



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

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

2025-2026

University Name:
Faculty/Institute:

Alkafeel
College of Medicine

Year:

Four

Year Moderator:

Asst. Prof. Dr. Fatimah Kareem Khalaf

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

Final Certificate Name:

MBChB

Academic System:

Courses

Description Preparation Date:

2025-2026

File Completion Date:

25-10-2025

Signature:



Signature:



Year Moderator:

Scientific Associate Name:

Asst. Prof. Dr. Fatimah Kareem Khalaf

Asst. Prof. Dr. Fatimah Kareem
Khalaf

Date: 25-10-2025

Date: 25-10-2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Asst. Lect. Ameer Mohammed Kadhim

Date: 25-10-2025

Signature:



Approval of the Dean

Asst. Prof. Dr. Samer Makki Mohamed Al Hakkak

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

1. Program Vision

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

2. Program Mission

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

3. Program Objectives

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

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

Yes, Ministry of Higher Education- Private Education Department and Higher Education Authority- Attabah Abbasia

6. Program Structure

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

7. Program Description

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

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

8.Expected learning outcomes of the program

Knowledge

	1. Explain the pathophysiology, clinical features, and principles of management of common conditions in cardiology, respiratory medicine, hematology, nephrology, endocrinology, gastroenterology, obstetrics, pediatrics, and forensic medicine. (Understand–Apply) 2. Describe the principles of family and community medicine, global health, and behavioral science as they apply to patient care and public health. (Understand) 3. Discuss and appraise the basics of research methodology and evidence-based medicine, and their application in clinical decision-making. (Understand–Analyze–Evaluate)
Skills	
	1. Perform a focused history and physical examination relevant to the major body systems studied. (Guided Response → Mechanism) 2. Identify and interpret common clinical signs and basic diagnostic investigations (e.g., ECG, chest X-ray, urinalysis, CBC). (<i>Perception</i> → Guided Response → Mechanism) 3. Apply principles of evidence-based medicine to solve simple clinical <i>scenarios</i>. (Mechanism → Adaptation) 4. Demonstrate basic skills in counselling, communication, and health education for patients and families. (Guided Response → Mechanism)

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

9. Teaching and Learning Strategies

1. Lectures
2. LGT
3. SGT
4. Clinical Training
5. ILA
6. Clinical skills labs

10. Evaluation methods

1. Case-Based Discussions

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

11. Faculty				
Faculty Members				
Academic Rank		Specialization	Special Requirements/Skills (if	Number of the teaching staff

				applicable)		
		General	Special		Staff	Lecturer
Asst. Prof. Dr. Samer Makki Mohamed			✓		✓	
Asst. Prof. Dr. Fatima Kareem Khalaf			✓		✓	
Lect. Dr. Mohammed Jaffar Dheya			✓		✓	
Asst. prof. Dr. Ameer Taqi Sadiq			✓		✓	
Prof. Dr. Talib Hussain Kammona			✓			
Lect. Dr. Ahmed Mohmmmed Abdulhussain			✓		✓	
Lect. Dr. Ali Kamal			✓		✓	
Lect. Dr. Abdulzahra A. Hussain			✓		✓	
Lect. Dr Safaa Naema			✓		✓	
Asst. Prof. Dr. Hilal Alsaffar			✓		✓	
Lect. Dr. Alaa Jumaa Al-Nassrawy			✓			✓
Lect. Dr. Rafat Hillal			✓		✓	
Lect. Dr. Tuqa Adil MA			✓		✓	
Lect. Dr. Aeman Yakoop Almasodi			✓		✓	
Lect. Dr. Aasthaa Farooq			✓		✓	
Lect. Dr. Farqad Al-Khalidi			✓		✓	
Lect. Dr. Saja Hadi			✓		✓	
Lect. Dr. Zaid Faik Zwain			✓		✓	
Lect. Dr. Ammar Sabah			✓		✓	
Dr. Mustafa Hassan Ahmed			✓		✓	

Al-Hakim						
Dr. Muhsen Al-Ghuraifi			✓		✓	
Prof. Dr. Arfat Al-Dujailiy			✓			✓
Dr. Ghufraan Al-Toleqani			✓		✓	
Dr. Hassan Ali Alkhorsani			✓			✓
Dr. Mosaab Kamil			✓			✓
Nermin Ali		✓			✓	
Qassem abdulhussan		✓			✓	
Mujtaba Hassan Rajab		✓			✓	
Sara Ameen		✓			✓	

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12.Acceptance Criterion

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

13.The most important sources of information about the program

1. Approved and authenticated documents for the general curriculum of the college and the courses, vision, mission, and goals of the university and college in both Arabic and English.
2. The website of the Ministry of Higher Education and Scientific Research.
3. The official website of AlKafeel University and its College of Medicine.

14. Program Development Plan

Systematic and recurring self-evaluation studies of the program based on evaluating the learning and teaching outcomes of students and obtaining feedback

from students about the program's components.

2) Regular meetings with teaching staff in local and foreign medical colleges to learn about new curricula and teaching methods.

3) Holding workshops on developing curricula and teaching methods in the college or attending those held in neighboring universities.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
Year four	1st Semester														
	MEDCa r - 41	Cardiology	Basic				✓				✓				✓
	Surgery SRGGit -41	Gastroenterol ogy	Basic				✓				✓				✓
	MEDRe sp-41	Respiratory	Basic				✓				✓				✓
	Uro004	Urology	Basic				✓				✓				✓
	COMCo m-41	Family & Community Medicine	Basic			✓					✓				✓
	Res004	Research	Basic			✓					✓			✓	

		Project													
	GYNGy n-41	obstetrics	Basic			✓				✓					✓
	PEDped -41	Paediatric	Basic			✓				✓					✓
	PATFor m- 41	Forensic Medicine	Basic				✓			✓					✓
	<u>2nd Semester</u>														
	MEDHe m-42	Haematology	Basic				✓			✓				✓	
	MEDEn d-42	Endocrinolog y	Basic				✓			✓				✓	
	COMCo m-42	Family &Community Medicine	Basic			✓				✓					✓
	MEDBs c-42	Behavioural Science	Basic				✓		✓						✓
	GYNGy n- 42	obstetrics	Basic			✓				✓					✓

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

Course Description Form

1. Course Name:	
Family & Community Medicine	
2. Course Code:	
COMCom-41	
3. Semester / Year:	
1 st Semester / 2025-2026	
4. Description Preparation Date:	
October 20, 2025	
5. Available Attendance Forms:	
Lectures + Clinical sessions	
6. Number of Credit Hours (Total) / Number of Units (Total)	
45 hrs. T / 3 credits	
7. Course administrator's name	
Name: Dr. Ghufan Abdullellah Al-Toleqani Email: ghufan.altolaqanee@alkafeel.edu.iq	
8. Course Objectives	
Course Objectives	By the end of this course the students will be able to: 1. Explain the fundamental principles of epidemiology, including disease occurrence, patterns of transmission, and determinants of health in the community. 2. Describe and compare different epidemiological study designs, screening methods, and measures of disease frequency, risk, and association. 3. Apply epidemiological concepts to the investigation and control of communicable and non-communicable diseases at the community level. 4. Recognize common occupational and environmental health problems, including occupational diseases, hazards, and preventive strategies. 5. Describe the structure, objectives, and components of maternal, child, adolescent, school, and family health programs within primary health care services. 6. Discuss national health programs, including immunization schedules, growth monitoring, nutrition programs, family planning, and reproductive health services. 7. Demonstrate an understanding of the principles of family medicine, including comprehensive, continuous, and patient-centered care across the life cycle.

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

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

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

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

Assessment and Grading Scheme

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

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

1. Continuous Assessment (30 marks)

a. Mid-term Examination (20 marks)

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

b. Quizzes and Semester Activities (10 marks)

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

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

2. Final Examination (70 marks)

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

Total Marks: 100

Students who **fail to achieve the minimum pass mark (50%)** are required to sit for a **second trial examination**, similar in format and content to the final examination.

Failure in the second trial examination will require the student to **repeat the academic year**, according to university regulations.

12.Learning and Teaching Resources

Required textbooks	
	1. Leon Gordis. Epidemiology, 2018, 6th

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

Course Description Form

1. Course Name:	
Family & Community Medicine S2	
2. Course Code:	
COMCom-42	
3. Semester / Year:	
2 nd Semester / 2025-2026	
4. Description Preparation Date:	
October 20, 2025	
5. Available Attendance Forms:	
Lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hrs. T / 2 credits	
7. Course administrator's name	
Name: Dr. Ghufraan Abdulellah Al-Toleqani	
Email:	
8. Course Objectives	
Course Objectives	By the end of this course, students should be able to: 1. Define the principles of community and family medicine and explain their role in promoting individual, family, and population health. 2. Describe the epidemiology of communicable and non-communicable diseases, including their distribution, determinants, and burden at local, national, and global levels. 3. Explain levels of disease prevention (primary, secondary, and tertiary) and apply preventive strategies in primary health care settings. 4. Apply basic epidemiological methods such as surveillance, screening, and outbreak investigation in community-based health problems. 5. Identify major risk factors affecting community health, including behavioral, environmental, social, and occupational determinants. 6. Demonstrate knowledge of national and international health programs, including immunization, disease control, and health promotion programs. 7. Analyze common health problems within the family and community context, integrating clinical care with public health approaches. 8. Develop basic skills in health planning, evaluation, and health education relevant to primary health care. 9. Recognize the role of family physicians in continuity of care,

	preventive services, patient education, and coordination with public health systems. 10. Demonstrate professional attitudes and ethical responsibility toward community health, teamwork, and social accountability as future physicians.
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1. Teaching and Learning Strategies

Strategy	Practical Training Students will participate in: • Field visits to primary health care centers. • Outbreak investigation simulations. • Preparation and presentation of written reports and projects. Additional Teaching and Learning Strategies (Recommended to Add) • Case-based learning (CBL): Analysis of real and simulated cases related to communicable and non-communicable diseases to enhance clinical reasoning. • Interactive lectures (LGT): Short focused lectures supported by questioning, discussion, and formative quizzes to encourage active learning. • Small group discussions (SGT): Student-centered discussions to promote teamwork, communication skills, and peer learning. • Workshops and guided discussions: Focused sessions on health planning, evaluation, and disease prevention strategies. • Self-directed learning: Guided reading assignments and use of AMBOSS, WHO, CDC, and Ministry of Health resources to promote independent learning.
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2. Course Structure

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

					Examination
3. Course Evaluation					

Assessment and Grading Scheme

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

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

1. Continuous Assessment (30 marks)

a. Mid-term Examination (20 marks)

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

b. Quizzes and Semester Activities (10 marks)

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

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

2. Final Examination (70 marks)

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

Total Marks: 100

Students who **fail to achieve the minimum pass mark (50%)** are required to sit for a **second trial examination**, similar in format and content to the final examination.

Failure in the second trial examination will require the student to **repeat the academic year**, according to university regulations.

4. Learning and Teaching Resources

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

Course Description Form

1. Course Name:	
Cardiology	
2. Course Code:	
MEDCar - 41	
3. Semester / Year:	
1 st Semester / 2025-2026	
4. Description Preparation Date:	
October 20, 2025	
5. Available Attendance Forms:	
Lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hrs. T / 2 credits	
7. Course administrator's name	
Name: Dr Ahmed Mohammed Abdulhussain Asst. Prof. Dr. Hilal Alsaffar	
8. Course Objectives	
Course Objectives	The course is designed to enable the student to: 1. Demonstrate knowledge in the basic sciences pertinent to the cardiovascular system 2. Explain the signs and symptoms of common cardiac presentations in terms of their underlying scientific principles 3. Explain the scientific principles of common cardiac investigative techniques, and critique their appropriateness and results 4. Explain the scientific principles of common approaches to management of patients with cardiac diseases.
9. Teaching and Learning Strategies	
Strategy	• The syllabus is given to the students as 60-minute lecture twice per week for 15 weeks. Physical examination and clinical sessions are given as part of the training in general medicine from the 3rd to 6th grade.

10.Course Structure

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

			Valvular Heart Diseases AV disease		
8			Congenital Heart Diseases (CHD) 1 Congenital Heart disease 2		
9			Infective endocarditis (IE) Myocarditis Pericardial diseases		
10			Venous thromboembolisms (VTE) Introduction to heart surgery		
11			Surgery for acquired heart diseases Surgery for congenital heart diseases		
12			Acute peripheral vascular disease Chronic peripheral vascular disease		
13			Heart transplant pericardial surgery		
11.Course Evaluation					
• The minimum requirement of a student to pass is to					

achieve at least 50% of the total 100 marks assigned for the course. The marks are distributed as follows: 30 marks for mid-term exam and 70 marks for final exam.

- Mid- term exam is a 60-minute exam in the form of 30 best of five single choice questions. The 70-mark final exam at the end of the course is a three-hour exam and consists of 60 – 70 best of five single choice questions and four essays' questions. The number and quality of questions are distributed according to blue print system.
- Students who fail to attain the 50% cut-off mark are required to re-sit for a second trial examination similar to the final one. Failing in the second trial entails the student to repeat the academic year.

12.Learning and Teaching Resources

Required textbooks	1. Davidson's Principles and Practice of Medicine. 2. Harrison's Principles of Internal Medicine. 3. Current medical diagnosis and treatment.
Main references (sources)	Same as above
Recommended books and references (scientific journals, reports...)	Additional resources are provided in each lecture separately if required
Electronic References, Websites	

Course Description Form

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

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

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

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

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

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

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

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

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

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

			physiological changes in cardiovascular system during pregnancy 2. Define hypertensive disorder in pregnancy and differentiate the four categories of hypertensive disorders of pregnancy. 3. Illustrated the risk factors for hypertension during pregnancy (in particular, preeclampsia).and distinguish those with high risk for this condition 4. Explain the complications of preeclampsia. 5. Apply the knowledge of the process of disease in the management of the condition 6. The formulated plane in the management of eclamptic fit Construct a management plane for the postpartum period for that patient		
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11	1		Postpartum Hemorrhage 1. Define of PPH and its importance as common obstetrical emergencies and main cause in maternal mortalities. 2. Classify the main types and causes of each type of PPH 3. Illustrate the risk factors 4. Construct a plane for prevention Apply the knowledge in the causes and risk factor in the management of PPH since its preventable and treatable condition		
12	1		The puerperium and lactation 1. Define the normal puerperium and lactation 2. Apply the knowledge of physiological changes in puerperium in the managing normal sequel of this period 3. Recognize any abnormalities or complication in this critical period 4. The formulated plane for diagnosis and management of any		

			abnormalities and complications in this period Explain sequel of these abnormalities and complication on future pregnancies and fertility		
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11.Course Evaluation

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

The marks are distributed as follows:

Daily quizzes and Homework (5%)

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

– **Single Best Answer 50 items**

-**EMQ questions**

-**Modified – Essay Questions (4 cases)**

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

12.Learning and Teaching Resources

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

Course Description Form

1. Course Name:	
Obstetric	
2. Course Code:	
GYNGyn-42	
3. Semester / Year:	
2 nd Semester / 2025-2026	
4. Description Preparation Date:	
October 20, 2025	
5. Available Attendance Forms:	
Lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
15 hrs. T / 1 credits	
7. Course administrator's name	
Lect. Dr. Aeman Almasodi Dr Ashthaa Farooq Dr. Saja Hadi Dr. Farqad Alkhalidi	
8. Course Objectives	
Course Objectives	The course designed to enable the student to: 1. Explain most common types of high-risk pregnancies and medical disorders complicating pregnancy. 2. Skills and knowledge will be taught regarding the management, counselling and follow up of these patients. 3. The course also involves introduction to obstetric analgesia and anesthesia, risks, indications and

	contraindications. 4. Lectures will be given regarding imaging in obstetrics and gynecology and how to interpret patient radiological records.
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9. Teaching and Learning Strategies

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

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

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

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

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

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

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

11.Course Evaluation

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

The marks are distributed as follows:

Daily quizzes and HomeWorks (5%)

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

– **Single Best Answer 50 items**

-**EMQ questions**

-**Modified – Essay Questions (4 cases)**

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

12.Learning and Teaching Resources

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

Course Description Form

1. Course Name:					
Forensic Medicine					
2. Course Code:					
PATForm- 41					
3. Semester / Year:					
1 st Semester / 2025-2026					
4. Description Preparation Date:					
October 20, 2025					
5. Available Attendance Forms:					
Lectures					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 hrs. T / 2 credits					
7. Course administrator's name					
Name: Dr Tuka Adil MA Email: tuga.ameen@alkafeel.edu.iq					
8. Course Objectives					
Course Objectives		The course designed to enable the student to: 1. Know how to write various medico-legal reports and death certificates. 2. Be aware of all types of medico-legal cases and how to deal with them during his or her medical practice. 3. Emphasize the importance of this science in helping the legal authorities to prevail justice. 4. Know the real duties of forensic medicine and forensic pathologists.			
9. Teaching and Learning Strategies					
Strategy		Theory large group given lectures			
10. Course Structure					
Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	2		Historical review, medico-legal systems, signs and diagnosis of death.	LGT	•Mid-term exam •Seminar •Quizzes •Final exam

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

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

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

11.Course Evaluation

Students' assessments are done according to the following classification:

Quizzes: 6-degree

Activities: 4-degree

Midterm exam: 20 degrees

Final exam: 70 degree written exam.

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

12.Learning and Teaching Resources

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

Course Description Form

1. Course Name:					
Pediatric					
2. Course Code:					
PEDped-41					
3. Semester / Year:					
1 st Semester / 2025-2026					
4. Description Preparation Date:					
October 20, 2025					
5. Available Attendance Forms:					
Lectures					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 hrs. T / 2 credits					
7. Course administrator's name					
Lect.Dr Mohammed Jaffar Dheya Dr. Alaa Jumaa Dr. Maher Tahir					
8. Course Objectives					
Course Objectives		The course designed to enable the student to: - To give an introduction about the field of pediatric practice. - Provide knowledge about the basics in pediatrics: feeding, growth and development, immunization. - Highlight the importance of different types of infection in pediatrics. - Neonatal problems and prematurity - Renal diseases in children and important renal anomalies			
9. Teaching and Learning Strategies					
Strategy		This course is given as twice weekly lecture for 1 hour each. The lectures are interactive and composed of case-based learning with pre- and post-questions and various student tasks to implement self-directed learning			
10. Course Structure					
Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	1		Introduction to pediatrics Definition and description of the 6 pediatric age groups, their characteristics and problems	LGT L	- Mid-term exam - Quizzes - Final exam

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

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

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

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

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

11.Course Evaluation

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

The marks are distributed as follows:

Daily quizzes and Homework's (5%) Midterm Exam (25%) as essay questions

Final Exam (70%) as – Single Best Answer 60 items

-Modified – Essay Questions (4)

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

12.Learning and Teaching Resources

Required textbooks	1- Nelson essential of Pediatrics.
Main references (sources)	Same as above
Recommended books and references (scientific journals, reports...)	Additional resources are provided in each lecture separately if required
Electronic References, Websites	

Course Description Form

1. Course Name:					
Pediatric					
2. Course Code:					
PEDped-42					
3. Semester / Year:					
2 nd Semester / 2025-2026					
4. Description Preparation Date:					
October 20, 2025					
5. Available Attendance Forms:					
Lectures					
6. Number of Credit Hours (Total) / Number of Units (Total)					
15 hrs. T / 1 credits					
7. Course administrator's name					
Lect.Dr. Mohammed Jaffar Dheya Dr. Alaa Jumaa Dr. Maher Tahir					
8. Course Objectives					
Course Objectives		The course designed to enable the student to: - Know about important neurological diseases - Know about developmental disorders - Know about important endocrine disorders - Provide knowledge about the basics in development - Mumps, Pertussis			
9. Teaching and Learning Strategies					
Strategy		This course is given as once weekly lecture for 1 hour each. The lectures are interactive and composed of case-based learning with pre- and post-questions and various student tasks to implement self-directed learning			
10. Course Structure					
Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	1		Cerebral Palsy Definition, etiology, classification, clinical features, associated problems, diagnosis, management	LGT	•Mid-term exam •Quizzes Homework •Final exam

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

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

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

11.Course Evaluation

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

The marks are distributed as follows:

Daily quizzes and Homework's (5%) Midterm Exam (25%) as essay questions

Final Exam (70%) as – Single Best Answer 60 items

-Modified – Essay Questions (4)

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

12.Learning and Teaching Resources

Required textbooks	1- Nelson essential of Pediatrics.
Main references (sources)	Same as above
Recommended books and references (scientific journals, reports...)	Additional resources are provided in each lecture separately if required
Electronic References, Websites	

Course Description Form

1. Course Name:					
Respiratory					
2. Course Code:					
MEDResp-41					
3. Semester / Year:					
1st Semester / 2025-2026					
4. Description Preparation Date:					
October 20, 2025					
5. Available Attendance Forms:					
Lectures					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 hrs. T / 2credits					
7. Course administrator's name					
Name: Asst. Prof. Dr Ameer Taqi Sadiq Dr. Raafat Hilal					
8. Course Objectives					
Course Objectives		The course designed to enable the student to: 1. Demonstrate knowledge in the basic sciences pertinent to the respiratory system 2-Explain the signs and symptoms of common respiratory presentations in terms of their underlying scientific principles 3-Explain the scientific principles of common respiratory investigative techniques, and critique their appropriateness and results 4-Explain the scientific principles of common approaches to management of patients with respiratory diseases.			
9.Teaching and Learning Strategies					
Strategy		This course is given as twice weekly lecture for 1 hour each. The lectures are interactive and composed of case-based learning with pre- and post-questions and various student tasks to implement self-directed learning.			
10.Course Structure					
Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	1		Introduction to Respiratory Medicine: Scientific background and clinical methods	LGT •Mid-term exam •Quizzes Homework •Final exam	

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

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

10	1		Chest Wall Diseases	
11	1		MUMPS, PERTUSIS, Etiology Pathogenesis, Clinical presentation Differential diagnosis Investigation Treatment Complications	
11	1		Diaphragm And Mediastinal Diseases	
12	2		Critical Care in respiratory Medicine	
13	2		Interstitial Lung Diseases	
14	1		Lung Diseases in Immunosuppressed Individuals	
11.Course Evaluation				
The minimum requirement of a student to pass is to achieve at least 50% of the total 100 marks assigned for the course. The marks are distributed as follows:				

Daily quizzes and Homework (10%)

Midterm Exam (20%) as single best answer questions Final Exam (70%) as – Single Best Answer 70 items

-Modified – Essay Questions (4 cases)

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

12.Learning and Teaching Resources

Required textbooks	• Davidson’s Principles and Practice of Medicine • Bailey and Love’s textbook of surgery • Harrison’s Principles of Internal Medicine.
Main references (sources)	Same as above
Recommended books and references (scientific journals, reports...)	Additional resources are provided in each lecture separately if required
Electronic References, Websites	

Course Description Form

1. Course Name:					
Gastroenterology					
2. Course Code:					
Surgery SRGGit-41					
3. Semester / Year:					
1st Semester / 2025-2026					
4. Description Preparation Date:					
October 20, 2025					
5. Available Attendance Forms:					
Lectures ILA , co teaching					
6. Number of Credit Hours (Total) / Number of Units (Total)					
45 hrs. T / 3 credits					
7. Course administrator's name					
Asst. Prof. Dr. Samer Makki Mohammed Lect. Dr. Ali Kamal Dr. Safaa Naema Dr. Abdulzahraa Hussain					
8. Course Objectives					
Course Objectives		The course is designed to enable the student to: 1- Know different medical diseases of GIT & liver. 2- know different surgical diseases of GIT & liver. 3- Important of history & physical examinations of GIT & liver. 4- Different ways of investigations & their importance. 5- Complications of the diseases & their management & prevention. 6- The common diseases in Iraq.			
9. Teaching and Learning Strategies					
Strategy		The subject is given as interactive lectures with explanations of anatomy, physiology, pathology, clinical presentation, complications, ways of management (medical and surgical), complications of treatment and prevention; with especial concern about the incidence of the diseases in Iraq.			
10. Course Structure					
Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method

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

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

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

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

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

11.Course Evaluation

The minimum requirement of the student to pass is at least 50% of total 100% marks assigned for the course. The marks are distributed as follows:

- Midterm examination 25-30 Most appropriate questions mark 30%
- Final examination consists of 5 essay questions and 70 Most appropriate questions marks.

12.Learning and Teaching Resources

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

Course Description Form

1. Course Name:	
Urology Surgery	
2. Course Code:	
SRGUro-42	
3. Semester / Year:	
2 nd Semester / 2025-2026	
4. Description Preparation Date:	
October 20, 2025	
5. Available Attendance Forms:	
Lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hrs. T / 2credits	
7. Course administrator's name	
Name: Dr. Ammar Sabah	Dr. Mustafa Hassan Ahmed
Email:	
8. Course Objectives	
Course Objectives	The course is designed to enable the student to: 1. Demonstrate an understanding of the anatomy and physiology of the urinary system. 2. Evaluate and diagnose common urologic conditions. 3. Identify and interpret diagnostic tests used in urologic practice 4. Develop and implement treatment plans for urologic conditions. 5. Recognize and manage urologic emergencies, such as acute urinary retention, urosepsis, and testicular torsion. 6. Communicate effectively with patients and their families regarding urologic conditions, treatment options, and potential outcomes. 7. Apply knowledge of urologic pharmacology to develop appropriate medication regimens for various urologic conditions. 8. Collaborate effectively with other healthcare professionals, such as oncologists, radiologists, and physical therapists, to provide comprehensive care for patients with urologic conditions. 9. Apply principles of evidence-based medicine and lifelong learning to stay current with advances in urologic practice.
9. Teaching and Learning Strategies	

Strategy		This course is given as twice weekly lecture for 1 hour each. The lectures are interactive and composed of PowerPoint presentations, images, and videos to illustrate concepts and procedures. Case-based learning with pre- and post- questions. Online resources such as online meetings, social media groups and e- books can supplement traditional lectures and provide additional opportunities for learning. and various student tasks to implement self-directed learning.			
10.Course Structure					
Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	1		Introduction and imaging of the urinary system Basic anatomy and physiology. Investigations in urology. Indications and applications of different radiological and related contrast study.	LGT	•Mid-term exam •Quizzes HomeWorks •Final exam
2	1		Urinary tract infections (U.T.I) Definition and classifications. Presentations. Management.		
2	1		Vesico ureteric relax (vur) Define the pathology and pathophysiology. Clinical presentations. Medical and prophylaxis treatment. Types of surgical interventions		
3	2		Obstruction of the urinary system Types and causes. Clinical presentations. Complications of upper and lower obstruction. Proper investigations. Radiological studies. Treatment and follow up		
4	2		Stone diseases Epidemiology. Etiology. Types and classifications. Clinical presentation. Diagnostic tools and radiology investigation. Medical and surgically treatment. Different surgically approaches for treatment of stone diseases		

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

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

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

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

11.Course Evaluation

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

The marks are distributed as follows: Daily quizzes and HomeWorks (5%)

Midterm Exam (25%) as single best answer questions

Final Exam (70%) as – Single Best Answer 70 items

-Modified – Essay Questions

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

12.Learning and Teaching Resources

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

Course Description Form

1. Course Name:					
Hematology					
2. Course Code:					
MEDHem-42					
3. Semester / Year:					
1 st Semester / 2025-2026					
4. Description Preparation Date:					
October 20, 2025					
5. Available Attendance Forms:					
Lectures					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 hrs. T / 2credits					
7. Course administrator's name					
Dr. Raafat Hilal Dr. Muhsin Alghuraify					
8. Course Objectives					
Course Objectives		The course is designed to enable the student to: 1. To describe the importance of clinical hematology to other medical specialties. 2. To explain and identify the physiological, biochemical & pathological aspects of different blood cells. 3. To define the manifestation and clinical presentation of blood disorders. 4. To appraise causes of these blood disorders (anemia, leukemia, lymphoma, bleeding tendency) 5. To differentiate the importance of different investigation in defining these disorders. 6. To recall an overview about management plan of any of these disorders.			
9. Teaching and Learning Strategies					
Strategy	- Lectures: problem based and case-based learning, pre-test questions and post-test questions. - Homework, exercise, and Web based review.				
10. Course Structure					
Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method

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

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

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

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

11.Course Evaluation

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

- Single Best Answer 60-70

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

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

12.Learning and Teaching Resources

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

Course Description Form

1. Course Name:					
Endocrinology					
2. Course Code:					
MEDEnd-42					
3. Semester / Year:					
2nd Semester / 2025-2026					
4. Description Preparation Date:					
October 20, 2025					
5. Available Attendance Forms:					
Lectures					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 hrs. T / 2credits					
7. Course administrator's name					
Name: Dr. Zaid Faik Zwain					
Email:					
8. Course Objectives					
Course Objectives		The course is designed to enable the student to: 1. Define principles of endocrinology 2. Interpret the role of hormones and their disorders 3. List common causes of endocrine diseases 4. Recognize clinical features of endocrine disorders 5. Describe essential investigations in endocrine diseases. 6. Discuss the pitfalls in diagnosing endocrine diseases 7. Organize algorithm plan for management of endocrine disorders			
9. Teaching and Learning Strategies					
Strategy		Lectures, case-based learning (CBL), problem-based learning (PBL), tutorials, ward rounds			
10. Course Structure					
Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1	2		Introduction to endocrinology Hypothalamus & pituitary gland approach	LGT	•Mid-term exam •Quizzes HomeWorks •Final exam

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

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

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

11.Course Evaluation

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

The marks are distributed as follows:

30 % midterm examination as Single Best Answers

70% final examination as Single Best answers (70 items) and Modified Essay Questions (3 items)
Students who fail to attain the 50% cut-off mark are required to re-sit for a second trial examination similar to the final one. Failing in the second trial entails the student to repeat the academic year.

12.Learning and Teaching Resources

Required textbooks	1. Davidson text book of medicine 2. Harrison principle of Medicine 3. William Textbook of Endocrinology 4. Greenspan's Basic & Clinical Endocrinology 5. Cecil Essentials of Medicine
Main references (sources)	Same as above
Recommended books and references (scientific journals, reports...)	Additional resources are provided in each lecture separately if required
Electronic References, Websites	

Course Description Form

1. Course Name:	
Behavioral Sciences	
2. Course Code:	
MEDBsc-42	
3. Semester / Year:	
2 nd Semester / 2025-2026	
4. Description Preparation Date:	
October 20, 2025	
5. Available Attendance Forms:	
Lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
15 hrs. T / 1 credit	
7. Course administrator's name	
Name: Prof. Dr. Arfat Hussain Al-Dujaily Email:	
8. Course Objectives	
Course Objectives	The course is designed to enable the student to: 1. Explain biological, psychological, social factors that determine human behavior 2. Describe theories of mind and psychological development according to analytic, cognitive, learning and humanistic theories of mind 3. Explain higher mental functions such as perception, consciousness, memory, learning, thinking and emotions 4. Describe individual variation in terms of personality and intelligence 5. Define Stress, explain coping, and reaction to illness, dying and loss 6. Describe behavioral aspects of doctor patient relationship 7. gain the theoretical skills of thinking about and using the above-mentioned knowledge in doctor patient relationship 8. recognize key ethical and professional standards needed in doctor patient relation in light of psychological theories about development, mental functioning, intelligence and personality
9. Teaching and Learning Strategies	
Strategy	Lectures interactive presentation
10. Course Structure	

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

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

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

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

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

11.Course Evaluation

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

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

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

12.Learning and Teaching Resources

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

Course Description Form

1. Course Name:					
Internal Medicine - Clinical training (Rotation)					
2. Course Code:					
MED-4C					
3. Semester / Year:					
1 st + 2 nd Semester / 2025-2026					
4. Description Preparation Date:					
October 20, 2025					
5. Available Attendance Forms:					
Case-based and bed-side teaching					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hrs. T / 3 credit					
7. Course administrator's name					
Dr. Raafat Hilal Dr. Hassan Ali Alkhorsani Dr. Mosaab Kamil Nermin Ali					
8. Course Objectives					
Course Objectives		The course is designed to enable the student to: 1. Perform a detailed history in a systematic way, facilitating patient's telling of story; effectively using questions/directions to obtain accurate, information needed; responds appropriately to affect, and non-verbal cues. 2. Perform physical examination in an efficient and logical sequence, illicit physical signs and interpret them 3. Show respect, compassion, empathy, establishes trust; attends to patient's needs of comfort, modesty, and confidentiality. 4. Present and summarizes the results history and physical examination in a clear, audible and coherent language 5. Analyze history and explain the signs and symptoms of common medical presentations in terms of their underlying scientific principles			
9. Teaching and Learning Strategies					
Strategy		The syllabus is given to the students as a case-based and bed-side teaching. After a detailed revision of the main symptoms and technique of physical examination of each body system, student are divided in small groups to take history and perform clinical examinations from patients then the whole group will participate in the analysis of history, illustrate physical signs and interpret them			
10. Course Structure					
Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method
1			Cardiovascular system: history (presenting symptoms: breathlessness, chest pain, palpitation, syncope, and leg edema) physical examination	Skills labs, bedside teaching, simulation, ward-based learning	OSCEs, Mini-CEX, logbook review

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

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

11.Course Evaluation

The minimum requirement of a student to pass is to achieve at least 50% of the total 100 marks assigned for the course. The marks are distributed as follows: 30% for mid exam which is 60 min long exam that involves 20 best of five questions about symptoms and physical signs and 70 % for final exam which is bedside exam on real patients. Students who fail to attain the 50 % cut-off mark are required to re-sit for a second trial examination similar to the final one. Failing in the second trial entails the student to repeat the academic year.

12.Learning and Teaching Resources

Required textbooks	1. Macleod clinical methods 2. Macleod clinical diagnosis
Main references (sources)	Same as above
Recommended books and references (scientific journals, reports...)	Additional resources are provided in each lecture separately if required
Electronic References, Websites	

Course Description Form

1. Course Name:					
Surgery - Clinical training (Rotation)					
2. Course Code:					
SRGsg-4c					
3. Semester / Year:					
1 st + 2 nd Semester / 2025-2026					
4. Description Preparation Date:					
October 20, 2025					
5. Available Attendance Forms:					
Case-based and bed-side teaching					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hrs. T / 3 credit					
7. Course administrator's name					
Dr. Safaa Naema Lect. Dr. Ali Kamal Qasem abdulhassan					
8. Course Objectives					
Course Objectives		The course is designed to enable the student to do the following things: a. Perform history taking and master the steps of physical examination in various clinical situations. b. Present the history of a patient in a systemic method relevant to the patient's complaint and symptoms. c. Describe clinical signs found during general and local examination. d. Formulate differential diagnoses. e. Practice empathy with patients according to standards of medical ethics.			
9. Teaching and Learning Strategies					
Strategy	The students are divided into four groups (A, B, C, D). Each six-week course, Each group of the two groups is divided into four subgroups (A1, A2, B1, B2, C1, C2, ...etc.). Total number of students in each subgroup is 29-32 students. Practical sessions are conducted in Al-Sader medical city, oor, general surgical ward or in the skills lab at Al-Kafeel university-college of medicine. The course is divided into weeks. Each week, there will be a discussion about one clinical topic regarding regional examination. All students will have equal opportunities during the clinical sessions and actively participating by taking history from real patients with real clinical scenarios and presenting them. Performing physical examination on real patients. Eliciting physical signs (pallor, jaundice, cyanosis, finger clubbing, vital signs, signs of acute appendicitis, signs of peritonitis, differentiation between inguinoscrotal lumps, breast lumps, signs of hyperthyroidism or hypothyroidism, signs of peripheral neuropathy and ischemia of the lower limbs, foot ulcers). Some areas of physical examination are covered in the skills lab (breast examination, per rectal examination and hernia examination) using simulators and dummies.				
10. Course Structure					
Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method

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

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

11.Course Evaluation

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

examination. Failing the second trial entails the student to repeat the academic year.	
12.Learning and Teaching Resources	
Required textbooks	Hamilton Bailey's Demonstration of physical signs in clinical surgery 17th edition. Hamilton Bailey's Demonstration of physical signs in clinical surgery 19th edition.
Main references (sources)	Same as above
Recommended books and references (scientific journals, reports...)	Additional resources are provided in each lecture separately if required
Electronic References, Websites	

Course Description Form

1. Course Name:	
Obstetrics and Gynecology - Clinical training (Rotation)	
2. Course Code:	
GYNGyn-4C	
3. Semester / Year:	
1 st + 2 nd Semester / 2025-2026	
4. Description Preparation Date:	
October 20, 2025	
5. Available Attendance Forms:	
Case-based and bed-side teaching	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hrs. T / 3 credit	
7. Course administrator's name	
Lect. Dr. Aeman Almasodi Dr. Ashtha Farooq Dr. Saja Hadi Dr. Farqad AlKhalidi Sara Ameen	
8. Course Objectives	
Course Objectives	The course is designed to enable the student to: 1. Demonstrate knowledge of the physiology of the female pelvic anatomy with an emphasis on reproductive development and changes in endocrinology across a woman's lifespan. 2. Acquire a comprehensive understanding of primary and preventive care for women across the lifespan with appropriate screening tests, exams, and treatments at each stage. 3. Develop an evidenced-based understanding of the pathophysiology

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

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

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

			of lecturers in communication with patients and learning skill of reaching most useful information in adequate time. 4. Practicing how to take history by the student themselves. 5. Define the terminology used in obstetrics and gynecology field such as: parity, miscarriage, term pregnancy, preterm, and menorrhagia 6. Observing the method in calculations the duration of pregnancy and gestational age accurately. 7. Explain different aspect of obstetrical history for the current and previous		
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			pregnancies in systemic approach. 8. Recall the previous knowledge in maternal physiology in pregnancy. 9. Explain the antenatal care for pregnant women and screening methods for special conditions. 10. Each student will present their approach in taking history in front of other members of the group. 11. Discussion about most common complication in obstetric and pre and post- operative care will be done		
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			Mid-course assessment		
3-6			Introduction to general physical examination and obstetrical and gynaecological examination 1. Demonstrate knowledge of basic general physical examination. 2. Demonstrate knowledge of vital signs examination 3. Demonstrate knowledge of physical examinations of different body systems in organized manner. 4. Observing the approach in obstetrical examination for pregnant women 5. Explain the obstetrical examination: -what's the symphysis-fudal height? -what's Leopold's maneuver?		

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

11.Course Evaluation

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

the course.

The marks are distributed as follows:

Mid-course examination (history taking only) (24%) Theory examination (10%) as single best answer questions. Log book (4%).

Student participation in daily activity (2%)

Final Exam. Include long case history and examination (60%)

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

12.Learning and Teaching Resources

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

Course Description Form

1. Course Name:					
Pediatric - Clinical training (Rotation)					
2. Course Code:					
PEDPed-4C					
3. Semester / Year:					
1st + 2nd Semester / 2025-2026					
4. Description Preparation Date:					
October 20, 2025					
5. Available Attendance Forms:					
Case-based and bed-side teaching					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hrs. T / 3 credit					
7. Course administrator's name					
Dr. Mohammed Jaafar Dhyaa Dr. Maher Taher Dr Alaa Jumaa Mujtaba Hassan Majeed					
8. Course Objectives					
Course Objectives		The course is designed to enable the student to: 1. knowledge of basics of pediatrics 2. Adaptation and application of the theoretical knowledge on the clinical ground 3. knowledge of the important diseases in pediatric and new born and premature 4. Know how to take history report from patients or their caregivers 5. Clinical examination of children according to systems 6. Clinical examination of newborn and premature SKILLS: At the end of 8-week clinical course, the 4th year student will have the following skill: 1. History taking 2. Clinical examination of children 3. Clinical examination of newborns and premature newborns 4. Behavior and communication with parents and child himself			
9. Teaching and Learning Strategies					
Strategy		* Small group teaching: 3 groups, each with 11 - 12 students * Case - based learning: history taking + full physical exam and management protocol * Bed side teaching: skills and physical examination of children and neonates * Clinical demonstration: signs of various diseases			
10. Course Structure					
Week	Hours	Required Learning Outcome	Unit or subject name	Learning method	Evaluation method

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

11.Course Evaluation

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

The marks are distributed as follows:

Midterm Exam (30 %): presentation of at least 3 clinical cases including History and parts of clinical examination (according to the level they trained by weeks)

Final clinical Exam (70%) : presentation of clinical case: history with full clinical examination, possible diagnosis and basic management plan

12.Learning and Teaching Resources

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