

وزارة التعليم العالي والبحث العلمي
جهاز الإشراف والتقييم العلمي
دائرة ضمان الجودة والاعتماد الأكاديمي

استمارة وصف البرنامج الأكاديمي للكليات والمعاهد

الجامعة:

الكلية/ المعهد: كلية الطب

القسم العلمي: الطب الباطني

تاريخ ملء الملف: 2024/9 /1

التوقيع :

اسم المعاون العلمي :

التاريخ : 2024/9 /

التوقيع :

اسم رئيس القسم :

التاريخ : 2024/9 / 1

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي:

التاريخ

التوقيع

مصادقة السيد العميد

Academic Program Description

This academic program description summarizes the course's most essential qualities and the learning objectives that the student is expected to attain, indicating whether he or she made advantage of all of the resources that are accessible. It includes a description of each course in the program of study.

1) Educational Establishment	University of Al-Ameed
2) Scientific Department	College of Medicine
3) Name of the Professional Academic Program.	Modified Traditional Curriculum
4) Final Graduation Certificate	M.B.Ch.B
5) Educational system: Annual/courses/other	Annual
6) Approved accreditation program	Iraqi National Guideline on Standards for Established and Accrediting Medical School
7) Other external factors	WHO, WFME
8) Date the description was written	2023/12/1
9) Objectives of the academic program: <ul style="list-style-type: none">a. Preparing doctors with all the knowledge, training, and skills necessary to practice medicine safely by diagnosing and treating common and urgent interior ailments, as well as skin and psychological disorders.b. Integrating current educational techniques and modern technology into teaching methods and college educational programs, as well as incorporating information and communication technologies into the process of knowledge transmission, scientific research, and program development.c. Forming cultural exchange and bilateral partnerships with Arab and international colleges and professional organizations.d. Utilizing engagement and collaboration between the college and the community through seminars, conferences, and workshops on national health and educational issues.e. Providing assistance to prepare future leaders in the health and educational careers.	

10) Specified program results and methods of teaching, learning, and assessment.

a. Cognitive Objectives:

- 1) Effective contribution towards modern medical development and keeping ahead of it via education and the training of skilled doctors to deliver the finest medical services, as well as ongoing scientific research in all medical domains, both clinical and practical.
- 2) Preparing doctors with exceptional competence and scientific experience, as well as an understanding of the fundamentals of pathophysiology in pathological conditions affecting the heart, blood vessels, respiratory system, digestive system, liver, urinary system, endocrine diseases, diabetes, blood diseases, tumors, nervous system diseases, transitional diseases, and joint diseases. Symptoms of illnesses affecting the aforementioned equipment, techniques of diagnosis and treatment, preventative strategies, and providing patients with appropriate information. And learn the proper clinical skills with patients.
- 3) Experience with common skin and syphilis illnesses.
- 4) Understanding the common psychological and mental diseases.

b. Professional Program Objectives:

- 1) Keeping up with the latest scientific advances in education program creation and implementing the most recent programs designed for medical education in accordance with the contemporary academic curriculum.
- 2) Teaching communication skills to patients, their families, and medical professionals.
- 3) Ability to take a thorough medical history of the patient.
- 4) Conduct a comprehensive clinical evaluation of all bodily systems.

c. Teaching and learning approaches include

- 1) theoretical and participatory lectures.
- 2) Clinical training for small groups.
- 3) Utilizing the clinical skills laboratory from the second stage to the sixth stage.
- 4) Interactive seminar sessions.
- 5) Interactive e-learning involves communication between the teacher and the student via communication platforms.

d. Evaluation methods:

- 1) Theoretical exams consist of either essays or multiple-choice questions. There is an exam in the first semester, a mid-year exam, a second semester exam, and a final exam.
- 2) Long case examination in the hospital hallways.
- 3) Short case examination (OSCE).
- 4) Slide and Film Presentation Exam (CIVA).
- 5) Assess the student's clinical case record (logbook).

e. Emotional and value-focused goals:

- 1) Teaching medical ethics and how to interact with and care for patients.
- 2) Being careful with the patient's vulnerabilities and refrain from disclosing them under any conditions .
- 3) Treating patients regardless of ethnicity, religion, or sect, and recognizing the patient as of the utmost importance who requires complete attention and care.
- 4) Building strong connections with researchers at other global universities.

f. General and accreditation skills that are transferable:

- 1) Teaching students how to organize and carry out methodical scientific research, as well as how to present the findings and outcomes of their research.
- 2) Instruction in the student's solution of intricate clinical medical situations and group discussion of such instances under the teacher's guidance.
- 3) Instruction on how to interact and communicate with patients and their families like a medical professional would.
- 4) Searching for new parameters with modern methods (through science and medical websites).

11) Personal development planning:

The branch intends to provide its teaching staff with professional development opportunities through the following means: attending development workshops and seminars; pushing them to attend respectable scientific conferences; encouraging them to publish their research; and attempting to get them involved in academic development programs at reputable colleges and universities.

12) Admission standard (establishing guidelines for college or institute admission):

The college has the right to interview the student through central university admission in order to confirm his psychological well-being.

13) The most reliable resources for program information are:

Unit for medical education

Course description form

Second Year 2024- 2025 Skills Lab

- Practical: **60** hours / year (2 hr. / week for 30 weeks)
- Total units per year: **8** units

Assessment methods	
The final practical exam	5 marks

First Semester

Subject	Number of weeks	Objectives
Peripheral pulses	2 weeks	Definition, surface anatomy and measurement technique of (Radial a., Brachial a., Carotid a., Femoral a., Popliteal a., Posterior tibial a., Dorsalis pedis a.)
Blood Pressure	2 weeks	(Definition , Causes, Methods of measuring bp, Anatomical Landmark of cubital fossa, Sequences to measure the bp, The Korotkoff sounds, Classifications of bp, Physiological variations.)
Body Temperature & Pulse Oximeter & BMI	1 week	Body Temperature (Definition of temp., Types of Thermometers and measurement technique) O2 Saturation (Definition, Indication, Oxygen Saturation Levels.) BMI (Definition , Examination Method, Values of BMI.)
Surface Anatomy	2 weeks	Surface anatomy of the heart (Borders, Apex, coronary groove and valves) Surface anatomy of lungs (an overview of surface anatomy, specific landmarks of the chest, clinical notes, definition of the respiratory track and borders of the lungs)
CPR and AED	1 week	Cardiopulmonary resuscitation (Definition and its components (compressions technique and giving breath technique) Automated external defibrillator (Definition and AED using technique)
ECG	2 weeks	Normal electrocardiography (Definition, types, placement of electrodes technique and reading the steps for basic ECG evaluation)
IV + IM + SC injection	1 week	(Definition, Purpose, advantage and disadvantage and procedures)
Review	2 weeks	Students Based Review

Second Semester

Subject	Number of weeks	Objectives
GCS.	1 week	Definition, Purpose, eye score, verbal score and motor score)
Neurological Examination	7 weeks	<p>Preparation: Wash hands, introduce yourself, Purpose and Permission, Expose the patient and Position of the patient</p> <p>Normal neurological examination</p> <ol style="list-style-type: none"> 1) Cranial nerve examination technique 2) Upper and lower motor examination technique (inspection, tone, power, reflexes examination)
Surface Anatomy	1 week	<p>Surface anatomy of GIT system (an overview of surface anatomy, specific landmarks of the Abd. , clinical notes , definition of the abdominopelvic cavity , borders , abdominal planes , quadrants regions and its content)</p>
Review of Vital Signs	1 week	<p style="text-align: center;">General Review of vital signs</p> <ol style="list-style-type: none"> 1) Blood pressure measurement 2) Pulse examination (Pulse rate, rhythm, , volume) 3) Respiratory rate and patterns. 4) Temperature 5) Spo2
Review of ECG	1 week	<p>General Review of normal ECG (Definition, types, placement of electrodes technique and reading the steps for basic ECG evaluation)</p>
Review of CPR. + IV + IM + SC injection	1 week	General Review (Definition, Purpose, advantage and dis advantage and procedures)

Third Year

2024- 2025

- Theory: **45** hours / year (1-2 hr. / week for 30 weeks)
- Clinical: **60** hours / year (2 hr. / week for 30 weeks)
- Total units per year: **5** units

Assessment methods	
The first semester	10 marks 8 marks for written exam 2 marks for attitude
The midyear exam	20 marks
The second semester	10 marks 8 marks for written exam 2 marks for attitude
The final Clinical exam	20 marks
1. Log Book 3 marks	
2. CIVA 5 marks	
3. OSCE 8 marks	
4. Attitude 4marks	
The final theoretical exam	40 marks
Total mark	100 marks

Theory		
Topics	Hours	Objectives
First course		
Introduction to medicine 1. Cardiovascular System presentation 2. Respiratory System Presentation 3. Gastrointestinal System presentation 4. Urinary System Presentation 5. Endocrine System Presentation 6. History Taking 7. General Examination 8. Environmental Diseases	20 hours	This group of lectures are designed to make the student able to: 1- Understand the symptoms of all systems including the cardiovascular system, respiratory system, gastrointestinal system, renal, and endocrine, 2- Understand the principles of history taking and general examination. 3- Know the diseases of environmental factors including global warming, radiation exposure, smoking, extremes of temperature, and air travel. 4- The immune system and the diseases that result from disturbances in the immune system.

<p>9. Immunity & Immune deficiency 10. Body weight disorders 11. Obesity and Appetite 12. Disorders of Nutrition 13. Vitamin disorders</p>		<p>5- Body weight changes, appetite, and disorders of nutrition and diseases that result from vitamins deficiency.</p>
<p>Behavioral Sciences 1. Communication skills 2. Learning 3. Memory 4. Perception 5. Emotion and Thinking 6. Sick Role 7. Aggression</p>	<p>12 hours</p>	<p>This group of lectures are designed to make the student able to:</p> <ol style="list-style-type: none"> 1. Gain an understanding of human behavior, including the psychological, social, and cultural factors that influence health and healthcare. 2. Develop effective communication skills 3. Understand the ethical and legal considerations related to behavioral science in healthcare 4. Explore the psychosocial determinants of health and how they contribute to the development and management of psychiatric conditions 5. Increase awareness and understanding of mental health conditions
<p>Introduction to infectious diseases 1. Fever and Pyrexia of unknown origin 2. Viral diseases: Herpes family 3. Viral diseases: Herpes family and vaccine-preventable diseases 4. Viral diseases: Influenza, Covid-19 5. Viral diseases: HIV 6. Bacterial diseases: Gram positive 7. Bacterial diseases: Gram negative 8. Bacterial diseases: Anaerobic 9. Bacterial diseases: TB 10. Parasitic infestation 11. Parasitic infestation 12. Helminthic infestation 13. Fungal infections 14. Fungal infections</p>	<p>15 hours</p>	<p>This group of lectures are designed to make the student able to:</p> <ol style="list-style-type: none"> 1- Understand the different types of communicable diseases viral, bacterial, fungal, and parasitic infestation. 2- Understand the principles of investigations in diagnosis of communicable diseases. 3- Know the symptoms and signs of communicable diseases. 4- Differentiate between different clinical presentations of febrile patient with different causes. 5- Diagnose and treat different communicable diseases. 6- Understand the risk of some of the communicable diseases and how to prevent or reduce their risk of transmission in the community.

Skills Lab

Subject	No. of Weeks	Objectives
1. History Taking	5 Wks.	The basis of history taking and its components
2. General Examination	4 Wks.	<p>Preparation: Wash hands, introduce yourself, Purpose and Permission, Expose the patient and Position of the patient</p> <p>A-General Look: Age, Sex, Awareness, Decubitus, state of comfortability, Body built, Dyspnea, and Tachypnea, Medical Accessories.</p> <p>B-Regional Examination: Head to toe exam in form of regional exam (technique and causes of abnormalities)</p>
3. Vital Signs	2 Wks.	<p>Peripheral Pulses (Radial a., Brachial a., Carotid a., Femoral a., Popliteal a., Posterior tibial a., Dorsalis pedis a.)</p> <p>Respiratory Rate (Definition and Examination technique)</p> <p>Body Temperature (Definition of temp., Types of Thermometers and measurement technique)</p> <p>O2 Saturation (Definition, Indication, Oxygen Saturation Levels.)</p> <p>Blood Pressure (Definition, Causes, Methods of measuring bp, Anatomical Landmark of cubital fossa, Sequences to measure the bp, The Korotkoff sounds, Classifications of bp, Physiological variations.)</p> <p>BMI (Definition, Examination Method, Values of BMI.)</p>
4. Communication Skills	3 Wks.	<p>Basic Communication Skills (Definition, Understand the communication process, List and overcome the filters/barriers in a communication process, Practice active listening, Tips to improve verbal and nonverbal communication)</p> <p>Breaking Bad News (Definition, Six Step Protocol for Breaking Bad News and Breaking Bad News -SPIKES)</p> <p>Informed Consent (Definition, Basic principles, contents, why does the doctor need me to sign a consent form?)</p> <p>Counselling (Definition, key qualities and micro skills of counselor, stages and types of counselling and different between counselling and health education)</p>

First Semester

Second Semester

Subject	No. of Weeks	Objectives
Review of History Taking	1 Wk.	General review on the basis of history taking and its components
General Examination related to CVS	1 Wk.	<p>Preparation: Wash hands, introduce yourself, Purpose and Permission, Expose the patient and Position of the patient</p> <p>A-General Look: Age, Sex, Awareness, Decubitus, State of comfortability, Body built, Dyspnea and Tachypnoea, Medical accessories.</p> <p>B-Regional Examination: Head to toe exam in form of regional exam (technique and causes of abnormalities) related to CVS</p>
General Examination related to Resp.	1 Wk.	<p>Preparation: Wash hands, introduce yourself, Purpose and Permission, Expose the patient and Position of the patient</p> <p>A-General Look: Age, Sex, Awareness, Decubitus, State of comfortability, Body built, Dyspnea and tachypnea, medical accessories.</p> <p>B-Regional Examination: Head to toe exam in form of regional exam (technique and causes of abnormalities) related to Resp.</p>
General Examination related to GIT.	1 Wk.	<p>Preparation: Wash hands, introduce yourself, Purpose and Permission, Expose the patient and Position of the patient</p> <p>A-General Look: Age, Sex, Awareness, Decubitus, State of comfortability, Body built, Dyspnea and tachypnea, medical accessories.</p> <p>B-Regional Examination: Head to toe exam in form of regional exam (technique and causes of abnormalities) related to GIT.</p>
Surface Anatomy	2 Wks.	<p>Surface anatomy of the heart (Borders, Apex, coronary groove and valves)</p> <p>Surface anatomy of lungs (anatomy of respiratory track, anatomical landmarks on the chest and Borders of the lungs)</p>
CPR and AED	1 Wk.	<p>Cardiopulmonary resuscitation (Definition and its components (compressions technique and giving breath technique)</p> <p>Automated external defibrillator (Definition and AED using technique)</p>
ECG	1 Wk.	<p>Normal electrocardiography (Definition, types, placement of electrodes technique and reading the steps for basic ECG evaluation)</p>

Pulmonary Function Test	Workshop	Definition, Types, indications and the use of PFT in pre-operative assessment Spirometry test in detail)
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Fourth Year

2024 2025

Total hours for theory = 150 hours
Total hours of clinical training = 80 hours (8 hr./week for 10 weeks)
Total units = 13 units

	Grades
First semester	10 marks divided as: 8 marks end semester exam 2 Attitude -
Midterm exam	20 marks
Second semester	10 marks divided as: 8 marks end semester exam 2 Attitude
Final exam	60 marks divided as <ul style="list-style-type: none"> • 40 marks for theoretical exam • Clinical End Course Exam <ul style="list-style-type: none"> 15 marks for OSCE & CIVA 2 marks for Log book 3 marks for attitude
Total	100 marks

INTRODUCTION & RATIONALE:

Internal Medicine is the study of the aetiology, pathophysiology, clinical signs, symptoms and treatment of a wide variety of illnesses of the human body. In the fourth-year five systems will be covered including the cardiovascular, respiratory, gastrointestinal, liver, endocrine, electrolyte, acid base, fluid disturbances, and the renal system. The student should know the anatomical and physiological considerations of each system. In addition, he should know how to workup patients with different presentations and how to investigate and manage those patients.

Assessment of students is formative and summative. The written assessment consists of short essay and modified essay and MCQ questions. The clinical assessment includes OSCE and CIVA examination held at the end of their training program in the medical department.

Subject	Hours	General objectives
<p>Cardiovascular diseases including:</p> <ol style="list-style-type: none"> 1. Introduction and physiological aspects 2. Investigations including ECG 3. Disorders of cardiac rhythm 4. Heart failure 5. Valvular diseases 6. Congenital heart diseases 7. Infective endocarditis 8. Atherosclerosis 9. Peripheral vascular disease 10. Ischemic heart disease 11. Hypertension 12. Diseases of the myocardium including myocarditis and cardiomyopathies 13. Diseases of the pericardium 14. Pulmonary heart diseases 15. Thromboembolic diseases 16. Cardiac neurosis 17. Pregnancy and heart diseases 18. Risk factors and prevention of heart diseases 	30 hours	<p>This group of lectures are designed to make the student able to:</p> <ol style="list-style-type: none"> 1- Understand the principles of cardiovascular physiology and pathophysiology of main cardiac disorders. 2- Understand the principles of investigations of cardiac diseases particularly the ECG and practice it 3- Know the symptoms and signs of cardiac diseases 4- Differentiate between different clinical presentations of cardiac diseases 5- Diagnose and treat different cardiac disorders. 6- Understand the risk of cardiac diseases and how to prevent or reduce their risk in order to reduce the mortality and morbidity of the cardiac diseases in the community.
<p>Gastroenterology and liver diseases including:</p> <ol style="list-style-type: none"> 1. Physiological considerations 2. Investigations of the GIT 3. Diseases of the mouth 4. Diseases of the esophagus 5. Peptic ulcerations 6. GI bleeding 7. Gastritis 8. Cancer of the stomach 9. Malabsorption syndrome 10. Chronic diarrhea 11. Chronic inflammatory bowel disease 12. Diverticular disease 13. Functional disorders including irritable bowel 14. Tumors of the bowel 15. The liver: physiological considerations, bilirubin metabolism, investigations of liver function, jaundice, viral hepatitis, chronic active hepatitis, liver cirrhosis, drug-induced liver diseases, hepatoma and metastatic tumors 16. Pancreatic diseases 17. Diseases of the gall bladder. 	30 hours	<p>This group of lectures are designed to make the student able to:</p> <ol style="list-style-type: none"> 1- Understand the principles of physiology and pathophysiology of main GIT and liver diseases. 2- Understand the principles of investigations of Gastrointestinal and liver diseases 3- Know the symptoms and signs of gastrointestinal and liver diseases 4- Differentiate between different clinical presentations of gastrointestinal and liver diseases 5- Diagnose and treat different cardiac disorders. 6- Understand the risk of gastrointestinal and liver diseases and how to prevent or reduce their risk in order to reduce the mortality and morbidity of these diseases in the community.
<p>Respiratory diseases including:</p>	30 hours	<p>These lectures are designed to make the student able to:</p>

<ol style="list-style-type: none"> 1. Anatomical and physiological considerations 2. Investigations including pulmonary function tests 3. Viral diseases of the respiratory tract 4. Pneumonias 5. Tuberculosis 6. Obstructive airway diseases (Bronchial asthma, chronic bronchitis, emphysema) 7. Suppurative lung diseases (bronchiectasis, lung abscess) 8. Interstitial lung diseases 9. Pneumothorax 10. Diseases of the pleura (pleurisy, effusion, empyema) 11. Bronchial and mediastinal tumors 12. Respiratory failure 13. Adult respiratory distress syndrome 		<ol style="list-style-type: none"> 1- Understand the principles of physiology and pathophysiology of respiratory diseases 2- Know how to investigate respiratory disorders, including the chest x-ray and the pulmonary function test, and to know how to interpret these investigations 3- Understand the clinical features of respiratory diseases 4- Apply their knowledge in the management of the respiratory disorders 5- Know how to treat emergency cases of respiratory disorders
<p>Endocrine and metabolic disorders</p> <ol style="list-style-type: none"> 1. Introduction: neuroendocrine relationship 2. The pituitary: tumors, acromegaly, gigantism, hyperprolactinemia syndrome, hypopituitarism, diabetes insipidus 3. The thyroid gland: thyroid hormones, iodine metabolism, hyper and hypo thyroidism, goiter, thyroiditis, tumors 4. The adrenal gland: physiology, hyperfunction of the adrenal cortex and aldosteronism and adrenalcortical insufficiency, pheochromocytoma. 5. The parathyroids: calcium and phosphorus metabolism, hyperparathyroidism, hypoparathyroidism and tetany 6. The gonads: hypogonadism, male infertility, hirsutism, disorders of menopause 7. Endocrine pancreas: Diabetes Mellitus 8. Hemochromatosis, porphyria and amyloidosis. 	30 hours	<ol style="list-style-type: none"> 1- To be able to define endocrinology 2- To understand what endocrinology is as a basic science and a clinical specialty 3- To understand the classification of hormones into peptides, steroids and amino acid derivative and the feedback mechanism 4- To understand the clinical features of different endocrine problems and how to approach such cases. 5- To be able to manage the cases of endocrinological problems and diabetes
<p>Disturbances in Water, Electrolyte and H⁺ concentration:</p> <ol style="list-style-type: none"> 1. Total body water, physiological considerations. 2. Primary water depletion, water intoxication. 3. Serum depletion, sodium and water accumulation 4. Potassium depletion & excess 5. Magnesium depletion & excess 	10 hours	<ol style="list-style-type: none"> 1- To understand the physiology and biochemical bases of water, electrolyte and acid base balance with the pathophysiology of their related disorders 2- To be able to manage the cases of water and electrolyte disturbances including the acidosis and alkalosis 3- To know how to investigate and interpret the investigations required for the diagnosis of water, electrolyte and acid-base disturbances.

6. Disturbances in H ⁺ concentrations: metabolic acidosis & alkalosis; respiratory acidosis & alkalosis		
Renal diseases: 1. Physiological considerations and investigations of renal function 2. Glomerular diseases: classification, immunopathology, acute post-streptococcal nephritis, other forms of nephritis 3. Nephrotic syndrome 4. Acute renal failure 5. Chronic renal failure, dialysis & kidney transplantation 6. Urinary tract infection and Pyelonephritis 7. Renal hypertension 8. Drug induced nephropathy 9. Renal stones	20 hours	1- To understand the physiology of renal functions and pathophysiology of renal disorders. 2- To know the clinical pictures of renal disorders and the approach to each syndrome in form of physical examination and investigations 3- To be able to manage cases of renal diseases 4- To know the principles of renal replacement therapy including peritoneal and haemodialysis and renal transplantation

Skills Lab

Week	Topic	Learning Objectives
1	History taking	General review on the basis of history taking and its components
2	General examination	1) Washing hand, gaining consent, introducing him/herself. 2) General look (conscious level assessment, body built, age, gender, position, color like jaundice, cyanosis, anemia) 3) Regional examination
3	Vital Signs	6) Blood pressure measurement 7) Pulse examination (Pulse rate, rhythm, character, volume, radio-radial delay, radio-femoral delay, collapsing pulse) 8) Respiratory rate and patterns. 9) Temperature 10) Spo2

Week	Topic	Learning Objectives
4	Cardiovascular examination	<ol style="list-style-type: none"> 1) Washing hand, gaining consent, introducing him/herself. 2) General cardiovascular examination (general look + regional) 3) Precordium exam (inspection, palpation, auscultation, lung bases) 4) Peripheral vascular examination
5	Respiratory examination	<ol style="list-style-type: none"> 1) Washing hand, gaining consent, introducing him/herself. 2) General respiratory exam (general look + regional) 3) Anterior & posterior chest examination (including inspection, palpation, percussion, auscultation)
6	Abdominal examination	<ol style="list-style-type: none"> 1) Washing hand, introducing him/herself, gaining consent. 2) General and regional examination 3) Inspection, palpation, percussion, check for ascites, auscultation.
7	Neurological examination (part 1)	<ol style="list-style-type: none"> 1) Washing hand, introducing him/herself, gaining consent. 2) Upper and lower motor examination (inspection, tone, power, reflexes, coordination, gait examination) 3) Meningeal irritation signs (neck stiffness, Brudzinski's sign, Kernig's sign)
8	Neurological examination (part 2)	<ol style="list-style-type: none"> 3) Washing hand, introducing him/herself, gaining consent. 4) Cranial nerve examination 5) Cerebellar examination 6) Brief notes on speech abnormalities and clinical significance.
9	Review	Student-based review
10	Examination week	

Fifth Year
2024- 2025

Subject	Theoretical	Practical		No. Units
Medicine	73	60		7
Psychiatry	60	54		5
Dermatology	30	30		3

Assessment methods	
The first semester	10 marks 8 marks end semester exam 2 marks attitude
The midyear exam	20 marks
The second semester	10 marks 8 marks end semester exam 2 marks attitude
End coarse Clinical exam OSCE	16 marks
Attitude	4 marks
The final theoretical exam	40 marks
Total mark	100 marks

Theoretical Lectures for Fifth year medical students

2024 - 2025

Rheumatology

Lectures	Hours	Objectives
1. Introduction (functional anatomy and physiology-bone remodeling) 2. Investigation of musculoskeletal (MSK) diseases 3. presenting problems in MSK diseases (arthritis, back pain) 4. Regional MSK pain 5 & 6. Principles of management of MSK Diseases (Analgesic, NSAIDs, DMARDs, Biological agents) 7. Osteoarthritis 8. Crystal arthritis 9. Rheumatoid arthritis 10. septic arthritis - fibromyalgia 11 & 12. Spondyloarthropathy (Ankylosing spondylitis, psoriatic arthritis, reactive arthritis, enteropathic arthritis) 13. LE + Sjogren syndrome 14. systemic sclerosis + dermatomyositis 15, 16 & 17. vasculitis 18. osteoporosis 19. Osteomalacia 20. Rheumatological manifestations of systemic diseases 21. Miscellaneous conditions 22. Juvenile idiopathic arthritis	20 hours	This group of lectures are designed to make the student able to: 1. Understand the principles of musculoskeletal physiology and pathophysiology of main disorders. 2. Understand the principles of investigations of musculoskeletal diseases particularly the Radiographic and serological tests 3. knowledge about the regional (peri-articular) musculoskeletal disorders 4. Know the symptoms, signs, diagnosis and treatment of musculoskeletal diseases including: Degenerative diseases, crystal arthritis, Rheumatoid arthritis, juvenile idiopathic arthropathy, septic arthritis, spondyloarthropathies, autoimmune connective tissue diseases, vasculitis, metabolic bone diseases and miscellaneous conditions like fibromyalgia 5. knowledge about Rheumatological manifestations of systemic diseases 6. Understand the risk of systemic manifestations of musculoskeletal diseases and how to prevent or reduce their risk in order to reduce the mortality and morbidity of these diseases in the community

Neurology

Lectures	Hours	Objectives
1. Introduction to neurology 2. Coma 3. Diseases of the spinal cord 4. Diseases of the peripheral nerves 5. Diseases of the muscles 6. Epilepsy 7. Infections of the nervous system 8. Brain SOL 9. Vertigo vs Ataxia 10. Abnormal movements 11. Headache 12. Stroke 13. Intracerebral Hemorrhage 14. Neurodegenerative diseases	20 hours	This group of lectures are designed to make the student able to: 1. Understand the principles of nervous system physiology and pathophysiology of main disorders. 2. Understand the principles of investigations of nervous system diseases particularly the Radiographic, biochemical, neurophysiological and serological tests. 3. knowledge about the central and peripheral nervous system diseases. 4. Know the symptoms, signs, diagnosis and treatment of nervous system diseases including:

15. Multiple sclerosis		<p>peripheral neuropathy, radiculopathy, myopathy, neuromuscular junction disease, motor neuron disease, neurovascular diseases, headache, epilepsy, involuntary movement disorder, neurodegenerative diseases, demyelinating disease, tumor of nervous system, disturbed level of consciousness, disequilibrium.</p> <p>5.knowledge about neurological manifestations of systemic diseases.</p> <p>6. Understand the risk of systemic manifestations of neurological diseases and how to prevent or reduce their risk in order to reduce the mortality and morbidity of these diseases in the community</p>
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Hematology

Lectures	Hours	Objectives
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<ol style="list-style-type: none"> 1. Hematopoiesis & Aplastic Anemia 2. Megaloblastic Anemia 3. Iron deficiency Anemia 4. Hemolytic Anemia 5. Thalassemia 6. Sickle cell Anemia 7. ITP 8. Hemophilia 9. TTP 10. DIC 11. Henoch-Schoenlein purpura & von Willibrand disease 12. Thrombophilia 13. Acute leukemia ALL&AML 14. Acute leukemia management 15. Chronic lymphocytic leukemia CLL 16. Chronic myeloid leukemia CML 17. Hodgkin's lymphoma 18. Non-Hodgkin's lymphoma NHL 19. Myelodysplastic syndrome MDS 20. Multiple myeloma MM 21. Myelofibrosis 22. Polycythemia rubra vera 23. Blood transfusion 24. Oncologic emergencies 25. Bone marrow transplantation 26. Porphyria 27. Hyper eosinophilic syndrome 	<p>25 hours</p>	<ol style="list-style-type: none"> 1. To understand normal hematopoiesis & blood physiological functions. 2. To elicit the diagnosis & management of anemias. 3. Explain the approach to bleeding diathesis (hereditary; acquired). 4. Simplify the approach to hereditary & acquired thrombophilia. 5. Explain the indications of blood transfusion and component therapy and possible complications & precautions to be undertaken. 6. A systematic approach to acute leukemias delineating the new horizon in targeted therapy. 7. Make the students understand the management of chronic leukemias (CML, CLL) emphasizing the new targeted therapies. 8. Explain the new classification of lymphomas (Hodgkin & non-Hodgkin NHL), diagnosis and management. 9. Demystify the UpToDate management of multiple myeloma & other plasma cell neoplasms. 10. Make students understand oncological emergencies and their management.
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Clinical Pharmacology

Topics	The learning objectives
<p>Prescribing for patient with special requirements:</p> <ol style="list-style-type: none"> 1. Elderly patients 2. Impaired liver function 3. Impaired renal function 4. Pregnant and lactating women 	<ul style="list-style-type: none"> ● To explain how drug-specific and patient-specific pharmacokinetic and pharmacodynamic changes in these specific situations can influence drug effects and rates of drug disposition and clearance from the body. ● To describe how these changes can be used to select appropriate drugs to treat different disorders in presence of these special requirements. ● To monitor and modify appropriate dosing regimens of drugs to suit the changes that occur in these situations. ● To identify drugs that should be avoided in these subjects.

Drugs of abuse	To describe the physiological, pharmacological, and psychological effects of acute and chronic exposure of individuals to drugs of abuse, and describe the consequences of sudden withdrawal of such drugs from drug-dependent individuals.
Prescription writing	<ul style="list-style-type: none"> • To know how to write an ideal prescription according to the guidelines and as described in the formularies. • To develop the ability to identify errors in writing medical prescription. • To know how to write a prescription for a controlled drug.
Antibiotics and antibiotic resistance	<ul style="list-style-type: none"> • To understand factors that can affect proper selection of antibiotics. • To know what is the empiric antimicrobial therapy? • To understand how the site of infection determines antibiotic selection. • To demonstrate ability to select the proper antibiotic in renal and liver dysfunction, old age and pregnancy, in infection with multidrug resistant organisms, and in immuno-compromised patients.

Geriatrics

Lectures	Hours	Objectives
<ol style="list-style-type: none"> 1. Disease presentation in the old 2. Common problem in geriatric medicine 	2 hours	<p>The student should have good knowledge of the effects of ageing and the clinical problems associated with old age is therefore essential in most medical specialties.</p> <p>Geriatric medicine is concerned mainly with frail older people, in whom reductions in physiological capacity increase susceptibility to disease and mortality.</p> <p>The student should understand these patients frequently suffer from multiple comorbidities, and illness often presents in atypical ways with confusion, falls or loss of mobility and day-to-day functioning.</p> <p>Frail older people are also prone to adverse drug reactions, partly because of polypharmacy and partly because of age-related changes in responses to drugs and their elimination</p>

Oncology

Lectures	Hours	Objectives
<ol style="list-style-type: none"> 1. Principles of oncology and cancer cell 2. Approach to patients with malignant diseases 3. Chemotherapy 4. Radiotherapy 5. Palliative care 6. Nuclear medicine 	6 hours	<ol style="list-style-type: none"> 1. To gain a comprehensive understanding of oncology, encompassing its definition, historical evolution, diverse specialties, and the fundamental biology of cancer, including the hallmarks of malignancy. 2. To navigate the human dimensions of cancer, encompassing the physical, emotional, and social burdens on individuals, families, and society, and to cultivate compassionate communication, multidisciplinary teamwork, and ethical end-of-life care practices. 3. To equip students with a comprehensive understanding of diverse cancer treatment modalities, from curative to palliative and maintenance approaches, encompassing their mechanisms, indications, and patient safety considerations in the context of systemic therapies like chemotherapy, targeted therapy, immunotherapy, and hormonal therapy. 4. To delve into the world of radiotherapy, encompassing its clinical applications for curative, palliative, and metastatic treatment, diverse delivery techniques, underlying radiobiology, the crucial team behind its implementation, and potential side effects management. 5. To understand the principles and practices of palliative care in cancer, including its definition, goals, role in survivorship, common interventions, and strategies for managing various types of cancer pain. 6. To gain a comprehensive understanding of nuclear medicine, encompassing its fundamental principles (radioisotopes, radiopharmaceuticals, uptake, decay, radiation, and gamma cameras), the distinction between diagnostic and therapeutic applications, diverse imaging tools (gamma cameras, PET scanners), and a range of therapeutic treatments.

Disaster Medicine:

Lectures	Hours	Objectives
1-Module 1 introduction to disaster medicine -definition of disaster -emergency medicine	5 hours	The objective of these lectures is to make the student to be know what to do for the n

<p>-disaster management</p> <p>2- Module 2 General medical Disaster management</p> <ul style="list-style-type: none"> -Risk management -Command control coordination -safety and protection -triage -prehospital management -hospital management -volunteer management <p>3- Module 3 Specific Medical Disaster management</p> <ul style="list-style-type: none"> -chemical -biological -radiational -nuclear <p>4- Module 4 Mass gathering</p> <p>5- Module 5 complex humanitarian Emergency</p>		<p>disasters regarding health problems and in mass gathering.</p> <p>Risk management and safety and protection for the targeted population.</p> <p>Prehospital management and triage.</p> <p>The student should know the basic management of chemical, biological, and radiational threats.</p>
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Sixth Year

Clinical training in medicine for 6th year medical students

Week No.	Week Title:			
	8-10	10-11:30	11:30-12	12-2 (Lecture Hall Activity)
Sat	Round with the consultant	Bedside teaching	Rest & transport	Seminar
Sunday	Round with the consultant	Bedside teaching	Rest & transport	Problem Solving
Monday	Round with the consultant	Bedside teaching	Rest & transport	Seminar
Tuesday	Round with the consultant	Bedside teaching	Rest & transport	Slide show
Wednesday	Round with the consultant	Bedside teaching	Rest & transport	Case presentation/ Quiz

Final Marking System for Sixth year Medical Students in Internal medicine

Assessment methods	
End Course assessment	20 marks
The final Clinical exam	40 marks
1. OSCE	30 marks
2. CIVA	10 marks
The final theoretical exam	40 marks
Total mark	100 marks

Marking System for Sixth year Medical Students in Internal medicine at the end of the training course

1	Attendance and attitude	20
2	Seminar Presentation	5
3	Log Book	10
4	Quizzes	5
5	Written exam (MCQ)	20
6	OSCE	20
7	Long Case Presentation	20
	Total	100

6th Year Weekly time table in Medicine		
Day	Topic	Objective
Day 1	(History Taking)	Discussion about history taking & how to present the cases (the students will present their cases)
Day 2	(General Examination)	History Taking Bedside teaching (History presentations + General examination) "Principle of ECG"
Day 3	(Chest Pain)	History taking in the medical wards presenting the cases + CVS examination highlight the Causes of chest pain & physical findings BLS
Day 4	(Chest Pain)	History taking & self-study Presenting the cases + how to examine patients with chest pain ❖ Differential diagnosis of chest pain focus on Acute Coronary syndrome ACS

		<ul style="list-style-type: none"> ❖ Management of ACS both ST elevation MI (STEMI) and NSTEMI. ❖ Advice on discharging patient with ACS <p>Problem solving session</p>
Day 5	(Cardiomyopathy)	<p>History taking & self-study</p> <p>Bedside case presentation + physical examination to focus on the clinical findings in patient with diseases of the muscle of the heart (myocarditis & cardiomyopathy)</p> <p>Principles of ECG</p>
Day 6	(Emergency Medicine)	<p>Bedside teaching</p>
Day 7	(Other cardiac cause of chest pain)	<p>History taking</p> <p>Bedside teaching presenting the cases with physical examination with highlighting the causes, findings of patient with pericarditis, Rupture Aortic aneurysm.</p> <p>Seminar " Chest Pain"</p>
Day 8	(University Conference)	<p>Attending the Medical Ethics session about how to deal with medical mistakes</p> <p>Interactive session</p>
Day 8	(Hypertension)	<p>history taking + self-study</p> <p>Presenting the cases + CVS examination highlight the Causes of hypertension & physical findings</p> <p>Skills lab</p>
Day 9	(Rhumatic fever & valvuer disease)	<p>history taking</p> <p>presenting the cases + CVS examination highlight the findings in the Rheumatic valve disease</p> <p>Tutorial about "Electrolyte significance in Emergency Department "</p>
Day 10	(Heart failure)	<p>History taking & physical examination</p> <p>Bedside teaching with consultants to discuss the cases and focus on</p> <ol style="list-style-type: none"> 1- Types of heart failure (right sided+ left) and causes 2- Diagnosis of HF 3- Clinical presentations of the above conditions 4- Urgent management

		seminar "Approach to patient with oedematous patient"
Day 12	(Emergency Medicine)	Bedside teaching in the Emergency Department
Day 13	(History of Respiratory system + physical examination)	History taking Overview of history of RS system in (focusing on common clinical findings in the physical examination of respiratory diseases) seminar "Haemoptysis"
Day 14	(Cough & haemoptysis)	morning tour and history taking Bedside teaching (examining pt. with cough & Haemoptysis) Focus on expected physical findings & causes Seminar Confusion
Day 15	(Pleural effusion)	morning tour and history taking & physical examination Bedside teaching (examining pt. with dullness at the lung base (types & causes of pleural effusion + examination & management plan Skills Lab
Day 16	Pneumonia (Specific pneumonias)	morning tour and history taking & examination Bedside teaching (presenting & examining pts. Focus on expected physical findings & causes, highlighting the how to approach patient with pneumonia and complications Tutorial
Day 17	(difference in history of Asthma & COPD and line of Management)	history taking Overview of history asthma & COPD + (focusing on common clinical findings in the physical examination) Seminar "Vomiting"
Day 18	Workshop " How to Read an ECG"	All the groups will attend the workshop at Alhasan Almuftabs Hall in Al-Ameed University

Day 19	(Cor pulmonale, pulmonary hypertension)	<p>history taking& examination morning tour with advisor senior</p> <p>Bedside teaching (history + clinical examination, causes, presentation pulmonale& pulmonary hypertension)</p> <p>Session about Pulmonary Function Tests</p>
Day 20	(Obstructive sleep apnea)	<p>history taking</p> <p>bedside teaching focusing on physical signs in pt with OSA & discuss management Of its chronic complications Electrolyte imbalance</p>
Day 21	This week training about (GIT)	<p>morning tour history taking & examination</p> <p>Bedside training: History presentation about - Abdominal pain & Acid peptic disease, GERD</p> <p>Skills lab</p>
Day 22	(Chronic liver disease)	<p>history taking and ward round to follow the cases</p> <p>Beside history and case presentation consider conditions like, Liver cirrhosis, Abdominal distension, Portal hypertension</p> <p>Tutorial about “Vasopressor”</p>
Day 23	(Liver failure)	<p>history taking & examination</p> <p>“Approach to patient with liver failure” Bedside teaching (history presentations + GIT examination)</p> <p>Seminar " Easy Fatiguability"</p>
Day 24	(Emergency Medicine)	<p>Bedside teaching in the Emergency Department</p>
Day 25	(Inflammatory bowel disease)	<p>history taking & examination</p> <p>Bedside teaching (history presentations + GIT examination with discussion about the approach and management)</p> <p>Seminar "Approach to patient with diarrhoea"</p>

Day 29	(Approach to patient with diarrhoea)	<p>history taking and ward round to follow the cases</p> <p>Beside history and case presentation Focus on causes of acute & chronic diarrhoea and how to approach such cases</p> <p>Seminar "GIT bleeding "</p>
Day 30	ALS Skills Lab workshop	" How to Break the bad news"
Day 31	(Approach to patient with constipation and IBS)	<p>history taking and ward round to follow the cases</p> <p>Beside history and case presentation Focus on</p> <p>1- causes of and how to approach such cases</p> <p>2- how to differentiate between IBS and other cause of changing bowel habit</p> <p>"How to Read CXR"</p>
Day 32	(Malabsorption)	<p>history taking</p> <p>Beside teaching (history presentations& examination + causes of Malabsorption and how to approach such a patient)</p> <p>quiz GIT</p> <p>Seminar "Febrile patient and PUO "</p>
Day 33	Workshop	<p>about "Acid base balance and Arterial blood gasses"</p> <p>Presented by Dr Mohammed Hanoon A member of Royal College of Physicians Network London, Iraq</p>
Day 34	(Nephrology)	<p>history taking & Physical examination</p> <p>"Approach to patient UTI, Pyelonephritis, renal stones</p> <p>Beside teaching (history presentations + what are the physical findings in the examination)</p> <p>Group D5 in haematology ward</p> <p>Quiz GIT</p> <p>Seminar" loss of weight & appetite"</p>

<p>Day 35</p>	<p>(Chronic Kidney diseases)</p>	<p>history taking & examination</p> <p>Bedside teaching about chronic Kidney diseases Causes & complications in Alzahra medical centre</p> <p>Haematology ward</p> <p>"Haematological emergencies"</p>
<p>Day 36</p>	<p>neck lump (thyroid diseases)</p>	<p>history taking</p> <p>Bedside teaching (presenting the history</p> <ul style="list-style-type: none"> ▪ history of patients with neck lumps & examination) ▪ differential diagnosis of goitre ▪ Physical examination of goitre highlights the clinical features that we need to look at in hypo/hyperthyroidism ▪ Tips on initial management and refer to specialist <p>Seminar "approach to patient with bleeding tendency"</p>
<p>Day 37</p>	<p>(Cushing syndrome)</p>	<p>history taking & physical examination</p> <p>Bedside history presentation & physical findings of patient with Cushing syndrome</p> <p>Seminar "Common Endocrine Emergencies"</p>
<p>Day 38</p>	<p>(Endocrinology)</p>	<p>history & examination</p> <p>Beside teaching about Classification and diagnosis of DM treating established DM and manage the Complications like Diabetic neuropathy and diabetic foot-care</p> <p>Interactive session How to Approach to patient with Arrhythmias"</p>
<p>Day 39</p>	<p>(Hypopituitarism, pituitary adenoma and acromegaly)</p>	<p>history taking and round with consultant</p> <p>Bedside teaching presentation of the cases & discussion about the approach to manage the cases. Highlight the Causes of hypopituitarism and clinical findings</p> <p>Quiz GIT</p> <p>seminar " Approach to patient with Headache "</p>

Day 40	approach to anemia (IDA, megaloblastic anemia, anemia of chronic disease)	<p>history taking</p> <p>Bedside teaching (history presentations + examination)</p> <p>Seminar " loss of consciousness" with Dr Moafk Mohamed</p>
Day 41	(Monday adrenal insufficiency)	<p>history taking</p> <p>Bedside teaching to present the cases+ highlight important points in the history & physical examination in patient with adrenal insufficiency (crises) causes & management</p> <p>Skills lab training</p>
Day 42	(Nephrology AKI)	<p>history taking & examination + tour with consultant</p> <p>Bedside teaching about Acute Kidney injuries (causes, clinical findings and approach to management)</p> <p>Interactive session about Fluid therapy in Emergency Department"</p>
Day 43	(Endo System) Comparison between DKA & HONK	<p>history taking & examination</p> <p>Bedside teaching</p> <p>Highlight on the symptoms of both conditions & how to confirm diagnosis & management)</p> <p>"Approach to patient with arrhythmias"</p>
Day 44	How to diagnose a patient with difficulty in breathing" Using ABG analysis, CXR and pulmonary function tests	
Day 45	(Practical session in the University with Dr Huzaifa)	<p>Respiratory system examination</p> <p>Abdominal examination</p> <p>Seminar "Lower limb weakness" with Dr Huzaifa</p>
Day 46	(Cranial nerves)	<p>History taking & examination</p> <p>Beside teaching to present the cases & perform examination under consultant supervision + elicit clinical findings in patient with cranial nerves palsy</p> <p>Seminar "Stroke"</p>

Day 47	Dysphasia, Dysarthria, bulbar & pseudobulbar	<p>history taking & examination</p> <p>Bedside teaching (causes and physical findings in) Dysphasia, Dysarthria, bulbar & pseudobulbar.</p> <p>Skills Lab</p>
Day 48	(epilepsy + meningeal irritation)	<p>history taking</p> <p>Bedside teaching (history presentations + Neuro examination)</p> <p>Seminar "Systemic manifestation of Rheumatic diseases"</p>
Day 49	(stroke +facial weakness +paraplesia & hemiplesia)	<p>history taking</p> <p>Bedside teaching (history presentations + neurological examination)</p> <p>Interactive session "Approach to Arrhythmias"</p>
Day 50	Emergency Medicine	in the Emergency Department in Alhassan medical city
Day 51	(Findings of Upper Motor Neurone Lesion)	<p>History taking & examination</p> <p>Beside teaching about findings of UMN disease and compare them with LMN disease</p> <p>Quiz in Respiratory system</p> <p>Seminar "vertigo "</p>
Day 52	(Neurology review)	<p>history taking & examination</p> <p>Bedside teaching (physical findings of UMNL compared to LMNL).</p> <p>Seminar "Approach to patient with Jaundice"</p>
Day 53	(Abnormal Liver Function Tests)	<p>history taking & examination</p> <p>Bedside history presentation & examination of the patients, highlight</p> <ul style="list-style-type: none"> * Causes of abnormal liver function tests * Clinical findings * Complications * Management Plan <p>Seminar " Dermatological Emergencies"</p>

<p>Day 54</p>	<p>(Obstructive sleep apnea)</p>	<p>history taking</p> <p>bedside teaching focusing on physical signs in pt with OSA & discuss management Of its chronic complications</p> <p>Interactive & practical session about Valvular Heart diseases"</p>
<p>Day 55</p>	<p>(Abnormal Liver Function Tests)</p>	<p>history taking& examination</p> <p>Bedside history presentation & examination of the patients, highlight</p> <ul style="list-style-type: none"> * Causes of abnormal liver function tests * Clinical findings * Complications * Management Plan <p>Seminar " Shock"</p>

Skills Lab

Subject	No. of Weeks	Objectives
Emergency Approach	1	Emergency History taking... vital signs. Primary and secondary survey assessment and management
BLS	1	Basic life support Program...Safety... Check responsiveness... Call for help... look, feel, move maneuver... training the students about typical Cardiopulmonary Resuscitation
ACLS	1	shockable Rhythm management.... Non shockable Rhythm management... Iv Emergency drugs
ACLS	1	6 H (hypoglycemia, Hypovolemia, Hypoxia, H ion, Hypo & Hyperkalemia, Hypo & hyperthermia) 5 T (thrombosis, trauma, tension pneumothorax, cardiac tamponade, Toxin) Assessment and Management
ACLS Exam.	1	All students do hand on ACLS programs and Exam
Bradycardia Approach	1	Brady dysrhythmia guidelines assessment and management. ECG reading and exam. Reversible causes.
Tachycardia Approach	1	tachydysrhythmia Guidelines assessment and management... Reversible causes management

Dermatology

Course Objective	Teaching student the theoretical and practical aspect of dermatological diseases				
Course Description	<p>Theoretical lectures: 1 lecture per week, for 1 hour duration, total number of lectures are 30.</p> <p>Practical training: students are divided into small groups, each group contain 12 students, they practice dermatology in hospital out- patient unit for 1 week duration.</p>				
Textbook	<p>Clinical dermatology by John Hunter, third addition</p> <p>Davidson essential</p> <p>Bolonia text book of dermatology</p>				
Course Assessments	First term	Second term	End coarse Clinical Course assessment	Midyear	Final Exam
	10 Marks End semester exam 8 marks Attitude 2 marks	10 Marks End semester exam 8 marks Attitude 2 marks	20 Marks OSCE 16 marks Attitude 4 marks	20 Marks	40 Marks
General Notes					

Theoretical material	Hours	Objectives
<ol style="list-style-type: none"> 1. Histology and physiology of the skin /types of skin lesion 2. Bacterial infection 3. Mycobacterial skin diseases 4. Viral infection 5. Fungal infection 6. Parasitic skin infection 7. Dermatitis 8. Papulosequamous skin disorder 9. Pilosebaceous disorder 10. Bullous disease 11. Urticarial and drug eruption 12. Sexual transmitted disease 13. Pruritis and diseases due to physical agents 14. Dermatological emergencies 15. Hair disorder 16. Nail disorder 17. Vasculitis 18. skin and systemic diseases 19. Tumor of the skin 20. Pigmentary disorder 21. Connective tissue diseases 	30 hours	<p>This group of lectures are designed to make the student able to:</p> <ol style="list-style-type: none"> 1. Understand the principles of history taking and general examination. 2. To understand different and most common and also rare dermatological diseases regarding complication and pathophysiology, presentation management 3. to make the student able to make the appropriate diagnosis/ differential diagnosis and to be able to manage the case accordingly 4. to be able to know the effect of exterior physical agents on the skin, and their cutaneous presentation and how to manage 5. to understand the psychological burden due to cutaneous disease on the patient, and also how psychological disorder can be presented as dermatological complain. 6. To be able to know that different internal diseases like diabetes, renal, liver and autoimmune disorders come with dermatological manifestations, so the students should be oriented and sends appropriate investigation to each case and refer the patient to anther specialist when in need. 7. to be able to know dermatological presentations to different sexual transmitted diseases as STDs presents mainly by cutaneous manifestations 8. diagnose and treat different infectious diseases and understand the risks of these diseases and how to reduce the risk of transmission in community

Psychiatry

Course Objective	<ul style="list-style-type: none"> - Students should know basics of psychiatry like how to develop communication skills, etiology of mental illnesses, to differentiate between psychotic disorders, neurotic disorder and other disorders. - Students should know differences between psychiatry and other branches of medicine. - Students should know common psychiatric disorders and outlines about treatment. - Students should know psychiatric emergencies. - Students should know how to do risk assessment. 				
Course Description	<p>Theoretical lectures: 1 lecture per week, for 1 hour duration, total number of lectures are 30.</p> <p>Practical training: students are divided into small groups, each group contain 12 students, they practice in psychiatry consultation clinic in hospital for 2-week duration.</p>				
Textbook	KAPLAN & SADOCKS SYNOPSIS OF PSYCHIATRY, 2021, 12th edition				
Course Assessments	First Term	Second Term	End coarse clinical assessment	Midyear	Final Exam
	10 marks End semester exams 8 marks Attitudes 2 marks	10 marks End semester exams 8 marks Attitude 2 marks	20 marks OSCE 16 marks Attitude 4 marks	20 marks	40 marks
General Notes	Type here general notes regarding the course				

Theoretical material	Hours	Objectives
<ol style="list-style-type: none"> 1. Introduction and aetiology of psychiatry 2. Anxiety disorder (GAD) 3. Anxiety disorder (panic and phobic disorders) 4. Mood disorders (major depressive disorder and dysthymia) 5. Mood disorders (cyclothymic disorder, bipolar disorder type 1 and type 2) 6. OCD and related disorder 7. Trauma and stress related disorder (acute stress d. and PTSD) 8. Somatic symptom & related disorder 9. Schizophrenia 10. Schizophrenia related disorders 11. Suicide and deliberate self-harm 12. Personality disorders 13. Women psychiatry 14. Children psychiatry 1 (autism, ADHD) 15. Children psychiatry 2 (intellectual disorder) 16. Substance use disorder 17. Dissociative disorder 18. Eating disorder 19. Organic psychiatry (delirium, dementia) 20. Sleep disorders 21. Treatment in psychiatry 22. Psychiatric emergencies 23. Legal issues in psychiatry 24. Disruptive, impulse control and conduct disorder 25. Sexual disorders 26. social treatment and prevention 	30 Hours	<ol style="list-style-type: none"> 1- Students should know basics of psychiatry like how to develop communication skills, etiology of mental illnesses, to differentiate between psychotic disorders, neurotic disorder and other disorders. 2-Students should know differences between psychiatry and other branches of medicine. 3- Students should know common psychiatric disorders and outlines about treatment. 4- Students should know psychiatric emergencies.

