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

2026-2025

Introduction:

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

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

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

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.

Academic Program Specification Template

University Name: UNIVERSITY OF BASRAH

Faculty/Institute: AL-ZAHRAA COLLEGE OF MEDICINE

Scientific Department: General

Academic or Professional Program Name: National Standards for Accreditation of Medical Colleges

Final Certificate Name: MBChB (Bachelor of Medicine and Bachelor of Surgery)

Academic System: INTEGRATION CURRICULUM

Description Preparation Date: 1/7/2025

File Completion Date: 1/9/2025

Signature :

Scientific Associate Name:

Dr. Ihsan Mardan Humo

Date: 1/ 9/ 2025

Signature:

Name of the Head of the Scientific Division:

Dr. Qutaiba Muslim Dawood

Date: 1/9/2025

The file is checked by: Prof. Dr. Abeer Laily Mohammed

Department of Quality Assurance and University Performance

Date: 1/9/2025

Signature:

Approval of the Dean

Assist. Prof. Dr. Jawad Ramadhan Fadhil

1. Program Vision

To achieve excellence in medical education and to be an internationally accredited medical college. This will improve the health status of the population through graduating physicians who are scientists and scholars, showing professional attitude and are competent as medical practitioners, with emphasis on life-long learning, critical thinking, and humanitarian and ethical approach. This will be achieved through preparing a scientific environment that fosters integrated, student-centered medical education attracting national and international students, and the distinguished research programs that are compatible with the health needs of the community, and the distinguished care and services that are the ultimate goal of all of this is the benefit of the patient.

2. Program Mission

1. Graduating skilled medical students and preparing them to be professional doctors to achieve better health care.

2. Achieve excellence in medical education in order that Al- Zahraa college of Medicine be an internationally accredited medical College.

3. Program Objectives

Graduating safe and competent doctors by providing results-based medical education that enables medical students to acquire knowledge, skills and attitudes related to the health care system and respond to the health needs of the community.

2. To provide patient-centered care, with an emphasis on a compassionate approach through the application of effective communication skills, humanitarian and ethical principles in all aspects of medical practice.

3. The College will support distinct lines of research aimed at solving problems related to health, patient care, medical and biomedical sciences, and medical education.

4. Preparing the necessary infrastructure for a scientific environment that supports learning based on long-term problem-solving, promotes innovative achievements and encourages exchange and partnership programs

5. **Creating a postgraduate system similar to primary studies in terms of integration in blending biomedical learning with clinical learning and linking the results of studies and research to solutions of health problems in society.**

4. Program Accreditation

Does the program have program accreditation? And from which agency?

National Council for Accreditation of Medical Colleges in Iraq, in process

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	4.9%	
College Requirements	41	232	95%	
Department Requirements				
Summer Training				
Other				

* This can include notes whether the course is basic or optional.

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours		
		Modules/Blocks	theoretical	Small group	practical
First level / 1st S1	FOM	Foundation of medicine	60		
First level / 1st S1	COM1	Computers	15		30
First level / 1st S1	Phys	Medical physics	45		30
First level / 1st S1	HuR	Human Rights and Democracy	30		
First level / 1st S1	MT	Medical terminology	30		
First level / 1st S1	Arab.Lang	Arabic language	30		
First level / 2nd S 2	MGD	Molecule, Gene & Disease	30	30	
First level / 2nd S 2	ToB	Tissue of the Body	30	30	
First level / 2nd S 2	MB	Metabolism	30	30	
First level / 2nd S 2	H&Dpop	Health and Disease in population	30	30	
First level / 2nd S 2	CPS 1	Clinical problem solving 1	30	30	
First level / 2nd S 2	Com 2	Computer 2	15		30
First level / 2nd S 2	CSF	Clinical skills foundation1			30
First level / 2nd S 2	Ar	Arabic language	30		
Second level/ 1st S3	MSK	MusculoSkeletal system	30	30	–
Second level/ 1st S3	MaR	Membrane and Receptors	30	30	–
Second level/ 1st S3	CVS	Cardiovascular System	30	30	–
Second level/ 1st S3	MoD	Mechanism Of Disease	30	30	–
Second level/ 1st S3	CPS2	Clinical problem solving 2	15	15	–
Second level/ 1st S3	BaCr	Baath crimes	30		–
Second level/ 2nd S4	US	Urinary System	30	30	–
Second level/ 2nd S4	GIT	Gastrointestinal System	30	30	–
Second level/ 2nd S4	RS	Respiratory system	30	30	–
Second level/ 2nd S4	HPsyc	Health Psychology and diversity	30	30	–
Second level/ 2nd S4	CSF 3	Clinical skills foundation			30
Third level/ 1st S5	Rep	Reproductive System	30	30	–

Third level/ 1st S5	H&N	Head and Neck	30	30	–
Third level/ 1st S5	In&Im	Infection & Immunity	30	30	–
Third level/ 1st S5	H&Dsoc	Health and Disease in Society	30	30	–
Third level/ 1st S5	SSC	Selective Modules	15	15	–
Third level/ 1st S5	CSF	Clinical skills foundation	–	–	30
Third level/ 2nd S6	Int	Integrative	30	30	–
Third level/ 2nd S6	NS	Nervous system	30	30	–
Third level/ 2nd S6	CPT	Clinical Pharmacology	30	30	–
Third level/ 2nd S6	PLLTD	People Living with long term disease	–	30	60
Third level/ 2nd S6	CSF	Clinical skills foundation	–	–	30
Third level/ 2nd S6	FM	Forensic Medicine	15	–	–
Third level/ 2nd S6	SSC	Selective Modules	15	15	–
Fourth level	MSK	MusculoSkeletal care	30	30	180
Fourth level	CRC	Cardio-respiratory care	30	30	180
Fourth level	GIT	Gastrointestinal System care	30	30	180
Fourth level	En&Re	Endocrine and Renal care	30	30	180
Fifth level	SPS	Special Sense	30	30	180
Fifth level	CHC	Child health	30	30	180
Fifth level	RP	Reproductive Health Care	30	30	180
Fifth level	POC	Peri-operative Care	30	30	180
Fifth level	ME	Medical ethics	30	–	–
Sixth level	Sur	Surgey	–	–	360
Sixth level	Med.	Internal medicine	–	–	360
Sixth level	Chi	Child	–	–	300
Sixth level	Gyn.	Gynecology and obstetrics	–	–	300

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes	• Graduating physicians who are scientists and researchers seeking the best medical solutions for their patients. • Graduating skilled medical students and preparing them to become professional physicians well-versed in the comprehensive knowledge of diseases and their causes.

	• Graduating physicians capable of applying medical scientific principles, methods, and knowledge to all medical sciences, such as microbiology, anatomy, physiology, biochemistry, and other sciences. **• Focus on lifelong learning and critical thinking**
Skills	
Learning Outcomes	**• The ability to skillfully take a patient history and perform physical examinations.** **• Diagnostic skills through the ability to identify symptoms and clinical findings and relate them to the patient's medical history.** **• Providing immediate care in medical emergencies.** **• Skill in using modern medical equipment to diagnose medical conditions.**
Ethics	
Learning Outcomes	**• Demonstrate professional conduct and competence as practicing physicians, with a humane and ethical approach.** **• Physicians who are fully aware of the psychological and ethical ways of dealing with their patients in their professional practice, in accordance with societal values.** **• Physicians who strictly protect their patients' confidentiality.** **• Physicians who work as a team and do not shy away from cooperation because they have learned to work as a team.**

9. Teaching and Learning Strategies

-Providing a comprehensive range of high-quality undergraduate programs based on cutting-edge research, supporting our graduates throughout their careers.

-Promoting a critical and scientific approach to learning, and through student-centered teaching, ensuring that all aspects of our students' learning needs—clinical, practical, and personal skills.

-Ensuring the efficiency of the college's academic infrastructure, including classrooms suitable for lecture halls, small-session theaters, academic libraries,

laboratory requirements, and educational aids such as plastic-covered cadavers and other scientific models.

• Foster a commitment to professional learning to ensure continued professional development and medical education.

10. Evaluation methods

Student assessment will be consistent with the assessment requirements agreed upon by the College Council and supported by the Deans' Council of Colleges of Medicine that follow the integrated curriculum. This includes a 20% annual effort earned through a midterm exam. The final exam represents 80% of the grade. Both exams have two papers. The first consists of short answer questions, which, combined with the other modules, form complementary questions. This module's weight is worth 30 out of 120 marks. The second paper consists of best answer questions, which are worth 25 out of 100 marks. Both papers are distributed to cover all the subjects taught to students. The college also has an important assessment program that shows faculty members the progress made in students' performance called Personal and Professional Development Program

Branch	Name	Academic Rank	General Specialty	Subspecialty	Affiliation
Surgery	Dr. Jawad Ramadan Fadhel	Asst. Prof.	General Medicine & Surgery	General Surgery	Staff
Surgery	Dr. Haitham Hussein Ali	Professor	General Medicine & Surgery	Pediatric Surgery	Staff
Surgery	Prof. Dr. Sadiq Hassan Kazem	Professor	General Medicine & Surgery	Pediatric Surgery	Staff

Branch	Name	Academic Rank	General Specialty	Subspecialty	Affiliation
Surgery	Asst. Prof. Dr. Faleh Waheed Hashem Matar	Asst. Prof.	General Medicine & Surgery	Orthopedic Surgery	Staff
Surgery	Asst. Prof. Dr. Ahmed Mohammed Aboud Saleh	Asst. Prof.	General Medicine & Surgery	Ophthalmology	Staff
Surgery	Lecturer Dr. Wissam Hamza Abbas Ali	Lecturer	General Medicine & Surgery	General Surgery	Staff
Surgery	Dr.Ali Mohammed Radhi	Lecturer	General Medicine & Surgery	Neurosurgery	Staff
Surgery	Dr.Zainab Abdulmohsin	Lecturer	General Medicine & Surgery	General Surgery	Staff
Surgery	Dr.Saif Salah Mahdi	Asst. Lecturer	General Medicine & Surgery	Radiology	Staff
Surgery	Dr.Riham Abdulkarim Majid	Asst. Lecturer	General Medicine & Surgery	Radiology	Staff
Surgery	Dr.Moamen Taher Hassan	Lecturer	General Medicine & Surgery	Ophthalmology	Staff
Micro.	Dr.Hussein Katai Abdul-Sada Hasan	Professor	Biology	Microbiology	staff
Micro	Dr. Abeer Laily Mohammed	Professor	Veterinary Medicine and Surgery	Microbiology	Staff
Micro.	Dr. Wamedh Hashim Abass	Professor	Veterinary Medicine and Surgery	Medical microbiology	Staff
Micro.	Dr. Hazim talib Thwiney	Professor	Veterinary Medicine and Surgery	Medical microbiology	staff
Micro.	Dr. Ban Mohammed Salih Saeed	Asst. Prof.	Biology	Microbiology / Bacteria	Staff
Micro.	Dr. Zainab Khalid Khaleel	Asst. Prof.	General Medicine & Surgery	Medical Microbiology and Clinical Immunology	Staff
Micro.	Dr. Shant Antranik Sinbat	Lecturer	Biology	Medical microbiology	staff

Branch	Name	Academic Rank	General Specialty	Subspecialty	Affiliation
Micro.	Dr. Farqad Majeed Mohsson	Lecturer	Biology	Medical microbiology	Staff
Micro.	Dr. Enas Ryadh Mohsen	Lecturer	Biology	Medical microbiology	Staff
Micro	Amal Adil Kasid	Asst. Lecture	Biology	Medical microbiology	Staff
Micro	Taif Ibrahim Qasim	Asst. Lecturer	Biology	Biology	Staff
Micro	Mohammed Abdullah Gatea	Asst. Lecturer	Biology	Biology	Staff
Micro	Amna Shakir Mahdi	Asst. Lecturer	Biology	Microbiology	Staff
Physio.	Dr. Nehaya Mnahi Tari	Professor	Veterinary Medicine and Surgery	physiological	Staff
Physio	Dr. Ahmed Bader Abdulwahid	Lecturer	General Medicine & Surgery	physiological	Staff
Physio	Dr. Amer Qasim Mallah	Lecturer	Science / Physics	Medical Physics	Staff
Physio	Dr. Hussein Hamid Ahmed	Asst. Lecturer	Science / Information Technology	Computer Science and Information Technology	Staff
Physio	Dr. Hassan Nashi Hassan	Asst. Lecturer	Science / Information Technology	Computer Science and Information Technology	Staff
Physio	Dr. Ihsan Mardan Hammoud	Asst. Prof.	General Medicine & Surgery	Hematology	Staff
Biochem.	Dr. Dr. Zainab Ahmed Mustafa	Asst. Prof.	General Medicine & Surgery	Clinical biochemistry	Staff
Biochem	Dr. Mayada Abdullah Adnan Naeem	Asst. Prof.	Biochemistry	Biochemistry	Staff
Biochem	Dr. Zainab Muzahim Mohammed	Asst. Prof.	General Medicine & Surgery	Clinical biochemistry	Staff
Biochem	Dr. Amani Neama Mohammed	Asst. Prof.	General Medicine & Surgery	Clinical biochemistry	Staff

Branch	Name	Academic Rank	General Specialty	Subspecialty	Affiliation
Biochem	Dr. Duaa Saadi Salem	Lecturer	General Medicine & Surgery	Clinical biochemistry	Staff
Biochem	Itidal Akram Farhan	Asst. Lecturer	Science / Chemistry	biochemistry	Staff
Biochem	Ibrahim Iyad Jihad	Asst. Lecturer	Science / Chemistry	Pathological analyses	Staff
Biochem	Rawaa Haider Saeed Lafta	Asst. Lecturer	Science / Chemistry	biochemistry	Staff
Medicine	Dr. Firas Rasheed Sayel	Asst. Prof.	General Medicine & Surgery	Medicine	Staff
Medicine	Dr. Mustafa Imad Omran	Asst. Prof.	General Medicine & Surgery	Medicine	Staff
Medicine	Dr. Qutaiba Muslim Dawood	Asst. Prof.	General Medicine & Surgery	Medicine	Staff
Medicine	Dr. Mazen Abd Hazzaa	Asst. Prof.	General Medicine & Surgery	Medicine	Staff
Medicine	Dr. Mohammed Adel Abdul-Hassan	Lecturer	General Medicine & Surgery	Medicine	Staff
Medicine	Dr. Rand Abdul-Halim Ali	Asst. Lecturer	General Medicine & Surgery	Medicine	Staff
Anatomy	Dr. Farqad Majeed Mohsen body	Lecturer	Biology	Medical microbiology	Staff
Gyne	Dr. Raya Muslim Mahdi	Asst. Prof.	General Medicine & Surgery	Obstetrics and Gynecology	Staff
Gyne	Dr. Marwa Sadiq Mustafa	Lecturer	General Medicine & Surgery	Obstetrics and Gynecology	Staff
Pharma.	Dr. Shaimaa Fadhil Abbas	Lecturer	General Medicine & Surgery	Pharmacology	Staff
Pharma.	Duha Imad Omran	Asst. Lecturer	Pharmacist	Pharmacology	Staff

Name	General Specialty	Subspecialty / Workplace	Affiliation	Lecturer
Al-Hasan Mujtaba Abdulwahid	General Medicine	Clinical Pharmacy	External	✓
Sarah Mohammed Hussein	General Medicine	Pharmacology & Toxicology	External	✓
Amer Abdul-Karim Jaab	General Medicine	Pharmacology & Toxicology / Basrah Health Directorate	External	✓
Fatima Yousif Mohammed	General Medicine	Pharmacology & Toxicology / Basrah Health Directorate	External	✓
Ali Hussein Saud	General Medicine	Pharmacology & Toxicology / Basrah Health Directorate	External	✓
Salam Dawood Salem	General Medicine	Pharmacology & Toxicology / Basrah Health Directorate	External	✓
Hala Haitham Abduljabbar	General Medicine	Pharmacology & Toxicology / Basrah Health Directorate	External	✓
Seema Farhan Jawad	General Medicine	Pharmacology & Toxicology / Basrah Health Directorate	External	✓
Sajaa Mohammed Hussein	General Medicine	Pharmacology & Toxicology / Basrah Health Directorate	External	✓
Abbas Jumaa Hamdan	General Medicine	Psychiatry / Al-Fayhaa Hospital / Basrah Health Directorate	External	✓
Hiba Abdulhussein Hassan	General Medicine	Psychiatry / Sara Center for Rehabilitation & Basrah Teaching Hospital	External	✓
Qusay Nfawa Thkib	General Medicine	Psychiatry / Basrah Health Directorate	External	✓
Louay Abdulbaqi Abdulaziz	General Medicine	Psychiatry / Basrah Health Directorate	External	✓
Mustafa Ghazi Saad	General Medicine	Internal Medicine / Basrah Health Directorate	External	✓
Dham Faleh	General Medicine	Internal Medicine / Basrah Health Directorate	External	✓
Firas Salem Khudair	General Medicine	Internal Medicine / Basrah Health Directorate	External	✓
Ansam Munadel Hussein	General Medicine	Internal Medicine / Basrah Health Directorate	External	✓
Abdulkarim Hussein Sabr	General Medicine	OB/GYN / Basrah Health Directorate	External	✓

Name	General Specialty	Subspecialty / Workplace	Affiliation	Lecturer
Alaa Hefthi Abdulameer Al-Rubaie	General Medicine	OB/GYN / Basrah Maternity & Children Hospital / Basrah Health Directorate	External	✓
Hiba Alaa Aldin Hassan	General Medicine	OB/GYN / Basrah Maternity & Children Hospital / Basrah Health Directorate	External	✓
Huraa Maytham Ahmed	General Medicine	OB/GYN / Basrah Maternity & Children Hospital / Basrah Health Directorate	External	✓
Afraa Hussein Ali	General Medicine	OB/GYN / Basrah Maternity & Children Hospital / Basrah Health Directorate	External	✓
Safaa Kifah Badr	General Medicine	OB/GYN / Basrah Maternity & Children Hospital / Basrah Health Directorate	External	✓
Nisreen Mohsen Jarallah	General Medicine	OB/GYN / Basrah Maternity & Children Hospital / Basrah Health Directorate	External	✓
Sadiq Khalaf Ali	General Medicine	Hematopathology / Al-Sadr Teaching Hospital / Basrah Health Directorate	External	✓
Wasan Mansour Jazia	General Medicine	Histopathology / Al-Sadr Teaching Hospital / Basrah Health Directorate	External	✓
Iman Abdulhadi Kareem	General Medicine	Histopathology / Al-Sadr Teaching Hospital / Basrah Health Directorate	External	✓
Safaa Asaad Ahmed	General Medicine	Pathology / Basrah Health Directorate	External	✓
Hanadi Ashour Munati	General Medicine	Anatomical Pathology / Basrah Teaching Hospital / Basrah Health Directorate	External	✓
Ghada Lateef Jasim	General Medicine	Dermatology / Al-Fayhaa Hospital / Basrah Health Directorate	External	✓
Raed Jasim Jasib	General Medicine	Orthopedic Surgery / Basrah Teaching Hospital / Basrah Health Directorate	External	✓
Ahmed Ibrahim Habib	General Medicine	Orthopedic Surgery / Basrah Teaching Hospital / Basrah Health Directorate	External	✓
Rafid Mousa Jaafar	General Medicine	Orthopedic Surgery / Basrah Teaching Hospital / Basrah Health Directorate	External	✓

Name	General Specialty	Subspecialty / Workplace	Affiliation	Lecturer
Ahmed Hazim Dham	General Medicine	Orthopedic Surgery / Basrah Teaching Hospital / Basrah Health Directorate	External	✓
Mohammed Baqir Abbas Abdulzahra	General Medicine	Orthopedic Surgery / Basrah Teaching Hospital / Basrah Health Directorate	External	✓
Ahmed Khalaf Lafta	General Medicine	Orthopedic Surgery / Basrah Teaching Hospital / Basrah Health Directorate	External	✓
Abdul-Sattar Hussein	General Medicine	Orthopedic Surgery / Basrah Teaching Hospital / Basrah Health Directorate	External	✓
Sajaa Diaa Mahmoud	General Medicine	Pathology / Basrah Health Directorate	External	✓
Hala Mzahim Mohammed	General Medicine	Family Medicine / Basrah Health Directorate	External	✓
Rasha Qahtan Fuad	General Medicine	Family Medicine / Basrah Health Directorate	External	✓
Fatima Khalid Abdulmalik	General Medicine	Family Medicine / Basrah Health Directorate	External	✓
Omar Noaman Omar	General Medicine	Family Medicine / Basrah Health Directorate	External	✓
Elham Mohammed Jawad	General Medicine	Medical Microbiology / Basrah Teaching Hospital / Basrah Health Directorate	External	✓
Hamed Jadoa Abbas	Science / Chemistry	Biochemistry / Al-Fayhaa Hospital / Basrah Health Directorate	External	✓
Israa Mazen Hawaz	General Medicine	Clinical Chemistry / Basrah Health Directorate	External	✓
Laith Anmar Abdulmohsen	General Medicine	Clinical Chemistry / Basrah Health Directorate	External	✓
Noor Ibrahim Ghazi	General Medicine	Clinical Chemistry / Basrah Health Directorate	External	✓
Ammar Mohammed Saeed	General Medicine	Clinical Chemistry / Basrah Health Directorate	External	✓

Professional Development
Mentoring new faculty members
Holding seminars, workshops, and introductory courses on the Integrated Learning System curriculum. - Holding seminars, workshops, and scientific courses in various fields of medicine. - Holding weekly discussion sessions with Dean of Scientific Affairs, on the Integrated Learning System and the Group Learning Method. The Team-Based Learning System (TBL)
Professional development of faculty members
- Holding seminars, workshops, and specialized scientific courses in various fields of medicine through continuing education. - Holding weekly meetings with Mr. Moawi, Dean of Academic Affairs, regarding the integrated system and the learning method in the emerging groups. - The team-based learning system (TBL). - Researching new developments in the medical field through research using the internet and the library.

11. **Acceptance Criterion**
Admission is centrally managed by the Ministry of Higher Education and Scientific Research.
12. **The most important sources of information about the program**
Web of University of Basrah: https://www.uobasrah.edu.iq/ Web of Al-Zahraa College of medicine: https://zahra.uobasrah.edu.iq/ NCAMC : https://asse-gate.gov.iq/councils-1
13. Program Development Plan
- Each year, important scenarios are modified and added to enhance understanding of the material and better clarify the curriculum, in addition to using common clinical examples found in Iraqi society. - Laboratories equipped with the latest and best equipment needed for students to understand practical aspects are established.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First level / 1st S1	FOM	Foundation of medicine	Basic	*	*	*	*	*	*	*	*	*	*	*	*
	COM1	computers	Basic	*	*	*	*	*	*	*	*	*	*	*	*
	Phys	Medical physics	Basic	*	*	*	*	*	*	*	*				
	HuR	Human Rights and Democracy	Basic	*	*	*	*	*	*	*	*				
	MT	Medical terminology	Basic	*	*	*	*	*	*	*	*				
First level / 2nd S 2	MGD	Molecule, Gene & Disease	Basic	*	*	*	*	*	*	*	*				

	ToB	**Tissue of the Body**	**Basic**	*	*	*	*	*	*	*	*	*			
	MB	**Metabolism**	**Basic**	*	*	*	*	*	*	*	*	*			
	H&Dpop	**Health and Disease in population**	**Basic**	*	*	*	*	*	*	*	*	*			
	CPS 1	**Clinical problem solving 1**	**Basic**	*	*	*	*	*	*	*	*	*			
	Com 2	**Computer 2**	**Basic**	*	*	*	*	*	*	*	*	*			
	CSF	**Clinical skills foundation**	**Basic**	*	*	*	*	*	*	*	*	*			
Second level/ 1st S3	**MSK**	**MusculoSkeletal system**	**Basic**	*	*	*	*	*				*			
	MaR	**Membrane and Receptors**	**Basic**	*	*	*	*	*				*			
	CVS	**Cardiovascular System**	**Basic**	*	*	*	*	*				*			

	MoD	Mechanism Of Disease	Basic	*	*	*	*	*	*	*	*				
	CPS2	Clinical problem solving 2	Basic	*	*	*	*	*	*	*	*				
	BaCr	Baath crimes	Basic	*	*	*	*	*	*	*	*				
Second level/ 2nd S4	US	Urinary System	Basic	*	*	*	*	*	*	*	*				
	GIT	Gastrointestinal System	Basic	*	*	*	*	*	*	*	*				
	RS	Respiratory system	Basic	*	*	*	*	*	*	*	*				
	HPsyc	Health Psychology and diversity	Basic	*	*	*	*	*	*	*	*				
	CSF 3	Clinical skills foundation	Basic	*	*	*	*	*	*	*	*				
Third level/ 1st S5	RS	Reproductive System	Basic	*	*	*	*	*	*	*	*				
Third level/ 1st S5	H&N	Head and Neck	Basic	*	*	*	*	*	*	*	*				

Third level/ 1st S5	In&Im	Infection & Immunity	Basic	*	*	*	*	*	*	*					
Third level/ 1st S5	H&Dsoc	Health and Disease in Society	Basic	*	*	*	*	*	*	*					
Third level/ 1st S5	SSC	Selective Modules	Basic	*	*	*	*	*	*	*					
Third level/ 1st S5	CSF	Clinical skills foundation	Basic	*	*	*	*	*	*	*					
Third level/ 2nd S6	Int	Integrative	Basic	*	*	*	*	*	*	*					
Third level/ 2nd S6	NS	Nervous system	Basic	*	*	*	*	*	*	*					
Third level/ 2nd S6	CPT	Clinical Pharmacology	Basic	*	*	*	*	*	*	*					
Third level/ 2nd S6	PLLTD	People Living with long term disease	Basic	*	*	*	*	*	*	*					
Third level/ 2nd S6	CSF	Clinical skills foundation	Basic	*	*	*	*	*	*	*					
Third level/ 2nd S6	FM	Forensic Medicine	Basic	*	*	*	*	*	*	*					
Third level/ 2nd S6	SSC	Selective Modules	Basic	*	*	*	*	*	*	*					

Third level/ 2nd S6	**Int**	**Integrative**	**Basic**	*	*	*	*	*	*	*					
Third level/ 2nd S6	**NS**	**Nervous system**	**Basic**	*	*	*	*	*	*	*					
Third level/ 2nd S6	**CPT**	**Clinical Pharmacology**	**Basic**	*	*	*	*	*	*	*					
Fourth level	**MSK**	**MusculoSkeletal care**	**Basic**	*	*	*	*	*	*	*					
Fourth level	**CRC**	**Cardio–respiratory care**	**Basic**	*	*	*	*	*	*	*					
Fourth level	**GIT**	**Gastrointestinal System care**	**Basic**	*	*	*	*	*	*	*					
Fourth level	**En&Re**	**Endocrine and Renal care**	**Basic**	*	*	*	*	*	*	*					
Fifth level	**SPS**	**Special Sense**	**Basic**	*	*	*	*	*	*	*					
Fifth level	**CHC**	**Child health**	**Basic**	*	*	*	*	*	*	*					
Fifth level	**RP**	**Reproductive Health Care**	**Basic**	*	*	*	*	*	*	*					

Fifth level	**POC**	**Peri–operative Care**	**Basic**	*	*	*	*	*	*	*					
Fifth level	**ME**	**Medical ethics**	**Basic**	*	*	*	*	*	*	*					
Sixth level	**Sur**	**Hematology & Cancer Care**	**Basic**	*	*	*	*	*	*	*					
Sixth level	**Can**	**Acute care**	**Basic**	*	*	*	*	*	*	*					
Sixth level	**Chr**	**Chronic care**	**Basic**	*	*	*	*	*	*	*					
Sixth level	**Phsy**	**Mental health care & neurology**	**Basic**	*	*	*	*	*	*	*					

- **Please tick the boxes corresponding to the individual program learning outcomes under evaluation.**

Course Description Form

First stage

1. Course Name:
Medical Terminology
2. Course Code:
MT
3. Semester / Year:
Semester
4. Description Preparation Date:
2025
5. Available Attendance Forms:
Attendance
6. Number of Credit Hours (Total) / Number of Units (Total)
30 hours (2 credits)
7. Course administrator's name (mention all, if more than one name)
Name: Prof. Dr. Abeer Laily Mohammed Email: abeer.mohammed@uobasrah.edu.iq
8. Course Objectives

Course Objectives	1- • identify and define prefixes, roots, and suffices in order to combine forms of terminology. 2- develop basic vocabulary of medical terms and abbreviations. 3- identify major body structure and functions that reinforces knowledge of basic anatomy and physiology. 4- correctly construct singular and plural forms of terms 5- construct medical terms, given a definition. 6- provide the complete meaning of a medical abbreviation 7- spell, pronounce, define, and identify words and word parts 8- demonstrate an understanding of medical terminology by identifying terms in disease concepts and with medical procedures

9. Teaching and Learning Strategies	
Strategy	- **Interactive Teaching** Use presentations to explain roots, prefixes, and suffixes. - **Contextual Learning**: Introduce terms into medical reports, clinical case descriptions, laboratory results. Give students short texts to analyze the terms. **Case-based learning**: Present simple clinical cases and ask students to extract and explain the medical terms used. **Multimedia learning:** Videos, anatomical images, and electronic applications to train students in correct pronunciation and writing. **- Self-directed Learning**: Encouraging students to review electronic medical references. Small research assignments (such as writing a short report containing 20 new terms). - **Formative Assessment:** - Short quizzes at the beginning or end of the lecture. - Practical assessment through writing reports or reading ter aloud.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2hr		Word Analysis & Combining Forms, Suffixes, and Prefixes	1.Identify the roots, combining vowels, and combining forms of medical terms. 2. Understand the importance of suffixes and prefixes in forming medical terms. 3. Link word elements together to construct medical terms. 4. Break down or deconstruct a medical term into its elements. 5. Connect the singular and plural forms of medical terms.	- Weekly test (based on previous lecture) - Achievement exam (after first 5 lectures) - Achievement exam (after last lecture) - Homew assignments

				6. Differentiate between Latin and Greek terms 7. pronunciation medical terms employing system used in textbook	
2	2hr		Introduction Body Systems	1-Describe the medical terms of the different anatomical planes, directions, and body regions. 2-Integrate individual body systems into the organization and function of the body as a whole. 3-Comprehend, spell, and write medical terms pertaining to the body as a whole so that you communicate and document these terms accurately and precisely. 4-Recognize and pronounce medical terms pertaining to the body as a whole so that you communicate verbally and with accuracy and precision.	
3	2hr		Medical Terminology Digestive system	1-Apply the language of gastroenterology to the structure and functions of the gastrointestinal tract, liver, gallbladder, and pancreas. 2-Comprehend, analyze, spell, and write the medical terms of gastroenterology. 3-Recognize and pronounce the medical terms of gastroenterology. 4-Discuss the cause, diagnosis, and treatment of	

				common disorders of the gastrointestinal tract, liver, gallbladder, and pancreas.	
4	2hr		Medical Terminology blood lymphatic syste	1-Apply the language of hematology to the anatomy and physiology of the blood. 2-Comprehend, analyze, spell, and write the medical terms of hematology so that you can communicate and document accurately and precisely. 3-Recognize and pronounce the medical terms of hematology so that you can communicate verbally with accuracy and precision. 4- Use correct medical terminology to explain how common blood disorders affect health	
5	2hr		Medical terminology Cardiovascular System	1- Apply the language of cardiology to the structure and functions of the cardiovascular system. 2-Comprehend, analyze, spell, and write the terms of cardiology so that you communicate and document accurately. 3-Recognize and pronounce the medical terms of cardiology so that you communicate verbally and document with accuracy and precision. 4-Specify the correct medical terminology for common disorders of the	

				cardiovascular system	
6	2hr		Assessment		
7	2hr		Medical terminology Respiratory syst	1-Apply the language of pulmonology to the functions of the respiratory system. 2-Comprehend, analyze, spell, and write the medical terms of pulmonology to communicate and document accurately and precisely. 3-Recognize and pronounce the medical terms of pulmonology to communicate verbally with accuracy and precision. 4-Explain the effects of common respiratory disorders on health. 5-Translate medical terms of pulmonology into lay language in order to communicate with patients and their families.	
8	2hr		Medical terminology System	-Describe the structure and function of bones. -Analyze, spell, and write the medical terms of orthopedics so that you can document medical conditions accurately and precisely. -Distinguish and pronounce the medical terms of orthopedics so that you can communicate verbally with accuracy and precision. -Differentiate the causes, appearances, methods of diagnosis, and treatments of common disorders of the bones.	

				-Describe the functions and structure of skeletal muscle identify the structures and functions of the muscles and tendons of the shoulder girdle and upper limbs. -Identify the structures and functions of the muscles and tendons of the pelvic girdle and lower limbs. -Describe the major disorders of skeletal muscle.	
9	2hr		Medical terminology Urinary system t	1-Apply the language of urology to the structures and functions of the urinary system. 2-Comprehend, analyze, spell, and write the medical terms of urology. 3-Recognize and pronounce the medical terms of urology. 4-Explain the effects of common urinary disorders on health.	
10	2hr		Medical terminology Reproductive t system	1-Apply the language of structure and functions of the male and female reproductive system. 2-Identify the medical terminology of common disorders of the male and female reproductive system. 3-Apply the languages of gynecology and obstetrics to the structures and functions of the female reproductive system. 4-Comprehend, analyze, spell, and write the medical	

				terms of gynecology and obstetrics as they relate to the female reproductive system. 5-Recognize and pronounce the medical terms of gynecology and obstetrics as they relate to the female reproductive system. 6- Use correct medical terminology to describe common disorders of the female reproductive system.	

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curric books, if any)	*Medical Terminology: A Short Course, 8th Edition* by Davi-Ellen Chabner, Imprint: Saunders Elsevier, 2018. The book includes online training quizzes available (EVOLVE.ELSEVIER.COM)
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic Referenc Websites	

Course Description Form

First stage

13.	Course Name:
	Foundation of Medicine
14.	Course Code:
	FOM
15.	Semester / Year:
	Semester-based
16.	Description Preparation Date:
	2025
17.	Available Attendance Forms:
	In-person only
18.	Number of Credit Hours (Total) / Number of Units (Total)
	4 **units (each unit = 15 hours)** **60 theoretical hours**
19.	Course administrator's name (mention all, if more than one name)
	Course Coordinator: Dr. Zainab Khaleel Khaleel ✉ Email: zainab.khaleel@uobasrah.edu.iq Teaching Staff (8 members): Prof. Abeer Layla Mohammed – PhD Microbiology (Bacteriology) – General Veterinary Medicine & Surgery Assoc. Prof. Mazin Abdul Haza'a – Internal Medicine – General Medicine & Surgery Assist. Prof. Mayada Abdullah Adnan – Analytical Chemistry – Chemistry/Science Lecturer. Dr. Zainab Khaleel – Clinical Immunology & Microbiology – General Medicine & Surgery

20. Course Objectives	
Course Objectives	• **Develop fundamental knowledge in the basic medical sciences (anatomy, histology, biochemistry, physiology, immunology, microbiology).** • **Provide students with a knowledge base that supports later understanding of clinical sciences.** • **Enable students to practice initial medical skills such as first a and emergency management.** • **Ensure commitment to biosafety and chemical safety procedur in laboratories.** • **Train students in systematic and ethical history-taking.** • **Strengthen professional attitudes and ethical values, v emphasis on responsibility and discipline.** • **Raise awareness about public health and preventive medicine.**
21. Teaching and Learning Strategies	
Strategy	• Lectures using visual aids (Data show). • Seminars (students assigned topics for presentation & discussion). • Homework assignments. • Self-directed learning.

22. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4 hr	Definition of medici anatomical position the body, levels of organization (cell – tissue – organ – system)	Introduction Fundamentals Medicine	- Lectures - Reports - Self-study (weekly)	- Weekly test (based on previous lecture) - Achievement exam (after first 5 lectures) - Achievement exam (after last lecture) - Homework assignments
2	4 hr	Cell components and their functions, cell cycle and division, introduction to main tissues (epithelial, connective, muscular, nervous)	Cells and Tissues	Lectures	Exams & assignments as above
3	4 hr	Biomolecules (proteins lipids – carbohydrates), enzymes and energy (ATP), principles medical genetics examples of inherited diseases	Biochemistry Medical Genetics	Lectures	Exams & assignments as above
4	4 hr	Membrane transport, fluid balance, membrane potential, introduction to circulation and blood	Physiology	Lectures	Exams & assignments as above
5	4 hr	Patient assessment and principles of cardiopulmonary resuscitation (CPR), trauma management	First Aid	Lectures & practice	Exams & assignments as above

		(burns, fractures), common emergencies (shock, choking, fainting)			
6	4 hr	Biosafety levels, personal protective equipment (PPE), handling of infectious samples and materials	Biosafety	Lectures & lab orientation	Exams & assignments as above
7	4 hr	Classification of hazardous chemicals, rules of storage and handling, emergency procedures upon exposure	Chemical Safety	Lectures & lab orientation	Exams & assignments as above
8	4 hr	Innate and adaptive immunity, antibodies, introduction to common bacteria and viruses	Immunology Medical Microbiology (Basics)	Lectures	Exams & assignments as above
9	4 hr	Steps of history-taking (personal, family, medical, drug history)	History Taking	Role-play, case-based learning	Exams & assignments as above
10	4 hr	Communication with patients, training on simple scenarios (role play)	Patient Communication Skills	Role-play	Final Exam

23. Course Evaluation

30% – Yearly continuous assessment:

Weekly short tests (based on previous lecture).

Mid-semester test (after first 5 lectures).

Another test after the last lecture.

Homework assignments.

70% – Final exam.

24. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Junquiera's Basic Histology: Text and Atlas – Anthony Mescher Ross & Wilson Anatomy and Physiology in Health and Illness – Anne Waugh & Allison Grant Guyton and Hall Textbook of Medical Physiology – John E. Hall First Aid Manual – British Red Cross, St John Ambulance, St Andrew's First Aid Laboratory Biosafety Manual – WHO, 4th Edition
Main references (sources) & Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	Supplementary materials: Scientific journals, reports. Online resources: Recommended medical/educational websites.

Course Description Form

First Stage

Course Name:
Medical Physics
Course Code:
Phys.
Semester / Year:
1st semester / 1st year
Description Preparation Date:
2025
Available Attendance Forms:
In presence
Number of Credit Hours (Total) / Number of Units (Total)
Total number of Credit Hours = **75** hrs (45 Lectures+ 30 Labs) Total number of Units = **4** Units
Course administrator's name (mention all, if more than one name)
Name: Dr. Amer Khasim mal-allah Email: amer.qasim@uobasrah.edu.iq
Course Objectives
The focus of this course is the use of physics in understanding the function of the body or the physical background of physiology, in addition to the physical aspects of the medical instrumentations related to each session, in addition to solving problems to enhance understanding the principles.
Teaching and Learning Strategies
Teaching and Learning Strategies include giving theoretical lectures. The lecture is given in (3 hours per week) using on-screen presentation tools or a slide show program. During that there will be a quiz for the previous lecture. The laboratory material is given in (2 hours), where the principle of the experiment is explained in pre-lab and the method of using the device is explained in practical steps and the student is asked to follow. Then the application is done by the student under the supervision of those in charge of the laboratory. The laboratory ends with what is required in the experiment report. The student's knowledge of the theoretical principle of the experiment is tested through direct interactive questions. A Quiz for the previous laboratory is performed every week.

25. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	5 hrs	Electromagnetic radiation Properties of light Applications of visible light in Applications of ultraviolet light in medicine Applications of infrared light in medicine LASER in medicine LASER effects on tissue	**Lecture (3 hrs):** **Light in medicine** **Lab (2 hrs):** **Pulse oximeter**	**The teaching method for this semester (S1) includes giving a theoretical lecture and doing quizzes in the previous lecture.** **Regarding the laboratory. A theoretical introduction to the principles of the laboratory is given, then the application is done by the supervisors, then the students apply and are asked to write a report on the laboratory topic and perform calculations. This is for every week for 15 weeks**	**1. Quizzes** **2. Assignments** **3. Laboratory reports** **4. Mid-semester theoretical exam** **5. Mid-semester practical exam** **6. End-of-semester theoretical exam** **7. End-of-semester practical exam**
2	5 hrs	Components of vision sense Focusing elements of the eye Structure of the eye Eye photoreceptors Diopter strength of the Eye Types of defective eyesight due to focusing	**Lecture (3 hrs):** **Physics of eye and vision** **Lab (2 hrs):** **Calculating No. of O2 molecules in 1ml of blood**		
3	5 hrs	Nature and characteristics of sound Sonic spectrum Intensity that carried by sound wave Sound reflection and transmission on interfaces Effect the nature of sound on human hearing Audiometry Applications of audible sound in medicine	**Lecture (3 hrs):** **Sound in medicine** **Lab (2 hrs):** **Visual acuity**		

4	**5 hrs**	Ultrasound in Medicine US Generation (Piezoelectric principle) Spatial Resolution Attenuation Reflection and transmission A - Mode (1D) B-mode (2D image) M-mode (2D + motion) Doppler principle Physiological effects of ultrasound in therapy	**Lecture (3 hrs):** **Ultrasound in medicine** **Lab (2 hrs):** **The image location from retina inside the eye**		
5	**5 hrs**	Structure of ear The resonance and sensitivity of auditory canal Functions of the bones in the middle ear Hearing portion of the inner ear The cochlea chambers Organ of Corti Coding of sound waves as nerve impulses Hearing loss (deafness)	**Lecture (3 hrs):** **Physics of ear and hearing** **Lab (2 hrs):** **Audiometry**		
6	**5 hrs**	Blood components The heart structure pulmonary circulation (Heart-lung) Systemic circulation (Heart - body) Work done by the heart Pressure waveform Conservation of flow rate (Bernoulli equation) Effect of viscosity on the fluid flow (Poiseuille's equation) Laminar flow & Turbulent flow Effect of constriction on blood flow	**Lecture (3 hrs):** **Physics of cardiovascular system** **Lab (2 hrs):** **Indirect measurement of blood pressure (P I)**		

7	**5 hrs**	Structure of the Respiratory System Respiratory System Functions Mechanism of Breathing (Ventilation) Variation of pressures during breathing Lung compliance Surface tension Laplace's law Airways resistance	**Lecture (3 hrs):** **Physics of respiratory system (P I)** **Lab (2 hrs):** **Indirect measurement of blood pressure (P II)**		
8	**5 hrs**	Ventilation-Perfusion ratio Dalton's law Diffusions law Henrys law Mechanism of the gas exchange Volumes of air exchanged in pulmonary ventilation	**Lecture (3 hrs):** **Physics of respiratory system (P II)** **Lab (2 hrs):** **Wrist blood pressure monitor**		
9	**5 hrs**	Electromagnetic radiation X – rays production Properties of the target Bremsstrahlung (continuous) X-rays: Characteristic X-Rays Absorption of x-ray Photoelectric effect (P.E)	**Lecture (3 hrs):** **Physics of X–rays (P I)** **Lab (2 hrs):** **Lung function test**		
10	**5 hrs**	Compton effect (C.E) Pair Production (P.P) Making an X-ray image How to increase the sharpness of an X-ray image? Photographic film How to reduce blurring? Units of dose and exposure	**Lecture (3 hrs):** **Physics of X–rays (P II)** **Lab (2 hrs):** **Peak expiratory flowrate**		

11	**5 hrs**	Radioisotopes Types of emitted radiation Probability of decay Basic characteristics of radioactivity Uses of radionuclides Sources of radioactivity for nuclear medicine Geiger-Mueller (GM) counter Photomultiplier tube (PMT) Solid state detectors: The 24 hour uptake of Iodine by the thyroid Kidney function test Blood volume measurement	**Lecture (3 hrs):** **Physics of nuclear medicine** **Lab (2 hrs):** **Body mass index**		
12	**5 hrs**	Medical radiation exposures Somatic effects Genetic effects Radiation physical Effects Radiation detection instrumentation Radiation protection in diagnostic radiology Radiation protection in radiation therapy Radiation protection in nuclear medicine	**Lecture (3 hrs):** **Radiation Protection** **Lab (2 hrs):** **Simulation of radiation attenuation**		
13	**5 hrs**	Nervous System Contents of neuron Electrical Potentials of Nerves Stages of Action Potential Myelinated & unmyelinated nerves Electrical signals from muscles Electrical Signals From the Heart ECG Leads Electrical Signals from the Brain EEG frequency bands	**Lecture (3 hrs):** **Electricity within the body** **Lab (2 hrs):** **Reaction time measurement**		

14	**5 hrs**	Thermometry Glass fever thermometer Thermistor Thermocouple Thermography Heat therapy Short-wave diathermy Microwave diathermy Ultrasound waves Use of Cold in Medicine Blood Storage Cryosurgery	**Lecture (3 hrs):** **Heat and cold in medicine** **Lab (2 hrs):** **Specific heat capacity**		
15	**5 hrs**	Uses of energy in the body Energy changes in the body respiratory quotient The Basal Metabolic Rate BMR & weight loss The ergometer The heat loss mechanisms in the body Factors affecting heat loss	**Lecture (3 hrs):** **Work and energy of the body** **Lab (2 hrs):** **Lab revision for final exam**		

1. Course Evaluation

The following table shows how is the distributing the score out of 100 according to the student activities:

Element	Points
Exams	Mid-term (25) [15 theoretical + 10 Practical] Final term (70) [45 theoretical + 25 Practical]
Quizzes	1.5
Reports	1.5
Attendance	0
Assignments	2
Total	100

2. Learning and Teaching Resources

Required textbooks (curricular books, if any)	John R. Cameron: Medical Physics, John Wiley & sons 1992 2nd ed.
Main references (sources)	Irving P. Herman :Physics of the Human Body, Spinger 2008
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	Classroom

14. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements /Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
. Amer Qasim M.	BSc. Physics science	PhD Medical Physics			√	

1. Expected learning outcomes of the program

Knowledge

1- Understand the physical properties and related laws for various electromagnetic radiations involved in the function of the body
2- Identifying the physical phenomena concerned with the function of different body systems and senses
3- Knowing the physical bases of medical instrumentation related to the course subjects
4- Introductory knowledge to medical radiology
5- Gaining skills of using and measuring with medical devices in experiment designed to match topics of sessions

Skills

1- Acquisition of knowledge of medical physics instrumentations
2- Acquisition of skills to measure some physiological parameters that lead to diagnostic information
3- Acquisition of skills to deal with physical equations underlying these measurements
4-Acquisition of understand the physical bases of physiology of body systems envolved in the program

Ethics

1. Enhancing students' ability to think and analyze logically to understand the medical phenomena in view of physical laws
2. Encouraging critical reading of relevant research
3. Instilling the values of scientific integrity to use the conceptual physics in understanding physiological issues.
4. Enhancing the student's self-confidence through the accurate medical conclusion of practical side of measuring with medical instrumentations

Professional Development

Mentoring new faculty members

Giving adequate academic undergraduate-education in practicing medical physics as a part of the college goal in graduating criteria.
Develop physician skills to provide services to patients in radiotherapy, nuclear medicine, and diagnostic and interventional radiology.

Professional development of faculty members

Training physicians to work in areas where ionizing or non-ionizing radiation or physics principles are used for diagnosis and treatment of patients.
To graduate qualified professionals that can provide optimal and appropriate patient care through optimization between hazard and diagnostic value.

Course Description Form

First stage

Course Name:	
Computer Science	
Course Code:	
Com 1	
Semester / Year:	
Semester	
Description Preparation Date:	
11/ 05/ 2025	
Available Attendance Forms:	
Presence only	
Number of Credit Hours (Total) / Number of Units (Total):	
70 hours - semester 28 theoretical 42 practical	
Course administrator's name (mention all, if more than one name)	
Name: Waleed Noori Hussein Email: waleed.hussein@uobasrah.edu.iq Name: Hussein Hammed	
26. Course Objectives	
Course Objectives	**• Understand basic concepts related to computer hardware and software** **• Understand the input and output devices of computers and how they work** **• Determine the various settings and options of the operating system** **•Understanding the Windows 10 operating system** **•Understanding of the Microsoft Office package**
27. Teaching and Learning Strategies	
Strategy	1- Educational strategy, collaborative concept plannin 2- Brainstorming education strategy. 3- Education Strategy Notes Series

28. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours	-Use the computer efficiently to accomplish various tasks. -Use operating systems and computer networks effectively. Use common software applications such as word processors and spreadsheets. Critically evaluate digital information and verify its validity.	Computer Science	1. Explaining the scientific material through presentations 2- Practical application on computers	Weekly exams and tests Assignments, written assignments, and the end-of-semester exam.

	2 theoretical hours + 3 practical hours 2 theoretical hours + 3 practical hours				

29. Course Evaluation

The distribution is as follows: 30 marks for pursuit, 25 marks for the final practical exam, and 45 marks for the final theoretical exam.

30. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	• Computer Science made simple, V.AntonSpraul. • Microsoft Office 2019 All In One for Dummies By Peter Weverka *More textboxes can be given by the lecturer.
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	http://www.techmixer.com/first-look-office-2019-e-book-download/ http://free-7.blogspot.com/2010/02/office-2019-tutorial-ebook-download-pdf.html

Course Description Form First stage

1. Course Name:	
Human rights and democracy	
2. Course Code:	
HuR	
3. Semester / Year:	
First stage / first semester S1	
4. Description Preparation Date:	
2025	
5. Available Attendance Forms:	
attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hrs. / 2 units	
7. Course administrator's name (mention all, if more than one name)	
Name: assist. lecturer Marwa Mohsen Talib Email: marwa.mohsin@uobasrah.edu.iq	
8. Course Objectives	
Course Objectives	**This course aims to: provide the student with the necessary knowledge of the principles of human rights and democracy** **By receiving a series of theoretical concepts, which are: –** **Rooting the concept of human rights and its development across the ages and civilizations. – Identifying the treaties, agreements and declarations that established the recognition of human rights.** **– Explaining the generations of human rights and their forms.** **– Introducing the most important constitutional, judicial and political guarantees of human rights.** **– Establishing the concept of democracy and its development throughout history. Explaining the characteristics, features and types of democracy.**
9. Teaching and Learning Strategies	
Strategy	Theoretical subject for two hours per week, its vocabulary distributed over thirty weeks, interspersed with monthly exams. Preparing reports and exams at the end of the year

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2hr.	Receiving students and introducing them to the subject's vocabulary, objectives and procedures	Receiving students and introducing them to subject's vocabulary, objectives and procedure		
2	2hr.	Knowledge Human rights, what human rights are, the concept of right and terminology Characteristics and characteristics human rights, sources of human rights	Human rights, what human rights are, the concept of right and terminology Characteristics and characteristics human rights, sources of human rights	Learning method Attendance a detailed explanation to student	Semester exams and reports
3	2hr.	Knowledge Human rights included i the Declaration, the International Covenant on Civil and Political Rights Human rights law, characteristics of law, international humanitarian law	Human rights included in the Declaration, International Covenant on Civil and Political Rights Human rights law, characteristics of the law, international humanitarian law		
4	2hr.	Knowledge Human rights in the contemporary stage International human rights conventions	Human rights in the contemporary stage International human rights conventions		
5	2hr.	Knowledge Human rights categories, non-governmental organizations defending human rights Human rights in Islamic law	Human rights categories, non-governmental organizations defending human rights Human rights in Islamic law		

6	2hr.	Knowledge Human rights in the Universal Declarations of Human Rights	Human rights in the Universal Declarations of Human Rights Human rights in the Constitution of the Republic of Iraq for the year 2005		
7	2hr.	Knowledge Types of public rights and freedoms, traditional public rights and freedoms Intellectual rights and freedoms	Types of public rights and freedoms, traditional public rights and freedoms Intellectual rights and freedoms		
8	2hr.	Knowledge Economic freedoms and social freedoms Human rights, what human rights are, the concept of right and terminology	Economic freedoms and social freedoms Human rights, what human rights are, the concept of right and terminology		
9	2hr.	Knowledge Characteristics and characteristics of human rights, sources of human rights	Characteristics and characteristics of human rights, sources of human rights Human rights included in the Declaration, International Covenant on Civil and Political Rights		
10	2hr.	Knowledge Human rights law, characteristics of the law, international humanitarian law Human rights in the contemporary stage	Human rights law, characteristics of the law, international humanitarian law Human rights in the contemporary stage		
11	2hr.	Knowledge International human rights conventions Human rights categories, non-governmental organizations defending human rights	International human rights conventions Human rights categories, non-governmer organizations defending human rights		
12	2hr.	Knowledge Human rights in Islamic law, Human rights in the Universal Declarations	Human rights in Islamic law Human rights in the Universal Declarations		

13	2hr.	Knowledge Human rights in the Constitution of the Republic of Iraq for the year 2005 Types of public rights and freedoms, traditional public rights and freedom	Human rights in the Constitution of the Republic of Iraq for the year 2005 Types of public rights and freedoms, traditional public rights and freedoms		
14	2hr.	Knowledge Intellectual rights freedoms	Intellectual rights and freedoms		
15	2hr.	exam	exam		

11. Course Evaluation

The evaluation of students shall be consistent with the evaluation requirements that were agreed upon in the College Council and with the approval of the Council of Deans of the Colleges of Medicine that follow the integrative approach, by adopting 30% annual tuition collected from the mid-semester exam for the theoretical subject. The final exam represents 70% of the grade

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Principles of teaching human rights / a book issued by the United Nations / Geneva / May 2003 Abbas Fadel Al-Dulaimi, Human Rights Thought and Practice, Iraq, Central Press / University 2013, Diyala Websites on the Internet
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

13. Faculty

Faculty Members						
Academic Rank	**Specialization**		**Special Requirement**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
assist. Lecturer Marwa Mohsen Talib	Master's degree in history	Master's degree in history				Lecturer
assist. Lecturer Donia Salman Mohsen	Master's degree in history	Master's degree in history				Lecturer

Course Description Form First stage

1. Course Name:
Molecules, genes and Diseases
2. Course Code:
MGD
3. Semester / Year:
First stage / semester S2
4. Description Preparation Date:
2025
5. Available Attendance Forms:
attendance
6. Number of Credit Hours (Total) / Number of Units (Total)
60 hrs. / 4 units
7. Course administrator's name (mention all, if more than one name)
Name: Wamedh Hashim Abass Email: wamedh.abbas@uobasrah.edu.iq
8. Course Objectives

Course Objectives	**The goal of this course is for students to understand the general relationship between chromosome-related processes, gene expression, and cell activity.** **2- Students must gain knowledge of the basic processes of genetics and mutations and how they can affect patients.** **3- Students must acquire knowledge regarding the diversity of protein structures necessary to carry out a range of cellular processes and be able to link genes to nucleic acids and proteins in the overall process of gene expression, including protein synthesis and secretion.** **1- Students should gain an understanding of the use of molecular analyzes in clinical situations, and some of the ethical issues associated with them.**

9. Teaching and Learning Strategies	
Strategy	The course is taught in 30 lectures for large groups (for one hour per lecture) and 15 lectures for small groups (for two hours per lecture) over a period of fifteen weeks. Attending lectures and small groups is mandatory, and students are evaluated weekly for their academic level, attendance, and interaction. In addition to lectures and small groups, a significant amount of private study (self-learning), referred to as directed learning, takes place in each session as an orientation. For small groups, students should work in small groups. Each student is assigned a group number; So the student will always be in the same group.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1hr	Identify the main organelles in a mammalian cell and list their functions. (LO 1.1)	Introduction to the cell.		
	1hr	• List the principal differences between a prokaryotic and an eukary cell. (LO 1.2) • Discuss the bonds important for macromolecular structure interaction. (LO 1.3) • Explain the differences between hydrophobic and hydropl molecules in water. (LO 1.4) • Explain the concept of pH, pK and buffers. (LO 1.5) • Recognise and draw the generalised structure of an amino acid. (LO 1.6) • Classify amino acids according to the properties of their side chains. (LO 1.7) • Explain how the charges on amino acids are affected by pH. (LO 1.8) • Show how a peptide bond is formed and list its key features. (LO 1.9) • Explain how amino acid charge can influence the isoelectric point of a protein. (LO1.10)	Amino acids and proteins.		
2	1hr	Describe what is meant by the primary, secondary, tertiary and quaternary structure of proteins. (LO 2.1) • Describe the types of bonds and forces involved in protein structure. (LO 2.2) • Explain the key features of the two major secondary structure elements of proteins (α-helix and β -sheet). (LO 2.3)	Protein folding function.		
	1hr		Haemoglobin myoglobin.		

		• Explain the physiological roles of myoglobin and haemoglobin. (LO 2.4) • Contrast the oxygen-binding properties of myoglobin and haemoglobin and explain why haemoglobin is most suited to its role as an oxygen transporter. (LO 2.5) • Describe the major structural differences between oxygenated and deoxygenated haemoglobin and the molecular basis of cooperativity. (LO2.6) • Describe the effects of CO2, H+ , 2'3-bisphosphoglycerate and carbon monoxide on the binding of oxygen by haemoglobin, and the physiological significance of these effects. (LO 2.7) • Appreciate that mutations in globin genes can give rise to diseases such as sickle cell anaemia or thalassemia. (LO 2.8)			
3	1hr	Explain the effects of enzymes on chemical reactions. (LO 3.1 Describe how reaction rates vary as a function of enzyme and subst concentration. (LO 3.2) • Define the terms activity, international unit of enzyme activity, and Vmax. (LO 3.3) • Analyse and interpret kinetic data for enzyme-catalysed reacti (LO 3.4) • Describe the effects of enzyme inhibitors on enzyme kinetics an able to distinguish between the two from simple graphs. (LO 3.5) • List the major regulatory mechanisms that control enzyme acti (plus examples). (LO 3.6) • Discuss the allosteric properties of a key regulatory enzyme suc phosphofructokinase. (LO 3.7) • Discuss the concept of enzyme cascades and the use of pro kinases and phosphatases to regulate activity. (LO 3.8) • Define the term zymogen and give examples of enzymes that derived from zymogens. (LO 3.9) • Explain how activation of the clotting cascade leads to the forma of a fibrin clot. (LO 3.10)	Enzyme activity.		
	1hr		Regulatory strategies.		

		• Discuss the mechanisms that are involved in the regulation of formation and breakdown. (LO 3.11)			
4	1hr	Recognize the structural components of a DNA and an RNA molecule. (LO 4.1)	Nucleotides and nuc acids.		
	1hr	• Recognize and apply the conventions used to represent these components and the conventions used to represent DNA or RNA base sequences. (LO 4.2) • Explain polarity of a DNA or RNA chain. (LO 4.3) • explain the importance of hydrogen-bonding and base-pairing in defining nucleic acid secondary structure. (LO 4.4) • Describe the key features of the DNA double helix. (LO 4.5) • Explain how eukaryotic DNA is condensed in nucleosomes and relate this to the structure of chromosomes. (LO 4.6) • Describe the process and role of DNA replication. (LO 4.7) Explain the role of DNA polymerase and other enzymes in DNA replication. (LO4.8) • Show an appreciation of the vast amount of DNA present in a cell and explain how even single base changes in this vast amount of DNA can cause disease. (LO 4.9) • Describe the process and the role of the cell cycle. (LO 4.10)	DNA, chromosomes a DNA replication.		
5	1hr	Describe the process and role of transcription. (LO 5.1) • Describe the process and role of translation. (LO 5.2) • Define the term gene. (LO 5.3)	What is a gene a transcription.		
	1hr	• List and summarise the major reactions involved the process of RNA maturation in eukaryotes and explain their importance in gene expression. (LO 5.4) • Explain the nature of the triplet code and be able to apply the genetic code. (LO 5.5) • Comprehend the implications of the degeneracy of the genetic code. (LO 5.6) • Contrast the different types of RNA molecule, i.e. mRNA, rRNA and tRNA. (LO 5.7)	The genetic code a translation.		

		• Compare and contrast gene expression in mammalian and bacterial cells and explain how the differences can be exploited clinically. (LO 5.8) • Predict the effects of various mutations in a gene. • Explain how mutations outside the coding region can affect gene expression. (LO 5.10)			
6	1hr	Describe the process and role of mitosis. (LO 6.1) • Describe the process and role of meiosis. (LO 6.2) • Distinguish clearly between genotype and phenotype. (LO 6.3) • Explain how environmental factors have an influence on both phenotype and genotype. (LO 6.4) • Distinguish clearly between gene and allele. (LO 6.5) • Describe the different patterns of inheritance and be familiar with examples. (LO 6.6) • Explain dominance, recessiveness, co-dominance and complementation. (LO 6.7) • Describe the basis of the co-inheritance of certain traits. (LO 6.8) • Draw a family pedigree according to convention from a given family history. (LO 6.9) • Relate genetic information from a pedigree and describe the family concerned. (LO 6.10) • Use genetic data to calculate probability of inheritance and recombination frequency (LO 6.11)	Mitosis and meio genotypes phenotypes.		
	1hr		Genetic linkage pedigree analysis.		
7	1hr	Have an awareness of the level of your knowledge and understanding of the topics covered so far in this module. • Review whether the amount of time spent on your private study for this module so far is sufficient.	Review in session 1 session 6.		
	1hr				
8	1hr		Protein processing in ce the secretory pathway.		

	1hr	Contrast the constitutive and regulated secretory pathways. • Provide an overview of the secretory pathway in mammalian cells. (LO 8.2) • List protein modifications which occur in the ER and Golgi complex. (LO8.3) • Distinguish between N-linked and O-linked glycosylation of proteins. (LO8.4) • Describe the role that proteolytic processing plays in the formation of important secreted proteins. (LO 8.5) • Outline the formation of the mature insulin molecule. • Describe the structure of the triple-stranded collagen helix and provide an overview of collagen biosynthesis. • Outline the mechanisms involved in targeting proteins to several different cellular compartments. • Describe the structure and mode of action of selected antibiotics and growth inhibitors. (LO 8.9) • Provide an overview of the general mechanisms by which cells can become resistant to an antibiotic or drug.	Proteolytic process within the secret pathway; collagen.		
9	1hr	Describe in general terms a number of standard molecular processes, such as gene cloning, restriction analysis and DNA sequencing. (LO 9.1) • Describe the theory behind DNA electrophoresis and how this technique can be used to provide information about DNA fragments. (LO 9.2) • Explain PCR and appreciate its fundamental importance in genetic testing. (LO 9.3) • Describe DNA hybridisation and appreciate its role of in genetic testing. (LO 9.4) • Understand how PCR, restriction analysis and DNA hybridisation can be used in allele-specific tests. (LO 9.5) • Describe the theory behind protein electrophoresis and how this	Molecular diagnosis 1.		
	1hr		Molecular diagnosis 2.		

		technique can be used to provide information about protein structure. (LO 9.6) • Understand the basis for the use of enzyme assays. • Explain how antibodies can be used in immunoassays and Western blotting to detect the presence of proteins.			
10	1hr	Explain the relationship between changes in nucleotide and amino acid sequences. (LO 10.1) • Describe the different types of mutational changes, e.g. point mutation, insertion, deletion. (LO 10.2) • Predict and explain the effect that different mutations may have, e.g. silent mutation, missense mutation, nonsense mutation, frameshift mutation. (LO 10.3) • Describe how spontaneous and induced mutations may occur. (LO 10.4) • Describe the genetic link between mutation and mutant and explain how some mutations can be inherited. • Describe the process and the role of DNA repair. • Explain the relationship between DNA damage and cancer. (LO 10.7) • Recognise the fundamental importance of PCR in the diagnosis of genetic disease. (LO 10.8) • Provide an overview of the different genetic tests available for the detection of mutations in genes. • Show an appreciation of the ethical issues associated with genetic testing. (LO 10.10) ————————	Mutagenesis and effects.		
	1hr		Detecting disease-caus mutations.		
11	1hr	Explain how the genetic information in a cell is organised as chromosomes. (LO 11.1) • Describe the chromosomal basis of sex determination. (LO 11.2) • Describe numerical and structural chromosome abnormalities and their significance. (LO 11.3) • Be familiar with the concept of karyotyping. (LO 11.4) • Recognise, comprehend and apply chromosome nomenclature. (LO 11.5) • Outline the reasons for referral of	Numerical chromoso abnormalities.		
	1hr		Structural chromoso abnormalities.		

		patients for karyotyping. (LO 11.6) • Explain how fluorescent in situ hybridisation (FISH) works and recognise its importance in the detection of chromosomal abnormalities. (LO 11.7) • Provide an overview of the different genetic tests available for the detection of chromosomes abnormalities. (LO 11.8) • Show an appreciation of the ethical issues associated with genetic testing. (LO 11.9)			
12	1hr	Knowledge the Molecular diagnosis and chromosomal Abnormalities	Molecular diagnosis and chromosomal Abnormalities		
	1hr				
13	1hr		Ames test		
	1hr				

11. Course Evaluation

The evaluation of students shall be consistent with the evaluation requirements that were agreed upon in the College Council and with the approval of the Council of Deans of the Colleges of Medicine that follow the integrative approach, by adopting 20% annual endeavors obtained from multiple quizzes. The pattern of questions shall be similar to the final examination. The final exam represents 80% of the grade

There will be two papers for the exam: the first consists of questions that are answered with short answers, which are combined with the rest of the modules to form integrative questions. The Molecules, Genes and Diseases module's share is 30 marks out of 120 marks. As for the second paper, the questions are answered with the best selected answers, and the module score is also 30 out of 120 degrees. In both papers, the questions are distributed in a way that includes all the academic topics that were given to the students.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	**Baynes & Dominiczak – Medical Biochemistry (3rd ed, 2009, 978- 0323053716)** **• Cummings – Human Hereditary (9th ed, 2011, 978-0840053183)** **• Lieberman & Marks – Marks' Basic Medical Biochemistry (4rd ed, 2** **978-0781770224) 978-1-60831-572-7**
Main references (sources)	**•Alberts et al. – Essential Cell Biology (3rd ed, 2009) Harvey & Ferrier – Lippincott's Illustrated Reviews: Biochemistry (5th ed, 2010)** **• Chandar & Viselli – Lippincott's Illustrated Reviews: Cell and Molec** **Biology (2010)**
Recommended books and references (scientific journals, reports…)	**•Lieberman et al. – Marks' Essentials of Medical Biochemistry (2007)** **• Read & Donnai – New Clinical Genetics (2nd ed, 2011)**
Electronic References, Websites	

13. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assis. Prof. Dr. Hussein K. Abdul-Sada	Microbiology	Virology			Staff	Head of the Dept.
Prof. Dr. Hazim T. Thwani	Microbiology	Medical Microbiology			Staff	

Assis Prof. Dr. Wameedh H. Abbas	Microbiology	Medical Microbiology			Staff	
Assis Prof. Dr. Abeer L. Mohammed	Microbiology	Bacteria			Staff	
Lecturer Dr. Ban M. Saed	Microbiology	Bacteria			Staff	
Lecturer Dr. Shant I. Sumbat	Microbiology	Medical Microbiology			Staff	
Lecturer Dr. Zainab Khalid	MBChB	Clinical Immunology			Staff	
Lecturer Dr. Farqid majeed Mohsen	Microbiology	Medical Microbiology			Staff	
Doctor Ilham Mohammed Jawad	MBChB	Medical Microbiology/ Immunology				Attributed from Basra health directorate
Dr.Zainab Ahmed	Bachelor of General Medicine and Surgery	Clinical Biochemistry			staff	

Dr.Amani Naama	Bachelor of General Medicine and Surgery	Clinical Biochemistry			staff	
Dr.Maida Adnan	College of science	Analytical chemistry			staff	
Dr.Zainab Muzahim	Bachelor of General Medicine and Surgery	Pathological chemistry			staff	
Ass. Lecturer Eatidal Akram	College of science	Biochemistry			staff	
Dr.Hamid Jaddoa	College of science	Clinical biochemistry				Lecturer

Course Description Form First stage

Course Name:
Metabolism
Course Code:
MB
Semester / Year:
Semester
Description Preparation Date:
2025
Available Attendance Forms:
Attendance only
Number of Credit Hours (Total) / Number of Units (Total)
60 hours per semester (30 theoretical lecture hours and 30 small group hours). *The number of units is 4, where every 15 hours represents one unit
Course administrator's name (mention all, if more than one name)
Name: Dr.Amani Naama(module leader) Email: amani.mohammed@uobasrah.edu.iq
Course Objectives
- **Graduating skilled medical students and preparing them to be professio doctors who are knowledgeable about diseases and their causes.** **2 - Teaching the student how to recognize and understand the vi activities that take place in the human body at the molecular level** **3- Knowledge of Biochemical tests used to diagnose some diseases**
Teaching and Learning Strategies
1. Lectures are delivered in PowerPoint format using demonstration to such as illustrative charts **2. Students participate in small group sessions** **3 Student interaction during lectures**

Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1	4	1-Definition of daily energy expenditure 2-The essential component of diet 3-Clinical consequence of protein and energy deficiency man 4-Body mass index 5-definition of obesity 6-Definition of homeostasis 7-Examples of biological rhythms ythm	utrition body weigh homeostasis circadian rh	Lecturing students on h to acknowled and understa the vital activi inside the hun body on a molecular leve well as chemi examinations in the diagnosi some	1.weekly exams including Quizzess 2. Final examinations the end of th academic yea
2	4	1-definition of cell metabolism. 2-difference between catabolis and metabolism 3-the role of ATP and creatine phosphate 4-explain the general functions CHO 5-the digestion and absorption CHO 6-key features of glycolysis	1.Cell metabolism 2. carbohydrate metabolism 1		
3	4	1-Describe the petose phospha pathway 2-Describe the clinical role of glucose 6-phosphate dehydrogenase deficiency 3-Describe the biochemical features of lactose intolerance galactosaemia 4-Describe the Role of TCA in metabolism 5-Describe the process of gluconeogenesis	Carbohydrate metabolism 2 ricarboxylic cycle & Gluconeogenesi		
4	4	Describe the key features in oxidative phosphorylation explain the processes of electro transport and ATP synthesis 3-Describe the reactions involv in glycogen synthesis and breakdown. 4-Compare the function of live and muscle glycogen. 5-Explain the clinical consequences of glycogen stora diseases. 6-Describe the various classe lipids. andDescribe how fatty	Oxidative phosphorylation fuel storage		

		degradation differs from fatty a synthesis			
5	4	1-Describe how amino acids ar catabolized in the body. 2-Describe how ammonia is metabolized in the body. 3-Explain the clinical relevance measuring creatinine in blood a urine. 4-Explain the the clinical consequences ofadefect in phenylal 5-Explain how, when and why ketone bodies are formed. 6. Describe how lipids are transported in the blood. 7. Explain how tissues obtain th lipids they require from lipoproteins. 8. How clinical problems relate to lipids transport defects. 9. Explain how hyperlipoproteinaemias may b treated.	protein metabolism . Lipid transport		
6	4	1-describe the major metabolic fuels and their sources in the normal individual. 2-describe how the blood gluco concentration is controlled and explain why this is necessary. 3-compare and contrast the effects of insulin and glucagon nutrient storage and mobilisation. 4-describe the metabolic responses to feeding and fastin and explain how they are controlled. 5-describe the metabolic responses to starvation and explain how they are controlled 6-compare and contrast phase and phase II of drug metabolism discuss the importance of the cytochrome P450 system 7-explain variation in d metabolism in the population	Control of Energy Metabolism Drug metabolism		
7	4	1-Definition of 'hormone' & list the features of communication processes involving hormones. 2- List the classes of chemical substances which can act as hormones. 3- Describe how hormones are transported and act upon targe cells. 4- Explain, in general terms, ways in which hormone secre may be controlled	Introduction to endocrinology & Pancreas Introduction to endocrinology & Pancreas		

		5. list the hormones produced l the pituitary and adrenal gland together with their Functions 6-Describe the actions of insuli and glucagon. -Describe how the ultrastructu of the -cell relates to the synthe and storage of insulin. 7- Explain the roles of insulin glucagon in the control metabolism.			
8	4	1➢Describe the control of appetite. 2➢Discuss the hormones invol in the control of appetite. 3➢Discuss metabolic syndrom and its consequences. 4➢Explain the Developmental Origins of Health and Disease theory and epigenetics. 5- Describe Diabetes Mellitus (DM). 6 The main differences betwee Type 1 diabetes (T 1 D) and Ty 2 diabetes (T 2 D) 7- The typical pattern of presentation of T 1 D and T 2 D 8- The sequence of events lead to ketoacidosis. 9- The causes and consequence of hypoglycemia. 10-The consequences hyperglycemia ,the common lo term side effects of DM. 11-- The principles of management of DM. 12- The principle and practic measuring glycosylation hemoglobin as an index of bl glucose control in the diabetic.	Diabetes mellitus Control of appet		
9	4	1-describe the location and structure of the thyroid gland. 2· describe the chemical struct of the thyroid hormones and th mechanisms of their productio storage and secretion. 3· describe how the activity of thyroid gland is controlled. 4· describe the effects of thyroi hormones on cells and the body a whole. 5· describe the consequences o over- and under-secretion of thyroid hormones. 6· analyse simple case histo involving disorders of thy secretion.	Thyroid gland		
10	4	1· explain the significance of maintaining serum calcium lev within set limits	Calcium Metabolism		

		2· list the hormones involved i the control of calcium levels in serum 3· describe the hormonal regulation of serum calcium 4· explain the interaction of parathyroid and vitamin D 5· explain the regulation of parathyroid hormone and vita D 6· explain the significance of re function on calcium metabolisr 7· describe disorders of calciu metabolism and metabolic bon disease 8· list the hormones produced the pituitary and adrenal gland together with theirfunctions. 9· describe in general terms th structure of the steroid hormo 10· explain how the steroid hormones affect their target tissues. 11· explain how cortisol secret is controlled by ACTH and CRH 12· describe in general terms structure and functions adrenaline.	Pituitary and Adrenals		
11	4	1.explain how cortisol secretio controlled by ACTH and CRH. 2· explain how ACTH can lead t increased pigmentation in cert areas of the body. 3· describe the main actions of cortisol. 4· explain the effects of over- a under-secretion of cortisol. 5· describe tests of adrenal cortical function 6· explain how cortisol can hav weak mineralocorticoid and androgen effects. 7· describe the metabolic and hormonal response to pregnan 8· explain the hormonal basis c gestational diabetes 9· describe the metabolic and hormonal responses to various types of exercise 10· explain the benefits of exer	renal cortex disorc Adaptations of metabolism		
12	4		Revision		

Course Evaluation

1 The evaluation of students shall be consistent with the evaluation requirements that were agreed upon in the College Council and with the approval of the Council of Deans of the Colleges of Medicine that follow the integrative approach, by adopting 20% annual scholarship collected from multiple tests and quizzes. The pattern of questions shall be similar to the final examination. . The final exam represents 80% of the grade

There are two papers for the exam: the first consists of questions that can be answered with short answer questions, which are combined with the rest of the modules to form complementary questions. The metabolism module's score is 30 marks out of 120 marks. As for the second paper, the questions are answered with the best chosen answers, and the module score is also 30 out of 120 degrees. In both papers, the questions are distributed in a way that includes all the academic topics that were given to the students . For weekly tests including TBL tests 2. Final exams at the end of the academic year
Learning and Teaching Resources
Work book of metabolism module 1-Marks Essentials of Medical Biochemistry. .2 Ganong's Review of Medical Physiology- .3Medical Biochemistry, Baynes and Dominiczak 4. Medical Physiology Walter F. Boron and Emile L. Boulpaep

2. **Expected learning outcomes of the program**
Knowledge
1- Cognitive objectives. 1. How to recognize and understand the vital activities taking place in the human body 2. Knowing the mechanism of biochemical tests used to diagnose some diseases Learning Outcomes Statement 1
Skills
1-For intellectual and proficient purposes, knowing how to recognize and understand the vital activities within the human body 2- To learn about the mechanisms of biochemical tests used in diagnosing some diseases
Ethics
1- Graduating scientific doctors and scientists who hold humanity as the basis of their work. 2- Doctors know exactly how to deal psychologically and ethically with their patients 3-Doctors completely protect their patients' secrets 4- Doctors work as a team and do not mind cooperating with each other because they have learned to work collectively

Course Description Form First stage

Course Name
: health and disease in population
Course Code:
HaDPop
Semester / Year:
First stage / Second semester / S2
Description Preparation Date
2025
Available Attendance Forms
: actual attendance
15.Number of Credit Hours (Total) / Number of Units (Total)
60 semester hours (30 theoretical lecture hours and 30 small group hours) **The number of units is 4, where every 15 hours represents one unit**
16. Course administrator's name (mention all, if more than one name)
Name: Rajaa Ahmed Mahmoud Email: raja.mahmoud@uobasrah.edu.iq Name: Ziyad Tariq Maki Email: ziyad.maki@uobasrah.edu.iq
17. Course Objectives

Course Objectives	**1. Graduating skilled medical students and preparing them to be able to critically review and interpret basic epidemiological texts.** **2. Thorough knowledge of how to identify and measure health and disease events in populations.** **3. Evaluate the quality and suitability of the data used for description.** **4. Apply descriptive concepts and principles of epidemiology to achieve effective public hea practice.** **5. Knowing the link between scientific research and the information given in lectures……**
18. Teaching and Learning Strategies	
Strategy	Since the founding of the college in 2017-2018, the Community Health and Family Medicine Branch at Al-Zahraa College of Medicine has used the integrative education style of lectures and discussions in small groups. Education is based on understanding the content without memorizing it

	alone, which makes recalling the content easy for the student. A two-hour lecture is given separately, followed by a discussion in small groups about the content of those two lectures and identifying all clinical cases related to the topic of the two lectures. This is for every week for a period 15 weeks, including a week for review and evaluation exam. - Brainstorming education strategy - Education strategy notes series

19. Course Structure

Week	Hrs.	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	1-To describe the structure of the HaDPop module and to explain the purpose of the small group sessions and lectures. 2. To recognise the need for a perspective beyond that of the individual patient who presents to a doctor, and to understand the implications of a focus at the level of the population as a whole rather than at the level of the individual. **Small group** 1-Recognize the importance of the population (epidemiological) perspective in assessing disease frequency, in establishing the cause of disease and in assessing the benefits of treatment 2-Describe how to set about doing a study in which the extent of a health problem is to be measured.	**troduction to pidemiology**	Integrated education st represented by lectures a discussions in small grou Education is based understanding the cont without memorizing it alo which makes recalling content easy for the stude A two-hour lecture is giv separately, followed by discussion in small grou about the content of the two lectures and identify all clinical cases related the topic of the two lectur This is for every week fo period of 15 weeks, includ a week for review a evaluation exam	Every 2 weeks there is quizi in form similar to that of the final exam
2	4	1.Define , health, disease and understand The concept of epidemiology. 2.Provide a historical perspective into the scientific understanding of the causes of infectious diseases.	**History , Hygiene and Hospital infection**		

		3.Explain the importance and limitations of the Henle-Koch postulates. 4.Describe the role of population studies in linking micro-organisms to disease. 5,Describe how infectious diseases can spread. 6.Identify key elements underpinning problems andsolutions in controlling infection in our hospitals. **Small group** 1-Describe how infectious diseases can spread. 2-Identify key elements in controlling infection in our hospitals.			
		1. Describe the features and relevance of a population census. 2. Births : a. define the Crude Birth Rate, General Fertility Rate and Total Period Fertility Rate, and understand how they differ b. discuss the main determinants of fertility. 3. Describe the derivation and uses of mortality data. 4. Describe the variables affecting population estimates and projections. 5. Describe how health information is used to: a. Identify health and healthcare needs. b. Monitor trends in disease. c. Monitor performance in healthcare. **Small group** 1. Understand the relevance of health care data to individual and collective clinical practice. 2. Interpret the information that is presented from such data.	**Uses of healtl information"E h,Deaths and Populations"**		

		3. Understand how to interpret appropriately comparisons between data Sources , between clinical centres and over time. 4. Describe why ranking centres in a league table does not give information about whether their performance is significantly the best or worst.			
		1.Define and differentiate between the terms 'incidence' and 'prevalence', and describe the inter-relationships between incidence and prevalence and changing patterns of death or cure. 2. Describe the importance of systematic variation in risk of disease between groups: a. as a useful source of information about causes of disease b. as a nuisance which needs to be controlled for. 3. Explain the purpose of age/sex standardisation. 4. Interpret a Standardised Mortality/Morbidity Ratio (SMR). **Small group** 1.Analyze and interpret a simple table of prevalence estimates in the context of needs assessment. 2. Interpret population pyramids for population subgroups. 3. Calculate and interpret a Standardised Mortality Ratio (SMR) and demonstrate why crude rate ratios can be misleading.	**Measuring diseas in population**		
		1.Distinguish between 'observed' epidemiological quantities (incidence, prevalence, incidence rate ratio, etc.) and their 'true' or 'underlying' values.	**Source of Variation**		

		2. Discuss how 'observed' epidemiological quantities depart from their 'true' values because of random variation. 3. Describe how 'observed' values help us towards a knowledge of the 'true' values by a. allowing us to test hypotheses about the 'true' values b. allowing us to calculate a confidence interval that gives a range which includes the 'true' value with a specified probability. **Small group** 1. Demonstrate an understanding of the effects of random variation. 2. Calculate confidence intervals using the error factor and interpret a 95% confidence interval appropriately. 3. Perform and interpret tests of a null hypothesis 4. Be able to explain the interrelationship between, but the different roles of, hypothesis testing and estimation.			
6	4	1.Describe types of epidemiologic study designs. 2. Describe the logical basis of, and the practical problems involved in, cohort studies of disease incidence. 3. Compare incidence rates or mortality rates between two groups of individuals within a cohort by calculating the incidence rate ratio (IRR), i.e. internal comparisons. 4. Compare disease incidence or mortality in a study cohort with that in a reference population using standardisation methods (e.g. the SMR), i.e.	**Cohort studie**		

		external comparisons. 5. Describe the factors determining the precision of an estimated relative risk. **Small group** 1. Describe the basic principles underlying cohort studies. 2. Design a cohort study, and discuss practical difficulties in conducting such a study.			
7	4	1. Describe the principles underlying case-control studies. 2. Describe the differences and similarities between case-control studies and other epidemiological study designs. 3. Outline the factors which suggest that a case-control study design might be suitable for a particular epidemiological question. 4. Describe the limitations and assumptions inherent in case-control study designs. 5. Estimate the strength of an association from the result of a simple case-control study, calculate and interpret the error factor and 95% confidence interval for this estimate. **Small group** 1. Read and critically assess a published case-control study. (To be discussed in the next sessions) 2. Identify methodological problems peculiar to case-control studies.	**Case – Contr studies**		
8	4	**Session 9 L1** 1. Define and describe the purpose of clinical trials. 2. Explain the disadvantages of non-randomised clinical trials	**Randomized controlled tria studies (RCT)**		

		and the use of historical controls. 3. Outline the steps involved in a randomised controlled trial (RCT). 4. Discuss the advantages of 'random allocation' and 'blinding' to minimise confounding and bias in the estimation of treatment effects. 5. Describe the 'placebo effect', what a 'placebo' is, and how a'placebo' addresses the 'placebo effect'. 6. Describe suitable 'outcome measures' for clinical trials. **Session 9 L2** 1. Discuss how to deal with 'losses to follow-up' and 'non-compliance'. 2. Differentiate between 'explanatory' and 'pragmatic' trials and be able to explain the meaning of the term 'intention-to-treat' analysis. 3. Discuss the ethical principles involved in medical research involving human subjects 4. Describe the issues that should be considered for a clinical trial to be regarded as ethical. 5. Describe the role and function of a Research Ethics Committee. **Small group** 1. Recognise and describe the distinguishing features of randomised controlled trials. 2. Describe the key steps in the design of a randomised controlled trial			
9	4	1. Explain what is meant by a cause-effect relationship in an epidemiological context. 2. Recognise that associations may be	**Causality:cau or merely association**		

		present in the absence of a true cause-effect relationship. 3. Evaluate the strength of evidence in favour of a cause-effect relationship. 4. Describe how to distinguish causal from non-causal associations. **Small group** 1. Critically appraise evidence from a variety of studies about the relationship between an exposure and a disease. 2. Decide on the basis of such evidence whether the relationship is causal or artefactual.			
10	4	1. Explain the role of evidence in clinical practice. 2. Define a systematic review. 3. Explain the purposes of systematic reviews. 4. Interpret a 'Forest plot'. 5. List common difficulties in systematic reviews **Small group** 1. Find a systematic review. 2. Read and understand a systematic review. 3. Critically appraise a systematic review. 4. Consider your clinical practice with respect to the available evidence and justify your decision.	**Reviewing the Evidence: Critical Appraisal Ski Programmes**		
11	4	1-Understand how epidemiological evidence contributes to clinical practice. 2-Understand the role of epidemiological evidence and population health information in determining public health policy. 3-Make an assessment of whether there is sufficient evidence to act upon it.	**From Researc to Practice**		

			HaDPop-Mod **Revision Issu**		

20. Course Evaluation

The evaluation of students shall be consistent with the evaluation requirements that have been agreed upon in the college council and with the consent of the council of deans of medical colleges that follow the integrative approach, by adopting 20% annual endeavors obtained from multiple quizzes. The pattern of questions shall be similar to the final examination. The final exam represents 80% of the grade

There will be two exam papers: the first consists of questions that can be answered with short answers, which are combined with the rest of the modules to form complementary questions. The share of the health and disease in population module is 30 marks out of 120 marks. As for the second paper, the questions are answered with the best selected answers, and the module score is also 30 out of 120 degrees. In both papers, the questions are distributed in a way that includes all the academic topics given to the students.

The college also has an important evaluation program that shows the teaching staff the progress achieved in the level of students, called the Personal and Professional Development Program.

21. Learning and Teaching Resources

Required textbooks (curricular books, if any	Health and disease in population module workbo Leicester University, College of Medicine.
Main references (sources)	The recommended textbook is: Epidemiology by leon Gordis.
Recommended books and references (scientific journals, reports…)	-Vaughan,J.P.&Morrow,R.H.(1989). Manualof Epidemiol for District Health Management.Geneva :WHO.[ISBN 4154404 X] [Onli Available:http://whqlibdoc.who.int/publications/92415 04x.pdf [Downloaded20/08/2010]. -Katzenellenbogen,J.M.,Joubert,G.&AbdoolKarim,S.S.(199 -Epidemiology :AManualforSouthAfrica. CapeTown:Oxfo University Press.[ISBN:0195713087] -Beaglehole, R.,Bonita,R.& Kjellstrom,T.(1993).Basic Epidemiology. -Geneva: WHO.[ISBN9241544465]
Electronic References, Websites	Google classroom, which students are informed at the beginning of each academic year and regis with their official university emails

15. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Rajaa Ahmed Mahmmod	PhD. Community medicine					Lecturer
Ziyad Tariq Maki	Board in Family medicine					Lecturer
Nada Hasan Abdulraheem	Board in Family medicine					Lecturer
Huda Hasan Muhaibes	Master in Community medicine					Lecturer
Raya Habib Abdulemam	Board in Community medicine					Lecturer
Juhoud Abdulsamad Molan	Board in Family medicine					Lecturer
Mayada abduljalel	Master in Community medicine					Lecturer
Elaf mohammedsalih Reda	Board in Community medicine					Lecturer
Zainab Barakat Hussain	Board in Family medicine					Lecturer

3. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	1- Graduating doctors who have the ability to know practical methods for measuring health and morbidity in the population. 2-Learn how to benefit from health information to identify gaps and reach goals. 3- Identify the different scientific methods of medical research. 4- Full knowledge of the concept of controlling communicable diseases. 5- Knowing the basics of critical evaluation methods for research and studies.
Skills	
Learning Outcomes 2	1-The ability to implement the medical service according to the concept of population benefit, not just the individual. 2 - The ability to equip a population of doctors working in health programs, health regions, or other health facilities.
Learning Outcomes 3	The ability to critically evaluate the epidemiological situation and use this information to address public health problems and priorities
Ethics	
Learning Outcomes 4	1-Graduating scientific doctors and scientists who hold humanity as the basis of their work. 2- Doctors know exactly how to deal psychologically and ethically with their patients.
Learning Outcomes 5	1-Doctors completely protect their patients' secrets 2- Doctors work as a team and do not mind cooperating with each other because they have learned to work collectively
Professional Development	
Mentoring new faculty members	
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.	
Professional development of faculty members	
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.	

Course Description Form

First stage

Course Name:	
Tissue of the Body	
Course Code:	
ToB	
Semester / Year:	
Second Semester / first stage / S2	
Description Preparation Date:	
2025	
Available Attendance Forms:	
Attendance only	
Number of Credit Hours (Total) / Number of Units (Total)	
48h total /4 h weekly	
Course administrator's name (mention all, if more than one name)	
Name: Dr. Farqad AlHamdani(module leader) **Email:farqad.mohsson@uobasrah.edu.iq**	
Course Objectives	
1- Provide basic information that can be used in identifying and treati **diseases.** **2- Understand the structure of tissues and their vital functions in the bo** **3. Identify changes that occur in tissues as a result of diseases and injuri** **4. Develop and improve techniques for diagnosing and treating tiss** **related diseases.** **5. Develop new methods for the reconstruction and regeneration** **damaged tissues.** **In general, the study of body histology aims to understand how differ** **tissues work and interact in the body, which helps in the development** **new strategies for the prevention and treatment of diseases.**	• • •
22. Teaching and Learning Strategies	
Strategy	**The study of body histology leads to an understanding of h** **different tissues work and interact in the body, which helps in t** **development of new strategies for the prevention and treatment** **diseases, this strategy is based on: -** **1. Deliver lectures in PowerPoint format using demo tools such** **illustrations.** **2. Participation of students in small group sessions to discu** **among themselves to reach the correct information.** **3. Student interaction during lectures** **4. Teachers listen to individual questions and discussions**

23. Course Structure	

Week	Hrs.	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1		1- The meaning of histology and tis 2- Tissue classification 3- The relationship between milli, micro-and nanometers 4- Describe common biopsy techni 5- Tissue processing procedure 6- Explain why tissue needs to be fi 7- The value of histological staining 8- Types of microscopy 1-Be able to: define the term limit c resolution 2-Explain why electron microscope are capable of finer resolution 3-Understand common componen eucaryotic animal cells. 4-State how a cell functions by describing the structure and functi of the following cell components ar organelles: plasma membrane ; glycocalyx ; nucleus ; heterochromatin ; euchromatin ; nucleolus ; nuclear envelope ; smooth endoplasmic reticulum ; rough endoplasmic reticulum ; ribosomes ; Golgi apparatus ; secretory vesicles ; lysosomes ; peroxisomes ; mitochondria ; cytoskeleton 5-Out lines of cytoskeleton Compor	1. Methods in light microscopy 2 .Cell ultra Structure	1. Lecture in PowerPoint format with t The demo is l the illustratic 2. Participati of students ir small group sessions to discuss amor themselves to reach the cor information. 3. Student interaction during lectur 4. Teachers listen to questions and individua discussions.	1.weekly exams includin Quizzess 2. Final Examinations at the end of academic year
2		1-Define epithelium. 2- Give the structure and function c basement membrane. 3-Classification of epithelium. 4-Renewel of each type of epitheliu 5-Classification of compound epithelium. 6-Recognize the different types of surface specialization found on epithelial cells.	1.Epithelial Tissue Simple epithelium 2.Epithelial Tissue Stratified epithelium		
3		1-Definition of a gland. 2-Classification of glandular tissue 3-Mechanisms of secretion.LO3 · 4-Mechanismsofendocytosis.LO4 5-Describe how endocytosis and secret combine to give trans epithelial transport.LO5 · 6-Mechanism and importance of the glycosylation of newly synthesized proteins in the Golgi apparatus. .LO6 7-Role of secretions in cell functions .LO7 · 8-Mechanisms of control of secretion.LO8 1- Definition of term “connective tiss 2- Connective tissue functions. 3- Ba components. 4- Distinguishing characteristics of loose and dense connective tissue. 5- Structural-	1. Glandular tissue 2. Connective tissue		

		functional relationships of main types loose & dense CTs and their clinical relevance & application			
4		1- Define the pre embryonic, embryonic and fetal periods of human development. 2: Discuss the changes taking place as the fertilized human ovum (zygote) travels down the Fallopian (uterine) tube to the uterus. 3: Describe the meaning of the following terms: zygote, cleavage, zona pellucida, morula, ovary, fallopian tube, uterus. 4- Discuss the formation of the blastocyst and the initial stages of implantation. 5: Meaning of the following terms: blastocyst, trophoblast, inner cell mass, implantation, cytotrophoblast, syncytiotrophoblast. 6: Describe the formation of the embryonic disc in the inner cell mass and initial cell differentiation within it. . 7: Medical correlate	1.Early embryonic development1 2.Early embryonic development2		
5		1-Describe the structural relations between the epithelia and clo associated tissues (glands, underl connective tissue (lamina propria) muscularis mucosae) compr gastrointestinal, urinary, and respira mucosae. 2-Discuss, for the gastrointest urinary, and respiratory mucosae, hov structure of their constituent tissue related to their function.	1-Internal body surfaces1 2-Internal body surfaces		
6		1. The macroscopic structure of hu skin , and how this large and hi visible organ varies with site, ethnicity and exogenous influence. 2. The microscopic and molec structure of human skin. 3. The process of keratinc differentiation. 1.Describe the microscopic and molec structure human skin including: appendage : hair follicles ,sebac glands ,sweet glands,nail, the immec subcutaneous fat (adipose tissue). 2. Describe the main functions of the s 3. Briefly describe the diseases, w arise as a result of disordered struc and/or function of selected components .	1- Skin 1 2- Skin 2		
7		1-Describe the composition of cartilage in terms of its cells and extracellular components. 2-The 3 major types of cartilage, describing the structural difference between them. 3-Relate the different anatomical distributions of the 3 major types o cartilage to their different function 4-Describe the characteristic featu and functions of the different types bone in the body.	1-Cartilage & Bone 2-Bone and ossification		

		5-Recognise, and classify bone as compact (dense) or spongy(cancellous/trabecular). 6-Describe the composition of bon terms of its cells and extracellular components. (L 7-Describe the microstructure of compact (dense) and spongy (cancellous/trabecular) bone. 8-Explain how bone is a living tissu undergoing remodeling and repair. 9-Describe the cellular processes involved in bone repair following a fracture. (L 10- Describe the process of intramembranous and endochondr ossification as related to bone grov LO1 11-Describe how the morphology a / or mechanical properties of bone change in disease. 12-Explain the role of abnormalitie the composition of bone matrix and the activities of bone cells in bringi about such changes. 13-Outline the consequences of fou different and contrasting bone diseases for the affected individual and society. 14-Describe the genetic basis and histological changes in osteogenesi imperfecta, and its potential medic legal importance. 15-Explain the importance of Vitam D in normal bone development. 16-Describe the features of bones affected by rickets and osteomalaci and appreciate the difference betw the two conditions.			
8		1-Describe the process of skeletal mu remodelling and its relevance to atro and hypertrophy. 2-Outline the physiology of neuromuscular junction and describe pathogenesis and clinical features myasthenia gravis. 3-State how neuromuscular transmis is disrupted in botulism organophosphate poisoning. 4-Describe the pathophysiology Duchene muscular dystrophy. 5-Outline the pathophysiology malignant hyperthermia. (	1-Muscle and Muscle disorders 2-Muscle Disorders		
9		1-Describe the structure of a peripheral nerve . 2-Recognize the difference betwee myelinated and non myelinated ne fiber and ascribe particular roles to each. 3-Outline the great variety of synap connections in the nervous system 4-Identify nerve fibers in both cros and longitudinal section. 5-Relate demyelination to a slowin conduction velocity within a nerve.	1-Neurons, Nerve fibers&Peripheral nerves 2-Fundamentals of the Autonomic Nervous System		

		6- Give an outline of the anatomy o autonomic nervous system (ANS) its division into the sympathetic parasympathetic parts. 7- Describe the different pathway which these two divisions distri their fibres to and from target orga 8-Describe the difference in the ov functional roles of these two divisi 9- Outline the functional control w the two divisions exert on all t target organs. 10- Describe in detail the transmit involved at the synapses and organs of both divisions. 11- Briefly account for the importa of these transmitters in the therape domains.			
10		1-Virus definition 2-Virus structure 3-Virus symmetry 4-Classification of viruses 5-Replication of viruses 6-Viruses and human diseases 1- Briefly answer the following questions: What is infection? What causes infection? Why do particular individuals get particular infections? What influences the outcome of infection? 2. Compare and contrast the key properties of bacteria as distinct from eukaryotic cells. 3. Explain the significance of the Gra and acid fast stains for the classificati and detection of bacteria. 4. Explain the terms pathogen and no pathogen. 5. Provide a brief description of speci bacteria to include their classification and their disease associations. 6. Outline the biochemical and geneti basis of bacterial susceptibility and resistance to antibiotics. 7. Explain basic features concerning t epidemiology of infection by understanding: • The different habitat that m occupied by the microbes • The term reservoir, source mode of transmission in the context of infection • The different pattern of association that microbes m form with human leading to transition, colonization, infection and infective dise • The term carriage, normal f (microbiota) and commens	1- Viruses 2-Bugs in the system		
11		1-Haemopoiesis: how the cel components of the blood are derived stem cells.	1-Blood cells &Hemopoiesis 2- Innate and adaptive immunity		

		2-Contrast the potential of white b cells to mobilise, divide and transf with that of cells derived from organs of the body. 3-Describe the structure and functio the following: erythrocytes and reti cells lymphocytes monoc granulocytes or polymorphonu leucocytes (i.e. neutrophils, basop eosinophils) platelets. 1-The cellular and humoral compon of the innate and adaptive imm systems. 2-The main differences between innate and adaptive immune response 3-Examples of the cooperation interdependence of the innate adaptive immune systems.			
12		Practical Slide Show	Practical Slide Show		

24. Course Evaluation

1.daily exams including Quizzes
2.Semester examinations during half term and at the end of the academic year

25. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Work book of Tissue of the Body module
Main references (sources)	1-Histology Textbooks 'Basic Histology', Junqueira 2-"Histology: A Text and Atlas" by Michael H. Ross, Wojciech Pawlina, and Todd A. Barnash. 3-"Color Atlas of Histology" by Leslie P. Gartner and James L. Hiatt..
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

16. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Dr.Farqad Majeed	Bachelor of Medical Microbiology	Medical Fungi			staff	

Dr.Hazim Talib	Bachelor of Medical Microbiology	Medical Microbiology			staff	
Dr.Ban M. Saleh	Bachelor of Medical Microbiology	Bacteriology			staff	
Dr.Faleh Waheed	Bachelor of General Medicine and Surgery	Orthopedic Surgery			staff	
Dr. Ihsan Mardan	Bachelor of General Medicine and Surgery	Pathology / Heamatology			staff	
Dr. Shant Antraneek	Bachelor of Medical Microbiology	Medical Microbiology			staff	
Dr.Safa Asaad	Bachelor of General Medicine and Surgery	Histopathology				Lecturer
Dr. Ilham M. Jwaad	Bachelor of General Medicine and Surgery	Immunity				Lecturer
Dr. Eman Abd AlWahab	Bachelor of General Medicine and Surgery	Histopathology				Lecturer
Dr. Hanadi Ashoor	Bachelor of General Medicine and Surgery	Histopathology				Lecturer
Dr. Ansam Munadhil	Bachelor of General Medicine and Surgery	Human Physiology				Lecturer
Dr. Muntaha Abd AlHadi	Bachelor of General Medicine and Surgery	Dermatology				Lecturer
Dr. Ghada Latif	Bachelor of General Medicine and Surgery	Dermatology				Lecturer

Dr. Raad Chasib	Bachelor of General Medicine and Surgery	Orthopedic Surgery				Lecturer

4. Expected learning outcomes of the program	
Knowledge	
1. Graduating doctors with full knowledge of histological diseases and comparing them with the healthy tissue of the human body. 2. Identify the diseases of different body tissues by studying the structure and function of each tissue of the body.	Learning Outcomes Statement 1
Skills	
1 – The ability to take biopsy from the body of various kinds. 2- The ability to conduct strategies of embedding and dyeing tissue biopsy. 3- The ability to examine the prepared samples using various light and electronic microscopes.	Learning Outcomes Statement 2
1- Graduating scientific doctors and scientists who carry humanity as the basis for their work. 2- Doctors who know exactly how to deal psychologically and morally with their patients. 3- Doctors keep the secrets of their patients completely 4- Doctors who work in a team do not refrain from cooperating with each other because they have learned to work collectively.	Learning Outcomes Statement 3

Course Description Form First stage

Course Name:	
Clinical problem solving I	
Course Code:	
CPS 1	
Semester / Year:	
Semester	
Description Preparation Date:	
2025	
Available Attendance Forms:	
In person	
Number of Credit Hours (Total) / Number of Units (Total)	
60hrs. (30 hrs. as lectures , 30hrs.as small group)/ 4 credit each 15 l equal 1 unit	
Course administrator's name (mention all, if more than one name)	
Name: Halah Muzahim Email: halah.mohammed@uobasra.edu.iq	
Course Objectives	
The purpose of this module is to help you begin to think like a doctor, to develop the skills to retain a large amount of information, and to focus that information upon the solution of patients' problems	
Teaching and Learning Strategies	
Strategy	Integrative teaching in form of small groups and team based learnin
26. Learning and Teaching Resources	
Required textbooks (curricular boo if any)	**no certain textbooks . students are free to use different resources like textbooks ,websites in addition to #other modules resources**
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

17. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof. Ass. dr.Jawad Ramadhan	M.B.CH .B	General surgeon			Staff	
Prof.Ass.dr. maimi kadhum	M.B.CH .B	Pediatrician			Staff	Lecturer
Dr.sadiq kalaf	M.B.CH .B	Lab .hematologist				Lecturer
Dr.halah Muzahim	M.B.CH .B	Family physician				Lecturer
Dr.rasha kahtan	M.B.CH .B	Family physician				Lecturer
Dr.omar noaman	M.B.CH .B	Family physician				Lecturer
Dr.fatima khalid	M.B.CH .B	Family physician				Lecturer
Saja Dhiaa	M.B.CH .B	Histopathologist				Lecturer

5. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Doctors who know disease etiologies And able to build a concept map for every medical condition faced them
Skills	
Learning Outcomes 2	• explain how clinical problem solving is learned during medical education • construct 'concept maps' related to clinical presentations or conditions, which enable you to link information and ideas into multiple contexts

	• identify the important questions which may be asked about any clinical presentation or condition • establish an intellectual process that enables students to identify and catalogue as the medical course progresses information relevant to individual clinical presentations or conditions • build mental structures which allow to collect information systematically from patients by taking a history from them, conducting a focussed examination and initiating appropriate investigations • audit effectively skills in literacy, numeracy, and information handling, to identify and remedy any deficiencies
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	To make a professional doctors know how to treat patients with dignity and humanity .
Learning Outcomes 5	Learning Outcomes Statement 5

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full−time, and part−time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

Course structure -10					
Week	**hours**	**Learning outcome**	**Unit or subject name**	**Learning method**	**Assessment method**
.1	3.5	describe the types of information that may be collected from a patient • define the concept of 'clinical presentation' and 'diagnosis ' • describe how to use a 'concept map' to link relevant material to a diagnosis • describe the process of 'encapsulation' of basic science in its application to clinical medicine • describe the format of questions used in assessments at Leicester Medical School	**Module introduction** **Shortness of breath concept map**	Integrative learning	Team based learning
.2	3.5	identify strengths and weaknesses in literacy and produce an action plan to address weaknesses	**Shortness of breath Concept map and literacy skills**		
.3	3.5	identify and map in a logical way the topics relevant to the understanding, diagnosis and management of cystic fibrosis • identify detailed information both from concurrent modules in semester 1 and from previous study to populate your map	**Cystic fibrosis**		
.4	3.5		**Cystic fibrosis**		
.5	3.5	• identify a map in the logical way the topics relevant to the understanding, diagnosis and management of sickle cell disease • identify detailed information both from concurrent modules in semester 1 and from previous study to populate your map	**Sickle cell disease**		

.6	3.5		**Sickle cell disease**		
.7	3.5	identify and map in the logical way the topics relevant to the understanding, diagnosis and management of falls • identify detailed information both from concurrent modules in semester 1 and from previous study to populate your map	**Fall**		
.8	3.5	• understand where to look for different types of information, in particular current and reliable research evidence in support of evidence based medicine • devise an effective search strategy • identify appropriate and relevant resources • evaluate the reliability of information resources	**Fall and internet search**		
.9	3.5	.identify and map in a logical way the topics relevant to the understanding , diagnosis and management of tuberculosis. .identify detailed information both from concurrent modules in semester 1 and from previous study to populate your map.	**Tuberculosis**		
.10	3.5		**Tuberculosis**		
.11	3.5	. identify and map in the logical way the topics relevant to the understanding, diagnosis and management of a patient who reports feeling “tired all the time” • identify detailed information both from concurrent modules in semester 1 and from previous study to populate your map • be able to construct and analyse questions of the type used in ESA assessments	**Tired all the time**		
12	3.5		**Tired all the time**		

Course Description Form First stage

Course Name:
Computer Science
Course Code:
Com 2
Semester / Year:
Second Semester
Description Preparation Date:
2025
Available Attendance Forms:
Attendance only
Number of Credit Hours (Total) / Number of Units (Total)
• 60 hours per semester (30 hours of theoretical lectures and 30 hours of Lab sessions).
27. Course administrator's name (mention all, if more than one name)
Name: Assist Prof Dr.Waleed Noori Hussein Email: waleed.hussein@uobasrah.edu.iq
28. Course Objectives
Course Objectives • Understand the fundamentals of computer networks and information security identifying different types of networks, their components, and associated secur challenges. • Recognize the concepts of electronic banking and e-commerce and their applicatic in daily life, such as ATMs, online banking, and mobile banking services. • Develop troubleshooting skills to diagnose and resolve common problems computer hardware and software. • Introduce artificial intelligence (AI) in terms of its definition, history, methods, a ethical considerations. • Explain the role of AI in modern smartphones, including virtual assistants, inst translation, and adaptive learning features. • Explore AI applications and tools in medicine, education, marketing, transportatic and finance. • Strengthen the ability to connect theoretical concepts with practical applicatic through hands-on sessions accompanying the lectures.

29. Teaching and Learning Strategies	
Strategy	1. Lectures (Theoretical Sessions): • Present basic concepts in a simplified and structured manner using presentations and the whiteboard. • Relate theories to real-world examples and practical applications. 2. Practical Sessions: • Train students in the laboratory on networks and information security. • Provide hands-on practice in device maintenance and troubleshooting. • Conduct direct experiments on smartphones to demonstrate AI applications. 3. Interactive Learning: • Engage students in classroom discussions and sm group debates to solve real-life problems. • Conduct brainstorming sessions on the ethical challenges of AI usage. 4. Problem-Based Learning (PBL): • Present real-world scenarios related to network issues or software malfunctions for students to analyze and propose solutions.

	5. Presentations & Mini-Projects: • Assign students to present specific topics in e-commerce or AI applications. 6. Self-Learning: • Encourage students to explore modern electronic resources. • Assign additional readings and educational video materials.

7. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1+2	Identify the concept of networks, their types, and components	**Security and Networking (1)**	**Security and Networking (1)**	Quiz + Practical Activity
2	1+2	Understand the fundamentals of network security and threats	**Security and Networking (2)**	Lecture + Lab	Practical Exercise + Short Questions
3	1+2	Recognize the concepts of electronic banking	**E-Commerce**	Lecture + Case Study + Application	Short Report + Class Participation

4	1+2	Develop the ability to identify common computer problems	**Computer Troubleshooting (1)**	Lecture + Lab	Practical Evaluation
5	1+2	Master techniques and tools of troubleshooting	**Computer Troubleshooting (2)**	Lecture + Practical Application	Practical Assignment + Practical Exam
6	1+2	Understand the definition, history, and methods of AI	**Introduction to AI (1)**	Lecture + Discussion	Short Quiz
7	1+2	Recognize the features, benefits, and challenges of AI	**Introduction to AI (2)**	Lecture + Discussion + Group Activity	Written Assignment + Class Participation
8	1+2	Apply AI in smartphones (virtual assistants)	**Role of AI in Smartphones (1)**	Lecture + Hands-on Experience on Smartphones	Practical Evaluation
9	1+2	Explore adaptive learning and instant translation services	**Role of AI in Smartphones (2)**	Lecture + Practical Application	Practical Exam

10	1+2	Recognize AI applications in education and healthcare	**AI Applications (1)**	Lecture + Case Study	v
11	1+2	Understand AI applications in transportation, marketing, and advertising	**AI Applications (2)**	Lecture + Case Study	Written Assignment
12	1+2	Identify AI applications in finance, robotics, and automation	**AI Applications (3)**	Lecture + Practical Activity	Practical Evaluation + Short Quiz
13	1+2	Analyze the impact of AI on society and international relations	**AI and Society**	Lecture + Group Discussion	Class Participation + Report
14	1+2	Discuss ethical challenges, privacy issues, and the impact of AI on the labor market	**Ethical Challenges in AI**	Lecture + Case Study + Discussion	Written Assignment + Class Discussion
15	1+2	Explore future trends in AI and recent research	**The Future of AI**	Lecture + Short Research + Presentation	Mini Project + Oral Evaluation

8. Course Evaluation

Assignments and Class Activities: 5 marks

Practical Assessment (Lab / Hands-on Activities): 10 marks Midterm Exam: 15 marks	
9. Learning and Teaching Resources	
Required textbooks (curric books, if any)	Graham Brown, David Watson, Cambridge IGCSE Information and Communication Technology, 3rd Edition (2020).
Main references (sources)	Alan Evans, Kendall Martin, Mary Anne Poatsy, Technology in Action Complete, 16th Edition (2020).
Recommended books and references (scientific journals, reports…)	• Ahmed Banafa, Introduction to Artificial Intelligence (AI), 1st Edition (2024). • Curtis Frye & Joan Lambert, Microsoft Office 2019 Step by Step, 1st Edition. • **Book in Arabic:** *Introduction to Computer Science: Research in Computing for Schools* (2016). • **Book in Arabic:** *Introduction to Artificial Intelligence*, Dr. Adel Abdelnour (2005).
Electronic Referenc Websites	Cisco Networking Academy Khan Academy – Computer Science & AI – Simplified tutorials in computer science and artificial intelligence

Course Description Form Second stage

Course Name:
musculoskeletal module
Course Code:
MSK
Semester / Year:
S3\ 2nd year
Description Preparation Date:
2025
Available Attendance Forms:
Attendance only
Number of Credit Hours (Total) / Number of Units (Total)
48 hours for the course/ 12 sessions
Course administrator's name (mention all, if more than one name)
Name: Mustafa Emad Omran **Email**: mustafa.emad@uobasrah.edu.iq

Course Objectives	
Course Objectives	• **The students should acquire a working knowledge and clinical understanding of the principles and concepts applicable to the musculoskeletal system in general Through study of the structure and function of the upper limb, the lower limb and the vertebral column** • **Equip the students with the knowledge for successful diagnosis and treatment of musculoskeletal disease**

30. Teaching and Learning Strategies	
Strategy	**This will be achieved in class and through private study by:** • Lectures and clinical presentation • Dissection and prosection study • Surface and living anatomy • Clinical examination skills.

31. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	Knowing the structure and terms of musculoskeletal system	1. Module Introduction. 2. The Skeletal System: Bones & joints	Lectures Small group session Clinical skill foundation	Personal Active contribution Quiz

		How to manage clinically the musculoskeletal diseases	3. Anatomical Medical Terminology 4. Clinical Overview and Examination of the Musculoskeletal System	course session	
2	4	Studying the skeletal muscles Bones of upper limbs Brachial plexus	1.Skeletal muscle: Structure, Morphology & Mechanics 2.Osteology & Radiology of Upper Limb 3.Tutorial: Brachial Plexus & Axilla	Lectures SMS CSFC Session	Personal Active contribution Quiz
3	4	Study of the shoulder and elbow joints	1.Functional & Applied Anatomy of Shoulder joint. 2.Elbow Joint & Joints of the Forearm.	Lectures SMS CSFC Session	Personal Active contribution Quiz
4	4	Study the anatomy of upper limb	Dissection 1: 1.Introduction to Dissection, Pectoral Region, & The Axilla, 2.Front & Back of Arm 3.Bones of shoulder and humerus 4.Front & Back of the forearm and hand 5.Bones: forearm bones, hand and wrist bones	Anatomy laboratory	Personal Active contribution Quiz
5	4	Study the nerves of upper and lower limbs with skills to diagnose their injury Studying limbs development	1.Dermatomes, Myotomes& Segmental Innervation of UL & LL 2.Development of the Limbs 3. Tutorial: Investigating Nerve Injuries in the Upper Limbs	Lectures SMS CSFC Session	Written examination
6	4	Study the diseases and injuries of joints	1.Pathology of Joints.	Lectures SMS	Personal Active contribution

			2.Injuries of Joints: Dislocations, Fractures & Sprains	CSFC Session	Quiz
7	4	Studying the vertebral column Bones of lower limb Changes of MSK with aging	1.Vertebral Column& Common Injuries 2.Osteology & Radiology of Lower Limbs 3.physiological effects of aging	Lectures SMS CSFC Session	Personal Active contribution Quiz
8	4	Study the hip joint Metabolic diseases of MSK system	1.Hip Joint 2.Dysfunction of MSK System: osteoporosis, rickets & osteomalacia	Lectures SMS CSFC Session	Personal Active contribution Quiz
9	4	Study the knee joint Fractures of limbs bones Nerves injury in lower limbs	1.Knee Joint 2.Common Fractures of the UL & LL; Causes , Repair & Delayed Healing 3.Tutorial: Nerve injuries in the lower limb	Lectures SMS CSFC Session	Personal Active contribution Quiz
10	4	Study the ankle joint Arteries and veins of lower limbs Muscles of lower limbs	1.The Ankle joint & joints of the Foot. 2. Major arteries & veins of the lower limbs. 3.Tutorial: Muscles of the lower limb in walking & Gait Abnormalities	Lectures SMS CSFC Session	Personal Active contribution Quiz
11	4	Study of the anatomy of spine and lower limbs	Dissection 2: 1.Back of trunk+ vertebral column+ 2.gluteal region Lower limb	Anatomy laboratory	Personal Active contribution Quiz
12	3		End Module Examination		Written examination

1. Course Evaluation

Daily contribution, quizzes, midcourse written exam, end module examination

2. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Work book of musculoskeletal module
Main references (sources)	1. Clinically oriented anatomy by MOORE

	2.APLEYS AND SALMONE System of orthopaedic and trauma
Recommended books and references (scientific journals, reports…)	The orthopaedic clinical examination Reider
Electronic References, Websites	

6. Expected learning outcomes of the program

Knowledge	
1	Knowing the structure and function of musculoskeletal system
2	Diagnose and treat diseases of musculoskeletal system
Skills	
1	Diagnosis and treatment of musculoskeletal system
Ethics	
1	Graduation of doctors whose carrying a scientific and humanitarian basics as a base for their work
2	Doctors know how to deal with their patient psychologically and ethically
3	Doctor whom save their patients informations completely
4	Doctors working as a team

Professional Development

Mentoring new faculty members
Working hardly to involve a multiple specialty teachers involved with the musculoskeletal
Professional development of faculty members
Faculty meeting before and after each session to discuss the scientific material and how to improve the quality of its presentation to the students

Course Description Form

Second stage

Course Name:
Mechanism of Disease
Course Code:
MoD
Semester / Year:
Semester
Description Preparation Date:
2025
Available Attendance Forms:
Live attendance
Number of Credit Hours (Total) / Number of Units (Total)
4 credits / 60 hours
Course administrator's name (mention all, if more than one name)
Name: Dr Sadiq K. Ali/Dr Ihsan M. Humod Email: ihsanmardan@uobasrah.edu.iq
Course Objectives
Course Objectives • **1- Graduating skilled medical students and preparing them to be professional doctors who knowledgeable about diseases and their causes.** • **2- Complete knowledge of the mechanism of disease occurrence** • **3- Complete knowledge of methods for diagnosing diseases** • **4- Combining modern scientific research with what is given in lectures**
32. Teaching and Learning Strategies
Strategy Since the founding of the college in 2017-2018, the Pathology Branch at Al-Zahraa Colle of Medicine has used an integrative education style of lectures and discussions in sm groups. Education is based on understanding the content without memorizing it alo which makes recalling the content easy for the student. A two-hour lecture is giv separately, followed by a discussion in small groups about the content of those t lectures and identifying all clinical cases related to the topic of the two lectures. This for every week for a period of 15 weeks, including a week for review and evaluation exa - Brainstorming education strategy - Education strategy notes series

33. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	1)The causes of cell injury and death • Hypoxia •Toxins •Heat • Cold • Trauma •Radiation •Micro-organisms • Immune mechanisms 2)Definitions of cell death • Necrosis •Apoptosis 3)Cellular events associated with necrosis 4)Cellular events associated with apoptosis 5)Structural changes of necrosis • Macroscopic •Microscopic • Electron microscopic 6)Structural changes of apoptosis • Microscopic • Electron microscopic 7)Mechanisms of cell injury • Metabolic derangements, eg cyanide • Inadequate production of reactive intermediates, eg glutathione • Production of free radicals • Alterations in calcium homeostasis • Depletion of mitochondrial nucleotides and ATP 8)Histological and biochemical consequences of: • Chronic, excessive alcohol intake • Aspirin and paracetamol overdose	Lecture 1: Introduction to the Unit Lecture 2: Cell death	Integrated education style, represented by lectures and discussions in small groups. Education is based on understanding the content without memorizing it alone, which makes recalling the content easy for the student. A two-hour lecture is given separately, followed by a discussion in small groups about the content of those two lectures and identifying all clinical cases related to the topic of the two lectures. This is for every week for a period of 15 weeks, including a week for review and evaluation exam	Team-Based Learning (TBL) is examined weekly as a way to improve learning outcomes by promoting discussion among students
2	4	1)Major causes and biological purposes of acute inflammation 2)Characteristic macroscopic features of acute inflammation 3)Characteristic microscopic features of acute inflammation: • Oedema •Vasodilatation •Neutrophil margination and migration 4)How the microscopic changes relate to the macroscopic ones 5)How the microscopic changes are brought about, including formation of an exudate and brief reference to some major chemical mediators 6)Why the changes constitute an effective response to injury •Delivery of antibodies, nutrients, oxygen, cells etc. •Dilution of toxins •Maintenance of temperature •Stimulation of immune response •Destruction and removal of dead or foreign material 7)What neutrophils do, and (briefly) how they do it 8)Systemic consequences of acute inflammation 9)Resolution of acute inflammation 10)Some possible complications of acute inflammation: •Damage to normal tissue •Obstruction of tubes, compression of vital structures • Systemic effects, shock 11) How drugs may modify acute inflammation 12) A few clinical examples of acute inflammation: • Lobar pneumonia • Acute appendicitis	Lecture 3: Acute inflammation part I Lecture 4: Acute inflammation part II		

		13) One inherited disorder of the acute inflammatory process			
3	4	1) The cells principally involved in chronic inflammation, and the role of each 2) The central role of the macrophage, and its many functions 3) Situations in which chronic inflammation typically arises 4)Possible complications of chronic inflammation 5)Some major clinical examples of chronic inflammation, how they arise, the complications which ensue and the treatment which is available 6)Granulomatous inflammation and other special types of chronic inflammation: •Tuberculosis and leprosy •Sarcoidosis •Syphilis • Foreign body reaction.	Lecture 5: Chronic inflammation part I Lecture 6: Chronic inflammation part II		
4	4	1) Understand the terms •Resolution •Fibrous repair •Regeneration •Labile, stable and permanent tissues 2)Be able to describe and discuss: •Healing of a clean incised skin wound •Healing of a large skin defect •Control mechanisms in the above processes •Structure and function of type I collagen •Factors influencing the efficacy of healing and repair 3)Be able to describe and discuss special aspects of healing and repair in various tissues including: •Cardiac muscle •Bone •Liver • Peripheral nerve	Lecture 7: Healing and Repair I Lecture 8: Healing and Repair II		
5	4	1)Haemostasis •Definition •Balance of coagulant and anti-coagulant factors • Intrinsic and extrinsic pathways • Role of platelets •Fibrinolytic system 2)Thrombosis •Definition •Predisposing factors •Effects of thrombosis •Outcomes 3)Embolism	Lecture 9: Hemostasis and Thrombosis I Lecture 10: Hemostasis and Thrombosis II		
6	4	•Definition •Thromboembolism particularly DVT and pulmonary embolism •Other types of embolism 4)Anti-coagulant therapy •Heparin •Warfarin •Prophylaxis in general 5)Other disorders of coagulation •Haemophilia •Disseminated intravascular coagulation •Thrombocytopaenia •Thrombophilia	Lecture 11: Hemostasis and Thrombosis III Lecture 12: Hemostasis and Thrombosis IV		
7	4	1)Atheroma, Atherosclerosis, Arteriosclerosis • Definitions •Cellular events leading to the formation of atherosclerotic lesions •Morphological appearance macroscopic microscopic 2)Effects of severe atherosclerosis at specific anatomical sites. 3)The mechanisms of atherogenesis •Role of growth factors and cytokines eg platelet derived growth factor (PDGF) •'The response to injury hypothesis' •Role of the dyslipidaemias •Role of free radical mediated events, and particularly lipid •oxidation hypothesis •Other proposed mechanisms: 'The encrustation	Lecture 13: Atheroma I Lecture 14: Atheroma II		

		hypothesis' 'The monoclonal hypothesis' etc. 4)The epidemiology of coronary heart disease •Description of the possible role of coronary risk factors in atherogenesis •Genetic, geographical and ethnic susceptibility. •Risk factors smoking hypertension impaired glucose tolerance •Risk markers apolipoprotein E genotype angiotensin converting enzyme genetic polymorphisms • Prevention and intervention			
8	4	1) The Cell Cycle • Different phases and their control • Labile, stable and permanent cells 2) Control of Cellular Growth •Inhibition/Stimulation •Growth factors •Vascular and metabolic factors •Balance of cell proliferation and cell death 3) Hypertrophy •Definition •Cell types involved •Physiological and pathological causes 4)Hyperplasia •Definition • Cells/organs concerned • Physiological causes •Effects 5)Atrophy • Definition •Physiological and pathological causes • Effects 6)Hypoplasia •Definition •Relationship to atrophy •Failure of development 7) Metaplasia •Definition •Cells concerned •Causes and effects	Lecture 15: Cellular adaptation I Lecture 16: Cellular adaptation II		
9	4	1)Define neoplasia. 2)Describe the alterations to DNA which cause neoplasia. 3)Describe clonality of neoplasms. 4)Describe the alterations in growth control •Increased cell proliferation •Decreased cell death •Longer cellular lifespan •Altered growth factors/hormones and receptors •Altered cell-cell interactions 5) Describe and compare benign and malignant tumours • Growth characteristics • Cytological features 6) Define dysplasia. 7) Distinguish between in-situ and invasive malignancy. 8)Describe the basic histological types of benign and malignant neoplasms • Adenoma • Papilloma • Carcinoma adeno, squamous, transitional • Benign mesenchymal tumors eg leiomyoma, lipoma • Sarcomas eg leiomyosarcoma • Gliomas • Lymphomas • Germ cell tumors •Tumors of the white cells leukaemia myeloma	Lecture 17: Neoplasia I Lecture 18: Neoplasia II		
10	4	1) Define invasion and metastasis. 2) Describe the mechanisms facilitating invasion and metastasis • Altered cell - cell interactions • Altered cell - stromal interactions • Secretion of proteases • Spread and growth at distant sites	Lecture 19: Neoplasia III Lecture 20: Neoplasia IV		

		3)Describe the routes and common sites of metastasis • Lymphatic • Blood e.g. lung, brain, bone, liver • Coelomic 4) Describe the local effects of benign and malignant neoplasms • Pressure • Invasion • Ulceration • Obstruction 5) Describe the systemic effects of neoplasms • Endocrine • Haematological • Neurological • Dermatological			
11	4	1) Inherited susceptibility to the development of tumors • Xeroderma pigmentosum • Ataxia telangiectasia 2) The inheritance of certain tumors • Familial adenomatous polyposis • Breast cancer •Retinoblastoma 3) The functions of oncogenes and tumor suppressor genes and the changes which occur in neoplasia. 4) The role of certain oncogenes • ras • c-myc • c-erbB-2 (HER-2) 5) The role of certain tumor suppressor genes • retinoblastoma •p53 6) The stages in carcinogenesis • Initiation •Promotion carcinoid tumor 5-hydroxytryptamine 7) Agents who can result in the development of tumors and their mechanisms of action. • Radiation Ultraviolet ionizing • Chemicals Polycyclic hydrocarbons aromatic amines nitrosamines •Viruses Epstein Barr hepatitis B	Lecture 21: Neoplasia V Lecture 22: Neoplasia VI		
12	4	Staging of malignant tumors Rectum, Breast, Prostate, Bladder Hodgkin's Disease Grading of malignant tumors Squamous cell carcinomas, Breast cancer, Colon cancer The biological basis for the use of different cancer treatments, Radiotherapy, Chemotherapy Hormone Therapy, Newer agents eg. Herceptin ® The use of tumour markers in diagnosis and monitoring of disease Carcinoembryonic antigen Human chorionic gonadotrophin □ fetoprotein, The value of screening Cervix, Breast	Lecture 23: Neoplasia VII Lecture 24: Neoplasia VIII		

34. Course Evaluation

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

35. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Mechanism of Disease module workbook Leicester University, College of Medicine.
Main references (sources)	Robbins basic pathology, kumar , abbas fausto and mitchell
Recommended books and references (scientific journals, reports…)	Muir's Textbook of Pathology MacSween and Whaley General and Systemic Pathology Underwood
Electronic References, Websites	

18. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Dr Ihsan Mardan	MBChC	Hepatopathology			√	
Dr Sadiq Khalaf	MBChC	Hepatopathology				√
Dr Wasan Mansour	MBChC	Histopathology				√
Dr Ghada Lateef	MBChC	Dermatology				√
Dr Iman AbdulHady	MBChC	Histopathology				√
Dr Safa Asaad	MBChC	Histopathology				√
Dr Saja Dheaa	MBChC	Histopathology				√
Dr Hnade Aashor	MBChC	Histopathology				√

7. Expected learning outcomes of the program

Knowledge

The aim of the module is to introduce you to basic pathological processes in order to prepare you for the other basic modules in the first phase of the course dedicated to the various body systems. This booklet provides the information you will need to follow the Disease Mechanisms module. it contains:

- Introduction to the unit structure
- A description of the organization of each of the morning sessions
- Descriptions of the self-study that will be required
- Information on appropriate textbooks
- Details of the personnel who will deliver the unit

• Details of the evaluation system • Objectives and other information for each session of the unit We hope that you will learn a lot during the unit and that you will find it interesting and enjoyable.
Skills
B1 - The ability to identify symptoms and pathological effects and link them to the patient's medical history. B2 - The ability to determine the type of samples to be examined to confirm the pathogen or immune defect. B3 - The ability to examine pathological samples with examination devices that diagnose the disease.
Ethics
C1- Graduating scientific doctors and scientists who hold humanity as the basis for their work. C2- Doctors know exactly how to deal psychologically and ethically with their patients. C3-Doctors completely protect their patients' secrets C4- Doctors work as a team and do not refrain from cooperating with each other because they have learned to work collectively

Course Description Form Second stage

Course Name:	
Cardiovascular module	
Course Code:	
CVS	
Semester / Year:	
S3 Second year	
Description Preparation Date:	
2025	
Available Attendance Forms:	
In presence	
Number of Credit Hours (Total) / Number of Units (Total)	
60 hours for course (Lectures: 30 hours, Small groups: 30 hours)	
Course administrator's name (mention all, if more than one name)	
Name: Firas Rasheed Sael Email: firas.alobaidi@uobasrah.edu.iq	
36. Course Objectives	
Course Objectives	1- To understand the normal structure and function of the cardiovascular system, how that is altered by disease, how cardiovascular function is assessed, and how, in principle, cardiovascular disorders are managed. 2- The cardiovascular conditions will continue into Phase 2 of the course in the 'Cardio-Respiratory' Block, and in the 'Acute Care' block and, as cardiovascular disease is common you will also meet patients with cardiovascular problems in all clinical situations. 3- Integrating between the latest developments in the health sciences and what is given in lectures for medical students.
37. Teaching and Learning Strategies	
Strategy	The style that used by Al-Zahraa College of Medicine since the establishment of the integrative education system includes lectures and discussions in small groups. Learning methods: - Large group students - Team based learning - dissecting room - Teaching programs and symposiums - Self-study groups
38. Course Evaluation	
It consists from: - Weekly test individual tests (IRT) and team based test (TRT) as a part of the team based learning	

-The assessment at the end of the semester The exam will be integrative, meaning it includes all modules in the semester for the purpose of linking them together Provides compatibility between module requirements and integration objectives The exam is divided into two days: the first (paper I) consists of essay questions, and the second (Paper II) contains MCQs. The final grade consists of two paper grades There is a module called Personal and Professional Development Program (PPDP) for evaluation the level of student and shows the progress of students in their academic study.

39. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Cardiovascular system module workbook
Main references (sources)	The recommended textbook is: • Ralston, S. H., Penman, I. D., Strachan, M. W. J., & Hobson, R. (Eds.). (2018). *Davidson's principles and practice of medicine* (23rd ed.). Elsevier Health Sciences.
Recommended books and references (scientific journals, reports…)	• Macleod's Clinical Examination 14th Edition by J. Alastair Innes BSc PhD FRCP Ed(Editor), Anna R Dover PhD FRCP(Ed) (Editor)
Electronic References, Websites	Special Google classroom for the module

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full−time, and part−time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

40.Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant prof Firas Rasheed Sael	Medicine	Cardiology			staff	
Lecturer Ahmed Bader	Physiology	Physiology			staff	
Lecturer Mohammed Adil	Medicine	Medicine			staff	
Lecturer Qutaiba Muslim	Medicine	hematology			staff	
Lecturer Mustafa Emd	Medicine	rheumatology			staff	
Lecturer Mazin Hazaa	Medicine	Cardiology			staff	
Assistant prof Hadeel Salman	Physiology	Physiology			staff	

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Knowledge and understanding By the end of the unit student should be able to: Describe the structure and the cardiovascular function
Skills	
Learning Outcomes 2	Students are able to recognise common conditions affecting the cardiovascular system.
Learning Outcomes 3	The students are able to identify clinical symptoms and pathological effects and link them to the medical history of patient.
Ethics	
Learning Outcomes 4	Graduating scientific doctors, they know how to deal psychologically and ethically with patients
Learning Outcomes 5	Doctors work as a team and cooperate between them. They have learned to work collectively

41. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1	4	Lecture 1: • describe the factors influencing the exchange of substances between the blood in capillaries and the surrounding tissues • describe the critical importance of adequate blood flow for the maintenance of capillary exchange • list typical blood flows in ml/min/g tissue and ml/min/organ for major organs of the body, including the brain, kidneys, heart muscle, gut, skeletal muscle and skin • describe the distribution of cardiac output over major organs of the body • describe the major functional components of the circulation • describe the distribution of blood volume over the major parts of the circulation Lecture 2:	Lecture 1: Introduction to the Unit Lecture 2: Introduction to CVS anatomy Histology, blood vessels and heart tissue	- Large group students - Team based learning - dissecting room - Teaching programs and symposiums - Self-study groups	Weekly test individual tests (IRT) and team based test (TRT) End semester assessment

		• describe how blood vessels (arteries, arterioles, capillaries, venules and veins) are named. • describe the structure of different types of blood vessels in relation to their function in supplying blood to and from the tissues of the body.			
2	4	Lecture 3: • Describe the formation and looping of the primitive heart tube • Name the regions of the developing heart • Describe in brief the development of the great vessels Lecture 4 • describe the position of the heart in situ and indicate the surface anatomy of the heart on a subject • describe the structure and function of the pericardium and its relationship with the phrenic nerves • understand the problems associated with pericarditis and the accumulation of fluid in the pericardial sac	Lecture 3: Development of the heart Lecture 4: surface and radiological anatomy	-	

		• describe the major vessels entering and leaving the heart and the course of blood flow through the heart • describe the blood supply to the heart itself and be able to identify the right and left coronary arteries, their origins and major branches • describe the venous drainage of the heart and be able to identify the coronary sinus and great cardiac vein • identify the major arteries and veins in the body			
3	4	Apply the theoretical knowledge of the anatomy of the cardiovascular system in the anatomy laboratory in a practical way by reviewing the available anatomical models	Lecture 5: Anatomy lab		
4		· describe the processes which generate the resting membrane potential of cardiac cells. · draw the changes in membrane potential of (i) ventricular cells (ii) pacemaker cells over the cardiac cycle. · describe the membrane permeability changes and ionic currents underlying the ventricular and pacemaker cell action potential.	Lecture 6: cellular events in the heart I Lecture 7: cellular events in the heart II	-	

		· describe in general terms, the processes of excitation - contraction coupling in ventricular myocardial cells. · describe the factors influencing the changes in intra cellular free calcium concentration of ventricular cells during the action potential. · describe the membrane potential changes in pacemaker cells associated with increases and decreases in heart rate. · describe the cellular mechanisms controlling heart rate in the normal heart and the role of the autonomic nervous system in this process.			
5		• describe the critical anatomical features of the autonomic nervous system, such as the existence of ganglia, and division into pre- and post-ganglionic neurones. • describe the key anatomical features of the sympathetic and parasympathetic branches of the autonomic nervous system, including where pre-ganglionic fibres leave the CNS, the location of ganglia and the relative length of the pre-and post-ganglionic fibres. • list the structures innovated by each of the sympathetic and parasympathetic systems, and in	Lecture8: Autonomic nervous system	-	

		broad terms, the effect of the sympathetic or parasympathetic activity upon these structures. • name the usual chemical transmitters at the synapses between pre- and post-ganglionic neurones in each of the sympathetic and parasympathetic branches, and the type of receptors upon the post-ganglionic cell body. • name the usual chemical transmitter released from post-ganglionic neurones of the parasympathetic system, and state the class of receptor upon which it normally acts. • name the usual chemical transmitters released from post-ganglionic neurones of the sympathetic system and the types of receptor upon which it normally acts. • state in broad terms the distribution of different types of adrenoreceptor around the body. • state the action of the sympathetic nervous system on blood vessels in different organs. • state the action of the sympathetic and parasympathetic system upon heart rate and force of ventricular contraction.			

6		Lecture 9: describe the basic structure of the heart, naming the chambers, valves, and main vessels • describe in general terms the properties of cardiac muscle which allow the heart to operate as a pump • define the terms Systole and Diastole • describe how the organisation of the muscle in ventricular walls facilitates the pumping of blood • describe the main differences between the right and left heart • describe the sequence of pressure and volume changes in the left atrium and ventricle over a complete cardiac cycle in the normal individual • describe when in the cardiac cycle each valve in the heart opens and closes, and the pattern of flow through each valve • explain the origin of the 1st and 2nd heart sounds • given a diagram showing the pressure profile in the left atrium, left ventricle and aorta for a single cardiac cycle in a healthy adult, perform the following tasks: • label the pressure axes • label the time base (assuming a heart rate of 60 bpm) • indicate the points at which the mitral and aortic valves open and close • indicate the position of the 1st and 2nd heart sounds	Lecture 9: The heart as a pump Lecture 10: pressure / flow in the cardiac system	-	

		• draw the profile of pressure changes in the internal jugular vein, labelling the 3 component areas Lecture 10: define the terms 'Systolic' and 'Diastolic' arterial pressure and 'Pulse Pressure' • define the term 'Total Peripheral Resistance' • describe how the elastic nature of arteries acts to reduce arterial pressure fluctuation between systole and diastole • draw the typical arterial pressure wave form • describe the pulse wave • describe the role of arterioles as resistance vessels • define the terms vasoconstriction and vasodilatation • describe what is meant by 'vasomotor tone' and list the main factors which affect it			

		• describe how 'vasodilator metabolites' modify vasomotor activity to permit local control of blood flow • describe reactive hyperaemia • describe autoregulation • define the terms 'central venous pressure' and 'venous return'			
7		Lecture 11: state the major differences between the properties of the systemic and pulmonary circulations. • state the normal pressures in the pulmonary artery, pulmonary capillaries and pulmonary veins. • explain the concept of ventilation perfusion matching in the pulmonary circulation. • describe the forces which are involved in the formation of tissue fluid in the lungs and in the systemic circulation • describe the relationship between the mechanical work and oxygen demand of the myocardium.	Lecture 11: Special circulations Lecture 12: Action of drugs on the heart	-	

		• describe the particular features of the coronary circulation. • describe the consequences of partial or total occlusion of coronary arteries. • describe the factors which influence blood flow through the brain. • describe in broad outline the factors which influence blood flow through skin and skeletal muscle Lecture 12 Describe the types of drugs used to treat patients with common cardiovascular disorders. • Understand how some arrhythmias can arise. • Describe the classes of anti-arrhythmic drugs and the principles of their therapeutic use. • Describe the therapeutic uses of β-adrenoreceptor antagonists. • Define the term 'inotropic' drug and the circumstances under which these drugs can be used.			

		• Describe how drugs can be used in the treatment of heart failure. • Understand the risk of thrombus formation with certain cardiovascular conditions and how to treat this.			
8		Lecture 13: • describe in general terms the pattern of spread of excitation over the normal heart from the SA node to the AV node to the ventricles • describe and draw a diagram of the electrical conducting system of the heart and describe how excitation normally spreads through the ventricular myocardium • describe the signal recorded by an extra cellular electrode placed near a myocardial cell during systole • be able to state rules governing the sign of the signal recorded by a positive recording electrode when depolarisation and repolarisation spreads towards and away from that electrode • describe the form of signal recorded by a single electrode 'viewing' the heart from the apex. Label the waves PQRST and identify the signals	Lecture 13: ECG Lecture 14: Analysis and interpretation of ECG	-	

		associated with atrial depolarisation, ventricular depolarisation, and ventricular repolarisation • describe how the QRS complex will change if the viewing electrode is moved around a circle with the heart at its centre • be able to place electrodes correctly to record from ECG leads I, II, III, aVR, aVL, aVF and the chest leads V1-6 • state the equivalent single electrode view of leads I, II, III, aVR, aVL and aVF • calculate the heart rate from a rhythm strip for a regular and irregular heart rhythm. · Lecture 14: identify the following abnormalities in ECG traces · ventricular ectopic beats · atrial fibrillation · ventricular fibrillation · types of heart block · describe in outline the ECG changes associated with · the acute phase of myocardial infarction · myocardial ischaemia during exercise			

9		• identify the common causes of chest pain • describe the risk factors for coronary atheroma • describe the pathophysiology of o angina, unstable angina and myocardial infarction and relate it to the clinical features & treatment of these conditions • describe the signs and symptoms of angina • describe the investigation of the patient with angina, including the principles of the exercise test • distinguish the characteristics of unstable angina from stable angina • describe the signs and symptoms of myocardial infarction • understand the concept of 'Acute Coronary Syndrome' and explain the difference between unstable angina, NSTEMI and STEMI • describe the investigations for myocardial infarction	Lecture 15 & 16: Ischemic Heart diseases	-	

		• describe the use of the ECG in o the diagnosis of MI o distinguishing STEMI from a NSTEMI o in identifying region of the heart affected from the particular groups of leads which show changes • describe the use of cardiac biomarkers (troponin and cardiac enzymes) in o the diagnosis of MI o distinguishing between NSTEMI & unstable angina in a patients with Acute Coronary Syndrome • describe the principles of the management of o of angina, including the use of some drugs in the treatment of angina o of acute myocardial infarction o management of unstable angina • understand the use surgical treatments in coronary artery disease			

		• describe the signs and symptoms of acute pericarditis			
10		define heart failure • explain the pathophysiology of heart failure • be able to draw and explain the normal relationship between central venous pressure (or end diastolic pressure) and cardiac output and how that relationship alters with increasing severity of heart failure • describe the clinical characteristics of the principal types of heart failure, and the circumstances which lead to its development • describe the involvement of the renin-angiotensin-aldosterone system and the sympathetic nervous system in heart failure • explain the formation of normal tissue fluid and why oedema can develop in heart failure • identify targets for drug action to manipulate cardiac output	Lecture 17 and 18: Heart failure	-	

		• describe the principles involved in the general management of heart failure, and the categories of drugs used in its therapy.			
11		Lecture 19: • describe the essential characteristics of shock • describe the characteristics of hypovolaemic shock • describe the characteristics of cardiogenic shock • describe the characteristics of mechanical shock • describe the characteristics of anaphylactic shock • describe the characteristics of septic ('toxic') shock • describe the general feature of management of the various types of shock. Lecture 20: describe the frequency and types of congenital malformation of the heart and great vessels • appreciate the types and frequency of ventricular septae defects	Lecture 19: shock Lecture 20: Congenital heart disease	-	

		• appreciate the types and frequency of atrial septae defects • understand the effects of a left to right shunt • understand the causes of congenital cyanotic heart defect • describe the functional importance of transposition of the great vessels • describe the functional importance of stenosis and atresia of the aorta and pulmonary valve • understand the significance of a patent ductus arteriosus • describe the effects of coarctation of the aorta			
12			Lecture 21: Review of the system	-	

Course Description Form Second stage

Course Name:	
MODULE OF MEMBRANES AND RECEPTORS	
Course Code:	
MaR	
Semester / Year:	
year 2 semester 3	
Description Preparation Date:	
2025	
Available Attendance Forms:	
Attendance	
Number of Credit Hours (Total) / Number of Units (Total)	
60 hours (30 hours theoretical lectures and 30 hours small group session). Number of units are 4 each, 15 hours equal one unit.	
Course administrator's name (mention all, if more than one name)	
Name: Nehaya Menahi Tari **Email: Nehaya.tari@uobasrah.edu.iq**	
42. Course Objectives	
Course Objectives	**The aims of this module are that students should** **• understand membrane structure and function and be able to relate this to cell behaviour;** **• understand how the movement of ions and molecules across membranes may contribute to pH and cell volume regulation and electrical excitability and nerve impulse conduction,** **• appreciate how chemical messengers, such as hormones and neurotransmitters, influence the activity of cells and organs by interacting with receptors;** **• understand in principle how drugs might modify the action of such chemical messengers.**
43. Teaching and Learning Strategies	
Strategy	**Since the founding of the college in 2017-2018, the Microbiology Branch at Al-Zahraa College of Medicine has used the integrative education style of lectures and discussions in small groups. Education is based on understanding the content without**

	memorizing it alone, which makes recalling the content easy for the student. A two-hour lecture is given separately, followed by a discussion in small groups about the content of those two lectures and identifying all clinical cases related to the topic of the two lectures. This is for every week for a period of 15 weeks, including a week for review and evaluation exam. **- Brainstorming education strategy** **- Education strategy notes series** - **Large group students** - **Team based learning** - **Teaching programs and symposiums** - **Self-study groups**

44. Course Evaluation

The evaluation of students shall be consistent with the evaluation requirements that were agreed upon in the College Council and with the approval of the Council of Deans of Medical Colleges that follow the integrative approach, by approving 20% annual effort collected from the mid-semester examination. The final exam represents 80% of the grade.
In both exams, there are two exam papers. The first consists of questions that are answered with Short Answer Questions, which are combined with the rest of the modules to form complementary questions. The Diseases and Immunity module's share is 30 marks out of 120 marks. As for the second paper, the questions are answered with the correct choice, and the module score is also 30 out of 120 degrees. In both papers, the questions are distributed in a way that includes all the academic topics given to the students.
The college also has an important evaluation program that shows the teaching staff the progress achieved in the level of students, called the Personal and Professional Development Program.
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc

45. Learning and Teaching Resources

Required textbo (curricular books, if any)	**Membrane & receptor module workbook, Leices University, College of Medicine.**
Main references (sources	**•Page, C.P., Hofmann, B., Curtis, M., & Walker, M.. Integrated Pharmacology, With Student Consult Online Access, 3rd Edition, Mosby, 2006, ISBN 0323040802** **•Rang, H.P., Dale, M.M., Ritter, J.M., and Flower, R. Rang & Dale's Pharmacology: With Student Consult Online Access, 6th Edition, Churchill Livingstone, 2007, ISBN 0443069115** **•Koeppen, B.M. & Stanton, B.A. Berne & Levy: Principles of Physiology, 6th Edition, Wolfe Publications, 2006, ISBN 9780323073622**

	•Widmaier, E.P., Raff, H. & Strang, H. Vander‟s Human Physiology: the mechanisms of body function, 11th Edition, McGraw-Hill, 2005, ISBN 9780077350017 **• Norman, R.I. & Lodwick, D. Flesh and Bones of Medical Cell Biology, Elsevier, April 2007, ISBN-13: 978-0-7234-3367-5. ISBN-10: 0-7234-3367-4** **• Norman, R.I. & Lodwick, D. Medical Cell Biology Made Memorable, Churchill Livingstone, 1999, ISBN 0443058156** **• Barritt, G.J., Communication within Animal cells, Oxford Science, 1992, ISBN 0198547269** **• Bray, J.J., Cragg, P.A., Macknight, A.D.C., Mills, R.G. & Taylor, D.W. (Eds), Lecture Notes onHuman Physiology, 4th Edition, Blackwell Scientific Publications, 1999, ISBN 0865427755** **• Ganong, W.F., Review of Medical Physiology, 23rd Edition, McGraw-Hill, 2009, ISBN9780071605670** **• Golan, D.E., Tashjian, Jr., A.H., Armstrong, E.J. & Armstrong, A.W. Principles of Pharmacology:** **• The pathophysiologic basis of drug therapy, 2nd edition, Lippincott. Williams and Wilkins, 2007, ISBN 0781783550** **• Guyton, A.C., Human Physiology and Mechanisms of Disease, 6th Edition, W.B. Saunders, 1997, ISBN 0721632998** **• Schmidt, R.F. & Thews, G., Human Physiology, 2nd Edition, Springer-Verlag, 1989, ISBN 3540194320** **• Waller, D. & Renwick, A., Principles of Medical Pharmacology, Balliere Tindall, 1994, ISBN 0702016136** **• Waller, D.G. Medical Pharmacology and Therapeutics, 2nd Edition. Elsevier Sanders, 2005, ISBN 0702027545**
Recommended books and references (scientific journals, reports…)	
Electronic Referenc Websites	Google classroom

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

19. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assist prof Nehaya menahi tari	physiology	physiology			Staff	
Lecturer Ahmed Bader	physiology	physiology			Staff	
Lecturer Zainab Almnaseer	biochemistry	biochemistry			Staff	
Assist prof Maida Abdulaa Adnan	biochemistry	biochemistry			Staff	
Lecturer Amani Neama	biochemistry	biochemistry			Staff	
Lecturer Zainab Muzahim	biochemistry	biochemistry			Staff	
Assist Lecturer Ibrahim Ayad	biochemistry	biochemistry			Staff	

Alhassan mujtaba	pharmacology	pharmacology				lecturer
Sarah Mohammed	pharmacology	pharmacology				Lecturer
Fatima Yousif	pharmacology	pharmacology				Lecturer
Haneen Jasim.	physiology	physiology				Lecturer
Ansam Munadhil	physiology	physiology				Lecturer
Hamid Jaddoa	biochemistry	biochemistry				lecturer

46. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	lecture 1 1- List the main kinds of lipids and general properties of fatty acids. Describe the properties of amphipathic molecules and explain the process of formation of lipid bilayers. 2-Distinguish peripheral from integral membrane proteins and explain the forces associating them with the membrane. lecture 2 1. The distribution and role of proteins in membrane structure. 2. The importance of an asymmetric distribution of membrane proteins . 3. Mechanisms for the correct insertion of membrane proteins into the lipid bilayer. 4. The structure of the erythrocyte cytoskeleton.	Lecture 1 : LIPIDS, PROTEINS AND MEMBRANE STRUCTURE Lecture 2 MEMBRANE PROTEINS, MEMBRANE ASYMMETRY AND THE CYTOSKELETON	Large group students Team based learning Teaching programs and symposiums Self-study groups	It consists from: - Daily test individual tests (IRT) and team based test (TRT) as a part of a part of the team based learning -the assessment at the end of the semester The exam will be integrative, meaning it includes all modules in the semester for the purpose of linking them together Provides compatibility between module requirements and

2	**4**	**Lecture 1: To consider the role of membranes as permeability barriers to small hydrophilic molecules and to explore the protein-mediated mechanisms that allow the uptake or extrusion of specific water soluble molecules and ions.** **2. Discuss the properties of solutes which affect their movement through membranes 3. Distinguish passive diffusion, facilitated and active transport. Describe the general features of channel proteins** **lecture 2** **1. Outline the major physiological roles of Sodium-potassium ATPase (Na+/K+-ATPase Na+/K+ pump) , Plasma membrane Ca2+-ATPase (PMCA) , Sarcoplasmic /endoplasmic reticulum ATPase (SERCA), Sodium calcium exchange (NCX) and Sodium hydrogen exchange (NHE) Anion exchange (AE)** **2. How do ion transporters work together in cell physiology?** **3. To consider how ion transport contribute to:** **Renal Na+ handling, Renal**	**Lecture 1: ROLE OF MEMBRANES AS PERMEABILITY BARRIERS** **Lecture 2: ATP-DEPENDENT ION PUMPS AND ION EXCHANGERS**		**integration objectives** **The exam is divided into two days: the first (paper I) consists of essay questions, and the second (Paper II) contains MCQs.** **The final grade consists of two paper grades**

		bicarbonate reabsorption, Cell volume regulation, Cellular pH regulation and Cellular Ca2+ handling			
3	**4**	**Lecture1: Membrane Potential, how the resting potential of a cell can be measured, and the range of values found. 2: Understand the concept of Selective Permeability, and explain how the selective permeability of cell membranes arises. 3: Describe how the resting potential is established in relation to the distribution of ion sacross cell membranes. 4: Understand the term Equilibrium Potential for an ion and calculate its value from the ionic concentrations on either side of the membrane.**	**Lecture 1 : RESTING MEMBRANE POTENTIAL Lecture 2: MEMBRANE POTENTIAL CHANGES**		
4	**4**	**lecture 1 LO1: The properties of the action potential and its ionic basis LO2: The associated changes in membrane ionic permeability LO3: The basis of the all-or-nothing law and refractoriness in terms of these changes in permeability**	**LECTURE 1: THE ACTION POTENTIAL AND ITS PROPERTIES LECTURE 2 : CONDUCTION OF THE NERVE IMPULSE**		

		LO4: Some molecular properties of ion channels **LO5: To understand the action of local anesthetics.** **Lecture 2** **LO1: Describe the results of extracellular recording and how this can be used to measure conduction velocity** **LO2: Explain how axons are raised to threshold.** **LO3: Explain the local circuit theory of propagation.** **LO4: Explain how conduction velocity is linked to fiber diameter .** **LO5: Explain the implications of myelination for conduction.** **LO6: Describe certain consequences of demyelination**			
5	**4**	**lecture 1** **LO1 Apply the effect of AP on the Ca+2 channels in a nerve** **LO2 Describe some diversity aspects of Ca+2 channels** **LO3 Outline events underlying fast synaptic transmission** **LO4 Distinguish some properties of ligand gated channels**	**lecture 1 : Cellular response to action potential** **lecture 2: Control of intracellular calcium ion concentration**		

		LO5 Outline the types of blockers of the nicotinic receptors **lecture 2** **LO1 Understanding the "tool-box":** **Cellular Ca+2 handling** **under resting condition** **alteration to regulate aspects of cellular activity** **restoration to basal levels** **LO2 Cellular mechanisms that regulate [Ca+2]I** **LO3 Examples of how changes in [Ca+2]I can be used as an intracellular signaling mechanism to regulate cellular physiology**			
6	**4**	**lecture 1** **LO1 How RME process can contribute to the uptake of metabolites.** **LO2 The passage of large molecules across cells.** **LO3 The control of receptor number at the cell surface and the entry of membrane-enveloped viruses.** **Lecture 2** **LO1: The principles of communication between cells via chemical messengers in the endocrine and nervous systems.**	**lecture 1** **Principles of receptor mediated endocytosis** **Lecture 2** **RECEPTORS IN CELL SIGNALLING & RECEPTOR STRUCTURE**		

		•LO2: The role of receptors in transducing the information carried by an extracellular hydrophilic signaling molecule across a hydrophobic cellular membrane bilayer •LO3: The concept of receptor super-families, based on common structural motifs, and the structure of the four major classes of receptors involved in cellular signaling via hormones, local mediators and neurotransmitters			
7	**4**	**To understand how the activation or inhibition of effector molecules (e.g. an enzyme or an ion channel) leads to specific cellular responses. To highlight the importance of second messengers (e.g. cAMP, IP3) in these signaling pathways To provide some clinically relevant examples illustrating how such signal transduction pathways bring about physiological changes in key cell function**	**RECEPTOR-EFFECTOR SIGNALLING VIA G PROTEINS**		
8	**4**	**Students assignment presentation**			

9	**4**	• **Describe the difference between drug affinity, efficacy and potency** • **Describe what is meant by the terms agonist, partial agonist and antagonist** • **Distinguish competitive and non-competitive antagonism** • **Understand the adaptive changes which can occur in receptor populations when exposed to agonists and antagonists** • **Appreciate whole body considerations of drugs reaching their sites of therapeutic action, including principles of drug bioavailability and inactivation**	**PHARMACOKINETICS**		
10	**4**	**To provide you with an understanding of drug-receptor interactions to eventually help you consider therapeutic decisions in clinical practice.** **•To understand the quantitative relationship between drug concentration and response are presented and the concepts underlying agonist and antagonist drug action described**	**DRUGS AND RECEPTORS**		

		• to know what is meant by the terms: affinity, efficacy, potency, agonist, antagonist and partial agonist.			
11	4	1.Know the effect of autonomic nervous system stimulation on various system. 2.To know some details about clinical diseases. 3.Knowing the pathophysiological changes of these diseases. 4.To know some guideline about the management of these diseases. 5.knowing some clinical application of autonomic drugs.	Clinical application of receptor regulation		

Course Description Form Second stage

Course Name:	
Clinical problem solving II	
Course Code:	
CPS II	
Semester / Year:	
Semester/ second stage	
Description Preparation Date:	
2025	
Available Attendance Forms:	
Attendance	
Number of Credit Hours (Total) / Number of Units (Total)	
30hrs. (15 hrs. as lectures , 15hrs.as small group)	
Course administrator's name (mention all, if more than one name)	
Name: Halah Muzahim Email: halah.mohammed@uobasra.edu.iq	
Course Objectives	
The aim of this module, as an extension to the Clinical Problem Solving module in semester one, is to help student to continue to develop the skills that will allow them to think like a doctor -Develop skills in retaining a large amount of information that lasts, and to focus that information upon the solution of patients' problems.	
47. Teaching and Learning Strategies	
Strategy	Integrative teaching in form of lectures , small groups and tea based learning
48. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc	
49. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	no certain textbooks . students are free to use different resources like textbooks ,websites in addition to #other modules resources
Main references (sources)	

Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

20. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements /Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Dr.halah Muzahim	M.B.CH .B	Family physician				--
Prof. Ass. dr.Jawad Ramadhan	M.B.CH .B	General surgeon				
Prof.Ass.dr. maimi kadhum	M.B.CH .B	Pediatrician				
Dr.sadiq kalaf	M.B.CH .B	Lab .hematologist				
Dr.omar noaman	M.B.CH .B	Family physician				
Dr.fatima khalid	M.B.CH .B	Family physician				
Dr.rasha kahtan	M.B.CH .B	Family physician				

9. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Doctors who know what can disease etiologies And able to build a concept map for every medical condition faced them
Skills	
Learning Outcomes 2	1-Explain how clinical problem solving is learned during medical education 2-Construct 'concept maps' related to clinical presentations or conditions, which enable them to link information and ideas into multiple contexts

	3-Identify the important questions which may be asked about any clinical presentation or condition 4-Establish an intellectual process that enables students to identify and catalogue as the medical course progresses information relevant to individual clinical presentations or conditions 5-Build mental structures which allow to collect information systematically from patients by taking a history from them, conducting a focussed examination and initiating appropriate investigations 6-Audit effectively skills in literacy, numeracy, and information handling, to identify and remedy any deficiencies
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	To make a professional doctors know how to treat patients with dignity and humanity .
Learning Outcomes 5	Learning Outcomes Statement 5

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full−time, and part−time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

Corse structure-11					
Week	Hours	Learning outcomes	Unit or subject out come	Learning method	Assessment method
.12	3.5	• identify and map in the logical way the topics relevant to the understanding, diagnosis and management of a patient who reports feeling "tired all the time" • identify detailed information both from concurrent modules in semester 3 and from previous study to populate a concept map • be able to construct and analyse questions of the type used in ESA assessments. • Audit numeracy skills related to medicine and devise an action plan to address deficiencies	**Tired all the time**	Integrative learning	Team based learning
.13	5		**Tired all the time**		
.14	4	• identify and map in the logical way the topics relevant to the understanding, diagnosis and management of a patient who reports feeling "tired all the time" • identify detailed information both from concurrent modules in semester 3 and from previous study to populate a concept map	**Tired all the time Anaemia , iron metabolism**		

		• be able to construct and analyse questions of the type used in ESA assessments.			
.15	4		**Anaemia , iron metabolism**		
.16	3.5	• identify and map in the logical way the topics relevant to the understanding, diagnosis and management of falls • build on initial consideration of falls as a multi-factorial condition • identify detailed information both from concurrent modules in semester 3 and from previous study to populate concept map	**Fall**		
.17	4		**Fall**		
.18	3.5	-Identify and map in a logical way the topics relevant to the understanding diagnosis and management of a patient who reported 'recurrent episodes of fainting -Identify detailed information both from concurrent modules in semester 2 and from previous study to populate concept map (very short review) Open Duscussion	**Fainting**		
.19	4		**Fainting**		
.20	3.5	Demonstrate a refinement of	**How to write a**		

		student ability to analyse and construct questions of the type used in ESA assessments to assess current level of knowledge and understanding of the Phase 1 curriculum to date in preparation for the forthcoming End of Semester Assessment	**good question**		
.21	4				
.22	1	1- Understand where to look for different types of information, in particular current and reliable research evidence in support of evidence based medicine. 2- Devise an effective search strategy. 3- Identify appropriate and relevant resource. 4- Evaluate the reliability of information resources.	**Information seeking skills**		

Course Description Form

Second stage

1. Course Name:
Baath crimes
2. Course Code: nothing
BaCr
3. Semester / Year:
Second stage / first semester
4. Description Preparation Date
2025
5. Available Attendance Forms:
Attendance
6. Number of Credit Hours (Total) / Number of Units (Total)
30 hours per semester (30 hours of theoretical lecture) Number of units: 2 units (every 15 theoretical hours represents one unit)
7. Course administrator's name (mention all, if more than one name)
Name: assist. Lecturer Amal Email: amal.jader@uobasrah.edu.iq Name: assist. Lecturer Najwan Hassan Saba Email: najwan.hasan@uobasrah.edu.iq
8. Course Objectives

Course Objectives	**This course aims to: provide the student with the necessary knowledge of the Baath crime, as deemed by the Ministry of Higher Education in Iraq. Creating curricula to study this dark era in Iraq's history so that it remains a witness. On the afternoon. The Ministry began teaching the subject of Baath crimes in all its colleges. In order to chronicle that stage and be firmly established in the minds of our dear students. They know well the circumstances of that difficult period in Iraq's history**
9. Teaching and Learning Strategies	
Strategy	**Theoretical subject for two hours per week, its vocabulary distributed over thirty weeks, including monthly exams. Preparing reports and exams at the end of the year**

10. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1	2hr.	Knowledge of the crimes of the Baath regime according to the Criminal Court Law of 2005	Crimes of the Baath regime according to the Criminal Court Law of 2005	Learning method Attendance and detailed explanation to the student	Semester exams and reports
2	2hr.	Knowledge of the types and types of crimes	Crime sections and types		
3	2hr.	Knowledge of psychological and social crimes and their effects	Psychological and social crimes and their effects		
4	2hr.	Knowing the Baathist regime's position on religion	the Baathist regime's position religion		
5	2hr.	Knowledge of some decisions regarding political and military violations	some decisions regardi political and military violations		
6	2hr.	exam			
7	2hr.	Knowing the places of prisons and detention of the Baath regime	the places of prisons an detention of the Baath regime		
8	2hr.	Knowledge of the environmental crimes of the Baath regime in Iraq	the environmental crin of the Baath regime in I		
9	2hr.	Knowledge of mass grave crimes	mass grave crimes		
10	2hr.	Knowledge of the chronological classification of genocide graves	the chronological classification of genoci graves		
11	2hr.	Knowing the locations of cemeteries throughout Iraq	locations of cemeteries throughout Iraq		
12	2hr.	Test on some topics	Test on some topics		
13	2hr.	review	review		
14	2hr.	Discussion of reports			

15	2hr.	exam			

11. Course Evaluation

The evaluation of students shall be consistent with the evaluation requirements that were agreed upon in the College Council and with the approval of the Council of Deans of the Colleges of Medicine that follow the integrative approach, by adopting 30% annual tuition collected from the mid-semester exam for the theoretical subject. The final exam represents 70% of the grade

12. Learning and Teaching Resources

Required textbooks (curricular books any)	A reference issued by the Ministry of Higher Education and Scientific Research public and private universities (Crimes of Baath Regime in Iraq)
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	Google classroom

10. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	1- Providing the student with the necessary knowledge of Baath crimes 2-Knowledge of constitutional human rights 3- Providing the student with the necessary knowledge of the principles of democracy 4- Knowledge of human rights in international, regional and national covenants and conventions
Ethics	
Learning Outcomes 1	Graduating scientific doctors and scientists who hold humanity as the basis of their work.
Learning Outcomes 2	Doctors know exactly how to deal psychologically and ethically with their patients.
Learning Outcomes 3	Doctors completely protect their patients' secrets
Learning Outcomes 4	Doctors work as a team and do not mind cooperating with each other because they have learned to work collectively

Course Description Form Second stage

Course Name:
Gastrointestinal tract (GIT) module
Course Code:
GIT
Semester / Year:
Second year/ semester 4
Description Preparation Date:
2025
Available Attendance Forms:
In person
Number of Credit Hours (Total) / Number of Units (Total)
4 (60 hours)
Course administrator's name (mention all, if more than one name)
Name: Assist. Prof. Dr. Sadik Hassan Kadhem Email: sadik.kadhem@uobasrah.edu.iq
50.Course Objectives
• 1 Graduating skilled medical students and preparing them to be professional doctors who are knowledgeable about diseases and their causes. • 2- Providing the student with the knowledge and skills necessary to diagnose and treat disorders of the gastrointestinal system. • 3 - Scientific and professional dealing with emergency medical cases of gastrointestinal disorders and learning methods and cognitive and practical skills to avoid or reduce the repercussions of these cases. • 4- Enabling the student to enter the foundation year training program and subsequent postgraduate training programs and providing him with the necessary skills for the management and basic treatments of gastrointestinal conditions. • 5- Combining modern scientific research with what is given in lectures
51.Teaching and Learning Strategies
Since the founding of the college, the Department of Surgery at Al-Zahraa College Medicine has used an integrative education style represented by lectures a discussions in small groups. Education is based on understanding the content witho memorizing it alone, which makes recalling the content easy for the student. A tv

hour lecture is given separately, followed by a discussion in small groups about t content of those two lectures and identifying all clinical cases related to the topic of t two lectures. This is for every week and for 12 weeks

- Brainstorming education strategy
- Education strategy notes series

52.Course Evaluation

The evaluation of students shall be consistent with the evaluation requirements that were agreed upon in the College Council and with the approval of the Council of Deans of Medical Colleges that follow the integrative approach, by approving 20% annual tuition collected from:

• Daily student activities, and the student's contribution to the class by presenting ideas, asking and answering questions.

• Daily tests (coz)

• End-of-module exam: written assessment through two papers: the first paper is best-answer-choice questions (BAQ), and the second paper is short-answer questions (SAQ).

The final exam represents 80% of the grade. There will be two papers for the exam, the first of which will be short answer questions, which will be combined with the rest of the modules to form complementary questions. The share of the gastrointestinal system module will be 30 marks out of 120 marks. As for the second paper, the questions are answered with the correct choice, and the module score is also 30 out of 120 degrees. In both papers, the questions are distributed in a way that includes all the academic topics given to the students.

The college also has an important evaluation program that shows the teaching staff the development taking place in the students' level. It is called the Personal and Professional Development Program. The teachers of the digestive system module have been divided into the list of student mentors (Mentors) in order to follow up on the development of the students' personal and educational level and help them in overcoming the challenges that arise. You encounter them while learning and acquiring skills

53. **Course Structure**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	• To appreciate the functions of the GI system and how its structure reflects th functions • To form a 'big picture' mental image the structure of the GI system • To appreciate the ways in which eac part of the GI system may be affected disease	Overview of gastrointestinal func	Integrated education style, represented by lectures and discussions in small groups. Education is based on understanding the content without memorizing it alone, which makes recalling the content easy for the student. A two-hour lecture is given separately, followed by a discussion in small groups about the content of those two lectures and identifying all clinical cases related to the topic of the two lectures. This is for every week for a period of 15 weeks, including a week for review and evaluation exam	A weekly examination of the Team-Based Learning (TBL) method is conducted as a way to improve learning outcomes by promoting discussion among students
2	4	• to consider the role and properties of saliva and the control of its secretion • to acquire understanding of the neurological control of swallowing and the movement of food down the oesophagus • to consider some clinical disorders of the upper alimentary canal • to study the early development of the abdominal wall and the peritoneal cavity	Salivation and swallowing/development of the GI tract		
3	5	• To explore abdominal wall musculature • To explore the surgical anatomy of the abdominal wall in relation to developmental defects • To explore the concept of referred pain • To appreciate the structures of the abdominal wall, and that hernias may develop	Abdominal wall and Hernias		
4	4	• To study the histology of the stomach • To consider the role of the stomach as a food store • To discuss the secretions of the stomach and their role in digestion • To discuss the control of gastric emptying • To study the effects of peptic and gastric ulcer disease	Stomach – 1		

		• To introduce common congenital defects of the GI tract			
5	4	• To appreciate the conditions which affect the stomach • To describe the presentation of gastric disease • The outline the diagnosis and management of gastric disease	Stomach - 2		
6	4	• Understand the structure and functions of the Liver, Biliary Tree and Pancreas and how they may be affected by disease	The Liver, Biliary Tree& Pancreas -1		
7	4	• to apply your knowledge of the anatomy of the liver, the gall bladder, the bile duct and the pancreas • to understand the role of the liver in the handling and excretion of toxins • to appreciate the causes and consequences of liver disease • to appreciate the effects of disorders of the biliary tree, including gall stones • to appreciate the causes and consequences of pancreatic disease	Liver, Gallbladder and Pancreas - 2		
8	5	• to understand the structure and function of the small and large intestine • to study the gross & microscopic anatomy of the small and large intestine • to understand the pathological basis and clinical presentation of inflammatory bowel disease	The intestines		
9	4	• To discuss the role bacteria play in supporting the functions of the gastro-intestinal tract • to introduce a variety of intestinal infections and discuss their causes • to discuss the immunological properties of the gastro-intestinal tract • To become familiar with the imaging techniques used to study the GI tract	Microbiology of the Gastro-intestinal tract/ Imaging of the GI Tract		

10	4	• to outline the macroscopic, endoscopic and basic radiological features of the common gastrointestinal tumours • to give an impression of the relative incidence of gastrointestinal tumours and their age and sex distribution • to demonstrate some of the ways in which a gastrointestinal tumour may draw attention to itself and thus how the patient may present	GI Malignancies		
11	4	• To introduce the signs and symptoms of abdominal disorders • To introduce a sensible method for the examination of the abdominal system	Symptoms of GI disorders Examination of the abdomen		
12	4	Revision of all sessions	Revision		

54. Learning and Teaching Resources

Required textbooks (curricular books, if any)	GIT module workbook, Leicester University, College of Medicine.
Main references (sources)	1. Porth, CM. Essentials of Pathophysiology. 3rd Edition, Lippincott Williams & Wilkins [2011] 2. Chew,R& Long, MS. Gastrointestinal system – crash course. 3rd Edition, Mosby [2008] ISBN9780723434207 3. Snell R.S. Clinical Anatomy by regions, 9th Edition, Lippincott Williams & Wilkins, [2012] 4. Moore, K.L. &Dalley, A.f. Clinically Oriented Anatomy, 8th Edition, Lippincott Williams & Wilkins [2018] 5. Drake, R.L., Vogl,W& Mitchell, A.W.M. Gray's Anatomy for Students, Elsevier Churchill Livingstone [2015] 6. General textbooks of Physiology &Clinical Medicine (Kumar & Clark) 7. Ellis, H. Clinical Anatomy, Blackwell

	8. Sadler, T. W. Langman's Medical Embryology
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	The module website is on Google Classroom, which students are informed of at the beginning of each academic year and where they register with their official university emails.

21. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
1- Assist. Prof. Dr. Sadik Hassan Kadem	medicine	Pediatric surgery	Laparoscopic surgery	Staff	
2- Assist. Prof. Dr. Jawad Ramadhan Fadhel	medicine	General surgery	Laparoscopic surgery	Staff	
3- Prof. Haithem Hussein Ali	medicine	Pediatric surgery	Laparoscopic surgery	Staff	
4- Dr. Wesam Hamza Abbas	medicine	General surgery	Laparoscopic surgery	Staff	
5- Dr. Thura Kadhem Jaafer	medicine	Pediatric surgery	Laparoscopic surgery		Lecturer
6- Dr. Amani Naama Mohammed	medicine	Biochemistry		Staff	
7- Dr. Ansam Munadhel	medicine	neurophysiology			Lecturer
8- Dr. Ban Mohammed Salih Saeed	Biology	Medical microbiology/bacteriology		Staff	
9- Dr. Ahmed Dawai Jiad	medicine	General surgery	Laparoscopic surgery		Lecturer
10- Dr. Zainab Khaled Khalil	medicine	Clinical immunology		Staff	
11- Dr. Farqad Majeed Mohsen	Medical microbiology	Medical microbiology/ mycology		Staff	

12- Dr. Ahmed Jalil Abdulrazzaq	medicine	General surgery	Laparoscopic surgery		Lecturer
13- M.A. Haneen Jassim Mohammed	medicine	nuerophysiology			Lecturer

11.Expected learning outcomes of the program

Knowledge

Describe the gastrointestinal tract in terms of its gross and histological structure (including blood supply, lymphatics, nerves, and its radiological and endoscopic appearance)

• Describe the structure and function of the salivary glands, liver, gallbladder, and pancreas, the mechanism of their secretion and control, and their role in the digestive process.

• Describe the structures and processes involved in chewing and swallowing food and identify the causes of dysarthria and common esophageal disorders such as achalasia and gastroesophageal reflux

• Describe the functions of the stomach and the mechanisms of controlling stomach secretions

• Describe the movements of the stomach and the regulation of the pyloric sphincter in the passage of stomach contents into the duodenum

• Describe the major effects of peptic and gastric ulcer disease on the structure and function of the stomach, duodenum and associated structures

• Describe the structure and function of the liver, biliary tree, and pancreas

• Describe common liver and gallbladder disorders (eg, ascites, portal hypertension, jaundice, cirrhosis, gallstones, bile and pancreatic obstruction, pancreatitis) and their consequences

• Describe the functional and structural adaptations of the intestine with regard to the absorption of water, electrolytes, carbohydrates, proteins, fats and vitamins and explain the main methods and mechanisms related to the processes of absorption and elimination of undigested and unabsorbed substances

• Explain, in general terms, the basis and consequences of disorders such as malabsorption, diarrhea, steatorrhea, constipation, and inflammatory bowel disease.

• Explain the neurological basis of visceral and somatic abdominal pain

• Describe the embryology of the adult gastrointestinal tract and explain common congenital disorders (hiatal hernia, Meckel's diverticulum, diverticulosis and common sites of gastrointestinal atresia and fistulas)

• Describe the structure of the abdominal wall and inguinal canal and the structural basis of common birth defects (eg, inguinal, umbilical, and other hernias)

• Describe the causes and effects of common infections in the digestive system • Describe the presentation, investigation and management of inflammatory bowel disease • Describe the natural history of common benign and malignant tumors of the gastrointestinal tract and associated structures
Skills
Understand the structure, function and development of the human digestive system • Understand how to evaluate the condition of the digestive system • Understand how gastrointestinal function changes in common diseases • Understand the basic principle of management of gastrointestinal diseases
Ethics
- Graduating scientific doctors and scientists who hold humanity as the basis of their work. Doctors know exactly how to deal psychologically and ethically with their patients. Doctors keep their patients' secrets completely Doctors work as a team and do not mind cooperating with each other because they have learned to work collectively- Graduating scientific doctors and scientists who hold humanity as the basis of their work. Doctors know exactly how to deal psychologically and ethically with their patients. Doctors keep their patients' secrets completely Doctors work as a team and do not mind cooperating with each other because they have learned to work collectively

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

Course Description Form Second stage

Course Name:
Respiratory System Module
Course Code:
RS
Semester / Year:
Second year/ fourth semester/ S4
Description Preparation Date:
2025
Available Attendance Forms:
In presence
Number of Credit Hours (Total) / Number of Units (Total)
60 hours for course (Lectures: 30 hours, Small groups: 30 hours)
Course administrator's name (mention all, if more than one name)
Name: Nehaya Mnahi Tari Email: nehaya.tari@uobasrah.edu.iq

55. Course Objectives	
Course Objectives	4- To understand the normal structure and function of the respiratory system, how that is altered by disease, how respiratory function is assessed, and how, in principle, respiratory disorders are managed. 5- To study of respiratory conditions will continue into Phase 2 of the course in the 'Cardio-Respiratory' Block, and in the 'Acute Care' block and, as respiratory disease is common you will also meet patients with respiratory problems in virtually all clinical situations. 6- Integrating between the latest developments in the health sciences and what is given in lectures for medical students.

56. Teaching and Learning Strategies	
Strategy	The style that used by the Physiology Branch in teaching process since establishment of Al-Zahraa College of Medicine is the integrative education system includes lectures and discussions in small groups. Learning methods: - Large group students - Team based learning - dissecting room - Teaching programs and symposiums - Self-study groups

57. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1	4	Lecture 1 • explain the broad functions of the respiratory system in health • define the terms upper & lower respiratory tract • describe the component parts of the upper & lower respiratory tracts • outline the broad function of the different parts of the respiratory tract • describe the structure and respiratory functions of the nose, paranasal sinuse pharynx and larynx, and describe the connections between the nose, paranas sinuses, pharynx, auditory tube & mid ear Lecture 2 • describe the surface marking of the pleural cavity (the lines of pleural reflection), and the surface marking of the lungs & lobes of the lung • describe the histology of the respirat tract and relate it to the functions and defence of the lungs • describe the structure of the airways the lung, distinguish bronchi from bronchioles, and define what is meant terminal bronchiole, alveolar duct and alveolus and describe the structure of alveoli • state Boyles law, Charles law, the Universal Gas Law. Define the terms 'partial pressure', 'vapour pressure', 'saturated vapour pressure', 'tension' ar 'content' of gas in a liquid. • define the terms, 'tidal volu 'respiratory rate' and 'pulmor ventilation rate.'	Lecture 1: Introductio n to the respiratory system Lecture 2: Histology of the respiratory tract	Integrative education sys includes by lectu and discussions small groups	Weekly test individual tests (IRT) and team based test (TRT) as a part of the team based learning
2	4	Lecture 1 •Description of the main functional u of the respiratory system and its division into upper lower respiratory tracts. •Description of the component parts of upper & lower respiratory tracts and t general functions. •Description of the structure of each of the respiratory	Lecture 1: Anatomy of the respiratory system Lecture Ventilation the lungs		

		tract. Lecture 2 •Define the terms 'Functional Resi Capacity', 'Residual Volume', 'V Capacity' and 'Inspiratory Capacity'. •Define the terms 'Serial dead space' 'Physiological dead space' and state general terms how these variables measured. •Calculate alveolar ventilation rate w given the pulmonary ventilation rate, d space volume and respiratory rate			
3	4	Lecture 1 • Describe the mechanical system of lungs and thorax • Define the term 'compliance' of the lu and state how, in principle, it is measu • Describe the factors which affect compliance of the lungs, including the of surfactant • Describe the factors which influe airway resistance in the normal lung how airway resistance changes over breathing cycle Lecture2 • explain common tests of lung funct including simple spirom describe the measurement of forced v capacity (FVC) and forced expirat volume in one second (FEV • explain obstructive and restric patterns of spirom `•Describe in principle the measuren of residual volume and transfer factor • Explain the nitrogen washout curve	Lecture 1: Mechanics of Breathing Lecture 2: Lung functio Testing		
4	4	Lecture 1 • state the solubility of oxygen in body fluids. • draw an oxygen-haemoglobin dissociation curve, label the axes correctly and indicate the normal valu of (i) alveolar pO2 (ii) capillary pO2 i typical tissue. • list the properties of the haemoglobi molecule which facilitate the transport oxygen in the blood. Lecture 2	Lecture 1: Oxygen in blood Lecture 2: Carbon Dioxide in blood		

		• draw the effects on the haemoglobin oxygen dissociation curve of (i) a fall pH (ii) a rise in temperature. • estimate the rate of delivery of oxyge to the tissues at different capillary pO2 and pH's. • state the factors influencing the diffusion of gases across the alveolar membrane. • describe in outline how the transfer factor ('diffusion capacity') of the lung may be determined • list the reactions of CO2 in blood. • write the Henderson - Hasselbalch equation, and be able to calculate the plasma pH, given the pCO2 and [HCO]. • state the factors influencing the hydrogen carbonate concentration of plasma. • describe the buffering action of haemoglobin in red cells. • describe the function of carbamino compounds. • state the normal content of carbon dioxide in arterial and venous blood. • describe the process of transport of C from tissues to lungs, and state proportion of CO2 traveling in vari forms.			
5	4	Lecture 1 •Define: the terms hypoxia, hypercapn hypocapnia, hyperventilation, and hypoventilation. • Describe the effects on plasma pH of hyperventilation and hypoventilation. • Describe the general effects of ac hypoventilation and hyperventilation. • Define the terms 'Respiratory acido 'Respiratory alkalosis', 'Compensa respiratory acidosis' and 'Compensa respiratory alkalosis'. • Define the terms 'Metabolic acido 'Metabolic alkalosis', 'Compensa metabolic acidosis', 'Compensa metabolic alkalosis'. • Describe the acute effects u ventilation of (i) falling inspired pO2, increases in inspired pCO2 (iii) falls arterial plasma pH. • Describe the location and function of peripheral chemoreceptors and their in the ventilatory and other response hypoxia. • Describe the location and function of central chemoreceptors, their role in	Lecture 1: Chemical control of breathing Lecture Respiratory Failure		

		ventilatory respiratory to changes arterial pCO2 and the roles of the cere spinal fluid, blood brain barrier choroid plexus in that response. Lecture 2 •Respiratory failure definition •The types of respiratory failure and difference between each •Common causes of each types •The headline management of each typ			
6	4	Lecture 1 • Knowing the pathophysiology of astl • Clinical presentation of asthma • How to diagnose asthma • Classification of asthma severity. • Steps in management of asthma • Review of drugs used in treatment asthma Lecture 2 • Definition of COPD • Risk factors for COPD pathophysiology • Classification of severity • Clinical presentation and diagnostic t • Management of COPD	Lecture 1: Asthma Lecture COPD		
7	4	Lecture 1 • definition of Tuberculosis • mode of transmission • clinical feature • classification of TB • Management of TB • Prevention of TB Lecture 2 •Define hypoxia •Describe type 1 and type 2 respirat failure •Describe how ventilation / perfus mismatch and diffusion impairment re bin type 1 respiratory failure , and out the important causes of beach . •Describe how ventilation result in typ respiratory failure and outline impor causes . •interpret uncomplicated blood abnormalities .	Lecture 1: Hypoxia Lecture Tuberculosis		
8	4	Lecture 1 •Describe the basic principles of X-ray •The difference between the sigm sections anatomically. •Describe the anatomical signs appro in chest X-ray.	Lecture 1: Radiology of the Chest		

		•Review lung diseases and their signs X-rays. Lecture 2 •definition of plural disease •types and examples of plural dise •differentiation between exudate •transudative plural effusions •simple outline of management	Lecture Pleural disea		
9	4	Lecture 1 •Defining pneumonia and distinguish between its types •Describe the causes of infection in hospital and the community. • Explaining the etiological indicators the disease. •Detail the required laboratory tests. •How to treat the disease and method prevention. Lecture 2 •The definition of diffuse •parenchyma lung disease •Symptoms in common for diffuse parenchymal lung disease •Characteristics of Idiopathic Pulmona Fibrosis (IPF) •Characteristics of Non-Specific Interstital Pneumonia (NSIP) •The approaches to these conditions	Lecture 1: Lower respiratory tract infections & Pneumonia Lecture Interstial l Disease		
10	4	•Describe the incidence of lung cance different groups • Factors causing lung cancer •.Describe the typical pattern of sympto reported by patients •Describe the common clinical si associated with the disease •Understanding the imaging techniq used in diagnosis and staging. •Describe the common methods used obtain materials needed for histolog diagnosis. •Briefly describe the different treatme available and how they may af survival.	Lecture: Lung Cancer		
11	4	Lecture1&2 • explain common tests of lung funct including simple spirom describe the measurement of forced v capacity (FVC) and forced expirat volume in one second (FEV1 • explain obstructive and restric patterns of spirom `•Describe in principle the measurem of residual volume and transfer factor	Lecture 1&2 Spirometry		

		• Explain the nitrogen washout curve			
12	4	Lecture 1& 2 •begin to develop the knowledge and skills necessary to take a history from and examine a patient presenting with problems relating to the respiratory system •be able to interpret spirometry tracings and apply this information in •By the end of this and the following session and your self-study you should the diagnosis of respiratory disease • be able to use a patient-centered approach to explore symptoms and elicit key information about a patient's medical, family and psycho-social histories from patients presenting with:	Lecture 1& 2 History tak and Clinical examination respiratory system		
13	4	Revision	Revision of unit		

58. Course Evaluation

It consists from:
- Weekly test individual tests (IRT) and team based test (TRT) as a part of the team based learning

- The assessment at the end of the semester
The exam will be integrative, meaning it includes all modules in the semester for the purpose of linking them together
Provides compatibility between module requirements and integration objectives
The exam is divided into two days: the first (paper I) consists of essay questions, and the second (Paper II) contains MCQs.
The final grade consists of two paper grades

There is a module called Personal and Professional Development Program (PPDP) for evaluation the level of student and shows the progress of students in their academic study.

59. Learning and Teaching Resources

Required textbo (curricular books, any)	Respiratory System module workbook, University of Basrah , AlZahraa College of Medicine.
Main referen (sources)	● Clinically oriented Anatomy by *Moore, KL & Dalley, AF* ● Gray's Anatomy for students by *Drake, Vogl and Mitchell* (or similar textbooks) ● Colour Atlas of Histology by *Leslie P. Gartner & James L. Hiatt*

	● Lippincott's Illustrated reviews: Physiology by *Robin Preston & Thad E Wilson*, published by Walters Kluwer/Lippincott, Williams & Wilkins. ● Gannon's Review of Medical Physiology by *Barrett, Brooks, Boitano & Barman* ● Clinical Medicine by *Kumar P & Clarke M* ● Macleod's Clinical Examination by *Douglas G, Nicol F & Robertson C* Clinical Skills by *Cox N, Roper TA* ● Pharmacology by *Rang HP, Dale MM, Ritter JM & Moore PK* ● 'The Respiratory System at a Glance' by *Ward JPT, Ward J and Leach RM* published by Blackwell publishing ●'Pulmonary Physiology & Pathophysiology: an integrated case-based approach' by *West J.B*. Published by Lippincott Williams & Wilkins.
Recommended books and references (scientific journals, reports…)	Module Medscape Practical video sessions
Electronic References, Webs	Google classroom

22. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assis Prof Dr Nehaya Mnahi Tari	Physiology	Physiology			Staff	
Assis Prof Dr Hadeel Salman Hussein	Physiology	Cardiovascular Physiology			Staff	

Dr Firas Mohamed	Medical Physics	Medical Physics			Staff	
Dr Ahmed Badr	Physiology	Physiology			Staff	
Dr Mustafa Emad	Internal Medicine	Internal Medicine				Lecturer
Professor Dr Nawal Mustafa	Anatomy	Anatomy				Lecturer
Dr Zuhair Abdulkareem	Internal Medicine	Internal Medicine				Lecturer
Dr Ahmed Dawaii	Surgery	Surgery				Lecturer

12. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Knowledge and understanding By the end of the unit student should be able to: Describe the structure and the respiratory function Demonstrate their ability to identify the important and respiratory causes
Skills	
Learning Outcomes 2	Students are able to recognise common conditions affecting the respiratory system.
Learning Outcomes 3	The students are able to identify clinical symptoms and pathological effects and link them to the medical history of patient.
Ethics	
Learning Outcomes 4	Graduating scientific doctors, they know how to deal psychologically and ethically with patients
Learning Outcomes 5	Doctors work as a team and cooperate between them. They have learned to work collectively

Course Description Form Second stage

Course Name:	
Health Psychology and diversity	
Course Code:	
HPsyc	
Semester / Year:	
Semester	
Description Preparation Date:	
2025	
Available Attendance Forms:	
Attendance Only	
Number of Credit Hours (Total) / Number of Units (Total)	
60 Credit hours (30 hours Lectures & 30 hours Small Groups Learning) * The Number of Units are 4 (1 Unit is equal to 15 Credit Hours)	
Course administrator's name (mention all, if more than one name)	
Name: Dr. Abbas Jumah Email: abbasjumah@uobasrah.edu.iq	
Course Objectives	
Course Objectives	-1 Graduating skilled medical students and preparing them to be professional doctors who are knowledgeable about mental health and the importance of human diversity. 2- Complete knowledge of the mechanisms of diagnosing psychological conditions 3- Combining modern scientific research with what is given in lectures
Teaching and Learning Strategies	
Strategy	Since the founding of the college in 2017-2018, the course on mental health and human diversity at Al-Zahraa College of Medicine has used an integrative education style of lectures and discussions in small groups. Education is based on understanding the content without memorizing it alone, which makes recalling the content easy for the student. A two-hour lecture is given separately, followed by a discussion in small groups about the content of those two lectures and identifying all clinical cases related to the topic of the two lectures. This is for every week for a period of 11 weeks, including a week for review and evaluation exam. - Brainstorming education strategy - Education strategy notes series
60. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4 hours	Describe the structure, purpose and organization of the unit. Describe how biological, psychological, and social factors can contribute to health, disease, and health-related behavior. Describe how normal human cognitive functions can lead to stereotypical thinking. Describe evidence of age-related changes in intellectual performance and memory. Recognize the importance of psychosocial considerations in the clinical management of older patients. Reflect on and challenge personal stereotypes about aging	**1 - Lecture** Introduction & BPS model stereotypical thinking. **2 -Lecture Aging Online Learning, Aging DVD ,youtube & reflection**	The Integrated education style, represented by lectures and discussions in small groups. Education is based on understanding the content without memorizing it alone, which makes recalling the content easy for the student. A two-hour lecture is given separately, followed by a discussion in small groups about the content of those two lectures and identifying all clinical cases related to the topic of the two lectures. This is for every week for a period of 15 weeks, including a week for review and evaluation exam.	A weekly examination of the Team-Based Learning (TBL) method is conducted as a way to improve learning outcomes by promoting discussion among students
2	4 hours	Describe and evaluate psychological theories of health-related behavior. Recognize the complexity of health behavior change. Describe a model of the stages of behavior change. Identify appropriate strategies to promote behavior change. Describe the management of patients with substance abuse and other dependence issues	**3 -Lecture** Health related behaviour **4 -Lecture** Substance misuse **Group session** Disability		
3	4 hours	Apply psychological theories of health-related behavior to a clinical problem. Describe and evaluate psychological theories of health-related behavior. Identify appropriate strategies to promote behavior change. Discuss the concepts of compliance, commitment and compatibility. Consider the factors that influence adherence, and how adherence to medical advice can be improved	**5 -Clinical lecture** Adherence **Group session** Health related behaviour		
4	4 hours	Describe and evaluate major theoretical approaches to understanding stress. Describe the impact of stress on health. Identify stress management approaches. Describe different strategies for dealing with the disease and how to support them. Discuss the psychological and social impact of coping difficulties. Identify psychological	**6 -Lecture** Stress **7 -Clinical lecture & DVD** Coping **Learning Disability DVD, Yuotube&reflection**		

		problems often associated with chronic diseases. Identifying the obstacles that prevent patients from identifying psychological difficulties			
5	4 hours	Describe good practice in communicating well in situations where there may be barriers. Identify aspects of cultural diversity you will encounter with patients and colleagues. Begin to reflect on and challenge your own stereotypes about cultural diversity Evaluate the concept of "normality" in relation to human sexual behavior and .sexuality	**8 -Clinical lecture** Cultural diversity **Group session** Communication		
6	4 hours	Describe psychological theories of child development and consider the implications of these theories for practice. Describe good practices in good communication with children and adolescents	9 -Lecture Child psychosocial development Mid-module feedback 10 -Clinical lecture Communicating with children		
7	4 hours	Identify the main psychological treatments and identify the types of patients who may benefit from these approaches. Consider the effectiveness and acceptability of psychological treatments for patients. Describe the principles and methods of cognitive behavioral therapy	11 –Lecture Psychological intervention Group session FORMATIVE EXAM		
8	4 hours	Discuss adjusting to a terminal illness diagnosis and bereavement; Identify the diverse experiences and responses of individuals. Reflect on patients' experiences of living with a terminal illness, the 'good death', and consider the implications for practice. Consider health professionals' reactions to working with dying patients. Provide an overview of the nature, assessment, and treatment of sexual dysfunctions. Discuss how biological, psychological, and social factors influence the experience of pain. Outline of the gate control theory of pain. Describe approaches to chronic pain management..	**12 -Lecture** Dying, Death & bereavement **13 -Lecture** Sexual dysfunction **ONLINE LEARING Pain**		

9	4 hours	Understand and describe psychoanalytic theory. • Understand and describe humanistic theory. • Know how psychologists view personality. • Know how to evaluate a person's sense of self? • Understand and describe the trait and social cognitive perspective of personality	**14 – 15 -Clinical lecture** Personality 16 - :psychoanalytic and Humanistic Perceptive **Group session** Defense mechanism		
10	4 hours	Discuss issues of equality, diversity and discrimination. Consider different perspectives on difficult or sensitive issues, and discuss them with colleagues in a constructive way. Think about your own stereotypes and challenge them. Demonstrate basic ability to use reasoning to evaluate experience. Describe good practices in spreading bad news and communicating with patients in distress.	**17 -Lecture** Breaking bad news **Group session** Debate		
11	4 hours		**Revision lecture and Q&A**		
12	4 hours		**1 - Lecture** Introduction & BPS model stereotypical thinking. **2 -Lecture Aging Online Learning, Aging DVD ,youtube & reflection**		
13	4 hours		**3 -Lecture** Health related behaviour **4 -Lecture** Substance misuse **Group session** Disability		

61. Course Evaluation

The evaluation of students is consistent with the evaluation requirements that were agreed upon in the College Council and with the approval of the Council of Deans of Medical Colleges that follow the integrative approach, by approving 20% annual effort collected from the mid-semester examination. The final exam represents 80% of the grade.

Both exams include questions that can be answered with short answers, and other questions that can be answered with the best choice. The questions are distributed in a way that includes all the academic topics given to the students.

The college also has an important evaluation program that shows the Teaching College members the progress achieved in students' education levels, called the Personal and Professional Development Program.

62. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Ayers S, de Visser R (2011) Psychology for Medicine. Sage Publications Ltd .
Main references (sources)	General Psychology Nolan-Hoeksema S, Fredrickson B, Loftus GR, Wagenaar WA (2009) *Atkinson & Hilgard's Introduction to psychology.* (15th Ed.) London: Wadsworth Cengage.
Recommended books and references (scientific journals, reports…)	Health Psychology Ogden J (2012) Health Psychology: A textbook. Open University Press. Abraham C, Conner M, Jones F, O'Conner D. (2008) *Health Psychology*. London: Hodder. Sarafino E. (2002) *Health Psychology: Biopsychosocial Interactions*. 4th edition, New York: Wiley. Marks, D et al. (2005) Health Psychology; theory, research and practice, 2nd Edition, Sage.
Electronic References, Websites	The module website is on Google Classroom, which students are informed of at the beginning of each academic year and where they register using their official university emails.

23. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements		Number of the teaching staff	
	General	Special			Staff	Lecturer
Dr. Abbas Juma Hamdan	M.B.Ch.B.	Arab board of psychiatry				**Lecturer**
Dr. Heba Abdul Hussein Hassan	M.B.Ch.B.	Arab board of psychiatry				**Lecturer**
Dr. Qusay Nafawa Thakb	M.B.Ch.B.	board of psychiatry				**Lecturer**
Dr. Louay Abdel Baqi Abdel Aziz	M.B.Ch.B.	board of psychiatry				**Lecturer**

13. Expected learning outcomes of the program	
A-Knowledge	
Learning Outcomes	1 - The module will introduce you to the main psychological factors associated with health, illness, and medical care. After an introduction to stereotypical thinking and bias, 2 - You will be challenged to reflect on your responses to various aspects of human diversity in the context of your role as a clinician and how you need to manage these responses in order to fulfill your professional obligations. 3 - You will be introduced to psychological theories of health-related behavior and think about the implications for practice. You will have the opportunity to develop an understanding of how people respond and adapt to diagnosis, treatment and living with chronic illness, death and bereavement. 4 - You will also be introduced to good practice models in communicating with patients in difficult circumstances, such as breaking bad news.
B-Skills	
Learning Outcomes	1 – The ability to identify the main psychological factors associated with health, illness, and medical care. B2 – Being able to identify your challenge to reflect on your responses to various aspects of human diversity in the context of your role as a clinician and how you need to manage these responses in order to fulfill your professional obligations. B3 - The ability to also introduce you to good practice models in communicating with patients in difficult circumstances, such as breaking bad news.
C-Ethics	
Learning Outcomes	C1C1- Graduating scientific doctors and scientists who hold humanity as the basis for their work. That is, the aim of this course is to meet the relevant GMC requirements for “Doctors of Tomorrow” (2009).

	A2- Doctors know exactly how to deal psychologically and ethically with their patients. A3-Doctors completely protect their patients' secrets A4- Doctors work as a team and do not mind cooperating with each other because they have learned to work collectively

Professional Development

Mentoring new faculty members

After reading and understanding the curriculum of the Module, the new faculty member given an overview on the integrative college system by the Dean assistant for scientific affairs, then he / she will attend lectures & sessions of the Module followed by partial participation in the sessions, to complete giving lectures.

Professional development of faculty members

The faculty members are trained on Team-Based Learning strategy which learn & asses students at different levels of knowledge. This strategy will be developed using a much more sophisticated computers & voting systems that make learning process much more successful both to faculty members & students.

Course Description Form Third stage

1. Course Name:	
INFECTION AND IMMUNITY	
2. Course Code:	
In&Im	
3. Semester / Year:	
year 3 semester 5	
4. Description Preparation Date:	
2025	
5. Available Attendance Forms:	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours (30 hours theoretical lectures and 30 hours small group session). Number of units are 4 each, 15 hours equal one unit.	
7. Course administrator's name (mention all, if more than one name)	
Name: Assis. Prof. Dr. Hussein K. Abdul-Sada Email: Hussein.abdul-sada@uobasrah.edu.iq	
8. Course Objectives	
Course Objectives	• Graduating skilled medical students who must be professional doctors who have all the knowledge about diseases and their causes. • Complete knowledge of the antibiotics that can be used against pathogens. • Knowing the incidence of infections and their locations and linking them to people's medical conditions. • Complete knowledge of disease diagnosis • Integration of scientific innovations with what is presented in lectures.
9. Teaching and Learning Strategies	
Strategy	Since the founding of the college in 2017-2018, the Microbiology Branch at Al-Zahraa College of Medicine has used the integrative education style of lectures and discussions in small groups. Education is based on understanding the content without memorizing it alone, which makes recalling the content easy for the student. A two-hour lecture is given separately, followed by a

	discussion in small groups about the content of those two lectures and identifying all clinical cases related to the topic of the two lectures. This is for every week for a period of 15 weeks, including a week for review and evaluation exam. - Brainstorming education strategy - Education strategy notes series

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	• Understand and describe the principles of "an infection" and how an individual develops an infection • Describe how micro-organisms cause disease and some disease determinants • Describe how to identify that a patient has an infection, including history, examination and investigations • Describe the 'microbial world', the key features of bacteria, viruses and fungi and broadly how they are classified. • The main antimicrobial classes and their mechanisms of action • The principles of choosing antimicrobials for particular infections	Introduction	Large Group Lectures And Small Group Session	Change The way Of Process Small session To team Base Learning TBL
2	4	• Understand and describe a model of infection • With reference to the classification of microbes described in Week 1 you should start to accumulate names and key characteristics of some common microbes. This is an on-	An Infection Mode		

		going objective for all of the remaining weeks. • To understand how to apply the model of infection to a specific illness • Describe the pharmacokinetic / Pharmacodynamic principles of antibacterials • Describe the principles of antimicrobial resistance and its impact on antibicrobial prescribing. • Describe the concept of antimicrobial stewardship			
3	4	•Apply the infection model to a patient presenting with an acute infection •Understand the features of acute sepsis •Understand the principles of Systemic Inflammatory Response Syndrome (SIRS) •Understand the mechanism by which micro-organisms trigger the inflammatory cascade •Understand the principles of supportive and specific treatment for acute sepsis •Describe features of Neisseria meningitidis and of meningococcal disease •With regard to the host response you should: -Describe the important barriers to infection - Describe the components of the Innate Immune system and their role in preventing infection and in the inflammatory response	Acute Sepsis in the Emergency Department		
4	4		Hospital		

		• Apply the infection model to a patient presenting with a hospital infection • To further expand the description of pathogen/person/practice/place as it applies to hospital acquired infections The small group sessions are in the standard rooms. • Understand the range of hospital acquired infections • Describe the principles of antibiotic resistance • Describe principles relating to infection control in a hospital setting • Describe the use of Personal Protective Equipment with regard to infections in a hospital setting • To appreciate and describe some of the global concerns relating to hospital acquired infections and drug resistance. • To describe the characteristics of Clostridium difficile, its pathogenesis and management • To describe the characteristics of Staphylococcus aureus with regard to hospital acquired infections and drug resistance	Acquired Infections		
5	4	• To describe the characteristics of Norovirus and application of infection prevention principles • Apply the infection model to a patient presenting with an infection linked to travel • To expand the description of pathogen/person/practice/place as it applies to travel related infections	Travel Related Infections		

6	4	• Understand the importance of a travel history • Describe Malaria and its pathogenesis • Describe Enteric Fever, including its assessment and management • To use the principles gained during the Unit to date to evaluate travel related case studies; in particular Travellers' diarrhoea • To understand where and how to look up information on travel related infections • Describe Influenza virus and its transmission • Describe Legionella pneumophilia and an example of its clinical importance With regard to Adaptive Immunity • Describe features of Antigen Presenting Cells • Describe MHC molecules in relation to microbe presentation • Describe T cells and their role with regard to infections • Describe the principles of virus structure, classification and replication • Apply the infection model to a patient with HIV • Describe the principles of infection prevention with regard to HIV • Apply the infection model to a patient with Hepatitis B • Describe the principles of infection prevention with regard to Hepatitis B	Blood Borne Viruses		

7	4	• Understand the concept of microbiota • Appreciate the range of normal microbiota • Understand the importance of surface infections • Describe the range and origins of surface infections on both natural and prosthetic surfaces • Describe the pathogenesis of infections at a surface • Describe the management of infected surfaces • Describe the different types of hypersensitivity reaction • Understand the pathophysiology behind the types of hypersensitivity reaction • Appreciate the clinical significance of hypersensitivity reactions	Infections on Surfaces		
8	4	• To consider the methods by which infections can spread • To appreciate the consequences of infection transmission • To consider the principles of infection prevention • To appreciate the consequences of antibiotic resistance • To consider the role of antibiotic stewardship in the reduction of the spread of resistant organisms.	Infection Prevention		
9	4	• Describe the diversity of chronic infections • Consider the impact of chronic infections	Chronic Health and Infections		

10	4	• Consider the role of infections in chronic health conditions • With particular attention to diabetes mellitus and cystic fibrosis • To describe the role of Pseudomonas aeruginosa as an important organism in cystic fibrosis. • Apply the infection model to a patient who is immunocompromised • Describe the main reasons for a patient to be immunocompromised • Understand the links between the innate and adaptive immune system and situations and illnesses where a patient is immunocompromised • To consider primary immune deficiencies linked to patterns of infection. • To further expand your knowledge of microbial pathogenesis • To consider aspergillus as a cause of fungal infection in the immunocompromised • To consider the manifestations of varicella-zoster infections in the immunocompetent and immunocompromised • To consider the pathogenesis of Staphylococcus aureus infections.	The Immunocom-promised Host		
11	4	Learning Outcomes -Exploration of some important aspects of: • Amoebiasis • Giardiasis • Candidiasis • Hydatid cyst • Teaniasis • Enterobiasis • Ascariasis	Parasitology		
12	4		Fungi		

		• Medical fungi			

11. Course Evaluation

The evaluation of students shall be consistent with the evaluation requirements that were agreed upon in the College Council and with the approval of the Council of Deans of Medical Colleges that follow the integrative approach, by approving 20% annual effort collected from the mid-semester examination. The final exam represents 80% of the grade.
In both exams, there are two exam papers. The first consists of questions that are answered with Short Answer Questions, which are combined with the rest of the modules to form complementary questions. The Diseases and Immunity module's share is 30 marks out of 120 marks. As for the second paper, the questions are answered with the correct choice, and the module score is also 30 out of 120 degrees. In both papers, the questions are distributed in a way that includes all the academic topics given to the students.
The college also has an important evaluation program that shows the teaching staff the progress achieved in the level of students, called the Personal and Professional Development Program.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Infection & Immunity module workbo Leicester University, College of Medici
Main references (sources)	• Lippincott's Illustrated Reviews: Microbiology. (Third Edition 2013), Harvey, RA, Cornelissen, CN, Fisher, BD.
Recommended books and references (scientific journals, reports…)	• Infectious Disease; Pathogenesis, Prevention and Case Studies -N. Shetty, J.W. Tang, J. Andrews. Wiley-Blackwell. A combined clinical and microbiological approach to infections • Medical microbiology and infection at a glance - Stephen Gillespie and Kathleen Bamford (for a quick overview of the subject) The viral storm - Nathan Wolfe (for entertainn as well as education)
Electronic References, Websites	Google classroom

13. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer

Assis. Prof. Dr. Hussein K. Abdul-Sada	Microbiology	Virology			Staff	Head of the Dept.
Prof. Dr. Hazim T. Thwani	Microbiology	Medical Microbiology			Staff	Lecturer
Assis Prof. Dr. Wameedh H. Abbas	Microbiology	Medical Microbiology			Staff	Lecturer
Assis Prof. Dr. Abeer L. Mohammed	Microbiology	Bacteria			Staff	Lecturer
Lecturer Dr. Ban M. Saed	Microbiology	Bacteria			Staff	Lecturer
Lecturer Dr. Shant I. Sumbat	Microbiology	Medical Microbiology			Staff	Lecturer
Lecturer Dr. Zainab Khalid	MBChB	Clinical Immunology			Staff	Lecturer
Doctor Ilham Mohammed Jawad	MBChB	Medical Microbiology/ Immunology			Staff	Attributed from Basra health directorate

14. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	1- Graduating doctors who have complete knowledge of the pathogens that can infect the human body. 2- The ability to link symptoms and pathological effects to the diagnosis in the form of illustrative diagrams (Concept Map). 3- Identify the functional composition of pathogens (viruses, bacteria, fungi, parasites) 4- Identifying endemic diseases found in hospitals and elsewhere. 5- Complete knowledge of antibiotics, their classification, and their use to eliminate pathogens and diseases. 6- Identifying the immune system in the human body and its relationship to diseases that affect humans.
Skills	

Learning Outcomes 1	The ability to identify symptoms and pathological effects and link them to the patient's medical history.
Learning Outcomes 2	The ability to determine the type of samples to be examined to confirm the pathogen or immune defect.
Learning Outcomes 3	The ability to examine pathological samples with examination devices that diagnose the disease.
Ethics	
Learning Outcomes 1	Graduating scientific doctors and scientists who hold humanity as the basis of their work.
Learning Outcomes 2	Doctors know exactly how to deal psychologically and ethically with their patients.
Learning Outcomes 3	Doctors completely protect their patients' secrets
Learning Outcomes 4	Doctors work as a team and do not mind cooperating with each other because they have learned to work collectively

Course Description Form Third stage

Course Name	.1
Reproductive Unit	
Course Code:	.2
Rep	
Quarterly / Yearly:	.3
Quarterly	
The history of preparation of this description	.4
2025	
Available Attendance Forms:	.5
presence only	
Number of Credit Hours (Total) / Number of Units (Total):	.6
60 hours per semester (30 hours theoretical lecture and 30 hou small groups) ***Number of units 4 where every 15 hours represents one unit**	
Course administrator's name and email (if more than one name is mentioned)	.7
Name: Dr. Marwa Sadiq Mostafa **Email : marwa.sadiq@uobasrah.edu.iq**	
Course Objectives −8	
The overall goal **of the module is that the student must understand the processes of human reproduction from the production of gametes to the establishment of life. Independent in a newborn. The student must understand common problems and disorders of the male and female reproductive system,** **and contraceptive mechanisms and sexual transmission of diseases.**	
9− Teaching and Learning Strategy	
Since the establishment of the college in 2017-2018, the Microbiology Department at Al-Zahra College of Medicine has been using the integrative education style represented by lectures and discussions in small groups. Education is based o understanding the content without memorizing alone, which makes it easy for the student to remember the content. A two-hour lecture is given separately followed by a small group	

discussion of the content of these two lectures and the identification of all clinical cases related to the topic of the two lectures. This is done for each week for a period of 15 weeks, interspersed with a week for review and evaluation exam.
- Brainstorming education strategy
- Education Strategy Notes Series.

Course Evaluation -12

The evaluation of students is consistent with the evaluation requirements agreed upon in the College Council and is attached to the Council of Deans of Medical Faculties that follow the integrative approach by adopting 20% annual endeavor obtained from the mid-semester exam. The final exam is representative of 80% of the grade. In both exams, there will be two papers for the first exam, which are questions that are answered with short answers, which are with the rest of the modules to form complementary questions, the share of the module alone reproduction is 30 degrees out of 120 degrees. As for the second paper, the questions that are answered by the correct choice are also 30 out of 120 degrees. In both papers, the questions are distributed in a way that includes all the topics given to the students. The college also has an important evaluation program that explains to the teaching staff the development in the level of students called the Personal and Professional Development Program

13- Structure of course					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	week
Weekly exam on the TBL team-based learning method as a way to improve learning outcomes by	The integrative learning style represented by lectures and discussions in small groups. Education is based on understanding the content without memorizing alone, which makes it easy for the student to remember the content. A two-hour lecture is given separately followed by a small group discussion of the content of these two lectures and the identification of all clinical cases related to the topic of the two lectures. This is for	**Lecture 1: Origion of the sexes** **Lecture 2: Origion of the gametes**	Describe the origin of the germ cell and the development of gonads in males and females. Description of the internal and external genitalia in males and females. Describe the development of the internal and external genitalia of male and female and their control by gonadolas. Description of common abnormalities in the development of the genitals. List of the main reproductive hormones. Describe the microstructure of the testicle, its main divisions and cell types. Describe the process of spermatogenesis.].Description of the sperm cycle and waves	4hours	**.23**

promoting discussion among students.	each week and for a period of 15 weeks, interspersed with a week for review and evaluation exam	**Lecture 1:hypothalamic pituitary gonadal axis.** **Lecture 2:** **The menstrual cycle.**	_List the hormones involved in reproduction secreted by the hypothalamus, anterior and posterior pituitary gland, and gonads. • List of cell types in the anterior pituitary gland that produces any hormones. • Describe the control of gonadotropin secretion by the hypothalamus. Describe the work of gonads on the testicles and ovaries. • List of action of reproductive steroids in females and males. • Describe the changes that occur in the ovaries during the ovarian cycle and describe the changes in the endometrium and mention the phases of the menstrual cycle. • Describe the pattern of gonadozophin secretion and reproductive steroids during a normal menstrual cycle. • describe the mechanisms of the hypothalamus and pituitary gland underlying cyclic gonadotropin secretion and interactions between the ovaries and hypothalamus/pituitary gland Recall the actions of estrogen and progesterone in a non-pregnant woman. • Describe the effects of testosterone in males. • Explain how testosterone release is regulated by monitoring reactions.		**.24**
		Lecture 1: **Puberty and menopause.** **Lecture 2:**	-describe the sequence of physiological and anatomical changes that occur in males and females at puberty,		**.25**

		Abnormality of the menstrual cycle.	-Describe the mechanism behind these changes at puberty -Describe the hormonal changes that lead to menopausal features - List the advantages and disadvantages of hormone replacement therapy in postmenopausal women - describe common menstrual problems and how to evaluate and manage them in principle outline terms used to describe common menstrual abnormalities, describe the effect of the menstrual cycle, - Changes in control in the hypothalamus region of GnRH secretion - Changes in anterior pituitary function -Changes in ovarian function - Changes in uterine function . Distinguish between primary and secondary amenorrhea .		
		Lecture 1:clinical anatomy of the female	Describe the basic anatomical structure of the female reproductive system		**.26**

		reproductive system. **Lecture 2:** **Pelvic floor.** **Lecture 3:** **Pelvic osteology.**	. describe the functional anatomy of each structure in it in relation to reproduction, Describe clinical investigations and evaluations Imaging techniques – Linking anatomy to common clinical problems. Describe the structure and function of the pelvic floor and name the main muscle groups -Description of the function of the perineal body - List the causes and risk factors of pelvic floor dysfunction Describe the outline of available treatments for pelvic floor dysfunction. _Description of the bone structure of the pelvis in females and males - Identify the bone features formed pelvic entrance and pelvic outlet - Description of the larger and smaller aquarium		
		Lecture 1: Clinical anatomy of male reproductive system. **Lecture 2: Histological review of the male reproductive system**	describe and identify the main anatomical structures of the male reproductive system . describe the anatomy of each structure with blood attached to it blood vessels and lymphatic vessels . Clinical examination and evaluation (imaging techniques) . Common clinical conditions Description of the functional tissues of the structures that make up the male reproductive system.		**.27**
		Lecture 1:sexually	Description of the epidemiology of sexually transmitted diseases. List the most common		**.28**

		transmitted infection. Lecture 2:pelvic inflammatory disease.	sexually transmitted diseases, identifying the organism causing the infection in each case. Provide differential diagnosis of common clinical syndromes and describe recent trends in the incidence of sexually transmitted diseases. Describe clinical presentation, diagnosis and management of chlamydia infection. Description of clinical presentation, diagnosis and management of gonorrhea. Description of clinical presentation, diagnosis and management of genital herpes. Description of clinical presentation, diagnosis and management of genital warts. Describe the clinical presentation, diagnosis and management of other STDs.		
		Lecture 1: conception. Lecture 2:contraception. Lecture 3: Subfertility.	- Describe the main methods of contraception, their advantages and disadvantages. - Describe the physiological processes involved in emission - Describe the physiological processes involved in penile erection . - Describe the physiological changes in females that facilitate the process of intercourse - Description of the ejaculation mechanism - Describe the process of sperm transfer through the cervix and uterus Describe sperm condensation processes and terminal particle reaction. - Describe the mechanisms involved in the process of fertilization of the egg		**.29**
		Lecture 1:maternal physiological	-Describe the main physiological changes that occur to the mother during normal pregnancy		**.30**

		changes in pregnancy. Lecture 2: Placental function and dysfunction.	Describe how a mother's adaptation to pregnancy and fetal support affects the mother's nutritional requirements Describe how control of a mother's blood glucose level is affected by pregnancy and describe possible clinical consequences. _Description of the concept implantation of the endometrium _ Describe the structure of the placenta, which is adapted for the exchange of substances between the blood of the fetus and the mother _Description of the arrangement of fetal blood vessels within the placenta _Description of factors affecting the negative diffusion of substances through the placenta .identify the main substances that are actively transported through the placenta, describe the role of the placenta as an endocrine organ that supports pregnancy _Description of the hormonal basis of the pregnancy test Describe the function of the placenta as a provider of neonatal negative maternal immunity.		
		Lecture 1: Fetal physiology,growth and development.	-Determination of the fetal period - Describe the pattern of increasing fetal size, weight and body ratio during pregnancy Describe important events in the development of each of the major body systems . _Describe the factors that affect the ability of the newborn to survive -_Describe the effects of malnutrition on the fetus during early and late pregnancy -Description of fetal kidney function –describe the processes involved in controlling amniotic fluid volume and composition - Description of fetal circulation and changes that occur at birth -Description of fetal blood oxygen transfusion		**.31**

		Lecture 1:parturition Lecture 2: Labor and its abnormalities.	. Determination of the stages of labor Describe the processes needed to create a birth canal and their clinical evaluation. Describe the function and mechanisms of cervical maturation. . describe the characteristics of uterine smooth muscles that facilitate childbirth, Describe the natural physiological processes that begin labor, describe the immediate physiological changes in the newborn that enable him to lead an independent life. . Describe the processes that normally limit blood loss in the mother after birth. Description of the clinical evaluation of the female bone pelvis Describe the outline of the most common embryonic presentations Describe the principles of stimulating action		**.32**
		Lecture 1:lactation. Lecture 2:presentation of breast disease.	Description of the group of common breast diseases . Description of the differences between physiological and pathological conditions of the patient released . Describe the clinical manifestations of various breast conditions Describe different breast disease conditions in general and with regard to age . Describe how to screen and diagnose breast lesions . Describe the traits and significance of benign breast changes . Describe the features and importance of benign breast tumors. Describe the advantages and importance of breast cancer		**.33**

			− Describe the types of breast cancer, breast cancer risk factors, its type of metastasis of breast cancer, and principles of breast cancer treatment		
		Lecture 1:tumor of the male reproductive system. **Lecture 2:tumors of the female reproductive system.**	Pathological features, epidemiology, possible pathogens, presentation, prevalence, principles of treatment of vulvar tumors Description of screening principles for cervical cancer Description of histological manifestations of cervical cancer Description of factors affecting the diagnosis of cervical cancer Description of the main features of pregnancy tumors Description of pathological manifestations, presentation and prognosis of ovarian cancer Description of pathological manifestations, presentation and diagnosis of endometrial adenocarcinoma Description of pathological features, presentation and diagnosis of tumors of myometrium tissue Pathological features, epidemiology, possible etiology, symptom, prevalence and principles of treatment of vulvar tumors. _Description of screening principles for cervical cancer . Description of histological manifestations of cervical cancer . Describe the factors that affect the diagnosis of cervical cancer 5. Description of the main features of pregnancy tumors . Description of pathological manifestations, presentation and prognosis of ovarian cancer . Description of pathological manifestations, presentation and diagnosis of endometrial disease Cancer Description of pathological manifestations, presentation and diagnosis of myometriomas.		**.34**

Teaching -10	
Student workbook and record book Due to the scope of this unit (anatomy, histology, physiology, embryology, microbiology, etc., There is not a single recommended text. You should therefore support your learning from Over the reference to the following: **Basic texts, as detailed in the list** **Reading stage 1 ,** **Besides the recommended supplementary reading:** Basic cloning (6th edition 2007,) Johnson, M.H. & Everett, BG, Blackwell Science. Detailed description of the physiology of reproduction Reproductive System at a Glance,) 3rd Edition Third 2010 (, Hefner , LG , Blackwell Science. A very basic review text. The following texts are included in the recommended texts It is for stage 2. So this module booklet contains a reading Suggested texts to help you develop your understanding of science Basic medical in a clinical context. obstetrics and gynecology at a glance , (4th edition, 2013,) Schorge, JO and Norwitz , E , . Blackwell Science . Basics of Hacker & Moore For Obstetrics and Gynecology, (Edition 5 2010 (, Neville F. Hacker Joseph C. Gambon, Calvin J. Hubble, 5th ed. Saunders. Elsevier. Fundamentals of Obstetrics and Gynecology (4th Edition 2003), Symonds and Simmonds, Churchill Livingstone. Obstetrics by ten teachers, (Edition) 19 , 2011 (, Kenny, L. C & Baker b. n. , Hodder Arnold. Gynecology by Ten Teachers (19th edition, 2011), Kenny, L. C. & Baker B. n. , Hodder Arnold. These should not be used as a basic scientific text. Requirements .	**١To read the required:** **· Basic texts** **· Course Materials** **٠آخر**
	Special requirements (including, for example, workshops

	Work, periodicals and IT programs and websites)
	Community facilities (including, for example, guest lectures, internships, and field studies

1. Faculty						
Faculty Members						
Academic Rank	**Specialization**		**Special Requirements /Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Dr. Marwa Sadiq Mustafa	M.B.CH .B	Family physician			**Staff**	--
Prof. Ass. dr.Jawad Ramadhan	M.B.CH .B	General surgeon			**Staff**	
Prof.Ass.dr. Nehaia Manhi	physiologist	physiologist			**Staff**	
3A.M.D. Hadil Salman.	physiologist	physiologist			**Staff**	
4D. Ansam Manzaal.	M.B.CH .B	Family physician				**Lecturer**
5.Dr. Ali Naji	M.B.CH .B	Family physician				**Lecturer**

Knowledge –أ

-1أ. Knowledge and understanding

Simply describe the embryonic and embryonic development of the female and male reproductive systems

· Describe the sequence of anatomical and physiological changes at puberty and the mechanisms of these changes

· Describe the anatomy of the male reproductive system, testicular tissue and accessory organs, and the formation of male gamete

· Description of the anatomy of the female reproductive system, tissues of the ovaries, uterus, cervix, vagina and breast

· Description of the ovarian and uterine cycles

· Describe and explain endocrine control in the menstrual cycle and describe in outline common menstrual abnormalities

· Describe the changes in menopause and their mechanisms Describe the processes involved in sexual intercourse

· Describe the mechanism of action of common forms of contraception List the causes of male and female infertility

· Description of fertilization and implantation processes

· Describe the roles of the placenta in maintaining pregnancy and describe the adaptations of the mother and fetus to pregnancy

· Describe the normal pattern of fetal development and the principles of detecting fetal abnormalities

· Describe the processes involved in normal labor, delivery and some common labor problems

· Describe lactation mechanisms

· Description of breast disorders, especially breast cancer and its treatment Description and detection of common sexually transmitted diseases
Its treatment is the description of common tumors of the female (and male) reproductive system.

skill–ب

B1 – **Teaching and learning methods**

Large group lectures and small group discussion

C–Values

.**Emotional and value goals)**

A1- . Thinking skills

Dr. Ed. General and transferable skills (other skills related to employment and personal development)

Course Description Form Third stage

1. Course Name:
Head and Neck
2. Course Code:
H & N
3. Semester / Year:
Semester
4. Description Preparation Date:
2025
5. Available Attendance Forms: My presence only
My presence only
6. Number of Credit Hours (Total) / Number of Units (Total)
90 semester hours (60 theoretical lecture hours and 30 small group hours) *The number of units is 6, where every 15 hours represents one unit
7. Course administrator's name (mention all, if more than one name)
Name: Dr.. Ali Majeed Abboud Al-Taie Email: alimajeedabboodaltaie@uobasrah.edu.iq
8. Course Objectives

Course Objectives	**1–The general goal of this course is to provide the student w the knowledge and skills necessary to understand embryonic development, applied anatomy, and physiology of the componen of the head and neck, with an introduction to their common diseases.** **2– Training the student on the correct scientific method for obtaining the patient's medical history and conducting a clinical examination of various areas of the head and neck, such as the nose, eyes, neck, etc.** **3–Helping the student to begin analyzing medical information to derive a preliminary and final medical diagnosis using a team–based and small–group teaching method.**

9. Teaching and Learning Strategies

Strategy	The surgery branch, as is the case in other clinical branches, relies on integrative curriculum adopted by Al-Zahraa College of Medicine since founding in 2017-2018, which is represented by theoretical lectures and sm groups as an elegant way to solve clinical problems. The focus is on the cont

	and not just memorization, which makes the student able to analyze medi data and deal with it. The correct scientific approach to treating medi conditions, especially emergency ones. The course is divided into two parts, the first part is theoretical, consisting twelve, two hours per week

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1		Understanding the anatomy of the head, neck, and neck regions, fractures of the skull and cervical vertebrae, diagnostic methods, required examinations, types of conservative and surgical treatment, complications, how to prevent them, and how to deal with them if they occur.	Region and compartment of head and neck.	The integrative education style consists of lectures and discussions in small groups in a way that solves clinical problems. Education is based on understanding the content and not just memorization, which makes recalling the content easy for the student. A two-hour lecture is given, followed by a discussion in small groups about the content of those lectures and identifying all clinical cases related to the topic of the lectures. Followed by practical training in the anatomy laboratory on the topic of the previous week's lectures. The weekly schedule also includes clinical training classes on the basics	The performance of students is evaluated daily through individual evaluation and team evaluation in implementing the solution to the clinical problem, as well as weekly at the end of the week a written examination in the subject of the previous week. Practical performance is evaluated by testing their abilities in dealing with the medical cases that the students faced during the day and how to evaluate and deal with them. This is done through a panel discussion at the end of the day
2		Understanding the anatomy of the eye and its socket and some common diseases. External eye examination A practical laboratory to explain the anatomy of the bones of the skull, cervical vertebrae, face, and eyeballs .	Applied anatomy and common disorders of eyes and orbit.		

3		Knowing how to take a medical history and conduct a clinical examination for eye and head diseases and injuries, and how to deal with critical cases in the emergency department	Osteology of skull and cervical spine Dissection demonstration anatomy of face, parotid region and muscles of mastication. Examination of eye.	of recording medical history and standard clinical examination of the head and neck organs and senses	
4		Understanding the anatomy and functions of the ear, the temple bone, the jaw joint, and the area under the temporal bone, diagnostic methods, required tests, types of conservative and surgical treatment,	Applied anatomy and common disorders of ears and temporal bone. Applied anatomy of TMJ and infratemporal fossa		
5		A practical laboratory to explain the anatomy of the ear, the temporal bone, the jaw joint, and the area under the temple bone. Knowing how to take a medical history, conduct a clinical examination for ear diseases and injuries, and how to deal with critical cases in the emergency department.	Dissection demonstration of anatomy of ears, temporal bone, TMJ and 6infratemporal f7ossa History and examination of ear.		
6		Understanding the anatomy, functions, and some common diseases of the nose and sinuses, diagnostic methods, required tests, types of conservative and surgical treatment, complications, how to prevent them, and how to deal with them if they occur.	Applied anatomy and common disorders of nose and paranasal sinuses.		
7		A practical laboratory to explain the anatomy of the nose and sinuses. Knowing how to take a medical history, conduct a clinical examination for ear diseases and injuries, and how to deal with critical cases in the emergency department.	Dissection demonstration of anatomy of nose and paranasal sinuses. History and examination of nose and paranasal sinuses.		
8		Understanding the embryonic development of the head, neck, and middle organs and some diseases and congenital malformations resulting from abnormalities during this process,	Overview of development of head and neck. Development of midline structures.		
9		Understanding the anatomy, functions, and some common diseases of the muscles, superficial organs,	Muscles and superficial viscera of neck. Lymphatics of head and neck.		

		and lymphatic vessels of the head and neck, diagnostic methods, required tests, types of conservative and surgical treatment, complications, how to prevent them, and how to deal with them if they occur.			
10		Understanding the anatomy, functions, and some common diseases of holes in the skull and cranial nerves, diagnostic methods, required tests, types of conservative and surgical treatment, complications, how to prevent them, and how to deal with them if they occur.	Applied anatomy and common disorders of pharynx and larynx.		
11		Understanding the anatomy, functions, and some common diseases of holes in the skull and cranial nerves, diagnostic methods, required tests, types of conservative and surgical treatment, complications, how to prevent them, and how to deal with them if they occur.	Dissection demonstration of anatomy of neck, pharynx and larynx. History and examination of neck.		
12		A practical laboratory to explain the anatomy of the cranial openings and cranial nerves Knowing how to take a medical history, conduct a clinical examination for ear diseases and injuries, and how to deal with critical cases in the emergency department.	Cranial foramina. Cranial nerves		
13		Presentations attended presented by students under the supervision of module professors.	Dissection demonstration of anatomy of cranial nerve foramina and cranial nerve. History and examination of cranial nerve.		
14			Student presentation		
15			Review		

11. Course Evaluation

The evaluation of students shall be consistent with the evaluation requirements that have been agreed upon in the College Council and with the approval of the Council of Deans of the Colleges of Medicine that follow the integrative system, by adopting 20% of the annual endeavor obtained from theoretical and clinical examination (mid exam), and the final examination shall represent 80% of the examination.

In both exams, the theoretical exam is conducted in the form of clinical problem cases and consists of two papers. The first paper is in the way of choosing the most appropriate answer of 4-5 options and the second is short answers paper, which are combined with the rest of the blocks to form complementary questions. The share of the musculoskeletal system block in each of the two papers is 30 marks out of 120 marks. In both papers, the questions are distributed in an appropriate manner. It includes all academic subjects given to students

The clinical exam, it is done by using the OSCE station method. In addition, each student must submit a logbook containing the skills he(she) learned during the clinical training, and this is considered a condition for the student to fulfill the requirements for completing the curriculum approved in the block.

The college also has an important evaluation program that shows the teaching staff the progress achieved in the level of students, called the Personal and Professional Development Program (PPDP).

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Bailey & Love's Short Practice of Surgery
Main references (sources)	Moore, K.L. and Dalley, A.F. Clinically Oriented Anatomy
Recommended books and references (scientific journals, reports…)	Scott-Brown's Otorhinolaryngology and Head and Neck Surgery
Electronic References, Websites	

Course Description Form

Third stage

1. Course Name:
People Living with long term disease
2- Course Code:
PLLTD
3- Semester / Year:
Semester
4- Description Preparation Date:
2025
5- Available Attendance Forms:
Attendance
6- Number of Credit Hours (Total) / Number of Units (Total)
90 hr. (30 theory and 60 practical)
7- Course administrator's name (mention all, if more than one name)
Name: Rajaa Ahmed Mahmoud Email: raja.mahmoud@uobasrah.edu.iq Name: Ziyad Tariq Maki Email: ziyad.maki@uobasrah.edu.iq
8- Course Objectives

Course Objectives	• The course title indicates that disease is experienced by people and signals the importance of considering the patient's perspective. • Provide the students with the necessary knowledge and skills to ensure that they are ideally prepared for the responsibilities they will be carrying in their later professional life. Students should integrate their understanding of basic medi sciences, applied medical sciences, social and behaviou science and clinical skills by means of supported and se directed longitudinal study of a small number of patients a their families

9- Teaching and Learning Strategies	
Strategy	The module include both lectures & practical training in health facilities.

	During the course period, students will have the lecture, seminars in addition to attending practical sessions in Basrah Health facilities according to the instructors' selected places & agenda. By the end of the course, they will be asked to transform their weekly reflections into an assay dissertation in which they will be assessed based on what they achieved.

10- Course Evaluation

Students are evaluated based on:

- Their attendance
- Their active participation during the implementation of the module
- Submisssion of a final reflection that points out their achievement of the overall learning objectives.
- Final Grade of each students include Pass/Fail assessment result based on their (Partially, Totally, NOT achieved learning objectives)/

11- Learning and Teaching Resources

Required textbooks (curricular books, if a	Bonita, Ruth, Beaglehole, Robert, Kjellström, Tord & World Health Organization. (2006). Basic epidemiology, 2nd ed
Main references (sources)	Bob Mash, Handbook of Family Medicine. Oxford (2018). Fourth Edition
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

12- Course Structure					
eek	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1	4hr.	Develop an understanding of the holistic principles of medical practice by which all illness is recognised to have physical, social and psychological dimensions.	**Week 1:** What do you think being a doctor means?	Presentations: the course include 15 presentations that will allow the studen to contrast diseases in different body systems. Course Seminars: During the whole course period, stude will have different seminar subjects as what included in the subjects each week	By the end of the course, students will be asked to transform their weekly reflections into an assay dissertation in which they will be assessed based on what they achieved.
2	4hr.	Develop a practical understanding of the roles of health and social care professionals and others caring for patients.	**Week 2:** Accessing Patient's records Chronic Diseases EPI MCH		
3	4hr.	Develop an appreciation of impact of health and social policy issues upon the care of patients.	**Week 3:** The health care process in Primary, Secondary Tertiary care.		

				3. Student's Reflective Diar	
4	4hr.	Describe and explain the relationships between - basic and applied medical sciences - social and behavioural sciences - clinical skills relevant to the full understandi of the patients and families y have studied	**Week 4:** The health care process in Primary, Secondary & Tertiary care.		
5	4hr.	Use communication skills effectiv to build a relationship with a sm number of patients and learn about th health, illness and family and soc circumstances.	**Week 5:** How do patients present?		
6	4hr.	Describe and evaluate the impact illness upon individuals and families	**Week 6:**		

			The doctor-pati relationship		
7	4hr.	Describe and evaluate the changi roles of medical practitioners, otl health and social care practitioners a patients in the promotion of pati well-being	**Week 7:** Health beliefs and health myths		
8	4hr.	Identify and discuss issues of health a social policy relevant to their chos area of study	**Week 8:** The doctor-patient relationship		
9		Record in a meaningful way the students' reflections on their experiences during the module, and how their future behaviour as clinician s will benefit from those reflections.	**Week 9:** Evidence and Research		
10	4hr.		**Week 10:** Evidence and Research		
11	4hr.	Develop skills of accessing a integrating information from a wi variety of sources, includi consultations with patients, materi	**Week 11:** Links between learning in core modules and patients studied		

		from other parts of the curriculum, a			
12	4hr.	secondary and primary resources	**<u>Week</u> 12:** Links between learning in core modules and patients studied		

Course Description Form Third stage

1- Course Name:
health and disease in Society
2- Course Code:
HaDSoc
3- Semester / Year:
Semester
4- Description Preparation Date:
/2025
5- Available Attendance Forms:
actual attendance
6- Number of Credit Hours (Total) / Number of Units (Total)
60 semester hours (30 theoretical lecture hours and 30 small group hours The number of units is 4, where every 15 hours represents one unit
7- Course administrator's name (mention all, if more than one name)
Name: Rajaa Ahmed Mahmoud Email: raja.mahmoud@uobasrah.edu.iq Name: Ziyad Tariq Maki Email: ziyad.maki@uobasrah.edu.iq
8- Course Objectives

Course Objectives	1.Enable medical students to reach the standards required to become registered as doctors, as specified in Tomorrow's Doctors. This is done by providing a comprehensive grounding in social theory and research on the social origins and consequences of health and disease; Relationships between patients and health professionals; Evidence and theories about disease prevention, including screening; Evidence-based health care theory and practice; Quality and safety in health care; health care outcomes; Organization, financing and management of health care; and a public health perspective on health. 2.Apply much of the knowledge and skills that medical students will gain in this unit will provide the foundation for lifelong learning, which will be a requirement no matter what area of medicine you eventually specialize in.

9- Teaching and Learning Strategies

Strategy	Since the founding of the college in 2017-2018, the Community Health and Family Medicine Branch at Al-Zahraa College of Medicine has used the integrative education style of lectures and discussions in small groups. Education is based on understanding the content without memorizing it alone, which makes recalling the content easy for the student. A two-hour lecture is given separately, followed by a discussion in small groups about the content of those two lectures and identifying all clinical cases related to the topic of the two lectures. This is for every week for a period of 15 weeks, including a week for review and evaluation exam. - Brainstorming education strategy - Education strategy notes series

10- Course Structure

Week	Hrs.	Required Learning Outcomes	Unit or subject name	Learning method
1	4	1. Describe the structure, purposes and organisation of the Module 2. Recognise quality and safety in healthcare as an important responsibility of doctors 3. Explain what clinical governance means and its implications for the work of doctors	**Lecture 1: Introduction to Module; Quality and Safety in Healthcare**	Integrated education style, represented by lectures and discussions in small groups. Education is based on understanding the content without

		4. Describe evidence demonstrating problems of quality and safety in healthcare 5. Describe ways of conceptualizing quality in healthcare 6. Briefly describe policies and organizations for encouraging quality in health system. 7.Explain how a systems-based approach can promote quality in health care		memorizing it alone, which makes recalling the content easy for the student. A two-hour lecture is given separately, followed by a discussion in small groups about the content of those two lectures and identifying all clinical cases related to the topic of the two lectures. This is for every week for a period of 15 weeks, including a week for review and evaluation exam
2	4	1-Understand the concept of epidemiology and its relation to clinical research. 2- Describe a range of social science methods for investigating health and illness. 3- Distinguish between quantitative and qualitative methods, and identify appropriate study designs for different types of research questions. 4- Offer a critical perspective on the rise of the evidence-based medicine movement. 5-Discuss, using social	**Lecture 2: Methods and Evidence**	

		science theory and evidence, some of the difficulties of getting evidence into practice.		
3	4	1-Define health, health inequalities 2-Describe the relationship between health and social variables 3-Describe and evaluate some explanations for health inequalities 4- Discuss how to reduce health inequalities	**Lecture 3: Inequalities in health**	
4	4	1. Define what is meant by the terms —lay beliefs, lay epidemiology —sick role and —lay referral system 2. Explain why understanding lay beliefs is important in medical practice 3Distinguish between primary, secondary, and tertiary prevention, and between three health promotion strategies 4. Illustrate some of the dilemmas raised by health promotion 5. Explain the relevance of lay beliefs to health promotion interventions 6.Recognize the difficulties of evaluating outcomes of health promotion	**Lecture 4: Lay Beliefs; Health Promoti**	
5		1-Understand the epidemiolo of chronic illness. 2- Describe sociological research on how chronic illn	**Lecture 5: Sociological Approaches to Chronic Illness**	

		and/or disability impacts on people's life and identity. 3- Explain what is meant by stigma. 4- Explain different ways of conceptualizing disability. 5- Discuss reasons for the ris of patient-based measures as outcomes of health care. 6- Recognize why the measurement of health-relate quality of life (HRQoL) is se as interesting and necessary. 7- Describe approaches to, ar difficulties in, measuring health, health care outcomes, and HRQoL . 8- Discuss critically at least one published instrument for the measurement of HRQoL. 9- Assess the suitability a value of HRQoL instruments a range of areas.	**and quality of life**	
6	4	1. Define screening. 2. List the criteria for implementing a screening programme, including those relating to the condition, the test, the treatment, and the programme. 3. List the advantages and disadvantages of screening for disease. 4.Describe the difficulties of evaluating the effectiveness of screening programmes. 5. Give examples of screening programmes in the Iraq. 6. Explain sociological critiques and critical	Lecture 6: Screening	

		perspective of health promotion and screening.		
7	4	1. Outline in brief the history of IHS 2. Describe the current structure and functions of IHS 3. Give examples of doctor's management activities and functions	Lecture7: Iraqi Health Services (IHS) – Structure & Management	
8	4	1-Discuss the impact of scarce resources on the work of doctors.) 2-Explain the inevitability of rationing in health care systems.) 3-Describe a range of approaches to resource allocation in healthcare.) 4-Explain and distinguish between cost-effectiveness, cost-benefit, cost-utility, and cost-minimization analyses. 5-Consider the advantages and disadvantages of using QALYs as a method of resource allocation.	Lecture 8: Resource Allocation and Healthcare Economics	
9	4	1-Describe the professionalisation of medicine. 2- Assess regulation of doctors in historical context 3- Describe evidence and theory about socialisation o doctors into the medical profession. 4-Critically evaluate evidenc and theory on challenges to the medical profession.	Lecture 9: Professions and professionalizati	
10	4	1-Describe different sociological approaches to	Lecture 10:	

		understanding the patient-professional relationship 2-Distinguish between explanatory approaches and aspirational approaches of the doctor-patient relationship	Patient-Professional Relationships	
11	4	1. Understand the epidemiology of complementary therapies. 2. Suggest reasons for the increased interest in complementary therapies and assess what implications this may have for medical practice. 3. Describe the theory and practices underlying at least one complementary therapy.	Lecture 11: Complementary Therapies; Patients' Perspectives	
12	4		HaDSoc-Module Revision Issues	

11- ourse Evaluation

The evaluation of students shall be consistent with the evaluation requirements that have been agreed upon in the college council and with the consent of the council of deans of medical colleges that follow the integrative approach, by adopting 20% annual endeavors obtained from multiple quizzes. The pattern of questions shall be similar to the final examination. The final exam represents 80% of the grade

There will be two exam papers: the first consists of questions that can be answered with short answers, which are combined with the rest of the modules to form complementary questions. The share of the health and disease in population module is 30 marks out of 120 marks. As for the second paper, the questions are answered with the best selected answers, and the module score is also 30 out of 120 degrees. In both papers, the questions are distributed in a way that includes all the academic topics given to the students.

The college also has an important evaluation program that shows the teaching staff the progress achieved in the level of students, called the Personal and Professional Development Program.

12- Learning and Teaching Resources

Required textbooks (curricular books any)	Health and disease in population module workbook, Leicester University, College of Medicine.
Main references (sources)	The recommended textbook is: Epidemiology by leon Gordis.
Recommended books and references (scientific journals, reports...)	-Vaughan,J.P.&Morrow,R.H.(1989). Manualof Epidemiology for District Health Management.Geneva :WHO.[ISBN 92 4154404 X] [Online], Available:http://whqlibdoc.who.int/publications/924154404x.pdf [Downloaded20/08/2010]. - Katzenellenbogen,J.M.,Joubert,G.& AbdoolKarim,S.S.(1997). -Epidemiology :AManualforSouthAfrica. CapeTown:Oxford University Press.[ISBN:0195713087] -Beaglehole, R.,Bonita,R.& Kjellstrom,T.(1993).Basic Epidemiology. -Geneva: WHO.[ISBN9241544465]
Electronic References, Websites	Google classroom, which students are informed of at the beginning of each academic year and register with their official university emails

13-Faculty

Faculty Members

Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Rajaa Ahmed Mahmmod	PhD. Community medicine					Lecturer

Ziyad Tariq Maki	Board in Family medicine					Lecturer
Nada Hasan Abdulraheem	Board in Family medicine					Lecturer
Huda Hasan Muhaibes	Master in Community medicine					Lecturer
Raya Habib Abdulemam	Board in Community medicine					Lecturer
Juhoud Abdulsamad Molan	Board in Family medicine					Lecturer
Mayada abduljalel	Master in Community medicine					Lecturer
Elaf mohammedsalih Reda	Board in Community medicine					Lecturer
Zainab Barakat Hussain	Board in Family medicine					Lecturer

14 Expected learning outcomes of the program	
Knowledge	
	1 Knowledge of social concepts of health and disease. • Understand the social factors that contribute to disease, disease course and treatment success, including issues related to health inequalities and the effects of poverty and wealth. Discuss the social aspects of behavior change, treatment compliance, and health promotion tips. • Knowledge of basic principles of health improvement including broader determinants of health, health risks associated with disability, race, gender, age, and disease surveillance.

	• Knowledge of basic principles of health policy development and health services including issues related to health economics, equity and clinical guidelines. • Knowledge of the principles of primary, secondary and tertiary prevention of disease. • Formulate relevant research questions in the social sciences and design appropriate studies to address them.
Skills	
	• Ability to apply social scientific methods in health and health care research. • Ability to describe measurement methods to improve clinical effectiveness and demonstrate improvements in care. • Ability to apply sociological principles, method and knowledge in medical practice. • Apply theoretical frameworks in sociology to explain the diverse responses of individuals, groups, and societies to health and disease. • Demonstrate knowledge of professional regulation laws and regulations through the Ministry of Health relevant to medical practice.
Ethics	
	• Graduating doctors who are able to work within the framework within which medicine is practiced in Iraq, including the Ministry of Health, the management and organization of health care delivery, and the structures and functions of the Iraqi health system. • Graduating doctors who are familiar with the basics of maintaining patient safety, including understanding how errors occur, applying the principles of quality assurance, and risk management. • Doctors who are able to apply ethical issues in conducting medical research. • Doctors capable of assuming administrative responsibilities while maintaining the team spirit.

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

Course Description Form Third stage

Course Name:	
Nervous System Module	
Course Code:	
Nerv.sys.	
Semester / Year:	
Second Semester/ third stage	
Description Preparation Date:	
2025	
Available Attendance Forms:	
Attendance Only	
Number of Credit Hours (Total) / Number of Units (Total)	
90 Credit hours (30 hours Lectures & 30 hours Small Groups Learnin 30 clinical training) *** The Number of Units are 5 (1 Unit is equal to 15 Credit Hours/ Lecture and Small Groups; 1 Unit is equal to 30 Credit Hours/ clinical training)**	
Course administrator's name (mention all, if more than one name)	
Name: Dr. Ali Mohammed Radhi **Email: ali.radhi@uobasrah.edu.iq**	
Course Objectives	
Course Objectives	The aim of this module is to allow the student to develop a 3D concept of the system. Such a concept is basic to the understanding and elucidation of clinical problems. You can accomplish this task mainly by a study of the structure and function of the nervous system
Teaching and Learning Strategies	
Strategy	The Nervous System Module course adopts integrative education, which consists of lectures and discussions in small groups. Education is based on understanding the content and not only memorizing it alone, which makes recalling the content easy for the student. A two-hour lecture is given separately, followed by a discussion in small groups about the content of those two lectures and identifying all clinical cases related to the topic of the two lectures. This is for every week for a period of 15 weeks, including a week for review and evaluation exam. - Brainstorming education strategy - Education strategy notes series
Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4 hours	• Give an overview of the nervous system • Explaining the functions of the parts of the nervous system • Explaining the relationship between nerve cells and the effect of their dysfunction in pathological conditions. • Explaining the embryonic development of the nervous system	**Lecture:** The Brain & Nervous System as an Organ **Lecture:** Understanding CNS from its Embryology	The Nervous System Module course adopts integrative education, which consists of lectures and discussions in small groups. Education is based on understanding the content and not only memorizing it alone, which makes recalling the content easy for the student. A two-hour lecture is given separately, followed by a discussion in small groups about the content of those two lectures and identifying all clinical cases related to the topic of the two lectures. This is for every week for a period of 15 weeks, including a week for review and evaluation exam.	A weekly examination of the Team-Based Learning (TBL) method is conducted as a way to improve learning outcomes by promoting discussion among students
2	4 hours	• Study the anatomy of the skull • Explain the composition and circulation of cerebrospinal fluid • Study of blood supply of the nervous system • Study the anatomy of the nervous system and its relationship to pathological conditions	**Lecture:** Cellular physiology **Lecture:** The Meninges, ventricles, CSF & blood supply		
3	4 hours	• Study the general properties of sensory receptors • Study sensory pathways and their connection to the brain • Explaining the symptoms resulting from levels of damage to	**Lecture:** Somatic Sensation. **Lecture:** The Ascending Tracts		

		the sensory pathways			
4	4 hours	• Studying the parts of the brain that specialized in movement • Study of motor pathways and their connection to the brain • Explaining the neural reflexes at the level of the spinal cord • Explaining the symptoms resulting from damage to different levels of the motor pathways	**Lecture:** Lower Motor neurons & The Muscle Stretch Reflex. **Lecture:** Upper Motor neurons: Descending (motor) Tracts		
5	4 hours	• Study the functions of the cerebellum and basal ganglia • Study Parkinson's disease as an example of a disease in the motor system • Explaining the effect of the level of damage in motor pathways on power and reflexes.	**Lecture:** Physiology of Basal Ganglia & Cerebellum. **Lecture:** Parkinson's Disease		
6	4 hours	• Study the neural circuit related to pain • Studying the sensory pathways of pain and their connection to the brain • Explain how chronic pain arises. • Explain how to treat pain with analgesic medications.	Lecture: Acute & chronic pain syndromes & their Pathophysiology. Lecture: Pain as clinical problem & analgesic option		

7	4 hours	• Study the origin and distribution of the autonomic nervous system • Study the effect of medications on the autonomic nervous system • Explaining the basics of some pathological conditions of the autonomic nervous system.	Lecture: Chemical Disturbances of Neurotransmission. Lecture: Seizure Disorders & Epilepsy		
8	4 hours	• Studying the special sense of vision and pathological conditions related to the nervous system • Studying the special sense of hearing (and balance) and pathological conditions related to the nervous system	Lecture: Central Visual Pathways & Their Pathologies Lecture: Mechanisms of Hearing & Their Pathologies		
9	4 hours	• Study of pathological conditions resulting from interruption of blood supply to the nervous system (CerebroVascular Accident) • Study the events that happened to the brain after injuries	Lecture: Brain Blood Supply & its Disruptions (Strokes) Lecture: Head Trauma & Acute Intracranial Events		
10	4 hours	• Explaining the basics of Neuroimaging • Study of Neuroimaging in pathological conditions of the nervous system.	Lecture: Principles of Neuro-Imaging-1 Lecture: Principles of Neuro-Imaging-2		

11	4 hours	• Study the state of consciousness and the pathological conditions affecting it. • Study of pathological conditions resulting from infection of the nervous system.	Lecture: Clinical Assessments of Consciousness Lecture: Meningitis & infectious diseases of brain		
12	4 hours	• Studying the areas of the brain related to memory, learning and language. • Studying pathological conditions resulting from injuries to different areas of the brain.	Lecture: Cortical Association Areas Lecture: Disturbances of Cortical Function & Dementias		
13	4 hours	• Explain the importance of taking a medical history in diseases of the nervous system. • Study of pathological changes resulting from diseases of the nervous system.	Lecture: History-Taking in Diagnoses of NS Disorders Lecture: Pathology of the Diseased Brain		

63. Course Evaluation

The evaluation of students is consistent with the evaluation requirements that were agreed upon in the College Council and with the approval of the Council of Deans of Medical Colleges that follow the integrative approach, by approving 20% annual effort collected from the mid-semester examination. The final exam represents 80% of the grade.

Both exams include questions that can be answered with short answers, and other questions that can be answered with the best choice. The questions are distributed in a way that includes all the academic topics given to the students.

The college also has an important evaluation program that shows the Teaching College members the progress achieved in students' education levels, called the Personal and Professional Development Program.

64. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nervous System module workbook, Leicester University, College of Medicine

Main references (sources)	• Neurophysiology (Carpenter R and Reddi B) • Clinical Neuroanatomy (Snell) • Macleod's Clinical Examination (Douglas, Nicol & Robertson)
Recommended books and references (scientific journals, reports…)	• Medical Physiology (Guyton & Hall) • Grant's atlas of anatomy (Anne Agur & Arthur Dalley) • Armstrong's Diagnostic Imaging (Armstong P & Martin W & Anderea R) • A Colour Atlas of Human Dissection (Chumbley & Hutchins)
Electronic References, Websites	The module website is on Google Classroom, which students are informed of at the beginning of each academic year and where they register using their official university emails.

2. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements / Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Dr. Ali Mohammed Radhi	M.B.Ch.B.	Neurosurgery			Staff	
Dr. Zainab Abdul-Mehsin Abood	M.B.Ch.B.	Neurosurgery			Staff	
Dr. Wisam Abdulla	M.B.Ch.B.	Neurosurgery				Lecturer
Dr. Mulook Chasib Kasim	M.B.Ch.B.	Neurosurgery				Lecturer
Dr. Muhanad Ahmed Abdulla	M.B.Ch.B.	Neurosurgery				Lecturer

15. Expected learning outcomes of the program	
A-Knowledge	
Learning Outcomes	A1- Graduating doctors who have complete knowledge of pathological conditions related to the nervous system. A2- Knowing the clinical symptoms and signs of pathological conditions of the nervous system. A3- Knowledge of the types of Neuroimaging of the nervous system. A4- How to deal with head injuries in emergency units.
B-Skills	
Learning Outcomes	B1 - Graduating doctors who have the ability to examine the patient and detect pathological signs that related to the nervous system. B2- The ability to link clinical symptoms and signs with the pathological condition of the nervous system. B3- The ability to choose and read Neuroimaging of the nervous system.
C-Ethics	
Learning Outcomes	C1- Graduating scientific doctors who put humanity as the basis for their work. C2- Graduating Doctors who know exactly how to deal psychologically and ethically with their patients. C3- Graduating Doctors who completely protect their patients' secrets C4- Graduating Doctors who work as a team and do not refrain from cooperating with each other.

Professional Development
Mentoring new faculty members
After reading and understanding the curriculum of the Module, the new faculty member given an overview on the integrative college system by the Dean assistant for scientific affairs, then he / she will attend lectures & sessions of the Module followed by partial participation in the sessions, to complete giving lectures.
Professional development of faculty members
The faculty members are trained on Team-Based Learning strategy which learn & asses students at different levels of knowledge. This strategy will be developed using a much more sophisticated computers & voting systems that make learning process much more successful both to faculty members & students.

Course Description Form Third stage

Course Name:
Forensic Medicine
Course Code:
FM
Semester / Year:
Semester
Description Preparation Date:
2025
Available Attendance Forms:
Live attendance
Number of Credit Hours (Total) / Number of Units (Total)
1 units (1 unit=15 hours in theory)
Course administrator's name (mention all, if more than one name)
Name: Dr Wasan Mansour Dr Saja Dhiea Dr Ihsan Mardan Email: ihsanmardan@uobasrah.edu.iq
Course Objectives
Course Objectives • 1- Learn about forensic medicine • 2- How to deal with medical and health justice issues • 3- How to write medical reports for the living and the dead • 4- How to write different companies and their importance • 5- Determine the distance intended for relevant judicial cases • 6- Encouraging students to partner in this rare future specialization
Teaching and Learning Strategies
Strategy Since the founding of the college in 2017-2018, the Pathology Branch at Al-Zahraa College of Medicine used an integrative education style of lectures and discussions in small groups. Education is based understanding the content without memorizing it alone, which makes recalling the content easy for student. A two-hour lecture is given separately, followed by a discussion in small groups about the conten those two lectures and identifying all clinical cases related to the topic of the two lectures. This is for ev week for a period of 15 weeks, including a week for review and evaluation exam. - Brainstorming education strategy - Education strategy notes series
Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Definition of death and signs of Dhanni and Takadiya death	Forensic Medicine	Integrated education style, represented by lectures and discussions in small groups. Education is based on understanding the content without memorizing it alone, which makes recalling the content easy for the student. A two-hour lecture is given separately, followed by a discussion in small groups about the content of those two lectures and identifying all clinical cases related to the topic of the two lectures. This is for every week for a period of 15 weeks, including a week for review and evaluation exam	Team-Based Learning (TBL) is examined weekly as a way to improve learning outcomes by promoting discussion among students
2	2	Suspended life or apparent death, death spots, bloody decline	Forensic Medicine		
3	2	Dead rust, granularity	Forensic Medicine		
4	2	Decomposition, roles or stages of decomposition, waxing, mummification	Forensic Medicine		
5	2	Wounds, the mechanism or mechanism of wounds, classification of wounds, bruises, types of traumatic injuries	Forensic Medicine		
6	2	Acute wounds, stab wounds, punc wounds, puncture wou complications of wound infections	Forensic Medicine		
7	2	Forensic medical reports	Forensic Medicine		
8	2	Seminal spots	Forensic Medicine		
9	2	Miscarriage	Forensic Medicine		
10	2	Asphyxia and its types, roles of violent asphyxia, signs of violent asphyxia, classification of cases of mechanical asphyxia	Forensic Medicine		
11	2	Self-concealment, its signs, and how it occurs	Forensic Medicine		
12	2	Recognition	Forensic Medicine		
13	2	Sexual assaults	Forensic Medicine		
14	2	Blood spots	Forensic Medicine		
15	2	Salivary stains	Forensic Medicine		

65. Course Evaluation

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

66. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Textbook of Forensic Medicine Toxicology, Jaepee Brothers
Main references (sources)	Forensic Toxicology
Recommended books and references (scientific journals, reports…)	Journal of Forensic Medicine
Electronic References, Websites	http://www.ijfmt.com https://www.bmj.com/content/2/5548/361

3. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Dr Ihsan Mardan	MBChC	Hepatopathology			√	
Dr Wasan Mansour	MBChC	Histopathology				√
Dr Saja Dheaa	MBChC	Histopathology				√

16. Expected learning outcomes of the program

Knowledge

1- The student will learn about diseases of the human body and the effects of the disease on every part of the body
2- To distinguish between normal and abnormal cases through studying general diseases and identifying them clinically and histologically
3- Learn about forensic medicine
4- Learn about forensic medicine
5- How to deal with forensic medical cases received by health institutions

6- How to write medical reports for the living and the dead 7- How to write various death certificates and their importance 8- Learn about the rest of the relevant forensic sciences 9- Encouraging students to enroll in this rare specialty in the future
Skills
1- Avoid making mistakes when writing forensic medical reports 2- Knowing how and safely sending forensic medical cases to the forensic medicine office for the living and the dead 3- Knowing the legal methods when receiving forensic medical cases of living people arriving at medical institutions 4- The correct methods for diagnosing general human diseases
Ethics
1- Graduating scientific doctors and scientists who hold humanity as the basis of their work. 2- Doctors know exactly how to deal psychologically and ethically with their patients. 3-Doctors completely protect their patients' secrets 4- Doctors work as a team and do not refrain from cooperating with each other because they have learned to work collectively

Course Description Form Fourth stage

1. Course Name:	
Block of Musculoskeletal care	
2. Course Code:	
MSK Block	
3. Semester / Year:	
fourth year/ yearly	
4. Description Preparation Date:	
2025	
5. Available Attendance Forms:	
Attendance Only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
240 hours (30 hours: theory, 30 small groups, 180 hours: clinical). 10 units (1 unit=15 hours in theory and small group, 1unit= 30 in clinical)	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Professor Faleh Waheed Hashim Email: faleh.hashim@uobasrah.edu.iq	
8. Course Objectives	
Course Objectives	**1.The general objective of this course is to provide the student with the knowledge and skills necessary to diagnose and treat musculoskeletal disorders and musculoskeletal system injuries, in a way that helps to save the patient's life or preserve the functions of the affected organs.** **2.The Scientific and professional dealing with medical cases and emergency injuries of the musculoskeletal system and learning scientific and practical methods and skills to avoid or reduce the complications of these cases.** **3.To help the student enter the training program in the foundation year and subsequent postgraduate training programs and providing him with the necess skills for management and basic treatments for musculoskeletal conditions in accordance with modern and internationally approved scientific foundations.**
9. Teaching and Learning Strategies	
Strategy	The surgery branch, as is the case in other clinical branche relies on the integrative curriculum adopted by Al-Zahraa College of Medicine since its establishment in 2017-2018, which is represented by theoretical lectures and small

	groups in a way to solve clinical problems. The focus is on the content and not just memorization, which makes the student able to study and deal correctly and scientifically with orthopedic cases, especially emergency ones. The course is divided into two parts. The first part is called the induction phase and lasts for two weeks in the form of lectures, 4 lectures per day, followed by a discussion seminar for small groups in a way to solve clinical problem The second part called postinduction phase, it is the clinica part and lasts for a period of six weeks. The course is in the teaching hospitals where the student sees and also participates in Examination and management of medical conditions with seminars and direct supervision by the teaching specialist physician Also, every Thursday there is a seminar on a clinical to that is prepared in advance and takes advantage of the clini skills laboratory located in the college building.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	25	Understanding the principles of injuries to the various parts of the musculoskeletal system, how to diagnose them, the required tests, the types of conservative and surgical treatment, complications, how to prevent	Introduction to various fractures complications of fracture, process bone healing, Common fractur and dislocations the upper limb, common fracture and dislocations lower limbs, spir fractures and dislocations, pelv injuries, nerve injuries and tendon and musc injuries and	The integrative education style consists of lectures and discussions in small groups by solving clinical problems style. The education is based on understandin g the	The performa nce of students is evaluated daily through individual evaluatio n and team evaluatio n in impleme nting the

		them, and how to deal with them if they occur.	laceration and W injuries	content, not just memorizatio n, which makes recalling the content easy for the student. Four lectures are given, followed by a discussion in small group sessions about the content of those lectures and discuss all the clinical problem cases related to the topics of the lectures. This happens every day for two weeks	solution to the clinical problem cases, as well as weekly at the end of the week a written examinati on in the subject of the previous week. Practical performa nce is evaluated by testing their abilities in dealing with the orthopedi c cases that the students faced during the day and how to evaluate and deal with them.

					This is done through a panel discussio n at the end of the day
2	25	Understanding the principles of diseases of the musculoskeletal system that are not caused by injuries, such as infections, tumors, rheumatism, etc., their symptoms, and how to diagnose and treat them according to the most recent international products and guidelines.	Musculoskeletal tumors, MSK infections, rheumatological diseases, neuropathies, myopathies, osteoarthritis, rehabilitation, diseases of the joints and neuromuscular disorders		
3-8	140	To know how to take a case history and conduct a clinical examination in the orthopedic	1.Observed histo general and orthopedic regional examination 2.Rheumatology outpatient clinic	The method learning is identify pathological cases of bo and jo surgery a fractures fou	The performan of students evaluated daily through individual evaluation

		wards, and how to deal with critical cases in the emergency department, and how to deal with the patient in the orthopedic consultation unit and the Rheumatology consultation unit, as well as knowing how to prepare for operations and watching how surgeries are performed in the operating room, and also participating in minor operations and some simple surgical interventions. This performed by dividing the students into six small groups whose work location changes weekly for a period of six weeks and in three teaching hospitals in	3. Orthopaedic outpatient: A: outpatient clin B: casting fractur 4.Surgical theatr 5. Casualty unit	in the ha consultations and emergencies, how to deal w them a evaluate the clinically, a the necessa laboratory a radiological examinations and follow up surgical cas before, duri and after t operation a how to foll them, and all this is done in integrated manner and groups th cooperate w each other complete t tasks a evaluate all this at the end the day	and tea evaluation implemen g t solution the clini problem, well weekly the end the week written examinati in t subject the previo week. Practical performan is evaluat by testi their abilities dealing w the medi cases th the studer faced duri the day a how evaluate a deal w them. This done through panel discussion the end the day

		Basra, which are Basra Hospital, Al-Fayha Hospital, and Al-Mawani Hospital.			

11. Course Evaluation

The evaluation of students shall be consistent with the evaluation requirements that have been agreed upon in the College Council and with the approval of the Council of Deans of the Colleges of Medicine that follow the integrative system, by adopting 20% of the annual endeavor obtained from theoretical and clinical examination (mid exam), and the final examination shall represent 80% of the examination.

In both exams, the theoretical exam is conducted in the form of clinical problem cases and consists of two papers. The first paper is in the way of choosing the most appropriate answer of 4-5 options and the second is short answers paper, which are combined with the rest of the blocks to form complementary questions. The share of the musculoskeletal system block in each of the two papers is 30 marks out of 120 marks. In both papers, the questions are distributed in an appropriate manner. It includes all academic subjects given to students

The clinical exam, it is done by using the OSCE station method. In addition, each student must submit a logbook containing the skills he(she) learned during the clinical training, and this is considered a condition for the student to fulfill the requirements for completing the curriculum approved in the block.

The college also has an important evaluation program that shows the teaching staff the progress achieved in the level of students, called the Personal and Professional Development Program (PPDP).

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Apley and Solomon's System of Orthopaedics and Trauma
Main references (sources)	Moore, K.L. and Dalley, A.F. Clinically Oriented Anatomy
Recommended books and references (scientific journals, reports…)	Ronald McRae: clinical orthopedic examination
Electronic References, Websites Example: https://classroom.google.com/c/NjY4OTUxNzAyNjYy?c=xh7byjb	Google classroom. The students are informed before the beginning of the course so as to include them in the classroom by using their own university emails.

4. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assist. Prof. Dr. Faleh Waheed Hashem	Bachelor of Medicine and General Surgery	Doctorate in Orthopedics and Traumatology			Staff	
M.D. Mustafa Imad Al-Badran	Bachelor of Medicine and General Surgery	Subspecialty Rheumatic Joint Diseases			Staff	
Specialist Doctor Dr. Raed Jassim Jasib	Bachelor of Medicine and General Surgery	Doctorate in Orthopedics and Traumatology				Lecturer
Specialist Doctor Ahmed Ibrahim Habib	Bachelor of Medicine and General Surgery	Doctorate in Orthopedics and Traumatology				Lecturer
Specialist Doctor Rafid Musa Jaafar	Bachelor of Medicine and General Surgery	Doctorate in Orthopedics and Traumatology				Lecturer
Specialist Doctor Ahmed Hazem Daham	Bachelor of Medicine and General Surgery	Doctorate in Orthopedics and Traumatology				Lecturer
Specialist Doctor Muhammad Baqir Abbas Abdel Zahra	Bachelor of Medicine and General Surgery	Doctorate in Orthopedics and Traumatology				Lecturer

Specialist Doctor Ahmed Khalaf Lafta	Bachelor of Medicine and General Surgery	Doctorate in Orthopedics and Traumatology				Lecturer
Specialist Doctor Abdul Sattar Hussein Al-Madh	Bachelor of Medicine and General Surgery	Higher Diploma in Joint Diseases and Rheumatism				Lecturer
Specialist Doctor Shahdi Hussein	Bachelor of Medicine and General Surgery	PhD, Diagnostic Radiology				Lecturer

13. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	A1-Knowledge of the applied anatomical, histological and functional aspects of the different parts of the musculoskeletal system A2- Knowledge of the common conditions that affects the MSK system and the basic principles in diagnosis and treatment especially for accidents. A3- Knowledge of the common traumatic conditions and the basic principles of diagnosis and treatment A4- General knowledge in the devices used in the diagnosis of conditions that affect the musculoskeletal system, especially radiological devices and to know how to use these tools in the diagnosis of the musculoskeletal disorders. A5- General knowledge of the devices and tools used in the surgical interference for conditions and injuries related to the musculoskeletal system A6- General knowledge of preventive measures that are used to reduce the bad sequels and complications of the diseases and injuries of the musculoskeletal system and also know how to deal with the patient from physical, psychological and social aspects.
Skills	
Learning Outcomes 2	B1- Graduation of safe and competent doctors through the provision of results-based medical education that enables medical students to acquire the knowledge, skills and attitudes related to the health-care system and responds to the health needs of the community.

	B2- To provide patient-centered care, focusing on the compassionate approaches by applying the effective communication skills, humanitarian and ethical principles in all aspects of the medical practice.
Learning Outcomes 3	B3- Evolving the necessary infrastructures for the scientific environment that supports the long-term problem-solving learning, and promotes the innovative achievements and encourages the exchange and partnership programs.
Ethics	
Learning Outcomes 4	C1- Graduating academic doctors who making the humanity and human rights are the basis of their work. C2- Professional doctors who consider the psychological and moral aspects of the medical profession.
Learning Outcomes 5	C3- Doctors deal with patients with confidence and keep the secrets of their patients. C4- Doctors working in a team spirit and are cooperative among themselves to solve medical and community problems.

Professional Development
Mentoring new faculty members
Workshops are conducted at the college and branch levels for new teachers, whether staff or lecturers, in which they are trained on the integrative curriculum adopted by Al-Zahraa College of Medicine, in which the student is the focus of the educational process, the mechanism for monitoring student development, and evaluation methods.
Professional development of faculty members
As a part of the program that adopted by AL Zahraa college of medicine for personal and career development program (PPDP), the teachers of the musculoskeletal system care have been divided within the list of the mentors to follow the progression in the level of the student's personal and educational aspects and to help them to overcome the challenges they face during learning and acquiring skills.

Course Description Form Fourth stage

1. Course Name:	
Cardiorespiratory block	
2. Course Code:	
CRC	
3. Semester / Year:	
yearly	
7- Description Preparation Date:	
2025	
8- Available Attendance Forms:	
Attendance only	
9- Number of Credit Hours (Total) / Number of Units (Total)	
240 hour per semester (30 hours lectures, 30 hours small group and 180 hours clinical training) Number of unit 10 unit, every 15 hour of lectures and small group represent o unit and 30 hours of clinical training represent one unit	
10- Course administrator's name (mention all, if more than one name)	
Name: Firas Rasheed Sayel Email: firas.alobaidi@uobasrah.edu.iq	
11- Course Objectives	
Course Objectives	***Provide basic knowledge for cardiorespiratory disease, which helps the students save lives and preserve the cardiac and respiratory function.** ***Make the students able to deal scientifically and efficiently with the emergency cases of cardiorespiratory disease.** ***Provide the clinical skills and knowledge about how to diagnose and treat cardiorespiratory disease according to the newest recommended guideline**
12- Teaching and Learning Strategies	
Strategy	The branch of internal medicine, as in other clinical branches, depends on the integrative curriculum adopted by Al-Zahra College of Medicine since its establishment in 2017-2018, which is represented by theoretical lectures and small groups in a way to solve clinical problems, and the focus is on content and not only memorization, which makes the student able to recall and deal scientifically with pathological cases, especially emergency ones. The course is

	divided into two parts, the first part is called the induction part and lasts for two weeks in the form of lectures by 4 lectures per day, followed by a ring for small groups Under the direct supervision of the teaching specialist doctor Also, every Thursday, there is a seminar on a clinical topic that is prepared in advance and takes advantage of the clinical skills laboratory in the college

13- Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	25	Understand the principles of diseases of the cardiac system in all its parts, how to diagnose and tests required, types of conservative treatment, complications, how to prevent them and how to deal with them if they occur	-Symptoms of cardiorespiratory system -Diseases of the cardiovascular system (heart failure. IHD, valvular heart diseases, pericardial diseases, hypertension and congenital heart diseases).	The pattern of integrative education, represented by lectures and discussions in small groups in a way to solve clinical problems. Education is based on understanding the content and not just memorization, which makes it easy for the student to remember the content. 4 lectures are given followed by a small group discussion on the content of those lectures and identifying all clinical cases related to the topic of the lectures. And this is for every day for a period of two weeks	The performance of students is evaluated daily through individual evaluation and team evaluation in the implementation of clinical problem solving, as well as weekly at the end of the week written exam in the previous week's material, and the practical performance evaluation is by testing their abilities in dealing with the pathological cases that students faced during the day and how to evaluate and deal with them, and this is through a panel discussion implemented at the end of the day
2	25	Understand the principles of diseases of the respiratory system in all its parts, how to diagnose and tests required, types of conservative treatment, complications, how to prevent them and how to deal with them if they occur	Diseases of the respiratory system (infections, tumors, tuberculosis, interstitial lung diseases, pleural diseases and systemic diseases affecting the lung)		
3	25	Knowing how to take the history of the disease and conduct a clinical examination in the internal medicine lobbies and specialized centers and how to deal with critical cases in the emergency department and how to deal with the patient in the external	Observed history taking in the out patient, medical wards, CCU, ICU; and the casualty unit		

		consultant by dividing students into six small groups whose place of work changes weekly for a period of six weeks in Basrah hospitals, which are Basrah Teaching Hospital, Al Sader teaching Hospital and Basra oil Hospital			
4	25	Know how to take the history of the disease and conduct a clinical examination in the corridors of internal medicine and specialized centers and how to deal with critical cases in the emergency department and how to deal with the patient in the outpatient department.	Observed history taking in the out patient, medical wards, CCU, ICU; and the casualty unit		
5	25	Know how to take the history of the disease and conduct a clinical examination in the corridors of internal medicine and specialized centers and how to deal with critical cases in the emergency department and how to deal with the patient in the outpatient department.	Observed general exam in the specialized centers and medical wards		
6	25	Know how to take the history of the disease and conduct a clinical examination in the corridors of internal medicine and specialized centers and how to deal with critical cases in the emergency department and how to deal with the patient in the outpatient department.	Observed general exam in the specialized centers and medical wards		
7	25	Know how to take the history of the disease and conduct a clinical examination in the corridors of internal medicine and specialized centers and	Observed general exam in the specialized centers and medical wards		

		how to deal with critical cases in the emergency department and how to deal with the patient in the outpatient department.			
8	25	Know how to take the history of the disease and conduct a clinical examination in the corridors of internal medicine and specialized centers and how to deal with critical cases in the emergency department and how to deal with the patient in the outpatient department.	Observed general exam in the specialized centers and medical wards		

14- Course Evaluation

The evaluation of students is consistent with the evaluation requirements that have been agreed upon in the College Council and is given to the Council of Deans of Medical Colleges that follow the integrative approach by adopting 20% annual endeavor obtained from the mid-semester theoretical and clinical exam (mid exam) and the final exam is representative of 80% of the grade. In both exams, the theoretical exam is in the manner of clinical problems and by two papers, the first paper is multiple choice questions and the second is short answers that are combined with the rest of the blocks to form integrative questions that form the share of the cardiorespiratory system block in each of the two papers

15- Learning and Teaching Resources

Required textbooks (curricular books, if any)	Cardioresoiratory workbook
Main references (sources)	The recommended textbook is •Ralston, S. H., Penman, I. D., Strachan, M. W. J., & Hobson, R. (Eds.). (2018). Davidson's principles and practice of medicine (23rd ed.). Elsevier Health Sciences.
Recommended books and references (scientific journals, reports…)	Macleod's Clinical Examination 14th Edition by J. Alastair Innes BSc PhD FRCP Ed (Editor), Anna R Dover PhD FRCP(Ed) (Editor)
Electronic References, Websites	Google classroom

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Firas Rasheed Sayel	Internal medicine	Cardiology			staff	
Mohammed Adel Abdulhasan	Internal medicine	Internist			staff	
Mazin Abd Haza'a	Internal medicine	cardiology			staff	
Mustafa Imad Omran	Internal medicine	Rheumatology			staff	
Quitaiba Muslim Awad	Internal medicine	Hematolgy			staff	
Farqed Majeed	microbiology				staff	
Zainab Muzahem	Biochemistry				staff	
Ahmed Bedir	Physiology	Physiology			staff	
Qais Ali Habeeb	Internal medicine	Internist				Lecturer
Dhaem Falih	Internal medicine					Lecturer
Khadem Salih	Cardiothoracic surgery					Lecturer
Firas Salim	Cardiothoracic surgery					Lecturer
Zuhair Abdulkareem	Internal medicine	Internal medicine				Lecturer

17. Expected learning outcomes of the program

Knowledge

1- Knowledge of the anatomical, histological and functional aspects of cardiorespiratory system
2- Knowing common conditions, their symptoms and the basic principles of diagnosis and treatment
3- Knowledge of common injuries and the basic principles of diagnosis and treatment, especially emergency cases.
4- Knowing the devices used in diagnosing complications that affect the cardiorespiratory system, especially radiological devices, and how to use them in diagnosing pathological conditions
5- General knowledge of preventive methods to reduce the complications of diseases and injuries of the cardiorespiratory system as well as knowing how to deal with the patient from all physical, psychological and social aspects

Skills

1 - Graduating safe and competent doctors by providing evidence -based medical education that enables medical students to acquire knowledge, skills and attitudes relevant to the health care system and responds to the health needs of the community.
2 - Provide patient-centered care, with a focus on a compassionate approach by applying effective communication skills, humanitarian and ethical principles in all aspects of medical practice
3 - Prepare the necessary infrastructure for a scientific environment that supports long-term problem-based learning, fosters innovative achievements.
4- The ability to deal with diseases of the cardiorespiratory system, especially critical ones.
5- The ability to scientifically link the symptoms that appear on the cardiorespiratory system, which appear on other body systems to reach an accurate diagnosis
6- The possibility of conducting clinical, radiological and laboratory tests appropriate for each condition affecting the cardiorespiratory system to reach the diagnosis and then treatment and at the appropriate speed to obtain the best therapeutic results

Ethics

1- Graduating academic doctors and making human values the basis of their work.
2- Professional doctors who take into account the psychological and ethical aspect of the medical profession.
3- Doctors who confidently deal with patients and keep the secrets of their patients.
4- Doctors working in a team spirit and cooperating with each other to solve medical and societal problems

Course Description Form Fourth stage

1. Course Name:
Block for the care of the gastrointestinal system
2. Course Code:
GIT Block
3. Semester / Year: 5th Academic year.
annual
4. Description Preparation Date:
2025
5. Available Attendance Forms: Personal Attendance
My presence only
6. Number of Credit Hours (200) / Number of Units (10)
240 semester hours (30 theoretical lecture hours, 30 small group hours, and 180 clini hours) *The number of units is 10, where every 15 hours of theory and small groups represent o unit and each 30 hours of work represent one unit
7. Course administrator's name (mention all, if more than one name)
Name: Dr. Wissam Hamza Abbas Al-Sawadi Email: wisam.abbas@uobasrah.edu.iq
8. Course Objectives
1The general goal of this course is to provide the student with the knowledge and sk necessary to diagnose and treat diseases, disorders, and surgeries related to the digesti system. 2- Scientific and professional dealing with medical cases and emergency injuries to t digestive system and learning scientific and practical methods and skills to avoid or redu the repercussions of these cases. 3- Helping the student to enter the training program in the foundation year and subseque postgraduate training programs and providing him with the necessary skills for t management and basic treatments of emergency and cold cases of the digestive system accordance with modern scientific foundations that are internationally approved.
9. Teaching and Learning Strategies
The surgery branch, as is the case in other clinical branches, relies on the integrative curriculum adopted by Al-Zahraa College of Medicine since its establishment in 2017-201 which is represented by theoretical lectures and small groups in a way to solve clinical problems. The focus is on the content and not just memorization, which makes the stude able to study and deal correctly scientifically with... Medical cases, especially emergency

ones. The course is divided into two parts. The first part is called the introductory part an lasts for two weeks in the form of lectures, 4 lectures per day, followed by a discussion circle for small groups in a way to solve clinical problems. The second part is the clinical part and lasts for six Weeks of work in educational hospitals during which the student is seen and also participates in examining and treating medical cases with discussion circles and under the direct supervision of the teaching specialist physician.
Also, every Thursday there is a seminar on a clinical topic that is prepared in advance and takes advantage of the clinical skills laboratory located in the college .

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1st - 2nd	From 8:00 am to 2:3(pm	Learn about common diseases that affect the digestive system and ho to diagnose and treat them	Digestive syst(lectures	The integrative education style consists of lectures and discussions in small groups in a way that solves clinical problems. Education is based on understand ing the content and not just memorizati on, which makes recalling the content easy for the student. 4 lectures are given,	Students' performance evaluated da through individual evaluation ar team evaluation in implementin the solution t the clinical problem, as well as week at the end of the week, a written exam in the previou week's subje and the evaluation is Practical performance by testing the abilities to de with the medical case that the students face during the da

				followed by a discussion in small groups about the content of those lectures and identifying all clinical cases related to the topic of the lectures. This is done every day for two weeks	and how to evaluate and deal with them. This is done through discussion group held at the end of th day.
3rd-8th	8:00 am To 2:30 pm	Dealing with medical cases, the ability to identify and read the tes and procedures required for diagnosis and treatment, and the abili to deal with emergency and critical cases.	Practical application in gastrointestinal care.	• Presence in consultations External • Being in the halls Medical • Being in halls Gastrointestinal operations and general surgery • Device Center Clinics Digestive	Lookbook, attendance record and OSCE exam

				• Study methods of conducting O.G.D., COLONOSCOPY And other procedures To examine the digestive system • Clinical schizophrenia • Skills laboratory • Internal emergencies And surgical • Procedure skills Basic and discussion of pathological conditions.	

11.Course Evaluation

At the end of the block, a report will be submitted to the Faculty on whether each student:

Attend all specific compulsory classes and other clinical classes as appropriate.

Complete the required tasks specified in the unit logbook record.

Satisfactorily complete structural assessments (as appropriate), including medical consultation skills and knowledge-based assessments.

Commitment and demonstration of professional attitudes and behaviors.

The Board of Examiners in the second phase, or a subset thereof (members of the block's teachers), reviews the reports (logbook) of the unit record and the scientific progress of

each student at regular intervals, and determines the appropriate action in the event that any student does not satisfactorily complete all aspects of the unit assessment. **1- Short exams weekly.** **2- A theoretical exam that includes questions. It has single best answer questions (choose the most correct answer out of five options) and each question in the form of a clinical presentation or a condition that followed by five options. The number of questions in examination paper ranges from 100-120 questions and the allowed time is three hours.** **3. The end-of-module practical exam, which includes 8-10 stations OSCE (Objective Structural Clinical examination).** **4- Daily evaluation of the performance of students in small groups and participation in the presentation of seminars and during clinical training.** **5- Evaluating the student within special fields in the student's practical handbook (Clinical training Logbook)**

12.Learning and Teaching Resources	
Required textbooks (curricular books, any)	**Workbook Student** **Lookbook** **Lectures**
Main references (sources)	**Bailey & Love's Short Practice of Surgery, 27th Edition: Edited By Norman S. Williams Copyright Year 2018** **Porth, CM. Essentials of Pathophysiology. 3rd Edition, Lippincott Williams & Wilkins [2011];** **Gastrointestinal system – crash course. 3rd Edition, Mosby [2008]** **Macleod's clinical examination**
Recommended books and references (scientific journals, reports…)	**Management of critically ill surgical patient** **Essential Revision Notes for Intercollegia MRCS book 1: Edited by Claire Ritc Chalmers Copyright year 2006 PASTEST LT**
Electronic References, Websites	**Google classroom** **Students are notified of this at the beginning of each academic year and they register with their official university emails**

6. Faculty						
Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Ass. Prof. Jawad Ramadhan Fadhl	**Consultant general surgeon**	**Doctorate in General Surgery**			**Yes**	
Lecturer Wisam Hamza Abbas	**Consultant general surgeon**	**Doctorate in General Surgery**			**Yes**	
M.D. Sadiq Hassan	**Bachelor of General Medicine and Surgery**	**Doctorate in Pediatric Surgery**			**Yes**	
Dr. Haitham Hussein	**Bachelor of General Medicine and Surgery**	**Doctorate in Pediatric Surgery**			**Yes**	
Dr. Ahmed Dawai Chiad	**General surgery**	**Doctorate in Pediatric Surgery**				**Yes**
Dr. Ahmed Jaleel	**General surgery**	**Doctorate in Pediatric Surgery**				**Yes**
The specialist doctor, Dr. Haider Mohsen Jarallah	**Bachelor of General Medicine and Surgery**	**Doctorate in Internal Medicine/ specialization in diseases of the**				**Yes**

		liver, bile ducts, and pancreas				
Specialist physician Dr. Talal Hadi	Bachelor of General Medicine and Surgery	Doctorate in Internal Medicine/ specialization in diseases of the liver, bile ducts, and pancreas				Yes
Specialist doctor Shahdi Hussein	Bachelor of General Medicine and Surgery	Doctorate in Diagnostic Radiology				Yes

13.Expected learning outcomes of the program
Knowledge
A1- Knowledge of the anatomical, histological and functional aspects of the parts of the digestive system A2-Knowledge of common disease conditions, their symptoms, and the basic principles of diagnosis and treatment A3- Knowledge of common injuries and the basic principles of diagnosis and treatment, especially emergency cases. A4-Knowing the devices used in diagnosing complications affecting the digestive system, especially radiological devices, and how to use them in diagnosing pathological conditions and injuries. A5- General knowledge of the devices and tools used in surgical interventions for pathological conditions and injuries related to the digestive system A6- General knowledge of preventive methods to reduce the repercussions and complications of diseases and injuries of the digestive system, as well as knowledge of how to deal with the patient from all physical, psychological and social aspects.

Skills
B1 -To graduate safe and competent doctors by providing results-based medical education that enables medical students to acquire knowledge, skills, and attitudes relevant to the health care system and responds to community health needs. **B2 - Provide patient-centered care, emphasizing a compassionate approach by applying effective communication skills, humane and ethical principles in all aspects of medical practice** **B3 - Prepare the necessary infrastructure for a scientific environment that supports long-term problem-based learning, promotes innovative achievements, and encourages exchange and partnership programs.** **B4- The ability to deal with injuries and diseases of the digestive system, especially critical ones** **B5- The ability to scientifically link the symptoms that appear on the digestive system and those that appear on other body systems to reach an accurate diagnosis of medical conditions.** **B6- The possibility of conducting appropriate clinical, radiological and laboratory examinations for each disease affecting the digestive system to reach diagnosis and then treatment at the appropriate speed to obtain the most detailed therapeutic results.**

C-Values **(Emotional and value goals**
C1- Graduating academic doctors who make human values a basis for their work. **C2- Professional doctors who take into account the psychological and ethical aspects of the medical profession.** **C3- Doctors deal confidently with patients and keep their patients' secrets.** **C4- Doctors work as a team, cooperating with each other to solve medical and societal problems**

Course Description Form Fourth stage

1. Course Name:
Endocrine and Renal care
2. Course Code:
En&Re
3. Semester / Year:
Year
4. Description Preparation Date:
2025
5. Available Attendance Forms:
Attendance only
6. Number of Credit Hours (Total) / Number of Units (Total)
180 hour per semester (40 hours lectures, 140 hours clinical training) Number of unit 12 unit, every 15 hour represent one unit
7. Course administrator's name (mention all, if more than one name)
Name: Mohammed Adel Abdulhasan Email: mohammed.adel@uobasrah.edu.iq
8. Course Objectives

Course Objectives	Provide basic knowledge for renal and endocrine disease, which helps the students save lives and preserve the endocrine and renal function. Make the students able to deal scientifically and efficiently with the emergency cases of renal and endocrine disease. Provide the clinical skills and knowledge about how to diagnose and treat renal and endocrine disease according to the newest recommended guideline
9. Teaching and Learning Strategies	
Strategy	The branch of internal medicine, as in other clinical branches, depends on the integrative curriculum adopted by Al-Zahra College of Medicine since its establishment in 2017-2018, which is represented by theoretical lectures and small groups in a way to solve clinical problems, and the focus is on content and not only memorization, which makes the student able to recall and deal scientifically with pathological cases, especially emergency ones. The course is divided into two parts, the first part is called the introductory part and lasts for two weeks in the form of lectures by 4 lectures per day, followed by a ring for small groups Under the direct supervision of the teaching specialist doctor Also, every Thursday, there is a seminar on a clinical topic that is prepared in advance and takes advantage of the clinical skills laboratory in the college
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	25	Understand the principles of diseases of the renal system in all its parts, how to diagnose and tests required, types of conservative treatment, complications, how to prevent them and how to deal with them if they occur	Symptoms of endocrine and renal system -Diseases of the renal system system (acute and chronic renal failure, glumeronephritis, renal tubular disease, interstitial renal disease, renovascular disease, hypertension; and electrolyte disturbances.	The pattern of integrative education, represented by lectures and discussions in small groups in a way to solve clinical problems. Education is based on understanding the content and not just memorization, which makes it easy for the student to remember the content. 4 lectures are given followed by a small group discussion on the content of those lectures and identifying all clinical cases related to the topic of the lectures. And this is for every day for a period of two weeks	The performance of students is evaluated daily through individual evaluation and team evaluation in the implementation of clinical problem solving, as well as weekly at the end of the week written exam in the previous week's material, and the practical performance evaluation is by testing their abilities in dealing with the pathological cases that students faced during the day and how to evaluate and deal with them, and this is through a panel discussion implemented at the end of the day
2	25	Understand the principles of endocrine diseases (diabetes, thyroid, pituitary, adrenal and others), their symptoms, how to diagnose and treat them according to the latest products and international guidelines	Diseases of the endocrine system (DM, thyroid diseases, diseases of the pituitary and hypothalamus, adrenal diseases; and others)		
3	25	Knowing how to take the history of the disease and conduct a clinical examination in the internal medicine lobbies and specialized centers and how to deal with critical cases in the emergency department and how to deal with the patient in the external consultant by dividing students into six small groups whose place of work changes weekly for a period of six weeks in Basrah hospitals, which are Basrah Teaching Hospital, Al Sader teaching Hospital and Al-Fayhaa Hospital	Observed history taking in the out patient, medical wards and the casualty unit		
4	25	Know how to take the history of the disease and conduct a clinical examination in the corridors of internal	Observed history taking, in the outpatient, medical wards		

		medicine and specialized centers and how to deal with critical cases in the emergency department and how to deal with the patient in the outpatient department.	and the casualty unit		
5	25	Know how to take the history of the disease and conduct a clinical examination in the corridors of internal medicine and specialized centers and how to deal with critical cases in the emergency department and how to deal with the patient in the outpatient department.	Observed general exam in the specialized centers and medical wards		
6	25	Know how to take the history of the disease and conduct a clinical examination in the corridors of internal medicine and specialized centers and how to deal with critical cases in the emergency department and how to deal with the patient in the outpatient department.	Observed general exam in the specialized centers and medical wards		
7	25	Know how to take the history of the disease and conduct a clinical examination in the corridors of internal medicine and specialized centers and how to deal with critical cases in the emergency department and how to deal with the patient in the outpatient department.	Observed general exam in the specialized centers and medical wards		
8	25	Know how to take the history of the disease and conduct a clinical examination in the corridors of internal medicine and specialized centers and how to deal with critical cases in the emergency department and how to	Observed general exam in the specialized centers and medical wards		

		deal with the patient in the outpatient department.			

11. Course Evaluation

The evaluation of students is consistent with the evaluation requirements that have been agreed upon in the College Council and is given to the Council of Deans of Medical Colleges that follow the integrative approach by adopting 20% annual endeavor obtained from the mid-semester theoretical and clinical exam (mid exam) and the final exam is representative of 80% of the grade.

In both exams, the theoretical exam is in the manner of clinical problems and by two papers, the first paper is multiple choice questions and the second is short answers that are combined with the rest of the blocks to form integrative questions that form the share of the endocrine and renal system block in each of the two papers

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Endocrine and Nephrolo workbook
Main references (sources)	The recommended textbook is •Ralston, S. H., Penman, I. D., Strachan, M. W. J., & Hobson, R. (Eds.). (2018). Davidson's principles and practice of medicine (23rd ed.). Elsevier Health Sciences.
Recommended books and references (scientific journals, reports…)	Macleod's Clinical Examination 14th Edition by J. Alastair Innes BSc PhD FRCP Ed (Editor), Anna R Dover PhD FRCP(Ed) (Editor)
Electronic References, Websites	Google classroom

13. Expected learning outcomes of the program

Knowledge

1- Knowledge of the anatomical, histological and functional aspects of the endocrine parts and the renal system
2- Knowing common conditions, their symptoms and the basic principles of diagnosis and treatment
3- Knowledge of common injuries and the basic principles of diagnosis and treatment, especially emergency cases.
4- Knowing the devices used in diagnosing complications that affect the endocrine glands and the renal system, especially radiological devices, and how to use them in diagnosing pathological conditions
5- General knowledge of preventive methods to reduce the complications of diseases and injuries of the endocrine glands and the renal system as well as knowing how to deal with the patient from all physical, psychological and social aspects

Skills

1 - Graduating safe and competent doctors by providing evidence - based medical education that enables medical students to acquire knowledge, skills and attitudes relevant to the health care system and responds to the health needs of the community.
2 - Provide patient-centered care, with a focus on a compassionate approach by applying effective communication skills, humanitarian and ethical principles in all aspects of medical practice
3 - Prepare the necessary infrastructure for a scientific environment that supports long-term problem-based learning, fosters innovative achievements.
4- The ability to deal with diseases of the endocrine glands and the renal system, especially critical ones.
5- The ability to scientifically link the symptoms that appear on the endocrine glands and the renal system, which appear on other body systems to reach an accurate diagnosis of Al-Marsi cases
6- The possibility of conducting clinical, radiological and laboratory tests appropriate for each condition affecting the endocrine glands and the renal system to reach the diagnosis and then treatment and at the appropriate speed to obtain the best therapeutic results

Ethics

1- Graduating academic doctors and making human values the basis of their work.
2- Professional doctors who take into account the psychological and ethical aspect of the medical profession.
3- Doctors who confidently deal with patients and keep the secrets of their patients.
4- Doctors working in a team spirit and cooperating with each other to solve medical and societal problems

Course Description Form Fifth stage

1- Course Name:
Special Senses Care
2- Course Code:
SPS
3- Semester / Year: 5th Academic year.
year
4- Description Preparation Date:
2025
5- Available Attendance Forms: Personal Attendance
My presence only
6- Number of Credit Hours (200) / Number of Units (10)
240 semester hours (30 theoretical lecture hours and 30 small group hours) **Practical 180 hours / number of units 10**
7- Course administrator's name (mention all, if more than one name)
Name: Dr.Ahmed Mohammed Al-Sammak **Email: ahmed.abbood@uobasrah.edu.iq**
8- Course Objectives
1The general goal of this course is to provide the student with the knowledge and sk necessary to diagnose and treat diseases of the five senses in a way that helps save t patient's life or maintain the functions of the affected organs. **2- Scientific and professional dealing with medical cases and emergency injuries to the fi senses and learning scientific and practical methods and skills to avoid or reduce t repercussions of these cases.** **3- Helping the student to enter the training program in the foundation year and subseque postgraduate training programs and providing him with the necessary skills for t management and basic treatments of medical conditions in accordance with modern a internationally approved scientific foundations.** **A. Cognitive objectives** **a . 1 By the end of the block the student should be able to:** **• Demonstrate their ability to identify important causes of symptoms of:** **o Eye discomfort** **o Visual disturbance** **• By taking the appropriate history to arrive at a provisional diagnosis** **• Selectively elicit abnormal signs that are normal and common in the eye for diagnos testing** **Hypotheses, in particular:** **Testing and recording visual acuity in adults and children o**

Examine the external eye using a flashlight
Assess the patient for the presence of strabismus by corneal and ocular reflexes
Cover test
Perform the oscillating flash lamp test for a relative afferent pupillary defect o
Fundus examination with direct ophthalmoscopy. o
Safely use diagnostic drops containing mydriasis and fluorescein o
Examination of visual fields confrontation o
Ocular media examination of both adults and children by red o reflex
• Distinguish between ophthalmology complaints that require immediate referral, tho that require referral but are not urgent and those that do
They can be administered by a newly qualified practitioner
• Discuss the extent and causes of preventable blindness worldwide
• Demonstrate their ability to identify important causes
- Nasal congestion
- Rhinitis
- Nosebleeds
- Deafness
- pain in the ear
- Sore throat
-Difficulty swallowing
- Swelling in the neck
- Facial pain
- headache
Hoarseness
• By taking the appropriate history to arrive at a provisional diagnosis
• Selectively elicit normal and common abnormal signs in the ears, nose and throat, includi the use of
Otoscope and tuning fork for testing diagnostic hypotheses
• Use investigations selectively to confirm diagnostic hypotheses
• Formulate a simple management plan including assessing the need for referral
B. The program's skill objectives
The above competencies should be expressed in the following contexts:
• Chronic vision loss
• eye lens darkening
• Diabetic retinopathy
Eye bruises
• Conjunctivitis, corneal abrasion, corneal foreign body, corneal abscess, and keratoorbi inflammation
• Cellular tissue
• Deafness, conduction and sensory
• Ear infections

- **Sinusitis and sinusitis**
- **Throat infections**

Procedural skills

- **Use an ophthalmoscope**
- **Use an otoscope**

9- Teaching and Learning Strategies

The surgery branch, as is the case in other clinical branches, relies on the integrative curriculum adopted by Al-Zahraa College of Medicine since its establishment in 2017-201 which is represented by theoretical lectures and small groups in a way to solve clinical problems. The focus is on the content and not just memorization, which makes the stude able to study and deal correctly scientifically with... Medical cases, especially emergency ones. The course is divided into two parts. The first part is called the introductory part an lasts for two weeks in the form of lectures, 4 lectures per day, followed by a discussion circle for small groups in a way to solve clinical problems. The second part is the clinical part and lasts for six weeks during which the student works in teaching hospitals and see and also participates in Examination and treatment of medical conditions with seminars and direct supervision by the teaching specialist physician Also, every Thursday there is a seminar on a clinical topic that is prepared in advance and takes advantage of the clinical skills laboratory located in the college.

It includes the following:

- Attending outpatient clinics

- Monitoring examination procedures, communication skills with patients, and taking medical history

- Specific Clinical Cases: This section represents common presentations in which students are expected to take the history and examine the patient presenting for each of these cas and reflect on the basic science, pathology, clinical pharmacology, etc. as per each case. Learn basic examination skills and procedures.

- Accomplishing tasks: Conducting and interpreting blood tests, imaging studies, and examination results is essential to this professional block.

10- Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1st - 2nd	From 8:00 am to 3 pm	Knowledge of cases Common pathology And how to diagnose it And methods of treating it	eyes illnesses Nose and ear diseases And the larynx skin diseases	Theoretical lectures Explaining medical conditions	Theoretical tests Attendance record Students' performance is evaluated daily through individual evaluation and team evaluation in implementing the solution to the clinical problem, as well as weekly at the end of the week, a written exam in the subject of the previous week, and the practical performance is evaluated.
3rd- 8th	8:00 am To 3 pm	Learn how to deal with real-life situations And emergency situations And how to conduct tests different	eyes illnesses Nose and ear diseases And the larynx skin diseases	presence in Operating theaters presence in Outpatient clinics Attending centers Tests and inspection	Lock book and record Attendance and exam OSCE
Course Evaluation					
Learning and Teaching Resources					
Required textbooks (curricular books, any)		Student's book and lookbook			
Main references (sources)		Kanski clinical ophthalmology American academy of ophthalmology Scott-brown otorhinolaryngology head and neck surgery Byron J Bailey head and neck surgery: otolaryngology Dermatology Jean L Bolognia MD ANDREWS disease of the skin clinical dermatology			
Recommended books and references (scientific journals, reports...)		Regulations for higher education and scientific research in Iraq, Ministry of Education - Leicester Medical University			
Electronic References, Websites		Google classroom Students are notified of this at the beginning of each academic year and they register with their official university emails			

18.Expected learning outcomes of the program
A-Knowledge
A1- Knowledge of the anatomical, histological and functional aspects of the five sense parts **A2-Knowledge of common disease conditions, their symptoms, and the basic principles of diagnosis and treatment** **A3- Knowledge of common injuries and the basic principles of diagnosis and treatment, especially emergency cases.** **A4-Knowing the devices used in diagnosing complications affecting the five sense organs, especially radiological devices, and how to use them in diagnosing pathological conditions and injuries.** **- General knowledge of the devices and tools used in surgical interventions for pathological conditions and injuries related to the five sense organs.** **A6- General knowledge of preventive methods to reduce the repercussions and complications of diseases and injuries of the five senses, as well as knowledge of how to deal with the patient from all physical, psychological and social aspects.**
B-Skills
General and qualifying transferable skills - other skills related to employability and personal development **Dr . 1 During this block, students will learn about the following aspects of the cross-cutting themes:** **• Basic sciences:** **Dissect the special senses by spending a session in the dissection room** **• Pharmacology and therapy** **A review of the sympathetic and parasympathetic nervous systems** **Pharmacology of nasal decongestants.** **Treatment of acute eye infections** **Treating acute ear infections** **infection** **Acute otitis media** **paranasal sinuses** **conjunctivitis** **• Photography** **Sinus x-ray**

C-Values **(Emotional and value goals**

. Emotional and value goals
C1- Communication skills
C 2- How to deal with emergency situations
A3. How to work within a team
C4. Referral strategies
A5. Knowing the laws and regulations when dealing with patients

Course Description Form fifth stage

Course Name .8	
Reproductive Unit	
Course Code: .9	
Rep Block	
Quarterly / Yearly: .10	
yearly	
The history of preparation of this description .11	
2025	
Available Attendance Forms: .12	
presence only	
Number of Credit Hours (Total) / Number of Units (Total): .13	
60 hours per semester (30 hours theoretical lecture and 30 hou small groups) ***Number of units 4 where every 15 hours represents one unit**	
Course administrator's name and email (if more than one name is mentioned) .14	
Name: Dr. Marwa Sadiq Mostafa **Email : marwa.sadiq@uobasrah.edu.iq**	
Course Objectives −8	
The overall goal **of the module is that the student must understand the processes of human reproduction from the production of gametes to the establishment of life. Independent in a newborn. The student must understand common problems and disorders of the male and female reproductive system,**	

and contraceptive mechanisms and sexual transmission of diseases.

9- Teaching and Learning Strategy

Since the establishment of the college in 2017-2018, the Microbiology Department at Al-Zahra College of Medicine has been using the integrative education style represented by lectures and discussions in small groups. Education is based on understanding the content without memorizing alone, which makes it easy for the student to remember the content. A two-hour lecture is given separately followed by a small group discussion of the content of these two lectures and the identification of all clinical cases related to the topic of the two lectures. This is done for each week for a period of 15 weeks, interspersed with a week for review and evaluation exam.
- Brainstorming education strategy
- Education Strategy Notes Series.

Course Evaluation -14

The evaluation of students is consistent with the evaluation requirements agreed upon in the College Council and is attached to the Council of Deans of Medical Faculties that follow the integrative approach by adopting 20% annual endeavor obtained from the mid-semester exam. The final exam is representative of 80% of the grade. In both exams, there will be two papers for the first exam, which are questions that are answered with short answers, which are with the rest of the modules to form complementary questions, the share of the module alone reproduction is 30 degrees out of 120 degrees. As for the second paper, the questions that are answered by the correct choice are also 30 out of 120 degrees. In both papers, the questions are distributed in a way that includes all the topics given to the students. The college also has an important evaluation program that explains to the teaching staff the development in the level of students called the Personal and Professional Development Program

15- Structure of course					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	week
Weekly exam on the TBL team-based learning method as a way to improve learning outcomes by	The integrative learning style represented by lectures and discussions in small groups. Education is based on understanding the content without memorizing alone, which makes it easy for the student to remember the content. A two-hour lecture is given separately followed by a small group discussion of the content of these two lectures and the identification of all clinical cases related to the topic of the two lectures. This is for	**Lecture 1: Origion of the sexes** **Lecture 2: Origion of the gametes**	Describe the origin of the germ cell and the development of gonads in males and females. Description of the internal and external genitalia in males and females. Describe the development of the internal and external genitalia of male and female and their control by gonadolas. Description of common abnormalities in the development of the genitals. List of the main reproductive hormones. Describe the microstructure of the testicle, its main divisions and cell types. Describe the process of spermatogenesis.].Description of the sperm cycle and waves	4hours	.35

promoting discussion among students.	each week and for a period of 15 weeks, interspersed with a week for review and evaluation exam	**Lecture 1:hypothalamic pituitary gonadal axis.** **Lecture 2:** **The menstrual cycle.**	_List the hormones involved in reproduction secreted by the hypothalamus, anterior and posterior pituitary gland, and gonads. • List of cell types in the anterior pituitary gland that produces any hormones. • Describe the control of gonadotropin secretion by the hypothalamus. Describe the work of gonads on the testicles and ovaries. • List of action of reproductive steroids in females and males. • Describe the changes that occur in the ovaries during the ovarian cycle and describe the changes in the endometrium and mention the phases of the menstrual cycle. • Describe the pattern of gonadozophin secretion and reproductive steroids during a normal menstrual cycle. • describe the mechanisms of the hypothalamus and pituitary gland underlying cyclic gonadotropin secretion and interactions between the ovaries and hypothalamus/pituitary gland Recall the actions of estrogen and progesterone in a non-pregnant woman. • Describe the effects of testosterone in males. • Explain how testosterone release is regulated by monitoring reactions.		**.36**
		Lecture 1: **Puberty and menopause.** **Lecture 2:**	-describe the sequence of physiological and anatomical changes that occur in males and females at puberty,		**.37**

		Abnormality of the menstrual cycle.	-Describe the mechanism behind these changes at puberty -Describe the hormonal changes that lead to menopausal features - List the advantages and disadvantages of hormone replacement therapy in postmenopausal women - describe common menstrual problems and how to evaluate and manage them in principle outline terms used to describe common menstrual abnormalities, describe the effect of the menstrual cycle, - Changes in control in the hypothalamus region of GnRH secretion - Changes in anterior pituitary function -Changes in ovarian function - Changes in uterine function . Distinguish between primary and secondary amenorrhea .		
		Lecture 1:clinical anatomy of the female	Describe the basic anatomical structure of the female reproductive system		**.38**

		reproductive system. **Lecture 2:** **Pelvic floor.** **Lecture 3:** **Pelvic osteology.**	. describe the functional anatomy of each structure in it in relation to reproduction, Describe clinical investigations and evaluations Imaging techniques – Linking anatomy to common clinical problems. Describe the structure and function of the pelvic floor and name the main muscle groups -Description of the function of the perineal body - List the causes and risk factors of pelvic floor dysfunction Describe the outline of available treatments for pelvic floor dysfunction. _Description of the bone structure of the pelvis in females and males - Identify the bone features formed pelvic entrance and pelvic outlet - Description of the larger and smaller aquarium		
		Lecture 1: Clinical anatomy of male reproductive system. **Lecture 2: Histological review of the male reproductive system**	describe and identify the main anatomical structures of the male reproductive system . describe the anatomy of each structure with blood attached to it blood vessels and lymphatic vessels . Clinical examination and evaluation (imaging techniques) . Common clinical conditions Description of the functional tissues of the structures that make up the male reproductive system.		**.39**
		Lecture 1:sexually	Description of the epidemiology of sexually transmitted diseases. List the most common		**.40**

		transmitted infection. Lecture 2:pelvic inflammatory disease.	sexually transmitted diseases, identifying the organism causing the infection in each case. Provide differential diagnosis of common clinical syndromes and describe recent trends in the incidence of sexually transmitted diseases. Describe clinical presentation, diagnosis and management of chlamydia infection. Description of clinical presentation, diagnosis and management of gonorrhea. Description of clinical presentation, diagnosis and management of genital herpes. Description of clinical presentation, diagnosis and management of genital warts. Describe the clinical presentation, diagnosis and management of other STDs.		
		Lecture 1: conception. Lecture 2:contraception. Lecture 3: Subfertility.	- Describe the main methods of contraception, their advantages and disadvantages. - Describe the physiological processes involved in emission - Describe the physiological processes involved in penile erection . - Describe the physiological changes in females that facilitate the process of intercourse - Description of the ejaculation mechanism - Describe the process of sperm transfer through the cervix and uterus Describe sperm condensation processes and terminal particle reaction. - Describe the mechanisms involved in the process of fertilization of the egg		**.41**
		Lecture 1:maternal physiological	-Describe the main physiological changes that occur to the mother during normal pregnancy		**.42**

		changes in pregnancy. Lecture 2: Placental function and dysfunction.	Describe how a mother's adaptation to pregnancy and fetal support affects the mother's nutritional requirements Describe how control of a mother's blood glucose level is affected by pregnancy and describe possible clinical consequences. _Description of the concept implantation of the endometrium _ Describe the structure of the placenta, which is adapted for the exchange of substances between the blood of the fetus and the mother _Description of the arrangement of fetal blood vessels within the placenta _Description of factors affecting the negative diffusion of substances through the placenta .identify the main substances that are actively transported through the placenta, describe the role of the placenta as an endocrine organ that supports pregnancy _Description of the hormonal basis of the pregnancy test Describe the function of the placenta as a provider of neonatal negative maternal immunity.		
		Lecture 1: Fetal physiology,growth and development.	-Determination of the fetal period - Describe the pattern of increasing fetal size, weight and body ratio during pregnancy Describe important events in the development of each of the major body systems . _Describe the factors that affect the ability of the newborn to survive -_Describe the effects of malnutrition on the fetus during early and late pregnancy -Description of fetal kidney function –describe the processes involved in controlling amniotic fluid volume and composition - Description of fetal circulation and changes that occur at birth -Description of fetal blood oxygen transfusion		**.43**

		Lecture 1:parturition Lecture 2: Labor and its abnormalities.	. Determination of the stages of labor Describe the processes needed to create a birth canal and their clinical evaluation. Describe the function and mechanisms of cervical maturation. . describe the characteristics of uterine smooth muscles that facilitate childbirth, Describe the natural physiological processes that begin labor, describe the immediate physiological changes in the newborn that enable him to lead an independent life. . Describe the processes that normally limit blood loss in the mother after birth. Description of the clinical evaluation of the female bone pelvis Describe the outline of the most common embryonic presentations Describe the principles of stimulating action		**.44**
		Lecture 1:lactation. Lecture 2:presentation of breast disease.	Description of the group of common breast diseases . Description of the differences between physiological and pathological conditions of the patient released . Describe the clinical manifestations of various breast conditions Describe different breast disease conditions in general and with regard to age . Describe how to screen and diagnose breast lesions . Describe the traits and significance of benign breast changes . Describe the features and importance of benign breast tumors. Describe the advantages and importance of breast cancer		**.45**

			− Describe the types of breast cancer, breast cancer risk factors, its type of metastasis of breast cancer, and principles of breast cancer treatment		
		Lecture 1:tumor of the male reproductive system. **Lecture 2:tumors of the female reproductive system.**	Pathological features, epidemiology, possible pathogens, presentation, prevalence, principles of treatment of vulvar tumors Description of screening principles for cervical cancer Description of histological manifestations of cervical cancer Description of factors affecting the diagnosis of cervical cancer Description of the main features of pregnancy tumors Description of pathological manifestations, presentation and prognosis of ovarian cancer Description of pathological manifestations, presentation and diagnosis of endometrial adenocarcinoma Description of pathological features, presentation and diagnosis of tumors of myometrium tissue Pathological features, epidemiology, possible etiology, symptom, prevalence and principles of treatment of vulvar tumors. _Description of screening principles for cervical cancer . Description of histological manifestations of cervical cancer . Describe the factors that affect the diagnosis of cervical cancer 5. Description of the main features of pregnancy tumors . Description of pathological manifestations, presentation and prognosis of ovarian cancer . Description of pathological manifestations, presentation and diagnosis of endometrial disease Cancer Description of pathological manifestations, presentation and diagnosis of myometriomas.		**.46**

11-مصادر التعلم والتدريس	
Student workbook and record book Due to the scope of this unit (anatomy, histology, physiology, embryology, microbiology, etc., There is not a single recommended text. You should therefore support your learning from Over the reference to the following: **Basic texts, as detailed in the list** **Reading stage 1 ,** **Besides the recommended supplementary reading:** Basic cloning (6th edition 2007,) Johnson, M.H. & Everett, BG, Blackwell Science. Detailed description of the physiology of reproduction Reproductive System at a Glance,) 3rd Edition Third 2010 (, Hefner , LG , Blackwell Science. A very basic review text. The following texts are included in the recommended texts It is for stage 2. So this module booklet contains a reading Suggested texts to help you develop your understanding of science Basic medical in a clinical context. obstetrics and gynecology at a glance , (4th edition, 2013,) Schorge, JO and Norwitz , E , . Blackwell Science . Basics of Hacker & Moore For Obstetrics and Gynecology, (Edition 5 2010 (, Neville F. Hacker Joseph C. Gambon, Calvin J. Hubble, 5th ed. Saunders. Elsevier. Fundamentals of Obstetrics and Gynecology (4th Edition 2003), Symonds and Simmonds, Churchill Livingstone. Obstetrics by ten teachers, (Edition) 19 , 2011 (, Kenny, L. C & Baker b. n. , Hodder Arnold. Gynecology by Ten Teachers (19th edition, 2011), Kenny, L. C. & Baker B. n. , Hodder Arnold. These should not be used as a basic scientific text. Requirements .	**To read the required:** **· Basic texts** **· Course Materials**

12-مخرجات التعلم المتوقعة للبرنامج

أ- Knowledge

-1أ. Knowledge and understanding

Simply describe the embryonic and embryonic development of the female and male reproductive systems

· Describe the sequence of anatomical and physiological changes at puberty and the mechanisms of these changes

· Describe the anatomy of the male reproductive system, testicular tissue and accessory organs, and the formation of male gamete

· Description of the anatomy of the female reproductive system, tissues of the ovaries, uterus, cervix, vagina and breast

· Description of the ovarian and uterine cycles

· Describe and explain endocrine control in the menstrual cycle and describe in outline common menstrual abnormalities

· Describe the changes in menopause and their mechanisms Describe the processes involved in sexual intercourse

· Describe the mechanism of action of common forms of contraception List the causes of male and female infertility

· Description of fertilization and implantation processes

· Describe the roles of the placenta in maintaining pregnancy and describe the adaptations of the mother and fetus to pregnancy

· Describe the normal pattern of fetal development and the principles of detecting fetal abnormalities

· Describe the processes involved in normal labor, delivery and some common labor problems

· Describe lactation mechanisms

· Description of breast disorders, especially breast cancer and its treatment Description and detection of common sexually transmitted diseases
Its treatment is the description of common tumors of the female (and male) reproductive system.

ب-المهارات

B1 – **Teaching and learning methods**

Large group lectures and small group discussion

C-Values

.Emotional and value goals)

A1- . Thinking skills

Dr. Ed. General and transferable skills (other skills related to employment and personal development)

Course Description Form Fifth stage

Course Name:
Perioperative Block
Course Code:
POC
Semester / Year:
5th Academic year.
Description Preparation Date:
2025
Available Attendance Forms:
Personal Attendance
Number of Credit Hours
(200) / Number of Units (10)
Course administrator's name (mention all, if more than one name)
Name: Ass. Prof. Jawad Ramadhan Fadhl **Email: jawad.fadhl@uobasrah.edu.iq**
67.Course Objectives
The aims of this block are that students should be able to recognize common conditio affecting the general, urological, vascular, neurosurgical, and plastic surgery an follow patients through their journey into anesthesia and surgery, and describe their investigations, treatment, prevention and management. The block will provide exposure a wide variety of elective and emergency surgical problems and their pre-, peri- and post- operative management. Included in this will be the management of a number of commor cancers, common arterial and venous problems, and abdominal emergencies. It is also important that you should see a spectrum of emergency surgery. The only way to do this to be present on the wards and to do shifts with the on-call team. The local teams will facilitate this. We urge you to make the best use of these opportunities. It is in these situations that experiential learning takes place in a manner that can never be gained fro textbooks. **Procedural Skills: You also advised to witness a number of practical procedures including duplex ultrasound and measurement of ABPI, passage of urinary catheters, issues around the passage of nasogastric tubes, and issues around prevention of bedsores. Your focus should be on consolidating your generic skills in history taking, examination, problem solving, patient management and communication skills.**

It is of prime importance first to ensure that students have a sound understanding of t patient journey through an elective surgical procedure, including the principles of acute ca in the perioperative period. Second, to expose students to patients with the common acu surgical problems, learn the management principles of these problems, specifically princip of surgery and breast disease. Third, the block will provide an introduction to airw management and other practical skills, patient monitoring and equipment.

68.Teaching and Learning Strategies

1- Theoretical lectures: Reading and preparing lectures that uploaded on the university's (Let's Learn) LiNata'lam platform (e learning), 48 hours before the lecture time. To prepar for the discussion in an interactive manner during the lecture giving.
2. Seminars and discussion workshops. 3- Case- discussion (case-based learning) in small groups. 4- Practical training in hospital wards, operating halls, emergency departments, specialized centers, and consultation outpatient's clinics.
Attendance at outpatient's clinics and operating rooms.
Attendance at the surgical inpatient unit and registration and monitoring of emergency patients.
Attendance of emergency operations.
Monitoring the following procedures: Emergency laparotomy, elective laparotomy (non-emergency), Laparoscopy. Endoscopy of the upper and lower digestive system.

69. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1st - 2nd	5 hours f From 8:00 am to 2:3(pm	Learn about the main principles of patient car before and after surgery Knowledge of the gener principles of anesthesia, its types and post-anesthesia complicatior Wound infection and sterilization, for surgical aspects of tumors and neck lumps. Care of vascular diseases. Care f patients with plastic surgery, burns and congenital malformatio Care for benign and	perioperative block	Lectures, discussion of case presentatio ns	Assessment questions. Attendance and activity. Case-discussion evaluation.

		malignant breast diseas and adrenal gland diseases. Safe ways to give blood transfusion and the indication for giving it. Metabolic response shock, trauma shock states, methods o nutrition (enteral and parenteral), intravenou fluid administration and electrolyte disturbances Acid- base imbalance. Care of patients with urinary and genital tract urinary tract's tumors, infections, stones, injuri and impotence. Care for patients with chest injuries, lung tumors, chronic lung infections, tuberculosis, hydatid cy disease and diaphragmatic diseases. Care for patients with head and spine injuries, brain tumors, and congenital malformatio Know how to care for a foot for diabetics			
3rd-8th	5 hours f 8:00 am To 2:30 pm	Recognize the basic procedures for patient care before and after surgery. The ability to fa real life situations and deal with them quickly and accurately.	Practical application clinical tours and discussion of patien cases in the field of patient care before and after surgery	Presence in consultants and outpatient clinics. Presence in surgical wards. Presence in emergency	The student's handbook for cases and activities he performs dai during the practical training. (Logbook).

				operating rooms. Attending major operations. Anesthesiology clinics. Patient's management before and after surgery. Clinical sessions. Clinical Skills lab, emergency department. Basic Procedure skills, and identification of surgical instruments. Discussion of clinical presentation or conditions.	**Daily attendance a activity. Practical Exa OSCE.**

70.Course Evaluation

At the end of the block, a report will be submitted to the Faculty on whether each student:
Attend all specific compulsory classes and other clinical classes as appropriate.
Complete the required tasks specified in the unit logbook record.
Satisfactorily complete structural assessments (as appropriate), including medical consultation skills and knowledge-based assessments.
Commitment and demonstration of professional attitudes and behaviors.
The Board of Examiners in the second phase, or a subset thereof (members of the block's teachers), reviews the reports (logbook) of the unit record and the scientific progress of

each student at regular intervals, and determines the appropriate action in the event that any student does not satisfactorily complete all aspects of the unit assessment.
1- Short exams weekly.
2- A theoretical exam that includes questions. It has single best answer questions (choose the most correct answer out of five options) and each question in the form of a clinical presentation or a condition that followed by five options. The number of questions in examination paper ranges from 100-120 questions and the allowed time is three hours.
3. The end-of-module practical exam, which includes 8-10 stations OSCE (Objective Structural Clinical examination).
4- Daily evaluation of the performance of students in small groups and participation in the presentation of seminars and during clinical training.
5- Evaluating the student within special fields in the student's practical handbook (Clinical training Logbook)

71.Learning and Teaching Resources	
Required textbooks (curricular books, any)	**Student work book.** **Student logbook.** **Lectures**
Main references (sources)	**Bailey and Love's short practice of surgery, 27 edition published in 2018**
Recommended books and references (scientific journals, reports...)	**Advanced Trauma Life Support, Student Course Manual, Tenth Edition, Copyright© 2018 American College of Surgeons.** **Management of critically ill surgical patient.** **Illustrative atlases of materials used in criti cases, emergency departments and surgi instrument manuals.**
Electronic References, Websites	**MOODLE** **Medscape** **Teaching vedios.**

19.Expected learning outcomes of the program
Knowledge
By the end of the module, the student should be able to: **1. Explain the principles of preoperative assessment to the patients and identify patients with high-risk surgery.** **2. Participate in the preparation and planning in the preoperative period for high-risk patients.** **3. Prescribing preoperative therapeutic measures for patients with diabetes.** **4. Describe the general principles of anesthesia and the use of common anesthetic agents.**

5. Determine the level of medical care that the patient will need after surgical interventions.
6. Develop a list of common post-surgical problems with the nature of the accompanying symptoms and methods and treatment.
7. Writing prescriptions for strong, medium and low analgesics in the postoperative period.
8. Observance of the appropriate dosages, methods of administration of drugs, side effects and contraindications.
9. Management of a patient receiving patient-controlled analgesics or epidural analgesia.
10. Evaluate the critically ill patient using a standard approach and initiate initial resuscitation including patients with acute renal failure, acute respiratory failure and acute confusion.
11. Calculate the daily fluid requirements of children and adults taking into account the impact of illness, surgery and trauma.
12. Organize safe and appropriate blood transfusions.
13. Recognize the need for monitoring through the central lines and associated complications.
14. Use and interpret oxygen saturation, through a pulse oxy-meter.
15. Recognize and manage airway obstruction.
16. Perform basic skills to provide a safe airway maintenance.

Skills

1. Identify and treat a patient with an "acute abdomen.
2. Describe cases of common benign and malignant diseases of the gastrointestinal tract.
3. Describe the principles of vascular surgery, including bypass surgery and vasodilation surgery for the aorta. 4. Describe the principles of plastic surgery including reconstructive surgery.
5. Classification of burns and actively participate in the early and late management of burn patients.
6. Organize a safe approach for patients with head trauma, and apply GCS (Glasgow Coma Level).
7. Describe the common causes of tumors in the brain, space- occupying lesions (SOL) and their treatment methods.
8. Describe the common symptoms of patients with urinary tract stones, useful tests for them and different treatment plans.
9. Identify common urinary tract tumors and their impact on life.
10. Describe the common causes of acute scrotal swellings.
11. Identify common causes of urinary tract infection, useful tests, prevention and treatment.

12. Identify people with erectile dysfunction and its impact on their sexual and social life.
Ethics
1. Identify common diseases that affect systems and organs. **2. The ability to identify common differential diagnoses between these diseases.** **3. Use effective communication skills to obtain the right medical history.** **4. Conducting an effective and correct clinical examination to reach the diagnosis of the conditions in a safe and professional manner.** **5. The ability to formulate a plan for how to treat each patient according to the data of medical history, clinical examination, selected and confirmatory investigations.** **6. Gain knowledge about medical-legal issues.** **7. Develop and encourage the collaboration, cooperation and teamwork within the same group to find the correct diagnosis and thus the correct treatment.** **8. Exchange of information and discussions between different groups.** **9. Enhancing students' self-confidence to present and discuss their ideas and instill the values of responsibility and leadership in them.** **10. Encourage them to search for information instead of waiting to receive it.**

Course Description Form fifth stage

1. Course Name:
Child Health Block.
2. Course Code:
CHC
3. Semester / Year:
Yearly
4. Description Preparation Date:
2025
5. Available Attendance Forms:
Placement Hospital Based learning
6. Number of Credit Hours (Total) / Number of Units (Total)
48 hours of lectures and small group discussion. 180 hours of clinical training. 5 hours / day.
7. Course administrator's name (mention all, if more than one name)
Name: Dr Miami Kadhum Youssef Email: Miami.yousif@uobasrah.edu.iq
8. Course Objectives

Course Objectives	By the end of the course students should know how to: - • take a history from a child or carer. • examine a child; • do a developmental assessment. • formulate a differential diagnosis. • discuss and interpret findings. • manage common pediatric problems. • perform simple, practical procedures.
9. Teaching and Learning Strategies	
Strategy	Lectures. Small group discussion. Seminars. Hospital and health care centers based clinical training.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1st	5 hrs./day	Growth Development Puberty Disorders of sexual maturation Pediatric infections Neonatal infections Neonatology	growth and development puberty neonatology	lectures & Small group	Assessment of participation. attendance end of block written exam
2nd	5 hrs./day	Breast feeding & Nutrition type of inheritance & genetic counselling chromosomal abnormalities CNS infections Cerebral palsy Hypotonia Haemoglobinopathies G6PD Spherocytosis IDA other types of anemia ITP Coagulation disorders Hematologic malignancies	Nutrition Genetics Neurology Hematology Oncology		
3rd -8th	clinical training	hospital and health care center based clinical training	history examination management procedures	case discussion	workplace assessment end of block OSCE

11.Course Evaluation

- Attendance.
- written exam.
- OSCE.
- Portfolio case presentation.
- Clinical training Logbook.
-

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nelson Essential of Pediatrics, 20th edition.
Main references (sources)	Illustrated Textbook of Pediatrics,4th Edition Pediatric Decision-Making Strategies,2nd Edition
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

13.Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Ass. Prof.Dr Miami Kadhum Dr Rehab Abdulwehab Dr Ahmed Jaafer Dr Dhaigam Emad Dr Ahmed Ibrahim Dr Basim Abdulkareem	Consultant Pediatrics Pediatrician Endocrinologist Endocrinologist Endocrinologist Consultant pediatrics				Staff	 Lecturer Lecturer Lecturer Lecturer Lecturer

14. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1 Prepare the students to become a safe doctors and they will be able to manage children in needs, and take care of children during health and disease.	**Learning Outcomes Statement 1** The student will demonstrate knowledge of the common acute pediatric illnesses (including salient history, physical exam findings, epidemiology, management, and severity) for each of the following presenting complaints: Cough - Wheeze - Limp - Heart Murmur - Fever - Hematuria - Headache - Organomegally - Sore Throat – Vomiting Seizure - Abdominal Mass - Ear Pain - Diarrhea Petechiae/Purpura - Abdominal Pain - Runny Nose - Rash Lymphadenopathy - Proteinuria - Pallor - Anemia - Developmental Delay - Vision/Hearing Problems Knowledge of the common pediatric chronic illnesses(including salient history, physical exam findings, epidemiology, management and severity) for each of the following: inherited anemia , hemostatic disorders, chronic

	renal failure, nephrotic syndrome, congenital heart diseases, heart failure, short stature …… etc.
Skills	
Learning Outcome2 History taking, physical examination and management of certain diseases. Procedural skills	**Learning Outcomes Statement2** Perform a medical interview and a physical examination for a patient with a chronic illness. Give suggestions for the therapeutic plan appropriate to the final diagnosis. Present a complete, well-organized verbal summary of the findings of the patient's history and physical examination, modifying the presentation to fit the situation. Prepare a complete written summary of the history and physical examination. Be able to certain core procedural skill like IM injection, cannulation, IV fluid, nebulizer and drug administration.
learning Outcome 3 participation in researches	**learning Outcome Statement 3** Critically use the medical literature to obtain current information relative to the patient. be able to participate in a research writing. be able to write and present a lecture.
Ethics	
Learning Outcomes 4 Effectively communicate information about the diagnosis and treatment to the patient and family.	**Learning Outcomes Statement 4** Treat children and their families with empathy and respect, and show respect to children in different age group. Respect human body during examination, and take consent from the parent to examine their child.

Professional Development

Mentoring new faculty members

New, visiting, full-time, and part-time faculty at the department will be mentored by a qualified faculty member, they participate as observer for the lectures, small group discussions, clinical training and OSCE for a full semester.

Their work will be evaluated by a special assessment form.

They participate in workshops, symposium and scientific days.

they involved in a training programs especially those for medical education.

Professional development of faculty members
The academic and professional development plan and arrangements for faculty such as teaching and learning strategies up dated and discussed each semester. Assessment of learning outcomes is done frequently. There are preparation days meetings in each semester. Participation in researches, workshops, symposiums and national and international scientific conferences. assessment also take in account clinical, social, community based work.

Course Description Form Sixth stage

Surgery

20. Course Name:
surgery – sixth stage
Course Code:
72. Semester / Year:
2025
73. Description Preparation Date:
2026-7-1
74. Available Attendance Forms:
Theoretical lectures Case-Based Learning (CBL) Practical surgical skills training Radiology and imaging-based teaching Trauma and emergency surgical training Hospital-based clinical sessions
75. Number of Credit Hours (Total) / Number of Units (Total)
360 hours
76. Course administrator's name (mention all, if more than one name)
Name: Sadik Hassan Kadhem Email: haithem.ali@uobasrah.edu.iq
77. Course Objectives

Course Objectives

The course aims to develop the knowledge, clinical reasoning, practical skills a professional competencies required for the assessment and management common and important surgical conditions encountered in clinical practice.

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

- **Develop a systematic clinical approach to patients presenting with common surgi complaints and emergencies.**
- **Recognize and appropriately evaluate common abdominal, gastrointestin hepatobiliary, breast, thyroid, vascular, thoracic, urological, orthopedic, neurosurgi and pediatric surgical conditions.**
- **Apply appropriate principles of history taking, physical examination, differen diagnosis and investigation in surgical patients.**
- **Develop an appropriate approach to acute abdominal pain, intestinal obstructi gastrointestinal bleeding, appendicitis and other common surgical emergencies.**
- **Recognize common pediatric surgical conditions and understand their clini presentation, investigation and principles of management.**
- **Develop an appropriate clinical approach to trauma patients, including head inju spinal cord injury, chest trauma and orthopedic trauma.**
- **Interpret commonly used surgical imaging studies and understand their role diagnosis and management.**
- **Demonstrate understanding of basic surgical principles, including wou management, suturing, operative site preparation, patient positioning a management of surgical drains.**
- **Develop appropriate clinical reasoning in the assessment and management postoperative patients.**
- **Apply principles of fluid and electrolyte therapy, nutrition in surgical patients and metabolic response to trauma.**
- **Develop appropriate communication, teamwork, professionalism and patient-sat skills within the multidisciplinary surgical team.**
- **Integrate theoretical knowledge with clinical experience through case-based a hospital-based learning.**

78. Teaching and Learning Strategies

Strategy	• Interactive lectures • Clinical case discussion • Case-Based Learning (CBL) • Small-group teaching • Clinical demonstrations

	• Radiological case interpretation • Surgical skills demonstrations and practice • Trauma simulation and structured clinical discussion • Observation of surgical procedures • Hospital-based clinical training • Revision and formative assessment

79. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	6 hr	Apply a systematic approach to common surgical presentations and recognize indications for investigation and initial management.	Acute Surgical Presentations: Non-traumatic acute abdominal pain; intestinal obstruction; abdominal wall hernias; postoperative patient	Interactive lecture; bedside teaching; case discussion	Oral questioning; clinical assessment; case discussion
2	6 hr	Recognize and assess common gastrointestinal, hepatobiliary and upper gastrointestinal disorders.	Gastrointestinal & Hepatobiliary Surgery: Appendicitis; peptic ulcer disease; dyspepsia and weight loss; gastric tumors; esophageal tumors; jaundice and liver diseases; pancreatitis;	Clinical teaching; case-based learning; interactive lectures	Case-based assessment; oral questioning; clinical assessment

			gallbladder diseases; gastrointestinal bleeding		
3	6 hr	Describe the presentation, investigation and principles of management of common endocrine, breast and vascular surgical disorders.	Endocrine, Breast & Vascular Surgery: Thyroid diseases, masses and functional disorders; breast diseases; vascular examination	Clinical teaching; case discussion; CBL	Clinical assessment; oral questioning; CBL
4	6 hr	Assess patients with traumatic and neurological surgical conditions and recognize appropriate emergency management principles.	Trauma & Neurosurgery: Orthopedic trauma; CNS trauma; head injuries; spinal cord injuries; neural tube defects; raised intracranial pressure and hydrocephalus	Clinical teaching; radiology discussion; case-based learning	Clinical assessment; oral questioning; case discussion
5	6 hr	Recognize common thoracic and urological conditions and apply appropriate principles of emergency management.	Thoracic & Urological Surgery: Chest trauma; chest tube management; thoracic emergencies; obstructive uropathy; gross	Clinical teaching; practical demonstration; radiology	Practical assessment; oral questioning; clinical assessment

			hematuria; urological emergencies		
6	6 hr	Recognize common pediatric surgical disorders and describe their clinical presentation and principles of management.	Pediatric Surgery I: GIT malformations; anorectal disorders and malformations; hypertrophic pyloric stenosis; neonatal intestinal obstruction; Hirschsprung disease	Clinical teaching; case discussion; CBL	CBL assessment; oral questioning; clinical assessment
7	6 hr	Explain the principles of diagnosis and management of major congenital pediatric surgical conditions.	Pediatric Surgery II: Abdominal wall defects; congenital diaphragmatic hernia; esophageal atresia	Clinical teaching; case-based learning; clinical discussion	Case-based assessment; oral questioning; clinical assessment
8	6 hr	Demonstrate understanding of basic surgical principles, oncology, minimal-access surgery and radiological assessment in surgical patients.	Surgical Principles & Special Topics: Basic surgical skills; wound management; operative-site preparation; patient positioning; drains; suturing; ATLS; emergency radiology and FAST; minimal-	Practical training; demonstrations; interactive lectures; radiology	Practical assessment; oral questioning; clinical assessment

			access surgery; principles of oncology; cervical lymphadenopathy		
9	**6 hr**	**Integrate knowledge from the major surgical disciplines and apply clinical reasoning to common surgical conditions and emergencies.**	**Integrated Clinical Surgery & Revision: Integrated surgical cases; clinical problem solving; radiological interpretation; multidisciplinary case discussion; revision**	**Case–based learning; bedside teaching; revision; group discussion**	**Formative assessment; clinical assessment; oral questioning**
10	**6 hr**	**Demonstrate achievement of the required theoretical and clinical learning outcomes of the course.**	**Final Examination**	**Written and approved examination methods**	**Final examination**

80. Course Evaluation

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

Assessment Component	**Percentage**
Continuous / Daily Assessment	20%
Final Written Examination	50%
Final Clinical Examination	30%

Total	**100%**
81. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Bailey & Love's Short Practice of Surgery – latest approved edition. Holcomb and Ashcraft's Pediat Surgery Apleys system of orthopedic and fracture
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

Course Description Form Sixth stage

Medicine

82. Course Name:
Internal Medicine Block (6th Year)
83. Course Code:
med
84. Semester / Year:
Semester
85. Description Preparation Date:
115/7/2026
86.Available Attendance Forms:
Physical attendance in lectures, seminars, workshops, and clinical hospital training.
87.Number of Credit Hours (Total) / Number of Units (Total)
64 hours (theoretical) + 156 hours (clinical training)
88. Course administrator's name (mention all, if more than one name)
Dr. Mustafa Emad Imran | Mustafa.emad@uobasrah.edu.iq Dr. Rand A. Ali / Rand.ali@uobasrah.edu.iq
89. Course Objectives

Course Objectives	**Recognize common medical, psychiatric, and neurologica conditions affecting adult patients.** **Develop diagnostic and investigative strategies for interna medicine disorders.** **Formulate appropriate management and treatment plans.**
90. Teaching and Learning Strategies	
Strategy	• Case-based discussions • Brainstorming sessions • Problem-solving exercises • Clinical training and practical application

91. Course Structure

Week	Hours	Required Learning Outcomes	Topic Name	Learning Methods	Assessment Methods
1	20 hours	Understand diseases and diagnostic approaches	Psychiatric Disorders	Discussion, Brainstorming, Problem–solving	Written exams, Google Forms
2	20 hours	Understand diseases and diagnostic approaches	Neurological Disorders	Discussion, Brainstorming, Problem–solving	Written exams, Google Forms
3	20 hours	Understand diseases and diagnostic approaches	Hematology & Oncology	Discussion, Brainstorming, Problem–solving	Written exams, Google Forms
4–10	20 hours/week	Understand diseases and diagnostic approaches	Clinical Training (Internal Medicine)	Clinical practice, Case reviews	Continuous assessment
11	Exam	Final Evaluation	Final Examination	—	OSCE (6 stations), Slide test, Written exam

92. Course Evaluation

Final exam (written, OSCE, slides): 80%
Continuous clinical assessment: 15%
Portfolio and logbook: 5%

93. Learning and Teaching Resources

Required textbooks	Davidson's Principles and Practice of Medicine Macleod's Clinical Examination, Davidson's Self-Assessment, BNF (British National Formulary)
Main references (sources)	ECG Made Easy, ECG in Practice, 150ECG Cas
Recommended books and references	

Electronic References, Websites	UpToDate NEJM (New England Journal of Medicine) Medscape

Intended Learning Outcomes (ILOs)

A. Knowledge
By the end of the program, the student will be able to:

- Describe the etiology, symptoms, clinical signs, and complications of common medical and psychiatric conditions across internal medicine subspecialties.
- Explain the scientific rationale for selecting appropriate laboratory, radiological, and diagnostic investigations.
- Interpret common laboratory and radiological results and correlate them with the patient's clinical condition.
- Discuss available treatment options (pharmacological and non-pharmacological) for various diseases, including mechanisms, dosing, and side effects of major drugs.
- Identify principles of managing acute and emergency conditions such as myocardial infarction, shock, respiratory failure, and electrolyte imbalances.
- Understand medical and social models of health, with emphasis on geriatric and chronic disease care.

B. Skills
By the end of the program, the student will be able to:

- Take a comprehensive and focused medical history.
- Perform a systematic physical examination.
- Formulate differential diagnoses based on clinical findings.
- Develop diagnostic and management plans.
- Demonstrate effective communication with patients and healthcare teams.
- Perform basic clinical procedures under supervision (e.g., ECG interpretation, ABG analysis).

C. Values (Professional Attitudes)
By the end of the program, the student will be able to:

- Exhibit professional and ethical behavior in clinical practice.
- Respect patient privacy, confidentiality, and autonomy.
- Demonstrate empathy, compassion, and cultural sensitivity.
- Work effectively within multidisciplinary teams.
- Show commitment to continuous learning and professional development.
- Adhere to infection control and patient safety protocols.

Course Description Form Sixth stage

Pediatrics course Block

94. Course Name:	
Pediatrics course Block (6th Year)	
95. Course Code:	
Ped.	
96. Semester / Year:	
Semester	
97. Description Preparation Date:	
2025	
98.Available Attendance Forms:	
Physical attendance in lectures, seminars, workshops, and clinical hospital training.	
99.Number of Credit Hours (Total) / Number of Units (Total)	
64 hours (theoretical) + 156 hours (clinical training)	
100. Course administrator's name (mention all, if more than one name)	
Dr. Rehab Abdel Wahab Jaafar | Rehab.jaafer@uobasrah.edu.iq	
101. Course Objectives	
Course Objectives	**By the end of the course students should know how to:** **1-Take a history from a child or career.** **2-Examine a child.** **3-Do developmental assessment.** **4-Formulate a differential diagnosis.** **5-Discuss and interpret findings.** **6-Manage common pediatric problems.** **7-Perform simple practical procedures.**
102. Teaching and Learning Strategies	
Strategy	• Case-Based Learning (CBL). • Clinical Sessions & Bedside Teaching. • Classroom Videos & Multimedia Resources. • Role-playing, mock scenarios & family counseling simulation. • Supervised self-Directed Learning.

	• Interdisciplinary Teaching (e.g., Ethics, Communication, infection control).

103. Course Structure

Week	Hours	Required Learning Outcomes	Topic Name	Learning Methods	Assessment Methods
1	20 hours	Understand diseases and diagnostic approaches	General pediatrics	Discussion, Brainstorming, Problem–solving	Written exams, Google Forms
2	20 hours	Understand diseases and diagnostic approaches	Neonatology	Discussion, Brainstorming, Problem–solving	Written exams, Google Forms
3	20 hours	Understand diseases and diagnostic approaches	Nephrology	Discussion, Brainstorming, Problem–solving	Written exams, Google Forms
4–10	20 hours/week	Understand diseases and diagnostic approaches	Hematology	Clinical practice, Case reviews	Continuous assessment
11	Exam	Final Evaluation	Oncology	—	OSCE (6 stations), Slide test, Written exam

104. Course Evaluation

Final exam (written, OSCE, slides): 80%
Continuous clinical assessment: 15%
Portfolio and logbook: 5%

105. Learning and Teaching Resources

Required textbooks	Nelson textbook of Pediatrics Nelson Essential of Pediatrics Students workbook and logbook
Main references (sources)	Illustrated Textbook of Pediatrics Pediatric decision making strategies

Recommended books and references	
Electronic References, Websites	Classroom videos and multimedia resources.

learning outcomes-16

-أknowledge

1. Take ownership of the patients – know the history, exam, and lab results at any given time; follow- up on your patients even when they have technically left your care; be responsible for them so that nothing gets missed.
2. Learn how to talk with children of different ages and their families both to get complete, accurate histories, and to explain clinical findings and plans. Learn how to reassure.
3. Learn how to perform the physical examination of children – how to interpret vital signs at different ages, how the pediatric exam is different than the adult exam, and a basic knowledge of what is normal.
4. Write a complete H&P, including pediatric-focused items such as diet, development, immunization and growth.
5. Present orally on inpatient rounds and begin to pick out what is most important to convey to the team (i.e., do not repeat the entire H&P).
6. Assess the development of every patient you see and be able to recognize when it is abnormal.
7. Be able to chart the weight, height, head circumference, and BMI and recognize obesity or failure to thrive and begin a work-up if indicated.
8. Talk to families about prevention, including immunizations, safety, violence, sex, and substance use. Using the WHO chart, know what immunizations a child needs at a given age.
9. Write prescriptions appropriately for children of different sizes.
10. Be able to clinically recognize a dehydrated child. Write orders for both rehydration and maintenance fluid for children based on size and clinical condition.
11. Recognize when a child is in need of urgent medical attention. Know how to initiate care and who to call for help.
12. Outline the approach to diagnosis and management of common pediatric conditions. It is each individual student's responsibility to ensure that they have covered all aspects of the course, and done enough individual patient clerking and practice to be able to confidently perform all the above learning objectives.

Practical skills

Core Skills:

- History taking and physical examination
- Vital signs and O2 saturation measurements.
- Growth and Developmental charts interpretation.
- Nutritional assessment.
- Assessment and classification of dehydration.
- CHD murmurs identification.
- Pedigree drawing and interpretation, genetic counseling.
- Immunization counseling, vaccine handling demonstrations.
- Neonatal examination, assessment of gestational age.
- Incubator care, umbilical cord care.
- Oxygen therapy, surfactant therapy, CPAP, phototherapy, exchange transfusion.
- Neonatal resuscitation training.
- Neonatal screening
- Interpretation of hematological, biochemical, microbiologic and serologic tests.
- CXR /ECG interpretation, pulmonary function test, blood gas analysis.
- Oxygen therapy, Inhaler and nebulizer technique demonstration.
- Emergency drugs.
- ORT, Resomal and fluid therapy.
- IV cannulation, infusion set, infusion pump.
- NG tube insertion.
- LP and CSF analysis.
- Insulin therapy, glucometer.
- Infection control in pediatric and neonatology wards.
- Pediatric basic life support.

Affective values /outcomes

1-Respect for patients: treat every patient with dignity, regardless of age , gender, socioeconomic status, or disease.
2-Empathy and compassion: show understanding of patients emotional and physical suffering.
3-Honesty and integrity: Communicate truthfully, document accurately, and knowledge errors.
4. Professionalism: maintain appropriate conduct, appearance, punctuality, and professional boundaries.
5-Confidentiality: protect patient privacy and maintain confidentiality of medical information.
6-Informed consent and autonomy: respect patients right to make informed decisions about their treatment.

7-Teamwork and collaboration: cooperate respectfully with doctors, nurses and other health care professionals. 8-Communication: listen actively, communicate clearly with patients, relatives, and colleagues. 9-lifelong learning: seek feedback , recognize limitations and continuously improve clinical knowledge and skills. 10-Ethical decision making: apply medical ethics and respecting professional responsibilities.

Course Description Form Sixth stage

Reproductive health course

106. Course Name:	
Reproductive health course (6th Year)	
107. Course Code:	
Repro.	
108. Semester / Year:	
Semester	
109. Description Preparation Date:	
2025	
110. Available Attendance Forms:	
Physical attendance in lectures, seminars, workshops, and clinical hospital training.	
111. Number of Credit Hours (Total) / Number of Units (Total)	
64 hours (theoretical) + 156 hours (clinical training)	
112. Course administrator's name (mention all, if more than one name)	
Dr. marwa.sadiq mostafa | marwa.sadiq@uobasrah.edu.iq	
113. Course Objectives	
Course Objectives	By the end of the course students should know how to: 1-Take a history from obstetric and gynecology cases . 2-proper obstetric examination. 3-Formulate a differential diagnosis. 5-Discuss and interpret findings of different cases 6-Manage common obstetric emergency problems. 7-operating theatre attendance,labor ward ,outpatient department,and emergency unit.
114. Teaching and Learning Strategies	

Strategy	• Case-Based Learning (CBL). • Clinical Sessions & Bedside Teaching. • Classroom Videos & Multimedia Resources. • Role-playing, mock scenarios. • Supervised self-Directed Learning. • Interdisciplinary Teaching (e.g., Ethics, Communication, infection control).

115. Course Structure

Week	Hours	Required Learning Outcomes	Topic Name	Learning Methods	Assessment Methods
1	20 hours	Understand diseases and diagnostic approaches	General pediatrics	Discussion, Brainstorming, Problem–solving	Written exams, Google Forms
2	20 hours	Understand diseases and diagnostic approaches	Neonatology	Discussion, Brainstorming, Problem–solving	Written exams, Google Forms
3	20 hours	Understand diseases and diagnostic approaches	Nephrology	Discussion, Brainstorming, Problem–solving	Written exams, Google Forms
4–10	20 hours/week	Understand diseases and diagnostic approaches	Hematology	Clinical practice, Case reviews	Continuous assessment
11	Exam	Final Evaluation	Oncology	—	OSCE (6 stations), Slide test, Written exam

116. Course Evaluation

Written exams:
Formative assessment

Summative assessment End of course written exam Clinical assessment: Mini clinical exercise assessment End of course OSCE Slides exam Logbook assessment

117. Learning and Teaching Resources	
Required textbooks	Ten teacher obstetric Ten teacher gyneclogy
Main references (sources)	Green top guidline
Recommended books and references	
Electronic References, Websites	Classroom videos and multimedia resources.

Structure -17					
Assessment Methods	**Learning Methods**	**Topic Name**	**Required Learning Outcomes**	**Hours**	**Week**
Written exams Clinical assessment	Bed side teaching (History taking, Physical examination) Case based learning sessions	General obstetric	Clinical training	30	.47
		Obstetric emergency	Clinical training	30	.48
		General gynecology	Clinical training	30	.49
		Infertility	Clinical training	30	.50
		Oncology	Clinical training	30	.51
		Immunology	Clinical training	30	.52

			Assessment each week		.53

learning outcomes-**18**

knowledge

13. . Take a full obstetric, gynecological and sexual history considering physical, psychological and social aspects of women's health .
14. Perform competently a physical examination of the reproductive system and
15. related systems where appropriate .
16. Diagnose and date pregnancy .
    Counsel patients about routine antenatal care and antenatal screening and diagnosis .
17. Recognize and suggest management strategies for common problems in pregnancy.
18. Identify and participate in the management of life-threatening problems of pregnancy .
19. Manage normal labour, delivery and puerperium under supervision.
20. Identify and participate in the management of abnormal labour and puerperium.
21. Identify important causes of irregular, absent, painful or excessive menstruation, and suggest appropriate investigations and management strategies .
22. Identify common causes of acute and chronic pain (including pelvic pain and dyspareunia), vaginal discharge and genital ulceration and suggest appropriate
23. investigations and management strategies .
24. Counsel patients regarding common methods of family planning and advise on prevention and diagnosis of sexually transmitted disease.
25. Identify common causes of male and female subfertility and suggest
26. appropriate investigations and management strategies .
27. Identify common causes of genital prolapse and urinary incontinence and suggest appropriate investigations and management strategies.
28. Recognize risk factors for gynecological cancer and counsel patients regarding appropriate screening programmers .
29. Recognize and discuss ethical dilemmas in Obstetrics and Gynecology.

Practical skills

Core Skills:

Clinical Training Activities

Attendance at Outpatient Clinics.

Clinical training and participation in Medical Wards.

Attendance and clinical exposure in Operating Theatres.

Clinical training at the Fertility and Reproductive Medicine Center.

-Observation and training in performing Dilatation and Curettage (D&C), Colposcopy, Pap Smear, and other procedures for the assessment and examination of the female reproductive system.

Participation in Clinical Sessions.

Training in the Clinical Skills Laboratory.

Clinical exposure in Emergency Departments.

Training in Essential Basic Clinical and Procedural Skills.

-Case discussions involving various gynecological and obstetric conditions.

Affective values /outcomes
1-Respect for patients: treat every patient with dignity, regardless of age , gender, socioeconomic status, or disease. 2-Empathy and compassion: show understanding of patients emotional and physical suffering. 3-Honesty and integrity: Communicate truthfully, document accurately, and knowledge errors. 4. Professionalism: maintain appropriate conduct, appearance, punctuality, and professional boundaries. 5-Confidentiality: protect patient privacy and maintain confidentiality of medical information. 6-Informed consent and autonomy: respect patients right to make informed decisions about their treatment. 7-Teamwork and collaboration: cooperate respectfully with doctors, nurses and other health care professionals. 8-Communication: listen actively, communicate clearly with patients, relatives, and colleagues. 9-lifelong learning: seek feedback , recognize limitations and continuously improve clinical knowledge and skills. 10-Ethical decision making: apply medical ethics and respecting professional responsibilities.