

Course Description Form

1. Course Name:	
General Medicine	
2. Course Code:	
MEDMed 6c12	
3. Semester / Year:	
Sixth year – First & second semester (Clinical)	
4. Description Preparation Date:	
1-3-2024	
Academic year 2023- 2024	
5. Available Attendance Forms:	
Physical (mandatory) = Daily attendance for clinical and Virtual(complementary)	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Clinical : 200 h / 8 wk.	
hours / wk. : 25h/ wk - Credits:	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Hasan Aziz	
Assistant Prof. Dr.Haider Abdulhameed	
Senior lecturer Dr. Jassmin Abbas	
Senior lecturer Dr. kholod abbas	
Email:	
hah_hamdani@nahrainuniv.edu.iq	
dr.haider.abdulhameed@nahrainuniv.edu.iq	
jasmine86abbss@nahrainuniv.edu.iq	
kholod.abbass85@nahrainuniv.edu.iq	
8. Course Objectives	
Course Objective	Knowledge

Upon completion of this course, the 6th year medical student at Al-Nahrain

College of Medicine will be able to:

- A. Recognize the physiologic mechanisms that explain key findings in the history and physical exam.
- B. Describe the etiologies, pathophysiology, clinical features, differential diagnosis, and related diagnostic testing and management of common inpatient medical conditions.
- C. List the indications for the most commonly performed investigations.
- D. Demonstrate knowledge of human anatomy by recognizing key structures on various imaging modalities.

Problem based and Clinical Skills

- A. Complete a patient's history and physical exam in a respectful, logical organized and thorough manner. When necessary, obtain supplemental historical information from collateral sources, such as significant others or previous physicians.
- B. Evaluate and prioritize problems with which a patient presents, appropriately synthesizing these into logical clinical syndromes.
- C. Formulate a differential diagnosis based on the findings from the history and physical examination and apply differential diagnosis to help guide diagnostic test ordering and sequencing.
- D. Formulate an initial therapeutic plan and explain the extent to which the therapeutic plan is based on pathophysiologic reasoning and scientific evidence of effectiveness.
- E. Advise patients and colleagues on the risks, benefits, limitations and indications of each of the most commonly performed investigations.
- F. Identify critical and high priority imaging findings on the most commonly performed imaging exams and discuss their importance in clinical patient management.

Practice-Based Learning and Improvement

- A. Recognize when additional information is needed to care for the patient and demonstrate ongoing commitment to self-directed learning.
- B. Demonstrate ability to answer clinical questions using evidence-based medicine.
- C. Analyze gaps in knowledge and skills and see resources including assistance from colleagues to address gaps.
- D. Consider factors when performing diagnostic testing, including pretest probability, performance characteristics of tests (sensitivity, specificity, and

likelihood ratios) and cost, risk and patient preferences and interpret these tests.

- E. Build a model for solving imaging related problems that effectively integrates indications for imaging, evidence-based uses for imaging, analysis of imaging findings and generation of an imaging differential diagnosis.

Systems-Based Practice

- A. Differentiate the role and contribution of each team member to the care of the patient, and call on interdisciplinary resources (case workers, nurses, physical therapists, etc.) to provide optimal and comprehensive care.
- B. Apply health systems-based thinking to address outcomes in patient care.
- C. Consider patient, physician, and system barriers (including cost) to successfully negotiate treatment plans and patient adherence; and understand strategies that may be used to overcome these barriers.

Interpersonal and Communication Skills

- A. Demonstrate appropriate listening and verbal skills to communicate empathy, elicit information regarding the patient's preferences and provide basic information and an explanation of the diagnosis, prognosis and treatment plan.
- B. Perform as an effective member of the patient care team, incorporating skills in inter-professional communication and collaboration including giving and receiving feedback.
- C. Document and orally present new patient and follow up patient cases in a thorough and focused manner.

Professionalism

- A. Demonstrate a commitment to caring for all patients regardless of their medical diagnoses or social factors.
- B. Exhibit teamwork and respect toward all members of the health care team, as manifested by reliability, responsibility, honesty, helpfulness, selflessness, and initiative in working with the team.
- C. Demonstrate a positive attitude towards learning by showing intellectual curiosity, initiative, honesty, integrity, and dedication.

	Ethics
	<p>1. Uphold ethical standards in the application of diagnostic and investigative techniques, ensuring patient well-being and autonomy.</p> <p>2. Recognize any ethical problems and medicolegal concerning of medical diseases, and the student should respect the privacy of the patient.</p> <p>3. Recognize and address potential biases in the evaluation & management of patients with medical disease.</p>

9. Teaching and Learning Strategies

Strategy	<p><u>Clinical sessions:</u></p> <p>The students are divided into small groups each of 15 students.</p> <p><u>Assessment Strategies</u></p> <p>1. Continuous Assessment:</p> <ul style="list-style-type: none"> - Participation in interactive sessions. <p>2. Formative assessments:</p> <ul style="list-style-type: none"> - Discussion and oral tests. <p>3. Summative assessments:</p> <ul style="list-style-type: none"> - Case Presentations: - Conducting the clinical exam. - Evaluation based on diagnosis and management.
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4. Group Participation:

- Active involvement in group discussions.
- Criteria include contribution and engagement.

5. Skills Assessment:

- Practical assessments of clinical skills.
- Evaluation of proficiency in interventions.
- Presenting important ideas for community service
- The initiative to express effective and constructive opinions and suggestions

6. Case Analysis:

- Analysis of written or virtual case studies.
- Focus on clinical reasoning and management.

7. Self-Assessment:

- Online quizzes and reflective exercises.
- Students evaluate understanding and set goals.

8. Comprehensive Examinations:

- Final clinical exams.
- Assess overall comprehension and application.

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10. Course Structure

Week	Hours	Tutors	Content	Objectives
1	25	Dr. Moyed Basheer Dr. Rafid Basheer	Cardiovascular Medicine: History and Physical exam ECG Acute and Chronic Heart Failure Ischemic Heart Disease Arrhythmia	Assess patient with suspected cardiac disease by demonstrating knowledge in history taking and recognition of key physical signs. Formulate differential diagnosis based on initial patient data Arrange diagnostic work up Choose a management plan accordingly Identify key abnormalities in the ECG and differentiate between conditions and arrange appropriate management Demonstrate skills in carrying out ECG testing
			Pulmonology: History and	Assess patient with suspected respiratory disease by demonstrating knowledge in history

2	25	Dr. Haider Abdulhameed	<p>Physical exam</p> <p>Chest X-ray</p> <p>Pulmonary function test</p> <p>Asthma, COPD</p> <p>Interstitial Lung Diseases</p> <p>Infections of respiratory system</p>	<p>taking and recognition of key physical signs.</p> <p>Formulate differential diagnosis based on initial patient data</p> <p>Arrange diagnostic work up</p> <p>Choose a management plan accordingly</p> <p>Identify key abnormalities in the CXR and differentiate between conditions and arrange appropriate management</p> <p>Identify key abnormalities in the PFT and differentiate between conditions and arrange appropriate management</p> <p>Demonstrate skills in coaching patient about the proper use of inhalers</p> <p>Communicate with patients and their relatives about the importance of inhaler therapy in minimizing side effects and optimizing control</p>
		Dr. Waseem Fadhil	<p>Hematology:</p> <p>History and Physical exam</p> <p>Complete blood count</p>	<p>Assess patient with suspected hematologic disease by demonstrating knowledge in history taking and recognition of key physical signs.</p> <p>Formulate differential</p>

3	25		Anemia Acute and Chronic leukemias Lymphomas Multiple Myelomas	diagnosis based on initial patient data Arrange diagnostic work up Choose a management plan accordingly Identify key abnormalities in the CBC and differentiate between conditions and arrange appropriate management Demonstrate skills in preparing patient for bone marrow examination Communicate empathetically with patients diagnosed with malignant diseases
4	25	Dr. Hasan Aziz Dr. Abdulkareem alghazragi	Neurology: History and Physical Exam Stroke Movement Disorders Epilepsy Meningitis	Assess patient with suspected neurologic disease by demonstrating knowledge in history taking and recognition of key physical signs. Formulate differential diagnosis based on initial patient data Arrange diagnostic work up Choose a management plan accordingly Demonstrate skills in preparing patient for

				<p>lumbar puncture</p> <p>Communicate effectively with patient about the benefits and risks of lumbar puncture</p>
5	25	<p>Dr. Mahmoud Shakir</p> <p>Dr. Jalal Abd Ali</p>	<p>Endocrinology:</p> <p>History and Physical exam</p> <p>Thyroid function test</p> <p>Diabetes type 1 and 2</p> <p>Thyroid disorders</p> <p>Pituitary Disorders</p> <p>Adrenal Disorders</p>	<p>Assess patient with suspected endocrine disease by demonstrating knowledge in history taking and recognition of key physical signs.</p> <p>Formulate differential diagnosis based on initial patient data</p> <p>Arrange diagnostic work up</p> <p>Choose a management plan accordingly</p> <p>Communicate the implications of diabetes effectively to patients</p> <p>Apply Knowledge in the management and follow up of patient with diabetes</p> <p>Identify key abnormalities in the thyroid function test and differentiate between conditions and arrange appropriate management</p> <p>Demonstrate skills in coaching diabetic patient for the self-monitoring and regular check ups</p>

6	25	<p>Dr. Arif Sami</p> <p>Dr. Jawad Kadhum</p>	<p>Nephrology:</p> <p>History and Physical Exam</p> <p>Renal function test and eGFR</p> <p>Acute and Chronic renal failure</p> <p>Glomerulonephritis</p> <p>Renal disease in systemic diseases</p>	<p>Assess patient with suspected hematologic disease by demonstrating knowledge in history taking and recognition of key physical signs.</p> <p>Formulate differential diagnosis based on initial patient data</p> <p>Arrange diagnostic work up</p> <p>Choose a management plan accordingly</p> <p>Identify key abnormalities in the renal function test and differentiate between conditions and arrange appropriate management</p> <p>Demonstrate skills in the preparation of patient for hemodialysis</p> <p>Analyze patient history and physical examination findings to recommend type of renal replacement therapy</p>
7	25	<p>Dr. Fadhil Abdulla</p> <p>Dr. Ali Sameer</p>	<p>Gastroenterology:</p> <p>History and Physical Exam</p> <p>Liver function test</p> <p>Acute and chronic liver failure</p> <p>Upper and lower</p>	<p>Assess patient with suspected gastroenterologic or liver disease by demonstrating knowledge in history taking and recognition of key physical signs.</p> <p>Formulate differential diagnosis based on initial</p>

			GI bleeding Ascites Infectious diseases of the GI and Liver	patient data Arrange diagnostic work up Choose a management plan Communicate the implications of viral hepatitis to patient and family Identify key abnormalities in the LFT and differentiate between conditions and arrange appropriate management Demonstrate skills in performing peritoneal aspirate
8	25	Dr. Araz Bassim Dr. Nazar	Acute Medicine: Poisoning Cardiac emergencies Respiratory emergencies	Assess patient with suspected poisoning by demonstrating knowledge in history taking and recognition of key physical signs. Formulate differential diagnosis based on initial patient data Arrange diagnostic work up Choose a management plan

11. Course Evaluation

The minimum requirement of a student to pass is to achieve at least 50% of the total 100 marks assigned for the course.

The marks are distributed as follows:

Daily assessing through questioning & clinical cases approach

Final course exam,(long case exam ,oral viva exam, recall information questions & analytic clinical question with slides show, OSCI).

Students who fail to attain the 50% cut-off mark are required to re-sit for a second trial examination similar to the final one. Failing in the second trial entails the student to repeat the academic year

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-Macleod s Clinical Examination
Main references (sources)	- Davidson s principels and practice in Medicine
Recommended books and references (scientific journals, reports...)	UPTODATE
Electronic References, Websites	Web and internet as source of information

Program Skills Outline

				Required program Learning outcomes												
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	
6 th year	NM06-MEDMed-6c	Internal Medicine	Basic			X	X	X	X	X	X	X	X	X	X	X