

Ministry of Higher Education and Scientific Research  
Scientific Supervision and Scientific Evaluation Apparatus  
Al-Muthanna university  
College of Medicine



# Academic Program and Course Description Guide College of medicine

2025-2026

## Academic Program Description Form

**University Name:** ALMuthanna

**Faculty/Institute:** College of medicine

**Scientific Department:** College of medicine

**Academic or Professional Program Name:** Bachelor of General Medicine and  
Surgery

**Final Certificate Name:** Bachelor in Medicine and general surgery

**Academic System:** Annual

**Description Preparation Date:** 1\9\2025

**File Completion Date:** 25\11\2025

**Signature:**

**Head of Department**

**Name:**

**Date:**

**Signature:**

**Scientific Associate Name:** Ince Mohammed

**Nouri**

**Date:**

**The file is checked by:** Abeer Mohammed Ali

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:** 15\12\2025

**Signature:**



**Approval of the Dean**



## **1. Program Vision**

The vision, mission and goals of the College of Medicine are clear and evident in the corridors of the college and outside it. The vision is for the College of Medicine to be a prominent scientific teacher working to develop the health reality in the governorate by supplying health institutions with qualified graduates with a good academic level, who are able to bear responsibility and deal with... The patient is humane and highly scientific, and works to encourage teaching staff as well as final stage students to conduct solid scientific and practical research that includes the problems of the health and medical reality, in order to raise the scientific and academic level of the college to suit local and international scientific requirements.

## **2. Program Mission**

The college's mission: The college, its deanship and its staff, since its founding, has been striving to have an integrated educational role based on the latest modern scientific methods to raise the scientific level of graduates and make them capable of proper diagnosis. It also seeks to cultivate a spirit of brotherhood and cooperation among graduates so that the future doctor will be able to work in the spirit of One team and respect for other health personnel in order to be able to provide the best and to be able to interact in the medical and social environment. The college also aspires to strengthen continuing medical education programs that include all doctors working in health institutions for the purpose of achieving the most important goal, which is improving the health situation.

## **3. Program Objectives**

- 1- Work to increase the teaching staff to be able to keep up with the number of students and enhance the concept of small group teaching.
- 2 - Working to graduate competent doctors with high scientific and clinical skills to enable them to practice the medical profession.

3 - Work to nourish the spirit of scientific research among the teaching staff and encourage research that touches on the health reality in order to evaluate it and diagnose its weaknesses.

4 - Cultivating a spirit of cooperation between the teaching staff and students by conducting joint research under the supervision of the teaching staff.

5 - Working to nurture the humanitarian side of students and graduates in their dealings with the patient and the rest of the medical and health staff.

6 - Encouraging students and graduates to make field visits to health and social institutions to enable them to provide medical services directly.

7 - Focusing on the principles of raising quality and working to strengthen them among the college's cadres, both scientific and administrative, to raise the academic level of the college.

8 - Forming scientific committees to update study plans, curricula, and clinical training methods to keep pace with international universities.

9 - Intensifying health awareness programs for the purpose of raising the level of health awareness in society.

10 - Contributing to the development of medical education and advanced health care at the local and regional levels.

11- . The student must be able to take a patient's medical history and examine patients for an academic medical examination In general, with examination of various body systems

12- The student should be able to search scientific sources and journals and be able to conduct discussions Scientific knowledge regarding clinical cases.

13-Attendance - in hospital ward, especially emergency, CCU, and Intensive care units.

14-Training in conducting internal medicine interventions,whether in hospital or ER .

#### **4. Program Accreditation**

Waiting to obtain accreditation from the Jordanian Accreditation Council, which is affiliated with the World Federation of Medical education.

#### **5. Other external influences**

Ministry of Higher Education and Scientific Research

## 6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
<b>Institution Requirements</b>	5			
<b>College Requirements</b>	9			
<b>Department Requirements</b>	18			
<b>Summer Training</b>	There is training for sixth stage students only			
<b>Other</b>				

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

## 7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			Theoretical hr/year	Practical hr/year
First	129B1011001	Medical Chemistry	90	60
	129PH05002	Medical Physics	60	30
	129B104003	Human anatomy	120	60
	129B105004	Medical Biology	120	60
	129B104005	Principles of Medicine	30	15
	129GE04006	Computer science	30	60
	129B104007	Democracy and human rights	30	-
	129B104008	Medical terminology	15	-
	129B1040044	Arabic language	30	-

<b>Second</b>				
	129B104009	Human Anatomy	90	120
	129B10110010	Medical Biochemistry	90	60
	129B1050011	Histology	60	60
	129B1040012	Embryology	30	-
	129B1040013	University Culture and Freedom Rights	60	-
	129B1040014	Physiology	120	60
<b>Third</b>	129B1040015	Baath Regime Crimes	30	-
	129B1040016	Computer Sciences	60	-
	129CH010016	Pharmacology	90	60
	129B1050017	Medical Microbiology	90	60
	129B1050018	Parasitology	60	60
	129B1020019	Community Medicine	30	30
	129B1020020	Internal medicine	60	60
	129B1040021	Surgery	30	-
	129B1020022	Pathology	60	60
<b>Fourth</b>				
	129B1020023	Internal medicine	132	80
	129B1040024	General surgery	96	80
	129B1040025	Pediatrics	45	80
	129B1040026	Obstetrics	60	80
	129B1020027	Community medicine	90	120
	129B1020028	Forensic medicine	60	60
	129B1020029	Pathology	60	60
	129B1020030	Medical ethics	15	-
<b>Fifth</b>	129B1020032	Internal medicine	60	120
	129B1040031	Surgery	82	115
	129B1020033	Psychiatry	45	45
	129B1040034	Dermatology	30	30
	129B1040035	Ophthalmology	30	40
	129B1040036	ENT	30	40

	129B1040037	Pediatrics	60	72
	129B1040038	Gynecology	60	45
	129B1040039	Radiology	20	15
<b>Sixth stage</b>				
	129B1020040	Internal medicine	30	300
	129B1040041	Surgery	132	80
	129B1040042	pediatrics	30	150
	129B1040043	Obstetrics and Gynaecology	100	-

#### 8. Expected learning outcomes of the program

<b>Knowledge</b>	
1- Scientific knowledge	Apply basic knowledge in a clinical setting
2- Research skills	Developing the observation, interpretation and integration skills necessary to analyze human diseases
<b>Skills</b>	
Clinical skills	The ability to work in hospitals and institutions after acquiring the technical skills that qualify him to do this program
Ability to continuously learn	Possessing effective communication skills with members of society at all levels
<b>Ethics</b>	
Good communication and interaction	Professional development
Professional ethics	

#### 9. Teaching and Learning Strategies

- 1– Interactive scientific lectures
- 2– Small learning groups
- 3– Practical and laboratory lessons
- 4– Clinical learning
- 5– Discussions
- 6– Self-learning

7- Technology in education

8- Continuous evaluation

## 10. Evaluation methods

1- Theoretical exams (which include multiple formats, including multiple choices, explanation clips, and the use of short-answer questions in the form of a scenario). As for practical exams, they include clinical exams in educational hospitals, including oral exams, communication skills, procedural skills, the long case, the short case, slides, and Oski.

2- Reports .

## 11. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/ Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
1. Professor	General medicine and surgery	Internal medicine		1	
2. Professor	General medicine and surgery	Tumors and blood diseases		1	
3. Professor	Veterinary medicine	Animal physiology		1	
4- Professor	General medicine and surgery	Orthopedics and traumatology		1	

5– Professor	General medicine and surgery	Histology			1	
6– Professor	General medicine and surgery	Anesthesiology and intensive care			1	
7– Professor	General medicine and surgery	Dermatology and venereology			1	
8. Professor	Biology	Medical microbiology			1	
9. Professor	Biology	Genetics			1	
10. Professor	General medicine and surgery	Pathology			2	
11. Professor	General medicine and surgery	Cardiology			2	
12. Professor	General medicine and surgery	Nephrology and surgery			2	
13. Professor	General medicine and surgery	Urology			1	
14. Professor	General medicine and surgery	ENT			1	
15. Professor	General medicine and surgery	Gynecology and obstetrics			2	
16. Professor	Biology	Biochemistry			1	
17. Assistant Professor	Physics	Medical physics			1	
18. Assistant Professor	Biology	Microbiology			1	
19. Assistant	Biology	parasitology			1	

Professor						
20. Assistant Professor	General medicine and surgery	Ophthalmology			1	
21. Assistant Professor	General medicine and surgery	Nephrology and surgery			1	
22. Assistant Professor	General medicine and surgery	General medicine and surgery			4	
23. Assistant Professor	General medicine and surgery	Orthopedics and traumatology			2	
24. Assistant Professor	Chemistry	Biochemistry			1	
25. Assistant Professor	General medicine and surgery	Diagnostic ray			1	
26. Assistant Professor	General medicine and surgery	Gynecology and obstetrics			2	
27. Assistant Professor	General medicine and surgery	Internal medicine				1
28. Lecturer	Biology	Microbiology			2	
29. Lecturer	Pharmacology	Pharmacology				1
30. Lecturer	Biology	Animal physiology			1	
31. Lecturer	Physics	Nuclear physics			1	
32. Lecturer	Physics	Physics			1	
33. Lecturer	Chemistry	Biochemistry			2	
34. Lecturer	Chemistry	Organic chemistry			1	
35. Lecturer	General medicine	Diagnostic ray			1	

	and surgery					
36. Lecturer	Computer Science	Computer Science			1	
37. Lecturer	General medicine and surgery	Infertility treatment and assisted reproductive techniques			1	
38. Lecturer	General medicine and surgery	Embryology			1	
39. Lecturer	General medicine and surgery	Pediatrics, Neonatology, and Premature Infants			1	
40. Lecturer	General medicine and surgery	Pediatrics			1	
41.. Assistant lecturer	Biology	Microbiology			4	
42. Assistant lecturer	General medicine and surgery	Diagnostic ray			1	
43. Assistant lecturer	Modern and contemporary history	Contemporary history of Iraq			1	
44. Assistant lecturer	Physical education and sports sciences	Methods of teaching gymnastics			1	
45. Assistant lecturer	Arabic Language	Arabic Language			1	

## **Professional Development**

### **Mentoring new faculty members**

Instructing new faculty members in the college's scientific and administrative systems, how to skillfully deal with students, and preparing the study plan and procedures for the academic year through workshops, seminars, and research.

### **Professional development of faculty members**

1. **Needs Analysis:** A comprehensive analysis of the academic and professional development needs of faculty members in the General Medical College is conducted. Current skills and knowledge are assessed and areas where they need to be developed and improved are identified, such as innovative teaching and learning strategies and techniques to enhance engagement and communication with students.
2. **Design and implementation of workshops and training:** Targeted workshops and training are designed and implemented to enhance the teaching and learning skills of faculty members. This includes providing training in the use of advanced educational technology and modern methods of performance assessment, problem diagnosis, and curriculum planning.
3. **Participation in seminars and workshops:** Faculty members are encouraged to participate in local and international seminars and workshops related to the development of university education in the field of medicine and general surgery. These events provide opportunities to exchange knowledge and experiences and learn from industry preferences.
4. **Academic guidance and monitoring:** Continuous academic guidance is provided to faculty members by supervisors and experts in the college. Their performance is monitored and appropriate feedback is provided to improve their performance.
5. **Evaluation of performance and learning:** The performance of faculty members and the extent to which the set goals for academic and professional development are achieved are evaluated. This includes assessing learning outcomes for students and ensuring that academic and professional standards are achieved.

## **12. Acceptance Criterion**

The student is accepted through the central admission issued by the Ministry of Higher Education and Practical Research

## **.13 The most important sources of information about the program**

### **Pharmacology**

1. Lippencot-pharmacolog+BNF textbook
2. Wheeler's Atlas of Tooth Form

### **Microbiology**

- 1- MICRIBIOLOG(Jawetz,Lippincott Prescott)
2. Nature Reviews Microbiology
3. Annual Review of Microbiology African Journal of Infectious Diseases Microbiology and Molecular Biology
4. Reviews Virology Journal Journal of General Virology

### **Pathology**

1. Robbins basic pathology. 9th edition Elsevier, 2013
2. References: Levison DA: Muir's Textbook of pathology. 14th edition, 2008 Edward Arnold
3. Web path/google Pathology online ppt. lectures and vedios

### **Internal medicine**

1. Davidson's Principles and Practice of Medicine - 23rd Edition
2. Harrison's Principles of Internal Medicine
3. New England journal of internal medicine, up-to-date web site

### **Physiology**

1. Guyton and Hall Textbook of medical physiology, 13th Edition
2. Ganong`s Textbook of medical physiology, 23th Edition
3. Cameron Textbook of medical physics

### **Human anatomy**

1. CLINIC AL ANATOMY BY REGIONS
2. GRANTS ATLAS OF ANATOMY

### **Surgery**

1. Baily & Loves short practice of surgery. 26th edition
2. Browses introduction to the symptoms & signs of surgical diseases
3. Kaneski – ophthalmology
4. Armstrong –radiology
5. Adams outline of fractures & orthopedics
6. Sabiston text book of surgery ,the biological modern surgical practice 19th edition basis.

### **Pediatrics**

1. NELSON Essentials of Pediatrics
2. up-to-date web site Medscape

## **Chemistry**

1. Biochemistry Reginald H. Garrett | Charles M. Grisham University of Virginia 5th Edition
2. Harper's Illustrated Biochemistry, twenty sixth Edition
3. Basic Medical Biochemistry (A Clinical Approach)
4. principles of Biochemistry (Lehninger)
5. Fundamental of Analytical chemistry (Skoog/ West)
6. Organic chemistry (Morrison & Boyd)

## **Gynecology and obstetrics**

1. Ten teachers( Gyne& Obst.)
2. Duherust text book Evidence base for Gyne.&Obst
3. Int.j of Gyne&Obst.
4. Web Gyne &Obst.

## **Medical ethics**

1. History of Iraqi Medicine, Abdul Hamid Al-Aluji 2023.
2. Medical Profession Journal 2023
3. The doctor, healer and teacher, Achilles, translated by Zakaria Fahmy 01 29
4. The History of the Wise Men - Jamal al-Din Abi al-Hasan al-Qifti 2020 Humans and their mental health 2023.
5. Medical Ethics British Royal College

## **Basics of medicine**

1. Textbook of Terminology
2. First Aids Book
3. - First Aids Textbook, the Red Cross  
<https://safetytrainingpros.com/wpcontent/uploads/2015/10/American-Red-Cross-First-Aid-CPR-AED-Participants-Manual.pdf>

## **Rays**

1. Textbook of radiology by David Sutton
2. American and European Journals of radiology
3. Radiopedia.com

## **University culture**

1. <https://scholar.google.com/schhp?hl=ar>
2. Book of theories of public freedoms, intellectual trends in human rights and public freedoms
3. Requirements for promoting cultural pluralism in the learning community, a number of diverse publications (books, dissertations, university theses, research

## **Forensic medicine**

1. Text book of forensic medicine and toxicology
2. Hand book of forensic medicine
3. Updated academic websites
4. Web forensic medicine and toxicology/google
5. Forensic medicine online ppt. lectures and videos

## **ENT**

1. Main references (sources) Diseases of ear.nose.throat lecture notes.by Ray Clarke

- 1. Eleventh edition
- 2. Recommended books and references (scientific journals, reports...)
- 3. Electronic References, Websites

### **Dermatology**

- 1. Hunters clinical dermatology
- 2. Andrews textbook of dermatology
- 3. Rooks, JAAD, Archive of dermatology
- 4. Dermnet.com

### **Computer**

- 1. Computer Systems
- 2. Computer Systems Architecture
- 3. Introduction To Computing Systems

### **Human rights**

- 1. Book of International Human Rights Law, Book of the Universal Declaration of Human Rights
- 2. The book on democratic transformation in Iraq, democracy and its types, democracy and human rights, medical and educational ethics for the patient and the doctor
- 3. Human Rights Book by Hamid Hanoun, Human Rights, the Development of Democracy, Its Implications and Protection by Riyad Aziz, Human Rights Encyclopedia of International Law
- 4. [https://www.ohchr.org/ar/ohchr\\_homepage](https://www.ohchr.org/ar/ohchr_homepage)

### **Parasites**

- 1. Paniker 's Textbook of Medical Parasitology
- 2. <https://www.sciencedirect.com>
- 3. <https://www.cdc.gov/dpdx>

### **Arabic Language**

- 1. Explanation of Ibn Aqeel, Qatar Al-Nada, Abbasid Literature
- 2. Clear grammar by Ali Al-Jarim and Mustafa Amin, adequate grammar by Abbas Hassan
- 3. Some electronic libraries, such as the comprehensive library, Al-Nour library, and Lisan Al-Arab library.

### **Biochemistry**

- 1. Harper's Illustrated Biochemistry, Twenty-Sixth Edition by Robert K. Murray et al. 2003
- 2. Lippincott , Illustrated Reviews: Biochemistry, Seventh Edition, Williams & Wilkins , 2017.

### **Histology**

- 1. Junqueira's Basic Histology: Text and Atlas 2022
- 2. Difiore's Atlas of Histology
- 3. Stevens & Lowe's Human Histology
- 4. Color Atlas and Text of Histology
- 5. Histology at a Glance

### **Embryology**

- 1. Text book of embryology
- 2. Respiratory ,head, neck, upper limb, lower limb, gastric system, urinary system, blood system

**Orthopedic &traumatology**

1. Apely system of orthopedic &fractures
2. Adam fractures Update knowledge of orthopedic British bone & joint journal
3. SICOTT on line

**Obstetrics**

1. Obstetric by ten techears
2. Update academic websits

**13. Program Development Plan**

1. Teaching and training students of primary studies and postgraduate clinical studies in comparison with the progress recorded in the teaching process and clinical knowledge globally.
2. Preparing doctors capable of managing the comprehensive medical care process in order to improve the patient's health status based on advanced diagnostic and therapeutic developments.
3. Improving scientific knowledge that aims to understand the disease process and then the possibility of preventing and treating it through cognitive integration between basic sciences and clinical sciences.
4. Creating a generation of graduates in medical schools who are qualified and able to complete their postgraduate studies within the perspective of modern concepts of medical care.
5. Follow up with graduates after graduation and evaluate success and improvements that can be made to the program based on graduates' feedback.
6. Listening to student feedback within a mechanism to collect student feedback regarding the program and improve it. Listen to their needs and suggestions and adopt them in the development process.
7. Sustainability and continuous improvement by establishing a mechanism for continuous improvement and ensuring program continuity. Conduct periodic

evaluation and updates to keep pace with modern developments in the field of medicine and surgery

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	129B1011001	Medical Chemistry	Basic			X				X			X		
	129PH05002	Medical Physics	Basic				X				X				X
	129B104003	Human anatomy	Basic		X				X					X	
	129B105004	Medical Biology	Basic			X				X				X	
	129B104005	Principles of Medicine	Basic		X				X				X		
	129GE04006	Computer science	Basic			X			X				X		
	129B104007	Democracy	Basic				X				X				X

		and human rights											
	129B104008	Terminology	Basic		X			X			X		
	129B1040044	Arabic language	Basic			X			X			X	
Second													
	129B104009	Human Anatomy	Basic			X			X				X
	129B10110010	Medical Biochemistry	Basic			x			x			x	
	129B1050011	Histology	Basic			X			X			X	
	129B1040012	Embryology	Basic			X			X			X	
	129B1040013	University Culture and Freedom	Basic				X			X			X

		Rights											
	129B1040014	Physiology	Basic		X			X				X	
	129B1040015	Baath Regime Crimes	Basic			X			X				X
<b>Third</b>	129CH010016	Pharmacology	Basic		X			X				X	
	129B1050017	Medical Microbiology	Basic			X		X				X	
	129B1050018	Parasitology	Basic			X		X				X	
	129B1020019	Community Medicine	Basic			X		X				X	
	129B1020020	Internal medicine	Basic		X			X				X	
	129B1040021	Surgery	Basic			X			X			X	
	129B1020022	Pathology	Basic		X			X				X	
<b>Fourt</b>	129B1020023	Internal	Basic		X			X				X	

<b>h</b>		medicine												
	129B1040024	General surgery	<b>Basic</b>			<b>X</b>				<b>X</b>			<b>X</b>	
	129B1040025	Pediatrics	<b>Basic</b>				<b>X</b>			<b>X</b>				<b>X</b>
	129B1040026	Obstetrics	<b>Basic</b>			<b>X</b>				<b>X</b>				<b>X</b>
	129B1020027	Community medicine	<b>Basic</b>		<b>X</b>				<b>X</b>			<b>X</b>		
	129B1020028	Forensic medicine	<b>Basic</b>			<b>X</b>				<b>X</b>		<b>X</b>		
	129B1020029	Pathology	<b>Basic</b>		<b>X</b>				<b>X</b>			<b>X</b>		
	129B1020030	Medical ethics	<b>Basic</b>	<b>X</b>				<b>X</b>			<b>X</b>			
	<b>Fifth</b>	129B1020032	Internal medicine	<b>Basic</b>		<b>X</b>			<b>X</b>			<b>X</b>		
		129B1040031	Surgery	<b>Basic</b>			<b>X</b>			<b>X</b>			<b>X</b>	
		129B1020033	Psychiatry	<b>Basic</b>				<b>X</b>			<b>X</b>			<b>X</b>

	129B1040034	Dermatology	<b>Basic</b>			<b>X</b>				<b>X</b>				<b>X</b>	
	129B1040035	Ophthalmology	<b>Basic</b>			<b>X</b>				<b>X</b>				<b>X</b>	
	129B1040036	ENT	<b>Basic</b>				<b>X</b>				<b>X</b>				<b>X</b>
	129B1040037	Pediatrics	<b>Basic</b>			<b>X</b>				<b>X</b>					<b>X</b>
	129B1040038	Gynecology	<b>Basic</b>			<b>X</b>				<b>X</b>				<b>X</b>	
	129B1040039	Radiology	<b>Basic</b>			<b>X</b>				<b>X</b>				<b>X</b>	
<b>Sixth stage</b>															
	129B1020040	Internal medicine	<b>Basic</b>		<b>X</b>				<b>X</b>				<b>X</b>		
	129B1040041	Surgery	<b>Basic</b>			<b>X</b>				<b>X</b>				<b>X</b>	
	129B1040042	Pediatrics	<b>Basic</b>				<b>X</b>				<b>X</b>				<b>X</b>
	129B1040043	Obstetrics and	<b>Basic</b>			<b>X</b>				<b>X</b>				<b>X</b>	

		Gynaecology												
--	--	-------------	--	--	--	--	--	--	--	--	--	--	--	--

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



## Course Description Form

1. Course Name:	gynecology																
2. Course Code:	129B1040038																
3. Semester / Year:	2026–2025																
4. Description Preparation Date:	1/9/2025																
5. Available Attendance Forms:	In campus																
6. Number of Credit Hours (Total) / Number of Units (Total)	60 hours 6 units																
7. Course administrator's name (mention all, if more than one name)	Name: Sahar Swadi Raheem Email: drssraltaii@mu.edu.iq																
8. Course Objectives	<p><b>Course Objectives</b></p> <ul style="list-style-type: none"> <li>Menstrual cycle, physiology menstrual cycle, menstrual disturbances, congenital anomalies, infertility, contraception, types of genital tract cancers, genital tract infection</li> </ul>																
9. Teaching and Learning Strategies	<p><b>Strategy</b></p> <p>Large group-theoretical lectures Small group-clinical sessions</p>																
10. Course Structure	<table border="1"> <thead> <tr> <th>Week</th> <th>Hours</th> <th>Required Learning Outcomes</th> <th>Unit or subject name</th> <th>Learning method</th> <th>Evaluation method</th> </tr> </thead> <tbody> <tr> <td></td> <td>2hour</td> <td>Understanding normal menstrual cycle</td> <td>Menstrual cycle</td> <td>Large groups</td> <td>Formative</td> </tr> </tbody> </table>					Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method		2hour	Understanding normal menstrual cycle	Menstrual cycle	Large groups	Formative
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method												
	2hour	Understanding normal menstrual cycle	Menstrual cycle	Large groups	Formative												

		<p>and abnormal hormonal physiology menstrual cycle diagnosis of infertility and its management How to select proper type of contraceptive types of genital tract cancers</p>	<p><b>physiology of menstrual cycle, menstrual disturbances, congenital anomalies, infertility, contraception, types of genital tract cancers, genital tract infection</b></p>		Summative examination
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------

## 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

10% marks for each semester

20% marks for mid year exam

10% marks for clinical course exam

60% marks for final exam

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Gynecology by ten techears
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Update academic websites
Electronic References, Websites	



## Course Description Form

1. Course Name:					
اجنه					
2. Course Code: 129B1040012					
2025-2026					
3. Semester / Year:					
4. Description Preparation Date:					
1-9-2025					
5. Available Attendance Forms:					
حضورى					
6. Number of Credit Hours (Total) / Number of Units (Total)					
15-15					
7. Course administrator's name (mention all, if more than one name)					
Name: م/ هبه ستار جبار Email: Araloyhader @mu.edu.iq					
8. Course Objectives					
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• علیم الطالب السلوك المهني</li> <li>• الطبي....</li> <li>• القوانین الدولة والنقابة الاطباء</li> <li>• طبیب ماهر یخدم بلده وابناه بلده</li> <li>• المؤسسة والرحمة وخدمة المريض</li> </ul>				
- Teaching the student professional medical behavior..					
- • State and doctors' union laws.....					
- .A skilled doctor who serves country and his people					
9. Teaching and Learning Strategies					
<b>Strategy</b>	<p>الشرح</p> <p>الحوار والنقاش</p> <p>الاستعانة بالمراجع والمصادر</p> <p>استخدام وسائل التعليم الحديثة</p> <p>ليف الطلبة بأوراق بحثية</p> <p>Assigning students to research papers</p>				
the explanation					
Dialogue and discussion					
Use references and sources-					
Using modern teaching methods-					
Assigning students to research papers					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

ناقشة	ضرة				
مشاركة يومية	محاضرة ومناقشة	introduction-1	علم الاجنة	1	الاول
مشاركة يومية	محاضرة ومناقشة	Gametogenesis	علم الاجنة	1	الثاني
تحسان يومي	محاضرة ومناقشة	Spermatogenes	علم الاجنة	1	الثالث
مشاركة يومية	محاضرة ومناقشة	Ovulation	علم الاجنة	1	الرابع
مشاركة يومية	محاضرة ومناقشة	Fertilization	علم الاجنة	1	الخامس
مشاركة يومية	محاضرة ومناقشة	Development1	علم الاجنة	1	السادس
تحسان يومي	محاضرة ومناقشة	Development2	علم الاجنة	1	السابع
مشاركة يومية	محاضرة ومناقشة	Placenta	علم الاجنة	1	الثامن
مشاركة يومية	محاضرة ومناقشة	Embryonic per	علم الاجنة	1	التاسع
تحسان يومي	محاضرة ومناقشة	gastrolation	علم الاجنة	1	العاشر
مشاركة يومية	محاضرة ومناقشة	gastrolation	علم الاجنة	1	الحادي عشر
مشاركة يومية	محاضرة ومناقشة	defect	علم الاجنة	1	الثاني عشر
مشاركة يومية	محاضرة ومناقشة	Blastocyte	علم الاجنة	1	الثالث عشر
مشاركة يومية	محاضرة ومناقشة	Congenital	علم الاجنة	1	الرابع عشر
مشاركة يومية	محاضرة ومناقشة	Semenae-1	علم الاجنة	1	الخامس عشر

## 11. Course Evaluation

توزيع الدرجة من 100 على وفق المهام مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير ..... الخ النشاطات اليومية المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير ..... الخ النشاطات اليومية 20 والامتحان التحريري 80

12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Text book of embryology
Main references (sources)	Respiratory ,head, neck, upper limb, lower limb, gastric system, urinary system, blood system
Recommended books and references (scientific journals, reports...)	للت النقابة الاطباء والكليات الطبية العراقية والاجنبية
Electronic References, Websites	مراجع العلمية ، والكتب الطبية ، والمجلات العلمية

## Course Description Form

1. Course Name:	Medical microbiology
2. Course Code:	129B1050017
3. Semester / Year:	2025-2026
4. Description Preparation Date:	1/9/2025
5. Available Attendance Forms:	In campus and teaching Hospital
6. Number of Credit Hours (Total) / Number of Units (Total)	150hours\8Units
7. Course administrator's name (mention all, if more than one name)	Name: Dr.Shaimaa M.S. Zainulabdeen Email: <a href="mailto:shimaa.majeed@mu.edu.iq">shimaa.majeed@mu.edu.iq</a>
8. Course Objectives	<p>Medical microbiology focuses on medical diseases caused by microorganisms (bacteria, viruses, immunity, fungi)</p> <p><b>1. Cognitive objectives</b></p> <ul style="list-style-type: none"><li>• Obtain basic information about microbiology.</li><li>• –Providing a broad base of knowledge and understanding of microbiology.</li><li>• – Developing information acquisition skills.</li><li>• – Encouraging and training the student on how to deal with scientific facts.</li><li>• –Encouraging students to conclude and interpret the results and how to present and discuss them</li></ul>
2. Teaching and Learning Strategies	Strategy Teaching whole class as theoretical lectures Small group seminar teaching

### 3. Course Structure

Week	Hours	Required Learning Outcome s	Unit or subject name	Learning method	Evaluation method
Every week	4	Understanding the medical diseases caused by microorganisms (bacteria, viruses, immunity, fungi)	Medical microbiology	1-Large group teaching 2- Small group teaching 3- Practical session	Formative and summative exam

### 4. Course Evaluation

Distribution of score is 40% annual quest is 40% ( mid year 20% , 20% for first and second semesters) , 60% for final exam( 20% for practical exam , 40% for theoretical exam)

### 5. Learning and Teaching Resources

Required textbooks (curricular books, if any)	MICRIBIOLOG(Jawetz,Lippincott,Prescott)
Main references (sources)	BOOKS
Recommended books and references (scientific journals, reports...)	Nature Reviews Microbiology
Electronic References, Websites	Annual Review of Microbiology

## Course Description Form

<p><b>1. Course Name:</b> Medical Ethics</p>																	
<p><b>2. Course Code:</b> 129B1020030</p>																	
<p><b>3. Semester / Year:</b> 2026-2025</p>																	
<p><b>4. Description Preparation Date:</b> 1\9\2025</p>																	
<p><b>5. Available Attendance Forms:</b> daily</p>																	
<p><b>6. Number of Credit Hours (Total) / Number of Units (Total)</b> 30 h, 2 Unit</p>																	
<p><b>7. Course administrator's name (mention all, if more than one name)</b> Name: Dr. Salah Abd-Alkader omran Email: drsalahomran@yahoo.com</p>																	
<p><b>8. Course Objectives</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <b>Course Objectives</b> </td> <td style="width: 50%; padding: 5px;"> <b>Teaching the student</b>  <b>professional medical behavior..</b>  <ul style="list-style-type: none"> <li>• <b>State and doctors' union laws.....</b></li> <li>• A skilled doctor who serves his country and his people</li> </ul> </td> </tr> </table>						<b>Course Objectives</b>	<b>Teaching the student</b> <b>professional medical behavior..</b> <ul style="list-style-type: none"> <li>• <b>State and doctors' union laws.....</b></li> <li>• A skilled doctor who serves his country and his people</li> </ul>										
<b>Course Objectives</b>	<b>Teaching the student</b> <b>professional medical behavior..</b> <ul style="list-style-type: none"> <li>• <b>State and doctors' union laws.....</b></li> <li>• A skilled doctor who serves his country and his people</li> </ul>																
<p><b>9. Teaching and Learning Strategies</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;"> <b>Strategy</b> </td> <td style="width: 85%; padding: 5px;"> Teaching and giving the way to a successful doctor, armed with scientific information, theoretical and practical medical experience and the noble character that characterizes a doctor. </td> </tr> </table>						<b>Strategy</b>	Teaching and giving the way to a successful doctor, armed with scientific information, theoretical and practical medical experience and the noble character that characterizes a doctor.										
<b>Strategy</b>	Teaching and giving the way to a successful doctor, armed with scientific information, theoretical and practical medical experience and the noble character that characterizes a doctor.																
<p><b>10. Course Structure</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%; padding: 5px;"><b>Week</b></th> <th style="width: 15%; padding: 5px;"><b>Hours</b></th> <th style="width: 25%; padding: 5px;"><b>Required Learning Outcomes</b></th> <th style="width: 25%; padding: 5px;"><b>Unit or subject name</b></th> <th style="width: 15%; padding: 5px;"><b>Learning method</b></th> <th style="width: 15%; padding: 5px;"><b>Evaluation method</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">30</td> <td style="padding: 5px;">30</td> <td style="padding: 5px;">Medical professional conduct</td> <td style="padding: 5px;">Medical ethics</td> <td style="padding: 5px;">Theoretical practical activities</td> <td style="padding: 5px;">Theoretical exam activities</td> </tr> </tbody> </table>						<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>	30	30	Medical professional conduct	Medical ethics	Theoretical practical activities	Theoretical exam activities
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>												
30	30	Medical professional conduct	Medical ethics	Theoretical practical activities	Theoretical exam activities												

--	--	--	--	--	--

## 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 Practical: 30 , Theoretical: 70

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	History of Iraqi Medicine, Abdul Han Al-Aluji 2023.
Main references (sources)	Medical Profession Journal 2023
Recommended books and references (scientific journals, reports...)	1- The doctor, healer and teacher, Achilles, translated by Zakaria Fahmy 01 29 2- The History of the Wise Men - Jamal al-Din Abi al-Hasan al-Qifti 2020 Humans and their mental health 2023
Electronic References, Websites	Medical Ethics British Royal College

Dr. Salah Abd-Alkader omran

## Course Description Form

<p><b>1. Course Name:</b> Principles of Medicine</p>					
<p><b>2. Course Code:</b> 129B104005</p>					
<p><b>3. Semester / Year:</b> 2025 – 2026</p>					
<p><b>4. Description Preparation Date:</b> 2/12/2025</p>					
<p><b>5. Available Attendance Forms:</b></p>					
<p><b>6. Number of Credit Hours (Total 30) / Number of Units (Total 2)</b></p>					
<p><b>7. Course administrator's name (mention all, if more than one name)</b></p> <p>Name: Prof. Dr. Wissam Sajid Hashim Al-Uboody Email: <a href="mailto:dr.w80@mu.edu.iq">dr.w80@mu.edu.iq</a></p>					
<p><b>8. Course Objectives</b></p>					
<p><b>Course Objectives</b></p>		<ul style="list-style-type: none"> <li>– To develop an understanding of the medical terms and first aids.</li> <li>– To develop skills of observation, interpretation, and full fast response injuries in term of first aids.</li> </ul>			
<p><b>9. Teaching and Learning Strategies</b></p>					
<p><b>Strategy</b></p>					
<p><b>10. Course Structure</b></p>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Every week	Theory 1 hr .	understand functions	Principles of Medicine	– Large group teaching.	Formative & summative exam

		<p>of different body organs and systems and abnormal fluctuations which lead to malfunctions and diseases.</p>		<ul style="list-style-type: none"> <li>– Small group teaching</li> <li>– Practical sessions</li> </ul>	
--	--	----------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------	--

## 11. Course Evaluation

Distribution of score is 100% annual quest as ( mid-year 20% , 20% for first and second semesters) , 60% for final exam.

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<ul style="list-style-type: none"> <li>- Textbook of Terminology</li> </ul>
Main references (sources)	<ul style="list-style-type: none"> <li>- Textbook of Terminology</li> <li>- First Aids Book.</li> </ul>
Recommended books and references (scientific journals, reports...)	Most recent editions of major sources and reliable internet sites.
Electronic References, Websites	<a href="https://safetytrainingpros.com/wpcontent/uploads/2015/10/American-Red-Cross-First-Aid-CPR-AED-Participants-Manual.pdf">https://safetytrainingpros.com/wpcontent/uploads/2015/10/American-Red-Cross-First-Aid-CPR-AED-Participants-Manual.pdf</a>

## Course Description Form

<p><b>1. Course Name:</b> Radiology</p>					
<p><b>2. Course Code:</b> 129B1040039</p>					
<p><b>3. Semester / Year:</b> 2026–2025</p>					
<p><b>4. Description Preparation Date:</b> 1\9\2025</p>					
<p><b>5. Available Attendance Forms:</b></p>					
<p><b>6. Number of Credit Hours (Total) / Number of Units (Total)</b> 2\3</p>					
<p><b>7. Course administrator's name (mention all, if more than one name)</b> Name: Bashar Adnan Munshid , Maithem Sabeeh Ismail Email: (bashar19812003@mu.edu.iq)</p>					
<p><b>8. Course Objectives</b></p>					
<p><b>Course Objectives</b></p>		<p><b>By the end of the course, students should be able to:</b></p> <p>1. Explain the basic principles of diagnostic radiology 2. Describe the different types of radiographic techniques and their clinical applications 3. Interpret radiographic images and identify common pathologies 4. Demonstrate some proficiency in observing radiographic procedures 5. Understand the risks associated with radiation exposure and apply appropriate</p>			
<p><b>9. Teaching and Learning Strategies</b></p>					
<p><b>Strategy</b></p>		<p>1-Interactive scientific lectures 2- Small learning groups 3- Discussion sessions</p>			
<p><b>10. Course Structure</b></p>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-7	7	The student should learn about radioanatomy and interpretation of	Respiratory radiology	Interactive theoretical lectures and small group teaching	
8-14	7		CNS radiology		
15	1		1 <sup>st</sup> term examination		

16-22	7	different radiological images of common pathologies and main principles of radioprotection	<b>Abdominal radiology</b>	
23-29	7		<b>MSK radiology</b>	
30			<b>2<sup>nd</sup> term examination</b>	

### 11. Course Evaluation

10 % 1<sup>st</sup> term examination  
 20% mid-year examination  
 10% 2<sup>nd</sup> term examination  
 10 % practical course examination  
 50% final examination

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Textbook of radiology by David Sutton
Recommended books and references (scientific journals, reports...)	American and European Journals radiology
Electronic References, Websites	<a href="http://Radiopedia.com">Radiopedia.com</a>

## Course Description Form

1. Course Name:	General Pathology and systemic pathology
2. Course Code:	129B1020029
3. Semester / Year:	2025-2026
4. Description Preparation Date:	27\11\2025
5. Available Attendance Forms:	
6. Number of Credit Hours for each one of general and systemic pathology (Total 120) / Number of Units for each coarse (6)	
7. Course administrator's name (mention all, if more than one name)	Name: <b>Prof. Dr. Sarah A. Abed</b> Email: <a href="mailto:sarah.ali@mu.edu.iq">sarah.ali@mu.edu.iq</a> <b>Asst.Prof.Dr.Thaffer S. Jawad</b>
8. Course Objectives	<p><b>Course Objectives</b></p> <p>1) To develop an understanding of the causes and the associated alterations of mechanisms of disease and structure and function.</p> <p>2) To develop skills of observation, interpretation, and analyze human disease. When integration needed to anatomical lesions, provided with the clinical history, the past and the laboratory data of a patient, to determine the likely diagnosis and explain the pathogenesis of the disease.</p> <p>•</p>
9. Teaching and Learning Strategies	

<b>Strategy</b>	
-----------------	--

## 10. Course Structure

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
Every week	theory 4hr. practice 4hr.	understand pathogenesis, morphology and clinical manifestations of basic pathological processes and diseases at the molecular, cellular, tissue levels	Systemic & general Pathology	1- Large group teaching 2- Small group teaching 3- Practical session	Formative & summative exam

## 11. Course Evaluation

Distribution of score is 40% annual quest is 40% ( mid year 20% , 20% for first and second semesters) , 60% for final exam( 20% for practical exam , 40% for theoretical exam)

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	bbins basic pathology. 9th edition Elsevier, 2013
Main references (sources)	References: Levison DA: Muir's Textbook of pathology. 14th edition, 2008 Edward Arnold.

Recommended books and references (scientific journals, reports...)	Most recent editions of main sources and reliable internet sites
Electronic References, Websites	Web path/google Pathology online ppt. lectures and videos

## Course Description Form

1. Course Name:	Human Biology
2. Course Code:	129B105004
3. Semester / Year:	First Year 2025-2026
4. Description Preparation Date:	1\9\2025
5. Available Attendance Forms:	Theoretical and practical
6. Number of Credit Hours (Total) / Number of Units (Total)	135/6
7. Course administrator's name (mention all, if more than one name)	Name: 1- Dr. Hussein T. Abdulabbas 2- M.Sc. Hussein Alburkat Email: <a href="mailto:hussein.thair@mu.edu.iq">hussein.thair@mu.edu.iq</a> <a href="mailto:hussein.alburkat@mu.edu.iq">hussein.alburkat@mu.edu.iq</a>
8. Course Objectives	<p><b>Course Objectives</b></p> <p>Human Biology is designed to achieve the following objectives for the benefit of students involved:</p> <p>1- Description the human body at the level of molecules, cells, tissue and systems, and apply this understanding to human function.</p> <p>2- Understand of the basic principles of transmission, molecular, and genetics as it relates to humans, and to examine their relevance to our society and human genetic diseases.</p> <p>3- Applying knowledge of biosafety principles, biological agent classification systems, biological hazards and containment levels.</p>
9. Teaching and Learning Strategies	<p><b>Strategy</b></p> <p>Group discussion strategy Active learning strategy</p>

<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	2	Cognitive skills in medical Field	An introduction to cell biology	Lecture and Discussion	Mutual Dialogue
2	2	Cognitive skills in medical Field	Eukaryotic and prokaryotic cells	Lecture and Discussion	Mutual Dialogue
3	2	Cognitive skills in medical Field	The cell membrane Structure	Lecture and Discussion	Quiz
4	2	Cognitive skills in medical Field	Cell organelles	Lecture and Discussion	Mutual Dialogue
5	2	Cognitive skills in medical Field	Cytoskeleton	Lecture and Discussion	Mutual Dialogue
6	2	Cognitive skills in medical Field	Membrane Dynamics (cell transport)	Lecture and Discussion	Quiz
7	2	Cognitive skills in medical Field	Plasma Membrane Receptors	Lecture and Discussion	Mutual Dialogue
8	2	Cognitive skills in medical Field	The nucleus	Lecture and Discussion	Researches assessment
9	2	Cognitive skills in medical Field	Nucleic acids (DNA and RNA types)	Lecture and Discussion	Quiz
10	2		First Exam		Written exam
11	2	Cognitive skills in medical Field	Introduction to the Cell Cycle	Lecture and Discussion	Mutual Dialogue
12	2	Cognitive skills in medical Field	Mitosis, Meiosis, and Cell Death	Lecture and Discussion	Quiz
13			Midterm Exam		Written exam
14	2	Cognitive skills in medical Field	Epithelial tissue	Lecture and Discussion	Mutual Dialogue
15	2	Cognitive skills in medical Field	Connective tissue	Lecture and Discussion	Mutual Dialogue
16	2	Cognitive skills in medical Field	Cell junctions	Lecture and Discussion	Quiz
17	2	Cognitive skills in medical Field	Muscle tissue and nervous tissue	Lecture and Discussion	Mutual Dialogue
18	2	Cognitive skills in medical Field	Genome Structure and Replication	Lecture and Discussion	Mutual Dialogue
19	2	Cognitive skills in medical Field	Gene expression I - central dogma o molecular biology, gene structure transcription, and RNA modification	Lecture and Discussion	Quiz
20	2	Cognitive skills in medical Field	Gene expression II - translation, genetic code, post-translational modifications	Lecture and Discussion	Mutual Dialogue

21	2	Cognitive skills in medical Field	Introduction of Human genetics	Lecture and Discussion	Mutual Dialogue
22	2	Cognitive skills in medical Field	Patterns of Genetic Inheritance	Lecture and Discussion	Quiz
23	2	Cognitive skills in medical Field	Mutations and genetic disorders	Lecture and Discussion	Researches assessment
24	2	Cognitive skills in medical Field	Human Pedigrees	Lecture and Discussion	Quiz
25	2		Second EXAM		
26	2	Cognitive skills in medical Field	Cancer Genetics	Lecture and Discussion	Mutual Dialogue
27	2	Cognitive skills in medical Field	Epigenetics - interactions of genes and environment	Lecture and Discussion	Mutual Dialogue
28	2	Cognitive skills in medical Field	DNA Technology (PCR, FISH, etc.)	Lecture and Discussion	Quiz
29	2	Cognitive skills in medical Field	Introduction to Biosafety	Lecture and Discussion	Mutual Dialogue
30	2	Cognitive skills in medical Field	Biosafety containment levels & Biohazard symbols	Lecture and Discussion	Mutual Dialogue
31	2	Cognitive skills in medical Field	Biological hazards & Control of biological hazards	Lecture and Discussion	Researches assessment
32		Cognitive skills in medical Field	Biosecurity	Lecture and Discussion	Quiz

## 11. Course Evaluation

Formative assessment (no marks)

Continuous progress assessment- Reports, Quizzes & student's attendance (5 marks)

Midterm Exam (20)

First and Second semester Exam (15)

Summative Exam (written) 40 marks

Multi station practical Exam 20 marks

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Human Biology (15th Edition, 2018) by sylvia Mader and Michael Windelspech
Main references (sources)	Principles of Genetics (7th edition, 201 by Peter Snustad and Michael J. Simmo Cell Biology, Fourth Edition 201 Pollard, Thomas D. (Thomas Dea

	1942- author. Earnshaw, William author. Lippincott-Schwartz, Jennifer author. Johnson, Graham T., illustrator.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Nature Science

## Course Description Form

1. Course Name:	Human anatomy
2. Course Code:	129B104003
3. Semester / Year:	First semester / 2026-2025
4. Description Preparation Date:	1\9\2025
5. Available Attendance Forms:	My presence
6. Number of Credit Hours (Total) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name)	Name: Professor Dr. Ali Taha Hassan Email: ali.taha06@mu.edu.iq
8. Course Objectives	<b>Course Objectives</b> <ul style="list-style-type: none"><li>• Teaching students the complete anatomy of the human body</li><li>• Linking anatomy to its clinical applications</li><li>• Conducting solid scientific research on human anatomy topics</li><li>• Holding workshops and seminars on human anatomy topics</li><li>• Working to open postgraduate studies in human anatomy</li></ul>
9. Teaching and Learning Strategies	<b>Strategy</b> <ol style="list-style-type: none"><li>1. Explanation</li><li>2. Brainstorming</li><li>3. Dialogue and discussion</li><li>4. Use references and sources</li><li>5. Using modern teaching methods</li></ol>

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
first	2	The medical field of knowledge and skills	Anatomical terms	Lecture and discussion	Daily sharing
second	2	The medical field of knowledge and skills	Skin,bone,joint	Lecture and discussion	Daily sharing
third	2	The medical field of knowledge and skills	Nervous system	Lecture and discussion	Daily sharing
fourth	2	The medical field of knowledge and skills	Superficial anatomy of upper limb	Lecture and discussion	Daily sharing
Fifth	2	The medical field of knowledge and skills	Pectoreal region and breast	Lecture and discussion	Daily sharing
sixth	2	The medical field of knowledge and skills	Axilla	Lecture and discussion	Daily sharing
Seventh	2	The medical field of knowledge and skills	Scapular region and the back	Lecture and discussion	Daily sharing
eight	2	The medical field of knowledge and skills	Upper arm and shoulder joint	Lecture and discussion	Daily sharing
Ninth	2	The medical field of knowledge and skills	Forearm and elbow joint	Lecture and discussion	Daily sharing
tenth	2	The medical field of knowledge and skills	The wrist	Lecture and discussion	Daily sharing
eleventh	2	The medical field of knowledge and skills	THE Hand	Lecture and discussion	Daily sharing
first	2	The medical field of knowledge and skills	Joints of upper limb	Lecture and discussion	Daily sharing

## 11. Course Evaluation

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

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Clinical anatomy by regions, Richard S,Snell and Grant atlas of anatomy
Main references (sources)	Grey anatomy
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description Form

<p><b>1. Course Name:</b> General surgery</p>																	
<p><b>2. Course Code:</b> 129B1040024</p>																	
<p><b>3. Semester / Year:</b> Fourth stage 2025–2026</p>																	
<p><b>4. Description Preparation Date:</b> 1-9-2025</p>																	
<p><b>5. Available Attendance Forms:</b></p>																	
<p><b>6. Number of Credit Hours (Total) / Number of Units (Total)</b> 60 hr 9 units</p>																	
<p><b>7. Course administrator's name (mention all, if more than one name)</b> Name: ali faeq sadeq Email: alifaeq@mu.ed.iq</p>																	
<p><b>8. Course Objectives</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <b>Course Objectives</b> </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> <li>• To learn student how to treat and diagnose surgical cases specially in emergency unit....</li> <li>• .....</li> <li>• .....</li> </ul> </td> </tr> </table>						<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To learn student how to treat and diagnose surgical cases specially in emergency unit....</li> <li>• .....</li> <li>• .....</li> </ul>										
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To learn student how to treat and diagnose surgical cases specially in emergency unit....</li> <li>• .....</li> <li>• .....</li> </ul>																
<p><b>9. Teaching and Learning Strategies</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;"> <b>Strategy</b> </td> <td style="width: 80%; padding: 5px;"> Lectures Practical sessions discussion </td> </tr> </table>						<b>Strategy</b>	Lectures Practical sessions discussion										
<b>Strategy</b>	Lectures Practical sessions discussion																
<p><b>10. Course Structure</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"><b>Week</b></th> <th style="width: 10%;"><b>Hours</b></th> <th style="width: 30%;"><b>Required Learning Outcomes</b></th> <th style="width: 30%;"><b>Unit or subject name</b></th> <th style="width: 10%;"><b>Learning method</b></th> <th style="width: 10%;"><b>Evaluation method</b></th> </tr> </thead> <tbody> <tr> <td>1-8</td> <td>14hs</td> <td>Learn how to diagnose and treat surgical cases</td> <td>Esophageal and gastric Disease</td> <td></td> <td></td> </tr> </tbody> </table>						<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>	1-8	14hs	Learn how to diagnose and treat surgical cases	Esophageal and gastric Disease		
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>												
1-8	14hs	Learn how to diagnose and treat surgical cases	Esophageal and gastric Disease														

1-8 8-12	14hs	Rectal disease, hernia,intestinal obstruction ,an anal canal disease Breast disease,thyroid diseas,pancreas disease Small and large bowel disease	Liver disease and biliary tract disease		
12-20					

## 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

5% theory exam

10% osce stations

5%theory exam

20% half year exam

60%final exam

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Short practice of surgery
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	medscape



## Academic Program Description Form

**University Name:** ...AL-Muthanna.....

**Faculty/Institute:** ....medicine.....

**Scientific Department:** ....pathology and forensic medicine.....

**Academic or Professional Program Name:** .....

**Final Certificate Name:** ..Bachelor of General Medicine and  
Surgery.....

**Academic System:** ...Annual.....

**Description Preparation Date:** 1\9\2025

**File Completion Date:** 27\11\2025

**Signature:**

**Head of Department Name:**

**Prof.Dr.Sarah A. Abed**

**Signature:**

**Scientific Associate Name:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance**

**Department:**

**Date:**

**Signature:**

**Approval of the Dean**

## **1. Program Vision**

Since university education is one of the economic development and repository of knowledge and educational development , it is therefore the main tool for transferring cultural and scientific experience between human societies colleges today especially medicine are considered future centers for research and knowledge innovation , enabling them to solve some development problems in society . the department of pathology and forensic medicine is considered one of the branches of college of medicine who seeks to prepare scientific doctors with experience because of the importance of branch for doctors future because it is the basis of knowledge in forensic medical cases. .

## **2. Program Mission**

To prepare competent and qualified medical personnel with expertise in medical and scientific fields, experienced in handling forensic medical cases.

- To prepare specialized medical personnel knowledgeable in managing and treating various accidents, as well as determining the causes of death.
- To ensure medical personnel have a comprehensive understanding of all types of forensic medical cases by utilizing scientific research and practical experience to serve the community and develop a highly experienced medical workforce..

### 3. Program Objectives

The department aims to graduate a scientifically qualified medical cadre with a background in forensic medicine and legal cases, capable of identifying and treating various incidents.

- Emphasis is placed on mastering forensic medicine, as it is fundamental to graduating physicians who are well-versed in knowledge, professional skills, and behavioral approaches, and who possess high competence in forensic medical cases.
- The department is committed to developing its teaching staff by providing a suitable environment and opportunities for training, and by establishing postgraduate studies, in line with the increasing number of students and the department's ongoing development

### 4. Program Accreditation

accreditation from the Jordanian Accreditation Council is obtained , which is affiliated with the World Federation of Medical education.

### 5. Other external influences

### 6. Program Structure

Program Structure	Number of Courses	Credit units	Percentage	Reviews*
<b>Institution Requirements</b>				
<b>College Requirements</b>				
<b>Department Requirements</b>	<b>1</b>	<b>6</b>		<b>basic</b>
<b>Summer Training</b>				
<b>Other</b>				

<b>7. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
			<b>theoretical</b>	<b>practical</b>
<b>fourth</b>		<b>Forensic medicine</b>	<b>60hr.</b>	<b>60hr.</b>

<b>8. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
1. What is forensic pathology and what are the scope of its practical applications. The most common various international systems of forensic pathology and the reasons for these variations	
2. Formalities of medico-legal consultation and in which respect it differ from other medical consultations.	
3. How to receive and examine medico-legal cases.	
<b>Skills</b>	
1. How to take samples for laboratory investigations and how to send them to the labs.	
2. How to perform a postmortem examination.	
3. How to write a medico-legal report.	
<b>Ethics</b>	
1. How to issue death and birth certificates.	
2. Identification of unknown dead person or humans remains.	

<b>9. Teaching and Learning Strategies</b>	
1-Small group teaching	
2-Practical session.	
3-Large group.	

<b>10. Evaluation methods</b>	
1- Formative assessment.	
2- Final summative assessment.	
3- Objective structured clinical examination	

--

<b>11. Faculty</b>					
<b>Faculty Members</b>					
<b>Academic Rank</b>	<b>Specialization</b>		<b>Special Requirements/Skills (if applicable)</b>		<b>Number of the teaching staff</b>
	<b>General</b>	<b>Special</b>			<b>Staff</b> <b>Lecturer</b>
one professors one assistant professors	<b>Bachelor of General Medicine and Surgery</b>	Board and PHD certification in pathology			staff

<b>Professional Development</b>	
<b>Mentoring new faculty members</b>	
Guiding new faculty members in the scientific and administrative systems , how to be skills in dealing with students , preparing syllabus and how preparing workshops , seminars and research	
<b>Professional development of faculty members</b>	
Directing faculty members to the syllabus , examinations management and how preparing workshops , seminars and research	

<b>12. Acceptance Criterion</b>	
<b>Through the central admission of ministry of higher education</b>	

**13.The most important sources of information about the program**

Corresponding medical college curricula and the medical education unit

**14.Program Development Plan**

- 1–Use of modern information technology.**
- 2– Apply the basic science principles of normal and abnormal structure and function to clinical medicine.**
- 3– Develop the clinical competencies expected in each of the core medical specialties.**
- 4– Apply principles of preventive and population-based medicine including environmental health issues.**
- 5– Recognize and respond to acute life-threatening problems**

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or option al	Knowledge				Skills				Ethics			
				A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4
fourth		Forensic medicine	basic	X	X	X		X	X	X		X	X		

## Course Description Form

1. Course Name:	Forensic medicine
2. Course Code:	
3. Semester / Year:	2025-2026
4. Description Preparation Date:	27\11\2025
5. Available Attendance Forms:	In campus
6. Number of Credit Hours (Total) / Number of Units (Total)	60 hours 6 units
7. Course administrator's name (mention all, if more than one name)	Name: Sarah Ali Abed Email: <a href="mailto:sarah.ali@mu.edu.iq">sarah.ali@mu.edu.iq</a> Asst.Prof.Dr.Thaffer S. Jawad
8. Course Objectives	<p><b>Course Objectives</b></p> <p><b>At the end of the course the student is supposed to acquire fundamental skills in the following respects:</b></p> <ol style="list-style-type: none"><li><b>1. What is forensic pathology and what are the scope of its practical applications. The most common various international systems of forensic pathology and the reasons for these variations</b></li><li><b>2. Formalities of medico-legal consultation and in which respect it differ from other medical consultations.</b></li><li><b>3. How to receive and examine medico-legal cases.</b></li><li><b>4. How to take samples for laboratory investigations and how to send them to the labs.</b></li><li><b>5. How to perform a postmortem examination.</b></li><li><b>6. How to write a medico-legal report.</b></li></ol>
9. Teaching and Learning Strategies	<p><b>Strategy</b></p> <p>Large groups – theoretical lectures Small groups – discussion and seminars Clinical sessions</p>

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Every week	2 hr. theory 2 hr. practical session	It deals with examination of the living individuals, such as cases of sexual offences, who certificate, age estimation etc. Forensic pathology deals with interpretation of autopsy findings in medicolegal investigation of death (forensic thanatology — Study of death)	Introduction to forensic pathology <ul style="list-style-type: none"> <li>• definition, medico-legal systems,</li> <li>• how to examine a medico-legal case,</li> <li>• how to perform medico-legal autopsy. Postmortem artifacts, Autopsy report</li> <li>• Pathophysiology of death</li> <li>• definition of sudden death</li> <li>• Identification</li> <li>• Age estimation</li> <li>• Pathology of wound</li> <li>• Head and spinal injuries</li> <li>• injuries to the driver in vehicle</li> <li>• toxicology</li> </ul>	-1 Large group teaching -2 Small group teaching -3 Practical session	Formative summative exams

## 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

Formative and summative exams. Regarding summative exams as follow:

10 marks for each semester (60% theory and 40% practical)

20 marks midyear exam

60 marks final exam (20 practical and 40 theory)

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Text book of forensic medicine toxicology

Main references (sources)	Hand book of forensic medicine
Recommended books and references (scientific journals, reports...)	Updated academic websites
Electronic References, Websites	Web forensic medicine toxicology/google Forensic medicine online ppt. lectures videos

## Course Description Form

<p>1. Course Name:</p> <p>Medical histology</p>																	
<p>2. Course Code: 129B1050011</p>																	
<p>3. Semester / Year:</p> <p>2026–2025</p>																	
<p>4. Description Preparation Date:</p> <p>2025\9\1</p>																	
<p>5. Available Attendance Forms:</p> <p>daily</p>																	
<p>6. Number of Credit Hours (Total) / Number of Units (Total)</p> <p>30 h, 2 Unit</p>																	
<p>7. Course administrator's name (mention all, if more than one name)</p> <p>Name: Dr. Eyhab R. Muhssan Email: <a href="mailto:eyhabrazzaq@mu.edu.iq">eyhabrazzaq@mu.edu.iq</a>.</p>																	
<p>8. Course Objectives</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <p><b>Course Objectives</b></p> </td> <td> <ul style="list-style-type: none"> <li>• Learning of basic histo.</li> <li>• Learning of systematic histo...</li> <li>• Learning of tissue body</li> </ul> </td> </tr> </table>						<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Learning of basic histo.</li> <li>• Learning of systematic histo...</li> <li>• Learning of tissue body</li> </ul>										
<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Learning of basic histo.</li> <li>• Learning of systematic histo...</li> <li>• Learning of tissue body</li> </ul>																
<p>9. Teaching and Learning Strategies</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"> <p><b>Strategy</b></p> </td> <td></td> </tr> </table>						<p><b>Strategy</b></p>											
<p><b>Strategy</b></p>																	
<p>10. Course Structure</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Week</th> <th style="width: 10%;">Hours</th> <th style="width: 20%;">Required Learning Outcomes</th> <th style="width: 20%;">Unit or subject name</th> <th style="width: 15%;">Learning method</th> <th style="width: 15%;">Evaluation method</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>60</td> <td>Learning of Med. Histology</td> <td>Medical Histo.</td> <td>Theoretical practical activities</td> <td>Theoretical exam activities</td> </tr> </tbody> </table>						Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method	60	60	Learning of Med. Histology	Medical Histo.	Theoretical practical activities	Theoretical exam activities
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method												
60	60	Learning of Med. Histology	Medical Histo.	Theoretical practical activities	Theoretical exam activities												

<b>11. Course Evaluation</b>					
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 Practical: 30 , Theoretical: 70					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)		Junqueira's Basic Histology: Text and Atlas 2022			
Main references (sources)		Difiore's Atlas of Histology			
Recommended books and references (scientific journals, reports...)		1- Stevens & Lowe's Human Histology 2- Color Atlas and Text Histology			
Electronic References, Websites		Histology at a Glance			

## Course Description Form

<p><b>1. Course Name:</b> Otolaryngology</p>																	
<p><b>2. Course Code:</b> 129B1040036</p>																	
<p><b>3. Semester / Year:</b> 2026–2025</p>																	
<p><b>4. Description Preparation Date:</b> 1\9\2025</p>																	
<p><b>5. Available Attendance Forms:</b> In campus and the teaching hospital.</p>																	
<p><b>6. Number of Credit Hours (Total) / Number of Units (Total)</b> 30 hours\3units</p>																	
<p><b>7. Course administrator's name (mention all, if more than one name)</b> Name: ass.prof. Alaa Yass Abed Email: Alaa_yass@mu.edu.iq</p>																	
<p><b>8. Course Objectives</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;"><b>Course Objectives</b></td> <td style="width: 70%; padding: 5px;">Study the ear. Nose and throat physiology..... Study the ear. Nose and throat .<b>diseases</b>.... • ..... .....</td> </tr> </table>						<b>Course Objectives</b>	Study the ear. Nose and throat physiology..... Study the ear. Nose and throat . <b>diseases</b> .... • ..... .....										
<b>Course Objectives</b>	Study the ear. Nose and throat physiology..... Study the ear. Nose and throat . <b>diseases</b> .... • ..... .....																
<p><b>9. Teaching and Learning Strategies</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;"><b>Strategy</b></td> <td style="width: 85%; padding: 5px;">1- All class - theoretical lectures 2- Small groups – learning methods of examinations and diagnosis</td> </tr> </table>						<b>Strategy</b>	1- All class - theoretical lectures 2- Small groups – learning methods of examinations and diagnosis										
<b>Strategy</b>	1- All class - theoretical lectures 2- Small groups – learning methods of examinations and diagnosis																
<p><b>10. Course Structure</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"><b>Week</b></th> <th style="width: 10%;"><b>Hours</b></th> <th style="width: 25%;"><b>Required Learning Outcomes</b></th> <th style="width: 25%;"><b>Unit or subject name</b></th> <th style="width: 10%;"><b>Learning method</b></th> <th style="width: 15%;"><b>Evaluation method</b></th> </tr> </thead> <tbody> <tr> <td>Every week</td> <td>1 hour Theory 12practic</td> <td></td> <td>Rhinology: Allergic Rhinitis. : pisa  Otology: • Anatomy of ear &amp; physiology of hearing</td> <td>6</td> <td></td> </tr> </tbody> </table>						<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>	Every week	1 hour Theory 12practic		Rhinology: Allergic Rhinitis. : pisa  Otology: • Anatomy of ear & physiology of hearing	6	
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>												
Every week	1 hour Theory 12practic		Rhinology: Allergic Rhinitis. : pisa  Otology: • Anatomy of ear & physiology of hearing	6													

			<ul style="list-style-type: none"> <li>• Diseases of the external ear.           <ul style="list-style-type: none"> <li>• Non suppurative otitis media.</li> <li>• Facial n. / anatomy &amp; lesions.</li> </ul> </li> <li>Laryngology           <ul style="list-style-type: none"> <li>• Anatomy &amp; Physiology of Larynx.</li> <li>• Cong. Anomalies of Larynx.</li> <li>• Trauma of Larynx.</li> <li>• Tumors of Larynx.</li> </ul> </li> <li>• Management of Upper Airways Obstruction.</li> <li>• Anatomy &amp; physiology of the pharynx.</li> <li>• Diseases of the tonsil.           <ul style="list-style-type: none"> <li>• Adenoid hypertrophy &amp; adenoidectomy.</li> <li>• Pharyngitis</li> <li>• Anatomy &amp; infection of the neck spaces</li> <li>• Neck mass.</li> </ul> </li> <li>• Foreign bodies in otolaryngology</li> </ul>		
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

## 11. Course Evaluation

Term tests 20

Midyear 20

Final examination 60

## 12. Learning and Teaching Resources

Main references (sources) Diseases of ear.nose.throat lecture notes. by Ray Clarke Eleventh edition	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description Form

1. Course Name:	
Internal Medicine	
2. Course Code: 129B1020023	
3. Semester / Year:	
Fourth year	
4. Description Preparation Date:	
20/11/2025	
5. Available Attendance Forms:	
In campus and teaching Hospital	
6. Number of Credit Hours (Total) / Number of Units (Total)	
12/320	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Ali Adnan Jabbar Email: dralialwahami@edu.mu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>• <b>Cardinal medical manifestations</b></li> <li>• <b>Cardiovascular diseases</b></li> <li>• <b>Gastrointestinal and liver diseases</b></li> <li>• <b>Respiratory diseases</b></li> <li>• <b>Renal diseases</b></li> <li>• <b>Endocrine diseases</b></li> <li>• <b>Diabetes</b></li> </ul>
9. Teaching and Learning Strategies	
Strategy	Teaching whole class as theoretical lectures Small group clinical teaching Small group seminar teaching

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Ev we	1		<b>Learning</b> <b>Cardiovascular diseases</b> <b>Gastrointestinal and liver diseases</b> <b>Respiratory diseases</b> <b>Renal diseases</b> <b>Endocrine diseases</b> <b>Diabetes</b>	lectures Clinical session	Term exam. Mid-term exam. Clinical exam.
11. Course Evaluation					
10 marks first term 10 marks second term 20 mid-year examination 20 clinical examination 40 final theory examination					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)				Davidson's principles and practice of medicine Macleod's Clinical Examination	
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

## Course Description Form

<p><b>1. Course Name:</b> obstetric</p> <p><b>2. Course Code:</b> 129B1040043</p> <p><b>3. Semester / Year:</b> 2026–2025</p> <p><b>4. Description Preparation Date:</b> 1/9/2025</p> <p><b>5. Available Attendance Forms:</b> In campus</p> <p><b>6. Number of Credit Hours (Total) / Number of Units (Total)</b> 60 hours 6 units</p>											
<p><b>7. Course administrator's name (mention all, if more than one name)</b> Name: Inass yaseen Jassim Email: emadbugw@mu.edu.iq</p>											
<p><b>8. Course Objectives</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Course Objectives</b></p> </td> <td> <ul style="list-style-type: none"> <li>• Physiological changes during pregnancy</li> <li>• Labour and malpresentation</li> <li>• Medical diseases during pregnancy.....</li> <li>• Other complication antepartum and postpartum.....</li> <li>• .....</li> </ul> </td> </tr> </table>						<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Physiological changes during pregnancy</li> <li>• Labour and malpresentation</li> <li>• Medical diseases during pregnancy.....</li> <li>• Other complication antepartum and postpartum.....</li> <li>• .....</li> </ul>				
<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Physiological changes during pregnancy</li> <li>• Labour and malpresentation</li> <li>• Medical diseases during pregnancy.....</li> <li>• Other complication antepartum and postpartum.....</li> <li>• .....</li> </ul>										
<p><b>9. Teaching and Learning Strategies</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; vertical-align: top;"> <p><b>Strategy</b></p> </td> <td> <p>Large group-theoretical lectures Small group-clinical sessions</p> </td> </tr> </table>						<p><b>Strategy</b></p>	<p>Large group-theoretical lectures Small group-clinical sessions</p>				
<p><b>Strategy</b></p>	<p>Large group-theoretical lectures Small group-clinical sessions</p>										
<p><b>10. Course Structure</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Week</th> <th style="width: 10%;">Hours</th> <th style="width: 30%;">Required Learning Outcomes</th> <th style="width: 30%;">Unit or subject name</th> <th style="width: 10%;">Learning method</th> <th style="width: 10%;">Evaluation method</th> </tr> </thead> </table>						Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method						

	2hour	Diagnosis of pregnancy and its management And labour complication pregnancy and labour	Diagnosis of pregnancy Physiological changes Medical diseases Labour malpresentation Antepartum and Postpartum complication	Large groups	Formative Summative ex:
--	-------	----------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------	--------------	----------------------------

## 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

5% marks for each semester

20% marks for mid year exam

10% marks for clinical course exam

60% marks for final exam

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Obstetric by ten techears
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Update academic websits
Electronic References, Websites	



## Course Description Form

1. Course Name:	Orthopedic &traumatology		
2. Course Code:	129B1040031		
3. Semester / Year:	2025-2026		
4. Description Preparation Date:	1/9/2025		
5. Available Attendance Forms:	Daily		
6. Number of Credit Hours (Total) / Number of Units (Total)	120 hours for 5 <sup>th</sup> year +132 hours for 6 <sup>th</sup> years/5.5+4.5		
7. Course administrator's name (mention all, if more than one name)	Name: Jasim Hasan Imarah Email: <a href="mailto:Jassim-hassan@mu.edu.iq">Jassim-hassan@mu.edu.iq</a> Ali Taha Hussain Osama Jabbar Hawala		
8. Course Objectives	<table border="1"><tr><td>Course Objectives</td><td><ul style="list-style-type: none"><li>• By the end of the course students should be able to</li><li>• .1Dealwith ergent cases casualty(diagnosis&amp;treatment</li><li>• 2follow &amp; manage cases in ward</li><li>• .3Do simple orthope procedures like casting&amp;tracti</li><li>• .....</li><li>• .....</li></ul></td></tr></table>	Course Objectives	<ul style="list-style-type: none"><li>• By the end of the course students should be able to</li><li>• .1Dealwith ergent cases casualty(diagnosis&amp;treatment</li><li>• 2follow &amp; manage cases in ward</li><li>• .3Do simple orthope procedures like casting&amp;tracti</li><li>• .....</li><li>• .....</li></ul>
Course Objectives	<ul style="list-style-type: none"><li>• By the end of the course students should be able to</li><li>• .1Dealwith ergent cases casualty(diagnosis&amp;treatment</li><li>• 2follow &amp; manage cases in ward</li><li>• .3Do simple orthope procedures like casting&amp;tracti</li><li>• .....</li><li>• .....</li></ul>		
9. Teaching and Learning Strategies	<table border="1"><tr><td>Strategy</td><td><ul style="list-style-type: none"><li>1. Lectures</li><li>2. Small group teaching</li><li>3.seminard</li><li>4. O patients examination &amp;treatments</li><li>5. Observations operative procedures in theater</li></ul></td></tr></table>	Strategy	<ul style="list-style-type: none"><li>1. Lectures</li><li>2. Small group teaching</li><li>3.seminard</li><li>4. O patients examination &amp;treatments</li><li>5. Observations operative procedures in theater</li></ul>
Strategy	<ul style="list-style-type: none"><li>1. Lectures</li><li>2. Small group teaching</li><li>3.seminard</li><li>4. O patients examination &amp;treatments</li><li>5. Observations operative procedures in theater</li></ul>		

<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Diagnosis of fractures	Principal of fractures	Lecture	Quiz
2	2	Open fracture treatment	Diagnosis & treatment	Lecture	Clinical
3	2	Hip & femur trauma	Management	Lecture	Assessment
4	2	Shoulder & humerus trauma	cases	rays	Written
5	2	Differentiating children fractures	Fractures & dislocation	Lecture	Examination
6	2	Prevention & Dx	Classification & Dx	Lecture	
7	2	OA Dx & tt	Complications of OA	Lecture	
8	2	Definition & management	Osteoarthritis	Lecture	
9	2	Dx of foot disorders	Amputation	Lecture	
			Cong. cases		
			diseases		

### **11. Course Evaluation**

**1<sup>st</sup> term exam. 10**

**Out patient clinic exam. 10**

**Mid years exam. 20**

**2<sup>nd</sup> term exam. 10**

**Final exam 50**

### **11. d Teaching Resources**

Required textbooks (curricular books, if any)	
Main references (sources)	Apely system of orthopedic & fractures
Recommended books and references (scientific journals, reports...)	Adam fractures Update knowledge of orthopedic British bone & joint journal
Electronic References, Websites	SICOTT on line

Dr. Jasim Hasan Imaraha



## Course Description Form

1. Course Name: Crimes of the Baath Regime	
2. Course Code: 129B1040013	
3. Semester / Year: 2025–2026	
4. Description Preparation Date: 20-9-2025	
5. Available Attendance Forms: Personal presence	
6. Number of Credit Hours (Total) / Number of Units (Total) 30hour/2units	
7. Course administrator's name (mention all, if more than one name) Name: Eqtidar Mohsen Email: eqtidar.mohsen@mu.edu.iq	
8. Course Objectives	
Course Objectives	<p><b>The course aims to enable students to understand the historical and political context of the Ba'ath regime, to identify the types of crimes and violations it committed, and to analyze the impact of these crimes on society and international law. It also seeks to develop students' research, analytical, and critical thinking skills, and to equip them with the ability to produce accurate reports and studies on the regime's crimes. In addition, the course promotes awareness of human rights and ethical values, fosters civic and democratic principles, and encourages tolerance and responsible citizenship. Effectively recognizing human freedoms cannot be overlooked.</b></p>

<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>	<p>In teaching the scientific material, a set of strategies were adopted in order to deliver the scientific material, which are:</p> <ol style="list-style-type: none"> <li>1- Dialogue and discussion strategy.</li> <li>2- Brainstorming strategy.</li> <li>3- Group work strategy: This strategy is carried out by assigning two or more students to work on seminars, the titles of which are chosen from among subject items specified by the Ministry.</li> </ol>				
<b>10. Course Structure</b>					
Week	1 Hour	Required Learning Outcomes	Unit or s* <b>Public freedoms and human rights and the extent of their application in Iraqi society</b>  <b>*The right to health care and respect for freedom</b>  <b>*Human rights and freedoms in the divine religions and the Iraqi constitution</b>  <b>*The medical profession (medical behavior, the most important characteristics that a doctor must possess, doctors and humanity, medical</b>	Learning method	Evaluation method

			<p><b>responsibility)</b></p> <p><b>*University</b></p> <p><b>student culture</b></p> <p><b>*The role of the state in providing full protection for the rights of its citizens</b></p> <p><b>subject name</b></p>		
Every week	2hourss	The student should be able to interpret the historical and political context of the Ba'ath regime and its impact on society, identify types of crimes and violations committed by the regime against individuals and groups, and analyze the political mechanisms it employed to control society and silence opposition. The student will also be able to evaluate the effects of the regime's crimes on international human rights, and society, and apply research and critical analytical skills while examining historical documents and testimonies related to these crimes. In addition, the student will be capable of producing organized and well-documented reports and stud	<p>*Crimes of the Ba'ath regime in Iraq according to the Statute of the Iraqi High Criminal Court of 2002</p> <p>*The concept and categories of crimes – definition of crime linguistically and conventionally</p> <p>*Types of international crimes – decisions issued by the Iraqi High Criminal Court</p> <p>*Psychological and social crimes and their effects, and the most prominent violations committed by the Ba'ath regime in Iraq</p> <p>*Psychological crimes and their impacts – mechanisms of psychological crimes</p> <p>*The mechanism of impoverishment and starvation – psychological pressure and punishment mechanisms</p> <p>*Mechanisms of ethnic and sectarian cleansing – mechanisms of scientific and cultural</p>	<p>Preparing scientific material in advance, having it reviewed by the students, discussing it during the lecture, and asking questions in order to know the extent of their responses to the scientific material.</p>	Student discussion daily exam, report writing

		<p>that reflect understanding of causes and consequences of these crimes. The student will further demonstrate awareness of the ethical values and human rights that were violated, and show the ability to advocate civic and democratic principles and participate effectively in analytical discussions regarding the impact of the regime's crimes and the lessons to be learned from them</p>	<p>impoverishment</p> <ul style="list-style-type: none"> <li>*Social crimes (militarization of society)</li> <li>*The Ba'ath regime's stance toward religion</li> <li>Violations of Iraqi law</li> <li>*Examples of crimes committed by the authorities</li> <li>*Selected decisions concerning political and military violations by the Ba'ath regime</li> <li>*Locations of prisons and detention centers under the Ba'ath regime</li> <li>*Environmental crimes of the Ba'ath regime in Iraq</li> <li>*Use of internationally prohibited weapons and the dangers of landmines</li> <li>*Contamination with radioactive materials</li> <li>*Pollution in the city of Halabja</li> <li>*Destruction of cities and villages (scorched earth policy)</li> <li>*The Battle of the Tigris River and the burning of oil wells</li> <li>*The draining of the Marshlands</li> <li>*Crimes of mass graves</li> <li>*The events of 1991 and their connection to the mass graves</li> <li>*Chronological classification of genocide mass graves in Iraq</li> </ul>		
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

## 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  
 10 marks for each of the first and second semester, 20 marks for the mid-year exam, 60 marks for the final exam.

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Book of theories of public freedoms, intellect trends in human rights and public freedoms
Recommended books and references (scientific journals, reports...)	Requirements for promoting cultural pluralism the learning community, a number of dive publications (books, dissertations, univers theses, research
Electronic References, Websites	<a href="https://scholar.google.com/schhp?hl=ar">https://scholar.google.com/schhp?hl=ar</a>

## Course Description Form

<p>1. Course Name: Dermatology</p>					
<p>2. Course Code: 129B1040034</p>					
<p>3. Semester / Year:</p>					
<p>2026–2025</p>					
<p>4. Description Preparation Date:</p>					
<p>1\9\2025</p>					
<p>5. Available Attendance Forms:</p>					
<p>Dialy</p>					
<p>6. Number of Credit Hours (Total) / Number of Units (Total)</p>					
<p>30 hr theory /yr and 15 hr clinical sessions/wk 3 unit</p>					
<p>7. Course administrator's name (mention all, if more than one name)</p>					
<p>Name: Assisst prof Dr Arwaa A Abed Abdul Hussein Email: dr.ir76@mu.edu.iq</p>					
<p>8. Course Objectives</p>					
<p><b>Course Objectives</b></p>			<ul style="list-style-type: none"> <li>• To know the most important dermatological diseases....</li> <li>• How to diagnosed and treat the patients</li> <li>• How to take history and examine the patients</li> </ul>		
<p>9. Teaching and Learning Strategies</p>					
<p>Strategy</p>	<p>To have knowldge and understandig of common skin diseases and sexualy transmitted diseases.</p>				
<p>10. Course Structure</p>					
<p>Week</p>	<p>Hours</p>	<p>Required Learning Outcomes</p>	<p>Unit or subject name</p>	<p>Learning method</p>	<p>Evaluation method</p>
1wk	1hr	Knowldge and	1)Histology of skin	Data sheet theory a	Quiz Qutions

		<p>Understandig: The common skin diseases, sexually transmitted diseases and some rare skin disorders.</p> <p>Skills: To have professional skills to interpret the clinical picture of The common skin diseases,</p>	<p>2)Signs and symptoms of skin diseases.</p> <p>3)Eczema part 1.</p> <p>4)Eczema part 2.</p> <p>5)Acne and rosacea.</p> <p>6)Papulosquamous diseases part 1.</p> <p>7)Papulosquamous diseases part 2.</p> <p>8)Superficial fungal infections of skin.</p> <p>9)Bacterial</p> <p>11)viral infections of skin part 1.</p> <p>11)Bacterial and viral infections of skin part 2.</p> <p>12)Parasitic skin infestations.</p> <p>13)Connective tissue disorders part 1.</p>	slides	
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------	--

		<p>sexually transmitted diseases and some rare skin disorders and to diagnose them and have intellectual skill to treat them.</p>	<p>14) Connective tissue disorders part 2.</p> <p>15) Pruritus.</p> <p>16) Skin diseases caused by physical factors.</p> <p>17) Urticaria</p> <p>18) Genodermatoses part 1.</p> <p>19) Genodermatoses part 2.</p> <p>20) reactive erythema</p> <p>21) Hair problem 1.</p> <p>22) Hair problems.</p> <p>23) Pigmentary skin disorders.</p> <p>24) Bullous skin disorders.</p> <p>25) Skin tumours.</p> <p>26) Drug eruption</p> <p>27) Phototherapy in</p>		
--	--	-----------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

		dermatology. 28)Nail disorders. 29)Cutaneous manifestations of systemic diseases part 1. 30)STD.		
--	--	-----------------------------------------------------------------------------------------------------------	--	--

#### 11. Course Evaluation

First semester test 10%. Mid year 20%, second semester 10%, clinical exam 10%, final exam 50% in addition to multiple quizzes

#### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Hunters clinical dermatology
Main references (sources)	Andrews textbook dermatology
Recommended books and references (scientific journals, reports...)	Rooks, JAAD, Archive dermatology
Electronic References, Websites	Dermnet.com

## Course Description Form

<p>1. Course Name: Computer</p>							
<p>2. Course Code: 129GE04006</p>							
<p>3. Semester / Year: 2025-2026</p>							
<p>4. Description Preparation Date: 1\9\2025</p>							
<p>5. Available Attendance Forms: Dialy</p>							
<p>6. Number of Credit Hours (Total) / Number of Units (Total) 30 hr theory /yr</p>							
<p>7. Course administrator's name (mention all, if more than one name)</p> <p>Name: m.barakat saad Email:</p>							
<p>8. Course Objectives</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Course Objectives</b></p> </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> <li>• Training the student and develop his scientific abilities</li> <li>• Familiarity with the concept of Internet and its applications</li> <li>• Providing the student with the skills of creating, editing and printing documents.....</li> </ul> </td> </tr> </table>						<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Training the student and develop his scientific abilities</li> <li>• Familiarity with the concept of Internet and its applications</li> <li>• Providing the student with the skills of creating, editing and printing documents.....</li> </ul>
<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Training the student and develop his scientific abilities</li> <li>• Familiarity with the concept of Internet and its applications</li> <li>• Providing the student with the skills of creating, editing and printing documents.....</li> </ul>						
<p>9. Teaching and Learning Strategies</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;"> <p><b>Strategy</b></p> </td> <td style="width: 80%; padding: 5px;"> <p>1- Developing students to adapt to the rapid changes in specific technologies in the field of information that characterize the era. 2- Developing students' ability to think scientifically through problem-solving using computers</p> </td> </tr> </table>						<p><b>Strategy</b></p>	<p>1- Developing students to adapt to the rapid changes in specific technologies in the field of information that characterize the era. 2- Developing students' ability to think scientifically through problem-solving using computers</p>
<p><b>Strategy</b></p>	<p>1- Developing students to adapt to the rapid changes in specific technologies in the field of information that characterize the era. 2- Developing students' ability to think scientifically through problem-solving using computers</p>						
<p>10. Course Structure</p>							
<p><b>Week</b></p>	<p><b>Hours</b></p>	<p><b>Required Learning</b></p>	<p><b>Unit or subject name</b></p>	<p><b>Learning method</b></p>	<p><b>Evaluation method</b></p>		

		<b>Outcomes</b>			
			Computer viruses Computer generations Introduction to computer Microsoft Office application Ways prevent computer viruses	Development of computer skills	

### 11. Course Evaluation

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

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Computer Systems
Main references (sources)	Computer Systems Architecture
Recommended books and references (scientific journals, reports...)	Introduction To Computing Systems
Electronic References, Websites	Computer Systems

## Course Description Form

1. Course Name:	Democracy and human rights
2. Course Code:	129B104007
3. Semester / Year:	2025-2026
4. Description Preparation Date:	1\9\2025
5. Available Attendance Forms:	Personal presence
6. Number of Credit Hours (Total) / Number of Units (Total)	60hour/4units
7. Course administrator's name (mention all, if more than one name)	Name: Eqtidar Mohsen Email: eqtidar.mohsen@mu.edu.iq
8. Course Objectives	<p><b>Course Objectives</b></p> <p><b>At the end of the academic year, the student must be sufficiently aware of the following</b></p> <p><b>1_The nature of democracy and human rights</b></p> <p><b>2_The basic elements that must be present to achieve the true meaning of democracy.</b></p> <p><b>3_The general rights that constitute the structure of human rights and which they must enjoy.</b></p> <p><b>4_ The basic role of the state in implementing the stated basics in the field of democracy and human rights in theory on the ground.</b></p> <p><b>5_ Make the student realize his essential and effective role in achieving democracy and human rights in his country.</b></p>
9. Teaching and Learning Strategies	<p><b>Strategy</b></p> <p>In teaching the scientific material, a set of strategies were adopted in order to deliver the scientific material, which are:</p> <p>1- Dialogue and discussion strategy. 2- Brainstorming strategy.</p>

	3- Group work strategy: This strategy is carried out by assigning two more students to work on seminars, the titles of which are chosen from among the subject items specified by the Ministry.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or sub-unit	Learning method	Evaluation method
			<p><b>*Public freedoms and human rights and the extent of their application in Iraqi society</b></p> <p><b>*The right to health care and respect for freedom</b></p> <p><b>*Human rights and freedoms in the divine religions and the Iraqi constitution</b></p> <p><b>*The medical profession (medical behavior, the most important characteristics that a doctor must possess, doctors and humanity, medical responsibility)</b></p> <p><b>*University student culture</b></p> <p><b>*The role of the state in providing full protection for</b></p>		

			<b>the rights of its citizens</b> <b>subject name</b>		
Every week	2hours	Make the student realize the importance and necessity of enjoyment of public rights as a human being, a his right experience features democracy and the features of application on the ground as a citizen living in a country with a democratic system. He makes him believe that human rights and democracy are two sides of the same coin, and the achievement of one is linked to the achievement of the other.	<ul style="list-style-type: none"> <li>*The nature of democracy and human rights</li> <li>*The legal nature of the medical contractions and the most important obstacles that stand in the way of achieving democracy</li> <li>*Elements of the democratic style</li> <li>*General human rights and freedom</li> <li>Legal obligations related to the patient's rights</li> <li>*Legal obstacles faced by the doctor and the patient</li> <li>Discussions about natural human rights in society</li> <li>*International human rights law</li> <li>*Discussions about health care</li> <li>*Human right to education</li> <li>*Physician compliance control</li> <li>*The impact of democracy on social life</li> <li>*The United Nations application of international human rights law</li> </ul>	<p>Preparing scientific material advance, having reviewed the student so that it can be discussed during the lecture, and asking questions in order to know the extent of their response to the scientific material.</p>	Student discussion, daily exam, report writing

## 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  
10 marks for each of the first and second semester, 20 marks for the mid-year exam, 60 marks for the final exam.

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Book of International Human Rights Law Book of the Universal Declaration of Human Rights
Main references (sources)	The book on democratic transformation in Iraq, democracy and its types, democracy and human rights, medical and educational ethics for the patient and the doctor
Recommended books and references (scientific journals, reports...)	Human Rights Book by Hamid Hanouneh Human Rights, the Development of Democracy, Its Implications and Protection by Riyad Aziz, Human Rights Encyclopedia of International Law
Electronic References, Websites	<a href="https://www.ohchr.org/ar/ohchr_homepage_en">https://www.ohchr.org/ar/ohchr_homepage_en</a>

## Course Description Form

<p><b>1. Course Name:</b> Ophthalmology</p>											
<p><b>2. Course Code:</b> 129B1040035</p>											
<p><b>3. Semester / Year:</b> 2026–2025</p>											
<p><b>4. Description Preparation Date:</b> 2025-9-1</p>											
<p><b>5. Available Attendance Forms:</b> Daily</p>											
<p><b>6. Number of Credit Hours (Total) / Number of Units (Total)</b> 70h\3U</p>											
<p><b>7. Course administrator's name (mention all, if more than one name)</b> Name: DR.rana dakhil nafea Email: rana-da07@mu.edu.iq</p>											
<p><b>8. Course Objectives</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; vertical-align: top;"> <p><b>Course Objectives</b></p> </td> <td> <ul style="list-style-type: none"> <li>• Teaching student basic ophthalmology regarding anatomy, physiology.....</li> <li>• .....teaching student clinical ophthalmology</li> <li>• .teaching student surgical solutions for eye diseases....</li> </ul> </td> </tr> </table>						<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Teaching student basic ophthalmology regarding anatomy, physiology.....</li> <li>• .....teaching student clinical ophthalmology</li> <li>• .teaching student surgical solutions for eye diseases....</li> </ul>				
<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Teaching student basic ophthalmology regarding anatomy, physiology.....</li> <li>• .....teaching student clinical ophthalmology</li> <li>• .teaching student surgical solutions for eye diseases....</li> </ul>										
<p><b>9. Teaching and Learning Strategies</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; vertical-align: top;"> <p><b>Strategy</b></p> </td> <td> <p>Explanation Dialogue and discussion Use references and sources Use modern teaching methods Assigning student to research papers</p> </td> </tr> </table>						<p><b>Strategy</b></p>	<p>Explanation Dialogue and discussion Use references and sources Use modern teaching methods Assigning student to research papers</p>				
<p><b>Strategy</b></p>	<p>Explanation Dialogue and discussion Use references and sources Use modern teaching methods Assigning student to research papers</p>										
<p><b>10. Course Structure</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Week</th> <th style="width: 10%;">Hours</th> <th style="width: 20%;">Required Learning Outcomes</th> <th style="width: 25%;">Unit or subject name</th> <th style="width: 15%;">Learning method</th> <th style="width: 15%;">Evaluation method</th> </tr> </thead> </table>						Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method						

1	1	Medical professional conduct	Anatomy of the eye	theory	Theoretical exam
2	1	Medical professional conduct	Physiology of the eye	theory	Theoretical exam
3	1	Medical professional conduct	Conjunctival disease	theory	Theoretical exam
4	1	Medical professional conduct	conjunctivitis	theory	Theoretical exam
5	1	Medical professional conduct	lid anatomy	theory	Theoretical exam
6	1		lid diseases	theory	Theoretical exam
7	1	Medical professional conduct	lacrimal system anatomy	theory	Theoretical exam
8	1	Medical professional conduct	lacrimal system diseases		Theoretical exam
9	1	Medical professional conduct	cornea anatomy	theory	Theoretical exam
10	1	Medical professional conduct	corneal diseases	theory	Theoretical exam
11	1	Medical professional conduct	keratoplasty	theory	Theoretical exam
12	1	Medical professional conduct	lens anatomy	theory	Theoretical exam
13	1	Medical professional conduct	cataract	theory	Theoretical exam
14	1	Medical professional conduct	refraction	theory	Theoretical exam
15	1	Medical professional conduct	orbital anatomy	theory	Theoretical exam
16	1	Medical professional conduct	orbital diseases		Theoretical exam
17	1	Medical professional conduct	retinal anatomy		Theoretical exam
18	1	Medical professional conduct	diabetic retinopathy		Theoretical exam
19	1	Medical professional conduct	squint		Theoretical exam
20	1	Medical professional conduct	squint		Theoretical exam
21	1	Medical professional conduct	anatomy of trabecular meshwork		Theoretical exam

22	1	Medical professional conduct	glaucoma	theory	Theoretical exam
23	1	Medical professional conduct	glaucoma	theory	Theoretical exam
24	1	Medical professional conduct	neurology	theory	Theoretical exam
25	2	Medical professional conduct	slit lamp examination	practical	<b>Clinical examination</b>
	2	Medical professional conduct	refraction	practical	
	2	Medical professional conduct	trauma management	practical	
	2	Medical professional conduct	keratitis	practical	
	2	Medical professional conduct	squint	practical	
26	2	Medical professional conduct	operation theatre	practical	
	2	Medical professional conduct	outpatient	practical	
	2	Medical professional conduct	outpatient	practical	
	2	Medical professional conduct	neuroophthalmolo	practical	
	2			practical	

## 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student theory examination for 1<sup>st</sup> and 2<sup>nd</sup> term are 10 marks respectively while mid term exam is 20 mark the clinical exam is 10 marks and the final theory examination is 50 mark

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Kanski clinical ophthalmology
Main references (sources)	American academy of ophthalmology series
Recommended books and references (scientific journals, reports...)	Google scholar ,linked in
Electronic References, Websites	

## Course Description Form

<p><b>1. Course Name:</b> Physiology</p>					
<p><b>2. Course Code:</b> 129B1040014</p>					
<p><b>3. Semester / Year:</b> 2025 – 2026</p>					
<p><b>4. Description Preparation Date:</b> 2/12/2025</p>					
<p><b>5. Available Attendance Forms:</b></p>					
<p><b>6. Number of Credit Hours (Total 240) / Number of Units (Total 12)</b></p>					
<p><b>7. Course administrator's name (mention all, if more than one name)</b> Name: Prof. Dr. Wissam Sajid Hashim Al-Uboody Email: <a href="mailto:dr.w80@mu.edu.iq">dr.w80@mu.edu.iq</a></p>					
<p><b>8. Course Objectives</b></p>					
<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>– To develop an understanding of the functions of different body organs and systems.</li> <li>– To develop skills of observation, interpretation, and integration needed to analyze human normal and abnormal functions.</li> </ul>				
<p><b>9. Teaching and Learning Strategies</b></p>					
<p><b>Strategy</b></p>					
<p><b>10. Course Structure</b></p>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Every	Theory 4 hrs.	understand	Physiology	– Large group	Formative & summative

week	practice 4 hrs	functions of different body organs and systems and the abnormal fluctuations which lead to malfunctions and diseases.		teaching. – Small group teaching – Practical session.	exam
------	----------------	-----------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------	------

## 11. Course Evaluation

Distribution of score is 100% annual quest as ( mid-year 20% , 20% for first and second semesters) , 60% for final exam( 10% for practical exam , 50% for theoretical exam).

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- Guyton and Hall Textbook of medical physiology, 15th Edition.
Main references (sources)	- Guyton and Hall Textbook of medical physiology, 15th Edition. - Ganong's Review of medical physiology, 26th Edition.
Recommended books and references (scientific journals, reports...)	Most recent editions of major sources and reliable internet sites.
Electronic References, Websites	<a href="https://www.us.elsevierhealth.com/medicine/physiology">https://www.us.elsevierhealth.com/medicine/physiology</a>

## Course Description Form

1. Course Name:	Arabic	
2. Course Code:	129B1040044	
3. Semester / Year:	2026-2025	
4. Description Preparation Date:	1\9\2025	
5. Available Attendance Forms:	Personal presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	30 theoretical hours/2 units	
7. Course administrator's name (mention all, if more than one name)	Name: Amenah Faraj Balkit Email: <a href="mailto:amna.faraj@mu.edu.iq">amna.faraj@mu.edu.iq</a>	
8. Course Objectives	<p><b>Course Objectives</b></p> <ul style="list-style-type: none"><li>• For the student to learn the rules of the Arabic language...</li><li>• To learn to write correctly without spelling errors.....</li><li>• To learn the correct reading of the Holy Quran. And enriching linguistically through linguistic and literary information and rhetorical features in the Holy Qur'an.....</li></ul>	
9. Teaching and Learning Strategies		
Strategy		

	Teaching the Arabic language relied on strategies including: 1-Delivery strategy (lecture). 2-Dialogue and discussion strategy. 3-Brainstorming strategy
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Every week	One hour theoretical	The student must be proficient in language and able to write reports in Arabic in correct and correct language and spelling, and that language when speaking should be fluent and free of linguistic lapses, especially in seminars and conferences in which he participates in the	-The emergence of linguist studies - Original and secondary grammatical signs. - Abbasid literature and examples of its writers - Types of hamzas (extreme and moderate) - Punctuation marks - Number and countable - Anna and her sisters - No, it does not deny sex - Abu Nawas,		

		future	<p>his life and poetry.</p> <ul style="list-style-type: none"> <li>- The Arabized and the built</li> <li>- was and her sisters</li> <li>- object</li> <li>-Prose in the Abbasid era</li> <li>-Al-Jahiz</li> </ul>		
--	--	--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

## 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 10 marks for the first semester, 20 marks for the mid-year, 10 marks for the second semester, and 60 marks for the final year..... etc

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	nothink
Main references (sources)	Explanation of Ibn Aqe Qatar Al-Nada, Abbasid Literature
Recommended books and references (scientific journals, reports...)	Clear grammar by Ali Jarim and Mustafa Am adequate grammar by Abb Hassan
Electronic References, Websites	Some electronic librari such as the comprehensi library, Al-Nour library, a Lisan Al-Arab library.



## Course Description Form

<p>1. Course Name: Parasitology</p> <p>2. Course Code: 129B1050018</p> <p>3. Semester / Year: 2025-2026</p> <p>4. Description Preparation Date: 27\11\2025</p> <p>5. Available Attendance Forms: Daily</p> <p>6. Number of Credit Hours (Total) / Number of Units (Total) 60hr/6 Unit</p> <p>7. Course administrator's name (mention all, if more than one name)</p> <p>Name: Prof. Dr. Osamah Faisal Kokaz Prof. Dr. Abeer Mohammed Ali Assist. Prof. Dr. Zahraa Abdulhamza Abass Email: <a href="mailto:ussama.faisal@mu.edu.iq">ussama.faisal@mu.edu.iq</a> <a href="mailto:Zahraa.abbass@mu.edu.iq">Zahraa.abbass@mu.edu.iq</a> <a href="mailto:Aliabber297@mu.edu.iq">Aliabber297@mu.edu.iq</a></p>																	
<p>8. Course Objectives</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">Course Objectives</td> <td style="width: 80%; padding: 5px;"> <ul style="list-style-type: none"> <li>• Teaching students about diagnosing parasites and their life cycle</li> <li>• Use the appropriate treatment for each group and type</li> <li>• The importance of preventing parasitic infections and educating the community patients in particular</li> </ul> </td> </tr> </table>						Course Objectives	<ul style="list-style-type: none"> <li>• Teaching students about diagnosing parasites and their life cycle</li> <li>• Use the appropriate treatment for each group and type</li> <li>• The importance of preventing parasitic infections and educating the community patients in particular</li> </ul>										
Course Objectives	<ul style="list-style-type: none"> <li>• Teaching students about diagnosing parasites and their life cycle</li> <li>• Use the appropriate treatment for each group and type</li> <li>• The importance of preventing parasitic infections and educating the community patients in particular</li> </ul>																
<p>9. Teaching and Learning Strategies</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">Strategy</td> <td style="width: 80%; padding: 5px; text-align: center;"> The explanation  Brainstorming  Dialogue and discussion  Use references and sources  Using modern teaching methods  Assigning students to seminar prepare </td> </tr> </table>						Strategy	The explanation Brainstorming Dialogue and discussion Use references and sources Using modern teaching methods Assigning students to seminar prepare										
Strategy	The explanation Brainstorming Dialogue and discussion Use references and sources Using modern teaching methods Assigning students to seminar prepare																
<p>10. Course Structure</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Week</th> <th style="width: 15%;">Hours</th> <th style="width: 15%;">Required Learning Outcomes</th> <th style="width: 25%;">Unit or subject name</th> <th style="width: 15%;">Learning method</th> <th style="width: 15%;">Evaluation method</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>						Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method						
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method												

1	4	Cognitive medical field And the skilled	Introduction parasitology	a lecture And discuss	Mutual dialogue
2	4	Cognitive medical field And skilled	<b>Entamoeba histolytica</b>	a lecture And discuss	Mutual dialogue
3	4	Cognitive medical field And skilled	<b>other amoebae and-free-living parasites</b>	a lecture And discuss	quiz
4	4	Cognitive medical field And skilled	<b>Blastocystis hominis</b> <b>Balantidium coli</b>	a lecture And discuss	Mutual dialogue
5	4	Cognitive medical field And skilled	<b>Flagellates , intestinal flagellate</b>	a lecture And discuss	Mutual dialogue
6	4	Cognitive medical field And skilled	<b>Blood and tissue flagellates</b>	a lecture And discuss	Mutual dialogue
7	4	Cognitive medical field And skilled	<b>Sporozoa, malaria</b>	a lecture And discuss	quiz
8	4	Cognitive medical field And skilled	<b>Toxoplasma gondii</b>	a lecture And discuss	Mutual dialogue
9	4	Cognitive medical field And skilled	<b>Isospora and Sarcocystis</b>	a lecture And discuss	Mutual dialogue
1	4	Cognitive	<b>Introduction</b>	a lecture	Mutual

		medical field And t skilled	to cestodes	And discuss	dialogue
1	4	Cognitive medical field And t skilled	<b>Taenia spp.</b>	a lecture And discuss	Mutual dialogue
1	4	Cognitive medical field And t skilled	<b>First exam. (lecture 1 to 12)</b>	exam	Semester exam
1	4	Cognitive medical field And t skilled	<b>Echinococcus spp.</b>	a lecture And discuss	Mutual dialogue
1	4	Cognitive medical field And t skilled	<b>Hymenolepis spp.</b>	a lecture And discuss	Mutual dialogue
1	4	Cognitive medical field And t skilled	<b>Other cystodes</b>	a lecture And discuss	quiz
1	4	Cognitive medical field And t skilled	<b>Introduction trematodes</b>	a lecture And discuss	Mutual dialogue
1	4	Cognitive medical field And t skilled	<b>holiday</b> Two weeks	a lecture And discuss	Mutual dialogue
1	4	Cognitive medical field And t skilled	<b>Intestinal flukes</b>	a lecture And discuss	Mutual dialogue
1	4	Cognitive medical field And t skilled	<b>Liver flukes</b>	a lecture And discuss	quiz
2	4	Cognitive medical field And t skilled	<b>Blood flukes</b>	a lecture And discuss	Mutual dialogue

2	4	Cognitive medical field And t skilled	Introduction nematodes	a lecture And discuss	Mutual dialogue
2	4	Cognitive medical field And t skilled	Hook worms	a lecture And discuss	Mutual dialogue
2	4	Cognitive medical field And t skilled	Trichuris trichura	a lecture And discuss	quiz
2	4	Cognitive medical field And t skilled	Enterobius vermicularis	a lecture And discuss	Mutual dialogue
2	4	Cognitive medical field And t skilled	Trichinella spiralis	a lecture And discuss	Mutual dialogue
2	4	Cognitive medical field And t skilled	Strongloides stercoralis	a lecture And discuss	Mutual dialogue
2	4	Cognitive medical field And t skilled	Filarial worms	a lecture And discuss	Mutual dialogue
2	4	Cognitive medical field And t skilled	Introduction medical Entomology Biting dipterans	a lecture And discuss	Mutual dialogue
2	4	Cognitive medical field And t skilled	second exam 15-	exam	Second semester exam
3	4	Cognitive medical field And t skilled	Mosquitoes blackflies	a lecture And discuss	Mutual dialogue
3	4	Cognitive medical field And t skilled	Sand fly, Tsetse Tabanid Nonbiting dipteran	a lecture And discuss	Mutual dialogue

		skilled		
--	--	---------	--	--

## 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 . quizzes (10), Mutual dialogue (10) semester exams (80).

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Paniker 's Textbook Medical Parasitology
Recommended books and references (scientific journals, reports...)	<a href="https://www.sciencedirect.com">https://www.sciencedirect.com</a>
Electronic References, Websites	<a href="https://www.cdc.gov/dpdx">https://www.cdc.gov/dpdx</a> <a href="https://www.who.int">https://www.who.int</a> .

## Course Description Form

<p><b>1. Course Name:</b> Biochemistry</p>																											
<p><b>2. Course Code:</b> 129B1011001</p>																											
<p><b>3. Semester / Year:</b> 1&amp;2/ 2026–2025</p>																											
<p><b>4. Description Preparation Date:</b> 1\9\2025</p>																											
<p><b>5. Available Attendance Forms:</b> Traditional class attendance</p>																											
<p><b>6. Number of Credit Hours (Total) / Number of Units (Total)</b> 150 hrs(3 theoretical+ 2 practical)/8</p>																											
<p><b>7. Course administrator's name (mention all, if more than one name)</b> Name: Dr. Hayder Hussein Abed Email: Hayderhussein862@mu.edu.iq</p>																											
<p><b>8. Course Objectives</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <b>Course Objectives</b> </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> <li>• Teaching the fundamental chemical principles including the structure and molecular functions of bio-compounds.</li> <li>• Explaining the process of digestion and absorption of biomolecules</li> <li>• Clarifying the importance of enzymes</li> <li>• Chemical Reactions in the Body and Their Impact on Health and Diseases</li> </ul> </td> </tr> </table>						<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Teaching the fundamental chemical principles including the structure and molecular functions of bio-compounds.</li> <li>• Explaining the process of digestion and absorption of biomolecules</li> <li>• Clarifying the importance of enzymes</li> <li>• Chemical Reactions in the Body and Their Impact on Health and Diseases</li> </ul>																				
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Teaching the fundamental chemical principles including the structure and molecular functions of bio-compounds.</li> <li>• Explaining the process of digestion and absorption of biomolecules</li> <li>• Clarifying the importance of enzymes</li> <li>• Chemical Reactions in the Body and Their Impact on Health and Diseases</li> </ul>																										
<p><b>9. Teaching and Learning Strategies</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;"> <b>Strategy</b> </td> <td style="width: 80%; padding: 5px;">           1- Laboratory Experiments to Apply Theoretical Concepts            2- Encouraging students to actively participate in discussions            3- Utilizing illustrations, graphs, and simulations to clarify chemical concepts            4- Using multiple books, scientific references, and online resources            5- Stimulating discussions on the medical applications of biochemistry         </td> </tr> </table>						<b>Strategy</b>	1- Laboratory Experiments to Apply Theoretical Concepts 2- Encouraging students to actively participate in discussions 3- Utilizing illustrations, graphs, and simulations to clarify chemical concepts 4- Using multiple books, scientific references, and online resources 5- Stimulating discussions on the medical applications of biochemistry																				
<b>Strategy</b>	1- Laboratory Experiments to Apply Theoretical Concepts 2- Encouraging students to actively participate in discussions 3- Utilizing illustrations, graphs, and simulations to clarify chemical concepts 4- Using multiple books, scientific references, and online resources 5- Stimulating discussions on the medical applications of biochemistry																										
<p><b>10. Course Structure</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"><b>Week</b></th> <th style="width: 10%;"><b>Hours</b></th> <th style="width: 30%;"><b>Required Learning Outcomes</b></th> <th style="width: 30%;"><b>Unit or subject name</b></th> <th style="width: 10%;"><b>Learning method</b></th> <th style="width: 10%;"><b>Evaluation method</b></th> </tr> </thead> <tbody> <tr> <td>1</td> <td rowspan="3" style="text-align: center;">5 per week</td> <td>Introduction to biochemistry</td> <td>Introduction</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Carbohydrate (structure)</td> <td>Carbohydrate (structure)</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Protein structure</td> <td>Protein</td> <td></td> <td></td> </tr> </tbody> </table>						<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>	1	5 per week	Introduction to biochemistry	Introduction			2	Carbohydrate (structure)	Carbohydrate (structure)			3	Protein structure	Protein		
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>																						
1	5 per week	Introduction to biochemistry	Introduction																								
2		Carbohydrate (structure)	Carbohydrate (structure)																								
3		Protein structure	Protein																								

4		Lipid structure	Lipid		
5		Nucleic acids	Nucleic acid		
6		CHO. Metabolism	Glycogen metabolism		
7		CHO metabolism	Glycolysis		
8		CHO Metabolism	Krebs cycle		
9		CHO Metabolism	Energy and Oxidation		
10		Enzymes	Enzymes		
11		Vitamins	Lipid soluble Vits.		
12		Vitamins	Water soluble vits		
13		Trace Elements	Fe, Mg, Ca, Na, K		
14		Discussion			
15		Exam			

## 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

- 1- 10% attendance
- 2- 30% practical lab
- 3- 30% med exam
- 4- 20% quizzes
- 5- %10 orally exam and discussion

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Harper's Illustrated Biochemistry, Twenty-Sixth Edition by Robert K. Murray et al. 2003
Main references (sources)	Lippincott , Illustrated Review Biochemistry, Seventh Edition Williams & Wilkins , 2017
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description Form

<b>1. Course Name: Principles of Medicine</b>	
<b>2. Course Code:</b>	
129B104005	
<b>3. Semester / Year: Second /</b>	
2026–2025	
<b>4. Description Preparation Date:</b>	
1\9\2025	
<b>5. Available Attendance Forms: In person attendance</b>	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
30 / 2	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Prof. Dr. Wissam Sajid Hashim Al-Uboody Email: dr.w80@mu.edu.iq	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	1– Teaching students the terminology. 2– Training the students on first aids cases. 3– Teaching the students the different forms and terms of health.
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. The explanation</li> <li>2. Brainstorming</li> <li>3. Dialogue and discussion</li> <li>4. Use references and sources</li> <li>5. Using modern teaching methods</li> <li>6. Assigning students to seminar prepare</li> </ol>

<b>10- Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or Subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	1	Cognitive and skilled medical field.	Secondary health	Lecture and discussion	Mutual dialogue
2	1	Cognitive and skilled medical field.	Tertiary health	Lecture and discussion	Mutual dialogue
3	1	Cognitive and skilled medical field.	Quaternary health	Lecture and discussion	Mutual dialogue
4	1	Cognitive and skilled	prevention	Lecture and	Mutual dialogue

		medical field.		discussion	
5	1	Cognitive and skilled medical field.	Preventive medicine	Lecture and discussion	Mutual dialogue
6	1	Cognitive and skilled medical field.	Types of prevention	Lecture and discussion	Mutual dialogue
7	1	Cognitive and skilled medical field.	Modes of disease transmition	Lecture and discussion	Mutual dialogue
8	1	Cognitive and skilled medical field.	Terminology	Lecture and discussion	Quiz
9	1	Cognitive and skilled medical field.	First Aids	Lecture and discussion	Mutual dialogue
10	1	Cognitive and skilled medical field.	Epistaxis	Lecture and discussion	Mutual dialogue
11	1	Cognitive and skilled medical field.	Choking	Lecture and discussion	Mutual dialogue
12	1	Cognitive and skilled medical field.	Epilepsy	Lecture and discussion	Mutual dialogue
13	1	Cognitive and skilled medical field.	Electric shock	Lecture and discussion	Mutual dialogue
14	1	Cognitive and skilled medical field.	Fracture	Lecture and discussion	Mutual dialogue
15	1	Cognitive and skilled medical field.	Exam	Lecture and discussion	Month Exam

## 11. Course Evaluation

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

## 12. Learning and Teaching Resources

Required textbooks (curricular books any)	1- Textbook of Terminology 2- First Aids Book
Main references (sources)	1- Textbook of Terminology 2- First Aids Book
Recommended books and references (scientific journals, reports...)	1- Textbook of Terminology 2- First Aids Book
Electronic References, Websites	<a href="https://safetytrainingpros.com/wpcontent/uploads/2015/10/American-Red-Cross-First-Aid-CPR-AED-Participants-Manual.pdf">https://safetytrainingpros.com/wpcontent/uploads/2015/10/American-Red-Cross-First-Aid-CPR-AED-Participants-Manual.pdf</a>

