knowledge but also apply it effectively, a crucial skill for your future as a healthcare professional. Throughout this year, we will focus on honing your clinical skills, cultivating the right attitudes, and deepening your understanding of medical ethics—skills that will serve as the foundation for your future practice.

Our responsibility is to ensure that you graduate with not only the requisite knowledge and skills but also with the ability to demonstrate professionalism and ethical conduct in your practice.

This handbook outlines the modules for Semester I and Semester II of your second year. We are here to support you in adapting to new learning methodologies and to facilitate a smooth transition into year three.

Year two offers you the opportunity to delve into the intricate structure and function of the human body, laying the groundwork for your role as a junior doctor. Additionally, you will begin to explore personal and professional development, communication skills, and ethical considerations in medicine.

As your Year Coordinator, I am committed to being available to address any questions or concerns you may have throughout the year. Please do not hesitate to reach out to me or the module moderators listed in Appendix I.

Your feedback, whether formal or informal, is invaluable to us in continually improving the academic organization of the modules. If you encounter any academic challenges, please inform us promptly so that we can provide the necessary support and assistance.

We hope that you find year two both enriching and enjoyable.

Year Two 2023-2024

Semester 1

Human Anatomy

Physiology

Histology

Embryology

Biochemistry

ECPD2

- SSC
- Clinical Skills
- Clinical Visit (Hospital & PHC)
- Personal and Professional Development.

Semester 2

Human Anatomy

Physiology

Histology

Clinical chemistry

Democracy

Crimes of Arab Party

ECPD2

- SSC
- Clinical Skills
- Clinical Visit (Hospital & PHC)
- Personal and Professional Development.

Learning Resources:



Throughout this year, core information will be delivered through various learning formats such as lectures, practical sessions, seminars, team-based learning sessions, interactive activities, and small group sessions. These sessions will be supplemented by recommended readings, which encompass textbooks and other resources directly associated with the curriculum.

The majority of the content covered in these learning activities can be found in the recommended textbooks. Additionally, some lecturers may suggest further readings for students who wish to delve deeper into specific topics beyond the core curriculum.

Detailed information regarding the recommended textbooks, journals, websites, and other relevant references will be provided within the lecture materials uploaded on Alkafeel Medical College's website in the form of PowerPoint presentations.

The recommended textbooks

Anatomy

Moore KL & Dalley AF (2006): Clinically Oriented Anatomy. 5th Ed. Lippincott Williams & Wilkins. Philadelphia

References:

Moffat DB (1987): Lecture notes on anatomy. Blackwell publications. Oxford

Snell RS (2000): Clinical anatomy for medical students. 6th Ed. Williams & Wilkins. Philadelphia

Grant's atlas of anatomy (CD)

McMinn's color atlas of human anatomy (CD)

McMinn & Abrahams's clinical atlas of human anatomy (CD)

Netter's interactive anatomy (CD). Ciba publications

Weir J & Abrahams P: Imaging atlas of the human body (CD)

Wilkinson: neuroanatomy for medical students

Barr & Kiernan: the human nervous system

MRI of the brain and spine (CD)

McMinn's head and neck anatomy (CD)

Embryology

Sadler TW (2014): Langman's medical embryology. 13thEd. William & Wilkins. Philadelphia.



Moore KL and Persaud TVN (1998): Before we are born, Essentials of embryology and birth defects. 5th Ed. Saunders' comp. Philadelphia.

Moore KL and Persaud TVN (1998): The developing human, clinical oriented embryology. 6th Ed. Saunders' comp. Philadelphia.

Physiology

Guyton & Hall Text book of Medical Physiology, 14th edition, 2021.

Ganong's Review of Medical Physiology, 26th edition 2021

Biochemistry & Clinical Chemistry

Lippincott's Illustrated Reviews: Biochemistry. Sixth Edition, 2014

Clinical Biochemistry and Metabolic Medicine; Martin crook.

Biochemistry: Lubert stryer

Histology

Junqueira LC & Carneiro J (2016): *Basic Histology; Text & Atlas*. 14th ed. McGraw-Hill Medical. New York.

Leeson TS, Leeson CR & Paparo AA (1988): *Text/Atlas of Histology*. WB Saunders. USA.

Teaching methods

Lectures (LGT):

Approximately half of the core curriculum content in year two will be delivered through didactic lectures. Lecture handouts will be available on the Medical College's website before each lecture. These handouts include the lecture title, learning objectives, relevance to clinical practice, and an outline of lecture contents. Recommended readings from core textbooks are provided for each lecture, with additional readings suggested for those seeking deeper exploration beyond the core curriculum. It's advisable to review the lecture outlines prior to attending the lectures.

Interactive Learning Activity (ILA):

ILA involves student-centered learning in small groups aimed at developing problem-solving skills. Each topic will have two sessions: an open session featuring case scenario presentations followed by interactive discussions, and a closed session for addressing questions arising from the case discussions.

Practical Sessions:

Practical sessions include anatomy, microbiology, histology, and physiology dissections and demonstrations. These sessions complement related lectures to achieve learning outcomes. Students can check group and subgroup lists at the registration office to attend appropriate practical sessions.

Seminars:

Seminars, conducted in separate groups, encourage active student participation, open discussion, and brainstorming under the supervision of a lecturer.

Small Group Learning (SGL):

SGL sessions present clinically oriented scenarios for small group discussions facilitated by a supervisor. Students are expected to prepare by reading uploaded case scenarios and answering related questions. Performance is evaluated based on a checklist.

Clinical Skills:

Time is allocated for clinical skills training, primarily during the ECPD conducted in laboratories, small rooms, and hospitals.

Student Selected Components (SSCs):



Students are required to spend approximately thirty hours on SSCs, assigned to a faculty mentor. SSCs offer the opportunity to study a chosen topic from an approved list, working collaboratively in groups of three or four to prepare reports or projects. Completion of SSCs is compulsory, with Year 1 SSC completion necessary for progression to year two.

Handouts:

Handouts, including this handbook and the timetable, will be uploaded to Moodle. A module workbook outlining module details such as aims, objectives, contact information, sessions, venues, and assessments will also be available on Moodle at the start of each module. Lecture materials (PowerPoint presentations) will be posted at least a week before lectures.

Library:

Access to the Main Library containing textbooks and journals on basic sciences and clinical material is provided. Library staff are available to assist with any queries regarding library facilities.

Alkafeel Learning Environment:

Learning Environment and Moodle

Our learning environment, facilitated through Moodle, serves as a centralized platform managing the curriculum and providing comprehensive information about all its aspects. It offers easy accessibility to the most up-to-date course information, including lecture schedules and practical session timetables. Each student is assigned a personal username and password, ensuring secure access to Moodle.

An in-depth introduction to Moodle will be provided early in the E-Learning module. We encourage you to familiarize yourself with Moodle as soon as possible and to log in daily to stay updated with course materials and announcements.

Self-Directed Learning:

Success in our integrated curriculum hinges greatly on your commitment to extensive, self-motivated, and lifelong learning. Your proactive utilization of the available learning resources demonstrates your dedication to acquiring the necessary knowledge, skills, and professionalism throughout your journey in year one and beyond.

What do you expect from us?

You can expect:

- 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 year
- Help and advice from the year coordinators, 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 Saturday- Wednesday (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 halls in the Campus Building as follows:

- Ground Lecture Hall- First Hall at the Left side of the Main building entrance.
- 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 respective 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 Anatomy Lab
- Hospital visits: during this year, you are going to visit different floors of AlKafeel teaching hospital as part of your clinical training.
- Laboratory visits: during this year, you are going to visit different floors of the Teaching Laboratories 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 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

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- Mid-course Assessment: (20%) which is comprised of Single Best Answer question (SBA) paper (90 min). 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.
- 2- 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.

- 3- End Semester Examination: (70 %) this includes:

A. A written paper: (50 %) which is comprised of two sections:

SECTION 1: (50-60%) 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: (30-40%) 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.

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.

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.