Fourth year

Fourth year Curriculum: Building the Foundations of Medical Knowledge
College of Medicine – University of Al-Ameed

Fourth year curriculum map (30 weeks)				
code	**Subject**	**Theory**	**Practice**	**Units**
(MEDI 401)	**Internal medicine**	**120**	**90**	**11**
(SURG 402)	**General surgery**	**100**	**90**	**10**
(PHFM 403)	**Public health and family medicine**	**90**	**30**	**7**
(PATH 404)	**Pathology**	**60**	**45**	**5.5**
(OBGY 405)	**Ostetrics**	**60**	**60**	**6**
(FORM 406)	**Forensic medicine**	**60**	**30**	**5**
(PAED 407)	**Pediatrics**	**30**		**2**
	Extracurricular Activity	**30**		
		550	**345**	**46.5**

Internal medicine

Fourth Grade

Academic program discretion

This academic program description provides a brief overview of the key features of the program and the expected learning outcomes for the student, demonstrating whether the student has made the most of the available opportunities. It is accompanied by a description of each course within the program.

1-Educational Establishment	University of al-ameed
2-Scientific Department	College of medicine
3-Name of the Professional Academic Program.	Modified traditional curriculum
4-Final Graduation Certificate	M.B.Ch.B
5- Educational system: Annual/courses/other	Annual
6-Approved accreditation program	Applied for Iraqi National Guideline on Standards for Established and Accrediting Medical School
7-Other external factors	• Availability of relevant scientific research in the field of specialization • Access to global electronic networks • Access to traditional and digital libraries • Teaching aids such as data show and PowerPoint presentations • Availability of equipped classrooms • Use of free online communication platforms (e.g., Free Conference Call)
8-Date the description was written	2024/9/15
9- objectives of academic program	

1. 1.Preparing doctors with all the knowledge, training, and skills necessary to practice medicine safely by diagnosing and treating common and urgent interior ailments, as well as skin and psychological disorders.
2. Integrating current educational techniques and modern technology into teaching methods and college educational programs, as well as incorporating information and communication technologies into the process of knowledge transmission, scientific research, and program development.
3. Forming cultural exchange and bilateral partnerships with Arab and international colleges and professional organizations.
4. Utilizing engagement and collaboration between the college and the community through seminars, conferences, and workshops on national health and educational issues.
5. Providing assistance to prepare future leaders in the health and educational careers.

Internal medicine\ Grade 4

Code: MEDI 401 — 11 Credits

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Introduction and Physiological Aspects				
MEDI.1.1	Describe the cardiac cycle, conduction system, and heart sounds.	k	Large group lecture	MCQ & short answer question
MEDI.1.2	Correlate cardiac physiology with ECG waveforms.	K/C	Large group lecture	MCQ
MEDI.1.3	Identify physiological changes during exercise and stress.	K	Bedside teaching & clinical skill lab	MCQ
MEDI.1.4	Recognize normal vs. abnormal findings in cardiac auscultation.	S	Bedside & clinical skill lab	OSCE
Investigations including ECG				
MEDI.2.1	Identify indications for ECG, echocardiography, and stress testing.	K	Large group lecture	MCQ
MEDI.2.2	Interpret common ECG abnormalities (e.g., ischemia, arrhythmias).	C	Large group lecture	OSPE, MCQ
MEDI.2.3	Communicate findings of cardiac investigations to patients.	A/C	Large group lecture	Mini-CEX
MEDI.2.4	Correlate symptoms with investigative findings.	C	Large group lecture	MCQ
Disorders of Cardiac Rhythm				
MEDI.3.1	Recognize types of arrhythmias: AF, VT, SVT, bradycardia.	K	ECG interpretation session	MCQ
MEDI.3.2	Take a focused history of palpitations and syncope.	S	Bedside teaching & clinical skill lab	OSCE
MEDI.3.3	Perform pulse examination and correlate with arrhythmia type.	S	Bedside teaching	OSCE
MEDI.3.4	Outline emergency management of life-threatening arrhythmias.	C	Bedside teaching & clinical skill lab	OSCE
Disorders of Cardiac Rhythm				
MEDI.4.1	Recognize types of arrhythmias: AF, VT, SVT, bradycardia.	k	Bedside teaching & clinical skill lab	MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.4.2	Take a focused history of palpitations and syncope.	S	Large group lecture	OSCE
MEDI.4.3	Perform pulse examination and correlate with arrhythmia type.	S	Bedside teaching	OSCE
MEDI.4.4	Outline emergency management of life-threatening arrhythmias.	S	Bedside teaching & clinical skill lab	OSCE
Heart failure				
MEDI.4.1	Identify signs and symptoms of right and left heart failure.	K/S	Bedside teaching	OSCE
MEDI.4.2	Interpret CXR, BNP, and echocardiogram in heart failure.	C	Large group lecture	MCQ
MEDI.4.3	Discuss causes, classification, and NYHA grading of heart failure.	K	Large group lecture	MCQ
MEDI.4.4	Plan management including fluid/sodium restriction and medication.	C	Large group lecture	Short answer question
Valvular Diseases				
MEDI.5.1	Identify clinical signs of mitral stenosis, aortic stenosis, and regurgitation.	S	Large group lecture	Short Answer Questions, MCQ
MEDI.5.2	Correlate murmur findings with valve lesion and severity.	C	Bedside teaching	Short Answer Questions, MCQ
MEDI.5.3	Interpret echocardiography reports in valvular diseases.	C	Large group lecture	Short Answer Questions, MCQ
MEDI.5.4	Take history related to rheumatic heart disease and endocarditis.	S	Large group lecture	Short Answer Questions, MCQ
Congenital Heart Diseases				
MEDI.6.1	Recognize cyanotic vs. acyanotic lesions and associated murmurs.	K/S	Large group lecture	MCQ, short answer question & OSCE
MEDI.6.2	Interpret chest X-ray and ECG of common CHDs (e.g., VSD, TOF).	C	Bedside teaching	MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.6.3	Describe signs of heart failure in infants.	K	Large group lecture	MCQ
MEDI.6.4	Outline indications for surgical intervention	C	Large group lecture	short answer question
Infective Endocarditis				
MEDI.7.1	Take a detailed history including risk factors (IV drug use, prosthetic valves).	S	Large group lecture	OSCE
MEDI.7.2	Identify peripheral signs (e.g., Janeway lesions, splinter hemorrhages).	S	Bedside teaching	OSPE
MEDI.7.3	Interpret Duke criteria and relevant blood investigations.	C	Large group lecture	MCQ
MEDI.7.4	Discuss antibiotic treatment and surgical indications.	C	Large group lecture	short answer question
Atherosclerosis				
MEDI.8.1	Describe the pathophysiology of atherosclerosis.	K	Large group lecture	MCQ
MEDI.8.2	Identify risk factors (modifiable and non-modifiable).	K	Large group lecture	MCQ
MEDI.8.3	Correlate symptoms of PAD and CAD with underlying atherosclerosis.	C	Large group lecture	short answer question & MCQ
MEDI.8.4	Plan primary and secondary prevention strategies. Heart health education: Promoting healthy lifestyles to	C	Large group lecture	short answer question & MCQ
Peripheral Vascular Disease				
MEDI.9.1	Identify signs of arterial and venous insufficiency.	S	Large group lecture	OSCE
MEDI.9.2	Take history of claudication and rest pain.	S	Bedside teaching	OSCE
MEDI.9.3	Interpret ankle-brachial index and Doppler studies.	C	Bedside teaching	short answer question & MCQ
MEDI.9.4	Discuss risk factor control and surgical indications.	C	Large group lecture	short answer question & MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Ischemic Heart Disease				
MEDI.10.1	Differentiate between stable angina, unstable angina, and MI.	K	Large group lecture, Bedside teaching	short answer question & MCQ
MEDI.10.2	Interpret ECG, troponin, and CXR findings.	C	Large group lecture, Bedside teaching	short answer question & MCQ
MEDI.10.3	Take a focused history of chest pain.	S	Large group lecture, Bedside teaching	OSCE
MEDI.10.4	Outline management in acute coronary syndrome. health promotion Smoking cessation programs: Encouraging patients to quit smoking through counseling and support resources	C	Large group lecture, Bedside teaching	short answer question & MCQ
Hyperion				
MEDI.11.1	Take history and measure BP accurately in different contexts	K/S	Large group lecture	OSCE
MEDI.11.2	Differentiate primary from secondary hypertension.	S	Large group lecture	MCQ
MEDI.11.3	Identify end-organ damage signs (e.g., retinopathy, LVH).	C	Large group lecture	OSCE
MEDI.11.4	Discuss pharmacological and non-pharmacological management.	K/C	Large group lecture	short answer question
Myocarditis and Cardiomyopathies				
MEDI.12.1	Recognize symptoms and signs of dilated and hypertrophic cardiomyopathy.	K/S	Large group lecture	short answer question & MCQ
MEDI.12.2	Interpret echocardiogram and biopsy findings.	C	Large group lecture	short answer question & MCQ
MEDI.12.3	Take history of recent viral illness in suspected myocarditis.	S	Large group lecture	short answer question & MCQ
MEDI.12.4	Discuss treatment options and prognosis.	C	Large group lecture	short answer question & MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Diseases of the Pericardium				
MEDI.13.1	Identify signs of pericardial effusion and tamponade.	K/S	Large group lecture	OSCE
MEDI.13.2	Perform pulsus paradoxus measurement.	S	Large group lecture	MCQ
MEDI.13.3	Interpret ECG and echo findings in pericarditis.	C	Large group lecture	CIVA
MEDI.13.4	Discuss causes (viral, TB, post-MI) and treatments.	K/C	Large group lecture	Short Answer Questions
Pulmonary Heart Diseases				
MEDI.14.1	Recognize signs and symptoms of cor pulmonale.	K/S	Large group lecture	OSCE
MEDI.14.2	Interpret chest X-ray and ECG findings in pulmonary HTN.	C	Large group lecture	CIVA
MEDI.14.3	Discuss causes of right heart failure due to lung disease.	K	Large group lecture	MCQ
MEDI.14.4	Plan investigation and treatment for pulmonary embolism.	C	Large group lecture	short answer question & MCQ
Thromboembolic Diseases				
MEDI.15.1	Identify risk factors for DVT and PE.	K	Large group lecture	MCQ
MEDI.15.2	Perform examination for suspected DVT (e.g., calf tenderness, Homan's sign).	S	Large group lecture	OSCE
MEDI.15.3	Interpret D-dimer and imaging studies (CTPA, Doppler).	C	Large group lecture	CIVA
MEDI.15.4	Discuss anticoagulation therapy and indications.	C	Large group lecture	short answer question & MCQ
Cardiac Neurosis				
MEDI.16.1	Recognize clinical features of anxiety-related cardiac symptoms.	K/S	Large group lecture	OSCE, MCQ
MEDI.16.2	Differentiate functional symptoms from true cardiac disease.	C	Large group lecture	short answer question

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.16.3	Discuss management including reassurance and referral to psychiatry.	A/C	Large group lecture	short answer question & MCQ
MEDI.16.4	Take history with attention to psychosocial factors.	S	Large group lecture	short answer question & MCQ
Pregnancy and Heart Diseases				
MEDI.17.1	Identify common cardiac complications in pregnancy (e.g., mitral stenosis, cardiomyopathy). Interpret ECG and echo in pregnant patients with heart symptoms.	K	Large group lecture	short answer question & MCQ
MEDI.17.2	Discuss safe medications and delivery planning.	C	Large group lecture	short answer question & MCQ
MEDI.17.3	Take OBGYetric and cardiac history sensitively.	C	Large group lecture	short answer question & MCQ
Physiological Considerations				
MEDI.18.1	Define and describe the normal physiology of digestion and absorption.	K	Large group lecture	short answer question & MCQ
MEDI.18.2	Explain the regulation of gastrointestinal motility and secretions.	K	Large group lecture	short answer question & MCQ
MEDI.18.3	Analyze how physiological dysfunction leads to GI symptoms such as diarrhea.	C	Large group lecture	short answer question & MCQ
MEDI.18.4	Correlate GI hormones with related diseases.	C	Large group lecture	Mini-CEX
Investigations of the GIT				
MEDI.19.1	Identify common diagnostic tools in GIT assessment.	K	Large group lecture, Bedside teaching	MCQ
MEDI.19.2	Interpret endoscopy and stool analysis.	S	Large group lecture, Bedside teaching	MCQ
MEDI.19.3	Compare diagnostic approaches in different GI conditions.	C	Large group lecture, Bedside teaching	short answer question & MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.19.4	Communicate investigation plans to patients.	A	Large group lecture, Bedside teaching	OSCE
Diseases of the Mouth				
MEDI.20.1	Recognize oral signs of systemic disease.	K	Large group lecture	short answer question & MCQ
MEDI.20.2	Differentiate benign and malignant oral lesions.	C	Large group lecture	short answer question & MCQ
MEDI.20.3	Conduct focused oral examination.	S	Large group lecture	OSCE
MEDI.20.4	Communicate referral decisions with empathy.	A	Large group lecture	short answer question & MCQ
Diseases of the Esophagus				
MEDI.21.1	Describe esophageal anatomy and physiology.	K	Large group lecture	short answer question
MEDI.21.2	Explain mechanisms behind dysphagia and reflux.	K	Large group lecture	MCQ
MEDI.21.3	Perform history-taking for esophageal complaints.	S	Large group lecture	OSCE
MEDI.21.4	Evaluate red flag symptoms for malignancy.	S	Large group lecture	OSCE
Peptic Ulcerations				
MEDI.22.1	Recall causes and risk factors of peptic ulcer.	K	Large group lecture	MCQ
MEDI.22.2	Explain H. pylori's role in ulcer pathogenesis.	K	Large group lecture	short answer question
MEDI.22.3	Take focused history of epigastric pain.	S	Large group lecture	OSCE
MEDI.22.4	Plan appropriate treatment for complications.	C	Large group lecture	short answer question

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Peptic Ulcerations				
MEDI.23.1	Classify types of GI bleeding.	K	Large group lecture, Bedside teaching	MCQ
MEDI.23.2	Examine for signs of GI hemorrhage.	S	Large group lecture, Bedside teaching	OSCE
MEDI.23.3	Interpret labs and imaging for bleeding.	C	Large group lecture, Bedside teaching	CIVA
MEDI.23.4	Provide initial emergency management plan.	C	Large group lecture, Bedside teaching	short answer question
Gastritis				
MEDI.24.1	Identify causes and pathology of gastritis.	K	Large group lecture	short answer question & MCQ
MEDI.24.2	Explain impact of NSAIDs and infections.	K	Large group lecture	short answer question & MCQ
MEDI.24.3	Compare acute vs chronic gastritis findings.	C	Large group lecture	short answer question & MCQ
MEDI.24.4	Recommend appropriate referrals or treatment.	A	Large group lecture	OSCE
Cancer of the Stomach				
MEDI.25.1	Define clinical presentation of gastric cancer.	K	Large group lecture	MCQ
MEDI.25.2	Recognize alarm symptoms and risk factors.	K	Large group lecture	short answer question
MEDI.25.3	Interpret biopsy and endoscopy findings.	S	Large group lecture	OSPE
MEDI.25.4	Communicate treatment options and prognosis.	A	Large group lecture	OSCE
Malabsorption Syndrome				
MEDI.26.1	Identify symptoms of nutrient deficiency and steatorrhea.	K	Large group lecture	short answer question & MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.26.2	Interpret lab findings of malabsorption.	S	Large group lecture	short answer question & MCQ
MEDI.26.3	Compare diagnostic features of celiac vs lactose intolerance.	C	Large group lecture	short answer question & MCQ
MEDI.26.4	Provide patient-specific dietary counseling.	A	Large group lecture	short answer question & MCQ
Chronic Diarrhea				
MEDI.27.1	Define chronic diarrhea and categorize types.	K	Large group lecture	MCQ
MEDI.27.2	Collect detailed history and physical exam.	S	Large group lecture	OSCE
MEDI.27.3	Evaluate diagnostic results (stool, endoscopy).	C	Large group lecture	OSPE
MEDI.27.4	Counsel patients on treatment plans.	A	Large group lecture	short answer question & MCQ
Inflammatory Bowel Disease				
MEDI.28.1	Describe features of ulcerative colitis and Crohn's.	K	Large group lecture	short answer question & MCQ
MEDI.28.2	Identify colonoscopy findings.	S	Large group lecture	short answer question & MCQ
MEDI.28.3	Integrate findings to formulate management.	A	Large group lecture	OSCE
MEDI.28.4	Display empathy and clarity during patient education.		Large group lecture	OSCE
Diverticular Disease				
MEDI.29.1	Define diverticulosis and diverticulitis and identify key differences	K	Large group teaching	MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.29.2	Explain pathophysiology and risk factors for diverticular disease	K	Large group teaching	short answer question
MEDI.29.3	Interpret clinical presentation and investigations in diverticulitis	S	Bedside teaching	OSCE
MEDI.29.4	Compare management of uncomplicated vs. complicated diverticulitis	C	Bedside teaching	CIVA
Functional Disorders (including IBS)				
MEDI.30.1	List the Rome IV diagnostic criteria for IBS	K	K	MCQ
MEDI.30.2	Explain the pathophysiology of IBS	K	K	short answer question
MEDI.30.3	Identify investigations to exclude organic causes	S	S	OSPE
MEDI.30.4	Evaluate treatment options based on IBS subtype	C	C	CIVA
Tumors of the Bowel				
MEDI.31.1	Recall types of bowel tumors, especially colorectal cancer	K	Large group teaching	MCQ
MEDI.31.2	Describe the adenoma-carcinoma sequence	K	Large group teaching	short answer question
MEDI.31.3	Recognize red-flag symptoms and interpret screening tests	S	Bedside teaching	OSCE
MEDI.31.4	Differentiate cancer stages and relate to treatment decisions health promotion Diet and digestive health: Promoting a fiber-rich diet to prevent constipation and reduce the risk of colorectal cancer.	C	Bedside teaching	CIVA
The Liver				
MEDI.32.1	Identify physiological functions of the liver and bilirubin metabolism	K	Large group teaching	MCQ
MEDI.32.2	Interpret liver function tests and diagnostic patterns	S	Practical Skill lab	OSPE
MEDI.32.3	Evaluate a case of jaundice based on history, labs, and findings	C	Bedside teaching	OSCE

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.32.4	Discuss cirrhosis, hepatocellular carcinoma, and related complications health promotion Liver disease prevention: Educating about the importance of limiting alcohol intake and avoiding hepatitis risk factors.	C	Bedside teaching	CIVA
Pancreatic Diseases				
MEDI.33.1	List causes of acute and chronic pancreatitis	K	Large group teaching	MCQ
MEDI.33.2	Describe pathophysiology and complications	K	Large group teaching	short answer question
MEDI.33.3	Identify key signs and imaging findings	S	Practical Skill lab	OSPE
MEDI.33.4	Outline treatment plans for acute vs. chronic pancreatitis	C	Bedside teaching	OSCE
Diseases of the Gall Bladder				
MEDI.34.1	Classify gallbladder diseases including cholelithiasis	K	Large group teaching	MCQ
MEDI.34.2	Describe the mechanisms and risk factors for gallstones	K	Large group teaching	short answer question
MEDI.34.3	Interpret signs, labs, and imaging in cholecystitis	S	Practical Skill lab	OSPE
MEDI.34.4	Compare treatment options including surgery	C	Bedside teaching	CIVA
Anatomical and Physiological Considerations				
MEDI.35.1	Describe the anatomy of the respiratory system and correlate it with function	K	Large group teaching	MCQ
MEDI.35.2	Explain the mechanics of breathing and gas exchange	K	Large group teaching	short answer question
MEDI.35.3	Identify anatomical landmarks and structures in the thorax	S	Practical Skill lab	OSPE
MEDI.35.4	Evaluate the physiological basis of common respiratory symptoms	C	Bedside teaching	CIVA
Investigations including Pulmonary Function Tests				
MEDI.36.1	List common investigations used in respiratory disease	K	Large group teaching	MCQ
MEDI.36.2	Explain the principles and interpretation of spirometry	K	Large group teaching	short answer question
MEDI.36.3	Perform and interpret pulmonary function tests	S	Practical Skill lab	OSPE

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.36.4	Analyze investigation findings in different respiratory conditions	C	Bedside teaching	CIVA
Viral Diseases of the Respiratory Tract				
MEDI.37.1	Identify common viral pathogens affecting the respiratory system	K	Large group teaching	MCQ
MEDI.37.2	Describe the pathophysiology and clinical features of influenza and COVID-19	K	Large group teaching	short answer question
MEDI.37.3	Interpret diagnostic tests for viral respiratory infections	S	Practical Skill lab	OSPE
MEDI.37.4	Evaluate management strategies for acute viral respiratory infections	C	Bedside teaching	CIVA
Pneumonias				
MEDI.38.1	Define and classify different types of pneumonia	K	Large group teaching	MCQ
MEDI.38.2	Describe the clinical presentation and complications of pneumonia	K	Large group teaching	short answer question
MEDI.38.3	Interpret chest X-rays and lab findings in pneumonia	S	Practical Skill lab	OSPE
MEDI.38.4	Discuss the treatment and follow-up strategies	C	Bedside teaching	CIVA
Tuberculosis				
MEDI.39.1	Recall the causative agent and transmission of TB	K	Large group teaching	MCQ
MEDI.39.2	Explain the pathogenesis and clinical manifestations of pulmonary TB	K	Large group teaching	short answer question
MEDI.39.3	Interpret diagnostic tests (sputum, chest imaging, Mantoux)	S	Practical Skill lab	OSPE
MEDI.39.4	Analyze treatment protocols and drug resistance patterns	C	Bedside teaching	CIVA
OBGYructive Airway Diseases (Asthma, Bronchitis, Emphysema)				
MEDI.40.1	List the common causes of OBGYructive airway diseases	K	Large group teaching	MCQ
MEDI.40.2	Describe the pathophysiological differences between asthma, chronic bronchitis, and emphysema	K	Large group teaching	short answer question
MEDI.40.3	Interpret spirometry findings in OBGYructive diseases	S	Practical Skill lab	OSPE
MEDI.40.4	Evaluate long-term management including pharmacotherapy	C	Bedside teaching	CIVA

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Neuroendocrine Relationship				
MEDI.41.1	Describe the integration between the nervous and endocrine systems	K	Large group teaching	MCQ
MEDI.41.2	Explain hormonal feedback mechanisms involving the hypothalamus and pituitary	K	Large group teaching	Short Answer Questions
MEDI.41.3	Identify common neuroendocrine pathways	S	Practical/Skill lab	OSPE
MEDI.41.4	Evaluate clinical cases involving hypothalamic-pituitary axis disorders	C	Bedside teaching	CIVA
The Pituitary (tumors, acromegaly, gigantism, hyperprolactinemia, hypopituitarism, diabetes insipidus)				
MEDI.42.1	List common pituitary disorders and associated hormonal dysfunctions	K	Large group teaching	MCQ
MEDI.42.2	Describe clinical manifestations of acromegaly, gigantism, and hyperprolactinemia	K	Large group teaching	Short Answer Questions
MEDI.42.3	Interpret hormone profiles and imaging in pituitary disease	S	Practical/Skill lab	OSPE
MEDI.42.4	Evaluate management options for hypopituitarism and diabetes insipidus	C	Bedside teaching	CIVA
The Thyroid Gland (thyroid hormones, iodine metabolism, hyper/hypothyroidism, goiter, thyroiditis)				
MEDI.43.1	Recall the synthesis and function of thyroid hormones	K	Large group teaching	MCQ
MEDI.43.2	Describe iodine metabolism and its role in thyroid function	K	Large group teaching	Short Answer Questions
MEDI.43.3	Interpret thyroid function tests and imaging findings	S	Practical/Skill lab	OSPE
MEDI.43.4	Discuss clinical management of hyperthyroidism and thyroiditis , health promotion Educating on the importance of regular thyroid function checks to prevent hypothyroidism or hyperthyroidism.	C	Bedside teaching	CIVA
Adrenal gland				
MEDI.44.1	Describe adrenal gland zones and hormone production	K	Large group teaching	MCQ
MEDI.44.2	Explain the pathophysiology of Cushing's syndrome and Conn’s disease	K	Large group teaching	Short Answer Questions

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.44.3	Identify diagnostic tests for adrenal hyperfunction	S	Practical/Skill lab	OSPE
MEDI.44.4	Analyze treatment strategies for adrenal hyperfunction	C	Bedside teaching	CIVA
The Parathyroids (calcium & phosphorus metabolism, hyper/hypoparathyroidism, tetany)				
MEDI.45.1	Describe calcium and phosphate homeostasis regulated by parathyroid hormone	K	Large group teaching	MCQ
MEDI.45.2	Explain the clinical features of hyper- and hypoparathyroidism	K	Large group teaching	SAQ
MEDI.45.3	Interpret serum calcium, phosphate, and PTH levels	S	Practical/Skill lab	OSPE
MEDI.45.4	Evaluate treatment options for tetany and parathyroid disorders	C	Bedside teaching	CIVA
The Gonads (hypogonadism, infertility, hirsutism, menopause disorders)				
MEDI.46.1	List hormones produced by gonads and their physiological roles	K	Large group teaching	MCQ
MEDI.46.2	Describe clinical features of hypogonadism and menopause disorders	K	Large group teaching	Short Answer Questions
MEDI.46.3	Identify diagnostic approaches to male infertility and hirsutism	S	Practical/Skill lab	OSPE
MEDI.46.4	Discuss hormonal and non-hormonal management strategies	C	Bedside teaching	CIVA
Diabetes Mellitus				
MEDI.47.1	Classify types of diabetes mellitus and their pathogenesis	K	Large group teaching	MCQ
MEDI.47.2	Explain diagnostic criteria and monitoring tools	K	Large group teaching	Short Answer Questions
MEDI.47.3	Interpret glucose levels, HbA1c, and insulin profiles	S	Practical/Skill lab	OSPE
MEDI.47.4	Evaluate complications and comprehensive treatment plans health promotion Educating on the importance of regular thyroid function checks to prevent hypothyroidism or hyperthyroidism.	C	Bedside teaching	CIVA
Hemochromatosis, Porphyria, and Amyloidosis				
MEDI.48.1	Describe the pathophysiology of hemochromatosis, porphyria, and amyloidosis	K	Large group teaching	MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.48.2	List clinical manifestations and organ involvement	K	Large group teaching	Short Answer Questions
MEDI.48.3	Identify key lab and imaging findings	S	Practical/Skill lab	OSPE
MEDI.48.4	Analyze management strategies for these metabolic diseases	C	Bedside teaching	CIVA
Total Body Water – Physiological Considerations				
MEDI.49.1	Describe the distribution and compartments of total body water	K	Large group teaching	MCQ
MEDI.49.2	Explain the physiological regulation of water balance	K	Large group teaching	Short Answer Questions
MEDI.49.3	Identify body fluid shifts using clinical data	S	Practical/Skill lab	OSPE
MEDI.49.4	Evaluate clinical relevance of changes in water compartments	C	Bedside teaching	CIVA
Primary Water Depletion & Water Intoxication				
MEDI.50.1	Define primary water depletion and water intoxication	K	Large group teaching	MCQ
MEDI.50.2	Explain mechanisms causing water depletion and overload	K	Large group teaching	Short Answer Questions
MEDI.50.3	Interpret serum osmolality and urine output data	S	Practical/Skill lab	OSPE
MEDI.50.4	Evaluate clinical management of dehydration and water excess	C	Bedside teaching	CIVA
Serum Depletion, Sodium and Water Accumulation				
MEDI.51.1	List causes of sodium depletion and water retention	K	Large group teaching	MCQ
MEDI.51.2	Describe clinical features of hypo- and hypernatremia	K	Large group teaching	Short Answer Questions
MEDI.51.3	Analyze lab results for sodium and volume status	S	Practical/Skill lab	OSPE
MEDI.51.4	Evaluate treatment strategies for sodium disorders	C	Bedside teaching	CIVA
Potassium Depletion & Excess				
MEDI.52.1	Describe potassium homeostasis and its physiological roles	K	Large group teaching	MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.52.2	Explain the causes and consequences of hypo- and hyperkalemia	K	Large group teaching	Short Answer Questions
MEDI.52.3	Interpret ECG changes and lab findings	S	Practical/Skill lab	OSPE
MEDI.52.4	Formulate treatment plans for potassium imbalance	C	Bedside teaching	CIVA
Magnesium Depletion & Excess				
MEDI.53.1	Recall normal magnesium levels and functions	K	Large group teaching	MCQ
MEDI.53.2	Discuss causes and clinical signs of magnesium disorders	K	Large group teaching	Short Answer Questions
MEDI.53.3	Interpret relevant lab data and ECG changes	S	Practical/Skill lab	OSPE
MEDI.53.4	Evaluate clinical interventions for hypo- and hypermagnesemia	C	Bedside teaching	CIVA
Disturbances in H+ Concentration (Acidosis & Alkalosis)				
MEDI.54.2	Define metabolic and respiratory acidosis and alkalosis	K	Large group teaching	MCQ
MEDI.54.3	Explain compensatory mechanisms in acid-base disturbances	K	Large group teaching	Short Answer Questions
MEDI.54.4	Interpret ABG values in acid-base disorders	S	Practical/Skill lab	OSPE
MEDI.54.2	Evaluate treatment approaches based on ABG interpretation	C	Bedside teaching	CIVA
Physiological Considerations and Investigations of Renal Function				
MEDI.55.1	Describe renal physiology including filtration, reabsorption, and secretion	K	Large group teaching	MCQ
MEDI.55.2	Explain methods used to assess renal function	K	Large group teaching	Short Answer Questions
MEDI.55.3	Interpret common renal function tests (creatinine, urea, GFR)	S	Practical/Skill lab	OSPE
MEDI.55.4	Evaluate renal function data in clinical cases	C	Bedside teaching	CIVA
Glomerular Diseases (e.g., Post-streptococcal Nephritis)				
MEDI.56.1	Classify glomerular diseases based on pathology and presentation	K	Large group teaching	MCQ
MEDI.56.2	Describe the features and causes of acute post-streptococcal nephritis	K	Large group teaching	Short Answer Questions

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.56.3	Interpret urine analysis and serologic tests	S	Practical/Skill lab	OSPE
MEDI.56.4	Evaluate treatment strategies for glomerulonephritis	C	Bedside teaching	CIVA
Nephrotic Syndrome				
MEDI.57.1	Define nephrotic syndrome and list its causes	K	Large group teaching	MCQ
MEDI.57.2	Explain the pathophysiology and diagnostic criteria	K	Large group teaching	Short Answer Questions
MEDI.57.3	Analyze lab results including proteinuria, serum albumin, and lipids	S	Practical/Skill lab	OSPE
MEDI.57.4	Formulate a management plan including complications	C	Bedside teaching	CIVA
Acute Renal Failure				
MEDI.58.1	Define acute kidney injury and classify causes (pre-renal, renal, post-renal)	K	Large group teaching	MCQ
MEDI.58.2	Describe clinical presentation and diagnostic approach	K	Large group teaching	Short Answer Questions
MEDI.58.3	Interpret biochemical markers and urine output	S	Practical/Skill lab	OSPE
MEDI.58.4	Discuss acute management and indications for dialysis health promotion Hydration and kidney health: Teaching patients about the importance of hydration and avoiding excessive salt intake to maintain kidney function	C	Bedside teaching	CIVA
Chronic Renal Failure, Dialysis, and Kidney Transplantation				
MEDI.59.1	Define chronic kidney disease and stages	K	Large group teaching	MCQ
MEDI.59.2	Describe the pathogenesis and systemic effects of CKD	K	Large group teaching	Short Answer Questions
MEDI.59.3	Identify indications and procedures for dialysis and transplantation	S	Practical/Skill lab	OSPE
MEDI.59.4	Evaluate long-term management of ESRD patients	C	Bedside teaching	CIVA
Urinary Tract Infections and Pyelonephritis				
MEDI.60.1	List common pathogens causing UTIs	K	Large group teaching	MCQ
MEDI.60.2	Describe the clinical features of lower and upper UTIs	K	Large group teaching	Short Answer Questions

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.60.3	Interpret urinalysis and urine culture	S	Practical/Skill lab	OSPE
MEDI.60.4	Evaluate antimicrobial therapy and prevention strategies	C	Bedside teaching	CIVA
Renal Hypertension				
MEDI.61.1	Explain the mechanisms of renovascular and parenchymal hypertension	K	Large group teaching	MCQ
MEDI.61.2	Describe clinical signs and diagnostic criteria	K	Large group teaching	Short Answer Questions
MEDI.61.3	Interpret imaging and lab tests related to secondary hypertension	S	Practical/Skill lab	OSPE
MEDI.61.4	Discuss pharmacologic and surgical treatment options health promotion kidney disease prevention: Educating patients on the importance of managing blood pressure and diabetes to prevent kidney damage.	C	Bedside teaching	CIVA
Drug-Induced Nephropathy				
MEDI.62.1	List common nephrotoxic drugs and their mechanisms	K	Large group teaching	MCQ
MEDI.62.2	Describe the patterns of drug-induced renal injury	K	Large group teaching	Short Answer Questions
MEDI.62.3	Identify lab abnormalities and monitoring protocols	S	Practical/Skill lab	OSPE
MEDI.62.4	Evaluate preventive and therapeutic strategies	C	Bedside teaching	CIVA
Renal Stones				
MEDI.63.1	Describe the types and composition of renal calculi	K	Large group teaching	MCQ
MEDI.63.2	Explain the risk factors and pathophysiology of stone formation	K	Large group teaching	Short Answer Questions
MEDI.63.3	Interpret imaging and lab tests in stone disease	S	Practical/Skill lab	OSPE
MEDI.63.4	Discuss management options including prevention and surgical intervention	C	Bedside teaching	CIVA

Practical

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Week 1: History Taking				
MEDI.1.1	Elicit a focused and comprehensive patient history including presenting complaint, history of present illness, past medical history, and drug history.	K/S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.1.2	Identify key symptoms suggestive of diseases such as myocardial infarction, COPD, liver cirrhosis, and epilepsy.	K	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.1.3	Demonstrate empathetic, non-judgmental communication while taking sensitive histories (e.g. substance use, psychiatric illness).	A/C	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.1.4	Summarize findings and present the case coherently.	C	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
Week 2: General Examination				
MEDI.2.1	Perform a full general physical examination, including inspection for pallor, jaundice, cyanosis, lymphadenopathy.	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.2.2	Correlate physical signs with common systemic diseases (e.g. anemia, thyrotoxicosis, liver failure).	K	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.2.3	Assess hydration status, nutritional state, and level of consciousness.	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.2.4	Document and communicate general exam findings appropriately.	C	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
Week3: Vital Signs				
MEDI.3.1	Accurately measure blood pressure, pulse, respiratory rate, temperature, and oxygen saturation.	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.3.2	Interpret abnormal vital signs in relation to diseases like sepsis, shock, hypertension, and arrhythmias.	K	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.3.3	Recognize patterns indicating medical emergencies (e.g. tachypnea in pneumonia or ketoacidosis).	K/S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.3.4	Perform repeated measurements and monitor trends over time in acutely ill patients.	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
Week 4: Cardiovascular Examination				
MEDI.4.1	Perform systematic inspection, palpation, percussion (if needed), and auscultation of the heart and peripheral pulses.	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.4.2	Identify key signs of heart failure, valvular heart diseases (e.g., mitral stenosis), and ischemic heart disease.	K	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.4.3	Assess and interpret jugular venous pressure and its clinical significance.	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.4.4	Differentiate between normal and pathological heart sounds and murmurs.	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
Week 5: Respiratory Examination				
MEDI.5.1	Perform a comprehensive respiratory system examination including inspection, palpation, percussion, and auscultation.	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.5.2	Identify signs of common diseases such as COPD, asthma, pneumonia, and pleural effusion.	K	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.5.3	Assess for signs of respiratory distress and hypoxia.	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.5.4	Interpret auscultatory findings: wheeze, crackles, decreased breath sounds.	K/S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
Week 6: Abdominal Examination				
MEDI.6.1	Perform detailed abdominal exam including inspection, auscultation, percussion, and palpation.	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.6.2	Recognize signs of liver disease (ascites, hepatomegaly), appendicitis, and bowel OBGYruction.	K	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.6.3	Elicit specific signs (e.g. Murphy's, McBurney's point tenderness).	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.6.4	Demonstrate proper positioning and patient comfort techniques.	A/S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
Week 7: Neurological Examination (Part 1)				
MEDI.7.1	Examine cranial nerves and detect abnormalities (e.g. CN VII in Bell's palsy).	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.7.2	Evaluate motor system in upper limbs (tone, power, reflexes).	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.7.3	Identify features of upper motor neuron vs. lower motor neuron lesions.	K	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.7.4	Document findings and correlate them with diseases like stroke and multiple sclerosis.	C	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
Week 8: Neurological Examination (Part 2)				
MEDI.8.1	Assess motor and sensory systems of lower limbs, including reflexes.	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.8.2	Perform coordination tests and gait assessment (Romberg, heel-toe walking).	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.8.3	Recognize signs of peripheral neuropathy, cerebellar disease, Parkinsonism.	K	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.8.4	Interpret findings in the context of clinical scenarios and present case.	C	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
Week 9: Review Session				
MEDI.9.1	Integrate findings from history and examination to develop a differential diagnosis.	K/S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.9.2	Apply clinical reasoning to common patient scenarios (e.g. chest pain, breathlessness, abdominal pain).	K	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER
MEDI.9.3	Demonstrate complete examination flow for OSCE-style stations.	S	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
MEDI.9.4	Reflect on personal performance and receive peer and tutor feedback.	A/C	Bedside teaching, clinical skill lab	CIVA, OSCE, OSLER

Surgery

Fourth Grade

Academic program discretion

This academic program description summarizes the course's most essential qualities and the learning objectives that the student is expected to attain, indicating whether he or she made advantage of all of the resources that are accessible.

1.Educational Establishment	University of Al-Ameed
2.Scientific Department	Surgical department
3.Name of the Professional Academic Program.	Modified traditional curriculum
4.Final Graduation Certificate	بكالوريوس طب وجراحة عامة . M.B.Ch.B
5. Educational system. Annual/courses/other	Annual
6.Approved accreditation program	Approved accreditation program Iraqi National Guideline on Standards for Established and Accrediting Medical School
7.Other external factors	• Availability of relevant scientific research • in the field of specialization • Access to global electronic networks • Access to traditional and digital libraries • Teaching aids such as data show and • PowerPoint presentations • Availability of equipped classrooms Use of free online communication • platforms (e.g., Free Conference Call)
8.Date the description was written	1/4/2025

Academic program objective:

1. Graduate doctors with a strong foundation in surgery, enabling them to understand, diagnose, and treat surgical cases in emergency departments, surgical wards, and outpatient clinics. Strengthen students' clinical skills through theoretical and practical discussions, clinical patient examinations in hospitals, and hands-on training in skills laboratories. Additionally, conduct surgical workshops at the college to discuss surgical cases and explore their management.
2. Provide training and skills to practice surgery safely by diagnosing and treating common and urgent surgical cases, as well as managing trauma and emergency situations.
3. Integrate modern educational techniques and advanced technology into teaching methods and surgical programs, while utilizing information and communication technologies to share knowledge, conduct research, and develop surgical curricula.
4. Promote cultural exchange and establish bilateral partnerships with medical schools and professional surgical organizations at the Arab and international levels to expand academic and scientific collaboration in the field of surgery.
5. Strengthen collaboration between the college and the community by organizing seminars, conferences, and workshops that address national surgical and health issues.
6. Support the preparation of future leaders in the field of surgery, empowering them to achieve excellence and leadership in their medical specialties.
7. Understand global health and public health strategies related to surgical care access, safe surgery initiatives, and trauma system development.
8. Discussing the importance of patient education Explain the importance of early screening programs and understand the role of lifestyle modification,Identify risk factors.
9. Promote trauma prevention.

The most reliable resources for program information are:

Bailey and love

Short practice of surgery

Surgery \ Grade 4

Code: SURG 402 — 11 Credits

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Abdominal wall, hernias & umbilicus				
SURG1.1	Describe the anatomy of the abdominal wall, including the layers, musculature, and fascial planes, and explain their relevance to hernia formation.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG1.2	Differentiate between various types of hernias (inguinal, femoral, umbilical, incisional, etc.) based on clinical presentation, risk factors, and imaging findings.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Abdominal wall, hernias & umbilicus				
SURG2.1	Recognize the clinical signs of hernia incarceration and strangulation, such as pain, tenderness, and systemic signs of ischemia, and explain their surgical urgency.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG2.2	Formulate a surgical management plan for hernias, including indications for open versus laparoscopic repair, use of mesh, and potential complications such as recurrence or strangulation.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Abdominal wall, hernias & umbilicus				
SURG3.1	Discuss the complications of hernia surgery, such as recurrence, chronic pain, mesh infections, and testicular ischemia in inguinal hernia repair.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG3.2	. Formulate an emergency management plan for a patient presenting with a strangulated hernia, including preoperative stabilization and surgical intervention.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Abdominal wall, hernias & umbilicus				
SURG4.1	Interpret imaging studies (ultrasound and CT scan) in evaluating complex hernias, including differentiating hernias from abdominal wall masses	K/S	large group teaching	short answer question /mcq

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
SURG4.2	Compare the surgical techniques for hernia repair, including Lichtenstein repair, laparoscopic transabdominal preperitoneal (TAPP) repair, and totally extraperitoneal (TEP) repair, emphasizing indications and complications.	K/S	large group teaching	short answer question /mcq
Peritoneum, omentum & retroperitoneal space				
SURG5.1	Describe the function of the peritoneum and omentum in fluid dynamics, immune defense, and surgical repair (e.g., omental patch for perforated ulcers).	K/S	large group teaching	short answer question /MCQ
SURG5.2	Differentiate between types of peritonitis (primary vs. secondary) based on pathophysiology, microbial causes, and clinical manifestations.	K/S	large group teaching	short answer question /MCQ
Peritoneum, omentum & retroperitoneal space				
SURG6.1	Explain the diagnostic criteria and management of spontaneous bacterial peritonitis (SBP), including its association with cirrhosis and ascites.	K/S	large group teaching	short answer question /MCQ
SURG6.2	Formulate a management plan for patients with peritoneal tuberculosis, including diagnostic peritoneal biopsy and long-term antibiotic thera	K/S	large group teaching	short answer question /MCQ
Peritoneum, omentum & retroperitoneal space				
SURG7.1	Evaluate the indications for peritoneal dialysis, its complications (peritonitis, ultrafiltration failure), and surgical approaches for peritoneal catheter placement.	K/S	large group teaching	short answer question /MCQ
SURG7.2	Discuss retroperitoneal hematoma, its causes (e.g., anticoagulation, trauma, ruptured aortic aneurysm), and surgical versus conservative management.	K/S	large group teaching	short answer question /MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Esophagus				
SURG8.1	Describe the anatomical and physiological mechanisms of esophageal motility and sphincter function, including their role in GERD and achalasia.	K/S	large group teaching	short answer question /MCQ
SURG8.2	Interpret diagnostic investigations for esophageal disorders, including barium swallow, esophageal manometry, and upper GI endoscopy.	K/S	large group teaching	short answer question /MCQ
Esophagus				
SURG9.1	Explain the pathophysiology of GERD, Barrett's esophagus, and their progression to esophageal adenocarcinoma.	K/S	large group teaching	short answer question /MCQ
SURG9.2	Discuss the medical management of GERD (PPIs, H2 blockers) and the indications for surgical intervention (e.g., Nissen fundoplication).	K/S	large group teaching	short answer question /MCQ
Esophagus				
SURG9.1	Differentiate between squamous cell carcinoma and adenocarcinoma of the esophagus based on risk factors, clinical presentation, and treatment options.	K/S	large group teaching	short answer question /MCQ
SURG9.2	Interpret diagnostic investigations for esophageal disorders, including barium swallow, esophageal manometry, and upper GI endoscopy.	K/S	large group teaching	short answer question /MCQ
Esophagus				
SURG10.1	Explain the pathophysiology, clinical presentation, and emergency management of esophageal perforation (Boerhaave syndrome).	K/S	large group teaching	short answer question /MCQ
SURG10.2	Outline the endoscopic and surgical management of esophageal varices in patients with portal hypertension.	K/S	large group teaching	short answer question /MCQ
Stomach & Duodenum				
SURG11.1	Explain the mechanisms of gastric acid secretion and its regulation by gastrin, histamine, and vagal stimulation, including its role in PUD.	K/S	large group teaching	short answer question /MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
SURG11.2	Differentiate between gastric and duodenal ulcers based on clinical presentation, risk factors, and complications.	K/S	large group teaching	short answer question /MCQ
Stomach & Duodenum				
SURG12.1	Interpret endoscopic findings in peptic ulcer disease and recognize alarm symptoms that warrant urgent evaluation.	K/S	large group teaching	short answer question /MCQ
SURG12.2	Discuss the management of peptic ulcer bleeding, including endoscopic hemostasis techniques and surgical interventions.	K/S	large group teaching	short answer question /MCQ
Stomach & Duodenum				
SURG13.1	Outline the diagnostic workup for gastric cancer, including biopsy, endoscopic ultrasound, and tumor markers.	K/S	large group teaching	short answer question /MCQ
SURG13.2	Outline the diagnostic workup for gastric cancer, including biopsy, endoscopic ultrasound, and tumor markers.	K/S	large group teaching	short answer question /MCQ
Stomach & Duodenum				
SURG14.1	6. Describe the indications and techniques for gastric resection (e.g., subtotal gastrectomy, total gastrectomy) and their long-term complications.	K/S	large group teaching	short answer question /MCQ
SURG14.2	Formulate a treatment strategy for Zollinger-Ellison syndrome, including medical and surgical approaches.	K/S	large group teaching	short answer question /MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Upper GI Bleeding				
SURG15.1	Identify the common causes of upper GI bleeding, including peptic ulcer disease, varices, and malignancy, based on clinical history and endoscopic findings. Describe the initial resuscitation and stabilization of a patient with upper GI bleeding, including airway management, fluid resuscitation, and transfusion strategies.	K/S	large group teaching	short answer question /MCQ
SURG15.2	Compare the therapeutic options for upper GI bleeding, including endoscopic hemostasis, pharmacologic therapy, and surgical interventions.	K/S	large group teaching	short answer question /MCQ
Liver				
SURG16.1	Describe the functional anatomy of the liver and its relevance to hepatic surgery, liver resection, and transplantation	K/S	large group teaching	short answer question /MCQ
SURG16.2	Differentiate between benign and malignant liver lesions, including focal nodular hyperplasia, hepatocellular carcinoma, and metastatic liver disease	K/S	large group teaching	short answer question /MCQ
Liver				
SURG17.1	Discuss the surgical management of liver diseases, including indications for hepatic resection, portal vein embolization, and liver transplantation	K/S	large group teaching	short answer question /MCQ
SURG17.2	Interpret imaging findings (ultrasound, CT, MRI) used in the diagnosis of hepatic tumors, including benign (hemangioma, focal nodular hyperplasia) and malignant (HCC, metastatic liver disease) lesions.	K/S	large group teaching	short answer question /MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Liver				
SURG18.1	Describe the management of liver trauma, including grading of liver injuries and indications for conservative versus surgical intervention.	K/S	large group teaching	short answer question /MCQ
SURG18.2	. Explain the pathophysiology and treatment of hepatic abscesses, including pyogenic and amoebic abscesses.	K/S	large group teaching	short answer question /MCQ
Liver				
SURG19.1	Discuss the indications, techniques, and complications of liver resection (hepatectomy) and liver transplantation	K/S	large group teaching	short answer question /MCQ
SURG19.2	Explain the pathophysiology, clinical presentation, and diagnostic approach to liver cirrhosis, including complications such as portal hypertension and hepatocellular carcinoma (HCC)	K/S	large group teaching	short answer question /MCQ
Gall bladder & bile ducts				
SURG20.1	Describe the anatomy of the biliary system and its clinical relevance to gallstone formation and bile flow OBGYruction.	K/S	large group teaching	short answer question /MCQ
SURG20.1	Explain the pathophysiology, clinical presentation, and complications of acute cholecystitis, including emphysematous and gangrenous cholecystitis.	K/S	large group teaching	short answer question /MCQ
Gall bladder & bile ducts				
SURG21.1	Interpret ultrasound and MRCP findings in choledocholithiasis and biliary OBGYruction.	K/S	large group teaching	short answer question /MCQ
SURG21.1	4Discuss the indications for laparoscopic versus open cholecystectomy and the management of bile duct injuries.	K/S	large group teaching	short answer question /MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Gall bladder & bile ducts				
SURG22.1	. Differentiate between benign and malignant causes of OBGYructive jaundice, including primary sclerosing cholangitis and cholangiocarcinoma.	K/S	large group teaching	short answer question /MCQ
SURG22.2	Explain the role of ERCP and percutaneous transhepatic cholangiography (PTC) in the management of bile duct diseases.	K/S	large group teaching	short answer question /MCQ
Gall bladder & bile ducts				
SURG23.1	Describe the clinical features, diagnosis, and surgical management of gallbladder cancer.	K/S	large group teaching	short answer question /MCQ
SURG23.2	Discuss the complications of gallstone disease, including gallstone ileus and Mirizzi syndrome, and their management.	K/S	large group teaching	short answer question /MCQ
Spleen & portal hypertension				
SURG24.1	Describe the anatomical and physiological functions of the spleen and its role in hematologic and infectious diseases	K/S	large group teaching	short answer question /MCQ
SURG24.2	. Discuss the clinical presentation and surgical management of hypersplenism, splenic trauma, and indications for splenectomy	K/S	large group teaching	short answer question /MCQ
Spleen & portal hypertension				
SURG25.1	Explain the pathophysiology, complications, and surgical options for portal hypertension, including shunt procedures	K/S	large group teaching	short answer question /MCQ
SURG25.2	Explain the pathophysiology and surgical approach to hypersplenism and splenomegaly in conditions such as portal hypertension and hematologic malignancies	K/S	large group teaching	short answer question /MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Pancreas				
SURG26.1	Describe the anatomical structure and exocrine/endocrine function of the pancreas and their clinical relevance to pancreatic diseases.	K/S	large group teaching	short answer question /MCQ
SURG26.2	Explain the pathophysiology of acute pancreatitis, including causes (gallstones, alcohol, hypertriglyceridemia, trauma) and the role of pancreatic enzyme activation in autodigestion.	K/S	large group teaching	short answer question /MCQ
Pancreas				
SURG27.1	. Differentiate between mild, severe, and necrotizing pancreatitis based on clinical presentation, Ranson's criteria, and the Atlanta classification	K/S	large group teaching	short answer question /MCQ
SURG27.2	Discuss imaging modalities (CT, MRCP, EUS) in the diagnosis of pancreatic diseases and their role in guiding management.	K/S	large group teaching	short answer question /MCQ
Pancreas				
SURG28.1	. Outline the stepwise management of acute pancreatitis, including fluid resuscitation, nutritional support, antibiotics, and indications for surgical intervention.	K/S	large group teaching	short answer question /MCQ
SURG28.2	Describe the development and management of pancreatic pseudocysts and walled-off necrosis, including percutaneous, endoscopic, and surgical drainage techniques.	K/S	large group teaching	short answer question /MCQ
Acute abdomen				
SURG29.1	. Identify the key causes of an acute abdomen and differentiate between surgical and non-surgical etiologies	K/S	large group teaching	short answer question /MCQ
SURG29.2	Describe the systematic approach to diagnosing an acute abdomen, including history, examination, and imaging.	K/S	large group teaching	short answer question /MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	Discuss the emergency surgical interventions for conditions such as perforated viscus, bowel ischemia, and peritonitis			
Functional disorders of the intestine				
SURG30.1	. Differentiate between irritable bowel syndrome (IBS) and functional bowel disorders based on Rome criteria	K/S	large group teaching	short answer question /MCQ
SURG30.2	Discuss the role of dietary, medical, and psychological therapies in the management of functional GI disorders	K/S	large group teaching	short answer question /MCQ
Functional disorders of the intestine				
SURG31.1	Evaluate the indications for surgical intervention in severe refractory cases of intestinal dysmotility	K/S	large group teaching	short answer question /MCQ
SURG31.2	Evaluate the indications for surgical intervention in severe refractory cases of intestinal dysmotility	K/S	large group teaching	short answer question /MCQ
Small intestine				
SURG32.1	Describe the anatomy and physiology of the small intestine, including its role in digestion, absorption, and immune function	K/S	large group teaching	short answer question /MCQ
SURG32.2	Explain the pathophysiology, clinical presentation, and complications of Crohn's disease, and differentiate it from ulcerative colitis.	K/S	large group teaching	short answer question /MCQ
Small intestine				
SURG33.1	Interpret imaging findings (CT enterography, MRE, capsule endoscopy) in small intestinal pathology	K/S	large group teaching	short answer question /MCQ
SURG33.2	Discuss the causes, diagnosis, and management of small bowel OBGYruction, including conservative vs. surgical treatment	K/S	large group teaching	short answer question /MCQ
Inflammatory bowel disease				

SURG34.1	Describe the surgical indications for Crohn's disease, including bowel resection and stricturoplasty, and their long-term outcome	K/S	large group teaching	short answer question /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
SURG34.2	Compare Crohn's disease and ulcerative colitis in terms of pathology, clinical presentation, and complications.	K/S	large group teaching	short answer question /MCQ
Inflammatory bowel disease				
SURG35.1	. Describe the medical and surgical treatment options for IBD, including indications for colectomy	K/S	large group teaching	short answer question /MCQ
SURG35.2	Discuss the role of minimally invasive surgery in IBD management and postoperative complications	K/S	large group teaching	short answer question /MCQ
Vermiform appendix				
SURG36.1	Describe the pathophysiology, clinical presentation, and differential diagnosis of acute appendicitis, including atypical presentations	K/S	large group teaching	short answer question /MCQ
SURG36.2	Interpret diagnostic modalities for appendicitis, including ultrasound, CT scan, and MRI, and their role in surgical decision-making.	K/S	large group teaching	short answer question /MCQ
Vermiform appendix				
SURG37.1	. Discuss the surgical management of appendicitis, including open versus laparoscopic appendectomy, and complications such as perforation and abscess formation	K/S	large group teaching	short answer question /MCQ
SURG37.2	Describe the management of appendiceal mass and appendiceal abscess, including conservative versus surgical approaches.	K/S	large group teaching	short answer question /MCQ
Vermiform appendix				

SURG38.1	Explain the surgical management of rare appendiceal tumors, such as mucinous neoplasms and carcinoid tumors	K/S	large group teaching	short answer question /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
SURG38.2	Discuss the complications of appendectomy, including stump appendicitis and wound infections.		large group teaching	short answer question /MCQ
Large intestine				
SURG39.1	Describe the gross and microscopic anatomy of the large intestine and its functional role in water absorption and stool formation.	K/S	large group teaching	short answer question /MCQ
SURG39.2	A. Differentiate between diverticulosis and diverticulitis, including risk factors, clinical presentation, and complications B. Health promotion Advocate for colorectal cancer screening starting at age 45 or earlier if family history exists. C. Educate on warning signs like rectal bleeding, change in bowel habits, and unexplained weight loss.	K/S	large group teaching	short answer question /MCQ
Large intestine				
SURG40.1	Explain the management of sigmoid and cecal volvulus, including endoscopic decompression and surgical detorsion or resection.	K/S	large group teaching	short answer question /MCQ
SURG40.2	Discuss the role of colonoscopy in colorectal cancer screening and the management of polyps to prevent malignant transformation	K/S	large group teaching	short answer question /MCQ
Large intestine				
SURG41.1	Discuss the pathogenesis and molecular progression of colorectal cancer, including hereditary syndromes (Lynch syndrome, FAP).	K/S	large group teaching	short answer question /MCQ

SURG41.2	. Interpret imaging findings (CT, colonoscopy, barium enema) for colorectal diseases and discuss their diagnostic value	K/S	large group teaching	short answer question /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Intestinal OBGYruction				
SURG42.1	Differentiate between mechanical and functional intestinal OBGYruction based on etiology, pathophysiology, and clinical presentation.	K/S	large group teaching	short answer question /MCQ
SURG42.2	Discuss the causes of mechanical OBGYruction (e.g., adhesions, hernias, malignancies) and their respective management strategies	K/S	large group teaching	short answer question /MCQ
Intestinal OBGYruction				
SURG43.1	Differentiate between mechanical and functional intestinal OBGYruction based on etiology, pathophysiology, and clinical presentation.	K/S	large group teaching	short answer question /MCQ
SURG43.2	Discuss the causes of mechanical OBGYruction (e.g., adhesions, hernias, malignancies) and their respective management strategies	K/S	large group teaching	short answer question /MCQ
Intestinal OBGYruction				
SURG44.1	Describe the principles of non-operative management, including nasogastric decompression, fluid resuscitation, and electrolyte correction.	K/S	large group teaching	short answer question /MCQ
SURG44.2	Explain the indications for surgical intervention in bowel OBGYruction, including criteria for strangulation	K/S	large group teaching	short answer question /MCQ
Rectum				
SURG45.1	Describe the anatomical and physiological aspects of the rectum and their importance in rectal surgery	K/S	large group teaching	short answer question /MCQ

SURG45.2	Differentiate between benign and malignant rectal conditions, including rectal prolapse and rectal cancer, based on clinical and imaging findings.	K/S	large group teaching	short answer question /MCQ
Rectum				
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
SURG46.1	Discuss surgical approaches to rectal cancer, including low anterior resection, abdominoperineal resection, and sphincter-preserving techniques	K/S	large group teaching	short answer question /MCQ
SURG46.2	A. Describe the management of rectal prolapse, including conservative and surgical treatment options. B. Discuss the surgical and non-surgical management of rectal trauma and its complications.	K/S	large group teaching	short answer question /MCQ
Anus & anal Canal				
SURG47.1	Describe the anatomy of the anal canal and its role in continence, defecation, and common pathological conditions.	K/S	large group teaching	short answer question /MCQ
SURG47.2	. Interpret proctoscopy and endoanal ultrasound findings in anal disorders	K/S	large group teaching	short answer question /MCQ
Anus & anal Canal				
SURG48.1	Differentiate between internal and external hemorrhoids based on clinical features, grading, and management options (medical, procedural, surgical	K/S	large group teaching	short answer question /MCQ
SURG48.2	Explain the pathophysiology, symptoms, and treatment of anal fissures, including conservative and surgical approaches (lateral internal sphincterotomy)	K/S	large group teaching	short answer question /MCQ
Anus & anal Canal				

SURG49.1	discuss the etiology and surgical management of perianal abscess and fistula-in-ano using Goodsall's rule.	K/S	large group teaching	short answer question /MCQ
SURG49.2	. Explain the risk factors, clinical presentation, and management of anal carcinoma, including the role of chemoradiotherapy	K/S	large group teaching	short answer question /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Lower G I T Bleeding				
SURG50.1	A. Identify the common causes of lower GI bleeding, including diverticular disease, ischemic colitis, and colorectal cancer. B. Describe the diagnostic approach to lower GI bleeding, including colonoscopy, angiography, and radionuclide scannin	K/S	large group teaching	short answer question /MCQ
SURG50.2	Discuss the treatment options, including endoscopic, pharmacologic, and surgical interventions for severe lower GI bleeding.	K/S	large group teaching	short answer question /MCQ
Neck: cysts, tumors & LAP				
SURG51.1	Neck: Cysts, Tumors & Lymphadenopathy . Differentiate between congenital, inflammatory, and neoplastic neck masses based on clinical and imaging findings.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG51.1	. Explain the role of fine-needle aspiration cytology (FNAC), ultrasound, and CT/MRI in the diagnosis of neck masses	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Neck: cysts, tumors & LAP				
SURG52.1	Discuss the surgical management of common neck masses, including branchial cleft cysts, thyroglossal duct cysts, and metastatic lymphadenopathy	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ

SURG52.1	Discuss the complications of untreated congenital neck cysts, including infection, fistula formation, and malignant transformation Explain the differential diagnosis of midline and lateral neck masses, including lymphoma and metastatic lymphadenopathy	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Salivary glands, oral cavity & tongue				
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
SURG53.1	Describe the anatomy and function of the salivary glands and oral cavity and their relevance to surgical diseases.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG53.2	Differentiate between benign and malignant salivary gland tumors and their respective surgical management	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Salivary glands, oral cavity & tongue				
SURG54.1	Discuss the surgical approach to oral cavity cancers, including resection, reconstruction, and postoperative rehabilitation.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG54.2	A. Explain the pathophysiology, clinical presentation, and management of salivary gland infections (sialadenitis) and sialolithiasis. B. Differentiate between benign and malignant (mucoepidermoid carcinoma, adenoid cystic carcinoma) salivary gland tumors.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Thyroid & parathyroid glands & Other endocrine disorders				
SURG55.1	Describe the anatomy, physiology, and embryology of the thyroid gland and its relevance to surgical disease. Explain the clinical presentation, diagnosis, and classification of thyroid nodules, including the Bethesda system for fine-needle aspiration cytology (FNAC).	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ

SURG55.2	Discuss the management of benign thyroid disorders, including multinodular goiter and Graves' disease, with an emphasis on surgical indications	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Thyroid & parathyroid glands & Other endocrine disorders				
SURG56.1	Explain the different types of thyroid cancer (papillary, follicular, medullary, anaplastic) and their respective	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	surgical and adjuvant treatment strategies.			
SURG56.2	Describe the surgical techniques for total thyroidectomy, hemithyroidectomy, and central neck dissection	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Thyroid & parathyroid glands & Other endocrine disorders				
SURG57.1	A. Discuss the complications of thyroid surgery, including recurrent laryngeal nerve injury, hypocalcemia, and thyroid storm B. Health promotion C. Encourage iodized salt intake to prevent iodine deficiency goiter. D. Raise awareness of neck swelling, hoarseness, and unexplained fatigue as early symptoms. E. Promote routine thyroid function testing in populations with autoimmune disease or family history. F. Discourage unnecessary exposure to ionizing radiation in children and adolescents.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG57.2	Interpret imaging (ultrasound, CT) and biochemical tests (TSH, free T4, calcitonin) used in thyroid disease evaluation.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Thyroid & parathyroid glands & Other endocrine disorders				

SURG58.1	Formulate a perioperative management plan for a patient undergoing thyroidectomy, including airway considerations and calcium monitoring.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG58.2	Explain the clinical presentation, diagnosis, and classification of thyroid nodules, including the Bethesda system for fine-needle aspiration cytology (FNAC).	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Breast				
SURG59.1	Discuss the molecular classification of breast cancer and its implications for targeted therapy.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
SURG59.2	. Explain the principles of breast-conserving surgery and mastectomy, including indications and contraindications	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Breast				
SURG60.1	Describe the role of sentinel lymph node biopsy and axillary lymph node dissection in breast cancer staging.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG60.2	Discuss the management of gynecomastia, including medical and surgical options	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Breast				
SURG61.1	Outline the reconstructive options following mastectomy, including implant-based and autologous reconstruction	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG62.2	Interpret mammography, ultrasound, and MRI findings in breast pathology	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Preoperative care including the high-risk surgical patient				
SURG63.1	Describe the principles of preoperative assessment, including risk stratification and optimization strategies	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ

SURG63.2	Discuss perioperative risk reduction in high-risk surgical patients, including those with cardiovascular, respiratory, and metabolic comorbidities	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Day case surgery				
SURG64.1	Discuss potential complications and post-discharge care in day-case surgical patients.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG64.2	Identify the criteria for patient selection in day-case surgery and the benefits over inpatient surgery. . Describe anesthesia and analgesia considerations in day-case surgery	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Postoperative care including perioperative optimization				
SURG65.1	Describe the principles of postoperative monitoring, pain management, and early mobilization	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG65.2	Discuss strategies for managing common postoperative complications, including infections, DVT, and ileus. Explain the role of nutrition and rehabilitation in postoperative recovery	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Diagnostic imaging				
SURG66.1	Describe the indications and limitations of key imaging modalities in surgical practice, including ultrasound, CT, MRI, and PET scans	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG66.2	Interpret common radiological findings relevant to surgical conditions. . Discuss the role of interventional radiology in minimally invasive surgical management.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Basic surgical skill				
SURG67.1	Describe principles of hemostasis, tissue handling, and wound closure. Discuss the prevention and management of surgical site infections	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ

SURG67.2	Demonstrate fundamental surgical techniques, including asepsis, suturing, and instrument handling.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Principles of minimal access surgery				
SURG68.1	Explain the advantages and limitations of laparoscopic and robotic surgery . Discuss the principles of insufflation, trocar placement, and ergonomic considerations in minimally invasive surgery	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG68.2	. Describe common laparoscopic procedures and their complications	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Bariatric and metabolic surgery				
SURG69.1	Describe the indications, contraindications, and patient selection for bariatric surgery. . Compare different bariatric procedures, including gastric bypass and sleeve gastrectomy.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG69.2	Discuss the long-term complications and metabolic effects of bariatric surgery.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Surgical audit & research				
SURG70.1	Explain the principles of surgical audit and evidence-based practice. Describe the key steps in designing and conducting clinical research in surgery.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG70.2	Discuss the importance of outcome measurement and quality improvement in surgical practice	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Ethics and law in surgical practice				
SURG71.1	Describe the ethical principles governing surgical practice, including consent and autonomy	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ

SURG71.2	Discuss legal aspects related to medical negligence, malpractice, and surgical documentation. Explain the ethical dilemmas in end-of-life surgical care and decision-making.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Human factors, pat. Safety, quality improvement				
SURG72.1	Discuss strategies to improve surgical outcomes through teamwork and communication. Describe quality improvement initiatives and protocols in surgical practice	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
SURG72.2	Explain the role of human factors in surgical errors and patient safety	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Global health surgery				
SURG73.1	Discuss the burden of surgical diseases in low-resource settings and global surgical disparities. Describe strategies for improving surgical care in underserved populations.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG73.2	Explain the role of international collaborations in strengthening surgical capacity worldwide.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Urinary symptoms, signs & investigations				

SURG74.1	a) Differentiate common urinary symptoms such as dysuria, frequency, urgency, hematuria, nocturia, and incontinence, and correlate them with underlying urologic conditions like (UTIs), (BPH), urolithiasis, and bladder tumors. b) Explain the pathophysiological mechanisms leading to irritative and OBGYructive urinary symptoms, including the roles of detrusor overactivity, bladder outlet OBGYruction, and neurogenic dysfunction. c) Conduct a comprehensive history and physical examination focusing on urinary symptoms, including assessment of fluid intake/output, voiding patterns, and digital rectal examination for prostate evaluation.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG74.2	A. Interpret laboratory investigations such as urinalysis, urine culture, serum creatinine, and prostate-specific antigen (PSA) levels in the context of diagnosing urinary tract pathologies.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	B. Utilize imaging modalities like ultrasound, computed tomography (CT) urography, and magnetic resonance imaging (MRI) appropriately to evaluate structural abnormalities of the urinary tract. C. Recognize 'red flag' symptoms that may indicate malignancy and necessitate prompt further investigation.			
Urothelial tumors (renal pelvis, ureter & bladder)				

SURG75.1	A. Describe the epidemiology and risk factors for urothelial tumors, including smoking, occupational exposures, and chronic inflammation. B. Explain the pathogenesis of urothelial carcinoma, focusing on genetic mutations and the role of environmental carcinogens. C. Identify clinical presentations of upper and lower urinary tract urothelial tumors, such as painless hematuria and flank pain.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG75.2	A. Outline the diagnostic workup, including urine cytology, cystoscopy, and imaging studies like CT urography, for detecting urothelial tumors. B. Discuss the staging and grading systems for urothelial carcinoma and their implications for prognosis and treatment planning. C. Review treatment modalities for non-muscle-invasive and muscle-invasive bladder cancer, including transurethral resection, intravesical therapy, radical cystectomy, and systemic chemotherapy.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Renal parenchymal tumors				
SURG76.1	A. Classify renal parenchymal tumors, differentiating between benign entities (e.g., oncocytoma)	K/S	LARGE GROUP TEACHING	SHORT ANSWER
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods

	and malignant tumors (e.g., renal cell carcinoma). B. Discuss the genetic and molecular pathogenesis of renal cell carcinoma, including the role of von Hippel-Lindau gene mutations. C. Recognize typical clinical manifestations of renal tumors, such as hematuria, flank pain, and palpable mass, and the prevalence of incidental findings on imaging.			QUESTION /MCQ
SURG76.2	A. Evaluate the role of imaging modalities like ultrasound, CT, and MRI in characterizing renal masses and guiding biopsy decisions. B. Explain the TNM staging system for renal cell carcinoma and its prognostic significance.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Urolithiasis part 1				
SURG77.1	a) Describe the epidemiology and risk factors for urinary stone disease, including dietary habits, fluid intake, and metabolic disorders. b) Explain the pathophysiology of stone formation, focusing on supersaturation, crystallization, and the role of inhibitors and promoters in urine.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG77.2	c) Describe the epidemiology and risk factors for urinary stone disease, including dietary habits, fluid intake, and metabolic disorders. d) Explain the pathophysiology of stone formation, focusing on supersaturation, crystallization, and the role of inhibitors and promoters in urine.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods

Urolithiasis part 2				
SURG78.1	A. Review surgical treatment options for urinary stones, including extracorporeal shock wave lithotripsy (ESWL), ureteroscopy with laser lithotripsy, and percutaneous nephrolithotomy (PCNL), and their indications based on stone characteristics. B. Discuss the complications associated with stone surgeries, such as bleeding, infection, and ureteral injury, and strategies to minimize these risks.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG78.2	A. Explain the metabolic evaluation of recurrent stone formers, including 24-hour urine analysis and specific tests for underlying disorders like hyperparathyroidism. B. Develop dietary and pharmacological prevention strategies tailored to the type of stone, such as calcium supplementation for oxalate stones or alkalinization for uric acid stones. C. Describe the role of citrate therapy in preventing stone recurrence and the mechanisms by which it inhibits stone formation.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods

Incontinence & neurogenic bladder				
SURG79.1	A. Differentiate between types of urinary incontinence, including stress, urge, overflow, functional, and mixed incontinence, based on pathophysiology and clinical presentation. B. Explain the neurological control of micturition and how lesions at different levels of the nervous system can lead to neurogenic bladder dysfunction.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG79.2	A. Conduct a focused history and physical examination to evaluate incontinence, including assessment of pelvic floor strength and neurological status. B. Utilize diagnostic tools such as bladder diaries, pad tests, and urodynamic studies to characterize incontinence and guide management.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Disorders of the kidneys (congenital & acquired)				
SURG80.1	A. Identify congenital renal anomalies, such as horseshoe kidney, renal agenesis, ectopic kidney, and polycystic kidney disease, and explain their embryological origins. B. Describe acquired renal disorders, including diabetic nephropathy, hypertensive nephrosclerosis, and glomerulonephritis, focusing on pathophysiology. C. Explain clinical presentations of congenital renal anomalies (e.g., urinary tract infections, abdominal mass) and acquired diseases (e.g., proteinuria, hypertension).	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG80.2	A. Interpret relevant investigations, including renal ultrasound, voiding cystourethrogram (VCUG), and	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods

	renal function tests in patients with suspected renal disorders. B. Review the management of autosomal dominant polycystic kidney disease (ADPKD), including blood pressure control, pain management, and treatment of cyst infections			
Vesicoureteral reflux disease				
SURG81.1	A. Define vesicoureteral reflux (VUR) and describe its primary (congenital) and secondary (acquired) forms. B. Explain the pathophysiology of VUR, particularly how it leads to recurrent UTIs and renal scarring in children. C. Describe the clinical presentation, including febrile UTIs in infants/children, failure to thrive, and hypertension.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG81.2	A. Interpret imaging studies such as VCUG and DMSA scan in the diagnosis and assessment of renal damage from VUR. B. Classify VUR into five grades, and correlate each grade with risk of renal damage and treatment strategy. C. Review conservative management, including continuous antibiotic prophylaxis (CAP) and monitoring for spontaneous resolution.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Disorders of the ureters(congenital & acquired)				
SURG82.1	A. Identify congenital ureteral anomalies, such as duplicated ureters, ureterocele, and ectopic ureters, and describe their developmental basis.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods

	B. Explain acquired disorders, including ureteral strictures, trauma, and iatrogenic injuries (e.g., post-gynecologic surgery).			
SURG82.2	A. Recognize symptoms of ureteral OBGYruction, such as flank pain, recurrent UTIs, and hydronephrosis. B. Utilize appropriate imaging, including ultrasound, intravenous pyelogram (IVP), and CT urography, to assess ureteral abnormalities.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Disorders of the urinary bladder (congenital & acquired)				
SURG83.1	A. List common congenital anomalies, including bladder exstrophy, epispadias, and posterior urethral valves (PUV), and their embryological origin. B. Describe acquired bladder conditions, such as cystitis (bacterial and interstitial), neurogenic bladder, and bladder diverticula. C. Explain pathophysiology of urinary retention, detrusor overactivity, and bladder compliance disorders.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG83.2	A. Recognize presenting features, including voiding dysfunction, recurrent UTIs, and lower abdominal pain. B. Interpret diagnostic studies, including cystoscopy, urodynamics, and bladder ultrasound, for structural and functional assessment. C. Discuss medical treatment of interstitial cystitis and overactive	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods

	bladder, including antimuscarinics and bladder instillations. D. Review surgical options, including bladder augmentation and valve ablation for PUV. E. Emphasize long-term complications, such as vesicoureteral reflux and renal failure in untreated bladder dysfunction.			
Disorder of the urethra & penis (congenital & acquired				
SURG84.1	A. Describe common congenital anomalies such as hypospadias, epispadias, chordee, and meatal stenosis, including embryological development. B. Discuss acquired urethral disorders, including strictures, trauma, and infections (e.g., gonococcal urethritis). C. Explain the clinical presentation of urethral pathology—dysuria, weak urinary stream, penile curvature, and OBGYructive symptoms. D. Outline diagnostic tools, including retrograde urethrogram (RUG), cystoscopy, and uroflowmetry.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG84.2	A. Review management of hypospadias, including surgical correction timing and techniques. B. Describe treatment of urethral stricture, such as dilation, urethrotomy, or urethroplasty.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Trauma to genitourinary tract part 1(upper tract injury				
SURG85.1	A. Classify renal trauma into blunt and penetrating injuries and describe the grading (AAST classification). B. Explain mechanisms of upper urinary tract trauma, especially in	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods

	blunt abdominal trauma and high-velocity injuries. C. Recognize clinical signs of renal trauma: hematuria, flank ecchymosis, and hypotension.			
SURG85.2	A. Interpret imaging studies, especially CT with contrast, for renal and ureteric injuries. B. Discuss conservative vs surgical management based on injury grade (I–V), hemodynamic stability, and associated injuries.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Trauma to genitourinary tract part 2(lower tract injury				
SURG86.1	A. Identify mechanisms of bladder and urethral trauma, especially pelvic fractures and straddle injuries. B. Differentiate between intraperitoneal and extraperitoneal bladder rupture based on mechanism and imaging findings. C. Explain signs of urethral injury, including blood at the meatus, inability to void, and high-riding prostate.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG86.2	A. Use diagnostic tools like retrograde urethrogram (RUG) and cystography for assessment. B. Discuss immediate management, including catheterization techniques and when to avoid urethral catheterization	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Disorders of the adrenal gland				
SURG87.1	A. Describe adrenal anatomy and hormone production, including cortisol, aldosterone, and catecholamines. B. Explain pathophysiology and clinical features of adrenal disorders like Cushing's syndrome, Conn's syndrome, and pheochromocytoma.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods

SURG87.2	A. Recognize diagnostic clues—hypertension, hypokalemia, hirsutism, or episodic headaches. B. Order appropriate tests, including 24-hour urine cortisol, dexamethasone suppression test, renin-aldosterone ratio, and plasma metanephrines. C. Interpret adrenal imaging, including CT/MRI for adenoma, carcinoma, or pheochromocytoma.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Acute kidney injury & OBGYructive uropathy				
SURG88.1	A. Describe adrenal anatomy and hormone production, including cortisol, aldosterone, and catecholamines. B. Explain pathophysiology and clinical features of adrenal disorders like Cushing's syndrome, Conn's syndrome, and pheochromocytoma.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG88.2	A. Recognize diagnostic clues—hypertension, hypokalemia, hirsutism, or episodic headaches. B. Order appropriate tests, including 24-hour urine cortisol, dexamethasone suppression test, renin-aldosterone ratio, and plasma metanephrines.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Chronic kidney disease & Renal transplantation				
SURG89.1	A. Define CKD stages based on GFR and albuminuria, and outline common causes (e.g., diabetes, hypertension, glomerulonephritis). B. Describe clinical manifestations, including anemia, acidosis, bone disease, and uremic symptoms. C. Interpret investigations, such as eGFR, serum creatinine, and renal ultrasound in CKD workup.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods

SURG89.2	A. Explain medical management, including BP control, glycemic control, ACE inhibitors/ARBs, and phosphate binders. B. Describe indications and contraindications for renal transplantation and criteria for donor selection.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Infertility & erectile dysfunction				
SURG90.1	A. Define male infertility, including pre-testicular, testicular, and post-testicular causes. B. Review common causes of erectile dysfunction (ED)—vascular, neurogenic, psychogenic, and hormonal. C. Describe clinical evaluation, including sexual history, physical exam, and hormonal profile.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG90.2	A. Interpret semen analysis, and discuss abnormal findings (oligospermia, asthenospermia, azoospermia). B. Discuss treatment of infertility, including varicocelectomy, hormonal therapy, and assisted reproductive techniques (IVF/ICSI).	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Neoplasm of prostate gland(benign & malignant				
SURG91.1	A. Differentiate BPH and prostate cancer based on clinical, lab, and imaging findings. B. Describe pathophysiology of BPH (hormonal effects on prostatic stroma) and prostate cancer (androgen-dependent adenocarcinoma).	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG91.2	A. Explain symptoms, such as LUTS in BPH and asymptomatic rise in PSA in early prostate cancer.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods

	B. Interpret investigations, including PSA, DRE, transrectal ultrasound, and prostate biopsy. C. Discuss BPH treatment, including alpha-blockers, 5-alpha reductase inhibitors, and TURP. Health promotion Promote annual prostate exams and PSA testing for men aged 50+, or 40+ with risk factors (e.g., African ancestry, family history). • Encourage regular physical activity and a healthy diet low in saturated fat. • Educate on urinary symptoms (frequency, urgency, weak stream) and encourage early medical consultation. • Discourage smoking, as it's associated with aggressive prostate cancer.			
Disorders of scrotum(acute scrotal conditions)				
SURG92.1	A. Recognize acute scrotal emergencies, such as testicular torsion, epididymo-orchitis, and torsion of appendix testis. B. Describe clinical features—onset, pain pattern, swelling, and Prehn's sign.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG92.2	A. Use Doppler ultrasound to differentiate torsion (absent flow) from infection (increased flow). B. Discuss urgent management of torsion, including surgical exploration and bilateral orchiopexy.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Disorders of scrotum(chronic scrotal conditions)				
SURG93.1	A. Describe common chronic scrotal conditions, such as hydrocele, varicocele, spermatocele, and chronic epididymitis. B. Explain pathophysiology of hydrocele (imbalance in fluid	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods

	production/absorption) and varicocele (venous reflux).			
SURG93.2	A. Recognize physical findings, such as transillumination (hydrocele), "bag of worms" (varicocele). B. Use scrotal ultrasound for confirmation and evaluation of testicular size and blood flow. C. Discuss treatment options, including hydrocelectomy, varicocelectomy, or conservative management.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Neoplasms of the genital tract(testis, penis & seminal vesicle)				
SURG94.1	A. Classify testicular tumors (seminomas vs non-seminomatous germ cell tumors) and describe their age-related incidence and risk factors (e.g., cryptorchidism). B. Recognize clinical features of testicular cancer—painless scrotal mass, gynecomastia, and signs of metastasis.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG94.2	A. . Interpret investigations, including scrotal ultrasound and tumor markers (AFP, β-hCG, LDH). B. Describe staging workup, including CT of abdomen/pelvis and chest imaging.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Non-specific infections of the genitourinary tract				
SURG95.1	A. List common non-specific infections, including cystitis, prostatitis, pyelonephritis, and epididymitis, with their causative organisms. B. Explain pathophysiology, such as ascending bacterial infection and anatomical predisposition (e.g.,	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods

	vesicoureteral reflux in pyelonephritis). Health promotion Promote good personal hygiene and urination after intercourse in women to reduce UTI risk. Encourage adequate hydration and regular voiding. Discourage unnecessary use of antibiotics to prevent resistance			
SURG95.2	A. Describe symptoms, such as dysuria, urgency, frequency, flank pain, fever, and suprapubic discomfort. B. Interpret diagnostic tests, including urinalysis, urine culture, CBC, and imaging (ultrasound, CT) for complicated infections	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
Specific infections of the genitourinary tract				
SURG96.1	A. Recognize specific infections, including tuberculosis, schistosomiasis, fungal infections, and sexually transmitted infections (e.g., gonorrhea, chlamydia). B. Describe genitourinary tuberculosis, including chronic sterile pyuria, calcified kidneys, and contracted bladder.	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ
SURG96.2	A. Order appropriate investigations, such as urine AFB cultures, PCR, imaging (IVU, CT), and cystoscopy in suspected TB. B. Outline antituberculous therapy, and recognize when surgical intervention is needed (e.g., nephrectomy or reconstructive bladder surgery).	K/S	LARGE GROUP TEACHING	SHORT ANSWER QUESTION /MCQ

Practical

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
History Taking				
SURG1.1	1. Demonstrate effective communication skills: Conduct a thorough and organized patient interview, gathering relevant medical, surgical, and social histories	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA
SURG1.2	. Identify red flags and relevant symptoms: Recognize and document critical symptoms, such as pain, bleeding, or difficulty breathing, and understand their implications for surgical management.	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA
General Physical Examination & Vital Signs				
SURG2.1	. Perform a comprehensive physical examination: Systematically assess the patient's overall health, including vital signs, body mass index (BMI), and general appearance.	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA
SURG2.2	. Interpret vital signs and their implications: Understand the significance of abnormal vital signs, such as tachycardia, hypertension, or hypoxia, and their potential impact on surgical decisions.	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA
Head and neck examination and carinal nerve				
SURG3.1	. Identify normal and abnormal head and neck anatomy: Recognize and document normal anatomical structures, as well as any abnormalities, such as masses, selling, or cranial nerve deficits	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA
SURG3.2	Assess head and neck function Evaluate the patient's ability to swallow, speak, and move their head and neck, identifying any limitations or deficits.	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Chest examination				
SURG4.1	Perform a thorough chest examination: Systematically assess the chest, including inspection, palpation, percussion, and auscultation	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA
SURG4.2	Identify respiratory abnormalities: Recognize and document signs of respiratory distress, such as wheezing, coughing, or decreased breath sounds.	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA
Abdominal examination				
SURG5.1	Conduct a comprehensive abdominal examination: Systematically assess the abdomen, including inspection, palpation, percussion, and auscultation.	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA
SURG5.2	perform a genitalia and rectal examination: Conduct a thorough examination of the genitalia and rectum, identifying any abnormalities, such as masses, tenderness, or bleeding.	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA
Hernias & Extremities examination				
SURG6.1	Identify and classify hernias: Recognize and document different types of hernias, such as inguinal, umbilical, or incisional hernias.	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA
SURG6.2	Assess extremity function and identify abnormalities: Evaluate the patient's ability to move their extremities, identifying any limitations or deficits, such as weakness, numbness, or tingling	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA
Lumps, Ulcers, Abscesses				
SURG7.1	Identify and characterize lumps, ulcers, and abscesses: Recognize and document the location, size, shape, and characteristics of lumps, ulcers, and abscesses.	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA
SURG7.2	. Assess the severity and potential complications: Evaluate the severity of the condition and potential complications, such as	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	infection, bleeding, or malignancy.			
Thyroid Gland examination				
SURG8.1	Perform a thorough thyroid examination: Systematically assess the thyroid gland, including inspection, palpation, and auscultation	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA
SURG8.2	. Identify thyroid abnormalities: Recognize and document signs of thyroid dysfunction, such as goiter, nodules, or tenderness.	K/S/A/C	LARGE GROUP TEACHING SMALL GROUP BEDSIDE TEACHING	OSCE CIVA
Breast & Axilla examination				
SURG9.1	Conduct a comprehensive breast examination: Systematically assess the breasts, including inspection, palpation, and axillary node examination.	K/S/A/C	LARGE GROUP TEACHING	OSCE CIVA
SURG9.2	Identify breast abnormalities: Recognize and document signs of breast disease, such as masses, tenderness, or nipple discharge.	K/S/A/C	LARGE GROUP TEACHING	OSCE CIVA

Public health and family medicine

Fourth Grade

Academic Program Description

This academic program description provides a concise summary of the program's key features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the opportunities available. It is accompanied by a description of each course within the program.

1. Educational Institution	University of AL-Ameed
2. Scientific Department/Center	College of Medicine/ Department of Public Health and Family Medicine
3. Name of academic or professional program	Modified Traditional Curriculum
4. Name of the final certificate	M.B.Ch.B
5. Academic System: Annual / Courses / Other	Annual
6.Accredited Certification Program	Iraqi National Guideline on Standards for Established and Accrediting Medical School
7.Other external influences	• Availability of relevant scientific research in the field of specialization • Access to global electronic networks • Access to traditional and digital libraries • Teaching aids such as data show and PowerPoint presentations • Availability of equipped classrooms • Use of free online communication platforms (e.g., Free Conference Call)
8. Description preparation date	15/9/2024

9- Objectives of the academic program:

- **To enable fourth-year medical students to apply** foundational public health knowledge and principles to understand and analyze prevalent health issues to participate in basic public health interventions under supervision.
- **Describe the epidemiology and determinants of major public health problems** in Iraq, including infectious diseases (e.g., tuberculosis, hepatitis), non-communicable diseases (e.g., cardiovascular diseases, diabetes), and environmental health risks specific to the region.
- **Explain the principles and application of disease surveillance systems**, including reporting mechanisms and the role of healthcare professionals in data collection.
- **Explain the principles of health promotion and disease prevention strategies** relevant to the Iraqi context, including culturally appropriate interventions for specific populations.
- **Describe the spectrum of common acute and chronic conditions** encountered in family practice, including their typical presentation, natural history, and basic management principles**.**
- **Understand the principles of communication skills** necessary for building rapport and trust with patients and their families in the cultural context, showing empathy and cultural sensitivity.

10. The most reliable resources for program information are:

- Michael Harris GT. Medical Statistic Made Easy: Taylor & Francis e-Library; 2004.
- Alfred F. Tallia. Swanson's Family Medicine Review a Problem-Oriented Approach. 9th ed2022.
- Kjellström. Basic Epidemiology. second edition ed: WHO .3;2006 R. Bonita RB, T.
- Gordis L. Epidemiology. Fifth Edition ed: Saunders, an imprint of Elsevier Inc; 2014.
- Mulley AHGAG. Primary Care Medicine Office Evaluation and Management. 4th ed2000.
- Charles Faselis. USM LE Step 1 • Behavioral Science. 2013.
- Adetokunbo O. Lucas HMG. Short Textbook of Public Health Medicine for The Tropics. 4th ed2003.
- Heymann DL. Control of Communicable Diseases Manual2004.
- Truswell JMAS. Essentials of Human Nutrition. 2nd ed2002.
- Maxcy-Rosenau-Last W. Public Health and Preventive Medicine. 15th ed2008.

Public health and family medicine \ Grade 4

Code: PHFM 403 7 Credits

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
1.Concept of health and disease				
PHFM1.1	Define health, recognizing its multidimensional nature (physical, mental, and social well-being, and potentially spiritual and emotional aspects).	K	Large group lecture	comprising multiple choice questions,
PHFM1.2	Describe the natural history of disease, including its various stages (susceptibility, subclinical, clinical, and recovery/disability/death).	K	Large group lecture	comprising multiple choice questions,
2.Introduction to epidemiology				
PHFM2.1	Define epidemiology and its core components, and explain the scope of epidemiology and its focus on population health.	K	Large group lecture	comprising multiple choice questions,
PHFM2.2	Discuss the various uses of epidemiology in improving health and understanding disease.	K	Large group lecture	comprising multiple choice questions,
3.Epidemiological data				
PHFM3.1	Identify and describe different types of epidemiologic data used in studies, such as demographic data, vital statistics data, health status data, behavioral risk data, socioeconomic and business statistics, health economic data, health resources data, utilization data, clinical data, laboratory findings, radiological data, and data collected for other purposes.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM3.2	Explain the sources of data for epidemiologic description, including routinely kept records, epidemiological household surveys, surveillance, records of census bureau's and health ministries, results of experimental studies or research projects, and other sources like pre-employment physical examinations, health and absenteeism records, military records, health records of insurance firms, and statistics of international organizations.	K	Large group lecture	comprising multiple choice questions
4.Epidemiological Measurements				
PHFM4.1	Define epidemiological measurements and their use in describing populations, and explain the concepts of ratio, proportion, and rate, providing examples of each	K	Large group lecture	comprising multiple choice questions,
PHFM4.2	Discuss mortality measures, including crude mortality rate, specific rates/ratios, case-fatality rate, proportionate mortality, and proportionate mortality ratio (PMR).	K	Large group lecture	comprising multiple choice questions,
5.Indices for describing populations				
PHFM5.1	Explain the importance of measuring a population group's level of living.	K	Large group lecture	comprising multiple choice questions,
PHFM5.2	Describe demographic measurements and their use in community diagnosis, including crude rates (annual crude birth rate, annual crude death rate, annual rate of natural increase, and life expectancy at birth) and some specific rates (fertility rate, maternal mortality ratio, maternal mortality rate, stillbirth rate, and perinatal mortality rate).	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
6.Descriptive Epidemiology				
PHFM6.1	Differentiate between descriptive and analytic epidemiology.	K	Large group lecture	comprising multiple choice questions,
PHFM6.2	Describe the purpose of descriptive epidemiology in examining health-related events.	K	Large group lecture	comprising multiple choice questions,
7.Descriptive Epidemiology2				
PHFM7.1	Explain the purpose of descriptive epidemiology in examining health-related events.	K	Large group lecture	comprising multiple choice questions,
PHFM7.2	Describe the significance of "place" in epidemiological studies, and describe the significance of "time" in epidemiological studies.	K	Large group lecture	comprising multiple choice questions,
8.Descriptive studies				
PHFM8.1	Distinguish between observational and experimental epidemiological studies, and explain the role and purpose of descriptive studies in epidemiology.	K	Large group lecture	comprising multiple choice questions,
PHFM8.2	Identify and describe different types of descriptive studies: a. Case report .Case series b.Ecological (correlational) studies .Cross-sectional studies	K	Large group lecture	comprising multiple choice questions,
9.Analytic studies				
PHMF9.1	Explain the purpose of analytic studies in epidemiology, and distinguish between cohort and case-control study designs.	K	Large group lecture	comprising multiple choice questions,
PHFM9.2	Describe the characteristics, advantages, and disadvantages of cohort studies, and explain the differences in subject selection and analysis between cohort and case-control studies	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
10.Measures of risk and association				
PHFM10.1	Define risk and association in the context of epidemiology, explain the concept of absolute risk and its limitations, define attributable risk and its role in public health.	K	Large group lecture	comprising multiple choice questions,
PHFM10.2	Define relative risk and its use in comparing disease risk between exposed and non-exposed groups, define odds ratio and its application in quantifying the relationship between exposure and outcome.	K	Large group lecture	comprising multiple choice questions,
11.Epidemiological studies (Interventional Studies)				
PHFM11.1	Define interventional studies and explain how they differ from observational studies, and describe the key components of an experimental study design.	K	Large group lecture	comprising multiple choice questions,
PHFM11.2	a. Explain how bias and confounding are addressed in interventional studies. b. Describe the different types of interventional studies, focusing on clinical trials.	K	Large group lecture	comprising multiple choice questions,
12.Screening				
PHFM12.1	a. Define screening and differentiate it from other levels of prevention. b. Describe the types of screening programs, including mass screening, selective screening, and opportunistic screening.	K	Large group lecture	comprising multiple choice questions,
PHFM12.2	a. Explain the criteria for establishing a screening program, considering the characteristics of the disease, the screening test, and the intervention. b. Evaluate the feasibility and effectiveness of screening	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
	programs, including cost-effectiveness and yield.			
13.Association and Causation				
PHFM13.1	Define and differentiate between association and causation in epidemiological studies, describe the types of causal associations, including direct, indirect, and configurational.	K	Large group lecture	comprising multiple choice questions,
PHFM13.2	a. Explain the concept of necessary and sufficient causes, and component causes using Rothman's causal pies. b. Identify and explain different types of non-causal associations, including chance, bias (selection error, selective recall, false labeling), and confounding.	K	Large group lecture	comprising multiple choice questions,
14.Concept and Planning of health Services				
PHFM14.1	a. Define medical care as the services provided by health professionals for the benefit of patients, including management and treatment. b. Identify and describe the five major components of health services: curative, preventive, special services, social welfare, and health education.	K	Large group lecture	comprising multiple choice questions,
PHFM14.2	a. Describe the components of preventive health services, such as personal protection, environmental sanitation b. Describe health education as providing essential information to people to change behaviors that affect their health.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
15.Epidemiology of Cardiovascular Disease				
PHFM15.1	a. Define Cardiovascular Diseases (CVDs): Understand that CVDs are a group of disorders affecting the heart and blood vessels. b. Identify different types of CVDs, including coronary heart disease, cerebrovascular disease, peripheral arterial disease, rheumatic heart disease, congenital heart disease, and deep vein thrombosis/pulmonary embolism.	K	Large group lecture	comprising multiple choice questions,
PHFM15.2	a. Identify Key Risk Factors for CVD: Differentiate between modifiable (e.g., tobacco use, unhealthy diet, physical inactivity) and non-modifiable (e.g., age, family history, gender) risk factors. b. Utilize primary prevention through health promotion and lifestyle modifications (e.g., tobacco cessation, healthy diet, physical activity).	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
16.Epidemiology of Diabetes Mellitus				
PHFM16.1	a. Define Diabetes Mellitus (DM) and describe its main characteristics, including elevated blood glucose levels and long-term damage to various organs. b. Differentiate between Type 1 and Type 2 Diabetes, including their causes, typical onset age, and the role of insulin c. Identify the symptoms of Type 1 Diabetes, understand the global prevalence and trends of Type 2 Diabetes, including the factors contributing to its rise.	K	Large group lecture	comprising multiple choice questions,
PHFM16.2	a. Analyze the factors responsible for the increasing prevalence of diabetes, such as aging, urbanization, sedentary lifestyles, and dietary patterns, describe the complications of diabetes, both microvascular and macrovascular, and their impact on various organs and systems, b. Explain the principles of diabetes prevention and health promotion, including lifestyle modifications and public health strategies.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
17.Epidemiology of Cancer				
PHFM17.1	a. Define cancer and related terms. Describe the global burden of cancer, including incidence and mortality rates, and the variation in cancer types across countries. b. Explain the causes of cancer, focusing on the interaction between genetic factors and external agents like physical, chemical, and biological carcinogens.	K	Large group lecture	comprising multiple choice questions,
PHFM17.2	a. Identify and describe the risk factors for cancer, including behavioral, environmental, and personal factors b. Detail the occupational and environmental carcinogens and their relationship to cancer. c. Explain the different types of radiation (ionizing and non-ionizing) and their carcinogenic effects.	K	Large group lecture	comprising multiple choice questions,
PHFM17.3	a. Describe the socioeconomic factors associated with cancer risk. b. Explain the principles of cancer prevention, including primary, secondary, and tertiary prevention strategies.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
18.Epideiology of Accidents				
PHFM18.1	a. Identify the main types of accidents, including road traffic accidents, workplace accidents, home accidents, drowning, and sports and recreational accidents. b. Describe the individual risk factors for accidents, categorizing them into demographic factors (age, gender), behavioral factors (risky behaviors, substance use, fatigue), and health conditions (chronic diseases, mental health issues).	K	Large group lecture	comprising multiple choice questions,
PHFM18.2	a. Identify specific risk factors associated with different types of accidents, such as road traffic accidents, falls, drowning, burns, and workplace accidents. b. Describe the strategies for accident prevention, differentiating between primary, secondary, and tertiary prevention.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
19.Investigations of Epidemics				
PHFM19.1	a. Define key epidemiological terms related to disease frequency, including sporadic, endemic, hyperendemic, epidemic, outbreak, cluster, and pandemic. b. Describe the different patterns of epidemic spread, including common source outbreaks (point source, continuous, and intermittent), propagated outbreaks (person-to-person spread), mixed outbreaks, and other patterns like zoonotic or vector-borne disease outbreaks.	K	Large group lecture	comprising multiple choice questions,
PHFM19.2	a. State the objectives of an epidemic investigation, which include determining the magnitude of the problem, and identifying responsible factors. b. Determining the causes, source, and mode of transmission, and identifying methods for present and future prevention and control.	K	Large group lecture	comprising multiple choice questions,
20.Introduction to Family Medicine				
PHFM20.1	a. Define Family Medicine and its Principles. b. Identify Key Characteristics and Competencies. c. Recognize the essential traits and skills of a family physician.	K	Large group lecture	comprising multiple choice questions,
PHFM20.2	Explain Continuity, Comprehensiveness, and Patient-Centered Care: Emphasize the significance of these three pillars in family medicine, understanding these concepts will help students	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
	provide holistic and patient-focused care.			
21. social sciences = Primary Health Care Definitions and Basic Requirements				
PHFM21.1	a. Definition of Health: A state of complete physical, mental, and social well-being, not just the absence of disease. b. Essential health care that is practical, scientifically sound, socially acceptable, and universally accessible, with full community participation.	K	Large group lecture	comprising multiple choice questions,
PHFM21.2	Explain the basic Requirements for PHC (8 A's and 3 C's): 8A's: 8A'S: Appropriateness, Availability, Adequacy, Accessibility, Acceptability, Affordability, Assessability, Accountability. 3C'S: Completeness, Comprehensiveness, Continuity.	K	Large group lecture	comprising multiple choice questions,
PHFM21.3	Explain the principles of primary health care are highly relevant to clinical practice, especially in family medicine.	K	Large group lecture	comprising multiple choice questions,
PHFM21.4	Explain Community and Patient-Centered Approach: Involving the community in health care planning and delivery, and focusing on the needs of the individual.	K	Large group lecture	comprising multiple choice questions,
PHFM21.5	a. Ensuring that healthcare services are accessible and available to all individuals and communities. b. Provide comprehensive care for all types of health problems, health promotion and ensuring continuity of care over time.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
22. social sciences social = Primary Health Care2				
PHFM22.1	List and describe the principles of Primary Health Care, including equity of distribution, community participation, intersectoral coordination, and appropriate technology.	K	Large group lecture	comprising multiple choice questions,
PHFM22.2	Describe and list the elements of PHC, such as education for health, locally endemic disease control, expanded program of immunization, maternal and child health, essential drugs, nutrition, treatment of communicable diseases, and safe water and sanitation.	K	Large group lecture	comprising multiple choice questions,
PHFM22.3	Emphasize a holistic approach to health that goes beyond treating illness to include prevention, health promotion, and community involvement.	K	Large group lecture	comprising multiple choice questions,
PHFM22.4	a. Highlight the importance of addressing the social determinants of health, such as access to safe water, sanitation, and adequate nutrition. b. Provide a framework for delivering equitable, accessible, and community-oriented health services, which is particularly relevant in family medicine and public health settings.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
23.Maternal Health				
PHFM23.1	a. Define maternal health according to the WHO, emphasizing the health of women during pregnancy, childbirth, and the postpartum period. b. Explain why maternal health services are essential, highlighting the potential for disability or death of the mother or infant if needs are not recognized and the prevalence of OBGYetric complications.	K	Large group lecture	comprising multiple choice questions,
PHFM23.2	a. Outline the objectives of maternal health care programs, including: b. Provide optimal antenatal care to pregnant women as early as possible, preventing and detecting deviations from the normal pattern of pregnancy. c. Identify and providing special attention to high-risk pregnant women, ascertaining the outcome of each registered pregnancy and following up on the survival of newborn infants.	K	Large group lecture	comprising multiple choice questions,
PHFM23.3	a. Outline the objectives of maternal health care programs, including: Reducing maternal deaths through early detection and	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
	management of risk factors and complications, ensuring optimal standards of care for high-risk pregnant women during delivery, including assistance with hospitalization costs. b. Preventing adverse developments after childbirth by providing postnatal care, promoting birth spacing through family planning services.			
PHFM23.4	a. Describe the phases of maternity care: Premarital Care: Define premarital care and its aims to diagnose and treat unrecognized disorders and reduce disease transmission. b. Define antenatal care as the health supervision of pregnant women to protect and promote the health and well-being of the mother, fetus, and newborn.	K	Large group lecture	comprising multiple choice questions,
PHFM23.5	Describe the phases of maternity care: Natal Care: Define natal care as the care given to a woman during childbirth, emphasize the importance of sensitivity and awareness of the woman's views and needs during labor.	K	Large group lecture	comprising multiple choice questions,
24. Geriatric and Mental health Services				
PHFM24.1	a. Identify factors that affect the aging process b. Determine the objectives of Age-Friendly Primary Health Care (PHC).	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM24.2	a. Describe Age-Friendly services in PHC. b. Define mental disorder, and understand the prevalence and risk factors of mental health diseases.	K	Large group lecture	comprising multiple choice questions,
PHFM24.3	a. Recognize barriers to providing mental health services in PHC. b. Know the principles for integrating mental health into primary care.	K	Large group lecture	comprising multiple choice questions,
25.Refferal System				
PHFM25.1	Define Referral System: Understand the concept of a referral system within the context of health service delivery.	K	Large group lecture	comprising multiple choice questions,
PHFM25.2	a. List and Explain the Types of Referral Systems: Identify and describe the different types of referral systems in health care. b. **Recall** the common reasons for referring a patient from primary care to a specialist or public health program.	K	Large group lecture	comprising multiple choice questions,
PHFM25.3	a. **Explain** the rationale behind having a structured referral system. b. **Demonstrate** effective communication skills when discussing the need for a referral with a patient and their family.	K	Large group lecture	comprising multiple choice questions,
PHFM25.4	a. **Differentiate** between urgent and routine referrals based on patient presentation and risk factors. b. **Create** a system for monitoring and evaluating the effectiveness of referrals.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
26. Child Health 1				
PHFM26.1	**a.** Understand the holistic definition of child health, recognizing it as a state of physical, mental, intellectual, social, and emotional well-being, rather than just the absence of disease. **b.** Recognize that healthy children thrive in environments that support their developmental potential.	K	Large group lecture	comprising multiple choice questions,
PHFM26.2	Recognize the Protection from major hazards through specific interventions like immunization, chemoprophylaxis, dietary supplements, and improved family care.	K	Large group lecture	comprising multiple choice questions,
PHFM26.3	**a.** Recognizing the neonatal period as a critical time with the highest mortality risk. **b.** Identifying the common causes of mortality in newborns, such as prematurity, low birth weight, infections, respiratory distress syndrome, congenital abnormalities, hyperbilirubinemia, birth asphyxia, and maternal chronic diseases.	K	Large group lecture	comprising multiple choice questions,
PHFM26.4	**a.** Define infant mortality. **b.** Identify the causes of infant mortality, including factors like malnutrition and infectious diseases in the post-neonatal period.	K	Large group lecture	comprising multiple choice questions,
27.Child Health 2				
PHFM27.1	**a.** Define IMNCH and explain its primary goals in promoting child well-being **b.** Discuss the rationale behind the IMNCH strategy, emphasizing the preventability	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
	of many childhood deaths and the major causes of child mortality.			
PHFM27.2	**a.** Outline the main components of the IMNCH strategy. **b.** Describe the IMNCH case management process for children under five, including assessment, classification, and management of common childhood illnesses.	K	Large group lecture	comprising multiple choice questions,
PHFM27.3	**a.** Identify general danger signs in children aged 2-59 months and in infants less than 2 months, and explain their importance in assessing the severity of illness. **b.** Enumerate the key points to discuss with the mother at the end of the examination.	K	Large group lecture	comprising multiple choice questions,
PHFM27.4	**a.** Describe the assessment, classification, and treatment of children with cough or difficult breathing, diarrhea, throat problems, ear problems and fever. **b.** Explain the management of diarrhea, including assessing dehydration and using treatment plans A, B, and C.	K	Large group lecture	comprising multiple choice questions,
28.Child Health 3				
PHFM28.1	**a.** Define and calculate the 1–4-year mortality rate, explaining its significance as an indicator of environmental factors affecting child health. **b.** Define child mortality (under-5 mortality) and describe the major causes of death in children under five years globally.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM28.2	Discuss the environmental factors contributing to child mortality, with reference to the number of deaths of children under 5 linked to the environment.	K	Large group lecture	comprising multiple choice questions,
PHFM28.3	Explain the significance of births attended by skilled health personnel and antenatal care coverage as indicators of health service quality.	K	Large group lecture	comprising multiple choice questions,
29.Maternal Health				
PHFM29.1	**a.** Define maternal health according to the WHO. **b.** List and describe the key objectives of maternal health care. This includes: Providing optimal antenatal care, preventing and detecting deviations from normal pregnancy, identifying and caring for high-risk pregnancies, ensuring optimal care during delivery, providing postnatal care.	K	Large group lecture	comprising multiple choice questions,
PHFM29.2	**a.** Describe the basic components of ANC (antenatal examination, risk screening, preventive measures, health promotion, health education). **b.** Outline the WHO recommendations for the number and timing of ANC contacts. **c.** Summarize the procedures and importance of the first ANC visit.	K	Large group lecture	comprising multiple choice questions,
PHFM29.3	**a.** Define the postnatal period. **b.** Outline the WHO's recommendations for postnatal care. **c.** Describe the aims of postnatal care.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM29.4	**a.** Define high-risk pregnancy. **b.** Identify personal risk factors. **c.** Identify investigations indicating high risk. **d.** Identify factors Affecting Maternal Health Services	K	Large group lecture	comprising multiple choice questions,
30.Maternal Mortality				
PHFM30.1	**a.** Define maternal death in a clinically relevant context, understanding its distinction from accidental or incidental deaths. **b.** Describe the Three Delays Model and its critical impact on maternal health outcomes.	K	Large group lecture	comprising multiple choice questions,
PHFM30.2	Identify the key causes of maternal mortality, including both direct and indirect OBGYetric causes, with a focus on preventable factors.	K	Large group lecture	comprising multiple choice questions,
PHFM30.3	Apply strategies for preventing maternal deaths in clinical practice, including antenatal care, skilled birth attendance, and timely management of complications.	K	Large group lecture	comprising multiple choice questions,
31.Infections During Pregnancy				
PHFM31.1	a. Identify common infections affecting pregnant women. b. Explain the impact of infections during pregnancy on maternal and fetal health. c. Describe the diagnosis and management of infections in pregnancy.	K	Large group lecture	comprising multiple choice questions,
PHFM31.2	Explain the potential routes of pathogen transmission to the child, including hematogenous infection, ascending infection from the vagina, transplacental infection, and infection during passage through the birth canal.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM31.3	Recognize the risk factors that increase susceptibility to infections during pregnancy, such as medications, maternal chronic conditions, smoking or alcohol abuse, poor nutrition, insufficient vaccination, prolonged stress, and depression.	K	Large group lecture	comprising multiple choice questions,
PHFM31.4	Discuss specific infections of concern during pregnancy, including TORCH infections (Toxoplasmosis, Other (Syphilis, Varicella, Parvovirus B19), Rubella, CMV, Herpes), HIV, Group B Streptococcus, and Urinary Tract Infections.	K	Large group lecture	comprising multiple choice questions,
32.Breast Feeding				
PHFM32.1	a. Recognize the impact of breastfeeding on child health: Understand that breastfeeding is a critical preventive intervention that can significantly reduce morbidity and mortality in children. b. Determine factors affecting the composition of breast milk: Learn about the different components of breast milk (colostrum, transitional milk, mature milk) and the factors that can influence its composition, such as stage of lactation, time of day, and maternal nutrition.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM32.2	Recognize correct positioning and attachment in breastfeeding: Identify the key elements of proper positioning and attachment to ensure effective breastfeeding and prevent complications like nipple pain.	K	Large group lecture	comprising multiple choice questions,
PHFM32.3	a. Determine the advantages of breastfeeding and the disadvantages of bottle-feeding. b. Understand the nutritional, immunological, psychological, and other benefits of breastfeeding for both mother and infant, as well as the potential drawbacks of bottle-feeding.	K	Large group lecture	comprising multiple choice questions,
PHFM32.4	Determine problems and contraindications in breastfeeding: Be able to recognize common breastfeeding problems (e.g., engorgement, mastitis, nipple pain)	K	Large group lecture	comprising multiple choice questions,
33.Low Birth Weight and Prematurity				
PHFM33.1	a. Understand the etiology of low birth weight and prematurity b. Define the vital statistics related to low birth weight, including gestational age, mortality, and morbidity.	K	Large group lecture	comprising multiple choice questions,
PHFM33.2	Recognize the immediate and long-term effects of low birth weight and prematurity on the infant.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
34.Growth Monitoring				
PHFM34.1	a. Understand that growth monitoring is the continuous, periodic measurement of a child's physical growth (weight, height, etc.) compared to standard growth charts. b. Appreciate its importance in the early detection of growth abnormalities and malnutrition, which allows for timely intervention and prevention of severe health issues.	K	Large group lecture	comprising multiple choice questions,
PHFM34.2	a. Understand the Tools and Techniques Used in Growth Monitoring: b. Learn the correct use of weighing scales, height measurement tools, and growth charts, including the importance of accurate and repeated measurements at appropriate intervals (e.g., monthly for infants). c. Ensures accurate data collection for the effective assessment of a child's growth pattern and nutritional status.	K	Large group lecture	comprising multiple choice questions,
PHFM34.3	a. Recognize Normal and Abnormal Growth Patterns in Children: b. interprets growth charts to identify normal growth patterns, enables the differentiation between healthy growth and growth faltering, which may indicate underlying health problems.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM34.4	a. Learn the Steps of Implementing a Growth Monitoring Program in Primary Healthcare. b. Provides a structured approach for healthcare providers to consistently monitor child growth, identify issues early, and take necessary actions.	K	Large group lecture	comprising multiple choice questions,
PHFM34.5	a. Identify Red Flags and Variations in Growth Patterns: b. Recognize red flags in growth patterns, such as crossing two percentile lines, stagnation in growth, or extreme percentiles	K	Large group lecture	comprising multiple choice questions,
35. Vaccinations				
PHFM35.1	Define vaccine and immunization: Understand the basic concepts and terminology.	K	Large group lecture	comprising multiple choice questions,
PHFM35.2	a. List objectives of the Expanded Program of Immunization (EPI). b. Recognize the goals and importance of this global health initiative.	K	Large group lecture	comprising multiple choice questions,
PHFM35.3	Recognize vaccine types, side effects, and common combinations: Familiarize with the different types of vaccines, their potential adverse effects, and how they are combined for administration.	K	Large group lecture	comprising multiple choice questions,
PHFM35.4	a. Determine factors affecting vaccine efficacy. b. Identify elements that influence how well vaccines work.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM35.5	a. Describe routine vaccine schedules for common childhood diseases in Iraq. b. Learn the specific vaccination schedules followed in the local context.	K	Large group lecture	comprising multiple choice questions,
PHFM35.6	a. Identify principles and components of the cold chain b. Understand the importance of maintaining vaccine integrity through proper storage and handling.	K	Large group lecture	comprising multiple choice questions,
36.Family Planning				
PHFM36.1	a. Define family planning and understand its role in controlling family size and birth intervals. b. Define contraception and differentiate it from family planning. c. Explain the importance of family planning in reducing maternal and neonatal mortality.	K	Large group lecture	comprising multiple choice questions,
PHFM36.2	Describe the key objectives of family planning, including preventing unwanted births and abortions, regulating birth intervals, controlling birth timing relative to parental age, and determining family size.	K	Large group lecture	comprising multiple choice questions,
PHFM36.3	Recognize the benefits of family planning counseling, such as increased acceptance, effective use, improved continuation	K	Large group lecture	comprising multiple choice questions,
PHFM36.4	Classify the various methods of contraception, including hormonal methods, intrauterine devices (IUDs), barrier methods, natural methods, sterilization, and emergency contraception.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM36.5	Describe the criteria for an ideal contraceptive method, focusing on safety, reliability, ease of use, cost-effectiveness, and cultural acceptability.	K	Large group lecture	comprising multiple choice questions,
37.Evidence Based Medicine				
PHFM37.1	a. Define and Understand EBM b. Explain how EBM differs from traditional, experience-based medicine and why this shift improves patient care.	K	Large group lecture	comprising multiple choice questions,
PHFM37.2	Provide specific examples of how EBM improves patient outcomes, reduces medical errors, and promotes cost-effective care.	K	Large group lecture	comprising multiple choice questions,
PHFM37.3	Explain how to assess the quality of a study and determine its relevance to patient care decisions in public health and family medicine.	K	Large group lecture	comprising multiple choice questions,
38.Doctor Patient Communication				
PHFM38.1	Define Effective Communication: explain how effective communication impacts patient understanding, satisfaction, and health outcomes.	K	Large group lecture	comprising multiple choice questions,
PHFM38.2	Explain Core Communication Skills: importance of empathy, active listening, and non-verbal communication (body language, eye contact, tone) in building trust and rapport.	K	Large group lecture	comprising multiple choice questions,
PHFM38.3	Identify common barriers to effective communication, including language differences, cultural factors, emotional distress, time constraints, and medical jargon.	K	Large group lecture	comprising multiple choice questions,
39.Doctor Patient Relationship				
PHFM39.1	Define the doctor-patient relationship and explain its importance in delivering high-quality healthcare and influencing patient outcomes.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM39.2	Describe different models of the doctor-patient relationship (Paternalistic, Informative, Interpretive, Deliberative) and discuss their appropriate application in various clinical scenarios.	K	Large group lecture	comprising multiple choice questions,
PHFM39.3	Ensure students understand how to establish and maintain appropriate boundaries to protect both patients and themselves from harm.	K	Large group lecture	comprising multiple choice questions,
40.Acute Hepatitis				
PHFM40.1	Know the different types of viral hepatitis and their case definitions.	K	Large group lecture	comprising multiple choice questions,
PHFM40.2	a. Understand the epidemiology of viral hepatitis, including prevalence, transmission, and risk factors. b. Recognize that viral hepatitis is a global health concern and the importance of strategies to combine	K	Large group lecture	comprising multiple choice questions,
PHFM40.3	a. Identify the main diagnostic methods for acute hepatitis. b. Learn the typical signs and symptoms of acute hepatitis and the three phases of the illness.	K	Large group lecture	comprising multiple choice questions,
PHFM40.4	Know the prevention strategies for viral hepatitis, including pre- and post-exposure vaccinations.	K	Large group lecture	comprising multiple choice questions,
PHFM40.5	a. Identify high-risk populations for specific types of viral hepatitis. b. Understand the importance of screening and vaccination programs in reducing the prevalence of hepatitis.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
41.Measles, Rubella, Mumps				
PHFM41.1	a. Identify the infectious agent (measles virus), its classification, and the seriousness of the disease, especially in young children. b. Describe the modes of transmission (respiratory droplets, surfaces) and the high contagiousness of measles. c. Recognize key epidemiological determinants.	K	Large group lecture	comprising multiple choice questions,
PHFM41.2	a. Identify the infectious agent (measles virus), its classification, and the seriousness of the disease, especially in young children. b. Describe the modes of transmission (respiratory droplets, surfaces) and the high contagiousness of measles.	K	Large group lecture	comprising multiple choice questions,
PHFM41.3	a. Identify the causative agent (rubella virus) and other names for rubella (German measles, three-day measles). b. Describe the typical transmission route (airborne droplets). c. Understand the source of infection (clinical or subclinical cases) and the concept of subclinical infections.	K	Large group lecture	comprising multiple choice questions,
PHFM41.4	a. Explain the MMR vaccine schedule (two doses) and administration. b. Discuss contraindications and precautions for the MMR vaccine. c. Outline general treatment principles for measles	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
42.Diphtheria				
PHFM42.1	a. Learn the epidemiological characteristics of diphtheria. b. Understand the clinical pictures of diphtheria. This includes. c. Identify signs and symptoms of toxemia and pseudo membrane formation.	K	Large group lecture	comprising multiple choice questions,
PHFM42.2	Explain the complications of diphtheria, such as myocarditis and neurological involvement.	K	Large group lecture	comprising multiple choice questions,
PHFM42.3	a. Explain the methods to control and prevent diphtheria. b. Understand the importance of immunization. c. Know the protocols for handling cases, carriers, and contacts.	K	Large group lecture	comprising multiple choice questions,
43.Chicken pox, Shingles				
PHFM43.1	a. Identify the causative agent (Varicella zoster virus/HHV-3) and its classification as a herpesvirus. b. Describe the characteristic rash and its distribution (chest, back, face).	K	Large group lecture	comprising multiple choice questions,
PHFM43.2	a. Identify the causative agent (Varicella zoster virus/HHV-3) and its classification as a herpesvirus. b. Describe the characteristic rash and its distribution (chest, back, face). c. Explain the modes of transmission	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM43.3	a. Describe the typical progression of the rash (macules, papules, vesicles, crusts). b. List associated symptoms (fever, tiredness, itching). c. . Compare and contrast symptoms in children versus adults (prodromal symptoms). d. . Recognize common complications (bacterial infections, neurological complications).	K	Large group lecture	comprising multiple choice questions,
PHFM43.4	a. Explain the reactivation of the varicella-zoster virus as the cause of shingles. b. Recognize risk factors for reactivation (weakened immunity, age). c. Describe the characteristic dermatomal distribution of the rash. d. Outline the typical symptoms (pain followed by vesicular eruption). e. Identify potential complications, including postherpetic neuralgia.	K	Large group lecture	comprising multiple choice questions,
PHFM43.5	a. Explain the use of the shingles vaccine in older adults. b. Summarize antiviral treatment options and pain management.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
44.Whooping cough				
PHFM44.1	a. Describe the etiology of pertussis, identifying Bordetella pertussis as the primary causative agent. b. Explain the epidemiology of pertussis, including the incubation period, reservoir (humans), source of infection, and modes of transmission.	K	Large group lecture	comprising multiple choice questions,
PHFM44.2	a. Recognize the characteristic clinical features of pertussis, including the typical cough pattern and the "whooping" sound. b. Identify populations at high risk for severe pertussis, such as infants and unvaccinated individuals.	K	Large group lecture	comprising multiple choice questions,
PHFM44.3	a. List the common and severe complications of pertussis, particularly in infants and young children. b. Outline the goals of pertussis management, including limiting paroxysms, providing supportive care, and using antimicrobial agents.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
45.Tetanus				
PHFM45.1	a. Describe the etiology of tetanus, identifying Clostridium tetani as the causative agent. b. Explain the epidemiology of tetanus, including the global distribution of tetanus, its prevalence in developing countries c. Outline the sources and routes of tetanus transmission, emphasizing the role of contaminated wounds, the persistence of spores in the environment	K	Large group lecture	comprising multiple choice questions,
PHFM45.2	a. Recognize the typical clinical presentation of tetanus. b. List the potential complications of tetanus. c. Describe proper wound management strategies to reduce the risk of tetanus infection.	K	Large group lecture	comprising multiple choice questions,
46.Influenza, COVID-19				
PHFM46.1	a. Define influenza as a contagious respiratory illness caused by the influenza virus, COVID-19 b. Identify the types of influenza viruses (A, B, C, and D), COVID-19 and their characteristics. c. Describe the epidemiology of influenza, including its global occurrence, seasonal patterns, and reservoirs.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM46.2	a. Outline the modes of transmission of influenza, COVID-19. b. Describe the typical clinical symptoms of influenza, COVID-19.	K	Large group lecture	comprising multiple choice questions,
PHFM46.3	Recognize the potential complications of influenza, COVID-19, such as ear infections, pneumonia, exacerbation of chronic conditions, and neurological diseases like Reye's syndrome.	K	Large group lecture	comprising multiple choice questions,
PHFM46.4	Discuss the control and prevention strategies for influenza, COVID-19, including good health habits, vaccination, and antiviral drugs.	K	Large group lecture	comprising multiple choice questions,
47.Rabies				
PHFM47.1	a. Explain the Epidemiological Characteristics of Rabies. b. Understand that rabies is a zoonotic disease transmitted through the saliva of infected animals, primarily dogs in developing countries, and that it progresses to a fatal encephalopathy.	K	Large group lecture	comprising multiple choice questions,
PHFM47.2	Know the Methods of Prevention: Learn about the importance of dog vaccination and control, as well as pre-exposure prophylaxis for high-risk individuals	K	Large group lecture	comprising multiple choice questions,
PHFM47.3	Explain Pre- and Post-Exposure Vaccination: Understand the protocols for both pre- and post-exposure prophylaxis, including the use of rabies immunoglobulin and the administration of the rabies vaccine.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
48.Poliomylitis				
PHFM48.1	a. Describe the epidemiological determinants of poliomyelitis. b. Explain the transmission of polio from person to person, primarily via the fecal-oral route.	K	Large group lecture	comprising multiple choice questions,
PHFM48.2	Describe the diagnosis of polio, including virus isolation from stool or throat swabs and CSF, as well as clinical history, examination, and serological tests.	K	Large group lecture	comprising multiple choice questions,
PHFM48.3	Explain the use of vaccines for polio prevention, including oral polio vaccine (OPV) and inactivated polio vaccine (IPV).	K	Large group lecture	comprising multiple choice questions,
49.Meningitis				
PHFM49.1	a. Describe the epidemiological determinants of acute bacterial meningitis. b. Explain the incubation period and various clinical presentations of bacterial meningitis (acute, subacute, and chronic).	K	Large group lecture	comprising multiple choice questions,
PHFM49.2	a. Identify the sources of infection and the role of carriers in the transmission of meningitis. b. Explain the transmission of meningitis through respiratory droplets and close contact. c. Explain the diagnostic methods for meningitis, emphasizing the importance of CSF analysis.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM49.3	a. Outline the treatment of meningitis, including appropriate antibiotic therapy and management of contacts. b. Outline the treatment of meningitis, including appropriate antibiotic therapy and management of contacts.	K	Large group lecture	comprising multiple choice questions,
50.Viral Hemorrhagic Fever				
PHFM50.1	a. Define Viral Hemorrhagic Fevers (VHFs). b. Describe the Epidemiology of VHFs. c. Identify key transmission routes, including arthropod bites, inhalation of rodent excreta, contact with infected animal carcasses, and person-to-person transmission via blood or bodily fluids.	K	Large group lecture	comprising multiple choice questions,
PHFM50.2	Learn the important historical and clinical criteria for identifying suspected VHF cases.	K	Large group lecture	comprising multiple choice questions,
PHFM50.3	Understand the importance of vector control, personal protection, and vaccines in preventing and controlling VHF infections.	K	Large group lecture	comprising multiple choice questions,
51.STDs				
PHFM51.1	Provide clear and concise definitions of HIV and AIDS, including the etiology of HIV and the characteristics of AIDS.	K	Large group lecture	comprising multiple choice questions,
PHFM51.2	. Describe the main modes of HIV transmission (sexual, parenteral, vertical)	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM51.3	a. . Discuss HIV Testing and Diagnosis. b. . Outline current strategies for HIV treatment, and prevention, and health promotion.	K	Large group lecture	comprising multiple choice questions,
52.Environmental Health				
PHFM52.1	Identify common environmental factors that can affect health.	K	Large group lecture	comprising multiple choice questions
PHFM52.2	Discuss the causes of environmental health problems, including air pollution and water pollution.	K	Large group lecture	comprising multiple choice questions
PHFM52.3	a. . Explain the environmental factors that affect health. b. . Define greenhouse gases, ozone depletion, and global warming.	K	Large group lecture	comprising multiple choice questions
PHFM52.4	a. . Describe measures for the prevention of air pollution. b. . Describe the sources and effects of water pollution.	K	Large group lecture	comprising multiple choice questions
53.Leshmaniasis				
PHFM53.1	Clarify the epidemiology of leishmaniasis, including the roles of the agent, host, and environment in disease transmission.	K	Large group lecture	comprising multiple choice questions
PHFM53.2	a. Explain the mechanisms of vector-borne transmission of Leishmania parasites, particularly through sandflies. b. List the signs and symptoms of visceral and cutaneous leishmaniasis.	K	Large group lecture	comprising multiple choice questions
PHFM53.3	a. Describe the complications associated with leishmaniasis.	K	Large group lecture	comprising multiple choice questions

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
	b. Explain the methods for the control and prevention of leishmaniasis.			
54.Malaria				
PHFM54.1	Clarify the epidemiology of malaria, including the roles of the agent, host, and environment in disease transmission.	K	Large group lecture	comprising multiple choice questions
PHFM54.2	List the typical symptoms and signs of malaria, including the stages of a malarial paroxysm.	K	Large group lecture	comprising multiple choice questions
PHFM54.3	a. Describe the potential complications of malaria. b. Explain methods of malaria control and prevention, including vector control and personal protection.	K	Large group lecture	comprising multiple choice questions
55.Occupational Health and Safety Measures				
PHFM55.1	a. Define occupational health according to the WHO. b. Describe the functions of occupational health services, including pre-employment and periodic medical examinations, first aid, and health education.	K	Large group lecture	comprising multiple choice questions,
PHFM55.2	Identify various types of occupational hazards, including physical, chemical, biological, and mechanical hazards.	K	Large group lecture	comprising multiple choice questions
PHFM55.3	Outline the medical and engineering measures for the prevention of occupational diseases.	K	Large group lecture	comprising multiple choice questions
PHFM55.4	Define pneumoconiosis, its types (coal worker's pneumoconiosis, silicosis, and asbestosis), and preventive strategies.	K	Large group lecture	comprising multiple choice questions,

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
56.Brucellosis				
PHFM56.1	a. Clarify Epidemiological Characteristics: Understand the reservoir (animals like cattle, goats, sheep) and routes of transmission (consumption of contaminated milk, handling infected animals). b. Recognize Clinical Presentations	K	Large group lecture	comprising multiple choice questions
PHFM56.2	a. Explain Control and Prevention Methods b. List Treatment Types.	K	Large group lecture	comprising multiple choice questions
57. Amebiasis and Shigellosis				
PHFM57.1	a. **Define** amebiasis and its causative agent, *Entamoeba histolytica*. b. **Name** the main clinical manifestations of intestinal and extraintestinal amebiasis.	K	Large group lecture	comprising multiple choice questions
PHFM57.2	a. **State** the common medications used to treat amebiasis. b. **List** preventive measures for controlling the spread of amebiasis. c. **Apply** appropriate hygiene and sanitation recommendations to prevent the spread of amebiasis in a community setting.	K	Large group lecture	comprising multiple choice questions
PHFM57.3	a. **Recall** the primary mode of transmission of shigellosis. b. **List** the common signs and symptoms of shigellosis.	K	Large group lecture	comprising multiple choice questions
PHFM57.4	a. **State** the general principles of treatment for shigellosis. b. **Discuss** the potential complications of shigellosis.	K	Large group lecture	comprising multiple choice questions

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
58. Schistosomiasis, Hookworm				
PHFM58.1	a. **Define** schistosomiasis and identify the five main species of *Schistosoma* that infect humans. b. **List** the three main clinical forms of schistosomiasis. c. **Identify** the modes of transmission of schistosomiasis. d. **Name** the common signs and symptoms associated with each clinical form of schistosomiasis.	K	Large group lecture	comprising multiple choice questions
PHFM58.2	a. **State** the drug of choice for treating schistosomiasis. b. **List** preventive measures for controlling schistosomiasis.	K	Large group lecture	comprising multiple choice questions
PHFM58.3	a. **Define** hookworm infection and identify the two main species that infect humans b. **Recall** the route of transmission of hookworm infection. c. **Identify** the common signs and symptoms of hookworm infection.	K	Large group lecture	comprising multiple choice questions
PHFM58.4	a. **Name** the major complications of chronic hookworm infection, particularly in children. b. **State** the drugs commonly used to treat hookworm c. **List** preventive measures for controlling hookworm infection.	K	Large group lecture	comprising multiple choice questions

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
59.Epedimeology of Diarrheal Disease in Children				
PHFM59.1	a. Define diarrhea and differentiate it from frequent passage of formed stools or loose stools in breastfed babies. b. Classify diarrhea into acute watery diarrhea, acute bloody diarrhea (dysentery), and persistent diarrhea, and understand the main dangers associated with each type.	K	Large group lecture	comprising multiple choice questions
PHFM59.2	a. Identify the common causative agents of diarrhea, including bacteria, viruses, parasites, drugs, and toxins. b. Understand the various modes of transmission of diarrheal diseases. c. Describe the clinical presentation of diarrhea, including signs and symptoms like abdominal pain, nausea, vomiting, fever, dehydration, and electrolyte imbalance.	K	Large group lecture	comprising multiple choice questions,
PHFM59.3	a. Explain the principles of prevention and control of diarrheal diseases. b. Recognize the importance of rotavirus as a leading cause of severe diarrhea in children and understand the principles of rotavirus vaccination.	K	Large group lecture	comprising multiple choice questions

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
60.Cholera and Food Poisoning				
PHFM60.1	a. Define cholera as an acute diarrheal infection caused by consuming food or water contaminated with the bacterium Vibrio cholerae. b. Identify the infectious agent of cholera, Vibrio cholera c. Explain the transmission of cholera	K	Large group lecture	comprising multiple choice questions
PHFM60.2	Describe the clinical picture of cholera, including the typical symptoms of sudden onset of watery diarrhea and potential complications like severe dehydration and shock.	K	Large group lecture	comprising multiple choice questions
PHFM60.3	a. Explain the methods of cholera control, including prevention strategies (safe water, sanitation, food hygiene, vaccination) and patient management b. Outline epidemic measures for cholera control, such as public education, providing treatment facilities, ensuring safe water supply, supervising food and drink preparation, investigating transmission, providing sewage disposal facilities, and using oral cholera vaccines.	K	Large group lecture	comprising multiple choice questions
PHFM60.4	a. Describe the typical symptoms of food poisoning, including nausea, vomiting, stomach cramps, diarrhea, fever, and headache. b. Identify the etiological agents of food poisoning based on the incubation period, including specific bacteria and their associated food sources.	K	Large group lecture	comprising multiple choice questions

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
61. School Health Services				
PHFM61.1	Understand the rationale and importance of school health services in promoting the well-being and educational outcomes of children and adolescents.	K	Large group lecture	comprising multiple choice questions
PHFM61.2	Describe the roles and responsibilities of various stakeholders in school health, including school nurses, teachers, administrators, parents, and community health professionals.	K	Large group lecture	comprising multiple choice questions
62. Man and Environment				
PHFM62.1	Explain the complex interrelationships between human populations and the natural environment.	K	Large group lecture	comprising multiple choice questions
PHFM62.2	Identify the various ways in which human activities impact the environment (e.g., pollution, resource depletion, climate change).	K	Large group lecture	comprising multiple choice questions
63. Basic Activities of Environmental Health: Relevance and Scope				
PHFM63.1	Understand the scope and relevance of environmental health in protecting human health from environmental hazards.	K	Large group lecture	comprising multiple choice questions
PHFM63.2	Discuss the role of environmental health professionals in areas such as water and air quality, sanitation, waste management, food safety, and occupational health.	K	Large group lecture	comprising multiple choice questions
64. Water Sanitation: Sources, Quality and Related Diseases				
PHFM64.1	Identify the different sources of water for human consumption and their potential for contamination.	K	Large group lecture	comprising multiple choice questions

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
PHFM64.2	Discuss strategies for improving water sanitation and preventing waterborne illnesses, particularly in resource-limited settings.	K	Large group lecture	comprising multiple choice questions
65. Air Sanitation and Sources of Pollution Health Effects and Control of Air				
PHFM65.1	Identify the major sources of air pollution, including industrial emissions, transportation, and household activities.	K	Large group lecture	comprising multiple choice questions
PHFM65.2	Explain the mechanisms by which air pollutants are dispersed and transported in the atmosphere.	K	Large group lecture	comprising multiple choice questions
66. Concept of Health Care Services				
PHFM66.1	Describe the acute and chronic health effects associated with exposure to various air pollutants, including respiratory, cardiovascular, and neurological impacts.	K	Large group lecture	comprising multiple choice questions
PHFM66.2	Discuss strategies and interventions for controlling air pollution at individual, community, and policy levels.	K	Large group lecture	comprising multiple choice questions
67. Evaluation of Health Care Services				
PHFM67.1	Define and differentiate between various levels of health care services (e.g., primary, secondary, tertiary).	K	Large group lecture	comprising multiple choice questions
PHFM67.2	Discuss the key components of a health system, including financing, human resources, infrastructure, and information systems.	K	Large group lecture	comprising multiple choice questions

Number	Learning Objective	Domain K/S/A/C*	Teaching Learning Methods	Assessment Methods
68. social sciences = Global Health				
PHFM68.1	Identify the major global health challenges and their determinants, including poverty, infectious diseases, non-communicable diseases, and humanitarian crises.	K	Large group lecture	comprising multiple choice questions
PHFM68.2	Understand the concepts of health equity and the social determinants of health in a global context.	K	Large group lecture	comprising multiple choice questions
69. Research Methodology and Critical Appraisal				
PHFM69.1	Identify different types of research designs (e.g., observational, experimental, qualitative).	K	Large group lecture	comprising multiple choice questions
PHFM69.2	Develop skills in critically appraising different types of research articles to assess their validity, reliability, and applicability.	K	Large group lecture	comprising multiple choice questions
70. social sciences= Medical Sociology				
PHFM70.1	Understand the social determinants of health and illness.	K	Large group lecture	comprising multiple choice questions
PHFM70.2	Explain how social factors such as socioeconomic status, education, occupation, gender, race, and ethnicity influence health outcomes.	K	Large group lecture	comprising multiple choice questions

Practical

Number	Learning Objective	Domain K/S/A/C *	Teaching Learning Methods	Assessment Methods
1.Introduction About PHC and Family Medicine				
PHFM1.1	a. Definition of Health: A state of complete physical, mental, and social well-being, not just the absence of disease. b. Define primary health care (PHC): Essential health care that is practical, scientifically sound, socially acceptable, and universally accessible, with full community participation.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM1.2	. Recognize basic Requirements for PHC (8 A's and 3 C's): 8A's: 8A'S: Appropriateness, Availability, Adequacy, Accessibility, Acceptability, Affordability, Assessability, Accountability. 3C'S: Completeness, Comprehensiveness, Continuity.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM1.3	a. Recognize primary health care principles of are highly relevant to clinical practice, especially in family medicine. They emphasize: b. Explain holistic Patient Care: Considering the patient's physical, mental, and social well-being. c. Explain Community and Patient-Centered Approach: Involving the community in health care planning and delivery, and focusing on the needs of the individual.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project

Number	Learning Objective	Domain K/S/A/C *	Teaching Learning Methods	Assessment Methods
PHFM1.4	a. Ensuring that healthcare services are accessible and available to all individuals and communities. b. Providing comprehensive care for all types of health problems and ensuring continuity of care over time.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
2.Hyprertention Guideline				
PHFM2.1	Recognize hypertension as a prevalent global health issue and its impact on cardiovascular health	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM2.2	Accurately define hypertension and classify it based on blood pressure measurements.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM2.3	a. Conduct a comprehensive evaluation of patients with hypertension, including history, physical examination, and appropriate laboratory tests. b. Predict cardiovascular risk in hypertensive patients	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM2.4	Create a management plan for hypertensive patients, including lifestyle modifications, pharmacological treatment, and follow-up care.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM2.5	Counsel patients on lifestyle modifications by health promotion including weight reduction, salt reduction, healthy diet, regular physical activity, smoking cessation, and alcohol reduction.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project

Number	Learning Objective	Domain K/S/A/C *	Teaching Learning Methods	Assessment Methods
3.Diabetes mellitus and Metabolic Syndrome Management				
PHFM3.1	Defining diabetes mellitus and differentiating between its main types (Type 1, Type 2, gestational diabetes, and secondary diabetes).	K/S	Beside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM3.2	Recognize the typical symptoms of diabetes (polyuria, polydipsia, polyphagia, weight loss, blurred vision, recurrent infections) and understanding the importance of considering diabetes in patients presenting with these symptoms.	K/S	Beside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM3.3	Recognizing the complications of diabetes mellitus: Differentiating between microvascular and macrovascular complications of diabetes.	K/S	Beside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM3.4	Implementing approach to the management of diabetes and metabolic syndrome: Applying lifestyle modifications (diet, exercise, smoking cessation) as the cornerstone of management and understanding when to introduce pharmacological interventions.	K/S	Beside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM3.5	Providing ongoing follow-up care for patients with diabetes and metabolic syndrome:	K/S	Beside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
4. Early Detection and Integrated Care Form for Cardiovascular Diseases and Stroke				
PHFM4.1	Understand the importance of early detection and integrated care for cardiovascular diseases and diabetes as public health priorities.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM4.2	a. Learn how to use screening tools for cardiovascular risk assessment and diabetes. b. Identify risk factors for cardiovascular diseases and diabetes within a population.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project

Number	Learning Objective	Domain K/S/A/C *	Teaching Learning Methods	Assessment Methods
PHFM4.3	a. Recognize the signs and symptoms of cardiovascular diseases and diabetes. b. Understand the diagnostic criteria for hypertension, diabetes, and cardiovascular diseases.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM4.4	Develop skills in patient counseling on lifestyle modifications, including diet, exercise, and smoking cessation.	K/S	Bedside teaching Interdisciplinary Project	OSCE, Interdisciplinary Project
5. Integrated Management of Childhood Illness				
PHFM5.1	Identify danger signs in children: "CHECK FOR GENERAL DANGER SIGNS" which include: child not being able to drink or breastfeed, child vomits everything, child has had convulsions, and/or child is lethargic or unconscious	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM5.2	a. Assess main symptoms b. Provide treatment for identified conditions	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM5.3	Teach mothers how to administer oral drugs: “tell the mother the reason for giving the drug to the child. Demonstrate how to measure a dose. Watch the mother practice measuring a dose herself.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM5.4	Educate on children’s feeding: “Assess the Child’s Feeding”, “Counsel About Feeding Problems”, and provide “Fluid and Feeding Recommendations.”	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project

Number	Learning Objective	Domain K/S/A/C *	Teaching Learning Methods	Assessment Methods
6. Nutrition and Medicine				
PHFM6.1	a. Identify common nutritional deficiencies and excesses prevalent in the local community based on provided data. b. State the recommended daily allowances (RDAs) or dietary reference intakes (DRIs) for key macronutrients and micronutrients for different population groups (e.g., pregnant women, children, elderly).	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM6.2	a. Interpret basic epidemiological data related to nutrition and chronic diseases (e.g., prevalence of obesity, diabetes). b. Calculate basic nutritional indicators from dietary intake data (e.g., BMI). c. Break down a complex nutritional problem (e.g., childhood obesity) into its contributing factors at the individual, community, and societal levels.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project

Number	Learning Objective	Domain K/S/A/C *	Teaching Learning Methods	Assessment Methods
PHFM6.3	a. Identify common nutritional risk factors associated with prevalent chronic diseases seen in family practice (e.g., hypertension, diabetes, cardiovascular disease). b. Recognize signs and symptoms of common nutritional deficiencies and excesses in individual patients. c. Provide basic dietary advice to patients with common conditions like obesity, hypertension, or hyperlipidemia.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM6.4	a. Design a follow-up plan to monitor a patient's adherence to dietary recommendations and assess outcomes. b. Recommend appropriate referrals to dietitians or other specialists when more intensive nutritional support is needed.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
7. Family Planning Program				
PHFM7.1	a. Define key terms related to family planning, such as contraception, fertility, unintended pregnancy, and reproductive health. b. Interpret basic epidemiological data related to family planning, such as rates of contraceptive use, unintended pregnancies, and maternal mortality in the region. c. Outline the steps involved in organizing a basic community awareness session on family planning methods.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project

Number	Learning Objective	Domain K/S/A/C *	Teaching Learning Methods	Assessment Methods
PHFM7.2	a. List the essential components of a family planning consultation in family medicine. b. Identify the different contraceptive methods that can be initiated or managed within a primary care setting c. Provide accurate information about different contraceptive methods, explaining their benefits, risks, and effectiveness	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM7.3	a. Demonstrate proper techniques for administering or initiating certain contraceptive methods (if applicable and within the scope of medical student training). b. Design a follow-up plan to monitor a patient's experience with their chosen contraceptive method and address any issues that may arise.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
8. Immunization				
PHFM8.1	a. Identify the vaccines included in the national immunization schedule of Iraq, and the vaccines included in the national immunization schedule of Iraq. b. List the common routes of administration and injection sites for different vaccines.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM8.2	Recognize the common local and systemic reactions following vaccination and their management.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM8.3	Accurately administer vaccines using the correct route, site, and technique (under supervision).	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM8.4	Develop a plan for educating parents about the importance of timely vaccination during routine	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project

Number	Learning Objective	Domain K/S/A/C *	Teaching Learning Methods	Assessment Methods
	well-child visits in a family medicine clinic			
9. Communicable Disease Control				
PHFM9.1	a. Identify the major communicable diseases (e.g., tuberculosis, hepatitis, typhoid fever, measles, COVID-19). b. Recognize the common modes of transmission for these prevalent communicable diseases.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM9.2	a. Explain the epidemiological triad (agent, host, environment) in the context of common communicable diseases. b. Describe the role of environmental health measures (e.g., water sanitation, waste management) in preventing the spread of communicable diseases	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM9.3	a. State the basic principles of infection prevention and control in a clinical setting. b. Describe the importance of patient education and counseling regarding communicable disease transmission and prevention.	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project
PHFM9.4	Construct a brief presentation for clinic staff on the updated guidelines for managing a specific communicable disease	K/S	Bedside teaching, Interdisciplinary Project	OSCE, Interdisciplinary Project

Pathology

Fourth Grade

Academic Program Description

This academic program description summarizes the course's most essential qualities and the learning objectives that the student is expected to attain, indicating whether he or she made advantage of all of the resources that are accessible. It includes a description of each course in the program of study.

1) Educational Establishment	University of AL-Ameed
2) Scientific Department	College of medicine
3) Name of the Professional Academic Program.	Modified Traditional Curriculum
4) Final Graduation Certificate	M.B.Ch/B
5) Educational system: Annual/courses/other	• Availability of relevant scientific research in the field of specialization • Access to global electronic networks • Access to traditional and digital libraries • Teaching aids such as data show and PowerPoint presentations • Availability of equipped classrooms • Use of free online communication platforms (e.g., Free Conference Call)
6) Approved accreditation program	Iraqi National Guideline on Standards for Established and Accrediting Medical School
7) Other external factors	Weather Conditions, National or Religious Holidays, Public Health Emergencies
8) Date the description was written	15\9\2024

9) Objectives of the academic program:

1. To provide students with an in-depth understanding of the pathological basis of diseases affecting the major body systems including respiratory, gastrointestinal, hepatobiliary, renal, endocrine, musculoskeletal, nervous, and reproductive systems.

2. To enable students to recognize and describe the gross and microscopic features of common pathological conditions within these systems.

3. To integrate systemic pathology knowledge with prior foundational concepts learned in general and cardiovascular pathology.

4. To enhance students' clinical reasoning by correlating pathological findings with signs, symptoms, and diagnostic tools.

5. To prepare students for clinical rotations by strengthening their diagnostic mindset and medical terminology through exposure to real-world case discussions.

6. To support the development of lifelong learning and ethical medical practice aligned with the mission of the College of Medicine at the University of Al-Ameed.

10. The most reliable resources for program information are:

- Robbins basic pathology
- Muris textbook of pathology
- Rosai and Ackerman's Surgical Pathology
- USMLE step1 lecture notes 2021: pathology
- Pathology out lines .com

Pathology \ Grade 4

Code: PATH 404 5.5 Credits

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
RESPIRATORY DISEASES 1				
PATH 1.1	By the end of this lecture, students will list major diseases affecting the upper and lower respiratory tracts, including types of rhinitis, pharyngitis, pneumonia, and OBGYructive pulmonary diseases.	K	Large group lecture	MCQ & short answer Questions
PATH 1.2	Students will explain the pathogenesis, histological changes, and clinical consequences of inflammatory and neoplastic diseases in the nose, pharynx, and larynx.	K	Large group lecture	MCQ & short answer Questions
PATH 1.3	Given clinical scenarios or histology slides, students will differentiate between types of pneumonia (lobar, bronchopneumonia, interstitial) and identify complications such as lung abscess or ARDS.	K	Large group lecture	MCQ & short answer Questions
PATH 1.4	Students will analyze the morphological and clinical differences among chronic bronchitis, emphysema, asthma, and bronchiectasis as causes of COPD.	K	Large group lecture	MCQ & short answer Questions
PATH 1.5	Students will evaluate risk factors, causative organisms, and appropriate investigations for comunity-acquired, hospital-acquired, and aspiration pneumonias.	K	Large group lecture	MCQ & short answer Questions
RESPIRATORY DISEASES 2				
PATH 2.1	students will list the key OBGYructive pulmonary diseases—emphysema, chronic bronchitis, asthma, bronchiectasis	K	Large group lecture	MCQ & short answer Questions
PATH 2.2	Students will explain the immunopathogenesis, histological features, and clinical variants of asthma, including atopic and non-atopic forms.	K	Large group lecture	MCQ & short answer Questions
PATH 2.3	Given clinical data or case studies, students will identify diagnostic findings for bronchiectasis, asthma, or	K	Large group lecture	MCQ & short answer Questions

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	tuberculosis, and propose the most likely diagnosis.			
PATH 2.4	Students will analyze the differences in pathogenesis, gross and microscopic findings, and complications among OBGYructive airway diseases and pulmonary tuberculosis.	K	Large group lecture	MCQ & short answer Questions
PATH 2.5	Students will evaluate the utility, limitations, and interpretation of diagnostic tools for tuberculosis, such as the tuberculin skin test and acid-fast staining	K	Large group lecture	MCQ & short answer Questions
RESPIRATORY DISEASES 3				
PATH 3.1	By the end of this lecture, students will be able to list common diffuse interstitial lung diseases, occupational pneumoconioses, and major lung tumor types, including their key features	K	Large group lecture	MCQ & short answer Questions
PATH 3.2	Students will explain the pathogenesis, radiologic, and histologic features of restrictive lung diseases, and distinguish them from OBGYructive pulmonary diseases..	K	Large group lecture	MCQ & short answer Questions
PATH 3.3	Given case scenarios or images, students will identify pulmonary embolism, honeycomb lung, or specific lung tumors, and relate findings to underlying causes or exposures.	K	Large group lecture	MCQ & short answer Questions
PATH 3.4	Students will analyze the differences in histology, clinical behavior, and risk factors among small cell, non-small cell, and carcinoid lung tumors.	K	Large group lecture	MCQ & short answer Questions
PATH 3.5	Students will evaluate the effects of environmental and occupational exposures (e.g., silica, asbestos, coal dust) on the pathogenesis and prognosis of lung diseases.	K	Large group lecture	MCQ & short answer Questions
GIT 1				
PATH 4.1	students will list major structural and inflammatory disorders of the esophagus and stomach	K	Large group lecture	MCQ & short answer Questions

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
PATH 4.2	Students will explain the pathogenesis, risk factors, and morphological features of GERD, Barrett's esophagus, and both acute and chronic gastritis (immune and H. pylori types).	K	Large group lecture	MCQ & short answer Questions
PATH 4.3	students will identify Barrett's esophagus, esophageal cancers, and peptic ulcer disease, proposing the most likely diagnosis and complications.	K	Large group lecture	MCQ & short answer **Questions**
PATH 4.4	Students will analyze the microscopic differences between squamous cell carcinoma and adenocarcinoma of the esophagus, and the histological types of gastric carcinoma (intestinal vs. diffuse).	K	Large group lecture	MCQ & short answer **Questions**
PATH 4.5	Students will evaluate diagnostic techniques for H. pylori infection, Barrett's esophagus, and gastric cancer, assessing their clinical value and limitations.	K	Large group lecture	MCQ & short answer **Questions**
GIT 2				
PATH 5.1	By the end of this lecture, students will list major congenital and acquired diseases of the small and large intestine, including Meckel's diverticulum, intestinal OBGYruction, typhoid fever, celiac disease, IBD, and polyposis syndromes.	K	Large group lecture	MCQ & short answer **Questions**
PATH 5.2	Students will analyze the differences between Crohn's disease and ulcerative colitis regarding distribution, gross and microscopic pathology, and risk of neoplasia.	K	Large group lecture	MCQ & short answer **Questions**
PATH 5.3	students will identify Crohn's disease, ulcerative colitis, and celiac disease based on clinical presentation, endoscopy, and histopathology,	K	Large group lecture	MCQ & short answer **Questions**
PATH 5.4	Students will evaluate the clinical and genetic significance of colonic polyps	K	Large group lecture	MCQ & short answer **Questions**

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
PATH 5.5	Students will construct a comprehensive comparison table summarizing the etiology, pathology, clinical manifestations, and complications of major small and large intestinal diseases discussed in this lecture.	K	Large group lecture	MCQ & short answer **Questions**
GIT 3				
PATH 6.1	students will list major colonic and appendiceal pathologies	K	Large group lecture	MCQ & short answer **Questions**
PATH 6.2	Students will explain the clinical and pathological differences between neoplastic and non-neoplastic polyps	K	Large group lecture	MCQ & short answer **Questions**
PATH 6.3	Given clinical or histological findings, students will diagnose acute appendicitis, colorectal carcinoma, and familial adenomatous polyposis, outlining the key diagnostic features.	K	Large group lecture	MCQ & short answer **Questions**
PATH 6.4	Students will analyze the risk factors and molecular mechanisms underlying colorectal cancer, including the impact of dietary and genetic factors	K	Large group lecture	MCQ & short answer **Questions**
PATH 6.5	Students will evaluate the clinical implications and genetic basis of polyposis syndromes (FAP and Lynch syndrome) and assess management strategies for high-risk patients.	K	Large group lecture	MCQ & short answer **Questions**
Male Genital Tract Pathology				
PATH 7.1	students will list major diseases of the prostate	K	Large group lecture	MCQ & short answer **Questions**
PATH 7.2	Students will explain the pathogenesis and clinical features of benign prostatic hyperplasia and prostatic carcinoma,	K	Large group lecture	MCQ & short answer **Questions**

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
PATH 7.3	students will differentiate between acute and chronic prostatitis, BPH, and prostatic carcinoma	K	Large group lecture	MCQ & short answer **Questions**
PATH 7.4	Students will analyze the microscopic and gross differences among seminoma, embryonal carcinoma, yolk sac tumor, choriocarcinoma, teratoma, and mixed germ cell tumors.	K	Large group lecture	MCQ & short answer **Questions**
PATH 7.5	Students will evaluate the diagnostic utility and limitations of PSA, hCG, and AFP as tumor markers in prostatic and testicular malignancies.	K	Large group lecture	MCQ &
breast pathology 1				
PATH 8.1	students will list the main structural, inflammatory, proliferative, benign, and malignant diseases of the breast	K	Large group lecture	MCQ & short answer Questions
PATH 8.2	Students will explain the pathogenesis and morphological features of fibrocystic change, ductal hyperplasia, fibroadenoma, and phyllodes tumor	K	Large group lecture	MCQ & short answer Questions
PATH 8.3	students will differentiate between acute mastitis, fat necrosis, duct ectasia, and granulomatous mastitis based on clinical and histologic criteria.	K	Large group lecture	MCQ & short answer Questions
PATH 7.4	Students will evaluate the diagnostic utility and limitations of PSA, hCG, and AFP as tumor markers in prostatic and testicular malignancies.	K	Large group lecture	MCQ & short answer Questions
breast pathology 1				
PATH 8.1	students will list the main structural, inflammatory, proliferative, benign, and malignant diseases of the breast	K	Large group lecture	MCQ & short answer Questions

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
PATH 8.2	Students will explain the pathogenesis and morphological features of fibrocystic change, ductal hyperplasia, fibroadenoma, and phyllodes tumor	K	Large group lecture	MCQ & short answer Questions
PATH 8.3	students will differentiate between acute mastitis, fat necrosis, duct ectasia, and granulomatous mastitis based on clinical and histologic criteria.	K	Large group lecture	MCQ & short answer Questions
PATH 8.4	Students will analyze the risk factors, clinical presentation, and histologic findings of ductal carcinoma in situ (DCIS),	K	Large group lecture	MCQ & short answer Questions
breast pathology 2				
PATH 9.1	By the end of this lecture, students will list major risk factors for breast cancer, types of invasive breast carcinoma, and key prognostic indicators.	K	Large group lecture	MCQ & short answer Questions
PATH 9.2	Students will explain the significance of hormone receptors (ER, PR) and HER2/neu status in breast cancer	K	Large group lecture	MCQ & short answer Questions
PATH 9.3	students will differentiate between invasive ductal carcinoma, invasive lobular carcinoma, and uncommon subtypes, relating features to clinical behavior and prognosis	K	Large group lecture	MCQ & short answer Questions
PATH 9.4	Students will analyze patterns of breast cancer spread (lymphatic, hematogenous), interpret imaging and biopsy data, and predict likely sites of metastasis.	K	Large group lecture	MCQ & short answer **Questions**
PATH 9.5	Students will evaluate the strengths and limitations of various diagnostic techniques for breast cancer	K	Large group lecture	MCQ & short answer **Questions**
Hematopathology 1				
PATH 10.1	By the end of this lecture, students will list the stages and sites of blood formation, key terms in erythropoiesis,	K	Large group lecture	MCQ & short answer **Questions**

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	and main laboratory investigations for anemia.			
PATH 10.2	Students will explain the mechanisms of erythropoiesis regulation, iron metabolism, and the significance of erythropoietin and nutritional factors in red cell production.	K	Large group lecture	MCQ & short answer **Questions**
PATH 10.3	Given CBC, blood film, and bone marrow data, students will classify different types of anemia (IDA, ACD, MBA, AA) and propose appropriate initial investigations.	K	Large group lecture	MCQ & short answer **Questions**
PATH 10.4	Students will analyze and compare the morphological and laboratory findings of iron deficiency anemia, megaloblastic anemia, and anemia of chronic disease.	K	Large group lecture	MCQ & short answer **Questions**
PATH 10.5	Students will analyze and compare the morphological and laboratory findings of iron deficiency anemia, megaloblastic anemia, and anemia of chronic disease.	K	Large group lecture	MCQ & short answer **Questions**
Hematopathology 2				
PATH 11.1	By the end of this lecture, students will list the major causes and clinical features of anemia due to acute blood loss and hemolytic anemias, including hereditary and acquired forms.	K	Large group lecture	MCQ & short answer **Questions**
PATH 11.2	Students will explain the pathophysiology, compensatory mechanisms, and laboratory findings associated with hemolysis (e.g., reticulocytosis, hyperbilirubinemia, spherocytes, and sickle cells).	K	Large group lecture	MCQ & short answer **Questions**
PATH 11.3	students will distinguish between intravascular and extravascular hemolysis	K	Large group lecture	MCQ & short answer **Questions**
PATH 11.4	Students will analyze differences between hereditary and acquired hemolytic anemias, using clinical, hematologic, and diagnostic findings.	K	Large group lecture	MCQ & short answer **Questions**

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
PATH 11.5	Students will evaluate the diagnostic value and limitations of key tests in the workup of hemolytic anemia and differentiate among subtypes.	K	Large group lecture	MCQ & short answer **Questions**
Lymphoma				
PATH 12.1	students will list the major types of lymphomas,	K	Large group lecture	MCQ & short answer **Questions**
PATH 12.2	Students will explain the differences between Hodgkin and non-Hodgkin lymphomas	K	Large group lecture	MCQ & short answer **Questions**
PATH 12.3	students will differentiate between CLL/SLL, Follicular lymphoma, DLBCL, and Burkitt lymphoma, citing key diagnostic features.	K	Large group lecture	MCQ & short answer **Questions**
PATH 12.4	Students will analyze the histological patterns and immunophenotypic markers to classify lymphoma subtypes and predict their clinical course	K	Large group lecture	MCQ & short answer **Questions**
PATH 12.5	Students will evaluate the relevance of molecular translocations and Reed-Sternberg cells in diagnosing specific lymphoma types and guiding therapy	K	Large group lecture	MCQ & short answer **Questions**
WBC disorders				
PATH 13.1	By the end of this lecture, students will list the normal types and counts of WBCs in peripheral blood, and define key terms such as leukocytosis, leukopenia, neutrophilia, lymphocytosis, and monocytosis.	K	Large group lecture	MCQ & short answer **Questions**
PATH 13.2	Students will explain the pathogenesis, clinical features, and laboratory findings of common benign and malignant WBC disorders,	K	Large group lecture	MCQ & short answer **Questions**

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
PATH 13.3	students will classify abnormal WBC patterns and identify acute versus chronic leukemias.	K	Large group lecture	MCQ & short answer **Questions**
PATH 13.4	Students will analyze the diagnostic criteria, morphology, and clinical course of acute (ALL, AML) versus chronic (CML, CLL)	K	Large group lecture	MCQ & short answer **Questions**
PATH 13.5	Students will evaluate the clinical significance of abnormal WBC function, the role of laboratory tests and the diagnostic approach to multiple myeloma.	K	Large group lecture	MCQ & short answer **Questions**
Coagulation disorders				
PATH 14.1	students will list the five main components of normal hemostasis and define key terms such as platelet, coagulation factors, and fibrinolysis	K	Large group lecture	MCQ & short answer **Questions**
PATH 14.2	Students will explain the basic approach to a bleeding patient	K	Large group lecture	MCQ & short answer **Questions**
PATH 14.3	students will differentiate between platelet disorders, coagulation factor deficiencies, and vascular causes of bleeding	K	Large group lecture	MCQ & short answer **Questions**
renal pathology 1				
PATH 15.1	students will list the major glomerular, tubular, interstitial, and urothelial diseases affecting the kidney, including their main causes and clinical presentations	K	Large group lecture	MCQ & short answer **Questions**
PATH 15.2	Students will explain the immunopathogenesis and morphological changes of primary and secondary glomerular diseases, distinguishing between nephritic and nephrotic syndromes.	K	Large group lecture	MCQ & short answer **Questions**

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
PATH 15.3	Given clinical or laboratory findings, students will identify key features of acute and chronic glomerulonephritis, nephrotic syndrome, pyelonephritis, and urothelial carcinoma.	K	Large group lecture	MCQ & short answer **Questions**
PATH 15.4	Students will analyze histological and laboratory findings to differentiate among major glomerulopathies (e.g., IgA nephropathy, FSGS, minimal change disease, membranoproliferative GN).	K	Large group lecture	MCQ & short answer **Questions**
renal pathology 2				
PATH 16.1	students will list major cystic diseases of the kidney, urinary tract OBGYructions, renal neoplasms, and types of cystitis	K	Large group lecture	MCQ & short answer **Questions**
PATH 16.2	Students will explain the pathogenesis, morphological features, and clinical consequences of polycystic kidney disease, urinary stones, hydronephrosis, and schistosomal cystitis.	K	Large group lecture	MCQ & short answer **Questions**
PATH 16.3	students will identify features of acquired and hereditary renal cysts, nephrolithiasis, RCC, Wilms tumor, and complications of chronic urinary OBGYruction.	K	Large group lecture	MCQ & short answer **Questions**
PATH 16.4	Students will analyze the risk factors, pathology, and potential complications associated with renal calculi, hydronephrosis, and bladder infections	K	Large group lecture	MCQ & short answer **Questions**
PATH 16.5	Students will evaluate diagnostic and management strategies for common renal tumors	K	Large group lecture	MCQ & short answer **Questions**
thyroid				
PATH 17.1	Students will explain the regulatory mechanisms of thyroid hormone synthesis and secretion, and describe the pathogenesis and clinical features of thyrotoxicosis and hypothyroidism	K	Large group lecture	MCQ & short answer **Questions**

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
PATH 17.2	identify characteristic features of Hashimoto thyroiditis, Graves' disease, and main thyroid tumors	K	Large group lecture	MCQ & short answer **Questions**
PATH 17.3	Students will analyze the histological and gross differences among thyroid tumors and correlate cytological findings with clinical behavior	K	Large group lecture	MCQ & short answer **Questions**
PATH 17.4	list the major diseases of the thyroid and parathyroid glands	K	Large group lecture	MCQ & short answer **Questions**
PATH 17.5	Students will evaluate the risk factors and complications of hyperparathyroidism and compare the causes and consequences of hyper- and hypoparathyroidism.	K	Large group lecture	MCQ & short answer **Questions**
pituitary and adrenal				
PATH 18.1	By the end of this lecture, students will list the main diseases of the pituitary, pancreas, and adrenal glands,	K	Large group lecture	MCQ & short answer **Questions**
PATH 18.2	Students will explain the mechanisms, histological changes, and clinical effects of pituitary adenomas, types of diabetes mellitus, and the major forms of adrenal hyperfunction and insufficiency.	K	Large group lecture	MCQ & short answer **Questions**
PATH 18.3	identify characteristic features of pituitary disorders classify diabetes types, and distinguish between Cushing's syndrome etiologies.	K	Large group lecture	MCQ & short answer **Questions**
PATH 18.4	Students will analyze the differences in pathogenesis, morphology, and clinical implications among islet cell tumors, adrenocortical neoplasms, pheochromocytoma, and neuroblastoma.	K	Large group lecture	MCQ & short answer **Questions**
PATH 18.5	Students will evaluate the complications and systemic effects of diabetes mellitus	K	Large group lecture	MCQ & short answer **Questions**

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Female Genital tract 1				
PATH 19.1	By the end of this lecture, students will list common infectious, premalignant, and malignant conditions affecting the vulva, vagina, cervix, and uterine body	K	Large group lecture	MCQ & short answer Questions
PATH 19.2	Students will explain the pathogenesis, morphological changes, and clinical features of vulvar intraepithelial neoplasia, cervical intraepithelial neoplasia (CIN/SIL), endometriosis, and endometrial hyperplasia.	K	Large group lecture	MCQ & short answer Questions
PATH 19.3	students will identify major lesions such as condyloma acuminatum, cervical carcinoma, endometriosis, and atypical endometrial hyperplasia, describing their diagnostic criteria and implications.	K	Large group lecture	MCQ & short answer Questions
PATH 19.4	Students will analyze the molecular and environmental risk factors that contribute to the development and progression of female genital tract cancers.	K	Large group lecture	MCQ & short answer Questions
PATH 19.5	Students will evaluate the significance and limitations of screening tools (Pap smear, HPV testing) and management options for premalignant and malignant conditions of the cervix and endometrium.	K	Large group lecture	MCQ & short answer Questions
Female Genital tract 2				
PATH 20.1	By the end of this lecture, students will list the major types of endometrial and myometrial tumors (endometrial polyps, leiomyoma, leiomyosarcoma, endometrial carcinoma) and the main ovarian neoplasms (epithelial, germ cell, sex cord/stromal).	K	Large group lecture	MCQ & short answer Questions
PATH 20.2	Students will explain the pathogenesis, gross and microscopic features, and clinical significance of common uterine and ovarian tumors, including distinctions between benign, borderline, and malignant lesions.	K	Large group lecture	MCQ & short answer Questions

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
PATH 20.3	Students will explain the pathogenesis, gross and microscopic features, and clinical significance of common uterine and ovarian tumors, including distinctions between benign, borderline, and malignant lesions.	K	Large group lecture	MCQ & short answer Questions
PATH 20.4	Students will analyze the molecular and genetic alterations (e.g., PTEN, KRAS, p53 mutations) associated with different subtypes of endometrial and ovarian cancers, and assess their impact on prognosis and management.	K	Large group lecture	MCQ & short answer Questions
PATH 20.5	Students will evaluate the diagnostic value of histopathology, immunohistochemistry, and serum markers (e.g., CA-125) in the workup and monitoring of uterine and ovarian neoplasms.	K	Large group lecture	MCQ & short answer Questions

Practical

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Respiratory lab				
PATH 1.1	Evaluate and justify lung carcinoma diagnosis based on microscopy during lab discussion	K/S	Small group lecture	CIVA
PATH 1.2	Identify histological patterns of squamous cell carcinoma, adenocarcinoma, and small cell carcinoma of the lung on slides within 20 minutes	K/S	Small group lecture	CIVA
PATH 1.3	Analyze and distinguish the cytological features of each lung carcinoma type with 90% accuracy using histopathological images	K/S	Small group lecture	CIVA
PATH 1.4	Create a table summarizing differences between SCC, adenocarcinoma, and small cell carcinoma with at least 3 features per type	K/S	Small group lecture	CIVA
GIT lab				
PATH 2.1	Identify gross and microscopic features of Barrett esophagus, peptic ulcer, Crohn's disease, and ulcerative colitis from provided specimens and histological slides in a 30-minute lab session	K/S	Small group lecture	CIVA
PATH 2.2	Compare microscopic differences between Crohn's disease and ulcerative colitis, listing at least 4 distinguishing features with 85% accuracy	K/S	Small group lecture	CIVA
PATH 2.3	Construct a visual comparison chart including gross and microscopic features of GIT pathologies (Barrett, peptic ulcer, Crohn's, UC, gastric carcinoma) by end of lab class	K/S	Small group lecture	CIVA
PATH 2.4	Evaluate the diagnostic significance of goblet cell metaplasia in Barrett esophagus and determine its implication in pre-malignant transformation during lab discussion	K/S	Small group lecture	CIVA

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Renal pathology lab				
PATH 3.1	Identify microscopic features of renal cell carcinoma, urothelial carcinoma, benign prostatic hyperplasia, and prostatic adenocarcinoma in provided histology slides within 25 minutes	K/S	Small group lecture	CIVA
PATH 3.2	Distinguish between benign prostatic hyperplasia and prostatic adenocarcinoma based on glandular architecture, nuclear morphology, and presence/absence of basal layer	K/S	Small group lecture	CIVA
PATH 3.3	Evaluate the presence of perineural invasion as a diagnostic sign of malignancy in prostatic adenocarcinoma during microscopic examination	K/S	Small group lecture	CIVA
PATH 3.4	Create a diagnostic table contrasting the histopathological features of RCC, urothelial carcinoma, BPH, and prostate cancer, to be completed in pairs during lab activity	K/S	Small group lecture	CIVA
Hematology lab1				
PATH 4.1	Identify normal and abnormal red blood cell morphologies (e.g., hypochromia, target cells, oval macrocytes, sickle cells) using peripheral blood film within 20 minutes of slide analysis	K/S	Small group lecture	CIVA
PATH 4.2	Analyze different anemia patterns based on blood film features and propose the most likely differential diagnosis among IDA, thalassemia, ACD, and SBA	K/S	Small group lecture	CIVA
PATH 4.3	Evaluate bone marrow biopsy findings to distinguish between normal marrow and aplastic anemia based on cellularity and fat content gross and microscopic features of GIT pathologies (Barrett, peptic ulcer, Crohn's, UC, gastric carcinoma) by end of lab class	K/S	Small group lecture	CIVA
PATH 4.4	Create a diagnostic decision tree that classifies major red cell abnormalities (e.g., spherocytosis, macrocytosis, microcytosis, sickling) based on blood film observations	K/S	Small group lecture	CIVA
Hematology lab 2				
PATH 5.1	Identify different white blood cell abnormalities in peripheral blood films, including neutrophilic leukocytosis,	K/S	Small group lecture	CIVA

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	lymphocytosis, eosinophilia, and blasts, within 15 minutes of slide examination			
PATH 5.2	Analyze blood and bone marrow findings to differentiate between acute leukemia, chronic lymphocytic leukemia (CLL), chronic myelogenous leukemia (CML), and multiple myeloma	K/S	Small group lecture	CIVA
PATH 5.3	Evaluate the clinical significance of bone marrow fibrosis and plasmacytosis in diagnosing myeloproliferative and plasma cell disorders	K/S	Small group lecture	CIVA
PATH 5.4	Construct a diagnostic comparison chart for common hematologic malignancies (CLL, AML, CML, MM) based on both blood film and bone marrow findings	K/S	Small group lecture	CIVA
Endocrine lab				
PATH 6.1	Identify gross and microscopic features of thyroid, pituitary, and adrenal pathologies (e.g., papillary carcinoma, adenomas, goiters) in slides and images during the lab session	K/S	Small group lecture	CIVA
PATH 6.2	Analyze differences in nuclear features of papillary thyroid carcinoma versus benign nodules and other malignant thyroid lesions using histological slides	K/S	Small group lecture	CIVA
PATH 6.3	Evaluate adrenal tumors based on gross morphology, differentiating between adenoma, cortical carcinoma, and pheochromocytoma	K/S	Small group lecture	CIVA
PATH 6.4	Create a diagnostic comparison table including all thyroid disorders (e.g., Hashimoto, Graves, multinodular goiter, papillary carcinoma), listing at least 4 features for each	K/S	Small group lecture	CIVA
Gyeneacological and Breast pathology				
PATH 7.1	Identify the gross features of common gynecological and breast lesions including leiomyoma, endometriosis, ovarian cysts, and breast fibroadenoma using specimen images and slide review	K/S	Small group lecture	CIVA

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
PATH 7.1	Analyze microscopic patterns to distinguish between benign and malignant tumors of the endometrium, ovary, and breast, citing at least 3 histologic features per case	K/S	Small group lecture	CIVA
PATH 7.2	Evaluate the clinical significance of Paget's disease, Krukenberg tumors, and invasive breast carcinoma based on gross and microscopic findings	K/S	Small group lecture	CIVA
PATH 7.3	Create a pathology atlas table that categorizes gynecologic and breast lesions based on organ origin, tumor type (benign/malignant), and distinguishing pathological features	K/S	Small group lecture	CIVA
Lymphoma lab				
PATH 8.1	Identify microscopic features of Hodgkin lymphoma subtypes (e.g., nodular sclerosis, RS cells, lacunar cells) and non-Hodgkin lymphomas (e.g., follicular, Burkitt, DLBCL) on histological slides	K/S	Small group lecture	CIVA
PATH 8.2	Analyze the distinguishing histologic patterns of Reed-Sternberg cells and "starry-sky" appearance in Burkitt lymphoma and explain their diagnostic value	K/S	Small group lecture	CIVA
PATH 8.3	Evaluate the differences between Hodgkin and non-Hodgkin lymphoma based on lymph node architecture, cell size, and pattern of spread	K/S	Small group lecture	CIVA
PATH 8.4	Create a comparative diagnostic table summarizing at least 4 histological and gross differences between various lymphomas, including follicular, Burkitt, and Hodgkin's types	K/S	Small group lecture	CIVA

Obstetrics

Fourth Grade

Academic Program Description

This academic program provides a summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program.

1. Educational Establishment:	University of Al-Ameed
2. Scientific Department:	College of Medicine – Department of obstetrics and Gynecology
3. Name of the Professional Academic Program:	Modified Traditional Curriculum
4. Final Graduation Certificate:	M.B.Ch.B
5. Educational system: Annual/courses/other	Annual System
6. Approved accreditation program:	Iraqi National Guideline on Standards for Established and Accrediting Medical School
7. Other external factors:	• Availability of relevant scientific research • in the field of specialization. • Access to global electronic networks • Access to traditional and digital libraries • Teaching aids such as data show and • PowerPoint presentations Availability of equipped classrooms. • Use of free online communication • platforms (e.g., Free Conference Call)
8. Date the description was written:	15/9/2024

9. Academic Program Objectives:

- Training highly competent doctors in maternal care and childbirth according to the latest medical standards.
- Equipping students with the necessary clinical skills to monitor pregnancy and perform both natural and cesarean deliveries.
- Promoting the use of modern technologies in monitoring maternal and fetal health.
- Advancing scientific research in obstetrics and encouraging innovation in medical practices.
- Preparing doctors to provide comprehensive care for both mother and baby, addressing both medical and psychological aspects.
- Enhancing the quality of medical education in OBGYetrics through a combination of theoretical knowledge and hands-on training.
- Integrate health promotion into obstetrics care by highlighting the significance of early prenatal care, promoting healthy lifestyle choices, and educating students on preventive strategies to improve maternal and fetal health outcomes.

10. The Most reliable resources for program Information:

1. - Ten Teacher Textbook.

obstetrics \ Grade 4

Code: OBGY 405 — 5 Credits

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Fertilization, Implantation and Early Fetal Development.				
OBGY1.1	Define the process of fertilization, including the role of the sperm, ovum, and site of fertilization.	K	Large Group Teaching	Short answer questions &MCQ
OBGY1.2	Describe the sequence of events during implantation and how the blastocyst interacts with the endometrium.	K	Large Group Teaching	Short answer questions &MCQ
OBGY1.3	Identify the hormonal and structural changes that support early pregnancy after implantation.	K	Large Group Teaching	Short answer questions &MCQ
OBGY1.4	Outline the stages of early fetal development during the first trimester, including the formation of germ layers.	K	Large Group Teaching	Short answer questions &MCQ
OBGY1.5	Recognize factors affecting implantation and early development, such as hormonal balance, uterine health, and genetic influences, which are critical for a successful pregnancy.	K	Large Group Teaching	Short answer questions &MCQ
Development and Function of Placenta.				
OBGY2.1	Explain the embryological origin and structural components of the placenta, including the contribution of fetal tissues (chorion frondosum) and maternal tissues (decidua basalis).	K	Large Group Teaching	Short answer questions &MCQ
OBGY2.2	Understand the role of the placenta in nutrient and gas exchange between the mother and fetus.	K	Large Group Teaching	Short answer questions &MCQ
OBGY2.3	Identify the immune protective role of the placenta in providing passive immunity to the fetus.	K	Large Group Teaching	Short answer questions &MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY2.4	Recognize the metabolic and excretory functions of the placenta in fetal development.	K	Large Group Teaching	Short answer questions &MCQ
Physiological Changes of Pregnancy				
OBGY3.1	Understand cardiovascular changes in pregnancy, including increased blood volume, cardiac output, and heart rate to support fetal growth.	K	Large Group Teaching	Short answer questions &MCQ
OBGY3.2	Describe respiratory adaptations, such as increased oxygen demand, enhanced tidal volume, and reduced lung capacity due to uterine expansion	K	Large Group Teaching	Short answer questions &MCQ
OBGY3.3	Identify hormonal and metabolic changes, including higher levels of progesterone, estrogen, and hCG, as well as insulin resistance to support fetal energy needs.	K	Large Group Teaching	Short answer questions &MCQ
OBGY3.4	Recognize musculoskeletal and gastrointestinal changes, such as ligament relaxation, postural shifts, delayed gastric emptying, and reflux due to hormonal effects.	K	Large Group Teaching	Short answer questions &MCQ
Diagnoses Of Pregnancy.				
OBGY4.1	Understand the clinical signs of pregnancy, including missed periods, breast changes, nausea, and fatigue, which may suggest pregnancy.	K	Large Group Teaching	Short answer questions &MCQ
OBGY4.2	Describe the role of blood and urine tests for detecting human chorionic gonadotropin (hCG), the primary hormone used for confirming pregnancy.	K	Large Group Teaching	Short answer questions &MCQ
OBGY4.3	Identify the use of ultrasound in early pregnancy to confirm fetal heart activity, determine gestational age, and rule out ectopic pregnancies.	K	Large Group Teaching	Short answer questions &MCQ
OBGY4.4	Recognize physical examination findings, such as a softening of the cervix (Goodell's sign) and changes in the uterus, which are additional indicators of pregnancy.	K/S	Large group, Bedside, Clinical skills lab & Practical learning	Short answer question, MCQ & OSCE

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Antennal Care.				
OBGY5.1	Define and understand the importance of antenatal care, which aims to monitor maternal and fetal health, prevent complications, and promote a healthy pregnancy.	K	Large Group Teaching	Short answer questions &MCQ
OBGY5.2	Describe the key components of antenatal visits, including OBGYetric history/examination, regular check- ups, blood pressure monitoring, weight tracking, urine tests, and screening for conditions like anemia, diabetes, and infections.	K	Large group, Bedside, Clinical skills lab & Practical learning	Short answer question, MCQ & OSCE
OBGY5.3	Identify the role of ultrasounds and diagnostic tests, used to assess fetal growth, detect anomalies, and estimate gestational age.	K	Large Group Teaching	Short answer questions &MCQ
OBGY5.4	Recognize the importance of maternal education and Health Promotion including guidance on nutrition, exercise, vaccination, and recognizing danger signs like bleeding, severe headaches, or reduced fetal movements.	K/A	Large Group Teaching	Short answer questions &MCQ
Antenatal Assessment of Fetal Wellbeing.				
OBGY6.1	Understand the purpose of antenatal assessment, including regular monitoring of maternal and fetal health to detect any potential complications during pregnancy.	K	Large Group Teaching	Short answer questions &MCQ
OBGY6.2	Describe the key components of antenatal care, such as measuring blood pressure, urine tests, monitoring fetal heart rate, and checking for signs of preeclampsia or gestational diabetes.	K	Large Group Teaching	Short answer questions &MCQ
OBGY6.3	Identify the use of diagnostic tests like ultrasound for fetal growth and development, screening for genetic conditions (e.g., Down syndrome), and blood tests to assess maternal health.	K	Large Group Teaching	Short answer questions &MCQ
OBGY6.4	Recognize the role of antenatal fetal wellbeing assessments as a health promotion strategy aimed at preventing fetal morbidity and	K/A	Large Group Teaching	Short answer questions &MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	mortality through early detection and timely intervention.			
Prenatal Diagnoses.				
OBGY7.1	Define prenatal diagnosis and identify its main clinical indications.	K	Large Group Teaching	Short answer questions &MCQ
OBGY7.2	List the common methods used in prenatal diagnosis, such as ultrasound, amniocentesis, and chorionic villus sampling	K	Large Group Teaching	Short answer questions &MCQ
OBGY7.3	Differentiate between prenatal screening and diagnostic tests based on purpose and timing.	K	Large Group Teaching	Short answer questions &MCQ
OBGY7.4	Describe the appropriate timing and procedure for each prenatal diagnostic method.	K	Large Group Teaching	Short answer questions &MCQ
OBGY7.5	Explain the potential risks and benefits associated with prenatal diagnostic procedures.	K	Large Group Teaching	Short answer questions &MCQ
Introduction to Labour and Physiology.				
OBGY8.1	Understand the physiological changes during pregnancy, including how the cardiovascular, respiratory, hormonal, and musculoskeletal systems adapt to support fetal growth and prepare for labor.	K	Large Group Teaching	Short answer questions &MCQ
OBGY8.2	Recognize the stages and key mechanisms of labor,	K	Large Group Teaching	Short answer questions &MCQ
OBGY8.3	Identify the phases of labor (latent, active, and delivery), the role of uterine contractions, cervical changes, and fetal descent through the birth canal.	K	Large Group Teaching	Short answer questions &MCQ
OBGY8.4	Explore the hormonal and mechanical factors involved in labor initiation in which role of oxytocin, prostaglandins, and fetal signals in triggering labor and maintaining effective contractions.	K/A	Large Group Teaching	Short answer questions &MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Anatomy of Female Pelvis and Fetal Skull.				
OBGY9.1	Understand the structure and function of the female pelvis.	K	Large Group Teaching	Short answer questions &MCQ
OBGY9.2	Learn about the different pelvic types, bony landmarks, and their role in childbirth.	K	Large Group Teaching	Short answer questions &MCQ
OBGY9.3	Recognize the anatomy of the fetal skull and its adaptations for birth.	K	Large Group Teaching	Short answer questions &MCQ
OBGY9.4	Identify the sutures, fontanelles, and diameters of the fetal skull.	K	Large Group Teaching	Short answer questions &MCQ
OBGY9.5	Understand how the anatomical features of the female pelvis and fetal skull interact to facilitate passage of the fetus through the birth canal during labor.	K	Large Group Teaching	Short answer questions &MCQ
OBGY9.6	Explore the relationship between the maternal pelvis and fetal skull during labor.	K	Large Group Teaching	Short answer questions &MCQ
OBGY9.7	Understand the mechanisms of labor, including engagement, descent, and rotation, and how pelvic dimensions affect delivery outcomes.	K	Large Group Teaching	Short answer questions &MCQ
Mechanism of Labour.				
OBGY10.1	Define the key terms related to fetal orientation during labor, including lie, presentation, position, and attitude.	K	Large Group Teaching	Short answer questions &MCQ
OBGY10.2	Identify the cardinal movements of labor and describe their physiological sequence.			
OBGY10.3	Distinguish between different fetal positions and presentations using clinical examination methods such as abdominal palpation and vaginal examination.	K	Large Group Teaching	Short answer questions &MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY10.4	Explain the mechanism of labor in occiput anterior presentation through its associated positional changes.	K	Large Group Teaching	Short answer questions &MCQ
Diagnosis and Stages of Labour.				
OBGY11.1	Understand the criteria for diagnosing the onset of labor.	K	Large Group Teaching	Short answer questions &MCQ
OBGY11.2	Learn how to identify true labor based on regular contractions, cervical changes, and the rupture of membranes.	K	Large Group Teaching	Short answer questions &MCQ
OBGY11.3	Recognize the three stages of labor and their key features.	K	Large Group Teaching	Short answer questions &MCQ
OBGY11.4	Understand the progression from cervical dilation (first stage), fetal delivery (second stage), and placental expulsion (third stage).	K	Large Group Teaching	Short answer questions &MCQ
OBGY11.5	Explore the physiological and clinical management of each stage.	K	Large Group Teaching	Short answer questions &MCQ
OBGY11.6	Learn about monitoring labor progress, pain relief options, and interventions to ensure safe delivery for both mother and baby	K	Large Group Teaching	Short answer questions &MCQ
Management of Labour and Partogram.				
OBGY12.1	Identify the essential elements of admission history and physical examination in laboring women.	S	Large group, Bedside, Clinical skills lab & Practical learning	Short answer question, MCQ, OSCE & CIVA
OBGY12.2	Describe the proper technique for abdominal and vaginal examinations during labor.	K/S		
OBGY12.3	Explain the clinical management steps during each stage of labor (latent, active, second, third, and fourth).			
OBGY12.4	List the key maternal and fetal parameters that should be assessed during labor.	K	Large group, Bedside, Clinical	Short answer question, MCQ,

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY12.5	Recognize signs of abnormal labor or fetal distress requiring medical intervention.	K	skills lab & Practical learning	OSCE & CIVA
OBGY12.6	Interpret the partogram to evaluate cervical dilatation and labor progression.	S		
Abnormal Labour Prolonged and Precipitated Labour1.				
OBGY13.1	Describe the criteria that define abnormal labour, including prolonged, precipitous, OBGYructed labour, and fetal distress.	K/S	Large group, small group, Bedside, Clinical skills lab&Case Based Learning	Short answer question, MCQ, OSCE & CIVA
OBGY13.2	Explain the distinctions between different types of abnormal labour.	K		
OBGY13.3	Identify the maternal and fetal risks associated with abnormal labour.	K		
OBGY13.4	Clarify how uterine contractions (powers), pelvic structure (passages), and fetal positioning (passenger) influence labour progression.	K		
OBGY13.5	Outline the patterns that suggest deviations from normal labour.	K		
OBGY13.6	Describe the clinical reasoning behind choosing appropriate management options for abnormal labour.	K/S		
Abnormal Labour Prolonged and Precipitated Labour 2.				
OBGY14.1	Identify the causes and consequences of prolonged and precipitous labour for both mother and fetus.	K	Large group, small group, Bedside, Clinical skills lab, Case Based Learning & Practical	Short answer question, MCQ, OSCE & CIVA
OBGY14.2	Explain the factors contributing to delayed labour progression.	K		
OBGY14.3	Describe the role of fetal malpresentation, uterine and cervical abnormalities, and pelvic structure in labour delay.	K		
OBGY14.4	Outline the management approaches for second-stage labour delay.	K/S		

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY14.5	Explain the indications for interventions such as oxytocin augmentation, instrumental vaginal delivery, and cesarean section.	K	learning	
Shoulder Dystocia.				
OBGY15.1	Define shoulder dystocia and explain its clinical relevance as an OBGYetric emergency.	K	Large Group Teaching	Short answer question, MCQ, & OSCE
OBGY15.2	List the major risk factors for shoulder dystocia	K	Large Group Teaching	Short answer question, MCQ, OSCE & CIVA
OBGY15.3	Explain the mechanism of normal shoulder delivery and how shoulder dystocia interrupts this process.	K	Large Group Teaching	
OBGY15.4	Describe key warning signs such as the "turtle sign" and lack of spontaneous shoulder delivery.		Large Group Teaching	
OBGY15.5	Identify the initial management steps in shoulder dystocia, including McRoberts maneuver, suprapubic pressure, and maternal position changes to release the impacted shoulder.	K/S	Large group, small group, Bedside, Clinical skills lab, Case Based Learning & Practical learning	Short answer question, MCQ, OSCE & CIVA
OBGY15.6	Understand advanced techniques such as Woods' screw maneuver, delivery of the posterior arm, or episiotomy when basic methods fail, with attention to minimizing trauma.	S		
OBGY15.7	Describe the maternal and neonatal complications associated with shoulder dystocia.	K		
Bleeding During Pregnancy (Antepartum Hemorrhage).				
OBGY16.1	Define antepartum hemorrhage (APH) and state its incidence, common causes, and associated maternal and fetal risks.	K	Large group, small group,	Short answer question, MCQ,

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY16.2	List the major causes of APH and summarize their potential complications.	K	Bedside, Clinical skills lab, Case Based Learning & Practical learning	OSCE & CIVA
OBGY16.3	Classify APH into placental, fetal, and maternal causes, with examples for each.	K		
OBGY16.4	Describe the different types of placenta previa and their clinical relevance.	K		
OBGY16.5	Explain the key steps in assessing and managing a patient presenting with APH.	K/S		
OBGY16.6	Recognize the clinical signs and recommended interventions for placenta previa and placental abruption.	K		
Hypertensive Disorders.				
OBGY17.1	Classify and differentiate the various hypertensive disorders, including gestational hypertension, pre-eclampsia, eclampsia, and chronic hypertension, with an emphasis on their definitions, degrees of hypertension (mild, moderate, severe), and associated risks.	K	Large Group Teaching	Short answer questions &MCQ
OBGY17.2	Explain the pathophysiology of pre-eclampsia, detailing the factors that contribute to its development, and the resulting vascular endothelial cell activation and dysfunction.	K	Large Group Teaching	Short answer questions &MCQ
OBGY17.3	Identify the clinical manifestations and diagnostic criteria of pre-eclampsia and eclampsia, covering the range of symptoms from hypertension and proteinuria to severe features like headache, visual problems, epigastric pain, and the occurrence of tonic - clonic convulsions.	K	Large group, small group, Bedside &Case Based Learning	Short answer question, MCQ& OSCE
OBGY17.4	Outline the principles of management for hypertensive disorders of pregnancy, including monitoring, pharmacological interventions, and delivery considerations, with a focus on the management of pre-eclampsia	K	Large group, small group, Bedside &Case Based	Short answer question, MCQ& OSCE

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	and the prevention and treatment of its complications.		Learning	
OBGY17.5	Recognize the role of health promotion in hypertensive disorders of pregnancy by understanding the importance of early detection, regular antenatal monitoring, patient education, and lifestyle modifications to reduce maternal and fetal complications.	A	Large Group Teaching	Short answer questions &MCQ
OBGYetric Shock.				
OBGY18.1	Describe the mechanisms and common features of OBGYetric shock, including hypovolemic, cardiogenic, and distributive shock, and the progression of shock leading to irreversible damage.	K	Large Group Teaching	Short answer questions &MCQ
OBGY18.2	Identify the causes, symptoms, and diagnosis of specific types of OBGYetric shock, such as amniotic fluid embolism and septic shock, and understand the importance of early recognition and management.	K	Large Group Teaching	Short answer questions &MCQ
OBGY18.3	Differentiate between the early and late symptoms of septic shock in OBGYetric patients and recognize the importance of timely diagnosis to prevent progression to irreversible shock and associated complications like ARDS and DIC.	K	Large Group Teaching	Short answer questions &MCQ
OBGY18.4	Outline the management strategies for OBGYetric shock, emphasizing the priorities in maternal care, including resuscitation, circulatory support, and addressing the underlying causes, such as infection or hemorrhage.	K/A	Large Group Teaching	Short answer questions &MCQ
Postpartum Hemorrhage.				
OBGY19.1	Define postpartum hemorrhage (PPH) and differentiate between early (within 24 hours) and late (after 24 hours up to	K	Large group, small	Short answer question,

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	6 weeks postpartum) PPH, emphasizing the importance of accurate blood loss estimation.		group, Bedside, Clinical skills lab, Case Based Learning & Practical learning	MCQ, OSCE & CIVA
OBGY19.2	Identify the main causes and types of postpartum hemorrhage, including uterine atony, retained placenta, genital tract trauma, and coagulation disorders.	K		
OBGY19.3	Recognize the clinical signs of PPH, such as excessive vaginal bleeding, hypotension, tachycardia, and signs of hypovolemic shock.	K/S		
OBGY19.4	Explain the diagnostic approach to PPH, including physical examination, vital signs monitoring, and investigations to determine the underlying cause and guide management.	K/S		
OBGY19.5	Learn about the immediate steps to manage PPH, including uterine massage, administration of uterotonics, surgical interventions like curettage, and blood transfusion, as well as preventive measures like active management of the third stage of labor.	K		Short answer question, MCQ, OSCE & CIVA
Preterm Labour and Premature Rupture of Membrane.				
OBGY20.1	Explain the definitions and distinctions between preterm labor, late miscarriage, classifications of preterm birth, as well as the differences between PROM, preterm PROM, and spontaneous rupture of membranes.	K	Large group, small group, Bedside, Clinical skills lab, Case Based Learning & Practical learning	Short answer question, MCQ, OSCE & CIVA
OBGY20.2	Recognize both modifiable and non-modifiable factors that increase the risk of preterm labor and PROM.	K		
OBGY20.3	Outline the clinical assessment including history, physical examination, and diagnostic tools such as ultrasound, fetal fibronectin, and sterile speculum examination.	K		

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY20.4	Recognize the potential complications of preterm labor and PROM, such as respiratory distress syndrome, neonatal sepsis, and long-term developmental issues, and the importance of managing these risks through timely interventions and specialized neonatal care.	K		
OBGY20.5	Outline the management strategies for, detailing the use of tocolytics, steroids for lung maturity, antibiotics for GBS prophylaxis, and cervical cerclage, as well as the considerations for delivery of preterm fetuses.	K		
OBGY20.6	Enhance health promotion by guiding pregnant women to recognize warning signs of preterm labor and PROM, understand contributing risk factors, and seek timely medical care to support better maternal and neonatal outcomes	A		
Diabetes Mellitus in Pregnancy.				
OBGY21.1	Understand the physiological changes in carbohydrate metabolism during pregnancy and how they contribute to gestational diabetes.	K	Large group, small group, Bedside, Clinical skills lab& Case Based Learning	Short answer question, MCQ, OSCE & CIVA
OBGY21.2	Classify the types of diabetes seen in pregnancy: pre-existing type 1, pre-existing type 2, and gestational diabetes.	K		
OBGY21.3	Identify the maternal, fetal, and neonatal complications associated with diabetes mellitus in pregnancy.	K		
OBGY21.4	Recognize the importance of taking a detailed history, performing a physical examination, and conducting appropriate evaluations to assess and support maternal and fetal well-being during pregnancy	K/S	Large group, small group, Bedside, Clinical skills lab& Case	Short answer question, MCQ, OSCE & CIVA
OBGY21.5	Learn the management strategies for diabetes in pregnancy, including preconception care, antenatal	K		

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	monitoring, and postpartum management		Based Learning	
OBGY21.6	Analyze the management of glycemic control during labor and birth, including monitoring and controlling blood glucose levels, and adjusting insulin or oral hypoglycemic therapy to ensure optimal maternal and fetal outcomes.	K		
Gestational Diabetes Mellitus.				
OBGY22.1	Understand the risk factors and pathophysiology of GDM,	K	Large Group Teaching	Short answer questions &MCQ
OBGY22.2	Learn the hormonal and metabolic changes in pregnancy that lead to insulin resistance and identify risk factors such as obesity, family history, and previous GDM.	K	Large Group Teaching	Short answer questions &MCQ
OBGY22.3	Recognize the clinical features of gestational diabetes mellitus (GDM), including symptoms such as increased thirst, frequent urination, and fatigue.	K	Large group, Bedside& Case Based Learning	Short answer questions &MCQ
OBGY22.4	Identify the diagnostic criteria and methods for GDM, including the use of oral glucose tolerance testing (OGTT) and blood sugar monitoring.	K		Short answer questions &MCQ
OBGY22.5	Understand the potential complications associated with GDM, such as macrosomia, preterm birth, and increased risk of developing type 2 diabetes in the future.	K		Short answer questions &MCQ
OBGY22.6	Understand the screening methods (e.g., oral glucose tolerance test), symptoms, and potential complications for both mother and baby, such as macrosomia and neonatal hypoglycemia	K		Short answer questions &MCQ
OBGY22.7	Learn Abou Health promotion including dietary modifications, exercise, blood glucose monitoring, and the role of medications (e.g., insulin) in controlling GDM, as well as strategies to reduce future diabetes risk.	K	Large Group Teaching	Short answer questions &MCQ
RH-Isoimmunization.				

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY23.1	Define the concept and pathophysiology of Rh isoimmunization.	K	Large Group Teaching	Short answer questions &MCQ
OBGY23.2	Identify the risk factors and circumstances that lead to maternal sensitization.	K	Large Group Teaching	Short answer questions &MCQ
OBGY23.3	Explain the methods used to diagnose Rh isoimmunization, including relevant blood tests.	K	Large Group Teaching	Short answer questions &MCQ
OBGY23.4	Outline the strategies for preventing Rh isoimmunization during and after pregnancy.	K	Large Group Teaching	Short answer questions &MCQ
OBGY23.5	Describe the management approaches for both sensitized and non-sensitized Rh-negative pregnant women.	K	Large Group Teaching	Short answer questions &MCQ
OBGY23.6	Promote health education and awareness as part of health promotion to ensure timely administration of anti-D immunoglobulin and reduce the incidence of Rh isoimmunization.	K	Large Group Teaching	Short answer questions &MCQ
Minor Problems in Pregnancy.				
OBGY24.1	Identify common minor complications of pregnancy, like nausea and vomiting (NVP) and hyperemesis gravidarum (HG), gastroesophageal reflux, varicose veins and hemorrhoids, edema, backache. Etc....	K	Large Group Teaching	Short answer questions &MCQ
OBGY24.2	Understand the causes and risk factors of common minor complications of pregnancy, and other pregnancy-related conditions and how other factors like hormonal changes, maternal age, multiple pregnancies, and pre-existing medical conditions may increase the likelihood of these complications.	K	Large Group Teaching	Short answer questions &MCQ
OBGY24.3	Describe appropriate management strategies for common minor complications of pregnancy.	K	Large Group Teaching	Short answer questions &MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Hyperemesis Gravidarum.				
OBGY25.1	Understand the definition, causes, and risk factors of hyperemesis gravidarum.	K	Large Group Teaching	Short answer questions &MCQ
OBGY25.2	Identify the clinical features and diagnostic criteria, including persistent vomiting and significant weight loss.	K	Large Group Teaching	Short answer questions &MCQ
OBGY25.3	Recognize the management approaches, including hydration, antiemetic therapy, and, in severe cases, hospitalization.	K	Large Group Teaching	Short answer questions &MCQ
OBGY25.4	Understand the key strategies for health promotion in managing hyperemesis gravidarum, including symptom recognition, nutritional management, lifestyle changes, and the importance of timely medical intervention.	A	Large Group Teaching	Short answer questions &MCQ
Urinary Tract Disorders in Pregnancy.				
OBGY26.1	Describe the physiological and anatomical changes of the urinary tract during pregnancy.	K	Large Group Teaching	Short answer questions &MCQ
OBGY26.2	Explain the impact of chronic kidney disease (CKD) on pregnancy outcomes and maternal renal function.	K	Large Group Teaching	Short answer questions &MCQ
OBGY26.3	Identify the risk factors, diagnosis, and treatment strategies for urinary tract infections in pregnancy.	K	Large Group Teaching	Short answer questions &MCQ
OBGY26.4	Recognize the importance of preconception counseling and safe medication use as part of health promotion to improve maternal and fetal outcomes.	A	Large Group Teaching	Short answer questions &MCQ
OBGY26.5	Summarize the antenatal management and follow-up recommendations for pregnant women with renal transplants or on dialysis.	K/A	Large Group Teaching	Short answer questions &MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Liver Disease in Pregnancy.				
OBGY27.1	Understand common liver and gallbladder diseases in pregnancy, including gallstones, hepatitis, and primary biliary cirrhosis, and how pregnancy affects their progression.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY27.2	Identify the clinical features and diagnostic approachand abnormal liver function tests, along with imaging and serological tests for diagnosis.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY27.3	Recognize the management strategies, such as supportive care for viral hepatitis, safe surgical or medical treatment options for gallstones, and monitoring autoimmune liver conditions to prevent complications for the mother and fetus.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY27.4	Understand the role of health promotion in managing liver disease during pregnancy by educating patients on early detection, the importance of regular monitoring, and adherence to treatment to reduce complications.	A	Large Group Teaching & Bedside	Short answer questions &MCQ
Abdominal Pain in Pregnancy.				
OBGY28.1	Identify the common OBGYetric and non-OBGYetric causes of abdominal pain during different trimesters of pregnancy.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY28.2	Describe the physiological changes in pregnancy that may alter the presentation and diagnosis of abdominal pain.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY28.3	Differentiate between physiological and pathological abdominal pain using clinical features and warning signs.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY28.4	Interpret appropriate diagnostic investigations (e.g., ultrasound, MRI, lab tests) for evaluating abdominal pain in pregnant patients.	K		

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Heart Disease in Pregnancy.				
OBGY29.1	Understand the impact of heart disease on pregnancy, including congenital and acquired cardiac conditions that can complicate maternal and fetal health.	K	Large Group Teaching	Short answer questions &MCQ
OBGY29.2	Identify the clinical presentation and diagnostic approach, including symptoms like breathlessness, fatigue, and chest pain, along with ECG, echocardiography, and risk stratification.	K	Large Group Teaching	Short answer questions &MCQ
OBGY29.3	Recognize the management strategies, including risk assessment, medical therapy adjustments, multidisciplinary care, and planning for labor and delivery to minimize complications.	K	Large Group Teaching	Short answer questions &MCQ
OBGY29.4	Understand the principles of health promotion for pregnant women with heart disease, including risk recognition, prenatal care, symptom management, and lifestyle modifications.	K	Large Group Teaching	Short answer questions &MCQ
Anemia In Pregnancy.				
OBGY30.1	Recognize the clinical signs and symptoms of anemia in pregnancy, such as fatigue, pallor, and shortness of breath.	K/S	Large Group Teaching & Bedside	Short answer question, MCQ & OSCE
OBGY30.2	Identify the common causes of anemia in pregnancy, including iron deficiency, folate deficiency, and Hemoglobinopathies.	K	Large Group Teaching & Bedside	Short answer question, MCQ & OSCE
OBGY30.3	Identify the effects of anemia on pregnancy and fetal development, including risks such as preterm birth, low birth weight, and developmental delays.	K	Large Group Teaching & Bedside	Short answer question, MCQ & OSCE

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY30.4	Understand the diagnostic approach for anemia in pregnancy, including blood tests like hemoglobin levels and iron studies.	K	Large Group Teaching & Bedside	Short answer question, MCQ & OSCE
OBGY30.5	Evaluate management strategies for anemia in pregnancy, including iron supplementation, folic acid, and treatment for underlying causes.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY30.6	learn about health promotion strategies including dietary modifications, iron and folate supplementation, and when to consider blood transfusion or further investigations in severe cases.	A	Large Group Teaching & Bedside	Short answer questions &MCQ
Coagulation Disorders in Pregnancy.				
OBGY31.1	Define common coagulation disorders in pregnancy, such as DIC, APS, VTE, and PE.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY31.2	Understand the pathophysiological mechanisms underlying these disorders.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY31.3	Identify the clinical signs, symptoms, and diagnostic tools used in detecting coagulation disorders during pregnancy.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY31.4	Describe the management strategies, including anticoagulant use and monitoring protocols.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY31.5	Explain the potential maternal and fetal complications associated with untreated coagulation disorders.	K	Large Group Teaching & Bedside	Short answer questions &MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY31.6	Understand the role of health promotion by educating pregnant women with coagulation disorders about the importance of early diagnosis, regular monitoring, and adherence to treatment plans to minimize risks and complications during pregnancy and childbirth.	A	Large Group Teaching & Bedside	Short answer questions &MCQ
Asthma, Epilepsy and Thyroid disorders In Pregnancy.				
OBGY32.1	Understand the impact of asthma, epilepsy, and thyroid disorders on pregnancy, including their effects on maternal and fetal health such as preterm birth, fetal growth restriction, and other complications.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY32.2	Recognize the clinical features, diagnostic criteria, and potential complications of asthma, epilepsy, and thyroid disorders in pregnancy.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY32.3	Identify the specific symptoms and appropriate diagnostic tools for each condition, including lung function tests for asthma, seizure characterization for epilepsy, and thyroid function tests for hypo- and hyperthyroidism.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY32.4	Explore the management and treatment strategies for asthma, epilepsy, and thyroid disorders during pregnancy, including pharmacological and non-pharmacological approaches.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY32.5	Analyze the relationship between medication safety, disease control, and maternal-fetal outcomes in pregnant patients with asthma, epilepsy, and thyroid disorders, considering the role of regular monitoring in reducing complications.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
Autoimmune Diseases in Pregnancy.				
OBGY33.1	Understand the impact of autoimmune diseases on pregnancy, including conditions such as systemic lupus erythematosus (SLE), rheumatoid arthritis, and antiphospholipid	K	Large Group Teaching	Short answer questions &MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	syndrome (APS), and how pregnancy can affect disease activity.			
OBGY33.2	Identify the clinical presentation of autoimmune diseases during pregnancy, including common symptoms like joint pain, rash, thrombosis, and fetal complications.	K	Large Group Teaching	Short answer questions &MCQ
OBGY33.3	Recognize the appropriate diagnostic approach including the use of diagnostic tools such as autoantibody screening, inflammatory markers, and fetal monitoring.	K	Large Group Teaching	Short answer questions &MCQ
OBGY33.4	Recognize the management strategies, including the use of safe immunosuppressive medications, anticoagulation for APS, close maternal-fetal monitoring, and multidisciplinary care to minimize risks for both mother and baby.	K	Large Group Teaching	Short answer questions &MCQ
OBGY33.5	Understand the role of health promotion in educating pregnant women with autoimmune diseases, emphasizing the importance of regular prenatal care, effective disease management, and adherence to prescribed treatments to minimize complications and enhance pregnancy outcomes.	A	Large Group Teaching	Short answer questions &MCQ
Amniotic Fluid and Its Abnormalities.				
OBGY34.1	Define the physical and chemical characteristics of normal amniotic fluid.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY34.2	Explain the physiological functions of amniotic fluid during pregnancy and labor.	K		
OBGY34.3	Differentiate between the causes of polyhydramnios and oligohydramnios.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY34.4	Identify the diagnostic criteria used in ultrasound to assess abnormal amniotic fluid volumes.	K		

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY34.5	Evaluate the maternal and fetal complications associated with amniotic fluid abnormalities.	K	Large Group Teaching & Bedside	Short answer questions &MCQ
OBGY34.6	Outline appropriate management strategies for cases of polyhydramnios and oligohydramnios.	K		
Multiple Pregnancy.				
OBGY35.1	Define the different types of multiple pregnancies based on zygosity, chorionicity, and amnionicity.	K	Large Group Teaching & Bedside	Short answer question, MCQ & CIVA
OBGY35.2	Identify the maternal and fetal complications associated with multiple gestation.	K	Large Group Teaching & Bedside	Short answer question, MCQ & CIVA
OBGY35.3	Explain the unique complications and management approaches in monochorionic twin pregnancies, including TTTS.	K	Large Group Teaching	Short answer question, MCQ & CIVA
OBGY35.4	Describe the recommended antenatal care and delivery planning for women with multiple pregnancies.	K	Large Group Teaching	Short answer questions &MCQ
OBGY35.5	Recognize the importance of nutritional support and anemia screening as part of health promotion in multiple pregnancies.	K	Large Group Teaching	Short answer questions &MCQ
Intrauterine Growth Restriction.				
OBGY36.1	Define intrauterine growth restriction (IUGR) and distinguish between symmetrical and asymmetrical types.	K	Large Group Teaching	Short answer questions &MCQ
OBGY36.2	Describe the maternal, placental, and fetal factors contributing to the development of IUGR.	K	Large Group Teaching	Short answer questions &MCQ
OBGY36.3	Explain the diagnostic methods used in the evaluation of IUGR, including ultrasound and Doppler flow studies.	K	Large Group Teaching	Short answer questions &MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY36.4	Compare the clinical features and underlying causes of symmetrical versus asymmetrical IUGR.	K	Large Group Teaching	Short answer questions &MCQ
OBGY36.5	Interpret different clinical findings to assess the severity and management options of IUGR.	K/A	Large Group Teaching	Short answer questions &MCQ
Intrauterine Growth Demis.				
OBGY37.1	Recognize the clinical definition and incidence of intrauterine fetal death (IUFD).	K	Large Group Teaching	Short answer questions &MCQ
OBGY37.2	List the maternal, fetal, and placental causes and risk factors associated with IUFD.	K	Large Group Teaching	Short answer questions &MCQ
OBGY37.3	Identify the clinical signs and ultrasound features used in diagnosing IUFD.	K	Large Group Teaching	Short answer questions &MCQ
OBGY37.4	Explain the appropriate investigations to determine the cause of IUFD and assess maternal well-being.	K	Large Group Teaching	Short answer questions &MCQ
OBGY37.5	Discuss the post-IUFD care including emotional support, counseling, and preventive strategies for future pregnancies.	A	Large Group Teaching	Short answer questions &MCQ
OBGY37.6	Describe the proper approach to breaking bad news to the mother, with attention to emotional support and health promotion during the grieving process.	A	Large Group Teaching	Short answer questions &MCQ
Post-Term Pregnancy**.**				
OBGY38.1	Define the term “post term pregnancy” based on the WHO definition and differentiate it from normal term pregnancy.	K	Large Group Teaching	Short answer questions &MCQ
OBGY38.2	Describe the physiological changes associated with prolonged pregnancy, including fetal, placental, and amniotic fluid alterations.	K	Large Group Teaching	Short answer questions &MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY38.3	Analyze different case presentations of prolonged pregnancy to determine appropriate management options.	K	Large Group Teaching	Short answer questions &MCQ
OBGY38.4	Predict the potential fetal and maternal complications that can arise from post term pregnancy.	K	Large Group Teaching	Short answer questions &MCQ
OBGY38.5	Evaluate the effectiveness of various fetal monitoring techniques in managing post term pregnancy cases.	K	Large Group Teaching	Short answer questions &MCQ
Malpresentation.				
OBGY39.1	Define the different types of malpresentation, including breech, transverse, and face/brow presentations with their risk factors and distinguish them from normal cephalic presentation.	K	Large Group Teaching & Bedside	Short answer question, MCQ, OSCE & CIVA
OBGY39.2	Describe the clinical signs and diagnostic methods used to detect malpresentation, such as Leopold's maneuvers and ultrasound.	K		
OBGY39.3	Explain the maternal and fetal complications associated with various types of malpresentation.	K	Large Group Teaching & Bedside	Short answer question, MCQ, OSCE & CIVA
OBGY39.4	Explore the available management approaches for each condition.	K		
OBGY39.5	Identify the risk factors and clinical signs of umbilical cord prolapse.	K	Large Group Teaching & Bedside	Short answer question, MCQ, OSCE & CIVA
OBGY39.6	Explain the immediate management steps to prevent fetal complications.	K	Large Group Teaching & Bedside	Short answer question, MCQ, OSCE & CIVA

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Breach Presentation.				
OBGY40.1	Classify the types of breech presentation into frank, complete, and footling based on fetal leg and hip positioning.	K	Large Group Teaching & Bedside	Short answer question, MCQ, OSCE & CIVA
OBGY40.2	Identify the causes of breech presentation, including prematurity, uterine anomalies, and fetal abnormalities.	K	Large Group Teaching & Bedside	Short answer question, MCQ, OSCE & CIVA
OBGY40.3	Recognize the methods of diagnosing breech presentation clinically and through imaging such as ultrasound.	K	Large Group Teaching & Bedside	Short answer question, MCQ, OSCE &
OBGY40.4	Describe the management options for breech presentation, including external cephalic version (ECV), its indications, and contraindications as well as the criteria for selecting the mode of delivery.	K	Large Group Teaching & Bedside	Short answer question, MCQ, OSCE & CIVA
OBGY40.5	Identify the indications and safety criteria for vaginal breech delivery.	K	Large Group Teaching & Bedside	Short answer question, MCQ, OSCE & CIVA
Malposition.				
OBGY41.1	Classify the different types of malposition, including occiput posterior (OP) and occiput transverse (OT), in contrast to the ideal occiput anterior (OA) position.	K	Large Group Teaching & Bedside	Short answer question, MCQ, OSCE & CIVA
OBGY41.2	Explain the etiology and diagnostic approach to fetal malposition, including abdominal and vaginal examination findings.	K	Large Group Teaching & Bedside	Short answer question, MCQ, OSCE & CIVA

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY41.3	Describe the mechanism of labor in both favorable and unfavorable circumstances associated with malposition.	K	Large Group Teaching & Bedside	Short answer question, MCQ, OSCE & CIVA
OBGY41.4	Identify the complications of malposition, such as prolonged labor and deep transverse arrest.	K	Large Group Teaching & Bedside	Short answer question, MCQ, OSCE & CIVA
OBGY41.5	Summarize the management strategies for deep transverse arrest, including manual rotation, instrumental delivery, and cesarean section when indicated.	K	Large Group Teaching & Bedside	Short answer question, MCQ, OSCE & CIVA
Operative Vaginal Delivery.				
OBGY42.1	Identify the clinical situations requiring operative vaginal delivery, including maternal and fetal indications	K	Large Group Small group, Bedside & Clinical skills lab	Short answer question, MCQ, OSCE & CIVA
OBGY42.2	Explain the prerequisites for safe instrumental delivery, such as full cervical dilation, fetal head position, and operator expertise.	K		Short answer question, MCQ, OSCE & CIVA
OBGY41.3	Differentiate Between Forceps and Vacuum Assist Delivery, including mechanisms, indications, advantages, and contraindications of forceps versus vacuum extraction and different types of forceps and vacuum cups used in assisted vaginal delivery.	K	Large Group Small group, Bedside & Clinical skills lab	Short answer question, MCQ, OSCE & CIVA
OBGY42.4	Identify maternal and fetal complications associated with operative vaginal delivery, including perineal trauma, cephalhematoma, and postpartum hemorrhage.	K	Large Group Small group, Bedside	Short answer question, MCQ, OSCE &

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
			& Clinical skills lab	CIVA
OBGY42.5	Outline contingency plans for failed operative vaginal delivery, including the decision to proceed with cesarean section when necessary	K	Large Group Small group, Bedside & Clinical skills lab	Short answer question, MCQ, OSCE & CIVA
OBGY42.6	Demonstrate the importance of informed consent and patient education in operative vaginal delivery, promoting health by ensuring the mother is aware of the risks and benefits of the procedure.	A	Large Group Small group, Bedside & Clinical skills lab	Short answer questions &MCQ
Operative Interventions in OBGYetrics.				
OBGY43.1	Define the types and indications of cesarean section, including elective and emergency categories.	K	Large Group Small Group& Bedside	Short answer questions &MCQ
OBGY43.2	Compare the advantages and disadvantages of lower segment versus classical cesarean section.	K	Large Group Small Group& Bedside	Short answer question, MCQ, OSCE & CIVA
OBGY43.3	Identify common intraoperative and postoperative complications associated with cesarean section.	K	Large Group Small Group& Bedside	
OBGY44.4	Describe the steps of preoperative preparation and postoperative care for cesarean section.	K	Large Group Small Group& Bedside	Short answer question, MCQ, OSCE & CIVA
OBGY43.5	Explain the indications, technique, and complications of episiotomy and perineal repair.	K	Large Group Small Group& Bedside	

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY44.6	Emphasize the role of health promotion in reducing the need for operative delivery through antenatal care and early risk assessment.	A	Large Group Small Group& Bedside	MCQ
Induction of Labour.				
OBGY44.1	Understand the indications for induction of labor, learn about the medical conditions and situations where labor induction is necessary.	K	Large Group Teaching	Short answer question, MCQ, OSCE & CIVA
OBGY44.2	Understand the different techniques used for induction, including the use of prostaglandins, oxytocin, membrane stripping, and mechanical methods like balloon catheters.	K	Large Group Teaching	Short answer question, MCQ, OSCE & CIVA
OBGY44.3	Identify the potential risks and appropriate monitoring during labor induction.	K	Large Group Teaching	Short answer question, MCQ, OSCE & CIVA
OBGY44.4	Describe the management strategies used to optimize outcomes during labor induction.	K	Large Group Teaching	Short answer question, MCQ, OSCE & CIVA
OBGY44.5	Learn about the potential complications of induction, such as uterine hyperstimulation or infection, and the monitoring strategies to ensure maternal and fetal safety during the process.	K	Large Group Teaching	Short answer question, MCQ, OSCE & CIVA
Pain Relief in Labor.				
OBGY45.1	Describe the different pharmacological and non-pharmacological methods used for pain relief during labour.	K	Large Group Teaching	Short answer questions &MCQ
OBGY45.2	Explain the indications, contraindications, and complications of epidural analgesia.	K	Large Group Teaching	Short answer questions &MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY45.3	Compare the advantages and disadvantages of inhalational analgesia versus opioid use in labour.	K	Large Group Teaching	Short answer questions &MCQ
OBGY45.4	Identify the appropriate method of analgesia based on clinical scenarios and patient factors.	K	Large Group Teaching	Short answer questions &MCQ
OBGY45.5	Recognize the management strategies for common complications associated with epidural and spinal analgesia	K	Large Group Teaching	Short answer questions &MCQ
Uterine Inversion and Rupture.				
OBGY46.1	Define uterine inversion and recognize its degrees and key risk factors.	K	Large group, small group, Bedside &Case Based	Short answer question, MCQ, OSCE & CIVA
OBGY46.2	Describe appropriate management strategies for uterine inversion, including manual and hydrostatic techniques to reduce maternal morbidity.	K	Large group, small group, Bedside &Case Based Learning	Short answer question, MCQ, OSCE & CIVA
OBGY46.3	Explain the causes of uterine rupture, particularly in patients with a scarred uterus.	K	Large group, small group, Bedside &Case Based Learning	Short answer question, MCQ, OSCE & CIVA
OBGY46.4	Identify the clinical presentation and early warning signs of uterine rupture to aid in timely diagnosis.	K	Large group, small group, Bedside &Case Based Learning	Short answer question, MCQ, OSCE & CIVA

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY46.5	Analyze preventive strategies for uterine inversion and rupture, including careful management during labor and delivery.	K	Large group, small group, Bedside &Case Based Learning	Short answer question, MCQ, OSCE & CIVA
OBGY46.6	Formulate effective intervention plans for managing uterine inversion and rupture, including surgical options.	K		
Genital Tract Injuries.				
OBGY47.1	Classify perineal injuries based on tissue involvement and summarize their appropriate management approaches.	K	Large Group Teaching	Short answer question, MCQ, OSCE & CIVA
OBGY47.2	Understand the principles of perineal tear repair, including suitable techniques and suture materials based on the severity of the injury.	K	Large Group Teaching	
OBGY47.3	Identify the types of genital tract hematomas and their clinical features and determine appropriate management strategies based on size and location.	K	Large Group Teaching	Short answer question, MCQ, OSCE & CIVA
OBGY47.4	Apply knowledge of cervical lacerations following vaginal delivery to assess clinical signs and determine appropriate management strategies, including suturing techniques and follow-up care.	S	Large Group Teaching	Short answer question, MCQ, OSCE & CIVA
OBGY47.5	Understand the importance of examining the uterus when unexplained bleeding occurs and describe the proper techniques for managing deep cervical lacerations.	K/S	Large Group Teaching	Short answer question, MCQ, OSCE & CIVA
Puerperium.				
OBGY48.1	Define the puerperium period and identify its physiological timeline.	K	Large Group Teaching	Short answer questions &MCQ
OBGY48.2	Describe the normal involution changes in the uterus, cervix, and vagina postpartum.	K	Large Group Teaching	

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY48.3	List the common causes and risk factors of puerperal pyrexia and infection.	K	Large Group Teaching	Short answer questions &MCQ
OBGY48.4	Identify the clinical signs and complications of puerperal pelvic infections.	K	Large Group Teaching	
OBGY48.5	Outline the management strategies for different puerperal infections based on the underlying cause.	K	Large Group Teaching	Short answer questions &MCQ
OBGY48.6	Summarize the components and goals of the post-natal examination, including mental health and contraception counseling.	K	Large Group Teaching	
Perinatal Infections.				
OBGY49.1	List the common causes of perinatal infections, including TORCH and other agents such as syphilis, HIV, hepatitis B/C, and GBS.	K	Large Group Teaching	Short answer questions &MCQ
OBGY49.2	Describe the maternal symptoms and fetal complications associated with perinatal infections.	K	Large Group Teaching	Short answer questions &MCQ
OBGY49.3	Explain the relationship between gestational age at infection and the severity of fetal outcomes.	K	Large Group Teaching	Short answer questions &MCQ
OBGY49.4	Identify the main diagnostic tests used for each infection affecting pregnant women and neonates.	K	Large Group Teaching	Short answer questions &MCQ
OBGY49.5	Compare the features of congenital infections caused by rubella, toxoplasmosis, and CMV.	K	Large Group Teaching	Short answer questions &MCQ
OBGY49.6	Interpret serological and clinical findings related to perinatal infections.	K	Large Group Teaching	Short answer questions &MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
OBGY49.7	Describe the role of prevention and health promotion strategies — including vaccination, antiviral therapy, and safe delivery planning — in reducing vertical transmission of infections.	K	Large Group Teaching	Short answer questions &MCQ

Practical

Week	Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
General Examination.					
2	OBGY2.1	Ensure proper safety and communication, including handwashing, obtaining patient consent, and introducing oneself professionally.	S/A	Clinical Skill Lab, Bedside Teaching & Practical Learning	OSCE
2	OBGY2.2	Perform a comprehensive general assessment, including consciousness level, body build, age, gender, posture, and skin color to identify signs like jaundice, cyanosis, or anemia.	S	Clinical Skill Lab, Bedside Teaching & Practical Learning	OSCE
	OBGY2.3	Evaluate peripheral signs of systemic diseases, such as edema, lymphadenopathy, dehydration, or clubbing.	S	Clinical Skill Lab, Bedside Teaching & Practical Learning	OSCE
	OBGY2.4	Assess skin, nails, and mucous membranes for clinical indicators of nutritional deficiencies, infections, or chronic diseases.	S		OSCE
Vital Signs.					
3	OBGY3.1	Measure and interpret blood pressure, identifying normal and abnormal values and their clinical implications.	S	Clinical Skill Lab, Bedside Teaching & Practical Learning	OSCE
	OBGY3.2	Assess pulse characteristics, including rate, rhythm, volume, and character, to detect cardiovascular abnormalities.	S		OSCE

	OBGY3.3	Evaluate respiratory rate and patterns, recognizing signs of respiratory distress or dysfunction.	S		OSCE
Week	Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	OBGY3.4	Measure body temperature accurately and correlate findings with possible infections or systemic conditions.	S		OSCE
	OBGY3.5	Assess oxygen saturation (SpO_2) using pulse oximetry, identifying hypoxia and its potential causes.	S		OSCE
OBGYetrical Abdominal Examination.					
4	OBGY4.1	Ensure effective patient communication and safety by obtaining consent, explaining procedures, and maintaining hygiene	S/A	Clinical Skill Lab, Bedside Teaching & Practical Learning	OSCE
	OBGY4.2	Perform a systematic OBGYetric abdominal examination, including inspection, palpation, auscultation, and measurement techniques.	S		OSCE
	OBGY4.3	Assess fetal wellbeing by evaluating fetal heart sounds and performing Leopold's maneuvers	S		OSCE
	OBGY4.4	Measure symphysis-fundal height to estimate fetal growth and gestational age.	S		OSCE
	OBGY4.5	Identify abnormal findings that may indicate complications such as fetal mal presentation or growth restriction	S		OSCE
Assessment of labour progress and fetal wellbeing (CTG).					

5	OBGY5.1	Explain the role of CTG in assessing fetal well-being and distinguish between external and internal monitoring methods.	S	Clinical Skill Lab, Bedside Teaching & Practical Learning	OSCE& CIVA
Week	Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	OBGY5.2	Identify the main CTG features, including baseline FHR, variability, accelerations, decelerations, and uterine contractions.	S		OSCE& CIVA
	OBGY5.3	Differentiate between reassuring, suspicious, and pathological CTG patterns.	S		OSCE& CIVA
	OBGY5.4	Correlate abnormal CTG findings with potential maternal or fetal conditions such as hypoxia or uterine hyperstimulation.	S		OSCE& CIVA
5	OBGY5.5	Formulate appropriate management decisions based on CTG interpretation, including when to escalate care or proceed to delivery.	S	Clinical Skill Lab, Bedside Teaching & Practical Learning	OSCE& CIVA
Assessment of labour progress and fetal wellbeing (Partogram)					
5	OBGY6.1	Explain the role of the partogram in monitoring labor and its benefits for maternal and neonatal outcomes.	S	Clinical Skill Lab, Bedside Teaching & Practical Learning	OSCE& CIVA
	OBGY6.2	Identify key parameters documented on a partogram, including cervical dilation, fetal descent, contractions, FHR, and maternal vitals.	S		OSCE& CIVA
	OBGY6.3	Demonstrate proper documentation of partogram data during simulated labor scenarios.	S		OSCE& CIVA
	OBGY6.4	Analyze labor trends using the partogram to detect abnormal progress or complications.	S		OSCE& CIVA

	OBGY6.5	Formulate appropriate management plans based on partogram interpretation, including timely interventions.	S		OSCE& CIVA
Week	Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Abnormal Labour.					
6	OBGY7.1	Identify the indications for instrumental delivery and understand when it is necessary.	S	Clinical Skill Lab, Bedside Teaching & Practical Learning	OSCE& CIVA
	OBGY7.2	Perform a clinical pelvic assessment to determine fetal position, station, and suitability for ventouse or forceps delivery.	S		OSCE& CIVA
	OBGY7.3	Explain the principles and techniques of ventouse delivery, including its risks and benefits.	S		OSCE& CIVA
6	OBGY7.4	Describe the procedure and indications for forceps delivery, ensuring safe maternal and fetal outcomes.	S	Clinical Skill Lab, Bedside Teaching & Practical Learning	OSCE& CIVA
	OBGY7.5	Recognize and respond to complications in real-time, such as detecting failed instrumental delivery, excessive maternal trauma, or fetal distress, and deciding when to escalate to the cesarean section.	S/A		OSCE& CIVA
7	Examination Week.				

Forensic medicine

Fourth Grade

Academic Program Description

This academic program description summarizes the course's most essential qualities and the learning objectives that the student is expected to attain, indicating whether he or she made advantage of all of the resources that are accessible. It includes a description of each course in the program of study.

1) Educational Establishment	University of AL-Ameed
2) Scientific Department	College of medicine
3) Name of the Professional Academic Program.	Modified Traditional Curriculum
4) Final Graduation Certificate	M.B.Ch/B
5) Educational system: Annual/courses/other	• Availability of relevant scientific research in the field of specialization • Access to global electronic networks • Access to traditional and digital libraries • Teaching aids such as data show and PowerPoint presentations • Availability of equipped classrooms • Use of free online communication platforms (e.g., Free Conference Call)
6) Approved accreditation program	Iraqi National Guideline on Standards for Established and Accrediting Medical School
7) Other external factors	weather
8) Date the description was written	15\9\2024

9) Objectives of the academic program:

- Provide students with essential knowledge of forensic medicine principles, including the medico-legal aspects of medical practice.
- Enable students to identify different types of injuries and understand their medico-legal significance.
- Develop students' ability to determine the cause, manner, and time of death based on forensic findings.
- Train students to recognize and manage cases of violence, abuse, and sexual assault from a medico-legal perspective.
- Familiarize students with the legal responsibilities of physicians, including documentation, report writing, and testimony in court.
- Enhance students' skills in handling medico-legal cases ethically and professionally while maintaining patient confidentiality.
- Integrate forensic knowledge with clinical practice to support public health, safety, and justice.
- Prepare students to participate in multidisciplinary medico-legal teams, including cooperation with police, legal authorities, and forensic experts.
- Promote awareness of the role of forensic medicine in preventing violence, injury, and protecting vulnerable populations in society.

Forensic medicine\ Grade 4

Code: FORM 406 5 Credits

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
مقدمة في الطب العدلي				
FORM 1.1	A. تعريف الطب العدلي وأهميته في النظام القضائي والطبي. B. فهم الأنظمة العالمية للطب العدلي (البريطاني، الأوروبي، الأمريكي). C. معرفة أدوار الطبيب العدلي في التحقيقات الجنائية والإشراف على تشريح الجثث	K	Large group lecture	MCQ
FORM 1.2	A. تمييز أنواع القضايا المحالة للطب العدلي (الحيوية/اللاحيوية). B. فهم الأخلاقيات والمسؤوليات القانونية للطبيب العدلي. C. التعرف على فروع الطب العدلي (علم السموم، طب الأسنان الشرعي، إلخ)	K	Large group lecture	MCQ
التغيرات الكيميائية بعد الوفاة				
FORM 2.1	A. تحليل تغيرات تركيز الجلوكوز والبوتاسيوم في الدم والسائل الزجاجي. B. فهم دور اليوريا والكرياتينين في تحديد زمن الوفاة. C. دراسة التغيرات الأنزيمية (Amylase, LDH) وتطبيقاتها العدلية	K	Large group lecture	MCQ
FORM 2.2	A. تفسير استقرار/تغير البروتينات والعناصر المعدنية (الصوديوم، الكلوريد). B. استخدام السائل المخي الشوكي في تقدير زمن الوفاة. C. تطبيق معادلات حساب زمن الوفاة (مثل معادلة Sturner للبوتاسيوم).	K	Large group lecture	MCQ
العلامات المتأخرة للوفاة				
FORM 3.1	A. وصف مراحل التفسخ (التلون الأخضر، الانتفاخ، التشجر الوريدي). B. تمييز التحنط (Mummificationوالعوامل المؤثرة فيه. C. فهم التشمع الشحمي (Adipocereوآليته الكيميائية.	K	Large group lecture	MCQ
FORM 3.2	A. تحليل دور الحشرات والجراثيم في تسريع التفسخ. B. تحديد العلامات المميزة للجثث في الأوساط المختلفة (الماء، التربة). C. استخدام التغيرات المتأخرة في تقدير زمن الوفاة.	K	Large group lecture	MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
جروح الآلات الراضة				
FORM 4.1	A. تمييز السحجات ((Abrasionsوأنواعها (الختمية، الكشطية). B. تحليل الكدمات ((Contusionsوتغيراتها اللونية مع الزمن. C. تشخيص الجروح الرضية ((Lacerations وخصائصها (الجسور النسيجية).	K	Large group lecture	MCQ
FORM 4.2	A. فهم أهمية وضعية الجثة في تفسير الجروح الرضية. B. تحليل جروح الدعس ((Flaying Injuriesفي حوادث الطرق. C. التمييز بين الجروح الحيوية وغير الحيوية.	K	Large group lecture	MCQ
جروح الأسلحة النارية				
FORM 5.1	A. تحديد مسافة الإطلاق بناءً على عناصر الطلقة (اللهب، الوشم البارودي). B. تمييز مداخل ومخارج الطلقات النارية (الطوق السحجي، حواف الجرح). C. تحليل كسور الجمجمة الانفجارية في الإصابات النارية.	K	Large group lecture	MCQ
FORM 5.2	A. فهم أنواع الذخائر (محلزنة/ملساء) وتأثيرها على الجروح. B. تشخيص الجروح الانتحارية .vsالجنائية (عدد الإصابات، المسافة). C. تفسير حالات خاصة (مدخل دون مخرج، تشظي الرصاص).	K	Large group lecture	MCQ
جروح حوادث النقل				
FORM 6.1	A. تحليل إصابات السائق (أضرار المقود، كسور القص). B. فهم إصابات المشاة (مراحل الدعس، كسور الساق النموذجية). C. تمييز إصابات الركاب (حزام الأمان، القذف من المركبة).	K	Large group lecture	MCQ
FORM 6.2	A. تشخيص إصابات القطارات والطائرات (الكسور الانضغاطية). B. تحليل الحوادث الانتحارية/الجنائية (مثل دفع المركبة للهاوية). C. دور الطب العدلي في إعادة بناء الحادث.	K	Large group lecture	MCQ
الإصابات المميزة لبعض المناطق الجسمية				
FORM 7.1	A. إصابات الرأس (كسور القحف، النزوف السحائية). B. إصابات الرقبة (الخنق، كسور العظم اللامي). C. إصابات الصدر (تمزق الأبهر، استرواح الصدر)..	K	Large group lecture	MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
FORM 7.2	A. صابات البطن (تمزق الكبد/الطحال). B. إصابات الأطراف (كسور دفاعية، بتر العظام). C. التمييز بين الإصابات المباشرة وغير المباشرة..	K	Large group lecture	MCQ
إصابات الحرارة والبرودة والكهرباء				
FORM 8.1	A. تحليل حروق الدرجات الثلاث وعلامات الحيوية. B. فهم ضربة الشمس ((Heat Strokeوآليات الوفاة. C. تشخيص عضة الصقيع ((Frostbiteوقدم الخندق.	K	Large group lecture	MCQ
FORM 8.2	A. تحليل الصعق الكهربائي (مدخل/مخرج، Metallization). B. تمييز الصعق الجوي (التمزقات، التشجر). C. تفسير الورم الدموي الحراري (Heat Hematoma).	K	Large group lecture	MCQ
إصابات الجرارة (الانفجارات)				
FORM 9.1	A. فهم الآليات الثلاثية للانفجار (موجة الصدمة، الشظايا، الحرق). B. تحليل إصابات الرئة ((Barotraumaوالجهاز الهضمي. C. تشخيص الإصابات الثانوية (انهيار المباني).	K	Large group lecture	MCQ
FORM 9.2	A. تمييز الإصابات الرباعية (تفاقم الأمراض المزمنة). B. دور الطب العدلي في تحديد بؤرة الانفجار. C. تحليل الحالات الإرهابية .vsالعارضية.	K	Large group lecture	MCQ
الاختناق				
FORM 10.1	A. تمييز أنواع الاختناق (الميكانيكي، الكيميائي). B. تحليل علامات الخنق اليدوي (السحجات، كسور العظم اللامي). C. فهم الشنق (علامات الرقبة، وضعية الحبل).	K	Large group lecture	MCQ
FORM 10.2	A. تشخيص الاختناق بالغازات (CO، .HCN) B. تحليل دور السائل الزجاجي في تشخيص الاختناق. C. التمييز بين الاختناق الجنائي/الانتحاري/العرضي.	K	Large group lecture	MCQ
الغرق				
FORM 11.1	A. فهم مراحل الغرق (الاختناق، التوقف القلبي). B. تحليل علامات الغرق (رغوة الفم، رئة الغرق). C. تشخيص الغرق في المياه العذبة .vsالمالحة..	K	Large group lecture	MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
FORM 11.2	A. تمييز الغرق الحقيقي .vsالغرق اللاحيوي. B. دور العوالق المائية ((Diatomsفي التشخيص. C. تحليل حالات الغرق الجنائي (ربط الأطراف).	K	Large group lecture	MCQ
الموت المفاجئ				
FORM 12.1	A. تعريف الموت المفاجئ وأسبابه القلبية (احتشاء، اعتلال العضلة). B. تحليل أسباب الموت المفاجئ غير القلبي (الصرع، النزف الدماغي). C. فهم متلازمة موت الرضع المفاجئ (.(SIDS	K	Large group lecture	MCQ
مقدمة في الطب العدلي				
FORM 13.1	A. تشخيص الموت المفاجئ بسبب الأدوية/السموم. B. دور التشريح في تحديد أسباب الموت غير المتوقعة. C. تحليل الحالات ذات الصلة بالوراثة (كالاعتلالات القنوية)	K	Large group lecture	MCQ
طب عدلي الأطفال				
FORM 14.1	A. تحليل متلازمة الطفل المعذب (Battered Child Syndrome). B. تشخيص إصابات الرضع (كسور المشاشة، النزوف الشبكية). C. تمييز الإصابات العارضية .vsالمتعمدة.	K	Large group lecture	MCQ
FORM 14.2	A. دور الأشعة في كشف الإصابات المتكررة. B. تحليل حالات إهمال الأطفال وإساءة المعاملة.	K	Large group lecture	MCQ
SIDSمتلازمة موت المهد				
FORM 15.1	A. تعريف SIDS وعوامل الخطورة (النوم على البطن، التدخين). B. فهم النظريات المسببة (خلل التنفس، اضطرابات القلب). C. تحليل دور التشريح في استبعاد الأسباب الأخرى..	K	Large group lecture	MCQ
FORM 15.2	A. تمييز SIDS عن الاختناق العرضي. B. دور الوالدين والعوامل البيئية في الوقاية. C. دراسة الحالات المشبوهة (الربط بالعنف الأسري)..	K	Large group lecture	MCQ
الجرائم الجنسية				

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
FORM 1.1	A. فهم تشريح غشاء البكارة وأنواعه (حلقي، هلالي، جسري، إلخ). B. تحليل الحالات التي تستوجب الفحص الطبي العدلي (مثل السقوط، العنف، مشاكل الزواج). C. التعرف على العلامات السريرية للجماع (التمزق، النزف، الألم).	K	Large group lecture	MCQ
FORM 1.2	A. دراسة الإجراءات القانونية للفحص (دور اللجنة الطبية، التوثيق). B. فهم دور الطب العدلي في قضايا الزنا واللواط. C. تحليل التقرير الطبي العدلي وكيفية استخدامه في المحاكم	K	Large group lecture	MCQ
الاغتصاب الجنسي				
FORM 2.1	A. تعريف الاغتصاب قانونًا وشروط إثباته (الرضا، العمر، القوة). B. تحليل علامات المقاومة (الكدمات، تمزق الملابس، الإصابات التناسلية). C. فهم الفحص الطبي للضحية (أخذ المسحات، التحليل المخبري).	K	Large group lecture	MCQ
FORM 2.2	A. دراسة الفحص الطبي للمشتبه به (البحث عن آثار المقاومة، الأمراض التناسلية). B. التعرف على الأدلة المادية (المواد المنوية، الشعر، الأنسجة). C. تحليل العقوبات القانونية والظروف المشددة للجريمة	K	Large group lecture	MCQ
العنة والعقم وإثبات البنوة				
FORM 3.1	A. تعريف العنة والعقم وأسبابهما العضوية والنفسية. B. دراسة الفحوصات الطبية لتشخيص العقم (التحاليل الهرمونية، فحص السائل المنوي). C. فهم طرق إثبات البنوة (الزمر الدموية، الحامض النووي)	K	Large group lecture	MCQ
FORM 3.2	A. تحليل دور الطب العدلي في قضايا النفي والتبني. B. التعرف على الحالات التي تطلب فيها المحكمة الفحص الطبي. C. دراسة قضايا قانونية واقعية متعلقة بالعنة والعقم.	K	Large group lecture	MCQ
بصمة الحامض النووي				
FORM 4.1	A. فهم تركيب الحامض النووي DNA وأهميته في الطب العدلي B. دراسة تقنيات استخلاص DNA من الدم، الشعر، اللعاب. C. تحليل تفاعل البوليميراز المتسلسل (PCR) وتضخيم العينات.	K	Large group lecture	MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
FORM 4.2	A. التعرف على استخدامات البصمة الوراثية (إثبات الجرائم، البنوة، الكوارث). B. فهم دقة النتائج وتحديد الاحتمالات في المطابقة الجينية. C. دراسة حالات عملية استُخدم فيها DNA في التحقيقات	K	Large group lecture	MCQ
استعراف الهوية				
FORM 5.1	A. فهم الأساليب التقليدية (الملامح، الوشم، الأسنان). B. دراسة الخصائص العظمية لتحديد الجنس والعرق. C. تحليل بصمات الأصابع والأسنان في التعرف على الهوية	K	Large group lecture	MCQ
FORM 5.2	A. التعرف على تقنيات حديثة (بصمة الوجه، التعرف بالعين). B. فهم دور الطب العدلي في الكوارث (المقابر الجماعية، الحوادث). C. دراسة حالات عملية لتحديد هويات مجهولة.	K	Large group lecture	MCQ
تقدير الأعمار				
FORM 6.1	A. فهم طرق تقدير عمر الأحياء (الأسنان، العظام، البلوغ). B. دراسة علامات الشيخوخة في العظام والأسنان. C. تحليل دور الأشعة السينية في تقدير العمر العظمي.	K	Large group lecture	MCQ
FORM 6.2	A. التعرف على تقدير عمر الجنين والأطفال حديثي الولادة. B. فهم أهمية العمر في القضايا القانونية (سن المسؤولية الجنائية). C. دراسة حالات عملية لتقدير الأعمار في الطب العدلي	K	Large group lecture	MCQ
البقعة الدموية والمنوية والشعر				
FORM 7.1	A. فهم الخصائص الفيزيائية للبقع الدموية (الشكل، الاتجاه، الارتفاع). B. دراسة الاختبارات التمهيدية والتأكيدية للكشف عن البقع المنوية.	K	Large group lecture	MCQ
FORM 7.2	تحليل دور الشعر كدليل جنائي (المقطع، الجذور، الصبغات).	K	Large group lecture	MCQ
البقعة الدموية والمنوية والشعر				
FORM 8.1	A. التعرف على الفحص المجهري للحيوانات المنوية. B. فهم كيفية تحديد زمن الجماع من خلال التحليل المخبري. C. دراسة حالات جنائية استُخدمت فيها هذه الأدلة	K	Large group lecture	MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
السموم العدلية				
FORM 9.1	A. تعريف السموم العدلية وتصنيفها (حادة، مزمنة، انتحارية). B. دراسة طرق دخول السموم للجسم (الفم، الجلد، الاستنشاق). C. تحليل آلية تأثير السموم على الأعضاء الحيوية.	K	Large group lecture	MCQ
FORM 9.2	A. التعرف على أهم العلامات التشريحية للتسمم. B. فهم دور المختبرات في كشف السموم (الدم، البول، الكبد). C. دراسة حالات تسمم شهيرة في الطب العدلي..	K	Large group lecture	MCQ
السموم الآكلة				
FORM 10.1	A. تعريف السموم الآكلة (الأحماض، القلويات). B. دراسة آلية تآكل الأنسجة وعلامات التسمم. C. تحليل المشاهدات التشريحية (الحروق، النزف، التقرحات	K	Large group lecture	MCQ
FORM 10.1	A. التعرف على الإسعافات الأولية والعلاج. B. فهم كيفية كشف السموم الآكلة مخبريًا. C. دراسة حالات تسمم انتحارية وعرضية	K	Large group lecture	MCQ
السموم المهيجة والمعدنية				
FORM 11.1	A. تعريف السموم المعدنية (الزرنيخ، الزئبق، الرصاص). B. دراسة آلية تأثير المعادن الثقيلة على الجسم. C. تحليل العلامات السريرية (تلف الكلى، الأعصاب، الدم).	K	Large group lecture	MCQ
FORM 11.1	A. التعرف على الفحوصات المخبرية (تحليل الشعر، الأظافر). B. فهم علاج التسمم المعدني (عوامل الخلب، غسيل الكلى). C. دراسة حالات تسمم صناعية وتاريخية	K	Large group lecture	MCQ
السموم المستنشقة				
FORM 12.1	A. تعريف الغازات السامة (CO، HCN، H_2S). B. دراسة آلية تأثيرها على الجهاز التنفسي والدم. C. تحليل العلامات السريرية (الاختناق، الازرقاق، الغيبوبة).	K	Large group lecture	MCQ
FORM 12.1	A. التعرف على الفحوصات المخبرية (قياس مستوى الغازات). B. فهم الإسعافات الأولية (الأكسجين، مضادات التسمم). C. دراسة حوادث تسمم بالغازات (انتحارية، صناعية)	K	Large group lecture	MCQ
الكحول والغازات والمستنشقات البترولية				

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
FORM 13.1	A. دراسة تأثير الكحول على الجهاز العصبي. B. تحليل قياس نسبة الكحول في الدم والزفير. C. فهم علامات التسمم الكحولي (الترنح، الغيبوبة). D. التعرف على المستنشقات البترولية (البنزين، الثنر). E. دراسة تأثيرها على الرئتين والدماغ. تحليل قضايا القيادة تحت تأثير الكحول.	K	Large group lecture	MCQ
المخدرات والمواد غير المخدرة				
FORM 14.1	A. تعريف المخدرات (الأفيون، الكوكايين، الحشيش). B. دراسة آلية تأثيرها على الجهاز العصبي. C. تحليل العلامات السريرية للإدمان.	K	Large group lecture	MCQ
FORM 14.1	D. تعريف المخدرات (الأفيون، الكوكايين، الحشيش). E. دراسة آلية تأثيرها على الجهاز العصبي. F. تحليل العلامات السريرية للإدمان.	K	Large group lecture	MCQ
السموم النباتية				
FORM 15.1	A. تعريف السموم النباتية (الديجيتال، الأتروبين). B. دراسة آلية تأثيرها على القلب والأعصاب. C. تحليل العلامات السريرية (الهلوسة، اضطراب النبض).	K	Large group lecture	MCQ
FORM 15.1	A. التعرف على الفحوصات المخبرية. B. فهم العلاج بمضادات التسمم. C. دراسة حالات تسمم نباتي شائع	K	Large group lecture	MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Lecture 1				
FORM 1.1	A. التعرف على **تلوّنات الموت الانحدارية** في الوجه الخلفي للجثة (وعلاقتها بوضعية الجثة)، واستثناء مناطق الضغط. B. تمييز **التلون الأزرق** في حالات محددة (مثل الاختناق). C. ملاحظة **البقعة البنية** على قرنية العين الناتجة عن جفافها بعد المو	K	Large group lecture - Display image	MCQ
FORM 1.2	A. استخدام **قياس درجة حرارة باطن الجثة** عبر الشرج بالمحرار الزئبقي الكيميائي لتقدير الوقت المنقضي منذ الوفاة.	K	Large group lecture - Display image	MCQ
FORM 1.3	A. التعرف على المرحلة الابتدائية للتفسخ وظاهرة الترخم/التشجر (ظهور أنماط وعائية شبيهة بالأشجار). B. تمييز التفسخ المتوسط (مثل انتفاخ الجثة، ظهور النفطات، والنقط التفسخية). C. تحليل التفسخ المتقدم (انسلاخ الجلد، التلوث الغامق، وجود يرقات الذباب)..	K	Large group lecture - Display image	MCQ
FORM 1.4	A. فهم التشمع الشحمي (تحول الأنسجة إلى مادة شمعية). B. ملاحظة اكتمال الصمل الموتي (تيبس الموتى) وتأثيره على وضعية الأطراف حتى في غياب الدعم.	K	Large group lecture - Display image	MCQ
FORM 1.5	A. تحليل علامات الخنق البدوي (مثل النزوف تحت الملتحمة والاختناق). B. التعرف على Congestion Hemorrhage (الاحتقان النزفي) كدليل على أسباب وعائية أو رضية.	K	Large group lecture - Display image	MCQ
FORM 1.6	A. تحليل علامات الخنق البدوي (مثل النزوف تحت الملتحمة والاختناق). B. التعرف على Congestion Hemorrhage (الاحتقان النزفي) كدليل على أسباب وعائية أو رضية.	K	Large group lecture - Display image	MCQ
Lecture 3				
FORM 2.1	A. لتعرف على موقع غشاء البكارة وتركيبه النسيجي (طبقتان ظهاريتان مع نسيج ليفي مرن) ووظيفته (مرور دم الحيض). B. تمييز المكونات التشريحية المحيطة (الشفرين الصغيرين والكبيرين، البظر، فتحة الإحليل)	K	Large group lecture - Display image	MCQ

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
	في الصور التوضيحية			
FORM 2.2	A. تصنيف أشكال غشاء البكارة: B. الغشاء الحلقي (الدائري/الطوقي): نسيج مكتمل حول الفتحة. C. الغشاء الهلالي: نسيج مفقود في النصف العلوي (نادر). D. الغشاء النعلي (نعل الفرس): نسيج مفقود أسفل الصماخ البولي (الأكثر شيوعًا). E. الغشاء الجسري: وجود فتحتين يفصل بينهما جسر نسيجي. F. الغشاء الغربالي: وجود فتحات متعددة. G. الغشاء الاصم (الارتق): غشاء بدون فتحة (حالة جراحية)	K	Large group lecture - Display image	MCQ
FORM 2.3	A. تحليل حافة الغشاء: B. منتظمة الحافة: ملساء وغير متعرجة. C. مسننة الحافة: ذات نتوءات متساوية. D. خليجية الحافة: تشققات عميقة وغير منتظمة (كما تُرى في الصور...)	K	Large group lecture - Display image	MCQ
FORM 2.4	A. تقييم بنية الغشاء: B. رقيق القوام (أقل من 0.5 مم): شائع عند الأطفال، يتمزق بسهولة. C. متوسط القوام (0.5–1 مم): الأكثر شيوعًا. D. سميك (لحمي القوام - أكثر من 1 مم): مقاوم للتمزق. E. غضروفي/مطاطي القوام: لا يتمزق أثناء الجماع (يظهر في الصور كغشاء مرن)	K	Large group lecture - Display image	MCQ
FORM 2.5	A. تحديد سعة فتحة الغشاء: B. ضيقة: لا تسمح بمرور إصبع الخنصر. C. متوسطة: تسمح بمرور إصبع السبابة (الشائعة). D. واسعة: تسمح بمرور إصبعين (السبابة والوسطى)..	K	Large group lecture - Display image	MCQ
FORM 2.6	A. تشخيص حالة الغشاء في الطب العدلي: B. تمييز الغشاء السليم (بكارة غير ممزقة) من خلال: C. عدم وجود تمزقات أو ندوب. D. توافق الشكل والبنية مع الأنواع الطبيعية. E. تحديد الشذوذات (مثل الغشاء المطاطي أو الواسع) التي لا تنفي أو تثبت الجماع	K	Large group lecture - Display image	MCQ
FORM 2.7	A. ربط الصور بالمفاهيم العملية: B. تحليل الصور التوضيحية للأشكال المختلفة (مثل الهلالي، الجسري، الغربالي). C. ملاحظة الاختلافات في الحواف (مسننة vs. خليجية) والبنية (رقيق vs. سميك) في الأمثلة المرئية. D. فهم العلامات الدالة على الحالات الجراحية (مثل الغشاء الاصم	K	Large group lecture - Display image	MCQ
Lecture 3				

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
FORM 3.1	A. تحليل إصابات الطلق الناري (Gunshot Wounds): B. التعرف على الخصائص المميزة لإصابات الطلق الناري كما تظهر في الصور، مثل: C. شكل الجرح (داخلي/خارجي). D. وجود حروق أو رواسب بارود حول الجرح. E. تحديد اتجاه الطلقة بناءً على شكل الجرح والأنسجة المحيطة	K	Large group lecture - Display image	MCQ
FORM 3.2	A. فهم العلامات الفيزيائية للإصابات: B. تحليل الصور التي تُظهر أبعاد الطاقة الناتجة عن الطلق الناري (مثل تفحم الجلد أو تشوه العظام). C. ملاحظة الطبقات المتأثرة (الجلد، العضلات، العظام) كما هو موضح في الصور	K	Large group lecture - Display image	MCQ
FORM 3.3	A. تقييم الأدلة الجنائية: تحليل حافة الغشاء: B. ربط الصور بالأدلة المادية مثل: C. آثار البارود على الجلد أو الملابس. مسافة القتل (بناءً على انتشار الرواس...	K	Large group lecture - Display image	MCQ
FORM 3.4	A. تحليل الصور التوضيحية: B. تفسير الرموز والأرقام في الصور (مثل "000" أو "0 1") كمؤشرات لقياسات أو تصنيفات طبية شرعية. C. فهم الرسوم البيانية أو الأشكال المُرفقة (مثل شكل ٢١) التي توضح انتقال الطاقة أو تلف الأنسجة.	K	Large group lecture - Display image	MCQ
FORM 3.5	A. التطبيقات العملية في التحقيقات: B. استخدام الصور لتحديد نوع السلاح المستخدم (بناءً على خصائص الجرح). C. التمييز بين إصابات الطلق الناري الذاتية وتلك الناتجة عن هجوم خارج	K	Large group lecture - Display image	MCQ

Pediatric

Fourth Grade

Academic Program Description

This academic program description summarizes the course's most essential qualities and the learning objectives that the student is expected to attain, indicating whether he or she made advantage of all of the resources that are accessible. It includes a description of each course in the program of study.

1) Educational Establishment	University of Al-Ameed
2) Scientific Department	College of Medicine
3) Name of the Professional Academic Program.	Modified Traditional Curriculum
4) Final Graduation Certificate	M.B.Ch.B
5) Educational system: Annual/courses/other	Annual
6) Approved accreditation program	raqi National Guideline on Standards for blished and Accrediting Medical School
7) Other external factors	•a Availability of relevant scientific research in the field of specialization Access to global electronic networks • Access to traditional and digital libraries Teaching aids such as data show and PowerPoint presentations Availability of equipped classrooms • Use of free online communication latforms (e.g., Free Conference Call)
8) Date the description was written	2024\6\23

9) Objectives of the academic program:

a. Meeting the need for paediatricians with strong scientific and practical competence, preparing them to be valuable contributors to the medical and professional field.

b. Training students in paediatric medicine through education, clinical training, research, academic activities, humanitarian efforts, and community service.

c. Advocating for children's needs and rights, particularly regarding health, education, and social issues.

d. Enhancing children's health at all developmental stages.

e. Preparing highly qualified students to provide pediatric healthcare with a strong general medical knowledge base and specialized expertise in paediatric disciplines.

f. . Contributing to the advancement of scientific research in paediatrics through
structured methodologies.

g. Applying modern medical techniques in diagnosing, managing, and preventing pediatric diseases.

h. Strengthening students' ability to preserve children's mental health, addressing psychological issues, stress management, and behavioural disorders.

i. Developing students' interpersonal skills and teamwork abilities.

j. Equipping students with problem-solving skills relevant to the healthcare labor market and fostering self-advocacy.

k. Encouraging scientific research in paediatric health, supporting students in achieving academic excellence, and promoting participation in national and international conferences

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1. Behrman RE. Nelson Textbook of Pediatrics 19th edition.

2. Lissauer T, Clayden G. Illustrated Textbook of Pediatrics 4 edition th

3. Nelson Essential Pediatrics 7th edition.

4. Current Pediatric Diagnosis & Treatment 21st edition.

pediatric\ Grade 4

Code: PAED407 2 Credits

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Infections characterized by fever and rash				
Paed1.1	Identify and Differentiate Common Infectious Causes – Understand the various infectious diseases that present with fever and rash, including their etiologies (bacterial, viral, or other pathogens), clinical manifestations, and distinguishing features for accurate diagnosis.	K	Large group	Short Answer Questions
Paed1,2	Discuss Diagnostic and Management Approaches – Learn the appropriate diagnostic tools and treatment strategies for managing infections characterized by fever and rash, including when to use laboratory tests, the role of supportive care, and specific antimicrobial or antiviral therapies.	K	Large group	Short Answer Questions
Mumps , diphtheria and pertussis				
Paed2.1	Understand the key characteristics of mumps, diphtheria, and pertussis: This means being able to define each disease, including the causative agent (virus or bacteria), how each is transmitted (e.g., respiratory droplets, direct contact), and the typical symptoms and signs that help in recognizing each disease.	K	Large group	Short Answer Questions
Paed2.2	Describe how these diseases present in children and how they are diagnosed: This involves knowing the common ways these diseases manifest in children, including the typical course of illness and the specific laboratory tests used to confirm a diagnosis(e.g., IgM antibody detection, bacterial culture, PCR)	K	Large group	Short Answer Questions
Visceral leishmaniasis (kala azar- black fever)				
Paed3.1	Learn about Visceral Leishmaniasis: Understand what it is, including the parasite that causes it, and its life cycle.	k	large group	Short Answer Questions

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Paed3.2	Know how Visceral Leishmaniasis affects children, how to find it, and how to treat it: Learn how it presents in children, the lab tests used to diagnose it, and the treatment and prevention methods.	k	Large group	Short Answer Questions
Rickets				
Paed4.1	Define rickets, its causes, and vitamin D's role: Understand the definition of rickets, the various reasons why it develops, and the function and regulation of Vitamin D in the body.	k	Large group	Short Answer Questions
Paed4.2	Recognize rickets, how to diagnose it, and how to treat and prevent nutritional rickets: Learn the clinical features of rickets, how it is diagnosed, and the specifics of treating and preventing nutritional rickets.	k	Large group	Short Answer Questions
Vaccination 1				
Paed5.1	Understand the basic principles of immunity and immunization: This includes definitions of key terms like immunity, immunization, active and passive immunity, vaccines, and toxoids that's also include health promotion.	k	Large group	Short Answer Questions
Paed5.2	Gain knowledge about specific vaccines and their use: This focuses on specific vaccines like BCG, Polio, DTaP, DT, Measles, and MMR, including their types, administration, benefits, and risks	k	Large group	Short Answer Questions
Vaccination 2				
Paed6.1	Understand Hepatitis B vaccination: Learn about the vaccine itself, including its components, how it is administered, and the current recommendations for its use in different age groups, including preterm and term infants that's also about health promotion.	k	Large group	Short Answer Questions
Paed6.2	Know when and how to test for Hepatitis B antibodies and antigens: Understand the importance of post-vaccination testing, the interpretation of test results (anti-HBs and HBsAg), and the appropriate follow-up actions based on those results	k	Large group	Short Answer Questions

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Malnutrition				
Paed7.1	Define malnutrition and its various classifications. The lecture aims to provide a clear understanding of what malnutrition is, including the different types such as undernutrition, over-nutrition, specific deficiencies, mineral deficiencies, and imbalances	K	Large group	Short Answer Questions
Paed7.2	Understand protein-energy malnutrition (PEM), its clinical features, and assessment. The lecture covers PEM in detail, including the clinical features of marasmus and kwashiorkor, the anthropometric measurements used in PEM assessment, and the classifications of PEM	K	Large group	Short Answer Questions
Failure to thrive				
Paed8.1	Define failure to thrive (FTT): Understand the meaning of the term and the common criteria used to identify children with this condition.	k	Large group	Short Answer Questions
Paed8.2	Identify the causes of FTT: Learn about the various organic and non-organic factors that can lead to a child's failure to thrive.	k	Large group	Short Answer Questions
Acute flaccid paralysis				
Paed9.1	Understand the definitions of weakness and hypotonia and how they relate to motor neuron function.	k	Large group	Short Answer Questions
Paed9.2	Recognize the various causes of acute flaccid paralysis (AFP), including infectious, toxic, and other etiologies.	k	Large group	Short Answer Questions
Gastroenteritis				
Paed10.1	Define diarrhea and its various etiologies. The lecture aims to provide a clear understanding of what diarrhea is and its causes, specifically focusing on the etiology of infectious diarrhea.	k	Large group	Short Answer Questions
Paed10.2	Explain the mechanisms of diarrhea and differentiate between secretory and osmotic diarrhea. The lecture will cover the mechanisms by which diarrhea occurs, including secretory and osmotic processes, and how to distinguish between these two types.	k	Large group	Short Answer Questions

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Malabsorption				
Paed11.1	Identify the causes of malabsorption: Learn about the different conditions and factors that can lead to malabsorption.	k	Large group	Short Answer Questions
Paed11.2	Describe a clinical approach to a child with suspected malabsorption: Understand the key steps and considerations in evaluating a child for malabsorption, including history taking.	k	Large group	Short Answer Questions
Meningitis				
Paed12.1	Understand the definitions and classification of meningitis: The lecture aims to define meningitis, encephalitis, meningoencephalitis, and aseptic meningitis and to classify meningitis into bacterial, viral, and fungal/parasitic types.	k	Large group	Short Answer Questions
Paed12.2	Learn about the common causes of bacterial meningitis and its clinical manifestations: The lecture will cover the organisms that commonly cause bacterial meningitis in different age groups and describe the clinical manifestations and signs of increased intracranial pressure (ICP) associated with meningitis.	k	Large group	Short Answer Questions
Encephalitis				
Paed13.1	Cover the various causes of encephalitis, with a focus on viral causes, and how it can result from other types of infection and metabolic, toxic, and neoplastic disorders.	k	Large group	Short Answer Questions
Paed13.2	Learning the diagnostic approaches and treatment strategies for encephalitis The lecture includes the laboratory and imaging studies used to diagnose encephalitis, such as CSF examination, EEG changes, neuroimaging studies, and PCR tests.	k	Large group	Short Answer Questions
Breast feeding				
Paed14.1	Breast-feeding: when to start,What are the advantages and protective effects of human milk that's also about health promotion.	k	Large group	Short Answer Questions

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Paed14.2	Compositions of human milk and milk formula. Absolute and relative contraindications to breast feeding	k	Large group	Short Answer Questions
Feeding problems				
Paed15.1	Understanding the factors contributing to pediatric feeding disorders,The lecture aims to cover the various medical, nutritional, feeding skill, and psychosocial factors that can contribute to impaired oral intake in children.	k	Large group	Short Answer Questions
Paed15.2	Recognizing the importance of a team approach in managing pediatric feeding disorders, The lecture emphasizes that optimal evaluation and management of children with pediatric feeding disorders require a multidisciplinary team approach.	k	Large group	Short Answer Questions
Growth in children				
Paed16.1	Analyze the multifaceted factors impacting a child's growth and development, differentiating between normal variations and pathological deviations.	k	Large group	Short Answer Questions
Paed16.2	Evaluate the interplay of nutrition, feeding skills, and medical conditions in a child's growth trajectory, and formulate appropriate interventions	k	Large group	Short Answer Questions
Development				
paed17.1	Analyze the complex interplay of factors influencing typical and atypical child development, with a focus on identifying early warning signs of developmental delays and disorders	k	Large group	Short Answer Questions
paed17.2	Evaluate the impact of medical conditions, feeding problems, and environmental factors on a child's developmental trajectory, and formulate strategies for multidisciplinary assessment and intervention	k	Large group	Short Answer Questions
Pulmonary tuberculosis 1				
paed18.1	Describe the pathogenesis of primary tuberculosis, including the formation of the Ghon complex and the role of cell-mediated immunity.	k	Large group	Short Answer Questions

Number	Learning Objective	Domain K/S/A/C	Teaching Learning Methods	Assessment Methods
Paed18.2	Evaluate the diagnostic methods for tuberculosis, with a focus on the interpretation of the Tuberculin Skin Test (TST) and the advantages of Interferon-γ Release Assays.	K	Large group	Short Answer Questions
Pulmonary tuberculosis 2				
Paed19.1	Differentiate between latent tuberculosis infection and active tuberculosis disease, including their clinical and radiographic manifestations.	K	Large group	Short Answer Questions
Paed19.2	Describe the treatment strategies for both latent and active tuberculosis, emphasizing the importance of directly observed therapy (DOT) and addressing drug-resistant tuberculosis.	k	Large group	Short Answer Questions
Formula feeding				
Paed20.1	Identify the appropriate indications for the use of infant formula, and describe the correct preparation and storage methods to ensure infant safety and health.	k	Large group	Short Answer Questions
Paed20.2	Discuss the principles of complementary feeding, including the timing of introduction, appropriate food choices, and foods to avoid, to support infant growth and development.	K	Large group	Short Answer Questions
Enteric fever and brucellosis				
paed21.1	Describe the etiology, clinical features, and complications of enteric fever (typhoid fever) and paratyphoid fever, including the differences in presentation between school-age children/adolescents and infants/young children.	k	Large group	Short Answer Questions
Paed21.2	Outline the diagnosis and treatment of brucellosis, emphasizing the importance of considering patient history, the limitations of certain diagnostic tests, and the recommended antibiotic regimens for different age groups and disease manifestations.	k	Large group	Short Answer Questions

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Poisoning 1				
Paed22.1	Identify the four principles of treatment for poisoning, emphasizing the importance of supportive care and outlining the various methods of gastrointestinal decontamination.	k	Large group	Short Answer Questions
Paed22.2	Describe the clinical manifestations and treatment of acetaminophen and iron poisoning, including the stages of toxicity, laboratory assessments, and specific antidotes.	k	Large group	Short Answer Questions
Poisoning 2				
Paed23.1	Describe the pathophysiology, clinical manifestations, and treatment of tricyclic antidepressant (TCA) overdose, including the ECG findings and the use of sodium bicarbonate.	k	Large group	Short Answer Questions
Paed23.2	Discuss the assessment and management of hydrocarbon ingestion, emphasizing the contraindications for emesis and lavage, and the importance of supportive respiratory care.	k	Large group	Short Answer Questions