



UQUMED

MBBS Program Study Guide

College of Medicine

Umm Al Qura University

2021-2022



This UQUMED MBBS curriculum study guide was developed by the
College of Medicine, Umm AlQura University

2021-2022

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Table of Contents

UQUMED Program General Information	4
UQUMED Program Vision.....	5
UQUMED Program Mission	5
UQUMED Values	5
General Learning Outcomes of the Program	6
Program Overview.....	7
Program Teaching Mode.....	18
Program Mode of Assessment	18
Learning Resources	20
Contact us.....	21



UQUMED Program General Information

Program title and code:	Medicine and Surgery - 10
Award granted on completion of the program	Bachelor of Medicine and Surgery "MBBS"
Awarding University/Body	Umm AlQura University
Teaching Faculty	Faculty of Medicine
Total credit hours needed for completion of the program	211 Credits Units
Method of Study	Full-time (Annual system)
Length of the Program	6 years +1year internship
Program Type	Continuing Program
Intermediate Exit Points	None
Professional occupations (licensed occupations)	General Practitioner of Medicine
Branches/locations offering this program	<ol style="list-style-type: none">1. Umm AlQura University, AlAbdia Campus, Makkah (1995)2. Umm AlQura University, Algonftha Campus (2011)

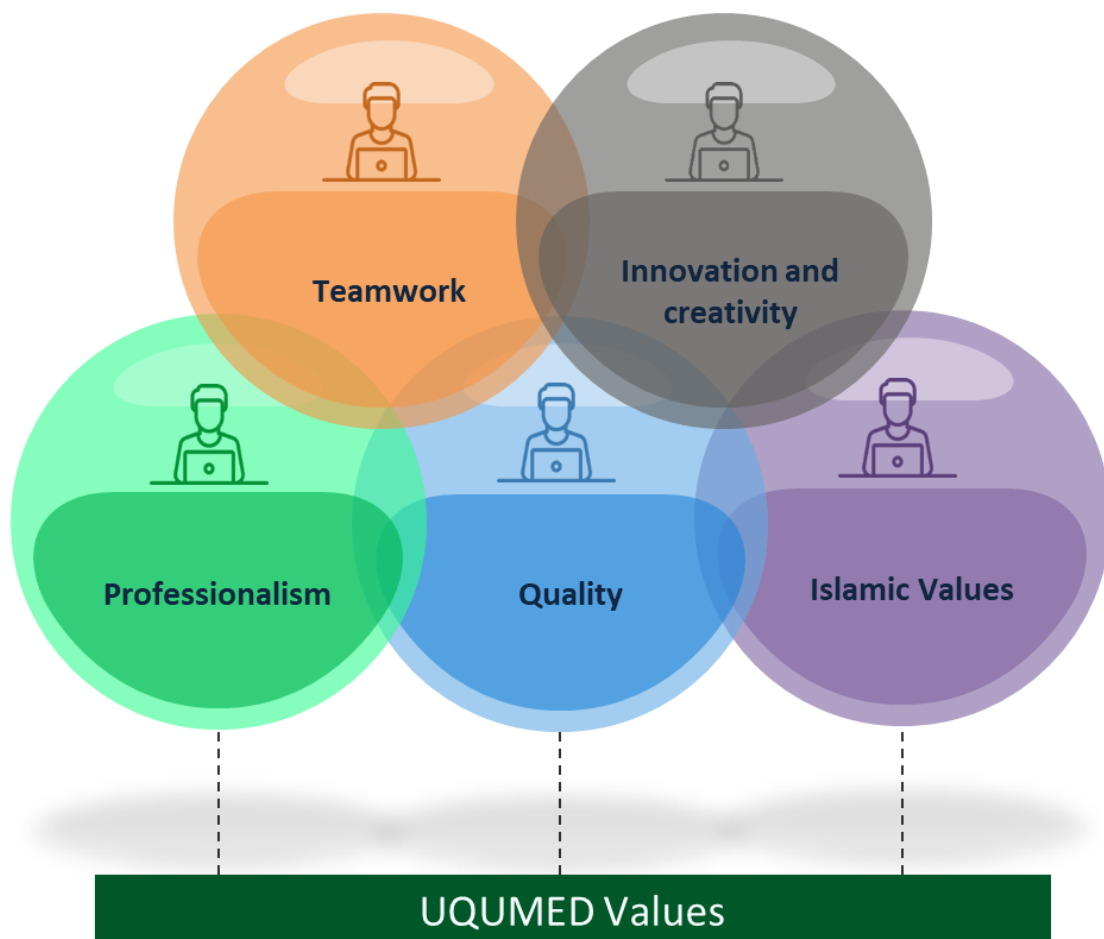
UQUMED Program Vision

To be one of the leading undergraduate programs in medicine and surgery across the region in medical education, research, and healthcare promotion.

UQUMED Program Mission

Graduating competent physicians to provide high quality comprehensive healthcare to the community and visitors.

UQUMED Values



The college of Medicine was established in 1996. The Bachelor of Medicine and Surgery "MBBS" program was developed based on a traditional MBBS model of a six-year program plus an internship year in four phases.

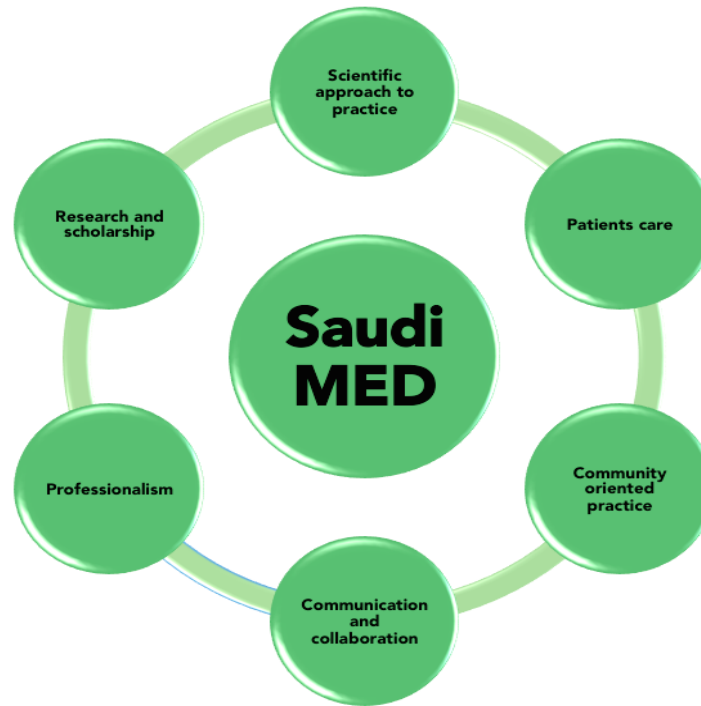
- Foundation year of Basic Sciences (Year1)
- Preclinical Phase (Year 2- Year 3)
- Clinical phase (Year 4- Year 5- Year 6)
- Internship year

The UQUMED reformed MBBS curriculum starts in September 2016, based on the following principles:

- Develop a student-centered curriculum
- Develop an integrated curriculum; both in terms of content and learning experiences
- Develop a spiral curriculum; that builds on prior learning
- Develop a clinical-oriented curriculum; with a focus on the practice of medicine in all learning activities and early clinical exposure
- Ensure that graduates are scientifically literate
- Ensure that graduates fulfil the Saudi MED competencies
- 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.



Saudi MEDs Framework

Program Overview

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

Knowledge and Understanding:

- Integrate basic, clinical, behavioral, and/or social sciences in medical practice.
- Advocate health promotion and disease prevention.
- Recognize cultural diversity and identify any possible cultural biases in healthcare.

Skills:

- Use clinical reasoning, decision making, and problem-solving skills in medical practice.
- Demonstrate the essential clinical skills.
- Manage patients with life-threatening medical conditions.

- Formulate and implement appropriate management plans for patients with common and important medical problems.
- Contribute effectively to the challenge of pilgrims' welfare during Hajj and Umrah seasons.
- Effectively communicate verbally and in writing with patients, their families, colleagues, and other health professionals.
- Practice teamwork and inter-professional collaboration.
- Critically appraise and demonstrate scholarly activities related to health sciences research.
- Demonstrate basic research skills.
- Apply medical informatics in healthcare system effectively.
- Practice evidence-based healthcare.

Values:

- Place patients' needs and safety at the center of the care process (Respect for patient dignity and autonomy, openness, truthfulness, caring, compassion).
- Adhere to the regulations and legal principles of Saudi healthcare system in the Kingdom (Social responsibility, accountability, teamwork, collegiality).
- Demonstrate professional attitudes, Islamic and ethical behaviors of physicians (Commitment, humility, integrity, honesty, reliability).
- Demonstrate the capacity for self-reflection and professional development (Life-long learning, insight, evidence-based practice, ethical conduct).

MBBS Curriculum Phase-2

There are 20 integrated core horizontal modules within the five-years of phase II of the program which, together with the integrated vertical modules teaching that run alongside them, make up a total of 184 CU. These are organised as:

- **Year 2:** Fundamentals of Clinical Science-1; consists of four core modules
- **Year 3:** Fundamentals of Clinical Science-2; consists of four core modules (and a Selective Course)
- **Year 4:** Clinical Practice-1: consists of four core modules

- **Year 5:** Clinical Practice-2: consists of four core modules
- **Year 6:** Pre-internship: consists of four core modules (and two Selective Courses)

In addition to the core modules there are three selective courses that students are required to complete with total 8 CU. One selective course is in year three, and two further courses are in year six. Selective courses are designed to enhance some of the program learning outcomes within themes, disciplines, and specialties; these modules widen students' experiences and interest in related medical applications, specialties and disciplines.

There are also ten university general requirement courses that are distributed across year 2, year 3, year 4 and year 5 with total 21 CU.

Completion of Phase II of the MBBS provides students with a total of 211 CU that are required for the award of MBBS. However, the MBBS Certificate is issued after the successful completion of phase III of the program.

The nature of developing competency in medicine means that some areas need to be addressed longitudinally via 'vertical modules' that run throughout phase 2. The eight-integrated vertical modules that run through the second phase are:

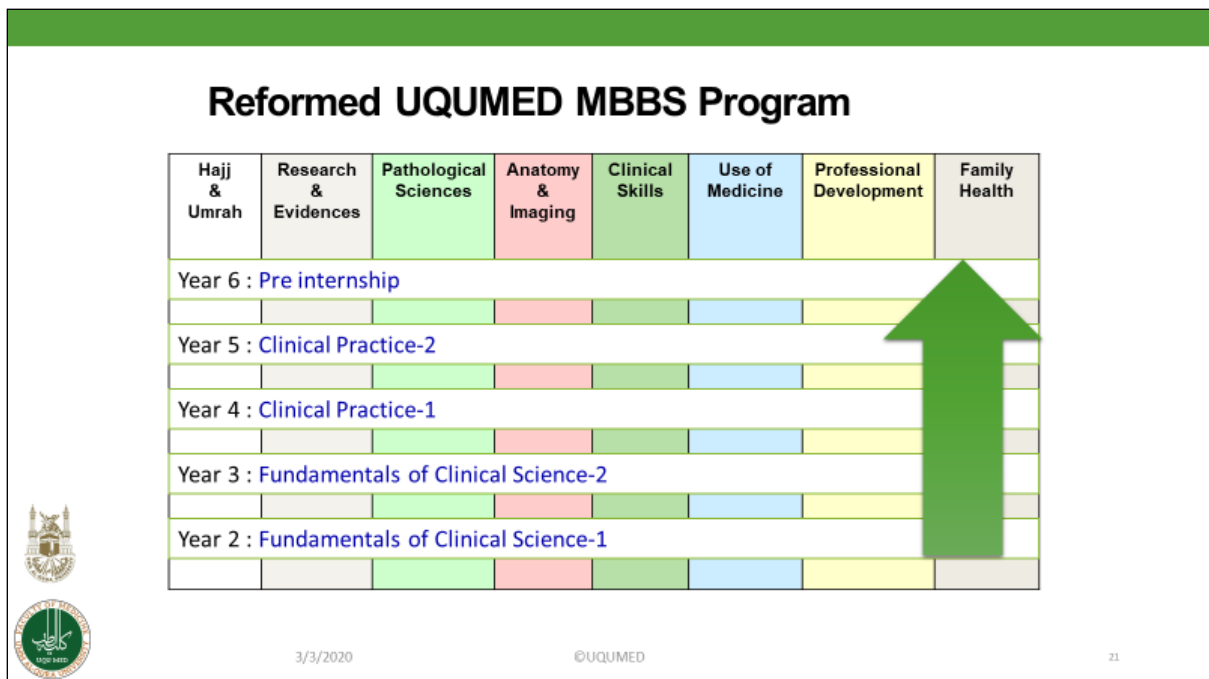
1. Hajj and Umrah
2. Research and Evidence
3. Family Health
4. Anatomy and Imaging
5. Pathological Sciences
6. Use of Medicine
7. Clinical and Practical Skills
8. Professional Development

These integrated vertical modules are taught and assessed alongside the blocks of teaching that make up the horizontal modules; organizing teaching in these vertical modules in a way that fits best with the rest of the curriculum.

The third phase of the MBBS program is the internship. The internship carries no credits however after the successful completion of phases I and II, students must complete successfully a year of internship at affiliated governmental general or specialized hospitals in order to be awarded the MBBS degree. There is a robust evaluation of the students' progress through the one-year internship to ensure interns achieve the internship learning outcomes and are ready to enter the next phase of their careers.

The internship lasts for 12 months. The major rotations of the internship program are (8 weeks/each):

- Internal medicine,
- Surgery,
- Pediatrics,
- Obstetrics and Gynecology,
- Emergency Medicine, and
- Elective



Year 2: Fundamentals of Clinical Science-1

The two years that make up the Fundamentals of Clinical Science phase of the program (Years 2&3) provide an underpinning learning experience in basic clinical sciences and the foundations of learning in the vertical modules that run through all years of the curriculum. Learning is delivered as a series of sequential, integrated, systems-based modules. Each module is based around a physiological system and provides integrated teaching across disciplines. Each horizontal module is integrated with the learning within the vertical modules and is designed to build on knowledge and skills learnt in previous modules. There are opportunities for early patient contact and for meeting health professionals to allow students to keep preparation for the practice of medicine firmly in sight.

Year 3: Fundamentals of Clinical Science-2

Like year 2, year 3 is delivered as a series of sequential, integrated, systems-based modules. Each module is based around a physiological system, provides integrated teaching across disciplines, is integrated with the learning within the vertical modules, and is designed to build on knowledge and skills learnt in previous modules. The two years (Years 2 and 3) make up the Fundamentals of Clinical Science phase of the program, to provide an underpinning learning experience in basic clinical sciences and the foundations of learning in the vertical themes that run through all years of the curriculum.

Year 4: Clinical Practice-1

The theme of Year 4 is "Integrated Clinical Care". Workplace-based learning is the backbone of Year 4 and moving towards more workplace-based learning can be a challenging transition for medical students. To achieve this, much of the learning will take place in healthcare settings to ensure UQU medical students have exposure to patients with a wide range of healthcare needs including primary care and community care presentations, chronic disease management, acute illness presentations, and pre/peri and post-operative care. Year 4 is also a time when students will be both

looking backwards: to their past learning, and understanding how theory and understanding of health and disease links to practice; and forwards: using the learning in this year as a key part of the journey to become competent interns.

Year 5: Clinical Practice-2

Year 5 is continuum of the 'Clinical Practice' part of the program with more specialised perspectives that focus on "Family and Community". A large part of the year is dedicated to the beginnings of life, through women's health, sexual health and child health. The year also focuses on community health, skin health and mental health. Like Year 4 workplace-based learning is the main learning approach. Much of the learning will take place in healthcare settings to ensure UQU medical students have exposure to patients with a wide range of healthcare needs. As they enter Year 5, students will be competent in basic clinical skills and patient interactions and be ready to be exposed to further learning opportunities in more specialist areas related to family, child, and women health.

Year 6: Pre-Internship

Year 6 is a Pre-Internship phase of the program that focuses on clinical placements and clinical practice to prepare students to their role in the clinical team and healthcare system. Like the previous two years, workplace-based learning is main learning approach. Almost all learning will take place in healthcare settings to ensure UQU medical students have exposure to patients with a wide range of healthcare needs and develop required competences.

Vertical Modules:

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

1. Hajj and Umrah
2. Research and Evidence
3. Family Health
4. Anatomy and Imaging
5. Pathological Sciences
6. Use of Medicine

7. Clinical Skills
8. Professional Development

All Vertical modules, except Family Health start from Year 2 and continue to Year 6. The Family Health VM starts from Year 4 and continues to Year 6.

The eight vertical modules are presented individually:

Hajj and Umrah

This is a vertical, integrated module. It is designed into address a range of learning outcomes required by graduates of UQUMED and many of the national SaudiMED framework competencies. UQUMED holds a unique position in the Arab world and this vertical module builds on the special opportunities available to students who chose to study medicine at UQU. The major focus of this module is on mass gathering medicine as it applies in the holy city of Makkah. There are a range of different activities, programs, projects and placements included in this module that utilize the unique learning environments in the Holy city of Makkah and the Holy Places around it.

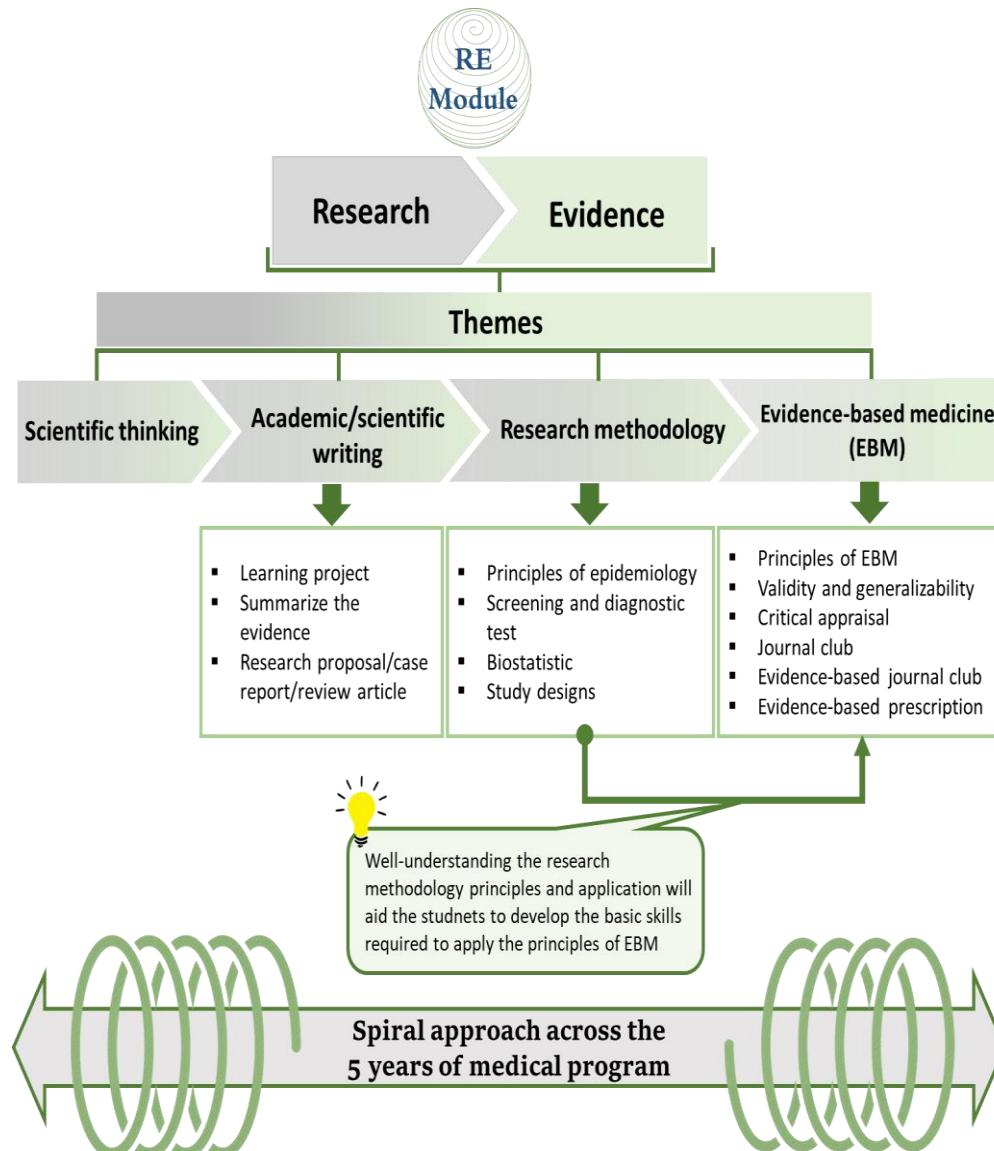
There are 4 domains addressed in this module:

- Hajj culture and ethics
- Health promotion
- Clinical field placements
- Underserved Minority groups and clinical care.



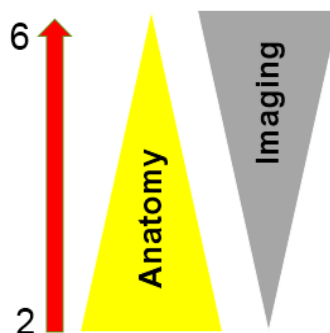
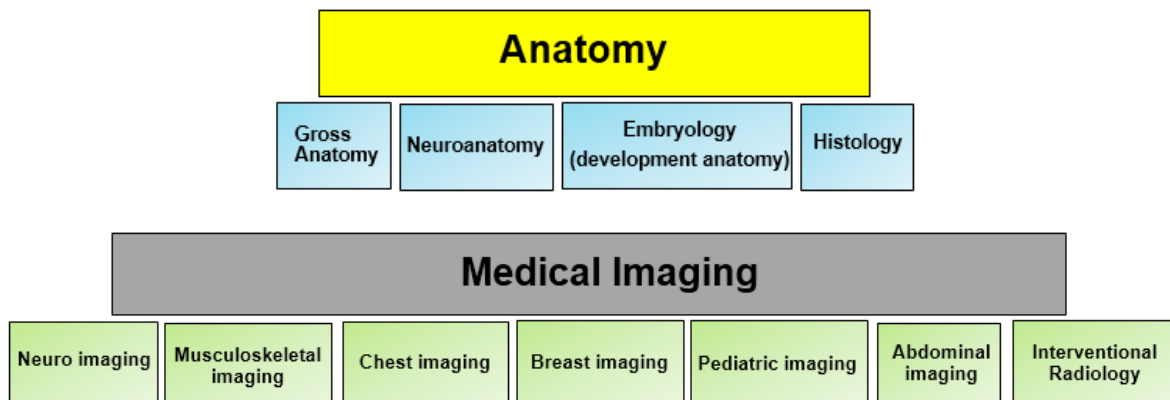
Research and Evidence

This is a vertical module that is concerned with learning about research and finding and using evidence in clinical care. The complexity of this topic and its relevance to a wide range of clinical disciplines makes it difficult to learn the concepts and application in a short, traditional "horizontal course over few months. For this reason, the "Research and Evidence" module is delivered throughout phase II of the program with specific outcomes and objectives in each year of the program. The final outcomes of the module address the overall learning outcomes for the program in the domain of research and evidence and the domain of "Research and Scholarship" in the SaudiMEDs framework.



Anatomy and Imaging

This is a vertical module concerned with how to apply "science" in clinical practice. It was assumed for long time that understanding science is enough for clinician to use and apply its principles in clinical practice. However, with the huge expansion in knowledge, it became increasingly challenging to grasp the basic principles of science rather than applications in clinical practice. Recent and rapid advances in medical imaging mean that the clinician increasingly needs to understand anatomy as it is visualised through medical imaging at gross, microscopic and molecular levels. For this reason, this module integrates "anatomy and imaging" in clinical context and to teach them for application level in clinical context. This module is designed to focus on clinical applied anatomy and imaging. Anatomy and imaging include: Gross anatomy, Neuroanatomy, Histology, Embryology and Radiology.



Pathological Sciences

To understand the fundamental importance of the pathological sciences to the understanding, diagnosis and treatment of disease, they need to be taught in clinical contexts alongside relevant clinical knowledge and skills areas. This module is designed to focus on activities, such as investigations and management, that clinicians do that are related to pathological sciences. Pathological sciences include: biochemistry, microbiology (including virology and parasitology), hematology, immunology and histopathology.

Use of Medicine

The use of medicines is integral to medical practice. This module is designed to focus on a sound understanding of the principles of therapeutics and the practical use of medicines in order to improve the competency of future doctors to prescribe a medicine effectively and safely.

Clinical Skills

Clinical skills are key elements of any MBBS program and proven competence in a wide range of skills and practical procedures is part of achieving the competencies in the Saudi MEDs framework for undergraduates. The Clinical and Practical skills vertical module ensure that students have grounding in many of these skills but also relies on teaching in the horizontal modules and placements to reinforce the learning by building on the foundations provided by the vertical module' teaching.



تجهيز الدمى
والمشاركين في أداء
نور المصليين

مركز المحاكاة - كلية الطب
Simulation Center



Professional Development

This is a vertical module that is aimed at developing student's professional skills. This is to prepare them for studying and practicing medicine. Being in a medical college is not about just attending lectures and passing exams. Medical students should be aware of the wide dimensions of becoming a medical doctor. This implies a huge range of skills, orientations, attitudes and behaviours a successful doctor should exhibit.

Main Themes

- Professional behaviour towards others (communication and transferable skills):
- This theme concerns the ability and willingness of the medical student and the future doctor to communicate professionally and effectively with others: including patients, relatives, colleagues, teachers and other health care.
- Professional behaviour towards practice (ethical and other issues related to the practice)
- Professional behaviour towards oneself (self-development): Each medical student should be aware of his/her capabilities and subsequently put a plan for himself/herself addressing self-progress and development. Self-assessment and reflection skills are basic skills for any practicing clinicians to continue with life-learning acquisition of knowledge.

Family Health

Family health is a vertical module which integrates the biological, clinical and behavioural sciences. It is designed to fulfil competencies required by SaudiMED that ensure our graduates are able and willing to provide continuous and comprehensive evidence-based care for all members of the family regardless the number of illnesses encountered.

Main themes:

- Principles of family health
- The national healthcare system
- Health promotion and preventive care

Program Teaching Mode

The program aims to adopt student-centered learning approaches and uses many interactive learning strategies. The methods used in the MBBS program include:

- Large group plenary sessions including:
 - Standard large group presentations
 - Interactive large group sessions
 - Flipped classes
- Small group teaching including:
 - Problem-Based Learning (PBL)
 - Task-Based Learning (TBL)
 - Case-Based Learning
 - Tutorials
 - Practical classes
 - Clinical seminars
 - Clinical Skill sessions
- Peer-assisted learning (PAL)
- Self-paced learning tasks and directed self-learning delivered via the Virtual Learning Environment (VLE)
- Teaching in clinical settings, including:
 - Clinical placements in healthcare settings including observation and participating in clinical activities
 - Clinical Outpatients and Bedside teaching

Program Mode of Assessment

The MBBS program is an annual system, and the assessment is integrated across the year of study.

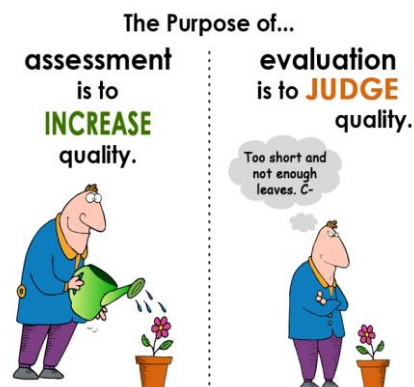
In phase II: There will be three summative evaluation measures during each year consisting of:

- Portfolio evaluation at the end of the year (20-30% depending on the year of study)

- Continuous assessment: intra-module exams (10%)
- Final comprehensive exam (written and practical/clinical) (60-70% depending on the year of study).

Assessment techniques:

- Written assessment:
 - Multiple Choice, Single Best Answer Questions (MCQ-SBA)
 - Modified Essay Questions (MEQ)
 - Portfolio
- Practical assessment:
 - Objective Structured Practical Examination (OSPE)
- Clinical assessment:
 - The Objective Structured Clinical Examination (OSCE)
 - The Objective Structured Long Examination Record (OSLER)
 - Work-based assessment: such as the mini-Clinical Evaluation Exercise (mini-CEX), and Direct Observation of Procedures (DOPs)



Learning Resources

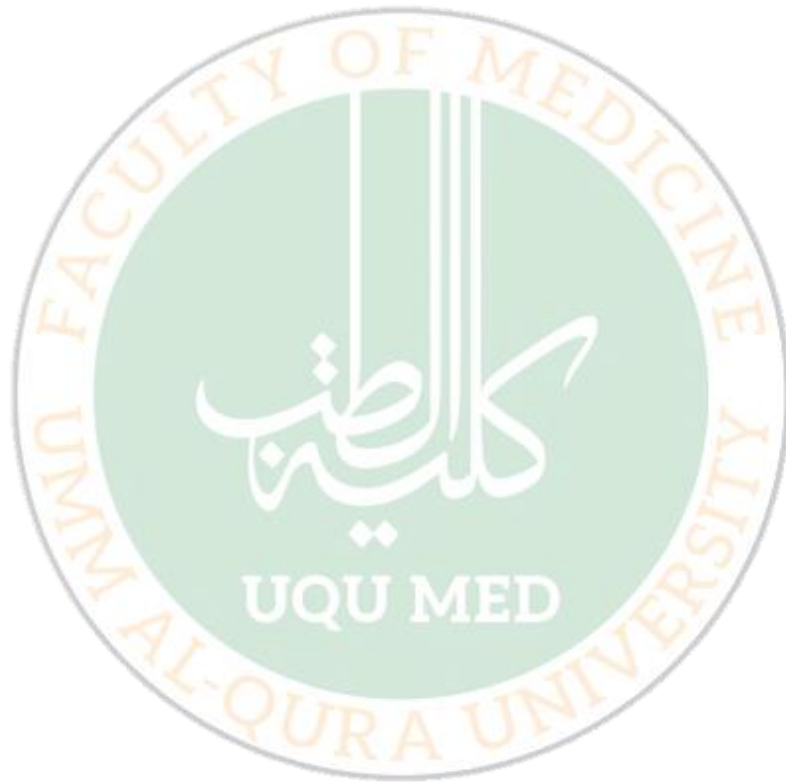
In addition to the essential infrastructure for any programs such as lecture theaters, classrooms and practical labs, there are many additional learning resources used to deliver this program including;

- Clinical Skill and Simulation Centre (CSSC)
- Practical Labs (Dry and Wet Labs) including cluster facilities for viewing of high resolution digital images
- Anatomy Labs (cadavers and some imaging/image projection facilities)
- The University Learning Management System (Blackboard)

In addition to delivery through university resources, clinical aspects of the curriculum take place in a variety of clinical training venues within a range of affiliated governmental and private hospitals and primary health centers:

- King Faisal Hospital
- King Abdulaziz Hospital
- King Abdullah Medical City
- Maternity and Children hospital, Makkah
- AlNoor Specialized Hospital
- Hera'a Hospital
- Armed Forces Hospital, Makkah
- Ministry of Health Primary HealthCare Centers.

Contact us



College of Medicine, Umm AlQura University

UQUMED



Medical.edu@uqu.edu.sa



+966 (0) 12 527 0000
Ext: 2020-4015



@MedicalUQU



www.uqu.edu.sa/medicine



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