



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

**University of Warith Al-Anbiyaa  
College of Medicine  
Academic Program and  
Course Description Guide**

**2025**

1. Course Name: College of Medicine Program

College of Medicine Total Program

2. Course Code:

3. Semester / Year:

Year

4. Description Preparation Date:

1/4/2025

5. Available Attendance Forms: Attendance

6. Number of Credit Hours (Total) / Number of Units (Total)

211/ 9

7. Course administrator's name (mention all, if more than one name)

Name: Professor Ali Abid Saadon Dean of the College

Email: [ali.sa@uowa.edu.iq](mailto:ali.sa@uowa.edu.iq)

Signature:

Date:

30/4  
الأستاذ الدكتور  
علي عبد سعدون الغزوي  
عميد كلية الطب

Name: Ass. Professor Laith Mohamad Abbas Vice Dean of the College

Email: [laith.ma@uowa.edu.iq](mailto:laith.ma@uowa.edu.iq)

Signature:

Date

Checked by Director of Quality Assurance and Academic Performance branch in the college

Name: Professor Ali Mousa Al Mousawi

Email: [ali.mousa@uowa.edu.iq](mailto:ali.mousa@uowa.edu.iq)

Signature:

Date 25/8/2025



### **1. Program Vision**

Our faith in God Almighty makes us look with confidence and optimism for the near future, to be distinguished locally and regionally in medical education and scientific research, and to be active participants in the development of our society. We aspire to graduate pioneering doctors who aspire to originality, modernity, and scientific excellence, compassionate and competent healthcare professionals who make a positive impact in their community and in the world.

### **2. Program Mission**

Graduating competent and professional doctors who meet the needs of society and are proficient in scientific research based on evidence-based practice. Promoting academic excellence in medical education, scientific research and health care at the national, regional and international levels with the aim of advancing human health and well-being with a high sense of ethics, professionalism and social accountability.

### **3. Program Objectives**

Developing the organizational structure and administrative performance of the college.

- Improving administrative support services to facilitate the educational process and scientific research for effective participation in the development of our society.
- Supporting quality assurance and preparing the college for accreditation.
- Establishing rules for the ethical aspects of scientific practice and research.
- Enhance innovation, effective communication and leadership skills

- Developing scientific resources and providing an appropriate environment for work and education.

- Strategic planning for the college's financial self-reliance.

Strategic planning to achieve scientific excellence for our college in Iraq and the region to gain the trust of concerned parties.

- Emphasizing the issue of social accountability in planning and developing curricula

- Adopting a biopsychosocial (phenomenological) model that gives a strong foundation for both a patient-centered and student-centered approach

Specific objectives:

1: Strengthen our quality assurance system to achieve the required national and international accreditation.

2: Improving the college's national and international classification.

3: Enhancing the quality, quantity and impact of medical research and scientific activities.

4: Engaging community services that promote population health and contribute to enhancing the college's social accountability

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

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

No

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

Ministry of Higher Education and Research and NCAMC guides



## 6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	4	8	4%	University requirements
College Requirements	30	200	96	college requirements
Department Requirements	none			One Dept school
Summer Training	3 (one for each year 4,5,6)	15	8%	college requirements
Other	2	-	-	Elective course 4,5,6, stages

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

## 7- Program description

year	Course code	Course name	Credit Hours	
			Practical	theoretical
first	med101	Medical Chemistry	2	6
first	med102	Medical Physics	2	4
first	med103	Fundamentals of medicine	0	2
first	med104	Computer	0	2
first	med105	Human Rights & democracy	0	2
first	med106	English language	0	2
first	med107	Arabic Language	0	2
first	medu108	Unit one/ cell & human biology	2	6
first	medu109	Unit Two/ Infection & Immunology	2	6
second	medu201	Human Biology	4	8
second	medu202	Unit Three/ Locomotor System	2	7
second	medu203	Unit Four/ Hematology	2	4

second	medu204	Unit Five/ Cardiovascular	2	6
second	medu205	Unit Six/ Respiratory	2	6
third	medu301	Unit Seven/ Gastrointestinal	2	6
third	medu302	Unit Eight/ Renal& Reproductive	2	7
third	medu303	Unit Nine/ neuroscience	2	8
third	medu304	Unit Ten/ Endocrine	2	6
Fourth	medu401	Surgery	2	6
Fourth	medu402	Medicine	2	
Fourth	medu403	Obstetrics & gynecology	2	4
Fourth	medu404	Pediatrics	2	4
Fourth	med405	Community medicine	2	3
Fifth	med501	Medicine	2	6
Fifth	med502	Dermatology	2	2
Fifth	med503	Psychiatry	2	2
Fifth	med504	Surgery 2	2	6
Fifth	med505	ENT	2	2
Fifth	med506	Ophthalmology	2	2
Fifth	med507	Forensic medicine	2	2
Sixth	med601	Surgery	2	4
Sixth	med602	Medicine	2	4
Sixth	med603	Obstetrics & gynecology	2	4
Sixth	med604	Pediatrics	2	4
Sixth	med605	Family medicine	2	2
		total	62	149

## 8- Expected learning outcomes of the program

In general, we seek to prepare qualified graduates to practice the medical profession efficiently and effectively.

Our outputs include:

**Knowledge:**

A comprehensive understanding of basic medical sciences: including anatomy, physiology, microbiology, pathology, biochemistry and immunology.

Comprehensive knowledge of clinical medical sciences: including all specialties of internal medicine, surgery, pediatrics, obstetrics and gynecology, ophthalmology, ear, nose, throat, dermatology, psychiatric diseases, etc.

Advanced diagnostic skills: the ability to accurately evaluate patients and diagnose diseases.



**Effective therapeutic skills:** Ability to treat patients using medications, surgery, and other treatments.

**Excellent communication skills:** Ability to communicate effectively with patients, their families, and other medical team members.

**Scientific research skills:** the ability to conduct research and understand scientific evidence.

**High ethical and moral skills:** the ability to practice medicine ethically and responsibly.

**Capacity:**

**Problem-solving ability:** The ability to analyze information and solve complex medical problems.

**Decision-making ability:** The ability to make sound medical decisions based on available information.

**Ability to work under pressure:** The ability to work effectively in stressful environments.

**Teamwork Ability:** Ability to work collaboratively with other medical team members.

**Ability to self-learn:** The ability to keep up with the latest developments in the field of medicine.

**Capacity for lifelong learning**

**Value:**

**Commitment to medical ethics:** practicing medicine ethically and responsibly.

**Respect for Patients:** Treating patients with dignity and respect.

**Providing the best to the patient**

**Equity:** Providing fair health care for all patients.

**Empathy:** Understanding patients' feelings and needs.

**Responsibility:** Take responsibility for patient safety and care.

**We also seek to prepare graduates who:**

**We are committed to providing high-quality health care.**

**Seeking continuous learning.**

**Contributors to improving the health care system.**

**We aim to make a positive difference in the lives of patients and society.**

Learning Outcomes 1	Learning Outcomes Statement 1
<b>Skills</b>	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
<b>Ethics</b>	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5



## 9- Teaching and Learning Strategies

In the field of education:

A- Educating and training qualified students with appropriate knowledge, skills and attitudes, which leads to the formation of a doctor capable of:

- Proficiency in the basic university educational level.
- Apply the diagnostic, critical thinking and problem-solving skills necessary for the proper assessment and management of common medical conditions and emergencies and with a suitable foundation for a future career in any branch of medicine (all types of medical practice, administrative medicine and medical research).
- Act ethically and professionally when dealing with patients, their families, and other healthcare professionals
- Act safely and effectively (recognize your professional boundaries and seek appropriate advice from other healthcare professionals when needed)
- Carrying out the roles of doctors as defined in the health sector.
- Prepared and ready for post-graduate medical education.
- Laying the foundations for lifelong learning (continuing professional development (CPD) / continuing medical education (CME), with a commitment to continuous self-improvement.
- Meet human rights requirements and Iraqi medical standards.

B- Curriculum design and management:

- Traditional educational system curricula.
- Establish management structures (Curriculum Committee) and feedback techniques for monitoring and evaluation, providing description and judgment about the worth or value of curriculum plans, processes and outcomes to provide evidence to inform decision makers.



- "Educational" teaching methods:

- Evaluation methods:

(2) - In the field of health care:

A- Identify the economic, social, psychological, environmental and cultural factors that affect health.

B- Providing a high level of health care services at various levels to the local and national community, while implementing patient safety and infection control procedures during practice.

C- Work independently and/or within a team and collaborate effectively with other healthcare professionals.

D- Identifying the needs of the health care system and other aspects of social accountability.

(3)- In the field of research:

A- Achieving medical research that maintains a clear update on developments and changes occurring at the national and global levels.

B- It includes scientific research in the basic, clinical, behavioral and social sciences.

4)- In the field of global health:

A- Raising awareness of the most important global health problems.

B. Health consequences of inequality and injustice – unfair and avoidable differences in people's health between populations and between specific population groups, and the measures that are likely to be effective in reducing these health inequalities

### **Evaluation methods**

. Theoretical evaluations:

- Multiple-choice tests.
- Essay questions.

- Oral exams.

Practical evaluations:

- Skills-based practical exams (OSPE).
- Subject Based Clinical Examinations (OSCE).
- Medical conditions.

3. Clinical evaluations:

- Evaluation by faculty members.
- Evaluation by patients.
- Portfolio.

Other reviews:

- Questionnaires.
- Discussion groups.
- Presentations and seminars.



# 10- Faculty

Number of the teaching staff				
Academic Rank	Specialization	Special Requirements/Skills (if applicable)	Staff	Lecturer
PROF.	Community Medicine		Ali Abd Saadoon Obaid Musa	
ASST. PROF..	Community Medicine			Ali Abdul Reda Kazem Hussein
LEC	Community Medicine			Wasn Mahdi Jawad Hamza
PROF	Community Medicine			Shahrazad Shamkhi Tael
ASST. PROF..	Community Medicine			Bashir Aqeel is a mighty Muslim
LEC.	Community Medicine			Russell Mahmoud Shaker Taher
LEC.	Community Medicine			Hajar Kazem Al- Was
ASST. PROF..	Internal Medicine			Riad Mustafa
LEC.	Internal Medicine		Azhar Abbas Nasser	
LEC.	Internal Medicine		Ahmed Abbas Hiloul Albu Karim	
Prof. Dr.	Internal Medicine		Moneim Makki Abdel Reda Hammoud	
ASST. PROF..	Internal Medicine		Fadel Abdul Hussein Jaber Yacoub	
LEC.	Internal Medicine		Mustafa Fadel Abbas Muhammad	
Dr.	Internal Medicine		Fadel Okla Banyan	
LEC.	Internal Medicine			Ahmed Qasim Jaafar

ASST. PROF..	pharmacology		Adeeb Ahmed Kazem Jawad	
LEC.	pharmacology		Alaa Ghazi Hamid Salman	
Lec	pharmacology		.Samer Ihsan Hadi Musa	
ASST. PROF..	pharmacology		Laith Muhammad Abbas Abboud	
ASST. PROF..	pharmacology			Saad Beday Nashtar Sharif
ASST. PROF..	pharmacology			Ali Kazem Jalab Fakhri
ASST. PROF..	Surgery		Salem Mahdi Muhammad Jawad	
LEC	Surgery		. Ali Majed Abdel Amir Reda	
LEC	Surgery		. Qais Muhammad Ali Mahmoud	
LEC	Surgery		Ahmed Abdel Muslim Abbas Huwaiti	
LEC	Surgery		Ali Zamel is distracted by Jbara	
LEC.	Surgery		. Sinan Abdel Majeed Hamid Saleh	
ASST. PROF..	Anatomy		Talib Jawad Kazem Nowruz student	
LEC.	Surgery		Saif Sobhi Hamid Ahmed	
LEC.	Surgery		Anwar Sadiq Jaafar Taqi	
LEC.	Surgery		Hamid Hashem Hamid Hassani	
LEC.	Histology		. Sarah Khudair Abis Shaalan	
LEC.	Histology		Feed Tawfiq Abdel Amir	
LEC.	Embryology		Rehab Abbas Ali Twaina	
LEC.	Pathology		sura Ghassan Abdul Amir Abdul Hussein	
ASST. PROF..	Pathology		A.LEC. Ahmed Hamdy Mahdi Latif	



LEC.	Pathology			Mays Ibrahim Hadi
LEC.	Pathology			Muhannad Mahdi Abd Ali
LEC.	Pathology			Zainab Abdel Reda Abdel
LEC	Microbiology		LEC. Nisreen Jawad Kazem Ali	
ASST. PROF..	Microbiology		Ali Mansour Jassim Salman	
LEC	Microbiology			LEC. Ahmed Sahib Abdul Amir
LEC	Microbiology			LEC. Muhammad Razzaq Ali Abdul Razzaq
ASST. PROF..	Paediatrics		Adnan Alwan Abboud Musa	
LEC	Paediatrics		Muhammad Kazem	
LEC	Paediatrics		Abdel Kazem Omran	
LEC	Chemistry		Riyad Abdel Rasoul Hamid Abdel	
LEC	Chemistry		Zainab Abdul Ilah Abbas Issa	
LEC	Chemistry		. Zainab Saad Abdel Amir Mahdi	
ASST. LEC	Physiology		. Ali Hamid Shaalan Muhammad	
LEC	Physiology		Saeed Hamid Lafta Muhammad	
LEC	Physics			Haider Sadiq
LEC	Physiology		Saba Fathi Abdel Razzaq Saeed	
LEC.	Physiology			Muzaffar Sami Khazal Attia
LEC.	Gynaecology and Obstetrics		LEC. Hamida Hadi Abdel Wahed Abbas	
LEC.	Gynaecology and Obstetrics		LEC. Raghad Noman Abdel Amir Mahdi	
Professor	Gynaecology and Obstetrics			Noura Sabah Rasoul
ASST. LEC	Gynaecology and Obstetrics			Maysaloun Adnan Abdel Razzaq

ASST. LEC	Low		Sabah Muhammad Jabr Knew
ASST. LEC	Low		Zulfiqar Muhammad Ali

## 11-Professional development

### Warith Personal and Professional Development Program

#### Faculty Staff PPDP

As the context of medical education is Changing All areas of healthcare and education are moving towards more 'professionalised' systems and expectations from those involved. Warith COM through its PPDP has provided an overview of the challenges and opportunities available to its faculty staff medical educators and clinical teachers who wish to develop their knowledge , understanding and skills in education. There are many activities available, ranging from local, small scale activities to international events. The international community of medical educators welcomes those from all organisations and there is a wealth of information available to support teachers, trainers and supervisors. Faculty staff will explore different topics in medical education supported by case studies to highlight different approaches taken by organisations and individuals . The series is designed to provide background information and discussion on selected aspects of medical education to help support the professional development needs of medical educators. Professionalisation also involves the idea of continuing development and revalidation, in order to stay 'professional' (whether this is through a formal registration process or not), there may be requirements to stay current and up to date in your area of expertise. In terms of medical or clinical education, teachers need to reach a level of knowledge, skills and behaviours, which may be learned on a course or 'on the job' and which may be measured through formal assessment or more informally in practice. They should then aim to keep up to date in their area through continuing professional development activities (CPD). For medical educators, this includes a combination of staying current in terms of clinical or scientific knowledge and skills whilst also staying up to date with contemporary teaching, learning and assessment methods. Medical educators and clinical teachers are increasingly required to become involved in (and to lead) teaching, learning, assessment and supervisory activities with medical students, trainees and other health professionals. Alongside this, medical education itself is becoming more professionalised, driven by quality assurance activities in both undergraduate and postgraduate contexts.



PPDP of Warith COM move on to explore issues for medical and clinical educators using the COINNS model of professional development which considers

Five areas:

Challenges

Opportunities

Ideas

Needs

Next Steps

### **Needs**

Depending on stage of career, previous experience, interests and career direction, medical educators and clinical teachers need different things to help them in their professional development. Typically teachers need support in identifying educational development needs; flexible training and development programmes that fit around busy clinical commitments and opportunities for advancement in medical education through postgraduate programmes. Steinert *et al.* (2006) noted that key features of effective faculty development programmes included:

- Feedback on teaching skills
- Experiential learning
- A range of educational methods
- Educational interventions based on established educational principles
- Effective relationships between peers, tutors and colleagues

## **Warith Personal and Professional Development Program**

### **Students PPDP**

Professional and personal development are central to students' pathways through medical school. This element plays a big part in four components of our teaching:

- Elective regular training courses of BLS, ACLS and ATLS: These short courses are held by the college in coordination with the Iraqi National Center Of Mass Casualty Medicine.

Area of Scholarly Concentration: This is a highly

- **Area of Scholarly Concentration:** This is a highly mentored scholarly exploration tailored to the individual interests of each student. It helps students develop a long-term mentoring relationship with a faculty member and provides support through regular small-group meetings. Plus, it addresses the competency of Medical Knowledge & Scholarship.
- **Medical Humanities and Bioethics:** Students take a sequence of courses in clinical ethics and participate in two sequences of Seminars in Medical Humanities and Applied Arts. Both support the competency of Professional Behavior & Moral Reasoning.
- **Personal Transition to the Profession:** This is a course addressing the competency of Personal Awareness & Self-Care and allows students to discuss issues of personal and professional identity. Each month has a specific topic, such as work-life balance or coping with mistakes.

### **12-Acceptance Criterion**

Graduate of preparatory school, scientific branch, 98% , submitted by Ministry of higher education

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

State briefly the sources of information about the program.

Human biology by Madder, 12th edition

Biochemistry by Zilpha

Pathology by Robins

Pharmacology by Linkrot

Microbiology by Chaya's

Physiology by Gannon

Anatomy by Gray's



Medicine By Davidson

Surgery by Bailey and Loves

GO by Ten Teachers

Community Medicine by Danial

#### 14-Program Development Plan

##### **Program Monitoring and Evaluation "PME" Committee**

Plan for Warith Medical program evaluation

PME committee will held frequent regular meetings to prove the process of medical educational program evaluation including content, learning strategy and assessment process.

The Program monitoring and evaluation Committee adopts system-based learning evaluation model. This is achieved by making use of the College Feedback System to take timely actions accordingly.

The system-based learning evaluation model provides comprehensive and dynamic feedback to enable PME Committee to make timely improvements to specific educational activities using level 1 evaluation, plan programmatic improvements which require more complex interventions using level 2 evaluation, and better anticipate attainment of long range programmatic and community health goals using level 3 evaluation

## Program Skills Outline

Required program Learning outcomes															
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Medical Chemistry	med101	first	Basic	x	x	x	x	x	x	x	x				
Medical Physics	med102	first	Basic	x	x	x	x	x	x	x	x				
Fundamentals of medicine	med103	first	Basic	x	x	x	x	x	x	x	x				
Computer	med104	first	Basic	x	x	x	x	x	x	x	x				
Human Rights & democracy	med105	first	Basic	x	x	x	x	x	x	x	x				
English language	med106	first	Basic	x	x	x	x	x	x	x	x				
Arabic Language	med107	first	Basic	x	x	x	x	x	x	x	x				
Unit one/ cell & human biology	medu108	first	Basic	x	x	x	x	x	x	x	x				



Unit Two/ Infection & Immunology	medu109	first	Basic	x	x	x	x	x	x	x	x	x	x						
Human Biology	medu201	second	Basic	x	x	x	x	x	x	x	x	x	x						
Unit Three/ Locomotor System	medu202	second	Basic	x	x	x	x	x	x	x	x	x	x						
Unit Four/ Hematology	medu203	second	Basic	x	x	x	x	x	x	x	x	x	x						
Unit Five/ Cardiovascular	medu204	second	Basic	x	x	x	x	x	x	x	x	x	x						
Unit Six/ Respiratory	medu205	second	Basic	x	x	x	x	x	x	x	x	x	x						
Unit Seven/ Gastrointestinal	medu301	third	Basic	x	x	x	x	x	x	x	x	x	x						
Unit Eight/ Renal & Reproductive	medu302	third	Basic	x	x	x	x	x	x	x	x	x	x						
Unit Nine/ neuroscience	medu303	third	Basic	x	x	x	x	x	x	x	x	x	x						
Unit Ten/ Endocrine	medu304	third	Basic	x	x	x	x	x	x	x	x	x	x						
Surgery	medu401	Fourth	Basic	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x





