

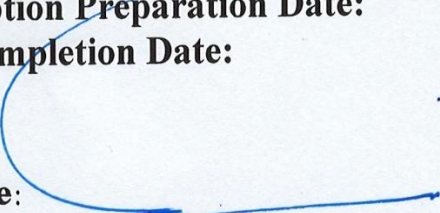
**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



**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:

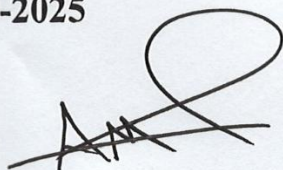
**Asst. Prof. Dr. Fatimah Kareem
Khalaf**

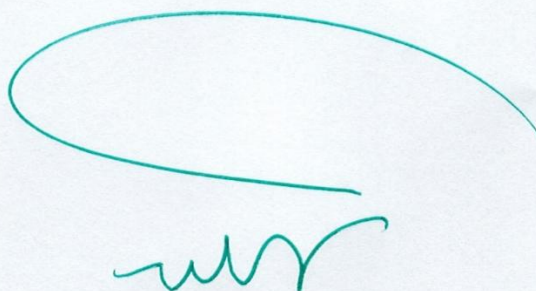
Date: 10-9-2025

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.

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

11. Prepare graduates capable of diagnosis, treatment, and follow-up of patients.
12. Convey medical knowledge and skills through university education, continuous learning, and higher research work.
13. Fostering professional and moral values in providing health care.
14. 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	2	49	5%	Guidance

Requirements				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		<u>1st Semester</u>		
	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
		<u>2nd Semester</u>		
	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	-

	CP1S003	Family &Community Medicine Clinical Phase 1 (Surgery)	3	2
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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

- 1. Large group teaching**
- 2. Laboratory sessions**
- 3. Display and presentation.**
- 4. Interactive learning activities**
- 5. Brainstorming**
- 6. Small group teaching**
- 7. Flipped classroom.**
- 8. Seminar**
- 9. Clinical visit**
- 10. Peer teaching**
- 11. Research project**
- 12. Simulated patient scenario**
- 13. Problem based Learning**
- 14. Case Based Learning**
- 15. Co-Teaching**

10. Evaluation methods

- 1. Homework and individual and group reports**
- 2. Formative assessment**
- 3. Daily quizzes**
- 4. Practical skills assessment**
- 5. OSCE**
- 6. Midterm and Final semester exams**
- 7. Research projects**

8. 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 Mohmmmed		✓		✓	
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	A4	B1	B2	B3	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			/					/					/

[illegible]

Course Description Form

1. Course Name:	
Pathology	
2. Course Code:	
Pat003	
3. Semester / Year:	
1 st + 2 nd 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)	
S1= 60 hrs. T + 45 hrs. P / 5.5 credits S2= 45 hrs. T + 45 hrs. P / 4.5 credits	
7. 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	
8. 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.
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
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10.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					Reports
6	2		Cell injury		Seminar
7					Active Participati on
8			Intracellular accumulations	LGT	
9	2			SGT	Formative exams
10			Inflammation	ILA	
11	2			SCS	Midterm exams
12			Healing and repair	Practical Skills	Practical
13	2				Final
14					
15	2		Hemodynamic Disturbances		
S2					
1	2		Genetic disorders		
2	2		Nomenclature of benign and malignant tumors		
3					
4			Pathways of spread of		

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

	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		
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			Muir's 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	<u>Learning Objectives S1</u> 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
			<u>Semester one</u>	<u>Theoretical</u>	
Week 1	3		• Introduction to Pharmacology, Pharmacokinetics	Lecture	
Week 2	3		• Pharmacodynamics	Lecture	
Week 3	3		• Autonomic Pharmacology – Part 1	Lecture	
Week 4	3		• Autonomic Pharmacology – Part 2	Lecture	
Week 5	3		• Autonomic Pharmacology – Part 3, Diuretic Agents	Lecture	
Week 6	3		• Diuretic Agents, Drugs Used in Hypertension	Lecture	
Week 7	3		• Drugs Used in Ischemic Heart Disease & Angina Pectoris, Drugs Used in Heart Failure	Lecture	
Week 8	3		• Drugs Used in Heart Failure, Antiarrhythmic Drugs	Lecture	
Week 9	3		• Antipsychotic Drugs, Antiepileptics	Lecture	
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	
			• General Anesthetics, Serotonin & Antiserotonin Drugs	Lecture	

Quizzes
(Formative & summative)
Seminars
Midterm
Exams
Final Exams

Week 13	3		• Local Anesthetics, Histamine & Antihistamine Drugs, Prostaglandins		
Week 14	3		• Alcohols, NSAIDs & Drugs in Rheumatic Arthritis, Anti-Gout Drugs		
Week 15			General Assessment of Laboratory Animal Health	<u>Practical</u>	
	2		How to Write a Laboratory Report?	Labs	
	2		Handling of Animals & Routes of Drug Administration	labs	
Week 1	2		Methods of Collecting Blood from Laboratory Animal	labs	
Week 2	2		Animal Dissection	labs	
Week 3	2		Problem Solving in Pharmacokinetics and Pharmacodynamics	Labs	
Week 4	2		Problem Solving in Autonomic Nervous System Agents (Cholinergic and Adrenergic Drugs)	labs	
Week 5	2		Drugs Acting on the Eye	labs	
Week 6	2		Effects of Drugs on the Arterial Blood Pressure of Humans	labs	
Week 7	2		Drugs Used in Cardiovascular Diseases (Part I)	labs	
	2		Drugs Used in		

Week 8	2	Cardiovascular Diseases (Part II)	labs	
Week 9	2	Response of Human Skin to Histamine and Adrenaline	labs	
Week 10	2	Evaluation of Anti- inflammatory Drugs	labs	
	2	Evaluation of Analgesics Anticonvulsants	labs	
Week 11	2	General Anesthesia	Labs	
Week 12	2	<u>Semester 2</u>		
Week 13	2	Histamine & anti-histamine drugs, Prostaglandins & analogues and Drugs used for gout		
Week 14	3	Anti-bacterial Part 1 and Anti-Bacterial Part 2		
Week 15	3	Anti-bacterial Part 3 and Anti-bacterial Part 4		
	3	Anti-bacterial Part 5 and Anti-mycobacterial agents		
	3	Anti-fungal agents, Anti- viral agents and Anti- protozoal agents		
Week 1	3	Hypothalamic and pituitary hormones, Sex hormones and contraceptives and Drugs acting on the uterus		
Week 2	3	Thyroid hormones and anti- thyroid agents, Corticosteroids Part 1 and Corticosteroids Part 2	<u>Theoretical</u>	
Week 3	3	Insulin and insulin analogs, Oral hypoglycemic agents	Lecture	

Week 4			Part 1 and Oral hypoglycemic agents Part 2	Lecture	
			Midterm exams (no new topics)	Lecture	
Week 5	3		Drugs used in coagulation disorders Part 1, Drugs used in coagulation disorders Part 2 and Agents used in dyslipidemia Part 1	Lecture	
Week 6	3		Agents used in dyslipidemia Part 2, Drugs acting on the hematopoietic system and Drugs acting on the bronchial muscle	Lecture	
Week 7	3		Cancer chemotherapy Part 1, Cancer chemotherapy Part 2 and Drugs acting on the GIT Part 1	Lecture	
Week 8	3		Drugs acting on the GIT Part 2, Immunomodulating agents Part 1 and Immunomodulating agents Part 2	Lecture	
Week 9	3		Drugs acting on bone minerals, Disease-modifying anti-rheumatic agents (biological drugs) and Pharmacology of anthelmintic agents	Lecture	
Week 10	3			Lecture	
Week 11	3			Lecture	
Week 12				Lecture	

Week 13	3			Lecture	
	3		Drugs of abuse, Dietary supplements and herbal medications Part 1 and Dietary supplements and herbal medications Part 2		
Week 14	3		Drugs acting on the eye Medication used in emergency Therapeutic options for obesity		
Week 15			Evaluation of the analgesic activity of opioids	Practical labs	
			Evaluation of the analgesic activity of NSAIDs	labs	
			Nicotine pharmacology and toxicity	labs	
			Treatment of Urinary Tract Infection (UTI)	Labs	
			Drug prescription	labs	
			Effect of Histamine and adrenaline on human Skin	labs	
Week 1			Evaluation of anticonvulsants	labs	
Week 2			Adverse drug reaction	labs	
Week 3			Drug-drug interaction and drug-food interaction	labs	

Week 4			Therapeutic and toxic potentials of over-the-counter medications	labs	
Week 5			Therapeutic options for acne	labs	
Week 6			Drug therapy in pregnancy and lactation	labs	
Week 7				labs	
Week 8				Labs	
Week 9				Labs	
Week 10					
Week 11					
Week 12					
Week 13					
Week 14					
Week 15					
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:	
1 st + 2 nd 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)	
1 st semester---60 hrs. theory + 30 hrs. Practical / 5 credits	
2 nd semester---- 60 hrs. theory + 30 hrs. practical / 5 credits	
7. Course administrator's name	
Dr. Ameer Taqi Sadeq Prof. Dr. Talib Hussain Kammona Dr. Haider Wared Dr. Ahmed Mohmmmed Lect. Dr. Zaid Faik Zwain Qasim Abdulhassan Mujtaba Hassan Majeed Email: Ameerzieny@alkafeel.edu.iq E mail: haider.wared@alkafeel.edu.iq	
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.
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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)
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10. Course Structure

Theoretical Lectures of 1st semester

First week		
Theoretical Lecture	Jaundice	Genitourinary symptoms

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

Theoretical Lectures 1 st day	Autoimmune Diseases	Allergic Diseases	
9 th week			
1 st Day	Approach to confusing Patient.	Approach to Patient with Disturbed level of Consciousness.	
2 nd Day	Approaching Patient with Edema	Approaching Patient with Edema	
10 th week			
Theoretical Lectures 1 st day	Obesity	Obesity	
2 nd Day	Nausea and Vomiting	Weight Loss	
Clinical Learning of 1 st semester			
Clinical days (2 days activity)	1 st part	2 nd part (CBL Task).	
first week			
	Introduction to history	Patient data, chief complaint and history of present illness	Review past person
Second Week			
Clinical days (2 days activity)	Review of History Taking	Focused history taking for particular cases	
3 rd Week			
1 st Day 2 nd Day	Communication skills ----- Professionalism	Introduction to basic (I	

4 th 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 students move to the College Hospital to present the case according to subgroups each supervised by the teacher to check the students' performance.			
Second Half	Approach the patient with Jaundice (CBL).	CBL: Approach to a patient with chest pain	CBL: Approach with Genito-Urinary symptoms. Dr. Hader			
5 th 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 students move to the College Hospital to present the case supervised by the teacher to check students' performance.			
6 th 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 students move to the College Hospital to present the case supervised by the teacher to check students' performance.			
7 th Week						
Clinical days (2 days activity)	(CBL) Approach to patient with Anemia.	Approach patient with Abdominal pain (CBL).	CBL: Approach to patient with Hematemesis Dr. Abdalzahr			

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 move to the College Hospital to present the case supervised by the teacher to check students' performance.	
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 move to the College Hospital to present the case supervised by the teacher to check students' performance.	
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 move to the College Hospital to present the case supervised by the teacher to check students' performance.	
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	10-11.45 The student's subgroup applies the Examination under the guidance of the	12-2 The student's subgroup applies		

	saturation Demonstration by the Tutor	Tutor	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	1	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-principle-and-practice-of-medicine/9780702077045 https://accessmedicine.mhmedical.com/book.aspx?bookid=3095&utm_source=chatgpt.com

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

Cours Objectiv	<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.
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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 integrate multiple topics (e.g., a trauma patient who bleeds, gets transfused, and develops an infection).	Forces application, analysis, and synthesis of 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	Students are given a problem (e.g., "Why is this patient's	Promotes self-directed learning and deep

	(PBL)		minimal initial information. They identify learning needs, research, and reconvene.	affecting healing and infection.	
10. Course Structure					
Week	Hrs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st					Daily quizzes
2 nd	2				
3 rd	2			Lectures	(Formative Exams)
4 th	2			Discussions	Mid Term Exams
5 th	2		Surgical-focused history		
6 th	2		Surgical–focused examination. Metabolic		
7 th	2		Response to injury Fluid and electrolytes	TBL	Final exams
8 th	2		Shock		
9 th	2		Hemorrhage & transfusion		
	2		The abdominal wall hernia, Inguinal hernia, Femoral hernia Acid - base balance		
10 th			Burn		
	2		Normal Wound Healing		
11 th	2		Skin Ulcers		
12 th	2		Diabetic foot		
13 th	2		Tumors		
14 th	2		Fistulae and Sinus		
15 th	2		Nutrition		
	2		Ventral Hernia		
			Umbilical hernia		
			incisional hernia		
			Some specific wounds, Wound infection		
			Scar, Surgical wounds		
			Dressing Umbilical conditions		
			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 notes specifically 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 1	2		Introduction: Brief historical background Basic concepts of immunity: Definition, classification, types and components with examples.	LGT SGT ILA SCS Practical Skills	Reports Seminar Active Participation Formative exams Midterm exams Practical Final
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.		
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,		

9&10	4		clinical significance with examples. Atopy, desensitization. Tests for Type-I reaction: Patch test, RAST, serum IgE assay. 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 Tolerance and Autoimmunity: Definition and classification of tolerance Terms and definitions, basic concepts and mechanism of development of autoimmunity. Immunodeficiency disorders and immunotherapy: Classification with examples Agents of immunotherapy and biologics. Immunodiagnostic tests Terms and definitions, types and applications in diagnostic medicine Agglutination, precipitation, ELISA, Western		
11&12	4				
13	2				
14&15	4				

			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:
1 st 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		Staphylococci: <i>S. aureus</i> , <i>S. epidermidis</i> , <i>S. saprophyticus</i> , Enterococcus (VRE), MRSA, VRSA.	LGT SGT ILA SCS	Reports Seminar Active Participation
2	2		Streptococci: Group A Streptococcus, Streptococcus agalactiae and Streptococcus <i>pneumoniae</i>	Practical Skills	Formative exams Midterm exams Practical Final

3	2		Neisseria: <i>N. gonorrhoea</i> , <i>N. meningitidis</i> Corynebacterium <i>diphtheria</i>		
4	2		Enterobacteriaceae: Classification: Salmonella, Shigella, E. <i>Coli</i> and other Enterobacteriaceae, definition and clinical significance of ESBL, MBL and NDM- producing bacteria.		
5	2		<i>Vibrio cholerae</i> <i>Helicobacter pylori</i>		
6	2		Mycobacterium: <i>M. tuberculosis</i> , Atypical mycobacteria and <i>M. leprae</i> . MDR, XDR TB.		
7	2		Anaerobic bacteria: Clostridium: <i>Cl. tetani</i> , <i>Cl. botulinum</i> , <i>Cl. Perfringens</i>		
8	2		other anaerobic bacteria Bacillus: <i>B. Anthracis</i> , <i>B. Cereus</i> , <i>B. Subtypes</i> .		
9	2		Spirochaetes: <i>Treponema pallidum</i>		
10	2		Important characteristics and diseases produced by: Rickettsia Haemophilus influenzae, Haemophilus <i>ducrey</i> ,		
11	2		Mycoplasma,		

12	2		Chlamydia, Nocardia, Actinomycetes species		
13	2		<u>Additional:</u> Streptococcus Group D Klebsiella, Proteus, Pseudomonas: Ps. <i>aeruginosa</i> , Aeromonas, Plesiomonas,		
14	2		Campylobacter <i>jejuni</i> Bacteroides species Clostridium <i>difficile</i>		
15	2		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:
2 nd /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
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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
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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
2	2		Lab diagnosis of viral diseases		

			Antiviral agents		Final
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.		
4	2		Orthomyxovirus and paramyxoviruses 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.		
6	2		Polio virus Important characteristics, diseases, transmission, pathogenesis, laboratory diagnosis and prevention Merits and demerits of oral and injectable polio vaccine		
7	2		Rabies virus: Important characteristics, diseases, transmission, pathogenesis, laboratory diagnosis and prevention and treatment, merits and demerits of different types of vaccines		
8	2				

9	2		Rota virus: Diseases, transmission, pathogenesis, laboratory diagnosis, prevention and treatment HIV: 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		

13	2	characteristics, epidemiology, transmission, pathogenesis, organs involved, clinical features, laboratory diagnosis, prevention and treatment of COVID-19 and other Coronaviruses. 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		
14	2	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	Lab Sessions, PBL, TBL	Activities Homework Quizzes Final Practical

			infections diagnosis Detection of viruses using direct and indirect serological tests Detection of viruses using polymerase chain reaction 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		Exam
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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:	
2 nd / 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
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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
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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	Reports
2	2		Intestinal Protozoa + Urogenital flagellate Giardia lamblia, Balantidium coli, Trichomonas spp. Blood & Tissue Protozoa	SGT ILA SCS Practical Skills	Seminar Active Participation Formative exams Midterm exams Practical Final

3	2		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		
			Arthropods		

10	2		(Medical Importance) Mosquitoes, flies, lice, fleas, ticks		
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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 28 th 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:				
2 nd 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. Benefits of community medicine. Population-based approaches. Factors that affect the community health. Levels of disease occurrence. Levels of prevention.		
2+3	4	Introduction to biostatistics Definitions and random numbers. Presentation of data by tables and graphs. Measures of central tendency. Measures of dispersion	LGT	Reports Seminar Active Participation Formative exams Midterm exams Final
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		

9+10	6	malnutrition. Micronutrient deficiencies. Macronutrient deficiencies 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. 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+12	5			

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				
Wee k	Hour s	Unit or subject name	Learning method	Evaluation method
		LG-1: Introduction to biostatistics	LGT TBL	Reports Seminar Active Participation

		• TBL-1: Introduction to computerized 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 •		Formative exams Midterm exams Final
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		• 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		
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		• 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		
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		• 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		
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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	