

UQUMED

Reformed MBBS

Curriculum



UQUMED Academic
Year (2019-2018)-(1440-1439)





This UQUMED Reformd MBBS guide was developed by the
Faculty of Medicine, Umm AlQura University
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UQUMED Reformed MBBS Curriculum

General Introduction of UQUMED Reformed MBBS Curriculum

The mission of the UQUMED MBBS program is "to provide medical education of the highest quality according the national and international standards to foster the development of doctors who are able to meet and respond to the health needs and expectation of the Makkah and Saudi Community, and will be well prepared to enter postgraduate training to expand their competencies".

The UQUMED reformed MBBS curriculum starts in September 2016 to fulfil the following vision: "To develop a contemporary, world-class, and integrated MBBS programme that produces distinctive UQU Doctor". It is based on the following principles:

- To develop a student-centred curriculum
- To develop an integrated curriculum; both in terms of content and learning experiences
- To develop a spiral curriculum; that builds on prior learning
- To develop a clinical-oriented curriculum; with a focus on the practice of medicine in all learning activities and early clinical exposure
- To ensure that graduates are scientifically literate
- To ensure that graduates fulfil the *Saudi MED* competencies
- To develop an assessment *for* learning approach

General Learning Outcomes of the Program

The learning outcomes for the UQUMED Program of Bachelor of Medicine and Surgery "MBBS" are designed to fulfil the Saudi Medical Education Directives Framework "Saudi MEDs", which is approved by the Deanery of Medical Colleges and the Ministry of Education date January 2015.

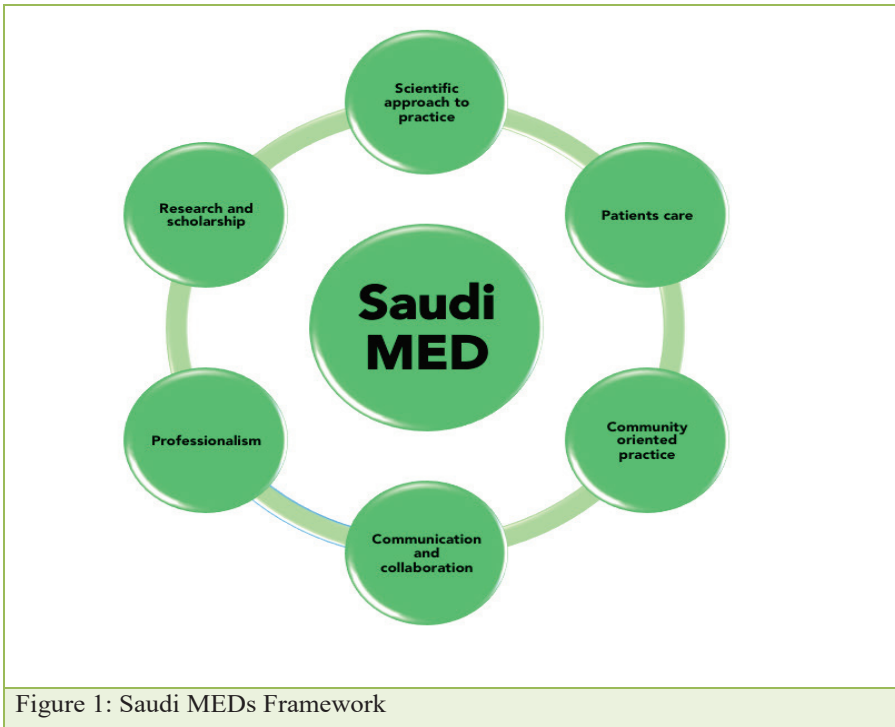


Figure 1: Saudi MEDs Framework

The following domains are the overall outcomes of the UQU Med MBBS program to be fulfilled by the graduates of the six-year program:

Domain I: Scientific Approach to Practice

1. Demonstrate a genuine understanding of, and an ability to integrate, the basic, clinical, behavioral and social sciences in medical practice
2. Assess evidence critically to deliver evidence-based health care
3. Consider how knowledge of disease pathology is applied in care and prevention

Domain II: Patient care

4. Demonstrate competence in a range of core clinical and practical skills essential for patient care
5. Demonstrate clinical reasoning, decision making, and problem-solving skills



6. Diagnose and manage, under supervision, a range of life-threatening medical conditions
7. Diagnose and manage, under supervision, a range of common clinical problems
8. Employ a patient-centered approach of practice
9. Be able to assess patients' healthcare needs, considering their physical and mental health and personal and social circumstances, and apply their knowledge and skills to synthesize information from a variety of sources in order to reach the best available diagnosis and understanding of the patient's problem

Domain III: Community oriented practice

10. Demonstrate understanding of the healthcare system in Saudi Arabia
11. Advocate for, and contribute to, health promotion and disease prevention
12. Demonstrate and understanding of, and contribute effectively to, the challenge of pilgrims' welfare during Hajj and Umrah seasons

Domain IV: Communication and Collaboration

13. Effectively communicate with patients, colleagues, and other health professionals
14. Appreciate, and act effectively in, teamwork and inter-professional collaboration
15. Apply an understanding of basic medical informatics in healthcare systems
16. Demonstrate an understanding of cultural diversity, and recognize any possible cultural biases in healthcare

Domain V: Professionalism

17. Adhere to the professional attitudes and behaviors expected of physicians
18. Comply with the Islamic, legal, and ethical principles of professional practice
19. Be prepared to undertake personal and professional development

Domain VI: Research and scholarship

20. Demonstrate competence in basic research skills
21. Demonstrates a commitment to scholarly pursuits and continuing professional activity



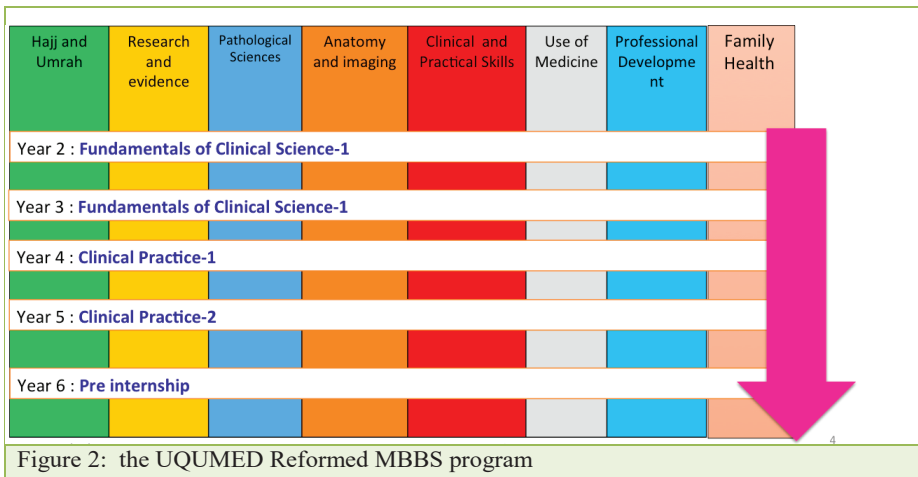
General Structure and Outline of the Program:

UQUMED reformed MBBS is a six-year annual program, in addition to an internship year. The program consists of three phases

- Phase I: Preparatory foundation (Year1)
- Phase II: integrated clinical sciences and practice (Year 2-6)
- Phase III: internship (Year 7)

The second phase of the MBBS program (integrated clinical sciences and practice phase) provides opportunities for students to develop competencies consistent with the *Saudi MED* competence-based framework via an integrated curriculum that encompasses both horizontal modules and longitudinal ‘vertical’ modules within a five-year learning program.

Each year of this phase consists of a number of multi-disciplinary horizontal modules that are delivered collaboratively by multiple academic departments within the Faculty of Medicine. In addition, there are eight vertical modules that run along the five-year program, from year-2 to year-6.





Horizontal Modules of the MBBS:

The second phase of the MBBS program (integrated clinical sciences and practice phase) (Year 2-6) is an annual system. Each year consist of a set of horizontal modules.

| Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|---|--|
| A. Foundation of Health and Medical Practice B. Infection and Defence C. Circulation and Breathing D. Fluids, Nutrition and metabolism | A. Movement and Musculoskeletal B. Neuroscience and Behaviour C. Endocrine and Reproductive D. Genetics, Development and Cancer E. Special Topics -1 | A. Clinical Foundation B. Cardiac, Respiratory Diseases C. Neurological diseases, Renal Haematology Diseases D. Gastrointestinal and Hepatobiliary diseases, General Surgery | A. Woman Health B. Child Health C. Community Medicine D. Mental Health and Dermatology | A. Musculoskeletal Health B. Emergency and Trauma C. Special Senses D. Pre-internship E. Special Topics -2 F. Special Topics -3 |

Figure 3: The Vertical Modules of UQUMED Reformed MBBS program

Vertical Modules of the MBBS

There are eight-integrated vertical modules in phase II of the MBBS curriculum.

These are:

1. Anatomy and Imaging
2. Pathological Sciences
3. Use of Medicine
4. Hajj and Umrah
5. Professional Development
6. Research and Evidence
7. Clinical Skills
8. Family Health

All Vertical modules, except Family Health, start from Year 2 and continue to Year 6. The Family Health VM starts from Year 3 and continues to Year 6.

The integrated vertical modules are taught and assessed *within the horizontal modules* and extend through all years of phase II of the program. Where the learning is integrated with the horizontal module the learning outcomes of the vertical modules are presented as part of the overall learning outcomes for the module. Some Vertical Module learning happens alongside the horizontal module and so learning outcomes that take place during the time the horizontal module takes place. They are also presented alongside horizontal module or the year learning outcomes.



Vertical modules learning assessment is fully integrated into the formative and summative assessments in module and each year. Much of the contents of each vertical module are embedded within the horizontal modules. For full details of the contents, please refer to the horizontal modules in each year. However, each vertical module has its own aims, learning outcomes, and activities that can be *presented for the vertical module as a whole*.

Teaching and Assessment:

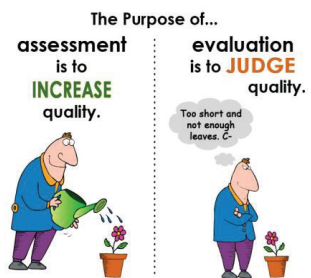
The Reformed MBBS curriculum adopts student-centred learning approaches and uses many interactive learning strategies in addition to the interactive lectures. Students are exposed to various learning approaches that include large and small group teaching. Students are expected to be involved effectively in the learning process.

Students' learning opportunities includes:

- Lectures
- Interactive learning (Case-based Learning, Problem-based Learning, Flipped-classes)
- Learning projects
- Self-paced learning tasks and directed self-learning
- Fieldwork visit
- Early clinical exposure form year 2
- Clinical training and placements (simulation Centre, Primary healthcare, Hospitals)

The nature of the reformed UQUMed MBBS curriculum in phase 2 (years 2-6) is an annual system. Successful completion of in-year and end of year exams, and compulsory course requirements is essential to allow progression to the next year of study. Since the curriculum is integrated vertically and horizontally, exams are integrated as well.

The assessment system is consisted of formative and summative evaluation of students' progress. Formative assessment has no assigned marks. By the end of each





block there will be compulsory in-course formative assessments. The objectives of these assessments are both to stimulate efficient learning and to provide students with the opportunity to experience assessments under examination conditions.

Summative assessment includes:

- Portfolio (including the learning projects)
- Continuous comprehensive exam
- End of the year comprehensive written exam
- End of the year comprehensive Practical/clinical exams



Portfolio

"A portfolio is a collection of a student's work, which provides evidence of the achievement of knowledge, skills, appropriate attitudes and professional growth through a process of self-reflection over a period of time"

Davis et al 2009

Project-based Learning

" Teaching methods in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge"



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