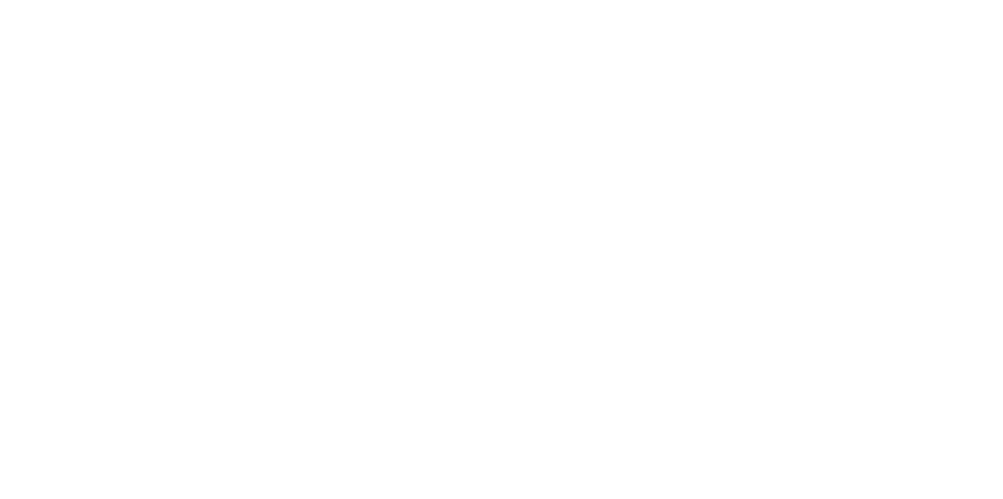


**Ministry of Higher Education and Scientific Research Scientific Supervision and Scientific Evaluation Apparatus Directorate of Quality Assurance and Academic Accreditation Accreditation Department**



**Academic Program and Course Description Guide**



**Introduction:**

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

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

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



**Concepts and terminology:**

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

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

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

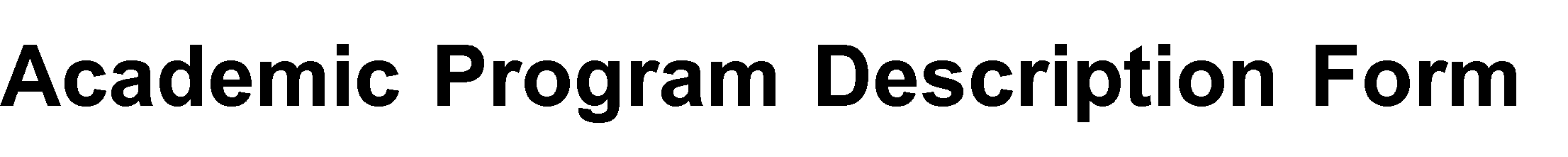
Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

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

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

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

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



**University Name: Tikrit**

**Faculty/Institute: Collage of medicine**

**Scientific Department: pediatrics**

**Academic or Professional Program Name:** Integrated programme

**Final Certificate Name:** M.B.Ch.B

**Academic System: pediatrics**

**Description Preparation Date: 1/3/2024**

**File Completion Date:1/4/2024**

**Signature:**

**Head of Department Name: Mohammed Adress Younis**

**Date: 1/4/2024**

**Signature:**

**Scientific Associate Name:**

**Dr. Hashem Abdel Sattar**

**Date:1/4/2024**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

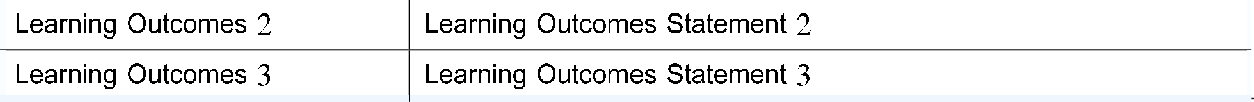
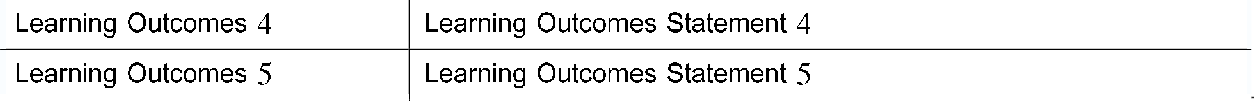
**Director of the Quality Assurance and University Performance Department: Athraa Kamil**

**Date:**

**Signature:**

**Approval of the Dean**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Program Vision | | | | |  |
| **The College of Medicine seeks to be one of the leading higher education institutions at Tikrit University in the field of modern education and scientific research through its scientific, research and administrative activities. It also works to provide an integrated path for its students and professors to make them active and creative in serving the community in the fields of learning and teaching living languages.** | | | | |  |
|  | | | | |  |
| 2. Program Mission | | | | |  |
| Working to prepare and graduate leading scientific and leadership competencies in medicine, its sciences and arts and to develop the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, emphasizing social and cultural values and responding to the requirements of patients and hospitals. | | | | |  |
|  | | | | |  |
| 3. Program Objectives | | | | |  |
| 1- Teach the medical students about common disease in children  2- Clarify the common health problems in the community  3- Deal with child and his family through communication skills  4- Train the student by clinical examination and find the clinical signs and symptoms  5- Graduate the student able to deal with common medical problem by diagnosis and treatment  6- Maintain the develop the specialty in the department  7- Encourage and support sub specialty | | | | |  |
|  | | | | |  |
| 4. Program Accreditation: no | | | | |  |
| Does the program have program accreditation? And from which agency? | | | | |  |
| no | | | | |  |
| 5. Other external influences | | | | |  |
| no | | | | |  |
|  | | | | | |
| 6 Program Structure | | | | | |
| Program Structure | Number of  Courses | Credit hours | Percentage | Reviews• | |
| Institution  Requirements |  |  |  |  | |
| College  Requirements |  |  |  |  | |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Department  Requirements |  |  |  |  |
| Summer Training | Sixth class |  |  |  |
| Other |  |  |  |  |

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

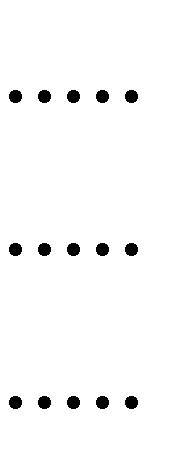
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| --- | --- | --- | --- | --- |
| 7. Program Description | | | | |
| Year/Level | Course Code | Course Name | Credit Hours | |
| 4th year |  |  | theoretical | practical |
| ped0440 | GIT and GUS | **15** | **30** |
| Ped- 0441 | RS and CVS | **15** | **30** |
| Ped- 0442 | CNS | **15** | **30** |
| 5th year | Ped- 0540 | Infectious diseases and neonatal problems | **20** | **-** |
| Ped- 0541 | Anemia's, endocrine and genetic disease | **25** | **-** |
| 6th year | Ped- 0640 | Clinical sessions | **-** | **300** |
| Diploma | D ped | Clinical sessions | 10 | 20 |
| 8. Expected learning outcomes of the program  A- Cognitive objectives  A1- Full knowledge of communication skills with the patient, his relatives, and colleagues in the profession  A2-Knowledge of transmissible internal disease programs and ways to prevent them  A3- Knowledge of clinical research and development methods  A4- Complete knowledge of professional behavior and medical ethics | | | | |
| Skills  The skills objectives of the course.  B1 Recording the medical case history for internal diseases  B3 - Conduct a clinical examination of the body’s systems in the internal lobby  B4- Acquiring basic knowledge of laboratory tests and radiological equipment   1. Teaching and Learning Strategies   .Large group teaching  2.Small group teaching  3.Team\_based learning  4.Clinical sessions  5.Practical sessions  6.Integrated learning activities  7.Skill lab sessions  8. Audio-visual lab   1. Evaluation methods   .Formative assessment  2.Progress assessment  3.End\_module Exam  4.Final Summative Exam (Theory and practical or clinical  5.Objective Structured Clinical Examination (OSCE)  6.OBJECTIVE STRUCTURED LONG EXAMINATION RECORD (OSLER) | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 11. Faculty | | | | | | |
| Faculty Members | | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
| General | Special |  | | Staff | **Lecturer** |
| Prof. Mohammed Adress Younis | M.B.ch.B | pediatrics |  |  | YES |  |
| Prof. Ahmed Hashim Abdughafoor | M.B.ch.B | pediatrics |  |  | YES |  |
| Prof. Bhaa Dhiaa Muheedeen | M.B.ch.B | pediatrics |  |  | YES |  |
| Prof,Lluay Farhood Jumaa | M.B.ch.B | pediatrics |  |  | YES |  |
| Assiss.Prof Emad Maaroof Thakir | M.B.ch.B | pediatrics |  |  | YES |  |
| Assiss.Prof Emad Rashid Assaf | M.B.ch.B | pediatrics |  |  | YES |  |
| Assiss.Prof Hind Mutar Ibrahim | M.B.ch.B | pediatrics |  |  | YES |  |
| Lect. Shihab Ahmed Khalaf | M.B.ch.B | pediatrics |  |  | YES |  |
| |  | | --- | | Professional Development | | Mentoring new faculty members  Emphasis on participation and effort in the academic process, and emphasis on completing and publishing research, especially in Scopus containers.  2. Professional development of faculty members  Using modern methods to convey the idea to students, participating in workshops, seminars and conferences, emphasizing the topic of research and publishing it in Scopus containers, and emphasizing the topic of promotions according to the specified time period. | |  | |  | |  |  |  | | --- | | 12. Acceptance Criterion | | (central admission) | |  | | 13. The most important sources of information about the program | | Theoretical debates  2.Clinical training  3. Field visits  4.Computers and the Internet  5. Audio-visual laboratories | | | | | | | |
|  | | | | | | |
|  | | | | | | |
| 14. Program Development Plan  Modern methods for new and updates for student skills and behavior | | | | | | |
|  | | | | | | |

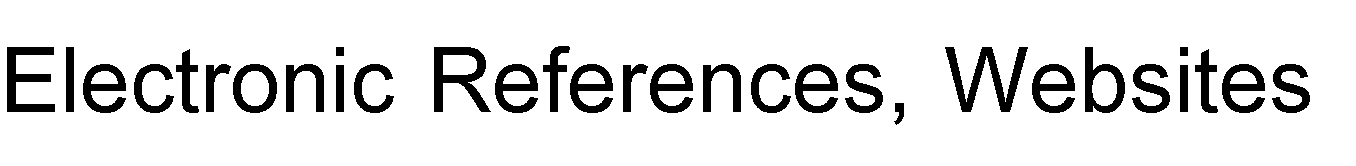
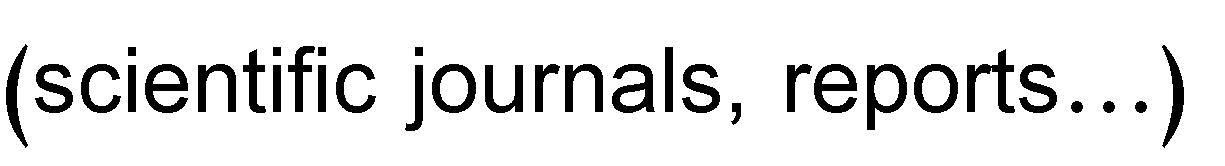
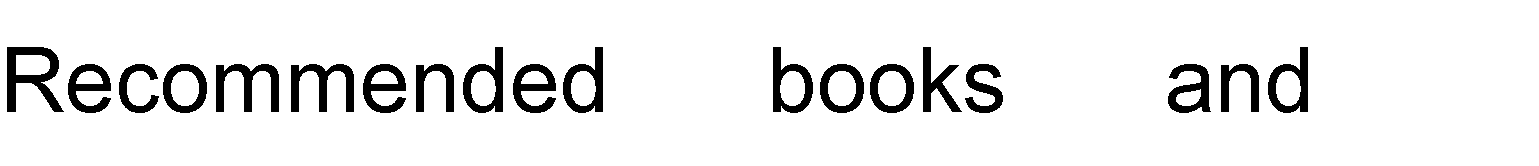
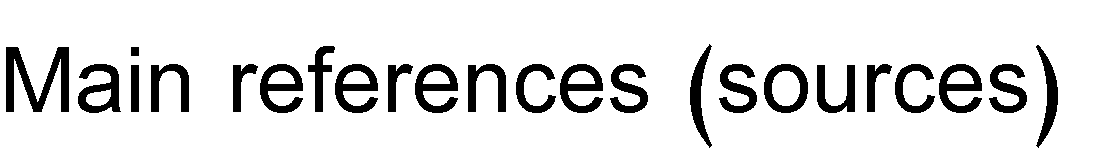
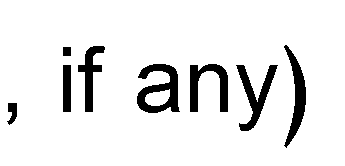
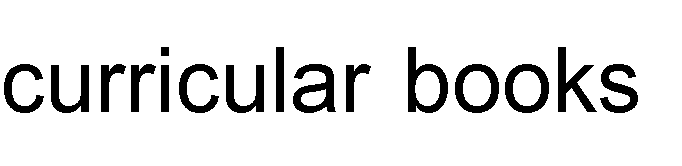
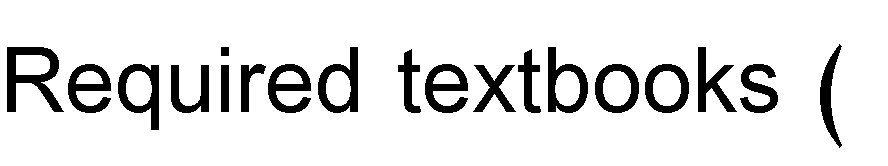
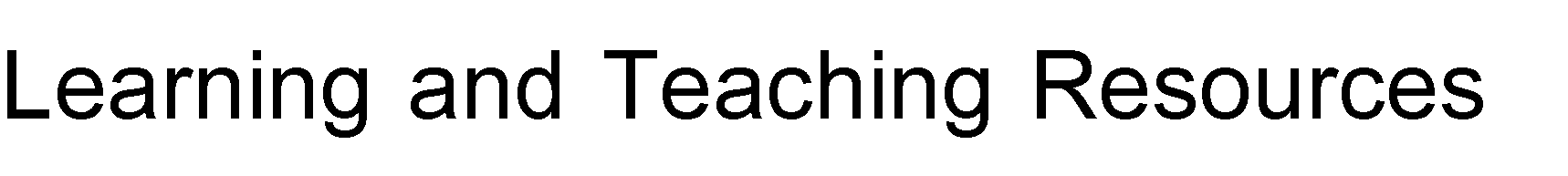
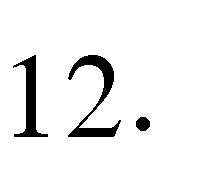
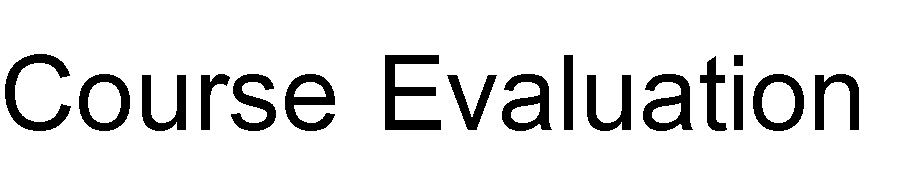
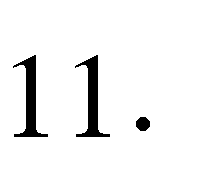
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | | | | | | | |
|  | | | | **Required program Learning outcomes** | | | | | | | | | | | |
| **Year/Level** | **Course Code** | **Course Name** |  |  | | | |  | | | |  | | | |
| **A1** | **A2** | **A3** | **A4** | **B1** | **B2** | **B3** | **B4** | **C1** | **C2** | **C3** | **C4** |
| 4th year | ped0440 | GIT and GUS | ا**basic** | **X** |  |  |  | **X** | **X** |  |  | **X** |  |  |  |
| Ped- 0441 | RS and CVS | **basic** | **X** |  |  |  | **X** | **X** |  |  | **X** |  |  |  |
| Ped- 0442 | CNS | **basic** | **X** |  |  |  | **X** | **X** |  |  | **X** |  |  |  |
| 5th year | Ped- 0540 | Infectious diseases and neonatal problems | **basic** | **X** | **X** |  |  | **X** | **X** |  |  | **X** |  |  |  |
| Ped- 0541 | Anemia's, endocrine and genetic disease | **basic** | **X** | **X** |  |  | **X** | **X** |  |  | **X** |  |  |  |
| 6th year | Ped- 0640 | Clinical sessions | **basic** |  |  |  |  | **X** | **X** | **X** | **X** |  |  |  |  |
| **basic** |  |  |  |  |  |  |  |  |  |  |  |  |
| Diploma | D ped | Clinical sessions | **basic** | **X** | **X** |  |  | **X** | **X** | **X** |  | **X** | **X** |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

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

**8**

**Course Description Form**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Name: | | | | | | | | | | | | | |
| Pediatrics | | | | | | | | | | | | | |
| Course Code: | | | | | | | | | | | | | |
| Ped 4 | | | | | | | | | | | | | |
| Semester / Year: | | | | | | | | | | | | | |
| 2023-2024 | | | | | | | | | | | | | |
| Description Preparation Date: | | | | | | | | | | | | | |
| 1/3/2024 | | | | | | | | | | | | | |
| 5. Available Attendance Forms: | | | | | | | | | | | | | |
| Lectures and field training | | | | | | | | | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | | | | | | | | | |
| 480 | | | | | | | | | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | | | | | | | | | |
| Name Mohammed Adress Younis Email: mohammedadress@tu.edu.iq | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| A- Cognitive objectives  • A1- Full knowledge of communication skills with the patient, his relatives, and colleagues in the profession  • A2-Knowledge of transmissible internal disease programs and ways to prevent them  • A3- Knowledge of clinical research and development methods  • A4- Complete knowledge of professional behavior and medical ethics | | | | | | | |      | | | | | |
|  | | | | | | | | | | | | | |
|  | | | 1 Education strategy collaborative concept planning.  2- Brainstorming education strategy.  3- Education Strategy Notes Series | | | | | | | | | | |
|  | | | | | | | | | | | | | |
|  |  |  | |  |  |  |  | | |  |  |  |  |
|  | | |  | | |  | | |
| 30 | 30 | | | Doctor able to solve problems | | | pediatrics | | 1- Practical and clinical sessions  2. lectures  3. seminars and skill lab  4. symposiums | | | 1- Theoretical exam  2- OSCE  3- OSLER | | |



The distribution is as follows: 30 marks for monthly and daily exams as a quest. 70 marks for the final exams for the third, fourth and fifth stages

For the sixth stage, the endeavor is 20 and the final exam is 80 (40 theoretical, 16 Oral, 24

Pediatric decision making strategies to accompany Nelson textbook of pediatrics

Nelson textbook pediatrics

Problem-oriented pediatric diagnosis

Medscape, pediatrics on call, AAP