University of Alkafeel

College of Medicine

Year One Hand Book

Year One director:

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Welcome

First Year Students

Welcome to the First 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 the first phase of your medical education. Year one marks a pivotal transition into the graduate phase of your studies, where you will begin your knowledge of the medical sciences. This year is designed to solidify your understanding of these essential disciplines and to prepare you for the following years.

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 basic information that qualifies you for the following stages. Equally important will be your growth in communication skills, ethical decision-making, and understanding the social determinants of health areas.

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 first 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 first year, and we look forward to seeing you thrive as you take the next steps toward becoming a compassionate and skilled healthcare professional

Year One Structure

Semester 1

- Human Anatomy
- Medical Biology
- Medical Chemistry
- Medical Physics
- Computer Science
- Medical Terminology
- Human Rights
- ECPD1

Semester 2

- Human Anatomy
- Medical Biology
- Biochemistry
- Medical Physics
- Physiology
- Computer Science
- English
- ECPD1

Year Objective

1.Explain the structure and function of biomolecules, enzymatic reactions, and metabolic pathways, and apply biochemical principles to understand disease mechanisms.

2.Describe the physical principles underlying medical imaging, radiation therapy, and physiological measurements, and apply them to medical diagnostics and treatment.

3. Identify and describe the bones, muscles, nerves, and vascular structures of the upper and lower limbs, and explain their functional significance in movement and clinical conditions.

4. Explain the structure and function of cells, membrane transport mechanisms, and the composition and physiological roles of blood, including hemostasis and immune responses.

5. Understand fundamental concepts of computer science and apply them to medical data and healthcare technologies.

6. Develop proficiency in medical terminology and English language skills to accurately communicate medical information, interpret clinical documents, and engage in professional discussions.

7. Recognize and explain fundamental human rights principles, ethical considerations in healthcare, and the role of medical professionals in upholding patient rights and dignity

Early clinical & professional development (ECPD1):

Early start, and in contrast to many other medical college curricula, creates, develops, and develops the skills of medical college students from a clinical standpoint, as well as from a professional and personal standpoint, so that they become highly competent and able to perform the practical tasks they will face when they begin their work after graduating from college of medicine in the service of their patients and their community.

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.

Recommended textbooks

Anatomy

1. Moore KL & Dalley AF (2006): Clinically Oriented Anatomy. 5th Ed. Lippincott Williams & Wilkins. Philadelphia
2. Moffat DB (1987): Lecture notes on anatomy. Blackwell publications. Oxford
3. Snell RS (2000): Clinical anatomy for medical students. 6th Ed. Williams & Wilkins. Philadelphia
4. Grant's atlas of anatomy (CD)
5. McMinn's color atlas of human anatomy (CD)
6. McMinn & Abrahams's clinical atlas of human anatomy (CD)
7. Jaffar A & Al-Salihi A (2000): Selected topics in anatomy (CD). Al-Nahrain University publication.
8. Netter's interactive anatomy (CD). Ciba publications
9. Weir J & Abrahams P: Imaging atlas of the human body (CD)

Medical Biology

1- Dalley KL& Dalley AF (2006): Clinically oriented Anatomy.
2- 5th Ed Lippincott Williams& Wilkins. Philadelphia
3- Molecular Biology of the cell, Bruce Albert,6th Edition (2017).

Medical Chemistry

1- The chemistry basis of life/ General, Organic and Biological Chemistry for the Health Sciences
2- Al-Nahrain university/College of Medicine Practical Handbook

Medical Physics

1- Medical physics by John Cameron and James G. Skorfronnick
2- Physics for biology and pre-medical students, D.M. Burne &S.G.G. MacDonald
3- Practical Physics in SI by E. Aramitage

Physiology

1- Guyton & Hall Text book of Medical Physiology, 13th edition, 2016.
2- Ganong's Review of Medical Physiology, 25th edition, 2016.

Computer science:

1. Wempen, Faithe. Computing Fundamentals: Introduction to Computers, John Wiley & Sons, 2014
2. Lambert, Joan, and Curtis Frye. Microsoft Office 2016 Step by Step. Microsoft Press, 2015
3. Hennessy, John L., and David A. Patterson, Computer architecture: a quantitative approach. Elsevier, 2011

Human rights:

1. Political systems: D. Hamed hanon
2. Constitutional system in Iraq. D. Adnan Ajel 20
3. Constitution of Iraq in year 2005.

Early clinical & professional development (ECPD1):

1- Essentials of General Surgery
2- Nursing Care Guides
3- osmosis from Elsevier

Teaching methods

Lectures (LGT):

Approximately half of the core curriculum content in year one 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, Medical Biology, Medical Chemistry, Medical Physics, Physiology, Computer science and Early clinical & professional development (ECPD1). 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.

Clinical Skills:

Time is allocated for clinical skills training, in laboratories, small rooms, 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. 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.

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:

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.

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 are 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 reaches 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 the 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 One includes:

➢ Student assessment:

- ➢ The minimum requirement for a student to pass is to achieve at least 50% of the total 100 marks assigned for the course.
- ➢ Students who fail to attain the 50% cut-off mark are required to re-sit for a second trial examination similar to the final one. Failing in the second trial entails the student to repeat the academic year.
- ➢ The marks are distributed as follows:
    1. If the course contains two parts (Theoretical and Practical), the marks are distributed as follows:

Midterm (theory)	Degree of activities (theory)	Degree of activities (practical)	Final (practical)	Final (theory)
20	5	5	20	50

2. If the course contains one part (Theoretical only), the marks are distributed as follows:

Midterm (theory)	Degree of activities (theory)	Final (theory)
20	10	70

Communication

- Al-Siraj Educational Platform for communicate with the lecturer
- Following telegram channel https://t.me/+VHQ5k03Q1Uw3MzYy For official notifications
- For communication with the Deanship of the College through the following telegram bot: @MedicineAlkafeelbot

- 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 one-year feedback, please contact the Year Coordinator.