



UQUMED

Year-4 Study Guide

College of Medicine

Umm Al Qura University

2021-2022



This UQUMED year-4 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).

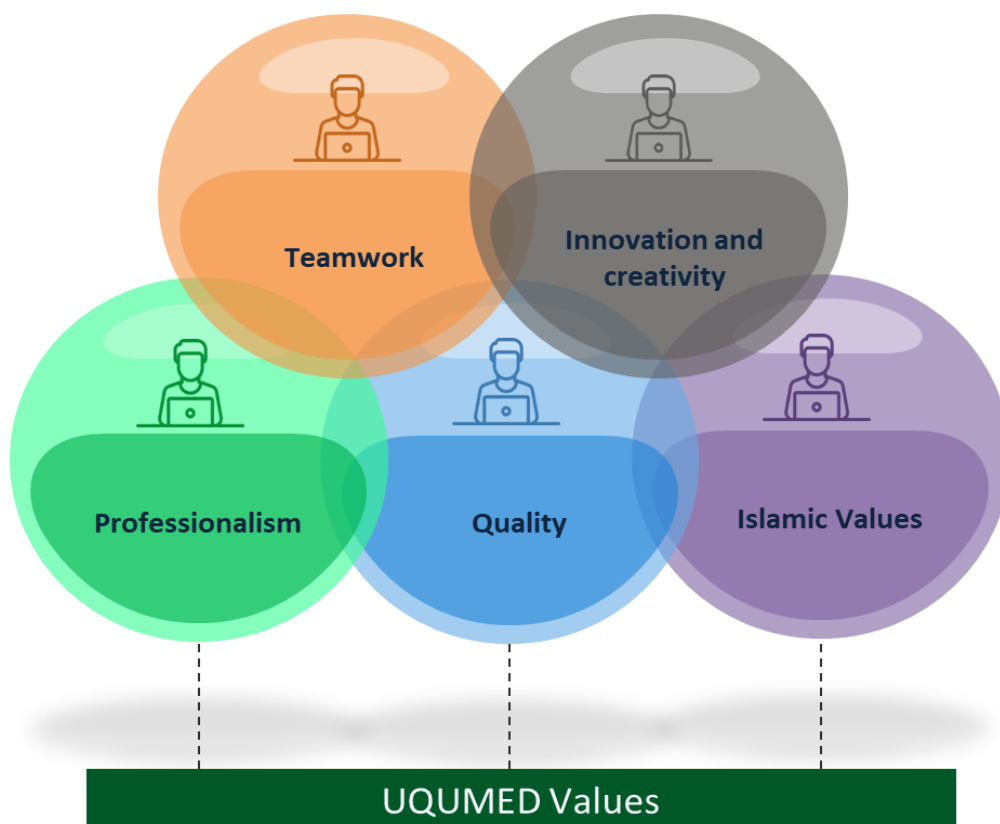
UQUMED Program Vision

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 4 (Clinical Practice-1)

Introduction

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.



Aim of Year 4:

Year 4 (Clinical Practice-1) aims to:

- Learn from healthcare experiences.
- Become skilled at interviewing and examining patients with a range of problems across the range of healthcare settings.
- Understand the integrated approach to diagnosing and managing patients' problems.
- Understand the healthcare system and how patients access care.
- Learn how to document information about patients and their care.

This will be achieved in Year 4 through:

- Module A: "Foundations of Clinical Practice" is an introduction and orientation module designed to assist in the transition into to workplace-based learning. This module also introduces students to the structure of the year, learning opportunities, how to maximize workplace-based learning, and evaluation of formative assessment opportunities.
- Workplace-based learning horizontal modules;
 - Module B: Cardiac, Respiratory, Endocrine and Diabetes presentations
 - Module C: Neurological, Kidneys and urinary tract, Hematological and Infectious presentations

- Module D: Gastrointestinal and Hepatobiliary presentations, Fundamentals of General Surgery
- Vertical modules that are ongoing throughout the year and extend into the later years of the program.
- Maintenance of a portfolio and practical procedures card.
- Written and practical summative assessments; both mid of the year and end of the year comprehensive exams

Year 4 Learning outcomes:

By the end of Year 4, you should achieve these learning outcomes:

- Describe how a range of common diseases in adults present and are managed in both community and hospital settings.
- Utilize their basic sciences knowledge to understand the different pathophysiology and presentations of common diseases affecting adults.
- Demonstrate a wide range of clinical skills and be able to carry out basic practical procedures competently.
- Utilize the information gathered from patients; together with a developing understanding of medicine, to produce a differential diagnosis and problem list as well as to develop general management plans.
- Communicate effectively with patients and healthcare workers.
- Develop the skills as a workplace learner, who is able to make the most of experiential learning opportunities.
- Demonstrate an understanding of and be able to contribute effectively to the challenge of pilgrims' welfare and emergencies during Hajj and Umrah seasons.
- Demonstrate an understanding of cultural diversity, and recognize any possible cultural biases in healthcare.

Structure of Year 4

The year is organized in a series of horizontal modules over the course of the year:

- Module A: Foundations of Clinical Practice (2 weeks)
- Module B: Cardiac, Respiratory, Endocrine and Diabetes presentations (9 weeks)
- Module C: Neurological, Kidneys and urinary tract, Hematological and Infectious presentations (9 weeks)
- Module D: Gastrointestinal and Hepatobiliary presentations, Fundamentals of General Surgery (9 weeks)

After completing the 2 weeks of module A, students will be divided into 2 groups where they will rotate through modules B, C, and D every 9 weeks.

The structure of horizontal modules B, C, and D consists of:

- Week 1: core teaching week
- Week 2: preparation for practice week
- Week 3-8: clinical placement weeks
- Week 9: CIF (Consolidation, Integration, and Feedback) week

Alongside these modules, you also continue to address the Vertical Modules that began in year 2 and are ongoing throughout year 4 and extend into the later years of the program. Vertical Modules teaching takes place throughout the year and teaching is integrated with the activities in the horizontal modules.

Hajj and Umrah	Research and Evidence	Family Health	Anatomy and Imaging	Pathological Sciences	Use of Medicine	Clinical and Practical Skills	Professional Development																								
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		
Clinical Found (2CU)		Cardiac, Respiratory diseases: 9 W (14CU)						Neurological diseases, Renal,			Haematology Diseases, 10W (15 CU)					Gastrointestinal and Hepatobiliary diseases, General Surgery: 9 W (14CU)															
4.5 CU																															

	Male Students	Female Students
Academic week 1-2	Module A	Module A
Academic week 3-11	Module B	Module C
Academic week 12-22	Module D	Module B
Academic week 23-31	Module C	Module D

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

Methods of Teaching and Learning

The program aims to adopt student-centered learning approaches and uses many interactive learning strategies in addition to the interactive lectures. In Year 4 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:

- Workplace-based learning through clinical placements in hospitals and primary care centers
- Lectures
- Case-based Learning
- Interactive learning: task-based and team-based learning
- Tutorials and workshops
- Self-paced learning tasks and directed self-learning

Clinical Placement



The reformed MBBS is mainly focusing on the early clinical exposure and patient-centre practice. Thus year 4 skeleton is workplace-based learning, which should be achieved through clinical placement.

A clinical placement is “any arrangement in which a medical student is present in an environment that provides healthcare or related services to patients or the public”. Students can be actively involved in patient care or they can be observing health or social care processes

Throughout year 4, medical students will spend a total of 18 weeks in different health care settings including:

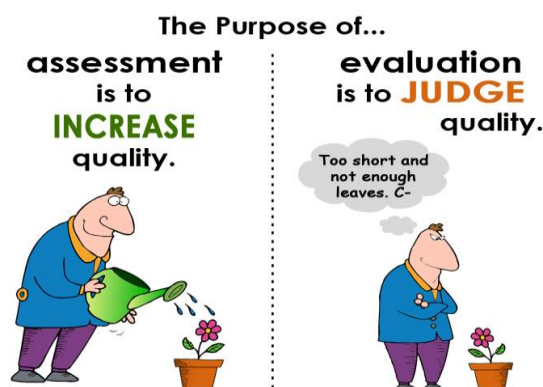
1. King Abdulallah Medical City, KAMC
2. Al-Noor Specialist Hospital
3. Hera'a General Hospital
4. King Abdulaziz Hospital
5. King Faisal Hospital
6. Security Forces Hospital
7. Primary Care Centres



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



FORMATIVE ASSESSMENT VERSUS SUMMATIVE ASSESSMENT	
Formative assessments occur during a learning activity	Summative assessments occur at the end of a learning activity
Aim to monitor student learning	Aim to evaluate student learning
Provide students with feedback	Yield a specific score or result
May occur several times during a course unit	May occur few times over the course of the academic year
Can use a wide range of question formats	Can only use a limited number of question formats

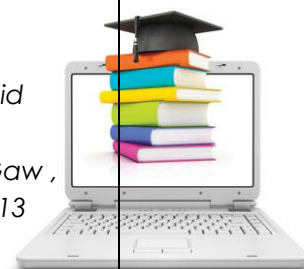
Assessment in Year 4 consists of the following

Portfolio	15%
Module Sign-off	5%
Summative Assessment 1 and 2	10%
Final Comprehensive	
1. Final Comprehensive Written Exam (2 Papers)	40%
2. Final Comprehensive Clinical OSCE	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
Internal Medicine	<p><u>Textbooks:</u></p> <ol style="list-style-type: none"> 1. Kumar and Clark's Clinical Medicine, 9th edition, 2016 2. Davidson's Principles and Practice of Medicine, 23rd edition, 2018 3. Clinical Examination by Nicholas Talley and Simon O'Connor, 8th edition, 2018 <p><u>Recommended References:</u></p> <ol style="list-style-type: none"> 1. Oxford Handbook of Clinical Medicine: 9th edition 2. Current Medical Diagnosis & Treatment 2018: by Maxine A. Papadakis, Stephen J. McPhee, Michael W. Rabow
General Surgery	<p><u>Textbooks:</u></p> <ol style="list-style-type: none"> 1. Browse's Introduction to the Symptoms & Signs of Surgical Disease, 5th edition, 2015 2. Lecture Notes: General Surgery, 12th edition, by Harold Ellis, Sir Roy Calne, Christopher Watson 3. The Mont Reid Surgical Handbook, 7th edition, 2017 <p><u>Recommended References:</u></p> <ol style="list-style-type: none"> 1. Essentials of General Surgery, by Peter F Lawrence, 5th edition, 2013 2. Current Diagnosis & Treatment: Surgery, 14th edition, 2015 3. Baily & Love's Short Practice of Surgery, 27th edition, 2018
Biochemistry	<p><u>Textbook:</u></p> <p>1-Lippincott's Illustrated Reviews: Biochemistry 6th ed. (2014) By Pamela C Champe, Richard A Harvey, Denise R Ferrier.</p> <p><u>Recommended References:</u></p> <ol style="list-style-type: none"> 1- Harpers Illustrated Biochemistry 30 ed., 2015 Victor Rodwell ,David Bender , Kathleen M. Botham , Peter J. Kennelly , P. Anthony Weil 2-Clinical Biochemistry: An Illustrated Color Text, (5th e)by Allan Gaw , Michael J. Murphy , Robert A. Cowan and Denis St. J. O'Reilly (2013



Microbiology	<p><u>Textbooks:</u></p> <p>1- <i>Medical Microbiology</i> by David Greenwood et al., (2012), 18th edition 2- <i>Human Virology</i> by Leslie Collier, Jhon Oxford and Paul Kellam, 4th edition, Oxford University press 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 2- <i>Infection and immunity</i> by Jhon H. L. Playfair, 2nd 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>
Research and Evidence	<p><u>Recommended References:</u></p> <p>1- <i>Epidemiology: An Introduction</i> Publication Date: June 4, 2012 ISBN-10: 0199754551 ISBN-13: 978-0199754557 Edition: 2</p> <p>2- <i>Epidemiology, Biostatistics and Preventive Medicine</i> Publication Date: May 21, 2007 ISBN-10: 141603496X ISBN-13: 978-1416034964 Edition: 3</p> <p>3- <i>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</p> <p>4- <i>Introduction To Public Health</i> Publication Date: April 21, 2010 ISBN-10: 0763763810 ISBN-13: 978-0763763817 Edition: 3</p>

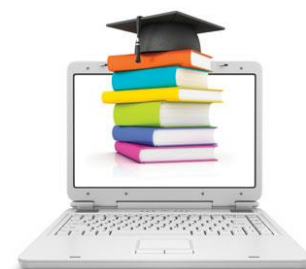
Professional Development	<p>Recommended References:</p> <ol style="list-style-type: none"> 1. <i>Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians.</i> By Philip C. Hebert. Oxford 2. <i>Medical Ethics and Law: by Tony Hope and Julian Savulescu.</i> Churchill Livingstone, Elsevier 3. <i>How to Succeed at Medical School: An Essential Guide to Learning.</i> Dason Evans, Jo Brown. Wiley, BMJBooks 2015. 4. <i>Communication Skills for Medicine.</i> By Margaret Lloyd, Robert Bor Churchill Livingstone, Elsevier
Clinical Skills	<p>Recommended References:</p> <ol style="list-style-type: none"> 1. <i>Clinical Examination, 8th Edition A Systematic Guide to Physical Diagnosis</i> by Nicholas J. Talley and Simon O'Connor 2. <i>Browse's Introduction to the Symptoms & Signs of Surgical Disease, 5th edition, 2015</i> 3. <i>Skills for Communicating with Patients, 3rd Edition</i> by Jonathan Silverman, Suzanne Kurtz, Juliet Drape 4. <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
Year 4 Electronic References	<ol style="list-style-type: none"> 1. UpToDate, through the UQU library database 2. Medscape eMedicine 3. BMJ Best Practice

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“Certainly, you don't need to buy all these books... only choose the most recommended textbooks. The rest are recommended references.

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