

**Course Title:** internal medicine

**Course Description:** This course is designed to introduce the 3rd year undergraduate Thi-Qar medical college students to the principles and practices of internal medicine and clinical practice. The course will cover the basics of medical practice including skills of history inquiry, physical examination, theoretical lectures of infectious, immunology, symptomatology, presentation of diseases, nutritional, minerals, water and electrolytes disturbances.

**Course Duration:** 30 hours of theory and 30 hours of practice

**Course learning Units:** 3 units .

**Course General Objectives:**

By the end of this course, students should be able to:

1. Explain the basic principles of history taking and general physical examination.
2. The students should be able to define the symptoms of the common diseases.
3. Interpret the different types of electrolytes disturbances.
4. Define the various nutritional disorders and their impact on health.
5. Knowing well the common parasitic diseases.

**Course Specific Objectives :**

Explained for each lecture give to students .

**Intended Learning Outcomes (ILOs):**

Upon completion of this course, students will be able to:

- Knows and understand the basic principles of practice of medicine
- The ability to acquire a detailed medical history (accurate, organized, and problem-focused)--- Skill
- The ability to perform an accurate general physical examination of the patient appropriate for age, gender, and mental and physical health status of the patient in a thorough, sensitive and systematic manner.
- After taking history the student should be able to present it in form of oral presentation and present the findings of general examination in a systematic way. This include chronologically organized development of the present illness,

medication lists. Past history, and pertinent positives and negatives from family, social, drug histories.

**Teaching strategy (overview):**

- Objective – based learning
- Student-centered learning
- Active student interaction

**Teaching and Learning Methods:**

The course will use the following teaching and learning methods:

- **Theory sessions :**
  - **Lectures:** Knowledge acquisition
  - **Group discussion** - critical thickening
- **Practical sessions:**
  - **Site visit-observation:** Skill development and attitude formation. Visiting the medical ward , acquiring history, and performing physical examination on real patients to see physical signs.
  - **Case presentations:** Knowledge acquisition, skill development, and attitude formation
  - **Group discussions:** Knowledge acquisition, skill development, and attitude formation
- **Students feedback ( course evaluation form )**

**Course Outline:**

The course will be divided into the following topics:

**Blueprint** for 3rd year medical student in Thi-Qar college of medicine include:

**D) Thirty hours lectures:** 2 hr. /week including following topics:

**( internal medicine Course Blueprint – 3rd year )**

Week No.	Lecture Name	lecturer	ILO	Assessment Method		Total Weight
				Summative	Formative	

				Written	Practical	logbook	Course activities - quizzes and teaching file	Quiz	Group discussion	Project homework	( impact X frequency )
1	Introduction to immunology	Dr. Fathel Alsaedy	K:1,K5,K7 S1,s3,s10,s15	X	X		X	X	X	X	20
2	Introduction 2	Dr. Fathel Alsaedy	K:1,K5,K7 S4,S5,S10	X	X		X	X	X	X	20
3	Innate immunity	Dr. Fathel Alsaedy	K5,K6,K3 S4,S10.S15	X	X		X	X	X	X	28
4	Acquired immunity	Dr,Fathel Alsaedy	K1,K7,k8 S3,S16	X	X		X	X	X	X	28
5	Humoral immunity	Dr. Fathel Alsaedy	K3,K5	X	X		X	X	X	X	28
6	Autoimmune diseases	Dr. Fathel Alsaedy	K1 K7,k8 S4	X	X		X	X	X	X	28
7	Hypersensitivity reactions	Dr,Fathel alsaedy	K1,K3,K5 S18	X	X		X	X	X	X	28
8	Complement system	Dr,Fathel saedy	K1,K5,K7 S1,S16	X	X		X	X	X	X	15
9	Introduction to infectiology	Dr.Haider Shaheed	K1,K8	X	X		X	X	X		29
10	candidiasis	Dr.Haider Shaheed	K1,K7 S10	X	X		X	X	X	X	19
11	Aspergellosis	Dr.Haider Shaheed	K1,K7,K8 S5	X	X		X	X	X	X	19
12	mucormycosis	Dr.Haider Shaheed	K1,K7,K8 S5	X	X		X	X	X	X	19
13	Nutritional factors in disease	Dr,dheyaa Alwaely	K3,K5,k7 S1	X	X		X	X	X	X	16
14	Disorders of altered energy balance	Dr.dheyaa alwaely	K3,k5,K7 S3,S4,S6	X	X		X	X	X	X	16
15	Under nutrition and starvation	Dr.Dheyaa alwaely	K7,k8 S4	X	X		X	X	X	X	14
16	Intestinal failure	Dr.Dheyaa alwaely	K7,K8 S16	X	X		X	X	X	X	21
17	vitamins	Dr.Dheyaa alwaely	K7,K8 S5	X	X		X	X	X	X	19
18	Parenteral nutrition	Dr.Dheyaa Alwaely	K7,K8 S15	X	X		X	X	X	X	19
19	Acute rheumatic fever	Dr.Adnan AlTaan	K1,K4,K5 S6,S16	X	X		X	X	X	X	17
20	Cardiology symptoms	Dr.Adnana AlTaan	K1,K3,k4 S1,S3,S5,S16	X	X X		X	X	X	X	14
21	Respiratory symptoms	Dr.Adnan AlTaan	K1,K3,K4 S1,S3,S5,S16	X	X X		X	X	X	X	20
22	G.I.T symptoms	Dr.Adnan Altaaan	K1,K4,K5 S1,S3,S5	X	X		X	X	X	X	20
23	C.N.S	DrAdnan Al	K1,K4,K5	X			X	X	X	X	16

	symptoms	Taan	S1,S16								
24	Musculoskeletal symptoms	Dr.Adnana AlTaan	K1,K4,K5 S1,S5,S10	X	X		X	X	X	X	20
25	Genitourinary symptoms	Dr. Adnan Al Taan	K1,K4,k5	X	X		X	X	X	X	25
26	Introduction to genetic diseases	Dr,Rusul Mahdey	K1,k7,K8	X	X		X	X	X	X	22
27	Genetic polymorphism	Dr.rusul Mahdey	K1,K7,K8	X	X		X	X	X	X	22
28	Autosomal dominant inheritance	Dr.Rusul Mahdey	K1,K7,K8	X	X		X	X	X	X	22
29	Autosomal recessive	Dr.Rusul Mahdey	K1,K7,K8	X	X		X	X	X	X	14
30	Genetic syndromes	Dr.Rusl Mahdey	K1,K7,K8	X	X		X	X	X	X	12
31	Water disturbance	Dr.meethaq abd almahdey	K5,k8	X	X		X	X	X	X	20
32	Water excess	Dr.meethaq abdalmahdey	K1,k3,k5	X	X		X	X	X	X	12
33	dehydration		K1,k3,k5	X	X		X	X	X	X	16
34	Sodium disorders	Dr.meethaq	K1,k4,k7	X	X		X	X	X	X	18
35	Sodium disorders	Dr.methaq	K1,k4,k7	X	X		X	X	X	X	12
36	hyperkalemia	Dr.meethaq	K1,k3	X	X		X		X	X	20
37	hypokalemia	Dr.meethaq	K1,k3,k4	X	X		X	X	X	X	25
38	hypercalcemia	Dr.meethaq	K1,k5,k7	X	X		X	X	X	X	24
39	hypocalcemia	Dr.meethaq	K1,k7	X	X		X	X	X	X	22
40	hyperphosphatemia	Dr.meethaq	K1,k7	X	X		X	X	X	X	20
41	hypophosphatemia	Dr.meethaq	K1,k3,k8	X	X		X	X	X	X	18
42	Clinical presentation of infections	Dr.dheyaa Khalaf	K1,k4	X	X		X	X	X	X	16
43	Fever of undetermined origin	Dr.dheyaa khalaf	K1,k3,k8	X			X	X	X	X	18
44	antibiotics	Dr.dheyaa khalaf	K1,k8	X	X		X	X	X	X	20
45	Antimicrobial therapy	Dr.dheyaa khalaf	K1,k3	X	X		X	X	X	X	22
46	Intestinal amebiasis	Dr.dheyaa khalaf	K1,k3,k8	X	X		X	X	X	X	24
47	Amebic liver abscess	Dr.dheyaa khalaf	K3,k7	X	X		X	X	X	X	25
48	giardiasis	Dr.dheyaa khalaf	K1,k3,k7	X	X		X	X	X	X	22
49	malaria	Dr.dheyaa khalaf	K1,k3,k7	X	X		X	X	X	X	20
50	trypanosomiasis	Dr.dheyaa khalaf	K7,k3	X	X		X	X	X	X	18
51	leishmaniasis	Dr.dheyaa khalaf	K1,k3,k4	X	X		X	X	X	X	16
52	toxoplasmosis	Dr.dheyaa khalaf	K3,k4,k8	X	X		X	X	X	X	18
53	ascariasis	Dr.dheyaa	K1,k7,k8	X	X		X	X	X	X	20

		khalaf									
54	ancylostomiasis	Dr.dheyaa khalaf	K1,k4,k5	X	X		X	X	X	X	20
55	Pin worm	Dr.dheyaa khalaf	K1,k3,k8	X	X		X	X	X	X	22
56	Taenia saginata	Dr.dheyaa khalaf	K1,k3	X	X		X	X	X	X	28
57	Tenia solium	Dr.dheyaa khalaf	K1,k3,k8	X	X		X	X	X	X	24
58	Hydatid disease	Dr.dheyaa khalaf	K1,k4,k5	X	X		X	X	X	X	22
59	bilharziasis	Dr.dheyaa khalaf	K1,k7,k8	X	X		X	X	X	X	25
60	Antiparasitic	Dr.dheyaa khalaf	K1,k7,k8	X	X		X	X	X	X	20

**II) Thirty hours practical sessions:** 12 small groups: 2Hrs/days for each group/12 weeks:

### Course evaluation form:

The educational objectives were also used to develop a course evaluation form. The form comprises three sections in which students are asked to rate general course characteristics, accomplishment of the general objectives, and usefulness of several learning activities. In addition, students are asked to write comments and suggestions for improvement.

These three formal student evaluations provide documentation on student achievement on almost all of the objectives. Examples from each section are shown in the table below.

**TABLE: COURSE EVALUATION FORM ( students feedback)**

#### A- Course analysis

	Very strongly Disagree	Strongly disagree	Disagree	Agree	Strongly agree	Very strongly agree
<b>In general :</b>						
1-The course objectives were well defined .	1	2	3	4	5	6
2- the course was well organized.	1	2	3	4	5	6
3- the lectures were informative.	1	2	3	4	5	6
4- I saw an adequate number and variety of clinical cases	1	2	3	4	5	6
<b>As a result of this course:</b>						
5- I have reach a through approach of physical signs	1	2	3	4	5	6
6- I can incorporate a physical and clinical findings into a differential diagnosis.	1	2	3	4	5	6

**B-Please indicate how help each of the followings in your learning**

	Did not attend	Not at all helpful	Minimally helpful	Reasonably helpful	Very helpful	Maximally helpful
1-Lectures	0	1	2	3	4	5
2CLINICAL SESSIONS	0	1	2	3	4	5
3-Group discussion.	0	1	2	3	4	5

### **Analysis of results :** method to analyze data collected using a **Likert scale**

1. Assign numerical values to each response option on the scale. For example, you could assign 1 to "strongly disagree," 2 to "disagree," 3 to "neutral," 4 to "agree," and 5 to "strongly agree."
2. Calculate the mean score for each statement by summing the numerical values for all responses to that statement and dividing by the number of respondents. This will give you an average score for each statement.
3. Interpret the results by considering the mean scores for each statement. Statements with higher mean scores are more positively rated by respondents, while statements with lower mean scores are less positively rated.

### **Summary :**

This approach has allowed the clerkship to be flexible enough to accommodate varying student abilities and interests while also assuring coverage of core concepts and materials.

### **Conclusion:**

The above curriculum design provides a comprehensive framework for teaching and assessing internal medicine in an undergraduate medical college. The course includes a balanced mix of theoretical and practical sessions, and the teaching methods and assessment methods. The ILOs, general objectives, and specific objectives are well-defined, which will enable students to achieve a thorough understanding of principles of practice of medicine and clinical training.

### **Requirements to completely achieve instructional objective for internal medicine in our college:**

1. Internal medicine is a wide specialty deals with all medical branches & should not be included with surgical department but as a separate department dealing with all other departments.
2. The college should encourage a weekly department conference activities . Students should attend all these interdepartmental conferences

## **Assessment Methods:**

The course will use the following assessment methods:

1. Summative :
  - Written exams (short essay questions ,long essay , SBA, MCQ, Cross match ) : to assess the students' knowledge and understanding of the theory.
  - Practical exams (OSCE) : to assess the students' ability to inquire history perform a thorough general examination.
  - Quizzes which are graded
2. Formative assessment :
  - Quizzes in class after most topics- which are not graded
  - Group discussion in class

## **Grading and Evaluation:**

The grading system for the course will be as follows:

### Commutative :

- Written midyear exam = 20%
- Practical exam = 20 %
- written final exam = 60 %
- Total 100 %
- Pass mark = 50%

### Formative ( no mark given – just take feedback )

- Group discussion.
- Some of the quizzes without mark

**Textbooks approved:** Davidson principles and practice of medicine, Macleods clinical examination

## **Lecturers :**

- 1- Ass. Prof DrHaider Shaheed Mohammed C.A.B.M.S-head of department
- 2- Ass. Prof Dr. Dheyaa Khalaf C.A.B.M.S
- 3- Professor Dr Adnan Taan, C.A.B.M.S

- 4- Professor Meethaq AbdAl mahdey-C.I.B.M.S
- 5- Assist prof,Dr Dheyaa Alwaely-C.I.B.M.S