

## ***The academic department of medicine***

AlQadisiyah medical collage

Sixth year of MBCHB program

Allocated marks: 100 marks

Course duration: 10 weeks of teaching for each group of sixth year MBCHB program (4 groups, each group contains = 40 students and each group further subdivided into two subgroups which =20 students) in form of 5 hours daily, for 5 days per a week (from 8:00 AM to 1:00 PM) followed by end term examination.

Final examination done at the end of 6<sup>th</sup> year.

Total teaching hours:

The teaching hours in 10 weeks course of sixth year program are 250 hours (5 days per week X 10 weeks).

### **Course director:**

*Prof. Dr.Hazim.K. AL-Khafagy (head of department of medicine).*

### **Head of department of medicine**

*Prof. Dr. Dr.Hazim. K. AL-khafagy*

Teaching staff :

5 prof.

2 assistant professor

1 lecturer

**Teaching staff :**

الباطنية

١. ا.د. حازم كاظم الخفاجي.....رئيس الفرع و مسؤول المقرر
٢. ا.د. علاء هادي العصامي
٣. ا.د. مازن زامل الشباني
٤. ا.د. راضي فرهود شلاش
٥. ا.د. علي طالب الدامرجي
٦. ا.م.د. ماجد عبد الامير اللبان
٧. ا.م.د. اسامه العبيدي
٨. ا.م.د. عقيل الزاملي
٩. ا.م.د. مظفر محمد مزعل

## Aim of the Course

By the end of the internal medicine course;

To support acquisition of knowledge and understanding of health and its promotion, and of disease, its prevention and management, in the context of the whole individual and his or her place in the family and in society .

To enable the student to acquire and become proficient in basic clinical skills such as obtaining a patient's history, undertaking a comprehensive physical and mental state examination, interpreting the findings and constructing diagnostic and treatment plans. The student should be competent in the performance of a limited number of basic technical procedures and become proficient in listening and responding to patients concerns.

To enable the students to acquire and demonstrate attitudes necessary for the achievement of high standards of medical practice, both in relation to the provision of care of individuals and populations and to his or her personal development including a lifelong commitment to continuing medical education.

### I. Intended Learning Outcomes:

By the end of the internal medicine course, the student will be able to:

#### Knowledge and Understanding :

Discuss the common medical problems presenting to doctors - in primary health care setting, hospital and community - their diagnosis, prevention and treatment.

Identify disease in terms of mental, functional and physical processes

State the clinical manifestations and differential diagnosis of common medical disorders with an emphasis on the incidence of the different manifestations and their relative importance in establishing diagnosis, and the early manifestations of serious diseases (e.g. malignancy, emergencies ...etc)

Recognize the normal aging process in terms of physiologic and clinical manifestations and identify age related diseases and variable causes of disability in old age.

Name the role, prevalence and limitations of alternative and complementary medicine.

**(iii Skills:**

***Professional Skills:***

Take a thorough history of appropriate depth and detail, relative to the clinical context.

Demonstrate a complete and/or problem-focused physical examination.

Recognize urgent life-threatening conditions, and institute appropriate initial management.

Safely perform routine diagnostic and therapeutic procedures, including life support.

Use appropriate sterile technique, Comply with and use universal precautions.

***Intellectual skills:***

Analyze symptoms & signs and construct a differential diagnosis for common presenting complaints.

Design an appropriate diagnostic plan for evaluation of common presenting complaints which is appropriate in terms of the differential diagnosis, the severity of the clinical situation and the risks, benefits and costs to the patient.

Accurately interpret the results of commonly used diagnostic procedures.

Identify risk factors for disease processes and injury, and institute the appropriate diagnostic, preventive, and therapeutic interventions.

Identify the indications and logistics of referring patients to higher levels of experience or specialization as a principle for the family doctor (GP).

Construct treatment plan, incorporating his knowledge, best available evidence, and patient's preferences in a cost effective manner

***Communication and general skills:***

Establish rapport and trust with the patient.

Explain to the patients and their relatives the nature of illness, the diagnostic and therapeutic options and Recommend life style modification in compassionate and ethical way.

Respond effectively to a patient's emotional and psychosocial concerns.

Interact and communicate effectively with other health care professionals.

Document fully the patient's history and examination findings, list the clinical problems and Present relevant material clearly, concisely, coherently, and legibly so that information about patients may be communicated effectively.

Allay patient anxiety regarding procedures.

Manage time effectively and demonstrate skills needed for life long learning.

**Attitudes:**

Adopt respect for patients and colleagues that encompasses, without prejudice, diversity of background, opportunity, language, culture and way of life.

Advocate respect of patients' rights, particularly in regard to confidentiality and informed consent.

Justify incorporation into their practice of appropriate attitudes, clinical ethics and legal responsibilities.

**COURSE CONTENTS:****1 - : Clinical cases****1- CARDIOVASCULAR**

Dysrhythmias

IHD

Congestive heart failure

Hypertension – evaluation

Valvular heart disease - clinical features, diagnostic methods, interpretation of data

Evaluation of chest pain

Cardiomyopathy .

Large vessel disease

**2- RESPIRATORY**

Asthma

Obstructive lung disease - chronic bronchitis, emphysema

Pleural effusion

Suppurative syndrome

Pulmonary emboli

Respiratory Failure - acute and chronic

Carcinoma of the lung

T.B

Mediastinal syndrome

Interstitial lung disease

**3- GASTROINTESTINAL**

Abdominal pain

Cirrhosis  
Ascitis  
Diarrhea - diagnosis and management of acute and chronic diarrhea  
G.I. bleeding  
Hepatitis  
Jaundice - differential diagnosis  
Malabsorption  
Nausea and vomiting  
Peptic ulcer disease  
Ulcerative colitis, regional enteritis

#### 4- **NEUROLOGY**

Cerebrovascular disease - stroke syndromes

Coma  
Headache  
Paraparesis  
Seizures  
Peripheral neuropathy .  
Myopathy  
Ataxias  
Extrapyramidal syndromes  
Dementia

#### 5- **RHEUMATOLOGY**

. Degenerative joint disease

Gout  
Low back pain  
Systemic lupus erythematosus  
Rheumatoid arthritis  
Vasculitis

#### 6- **ENDOCRINOLOGY**

Adrenal insufficiency and Cushing  
Acromegaly and Sheehan's syndrome  
Diabetes  
Stunted growth  
Hyper/hypothyroidism  
Parathyroid and calcium metabolism/osteoporosis  
Obesity

#### 7- **HEMATOLOGY/ONCOLOGY**

Anemia  
Clinical evaluation of bleeding – clotting disorders  
Hodgkin's disease, lymphoma - stages, principles of treatment  
Leukemia  
acute lymphocytic, myeloid  
chronic lymphocytic, myeloid  
  
Multiple myeloma  
Thrombocytopenia

Lymphadenopathy

**Λ- INFECTIOUS DISEASE**

Endocarditis

FUO

Pneumonia

Tuberculosis

Hepatitis

**ϑ- NEPHROLOGY**

Evaluation of hematuria

Kidney in systemic diseases

Glomerulonephritis

Nephrotic syndrome

Obstructive uropathy

Principles of diagnosis and management of acute and chronic renal failure

**Υ- Medical skills :**

**A-**

1. **Aseptic technique.**

2. **Procedures involving veins:**

venepuncture for blood sampling (including safe use of blood containers)

Insert and remove cannula into peripheral vein. Set up intravenous fluid infusion.

Give intravenous injections.

Mix and inject drugs into intravenous bag.

Use an infusion pump to give drug treatment.

3. **Give intramuscular and subcutaneous injections**

4. **Blood transfusion** – takes blood for cross match and monitor a blood transfusion.

5. Arterial blood sampling.

6. insert nasogastric tube/principles of nasogastric feeding.

7. Bladder catheterization.

8. Measure blood glucose using finger prick sample and stix

9. Urine dipstick and analysis.

10. Administer oxygen therapy safely .

11. Perform an ECG.

12. Perform basic respiratory function tests (measurement of peak expiratory flow rate and interpretation of peak flow charts).

13. Cardiopulmonary resuscitation

***For each of these skills, the student should be able to:-***

1- Competently perform the procedure.

2- Identify the indications, contraindications, and potential complications of the procedure.

3- Recognize the relevant points of anatomy and technical features of the equipment.

## . 2 - Medical skills B:

### **Clinical Diagnostic Studies**

The course content includes an introduction to, indications for, and interpretation of Clinical Laboratory tests, plain and contrast Radiography, Ultrasound, Computed Tomography, Magnetic Resonance Imaging, and Electrocardiography . The emphasis of this course is on diagnostic studies necessary for the proper evaluation of common disease entities seen in a primary care setting. Specific methodologies will not be covered, rather, the definition of tests, their indications and proper interpretation are taught.

#### ***The following Topics will be covered:***

Introduction to laboratory medicine; interpretation of tests.

Diagnosis of infectious diseases by laboratory methods.

Hematology: introduction & anemia.

Hematology: white blood cell disorders.

Hematology: coagulation.

Urinalysis & renal function evaluation.

Blood chemistry panels & cholesterol.

Glucose.

Thyroid function tests.

Miscellaneous laboratory tests.

Electrocardiography: ECG interpretation I.

Electrocardiography: ECG interpretation II.

Electrocardiography: ECG interpretation III.

Radiology: introduction and basic concepts.

Radiology: the chest.

Radiology: the abdomen.

Radiology: the musculoskeletal system.

Radiology: nuclear medicine, ultrasound, and CT.

## . Teaching Methods

### **Methods Used:**

---

#### **i. Illustrated Lectures:**

**Large group** plenary sessions in lecture theatres are timetabled, 6hours weekly . They are not intended to convey factual information with students busy taking notes. Instead they are akin to 'key -note addresses', designed to support self education principle. They set the scene for a particular topic, highlight important issues and, hopefully, arouse curiosity in relevant areas. It is left to students to go and explore the subject in critical detail.

#### **ii. Seminars:**

Students are expected to search and prepare certain topic in a teamwork manner. This work will be orally presented using information technology, role play and group discussion under supervision of a senior tutor for 2 hours. Seminars are held once weekly every Wednesday during senior term session

iii. **Clinical Rounds:**

Tutors demonstrate the core practical clinical skills that are an essential prelude to undertaking a confident and competent clinical history and examination of patients and student practice these skills on patients under supervision for 3 hours daily, 4 days weekly .

iv. **Problem-based learning (PBL)**

Students work in **small groups** to study written descriptions of clinical situations. By using a specific set of study skills, they use those scenarios to guide them towards relevant theoretical and practical learning.

v. **Tutorials:**

For giving introduction, indications, and interpretation of clinical laboratory tests, radiography, and electrocardiography . Students in small groups then work on ECGs, lab reports, and X- rays to identify abnormalities, interpret findings, and put diagnosis.

vi. **Practical clinical technique**

focus on the development of practical skills appropriate to the clinical situation. Students have to demonstrate sufficient knowledge and skill before undertaking invasive clinical patients. On procedures  
Medical skills Lab allow students to develop many medical skills in the relative 'safety' of Simulation

vii. **Role play**

Students work in small groups to study written scenarios, each students work with a colleague. One plays the role of the patient and the other play the role of the doctor. This method is essential in learning ethics and communication skills. Tutors will supervise and guide students.

viii. **Assignment**

each student completes a critical review on a selected topic. The review must be fully referenced and submitted in word-processed form 1200 word at least and delivered in a known dead time.



### 3-seminars:

=====

Anticoagulants, antiplatelets, and thrombolytic therapy

Antibiotics and chemotherapeutics

Anti inflammatory and immunosuppressive drugs

FUO

Myocardial and pericardial diseases

Neurotransmitters

Metabolic bone diseases

Approach to a patient with chest pain

Approach to a patient with poly arthritis

Approach to a patient with metabolic coma

Approach to a patient with jaundice

Medical causes of acute abdominal pain

Approach to a patient with anemia

Approach to a patient with renal failure

Approach to a patient with heart failure

Approach to a patient with arrhythmia

Approach to a patient with bronchial asthma

### ξ- Practical Skills

#### **History and examination:**

History taking including psychosocial history, environmental history, physical examination including fundus examination and system examination.

Awareness towards current trends in tropical infectious disease and needs of investigative procedures and current treatment trends.

Bedside procedures

**Monitoring skills:** Temperature recording, capillary blood sampling, arterial blood sampling, basic life support skills, advanced life support skills and ventilator settings and monitoring.

**Therapeutic skills:** Nasogastric feeding, endotracheal intubation,

cardiopulmonary resuscitation, administration of oxygen, venepuncture and establishment of vascular access, administration of fluids, blood, blood components, parenteral nutrition, common dressings, abscess drainage and basic principles of rehabilitation.

**Investigative skills:** Lumbar puncture, bone marrow aspiration and biopsy, pleural, peritoneal, pericardial tap, ascitic fluid therapeutic and diagnostic tapping, biopsy of liver and kidney, collection of urine for culture, urethral catheterization, suprapubic aspiration

**Beside investigations:** Hemoglobin, TLC, ESR, peripheral smear staining and examination, urine routine and microscopic examination, stool microscopy including hanging drop preparation, examination of CSF and other body fluids, Gram stain and ZN stain.

Interpretation-X-rays of chest, abdomen, bone and head;

ECG;

ABG findings;

CT/ MRI scan

Understanding of

Common EEG patterns, audiograms, ultrasonographic abnormalities and isotope studies

### Teaching and Learning methods

Clinical rounds  
Tutorial classes  
Seminars

### WEEK ONE

Day	Clinical session (case presentation) (8-11am)	practical skills session ( 11-12am)	Rest (12-1pm)	TETURIALS (seminars & PBL) (1-2pm)
SUNDAY	A- حازم الخفاجي- B- راضي فرهود-	Interpretation of CBP & ESR A-حازم الخفاجي- B- وسام هاتف-		PBL Thrombocytopenia A- حازم الخفاجي- B- راضي فرهود-
MONDAY	A- اسامة طاهر- B- ضياء النانلي-	Interpretation of reports of abdominal ultrasound & CT A- اسامة طاهر- B- ضياء النانلي-		PBL Ascites A+B د. اسامة طاهر
TUESDAY	A+B د. كفاح العبيدي	How to perform ECG A- مازن الشباني- B- مهند الجشعمي-		Seminar Myocardial & pericardial diseases A- مازن الشباني- B- مهند الجشعمي-

<b>WEDNESDAY</b>	<b>A+B</b> د. علاء العصامي	How to measure blood glucose level using glucometer د. عقيل الزامل <b>A+B</b>		PBL Diabetes <b>A+B</b> د. علاء العصامي
<b>THURSDAY</b>	د. علي طالب - د. اثير الاعرجي - <b>B</b>	د. ماجد اللبان <b>A+B</b>		PBL: Tuberculosis د. علي طالب - د. ماجد اللبان - <b>B</b>
<b>Week two</b>				
<b>Day</b>	<b>Clinical session (case presentation) (8-11am)</b>	<b>practical skills (11am-12pm)</b>	<b>Rest (12-1pm)</b>	<b>Tutorials (include seminars &amp; PBL) (1pm-2pm)</b>
<b>SUNDAY</b>	د. حازم الخفاجي - د. راضي فرهود - <b>B</b>	Interpretation of renal function test د. حازم الخفاجي - د. وسام هاتف - <b>B</b>		Seminar Approach to patient with renal failure د. حازم الخفاجي - د. راضي فرهود - <b>B</b>
<b>MONDAY</b>	د. اسامة طاهر - د. ضياء النانلي - <b>B</b>	Observation of OGD د. اسامة طاهر - د. ضياء النانلي - <b>B</b>		PBL: Peptic ulcer & GI bleeding <b>A+B</b> د. اسامة طاهر
<b>TUESDAY</b>	<b>A+B</b> د. كفاح العبيدي	ECG (ischemic heart disease) د. مازن الشباني - د. مهدي الجشعي - <b>B</b>		Seminar: Anticoagulants, & antiplatelet & thrombolytic therapy د. مازن الشباني - د. مهدي الجشعي - <b>B</b>
<b>WEDNESDAY</b>	<b>A+B</b> د. علاء العصامي	How to perform lumbar puncture? د. عقيل الزامل <b>A+B</b>		PBL: CVA & seizure <b>A+B</b> د. علاء العصامي
<b>THURSDAY</b>	د. علي طالب - د. اثير الاعرجي - <b>B</b>	Illustration of I.V, I.M & S.C injections د. ماجد اللبان <b>A+B</b>		PBL: SLE د. علي طالب - د. ماجد اللبان - <b>B</b>
<b>Week three</b>				

Day	Clinical session (case presentation) (8-11am)	practical skills (11am-12pm)	Rest (12-1pm)	Tutorials (include seminars & PBL) (1pm-2pm)
SUNDAY	A- د. حازم الخفاجي B- د. راضي فرهود	How to perform venepuncture & do blood transfusion? A- د. حازم الخفاجي B- د. وسام هاتف		Seminar: Approach to patient with anemia A- د. حازم الخفاجي B- د. راضي فرهود
MONDAY	A- د. اسامة طاهر B- د. ضياء النانلي	How to perform nasogastric intubation A- د. اسامة طاهر B- د. ضياء النانلي		Seminar: Medical causes of abdominal pain A+B د. اسامة طاهر
TUESDAY	A+B د. كفاح العبيدي	Illustration of Pulmonary Function Test A- د. مازن الشباني B- د. مهدي الجشعي		PBL: Pulmonary emboli A- د. مازن الشباني B- د. مهدي الجشعي
WEDNESDAY	A+B د. علاء العصامي	Interpretation of hormonal level assessment A+B د. عقيل الزاملي		PBL: Adrenal insufficiency & Cushing syndrome A+B د. علاء العصامي
THURSDAY	A- د. علي طالب B- د. اثير الاعرجي	Interpretation of blood culture A+B د. ماجد اللبان		PBL: Pyrexia of Unknown Origin A- د. علي طالب B- د. ماجد اللبان
<b>Week four</b>				
Day	Clinical session (case presentation) (8-11am)	practical skills (11am-12pm)	Rest (12-1pm)	Tutorials (include seminars & PBL) (1pm-2pm)
SUNDAY	A- د. حازم الخفاجي B- د. راضي فرهود	How to insert foley's catheter? A- د. حازم الخفاجي B- د. وسام هاتف		PBL: Nephrotic syndrome A- د. حازم الخفاجي B- د. راضي فرهود
MONDAY	A- د. اسامة طاهر B- د. ضياء النانلي	Interpretation of hepatitis viral screen A- د. اسامة طاهر B- د. ضياء النانلي		PBL Hepatitis A+B د. اسامة طاهر

<b>TUESDAY</b>	<b>A+B</b> د. كفاح العبيدي	ECG (arrhythmias & heart block) د. مازن الشباني- B-د. مهند الجشعمي-		Seminar Approach to patient with arrhythmia د. مازن الشباني- B-د. مهند الجشعمي-
<b>WEDNESDAY</b>	<b>A+B</b> د. علاء العصامي	History & examination د. عقيل الزاملي A+B		PBL Hyper & hypothyroidism A+B د. علاء العصامي
<b>THURSDAY</b>	A-د. علي طالب B-د. اثير الاعرجي-	Illustration of pleurocentesis Interpretation of chest X ray د. ماجد اللبان A+B		PBL CA lung د. علي طالب A- د. ماجد اللبان B-
<b>Week five</b>				
<b>Day</b>	<b>Clinical session (case presentation) (8-11am)</b>	<b>practical skills (11am-12pm)</b>	<b>Rest (12-1pm)</b>	<b>Tutorials (include seminars &amp; PBL) (1pm-2pm)</b>
<b>SUNDAY</b>	A-د. حازم الخفاجي- B-د. راضي فرهود-	Interpretation of blood film & WBC differential د. حازم الخفاجي A- د. وسام هاتف B-		PBL Leukaemia د. حازم الخفاجي A- د. راضي فرهود B-
<b>MONDAY</b>	A-د. اسامة طاهر- B-د. ضياء النانلي-	Assessment of bleeding tendencies د. اسامة طاهر A- د. ضياء النانلي B-		PBL Liver cirrhosis A+B د. اسامة طاهر
<b>TUESDAY</b>	<b>A+B</b> د. كفاح العبيدي	Interpretation of cardiac enzymes د. مازن الشباني A- د. مهند الجشعمي B-		Seminar Approach to patient with chest pain د. مازن الشباني A- د. مهند الجشعمي B-
<b>WEDNESDAY</b>	<b>A+B</b> د. علاء العصامي	Interpretation of brain imaging (CT & MRI) د. عقيل الزاملي A+B		Seminar Neuro-transmitters A+B د. علاء العصامي
<b>THURSDAY</b>	A-د. علي طالب B-د. اثير الاعرجي-	exercise ECG د. ماجد اللبان A+B		PBL COPD & respiratory failure د. علي طالب A- د. ماجد اللبان B-
<b>Week six</b>				
<b>Day</b>	<b>Clinical session</b>	<b>practical skills (11am-12pm)</b>	<b>Rest (12-1pm)</b>	<b>Tutorials (include seminars</b>

	(case presentation) (8-11am)			& PBL) (1pm-2pm)
SUNDAY	A- حازم الخفاجي B- راضي فرهود	Observation of hemodialysis A- حازم الخفاجي B- وسام هاتف		PBL Glomerulonephritis A- حازم الخفاجي B- راضي فرهود
MONDAY	A- اسامة طاهر B- ضياء النانلي	Interpretation of liver function test A- اسامة طاهر B- ضياء النانلي		PBL Diarrhoea A+B A- اسامة طاهر
TUESDAY	A+B د. كفاح العبيدي	Interpretation of CT chest A- مازن الشبانلي B- مهند الجشعمي		PBL Endocarditis A- مازن الشبانلي B- مهند الجشعمي
WEDNESDAY	A+B د. علاء العصامي	Assessment of spine MRI A+B د. عقيل الزامللي		Seminar Metabolic bone disease A+B د. علاء العصامي
THURSDAY	A- علي طالب B- اثير الاعرجي	How to perform CPR  A+B ماجد اللبان		PBL CA lung A- علي طالب B- ماجد اللبان
<b>Week seven</b>				
Day	Clinical session (case presentation) (8-11am)	practical skills (11am-12pm)	Rest (12-1pm)	Tutorials (include seminars & PBL) (1pm-2pm)
SUNDAY	A- حازم الخفاجي B- راضي فرهود	Observation of bone marrow aspiration A- حازم الخفاجي B- وسام هاتف		PBL Lymphoma A- حازم الخفاجي B- راضي فرهود
MONDAY	A- اسامة طاهر B- ضياء النانلي	Interpretation of general stool examination A- اسامة طاهر B- ضياء النانلي		PBL malabsorption A+B A- اسامة طاهر
TUESDAY	A+B د. كفاح العبيدي	Assessment of blood pressure A- مازن الشبانلي B- مهند الجشعمي		PBL Hypertension A- مازن الشبانلي B- مهند الجشعمي
WEDNESDAY	A+B د. علاء العصامي	How to perform neurological examination? A+B د. عقيل الزامللي	PBL Extrapyramidal syndrome & peripheral	Seminar Approach to patient with jaundice A+B

			neuropathy	د. علاء العصامي Seminar Anti-inflammatory and immunosuppressive drugs د. علي طالب- د. ماجد اللبان-B
<b>THURSDAY</b>	د. علي طالب- د. اثير الاعرجي-B	Interpretation of PT, PTT & INR levels د. ماجد اللبان-A+B		
<b>Week eight</b>				
<b>Day</b>	<b>Clinical session (case presentation) (8-11am)</b>	<b>practical skills (11am-12pm)</b>	<b>Rest (12-1pm)</b>	<b>Tutorials (include seminars &amp; PBL) (1pm-2pm)</b>
<b>SUNDAY</b>	د. حازم الخفاجي-A د. راضي فرهود-B	Urine dipstick analysis د. حازم الخفاجي-A د. وسام هاتف-B		PBL Obstructive uropathy د. حازم الخفاجي-A د. راضي فرهود-B
<b>MONDAY</b>	د. اسامة طاهر-A د. ضياء النائي-B	Assessment of serum electrolytes د. اسامة طاهر-A د. ضياء النائي-B		PBL Nausea & vomiting (metabolic acidosis & alkalosis) A+B د. اسامة طاهر
<b>TUESDAY</b>	A+B د. كفاح العبيدي	How to measure body temperature? د. مازن الشباني-A د. مهند الجشعمي-B		Seminar Approach to patient with metabolic Coma د. مازن الشباني-A د. مهند الجشعمي-B
<b>WEDNESDAY</b>	A+B د. علاء العصامي	How to perform Glasgow coma scale د. عقيل الزالمي-A+B		Seminar Antibiotics and chemotherapeutics A+B د. علاء العصامي
<b>THURSDAY</b>	د. علي طالب- د. اثير الاعرجي-B	Assessment of cardiac Echo study د. ماجد اللبان-A+B		PBL Pneumonia د. علي طالب-A د. ماجد اللبان-B
<b>Week nine</b>				
<b>Day</b>	<b>Clinical session (case presentation) (8-11am)</b>	<b>practical skills (11am-12pm)</b>	<b>Rest (12-1pm)</b>	<b>Tutorials (include seminars &amp; PBL) (1pm-2pm)</b>
<b>SUNDAY</b>	د. حازم الخفاجي-A د. راضي فرهود-B	Arterial blood sampling د. حازم الخفاجي-A د. وسام هاتف-B		PBL Polycythaemia د. حازم الخفاجي-A د. راضي فرهود-B

<b>MONDAY</b>	د. اسامة طاهر- B. د. ضياء النانلي-	Observation of colonoscopy A. د. اسامة طاهر- B. د. ضياء النانلي-		PBL Ulcerative colitis A+B د. اسامة طاهر
<b>TUESDAY</b>	A+B د. كفاح العبيدي	How to give I.V antibiotic infusion A. د. مازن الشباني- B. د. مهند الجشعمي-		Seminar Approach to a patient with heart failure A. د. مازن الشباني- B. د. مهند الجشعمي-
<b>WEDNESDAY</b>	A+B د. علاء العصامي	Assessment of uric acid level A+B. د. عقيل الزاملي		PBL Gout A+B د. علاء العصامي
<b>THURSDAY</b>	A. د. علي طالب B. د. اثير الاعرجي-	Interpretation of SPO2 level A+B. د. ماجد اللبان		Seminar Approach to a patient with bronchial asthma A. د. علي طالب- B. د. ماجد اللبان-
<b>Week ten</b>				
<b>Day</b>	<b>Clinical session (case presentation) (8-11am)</b>	<b>practical skills (11am-12pm)</b>	<b>Rest (12-1pm)</b>	<b>Tutorials (include seminars &amp; PBL) (1pm-2pm)</b>
<b>SUNDAY</b>	A. د. حازم الخفاجي- B. د. راضي فرهود-	Interpretation of tumour markers A. د. حازم الخفاجي- B. د. وسام هاتف-		PBL Multiple myeloma A. د. حازم الخفاجي- B. د. راضي فرهود-
<b>MONDAY</b>	د. اسامة طاهر- B. د. ضياء النانلي-	Assessment of BMI A. د. اسامة طاهر- B. د. ضياء النانلي-		PBL Obesity A+B د. اسامة طاهر
<b>TUESDAY</b>	A+B د. كفاح العبيدي	Interpretation of markers of autoimmune diseases A. د. مازن الشباني- B. د. مهند الجشعمي-		PBL Large vessel disease A. د. مازن الشباني- B. د. مهند الجشعمي-
<b>WEDNESDAY</b>	A+B د. علاء العصامي	Interpretation of rheumatic factor level A+B. د. عقيل الزاملي		Seminar Approach to a patient with polyarthritis A+B د. علاء العصامي
<b>THURSDAY</b>	A. د. علي طالب B. د. اثير الاعرجي-	How to administer I.M & S.C insulin		PBL Diabetic Keto Acidosis



injections  
د. ماجد اللبان  
A+B

د. علي طالب-  
د. ماجد اللبان-  
B

## Students Assessment

### Method of assessment :

- 1- end round clinical exam
- 2- final year exam
- Written examination &MCQ
- Clinical & OSCE
- ECG –X-rays

**Time assessment :** End-Round: After each group rotation during the academic year

-End-year Exam: In June.

**Written Examination:** Assessment of knowledge and understanding and intellectual skills.

**Practical Examination:** A. Assessment of practical skills.

B. Intellectual skills

- a. Station
- b. Objective Structured Test (OST)
- c. Photos
- d. Report

### Basic Materials:

- Department books available for students, at the faculty bookshop.

### References

- ١- Davidsons principle &practice of medicine
- ٢- Harrison's Textbook of medicine
- ٣- Cecile textbook of medicine .
- ٤- Kummer &clark of medicine
- ٥- Macleod clinical method.

رئيس الفرع

ا. د. حازم كاظم الخفاجي