

University of Alkafeel

College of Medicine

Year Three Hand Book

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➤ **Welcome**

3rd year students

Welcome to the third year of your undergraduate journey at the College of Medicine, University of Alkafeel. We extend our warmest wishes for your continued success as you advance into this crucial phase of your medical education. Year three marks a pivotal transition into the clinical phase of your studies, where you will deepen your knowledge of the core medical sciences, while gaining hands-on experience in clinical settings. This year is designed to not only solidify your understanding of these essential disciplines but also to prepare you for the complexities and responsibilities of patient care.

As you progress, we encourage you to embrace a proactive approach to learning, focusing not only on acquiring information but also on critically applying it in clinical practice. This mindset is key to developing the practical skills and professional judgment that will define your future as a healthcare provider.

Throughout this year, we will emphasize the development of your clinical competencies, with a focus on patient interactions, diagnostics, and treatment planning. Equally important will be your growth in communication skills, ethical decision-making, and understanding the social determinants of health—areas that are essential to holistic patient care.

Our role is to ensure that you graduate with the knowledge, skills, and professionalism required to excel in your future career. We are here to support you as you navigate the challenges of this year, from mastering complex scientific concepts to adapting to the demands of clinical rotations.

This handbook outlines the modules for Semester I and Semester II of your third year. We are committed to helping you transition smoothly into this phase of your education, providing the guidance and resources needed to succeed.

As your Year Coordinator, I am always available to answer any questions or address any concerns you may have. 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 as we strive to continually improve the academic organization of the modules.

We wish you an enriching and rewarding experience in your third year, and we look forward to seeing you thrive as you take the next steps toward becoming a compassionate and skilled healthcare professional

➤ **Year Three Structure**

Semester 1

Clinical Phase 1 (Medicine, Surgery)

Bacteriology & Mycology

Immunity

Pathology

Pharmacology

Research Methodology

Semester 2

Clinical Phase 1 (Medicine, Surgery)

Parasitology

Virology

Pathology

Pharmacology

Family & Community Medicine

➤ **Year Objective**

Integrate foundational medical sciences with clinical skills, enabling students to transition into more advanced phases of medical education and practice.

- Apply an advanced understanding of pharmacodynamics and pharmacokinetics in prescribing safe and effective medication regimens, considering patient-specific factors such as age, comorbidities, and polypharmacy.
- Diagnose and manage infectious diseases by identifying the causative pathogens, understanding the mechanisms of antimicrobial resistance, and selecting appropriate antimicrobial therapies.

- Analyze pathological findings to understand disease processes at the cellular and tissue levels, integrating this knowledge into the clinical decision-making process for diagnosis and treatment.
- Demonstrate proficiency in history taking and clinical examination, applying and expanding knowledge in a clinical setting.
- Apply principles of public health and preventive medicine in addressing health disparities and promoting wellness at the community level, incorporating socio-environmental factors in patient care.
- Design, conduct, and critically appraise clinical research studies, utilizing appropriate research methods, biostatistics, and evidence-based medicine to inform clinical practice and contribute to the advancement of medical knowledge.

➤ Learning Resources

Throughout this year, core information will be delivered through various learning formats such as lectures, practical sessions, clinical 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 Al-Siraj in the form of PowerPoint presentations, video links and other learning resources.

➤ Recommended textbooks

Medicine

Davidson's principle and practice of medicine.

McLeod's physical examination.

Harrison's principle of internal medicine

Surgery

Bailey and Love's Short Practice of Surgery, 26th edition.

Hamilton -Bailey Physical Signs.

Browse Symptoms and Signs of Surgical Diseases.

Bacteriology and Mycology

Kenneth J. Ryan, C. George Ray. “Sherris.Medical Microbiology” 6th edition

Jawetz Melnick & Adelbergs Medical Microbiology and Immunology, 27 editions
2015.

Medical Mycology By Chung & Bennett 2003,

Clinical Mycology by William E.Dilmake, Peter G. Pappas & Jack D. Sobel 2003.

Medical Mycology By Dr. Azhar A. F. Ibrahim. 2013

Parasitology

Paniker s Textbook of Medical Parasitology 7E (2013)

Jawetz Melnick & Adelbergs Medical Microbiology, 27 editions 2015

Virology

Jawetz Melnick & Adelbergs Medical Microbiology, 27 editions 2015

Immunity

Owen J, Punt J, Stranford S, Jones P. Kuby Immunology. Macmillan Learning;
2018.

Delves PJ, Martin SJ, Burton DR, Roitt IM. Essential Immunology. Wiley; 2017.

Chapel H, Haeney M, Misbah S, Snowden N. Essentials of Clinical
Immunology, Includes Wiley E-Text. Wiley; 2014.

Pathology

Muir's textbook of pathology

Robbins & Cotran Pathologic Basis of Disease, 10th edition.

Harsh Mohan Textbook of Pathology, 8th edition.

Medscape (<https://www.medscape.com>).

Pathology outlines (<https://www.pathologyoutlines.com>).

Pharmacology

Lippincott Illustrated Reviews: Pharmacology, Sixth Edition

Katzung's Basic & Clinical Pharmacology, 14th Edition.

Family & Community medicine

Wayne W. Daniel, Chad L. Cross. Biostatistics: A Foundation for Analysis in the Health Sciences, 11th Edition, 2018

Text book of occupational and environmental medicine. 2011, 5th edition.

WHO & UNICEF websites.

Manual and books of Iraqi MOH

Principles of Nutrition Textbook, 3rd Edition. 2018.

➤ Teaching methods

Lectures (LGT):

Approximately half of the core curriculum content in year three 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, interactive learning in large 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 closing session for addressing questions arising from the case discussions.

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.

Laboratory Skills:

Practical sessions include microbiology, pathology, immunity and pharmacology. 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.

Practical Skills:

Time is allocated for clinical skills training, in clinical skill center, and hospitals.

Problem-Based Learning (PBL):

In PBL, students are placed in small groups to work through real-life medical cases. The process involves identifying the problem, gathering and analyzing information, and developing a solution. PBL encourages active learning, critical thinking, and collaborative problem-solving. A facilitator guides the discussion but allows students to take the lead in learning.

Case-Based Learning (CBL):

Similar to PBL, CBL involves working through specific clinical cases, but with a stronger focus on integrating knowledge across different disciplines. These sessions help students connect theoretical knowledge to clinical application, enhancing their diagnostic and decision-making skills.

Simulated Patient Scenarios:

Simulation-based training uses high-fidelity mannequins and standardized patients (actors) to mimic real clinical scenarios. Students can practice their clinical and communication skills in a safe, controlled environment, receiving immediate feedback from instructors.

Peer Teaching:

Peer teaching involves students teaching and learning from one another in certain discipline. More senior students or peers can present topics, lead discussions, or demonstrate clinical skills. This method fosters a collaborative learning environment and helps reinforce understanding by explaining concepts to others.

Research Projects:

Students may engage in supervised research projects related to their field of interest. These projects help develop critical thinking, scientific inquiry, and research methodology skills. Research findings may be presented at conferences or published in medical journals.

Flipped Classroom:

In the flipped classroom model, students review lecture material and readings at home before coming to class. Classroom time is then dedicated to interactive activities such as discussions, problem-solving exercises, or practical applications of the content. This approach encourages active learning and deeper understanding of the material.

Handouts:

Handouts, including this handbook and the timetable, will be uploaded to Alkafeel Medical College's website Al-Siraj. 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 (KLA):

Our learning environment, facilitated through Al-Siraj, 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 the platform.

An in-depth introduction to Al-Siraj will be provided early in the E-Learning workshop. We encourage you to familiarize yourself with platform 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:

-Lecture Hall- Main building.

-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 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 8:30 a.m. till 4:30 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 the 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

➤ **Student Assessment of Year Three 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 (20%) It is done for each module that has practical sessions

- Assessment of skills: This year you will be exposed for the first time for skills' assessment. A marked History taking and focused history taking will be assessed 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.
- Spot Laboratory Diagnosis: This will be performed at the end of the second semester as a part of Infectious Diseases Module which will be composed which is a set of power point slides of approximately 10-15 slides. 1 -2 minutes for each slide.

➤ **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.

➤ **Contacts**

If you have any questions or inquiries, please reach out to the relevant departments:

- For questions related to academic subjects, please consult the course supervisor or the head of the department for the respective subject.
- For questions related to attendance or accounts, please contact the Student Affairs Office.
- For matters related to the third-year feedback, please contact the Year Coordinator.
- For general questions or inquiries, please contact Administration of medical college
<https://t.me/MedicineAlkafeelbot>