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 (annual, 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 (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	**1**	**1**	**2.5%**	**Guidance optional**
College Requirements	**2**	**2**	**5%**	**Research Methodology**
Department Requirements	**--**	**--**	**--**	
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
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**

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		✓		✓	
Asst. prof. Dr. Ameer Sadiq		✓		✓	
Lect. Dr. Hiader wared		✓		✓	
Lect. Dr. Ahmed Mohmmed		✓		✓	
Lect. Dr. Ali Kamal		✓		✓	
Lect. Dr. Abdulzahra A. Hussain		✓		✓	
Lect. Dr Firas Fadhil Mohamed		✓		✓	

Prof. Dr. Salam Jasim Mohammed		✓			✓
Prof. Dr. Liwaa Hussein		✓			✓
Asst. Prof. Dr. Ahmed MA Nazar		✓			✓
Lect. Dr. Asmaa Murtadha		✓		✓	
Lect. Dr. Tuqa Adil MA		✓		✓	
Lect. Dr. Hayder Talib MA		✓		✓	
Lect. Dr. Haider Jabbar		✓		✓	
Asst. Lect. Ameer Mohammed Kadhim		✓		✓	
Yassin Faris Abd Yassin	✓			✓	
Mohammed Mahdi Sadeq	✓			✓	
Noor Mohammed Kadhim	✓			✓	
Fatima Mohammed Hussain	✓			✓	

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

1. Course Name:
Pathology
2. Course Code:
Pat003
3. Semester / Year:
1st + 2nd 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

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					Reports
5			Cell injury		Seminar
6	2				Active Participation
7			Intracellular accumulations	LGT	
8				SGT	Formative exams
9	2			ILA	
10			Inflammation	SCS	Midterm exams
11	2			Practical Skills	
12			Healing and repair		Practical
13	2				Final
14			Hemodynamic Disturbances		
15	2				
S2					
1	2		Genetic disorders		
2	2		Nomenclature of benign and malignant tumors		
3					

4 5	2		Pathways of spread of malignant tumors		
6 7 8	2		Molecular aspects of carcinogenesis		
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				

	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**		

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	**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	
Asst. Lect. Qusay Mohsin Kadhim Email:qusay.mohsin@alkafeel.edu.iq **Lect. Dr. Yahya Ibrahim Yahya** Email:Yahia.alkhazaily@alkafeel.edu.iq **Asst. Prof. Dr. Salem Fayez Kadhim** Email: sfk9@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**	
Week 2	**3**			**Lecture**	
Week 3	**3**		**• Pharmacodynamics**	**Lecture**	
Week 4	**3**		**• Autonomic Pharmacology – Part 1**	**Lecture**	**Quizzes (Formative & summative) Seminars Midterm Exams Final Exams**
Week 5	**3**		**• Autonomic Pharmacology – Part 2**	**Lecture**	
Week 6	**3**			**Lecture**	
Week 7	**3**		**• Autonomic Pharmacology – Part 3, Diuretic Agents**	**Lecture**	
Week 8	**3**		**• Diuretic Agents, Drugs Used in Hypertension**	**Lecture**	

Week 9	3		• Drugs Used in Ischemic Heart Disease & Angina Pectoris, Drugs Used in Heart Failure • Drugs Used in Heart Failure, Antiarrhythmic Drugs • Antipsychotic Drugs, Antiepileptics • Antiepileptics, Sedative-Hypnotic Drugs • Antidepressant Drugs, Antiparkinson's Drugs • Opioid Analgesics & Antagonists, Skeletal Muscle Relaxants	Lecture	
Week 10	3			Lecture	
Week 11	3			Lecture	
Week 12	3			Lecture	
Week 13	3			Lecture	
Week 14	3			Lecture	
Week 15	3			Lecture	
Week 1	2		• General Anesthetics, Serotonin & Antiserotonin Drugs • Local Anesthetics, Histamine & Antihistamine Drugs, Prostaglandins • Alcohols, NSAIDs & Drugs in Rheumatic Arthritis, Anti-Gout Drugs	Practical Labs	
Week 2	2			labs	
Week 3	2			labs	
Week 4	2			labs	
Week 5	2			Labs	
Week 6	2			labs	

Week 7	**2**		**General Assessment of Laboratory Animal Health**	**labs**	
			How to Write a Laboratory Report?	**labs**	
Week 8	**2**		**Handling of Animals & Routes of Drug Administration**	**labs**	
Week 9	**2**				
Week 10	**2**		**Methods of Collecting Blood from Laboratory Animal**	**labs**	
Week 11	**2**			**labs**	
Week 12	**2**		**Animal Dissection**		
Week 13	**2**		**Problem Solving in Pharmacokinetics and Pharmacodynamics**	**labs**	
Week 14	**2**			**labs**	
Week 15	**2**		**Problem Solving in Autonomic Nervous System Agents (Cholinergic and Adrenergic Drugs)**	**labs**	
			Drugs Acting on the Eye	**Labs**	
			Effects of Drugs on the Arterial Blood Pressure of Humans		
			Drugs Used in Cardiovascular Diseases (Part I)		
			Drugs Used in Cardiovascular Diseases (Part II)		
			Response of Human Skin to Histamine and Adrenaline		

			Evaluation of Anti-inflammatory Drugs Evaluation of Analgesics Anticonvulsants		
			General Anesthesia		
			Semester 2	**Theoretical**	
Week 1	**3**		**Histamine & anti-histamine drugs, Prostaglandins & analogues and Drugs used for gout**	**Lecture**	
Week 2	**3**		**Anti-bacterial Part 1 and Anti-bacterial Part 2**	**Lecture**	
Week 3	**3**		**Anti-bacterial Part 3 and**	**Lecture**	
Week 4	**3**		**Anti-bacterial Part 4**	**Lecture**	
Week 5	**3**		**Anti-bacterial Part 5 and Anti-mycobacterial agents**	**Lecture**	
Week 6	**3**		**Anti-fungal agents, Anti-viral agents and Anti-protozoal agents**	**Lecture**	
Week 7	**3**		**Hypothalamic and pituitary hormones, Sex hormones and contraceptives and**	**Lecture**	
Week 8	**3**		**Drugs acting on the uterus**	**Lecture**	
Week 9	**3**		**Thyroid hormones and anti-thyroid agents,**	**Lecture**	
Week 10	**3**		**Corticosteroids Part 1 and**	**Lecture**	

			Corticosteroids Part 2	Lecture	
Week 11	3		Insulin and insulin analogs, Oral hypoglycemic agents Part 1 and Oral hypoglycemic agents Part 2	Lecture	
Week 12	3				
Week 13	3		Midterm exams (no new topics)	Lecture	
Week 14	3		Drugs used in coagulation disorders Part 1, Drugs used in coagulation disorders Part 2 and Agents used in dyslipidemia Part 1	Lecture	
Week 15	3		Agents used in dyslipidemia Part 2, Drugs acting on the hematopoietic system and Drugs acting on the bronchial muscle	Lecture	
Week 1			Cancer chemotherapy Part 1, Cancer chemotherapy Part 2 and Drugs acting on the GIT Part 1	Practical labs	
Week 2				labs	
Week 3				labs	
Week 4			Drugs acting on the GIT Part 2, Immunomodulating agents Part 1 and Immunomodulating agents Part 2	Labs	
Week 5				labs	
Week 6			Drugs acting on bone minerals, Disease-modifying anti-rheumatic agents (biological	labs	
Week 7					

			drugs) and	labs	
Week 8			Pharmacology of anthelminthic agents	labs	
Week 9			Drugs of abuse, Dietary supplements and herbal medications Part 1 and Dietary supplements and herbal medications Part 2	labs	
Week 10				labs	
Week 11				labs	
Week 12				labs	
Week 13			Drugs acting on the eye	labs	
Week 14			Medication used in emergency	Labs	
Week 15			Therapeutic options for obesity	Labs	
			Evaluation of the analgesic activity of opioids		
			Evaluation of the analgesic activity of NSAIDs		
			Nicotine pharmacology and toxicity		
			Treatment of Urinary Tract Infection (UTI)		
			Drug prescription		
			Effect of Histamine and adrenaline on human Skin		
			Evaluation of anticonvulsants		

			Adverse drug reaction **Drug-drug interaction and drug-food interaction** **Therapeutic and toxic potentials of over-the-counter medications** **14 Therapeutic options for acne** **15 Drug therapy in pregnancy and lactation**		

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 lect separately if 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 Zaini **Email: Ameerzieny@alkafeel.edu.iq** **Dr. Haider Wared** **E mail: haider.wared@alkafeel.edu.iq** **Dr. Ahmed Mohmmed**	
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 1st day	**Jaundice**	**Genitourinary symptoms**
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	**Dyspnea Cyanosis**	

1st day		
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**
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** **----------** **Professionalism**		Introduction based lea (Dr. Am
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 students to the College present the according subgroup supervised teacher to ch studen performa
Second Half	**Approach the patient with Jaundice (CBL).**	**CBL: Approach to a patient with chest pain**	CBL. Approa with Genito- sympto Dr. Haid
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 students to the College present the supervised teacher to ch studen performa

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 stu dents to the C olleg present the supervised teacher to ch studen perform a
7th Week			
Clinical days (2 days activity)	**(CBL) Approach to patient with Anemia.**	**Approach patient with Abdominal pain (CBL).**	CBL: Ap proac patient w Hem atem Dr. A bdal
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 stu dents to the C olleg present the supervised teacher to ch studen perform a
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 stu dents to the C olleg present the supervised teacher to ch studen perform a

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 to the College present the supervised teacher to check student performa

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/9780702077045 https://accessmedicine.mhmedical.com/boo spx?bookid=3095&utm_source=chatgpt.co https://www.medscape.com?utm_source=cl gpt.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 Abd Al Emaa** **Lect. Dr. Abdulzhara Al Assady**	
8. Course Objectives	
Course Objective	**Learning Objectives S2** **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	Forces **application, analysis, and synthesis** of knowledge

		that integrate multiple topics (e.g., a trauma patient who bleeds, gets transfused, and develops an infection).	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 Surgical–focused examination.**		**Daily quizzes**
2nd	**2**				
3rd	**2**		**Metabolic Response to injury Fluid and electrolytes**	**Lectures**	**(Formative Exams)**
4th	**2**		**Shock**	**Discussions**	
5th	**2**		**Hemorrhage & transfusion**		**Mid Term Exams**
6th	**2**		**The abdominal wall hernia, Inguinal**	**TBL**	
7th	**2**		**hernia, Femoral hernia Acid - base**		**Final exams**
8th	**2**		**balance Burn**		
9th	**2**		**Normal Wound Healing Skin Ulcers**		
10th	**2**		**Diabetic foot Tumors**		
11th	**2**		**Fistulae and Sinus**		

12th **13th** **14th** **15th**	**2** **2** **2** **2**		**Nutrition** **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., & Sc Connor, C. (2015). Hamilton Bailey's Physi Signs: Demonstrations of Physical Signs in Clini Surgery, 19th Edition.**
Electronic References and Websites	**OnlineMedEd: High-yield video lectures and nc specifically for the Surgery Shelf exam.** **TeachMeSurgery: A free, reliable resource quick topic 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 immunopathogenesis 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 Participatio** **Formative exams** **Midterm exa** **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, 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. Immunosurveillance		
11&12	4		**Tolerance and Autoimmunity:** Definition and classification of tolerance Terms and definitions,		

13 14&15	2 4		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 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 Al Hassani **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: S. *aureus,* S. *epidermidis,* S. *saprophyticus*, Enterococcus (VRE), MRSA, VRSA.	**LGT SGT ILA SCS Practical Skills**	**Reports Seminar Active Participation Formative exams Midterm exams Practical Final**
2	2		Streptococci: Group A Streptococcus, Streptococcus agalactiae and Streptococcus *pneumoniae*		
3	2		Neisseria: N. *gonorrhea,* N. *meningitides* Corynebacterium *diphtheria*		
4	2		Enterobacteriaceae: Classification: Salmonella, Shigella, E. *Coli* and other Enterobacteriaceae, definition and clinical significance of ESBL, MBL and NDM-producing bacteria.		
5	2		Vibrio *cholerae* Helicobacter *pylori*		
6	2		Mycobacterium: M. *tuberculosis*, Atypical		

			mycrobacteria and M. *leprae*. MDR, XDR TB.		
7	2		Anaerobic bacteria: Clostridium: Cl. *tetani*, Cl. *botulinum*, Cl. *Perfringens*		
8	2		other anaerobic bacteria Bacillus: B. Anthracis, B. Cereus, B. Subtilis..		
9	2		Spirochaetes: Treponemma *pallidum*		
10	2		Important characteristics and diseases produced by: Rickettssia Haemophilus influenzae, Haemophilus *ducrey*,		
11	2		Mycoplasma, Chlamydia, , Nocardia, Actinomycetes species		
12	2		**Additional:** Streptococcus Group D Klebsiella, Proteus, Pseudomonas: Ps.		
13	2		*aeruginosa,* Aeromonas, Plesiomonas,		
14	2		Campylobacter *jejuni* Bacteroides species Clostridium *deficille*		
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:	
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 Email: hayder.talib@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**	**LGT** **SGT** **ILA** **SCS** **Practical Skills**	**Reports** **Seminar** **Active Participation** **Formative exams** **Midterm exams** **Practical** **Final**
2	**2**		**Classification** **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**		

			Important characteristics, diseases, important clinical features, transmission, pathogenesis, complications, laboratory diagnosis and prevention, management.		
4	**2**		**Hepatitis viruses:** **Classification, important characteristics, diseases, transmission, pathogenesis, complications, laboratory diagnosis, prevention and management.**		
5	**2**		**Polio virus** **Important characteristics, diseases, transmission, pathogenesis, laboratory diagnosis and prevention** **Merits and demerits of oral and injectable polio vaccine**		
6	**2**		**Rabies virus:** **Important characteristics, diseases, transmission, pathogenesis, laboratory diagnosis and prevention and treatment, merits and demerits of different types of vaccines**		
			Rota virus: **Diseases, transmission, pathogenesis, laboratory**		

7	**2**		**diagnosis, prevention and treatment** **HIV:**		
8	**2**		**Classification, important characteristics, diseases (AIDS), transmission, pathogenesis, laboratory diagnosis, prevention and treatment.** **Dengue**		
9	**2**		**Important characteristics, diseases (DHF, DSS), transmission, pathogenesis, laboratory diagnosis, prevention and treatment.**		
10	**2**		**Chikungunya: Important characteristics, transmission, epidemiology, pathogenesis, laboratory diagnosis, prevention and treatment.**		
11	**2**		**Coronavirus: Important characteristics, epidemiology, transmission, pathogenesis, organs involved, clinical features, laboratory diagnosis, prevention and treatment of COVID-19 and other Coronaviruses.** **Other Emerging viral diseases**		

12 13	2 2		Avian flue, 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.		

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**
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	 2 2		**Introduction:** Introduction to parasitology, common parasitic diseases, Terms and definitions, classifications of parasites according to habitat, Host: definition, classification with examples. Intestinal, luminal and free-living protozoa: Entamoeba: • Classification • Geographical distribution, morphology, disease, clinical features, pathogenesis, laboratory diagnosis and treatment.	LGT SGT ILA SCS Practical Skills	Reports Seminar Active Participation Formative exams Midterm exams Practical Final

			• **Extraintestinal amoebiasis.**		
3	**2**		***Giardia intestinalis* and *Trichomonas vaginalis*:** • **Morphology, transmission, disease, clinical features, pathogenesis, laboratory diagnosis and treatment.** • **Acanthamoeba, Naegleria, Balamuthia and Sappinia**		
4	**2**		**Blood and Tissue Protozoa:** **Leishmania species: Classification, morphology, disease production.** **Leishmania *donovani* and PKDL*:*** • **Geographical distribution** **Morphology, lifecycle, disease, clinical features, pathogenesis laboratory diagnosis and treatment.**		

5			• **Cutaneous leishmaniasis: Causative agents, pathogenesis, lab diagnosis and management.** • **Mucocutaneous leishmaniasis (MCL).**		
6	**2**		**Plasmodium species:** **Epidemiology, morphology, lifecycle, disease, clinical features, pathogenesis, complications, laboratory diagnosis, treatment and prevention.**		
7	**2**		**Toxoplasma gondii, Cryptosporidium, Balantidium Coli and Trematodes** • **Classify according to habitat with examples** • **Common characteristics of Cestodes, Trematodes and Nematodes.** • **Morphology, lifecycle,**		

8	**2**		**diseases, clinical features, pathogenesis, laboratory diagnosis of Taenia *saginata* and Taenia *solium*, T. asiatica.** **Echinococcus: Different species** • **Morphology, lifecycle, disease, clinical features, pathogenesis and laboratory diagnosis and treatment.**		
9	**2**		**Intestinal Nematodes:** • **Geographical distribution, morphology, lifecycle, disease, clinical features, pathogenesis, laboratory diagnosis of Ascaris *lumbricoides*, Hook worm, *Trichuris trichiura*, *Enterobious vermicularis*, *Strongyloides stercoralis.***		

10 **11**	**2** **2**		• **Larva migrans and larva currens.** • **Hyperinfection syndrome** **Tissue nematodes: Classification, morphology and mode of transmission, diseases produced. Wuchareria bancrofti, Brugia malayi, B. timori** • **Morphology, lifecycle, disease (classical and occult filariasis, tropical pulmonary eosinophilia), clinical features, pathogenesis, complications, laboratory diagnosis and treatment of filariasis. Periodicity of microfilaria. Provocative test.** • **Parasites associated with cancer.** **<u>Additional:</u>** 1. **Important characteristics**		

12 **13** **14&15**	**2** **2** **4**		**and disease produced by:** • **Hymenolepes *nana*,** • **Diphyllobothrium *latum*, *Dipylidium*** • **Schistosoma** • **Trypanosoma** • **Loa *loa*, Onchoserco us *volvulous*** • **D. medinansis** • **Fasiolopsis *buski*, Faciola *hepatica*: habitat, disease, clinical features, laboratory diagnosis and treatment.** • **Anisakis** • **Cyclospora, Cystoisospora, Sarcocystis** • **Trichinella**		
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. Paniker s Textbook of Medical Parasitology 7E (2013)** **2. Jawetz Melnick & Adelbergs Medical Microbiology, 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:
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
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	**LGT**	**Reports** **Seminar** **Active Participation** **Formative exams** **Midterm exams**

		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.		**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.		

9+10	6	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.		
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:	
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	