

UQUMED

Year-2 Study Guide

College of Medicine
Umm Al Qura University
2021-2022



This UQUMED year-2 curriculum study guide was developed by the
College of Medicine, Umm AlQura University

2021-2022

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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).

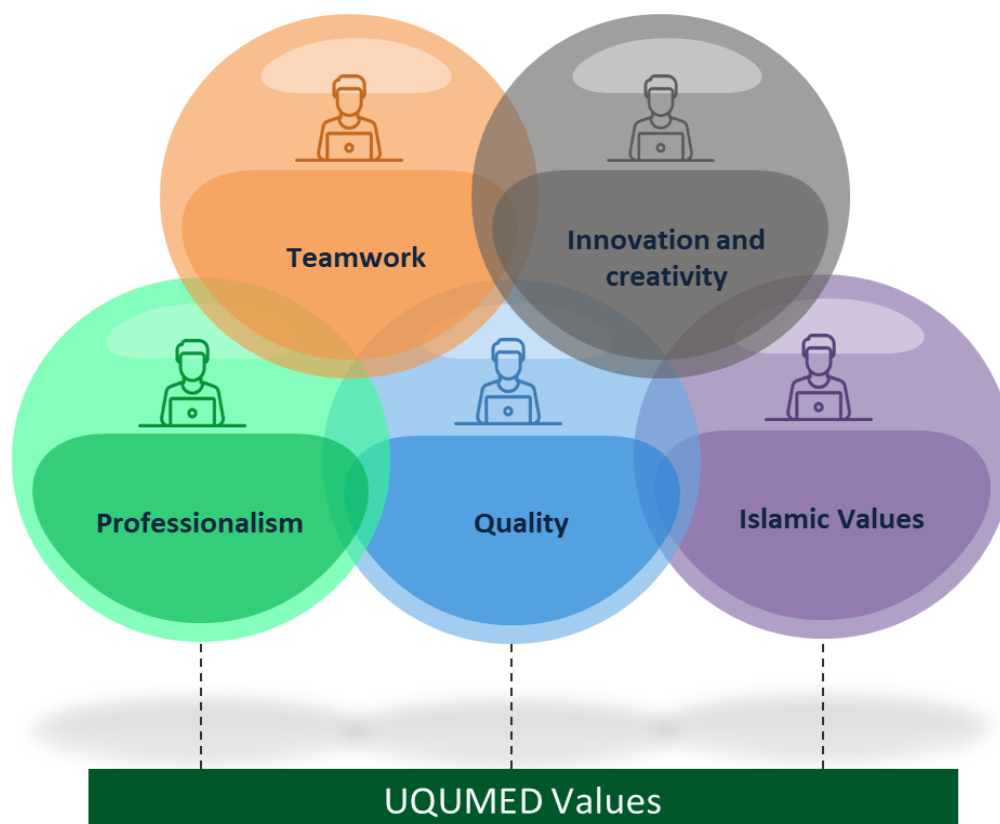
UQUMED Program Vision

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





Year 2 (Fundamentals of Clinical Science-1)

Introduction

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 exposure and for meeting health professionals to allow students to keep preparation for the practice of medicine firmly in sight.

The aim of the Fundamentals of Clinical Science level is to enable students to:

- Gain a firm understanding of the scientific knowledge and principles that are relevant to, and essential for, excellence in clinical practice
- Develop an understanding of science in the context of its application to clinical medicine, organized according to physiological and functional systems (e.g., Circulation and Breathing) rather than according to academic disciplines (e.g., physiology, biochemistry and anatomy)
- Understand the application of science to medicine and have the skills to appreciate methods of scientific research; thereby enabling students to appreciate and understand future advances in medicine.
- Develop the key skills required for data collection and analysis, information retrieval and use of electronic databases, problem solving, report writing and presentation of information and case reports.
- Have opportunities to appreciate the ethical, social and legal dimensions of medicine.
- Have an opportunity for early patient contact and start to develop the foundations of the professional skills required for good patient care and safety.
- Start to develop an understanding of the value of health education, preventive medicine and the natural history of disease.
- Demonstrate understanding of challenge of pilgrims' welfare and have opportunity to contribute to some extent in pilgrims' welfare
- Gain a good foundation for learning in the later years of the program

The Fundamentals of Clinical Science level will be achieved in Year 2 through:

- An Introduction and Orientation Module to Year 2
- A Foundations of Health and Medical Practice Module, to provide essential core systems knowledge and an introduction to learning in medicine
- Systems based learning in horizontal modules: Infection and Defense, Circulation and Breathing, and Fluids, Nutrition and Metabolism that occur in sequential blocks during the year
- Vertical modules that are on-going throughout the year and extend into the latter years of the programme
- Maintenance of a portfolio and practical procedures checklist
- Written and practical summative assessments intra-block and end of the year comprehensive exams
- An Introduction and Orientation sessions to Year 3 which will take place at the end of Year 2, including opportunities for early clinical practice

Structure of Year 2

- The year begins with an Introduction and Orientation week. This will include a general introduction and orientation to the medical school and learning medicine, and specific information about Year 2 concerning the studying modules with their themes, the teaching modalities, and the in-course and end of year assessments.
- From week 2 of the academic year, students will then complete studying the contents of four horizontal modules that are distributed over the academic year. Each module consists of certain numbers of weeks, where each week has specific theme on which the topics of the week are built. The last week of the module called Consolidation, Integration, and Feedback (CIF) week, during which all provided scientific and clinical concepts will be wrapped up in a clinical case discussion to achieve the optimum consolidation of the medical information and the perfect integration of medical sciences with clinical practice.
- In addition, students will be introduced to the vertical modules (VM), which will be taught throughout MBBS programme, where teaching fits best with the rest of the curriculum from Year 2 to Year 6. All vertical modules' contents are designed to be relevant to the themes and contents of horizontal modules, and embedded within their weekly schedules. General University required subjects will be also introduced and studied within the horizontal modules throughout the year, and they include Islamic Culture, Holy Qur'an, Prophet's Life, and Arabic Language.



The Horizontal Modules include the following:

- Foundations of Health and Medical Practice
 - Consists of 7-week-module, taught during the first semester
- Infection and Defense
 - Consists of 6-week module, taught during the first semester
- Circulation and Breathing
 - Consists of 8-week-module, taught during the second semester
- Fluids, Nutrition and Metabolism
 - Consists of 8-week-module, taught during the second semester

The Vertical Modules include the following:

- Hajj and Umrah
- Research and Evidence
- Anatomy and Imaging
- Pathological Sciences
- Use of Medicine
- Clinical and Practical Skills
- Professional Development

		Hajj and Umrah	Research and Evidence	Family Health	Anatomy and Imaging	Pathological Sciences	Use of Medicine	Clinical and Practical Skills	Professional Development																						
		Week No.																													
		1 st Term															2 nd Term														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Y2		Foundation of Health and Medical Practice:7W(7CU)							Infection and Defence: 6W (6CU)						Circulation		and Breathing 6 W (6CU)					Fluids, Nutrition and Metabolism: 9W (9CU)									
		Holy Quran 101 (2 CU)															Holy Quran 201 (2 CU)														
		Islamic Culture 101 (2 CU)															Islamic Culture 201 (2 CU)														
		Profit Life 101 (2 CU)															Arabic Language (2 CU)														

Methods of Teaching and Learning

The program aims to adopt student-centred learning approaches and uses many interactive learning strategies in addition to the interactive lectures.

In Year 2 of the MBBS program, 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:

- Lectures
- Case-based Learning
- Flipped classes
- Tutorials and workshops
- Learning projects
- Fieldwork visit
- Self-paced learning tasks and directed self-learning



Learning Projects:

- Learning project is a required task that is developed by students to fulfil specific learning outcomes related to Vertical Modules (VM) within the Horizontal Module (HM). Each student must complete two learning projects, each of which is related to one of the main themes.
- Students will be divided into groups. Each group are expected to deliver three projects of the following themes:
- Research and evidence of health promotions , and professional and personal development
- Pathological Processes project
- To accomplish a learning project, students will be addressed to discuss a topic, which will be assigned by the module lead, related to one of the mentioned themes. Then they must design a project to;
- Apply and disseminate research findings
- Design a Campaign,
- Design and produce educational materials (printed- Audi visual), or
- Develop oral presentation or written essay of a given theme

How could you be involved effectively in your learning?

- Learning projects will be presented in a form of written report and an educational outcome that will be presented and discussed in a small symposium. The learning projects mark will be part of the portfolio. Each student will be evaluated independently on his/her individual contribution to the project and teamwork collaboration.

Clinical exposure:

The reformed MBBS is mainly focusing on the early clinical exposure and patient-centre practice. Thus, from Year 2 of the program, students are introduced to the clinical environment.

Aim of the clinical exposure in Year 2:

- Experience the different environments, where medicine is practised
- Indicate the importance of patient safety and the role that they play in this
- Develop the communication skills they need to interact with patients, carers and other healthcare workers and understand the impact of their own behaviours and communication
- Understand how ethical principles support patient encounters
- Understand what constitutes professional behaviour in the clinical setting
- Recognise how communication and interactions with others may affect them personally, and develop coping mechanisms for this
- Develop the skills of lifelong, reflective learning

Consolidation, Integration and Feedback (CIF) Week:

- The Year 2 curriculum will include four CIF weeks that will take place at the end of the integrated modules. Some of the material during these weeks will be based around case studies or discussion. The four CIF weeks have been designed to allow:
 - Revision and consolidation of key facts and concepts from the preceding module(s)
 - Integration of learning during the preceding module with other horizontal modules and/or related vertical modules
 - Opportunities for formative assessment of learning in the preceding module(s), and for following up their performance of portfolio
 - Feedback relating to assessment and progress
- Students also present their learning projects, which are related to one of the related vertical themes. By the end of Year 2, each student will participate within group of 4-6 students in delivering or presenting three learning projects.

Assessment

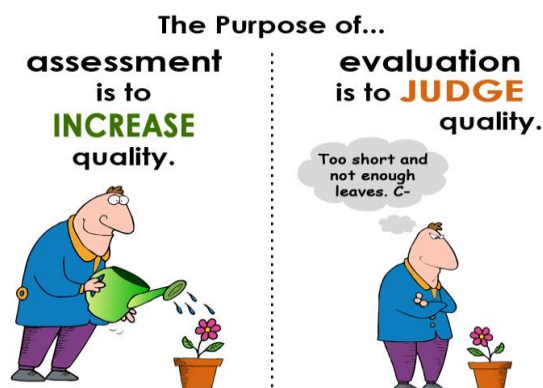
- The nature of the reformed UQUMED- MBBS curriculum in phase 2 (years 2-6) is an annual system. Successful completion of in-year and end of year exams, and compulsory course requirements is essential to allow progression to the next year of study. Since the curriculum is integrated vertically and horizontally,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



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”

Portfolio	10%
Summative Assessment 1 & 2 (Module A&B)& (Module C&D)	10%
Final Comprehensive	80%
Written Exam (2 Papers)	50%
Clinical & Practical	30%



Learning Resources

The following learning resources are the general references for each subject, however, may some leaning sessions have otherwise specific reference, the resources will be clearly stated.

Subjects	References
Anatomy, Embryology, and Histology	<p>Textbooks:</p> <ol style="list-style-type: none"> <i>Clinical Anatomy by Regions - Authors: Richard S. Snell 9th edition, 2015</i> <i>Langman's Medical Embryology 12th Edition (2012): T W Sadler; Jan Langman Philadelphia : Wolters Kluwer Health/Lippincott Williams & Wilkins</i> <i>Histology: A Text and Atlas: With Correlated Cell and Molecular Biology by Ross and Pawlina, 7th edition, 2015, Wolters Kluwer</i> <p>Recommended References:</p> <ol style="list-style-type: none"> <i>Grays Anatomy for Students: Richard L. Drake, Wayne Vogl, Adam W. M. Mitchell: 3rd edition, 2015.</i> <i>Grant's Atlas: Anne M. R. Agur, Arthur F Dalley II; 13th edition, 2011</i> <i>Color Textbook of Histology (2007) : 3 rd EDITION by Leslie P. Gartner and James L. Hiatt. W.B. Saunders Co.</i>
Haematology and Immunology	<p>Textbooks:</p> <ol style="list-style-type: none"> <i>Kumar and Clark's clinical medicine seventh edition (2009)</i> <i>Cellular and molecular immunology by Abbas, Lichtman and Pillai, 8th edition</i> <p>Recommended References :</p> <ol style="list-style-type: none"> <i>Hoffbrand's essential hematology seventh edition (2016)</i> <i>Basic immunology: functions and disorders of the immune system by Abul K Abbas and Andre H. Lichtman, 5th edition</i>
Biochemistry	<p>Textbook:</p> <ol style="list-style-type: none"> <i>Lippincott's Illustrated Reviews: Biochemistry 6th ed. (2014) By Pamela C Champe, Richard A Harvey, Denise R Ferrier.</i> <p>Recommended References:</p> <ol style="list-style-type: none"> <i>Harpers Illustrated Biochemistry 30 ed., 2015 Victor Rodwell ,David Bender , Kathleen M. Botham , Peter J. Kennelly , P. Anthony Weil</i> <i>Clinical Biochemistry: An Illustrated Color Text, (5th e)by Allan Gaw , Michael J. Murphy , Robert A. Cowan and Denis St. J. O'Reilly (2013)</i>

Subjects	References
Microbiology	<p><u>Textbooks:</u></p> <p>1- <i>Medical Microbiology</i> by David Greenwood et al., (2012), 18th edition</p> <p>2- <i>Human Virology</i> by Leslie Collier, Jhon Oxford and Paul Kellam, 4th edition, Oxford University press</p> <p>3- <i>Medical Microbiology</i> by atrick R. Murray, Ken S. Rosenthal, and Michael A. Pfaller, 8th Edition</p> <p><u>Recommended References:</u></p> <p>1- <i>Mims' Medical Microbiology</i>, By Richard Goering, Hazel Dockrell, Mark Zuckerman, Ivan Roitt and Peter L. Chiodini, 5th Edition</p> <p>2- <i>Infection and immunity</i> by Jhon H. L. Playfair, 2nd edition</p>
Parasitology	<p><i>Parasitology for medical and clinical laboratory professionals</i> BY John W. Ridley, 1st edition</p>
Pathology	<p><i>Robbins Pathological Basis of Diseases</i> by Vinay Kumar et all., 9th edition, Saunders Ltd.</p>
Pharmacology	<p><u>Textbook:</u></p> <p><i>Lippincott's Illustrated Reviews: Pharmacology</i>, 6th edition (2015), Karen Whalen, ISBN-13: 978-1451191776 , ISBN-10: 1451191774</p> <p><u>Recommended References:</u></p> <p><i>Basic and Clinical Pharmacology</i>, 13 edition, (2014), Bertram Katzung & Anthony Trevor, Publisher: McGraw-Hill Medical, ISBN-13: 978-0071825054 , ISBN-10: 0071825053</p>
Physiology	<p><u>Textbook:</u></p> <p><i>Guyton and Hall Textbook of Medical Physiology, 13e (2015)</i> .John E. Hall</p> <p><u>Recommended References :</u></p> <p><i>Clinical Physiology</i>, 1st edition (2014) by E.J. Campbell et al, Blackwell Scientific</p>

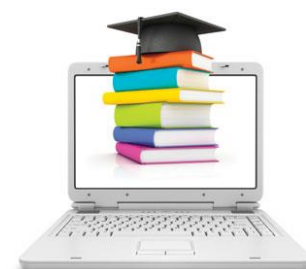
Subjects	References
Research and Evidence	<p>Recommended References:</p> <p>1-Epidemiology: An Introduction <i>Publication Date: June 4, 2012 ISBN-10: 0199754551 ISBN-13: 978-0199754557</i> <i> Edition: 2</i></p> <p>2-Epidemiology, Biostatistics and Preventive Medicine <i>Publication Date: May 21, 2007 ISBN-10: 141603496X ISBN-13: 978-1416034964 </i> <i>Edition: 3</i></p> <p>3-Maxey-Rosenau-Last Public Health and Preventive Medicine: Fifteenth Edition <i>Publication Date: September 21, 2007 ISBN-10: 0071441980 ISBN-13: 978-0071441988 Edition: 15</i></p> <p>4-Introduction To Public Health <i>Publication Date: April 21, 2010 ISBN-10: 0763763810 ISBN-13: 978-0763763817 </i> <i>Edition: 3</i></p>
Professional Development	<p>Recommended References:</p> <p>1. <i>Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians.</i> By Philip C. Hebert. Oxford</p> <p>2. <i>Medical Ethics and Law: by Tony Hope and Julian Savulescu.</i> Churchill Livingstone, Elsevier</p> <p>3. <i>How to Succeed at Medical School: An Essential Guide to Learning.</i> Dason Evans, Jo Brown. Wiley, BMJBooks 2015.</p> <p>4. <i>Communication Skills for Medicine.</i> By Margaret Lloyd, Robert Bor Churchill Livingstone, Elsevier</p>
Clinical Skills 2nd Year	<p>Recommended References:</p> <p>1. <i>Clinical Examination, 7th Edition A Systematic Guide to Physical Diagnosis</i> by Nicholas J. Talley and Simon O'Connor</p> <p>2. <i>Skills for Communicating with Patients, 3rd Edition</i> by Jonathan Silverman, Suzanne Kurtz, Juliet Drape</p> <p>3. <i>Practical Guidelines for Infection Control in Health Care Facilities, World Health Organization.</i> http://www.wpro.who.int/publications/docs/practical_guidelines_infection_control.pdf</p> <p>4. <i>The American Heart Association's Basic Life Support Course for Health Care Providers 2010 Guidelines</i></p> <p>5. <i>The American Heart Association's First Aid Course 2010 guidelines</i></p>

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