AL-KINDY COLLEGE Of MEDICINE


CERTIFICATE OF FULL ACCREDITATION

THE NATIONAL COUNCIL FOR ACCREDITATION OF MEDICAL COLLEGES (NCAMC)

CERTIFIES THAT

AL-KINDY COLLEGE OF MEDICINE / UNIVERSITY OF BAGHDAD

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

REPUBLIC OF IRAQ

HAS MET THE REQUIREMENTS OF THE NATIONAL COUNCIL FOR ACCREDITATION OF MEDICAL COLLEGES IN IRAQ AND HAS BEEN FULLY ACCREDITED

THIS DECISION IS EFFECTIVE FOR 4 YEARS FROM THE DATE OF ITS ISSUANCE AND THE COLLEGE IS COMMITTED TO MAINTAINING ITS ACHIEVEMENT OF THE NATIONAL STANDARDS.

THIS CERTIFICATE IS VALID UP TO : 7/ FEB/ 2028

Dr. Naeem Al-aboudi
MINISTER OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

Prof. Dr. Yusra AR Mahmood
HEAD OF NCAM

UNIVERSITY Of BAGHDAD

UNDERGRADUATE SCIENTIFIC CURRICULUM FOR THE YEAR 2025-2026

Integrated Course Based for MBChB Degree in Medicine

For "Clinician, Communicator, Team Leader, Professional, Lifelong Learner" Graduate

Prepared By: **Medical Education Unit (MEU)**
Headed By **Prof. Taghreed K. Alhaidari**
Rapporteur **Asst. Prof. Raghad E Naji**

Supervised By: **- Prof. Dr. Mohammed Shihab Al Edani**
Dean

Asst. Prof. Dr. Muhanned Munther
Assistant Dean for Scientific Affairs & Students

Approved By:

- ✓ **Al Kindy College Council**
- ✓ **Al Kindy Curriculum Committee**

- **Preface**

Al-Kindy College of Medicine, University of Baghdad, is committed to preparing future physicians with the knowledge, skills, and attitudes necessary to provide high-quality health care and to respond to the evolving needs of society. In pursuit of this mission, the college has adopted an integrated system-based curriculum that aligns with international standards in medical education while preserving the values and priorities of the Iraqi health care context.

The integrated curriculum is designed to break down traditional barriers between basic and clinical sciences. Instead of teaching subjects in isolation, the curriculum organizes learning around body systems and clinical themes. This approach fosters early clinical exposure, encourages active learning, and promotes the application of scientific principles to patient care.

By emphasizing horizontal and vertical integration, students are able to see the relevance of foundational knowledge throughout their medical training. Clinical cases, community health problems, and patient-centered learning experiences are interwoven across all phases, ensuring that graduates develop competence not only in medical knowledge but also in communication, professionalism, teamwork, and lifelong learning.

This guide provides an overview of the curriculum structure, educational strategies, assessment methods, and support resources available to students. It is intended to serve as a roadmap for learners and faculty alike, ensuring clarity, consistency, and shared understanding of the program's goals and outcomes.

Through this integrated system, Al-Kindy College of Medicine seeks to graduate physicians who are scientifically grounded, clinically competent, socially accountable, and ready to contribute to the advancement of health in Iraq and beyond.

KMC MBChB Program Mission and Outcomes

Mission:

To fulfill the goal of graduating excellent, safe, competent, and professional doctors at both the undergraduate and postgraduate levels who are dependable in providing health care services and leadership.

Outcomes:

Learning and practice

On completing a six-year MBChB study of an integrated student-centered learning curricular program, the medical graduate should be able to:

- Demonstrate a thorough knowledge of the human body's structures and functions and acquire competent communication, clinical, and procedural skills consistent with the current standards in contemporary medicine.

- Follow a qualified teamwork practice.
- Enhance leadership skills as students learn to take a preventative, promotive, and curative role in medical practice.

Research

- Establish the ability of self-learning, analytical thinking, and problem-solving process in preparation for professional responsibilities and community-based lifelong learning.

- Consolidate the capacity to conduct research and pursue a postgraduate degree.

Community service and social accountability

- Hold efficiently and honestly a future post in any branch of the medical profession.

- Achieve excellence in social accountability in terms of recognition and fulfillment of community health care needs and delivery system requirements.

- Adopt appropriate behavioral conduct and attitude toward patients and their families, colleagues, faculty members, and health care staff.

- **Competencies of MBChB Program Graduates:**
  a) Diagnose and manage common health problems of the individual and the community appropriate to his/her position as a member of the health team at primary, secondary and tertiary levels.
  b) Develop competitive approach to practice preventive, promotive, curative, and rehabilitative medicine with respect to the commonly encountered health problems.
  c) Express the understanding of principles and practice of modern medicine with an in-depth knowledge of structure and functions of human body.
  d) Practice Evidence Based Medicine, appreciating the rationale for different therapeutic modalities and be familiar with the administration of "essential drugs" and their common side effects.
  e) Demonstrate an understanding of contemporary knowledge, skills, and attitude in communication.
  f) Possess behaviors of medical ethics with a compassionate and socially accountable human being.
  g) Develop a health care team approach and give respect to all the other members of the team.
  h) Appreciate the psycho-social, cultural, economic, and environmental factors affecting health, and develop humane attitude towards the patients/relatives, in discharging one's professional responsibilities.
  i) Be familiar with the various National Health Programs, and the ways in which they are being implemented.
  j) Develop attitude for self-learning and acquire necessary skills including the use of appropriate technologies, for pursuing self-directed learning for a lifetime.
  k) Adapt communication styles for ethical decision-making particularly those related to patient autonomy, and confidentiality.

- **Program General Description**

This six-year program leads to the award of the degrees Bachelor of Medicine and Bachelor of Surgery (MBChB). It is semester wise, two semesters (15 weeks each) per academic year.

The curriculum is structured to provide a comprehensive medical education journey for our students. The first year lays the foundation with fundamental knowledge and skills. In the second and third years, known as the preclinical phase, students build upon this foundation to prepare for their transition into the clinical years. During years 4 and 5, the focus shifts to clinical training, where students actively engage in real-world medical settings. Finally, in year 6, the emphasis is on extensive clinical practice, allowing students to shadow and gain practical experience under the guidance of experienced healthcare professionals. This carefully designed progression ensures our graduates are well-equipped to excel in their medical careers, providing quality healthcare services while embracing a patient-centered approach.

The curriculum contributes to equipping medical students with the knowledge, skills, and attitudes to provide comprehensive, collaborative, coordinated and continuing health care that encompasses primary health care. Its emphasis to teach the student the practice of medicine is a life-long process for a doctor and consequently learning is a continuous process as well. The curriculum is Integrated (rather than discipline based), Student centered (Rather than teacher centered), Community oriented (rather than hospital centered), Electives embodied (rather than standard program oriented), and Systematic (rather than apprentice based)

- **MBChB Program Structure**

The educational program is designed as an integrated structure and is divided into:

- Phase One: Stage I (Basic Year) and stage II (Preclinical years, Years 2 & 3)
- Phase Two: Stage III (Clinical Years, year 4 and 5) and stage IV (Clerkship year, year 6)

I- Basic Stage I (Years 1) Total Credits = (38 credits)

This is an interface between high school teaching and medical education, acting as preparatory stage with personal development of basic sciences (recognize basic knowledge of medicine). The emphasis of Year 1 teaching is on the structure and function of the human body under 'normal' conditions.

The two courses of this basic year introduce the students to a scientific foundation in Human Anatomy, Biology, Histology, Human Genetics, Biochemistry, Physiology, Microbiology, Medical Physics, Information Technology, Foundation of Medicine, and concept of health.

The goal of the first year is to provide a solid foundation in basic biomedical science to prepare students for detailed basic science content that occurs within the clinically oriented system courses that begin in the second year. Students are also introduced to ethical and behavioral science principles in Ethics and Legal topics in clinical medicine and Behavioral Medicine, National health system, modern trends in medical education, problem-based learning, small groups learning and study skills encouraging deep and life-long learning. An additional (non-curricular) requirement of computer sciences, Arabic Language, English Language, Human Rights, Physical and art education.

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

1) Acquire progressive knowledge and understanding of the normal structure (Anatomy) and function (Physiology) of the body's organ systems that is based on correlation with scientific medical practice.
2) Recognize the building blocks of cells and tissue as carbohydrates,protein, lipid, nucleic acid, in addition to understanding the basics of enzymology and hormones and the concept of biomarkers in human body.
3) Identify the embryological development of humans, and principles of histology; and correlate this knowledge with clinical context.
4) Understand the molecular, biochemical, and cellular mechanisms and interactions that are important in maintaining the body's function and its homeostasis.
5) Recognize the importance of Physics principles' applications in Medicine, such as light, sound, and imaging techniques in diagnosis of diseases.
6) Recognize the various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of illness/disease and the ways in which they operate on the body (pathogenesis).
7) List the common causative microorganisms, outline the pathogenesis of pathogens and their modes of spread, describe the related diseases, and list complications of infection in different age groups.

8) Understand the principles of prevention, preventive program, and behavior change in practicing medicine and who apply lifestyle modification appropriate for specific populations as part of health promotion and disease prevention considering barriers to in the individual and the population.
9) Master basic practical skills, including Measuring core body temperature (Physiology), Measuring blood glucose (Biochemistry), Safe disposal of clinical waste, needles and other sharps, Use of personal protective equipment's (gloves, gowns, masks), Infection control in relation to procedures, taking blood cultures Taking nose, throat and skin swab (Microbiology).
10) Apply the basic skills in information technology as a pre-requisite for future medical education.
11) Value the necessity to gain the ability to be a self-directed, life-long learner and take responsibility for their own medical education.
12) Adapt ethical and respectful behavior when communicating and interacting with faculty and colleagues to behave as a positive, professional learner, with special attention is given to the role of the physician in today's society.
13) Identify the most common roots, suffixes and prefixes used in medical practice through naming body organs and systems in order to communicate using medical terminology.
14) Recall some of the knowledge of grammar of Arabic and English literatures, in a simplified way.
15) Recognize The Concept of Health, Medicine, and Culture.

II- Preclinical Stage II (Year 2 and 3):

Upgrading the student for medical thinking with system-oriented development (orientate system in clinical thinking) and introducing research in healthcare. The integrated 'Systems' teaching approach begins in Year 2 and is expanded in the subsequent years to enable students to understand abnormality and illness- related change and the interaction with the environment. Early clinical exposure and communication for Clinical Practice sessions in small groups with simulated patients prepare students for the clinical placements.

➢ Year 2 (Preclinical) Total Credits = (41 credits)

Year two of study is designed to allow the student to acquire the knowledgeof normal structure and function of the human body in a system-based approach. This is important to make the students aware that this continually changing knowledge is the basis of clinical practice and will provide students with an opportunity togain experience up to the level required to be a junior doctor.

Modules of Introduction to Disease & Therapy (Introduction to Pathology and introduction to pharmacology), Metabolism, Hemopoietic & Lymphatic, Musculoskeletal, Endocrine, Cardiovascular, Respiratory, Early Clinical Exposure & Ethics and Advanced Computer (SPSS software for data research analysis).

In this year, student will start his\here early clinical exposure, personal and professional development, communication skills, and medical ethics, by practicing the early, but the important steps in clinical skill and professional behaviors. This will help in the development of intellectual skills which can be transferred to later stages of medical education.

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

1) Acquire progressively increasing knowledge and understanding of the normal structure, function and embryological development of the body's organ systems; namely Cardiovascular system, Respiratory system, Hemopoietic & Lymphatic system, Musculoskeletal system, and Endocrine system, and correlate this knowledge with clinical context of the common diseases that affect these systems.
2) Define the terms used in Pharmacology, including Pharmacokinetics, Pharmacodynamics, Pharmacovigilance, and nomenclature of drugs.
3) State the processes and sequences of different metabolic activities, and biochemical mechanisms regulating metabolism in the body, classify the essential nutrients, verify their role on health, and identify abnormal metabolic disorders focusing on pathways, enzyme mechanisms, and describing the suitable prevention for important metabolic disorders.
4) Recognizes, names, and describes changes (morphological, structural, and molecular alterations) in tissue specimens.
5) Describes pathological processes (pathogenesis) that cause clinical signs and symptoms.
6) Understand the nomenclature of tumors, molecular bases of cancer and immune response to cancer.
7) Demonstrate knowledge about the use of some pathological, immunological, and microbiological investigations, define neoplasm,
8) Practice basic clinical skills, attitude and knowledge in history taking, clinical examination, communication skills, giving information to the patient, communicating with patient family, outline the ethical principles of doctor-patient relationships and mastering some clinical skills.
9) Master basic practical skills (including temperature, pulse, blood pressure measurement, and respiratory rate) and appreciate the importance of these measures in terms of overall clinical examination.

10) Master basic skills including venipuncture, Basic respiratory function Transcutaneous monitoring of oxygen saturation, measuring pulse rate and blood pressure, Performing and interpreting 12-lead ECG (Physiology), Managing blood sample correctly (prevent spilling, correct labeled container (Microbiology), Lab preparation for blood transfusion (Pathology), Making up drugs for parenteral administration, Using of nebulizer (Pharmacology).
11) Apply the basic skills in information technology and analysis of medical data namely SPSS software program as a required tool for future work in medical research.
12) Mastering verbal and nonverbal skills in patient's narrative.

- **Year 3 (Preclinical) Total Credits = (43 credits)**

In year three of study, the student will continue to acquire the knowledge of normal structure and function of the human body in a clinically relevant system-based approach. Also, students will continue the experience of early clinical exposure, personal and professional development, communication skills, and medical ethics. This is an important consecutive step before clinical practice & will provide students with an opportunity to gain experience up to the level required to be a junior doctor.In this year, student will also expose to the concept of research work and evidence-based medicine (EBM). Medical research plays a crucial role in the efforts to maintain health and prevent diseases as it helps to create new knowledgeand develop proper tools for the use of existing knowledge in care practice. EBM is a method for assisting clinicians with obtaining information and synthesizing its usefulness to aid clinical decision making. Medical decision making is aided by the principles of EBM when the best available research evidence is integrated with a clinician's expertise and patient preferences, regardless of whether the question is one of therapy, diagnosis, harm, or prognosis. EBM bridges the gap between research and practice, for preventing decline in clinical skills, and for saving the busy practicing physician time.

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

1) Acquire progressively increasing knowledge and understanding of the normal structure, function and embryological development of the body's organ systems; namely Nervous System, Integumentary System, Reproductive System, and GIT System (with Liver, Biliary, & Pancreas) and Renal system, and correlate this knowledge with clinical context of the common diseases that affect these systems.
2) Understand the pathological processes of each organ system and the mechanisms of disease that lead to the signs and symptoms,
3) Demonstrate applied knowledge of basic sciences in describing the main

aspects of the major disease processes covered in the course, etiology, Pathogenesis, structural, functional changes at tissue (cellular and subcellular levels) and clinical significance.

4) Value the concepts of prevention, health promotion, and public health in achieving healthy community and strengthen the relationships between clinical practice and preventive practice.
5) List the common causative microorganisms, outline the pathogenesis of pathogens and their modes of spread, describe the clinical findings andpossible complications of infection in different age groups, outline the microbiological investigation of a patient presenting with the disease, discussthe treatment including general supportive measures and describe the basic principles of prevention of infection in hospitals
6) Approach a patient considerately and respectfully, by taking history, performing basic clinical examinations, and achieving basic competency in certain practical procedures.
7) Perform complete clinical examination of human body.
8) Master basic skills, including the use of dipsticks in urine examination including protein and glucose in urine, how to interpret renal function and practicing the use of glucometer, pregnancy test, and value the importance of these in terms of overall clinical examination (Biochemistry). Advising patients on how to collect a midstream (Microbiology). Nutritional assessment, general physical condition, measuring height, weight, BMI (Family and Community Medicine)
9) Understand the step in conducting medical research, introduce some of the basic methodologies and discuss how to translate and disseminate research findings into effective healthcare practices.
10) Prepare medical students for research work (thesis, dissertation) and critical appraisal of medical article, making decisions based on evidence from scientific studies, when such is available, rather than opinion.
11) Apply knowledge of research designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness.
12) Integrate communication skills with history taking and physical exam.

III- <u>Clinical Stage III (Year 4 and 5):</u>

Recognizing the common clinical conditions and community needs (aware of community health and disease). The students have an increasing focus on the application of skills learnt in the first three years of the program into clinical practice, across a range of core and increasing complex clinical presentations and

encounters.

- **Year 4 (Clinical) (47 Credits)**

This year is the transition to clinical part of the study in KMC. There are a number of significant differences between basic phase and clinical phase as the student starts to learn the body systems from a clinical perspective for the level required to be a junior doctor. The students will be trained to use their ability in biomedical knowledge in clinical reasoning and decision making in clinical practice.

The clinical department (Medicine, Surgery, Obstetrics & Gynecology, and Pediatric), besides, two basic departments (Family & Community, and pathology and forensic Medicine) participate in this tear teaching for developing an appreciation of personal and professional development, communication skills, and medical ethics.

There are two courses this year, each course lasts for 15 weeks. Course One contains Internal Medicine, Primary Healthcare, and Forensic Medicine & Clinical Pathology modules. Corse II contains General Surgery and Obstetrics module. A one-week elective course is present also in each course.

To assist students in learning, modules employ a variety of activities including lectures, clinical sessions and discussion, medical 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 the Internet.

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

1) Acquiring the ability to view body systems from a clinical perspective of the main medical branches, enabling the students in transition from the basic phase to the clinical phase, to approach medical cases with a deeper understanding.
2) Demonstrate a comprehensive understanding of the importance of structure and function of the human body under "Normal" conditions, along with a knowledge acquisition of clinical medical sciences and disease management.
3) Clinical Reasoning: Develop proficiency in utilizing biomedical knowledge for clinical reasoning, enabling students to analyze and solve medical problems effectively.
4) Gain the capacity to make informed and evidence-based decisions in clinical practice, considering both the medical evidence and individual patient needs.
5) Enhance communication abilities, enabling effective interactions withpatients, fellow healthcare professionals, and other stakeholders in the medicalfield.
6) Develop a powerful sense of medical ethics, understanding the importance of professionalism, confidentiality, and patient rights in the practice of medicine.

7) Demonstrate the ability to collaborate with colleagues from variousmedical specialties, promoting a multidisciplinary approach to patient care.
8) Acquire essential knowledge and skills in primary healthcare, emphasizing preventive care and health promotion in the community.
9) Engage in elective courses to gain exposure to specific medical disciplines, facilitating potential career specializations.
10) Cultivate effective critical thinking skills through small group discussions, clinical case studies, and integrated learning activities, enabling students to address complex medical scenarios.
11) Develop the habit of self-study and research, utilizing textbooks and online resources to augment classroom learning and stay updated on medical advancements (Self-Directed Learning).
12) Foster personal growth and professionalism, emphasizing the importance of continuous learning, empathy, and adaptability in a medical career.
13) Apply communication skills in Primary Health Care setting.

- **Year 5 (Clinical year) (51 Credits)**

In Year five, the student will be exposed to medical and surgical subspecialities, besides pediatrics and gynecology, to ensure that he/she will have the comprehensive knowledge and skills needed in their future career as doctors. This year the student also continues to adopt the ethical approach in clinical decision making to ensure the acquisition of appropriate professional behaviors and practice in an ethical manner.

There are two courses this year, each course lasts for 15 weeks. Course I contains modules of medical subspecialities (Rheumatology, Dermatology, Hematology, Neurology and Psychiatry) and pediatrics. Course II contains the modules of surgical subspecialities (Orthopedics, ENT, radiology, Ophthalmology, Cardiothoracic Surgery, Neurosurgery, & Plastic Surgery) and Gynecology.

The modules will contain large group lectures (LGT), clinical sessions, small group clinical tutorials, and seminars. The practical sessions are mainly outpatients training.

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

1) Demonstrate comprehensive knowledge and skills of various medical and surgical subspecialties including Rheumatology, Dermatology, Hematology, Neurology, and Psychiatry, pediatrics, Gynecology, Orthopedics, ENT, Radiology, Ophthalmology, Cardiothoracic Surgery, Neurosurgery, and Plastic Surgery.

2) Apply proper care and management of common medical conditions, outpatient, regarding these subspecialties.
3) Provide higher level of ethical decision making and ethical approaches to clinical condition, ensuring the acquisition of appropriate professional behaviors and practicing in an ethical manner.
4) Participate in clinical sessions to gain firsthand experience in real-world medical settings, promoting practical application of knowledge.
5) Take part in small group clinical tutorials to facilitate interactive learning, problem-solving, and case discussions.
6) Apply integrated communication skills in Special disciplines (Gynecology, Psychiatry, Pediatrics and Surgery.

IV- Year Six: Clinical Clerkship Stage (48 Credits):

The sixth-year course "Clinical Clerkship" is designed to let the student acquire advanced clinical experiences to facilitate the transition from being a student to being a doctor in the medical workplace as trainee interns.

During this course, the student engages in the practice of medicine with close supervision, participating in a series of clinical rotations spanning 11 weeks each. These rotations cover the major specialties of medicine, including Medicine, Surgery, Obstetrics & Gynecology, and Pediatrics.

Family Medicine practice, as newly growing demand in medical curriculum, will be taken within the courses of Obstetrics & Gynecology and Pediatrics. Students will consolidate and enhance their knowledge, clinical skills, and professional behaviors in these four clinically orientated rotations to be well prepared for their future career.

Students rotate through a variety of integrated hospital and community-based settings to complete placements. Students are expected to participate fullyin clinical care in these settings (Job Shadow), both through timetabled activities and additional opportunities (in agreement with supervising clinical staff).

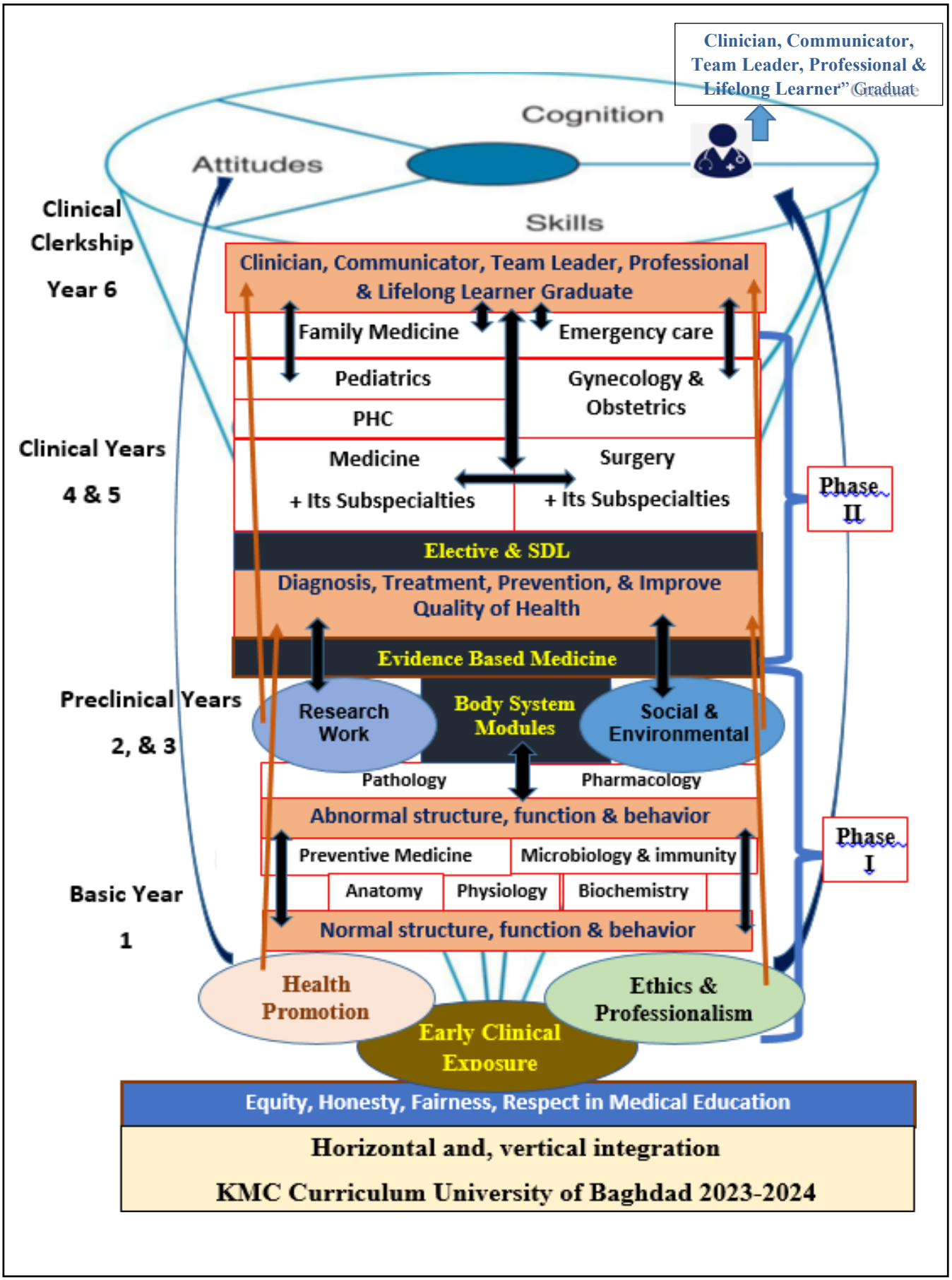
Students will also participate in a range of learning experiences designed to substantially enhance their clinical reasoning, diagnostic and case management skills. The main theme is clinical experience that is gained through communication with patients, doctors, medical staff, and colleagues.

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

1) Develop professional behavior to overcome medical and surgicalchallenges and procedures in different medical Specialties.
2) Interact with patients, understand their needs, and apply Patient center approach in management of common community conditions.

3) Making a reasonable, evidence based clinical decision, considering patient history, examination findings, and investigations.
4) Collaborate with healthcare teams and understand the importance of multidisciplinary patient care.
5) Uphold ethical standards while delivering medical care to patients.
6) Develop patient center care practice, including shared decision making in alignment with the patient's perspective and preference.

- **Curriculum Horizontal and vertical integration Map**



Curriculum Map

University of Baghdad
Al-Kindy College of Medicine
The Six Years Map 2025 - 2026

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19	W20	W21	W22	W23	W24	W25	W26	W27	W28	W29	W30	
	First semster															Second semester															
Year1	Human Anatomy Medical physics Human Cell & Gene Foundation of Medicine Human Rights Arabic Language I Medical terminology I Physical & Art education															Human structure & development Biochemistry Microbiology & Immunity Physiology Principal of Health & Disease Basic computer Medical terminology II Arabic Language II																	
Year2	Nutrition & metabolism 3W Introduction to disease & therapy 3W								Endocrine M 5W					Musculoskeletal M 4W		Respiratory M 5W						Cardiovascular M 5W					Hemopoietic & lymphoid M 5W				
	Advance computer ECE & Elective Al-Baath crimes															ECE & Elective															
Year3	Neuroscience M 8W Measurement of disease & therapy 8W								IntegumentaryM 3W					Reproductive M 4W		GIT M 6W						Preventive M 5W					Renal M 4W				
	Research M ECE															Research M ECE															
Year4	Internal Medicine 7W								Surgery 8W							Surgery 8W										Internal Medicine 7W					
	PHC 6W						FM & Clinical pathology 2W		Elective 1W			Obstetric 6W				Obstetric 6W						Elective 1W	FM & Clinical pathology 2W			PHC 6W					
Year5	Neurology 3W			Psychiatry + Rheumatology 3W			Dermatology 3W			Ophthalmology + Emergency 3W				Pediatric 3W		G. Surgery + Radiology 3W			ENT + Anesthesia 3W			Orthopedic 3W			Neuro + Cardio + Plastic 3W			Gynecology 3W		
	22 WEEKS															22 WEEKS															
Year6	Internal Medicine \ ICU & CCU 11W								Pediatrics + Emergency Course 10W					Family Medicine 1W		Family Medicine 1W						Obstetric & Gynecology + Emergency Course 10W					G. surgery \ ICU &trauma 11W				
	Common Medical Emergencies 44W																														

Clinical skills + communication Skills

CCU: Critical Care Unit - ECE: Early Clinical Exposure - ENT: Ear-Noise-Throat - F.M: Forensic Medicine - G.Surgery: General Surgery - ICU: Intensiv Care Unit - M: Module - PHC: Primary Health Care

Year 1 (Basic Year) 38 Credits

Introduction and Medical Sciences

Course II (15 weeks)					Course I (15 weeks)				
Credits	Hours			Subject	Credits	Hours			Subject
	Prac.	Disc.	Lec.			Prac.	Disc.	Lec.	
5	30	30	30	Human Structure & Development التركيب والنشوء البشري	4	30	10	20	Human Anatomy التشريح البشري
3	30	10	20	Biochemistry الكيمياء الحياتية	3	30	10	20	Medical Physics الفيزياء الطبية
3	30	10	20	Physiology الفسلجة	3	30	10	20	Human Cell & Gene الخلية والموروثة الجينية
3	30	10	20	Microbiology and Immunity الاحياء المجهرية والمناعة	2	0	15	15	Foundation of Medicine اساسيات الطب
2	0	15	15	Concept of health & disease مفاهيم الصحة والمرض					
Other Requirements					# University Requirements				
2	30	0	15	# Basic Computer اساسيات الحاسوب	2	0	0	30	# Human right حقوق انسان
1	0	0	15	# Medical terminology المصطلحات الطبية ٢	1	0	0	15	# Medical terminology1 المصطلحات الطبية ١
1	30	0	0	# Physical & Art Education التربية الفنية والبدنية	1	30	0	0	# Elective Module الحصة الاختيارية
1	0	0	15	#Arabic Language اللغة العربية	1	0	0	15	#Arabic Language اللغة العربية
21	180	75	150	Total	17	120	45	135	Total

285 Lectures | 120 Discussions | 300 Practical | Total Credits = 38

Year 2 (Preclinical Year) 41 Credits

Medical & Early Clinical Sciences

Course II

Weeks	Credits	Hours			Module
		Prac.	Disc.	Lec.	
5	5	30	13	47	Hemopoietic & Lymphatic system جهاز الدم واللمف
5	5	30	10	50	Respiratory system الجهاز التنفسي
5	5	30	28	32	Cardiovascular system جهاز القلب والاوعية الدموية
Long.	2	30	10	5	Early Clinical Exposure & professional Ethics التعرض السريري المبكر واخلاقيات المهنة
Other Requirements					
Long.	2	0	0	30	#Albaath crimes جرائم البعث
Long.	2	0	15	15	# Elective Module الحصة الاختيارية
Long.					#Arabic Language اللغة العربية
15	21	120	76	179	Total

Course I

Weeks	Credits	Hours			Module
		Prac	Disc	Lec.	
3	3	0	20	25	Introduction to Disease & Therapy مقدمة عن الامراض والعلاج
3	2	0	4	26	Metabolism الايض
5	5	30	10	50	Endocrine system جهاز الغدد الصم
5	4	0	28	32	Musculoskeletal system الجهاز الهيكلي العضلي
Long.	2	30	10	5	Early Clinical Exposure & professional Ethics التعرض السريري المبكر واخلاقيات المهنة
# University Requirements					
15	2	30	0	15	# AdvancedComputer
Long.	1	30	0	0	# Physical Education التربية البدنية
2	1	0	15	0	Elective Module الحصة الاختيارية
15	20	120	87	153	Total

332 Lectures **163 Discussions** **240 Practical** **Total Credits = 41**

Year 3 (Preclinical Year) 43 Credits

Medical & Early Clinical Sciences

Course II						Course I					
Weeks	Cred	Hours			Module	Weeks	Cred	Hours			Module
		Prac	Disc	Lec				Prac	Disc	Lec	
5	6	0	22	68	Preventive Medicine الطب الوقائي	8	2	0	10	20	Measuring Health Events قياس احداث الصحة
6	6	30	12	63	GIT, Liver, Biliary and Pancreas الجهاز الهضمي والكبد والبنكرياس		8	30	30	75	Neurosciences العلوم العصبية
4	4	30	6	39	Renal system الجهاز البولي	7	2	0	15	15	Integumentary system الجهاز الغلافي
							4	0	20	40	Reproductive system جهاز التكاثر
Long	2	60	0	0	Research Project مشروع البحث	Long	2	60	0	0	Research Project مشروع البحث
Long	2	30	10	5	Early Clinical Exposure& professional Ethics التعرض السريري المبكر واخلاقيات المهنة	Long	3	30	25	5	Early Clinical Exposure & professional Ethics التعرض السريري المبكر واخلاقيات المهنة
Other Requirements						# University Requirements					
	1	0	15	0	# Elective course الحصة الاختيارية		1	0	15	0	# Elective course الحصة الاختيارية
15	21	150	65	175	Total	15	22	120	115	150	Total

325 Lectures **180 Discussions** **270 Practical** **Total Credits = 43**

Year 4 (Clinical Year) 47 Credits

Clinical Sciences

Course II (15 weeks)					Course I (15 weeks)				
Credits	Hours			Subject	Credits	Hours			Subject
	Prac.	Disc.	Lec.			Prac.	Disc.	Lec.	
12	120	30	90	General Surgery الجراحة العامة	12	120	30	90	Internal Medicine الطب الباطني
9	120	30	45	Obstetrics التوليد	6	60	15	45	Primary Healthcare الرعاية الصحية الاولية
					5	30	30	30	Forensic Medicine & Clinical Pathology الطبي العدلي وعلم الامراض السريرية
Other Requirements					# University Requirements				
2	60	0	0	# Elective course الحصة الاختيارية	1	30	0	0	# Elective course الحصة الاختيارية
23	300	60	135	Total	24	240	75	165	Total

300 Lectures **135 Discussions** **540 Practical** **Total Credits = 47**

Year 4 Clinical Curriculum Map

Week	Semester (Course) I (Medicine + PHC)	Semester (Course) II (Surgery + Obstetrics)
1-7 Group A or B	General Medicine	General Surgery
Week 8	Clinical Pathology	Elective (1 week)
9-15 Group A or B	PHC (2 Days) + Forensic Medicine (2 days) + Child Health (1 day)	Obstetrics (6 weeks)

Year 5 (Clinical Year) 51 Credits

Course II (15 weeks)					Course I (15 weeks)				
Credits	Hours			Subject	Credits	Hours			Subject
	Prac	Disc	Lec			Prac	Disc	Lec	
5	90	10	20	**Surgery Subspecialties (Anesthesia, Cardiothoracic Surgery, Neurosurgery & Plastic Surgery)** فرعيات الجراحة (التخدير ، جراحة الاوعية الدموية ، الجراحة العصبية و الجراحة التجميلية)	8	90	25	50	**Medicine Subspecialties (Neurology, Rheumatology, Hemato-logy, Geriatrics, & Toxicology)** فرعيات الباطنية (طب الجهاز العصبي , طب المفاصل , طب امراض الدم , رعاية كبار السن والسموم)
6	60	15	45	**Orthopedics (Surgery)** جراحة العظام والكسور	4	30	20	25	**Psychiatry (Medicine)** الطب النفسي
4	60	15	15	**Radiology (Surgery)** الاشعة التشخيصية	4	60	10	20	**Dermatology (Medicine)** طب الجلد
3	30	15	15	**ENT (Surgery)** جراحة الانف والاذن والحنجرة	3	30	15	15	**Ophthalmology (Surgery)** طب العيون
7	60	30	45	**Gynecology** النسائية	7	60	30	45	**Pediatrics** طب الاطفال
25	300	85	140	**Total**	26	270	100	155	**Total**

295 Lectures **185 Discussions** **570 Practical** **Total Credits = 51**

Year 5 Clinical Curriculum Map

Week (Group A or B)	Course I (Medicine + Pediatrics)	Course II Surgery + Obstetrics
1-3	Neurology	ENT+ Anesthesia
4-6	Psychiatry + Rheumatology	Radiology + General Surgery
7-9	Dermatology	Neuro + Cardio + Plastic
10-12	Ophthalmology + Medicine (One week)	Orthopedics
13-15	Pediatrics	Gynecology

Year 6 (Clinical Year) 48 Credits					
Credits	**Wks**	**Hours**			**Course**
		Prac	**Disc**	**Lec**	
12	**11**	**300**	**30**	**0**	**Internal Medicine** الطب الباطني
12	**11**	**300**	**30**	**0**	**Surgery** الجراحة
11	**10**	**270**	**30**	**0**	**Obstetrics & Gynecology** النسائية والتوليد
11	**10**	**270**	**30**	**0**	**Pediatrics** طب الاطفال
2	**2**	**60**	**0**	**0**	**(Family Medicine and BLSO 1 wk with Gynecology course / Family Medicine and PALS with Pediatrics1 wk)** طب طوارئ و طب الاسرة
3-5 days with surgery and Internal medicine course					**Emergency medicine**
48	**44**	**1200**	**120**	**0**	**Total**

Year	Theory	Practical	Credits
Year I	405	300	38
Year II	495	240	41
Year III	505	270	43
Year IV	435	540	47
Year V	480	570	51
Year VI	120	1200	48
Total	2410	3180	268

KMC Curriculum	Theory (%)	Practical (%)	Credits
Basic Years	1375 (57)	870 (28)	122 (45.5)
Clinical Years	1035 (43)	2220 (72)	146 (54.5)
Total	2410 (100)	3090 (100)	268 (100)

- **Course Assessment**

1- Formative Assessment: The formative assessment is continuous as well as end-of-course assessment. It will not count towards pass/fail at the end of the course, but will provide feedback to the teachers and students.
2- Summative Assessment: Total score is 100%, students will have theory and practical examinations. The pass mark is 50% for the final mark.
3- The classification is elaborated in below table:

Basic (Pre -clinical years) 1st, 2nd and 3rd years

Continues assessment السعي السنوي 30%			**Final exam 70 %**		**Total**
Professional Behavior	Quizzes Lab assessments Discussions	End module Written exam	OSPE +/- Slides	Written Exam	**100%**
2 %	**10 %**	**18 %**	**20 %**	**50 %**	

Clinical years, 4th year

Continues assessment السعي السنوي 30%				**Final exam 70 %**		**Total**
Log Book 10-15 %			End Course OSCE + Long case exam +/- Slides exam	OSCE +/- Slides	Written Exam	**100%**
Professional Behavior	Quizzes Case Discussion	Mandatory Skills				
2-3 %	**2-6%**	**6 %**	**15-20 %**	**20%**	**50 %**	

5th year

Continues assessment السعي السنوي 30%			**Final exam 70 %**		**Total**
Log Book 15%		End Course Clinical Exam	OSCE +/- Slides Exam	Written Exam	**100 %**
Professional Behavior	Quizzes	Mandatory Skills			
3%	**5-7%**	**5-7 %**	**15%**	**20%**	**50 %**

6th year							
Continues assessment السعي السنوي 20%					**Final exam 80 %**		**Total**
Professional Behavior	Continuous Clinical Assessment	Long case exam	OSCE + Emergency Course Assessment	Family Medicine	Written Exam	Clinical Exam + Slides +/- OSCE	100%
2 %	**3-5%**	**6-7%**	**7%**	**1%**	**40%**	**40%**	