



# UQUMED

## Year-5 Study Guide

College of Medicine

Umm Al Qura University

*2021-2022*



This UQUMED year-5 curriculum study guide was developed by the  
College of Medicine, Umm AlQura University

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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).

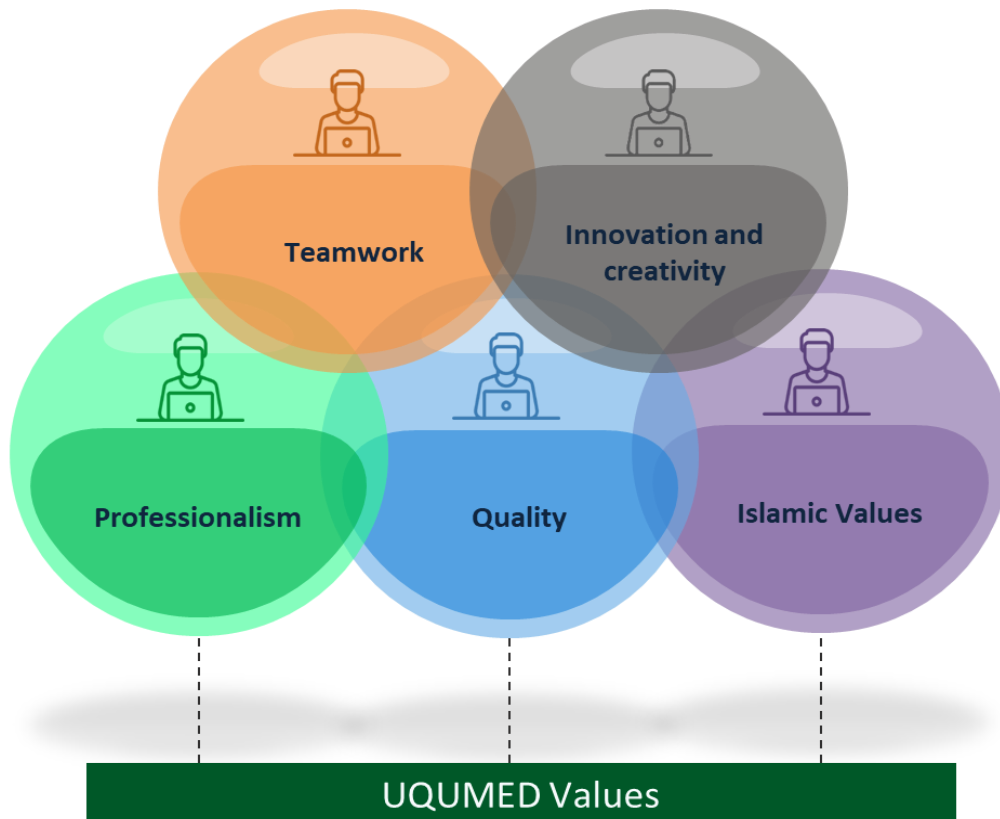
### UQUMED Program Vision

To be one of the leading Medical Faculties in 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 Pilgrims.

### UQUMED Values





## Year 5 (Clinical Practice – 2)

### Introduction

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

### This will be achieved in Year 5 through:

- An Introduction and Orientation session in the beginning of the year to introduce students to the structure of the year, learning opportunities, workplace-based learning, and evaluation of assessment opportunities
- Workplace-based learning in horizontal modules; **Module A:** Woman Health (Obstetrics, Gynaecology, Breast services), **Module B:** Child Health (Pediatrics, General Practice, Child and Adolescent health); **Module C:** Community Health, and **Module D:** Mental health and dermatology
- Vertical modules that continue throughout the year and extend into the last years of the program
- Maintenance of a portfolio and practical procedures checklist
- Written and practical summative assessments; both mid of the year end of the year comprehensive exams

### Pre-requisite

Students are eligible to study Year 5, after successful completion of the Year 4.

### Aims

Year 5 is designed to help students 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

### **Learning Outcomes:**

By the end of Year 5, students will be able to:

- Describe how a range of common diseases in woman, children, and adolescents 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 woman, children, and adolescents
- 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 an understanding of medicine, to produce a differential diagnosis and problem list as well as to develop a general management
- Consider the role of behavior and psychological factors affecting wellbeing
- Demonstrate understanding of mental health issues
- Demonstrate understanding of aspects of mental health and the life course: perinatal psychiatry, child psychiatry, menstrual psychiatry, men and mental illness, old age psychiatry.
- Demonstrate understanding of Dermatological conditions and complications and their health and psychosocial effects
- Communicate effectively with patients and healthcare workers
- Develop skills as a workplace learner, who is able to make the most of experiential learning opportunities
- Demonstrate understanding of, and contribute effectively to, the challenge of pilgrims' welfare and emergencies presenting during the Hajj and Umrah seasons
- Demonstrate an understanding of cultural diversity, and recognize any possible cultural biases in healthcare
- Construct appropriate evidence-based management strategies
- Advocate health promotion and disease prevention
- Understand the healthcare system in Saudi Arabia
- Recognize the roles of various healthcare professionals involved in patient's care
- Apply the theories and principles that govern ethical decision making to major ethical dilemma in medicine
- Practice self-motivated and self-directed learning to respond appropriately to the wide range of health problems

## Structure of the year

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

- **Module A:** Woman Health (Obstetrics, Gynecology, Breast services),  
Module A in Year 5 is a 10-week module. It focuses mainly on the Obstetrics and Gynaecology, and breast health. Students will be introduced to the speciality of Obstetrics and Gynaecology in a wide context of primary and secondary healthcare services. Teaching and learning takes place in a variety of settings including hospital wards, outpatient departments, general practice, and other community clinics/centres. Although the teaching and learning activities at each clinical site will be slightly different, all attachments will ensure learning activities satisfy the learning outcomes of the module and prepare students for the assessments. Related vertical modules teaching will be delivered within the 10-week module.

Contents and Teaching Methodologies:

Themes:

Embryogenesis and Fertilization

- Fertilization and embryonic development
- Reproductive endocrinology
- Menstrual cycle
- Female reproductive anatomy
- Preconception counselling and antenatal care

Normal pregnancy and puerperium

- Maternal adaptation in pregnancy
- Amniotic fluid physiology and oligohydramnious and poly hydramnious
- Fetal surveillance
- First and second trimester screening tests
- Physiology and management of normal labour
- Postpartum care
- Induction of labour

Obstetrical complication and abnormal puerperium

- IUGR (intrauterine growth restriction)
- PPROM (premature rupture of membrane)
- PTL (preterm labour)
- APH (antepartum haemorrhage)
- Multiple pregnancy (Twin gestation)
- Malpresentation and Operative delivery
- Management of abnormal labour and delivery
- Postpartum haemorrhage



#### Medical complications in pregnancy

- Diabetes mellitus and Gestational diabetes (GDM)
- Hypertension and preeclampsia
- Cardiac disease in pregnancy
- Pulmonary disease and pulmonary embolism
- Medical disease in pregnancy
- Rhesus isoimmunisation in pregnancy
- Haematological disease
- Thrombophilia
- Autoimmune diseases (e.g SLE)
- Thyroid diseases in pregnancy (hyper and hypothyroidism)

#### General Gynaecology

- Spontaneous abortion
- Recurrent abortion
- Ectopic pregnancy
- Molar pregnancy
- Chronic pelvic pain and endometriosis
- Lower genital infection
- Upper genital infection (Pelvic inflammatory disease)

#### Paediatric and reproductive endocrinology

- Paediatric gynaecology overview
- Primary amenorrhea
- Secondary amenorrhea
- Polycystic ovarian syndrome
- Primary infertility and secondary infertility
- Over view on reproductive technology
- Contraception

#### Premenopausal and postmenopausal issues and care and urogynecology

- Uterine fibroid
- Abnormal uterine bleeding
- Menopause
- Urinary incontinency
- Pelvic relaxation

#### Breast health

- Breast feeding and its complications
- Breast Care

- Breast Cancer screening
- Breast neoplasia

#### Gynaecology Oncology

- Cervical cancer screening and cervical dysplasia
- Cervical cancer
- Endometrial hyperplasia Uterine cancer
- Ovarian cancer

#### Final week: Consolidation, Integration and Feedback (CIF)

Some of the material during these weeks will be based around case studies and lecture theatre sessions will be interactive in nature. Also formative evaluation of students' progress will be conducted in this week.

Each week the first 9 weeks of this 10-week module will follow a similar format:

Day 1: Lectures, flipped class, and small-group seminars and case-based discussion to cover related clinical presentations and diseases in woman and Breast health

Day 2 and 3: Workplace-based learning (Hospitals, Obstetrics and Gynaecology ward/clinic/primary care centers)

Day 4: (Half/day): Workplace based learning (Hospitals, Obstetrics and Gynaecology ward/clinic/primary care centers)

(Half/day): Clinical Skills and Simulation Center for Clinical Skills and the Recognizing and Responding to Acute Patient Illness and Deterioration (RRAPID) sessions

Day 5: related vertical modules teaching and Case of the Week

The last week of the module will be a Consolidation, Integration and Feedback (CIF) week. Some of the material during these weeks will be based around case studies and lecture theatre sessions will be interactive in nature. Also formative evaluation of student's progress will be conducted in this week.

- **Module B:** Child Health (Pediatrics, General Practice, Child and Adolescent health); Child health of the Year 5 is a 10-week module. Teaching and learning takes place in a variety of settings including skill lab, hospital wards, outpatient departments, emergency department etc. It focuses on common child health diseases and prevention.

The contents are structured around the clinical problems that junior doctor's will commonly face in their practice when graduated. Thirty- six (36) core common clinical problems in addition to essential pediatric fundamentals have been included.

Related vertical modules learning will be included within the 10-week module.

## Contents and Teaching Methodologies:

### Themes

#### Infectious disease, growth and development, Preventive paediatrics:

- Clinical problems:
  - Fever
  - Skin rash
  - Sore throat
  - Vomiting diarrhea
- Essential paediatric fundamentals:
  - Vaccination
  - Growth and development
  - Short stature

#### Renal disease, and fluid electrolyte:

- Clinical problems:
  - Haematuria
  - Proteinuria
  - High BP
  - Oedema
  - Dysuria
  - Oliguria and anuria
- Essential paediatric fundamentals:
  - Maintenance fluid and electrolyte
  - Dehydration

#### Gastrointestinal and liver disease, nutrition:

- Clinical problems:
  - Abdominal pain
  - Abdominal distension
  - Jaundice
  - Hepatomegaly
  - Splenomegaly
  - Constipation
- Essential paediatric fundamentals:
  - Important surgical emergencies
  - Nutrition

#### Respiratory and neonatal disorders:

- Clinical problems:

- Cough
- Stridor
- Wheezing
- Dyspnoea
- Ear ache
- Essential paediatric fundamentals:
- Pneumonia
- Neonatal exam and abnormal gestation
- Neonatal jaundice

#### Cardiovascular and endocrinal disease:

- Clinical problems:
- Heart murmur
- Cyanosis
- Failure to thrive
- Obesity
- Short stature
- Essential paediatric fundamentals:
- Diabetes mellitus

#### Neurological disorders:

- Clinical problems:
- Seizure
- Loss of consciousness
- Hypotonic and spasticity
- Essential paediatric fundamentals:
- Acute bacterial meningitis

#### Haematological disorders:

- Clinical problems:
- Pallor
- Petechiae / purpura
- Lymphadenopathy

#### Genetics metabolic and rheumatology:

- Clinical problems:
- Joint swelling
- Essential paediatric fundamentals:
- Dysmorphic infant and child
- Inborn error of metabolism

Child psychiatry: (common behavioural, psychological and psychiatric childhood diseases and disorders)

- Behaviour management of medical problems
  - o Encopresis
  - o Infantile colic
  - o Nocturnal enuresis
- Essential paediatric mental health fundamentals:
  - o Disorder of cognition, attention, language and learning (Attention deficit hyperactivity disorder)
  - o Behavioral disorder of childhood- Anxiety and depressive disorders
  - o Autism

Week 10: Consolidation, Integration and Feedback (CIF)

Some of the material during these weeks will be based around case studies and lecture theatre sessions will be interactive in nature. Also formative evaluation of students' progress will be conducted in this week.

Each week the first 9 weeks of this 10-week module will follow a similar format:

Day 1: Lectures, flipped class, and small-group seminars and case-based discussion to cover related clinical presentations and diseases in child health

Day 2 and 3: Workplace-based learning (Hospitals, Paediatrics ward/clinic/, primary care centers)

Day 4: (Half/day): Workplace based learning (Hospitals, Paediatrics ward/clinic/, primary care centers)

(Half/day): Clinical Skills and Simulation Center for Clinical Skills and the Recognizing and Responding to Acute Patient Illness and Deterioration (RRAPID) sessions

Day 5: related vertical modules teaching and Case of the Week

The last week of the module will be Consolidation, Integration and Feedback (CIF) week. Some of the material during these weeks will be based around case studies and lecture theatre sessions will be interactive in nature. Also formative evaluation of students' progress will be conducted in this week.

- **Module C:** Community Health,  
This is a five-weeks module that allows students to consider the bigger picture of health and healthcare in context. The Community Health module affords students the opportunity to acquire a broader view of their role as health advocate within the local healthcare system. It is also address global health issues that usually affect local medical practice.

## Contents and Teaching Methodologies:

### Themes

- Public health (Health of the Nation)
  - School health
  - Health system in KSA (MOH, MOD, NG, MOI, Private sector)
  - Health promotion
  - Outreach programs
  - Environmental Health
- Occupational medicine
  - Staff health
  - Non-healthcare industry
- Patient safety
  - Healthcare associated infections (HAIs) and infection prevention and control programs within healthcare institutions
  - Disaster management
  - International Patient Safety Goals 'IPSGs' (Med. Error, Pt. falls, Pt. identification...etc.)
- Management of non-Infectious chronic diseases (population Level):
  - Cardiovascular disease (Ischaemic Heart Disease, Hypertension, Stroke)
  - Diabetes Mellitus
  - Obesity
  - Tobacco and substance abuse
- Infectious diseases control and prevention
  - Vaccine preventable diseases
  - Emerging new infectious diseases (MERS-CoV, Ebola...etc.)

Each week the first 5 weeks of this 6-week module will follow a similar format:

Day 1: Lectures, flipped class, and small-group seminars and case-based discussion to cover related clinical presentations and diseases in woman and Breast health

Day 2 and 3: community-based learning (Primary Care Centers, and Field visit)

Day 4: (Half/day): Day 4: Workshops for prevention strategies and plans.

(Half/day): Clinical Skills and Simulation Center for Clinical Skills and the Recognizing and Responding to Acute Patient Illness and Deterioration (RRAPID) sessions

Day 5: related vertical modules teaching and Case of the Week

Last week will be of the module will be Consolidation, Integration and Feedback (CIF) week. Some of the material during these weeks will be based around case

studies and lecture theatre sessions will be interactive in nature. Also formative evaluation of students' progress will be conducted in this week.

- **Module D: Mental health and Dermatology**

Module D: Mental Health and Dermatology, is a 5-weeks module that addresses two clinical specialities. Clinical presentations related to both Mental Health and Dermatology is common in medical practice. The teaching within this block is divided between Mental Health and Dermatology. For Mental Health the workplace learning will take place in mental health hospitals, general psychiatric wards (chronic and acute setting), psychiatry out patient's clinics, and emergency departments. For Dermatology, clinical workplace learning will mainly take place in general hospitals (ward, outpatients clinical).

Content and teaching methodologies

Themes :

This module consists of two main themes;

I. Mental Health:

Mood Disorders

- Major depressive disorder
- Bipolar disorder
- Postpartum depression
- Post-partum blues
- Depression in the medical setting

Psychosis

- Schizophrenia
- Schizoaffective disorder
- Schizophreniform disorder
- Brief psychosis

Anxiety disorders

- Generalized anxiety disorder
- Panic disorder
- Social anxiety disorder
- Obsessive compulsive disorder

II. Dermatology

Structure and function of skin

Dermatological diagnosis and therapy

- Dermatological laboratory tests
- Dermatologic therapy: local and systemic

Cutaneous manifestations of systemic diseases

- Stasis dermatitis
- Cutaneous sarcoidosis

- Paraneoplastic syndromes
- Dermatitis herpetiformis
- Cutaneous manifestations of endocrine disorders
- Cutaneous manifestations of rheumatologic disorders
- Prophyria cutanea tarda
- Calciphylaxis

#### Cutaneous reactions patterns

- Cutaneous drug reactions
- Erythema multiforme
- Lichen planus
- Urticaria
- Pyoderma gangrenosum
- Erythema nodosum

#### Skin cancers

- Basal cell carcinoma
- Squamous cell carcinoma
- Melanoma

#### Dermatitis

- Atopic dermatitis
- Allergic contact dermatitis
- Seborrheic dermatitis

#### Psoriasis

#### Cutaneous infections and infestations

- Bacterial skin infections
- Fungal skin infections
- Viral skin infections
- Infestations
- Pityriasis rosea

#### Autoimmune blistering diseases

- Pemphigus
- Bullous pemphigoid

#### Acne and rosacea

Each week this 4-week module will follow a similar format:

Day 1: Lectures, large group based learning, and small-group case-based learning to cover related clinical presentations and diseases

Day 2 - Day 3- Day 4: Workplace-based learning (General / Mental Hospitals (ward, outpatients clinical, Emergency Department) /primary care centers)

Day 5: related vertical modules teaching and Case of the Week



Alongside these modules, students also continue to address the Vertical modules that began in year 2 and are ongoing throughout year 5 and extend into the last year of the program.

Vertical modules teaching takes place throughout the year and teaching is integrated with the activities in the horizontal modules.

### **Learning outcomes for the Year 5 vertical modules:**

#### **I. Hajj and Umrah**

By completing the Hajj and Umrah VM in Year 5, students will be able to:

- Recognize and assess life threatening conditions for children, adolescents and pregnant women
- Recognize and manage common medical and surgical conditions that arise in pregnant woman, child and adolescents
- Demonstrate competency in clinical procedures and skills related to mass gathering medicine
- Design and develop research and entrepreneurial projects that focus on pilgrims' welfare.
- Demonstrate competency in performing Acute Life Support for pregnant women
- Continue their effective participation in research activities related to the Hajj and Umrah seasons
- Participate in the pilgrims and underserved minority groups' welfare as a health advocate: developing health promotion projects, educational materials, or fieldwork (for example, participating in Hajj campaign, Haram rescuers program, research activities during Hajj and Umrah)

#### **II. Research and Evidence**

By completing the Research and Evidence VM in Year 5, students will be able to:

- Write effective research proposals applying the principles of good study design
- Design and conduct research projects or write research papers related to Hajj and Umrah and pilgrims' welfare
- Comply with the principles of research ethics
- Understand authorship rights for medical students
- Recognise available funding resources for research proposals
- Recognize pathways of research approval processes through institutional review boards (IRB).
- Apply the principles of EBM in clinical practice

#### **III. Anatomy and Imaging**

By completing the Anatomy and Imaging VM in Year 5, students will be able to:

- Utilise essential imaging and anatomy related to obstetrics and gynaecology.

- Describe and illustrate essential imaging and anatomy related to children and neonates
- Demonstrate understanding of the use of radiological in women's health including: obstetrical ultrasound, gynaecological ultrasound, breast ultrasound and mammography

#### **IV. Pathological Sciences**

By completing the Pathological Sciences VM in Year 5, students will be able to:

- Recognise the importance of laboratory investigation in making clinical decisions
- Recognise potential errors in laboratory investigation
- Describe and apply evidence-base, cost-effective practice in laboratory investigation
- Understand how to apply laboratory safety measures for healthcare professionals and patients
- Adopt a diagnostic approach to common medical problems utilizing appropriate and relevant investigations for neonates, children and pregnant women
- Interpret and correlate results of laboratory investigations to clinical findings

#### **V. Use of Medicine**

By completing the Use of Medicine VM in Year 5, students will be able to:

- Understand reproductive pharmacology and its application to infertility, and contraceptive medications
- Describe essential obstetrical medications
- Describe applications of hormonal replacement therapy in clinical practice.
- Describe the principles and application of paediatric pharmacotherapy
- Outline and describe essential drugs used in psychiatric illness
- Describe local authority vaccine guidelines for child, pregnant women and adults

#### **VI: Clinical and Practical Skills**

By completing the Clinical and Practical Skills VM in Year 5, students will be able to:

- Obtain an accurate and comprehensive medical history from a patient or their career
- Perform a complete systematic physical examination, including Obstetrics and Gynecology history taking; antenatal and postnatal examination; sexual history taking; female genital examination; speculum examination; female bimanual examination; assessment of women in labor; and female urethral catheterization
- Demonstrate basic pediatrics procedures and skills including; measuring head circumference; plotting weight, height and head circumference on growth charts; and assessing the APGAR score
- Explain infant respiratory distress, and infant/child dehydration

- Demonstrate the ability to perform a full psychiatric and mental state examination including suicidal risk assessment
- Perform basic burn care
- Undertake an assessment using the RRAPID approach

## VII. Professional Development

By completing the Professional Development Skills VM in Year 5, students will be able to:

- Communicate effectively with patients in difficult circumstances
- Break bad news sensitively and effectively
- Demonstrate effective use of technology and information systems including storing and retrieving information
- Apply Islamic law (Figh) in health related matters
- Apply the theories and principles that govern ethical decision making to major ethical dilemmas in medicine
- Develop appropriate leadership and management skills
- Discuss health informatics and its application in clinical practice
- Recognize the need to be accountable at all times with a special emphasis on the awareness of one own limitations and self-evaluation
- Maintain a portfolio of required task and activities

## VIII. Family Health

By completing the Family Health VM in Year 5, students will be able to:

- Describe the provision of evidence based antenatal care
- Undertake family planning counseling
- Manage the most common women's health problems at a primary care level
- Assess physical, intellectual, emotional and social development of children in different age groups
- Recognize the role of general practice in recognizing and addressing behavioral problems in children
- Report appropriately any concurrent physical, social or mental ailment that would affect patients care to appropriate authority
- Advocate access to healthcare for members of traditionally underserved population
- Recognize the importance of biological and non-biological (psychological, social, cultural, and environmental factors) determinants that contribute to health across diverse populations.
- Understand vaccines guidelines and demonstrate an ability to carry out patients' education in vaccination
- Provide evidence based management for simultaneous complaints and pathologies, as well as both acute and chronic health problems

- Identify the impact of chronic disease and disability on individual, their families and society
- Explain and apply the basic principles of prevention and control of communicable and non-communicable diseases in the community
- Diagnose and manage the most common dermatological conditions
- Detect common mental health problems early in their presentation

### **Consolidation, Integration and Feedback (CIF):**

The year will include four CIF sessions that will take place at the last week of the modules A, B, C and D. Some of the material during these weeks will be based around case studies and lecture theatre sessions will be interactive in nature. The four CIF sessions 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)
- Feedback relating to assessment and progress



### **Assessment**

The UQU Med MBBS program is annual system. There is summative and formative evaluation of students' progress.

Formative assessments

- Compulsory in-course formative assessments will be held at the end of each horizontal module A, B, C, and D). The objective of these assessments is to provide students with feedback about their learning
- In Year 5 formative assessments will include Multiple Choice, Single Best Answer Questions (MCQ-SBA) and written paper requiring an understanding of concept and interpretation of data
- Students' progress and development in completing portfolio is also evaluated formatively by the end of each module and then final summative evaluation by the end of the year.
- Students are invited to discuss their performance in formative assessments with their personal tutor and the module teachers.

Summative assessment:

The learning outcomes of the modules will also be tested in the Mid-year and end of year comprehensive written and practical assessments. Also, the Portfolio will be assessed summative by the end of the year.

- Portfolio 30%
- Two mid-year comprehensive exams 10 %
- End of the year comprehensive (written and Practical/clinical exams) 60%

The blueprint of the content of the end of the year comprehensive written exams will include the four modules (A, B, C, and D). It consists of:

- 200 Multiple Choice, Single Best Answer Questions (MCQ-SBA) that will be completed in 4-hours. This will be in form of two exam papers in the same day each of 100-item and lasting for 120-minutes
- A practical/clinical exam will be conducted by the end of the year

## 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.

<p><b>Research and Evidence</b></p>	<p><b><u>Recommended References:</u></b></p> <p>1-Epidemiology: An Introduction  <i>Publication Date: June 4, 2012   ISBN-10: 0199754551   ISBN-13: 978-0199754557   Edition: 2</i></p> <p>2-Epidemiology, Biostatistics and Preventive Medicine  <i>Publication Date: May 21, 2007   ISBN-10: 141603496X   ISBN-13: 978-1416034964   Edition: 3</i></p> <p>3-Maxey-Rosenau-Last <i>Public Health and Preventive Medicine: Fifteenth Edition</i>  <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   Edition: 3</i></p>
<p><b>Professional Development</b></p>	<p><b><u>Recommended References:</u></b></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, BMJJbooks 2015.</p> <p>4. <i>Communication Skills for Medicine.</i> By Margaret Lloyd, Robert Bor Churchill Livingstone, Elsevier</p>

<b>Clinical Skills</b>	<b>Recommended References:</b> <ol style="list-style-type: none"> <li>1. <i>Clinical Examination, 8th Edition A Systematic Guide to Physical Diagnosis</i> by Nicholas J. Talley and Simon O'Connor</li> <li>2. <i>Browse's Introduction to the Symptoms &amp; Signs of Surgical Disease, 5<sup>th</sup> edition, 2015</i></li> <li>3. <i>Skills for Communicating with Patients, 3rd Edition</i> by Jonathan Silverman, Suzanne Kurtz, Juliet Drape</li> <li>4. <i>Practical Guidelines for Infection Control in Health Care Facilities, World Health Organization.</i>  <a href="http://www.wpro.who.int/publications/docs/practical_guidelines_infection_control.pdf">http://www.wpro.who.int/publications/docs/practical_guidelines_infection_control.pdf</a> </li> </ol>
<b>Year 5 Electronic References</b>	<ol style="list-style-type: none"> <li>1. UpToDate, through the UQU library database</li> <li>2. Medscape eMedicine</li> <li>3. BMJ Best Practice</li> </ol>

## Do I need to buy all these books?

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

The College Library has most of these recommended textbooks.

Visit your library soon 😊

