Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department

Academic Program and Course Description Guide
Year One
College of medicine
University of Alkafeel

2025-2026

Academic Program Description Form

University Name: Alkafeel
Faculty/Institute: College of Medicine
Year name: One
Year moderator: Lect. Dr. Mohammed Jaafar Mohammed Hassan Al-anssari
Academic or Professional Program Name: MBChB
Final Certificate Name: MBChB
Academic System: Courses
Description Preparation Date: 2025-2026
File Completion Date: 10-9-2025

Signature:

Year moderator
Lect. Dr. Mohammed Jaafar Mohammed Hassan Al-anssari
Date: 10-9-2025

Signature:

Scientific Associate Name:
Asst. Prof. Dr. Fatimah Kareem Khalaf
Date: 10-9-2025

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Asst. Lect. Ameer Mohammed Kadhim

Date: 10-9-2025

Signature:

Approval of the Dean
Asst. Prof. Dr Samer Makki Mohamed Al Hakkak

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills, so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its Fourth version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in quarterly

In this regard, we can only emphasize the importance of writing an academic program and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses/subjects included in the academic program according to the approved learning system (Semesters), whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

1. Program Vision

World-class medical college recognized for excellence in education, research and clinical care, and to prepare the next generation of compassionate, innovative health care professional.

2. Program Mission

Following the most updated and recognized parameters and fostering the scientific research to prepare qualified graduates in medicine to comply with the community needs and modernity in the profession.

3. Program Objectives

1. Prepare graduates capable of diagnosis, treatment, and follow-up of patients.
2. Convey medical knowledge and skills through university education, continuous learning, and higher research work.
3. Fostering professional and moral values in providing health care.
4. Joining the students in the process of complying and improving the knowledge through scientific research.

4. Program Accreditation

Does the program have program accreditation? No (the first batch of the college are now a 4^{th} -year students)

5. Other external influences

Is there a sponsor for the program?
Yes, Ministry of Higher Education- Private Education Department and Higher Education Authority- Attabah Abbasia

6. Program Structure				
Program Structure	**Number of Courses**	**Credits**	**Percentage**	**Reviews**
Institution Requirements	**2**	**44**	**5%**	**Basic**
College Requirements	**15**	**44**	**5%**	**Basic**
Department Requirements	**2**	**44**	**5%**	**Basic**
Summer Training	**Nil**	**Nil**	**Nil**	
Other				

7. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
			Theoretical	**Practical**
Year one	**AN001**	**Anatomy S1**	**2**	**2**
		Anatomy S2	**2**	**2**
	BIO001	**Biology S1**	**3**	**2**
		Biology S2	**2**	**2**
	PHY001	**Physiology**	**2**	**-**
	PHC001	**Physics S1**	**2**	**2**
		Physics S2	**2**	**2**
	CH001	**Chemistry S1**	**3**	**2**
		Chemistry S2	**2**	**2**
	PC001	**Computer S1**	**2**	**2**
		Computer S2	**1**	**2**
	TER001	**Medical Terminology S1**	**2**	**2**
	ENG001	**English language S2**	**2**	**2**
	HUM001	**Human rights**	**1**	**-**
	ECPD001	**ECPD 1**	**2**	**4**
	AR001	**Arabic**	**2**	**-**

8. Expected learning outcomes of the program	
Knowledge	
Human Anatomy/Physiology/Biology	Gain a comprehensive understanding of the structure and function of the human body at the cellular, tissue, organ, and system levels.
Chemistry	Grasp the chemical processes within living organisms and their role in health and disease.
Physics	Knowledge of the physics of the human body through knowledge of the natural structure and function of the body, the systems of the main organs, and the physical laws that control them
Skills	
Early Clinical and Professional Development (ECPD)	Develop the skills to gather a comprehensive medical history from patients and perform a thorough physical examination.
Medical Terminology	Become proficient in medical terminology to accurately document and discuss patient conditions.
Ethics	
Medical Ethics	To treat all patients according to principles of medical ethics, emphasizing patient confidentiality, informed consent, and professional integrity
Patient safety	To develop essential clinical skills with the overall aim of ensuring patients' safety.

9. **Teaching and Learning Strategies**
1. **Theory lectures** 2. **Laboratory sessions** 3. **Display and presentation.** 4. **Interactive discussion** 5. **Brainstorming** 6. **Small group teaching** 7. **Flipped classroom.**

8. **Seminar**
9. **Clinical visit**
10. **Interactive Learning Activities (ILA)**

10. Evaluation methods

1. **Homework and individual and group reports**
2. **Daily quizzes (Formative and Summative Exams)**
3. **Practical skills assessment**
4. **Midterm and Final term exams**

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Asst.Prof.Dr. Samer Makki Mohammed		✓			✓	
Asst.Prof.Dr. Fatima Kareem Khalaf		✓			✓	
Lect.Dr. Mohammed Jaafar Al-anssari		✓			✓	
Prof. Dr. Adel H. Omran Alkhayatt		✓			✓	
Prof.Dr. Talib Hussain kamoona		✓			✓	
Lect. Dr. Ali Kamal		✓			✓	
Lect.Dr. Firas Fadhil Mohammed		✓			✓	
Lect.Dr. Haider Abdulwahab		✓			✓	
Lect.Dr. Ghufran Al-Tolaqani		✓			✓	
Lect. Dr Yassin Khodair Aubais		✓			✓	
Asst. Lect. Qusay Mohsin Kadhim		✓			✓	
Asst.Lect. Hijran Qais		✓			✓	
Asst.Lect. Alaa Ghafar		✓			✓	

Lect.Dr.Zakia Nasser		✓			✓	
Asst.Lect. Hiba abdul Jaleel		✓			✓	
Asst.Lect. Thulfiqar Kamil Yousef		✓			✓	
Asst.Lect. Ameen Abdul Redha Amen		✓			✓	
Asst.Lect. Ali Akbar Khalid		✓			✓	
Asst. Lect Ghaith Hassan Alwan		✓			✓	
Asst.Prof.Dr. Ahmed Nassir Mohammed		✓				✓
Asst.Prof.Dr. Hayder Majid Ali		✓				✓
Dhuha Ayad	✓				✓	
Hussein Ali Abdulwahid	✓				✓	
Muslim Hashim Munaf	✓				✓	
Duha Imran Mousa	✓				✓	
Ali Munther Nizar	✓				✓	
Mujtaba Hassan Rajab	✓				✓	
Saraa Abbas Mohsin	✓				✓	
Sara Ameen Abdulzahra	✓				✓	
Mustafa Adnan essa	✓				✓	
Zahraa Zuhair Abd Al-Akhwah	✓				✓	
Hassan Abdelhalim	✓				✓	
Yassin Fares Abd	✓				✓	
Noor Mohammed Kazem	✓				✓	
Fatima Mohammed Hussein	✓				✓	
Mohammed Taqi Ali Jawad	✓				✓	
Fatima Abdulzahra Abdulamir	✓				✓	
Nermin Ali Tameh	✓				✓	

Qasim Abdulhassan Abd	✓				✓	
Mujtaba Hassan Majid	✓				✓	

Professional Development
Mentoring new faculty members
Subjecting new teachers to courses on teaching methods and taking a teaching competency test, and only by passing it are they allowed to teach, while following up on their teaching methods and giving them feedback.
Professional development of faculty members
Follow up on teaching methods for all teachers by the Office of the Assistant Dean for Scientific Affairs, prepare seminars and workshops to develop teaching and speaking skills, and ensure the preparation and presentation of lectures in the continuing medical education curriculum.

12.**Acceptance Criterion**
The academic average for the student's graduation from preparatory school, physical and mental health according to the standards established and approved by the Ministry of Higher Education and Scientific Research
13.**The most important sources of information about the program**
1. Approved and authenticated documents for the general curriculum of the college and the courses, vision, mission, and goals of the university and college in both Arabic and English. 2. The website of the Ministry of Higher Education and Scientific Research. 3. The official website of AlKafeel University and its College of Medicine.
14.Program Development Plan
Systematic and recurring self-evaluation studies of the program based on evaluating the learning and teaching outcomes of students and obtaining feedback from students about the program's components. 2) Regular meetings with teaching staff in local and foreign medical colleges to learn about new curricula and teaching methods. 3) Holding workshops on developing curricula and teaching methods in the college or attending those held in neighboring universities.

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		
Year One	BIO001	Biology	Basic			/			/					/			
	AN001	Anatomy	Basic			/				/			/				
	CH001	Chemistry	Basic		/				/				/				
	PHC001	Physics	Basic		/				/					/			
	PHY001	Physiology	Basic			/							/				
	PC001	Computer	Basic			/				/				/			
	TER001	Medical TerminologyS1	Basic			/				/				/			
	ENG001	English languageS2	Basic				/				/			/			
	ECPD001	ECPD 1	Basic		/					/					/		
	HUM001	Human Rights	Basic			/									/		
	AR001	Arabic	Basic			/											

Course Description Form

1. Course Name:
Biology
2. Course Code:
BIO001
3. Semester / Year:
1st + 2nd Semester / 2025-2026
4. Description Preparation Date:
September 9 2025
5. Available Attendance Forms:
Class + Lab
6. Number of Credit Hours (Total) / Number of Units (Total)
75 T + 90 P / 4.5 credits
7. Course administrator's name
Asst. Lect. Ghufran Abdulleha Al-Tolaqanee Asst. Lect. Ameen Abd Al-Reda Shlash
8. Course Objectives

Course Objectives	**• Mastery of Cellular Ultrastructure & Bioenergetics Clarify the complex structural-functional relationships of eukaryotic organelles and the molecular kinetics of biological macromolecules (proteins, lipids, carbohydrates) essential for maintaining cellular homeostasis and metabolic regulation.** **• Vertical Clinical Integration Synthesize the direct linkage between basic biological principles and clinical pathology, enabling the student to correlate specific cellular dysfunctions with systemic disease manifestations (e.g., correlating cytoskeleton defects with Primary Ciliary Dyskinesia).** **• Genomic Regulation & Reproductive Continuity Analyze the mechanisms of nuclear control, chromatin organization, and the clinical implications of chromosomal segregation. This includes a critical understanding of genetic variation and the pathophysiology of non-disjunction events, such as Down Syndrome.**

	• Pathogenic Classification & Medical Zoology Critically evaluate the structural biology, replication cycles, and transmission dynamics of medically significant prokaryotes, viruses, and parasites (Protozoa and Platyhelminthes) to establish a foundation for antimicrobial targeting and infectious disease management. **• Evidence-Based Scientific Literacy Equip students with the analytical tools required to interpret medical research and applied biology, fostering a transition from rote memorization to the appraisal of high-yield literature and international medical databases (e.g., Osmosis-aligned frameworks).** **• Advanced Clinical Reasoning & Synthesis Develop a "clinical-first" mindset through interactive, discussion-based inquiry, requiring students to apply theoretical knowledge to solve complex diagnostic vignettes and understand the biological "why" behind clinical presentations.**

9. Teaching and Learning Strategies

Strategy	The instructional design of this course utilizes a multimodal, integrated educational framework designed to transition students from foundational theory to clinical application through the following strategies: • Evidence-Based Theoretical Instruction Core biological concepts are delivered through Interactive Discussion Lectures. Moving beyond rote memorization, these sessions utilize Case-Based Learning (CBL), where theoretical content is anchored in real-world clinical vignettes. This requires students to engage in active problem-solving and diagnostic reasoning from the earliest stage of their medical education. • Vertical Integration & Co-Teaching Models to reinforce the clinical relevance of Basic Sciences, the course incorporates Co-Teaching elements. By bridging the gap between biological theory and clinical practice, students are taught to view cellular processes through the lens of a medical practitioner, facilitating smoother transitions into later clinical phases. • Applied Laboratory Praxis The laboratory component serves as a critical environment for Experiential Learning. Students move beyond observation to perform structured experiments that validate theoretical models. This environment is designed to develop precision in technical skills, data interpretation, and the application of the scientific method to medical inquiry. • Critical Inquiry & Red-Flag Synthesis Instructional delivery prioritizes the identification of "Red-Flag" concepts—high-yield biological points with profound clinical implications. Through guided questioning and

	concept-linking, students develop the cognitive agility to synthesize information across different biological systems.

10. Course Structure: First Semester

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1		Introduction to biosafety and security and biosafety barriers in bio labs	**Lecture** **Lab**	**Daily quizzes (Formative and Summative Exams)** **Midterm examination** **Practical final examination** **Theoretical final examination**
1	1		Biosafety level and biological agents		
2	1		Bio risk, Biohazard and management system		
2	1		Types of biological wastes		
3	1		Transportation of biological materials		
3	1		Accident response		
4	1		Definitions in cell biology		
4	1		Introduction & type of living cells		
5	1		The Chemical components of cells		
5	1		The plasma membrane		
6	1		The plasma membrane		
6	1		Exocytosis & endocytosis		
7	1		The cytoplasm		
7	1		Cytoskeleton		
8	1		The endomembrane system		

8	1		The endomembrane system		
9	1		Cell junctions		
9	1		Cell junctions		
10	1		Mitochondria (structure and function		
10	1		Mitochondria (structure and function		
11	1		The nucleus (structurer and function)-1		
11	1		The nucleus (structure, function)-1		
12	1		Nucleolus and chromatin		
12	1		Cell cycle		
13	1		The cell division (mitosis)		
13	1		The cell division (meiosis)		
14	1		Meiosis		
14	1		Introduction to Anatomy Definitions and descriptions		
15	1		Planes and terminology		
15	1		Body cavities and abdomino- pelvic regions		
16	1		Skin and fascia,		
16	1		Locomotor system, osteology		
17	1		Locomotor system, myology		
17	1		Locomotor system the joints		

18	1		Locomotor system, synovial joints		
18	1		Nervous system, PNS.		
19	1		Nervous System, CNS		
19	1		Nervous system autonomic		
20	1		Heart		
20	1		Blood vessels		
21	1		lymphatic system		
21	1		The kingdom Monera (introduction and classification)		
22	1		The protozoa		
22	1		Platyhelminthes (classification, general characteristics, life cycle, and pathogenic symptoms		
1	2		Laboratory safety measures		
2	2		light microscope		
3	2		Other types of microscope (Dissecting microscope)		
4	2		Microtechnique and blood cells		
5	2		Ultrastructure of the eukaryotic cell(plasma membrane, bulk		
6	2		Ultrastructure of the eukaryotic cell(cell organelles, endomembrane		

7	2		Ultrastructure of Cytoskeleton types		
8	2		Cell division ,mitosis		
9	2		Cell division ,meiosis l,II		
10	2		Terminology, Planes and Body cavities		
11	2		Locomotor system		
12	2		Heart, blood vessels and lymphatics		
13	2		Nervous system		
10. Course Structure: Second Semester					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1		Microscopes; types and usage	**Lecture** **Lab**	**Daily quizzes (Formative and Summative Exams)** **Midterm examination** **Practical final examination** **Theoretical final examination**
1	1		Introduction to genetics		
2	1		Patterns of Chromosome Inheritance		
2	1		Chromosomes structure		
3	1		Cell cycle regulation		
3	1		Chromosome Inheritance abnormalities		
4	1		Sex linked Inheritance		
4	1		Patterns of Genetic inheritance (Genotype and Phenotype)		
5	1		Inheritance of Genetic Disorders		

5	1		DNA Biology (DNA & RNA Structure& Function)		
6	1		DNA Replication		
6	1		Gene Expression		
7	1		Cancer (Overview of cancer)		
7	1		Stem cells		
8	1		Clinical application of stem cells		
8	1		Classification of primary tissues		
9	1		Adaptation of human to biosphere		
9	1		Human interaction to biosphere		
1	2		Study types and shapes of chromosome		
2	2		Micro techniques(blood group typing)		
4	2		Clinical features of certain chromosomal abnormalities		
4	2		Human inherited characteristic analysis		
5	2		Inheritance related to sex		
			Midterm		
6	2		Method of DNA Extraction		
8	2		Site of stem cells in the body		
9	2		types of muscular tissue		

10	2		types of nervous tissue		
11	2		Protozoa II		
12	2		Platyhelminthes II		

11. Course Evaluation

For each semester: Evaluation semester 10, Theoretical mid-semester 20, Final Practical 20, and Final theoretical 50

12. Learning and Teaching Resources

Required textbooks	[1] Lippincott Illustrated Reviews: Cell and Molecular Biology. Second Edition Nalini Chandar, Susan Viselli, [2] Human biology / Sylvia S. Mader, Michael Windelspecht. Fifteenth edition. | New York, NY: McGraw-Hill Education, [3] Molecular Biology of the cell, Bruce Albert,6th Edit (2017)
Main references (sources)	Same as above
Recommended books and references (scientific journals, reports...)	Additional resources are provided in each lecture separately if required
Electronic References, Websites	

Course Description Form

1. Course Name:
Computer
2. Course Code:
PC001
3. Semester / Year:
1st + 2nd Semester / 2025-2026
4. Description Preparation Date:
September 9 2025
5. Available Attendance Forms:
Class + Lab
6. Number of Credit Hours (Total) / Number of Units (Total)
1T + 2 P / 2 Credits
7. Course administrator's name
Name: Asst. Lect. Ghaith Hassan Alwan
8. Course Objectives

Course Objectives	To make the student able to use a computer and essential computer-base programs, including the writing of algorithms, using internet resources, and writing skills of report/research.
9. Teaching and Learning Strategies	
Strategy	Focus on practical training using the computer laboratory to simulate the teach who uses the interactive whiteboard

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-3	3		Computer Fundamentals & Digital Literacy	**Lectures**	**Daily quizzes (Formative and Summative Exams)** **Midterm Exam**
4-5	2		Word Processing for Medical Documentation		
6-7	2		Internet, Email & Medical Information Systems		

8-9	2		Introduction to AI & IOT in Medicine		**Practical Final Exam**
10-12	3		Introduction to Databases in Healthcare	**Lab sessions**	**Theoretical final Exam**
13-15	4		Statistical Computing using SPSS		
1-2	3		Get to know the operating system & Word Processing Basics		
3-4	3		Advanced Word Tools		
5-6	3		Internet Skills		
7-8	3		Email & Medical Platforms		
9-10	3		AI & IoT Demonstration Lab		
11-12	3		Database Creation		
13-14	3		Database Forms		
15	3		Database Queries		

11.Course Evaluation

For each semester: Evaluation semester 10, Theoretical mid-semester 20, Final Practical 20, and Final theoretical 50

12.Learning and Teaching Resources

Required textbooks (curricular books, any)	Mukesh Sharma, "Basic Computer Course", Abhishek Publications
Main references (sources)	Connie Morrison & Et Al., "Computer Literacy Basics", Cengage
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:
Physics
2. Course Code:
PHC001
3. Semester / Year:
1st + 2nd Semester / **2025-2026**
4. Description Preparation Date:
September 9 2025
5. Available Attendance Forms:
classes and labs
6. Number of Credit Hours (Total) / Number of Units (Total)
120 hours (6 credits)
7. Course administrator's name
Prof. Dr. Adel H. Omran Alkhayatt adelh.alkhayatt@alkafeel.edu.iq **Asst.Lect. Hijran Qais**
8. Course Objectives

Course Objectives	1. Training the student to develop the necessa comprehensive academic framework in the subject of medi physics. 2. Practical understanding of medical physics in the field diagnostic radiology, health and nuclear physics. 3. Develop basic knowledge and understanding of relationship between physics theories and their applications medicine. 4. Developing deductive ability and linking practical a theoretical physics and their applications in the medical fie 5. Understanding how to protect patients and workers from risks of using various devices in diagnosis and treatment. 6. Preparing the student for higher level courses in the medi field.

9. Teaching and Learning Strategies	
Strategy	Understanding the theoretical basics through the lecture using the displ screen and video clips, and completing the performance and practi skills by conducting experiments in the scientific laboratory.

10.Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	2		Terminology, Modeling, measurement, how to make a full diagnose	Lectures	Daily quizzes (Formative and Summative Exams) Reports Midterm Exam Practical final Exam Theoretical Final Exam
3-5	2		Forces on and in the human body, Frictional force, Centrifuge, Sedimentation velocity. problems for medical applications		
6-7	2		Physics of the skeleton. Mechanical Properties of the Bones. The functions of bones, Types of bones		
8	2		Lubrication of bone joints. The function of synovial fluid. Measurement of Bone Mineral in the Body. problems for medical applications		
9-10	2		Pressure, measurement of pressure in the body, blood pressure, average, pulse and mean pressure.		

			Pressure inside the skull, Eye pressure.		
11	**2**		Ear pressure, Pressure in the Skeleton System, Pressure in the Respiratory System		
12	**2**		Heat and cold in medicine,		
13	**2**		Physiological applications of heat transfer		
14	**2**		Energy, work, and power of the body Conservation of energy in the body, energy change in the body		
15	**2**		Work and power, heat losses from the body		
11	**2**		The physics of lung and breathing function of lung, The airways.		
12	**2**		How the blood and lung interact, principles of diffusion.		
13	**2**		Electricity within the body: The nervous system and the neuron, electrical potentials of nerves,		
14	**2**		Electromyogram (EMG). Electrical activity of the heart, Electric Dipole model.		
15	**2**		Sound in medicine. spectrum of sound.		

			Wave classification. The physical characteristics of sound waves.		
16	**2**		Ultrasonic sound. The sonar techniques. A-Scan, B-Scan and M scan.		
17	**2**		Electricity within the body: The nervous system and the neuron, electrical potentials of nerves		
18	**2**		Electromyogram (EMG). Electrical activity of the heart, Electric Dipole model.		
19	**2**		Sound in medicine. spectrum of sound. Wave classification. The physical characteristics of sound waves.		
20	**2**		Ultrasonic sound. The sonar techniques. A-Scan, B-Scan and M scan.		
21	**2**		Physics of the ear and hearing		
22	**2**		Light in medicine: The spectrum of electromagnetic waves. The properties of light. Mirror equations. Lens equations.		

23	**2**		Application of ultraviolet and infrared light in medicine.		
24	**2**		Laser interaction with tissue and its medical applications		
25	**2**		Production of X-ray beams. How X-rays are absorbed. Making an X-ray image.		
26	**2**		Physics of nuclear medicine: Medical radioisotopes.		
1	**3**		a. How to write a report in practical physics? b. methods for finding errors c. The Principle of vernier and the use of vernier caliper. (Sheet)		
2	**3**		The use of micrometer and traveling microscope. (Sheet)		
3	**3**		a. Simple pendulum: a. Acceleration of gravity. b. Method of data analysis and representation		
4-5	**3+3**		a. Flow of water through a capillary tube: To show that the rate of flow is proportional to the applied pressure.		

			b. Flow of water through a capillary tube to deduce the viscosity of water.	Lab	
6	**3**		Variation of the resistance of a wire with temperature and measurement of its temperature coefficient.		
7	**3**		a. Surface tension of water by the capillary tube method.		
9	**3**		Blood pressure. (Sheet)		
10	**3**		Determination of the speed of sound using a resonance tube (using a set of tuning forks).		
11	**3**		Hooks law		
12	**3**		Polarization of light using the polarimeter		
14	**3**		Using laser beam to study single-slit and circular hole diffraction		
15	**3**		Focal length of a diverging lens using a converging lens		
16	**3**		Refractive index of a glass and liquid by real and apparent depth using a traveling microscope		
17	**3**		Use of a spectrometer to measure the refractive index of the glass of prism		

18	**3**		Studying the reflection &refraction using laser beam		
19	**3**		Investigation of the inverse square law for gamma radiation		
20	**3**		Scattering of beta particles by absorption in aluminum		
21	**3**		Use of a spectrometer to measure the wavelength of Mercury light using Diffraction grating		

11.Course Evaluation

Quizzes (10), Midterm examination (20), Theoretical final examination (50), practical final examination (20)

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. Medical physics by John Cameron and James Skorfronnick 2. Physics for biology and pre-medical students, D Burne &S.G.G. MacDonald 3. Practical Physics in SI by E. Aramitage
Main references (sources)	College Physics / OpenStax College Rice University / 2013
Recommended books and references (scientific journals, reports...)	Chrestens' physics of diagnostic radiology.
Electronic References, Websites	

Course Description Form

1. Course Name:	
Anatomy	
2. Course Code:	
AN001	
3. Semester / Year:	
1st & 2nd semester/ 2025-2026	
4. Description Preparation Date:	
September 9 2025	
5. Available Attendance Forms:	
Theoretical lectures & practical labs	
6. Number of Credit Hours (Total) /Number of Units (Total):	
Number of theoretical hours: 30 hours (2hours /week) Number of practical hours: 30 hours (2hours /week) Number of credit: 3 credits	
7. Course administrator's name:	
Asst. Prof.Dr. Hayder Majid Ali Lect. Dr. Ali Kamal Hassan Abdelhalim Mustafa Adnan Issa	
8. Course Objectives:	
Course Objectives	1) Understanding the terms used in describing different regions of the body. 2) Brief descriptions of the basic structures that compose the body. 3) Description of the structure of the bones, muscles, joints , nerves & blood vessels of the upper & lower limbs 4) Emphasize the clinical significance of upper & lower limbs structures and relations facilitating the understanding of a disease process on anatomical grounds. 5) Provide surface markings of upper & lower limbs structures on the body wall emphasizing peripheral pulses and palpable bony landmarks. 6) Direct the anatomical knowledge towards the appearance of structures when they are imaged in radiographs.

9. Teaching and Learning Strategies:	
Strategy	1-Holding seminars supervised by the teachers of the scientific material 2-Hosting seminar & training workshops about practical anatomy, embalming & plastination methods 3-Hosting distinguished professors in anatomy to share their knowledge in anatomical sciences & to give lectures about up to date anatomical researches

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1		Osteology of the upper limb	**Power point& plastic models**	Semester examination, quizzes, final examination
	1		Superficial structures of the upper limb		
	1		Anterior thoraco-appendicular muscle		
2	1		Posterior thoraco-appendicular muscles. Joints of the pectoral region		
	1		Scapulohumeral muscles		
	1		The shoulder joint, functional and clinical anatomy		

3	**1**		The axilla: boundaries and axillary vessels and lymph nodes. Clinical Correlates		
	1		The brachial plexus		
	1		The arm: anterior compartment		
4	**1**		The arm: posterior compartment		
	1		Clinical anatomy of fractures of humerus		
	1		The cubital fossa and elbow joint. Applied anatomy of cubital fossa		
5	**1**		Flexor compartment of the forearm		
	1		Extensor compartment of the forearm		
	1		Nerves and vessels of the forearm. The radio-ulnar joints		
6	**1**		Clinical anatomy of fractures of radius & ulna		
	1		The wrist region and the Hand (muscles)		
	1		The Hand (blood vessels and nerves)		

7	**1**		**MID-TERM EXAM**		
8	**1**		Osteology of the lower limb		
	1		Superficial thigh structures & the femoral triangle. Applied anatomy		
	1		Femoral sheath, the anterior and adductor compartment. Adductor Canal		
9	**1**		Gluteal region; anatomy and its clinical correlate		
	1		The hip joint; anatomy and main clinical conditions related		
	1		Clinical anatomy of fractures of femur		
10	**1**		Popliteal fossa; anatomy and applied anatomy		
	1		The knee joint; anatomy and main clinical conditions related		
	1		Anterior & lateral crural compartments. The dorsum of the foot		
11	**1**		Posterior crural compartment		

	1		The sole of the foot		
	1		The ankle joint and joints of the foot		
12	**1**		Arches of the foot; anatomy and clinical significance		
	1		Posture and gait		
	1		Venous drainage of the lower limb & varicose veins		
13	**1**		Nerve injuries in the lower limb		
	2		Imaging and cross-sectional anatomy of the lower limb		
14	**2**		Applied anatomy of lower limb (cutaneous nerves and peripheral pulses)		
15	**2**		How to analyses clinical Scenarios based on anatomical knowledge. Examples and discussion		

1	**3**		Radiographic anatomy (plane X Ray of upper limb bones) / fracture of clavicle	Virtual anatomy lab & skill lab	quizzes, final examination

2	**3**		Venipuncture technique / Abnormalities of Sensory Function		
3	**3**		Radical mastectomy		
4	**3**		Paralysis of serratus anterior (winging of scapula) / Fibromyalgia		
5	**3**		Painful arc syndrome and shoulder dislocation / rotator cuff injuries / adhesive capsulitis of shoulder joint		
6	**3**		Compression of axillary artery to control bleeding / enlargement of axillary LN		
7	**3**		Main injuries of brachial plexus		
8	**3**		Fracture of humerus / examining the brachial artery pulsation and its compression to control bleeding / bicipital reflex		
9	**3**		Radial nerve injury		
10	**3**		Supra-epicondylar fracture of humerus / tennis elbow / golfer elbow		

11	**3**		fracture of radius and ulna / Muscle Testing of Flexor Digitorum Superficialis and Flexor Digitorum Profundus / radial pulse examination		
12	**3**		Subluxation and Dislocation of Radial Head in children / ulnar and radial nerve injuries		
13	**3**		Scaphoid fracture / wrist ganglion / carpal tunnel syndrome		
14	**3**		Dupuytren Contracture of Palmar Fascia / median nerve injury / tenosynovitis / Palmar Wounds and Surgical Incisions		
15	**3**		radiographic anatomy (plane X Ray of lower limb bones) / fracture of femur		

16	**3**		Abnormalities of Sensory Function / Varicose Veins, Thrombosis, and Thrombophlebitis		
17	**3**		Femoral Hernia / Femoral Pulse and Cannulation of Femoral Artery / Regional Nerve Blocks of femoral nerve		
18	**3**		Injury to Superior Gluteal Nerve; Trendelenburg test / sciatic nerve block and injury / intra-gluteal injection		
19	**3**		Fractures of Femoral Neck / Surgical Hip Replacement / Dislocation of Hip Joint /coxa vara and valga		
20	**3**		Popliteal pulse and aneurysm / baker cyst		
21	**3**		Knee Joint Injuries / Arthroscopy of Knee Join / Knee Replacement		

22	**3**		Fracture of tibia and fibula / Injury to Common Fibular Nerve and Footdrop		
23	**3**		Injury to tibial nerve / Posterior Tibial Pulse examination / Inflammation and Rupture of Calcaneal Tendon / Calcaneal Bursitis		
24	**3**		Palpation of Dorsalis Pedis Pulse / Ankle Sprains / Pott Fracture–Dislocation of Ankle		
25	**3**		Plantar Fasciitis / Plantar Reflex / Sural Nerve Grafts		
26	**3**		Flat foot		

11. Course Evaluation:

A structured feedback process, usually via surveys, where students assess a course's teaching, content, and effectiveness to help in improvement of education quality

12. Learning and Teaching Resources:

Required textbooks (curricular books, if any)	Snell RS (2025): Clinical anatomy for medical students. 10th Ed. Williams &Wilkins. Philadelphia
Main references (sources)	Moore KL & Dalley AF (2025): Clinically Oriented Anatomy. 13th Ed. Lippincott Williams & Wilkins. Philadelphia

Recommended books and references (scientific journals, reports...)	Moffat DB (2020): Lecture notes on anatomy. Blackwell publications. Oxford
Electronic References, Websites	https://teachmeanatomy.info/ https://www.kenhub.com/

Course Description Form

1. Course Name:
Chemistry
2. Course Code:
CH001
3. Semester / Year:
1st + 2nd semester/ **2025-2026**
4. Description Preparation Date:
September 9 2025
5. Available Attendance Forms:
Large Group Lectures + Labs
6. Number of Credit Hours (Total) / Number of Units (Total)
135 hours / 7 Units
7. Course administrator's name
Asst. Prof. Dr. Ahmed Naseer Kaftan ahmedn.kaftan@uokufa.edu.iq Asst. Lect. Thulfiqar kamil yousef thualfaqqar.kamel@alkafeel.edu.iq

8. Course Objectives

Course Objectives	**Upon successful completion of this course, students will be able to:** • **Explain the basic principles of clinical chemistry and its role in healthcare.** • **Correlate alterations in carbohydrate, lipid, and protein metabolism with various disease states.** • **Interpret common clinical chemistry tests used to assess renal, liver, and electrolytes.** • **Identify potential clinical significance of abnormal laboratory results in different disease contexts.** • **Explain the role of enzymes in metabolism and discuss the consequences of enzyme deficiencies.** • **Apply acquired knowledge to anal case studies and clinical scenar involving disorders related to the fo areas.**

9. Teaching and Learning Strategies

Strategy	**This course will combine lectures, discussions, case studies, and laboratory exercises to provide students with a comprehensive understanding of clinical chemistry and its significance in the diagnosis and management of human diseases. Additionally, the course will incorporate laboratory sessions, allowing students to gain practical experience with basic biochemical techniques**

10.Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	4		Radioactivity, radiation dosages medical uses of radioactive Isotopes	**Lectures**	**Daily quizzes (Formative an Summative Exams)**

	4		Aqueous solutions, solubili concentrations of solutions. Electrolytes& nonelectrolyt		**Reports** **Midterm Exa** **Practical + Theoretical Final Exams**
	2		Osmosis & osmotic pressur		
	2		Gases & their medical relations and diffusion of respiratory gases.		
	4		Colloids and their propertie emulsions, emulsifying agents, dialysis, Hemodialysis		
	5		Acid and Bases, pH buffer acid-base balance in blood		
	3		Reaction rate, activation energy chemical equilibriu		
	3		Organic Chemistry: Alkane double & triple bonds, resonance. Alkenes: geometric isomers importance in living system and Aromatic compounds		
	4		Alcohols, Phenols and Thio		
	4		Aldehydes & Ketones		
	4		Carboxylic acids: Esters & thioesters.		
	4		Stereoisomers: Chiral compounds, optical activity diastereomers		
	2		Polymers		
	1		introduction: - Biochemistry and its Clinic importance		

	6		Carbohydrates *Definition. *Classifying carbohydrates The three – Dimensional structure of Monosaccharide. *The cycle structure of Monosaccharide. Mutarotation. *Reactions of Monosaccharide. *Disaccharide. * Polysaccharide		
	6		Lipids * Definition. *Fatty acids *Waxes. *Triacylglycerol (Triglycerides) . *Phosphoglycerates. *Sphingolipids. *Biological membrane. *Soaps. *Terpenes. *Steroids. *Steroids hormones. * Prostaglandins		

	8		Proteins *Amino Acids. *Properties of α-Amino acids. *Reactions of Amio acids. *Peptide bonds. *Primary structure of proteins. *Secondary structure of proteins. *Tertiary structure of proteins. *Quaternary structure of proteins. * Denaturation of proteins		
	6		Enzymes *Enzymes as catalysts. *Naming and classifying enzymes. *Enzyme cofactors. *How enzymes catalyze reactions. *Lysozyme. *Enzyme inhibition. *Control of enzyme activity *Poisons. *Chemical compounds that fight infections. * Diagnostic enzymology		
	3		Vitamins *a) Water soluble vitamins (folic acids, vit.c, vit. B1, v B2, B3, vit. B6, vit. B12. b) Fat soluble vitamins (vit A, vit. D, vit. E, vit.K)		
	6		General laboratory apparatuses, saf procedures & first Aid	**Lab sessions**	
	6		Analysis of silver group		
	6		Acid-Base titration		

	6		The standardization of basic solutions		
	3		Equivalent mass of unknown acid.		
	3		pH & pH Meters Osmosis & dialysis Preparation of some colloid		
	3		Determination of an unknown chloride		
	6		Aspirin synthesis purification by crystallization		
	6		A test for functional groups		
	3		General urine examination		
	9		Carbohydrates: (Moli Benedict, Barfoed, Bial, Seliwannof's Iodine Tests.)		
	6		Lipids: (Grease Stain Test, Reaction Test, Copp Acetate Test, Reaction of Soap, Cholesterol) Saponification Value of Fat.		
	9		Amino Acids & Proteins: (Ninhydrin,Xanthoprotic, Rosenheim, Millon's, Lead Sulfide, Nitroprusside, Sakaguchi & Biurett Tests.		
	3		Paper Chromatography Amino Acids.		
	3		Spectrophotometry (Riboflavin).		
	3		Spectrophotometry (Albumin-Biurett).		

	3		Enzymes: The Determinati of The Progress Curve of Cas by Trypsin.		

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	• Clinical Chemistry & Metabolic Medicine. Martin Crook • Clinical Biochemistry (Lecture Notes), Peter Rae
Main references (sources)	• Clinical Chemistry & Metabolic Medicine. Martin Crook • Clinical Biochemistry (Lecture Notes), Peter Rae
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:	
English	
2. Course Code:	
ENG001	
3. Semester / Year:	
Second Semester 2025-2026	
4. Description Preparation Date:	
September 9 2025	
5. Available Attendance Forms:	
Lectures and practical lessons (speaking- listening)	
6. Number of Credit Hours (Total) / Number of Units (Total)	
1T+2P (2 Credits)	
7. Course administrator's name	
Name: Asst.Lect. Alaa Ghafar **Lect.Dr.Zakia Nasser**	
8. Course Objectives	
Course Objectives	At the end of this course students shall be proficient in the following skills: ▪ Develop the ability to comprehend an English text properly. ▪ Understand the types of sentence patterns and structures. ▪ Learn essential doctor-patient communication skills. ▪ Widen the student's stock of medical and non-medical vocabs. ▪ Participate in academic and medical debates.
9. Teaching and Learning Strategies	
Strategy	This course shall provide students with the essential skills of reading, writing, listening, and speaking. Students shall be trained in the strategies of understanding written English with both medical and non-medical text. The course is anticipated to help establish a link between using the English language properly and internalizing the grammatical rules. The students are expected to understand and use axillary verbs, various tenses,

	asking short and gentle questions, and negatives shall be introduced throughout the course.

10. Course Structure

Week	Hours	Unit or subject name	Learning method	Evaluation method
	2	Asking short and gentle questions.	**Lectures**	**Daily quizzes (Formative and Summative Exams)** **Short oral tests** **Written tests**
	2	Tenses in presenting complaints.		
	2	Describing Pain.		
	2	Signs and Symptoms in non-technical language.		
	2	Giving instructions and explaining procedures.		
	2	Questions and short answers. Disorders and treatment.		
	2	Making Polite requests.		
	2	Explaining procedures with the present and passive and going to Future.		
	2	Adjectives describing procedures.		
	2	Explaining complications and reassuring the patient.		
	2	Open and closed questions		
	2	Wishes and consequences in negotiations		
	2	How to use Reported Speech		

	2	Taking Patient History	Lab session	
	2	Description of GP's Job		
	2	Social Factors in General Practice		
	2	Explaining Processes and Giving Instructions		
	2	Explaining Gastroscopy and other procedures		
	2	Discussing Complications and visual cues		
	2	Explaining medications		
	2	Reassuring an anxious patient, being sympathetic and showing support.		
	2	Appropriate responses.		
	2	Describing patients.		
	2	Breaking bad news – informing a relative about death.		
	2	A debate about donor cards.		
	2	Case Presentations		
	2	Revision		

11.Course Evaluation

Distributing the score out of 100 is done according to the tasks assigned to the student. Daily participation, daily reports and assignments, weekly assignments, term papers written exams, reports .... etc. The final mark is divided as follows:

- 5% for daily participation.
- 5% for delivering weekly written assignments.
- 5% for making a class presentation.
- 5% for 2 quizzes.
- 20% for term paper.
- 20% for written midterm exam.
- 40% for written final exam.

12.Learning and Teaching Resources	
Required textbooks (curricular books, if any)	▪ Sam McCarter Medicine I, Oxford English for Careers. ▪ A Short Course in Medical Terminology. (Theoretical)
Main references (sources)	▪ Sam McCarter Medicine I, Oxford English for Careers.
Recommended books and references (scientific journals, reports...)	Oxford Handbook of Clinical Medicine 7th edition, Longmore et al. ISI 978-019-856837-7
Electronic References, Websites	https://elt.oup.com/student/oefc

Course Description Form

1. Course Name:
Physiology I
2. Course Code:
PHY001
3. Semester / Year:
Semester **Two/ 2025-2026**
4. Description Preparation Date:
September 9 2025
5. Available Attendance Forms:
Lectures
6. Number of Credit Hours (Total) / Number of Units (Total)
4 hour per week/ 3 credit
7. Course administrator's name
Prof.Dr. Talib Hussain kamoona **Name: Asst. Lect. Qusay Mohsin Kadhim** qusay.mohsin@alkafeel.edu.iq

8. Course Objectives	
Course Objectives	The course is designed to enable the student to: 1. **Remember** and define the structural components of the cell, the types of blood cells, and the primary compartments of body fluids. 2. **Understand** the mechanisms of homeostasis and how the nervous system integrates feedback loops to maintain internal stability. 3. **Apply** principles of osmosis and electrochemical gradients to explain the movement of ions and water across semi-permeable cell membranes.

	4. **Analyze** the phases of action potentials and the physiological basis of resting membrane potentials in excitable tissues like neurons. 5. **Evaluate** the complex processes of hemostasis, immune responses, and inflammatory pathways to distinguish between normal and pathological states. 6. **Create** clinical correlations by linking electrolyte imbalances (Na+/K+) and blood abnormalities (anemia, polycythemia, or edema) to their underlying physiological causes.

9. Teaching and Learning Strategies	
Strategy	First year medical school lays the foundation for your understanding of the human body, and cell physiology is a crucial part of that. **Active Learning Techniques**: • **Integrated Didactic Lectures:** Engage in lectures by actively synthesizing connections between cellular mechanisms and systemic functions, utilizing inquiry-based note-taking to highlight physiological interdependencies. • **Clinical Correlation & Pathophysiological Analysis:** Analyze how specific cellular dysfunctions manifest as clinical disorders, bridging the gap between basic science theory and medical practice. • **Collaborative Peer Learning:** Participate in structured group discussions and problem-solving activities to articulate complex concepts, resolve ambiguities, and reinforce knowledge through peer-to-peer teaching. • **Case-Based Reasoning:** Evaluate hypothetical medical scenarios to apply theoretical knowledge of cell transport and hematology to diagnostic logic. • **Self-Directed Formative Assessment:** Utilize active recall and practice examinations to monitor mastery of topics like membrane potentials and fluid homeostasis

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1 1 1		• Introduction to cell physiology. • Physiology of cell membrane. • Cell organelles 1.	lecture	**Daily quizzes (Format e and Summat e Exams** **Lab reports** **Mid Ter Exams** **Final exams**
2	1 1 1		• Cell organelles 2. • Transport across cell membrane. • Nervous System and Homeostasis.		
3	1 1 1		• Neurons and Neuralgia cells. • Electrical signals in Neurons (Ion Channels). • Resting membrane potential.		
4	1 1 1		• Introduction to body fluid. • Basic principle of osmosis. • Na+ balance.		
5	1 1 1		• K+ balance. • Water balance. • Edema.		
6	1 1 1		• Red Blood Cells • Anemia 1 • Anemia 2		
7	1 1 1		• Polycythemia 1 • Polycythemia 2 • White blood cell		
8 + 9	**Mid Term Exams**				
10	1 1 1		• Inflammation 1 • Inflammation 2 • Immunity 1		
11	1 1 1		• Immunity 2 • Tolerance 1 • Tolerance 2		
12	1 1		• Blood groups • Hemostasis 1		

	1		• Hemostasis 2		
13 + 14	**Final exams**				

11. Course Evaluation		
The grading is heavily weighted toward the final assessment, with the following breakdown:		
Task Category	**Description**	**Weight (Points)**
Continuous Assessment	Daily prep, oral exams, monthly tests, reports, and quizzes.	10
Midterm Exam	Mid-semester evaluation.	20
Final Exam	Theoretical final examination	70
Total		100

12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Guyton and Hall Textbook of Medical Physiology, 14th edition, 2024
Main references (sources)	1- Ganong's Review of Medical Physiology, 26th edition, 2019. 2- Lippincott Medical Physiology, 3rd Edition, 2024.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:
ECPD 1
2. Course Code:
ECPD001
3. Semester / Year:
Annual program/ 2025-2026
4. Description Preparation Date:
September 9 2025
5. Available Attendance Forms:
Class + Skill Lab+ Hospital visits
6. Number of Credit Hours (Total) / Number of Units (Total)
60 theory lectures+ 60 Practical sessions = 3 Credit Points
7. Course administrator's name
Lect. Dr. Haider Abdul-Wahab Alhakim haidar.alhakim@alkafeel.edu.iq **Yassin Fares Abd** **Ali Munthir Nazar** **Mujtaba Hassan Rajab**
8. Course Objectives

Course Objectives	Early start, creates, develops, and improve the skills of medical college students from a clinical standpoint, as well as from a professional and personal standpoint, so that they become highly competent and able to perform the practical tasks they will face when they begin their work after graduating from college in the service of their patients and their community.

9. Teaching and Learning Strategies

Strategy	1. Theory lectures as LGT to cover the knowledge of the clinical aspect of medical management (diagnosis) and professionalism and medical ethics. 2. Training at the clinical skills lab. 3. 3 Field visits to the hospitals and PHC clinics.

10. Course Structure

Evaluation method	Learning method	Unit or subject name	Hours	Week
Weekly formative assessments. Summertime assessments semester.	Discussion based learning. MCQs and SAQ class based interaction LGT. SGT	Introduction to ECPD	**1**	1
		Introduction to Professionalism	**1**	2
		Healthcare system in Iraq	**1**	3
		Healthcare system in Iraq 2	**1**	4
		Global Healthcare System 1	**1**	5
		Global Healthcare System 2	**1**	6
		How succeed in medical exams	**1**	7
		How succeed in medical exams 2	**1**	8
		Communication skills 1	**1**	9
		Communication skills 2	**1**	10
		Communication skills 3	**1**	11
		Ethics and professionalism 1	**1**	12
		Ethics and professionalism 2	**1**	13
		Ethics and professionalism 3	**1**	14
		Basic life support 1	**1**	15
		Basic life support 2	**1**	16
		Basic life support 3	**1**	17
		OSCE 1	**1**	18
		OSCE 2	**1**	19

		OSCE 3	**1**	20
		Teamwork in Healthcare	**1**	21
		Medical record keeping	**1**	22
	Quick review for theoretical part of procedure Then divided the groups into subgroups and Hands-on experience with Clinical assessment by assessor	Introduction to Vital Signs and importance in clinical practice	**2**	**1**
		Introduction to pulse examination	**2**	**2**
		Parameter of pulse examination	**2**	**3**
		Clinical application of pulse examination	**2**	**4**
		Introduction to Blood pressure Measurements	**2**	**5**
		Clinical application of Blood pressure Measurement	**2**	**6**
		Multiple case presentation of blood pressure measurement	**2**	**7**
		Paper Challenge Session 1	**1**	**8**
		Oxygen saturation and respiratory rate measurement	**2**	**9**
		Paper Challenge Session 2	**1**	**10**
		Temperature Measurement	**2**	**11**
		Personal protective Equipment (PPE)	**2**	**12**
		Paper Challenge Session 3	**1**	**13**
		JACCOL in Clinical Practice	**2**	**14**

11.Course Evaluation

The final exam (70 marks) / Mid-year exam (15 marks) / Practical sessions (OSCE) – 15 marks

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	References and reading materials are quoted at the end of each lectu given
Main references (sources)	**Essentials of General Surgery** **Nursing Care Guides**

	Osmosis from Elsevier
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:
Medical Terminology
2. Course Code:
TER001
3. Semester / Year:
First Semester 2025-2026
4. Description Preparation Date:
September 9 2025
5. Available Attendance Forms:
Lectures
6. Number of Credit Hours (Total) / Number of Units (Total)
(2 Credits)
7. Course administrator's name
Name: Lect. Dr Firas Al-Masoody
8. Course Objectives

Course Objectives	**Upon successful completion of this course, students will be able to:** 1. Define the components of medical terms: prefixes, roots, and suffixes. 2. Combine word parts to form and interpret medical terms. 3. Correctly pronounce and spell common medical terms. 4. Identify the major structures and functions of the human body systems. 5. Apply anatomical terminology to describe body cavities, regions, planes, and positions. 6. Relate medical terms to common pathological conditions, diagnostic procedures, and treatments.

9. Teaching and Learning Strategies

Strategy	This course provides a systematic study of the language of medicine. Students will learn to interpret, pronounce and understand medical terms using a combination of prefixes, suffixes, and root words. The curriculum integrates anatomical and physiological concepts, body organization, and

	essential clinical terminology to prepare students for their future medical studies and clinical practice.

10. Course Structure

Week	Hours	Unit or subject name	Learning method	Evaluation method
	1	Introduction to Medical Terminology/ Prefixes, Roots, Suffixes	Lectures	Daily Quizzes (Formative and Summative Exams) Exercises and HW Written tests
	1	Common Prefixes		
	1	Common Suffixes		
	1	Common Roots		
	1	Levels of Organization & Body Systems		
	1	Body Cavities, Planes, and Divisions		
	1	Abdominal Regions and Clinical Correlation		
	1	Advanced Anatomical Roots (Part 2)		
	1	Anatomical Position and Directional Terms		
	1	Terms of Movement		

11.Course Evaluation

- **Quizzes/ and class participation- 10%**
- **Midterm Examination- 20%**
- **Final Examination- 70%**

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	**Primary resource: Lecture notes and slides (provided for the students)**
Main references (sources)	**Medical Terminology: A Short Course" by Davi-Ellen Chabner**
Recommended books and references (scientific journals, reports...)	Medical Terminology: A Short Course by Davi-Ellen Chabner Medical Terminology for Dummies® by Beverley Henderson CMT, Jennifer Dorsey
Electronic References, Websites	NA

Course Description Form

1. Course Name:
Arabic language
2. Course Code:
AR001
3. Semester / Year:
First and Second Semesters 2025-2026
4. Description Preparation Date:
September 9 2025
5. Available Attendance Forms:
Lectures
6. Number of Credit Hours (Total) / Number of Units (Total)
1T (2 Credits)
7. Course administrator's name
Lect.Dr Yassen khudhair obees **Asst.Lect. Hiba abdul Jaleel**
8. Course Objectives

Course Objectives	أهداف خاصة لمقرر اللغة العربية لطلاب كلية الطب يتطلب مراعاة احتياجات الطلبة المهنية والأكاديمية، خصوصًا في سياق الطب والعلوم الصحية. معظم المقررات التقليدية للغة العربية (نحو، صرف، بلاغة، قراءة، كتابة) تركز على المهارات اللغوية العامة والإلمام بالثقافة العربية، لكن في حالة الطلبة الطبيين يجب أن تكون الأهداف وظيفية وتخدم قدرتهم على التواصل العلمي والسريري. 1- التمكن من اللغة العربية الفصحى بمستوى متقدم 2- تطبيق اللغة في السياق الطبي 3- التواصل مع المرضى والمجتمع 4- القدرة على الإنتاج العلمي والبحث باللغة العربية 5- تقدير الثقافة والهوية اللغوية

9. Teaching and Learning Strategies

Strategy	التعلم الفعال في اللغة العربية لا يقتصر على الحفظ أو التلقي السطحي للمحتوى، بل يعتمد على نهج استراتيجي منظّم يجمع بين المهارات اللغوية الأساسية والتطبيق الوظيفي في السياقات العلمية والطبية. هذا النهج يجمع بين التعلم النشط، التطبيق العملي، والتغذية الراجعة المستمرة لرفع قدرة الطالب على استخدام اللغة بثقة ودقة.

10.Course Structure

Week	Hours	Unit or subject name	Learning method	Evaluation method
	2	من سورة البقرة الآيات من (260-263)	محاضرات	اختبارات يومية وأسئلة شفوية واختبارات نهائية
	2	الحديث النبوي (انما بعثت لأتمم مكارم الأخلاق)		
	2	الاختيارات الشعرية في العصر الجاهلي قصيدة عنترة بن شداد: يا عبل أين من المنية مهربي إن كان ربي في السماء قضاها		
	2	الميزان الصرفي والجموع في العربية		
	2	اسناد الفعل الى الضمائر		
	2	تصريف الأفعال من حيث الصحة والاعتلال والتجرد والزيادة والمشتقات		
	2	الحروف الهجائية (الشمسية والقمرية)		
	2	احكام كتابة علامات الترقيم		
	2			
	2	احكام كتابة الهمزة		
	2	المعاجم العربية		
	2	من الأخطاء اللغوية الشائعة		
	2	من سورة الحج (1-5)		
	2	من الحديث النبوي (خيركم من تعلم القرآن وعلمه)		

	سبعة أبيات من بائية ابن الرومي	**2**	
	القيم الإنسانية في الشعر الجاهلي	**2**	
	الإسلام والشعر	**2**	
	اقسام الكلام وعلامات اعرابها	**2**	
	المعرب والمبني / المعرفة والنكرة	**2**	
	المبتدأ والخبر	**2**	
	النواسخ	**2**	
	الفاعل والنائب عنه	**2**	
	البلاغة العربية	**2**	

11.Course Evaluation

يتم توزيع الدرجات من 100 وفقًا للمهام الموكلة للطالب، مثل التحضير اليومي، والاختبارات الشفوية اليومية، والاختبارات الشهرية أو الكتابية، والتقارير، إلخ.

المشاركة اليومية والاختبارات الشفوية اليومية: 5%؛

الاختبارات القصيرة: 5%؛

الاختبار النصفي الكتابي: 20%؛

الاختبار النهائي الكتابي: 70%

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	المحاضرات المقدمة للطالب
Main references (sources)	القرآن الكريم، وشرح ابن عقيل، ومعجم العين، والبيان والتبيين
Recommended books and references (scientific journals, reports...)	المجلات الإنسانية: مجلة العميد، ومجلة تسليم، وغيرها

Electronic References, Websites	

Course Description Form

1. Course Name:
Human Rights and Democracy
2. Course Code:
HUM001
3. Semester / Year:
1st Semester / 2025-2026
4. Description Preparation Date:
September 9 2025
5. Available Attendance Forms:
Class
6. Number of Credit Hours (Total) / Number of Units (Total)
30 Hours
7. Course administrator's name
Asst. Lect. Ali Akbar Khalid Ghalib ali.akbar@alkafeel.edu.iq
8. Course Objectives

Course Objectives	The course aims to introduce students to the status of human rights in ancient civilizations and divine religions

9. Teaching and Learning Strategies	
Strategy	The primary strategy is based on formal lectures

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1		Concept of Human Rights	Lecture	Daily quizzes (Formative and Summative Exams)
2	1		Human Rights in Mesopotamia Civilization	Lecture	
3	1		Code of Hammurabi	Lecture	
4	1		Human Rights in Islam	Lecture	
5	1		French Declaration of the Rights of	Lecture	

			Man and of the Citizen		**Midterm examination** **Theoretical final examination**
6	**1**		International Bill of Human Rights	Lecture	
7	**1**		Universal Declaration of Human Rights	Lecture	
8	**1**		Concept of Freedom	Lecture	
9	**1**		Types of Freedoms in the Iraqi Constitution	Lecture	
10	**1**		Essential Guarantees for Public Freedoms	Lecture	
11	**1**		Traditional Public Rights and Freedoms	Lecture	
12	**1**		Personal Rights and Freedoms	Lecture	
13			Intellectual Rights and Freedoms	Lecture	
14	**1**		Legal Means for Protecting Human Rights	Lecture	
15	**1**		Judicial means to protect human rights	Lecture	

10. Course Evaluation

Distribution of 100 marks based on tasks such as daily preparation, quizzes, oral exams, monthly exams, written exams, and reports

11. Learning and Teaching Resources

Required textbooks	Human Rights by Dr. Hameed Hanoun Khalid
Main references (sources)	(1) Human Rights by Dr. Riyadh Aziz Hadi (2) Constitutional Protection of Rights and Freedoms by Dr. Ahmed Fathi Sorour (3) Pillars of Governance in Islamic Sharia and Contemporary Constitutional Systems by Dr. Ismail Ibrahim Badawi
Recommended books and references (scientific journals, reports...)	(1) Human Rights Between Sharia and Positive Laws / Dr. Ali Yousef Al-Shukri (2) Lectures on Democracy / Dr. Faisal Shantawi

	(3) Lectures on Freedom and Democracy / Dr. Walaa Mahdi Al-Jubouri
Electronic References, Websites	(1) What are human rights? .. https://www.ohchr.org/ (2) Human rights: their concept and types https://www.annajah.net/ (3) What are human rights? .. https://www.unicef.org/

Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department

Academic Program and Course Description Guide Year Two College of Medicine University of Alkafeel

2025-2026

University Name: Alkafeel
Faculty/Institute: College of Medicine
Year: Two
Year Moderator: Lect. Dr Hayder Talib Mohammed Ali
Academic or Professional Program Name: Year Two/ M.B.Ch.B
Final Certificate Name: MBChB
Academic System: Courses
Description Preparation Date: 2025-2026
File Completion Date:

Signature:
Year Moderator:

Lect. Dr. Hayder Talib Mohammed Ali

Date: 10-9-2025

Signature:
Scientific Associate Name:

Asst. Prof. Dr. Fatimah Kareem Khalaf

Date: 10-9-2025

The file is checked by:

Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Asst. Lect. Ameer Mohammed Kadhim

Date: 10-9-2025

Signature:

Approval of the Dean
Asst. Prof. Dr. Samer Makki Mohamed Al Hakkak

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills, so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in quarterly

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (Semesters) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

1. Program Vision

World-class medical school recognized for excellence in education, research and clinical care, and to prepare the next generation of compassionate, innovative health care professional.

2. Program Mission

Following the most updated and recognized parameters and fostering the scientific research to prepare qualified graduate in medicine to comply with the community needs and modernity in the profession.

3. Program Objectives

1. Prepare graduates capable of diagnosis, treatment, and follow-up of patients.
2. Convey medical knowledge and skills through university education, continuous learning, and higher research work.
3. Fostering professional and moral values in providing health care.
4. joining the students in the process of complying and improving the knowledge through scientific research.

4. Program Accreditation

Does the program have program accreditation? No (the first batch of the college are now a 4th year students)

5. Other external influences

Is there a sponsor for the program?
Yes, Ministry of Higher Education- Private Education Department and Higher Education Authority- Attabah Abbasia

6. Program Structure				
Program Structure	**Number of Courses**	**Credit**	**Percentage**	**Reviews***
Institution Requirements	**2**	**41**	**5%**	**Basic**
College Requirements	**12**	**41**	**5%**	**Basic**
Department Requirements	**2**	**41**	**5%**	**Basic**
Summer Training	**Nil**	**Nil**	**Nil**	
Other				

7. Program Description				
Year/Level Course	**Course Code**	**Course Name**	**Credit Hours**	
			Theoretical	**Practical**
Year Two	**PHY002**	**Physiology S1**	**4**	**2**
		Physiology S2	**4**	**2**
	AN002	**Anatomy S1**	**3**	**4**
		Anatomy S2	**3**	**4**
	CH002	**Chemistry S1**	**3**	**2**
		Chemistry S 2	**2**	**2**
	EMB002	**Embryology**	**2**	**--**
	HIS002	**Histology S1**	**2**	**2**
		Histology S 2	**2**	**2**
	ECPD002	**ECPD**	**1**	**4**

	EG002	**Educational Guidance**	**1**	**--**
	CB002	**Crimes of Baath Party**	**2**	**--**

8. Expected learning outcomes of the program	
Knowledge	
Physiology	Gain a comprehensive understanding of the structure and function of the human body at the cellular, tissue, organ, and system levels.
Chemistry	Explain the basic principles of clinical chemistry and its role in healthcare. Correlate alterations in carbohydrate, lipid, and protein metabolism with various disease states. Interpret common clinical chemistry tests used to assess renal, liver, and electrolytes.
Embryology	Understanding the stages of human fetal development from the moment of fertilization to birth.
Anatomy	Understand the anatomical structure of skull, head and neck, cervical organs and the nervous system.
Histology	Understand the structure of the organ systems in human body, and the major histological features of different body organs
Skills	
Early Clinical and Professional Development (ECPD)	Develop the skills to gather a comprehensive medical history from patients and perform a thorough physical examination.
Ethics	

Medical Ethics	To treat all patients according to principles of medical ethics, emphasizing patient confidentiality, informed consent, and professional integrity
Patient safety	To develop essential clinical skills with the overall aim of ensuring patients' safety.

9. **Teaching and Learning Strategies**
11. Theory lectures **12. Laboratory sessions** **13. Display and presentation.** **14. Interactive discussion** **15. Brainstorming** **16. Small group teaching** **17. Flipped classroom.** **18. Seminar** 19. **Clinical visit** 20. **Interactive Learning Activities (ILA)**

10. Evaluation methods
5. Homework and individual and group reports **6. Daily quizzes (Formative and Summative Exams)** **7. Practical skills assessment** **8. Midterm and end of term exams** **9. Graduation projects**

11.Faculty					
Faculty Members					
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**	**Number of the teaching staff**	
	General	**Special**		**Staff**	**Lecturer**
Asst.Prof. Dr. Samer Makki Mohammed		✓		✓	
Asst.Prof. Dr. Fatima Kareem Khalaf		✓		✓	
Prof. Dr. Ihasan M. Ajeena		✓			✓
Prof. Dr. Talib Hussain Kamoona		✓		✓	
Lect. Dr. Haider Abdulwahab		✓		✓	
Lect. Dr. Ali Kamal		✓		✓	
Lect. Dr. Abdulzahra A. Hussain		✓		✓	
Lect. Dr Firas Fadhil Mohamed		✓		✓	
Lect. Dr. Ghufran Bayan		✓		✓	
Asst.Prof. Dr. Amaar Saeed Rasheed		✓			✓
Asst.Prof. Dr. Ahmed Nasser kaftan		✓			✓
Asst.Prof. Dr. Rasha H. Dosh		✓			✓
Asst.Prof. Dr. Munqith Mazin		✓			✓
Asst.Lect. Asya Abbas Abood		✓		✓	
Asst.Lect. Ameer Mohammed Kadhim		✓		✓	

Asst.Lect Huda Falah Judi		✓		✓	
Muhammed Taqi Jawad	✓			✓	
Hussain Ali Abdulwahed	✓			✓	
Yassin Faris Abd Yassin	✓			✓	
Ali Munthir Nazar	✓			✓	
Mujtaba Hassan Rajab	✓			✓	
Fatima Abdulzahraa	✓			✓	
Noor Mohammed Kadhim	✓			✓	
Fatima Mohammed Hussain	✓			✓	
Hassan Abdulhaleem	✓			✓	
Mustafa Adnan Essa	✓			✓	

12.Professional Development
Mentoring new faculty members
Subjecting new teachers to courses on teaching methods and taking a teaching competency test, and only by passing it are they allowed to teach, while following up on their teaching methods and giving them feedback.
Professional development of faculty members
Follow up on teaching methods for all teachers by the Office of the Assistance Dean for Scientific Affairs, prepare seminars and workshops to develop teaching and speaking skills, and ensure the preparation and presentation of lectures in the continuing medical education curriculum.

13.**Acceptance Criterion**
The academic average for the student's graduation from preparatory school, physical and mental health according to the standards established and approved by the Ministry of Higher Education and Scientific Research

14. **The most important sources of information about the program**
1. Approved and authenticated documents for the general curriculum of the college and the courses, vision, mission, and goals of the university and college in both Arabic and English. 2. The website of the Ministry of Higher Education and Scientific Research. 3. The official website of AlKafeel University and its College of Medicine.
15. Program Development Plan
Systematic and recurring self-evaluation studies of the program based on evaluating the learning and teaching outcomes of students and obtaining feedback from students about the program's components. 2) Regular meetings with teaching staff in local and foreign medical colleges to learn about new curricula and teaching methods. 3) Holding workshops on developing curricula and teaching methods in the college or attending those held in neighboring universities.

Program Skills Outline															
				Required program Learning outcomes											
Year/ Level	Course Code	Course Name	Basic or optio-nal	Knowledge				Skills				Ethics			
				A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4
Year Two	EMB002	Embryology	Basic			/								/	
	AN002	Anatomy	Basic			/				/				/	
	CH002	Chemistry	Basic			/			/					/	
	PH002	Physiology	Basic			/				/					/
	HIS002	Histology	Basic			/				/				/	
	ECPD2	ECPD2	Basic			/					/				/
	•EDU002	Educational guidance	Basic												/
	DEM002	Democracy	Basic				/								/
	CB002	Crimes of Baath	Basic				/				/				/

Course Description Form

1. Course name
Anatomy
2. code name:
AN002
3. Semester/ Year :
First and Second semester/ 2025-2026
4. This description was prepared in
10-9-2025
5. Available attendance forms
Lectures and practical labs
6. Number of study hours (total) / Number of units (total)
120 hours/6 credits
7. Course instructor name
Asst. Prof. Dr. Munqith Mazin Almahmood **Email: Munqithm.almahmood@uokufa.edu.iq** **Muhammed Taqi Jawad** **Hussain Ali Abdulwahed** **Noor Mohammed Kadhim** **Fatima Mohammed Hussain** **Hassan Abdulhaleem** **Mustafa Adnan Essa**
8. Course objectives
• **Illustrate the anatomical structure of skull, regions of the head and neck, and cervical organs.**

- **Demonstrate the anatomical components of the nervous system, and define the intricate structure and function of each part.**

9. Teaching and learning strategies

Strategy	Theoretical lectures and Lab sessions

10.Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	hours	week
Daily quizzes (Formative and Summative Exams)	Lecture	Skull anatomy			1
	=	Face and scalp			2
	=	Temporal region			3
	=	infratemporal Fossa and TMJ			4
Reports	=	Orbit and eye			5
	=	Nose and paranasal sinuses			6
Midterm Exams	=	Oral Cavity and Salivary Glands			7
Practical	=	Ear anatomy			8
Final Exam	=	Fascial Compartments of the Neck			9
Theoretical Final Exam	=	Triangles and Muscles of the Neck			10
	=	Thyroid Gland, Trachea and			11

		Pharynx			
	=	**Larynx and Innervation of the Neck**			**12**
	=	**Blood Vessels and Lymphatics of the Neck**			**13**
	=	**Root of the neck**			**14**
	=	**Cranial Cavity and Gross Anatomy of Nervous system**			**15**
	=	**Meninges and Dural Venous Sinuses**			**16**
	=	**Cerebral Cortex and Functional Localization**			**17**
	=	**Cerebral medullary center (white mater)**			**18**
	=	**Brain Ventricles and CSF**			**19**
	=	**Diencephalon**			**20**
	=	**Brain stem**			**21**
	=	**Cerebellum**			**22**
	=	**Limbic System and Reticular Formation**			**23**

	=	Spinal cord			24
	=	Sensory and motor pathway			25
	=	Cross Sectional Anatomy and Blood Supply of the Brain			26
					27
					28
					29

11.Course Evaluation

For each semester: Evaluation semester 100%

10 % Grades quizzes exam,

20 % Grades theoretical mid-semester,

70% Grades final semester (Final practical 20 grades+ and Final theoretical 50 grades)

1. Learning and teaching resources

4. Required textbooks (methodology if any)	**1. 1. Clinical Anatomy by Regions (Snell)** **2. 2. Clinically Oriented Anatomy (Moore)** **3. 3. Gray's Anatomy for Students**
Main References (Sources)	**Same as above**
Recommended supporting books and	

references (scientific journals, reports...)	
Electronic references , websites	**[1] TeachMeAnatomy - Making Anatomy Simple** **[2] Home | Anatomy.app | Learn anatomy | 3D models, articles, and** **quizzes** **[3] Human Anatomy Explorer | Detailed 3D anatomical illustrations(innerbody.com)**

Course Description form:

1. Course name
Embryology
2. Course code:
EMB002
3. Semester/ Year :
First / The second stage
4. Description Preparation Date
September 9 2025
5. Available attendance forms
Lectures
6. Number of study hours (total) / Number of units (total)
Thirty hours /2 credits
7. Course instructor name
Lect. Dr. Firas Fadhil Mohammed Al-Masoodi **Firas.almasoody@alkafeel.edu.iq**
8. Course objectives
• **Understanding the stages of human embryo development from fertilization to birth.** • **Understand how the body's organs are formed, including internal and external organs.** • **Understand how birth defects occur, their causes, and how to diagnose and treat them.** • **Linking embryology to clinical medicine, and its applications in diagnosis and treatment.**

9. Teaching and learning strategies

Strategy	**Embryology is an important subject for medical students, because it provides them with the basic knowledge they need to understand how the human body grows and develops, and how diseases and disorders occur.**

10.Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	hours	week
Daily quizzes (Formative and Summative Exams) Midterm Exams Theoretical	Lecture = = = = = = = =	Introduction to Medical Embryology. Gametogenesis-Oogenesis and Spermatogenesis. First Week of Development. Ovulation to Implantation. Second Week of Development-Bilaminar Germ Disc. Third Week of Development-Trilaminar Germ Disc. Third -Eighth Week of Development The Embryonic Period. 9th week to Birth-The Fetal Period.		1 1 1 1 1 1 1 1 1	1 2 3 4 5 5 6 7 8

Final Exams		**Development of the Gut Tube and Body Cavities.**		**1**	**9**
	=	**Development of the Placenta and Fetal membranes.**		**1**	**10**
	=	**Development of the Respiratory System-Formation of Lung Buds.**		**1**	**11**
	=	**Development of the Cardiovascular System-Part I**		**1**	**12**
	=	**Development of the Cardiovascular System-Part II**		**1**	**13**
	=	**Development of the Digestive System- Part I**		**1**	**14**
	=	**Development of the Urinary System**		**1**	**15**
	=	**Development of the Genital System**		**1**	**16**
	=	**Clinical Aspects of Urogenital System.**		**1**	**17**
	=	**Development of the Head and Neck.**		**1**	**18**
		Derivatives of the Pharyngeal Arches,			

	=	Pharyngeal Pouches, and Pharyngeal Clefts		1	19
	=	Development of the Skeletal System. Birth Defects Prenatal Diagnosis		1	20
	=	Development of the Integumentary System.			
	=	Development of the Ear.		1	21
	=	Development of the Eye.		1	22
	=	Development of the Nervous System.		1	23
	=	Development of the Brain (Hindbrain,		1	24
	=	Midbrain, and Forebrain).		1	25
	=			1	26
	=	of Spinal Cord and Peripheral nervous		1	27
	=	system.		1	28
	=			1	29
	=			1	30
11.Course Evaluation					

For each semester: Evaluation semester 100% **10 % Grades quizzes exam,** **20 % Grades theoretical mid-semester,** **70% Grades final semester (Final practical 20 grades+ and Final theoretical 50 grades)**

12.Learning and teaching resources

Required textbooks (methodology if any)	**Langman's Medical Embryology W Sadler & Jan Langman-13th edition.** **Larsen's Human Embryology 6th Edition.** **Before we are born. Essentials of embryology and birth defects- 9th edition.**
Main References (Sources)	**Same as above**
Recommended supporting books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic references ,websites	**Additional resources are provided in each lecture separately if required**

Course Description form:

1. Course name:
Histology
2. Course code :
HIS002
3. Semester/ Year :
First + Second / 2025-2026
4. Description Preparation Date
September 9 2025
5. Available attendance forms:
Lectures + Lab
6. Number of study hours (total) / Number of units) total:(
120hours (60T, 60P) / 6 credits
7. Course instructor name
Asst. Prof. Dr. Rasha Hatem Saeed Rasha.dosh@uokufa.edu.iq **Asst. Lect. Asiya Abbas Abood**
8. Course objectives
The course is designed to enable the students to: 1. Identify the structure of the organ systems in human body 2. Define major histological features of different body organs. 3. Identify regional variations in histological structures in different organ systems. 4. Relate histology to selected pathological conditions of different body organs. 5. Identify tissue section in histological slides stained by common and specific stains

9. Teaching and learning strategies	
Strategy	The student acquires knowledge and skills in the subject of human histology so that he/she is able to recognize the microstructure of the normal primary tissues and body organs.

10.Course structure

week	hours	Required learning outcomes	Name of unit or topic	Learning method	Evaluation method
1	2 Theoretical + 2 Laboratories	The structure & function of cellular organelles. Cytoskeleton. The major 4 basic human tissues. Cell Adhesion & Cell Adhesion Molecules (CAMs).	Introduction to Histology.	Lecture and lab	Daily quizzes (Formative and Summative Exams) Reports Practical exams Midterm Exams Final Exams
2		Epithelial tissue and Glandular epithelia.	Specializations of the cell surface.		
3		Ground substance, fibers and cells of connective tissue. Major classifications of connective tissue with	Connective tissue		

		their sub-classification.			
4		**Hyaline, elastic & fibrocartilage.** **Growth of cartilage.** **Bone: the histological and functional features of bone cells, matrix. Types of bones.** **Types of ossifications, growth & remodeling.**	**Cartilage**		
5		**Structure, function, localization and contraction & of skeletal muscle. Duchenne muscular dystrophy, myasthenia gravis.** **Structure, function and localization of cardiac muscle & smooth muscle.**	**Muscle tissue**		

6		Anatomical & functional divisions of the nervous system. Cells & synapses. Structure and function of the neuromuscular junction. Autonomic and sensory ganglia. Nerve fibers, nerves, and neuroglia. Guillain-Barre syndrome and multiple sclerosis. Structure and function of blood-nerve barrier, choroid plexus. White and grey matter in the brain and spinal cord. The structure and function of the meninges. Blood-brain barrier & blood-CSF barrier.	Nervous system		
7		Respiratory system I (conducting portion): nose,	Respiratory system		

		nasal cavities, olfactory mucosa, nasopharynx, larynx, vestibular and vocal folds, epiglottis, trachea, bronchi, bronchioles, and terminal bronchioles.			
8		Midterm examination			
9		Midterm examination			
10	2 Theoretical 2 Laboratories	Respiratory system II (respiratory portion): respiratory bronchioles, alveolar ducts, and alveoli. Structure & function of the blood-air barrier.	Respiratory system		
11		The structure of the heart wall. Heart chambers. Purkinje fibers.	Cardiovascular system		

		Histological structure of blood vessels, large elastic arteries, medium arteries, and arterioles. **Capillaries (continuous, fenestrated and sinusoids). Capillary plexus.** **Veins; large veins (vena cava), small to medium veins, and venules.** **Arteriovenous anastomosis.**			
12		**Blood cells, formed elements.** **Hematopoiesis; stem cells, hematopoietic stem cells, myeloid and lymphoid lineages. The structure of the bone marrow. Maturation of granyolocytes, maturation of lymphocytes & monocytes.**	**Hematopoiesis and blood.**		

		Erythropoiesis. Thrombopoiesis. Theoretical Examination.			
13		Primary and secondary lymphoid organs. Lymph vessels. Lymphatic cells. The structure and function of the thymus, lymph node.	Lymphatic system.		
14		Lymphatic system. The structure and function of the spleen, tonsil and peyer's patches.	Lymphatic system.		
15		Final examination	Final examination		
16		The histology of the kidney, nephron, ureter, urinary bladder and urethra.	Urinary system		
17		Differentiate between thick and thin skin. Epidermal skin appendages.	Integumentary system		

		The structure and function of hair follicles. The structure, function, and localization of sebaceous glands, eccrine and apocrine sweat glands. Pemphigus, Basal cell carcinoma, Psoriasis, Malignant melanoma, Vitiligo, Albinism, bullous pemphigoid, alopecia totalis and areata, and acne **The Sensory Receptors of the skin.**			
18		**The basic histological characteristics of all endocrine glands. The glandular and nervous tissue components of the pituitary gland.**	**Endocrine system Part 1**		

19		The microscopic structures of anterior and posterior pituitary.	Endocrine system Part 1		
20		The structure and function of the thyroid gland, parathyroid gland, adrenal gland, and pineal gland.	Endocrine system Part 2		
21		Histology of oral cavity, lip, tongue papilla, pharynx, esophagus, stomach, small intestine, large intestine, anus.	Introduction to GIT.		
22		Histology of liver lobules and triad, pancreas and gall bladder.	GIT		
23		Midterm examination	Midterm examination		
24		Midterm examination	Midterm examination		

25		Tests and seminephrous tubules, male sperm passages, seminal vesicle, prostate, and urethra.	Male reproductive system		
26	2 Theoretical 2 Laboratories	Ovaries, types of follicles, corpus luteum, uterine tubes, uterus and endometrial cycles, cervix and vagina and mammary glands.	Female reproductive system		
27		Histological structure of the eye ball, eyelids, and neural retina.	Organ of special senses eye		
28		Histology of external, middle and inner ear.	Organ of special senses ear		
29		Overview			
30		Final examination			

11.Course Evaluation

For each semester: Evaluation semester 100%

10 % Grades quizzes exam,

20 % Grades theoretical mid-semester,

70% Grades final semester (Final practical 20 grades+ and Final theoretical 50 grades)

12.Learning and teaching resources	
Required textbooks (methodology if any)	**[1] Histology: A Text and Atlas: With Correlated Cell and Molecular Biology, 8th edition, by Wojciech Pawlina, Michael H. Ross.** **[2] Junqueira's Basic Histology: Text and Atlas, 16th Edition, by Anthony L. Mescher.** **[3] Netter's Essential Histology: With Correlated Histopathology (Netter Basic Science) 3rd Edition, by William K. Ovalle , Patrick C. Nahirney.**
Main References (Sources)	
Recommended supporting books and references (scientific journals, reports...)	**[1] Lippincott's Illustrated Reviews: Cell and Molecular Biology, 2nd edition, by Nalini Chandar and Susan Viselli.** **[2] Stevens & Lowe's Human Histology 5th Edition, by James S. Lowe, Peter G. Anderson.** **[3] Leeson TS, Leeson CR & Paparo AA (1988): Text/Atlas of Histology. WB Saunders. USA.**
Electronic references , websites	**https://libguides.tulane.edu/histo_ed**

Course Description Form:

1. Course name:
ECPD 2

2. Course code:
ECPD002
3. Semester/ Year :
Annual program/ 2025-2026
4. Description Preparation Date
September 9 2025
5. Available attendance forms:
Class + Skill Lab+ Hospital visits
6. Number of study hours (total) / Number of units) total:(
30 Theory lectures+ 60 Practical sessions = 3 Credits
7. Course instructor name
Lect. Dr. Haider Abdul-Wahab Alhakim **haidar.alhakim@alkafeel.edu.iq** **Yassin Faris Abd Yassin** **Ali Munthir Nazar** **Mujtaba Hassan Rajab**
8. Course objectives
Early start, creates, develops, and improve the skills of medical college students from a clinical standpoint, as well as from a professional and personal standpoint, so that they become highly competent and able to perform the practical tasks they will face when they begin their work after graduating from college in the service of their patients and their community.
9. Teaching and learning strategies

Strategy	1) Theory lectures as LGT to cover the knowledge of the clinical aspect of medical management (diagnosis) and professionalism and medical ethics. 2) Training at the clinical skills lab. 3) Field visits to the hospitals and PHC clinics.

10.Course structure

week	hours	Required learning outcomes	Name of unit or topic	Learning method	Evaluation method
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15			ECPD Introduction & Plans Basic Principles of History Taking Basic Principles of General Examination Vital Signs Assessment Communication Skills Professionalism in the Medical Context (Medical Leadership) Professionalism in the Medical Context (Time Management) Medical Recording and Confidentiality Basic Life Support (BLS) (Overview). Basic Principles of	LGT SGT ILA session	Daily quizzes (Formative and Summative Exams) Mid-year Exams OSCE exams

16 17 18 19 20 21 22 23 24 25 26 27 28 29 30			Investigations Inter-professional Collaboration in Healthcare Common Emergencies Evidence-Based Medicine (Basic Concept) Epidemiology and Public Health (Infection Control and Prevention) OSCE Preparation Medical Negligence and Malpractice Human Rights and Medical Practice Role of AI in Modern Medical Practice Concept Map (Role in Medical Teaching) Principles of Community Follow up Principles of Reflection and Feedback in the Medical Practice Medical Career Management		Final Exams

			Basic Considerations in Prescribing Medications. **Practical Sessions** **History taking** **General examination** **Vital signs** **Investigations (Glucometer/swabs)** **Basic procedures.**		

11.Course Evaluation

The final exam (70 marks) / Mid-year exam (15 marks) / Practical sessions (OSCE) – 15 marks

12.Learning and teaching resources

Required textbooks (methodology if any)	
Main References (Sources)	**[1] Essentials of General Surgery** **[2] Nursing Care Guides** **[3] Osmosis from Elsevier**
Recommended supporting books and references (scientific journals, reports...)	
Electronic references , websites	

Course Description form:

1. Course name:
Physiology
2. Course code :
PHY002
3. Semester/ Year :
First + Second / 2025-2026
4. Description Preparation Date
September 9 2025
5. Available attendance forms:
Lectures and practical labs
6. Number of study hours (total) / Number of units) total:(
1800hours (120T, 60P) / 10 credits
7. Course instructor name
Prof. Dr. Ihasan Ajeena **Prof. Dr. Talib Hussain Kamoona** **Dr. Firas F. Al-Masoody** **Dr. Ghufran Bayan** **Asst. Lect. Ameer Mohammed Kadhim**
8. Course objectives
The course is designed for: • Equipping students with foundational knowledge of physiological principles, essential for comprehending the complex mechanisms governing bodily functions and homeostasis.

- Fostering an in-depth understanding of cellular, organ, and systemic physiology, enabling students to grasp the intricate interplay between various physiological systems and their roles in maintaining health.
- Developing students' analytical and critical thinking skills, thereby enabling them to interpret and evaluate medical research findings and apply evidence-based approaches in clinical practice.
- Enhancing students' comprehension of the etiology and pathophysiology of diseases and disorders, facilitating accurate diagnosis and effective treatment strategies.
- Providing opportunities for students to integrate theoretical knowledge with clinical scenarios, through case studies, simulations, and practical exercises, thereby bridging the gap between theory and real-world medical practice.

9. Teaching and learning strategies

Strategy	**Through a blend of theoretical instruction and hands-on laboratory sessions,** **students delve into the complexities of physiological processes.**

10. Course structure

Week	Hour	Required learning outcomes	Name of unit or topic	Learning method	Evaluation method
1-4			Respiratory System 1. Physiological functions of the lungs, Process of respiration: mechanics of breathing. 2. Lung volumes and capacities. 3. Compliance of the lung, role of surfactant. 4. Pulmonary and alveolar ventilation. 5. Transport of O2 by the blood. 6. Transport of CO2 by blood.	Lecture	**Daily quizzes (Formative and Summative Exams)** **Reports** **Practical exams** **Mid-term**

			7. Role of the respiratory system in acid-base regulation. 8. Regulation of breathing: voluntary and involuntary control. 9. Regulation of breathing: ventilatory responses to CO2 rise and O2 lack.		**Exams** **Final** **Exams**
5-9			**CVS** 1.Functional design of CVS, structure of the heart and blood vessels. 2. Properties of cardiac muscle- auto rhythmicity and conductivity. 3. Properties of cardiac muscle- contractility & refractory characteristics. 4. Electrophysiology of the heart (ECG). 5. Mechanical events in cardiac cycle. 6. Heart sounds and murmurs. 7. Cardiac output. 8. Work and efficiency of the heart. 9. Vascular system-condition of flow & pressure. 10. Blood pressure and its regulation 11. Circulatory regulation, general nervous & local peripheral mechanisms. 12. Circulation through special regions; coronary, skeletal muscle. cerebral and skin circulation. 13. Cardiovascular hemostasis, cardiac insufficiency, shock, and postural changes. 14. Starling forces across capillary beds.		

			Venous pressure and flow		
10-12			**Renal System** 1.Renal circulation and glomerular filtration. 2. Tubular reabsorption. 3. Tubular secretion. 4. Water excretion by the kidneys. 5. Role of the kidney in electrolytes balance. 6. Renal mechanisms of acidification of urine and its significance in the regulation of pH. 7. Regulation of body fluid volume. 8. Renal disease and diuresis. 9. Renal function test		
13-15			**Body Fluid** 1. Discuss the major fluid compartments of the body and their relative volumes 2. Describe the ionic composition of extracellular and intracellular fluid, their amount and distribution especially, sodium, potassium and calcium and the mechanism that control their distribution. 3. Fluid compartment 4. Water and electrolyte balance. 5. Edema		

16-18			**General principles of Gastrointestinal Function** 1. Oral Cavity: Salivary Glands, Esophagus 2. Stomach-I: HCl secretion, Gastric Mucous Secretion 3. Stomach-II: Regulation of Gastric Secretion 4. Pancreas: Composition of pancreatic juice, Regulation of Pancreatic Secretion, Enzymatic component of Pancreatic Secretion 5. Biliary System: Bile formation and Secretion, Regulation of Biliary Secretion, Enterohepatic circulation of bile salts. 6. Digestion and Absorption-I: Digestion and Absorption of CHO and Proteins 7. Digestion and Absorption-II: Digestion and Absorption of Lipid, Absorption of Water and Electrolytes from the Small intestine, Absorption in the Large Intestine **8.** Gastrointestinal Motility: Regulation of the function, Electrical Activity of the GI smooth muscles		
19-21			**Physiology of the Nervous System** 1.Generation of membrane potential of nerve cell. 2. Excitation and conduction. 3. Nerve action potential. 4. Electrogenesis of the action potential. 5. Orthodromic and antidromic conduction - properties of mixed nerves. 6. Skeletal muscles 7. The contractile response - muscle twitch. 8. Properties of skeletal muscles in the intact organism – motor units. 9. Energy source and metabolism.		

			10. Strength-duration curve - cardiac muscle. 11. The smooth muscles. 12. The neuromuscular junction. 13. Autonomic nervous system, anatomical consideration - sympathetic and parasympathetic nervous systems. 14. Types of autonomic innervation and reflex arc. 15. Higher autonomic centers and neurotransmitters in autonomic nervous systems. 16. Physiology of micturition.		

22-25 29-30			1-General sensation. 2. Tactile vibration and position senses. 3. Pain sensation. 4. Spinal cord pathway and reflexes. 5. Spinal cord transaction. 6. Thalamus central representation of sensation 7. Reticular activating system. 8. Sleep and electroencephalography. 9. Motor cortex and motor pathway. 10. Basal ganglia. 11. Cerebellum. 12. Language learning and memory. 13. Cerebrospinal fluid. Limbic system 1-Visual sensation. 2. Hearing sensation. 3. Vestibular Function. 4. Taste. Smell.		

26-28			**Physiology of the Endocrine Glands** 1. Introduction to Endocrinology: Definitions, Types of Chemical Messengers, Properties of Hormones, Chemical Structure of Hormones, Transport of Hormones in the Blood. 2. Hypothalamic and Pituitary Hormones. List of Pituitary Hormones (ant. & post.), Action and Control of ADH Release, Oxytocin Function and Control of Oxytocin Release. Prolactin Function and Regulation. 3. Growth hormone and Thyroid Gland & Hormone: Growth hormone Secretion and Function, Abnormalities of GH secretion. Thyroid Hormone Function and Regulation of Secretion. 4. Abnormalities of the Thyroid Hormones (Hyper- and Hypothyroidism), Myxedema 5. Glucose Homeostasis-I: Insulin synthesis & C-peptide, Insulin Receptors, Insulin Action in Muscle. 6. Glucose Homeostasis-II: Effects of Insulin on the Liver & Adipose Tissues, Factors affecting insulin secretion, Glucagon and its function, DM type I & II. 7. Calcium Homeostasis-I: Bone structure and remodeling, Calcium status in the body, Vitamin D synthesis and function. 8. Calcium Homeostasis-II: Parathyroid hormone function, Regulation of PTH secretion, Calcitonin. 9. Stress Physiology-I: Adrenal androgen, Action & Regulation of Glucocorticoids, Disorders of Glucocorticoids Secretion, Action of Mineralocorticoids. 10. Stress Physiology-II: Disorders of Aldosterone Secretion, Adrenal Hormone Synthesis and Synthesis,		

			Adrenergic Receptors, Actions of Catecholamines 11. Male and Female Reproductive System		
1-10 week S1	2 hours per session		Introduction to the physiology Lab Phlebotomy CBC (complete blood count) WBC (white blood cells) count ECG (Electrocardiogram) – 1 ECG (Electrocardiogram) – 2 Spirometry Auscultation of the respiratory tract system Blood film GUE (general urine examination)	Lab Sessions	**Quizzes** **Activities in the class** **Final Examination**
1-10 week S2	2 hours per session		Blood Groups & Rh system Cross match GSE (general stool examination) CNE (Crania Nerves Examination) – 1 CNE (Crania Nerves Examination) – 2 Visual Acuity Examination Visual Fields Examination Rennie & Weber tests PCV (Packed Cells Volume)		**Quizzes** **Activities in the class** **Final Examination**

			Bleeding Time		

13.Course Evaluation

For each semester: Evaluation semester 100%

10 % Grades quizzes exam,

20 % Grades theoretical mid-semester,

70% Grades final semester (Final practical 20 grades+ and Final theoretical 50 grades)

14.Learning and teaching resources

Required textbooks (methodology if any)	**1. Guyton & Hall Text book of Medical Physiology,14th edition, 2021.** **2. Ganong's Review of Medical Physiology, 26th edition 2021.**
Main References (Sources)	
Recommended supporting books and references (scientific journals, reports...)	
Electronic references ,websites	**Additional resources are provided in each lecture separately if required**

Course Description form:

1. Course name:
Crimes of Baath Party
2. Course code:
CB002
3. semester/year:
2025-2026
4. File preparation date:
September 9 2025
5. Available attendance forms:
Lectures
6. Number of study hours (total) / Number of units (total):
30Hours/ 2 credits
7. Course instructor name;
Asst. Lect. Ali Akbar Khalid
8. Course objectives:
تهدف هذه المادة إلى تعليم الطالب أهم انتهاكات النظام البعثي للحقوق والحريات العامة، بالإضافة إلى تعريف الطالب سلوكيات النظام البعثي في المجتمع وتسلطه على الدولة، كما أنها تهدف إلى إلمام الطالب بأهم آثار القمع والحروب التي حصلت في ظل النظام البعثي على البيئة والسكان.
9. Teaching and learning methods
تهتم هذه المادة بدراسة حقبة مرت على الدولة العراقية عُرف عنها انتهاكها لحقوق الانسان وارتكابها لجرائم ضد الإنسانية واشتهارها بحقبة المقابر والابادات الجماعية وإعدامات المدنيين والعسكريين
10.Course structure:

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1			حملة عن الأنظمة السياسية في العراق	Lectures	Daily quizzes (Formative and Summative Exams) Midterm Exams Final Exams
2			انتهاكات النظام البعثي للحقوق والحريات العامة	=	
3			انتهاكاته الحقوق الفكرية في ظل النظام البعثي	=	
4			انتهاكات الحقوق السياسية في ظل النظام البعثي	=	
5			انتهاكات الحقوق الاقتصادية في ظل النظام البعثي	=	
6			انتهاكات الحقوق الاجتماعية في ظل النظام البعثي	=	
7			انتهاكات الحقوق الثقافية في ظل النظام البعثي	=	
8			انتهاكات الحريات العامة في ظل النظام البعثي	=	
9			انتهاكات الحق في التعددية الحزبية في ظل النظام البعثي	=	

	=	انتهاك حرية الرأي والتعبير في ظل النظام البعثي			10
	=	اسقاط الجنسية في ظل النظام البعثي			11
	=	أثر سلوكيات النظام البعثي في المجتمع، وتسلطه على الدولة			12
	=	انتهاك حقوق الإنسان من خلال الاعتقالات العشوائية وتعذيب السجناء			13
	=	انتهاك حقوق الإنسان من خلال إعدام العسكريين والمدنيين			14
	=	لفصل بين السلطات في ظل النظام البعثي			15
	=	حصر السلطات الثالث بيد النظام البعثي			16
	=	انتهاك السلطة التشريعية في ظل النظام البعثي			17
	=	انتهاك السلطة التنفيذية في ظل النظام البعثي			18
	=	انتهاك السلطة القضائية في ظل النظام البعثي			19
	=	ثر المرحلة الانتقالية في محاربة السياسة الاستبدادية			20
	=	الميدان النفسي			21
	=	الميدان الاجتماعي			22

23			الدين والدولة	=	
24			الثقافة والعالم وعسكرة المجتمع	=	
25			أهم آثار القمع والحروب التي حصلت في ظل النظام البعثي على البيئة والسكان	=	
26			استعمال الأسلحة المحرمة دوليا والتلوث البيئي في ظل النظام البعثي	=	
27			سياسة الأرض المحروقة في ظل النظام البعثي	=	
28			تجفيف الأهوار والهجرة القسرية في ظل النظام البعثي	=	
29			تدمير البيئة الزراعية والحيوانية والتلوث الاشعاعي في ظل النظام البعثي	=	
30			المقابر الجماعية وقصف دور العبادة في ظل النظام البعثي	=	

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc

12.Learning and Teaching sources

Required textbooks (curricular books, if any)	• **منهاج جرائم حزب البعث البائد 2023 / دائرة الدراسات والتخطيط والمتابعة**

Main references (sources)	• **التأسيس المعرفي لدراسة جرائم حزب البعث في العراق/ د. قيس ناصرو الأستاذ عبد الهادي معتوق** • **(حول جرائم الحرب وجرائم ضد السلم والإبادة العنصرية / جرجيس فتح الله** • **بعث صدام رؤية من داخل نظام استبدادي / يوسف ساسون**
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	**(1كيف ننسى وهذه جرائهم / محمد الصالح الصديق** **(2)محاضرات في الحرية والديمقراطية / د. ولاء مهدي الجبوري** **(3) الحماية الدستورية للحقوق والحريات / د. أحمد فتحي سرور**

Course Description form:

1. Course name
Biochemistry + Clinical Chemistry
2. Course code:
CH002
3. semester/year
1st +2nd semester / 2025-2026
4. File preparation date:
September 9 2025
5. Available attendance forms
Lectures and practical labs
6. Number of study hours(total) / total number of credits
135 hours / 7 credits
7. Course instructor name
Asst. Prof. Dr. Ahmed Naseer kaftan Email: ahmedn.kaftan@uokufa.edu.iq **Asst. Lect. Huda Falah joodi huda.f.joodi@alkafeel.edu.iq**
8. Course objectives
Upon successful completion of this course, students will be able to: • .Explain the basic principles of clinical chemistry and its role in healthcare • Linking changes in carbohydrate, fat and protein metabolism with various .disease states • Interpret common clinical chemistry tests used to evaluate kidney, liver, and . electrolyte status • To determine the potential clinical significance of abnormal laboratory findings .in different disease contexts

• Explain the role of enzymes in metabolism and discuss the consequences of .enzyme deficiency

Apply acquired knowledge to analyze case studies and clinical scenarios involving disorders related to the focus areas.

10.Teaching and learning methods

- This course will combine lectures, discussions, case studies, and laboratory exercises to provide students with a comprehensive understanding of clinical chemistry and its importance in the diagnosis and management of ,human diseases. In addition, the course will include laboratory sessions allowing students to gain practical experience in basic biochemical .techniques.

11.Course structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1			Carbohydrate disorder: hyperglycemia, diabetes mellitus and hypoglycemia	Lectures + Lab sessions	Daily quizzes (Formative and Summative Exams) Reports Midterm Exams Practical Final exams Theory Final exams
2			Serum lipids, normal metabolism and disorders		
3			Serum lipids, normal metabolism and disorders		
4			Renal functions, normal metabolism and disorders		

5			**Liver functions normal, disorders and drug detoxifications**		
6			**Water and electrolyte metabolism, normal and disorders**		
7			**Calcium and phosphate normal metabolism and disorders**		
8			**Clinical enzymology: use of enzymes in clinical diagnosis, isoenzymes, their clinical significance**		
9			**Clinical enzymology: use of enzymes in clinical diagnosis, isoenzymes, their clinical significance**		
10			**Porphyria metabolism and**		

			disorders, hemoglobinopathies, disorders of iron metabolism and significance of related laboratory tests		
1			**Renal disorders**	**Lectures**	**Daily quizzes (Formative and Summative Exams)**
2			**Liver disorders**	**=**	
3			**Electrolytes (Na,K,Ca) disorders**	**=**	**Reports**
4			**Acid base disorders**	**=**	
5			**Diabetes and obesity**	**=**	
6			**Thyroid disorders**	**=**	**Practical exams**
7			**Pituitary disorders**	**=**	
8			**Adrenal disorders**	**=**	**Midterm Exams**
9			**Male reproductive disorders**	**=**	
10			**Female reproductive disorders**	**=**	**Final Exams**
11				**=**	

12.Course Evaluation

For each semester: Evaluation semester 100%

- 10 % Grades quizzes exam,

• 20 % Grades theoretical mid-semester, • 70% Grades final semester (Final practical 20 grades+ and Final theoretical 50 grades)
13.Learning and Teaching sources

Required textbooks (curricular books, if any)	• **Clinical Chemistry & Metabolic Medicine. Martin Crook** • **Clinical Biochemistry (Lecture Notes), Peter Rae**
Main references (sources)	• **Clinical Chemistry & Metabolic Medicine. Martin Crook** • **Clinical Biochemistry (Lecture Notes), Peter Rae**
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department

Academic Program and Course Description Guide Year Three College of Medicine University of Alkafeel

2025-2026

University Name:	**Alkafeel**
Faculty/Institute:	**College of Medicine**
Year:	**Three**
Year Moderator:	**Asst. Prof. Dr. Fatimah Kareem Khalaf**
Academic or Professional Program Name:	**Year three/ M.B.Ch.B**
Final Certificate Name:	**MBChB**
Academic System:	**Courses**
Description Preparation Date:	**2025-2026**
File Completion Date:	

Signature:

Year Moderator:

Asst. Prof. Dr. Fatimah Kareem Khalaf

Date: 10-9-2025

Signature:

Scientific Associate Name:

Asst. Prof. Dr. Fatimah Kareem Khalaf

Date: 10-9-2025

The file is checked by:

Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Asst. Lect. Ameer Mohammed Kadhim

Date: 10-9-2025

Signature:

Approval of the Dean
Asst. Prof. Dr. Samer Makki Mohamed Al Hakkak

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills, so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annually).

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

16.**Program Vision**
World-class medical school recognized for excellence in education, research and clinical care, and to prepare the next generation of compassionate, innovative health care professional.

17.**Program Mission**
Following the most updated and recognized parameters and fostering the scientific research to prepare qualified graduate in medicine to comply with the community needs and modernity in the profession.

18.**Program Objectives**
13. Prepare graduates capable of diagnosis, treatment, and follow-up of patients. 14. Convey medical knowledge and skills through university education, continuous learning, and higher research work. 15. Fostering professional and moral values in providing health care. 16. joining the students in the process of complying and improving the knowledge through scientific research.

19.**Program Accreditation**
Does the program have program accreditation? No (the first batch of the college are now a 4th year students)

20.**Other external influences**
Is there a sponsor for the program? Yes, Ministry of Higher Education- Private Education Department and Higher Education Authority- Attabah Abbasia

21.**Program Structure**				
Program Structure	**Number of Courses**	**Credit**	**Percentage**	**Reviews***
Institution Requirements	**2**	**49**	**5%**	**Guidance optional**
College Requirements	**13**	**49**	**5%**	**Research Methodology**
Department Requirements	**6**	**49**	**5%**	
Summer Training	**Nil**	**Nil**	**Nil**	
Other				

7.Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
			theoretical	**practical**
Year Three		**1st Semester**		
	Bac003	Bacteriology &Mycology	**2**	**2**
	Imm003	**Immunology**	**2**	**2**
	Pat003	Pathology	**4**	**3**
	Pha003	Pharmacology	**3**	**2**
	CP1M003	Clinical Phase 1 (Internal Medicine)	**4**	**2**
		2nd Semester		
	Par003	Parasitology	**2**	**2**
	Vir003	Virology	**2**	**2**
	Pat003	Pathology	**3**	**3**
	Pha003	Pharmacology	**3**	**2**

	CP1M003	Clinical Phase 1 (Internal Medicine)	**4**	**2**
	RMe003	Research Methodology	**2**	**2**
	Fcm003	Family &Community Medicine	**2**	**-**
	CP1S003	Clinical Phase 1 (Surgery)	**3**	**2**

8.Expected learning outcomes of the program	
Knowledge	
	- Gain comprehensive understanding of pharmacodynamics and pharmacokinetics in prescribing safe and effective medication regimens, considering patient-specific factors such as age, comorbidities, and polypharmacy. - Diagnose and manage infectious diseases by identifying the causative pathogens, understanding the mechanisms of antimicrobial resistance, and selecting appropriate antimicrobial therapies. - Analyze pathological findings to understand disease processes at the cellular and tissue levels, integrating this knowledge into the clinical decision-making process for diagnosis and treatment. - Apply principles of public health and preventive medicine in addressing health disparities and promoting wellness at the community level, incorporating socio-environmental factors in patient care. - Design, conduct, and critically appraise clinical research studies, utilizing appropriate research methods, biostatistics, and evidence-based medicine

	to inform clinical practice and contribute to the advancement of medical knowledge.
Skills	
	Demonstrate proficiency in history taking and clinical examination, applying and expanding knowledge in a clinical setting.
Ethics	
	To treat all patients according to principles of medical ethics, emphasizing patient confidentiality, informed consent, and professional integrity
	To develop essential clinical skills with the overall aim of ensuring patients' safety.

9.Teaching and Learning Strategies
21.Large group teaching **22.Laboratory sessions** **23.Display and presentation.** **24.Interactive learning activities** **25.Brainstorming** **26.Small group teaching** **27.Flipped classroom.** **28.Seminar** **29.Clinical visit** **30.Peer teaching** **31.Research project** **32.Simulated patient scenario** **33.Problem based Learning** 34.**Case Based Learning** 35.**Co-Teaching**

10.Evaluation methods
10.Homework and individual and group reports

11. Formative assessment
12. Daily quizzes
13. Practical skills assessment
14. OSCE
15. Midterm and Final semester exams
16. Research projects
17. Short and long case clinical setting exams

11. Faculty					
Faculty Members					
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**	**Number of the teaching staff**	
	General	**Special**		**Staff**	**Lecturer**
Asst.Prof. Dr. Samer Makki Mohammed		✓		✓	
Asst.Prof. Dr. Fatima Kareem Khalaf		✓		✓	
Lect. Dr. Mohammed Jaffar MH		✓		✓	
Prof. Dr. Talib Hussain Kammona		✓		✓	
Prof. Dr. Mustafa Ghazi Saloom		✓		✓	
Asst. Prof. Lect. Salim Fayez		✓		✓	
Asst. prof. Dr. Ameer Taqi Sadiq		✓		✓	
Lect. Dr. Hiader wared		✓		✓	
Lect. Dr. Ahmed Mohmmed		✓		✓	
Lect. Dr. Ali Kamal		✓		✓	

Lect. Dr. Abdulzahra A. Hussain		✓		✓	
Lect. Dr Safaa Naema		✓		✓	
Lect. Dr. Zaid Faik Zwain		✓		✓	
Prof. Dr. Salam Jasim Mohammed		✓			✓
Prof. Dr. Liwaa Hussein		✓			✓
Lect. Dr. Haider Jabbar Shinjar		✓			✓
Asst. Lect. Qusay Mohsen Kadhim					
Lect. Dr. Hiader Abdulzahraa		✓		✓	
Lect. Dr. Tuqa Adil MA		✓		✓	
Lect. Dr. Hayder Talib MA		✓		✓	
Asst. Lect. Ameer Mohammed Kadhim		✓		✓	
Yassin Faris Abd Yassin	✓			✓	
Haider Razaq Hussain	✓			✓	
Mujtaba Hassan Rajab	✓			✓	
Ali Munther Nazar	✓			✓	
Qasim Abdulhassan	✓			✓	
Mujtaba Hassan Majeed	✓			✓	

Professional Development
Mentoring new faculty members
Subjecting new teachers to courses on teaching methods and taking a teaching competency test, and only by passing it are they allowed to teach, while following up on their teaching methods and giving them feedback.
Professional development of faculty members

Follow up on teaching methods for all teachers by the Office of the Assistance Dean for Scientific Affairs, prepare seminars and workshops to develop teaching and speaking skills, and ensure the preparation and presentation of lectures in the continuing medical education curriculum.

12.Acceptance Criterion
The academic average for the student's graduation from preparatory school, physical and mental health according to the standards established and approved by the Ministry of Higher Education and Scientific Research
13.The most important sources of information about the program
1. Approved and authenticated documents for the general curriculum of the college and the courses, vision, mission, and goals of the university and college in both Arabic and English. 2. The website of the Ministry of Higher Education and Scientific Research. 3. The official website of AlKafeel University and its College of Medicine.
14. Program Development Plan
Systematic and recurring self-evaluation studies of the program based on evaluating the learning and teaching outcomes of students and obtaining feedback from students about the program's components. 2) Regular meetings with teaching staff in local and foreign medical colleges to learn about new curricula and teaching methods. 3) Holding workshops on developing curricula and teaching methods in the college or attending those held in neighboring universities.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
Year Three	Bac003	Bacteriology &Mycology S1	Basic			/			/						/
	Imm003	Immunology S1	Basic			/				/				/	
	Pat003	Pathology S1 + S2	Basic			/				/				/	
	Pha003	Pharmacology S1 + S2	Basic			/			/						/
	CP1M003	Clinical Phase 1 (Internal Medicine) S1 + S2	Basic			/				/					/
	Par003	Parasitology S2	Basic			/				/				/	
	Vir003	Virology S2	Basic			/			/					/	

	CP1S003	**Clinical Phase 1 (Surgery) S1 + S2**			/					/				/
	RMe003	**Research Methodology S1**			/					/			/	
	Fcm003	**Family &Community Medicine S2**			/								/	

Course Description Form

12.Course Name:
Pathology
13.Course Code:
Pat003
14.Semester / Year:
1st + 2nd Semester / 2025-2026
15.Description Preparation Date:
August 28, 2025
16.Available Attendance Forms:
Class + Lab
17.Number of Credit Hours (Total) / Number of Units (Total)
S1= 60 hrs. T + 45 hrs. P / 5.5 credits **S2= 45 hrs. T + 45 hrs. P / 4.5 credits**
18.Course administrator's name (mention all, if more than one name)
Name: Dr. Liwa H. Alkilabi Lect. Dr.Tuqa Adil MA **Email: Tuqa.ameen@alkafeel.edu.iq**
19.Course Objectives

Course Objectives	**The course is designed to enable the student to:** **1. Identify pathology and its subspecialties** **2. List general principles of pathology** **3. List different diagnostic modalities used in pathology** **4. discuss pathology of hematological disease, cardiovascular and respiratory disease** **5. Have ability to interpret histopathological findings in relation to disease process.**

20.Teaching and Learning Strategies

Strategy	• Study usually includes a combination of theoretical lectures and practical experiments and clinical scenario along with case reports and seminars to achieve clinical integration with student centered approach

21.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
S1	2				
1	2		Introduction to pathology		
2					
3	2		Diagnostic technique in pathology		
4					
5			Cell injury		Reports Seminar
6	2				
7			Intracellular accumulations	LGT SGT ILA SCS Practical Skills	Active Participation Formative exams Midterm exams Practical Final
8					
9	2				
10			Inflammation		
11	2				
12			Healing and repair		
13	2				
14			Hemodynamic Disturbances		
15	2				
S2					
1	2		Genetic disorders		
2	2		Nomenclature of benign and malignant tumors		
3					

4 5 6 7 8 9 10 11 12 13 14 15	2 2 2 2 2 2		Pathways of spread of malignant tumors Molecular aspects of carcinogenesis Chemical and microbial carcinogenesis Hypersensitivity reactions Immune deficiency Autoimmune disease Amyloidosis Hematopoiesis Anemia Leukemia Hemostasis Blood transfusion		

	2		**Disease of Cardiovascular System**		
	2		**Disease of Respiratory system**		
	2		**Gastrointestinal tract**		
	2		**Liver and Gallbladder**		
	2		**Pancreas**		
	2		**Urinary system**		
	2		**Female genital tract** **Breast**		
	2		**Male genital tract**		
	2		**Lymphoreticular system**		
	2		**Endocrine system**		
	2		**Nervous system**		
	2		**Musculoskeletal system**		
	2		**Skin**		

	2		**Special Sense** **Revision** **Exam**		

22.Course Evaluation

For each semester: Evaluation semester 10, mid-semester 20, Final Practical 20, and Final theoretical 50

23.Learning and Teaching Resources

Required textbooks	**Muirs textbook of pathology** **Robbins & Cotran Pathologic Basis of Disease, 10th edition.** **Harsh Mohan Textbook of Pathology, 8th edition.** **Medscape (https://www.medscape.com).** **Pathology outlines (https://www.pathologyoutlines.com).**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	**(https://www.pathologyoutlines.com).**

Course Description Form

1. Course Name:	
Pharmacology	
2. Course Code:	
PHA003	
3. Semester / Year:	
1st + 2nd Semester / 2025-2026	
4. Description Preparation Date:	
September 01, 2025	
5. Available Attendance Forms:	
Class + Lab	
6. Number of Credit Hours (Total) / Number of Units (Total)	
S1 (45 hrs. T + 30 hrs. P) + S2 (45 hrs. T + 30 hrs. P) / 8 credits	
7. Course administrator's name	
Prof. Dr. Mustafa Ghazi Saloom **Asst. Prof. Dr. Salem Fayez Kadhim** Email: sfk9@alkafeel.edu.iq **Asst. Lect. Qusay Mohsin Kadhim** Email:qusay.mohsin@alkafeel.edu.iq	
8. Course Objectives	
Course Objectives	**Learning Objectives S1** **By the end of this course, students will be able to:** 1. Define the therapeutic functions and clinical uses of major pharmacological drug groups. 2. Describe the mechanisms of action of various drugs, including the sequence of molecular and systemic events involved. 3. Interpret standard pharmacokinetic and pharmacodynamic parameters and relate them to physiological and pathological conditions.

	4. Analyze deviations from normal physiological functions in various body systems associated with common clinical disorders. 5. Explain the pharmacological basis of physiological changes observed during the treatment of specific diseases. **<u>Learning Objectives S2</u>** **By the end of this course, students will be able to:** **1.** Identify and define the therapeutic roles and clinical applications of major drug groups. **2.** Explain the mechanisms of action of various pharmacological agents and outline the sequence of physiological and biochemical events involved. **3.** Interpret normal pharmacokinetic and pharmacodynamic parameters and relate them to biological and clinical contexts. **4.** Assess deviations from normal physiological function in different body systems as observed in selected clinical disorders. **5.** Provide scientifically sound explanations for physiological changes that occur during disease progression and pharmacological treatment.
9. Teaching and Learning Strategies	
Strategy	• Didactic **Lectures:** Structured theoretical sessions are delivered to provide foundational knowledge in pharmacology, including drug mechanisms, actions, and clinical applications. • Problem-**Based Learning (PBL):** Students engage in small-group, case-based discussions to enhance critical thinking, clinical reasoning, and the integration of pharmacological knowledge with real-world scenarios. • Laboratory **Exercises:** Practical sessions in the pharmacology lab allow students to perform experiments that reinforce theoretical concepts and develop analytical and technical skills.

	• Clinical **Demonstrations and Skills Training:** Hands-on sessions in clinical skills laboratories help students observe and practice the application of pharmacological principles in patient care and treatment decision-making. • Web-**Based Instruction:** Online modules, virtual simulations, and digital resources supplement classroom learning and provide flexible, self-directed learning opportunities.

10. Course Structure

Week	Hrs.	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
			Semester one	**Theoretical**	
Week 1	**3**		**• Introduction to Pharmacology, Pharmacokinetics**	**Lecture**	
				Lecture	
Week 2	**3**		**• Pharmacodynamics**		
				Lecture	
Week 3	**3**		**• Autonomic Pharmacology – Part 1**	**Lecture**	
Week 4	**3**		**• Autonomic Pharmacology – Part 2**	**Lecture**	**Quizzes (Formative & summative) Seminars Midterm Exams Final Exams**
Week 5	**3**		**• Autonomic Pharmacology – Part 3, Diuretic Agents**	**Lecture**	
				Lecture	
Week 6	**3**		**• Diuretic Agents, Drugs Used in Hypertension**		
Week 7	**3**		**• Drugs Used in Ischemic Heart Disease & Angina Pectoris, Drugs Used in Heart Failure**	**Lecture**	
				Lecture	
Week 8	**3**		**• Drugs Used in Heart Failure, Antiarrhythmic Drugs**	**Lecture**	
				Lecture	

Week 9	**3**		**• Antipsychotic Drugs, Antiepileptics**		
Week 10	**3**		**• Antiepileptics, Sedative-Hypnotic Drugs**	**Lecture**	
Week 11	**3**		**• Antidepressant Drugs, Antiparkinson's Drugs**	**Lecture**	
Week 12	**3**		**• Opioid Analgesics & Antagonists, Skeletal Muscle Relaxants**	**Lecture**	
Week 13	**3**		**• General Anesthetics, Serotonin & Antiserotonin Drugs**	**Lecture**	
Week 14	**3**		**• Local Anesthetics, Histamine & Antihistamine Drugs, Prostaglandins**		
Week 15	**3**		**• Alcohols, NSAIDs & Drugs in Rheumatic Arthritis, Anti-Gout Drugs**		
				Practical	
Week 1	**2**		**General Assessment of Laboratory Animal Health**	**Labs**	
Week 2	**2**		**How to Write a Laboratory Report?**	**labs**	
Week 3	**2**		**Handling of Animals & Routes of Drug Administration**	**labs**	
Week 4	**2**		**Methods of Collecting Blood from Laboratory Animal**	**labs**	
Week 5	**2**		**Animal Dissection**	**Labs**	
				labs	

Week 6	**2**		**Problem Solving in Pharmacokinetics and Pharmacodynamics**	**labs**	
Week 7	**2**		**Problem Solving in Autonomic Nervous System Agents (Cholinergic and Adrenergic Drugs)**	**labs**	
Week 8	**2**		**Drugs Acting on the Eye**	**labs**	
Week 9	**2**		**Effects of Drugs on the Arterial Blood Pressure of Humans**	**labs**	
Week 10	**2**		**Drugs Used in Cardiovascular Diseases (Part I)**	**labs**	
Week 11	**2**		**Drugs Used in Cardiovascular Diseases (Part II)**	**labs**	
Week 12	**2**		**Response of Human Skin to Histamine and Adrenaline**	**labs** **labs**	
Week 13	**2**		**Evaluation of Anti-inflammatory Drugs**	**Labs**	
Week 14	**2**		**Evaluation of Analgesics Anticonvulsants**		
Week 15	**2**		**General Anesthesia**		
			Semester 2		
Week 1	**3**		**Histamine & anti-histamine drugs, Prostaglandins & analogues and Drugs used for gout**		

Week 2	**3**		**Anti-bacterial Part 1 and Anti-Bacterial Part 2**		
Week 3	**3**		**Anti-bacterial Part 3 and Anti-bacterial Part 4**		
Week 4	**3**		**Anti-bacterial Part 5 and Anti-mycobacterial agents**		
Week 5	**3**		**Anti-fungal agents, Anti-viral agents and Anti-protozoal agents**	**Theoretical**	
Week 6	**3**		**Hypothalamic and pituitary hormones, Sex hormones and contraceptives and Drugs acting on the uterus**	**Lecture** **Lecture**	
Week 7	**3**		**Thyroid hormones and anti-thyroid agents, Corticosteroids Part 1 and Corticosteroids Part 2**	**Lecture** **Lecture**	
Week 8	**3**		**Insulin and insulin analogs, Oral hypoglycemic agents Part 1 and Oral hypoglycemic agents Part 2**	**Lecture**	
Week 9			**Midterm exams (no new topics)**	**Lecture**	
Week 10	**3**		**Drugs used in coagulation disorders Part 1, Drugs used in coagulation disorders Part 2 and Agents used in dyslipidemia Part 1**	**Lecture**	
Week 11	**3**		**Agents used in dyslipidemia Part 2, Drugs acting on the hematopoietic system and Drugs acting on the bronchial muscle**	**Lecture** **Lecture**	
Week 12	**3**		**Cancer chemotherapy Part 1, Cancer chemotherapy**	**Lecture**	

			Part 2 and Drugs acting on the GIT Part 1	**Lecture**	
Week 13	**3**		**Drugs acting on the GIT Part 2, Immunomodulating agents Part 1 and Immunomodulating agents Part 2**	**Lecture**	
Week 14	**3**		**Drugs acting on bone minerals, Disease-modifying anti-rheumatic agents (biological drugs) and Pharmacology of anthelminthic agents**	**Lecture**	
Week 15	**3**			**Lecture**	
	3				
	3			**Practical**	
Week 1			**Drugs of abuse, Dietary supplements and herbal medications Part 1**	**labs**	
Week 2			**and Dietary supplements and herbal medications Part 2**	**labs**	
Week 3			**Drugs acting on the eye Medication used in emergency**	**labs**	

Week 4			**Therapeutic options for obesity**	**Labs**	
Week 5			**Evaluation of the analgesic activity of opioids**	**labs**	
Week 6			**Evaluation of the analgesic activity of NSAIDs**	**labs**	
Week 7			**Nicotine pharmacology and toxicity**	**labs**	
Week 8			**Treatment of Urinary Tract Infection (UTI)**	**labs**	
Week 9			**Drug prescription**	**labs**	
Week 10			**Effect of Histamine and adrenaline on human Skin**	**labs**	
Week 11			**Evaluation of anticonvulsants**	**labs**	
Week 12			**Adverse drug reaction**	**labs**	
Week 13			**Drug-drug interaction and drug-food interaction**	**labs**	
Week 14			**Therapeutic and toxic potentials of over-the-counter medications**	**Labs**	
Week 15			**Therapeutic options for acne** **Drug therapy in pregnancy and lactation**	**Labs**	

11.Course Evaluation

For each semester: 10 Quizzes, attendance, and seminars/reports

1.Quizzes (5 marks)

2.Lab. Attendance + report (3 marks)

3.Seminars (2 marks) **Theoretical mid-semester 20, Final Practical 20, and Final theoretical 50**

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	**1. Katzung & Trevor's Pharmacology Examination and Board Review, 12th edition.** **2. Lippincott's Illustrated Pharmacology, 7th edition.**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately required**
Electronic References and Websites	

Course Description Form

1. Course Name:
Internal Medicine
2. Course Code:
CP1M003
3. Semester / Year:
1st + 2nd Semester / 2025-2026
4. Description Preparation Date:
August 28, 2025
5. Available Attendance Forms:
Class + Lab +Hospital Ward
6. Number of Credit Hours (Total) / Number of Units (Total)
1st semester---60 hrs. theory + 30 hrs. Practical / 5 credits **2nd semester---- 60 hrs. theory + 30 hrs. practical / 5 credits**
7. Course administrator's name
Dr. Ameer Taqi Sadeq Email: Ameerzieny@alkafeel.edu.iq **Prof. Dr. Talib Hussain Kammona** **Dr. Haider Wared E mail: haider.wared@alkafeel.edu.iq** **Dr. Ahmed Mohmmed** **Lect. Dr. Zaid Faik Zwain** **Qasim Abdulhassan** **Mujtaba Hassan Majeed**
8. Course Objectives

Course Objectives	**I. Knowledge Objectives** a- Understanding General Symptoms: By the end of this course, students will be able to identify and describe common general symptoms (e.g., fever, fatigue, pain) and their significance in clinical diagnosis. b- Students will explain the pathophysiological mechanisms associated with common symptoms across different diseases. c- Recognizing Clinical Presentations: Students will be familiar with the differential diagnoses for common symptoms, using case studies to illustrate variations in clinical presentations. **II. Skills Objectives** a- History Taking: Students will demonstrate proficiency in conducting a focused patient history, including eliciting the chief complaint, medical history, and relevant social and family histories. b- Communication skills: Students will apply appropriate communication skills to engage patients in a respectful and empathetic manner during history taking.

	c- Case-Based Learning: Students will participate effectively in case-based discussions, demonstrating the ability to analyze clinical cases and apply theoretical knowledge to practical situations. Students will formulate and present clinical management plans based on case discussions with an emphasis on appropriate diagnostic and therapeutic approaches. **III. Professionalism**: Refers to the conduct of students and aims that characterize a profession. It encompasses a wide range of behaviors and attitudes that reflect the commitment to ethical practices and standards of a particular field. Key aspects of professional conduct are Competence, Integrity, Accountability, respectfulness, communication, appearance, Commitment to Service. a- Students will demonstrate professionalism by showing respect and Confidentiality towards patients during clinical interactions. b- Students will recognize the importance of empathy in patient care, applying this understanding during case-based learning and interactions with patient. c- Students will engage in collaborative learning situations, working effectively within small groups to discuss cases and share knowledge.

9. Teaching and Learning Strategies

Strategy	Describe the way the syllabus is given to the students e.g. lectures, small-group teaching, problem-based or case-based learning, peer assisted learning, practical, laboratory exercises, bed-side teaching, clinical demonstrations, clinical skills center training, also give detailed description of how clinical sessions are given mentioning how many groups the students are divided to and how many students there are in each group **a. Theory:** as 60-minute interactive lecture 4 times per week for 15 weeks. **b- Small group teaching**: as case-based learning, each week 40-50 students discuss the case, which had been delivered to them in the beginning of the course. The discussion is guided by the lecturer who highlights the most important points in the history and stimulates an open and brain storming discussion among students. **c. Clinical sessions**: Students are divided to four main groups (on 2 mentors)

10. Course Structure
Theoretical Lectures of 1st semester

First week		
Theoretical Lecture	**Jaundice**	**Genitourinary symptoms**

1st day		
2nd day	**Cough Hemoptysis**	**Ascites Edema**
2nd week		
Theoretical Lectures 1st day	**Pain as a symptom**	**Diarrhea and constipation**
2nd Day	**Poisoning**	**Poisoning**
3rd Week		
Theoretical Lectures 1st Day	**Consciousness**	**Geriatric medicine**
2nd Day	**Acid base balance**	**Acid base balance**
4th Week		
Theoretical Lectures 1st day	**Nutrition and Nutritional disease**	**Nutrition and Nutritional disease**
2nd Day	**Vitamins**	**Vitamins**
5th week		
Theoretical Lectures 1st day	**CBL of Jaundiced patient**	**Introduction to blood diseases**
2nd Day	**Fluids and electrolytes**	**Fluids and electrolytes**
6th week		
Theoretical Lectures 1st day	**Genetics and Genetic diseases**	**Genetics and Genetic diseases**
2nd Day	**Immunological diseases**	**Immunological diseases**
7th week		
Theoretical Lectures 1st day	**Dyspnea Cyanosis**	
2nd day	**Environmental medicine**	**Environmental medicine**

8th week		
Theoretical Lectures 1st day	**Autoimmune Diseases**	**Allergic Diseases**
9th week		
1st Day	**Approach to confusing Patient.**	**Approach to Patient with Disturbed level of Consciousness.**
2nd Day	**Approaching Patient with Edema**	**Approaching Patient with Edema**
10th week		
Theoretical Lectures 1st day	**Obesity**	**Obesity**
2nd Day	**Nausea and Vomiting**	**Weight Loss**

Clinical Learning of 1st semester

Clinical days (2 days activity)	**1st part**	**2nd part (CBL Task).**	
first week			
	Introduction to history	**Patient data, chief complaint and history of present illness**	Re p pers
Second Week			
Clinical days (2 days activity)	**Review of History Taking**	**Focused history taking for particular cases**	
3rd Week			
1st Day 2nd Day	**Communication skills** ----------		Intr l

	Professionalism		(Dr . A meer
4th week			
Hospital Visit. The students divide into two halves (A+B) (C+D). Each half divides into five subgroups the same activity is repeated on the second day for the second half of students.	**History taking by Teacher. The students observe and record and checks for application of history protocol.**	**The students' subgroups take history from patients on person.**	The studen ts m to the Colle ge H present t e ca according t sub each supe vise the teache to c the stu dents perfor ance
Second Half	**Approach the patient with Jaundice (CBL).**	**CBL: Approach to a patient with chest pain**	CBL. App roach with Genit o-Ur sympt oms. Dr. H uider
5th Week			
Hospital Visit. First Half.	**History taking by Teacher. The students observe and record and checks for application of history protocol.**	**The students take history from patients directly**	The studen ts m to the Colle ge H present t e cas supervise d by teacher to chec students' pe form
6th Week			
Hospital Visit. First Half.	**History taking by Teacher. The students observe and record and checks for application of history protocol.**	**The students take history from patients on person.**	The studen ts m to the Colle ge H present t e cas supervise d by teacher to chec students' pe form
7th Week			
Clinical days (2 days activity)	**(CBL) Approach to patient with Anemia.**	**Approach patient with Abdominal**	CBL: Appr oach patien with Hemate mesi

		pain (CBL).	Dr. Abdalzah
8th week			
Hospital Visit.	**History taking by Teacher. The students observe and record and checks for application of history protocol.**	**The students take history from patients directly**	The students m to the Colle ge H present the cas supervised by teacher to check students' perform
9th week			
Hospital Visit	**History taking by Teacher. The students observe and record and checks for application of history protocol.**	**The students take history from patients on person.**	The students m to the Colle ge H present the cas supervised by teacher to check students' perform
10th Week			
Hospital Visit.	**History taking by Teacher. The students observe and record and checks for application of history protocol.**	**The students take history from patients on person.**	The students m to the Colle ge H present the cas supervised by teacher to check students' perform

Sessions table for 2nd part of CP1

Week No.	1st part	2nd part	3rd part
1	**Introduction** 1. The setting for PE 2. The tool required 3. The sequences of PE 4. The impression created from the first look and handshake.	**The ECG Session** 1. ECG machine component and patient cable components 2. The Electrode location on the body's skin 3. Serial steps applied on and interpret normal ECG paper reading 4. the stepped reading and interpretation of some abnormal ECG graphs.	**The ECG Session** 1. ECG machine component and patient cable components 2. The Electrode location on the body's skin 3. Serial steps applied on and interpret normal ECG paper reading

			4. the stepped reading and interpretation of some abnormal ECG graphs.		
2	**General Appearance** 1. Clothing 2. Gait and Posture 3. Facial expression 4. Examination of the tongue 5. Complexion and skin color 6. The body Odors	7. Spot diagnosis of certain diseases by a general look Anthropometric physical examination 8. Hand examination 9. Lymph node Examination 10. The body's hydration state (Edema and Dehydration)	**Examination of Mass and Swelling** 1-the physical characters of the lump (size, Position, attachment and consistency, surface and shape, pulsation and inflammation 2. The sequence of lump examination 3. Hernia and hernia orifices examination		
3	**Anthropometric Examination**: Weight. Height. Obesity measures. Marfan syndrome anthropometry Eunuchoid anthropometry Dr. Ameer	**Examination of Abdomen** 1- Proper abdominal exam. Include inspection, palpation, percussion and auscultation. 2- Exam. Of the Lower abdomen (Genitalia and perinium)	**Examination of Head and Neck** 1. Exam of thyroid 2. Exam of cervical LN 3-Exam of JVP and Carotid pulse.		
4	**Examination of Chest** 1. Learn the anatomical landmarks on the chest 2. Learn the shapes of the chest 3. The skin lesions and abnormality of the chest 4. Learn to localize the tracheal position and tag. Dr. Ahmed	**Examination of the Neurological System** 1. Mental state assessment. 2. Cranial Nerves Exam. 3. Brief Motor and Sensory assessment	**CXR film assessment** 1. Technique 2. sequence of reading 3. Reporting 4. Documenting the Film 5-Correlation with the clinical context.		
5	**First hospital day** 8.30-10 General appearance, facial look, complexion, jaundice, cyanosis, gait. Demonstration led by Tutor	10-11.45 The student's subgroup applies the Examination under the guidance of the Tutor	12-2 The student's subgroup applies the Examination under the guidance of the peer.		
6	**Second hospital day** 8.30-10 Assessment of the Body Anthropometry Examination of HEENT, Hands, Legs and Feet examination. Demonstration led by Tutor	10-11.45 The student's subgroup applies the Examination under the guidance of the Tutor	12-2 The student's subgroup applies the Examination under the guidance of the peer.		

7	**Third hospital day** 8.30-10 Vital signs BP, PR, RR, Temperature, O2 saturation Demonstration by the Tutor	10-11.45 The student's subgroup applies the Examination under the guidance of the Tutor	12-2 The student's subgroup applies the Examination under the guidance of the peer.
8	**Fourth hospital day** 8.30-10 Exam of the chest Exam of the abdomen The demonstration led by the Tutor	10-11.45 The student's subgroup applies the Examination under the guidance of the Tutor	12-2 The student's subgroup applies the Examination under the guidance of the peer.

Large Group Lecture of the Second Semester

No.	Name of the lecture	Time in hours	Lecturer
1	**Principles of antimicrobial therapy &management of infectious disease**	1	Dr. Ameer
2	**Presenting problems in infectious disease Fever1**	1	Dr. Ahmed
3	**Presenting problems in infectious disease Fever2**	1	Dr. Ahmed
4	**Severe inflammatory response syndrome (SIRS), sepsis & septic shock**	1	Dr. Ameer
5	**Acute diarrhea & Food poisoning**	1	Dr. Haider
6	**Cholera**	1	Dr. Haider
7	**Leptospirosis, Plague and Borelliosis**	1	Dr. Haider
8	**Measles, Mumps and Rubella**	1	Dr. Haider
9	**HERPES, EBV & CMV**	I	Dr. Ahmed
10	**HERPES, EBV & CMV**	1	Dr. Ahmed
11	**Viral hemorrhagic fevers Rabies**	1	Dr. Ameer
12	**Viral hemorrhagic fevers Rabies**	1	Dr. Ameer
13	**Meningitis**	1	Dr. Ahmed
14	**Meningitis**	1	Dr. Ahmed
15	**Influenza & emerging respiratory infections**	1	Dr. Ameer
16	**Influenza & emerging respiratory infections**	1	Dr. Ameer
17	**Diphtheria, Anthrax & Tetanus**	1	Dr. Ameer
18	**Diphtheria, Anthrax & Tetanus**	1	Dr. Ameer
19	**Brucellosis**	1	Dr. Haider
20	**Enteric Fever and Shigellosis**	1	Dr. Haider
21	**Schistosomiasis & Toxoplasmosis**	1	Dr. Ameer
22	**Schistosomiasis & Toxoplasmosis**	1	Dr. Ameer
23	**Infection caused by Nematodes**	1	Dr. Haider

24	**Infection caused by Nematodes**	**1**	Dr. Haider	
25	**Non tuberculous mycobacterial infections (Leprosy)**	**1**	Dr.Ahmed	
26	**Tapeworms**	**1**	Dr. Ameer	
27	**HIV I & II**	**1**	Dr. Ahmed	
28	**HIV I & II**	**1**	Dr. Ahmed	
29	**Sexually Transmitted Diseases (Syphilis & Gonorrhea)**	**1**	Dr. Ahmed	
30	**Sexually Transmitted Diseases (Syphilis & Gonorrhea)**	**1**	Dr. Ahmed	
31	**Malaria**	**1**	Dr. Ameer	
32	**Leishmaniasis**	**1**	Dr. Ahmed	

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: 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. 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:

1**. Course average**: Theory 20 % (consisting of 30 single best answer), clinical 5 % (observed-history taking according to checklist), and case-based learning 5 %.

2. **Final exam**: Theory 50% (consisting of 60 single best answer plus 4 short essay questions) Clinical 20% (observed history taking and general examination performance according to checklist), 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.

Assessment tools involve the followings:

a- Knowledge Assessments: Quizzes and written exams based on lecture material covering general symptoms and their implications.

b- Skill Assessments: Direct observation of history taking and physical examination skills by supervisor including feedback sessions.

c- Case-Based Assessments: Participation in case discussions, with evaluation based on presentation quality and group interaction.

d- Reflective Practice: Students have to submit reflective Logbook notes on their learning experiences related to case-based learning and history taking.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	1. Davidson's principle and practice of medicine. 2. McLeod's physical examination. 3. Harrison's principle of internal medicine 4. https://emedicine.medscape.com

Main references (sources)	Same as above
Recommended books and references (scientific journals, reports...)	Additional resources are provided in each lecture separately if required
Electronic References, Websites	https://www.elsevier.com/books/davidsons-principles-and-practice-of-medicine/978070207704 https://accessmedicine.mhmedical.com/book.aspx?bookid=3095&utm_source=chatgpt.com https://www.medscape.com?utm_source=chatgpt.c

Course Description Form

1. Course Name:
Surgery
2. Course Code:
CP1S003
3. Semester / Year:
2nd semester / 2025-2026
4. Description Preparation Date:
September, 01,2025
5. Available Attendance Forms:
Large group lecture +hospital visits + discussion Interactive leaning activity (ILA
6. Number of Credit Hours (Total) / Number of Units (Total)
75 hours/ 4 credit
7. Course administrator's name
Asst. Prof. Dr.Samer Makki Al Hakkak Email:s.hakkak@alkafeel.edu.iq **Lect. Dr. Ali Kamal** **Lect. Dr. Abdulzhara Hussain** **Lect. Dr. Hiader Abdulzahraa** **Lect. Dr Safaa Naema**
8. Course Objectives

Course Objective	**<u>Learning Objectives S2</u>** **Of course. Here is a consolidated list of learning objectives for the basic principles of surgery, combining all the topics into a single, streamlined checklist.** **Upon completion of this unit, the learner will be able to:** **1. Define shock and list its five primary types.** **2. Describe the body's key hormonal and metabolic changes following trauma or surgery.** **3. Explain the three main phases of normal wound healing.**

	4. Classify surgical wounds according to the CDC criteria (Clean, Clean-Contaminated, Contaminated, Dirty/Infected). **5. Estimate blood loss and classify hemorrhage severity using clinical signs and the ATLS system.** **6. Differentiate between the pathophysiological mechanisms and clinical presentations of different shock states.** **7. Compare and contrast wound healing by primary intention, secondary intention, and tertiary intention.** **8. Outline the appropriate timing, selection, and duration of prophylactic antibiotics in surgery.** **9. Identify local and systemic factors that impair wound healing and increase the risk of surgical infection.** **10. Construct a management plan for a patient in hypovolemic shock, including resuscitation and transfusion.** **11. List the indications, major complications, and essential safety checks for blood transfusion.** **12. Develop a differential diagnosis for a postoperative fever using the "5 W's" mnemonic.** **13. Formulate a nutritional support plan to mitigate the catabolic state in a critically ill patient.** **14. Apply the principles of source control to the management of a deep surgical site infection.** **15. Interpret basic laboratory values (e.g., lactate, base deficit, hemoglobin) in the context of hemorrhage and shock.** **16. Explain the significance and prevention of multidrug-resistant organisms in surgery.**

9. Teaching and Learning Strategies

	Strategy	Description	How it Supports the Objectives
Strategy	**Clinical Case Discussions**	Facilitated small-group discussion of real or fictional patient cases that	Forces **application, analysis, and synthesis** of

		integrate multiple topics (e.g., a trauma patient who bleeds, gets transfused, and develops an infection).	knowledge from all areas. Develops clinical reasoning.
	Procedural Videos & Animations	Short videos showing the physiology of shock, the cellular process of wound healing, or the technique for a sterile dressing change.	Makes complex **invisible processes (metabolic response, healing) visible** and concrete.
	Problem-Based Learning (PBL)	Students are given a problem (e.g., "Why is this patient's wound not healing?") with minimal initial information. They identify learning needs, research, and reconvene.	Promotes **self-directed learning** and deep investigation into the factors affecting healing and infection.

10. Course Structure

Week	Hrs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1st	**2**		**Surgical-focused history**		**Daily quizzes**
2nd	**2**		**Surgical–focused examination. Metabolic**		
3rd	**2**		**Response to injury Fluid and electrolytes**	**Lectures**	**(Formative Exams)**
4th	**2**		**Shock Hemorrhage & transfusion**	**Discussions**	**Mid Term Exams**
5th	**2**		**The abdominal wall hernia, Inguinal hernia,**		
6th	**2**		**Femoral hernia Acid - base balance**	**TBL**	**Final exams**
7th	**2**		**Burn Normal Wound Healing**		
8th	**2**		**Skin Ulcers Diabetic foot**		
9th	**2**		**Tumors Fistulae and Sinus Nutrition**		
10th	**2**		**Ventral Hernia Umbilical hernia**		
11th	**2**		**incisional hernia Some specific wounds,**		
12th	**2**		**Wound infection Scar, Surgical wounds**		
13th	**2**		**Dressing Umbilical conditions**		

14th **15th**	**2** **2**		**Hiatus hernia, other types of hernia.** **Human immunodeficiency virus (AIDS) & the surgeon**		

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, summarize exam, formatives exam, mid exam and OSCE

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	**O'Connell, P.R., McCaskie, A.W., & Williams, N.S. (Eds.). (2023). Bailey & Love's Short Practice of Surgery, 28th Edition.** **Gossage, J.A., Bultitude, M.F., & Corbett, S.A. (Eds.) (2021)** **Title: Browse's Introduction to the Symptoms & Signs of Surgical Disease (6th ed.)**
Main references (sources)	**O'Connell, P.R., McCaskie, A.W., & Williams, N.S. (Eds.). (2023). Bailey & Love's Short Practice of Surgery, 28th Edition.**
Recommended books and references (scientific journals, reports...)	**Lumley, J., D'Cruz, A., Hoballah, J., & Scott-Connor, (2015). Hamilton Bailey's Physical Signs: Demonstrations Physical Signs in Clinical Surgery, 19th Edition.**
Electronic References and Websites	**OnlineMedEd: High-yield video lectures and no specifically for the Surgery Shelf exam.** **TeachMeSurgery: A free, reliable resource for quick to reviews and clinical skills.**

Course Description Form

1. Course Name:	
Immunology	
2. Course Code:	
Immu003	
3. Semester / Year:	
1st 2025-2026	
4. Description Preparation Date:	
August 28, 2025	
5. Available Attendance Forms:	
Class + Lab	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hrs. T + 30 hrs. P / 3 credits	
7. Course administrator's name	
Lect. Dr. Mohammed Al-Enssari **Email: Mohammed.alanssari@alkafeel.edu.iq** **Lect. Dr. Hayder Talib Al-Hisnawi** **hayder.talib@alkafeel.edu.iq**	
8. Course Objectives	
Course Objectives	The course is designed to enable the student to: • Explain the importance of history and role of immunology in modern medicine • Describe the basic components of immune system including classification • Explain the normal defense mechanism • Mention the disorders of the immune system • Explain the immunological principles involved in different diagnostic tests • Explain immune-pathogenesis of SLE, RA, AHA, ABO incompatibility
9. Teaching and Learning Strategies	
Strategy	Study usually includes a combination of theoretical lectures and practical experiments and clinical scenario along with case reports and seminars to achieve clinical integration with student centered approach
10.Course Structure	

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
S1			**Introduction:**		
1	2		Brief historical background Basic concepts of immunity: Definition, classification, types and components with examples.		
2	2		**Immune system:** Organs, cells and soluble components		
3	2		**Antigens and Immunogens:** Terms and definitions: antigen, immunogen, hapten, epitope, paratope. Criteria of immunogenicity.	**LGT** **SGT** **ILA** **SCS** **Practical Skills**	Reports Seminar Active Participation Formative exams Midterm exams Practical Final
4	2		**Major histocompatibility complex (MHC/ HLA):** Terms and definitions, types and distribution, clinical and biological significance.		
5	2		**Immunoglobulins and Antibodies:** Terms and definitions, classification, structure, biological properties and functions. Monoclonal antibodies.		
6	2		**Complements:** Terms and definitions, activation,		

			biological functions and clinical significance, deficiency disorders.		
7	2		**Mechanisms of immune response:** Antibody and cell mediated immune response. Primary and secondary immune response		
8	2		**Hypersensitivity:** Terms and definitions, classifications, mechanisms, clinical significance with examples. Atopy, desensitization. Tests for Type-I reaction: Patch test, RAST, serum IgE assay.		
9&10	4		**Transplantation and Tumor immunity:** Terms and definitions, types and outline of prevention of graft rejection. Tumor antigens, role in diagnosis and clinical significance. Immuno-surveillance		
11&12	4		**Tolerance and Autoimmunity:** Definition and classification of tolerance Terms and definitions, basic concepts and mechanism of		

			development of autoimmunity.		
13	2		**Immunodeficiency disorders and immunotherapy:** Classification with examples		
14&15	4		**Agents of immunotherapy and biologics.** **Immunodiagnostic tests** Terms and definitions, types and applications in diagnostic medicine Agglutination, precipitation, ELISA, Western blot test, PCR and RT-PCR.		

11.Course Evaluation

For each semester: Evaluation semester 10, mid-semester 20, Final Practical 20, and Final theoretical 50

12.Learning and Teaching Resources

Required textbooks	
Main references (sources)	1. Owen J, Punt J, Stranford S, Jones P. Kuby Immunology. Macmillan Learning; 2018. 2. Delves PJ, Martin SJ, Burton DR, Roitt IM. Essential Immunology. Wiley; 2017. 3. Chapel H, Haeney M, Misbah S, Snowden N. Essentials of Clinical Immunology, Includes Wiley E-Text. Wiley; 2014.
Recommended books and references (scientific journals, reports...)	Additional resources are provided in each lect separately if required
Electronic References, Websites	

Course Description Form

1. Course Name:	
Bacteriology &Mycology	
2. Course Code:	
Bac003	
3. Semester / Year:	
1St Semester / 2025-2026	
4. Description Preparation Date:	
August 28, 2025	
5. Available Attendance Forms:	
Class + Lab	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hrs. T + 30 hrs. P / 3 credits	
7. Course administrator's name	
Name: Dr. Haider Jabbar Shinjar **Email: hayder.alhassani79@gmail.com**	
8. Course Objectives	
Course Objectives	The course is designed to enable the student to: 1. Enumerate the common bacterial agents: describe epidemiology, their morphology, classification and important cultural characteristics 2. Mention their virulence factors and describe pathogenesis and brief clinical features and the diseases they produce. 3. Describe the laboratory diagnosis: selection, collection, transportation and preservation of clinical samples, laboratory tests and their interpretation. 4. Describe in short, the management of infectious diseases. 5. list the important characteristics and diseases produced by bacteria
9. Teaching and Learning Strategies	
Strategy	Study usually includes a combination of theoretical lectures and practical experiments and clinical scenario along with case reports

	and seminars to achieve clinical integration with student centered approach

13. Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
S1 1 2 3 4 5 6	2 2 2 2 2 2		Staphylococci: S. *aureus,* S. *epidermidis,* S. *saprophyticus*, Enterococcus (VRE), MRSA, VRSA. Streptococci: Group A Streptococcus, Streptococcus agalactiae and Streptococcus *pneumoniae* Neisseria: N. *gonorrhea,* N. *meningitides* Corynebacterium *diphtheria* Enterobacteriaceae: Classification: Salmonella, Shigella, E. *Coli* and other Enterobacteriaceae, definition and clinical significance of ESBL, MBL and NDM-producing bacteria. Vibrio *cholerae* Helicobacter *pylori* Mycobacterium: M. *tuberculosis*, Atypical	**LGT** **SGT** **ILA** **SCS** **Practical Skills**	**Reports** **Seminar** **Active Participation** **Formative exams** **Midterm exams** **Practical** **Final**

7	2		mycrobacteria and M. *leprae*. MDR, XDR TB. Anaerobic bacteria: Clostridium: Cl. *tetani*, Cl. *botulinum*, Cl. *Perfringens*		
8	2				
9	2		other anaerobic bacteria Bacillus: B. Anthracis, B. Cereus, B. Subtypes. Spirochaetes: Treponemma *pallidum*		
10	2		Important characteristics and diseases produced by: Rickettssia Haemophilus influenzae, Haemophilus *ducrey*,		
11	2				
12	2		Mycoplasma, Chlamydia, Nocardia, Actinomycetes species **<u>Additional:</u>** Streptococcus Group D Klebsiella, Proteus, Pseudomonas: Ps. *aeruginosa,* Aeromonas, Plesiomonas,		
13	2				
14	2				
15	2		Campylobacter *jejuni* Bacteroides species Clostridium *deficille* Listeria Barkholderia G. vaginalis Probiotics		

14.Course Evaluation

For each semester: Evaluation semester 10, mid-semester 20, Final Practical 20, and Final theoretical 50

15.Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	1. Kenneth J. Ryan, C. George Ray. "Sherris.Medical Microbiology" 6th edition 2. Jawetz Melnick & Adelbergs Medical Microbiology and Immunology, 27 editions 2015. 3. Medical Mycology By Chung & Bennett 2003, 4. Clinical Mycology by William E.Dilmake, Peter G. Pappas & Jack D. Sobel 2003. 5. Medical Mycology By Dr. Azhar A. F. Ibrahim. 2013.
Recommended books and references (scientific journals, reports...)	Additional resources are provided in each lect separately if required
Electronic References, Websites	

Course Description Form

1. Course Name:
Virology
2. Course Code:
Vir003S2
3. Semester / Year:
2nd/2025-2026
4. Description Preparation Date:
September 01, 2025
5. Available Attendance Forms:
Class + Lab
6. Number of Credit Hours (Total) / Number of Units (Total)
30 hrs. T + 30 hrs. P / 3 credits
7. Course administrator's name
Name: Dr. Hayder Talib Al-Hisnawi **Asst. Lect. Ameer Mohammed Kadhim** **Ameer.mohammed @alkafeel.edu.iq**
8. Course Objectives

Course Objectives	**The course is designed to enable the student to:** 1. Differentiate the basic structure of virus from bacteria. 2. Mention epidemiology, diseases, important clinical features, pathogenesis and laboratory diagnosis of common viral diseases 3. Identify the appropriate measures for prevention. 4. Know the treatment of viral diseases

9. Teaching and Learning Strategies

Strategy	Study usually includes a combination of theoretical lectures and practical experiments and clinical scenario along with case reports and seminars to achieve clinical integration with student centered approach

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
S2 **1**	**2**		**General virology:** Introduction to virology, common viral diseases. Basic structure of virus Outline of viral replication Classification	**LGT** **SGT** **ILA** **SCS** **Practical Skills**	**Reports** **Seminar** **Active Participation** **Formative exams** **Midterm exams** **Practical** **Final**
2	**2**		**Lab diagnosis of viral diseases** **Antiviral agents**		
3	**2**		**Herpes viruses:** Classification, important characteristics, diseases, important clinical		

			features, transmission, pathogenesis, complications, laboratory diagnosis, treatment and prevention. Latency and reactivation of Herpes viruses. **Orthomyxovirus and paramyxoviruses**		
4	**2**		Important characteristics, diseases, important clinical features, transmission, pathogenesis, complications, laboratory diagnosis and prevention, management.		
5	**2**		**Hepatitis viruses:** Classification, important characteristics, diseases, transmission, pathogenesis, complications, laboratory diagnosis, prevention and management.		

			Polio virus		
6	**2**		Important characteristics, diseases, transmission, pathogenesis, laboratory diagnosis and prevention Merits and demerits of oral and injectable polio vaccine		
			Rabies virus:		
7	**2**		Important characteristics, diseases, transmission, pathogenesis, laboratory diagnosis and prevention and treatment, merits and demerits of different types of vaccines		
8	**2**		**Rota virus:** Diseases, transmission, pathogenesis, laboratory diagnosis, prevention and treatment		
			HIV:		
9	**2**		**Classification,** important characteristics, diseases (AIDS), transmission, pathogenesis, laboratory		

			diagnosis, prevention and treatment.		
10	**2**		**Dengue** Important characteristics, diseases (DHF, DSS), transmission, pathogenesis, laboratory diagnosis, prevention and treatment.		
11	**2**		**Chikungunya:** Important characteristics, transmission, epidemiology, pathogenesis, laboratory diagnosis, prevention and treatment.		
12	**2**		**Coronavirus:** Important characteristics, epidemiology, transmission, pathogenesis, organs involved, clinical features, laboratory diagnosis, prevention and treatment of COVID-19 and other Coronaviruses.		

13 **14**	**2** **2**		**Other Emerging viral diseases** Avian flu, SARS, MERS, Nipah, Swine flu, Zika, Ebola etc. Important characteristics of virus, important clinical features, transmission, pathogenesis, laboratory diagnosis and prevention **Oncogenic viruses** Definitions, list of oncogenic viruses with their associated tumors. Latent and chronic viral infections**.**		
1-10 week	**2**		**Introduction to the virology lab and methods of viral sample collection** **Methods for viral infections diagnosis** **Detection of viruses using direct and indirect serological tests** **Detection of viruses using polymerase chain reaction**	**Lab Sessions, PBL, TBL**	**Activities** **Homework** **Quizzes** **Final Practical Exam**

			Detection of viruses using Electron microscopy **Preparation of tissue culture, and types of tissue culture** **Inoculation of clinical sample in tissue culture, detection of virus growth in tissue culture and demonstration of different cytopathic effects** **Bacteriophage applications** **Anti-viral drugs and vaccines** **Case studies**		

11.Course Evaluation	
For each semester: Evaluation semester 10, mid-semester 20, Final Practical 20, and Final theoretical 50	
12.Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	**1. Jawetz Melnick & Adelbergs Medical Microbiology and Immunology, 27 editions 2015.**

Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	

Course Description Form

1. Course Name:
parasitology
2. Course Code:
Par003S2
3. Semester / Year:
2nd / 2025-2026
4. Description Preparation Date:
September 01, 2025
5. Available Attendance Forms:
Class + Lab
6. Number of Credit Hours (Total) / Number of Units (Total)
30 hrs. T + 30 hrs. P / 3 credits
7. Course administrator's name
Name: Haider Jabbar Shinjar al Hassani **Email: hayder.alhassani79@gmail.com** **Asst. Lect. Ameer Mohammed Kadhim** **Ameer.mohammed @alkafeel.edu.iq**
8. Course Objectives

Course Objectives	**The course is designed to enable the student to:** • mention the important characteristics and epidemiology of common parasitic diseases • describe the pathogenesis • Explain major complications and laboratory diagnosis of common parasites. • Know the mode of treatment of common parasitic diseases

9. Teaching and Learning Strategies	
Strategy	Study usually includes a combination of theoretical lectures and practical experiments and clinical scenario along with case reports and seminars to achieve clinical integration with student centered approach

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
S2					
1	**2**		**Introduction to Parasitology** Classification, life cycles, host-parasite relationship**, Entamoeba histolytica,** Nonpathogenic parasite	**LGT** **SGT** **ILA** **SCS** **Practical Skills**	**Reports** **Seminar** **Active Participation** **Formative exams** **Midterm exams** **Practical** **Final**
2	**2**		**Intestinal Protozoa + Urogenital flagellate** Giardia lamblia, Balantidium coli, Trichomonas spp**.**		
3	**2**		**Blood & Tissue Protozoa** Leishmania spp., Toxoplasma gondii		
4	**2**		**Blood & Tissue Protozoa** Plasmodium spp., Trypanosoma spp.		

5	**2**		**Cestodes** Taenia saginata, Taenia solium, Echinococcus granulosus		
6	**2**		**Trematodes** Schistosoma spp., Fasciola hepatica		
7	**2**		**Intestinal Nematode** Ascaris lumbricoides, Enterobius vermicularis		
8	**2**		**Intestinal Nematode** Trichuris trichiura, Hookworms		
9	**2**		**Tissue & Blood Nematodes:** Strongyloides stercoralis, Wuchereria bancrofti		
10	**2**		**Arthropods (Medical Importance)** Mosquitoes, flies, lice, fleas, ticks		
11.Course Evaluation					

Evaluation semester 10, mid-semester 20, Final Practical 20, and Final theoretical 50	
12.Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	1. Paniker s Textbook of Medical Parasitology 7E (2013) 2. Jawetz Melnick & Adelbergs Medical Microbiology, 27 editions 2015 3. Review of Medical Microbiology & Immunology 28th edition
Recommended books and references (scientific journals, reports...)	Additional resources are provided in each lecture separately if required
Electronic References, Websites	

Course Description Form

1. Course Name:
Community and Family Medicine
2. Course Code:
Fcm003
3. Semester / Year:
2nd Semester / 2025-2026
4. Description Preparation Date:
30 hrs. T + 30 hrs. P
5. Available Attendance Forms:
Class LGT
6. Number of Credit Hours (Total) / Number of Units (Total)
60 hrs. T / 3 credits
7. Course administrator's name
Name: Prof. Dr. Salam Jasim Mohammed **Email: Salam.alfatlawi@alkafeel,edu.iq**
8. Course learning outcomes

Intended learning outcomes	The course is designed to enable the students to: 1. Explain the definitions and concept and goals of community medicine. 2. To get knowledge about the important nutritional problems. 3. To get knowledge about the important environmental health problems

9. Teaching and Learning Strategies

Strategy	• **Study usually includes a combination of theoretical lectures along with case reports and seminars to achieve clinical integration with student centered approach**

10.Course Structure

Week	Hours	Unit or subject name	Learning method	Evaluation method
1	4	**Introduction to Community Medicine** Definitions and concept of community medicine. Goals of community medicine.	**LGT**	**Reports** **Seminar** **Active Participation**

		Benefits of community medicine. Population-based approaches. Factors that affect the community health. Levels of disease occurrence. Levels of prevention.		**Formative exams** **Midterm exams** **Final**
2+3	4	**Introduction to biostatistics** Definitions and random numbers. Presentation of data by tables and graphs. Measures of central tendency. Measures of dispersion		
4+5+6	6	**Hypothesis testing steps** One sample t- test. Two sample t- test. Paired t-test. Chi square test.		
7+8	5	**Nutrition** Nutrition status assessment. Clinical assessment. Biochemical assessment. Basic anthropometric techniques, application and reference standards Nutrient requirement. Estimating energy requirements for adults. Protein energy malnutrition. Micronutrient deficiencies. Macronutrient deficiencies		

9+10	6	**Environmental Medicine** Introduction to environmental medicine and environmental hazards. Green house phenomenon. Ozone layer depletion and Acid rain. Air pollution. Assessment of outdoor and indoor air pollution. Water pollution. Hazardous wastes. Impact of heavy metals on environmental health.		
11+12	5	**Primary Health Care Concept** Concept of health care. Health system. Levels of health care. Alma Ata Declaration. Definition of PHC. Principles of PHC. Elements of PHC. Intersectoral collaboration and appropriate health technology in PHC. Millennium development goals.		

11.Course Evaluation	
Evaluation semester 10, mid-semester 20, and Final theoretical 70	
12.Learning and Teaching Resources	
Required textbooks (curricular books, any)	Biostatistics, Danials 2014, Weyee ii. Text book of occupational and environmental medicine. 2011, fifth edition.

	iii. WHO & UNICEF websites. iv. Manual and books of Iraqi MOH v. PencheonD,etal. Oxford Handbook Public Health Practice.2nd ed. 2006.
Main references (sources)	Same above
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:	
Research Methodology	
2. Course Code:	
RMe003	
3. Semester / Year:	
1st + 2nd Semester / 2025-2026	
4. Description Preparation Date:	
August 28, 2025	
5. Available Attendance Forms:	
Class	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hrs. T / 2 credits	
7. Course administrator's name	
Name: 1. Lect. Dr. Abdulzahra Hussain **2. Prof. Dr. Salam Alfatlawi Email: Salam.alfatlawi@alkafeel,edu.iq**	
8. Course objective	
Course objective	1. To learn the principles of hypothesis testing steps as a statistical method to reach an inference. 2. To learn the skill of apply hypothesis testing technique on solving statistical problems.
9. Teaching and Learning Strategies	
Strategy	• Study usually includes a combination of theoretical lectures along with case reports and seminars to achieve clinical integration with student centered approach

10.Course Structure

Week	Hours	Unit or subject name	Learning method	Evaluation method
		• **LG-1: Introduction to biostatistics** • **TBL-1: Introduction to computerized**	**LGT** **TBL**	**Reports** **Seminar** **Active Participation** **Formative exams** **Midterm exams**

		statistical analysis-part 1 • **LG-2: Mathematical presentation -part 1** • **TBL-2: Mathematical presentation -part** 2 • **LG-3: Mathematical presentation -part 2** • **TBL -3: Graphical presentations of data** • **LG-4: Graphical presentations of data** • **TBL -4: Sampling and Sampling Techniques** • **LG-5: Sampling and Sampling Techniques** • **TBL -5: Probability** • **LG-6: Probability** • **TBL -6: Probability Distribution & Sampling Distribution** • **LG-7: Probability Distribution & Sampling Distribution** • **TBL -7: Estimation** • **LG-8: Estimation** • **TBL -8: T-test** • **LG-9: T-test** • **TBL -9: Analytic** •		**Final**

		• **LG-10: Analytic Statistics, Hypothesis Testing** • **TBL -10: Chi-Square distribution & Chi-Square Test** • **LG-11: Chi-Square distribution & Chi-Square Test** • **TBL -11: ANOVA: Analysis of Variation** • **LG-12: ANOVA: Analysis of Variation** • **TBL -12: Analytic Statistics, Hypothesis Testing** • **LG-13: Analytic Statistics, Hypothesis Testing** • **TBL -13: Measures of Association and Effect Size** • **LG-14: Measures of Association and Effect Size** • **TBL -14: Overview Methods of different studies & Sample size calculation** • **LG-15: Overview Methods of different studies & Sample size calculation** • **TBL -15: How to put proposal methodology& DESIGN**		

		• **LG-16: Research, Methodology& Design** • **TBL -16: Epidemiological study designs** • **LG-17: Research and study designs** • **TBL -17: Case-Control Studies** • **LG-18: Case-Control Studies** • **TBL -18: Cohort studies/cross-sectional studies** • **LG-19: Cohort studies/cross-sectional studies** • **TBL -19: Interventional studies, "clinical trials", "experimental studies"** • **LG-20: Interventional studies, "clinical trials", "experimental studies"** • **TBL -20: Meta-analysis/Systematic review** • **TBL -20: Meta-analysis/Systematic review** • **LG-21: Meta-analysis/Systematic review**		

		• **TBL -21: Scientific Writing** • **LG-22: Scientific Writing** • **TBL -22: Critical review of the research** • **LG-23: Critical review of the research** • **TBL -23: Ethical aspects of the research** • **LG-24: Ethical aspects of the research** • **TBL -24: How to publish your research** • **LG-25: How to publish your research** • **TBL -25: Oral Presentation of the research** • **LG-26: Oral Presentation of the research** • **LG-27: SPSS statistical software** • **TBL-27: SPSS statistical software** • **LG-28: Endnote referencing software** • **TBL-28: Endnote referencing software** • **LG-29: Plagiarism** • **TBL-29: Plagiarism**		

		• **LG-30: Retraction Of Research** • **Tbl-30: Retraction of Research**		

11.Course Evaluation

Evaluation semester 10, mid-semester 20, and Final theoretical 70

12.Learning and Teaching Resources

Required textbooks	**Biostatistics, Danials 2014, Weyee** **ii. Text book of occupational and environmental medicine. 2011, fifth edition.** **iii. WHO & UNICEF websites.**
Main references (sources)	**Same above**
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department

Academic Program and Course Description Guide Year Four College of Medicine University of Alkafeel

2025-2026

University Name: Alkafeel
Faculty/Institute: College of Medicine

Year: Four

Year Moderator: Asst. Prof. Dr. Fatimah Kareem Khalaf

Academic or Professional Program Name: Year Four/ M.B.Ch.B

Final Certificate Name: MBChB

Academic System: Courses

Description Preparation Date: 2025-2026

File Completion Date: 25-10-2025

Signature:

Year Moderator:

Asst. Prof. Dr. Fatimah Kareem Khalaf

Date: 25-10-2025

Signature:

Scientific Associate Name:

Asst. Prof. Dr. Fatimah Kareem Khalaf

Date: 25-10-2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Asst. Lect. Ameer Mohammed Kadhim

Date: 25-10-2025

Signature:

Approval of the Dean

Asst. Prof. Dr. Samer Makki Mohamed Al Hakkak

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills, so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual).

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

1. **Program Vision**
World-class medical school recognized for excellence in education, research and clinical care, and to prepare the next generation of compassionate, innovative health care professional.

2. **Program Mission**
Following the most updated and recognized parameters and fostering the scientific research to prepare qualified graduate in medicine to comply with the community needs and modernity in the profession.

3. **Program Objectives**
1. Prepare graduates capable of diagnosis, treatment, and follow-up of patients. 2. Convey medical knowledge and skills through university education, continuous learning, and higher research work. 3. Fostering professional and moral values in providing health care. 4. joining the students in the process of complying and improving the knowledge through scientific research.

4. **Program Accreditation**
Does the program have program accreditation? No (the first batch of the college are now a 4th year students)

5. **Other external influences**
Is there a sponsor for the program? Yes, Ministry of Higher Education- Private Education Department and Higher Education Authority- Attabah Abbasia

6. Program Structure				
Program Structure	**Number of Courses**	**Credit**	**Percentage**	**Reviews***
Institution Requirements	**2**	**42**		**Guidance optional**
College Requirements	**19**	**42**		**Research Project**
Department Requirements	**6**	**42**	**--**	
Summer Training	**Nil**	**Nil**	**Nil**	
Other				

7.Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
			Theoretical	**Practical**
Year Four	**1st Semester**			
	MEDCar - 41	**Cardiology**	**2**	**-**
	Surgery SRGGit-41	**Gastroenterology**	**3**	**-**
	MEDResp– 41	**Respiratory**	**2**	**-**
	COMCom-41	**Family &Community Medicine**	**3**	**-**
	Res004	**Research Project**	**-**	**4**
	GYNGyn-41	**Obstetrics**	**2**	**-**
	PEDped-41	**Pediatric**	**2**	**-**
	PATForm-41	**Forensic Medicine**	**2**	**-**

	2nd Semester			
	MEDHem-42	**Haematology**	**2**	**-**
	MEDEnd-42	**Endocrinology**	**2**	**-**
	COMCom-42	**Community Medicine**	**2**	**-**
	MEDBsc-42	**Behavioural Science**	**1**	**-**
	GYNGyn- 42	**obstetrics**	**1**	**-**
	PEDPed-42	**Pediatric**	**2**	**-**
	SRGUro-42	**Urology**	**2**	**-**
	Internal Medicine - Clinical training (Rotation)		**-**	**10**
	Surgery - Clinical training (Rotation)		**-**	**10**
	Pediatric - Clinical training (Rotation)		**-**	**10**
	Obstetrics and Gynecology - Clinical training (Rotation)		**-**	**10**

8.Expected learning outcomes of the program	
Knowledge	
	1. **Explain** the pathophysiology, clinical features, and principles of management of common conditions in cardiology, respiratory medicine, hematology, nephrology, endocrinology, gastroenterology, obstetrics, pediatrics, and forensic medicine. **(Understand–Apply)** 2. **Describe** the principles of family and community medicine, global health, and behavioral science as they apply to patient care and public health. **(Understand)** 3. **Discuss** and appraise the basics of research methodology and evidence-based medicine, and their application in clinical decision-making. **(Understand–Analyze–Evaluate)**
Skills	
	1. **Perform** a focused history and physical examination relevant to the major body systems studied. **(Guided Response → Mechanism)** ***2.*** **Identify and interpret** common clinical signs and basic diagnostic investigations (e.g., ECG, chest X-ray, urinalysis, CBC). *(Perception →* **Guided Response → Mechanism)** 3. **Apply** principles of evidence-based medicine to solve simple clinical ***scenarios.*** **(Mechanism → Adaptation)**

	4. **Demonstrate** basic skills in counselling, communication, and health education for patients and families. **(Guided Response → Mechanism)** 5. **Participate in and present** a supervised research project, including data collection, analysis, and presentation. **(Mechanism → Adaptation)**
Ethics: **Attitudes / Professionalism**	
	1. **Demonstrate** empathy, respect, and ethical behavior in all interactions with patients, families, and healthcare teams. **(Valuing → Organization)** 2. **Show** commitment to teamwork, accountability, and professional responsibility during clinical placements. **(Responding → Valuing → Characterization)** 3. **Appreciate** the importance of preventive medicine, health promotion, and patient-centered care in the community and hospital settings. **(Valuing → Organization)** 4. **Maintain** intellectual curiosity, openness to feedback, and commitment to life-long learning. **(Organization → Characterization)**

9.Teaching and Learning Strategies
1. Lectures **2. LGT** **3. SGT**

4. **Clinical Training**
5. **ILA**
6. **Clinical skills labs**

10.Evaluation methods

1. **Case-Based Discussions**
2. **MCQs**
3. **Short-Answer Questions.**
4. **OSCEs**
5. **mini-CEX**
6. **DOPS**
7. **Case Presentations**
8. **Workplace-based assessment (WPBA)**
9. **Reflective Writing**
10. **360° feedback**
11. **Professionalism Portfolios**

	11.Faculty					
	Faculty Members					
Academic Rank		Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
		General	Special		Staff	Lecturer
Asst. Prof. Dr. Samer Makki Mohamed			✓		✓	
Asst. Prof. Dr. Fatima Kareem Khalaf			✓		✓	
Lect. Dr. Mohammed Jaffar Dheya			✓		✓	
Asst. prof. Dr. Ameer Taqi Sadiq			✓		✓	
Prof. Dr. Talib Hussain Kammona			✓			
Lect. Dr. Ahmed Mohmmed Abdulhussain			✓		✓	
Lect. Dr. Ali Kamal			✓		✓	
Lect. Dr. Abdulzahra A. Hussain			✓		✓	
Lect. Dr Safaa Naema			✓		✓	
Asst. Prof. Dr. Hilal Alsaffar			✓		✓	
Lect. Dr. Alaa Jumaa Al-Nassrawy			✓			✓
Lect. Dr. Rafat Hillal			✓		✓	
Lect. Dr. Tuqa Adil MA			✓		✓	
Lect. Dr. Aeman Yakoop Almasodi			✓		✓	

Lect. Dr. Aasthaa Farooq			✓		✓	
Lect. Dr. Farqad Al-Khalidi			✓		✓	
Lect. Dr. Saja Hadi			✓		✓	
Lect. Dr. Zaid Faik Zwain			✓		✓	
Lect. Dr. Ammar Sabah			✓		✓	
Dr. Mustafa Hassan Ahmed Al-Hakim			✓		✓	
Dr. Muhsen Al-Ghuraifi			✓		✓	
Prof. Dr. Arfat Al-Dujailiy			✓			✓
Dr. Ghufran Al-Toleqani			✓		✓	
Dr. Hassan Ali Alkhorsani			✓			✓
Dr. Mosaab Kamil			✓			✓
Nermin Ali		✓			✓	
Qassem abdulhussan		✓			✓	
Mujtaba Hassan Rajab		✓			✓	
Sara Ameen		✓			✓	

Professional Development
Mentoring new faculty members
Subjecting new teachers to courses on teaching methods and taking a teaching competency test, and only by passing it are they allowed to teach, while following up on their teaching methods and giving them feedback.
Professional development of faculty members
Follow up on teaching methods for all teachers by the Office of the Assistance Dean for Scientific Affairs, prepare seminars and workshops to develop teaching and speaking skills, and ensure the preparation and presentation of lectures in the continuing medical education curriculum.

12.Acceptance Criterion

The academic average for the student's graduation from preparatory school, physical and mental health according to the standards established and approved by the Ministry of Higher Education and Scientific Research
13.The most important sources of information about the program
1. Approved and authenticated documents for the general curriculum of the college and the courses, vision, mission, and goals of the university and college in both Arabic and English. 2. The website of the Ministry of Higher Education and Scientific Research. 3. The official website of AlKafeel University and its College of Medicine.
14. Program Development Plan
Systematic and recurring self-evaluation studies of the program based on evaluating the learning and teaching outcomes of students and obtaining feedback from students about the program's components. 2) Regular meetings with teaching staff in local and foreign medical colleges to learn about new curricula and teaching methods. 3) Holding workshops on developing curricula and teaching methods in the college or attending those held in neighboring universities.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
Year four	1st Semester														
	MEDCar - 41	Cardiology	Basic				✓				✓				✓
	Surgery SRGGit -41	Gastroenterology	Basic				✓				✓				✓
	MEDResp–41	Respiratory	Basic				✓				✓				✓
	Uro004	Urology	Basic				✓				✓				✓
	COMCom-41	Family & Community Medicine	Basic			✓					✓				✓

	Res004	**Research Project**	**Basic**			✓					✓			✓	
	GYNGyn-41	**obstetrics**	**Basic**			✓				✓					✓
	PEDped-41	**Paediatric**	**Basic**			✓				✓					✓
	PATForm- 41	**Forensic Medicine**	**Basic**				✓			✓					✓
	2nd Semester														
	MEDHem-42	**Haematology**	**Basic**				✓			✓				✓	
	MEDEnd-42	**Endocrinology**	**Basic**				✓			✓				✓	
	COMCom-42	**Family &Community Medicine**	**Basic**			✓				✓					✓
	MEDBsc-42	**Behavioural Science**	**Basic**				✓		✓						✓
	GYNGyn- 42	**obstetrics**	**Basic**			✓				✓					✓

	PEDPed -42	**Pediatric**	**Basic**				✓			✓					✓
	SRGUro -42	**Urology**	**Basic**				✓			✓					✓
	Internal Medicine - Clinical training (Rotation)		**Basic**				✓				✓				✓
	Surgery - Clinical training (Rotation)		**Basic**				✓				✓				✓
	Pediatric - Clinical training (Rotation)		**Basic**				✓				✓				✓
	Obstetrics and Gynecology - Clinical training (Rotation)		**Basic**				✓				✓				✓

Course Description Form

24.Course Name:
Family & Community Medicine
25.Course Code:
COMCom-41
26.Semester / Year:
1st Semester / 2025-2026
27.Description Preparation Date:
October 20, 2025
28.Available Attendance Forms:
Lectures + Clinical sessions
29.Number of Credit Hours (Total) / Number of Units (Total)
45 hrs. T / 3 credits
30.Course administrator's name
Name: Dr. Ghufran Abdulellah Al-Toleqani **Email: ghufran.altolaqanee@alkafeel.edu.iq**
31.Course Objectives

Course Objectives	**By the end of this course the students will be able to:** 1. Explain the fundamental principles of epidemiology, including disease occurrence, patterns of transmission, and determinants of health in the community. 2. Describe and compare different epidemiological study designs, screening methods, and measures of disease frequency, risk, and association. 3. Apply epidemiological concepts to the investigation and control of communicable and non-communicable diseases at the community level. 4. Recognize common occupational and environmental health problems, including occupational diseases, hazards, and preventive strategies. 5. Describe the structure, objectives, and components of maternal, child, adolescent, school, and family health programs within primary health care services. 6. Discuss national health programs, including immunization schedules, growth monitoring, nutrition programs, family planning, and reproductive health services. 7. Demonstrate an understanding of the principles of family medicine, including comprehensive, continuous, and patient-centered care across the life cycle.

	8. Analyze the impact of behavioral, social, cultural, and socio-economic factors on health, illness, and health inequities. 9. Integrate evidence-based medicine principles into decision-making in community and primary health care settings. 10. Develop problem-solving skills through epidemiological exercises and primary health care center activities relevant to community and family medicine practice.

32.Teaching and Learning Strategies

Strategy	**1. Interactive lectures are used to introduce core concepts of epidemiology, family and community medicine, with emphasis on evidence-based practice and primary health care applications.** **2. Flipped classroom approaches are applied by providing pre-class learning materials, allowing classroom time to be dedicated to discussion, problem-solving, and applied learning activities.** **3. Co-teaching is implemented through collaborative teaching by faculty members to integrate epidemiology, family medicine, and community health perspectives.** **4. Student seminars are conducted to promote active learning, presentation skills, critical thinking, and peer-to-peer discussion on selected community and family medicine topics.** **5. Practical learning is supported through epidemiological problem-solving exercises and supervised Primary Health Care Center (PHCC) visits.** **6. Group discussions and applied activities are used to enhance student engagement, teamwork, and community-oriented clinical reasoning.**

33.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
	15 **6** **12** **6** **6**		**Maternal and Child Health Programs** **Medical sociology** **Epidemiology** **Occupational medicine** **Introduction and Principles of family medicine**	**LGT** **SGT**	• Mid-Term Examination • Quizzes • Statistical Laboratory Problem-Solving Grades • Case-Based / Activity-Based Assessment • Seminar / Workshop Participation • Final Examination

			Practical/ clinical:		
	15		**PHC center visit**		
	24		**Applied epidemiology**		
	6		**Occupational medicine lab**		
34.Course Evaluation					

Assessment and Grading Scheme

To successfully pass the course, students are required to achieve **at least 50% of the total 100 marks** allocated for the course.

The **assessment scheme is distributed as follows**:

---

1. Continuous Assessment (30 marks)

a. Mid-term Examination (20 marks)

- Consists of **50 Multiple Choice Questions (MCQs)**.
- Each question has **five multiple choices (single best answer)**.
- Assesses students' knowledge of **health planning, communicable diseases, and non-communicable diseases**.

b. Quizzes and Semester Activities (10 marks)

- **Six short quizzes** conducted during Semester 1, contributing a total of **6 marks**.
  - Quizzes are designed to assess attention, understanding, and interaction during lectures.
- **Workshop or Seminar's participation** contributes **1 mark**, based on engagement and discussion.
- **Various learning activities** contribute **3 marks**, including:
  - Flipped classroom activities
  - Team-based learning sessions
  - Homework assignments

Some quizzes and activities may be used as **formative assessments** for feedback purposes only.

---

2. Final Examination (70 marks)

- Conducted at the end of **Semester 2**.
- Consists of:
  - **80 MCQs** assessing knowledge, understanding, and application of course content.
  - **Three essay questions** assessing analytical skills, integration of concepts, and problem-solving ability in community and family medicine.

Total Marks: 100

Students who **fail to achieve the minimum pass mark (50%)** are required to sit for a **second trial examination**, similar in format and content to the final examination.
Failure in the second trial examination will require the student to **repeat the academic year**, according to university regulations.

35.Learning and Teaching Resources

Required textbooks	**1. Leon Gordis. Epidemiology, 2018, 6th edition** **2. Hennekens C H and Buring J E. Epidemiology in medicine.2nd edition** **3. Essentials of Family Medicine (2012)** **5. Taylors Manual of Family Medicine (2015)** **6. WHO & UNICEF websites and Manuals of Iraqi MOH** **7. Text book of occupational and environmental medicine William rom.2020,**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	• World Health Organization (WHO) technical reports and guidelines • Centers for Disease Control and Prevention (CDC) surveillance reports and publications • UNICEF public health and maternal–child health reports • Iraqi Ministry of Health (MOH) annual reports and national health guidelines • Peer-reviewed articles from indexed scientific journals (e.g., via PubMed/MEDLINE) • Recent national and international epidemiological reports relevant to course topics
Electronic References, Websites	World Health Organization (WHO) official website • Centers for Disease Control and Prevention (CDC) official website • UNICEF official website • Iraqi Ministry of Health (MOH) official website • AMBOSS Medical Knowledge Platform • PubMed / MEDLINE database for peer-reviewed journals

Course Description Form

1. Course Name:
Family & Community Medicine S2
2. Course Code:
COMCom-42
3. Semester / Year:
2nd Semester / 2025-2026
4. Description Preparation Date:
October 20, 2025
5. Available Attendance Forms:
Lectures
6. Number of Credit Hours (Total) / Number of Units (Total)
30 hrs. T / 2 credits
7. Course administrator's name
Name: Dr. Ghufran Abdulellah Al-Toleqani **Email:**
8. Course Objectives

Course Objectives	**By the end of this course, students should be able to:** 1. **Define the principles of community and family medicine** and explain their role in promoting individual, family, and population health. 2. **Describe the epidemiology of communicable and non-communicable diseases**, including their distribution, determinants, and burden at local, national, and global levels. 3. **Explain levels of disease prevention** (primary, secondary, and tertiary) and apply preventive strategies in primary health care settings. 4. **Apply basic epidemiological methods** such as surveillance, screening, and outbreak investigation in community-based health problems. 5. **Identify major risk factors affecting community health**, including behavioral, environmental, social, and occupational determinants. 6. **Demonstrate knowledge of national and international health programs**, including immunization, disease control, and health promotion programs. 7. **Analyze common health problems within the family and community context**, integrating clinical care with public health approaches. 8. **Develop basic skills in health planning, evaluation, and health education** relevant to primary health care.

	9. **Recognize the role of family physicians** in continuity of care, preventive services, patient education, and coordination with public health systems. 10. **Demonstrate professional attitudes and ethical responsibility** toward community health, teamwork, and social accountability as future physicians.

1. Teaching and Learning Strategies

Strategy

Practical Training Students will participate in:

- Field visits to primary health care centers.
- Outbreak investigation simulations.
- Preparation and presentation of written reports and projects.

Additional Teaching and Learning Strategies (Recommended to Add)

- **Case-based learning (CBL):**
  Analysis of real and simulated cases related to communicable and non-communicable diseases to enhance clinical reasoning.
- **Interactive lectures (LGT):**
  Short focused lectures supported by questioning, discussion, and formative quizzes to encourage active learning.
- **Small group discussions (SGT):**
  Student-centered discussions to promote teamwork, communication skills, and peer learning.
- **Workshops and guided discussions:**
  Focused sessions on health planning, evaluation, and disease prevention strategies.

- **Self-directed learning:**
  Guided reading assignments and use of AMBOSS, WHO, CDC, and Ministry of Health resources to promote independent learning.

2. Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
	18 **6** **6**		**Epidemiology of communicable diseases** **Epidemiology of no communicable diseases** **Health administration**	**LGT** **SGT**	• Mid-**term Examination** • Continuous **Assessment Average** *(including quizzes, activities, homework, and workshop participation)* • Statistical **Laboratory Problem-Solving Grades**

	45		**Conducting research**		• Final **Examination**

3. Course Evaluation

Assessment and Grading Scheme

To successfully pass the course, students are required to achieve **at least 50% of the total 100 marks** allocated for the course.

The **assessment scheme is distributed as follows**:

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1. Continuous Assessment (30 marks)

a. Mid-term Examination (20 marks)

- Consists of **50 Multiple Choice Questions (MCQs)**.
- Each question has **five multiple choices (single best answer)**.
- Assesses students' knowledge of **health planning, communicable diseases, and non-communicable diseases**.

b. Quizzes and Semester Activities (10 marks)

- **Six short quizzes** conducted during Semester 1, contributing a total of **6 marks**.
  - Quizzes are designed to assess attention, understanding, and interaction during lectures.
- **Workshop participation** contributes **1 mark**, based on engagement and discussion.
- **Various learning activities** contribute **3 marks**, including:
  - Flipped classroom activities
  - Team-based learning sessions
  - Homework assignments

Some quizzes and activities may be used as **formative assessments** for feedback purposes only.

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2. Final Examination (70 marks)

- Conducted at the end of **Semester 1**.
- Consists of:
  - **80 MCQs** assessing knowledge, understanding, and application of course content.
  - **Three essay questions** assessing analytical skills, integration of concepts, and problem-solving ability in community and family medicine.

Total Marks: 100

Students who **fail to achieve the minimum pass mark (50%)** are required to sit for a **second trial examination**, similar in format and content to the final examination.
Failure in the second trial examination will require the student to **repeat the academic year**, according to university regulations.

4. Learning and Teaching Resources

Required textbooks	**1.Leon Gordis. Epidemiology, 2018, 6th edition** **2.Hennekens C H and Buring J E. Epidemiology in medicine.2nd edition** **3.Essentials of Family Medicine (2012)** **4.Taylors Manual of Family Medicine (2015)** **5.WHO & UNICEF websites and Manuals of Iraqi MOH** **6.Text book of occupational and environmental medicine William rom.2020,**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	• World Health Organization (WHO) technical reports and guidelines • Centers for Disease Control and Prevention (CDC) surveillance reports and publications • UNICEF public health and maternal–child health reports • Iraqi Ministry of Health (MOH) annual reports and national health guidelines • Peer-reviewed articles from indexed scientific journals (e.g., via PubMed/MEDLINE) • Recent national and international epidemiological reports relevant to course topics
Electronic References, Websites	• World Health Organization (WHO) official website • Centers for Disease Control and Prevention (CDC) official website • UNICEF official website • Iraqi Ministry of Health (MOH) official website • **AMBOSS Medical Knowledge Platform** • PubMed / MEDLINE database for peer-reviewed journals

Course Description Form

1. Course Name:
Cardiology
2. Course Code:
MEDCar - 41
3. Semester / Year:
1st Semester / 2025-2026
4. Description Preparation Date:
October 20, 2025
5. Available Attendance Forms:
Lectures
6. Number of Credit Hours (Total) / Number of Units (Total)
30 hrs. T / 2 credits
7. Course administrator's name
Name: Dr Ahmed Mohammed Abdulhussain Asst. Prof. Dr. Hilal Alsaffar
8. Course Objectives

Course Objectives	**The course is designed to enable the student to:** 1. Demonstrate knowledge in the basic sciences pertinent to the cardiovascular system 2. Explain the signs and symptoms of common cardiac presentations in terms of their underlying scientific principles 3. Explain the scientific principles of common cardiac investigative techniques, and critique their appropriateness and results 4. Explain the scientific principles of common approaches to management of patients with cardiac diseases.

9. **Teaching and Learning Strategies**	
Strategy	• The syllabus is given to the students as 60-minute lecture twice per week for 15 weeks. Physical examination and clinical sessions are given as part of the training in general medicine from the 3rd to 6th grade.

10. Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	Each session is 1 hour		Presenting complains in patients with cardiac diseases Physical signs in patients with cardiac diseases Investigations of the cardiovascular system	LGT SGT	•Mid-term exam •Quizzes •Final exam
2			Systemic Hypertension: Heart failure: Chronic stable angina		
3			ACS: unstable angina and NSTEMI ACS: STEMI Complications of MI		
4			Arrhythmias – part I Arrhythmias part II Arrhythmias part III		
5			Brady arrythmias Rheumatic fever		
6			Mid – term exam		
7			Valvular Heart Diseases		

8			**Valvular Heart Diseases** **AV disease** **Congenital Heart Diseases (CHD) 1** **Congenital Heart disease 2**		
9			**Infective endocarditis (IE)** **Myocarditis** **Pericardial diseases**		
10			**Venous thromboembolisms (VTE)** **Introduction to heart surgery**		
11			**Surgery for acquired heart diseases** **Surgery for congenital heart diseases**		
12			**Acute peripheral vascular disease** **Chronic peripheral vascular disease**		
13			**Heart transplant** **pericardial surgery**		

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: 30 marks for mid-term exam and 70 marks for final exam.

- Mid- term exam is a 60-minute exam in the form of 30 best of five single choice questions. The 70-mark final exam at the end of the course is a three-hour exam and consists of 60 – 70 best of five single choice questions and four essays' questions. The number and quality of questions are distributed according to blue print system.
- 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	1. Davidson's Principles and Practice of Medicine. 2. Harrison's Principles of Internal Medicine. 3. Current medical diagnosis and treatment.
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	

Course Description Form

1. Course Name:	
Obstetrics	
2. Course Code:	
GYNGyn-41	
3. Semester / Year:	
1st Semester / 2025-2026	
4. Description Preparation Date:	
October 20, 2025	
5. Available Attendance Forms:	
Lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hrs. T / 2 credits	
7. Course administrator's name	
Name:Dr. Aeman Yakoop Almasodi Email:almasaudyeaman@gmail.com **Dr Ashthaa Farooq** **Dr. Saja Hadi** **Dr. Farqad Alkhalidi**	
8. Course Objectives	
Course Objectives	**The course designed to enable the student to:** 1. Demonstrate knowledge in the basic science including relevant to the female reproductive system. 2. Explain sign and symptom of pregnancy and maternal physiological changes 3. Explain the principle of detection and confirmation of early pregnancy problem and common

	approach to identified high risk pregnancies. 4. Describe specific terms used in labor, mechanism of labor. 5. Demonstrate the most common complications that may arise during pregnancy; and the approach in diagnosis and management.

9.Teaching and Learning Strategies

Strategy	The course is given as twice weekly lecture for 1 hour each. The lectures are interactive and composed of the case-based learning with pre and post questions and encourage the student into self-directed learning.

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	**1**		**Clinical anatomy of the female reproductive tract** Demonstrate knowledge of the female reproductive anatomy and applying it in the assessment of a patient with various obstetrical and gynecological complain	**LGT** **SGT**	**•Mid-term exam** **•Quizzes** **•Final exam**
1	**1**		**Maternal physiology** Explain the maternal physiological changes during pregnancy and any deviation from the norm. Applying this knowledge in the interpretation of investigation during pregnancy		

2	**1**		**Ovulation, nidation and fertilization and Structure and function of the placenta** 1. To understand the physiology of ovulation, fertilization, implantation 2. Recognize the variation in the menstrual cycle 3. Plane the evaluation process according to the physiological process to ensure the most appropriate diagnosis. Illustrated the development of the placenta with an introduction to abnormal placentation.		
2	**1**		**Early development of the fetus** 1. Recalling the previous knowledge in embryology 2.Demonstrate critical time in early embryological life and effect of various factors on its development		
3	**1**		**Antenatal care** 1. Apply the knowledge of physiological changes in pregnancy so the medical student will be familiar with the clinical signs and diagnosis of pregnancy, symptoms and signs of a normal		

			pregnancy, Maternal adaptation to pregnancy and management of a pregnant lady during antenatal care. Predict those pregnancies with high risk how the need to be observed be higher medical levels		
3+4	**3**		**1. Bleeding in early pregnancy I** **2. Bleeding in early pregnancy II** **3. Bleeding in early pregnancy III** 1. recognize different causes of bleeding in early pregnancy 2. demonstrate the approach to differentiate each cause (miscarriage, ectopic pregnancy and gestational trophoblastic disease) according to the clinical presentation, necessary investigations) 3. Construct a different strategy for optimal management for each. Illustrated the complication of each condition and its effect on future pregnancy and fertility of women		

5	**1**		**Anatomy of bony pelvis & fetal skull** 1. Demonstrate knowledge in the component of the normal female bony pelvis and its effect on the process of normal labor and stages of labor. 2. Introduce normal variation of bony pelvis and its effect on the chance of vaginal deliveries. Illustrated the anatomy of the fetal skull and its effect on normal labor.		
5	**1**		**Normal labor** 1. Demonstrate the process of vaginal delivery 2. Analyze the main three factor affecting successful vaginal delivery (power, passage and passenger) Apply the knowledge of the normal process in the optimal management of labor and to anticipate any abnormality during parturition and high-risk pregnancies.		

6	**1**		**Malposition of the vertex, face & brow presentation** Explains labor abnormalities regarding fetal malposition and the management of each condition		
6+7	**2**		**1. Breech presentation** **2. Transverse lie, cord accidents and unstable lie** 1. explain the concept of malpresentation during pregnancy and labor and the management of these obstetric conditions 2. Demonstrate its impact on maternal and fetal outcome and optimum management. 3. Explain the obstetric emergency arising after cord prolapse and a risk factor for thee emergencies Observing the steps of management to ensure the best outcome.		
7+8	**2**		**1. Antepartum hemorrhage I** **2. Antepartum hemorrhage II** 1. Illustrate the main causes of antepartum hemorrhage Explain the effect of this condition on the maternal and fetal outcome		

			3. Analyze the obstetrical history, physical examinations and investigations in order to reach the diagnosis of each condition Plane the management of this obstetric emergency according to the etiology.		
9	**1**		**Disorders of fetal growth and management of fetal wellbeing** 1. Define the most common abnormalities of fetal growth 2. Demonstrate the approach in the assessment of fetal wellbeing 3. Classify different tools of assessment Organize management plane for the optimal fetal outcome.		
9	**1**		**Induction of labor and intrauterine death** 1. Define of induction of labor 2. Demonstrate different methods of induction 3. Analyze the pros and cons of each method and complications. 4. Explain the intrauterine death and causes 5. Illustrated different method in confirming the		

			diagnosis Demonstrate treatment and maternal complications from this condition.		
10	**1**		**Multiple pregnancies** 1. Define the multiple pregnancies, types and causes 2. Apply the knowledge of the physiological basis of ovulation and fertilization in the development of different types of multiple pregnancies 3. Illustrate the risks of each type to the mother and fetuses 4. Plane the antenatal care, follow up and counselling during pregnancy. to optimize the maternal and fetal outcome Explains intrapartum management and complications,		
10+11	**2**		**Hypertensive disorders of pregnancy I Hypertensive disorders of pregnancy II** 1. Demonstrate knowledge of the basic		

			physiological changes in cardiovascular system during pregnancy 2. Define hypertensive disorder in pregnancy and differentiate the four categories of hypertensive disorders of pregnancy. 3. Illustrated the risk factors for hypertension during pregnancy (in particular, preeclampsia).and distinguish those with high risk for this condition 4. Explain the complications of preeclampsia. 5. Apply the knowledge of the process of disease in the management of the condition 6. The formulated plane in the management of eclamptic fit Construct a management plane for the postpartum period for that patient		

11	**1**		**Postpartum Hemorrhage** 1. Define of PPH and its importance as common obstetrical emergencies and main cause in maternal mortalities. 2. Classify the main types and causes of each type of PPH 3. Illustrate the risk factors 4. Construct a plane for prevention Apply the knowledge in the causes and risk factor in the management of PPH since its preventable and treatable condition		
12	**1**		**The puerperium and lactation** 1. Define the normal puerperium and lactation 2. Apply the knowledge of physiological changes in puerperium in the managing normal sequel of this period 3. Recognize any abnormalities or complication in this critical period 4. The formulated plane for diagnosis and management of any abnormalities		

			and complication s in this period Explain sequel of these abnormalities and complication on future pregnancies and fertility		

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 quizzes and Homework (5%)
Midterm Exam (25%) as single best answer questions and essay **question Final Exam (70%) as**

– Single Best Answer 50 items
-EMQ questions
-Modified – Essay Questions (4 cases)

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	1. **Ten Teachers in Obstetrics, Ten Teachers in Gynecology** 2. **Dewhurst's Textbook of Obstetrics and Gynecology** 3. **update guidelines of RCOG &ACOG.**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	

Course Description Form

1. Course Name:
Obstetric
2. Course Code:
GYNGyn-42
3. Semester / Year:
2nd Semester / 2025-2026
4. Description Preparation Date:
October 20, 2025
5. Available Attendance Forms:
Lectures
6. Number of Credit Hours (Total) / Number of Units (Total)
15 hrs. T / 1 credits
7. Course administrator's name
Lect. Dr. Aeman Almasodi **Dr Ashthaa Farooq** **Dr. Saja Hadi** **Dr. Farqad Alkhalidi**
8. Course Objectives

Course Objectives	**The course designed to enable the student to:** 1. Explain most common types of high-risk pregnancies and medical disorders complicating pregnancy. 2. Skills and knowledge will be taught regarding the management, counselling and follow up of these patients. 3. The course also involves introduction to obstetric analgesia and anesthesia, risks, indications and contraindications.

	4. Lectures will be given regarding imaging in obstetrics and gynecology and how to interpret patient radiological records.

9. Teaching and Learning Strategies

Strategy	The course is given as once weekly lecture for 1 hour each. The lectures are interactive and composed of the case-based learning with pre and post questions and encourage the student into self-directed learning.

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	**1**		**Abnormal labor** **1.** comprehensive knowledge about abnormal labor & obstetric emergencies **2.** Define related definitions correctly. **3.** Mention factors that might complicate labor completely. **4.** Clarify problems in powers. **5.** Identify problems in passage. **6.** Mention problems in placenta. **7.** Explain problems in passenger.	**LGT** **SGT**	**•Mid-term exam** **•Quizzes** **•Final exam**

			8. Discuss nursing management for abnormal labor **9.** Identify obstetric emergencies accurately. **10.** Explain nursing management for emergencies according to priority of care.		
2	**1**		**Fetal monitoring during labor`** ✓ Identify typical signs of normal and abnormal fetal heart rate patterns. ✓ Compare fetal heart rate monitoring performed by intermittent auscultation with external and internal electronic methods. ✓ Explain the baseline fetal heart rate and evaluate periodic changes. ✓ Describe nursing measures that can be used to maintain fetal heart rate patterns within normal limits.		

3	**1**		**Preterm labor & PROM** 1. Define the preterm labor and premature rupture of membrane 2. Illustrate the Factors predisposing to preterm labor 3. Clarify signs and symptoms of premature uterine contractions 4. Demonstrate the causes of premature rupture of membrane 5. List the diagnostic tools for this condition 6. Explain serious maternal and fetal and neonatal complication for this condition 7. Organize management according to various gestational age and maternal condition		
4	**1**		**Imaging in obstetrics & gynecology I Imaging in obstetrics & gynecology II** 1. Explain general principle in ultrasound in obstetrics and gynecology 2. clarify the use of CT scan, MRI imaging techniques in obstetrics and gynecology		

			3. explain additional benefits of imaging during procedures such as amniocentesis**.**		
5	**1**		**Polyhydramnios & oligohydramnios** **1.** Demonstrate knowledge in the normal amniotic fluid content and its origin and synthesis **2.** Clarify function of amniotic fluid 3. Explain abnormalities in the amniotic fluid , causes of abnormalities and their management		
6	**1**		**Rh- isoimmunization** 1. Demonstrate knowledge in the basic science pertinent to blood group and RH system 2. Explain how Rh isoimmunization developed 3. Clarify the effect of this condition on the first and subsequent pregnancies 4. Illustrate the fetal complication due to this condition		

			5. Formulated plane for prevention of this condition and treatment in those how affected		
7	**1**		**Coagulation disorders in pregnancy Bleeding disorders in pregnancy** Explain the coagulation and bleeding disorders in pregnancy List the most risk factors, causes Formulated plane for diagnosis and management of pregnancy and delivery.		
8	**1**		**Operative obstetrics I Operative obstetrics II** 1. Identify the various obstetric procedures used during pregnancy and delivery 2. Clarify the cesarean section, types and indications with its complication 3. Illustrate the instrumental delivery, types and its indication and prerequisite to its use. 4. explain the episiotomy and any other procedure that may be possibly needed		

9	**1**		**Analgesia and anesthesia in labor** The aim of this course is that the medical student will have an overview of maternal physiology, analgesia for labor and delivery, regional anesthesia and their indications, contraindications and complications during labor.		
10	**1**		**Psychiatric in obstetrics** The aim of this course is that the medical student will have an overview with most common psychiatric disorder in pregnancy		

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 quizzes and HomeWorks (5%)
Midterm Exam (25%) as single best answer questions and essay **question Final Exam (70%) as**

– Single Best Answer 50 items
-EMQ questions
-Modified – Essay Questions (4 cases)

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	**1. Ten Teachers in Obstetrics, Ten Teachers in Gynecology** **2. Dewhurst's Textbook of Obstetrics and Gynecology**

	3. update guidelines of RCOG &ACOG.
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	

Course Description Form

1. Course Name:

Forensic Medicine

2. Course Code:

PATForm- 41

3. Semester / Year:

1st Semester / 2025-2026

4. Description Preparation Date:

October 20, 2025

5. Available Attendance Forms:

Lectures

6. Number of Credit Hours (Total) / Number of Units (Total)

30 hrs. T / 2 credits

7. Course administrator's name

Name: Dr Tuka Adil MA
Email: tuqa.ameen@alkafeel.edu.iq

8. Course Objectives

Course Objectives	**The course designed to enable the student to:** 1. Know how to write various medico-legal reports and death certificates. 2. Be aware of all types of medico-legal cases and how to deal with them during his or her medical practice. 3. Emphasize the importance of this science in helping the legal authorities to prevail justice. 4. Know the real duties of forensic medicine and forensic pathologists.

9.Teaching and Learning Strategies

Strategy	**Theory large group given lectures**

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	2		**Historical review, medico-legal systems, signs and diagnosis of death.**	**LGT**	•Mid-term exam . Seminar •Quizzes •Final exam

2	**2**		**Physical and chemical changes after death.**		
3	**2**		**Late signs of death, Wounds (Bruces and Abrasions).**		
4	**2**		**Wounds (Lacerations and Sharp wounds).**		
5	**2**		**Firearm wounds**		
6	**2**		**Transportation injuries.**		
7	**2**		**Specific regional injuries.**		

8	**2**		**Thermal injuries, Electrocution and Lightening.**		
9	**2**		**Thermal injuries (cont.), Flame and Scald burn.**		
10	**2**		**Asphyxia, Smothering, choking, strangulation and hanging**		
11	**2**		**Asphyxia (cont.), Drowning**		
12	**2**		**Sudden death, Classification, Causes of sudden death according to body systems**		
13	**2**		**Sudden Death (cont.), Death under surgical anesthesia.**		

14	**2**		**Forensic Pediatrics, Infanticide**		
15	**2**		**Forensic Pediatrics, Child Abuse Syndrome, SIDS**		

11.Course Evaluation

Students' assessments are done according to the following classification:
Quizzes: 6-degree
Activities: 4-degree
Midterm exam: 20 degrees
Final exam: 70 degree written exam.

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	**1. الطب العدلي وآداب المهنة الطبية للمرحوم الاستاذ د. ضياء الموسوي.** **2. Forensic Medicine by Bernard Knight.**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	**AMBOSS, American Academy of Forensic Sciences (AAFS) ,Forensic Med (UK) and WebPath – Forensic Pathology**

Course Description Form

1. Course Name:

Pediatric

2. Course Code:

PEDped-41

3. Semester / Year:

1st Semester / 2025-2026

4. Description Preparation Date:

October 20, 2025

5. Available Attendance Forms:

Lectures

6. Number of Credit Hours (Total) / Number of Units (Total)

30 hrs. T / 2 credits

7. Course administrator's name

Lect.Dr Mohammed Jaffar Dheya
Dr. Alaa Jumaa
Dr. Maher Tahir

8. Course Objectives

Course Objectives	**The course designed to enable the student to:** •To give an introduction about the field of pediatric practice. •Provide knowledge about the basics in pediatrics: feeding, growth and development, immunization. •Highlight the importance of different types of infection in pediatrics. •Neonatal problems and prematurity •Renal diseases in children and important renal anomalies

9.Teaching and Learning Strategies

Strategy	This course is given as twice weekly lecture for 1 hour each. The lectures are interactive and composed of case-based learning with pre- and post-questions and various student tasks to implement self-directed learning

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	1		Introduction to pediatrics Definition and description of the 6 pediatric age groups, their characteristics and problems	LGT L	•Mid-term exam •Quizzes •Final exam

2	**1**		Infant feeding Breastfeeding; physiology, benefits		
2	**1**		Infant feeding: Artificial feeding; their problems Complementary feeding		
3	**1**		Dehydration and ORT -types of diarrheas -sequelae of diarrhea -ORT -WHO recommendations in treatment of diarrhea		
3	**1**		Nutritional disorders Types of protein calorie malnutrition (PCM) -micronutrient nutritional disorders		
4	**1**		FTT and Rickets Causes of FTT. Management. Clinical features of rickets, diagnosis, treatment		
4	**1**		**Measles: Epidemiology Transmission, Clinical presentation and complications Investigations Deferential diagnosis Treatment** **Rubella: Etiology, Clinical presentation Investigations, Treatment, Complications Congenital rubella syndrome.**		

5	1		Roseola Infantum: Etiology, Incubation period Clinical Presentation Investigations Deferential diagnosis Treatment Scarlet fever: Etiology Clinical presentation Investigations, Deferential diagnosis Treatment, complications.		
5	1		Tetanus: Etiology Epidemiology, Pathogenesis Clinical manifestations, Complications Treatment, Prognosis, Prevention Diphtheria: Etiology Clinical presentation, Investigations Deferential diagnosis Treatment, Complications		
6	1		Immunization the immunologic system Vaccination, immunizing agents Factors determine the immune response to vaccines. immunization schedule in Iraq: BCG, DPT Poliomyelitis, MMR		
6	1		Immunization Influenza vaccine, Pneumococcal vaccine, Hepatitis B, A vaccine Typhoid vaccine, Preterm Infants, Rotavirus vaccine, Varicella vaccine		
7	1		Acute post streptococcal Glomerulonephritis Definition of APSGN Epidemiology, Clinical presentation, Complications Laboratory findings and diagnosis, Treatment and prognosis		

7	**1**		**Nephrotic syndrome Definition and Classification of NS, Definitions Pathogenesis, complications, Laboratory findings and diagnosis Treatment and prognosis**		
8	**1**		**UTI Classification, Risk factors Bacteriology of UTI, Clinical presentation Vesicoureteric refux(VUR) Complications. Methods of urine collection Laboratory findings and diagnosis, Image procedures Treatment and prognosis. Definition, Classification, pathogenesis of VUR Images for diagnosis, Complication, Treatment**		
8	**1**		**Mid Term Examination**		
9	**1**		**Acute renal failure (ARF) Hemolytic Uremic Syndrome(HUS) Definition, causes of ARF Clinical presentation Laboratory findings and diagnosis, indications of dialysis. prognosis Definition, Epidemiology and classification of HUS. Pathogenesis, Clinical presentation, Laboratory findings and diagnosis, Treatment, prognosis**		

9	**1**		**Congenital anomalies of renal system pathogenesis of PUV Clinical presentation Image for diagnosis and management ARPKD: Clinical presentation diagnosis and Treatment ADPKD: Clinical presentation diagnosis and Treatment**		
10	**1**		**Kala Azar Pathophysiology Etiology, Clinical presentation diagnosis and Treatment**		
10	**1**		**Premature and Intrauterine growth retardation (IUGR) Definitions, Risk factors, complications, NCU managements. Prognosis**		
11	**1**		**Respiratory distress syndrome (RDS) Definition, pathophysiology, clinical features, managements, complications & prognosis**		
11	**1**		**Birth asphyxia Definition, main criteria, etiology, presentation, management, prognosis**		
12	**1**		**Neonatal Jaundice (NNJ) Definition, pathophysiology, etiology, clinical presentations, diagnosis, treatment, complications& prognosis**		

12	**1**		**Neonatal Sepsis: Definition, types, causes, presentations, diagnosis, treatments& prognosis**		
13	**1**		**Neonatal convulsion Definition, etiology, causes, types, diagnosis, treatment & prognosis.**		

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 quizzes and Homework's (5%) Midterm Exam (25%) as essay questions
Final Exam (70%) as – Single Best Answer 60 items
-Modified – Essay Questions (4)
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	**1- Nelson essential of Pediatrics.**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	

Course Description Form

1. Course Name:

Pediatric

2. Course Code:

PEDped-42

3. Semester / Year:

2nd Semester / 2025-2026

4. Description Preparation Date:

October 20, 2025

5. Available Attendance Forms:

Lectures

6. Number of Credit Hours (Total) / Number of Units (Total)

15 hrs. T / 1 credits

7. Course administrator's name

Lect.Dr. Mohammed Jaffar Dheya
Dr. Alaa Jumaa
Dr. Maher Tahir

8. Course Objectives

Course Objectives	**The course designed to enable the student to:** • **Know about important neurological diseases** • **Know about developmental disorders** • **Know about important endocrine disorders** • **Provide knowledge about the basics in development** • **Mumps, Pertussis**

9.Teaching and Learning Strategies

Strategy	This course is given as once weekly lecture for 1 hour each. The lectures are interactive and composed of case-based learning with pre- and post-questions and various student tasks to implement self-directed learning

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	1		Cerebral Palsy Definition, etiology, classification, clinical features, associated problems, diagnosis, management	LGT	•Mid-term exam •Quizzes Homework •Final exam

2	1		Neurocutaneous syndromes neurofibromatosis (NF) tuberous sclerosis= (TS) NF: Types 1, 2, criteria for diagnosis, complication, treatment TS: Clinical manifestations, diagnosis, management		
3	1		Autism, Attention-deficit/Hyperactivity Disorder (ADHD) Autism: Definition, etiology, clinical features, The Checklist for Autism in Toddlers (CHAT) for diagnosis, treatment ADHD: etiology, criteria for diagnosis, associated problems, treatment, prognosis		
4	1		Meningitis Definition , incidence, causes , clinical features , Differential diagnosis , CSF analysis , management		
5	1		Seizures in childhood seizure (convulsion) definition of Epilepsy Classification of seizures, characteristic features of EEG in seizures? Infantile spasms (west syndrome) Febrile Seizures Factors associated with greater risk of later epilepsy		
6	1		Human herpes viruses and the nervous system The epidemiology and clinical manifestation Neurological conditions associated with Varicella-zoster Acute cerebellar ataxia,Varicella encephalitis, intrauterine varicella syndrome, herpes virus		
7			Mid-term Examination		

8	**1**		**Hypopituitarism & short stature Definition, Causes Clinical features: congenital and acquired , Diagnosis Treatment and adverse effects**		
9	**1**		**Congenital hypothyroidism Definition, Causes, Clinical features, Diagnosis Treatment/ prognosis**		
10	**1**		**Diabetes Mellitus in children (DM) Definition, types, etiology, pathology, pathophysiology,**		
11	**1**		**Diabetes Mellitus in children (DM) Clinical features, Diagnosis Treatment, Complications**		
12	**1**		**Infant of diabetic mother Introduction, Pathophysiology Presentation & Clinical features Complications, Treatment/ prognosis**		
13	**1**		**Growth Growth charts, Weight, Height, Head circumference Span, Body segments, Failure to thrive Dental development**		

14	**1**		**neuromotor development Primitive reflexes 1-week age, 4 weeks' age, 8 weeks' age, 12 weeks' age 16 weeks' age, 6 months, 1 year, 2 years, 3 years 4 years, 5 years**		
15	**1**		**MUMPS, PERTUSIS, Etiology Pathogenesis, Clinical presentation Differential diagnosis Investigation Treatment Complications**		

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 quizzes and Homework's (5%) Midterm Exam (25%) as essay questions
Final Exam (70%) as – Single Best Answer 60 items
-Modified – Essay Questions (4)
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	**1- Nelson essential of Pediatrics.**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	

Course Description Form

1. Course Name:
Respiratory
2. Course Code:
MEDResp–41
3. Semester / Year:
1st Semester / 2025-2026
4. Description Preparation Date:
October 20, 2025
5. Available Attendance Forms:
Lectures
6. Number of Credit Hours (Total) / Number of Units (Total)
30 hrs. T / 2credits
7. Course administrator's name
Name: Asst. Prof. Dr Ameer Taqi Sadiq **Dr. Raafat Hilal**
8. Course Objectives

Course Objectives	**The course designed to enable the student to:** **1. Demonstrate knowledge in the basic sciences pertinent to the respiratory system** **2-Explain the signs and symptoms of common respiratory presentations in terms of their underlying scientific principles** **3-Explain the scientific principles of common respiratory investigative techniques, and critique their appropriateness and results** **4-Explain the scientific principles of common approaches to management of patients with respiratory diseases.**

9.Teaching and Learning Strategies

Strategy	This course is given as twice weekly lecture for 1 hour each. The lectures are interactive and composed of case-based learning with pre- and post-questions and various student tasks to implement self-directed learning**.**

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	1		**Introduction to Respiratory Medicine:** Scientific background and clinical methods	**LGT**	**•Mid-term exam** **•Quizzes** **Homework** **•Final exam**

2	**2**		**Investigations in Respiratory Medicine:** Structure and function assessment	
3	**1**		**Diseases of the upper airways:** **Allergic rhinitis** **Sleep – related disorders**	
3+4	**2**		**Infections of the respiratory system:** **CAP VAP** **Aspiration Pneumonia**	
4	**1**		**Infections of the respiratory system:** **Fungal**	
5	**1**		**Infections of the respiratory system:** **Parasitic and lung abscess**	
5+6	**2**		**Tuberculous lung infections**	

6+7	**2**		**Obstructive Lung Diseases: Asthma**	
7+8	**2**		**Obstructive Lung Diseases: COPD and Bronchiectasis**	
8	**1**		**Pleural Effusion**	
9	**1**		**Pneumothorax**	
9	**1**		**Tumors of the Lung**	
10	**1**		**Surgical treatment of lung cancer and Lung Transplant**	

10	**1**		**Chest Wall Diseases**	
11	**1**		**MUMPS, PERTUSIS, Etiology Pathogenesis, Clinical presentation Differential diagnosis Investigation Treatment Complications**	
11	**1**		**Diaphragm And Mediastinal Diseases**	
12	**2**		**Critical Care in respiratory Medicine**	
13	**2**		**Interstitial Lung Diseases**	
14	**1**		**Lung Diseases in Immunosuppressed Individuals**	

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 quizzes and Homework (10%) **Midterm Exam (20%) as single best answer questions Final Exam (70%) as – Single Best Answer 70 items** **-Modified – Essay Questions (4 cases)** **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	• **Davidson's Principles and Practice of Medicine** • **Bailey and Love's textbook of surgery** • **Harrison's Principles of Internal Medicine.**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	

Course Description Form

1. Course Name:
Gastroenterology
2. Course Code:
Surgery SRGGit-41
3. Semester / Year:
1st Semester / 2025-2026
4. Description Preparation Date:
October 20, 2025
5. Available Attendance Forms:
Lectures ILA , co teaching
6. Number of Credit Hours (Total) / Number of Units (Total)
45 hrs. T / 3 credits
7. Course administrator's name
Asst. Prof. Dr. Samer Makki Mohammed **Lect. Dr. Ali Kamal** **Dr. Safaa Naema** **Dr. Abdulzahraa Hussain**
8. Course Objectives

Course Objectives	**The course is designed to enable the student to:** **1- Know different medical diseases of GIT & liver.** **2- know different surgical diseases of GIT & liver.** **3- Important of history & physical examinations of GIT & liver.** **4- Different ways of investigations & their importance.** **5- Complications of the diseases & their management & prevention.** **6- The common diseases in Iraq.**

9.Teaching and Learning Strategies

Strategy	**The subject is given as interactive lectures with explanations of anatomy, physiology, pathology, clinical presentation, complications, ways of management (medical and surgical), complications of treatment and prevention; with especial concern about the incidence of the diseases in Iraq.**

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method

1	2		Congenital anomaly of the gastrointestinal tract. Intestinal atresia. . Anus & rectum. Hirschsprung's disease, Imperforated anus	LGT	•Mid-term exam •Quizzes HomeWorks •Final exam
2	2		Surgical aspects of the Esophagus. Congenital anomaly, F.B., Tumors, Surgical aspect of Achalasia, Reflux, Hiatus Hernia		
2+3	2		Esophagus. Esophagitis, Dysphagia, Achalasia, Reflux, GERD, . Hiatus hernia		
3	2		Stomach & Duodenum. Secretary tests, Radiology Endoscopy, Gastritis, Peptic ulcers.		
4	2		Surgical aspects of the Stomach & Duodenum. Acute dilatation, Surgical treatment of peptic ulcer. Tumors, postoperative surgery complications		
4+5	2		Gastro-intestinal bleeding & its treatment		

5	**2**		**Liver. Investigations, Jaundice, Hepatitis, Cirrhosis, Portal hypertension**		
6	**2**		**Liver Abscess, Cysts including Hydatid cyst, Tumors.**		
6+7	**2**		**Gall bladder & Biliary tree. Investigations Congenital anomaly, Injuries, stones, Cholecystitis, Obstructive jaundice & Tumors**		
7	**2**		**Liver. Investigations, Jaundice, Hepatitis, Cirrhosis, Portal hypertension**		
8	**2**		**Spleen. Indications for surgery. Surgical aspect of portal hypertension**		
8+9	**2**		**Small & Large bowel. Mal-absorption, Diarrhea, Coeliac disease, Tropical sprue**		

9	**2**		**Intestinal Lymphoma, Inflammatory bowel diseases, Irritable bowel.**		
10	**1**		**Inflammatory bowel diseases, Irritable bowel.**		
10	**1**		**Surgical aspect of Inflammatory bowel diseases**		
10+11	**2**		**Pancreas. Pancreatitis acute & chronic, cysts, Tumors Exocrine & Endocrine.**		
11	**1**		**Small intestinal fistula, mass, tumors**		
12	**2**		**Intestinal obstruction. Types, paralytic ileus management**		

12	**1**		**Appendix. Appendicitis, Appendicular Mass, Tumors.**		
13	**1**		**Mesentery & peritoneum. Peritonitis, Cysts, Subphrenic abscess.**		
13	**1**		**Colon and rectum. Benign & Malignant tumors Colon, rectum & anus.**		
13	**1**		**Laparoscopy and minimum invasive surgery**		
14	**1**		**Rectal tumors. Rectal prolapses, Injury, Pilonidal sinus,**		
14	**1**		**Anal fissure, stricture, perianal abscess, and hemorrhoid.**		

14	1		Obesity		
15	2		Oral cavity, tumors, tongue diseases & tumors,		

11.Course Evaluation

The minimum requirement of the student to pass is at least 50% of total 100% marks assigned for the course. The marks are distributed as follows:
-Midterm examination 25-30 Most appropriate questions mark 30%
-Final examination consists of 5 assay questions and 70 Most appropriate questions marks.

12.Learning and Teaching Resources

Required textbooks	**1- Bailey & Loves Short Practice of Surgery** **2- Davidson's Principles of Medicine.**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	

Course Description Form

1. Course Name:
Urology Surgery
2. Course Code:
SRGUro-42
3. Semester / Year:
2nd Semester / 2025-2026
4. Description Preparation Date:
October 20, 2025
5. Available Attendance Forms:
Lectures
6. Number of Credit Hours (Total) / Number of Units (Total)
30 hrs. T / 2credits
7. Course administrator's name
Name: Dr. Ammar Sabah Dr. Mustafa Hassan Ahmed **Email:**
8. Course Objectives

Course Objectives	**The course is designed to enable the student to:** 1. **Demonstrate an understanding of the anatomy and physiology of the urinary system.** 2. **Evaluate and diagnose common urologic conditions.** 3. **Identify and interpret diagnostic tests used in urologic practice** 4. **Develop and implement treatment plans for urologic conditions.** 5. **Recognize and manage urologic emergencies, such as acute urinary retention, urosepsis, and testicular torsion.** 6. **Communicate effectively with patients and their families regarding urologic conditions, treatment options, and potential outcomes.** 7. **Apply knowledge of urologic pharmacology to develop appropriate medication regimens for various urologic conditions.** 8. **Collaborate effectively with other healthcare professionals, such as oncologists, radiologists, and physical therapists, to provide comprehensive care for patients with urologic conditions.** 9. **Apply principles of evidence-based medicine and lifelong learning to stay current with advances in urologic practice.**
9.Teaching and Learning Strategies	

Strategy	This course is given as twice weekly lecture for 1 hour each. The lectures are interactive and composed of PowerPoint presentations, images, and videos to illustrate concepts and procedures. Case-based learning with pre- and post- questions. Online resources such as online meetings, social media groups and e- books can supplement traditional lectures and provide additional opportunities for learning. and various student tasks to implement self-directed learning.

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	**1**		**Introduction and imaging of the urinary system** Basic anatomy and physiology. Investigations in urology. Indications and applications of different radiological and related contrast study.	**LGT**	**•Mid-term exam** **•Quizzes** **HomeWorks** **•Final exam**
2	**1**		**Urinary tract infections (U.T.I)** Definition and classifications. Presentations. Management**.**		
2	**1**		**Vesico ureteric relux (vur)** Define the pathology and pathophysiology. Clinical presentations. Medical and prophylaxis treatment. Types of surgical interventions		
3	**2**		**Obstruction of the urinary system** Types and causes. Clinical presentations. Complications of upper and lower obstruction. Proper investigations. Radiological studies. Treatment and follow up		
4	**2**		**Stone diseases** Epidemiology. Etiology. Types and classifications. Clinical presentation. Diagnostic tools and radiology investigation. Medical and surgically treatment. Different surgically approaches for treatment of stone diseases		

5	**1**		**Benign prostate hyperplasia (BPH)** Epidemiology. Pathophysiology. Clinical presentation. Differential diagnosis. Medical treatment. Indications for surgery. Surgical approaches.		
5	**1**		**Bladder tumors** Etiology. Risk factors. Staging and grading system. Clinical presentation and metastasis. Diagnosis and work up. Surgical treatment and follow up.		
6	**1**		**Renal tumors** Classification. Types. Causes and risk factors. Diagnosis. Presentation. Radiological work up. Surgical treatment**.**		
6	**1**		**Prostate Cancer** Epidemiology. Etiology. Clinical presentation. Diagnosis and metastatic work up Staging and grading. Categories. Outlines of the treatment. Indications for surgery and different approaches. Indications for hormonal treatment and its complications		
7	**1**		**Testicular tumors** Etiology. Risk factors. Histopathology and types. Clinical presentation. Diagnosis and metastatic work up. Management and surgical procedures.		
7	**1**		**Congenital anomalies of the upper tract** Anomalies of the shape. Anomalies of the number. Different types of ureteric anomalies. Management like ureterocele, puj obstruction, ectopic ureter. How to diagnose these diseases and treatment for them		

8	**1**		**Congenital anomalies of the lower tract** Diagnosis and treatment of Ectopia vesice, Hypospadias, Epispadias, Posterior urethral valve, Urachal anomalies.		
8	**1**		**Benign conditions of the testes and scrotum** Diagnosis and treatment of Undescended testes, Varicocele, Hydrocele, Orchitis. Testicular torsion presentation and plan for treatment		
9	**1**		**Male Infertility and sexual dysfunction** Definition. Causes. Approaches and diagnosis. Categories for semen analysis abnormalities. Treatment for male infertility and indications for assisted reproductive techniques**.**		
9	**1**		**Specific infection of the urinary system** T.B infection. Presentation. Diagnosis. Medical and surgical Treatment. Schistosomiasis infection. Life cycle. Pathophysiology. Presentation. Diagnosis. Medical and surgical treatment		
10	**1**		**Minimally invasive urology** Laparoscopic surgery and its role. Per cutaneous surgery. Endoscopy in urology		
10	**1**		**Neurogenic bladder** Types. Causes. Classification. Management and surgical indications**.**		

11	**1**		**Nephrology (Renal medicine introduction)** Pathophysiology. Analysis of symptom and signs. Causes. Identify the investigation advice in nephrology especially renal biopsy and its indication, contraindication and complications.		
11	**2**		**Acute renal failure** Definition. Pathophysiology. Causes. Symptom and signs. Investigation. Treatment. Indication of dialysis		
12	**2**		**Chronic renal failure (CRF)** Definition. Pathophysiology. Causes. Symptom and signs. Investigation. Treatment. Indication of dialysis**.** **Renal transplantation** Indications and contraindications for renal transplantation. Plan for preparing the patient for transplant. Surgical procedure. Complications and their management		
13	**2**		**Nephrotic and nephritic syndrome** Differentiate Nephrotic and nephritic syndrome. Pathophysiology of nephrotic syndrome. Causes of nephrotic syndrome. Diagnosis. Investigation. Treatment of nephrotic syndrome.		
14	**1**		**Glomerular disease** Definition. Types. Pathogenesis. Natural history of the disease. Modality of management. Prognosis		
14	**1**		**Renal disease in systemic involvement** Effects of systemic diseases on the kidneys. Classification. Pathogenesis. Management		

15	**1**		**Diabetic nephropathy and hypertensive nephrosclerosis** Effects of such complication as a consequence of renal diseases. Clinical manifestations. Management		
15	**1**		**Drugs and the kidney** Determine the effects of each other's. To Classify the manifestations of renal involvement according to the effect of certain kinds of drugs.		

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 quizzes and HomeWorks (5%)
Midterm Exam (25%) as single best answer questions
Final Exam (70%) as – Single Best Answer 70 items
-Modified – Essay Questions

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	1. **Campbell-Walsh Urology** 2. **Smith's General Urology** 3. **Oxford Handbook of Urology** 4. **Harrison's Principles of Internal Medicine** 5. **Davidson's Principles and Practice of Medicine**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	

Course Description Form

1. Course Name:

Hematology

2. Course Code:

MEDHem-42

3. Semester / Year:

1st Semester / 2025-2026

4. Description Preparation Date:

October 20, 2025

5. Available Attendance Forms:

Lectures

6. Number of Credit Hours (Total) / Number of Units (Total)

30 hrs. T / 2credits

7. Course administrator's name

Dr. Raafat Hilal
Dr. Muhsin Alghuraify

8. Course Objectives

Course Objectives	**The course is designed to enable the student to:** 1. **To describe the importance of clinical hematology to other medical specialties.** 2. **To explain and identify the physiological, biochemical & pathological aspects of different blood cells.** 3. **To define the manifestation and clinical presentation of blood disorders.** 4. **To appraise causes of these blood disorders (anemia, leukemia, lymphoma, bleeding tendency)** 5. **To differentiate the importance of different investigation in defining these disorders.** 6. **To recall an overview about management plan of any of these disorders.**

9.Teaching and Learning Strategies

Strategy	- Lectures: problem based and case-based learning, pre-test questions and post-test questions. - Homework, exercise, and Web based review.

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method

1	**1**		**Introduction (hematopoiesis, blood elements)** Review of blood physiology, types of blood cells, normal ranges of complete blood count & common alteration of these normal counts	**LGT**	**•Mid-term exam** **•Quizzes** **HomeWorks** **•Final exam**
1	**1**		**Investigations In Hematology, Approach to anemia** Identifying common morphological abnormalities on blood smears, indication of bone marrow study, finding on bone marrow examinations, history analysis of patient with anemia, physical examination, identification of causes of anemia		
2	**2**		**Microcytosis (Iron Deficiency Anemia, Anemia of chronic disease, Sideroblastic anemia)** Causes of microcytosis. Clinical presentation of iron deficiency anemia. Causes Investigation. Diagnosis. Differential diagnosis. Treatment. Complications		
3	**1**		**Macrocytosis (Megaloblastic anemia)** Causes of macrocytosis. Presentation. Neurological manifestations. B12 resources. Folic acid resources. Investigation.		
3	**1**		**Pancytopenia (Aplastic anemia, Paroxysmal nocturnal hemoglobinuria, Myelodysplastic syndrome)** Causes. Presentation. Investigation. Course of disease. Neutropenic fever. Differential diagnosis. Complications. Treatments**.**		
4	**1**		**Iron Overload, Approach to Hemolysis** Causes. Hemochromatosis. Hemosiderosis. Complications. Presentation. Diagnosis. Iron chelation therapy. Hemolytic disorders. Classification.		

4	**1**		**Hereditary disorders of hemoglobin structure and synthesis (Thalassemia and Sickle cell disease)** Presentation. Pathogenesis. Complication. Transfusion program. Splenectomy indication.		
5	**1**		**Hereditary hemolytic anemia (Erythrocyte membrane defect and Erythrocyte enzyme defect)** Presentation. Pathogenesis. Complication. Transfusion program. Splenectomy indication		
5+6	**2**		**Acquired hemolytic anemia** Classification. Pathogenesis. Acquired hemolytic anemia & approach to.		
6	**1**		**Malignant WBC disorders** Classification. Pathogenesis. Differential diagnosis. Direct antiglobulin test Treatment**.**		
7	**2**		**The acute leukemias** Terminology. Classification. Investigation. Differences between types of leukemias. Clinical presentation. Complications. Prognosis. Treatment of acute leukemia (Chemotherapy and stem cell transplantation). Standards of treatment. Supportive care. **Disseminated intravascular coagulopathy** Induction chemotherapy protocol		
8	**1**		**Transfusion medicine** Donation. Screening. Cross matching. Complications. Massive transfusion. Plasma exchange		

8	**1**		**Transplantation** Bone marrow. Stem cells transplantation. Types. Indications. Preparations. Complications		
9	**1**		**Lymphoproliferative disorders** (Chronic Lymphocytic Leukemia CLL and Hairy Cell Leukemia) Terminology. Classification. Investigation Differences between types of leukemias. Clinical presentation. Complications. Indication of treatment. Prognosis		
9	**1**		**Chronic Myeloproliferative Disorders** (Chronic myeloid leukemia) Terminology. Classification. Investigation. Differences from leukemoid reaction. Clinical presentation. Phases of the diseases. Treatment lines		
10	**1**		**Chemotherapy & radiotherapy** Classification. Adverse effect		
10	**1**		**Chronic Myeloproliferative Disorders** (Polycythemia vera, Essential thrombocythemia and Idiopathic primary myelofibrosis) Terminology. Classification. Investigation. Clinical presentation. Complications. Prognosis		
11	**2**		**Lymphoma** (**non-Hodgkin lymphoma**) Terminology. Classification. Indolent and aggressive leukemia. Investigation. Presentation. Complication. Prognosis. Treatment. CHOP and R CHOP. **Hodgkin disease** Terminology. Classification. Investigation. Presentation. Treatment. ABVD		

12	**1**		**Plasma cell disorders** Terminology of plasma cell disease. Classification of multiple myeloma. Investigation. Diagnostic criteria. Presentation. Complication. Prognosis. Treatment		
12	**1**		**Disorders of Hemostasis (Approach to bleeding disorders Primary hemostasis defect)** Review of hemostasis. History taking. Differences between primary hemostasis & secondary.		
13	**1**		**Hereditary platelet defect** Bernard Soulier syndrome Glanzmann thrombasthenia		
13	**1**		**Secondary Hemostasis disorders (Hemophilia)** Types. Presentation. Severity classification. Diagnosis. Treatment lines. complications		
14	**1**		**Von Willbrand disease & DIC** Types. Presentation. Severity classification. Diagnosis. Treatment lines. Complication		
14	**1**		**Thrombophilia & Anticoagulation therapy** Risk groups. Clinical presentation. Diagnosis. Investigation. Types of anti-coagulation therapy. Complications.		

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:

- Single Best Answer 60-70

- Extended Match Questions 10-20
- Case Clinical Problem 10-20

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	**1. Davison's Principles and practice of medicine**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	

Course Description Form

1. Course Name:

Endocrinology

2. Course Code:

MEDEnd-42

3. Semester / Year:

2nd Semester / 2025-2026

4. Description Preparation Date:

October 20, 2025

5. Available Attendance Forms:

Lectures

6. Number of Credit Hours (Total) / Number of Units (Total)

30 hrs. T / 2credits

7. Course administrator's name

Name: Dr. Zaid Faik Zwain
Email:

8. Course Objectives

Course Objectives	**The course is designed to enable the student to:** 1. **Define principles of endocrinology** 2. **Interpret the role of hormones and their disorders** 3. **List common causes of endocrine diseases** 4. **Recognize clinical features of endocrine disorders** 5. **Describe essential investigations in endocrine diseases.** 6. **Discuss the pitfalls in diagnosing endocrine diseases** 7. **Organize algorithm plan for management of endocrine disorders**

9.Teaching and Learning Strategies

Strategy	Lectures, case-based learning (CBL), problem-based learning (PBL), tutorials, ward rounds

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	2		Introduction to endocrinology Hypothalamus & pituitary gland approach	LGT	•Mid-term exam •Quizzes HomeWorks •Final exam

2	**2**		**Acromegaly, hyperprolactinemia diagnosis and treatment - Hypopituitarism, pituitary apoplexy**		
3	**1**		**Diabetes insipidus &SIADH**		
3	**1**		**Principles of pituitary surgery**		
4	**3**		**Overview of Adrenal gland, steroid therapy Cushing syndrome, conns syndrome and pheochromocytoma**		
5	**1**		**Adrenal insufficiency, crisis, CAH, Polyglandular failure**		
5	**1**		**Role of surgery in adrenal disease**		

6	**2**		**Diabetes mellitus, introduction, pathophysiology, etiology diagnosis, screening**		
7	**2**		**Diabetes mellitus, Acute complications DKA, Hypoglycemia Chronic complications nephropathy neuropathy retinopathy**		
8	**2**		**Treatment of type 1 DM: Insulins Treatment of type 2 DM: lifestyle and oral therapy**		
9	**2**		**The thyroid gland: physiology, investigations, goiter, nodule Thyrotoxicosis. causes diagnosis and treatment, thyroid storm**		
10	**2**		**Hypothyroidism diagnosis and treatment, myxedema coma Thyroiditis types and management**		
11	**2**		**Thyroid cancer types diagnosis Thyroid cancer treatment, thyroidectomy**		

12	**2**		**Parathyroid gland hypercalcemia. hypocalcemia Parathyroid tumor, parathyroid surgery**		
13	**1**		**Delayed and precocious puberty, Gynecomastia, hirsutism**		
13	**1**		**Male hypogonadism and male infertility**		
14	**1**		**Dyslipidemia classification and treatment**		
14	**1**		**Obesity classification complication, drugs, bariatric surgery**		
15	**1**		**Metabolic Bone disease, vitamin D deficiency**		

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:
30% midterm examination as Single Best Answers

70% final examination as Single Best answers (70 items) and Modified Essay Questions (3 items) 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	1. **Davidson text book of medicine** 2. **Harrison principle of Medicine** 3. **William Textbook of Endocrinology** 4. **Greenspan's Basic & Clinical Endocrinology** 5. **Cecil Essentials of Medicine**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	

Course Description Form

1. Course Name:
Behavioral Sciences
2. Course Code:
MEDBsc-42
3. Semester / Year:
2nd Semester / 2025-2026
4. Description Preparation Date:
October 20, 2025
5. Available Attendance Forms:
Lectures
6. Number of Credit Hours (Total) / Number of Units (Total)
15 hrs. T / 1 credit
7. Course administrator's name
Name: Prof. Dr. Arfat Hussain Al-Dujaily **Email:**
8. Course Objectives

Course Objectives	**The course is designed to enable the student to:** **1. Explain biological, psychological, social factors that determine human behavior** **2. Describe theories of mind and psychological development according to analytic, cognitive, learning and humanistic theories of mind** **3. Explain higher mental functions such as perception, consciousness, memory, learning, thinking and emotions** **4. Describe individual variation in terms of personality and intelligence** **5. Define Stress, explain coping, and reaction to illness, dying and loss** **6. Describe behavioral aspects of doctor patient relationship** **7. gain the theoretical skills of thinking about and using the above-mentioned knowledge in doctor patient relationship** **8. recognize key ethical and professional standards needed in doctor patient relation in light of psychological theories about development, mental functioning, intelligence and personality**

9.Teaching and Learning Strategies	
Strategy	Lectures interactive presentation

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	1		**Introduction** 1. Define behavioral sciences, 2. Recognize significance of behavior sciences for doctor, 3. Recognize fields involved, **4.** Describe determinants of behavior	LGT	•Mid-term exam •Quizzes HomeWorks •Final exam
2	1		**Biological Determinants of behavior** 1. Describe Genetic, Anatomic, biochemical determinants of behavior 2. Describe of limbic structures, neurotransmitters and their role in behavior 3. Classify main genetic studies, types of inheritance and **4.** Define basic genetic concepts like imprinting, gene expression, gene anticipation		
3	1		**Motivation** 1. Define motivation and instincts, motive , drive and desire. 2. Describe ethology and instinct. innate releasing mechanisms. behavior of animal in conflict situation, 3. Recognize relationship between instincts man and culture.		

			4. Explain emotions in relation to motivation and psychoanalytic theory of neurosis		
4	**1**		**Psychological development I** 1- Describe Psychological development as determinant of behavior 2- Describe Psychoanalytic theory of mind. Historical brief, 3- Recognize topography of mind (conscious mind, unconscious mind and subconscious) 4- Recognize structure of personality (ID, EGO AND SUPEREGO), 5- Describe stages of development according to psychoanalytic theory		
5	**1**		**Defense mechanisms and Stress** **1-** Define mental defense mechanisms **2-** Explain mental defense as stress coping technique and personality development frame, **3-** Describe psychotherapy, free association and hypnosis, **4-** Recognize revisions of dynamic theory		

6	**1**		**Psychological development II** 1- Describe: learning theory of development of mind. 2- Define Classical and operant conditioning and social conditioning. 3- Explain role of deconditioning in behavior therapy		
7	**1**		**Psychological development III** 1- Describe cognitive theory of development of mind, 2- Explain cognitive stages, concrete and abstract thinking, important cognitive concepts like object permanence, object conservation and play activity of childhood. 3- Recognize cognitive schemas as frame for personality		
8	**1**		**Psychological development IV** 1- Describe Erickson psychosocial stages of development. 2- Recognize humanistic approach to development namely Maslow and Carl Rogers theories 3- Explain moral development		
9	**1**		**Higher mental functions I** 1- Define perception 2- Explain perception through the deferent senses, how mechanical or electromagnetic or chemical energy for example translated to neurologically based percepts.		

			3- Describe factors affecting perception 4- Recognize abnormal perception		
10	**1**		**Higher mental functions II Physiological consciousness and memory** 1- Define and describe physiological consciousness 2- Classify memory 3- Describe memory types and mechanisms		
11	**1**		**Higher mental functions III thinking learning and intelligence** 1- Define characteristic of thinking: symbols , concepts, abstract thinking and problem solving 2- Define learning 3- Define Intelligence: 4- Describe intelligence quotient IQ, measurement of intelligence, intelligence scales, 5- Describe mental retardation and learning disability		
12	**1**		**Personality** 1- Define personality, 2- Describe clinical vs. dimensional approach to Personality 3- Recognize measures of personality, personality inventories		

13	**1**		**Social determinants of behavior,** **1- Recognize small and large group effects on behavior** 2- **Define key social behavioral concepts like sick role and illness behavior**		
14	**1**		**Behavior while ill.** **1-** Describe reaction to illness and behavioral changes upon disease **2-** Explain behaviors during illness		
15	**1**		**Doctor patient relationship.** 1- Apply behavioral sciences concepts on doctor patient relationship, 2- Recognize models of doctor patient interaction 3- Explain behavior of the difficult patient, 4- Recognize transference and counter transference 5- Recognize role of personality of patient in doctor patient relationship		

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:

1. **Midterm exam of 25 marks: evaluating learned theoretical skills relevant to objectives. The exam of one-hour duration with 30 items best answer single choice questions.**
2. **Quizzes of 5 marks: in the form of short essay questions from the same presentation of the lecture. They are performed without notification and on irregular bases throughout the course.**
3. **Final exam of 70 marks: evaluating learned skills according to the course objectives. The exam of three hours' duration with 50 items best answer single choice questions and short essay questions.**

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	1. **Kaplan USMLE part I Behavioral sciences** 2. **Board series / Behavioral Sciences**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	

Course Description Form

1. Course Name:

Internal Medicine - Clinical training (Rotation)

2. Course Code:

MED-4C

3. Semester / Year:

1st + 2nd Semester / 2025-2026

4. Description Preparation Date:

October 20, 2025

5. Available Attendance Forms:

Case-based and bed-side teaching

6. Number of Credit Hours (Total) / Number of Units (Total)

60 hrs. T / 3 credit

7. Course administrator's name

Dr. Raafat Hilal
Dr. Hassan Ali Alkhorsani
Dr. Mosaab Kamil
Nermin Ali

8. Course Objectives

Course Objectives	**The course is designed to enable the student to:** **1. Perform a detailed history in a systematic way, facilitating patient's telling of story; effectively using questions/directions to obtain accurate, information needed; responds appropriately to affect, and non-verbal cues.** **2. Perform physical examination in an efficient and logical sequence, illicit physical signs and interpret them** **3. Show respect, compassion, empathy, establishes trust; attends to patient's needs of comfort, modesty, and confidentiality.** **4. Present and summarizes the results history and physical examination in a clear, audible and coherent language** **5. Analyze history and explain the signs and symptoms of common medical presentations in terms of their underlying scientific principles**

9.Teaching and Learning Strategies

Strategy	**The syllabus is given to the students as a case-based and bed-side teaching. After a detailed revision of the main symptoms and technique of physical examination of each body system, student are divided in small groups to take history and perform clinical examinations from patients then the whole group will participate in the analysis of history, illustrate physical signs and interpret them**

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1			Cardiovascular system: history (presenting symptoms: breathlessness, chest pain, palpitation, syncope, and leg edema) physical examination	Skills labs, bedside teaching, simulation, ward-based learning	OSCEs, Mini-CEX, logbook review

2			**Respiratory system** **History (presenting symptoms: breathlessness, stridor, wheeze, chest pain, cough, and hemoptysis)** **Physical examination**		
3			**Gastroenterology** **History (Anorexia and weight loss, abdominal pain, dysphagia, nausea and vomiting, wind and flatulence, abdominal distension, constipation and diarrhea, hematemesis and melena, and jaundice)** **Physical examination of the abdomen**		
4			**Renal system** **History: pain, frequency, dysuria, hematuria, polyuria, oliguria, urgency, nocturia, incontinence, frothy urine** **Examination of kidneys and bladder**		
5			**Endocrine system** appetite and/or weight change sweating polydipsia and/or polyuria change in facial/body hair growth and distribution change in skin and mucosal pigmentation temperature intolerance change in sexual function: erectile dysfunction/loss of libido, gynecomastia, galactorrhea, and amenorrhea Hematology: fever, weight loss, bleeding tendency, and lymphadenopathy		

6			The musculoskeletal system History: pain, stiffness, swelling, erythema (redness) and warmth, weakness, locking and triggering extra-articular features Musculoskeletal examination		
7			Nervous system History: pain, dizziness and vertigo, loss of consciousness, functional symptoms Clinical examination Cranial nerves Motor system Sensory System Cerebellar signs Peripheral nerves		

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: 30% for mid exam which is 60 min long exam that involves 20 best of five questions about symptoms and physical signs and 70% for final exam which is bedside exam on real patients. 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	1. Macleod clinical methods 2. Macleod clinical diagnosis
Main references (sources)	Same as above
Recommended books and references (scientific journals, reports...)	Additional resources are provided in each lecture separately if required
Electronic References, Websites	

Course Description Form

1. Course Name:
Surgery - Clinical training (Rotation)
2. Course Code:
SRGsrg-4c
3. Semester / Year:
1st + 2nd Semester / 2025-2026
4. Description Preparation Date:
October 20, 2025
5. Available Attendance Forms:
Case-based and bed-side teaching
6. Number of Credit Hours (Total) / Number of Units (Total)
60 hrs. T / 3 credit
7. Course administrator's name
Dr. Safaa Naema **Lect. Dr. Ali Kamal** **Qasem abdulhassan**
8. Course Objectives

Course Objectives	**The course is designed to enable the student to do the following things:** **a. Perform history taking and master the steps of physical examination in various clinical situations.** **b. Present the history of a patient in a systemic method relevant to the patient's complaint and symptoms.** **c. Describe clinical signs found during general and local examination.** **d. Formulate differential diagnoses.** **e. Practice empathy with patients according to standards of medical ethics.**

9.Teaching and Learning Strategies

Strategy	**The students are divided into four groups (A, B, C, D). Each six-week course, Each group of the two groups is divided into four subgroups (A1, A2, B1, B2, C1, C2, …etc.). Total number of students in each subgroup is 29-32 students.** **Practical sessions are conducted in Al-Sader medical city, oor, general surgical ward or in the skills lab at Al-Kafeel university-college of medicine. The course is divided into weeks. Each week, there will be a discussion about one clinical topic regarding regional examination.** **All students will have equal opportunities during the clinical sessions and actively participating by taking history from real patients with real clinical scenarios and presenting them. Performing physical examination on real patients. Eliciting physical signs (pallor, jaundice, cyanosis, finger clubbing, vital signs, signs of acute appendicitis, signs of peritonitis, differentiation between inguinoscrotal lumps, breast lumps, signs of hyperthyroidism or hypothyroidism, signs of peripheral neuropathy and ischemia of the lower limbs, foot ulcers).** **Some areas of physical examination are covered in the skills lab (breast examination, per rectal examination and hernia examination) using simulators and dummies.**

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method

1	**8**		**History taking and general examination** -Demographic data, chief complaint and history of present illness, preoperative history, postoperative history, systemic review, past surgical history, past medical history, drug history, social history and family history. -general examination: general look, general examination and vital signs - general physical signs, abnormal clinical facies and body habitus.	**Skills labs, bedside teaching, simulation, ward-based learning**	**OSCEs, Mini-CEX, logbook review**
2	**8**		**Abdominal examination** - Presentation of cases by one or two students in each clinical session. Usually, of cases complaining of abdominal pain or symptoms related to the GIT abdominal examination		
3	**8**		**Hernia examination and per rectal examination** - History of a patient presented with an inguinal swelling Inguinal hernia and scrotal swellings+ per rectal examination		

4	8		**Breast** - History of patients presented with a breast lump or mastalgia. Breast examination (including axillary lymph nodes).		
5	8		**Thyroid** - History of patients presented with neck swellings, symptoms of hyperthyroidism or hypothyroidism - General examination related to the thyroid: including eye signs of thyrotoxicosis Local neck examination including cervical lymph nodes		
6	8		**Peripheral Pulses** - History of patients presented with lower limb ulcers especially in diabetics - Examination of ulcers Examination of the lower limb including peripheral pulses		

11.Course Evaluation

The minimum requirement to pass is to achieve 50% of the total mark of 100 which is divided as follows:
-30% on the theoretical examination which is conducted in the seventh week: five short essay questions- each question (20%). Knowledge based questions regarding how to perform clinical examination maneuvers and clinical scenario questions
-70% on the practical examination which is conducted also in the seventh week in the general surgical ward. Each student is given 20- 30 minutes to take a patient's history. After the end of this period, the examination committee will start the assessment of the student. The student will present the case scenario and he will be asked to perform examination maneuvers.

Students who fail to attain at least 50% of the total mark will be required to re-sit the second trial examination. Failing the second trial entails the student to repeat the academic year.	
12.Learning and Teaching Resources	
Required textbooks	Hamilton Bailey's Demonstration of physical signs in clinical surgery 17th edition. Hamilton Bailey's Demonstration of physical signs in clinical surgery 19th edition.
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	

Course Description Form

1. Course Name:
Obstetrics and Gynecology - Clinical training (Rotation)
2. Course Code:
GYNGyn-4C
3. Semester / Year:
1st + 2nd Semester / 2025-2026
4. Description Preparation Date:
October 20, 2025
5. Available Attendance Forms:
Case-based and bed-side teaching
6. Number of Credit Hours (Total) / Number of Units (Total)
60 hrs. T / 3 credit
7. Course administrator's name
Lect. Dr. Aeman Almasodi **Dr. Ashtha Farooq** **Dr. Saja Hadi** **Dr. Farqad AlKhalidi** **Sara Ameen**
8. Course Objectives

Course Objectives	**The course is designed to enable the student to:** **1. Demonstrate knowledge of the physiology of the female pelvic anatomy with an emphasis on reproductive development and changes in endocrinology across a woman's lifespan.** **2. Acquire a comprehensive understanding of primary and preventive care for women across the lifespan with appropriate screening tests, exams, and treatments at each stage.**

	3. Develop an evidenced-based understanding of the pathophysiology of conditions and common disorders that affect women, tests to diagnose, and the appropriate management options for these conditions. **4. Describe the course of a normal pregnancy and effective healthcare during pregnancy to ensure the health of the mother and fetus.** **5. Discuss the proper management of labor and delivery and the management of common medical complications that occur during and after pregnancy.** **6. Recognize common obstetric and gynecological surgical procedures in terms of patient selection, pre-operative concerns, and the risks and benefits for each procedure.** **7. Able to Take an effective history and physical examination, develop a differential diagnosis, and develop a management plan for common disorders and conditions**

9.Teaching and Learning Strategies

Strategy	**1. The course is given in period of eight week in the teaching hospital, obstetrics and gynecology floor for 2 hour each day for four day per week.** **2. We have three group per year, each group about 40 students, each group subdivided into 3 small group each one 12-13 students.** **3. Case-based learning: history taking and performing proper examinations with management protocols.** **4. Interpret the finding from history and examination to reach professional diagnosis.** **5. Bed side teaching skills and physical examination** **6. Demonstrate clinical signs of various obstetrical and gynecological conditions.** **7. Demonstrations of different tools used in obstetrical and gynecological department.**

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1-3			**Introduction to obstetrical and gynecological history** 1. Explain the difference in obs.&gy.history from other field of medicine 2. Demonstrate the proper way to communicate with patients to reach most accurate history to their conditions. 3. Observing	**Skills labs, bedside teaching, simulation, ward-based learning**	**OSCEs, Mini-CEX, logbook review**

			the approach of lecturers in communication with patients and learning skill of reaching most useful information in adequate time. 4. Practicing how to take history by the student themselves. 5. Define the terminology used in obstetrics and gynecology field such as: parity, miscarriage, term pregnancy, preterm, and menorrhagia …. 6. Observing the method in calculations the duration of pregnancy and gestational age accurately. 7. Explain different aspect of obstetrical history for the current and		

			previous pregnancies in systemic approach. 8. Recall the previous knowledge in maternal physiology in pregnancy. 9. Explain the antenatal care for pregnant women and screening methods for special conditions. 10. Each student will present their approach in taking history in front of other members of the group. 11. Discussion about most common complication in obstetric and pre and post- operative care will be done		

			Mid-course assessment		
3-6			**Introduction to general physical examination and obstetrical and gynaecological examination** 1. Demonstrate knowledge of basic general physical examination. 2. Demonstrate knowledge of vital signs examination 3. Demonstrate knowledge of physical examinations of different body systems in organized manner. 4. Observing the approach in obstetrical examination for pregnant women 5. Explain the obstetrical examination: -what's the symphysis-fudal height? -what's Leopold's maneuver?		

			-fundal grip -lateral grip -first pelvic grip -Second pelvic grip -site for auscultation of fetal heart 6. explain terminology used in labour such as: lie, attitude, position and presentations 7. practicing the examination on the patient and try to reached the finding 8. Performing examination in obstetrical and gynecological department skill laboratory on the dummies 9. Practicing the skills by students that cannot performed in real cases due to social and cultural causes and this will offer the same chance in learning examination in a particular method for all student at the same time.		
			Final course examination		

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:

Mid-course examination (history taking only) (24%) Theory examination (10%) as single best answer questions. Log book (4%). **Student participation in daily activity (2%)** **Final Exam. Include long case history and examination (60%)** **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	1. Ten Teachers in Obstetrics, Ten Teachers in Gynaecology 2. Dewhurst's Textbook of Obstetrics and Gynaecology 3. Update guidelines in RCOG &ACOG
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	

Course Description Form

1. Course Name:

Pediatric - Clinical training (Rotation)

2. Course Code:

PEDPed-4C

3. Semester / Year:

1st + 2nd Semester / 2025-2026

4. Description Preparation Date:

October 20, 2025

5. Available Attendance Forms:

Case-based and bed-side teaching

6. Number of Credit Hours (Total) / Number of Units (Total)

60 hrs. T / 3 credit

7. Course administrator's name

Dr. Mohammed Jaafar Dhyaa
Dr. Maher Taher
Dr Alaa Jumaa
Mujtaba Hassan Majeed

8. Course Objectives

Course Objectives	**The course is designed to enable the student to:** **1. knowledge of basics of pediatrics** **2. Adaptation and application of the theoretical knowledge on the clinical ground** **3. knowledge of the important diseases in pediatric and new born and premature** **4. Know how to take history report from patients or their caregivers** **5. Clinical examination of children according to systems** **6. Clinical examination of newborn and premature** **SKILLS: At the end of 8-week clinical course, the 4th year student will have the following skill:** **1. History taking** **2. Clinical examination of children** **3. Clinical examination of newborns and premature newborns** **4. Behavior and communication with parents and child himself**

9.Teaching and Learning Strategies

Strategy	*** Small group teaching: 3groups, each with 11 - 12 students** ***Case - based learning: history taking + full physical exam and management protocol** ***Bed side teaching: skills and physical examination of children and neonates** ***Clinical demonstration: signs of various diseases**

10.Course Structure

Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method

1			History	Skills labs, bedside teaching, simulation, ward-based learning	OSCEs, Mini-CEX, logbook review
2			History		
3			General examination, measurements, Vital signs , Respiratory system		
4			Abdominal exam C.V.S exam		
5			Mid Term Assessment		
6			Neurological exam, Neonatal examination		
7			Final clinical exam		

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:
Midterm Exam (30%): presentation of at least 3 clinical cases including History and parts of clinical examination (according to the level they trained by weeks)
Final clinical Exam (70%) : presentation of clinical case: history with full clinical examination, possible diagnosis and basic management plan

12.Learning and Teaching Resources

Required textbooks	**Nelson Essential Textbook of Pediatrics** **McLeod s clinical examination**
Main references (sources)	**Same as above**
Recommended books and references (scientific journals, reports...)	**Additional resources are provided in each lecture separately if required**
Electronic References, Websites	