



جامعة بغداد - كلية طب الكندي

وحدة التعليم الطبي



**UNIVERSITY OF BAGHDAD**  
**AL-KINDY COLLEGE OF MEDICINE**

**YEAR - 2 - HAND OUT BOOK**  
**ACADEMIC YEAR 2020-2021**

**YEAR COORDINATOR:**

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## **Welcome message:**

Welcome to year 2 , You will be fascinated by how much you can learn and even more by how much you can forget. Medical school is all about long-term retention and you will figure out in the first few months how to study. Try not to be overwhelmed—this is everyone’s trial period.

In this year, you will build a framework for the rest of your medical education, and we can tell you, you will be incredibly proud of how much your brain transforms in a mere year.

It will be challenging though. You will spend so much time pouring over lectures that you may even start to even dream about diagnoses. The sheer volume of knowledge you must gain to be responsible for people’s lives is terrifying. Find your support system and lean on them.

You need to become comfortable with your knowledge. This is harder than it sounds. Medical schools select people just like you, who are intelligent and have excelled in life, remain humble and open to learning. Never think you know it all and never become too confident in your skills.

Our future colleagues, you are not a fraud. You are a unique and capable individual with your own flaws just like me, just like everyone in your class, and you deserve to be here. Don’t lose your sense of purpose in comparing yourself to others. It may be hard to appreciate what makes you unique at times but we hope that you will come to embrace it.

If you ever need to get in touch with someone else going through this journey, feel free to reach out (on Dr. Raghad E. Naji e-mail: [ragademadaldeen@kmc.uobaghdad.edu.iq](mailto:ragademadaldeen@kmc.uobaghdad.edu.iq) or Dr.Bilal e-mail: [bilal.s@kmc.uobaghdad.edu.iq](mailto:bilal.s@kmc.uobaghdad.edu.iq) ). Enjoy the ride and know a fellow medical student believes in you.

## **Aim & objectives of year 2:**

Year two in Al-Kindy 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 the college.

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

1. Recall knowledge of human structure (head and neck), function, embryological development, and principles of histology and correlate this knowledge with clinical context.
- 2 Describe the histology, gross anatomy, physiology and embryological development of the musculoskeletal, digestive, respiratory, and cardiac systems.
- 3-To outline the role of the biochemical process that takes place during metabolism & to provide an understanding of the biochemical process and the biochemical mechanisms of diseases state in the hemopoetic lymphatic, respiratory , digestive ,cardiovascular system which will provide modern medicine with rationale basis for the diagnosis and therapy
- 4- Understand the difference between necrosis and apoptosis, acute & chronic inflammation, benign and malignant tumors.
- 5- Describe the hematological changes in blood cells abnormalities.
- 6- Explain the etiology, pathogenesis, & describe pathological features of main diseases and disorders affecting the respiratory, GIT and musculoskeletal system.
- 7- State the knowledge with strong base of scientific and recent medical information regarding the medications which enable the students to give proper medical description free from side effect.
- 8- Apply knowledge for clinical bacteriology, clinical virology, clinical parasitology and clinical immunology through studying these sciences in different modules. These knowledge includes causes, pathogenesis, clinical features, laboratory diagnosis, and treatment of different infectious and immunological diseases.
- 9- Perform 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.
- 10- Know the detail and the sequence of information that should be covered during history taking of specified clinical scenario, realize how to achieve a clinical interview efficiently , and know the proper method of examination of every system in human body.

Structure of Year-2 curriculum:

Year 2		Semester I	15 weeks	Y2 S1			
Modules +ECE	Year 2	Subject	Lec	Prac	S + T	Credit	
		Introduction to Disease and Therapy Module	25	16	2	2.3	
		Nutrition & Metabolism Module	30	0	0	2.0	
		Measurements of Health & Disease Module	20	20	0	2.0	
		Hemopoitic System Module	52	26	10	5.0	
		Respiratory System Module	54	28	8	5.1	
		Early Clinical Exposure	0	30	0	1.0	
		Elective	0	15	0	0.8	
		English	15	0	1	1.1	
		SDL	0	30	0	1.0	
		<b>Total</b>			<b>196</b>	<b>165</b>	<b>21</b>

Year 2		Semester II	15 weeks	Y2 S2			
Modules +ECE	Year 2	Subject	Lecture	Practical	S + T	Credit	
		Cardiovascular System Module	42	40	8	4.7	
		Musculoskeletal System Module	43	40	9	4.8	
		Digestive & liver Module	68	62	10	7.3	
		Early Clinical Exposure	0	30	0	1.0	
		Elective	0	15	0	0.5	
		English	15	0	1	1.1	
		SDL	0	30	0	1.0	
		<b>Total</b>			<b>168</b>	<b>217</b>	<b>28</b>

**Modules of year – 2 :**

<b>Y2-S1</b>	<b>Y2-S2</b>
<b>Introduction to Disease and Therapy Module</b>	<b>Cardiovascular System Module</b>
<b>Nutrition &amp; Metabolism Module</b>	<b>Musculoskeletal System Module</b>
<b>Measurements of Health &amp; Disease Module</b>	<b>Digestive &amp; liver Module</b>
<b>Hemopoietic System Module</b>	<b>Early Clinical Exposure</b>
<b>Respiratory System Module</b>	<b>Elective</b>
<b>Early Clinical Exposure</b>	<b>English</b>
<b>Elective</b>	
<b>English</b>	

## 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.

Anatomy	<ul style="list-style-type: none"><li>• Moore, K.: Essential Clinical Anatomy.</li><li>• Drake, R., Wayne, V. &amp; Mitchel, A.: Gray's Anatomy for Students.</li><li>• Agur, A. &amp; Dalley, A.: Grant's Atlas of Anatomy.</li><li>• McMinn's Clinical Atlas of Human Anatomy.</li><li>• Gosling's Color Atlas &amp; Textbook of Human Anatomy</li></ul>
Physiology	<ul style="list-style-type: none"><li>• Guyton and Hall Textbook of Medical Physiology</li><li>• Ganong Review of Medical Physiology</li></ul>
Pathology	<ul style="list-style-type: none"><li>• Robbins basic pathology, 2010</li></ul>
histopathology	<ul style="list-style-type: none"><li>• Curran's Atlas of histopathology</li><li>• Junqueira's Basic Histology Text &amp; Atlas (LANGE)</li></ul>
Immunity	<ul style="list-style-type: none"><li>• Kubby – Immunology.</li><li>• Ivan Roitt – Immunology</li></ul>
Microbiology	<ul style="list-style-type: none"><li>• Jamet's medical microbiology.</li><li>• Baily &amp; Scott's diagnostic microbiology.</li></ul>
pharmacology	<ul style="list-style-type: none"><li>• Clinical pharmacology by Laurence</li><li>• Basic &amp; clinical pharmacology by Katzung(Textbooks)</li><li>• Lippincott's illustrated reviews by Finkel Cubeddu &amp; Clark</li></ul>
Biochemistry	<ul style="list-style-type: none"><li>• Lippincott's illustrated reviews Biochemistry Denise R Ferrier</li><li>• Textbook of biochemistry for medical students-Jaypee.</li></ul>

## **Learning Methods:**

All of the core information in this year is covered by lectures, practical, small group learning sessions, clinical/ bedside sessions and seminars 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:**

In year two, more than one third of the core content of the curriculum will be delivered via didactic lectures. Each lecture is accompanied by lecture handouts that will, hopefully, be uploaded beforehand on the Medical College's (classroom) 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.

### **Practical Sessions:**

This year contains practical sessions at the Anatomy, histology, biochemistry, physiology, Microbiology and pathology labs, yet the vast majority of practical work will be bedside teaching, and skill lab .

### **Seminars and tutorials:**

These activities will be delivered on each group separately in small lecture halls or online; 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.

### **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 this year the successive years.

### **Handouts:**

The first handouts you will need are this handbook and the time-table; both would be uploaded on Google Classroom in proper time. In general, hopefully, all lectures (PowerPoint presentations) with video recording will be posted on Google Classroom.

### **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.

### **Early clinical exposure (ECE) :**

Clinical exposure is an important part of physicians training. Hospital based educational system has covered a wide variety of learning environments like ward based teaching (including bedside teaching),



the learning of technical skills, academic work in a clinical context and use of outpatients. ECE provides a clinical context and relevance to basic sciences learning. It also facilitates early involvement in the healthcare environment that serves as motivation and reference point for students, leading to their professional growth & development.

**Google Classroom:**

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 Google Classroom. Please you should use the Google Classroom as soon as possible and log in on a daily basis.

## **Attendance / Absence:**

Students are required by university regulations to be present during day time from 8:00 a.m. till 4:00 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 college and give the reason why he/she was unable to attend.
  - The first inexcusable absence for 5% he/she will get the first alert, 7% & 9% warning penalty.
  - 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 modules' 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
- **OSPE:** this assessment is designed for the practical sessions.
- **Assessment of skills:** This year you will be exposed for skills' assessment as **mastery** assessment under supervision through 2-3 trials only.

## Student Assessment of Year Two includes:

<b>Continuous assessment</b>	<b>30%</b>
<b>Includes :</b>	
<b>Quizzes</b>	<b>5%</b>
<b>Practical</b>	<b>5%</b>
<b>Active Participation</b>	<b>5%</b>
<b>End Module Exam</b>	<b>15%</b>
<b>OSPE</b>	<b>20%</b>
<b>Final written exam</b>	<b>50%</b>
<b>Total</b>	<b>100%</b>