

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.

Academic Program Specification Form For The Academic

University:

College :

Number Of Departments In The College

: Date Of Form Completion :


Dean's Name

Date : / /

Signature


Dean's Assistant
For Scientific
Affairs

Date : / /
Signature

The College Quality
Assurance And University
Performance Manager

Date : 11 / 5 / 2022

Signature


Quality Assurance And University Performance

Manager Date : / /

Signature

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TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

| | |
|--|---|
| 1. Teaching Institution | University of Basrah |
| 2. University Department/Centre | College of Medicine, Department of Pharmacology |
| 3. Program Title | Pharmacology |
| 4. Title of Final Award | MB.ChB |
| 5. Modes of Attendance offered | Annual |
| 6. Accreditation | National Council of Accreditation of Medical Colleges |
| 7. Other external influences | WHO |
| 8. Date of production/revision of this specification | 8/5/2022 |
| 9. Aims of the Program | |
| To provide a course in pharmacology with the aim of achieving adequate knowledge and competence in pharmacology, which form the basis for rational drug therapy in medical practice? The student, by the end of the course, should be: | |
| a. Understand the mechanism of drug action at molecular as well as cellular levels, both desirable and adverse. | |
| b. Understand the principles of pharmacokinetics i.e. drug absorption, distribution, metabolism and excretion and be able to apply these principles in therapeutic practice. | |
| c. Recognize that drugs have action at most systems and should be able to group drugs with common pharmacological actions and appreciate that this classification is not absolute. | |
| d. Be able to know or to prototype drugs of clinical importance within each | |

pharmacological group

e. Know the common serious side effects and contraindications of each prototype drug, its interactions and factors modifying drug action.

f. Know the general principles of acute drug poisoning and other drug related problems such as addiction and abuse.

2. To conduct studies in the field of pharmacology, both basic and clinical, as well as in toxicology to enrich pharmacological knowledge and help in solving problems related to drugs in Iraq at large and in Basrah in particular.

3. To establish a channel of collaboration between our undergraduate and postgraduate studies and the High Commission of Medical Specializations and other colleges of the medical group such as colleges of Dentistry and Pharmacy to conduct joint workshops, conferences, research and postgraduate supervision and examination.

4. The department aims to be a part of drug vigilance in partnership with the general Directorate of Health in Basra to document and follow up cases of abnormal drug use and poisoning as well as counterfeit drugs. In addition, the department looks for establishing drug poison information service and drug monitoring laboratories as a part of the services offered to community.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1. Raise the concept of Pharmaco-vigilance

A2. Expose the students to skills that can be used to serving community and health system

A3. Prepare the students to be an efficient doctors, scientists, researchers capable of complying with community needs.

A4. Encourage students for continuing medical education through learning from other experiences

A5.

A6.

B. The skills goals special to the program.

B1. The students, through the weekly discussion sessions, were taught about common medical cases particularly those relevant to Basrah city and relevant to the subject of pharmacology and try to find solutions to these cases.

B2. The students were encouraged to work as a team

B3. The students should be familiar with computer and use it to pursue with health services and researches

Teaching and Learning Methods

1. Lectures (theory) 85-90 lectures/year. The class was divided into 2; each class consisted of 100 students. Each sub-class was given the same lecture. The objective of the lecture was clearly displayed to the class before starting the lecture.

2. Practical/ Discussion sessions :

3. Small group discussion

Assessment methods

1. The department is unique in this aspect since the Department has 30 hours/year for discussion. The discussion was devoted for discussing the lectures (about 3-4 lectures) that were given in the previous week. At the end of the discussion, a short quiz was done for each group (15 marks).

2. Formative and summative short exam (Quiz)

3. Midyear exam (25 marks).

4. final exam (60 marks)

C. Affective and value goals

C1. To dedicate moral values in the case of prescribing a drug and to ensure that a medicine may not be prescribed with the intention of causing harm to individuals. The student should understand that a drug should not be prescribed without complete knowledge of its nature.

C2. Encourage team work

C3. The students should look with equality for the patients

C4 Patient's safety and privacy should be a priority in the mind of the students

Teaching and Learning Methods

1. Support the students with knowledge through lectures
2. Discussion sessions; this will reinforce knowledge through the presentation of clinical cases relevant to the core of the lectures

Assessment methods

1. Short exams (one best answers (OBA), short essays, matching questions)
2. Writing assignments or reports on a given subjects

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1.
- D2.
- D3.
- D4.

Teaching and Learning Methods

- 1. Small group teaching
- 2. Practical and discussion sessions

Assessment Methods

One Best Answer (OBA) type of questions
 Essay questions

11. Program Structure

| 11. Program Structure | | | | 12. Awards and Credits |
|-----------------------|-----------------------|--|---------------|---|
| Level/Year | Course or Module Code | Course or Module Title | Credit rating | |
| 3 rd year | None | Introduction | 1 | Bachelor Degree Requires (x) credits |
| | | Evaluation of new drugs | 1 | |
| | | Pharmacodynamics | 2 | MbChB |
| | | Pharmacokinetics | 5 | |
| | | Pharmacogenetics | 1 | |
| | | Cholinergic system | 3 | |
| | | Adrenergic system | 4 | |
| | | Antianginal drugs | 1 | |
| | | Histamine and antihistamines | 1 | |
| | | Serotonin , Kinins and Prostaglandins | 2 | |

| | | |
|--|--|----------|
| | Non-narcotic and NSAIDs | 2 |
| | Narcotic analgesics | 2 |
| | Drugs for gout | 1 |
| | Antirheumatic drugs | 1 |
| | Antibiotics (Part one) | 3 |
| | Antibiotics (Part two) | 3 |
| | Drug treatment for headache | 1 |
| | Local anaesthesia | 1 |
| | Neuromuscular blocking drugs | 1 |
| | Anxiolytics and hypnotics | 2 |
| | Antipsychotics | 1 |
| | Antidepressants | 1 |
| | Antiepileptics | 1 |
| | Antiparkinsonian drugs | 1 |
| | Drugs acting on GIT | 3 |
| | Drugs acting on respiratory tract | 2 |
| | Diuretics | 2 |
| | Antihypertensive | 2 |
| | Antiarrhythmic drugs | 3 |
| | Hypolipidemic drugs | 1 |
| | Drugs in heart failure | 1 |
| | Anti-coagulants | 2 |

| | | |
|--|--|---|
| | Anti-anaemic drugs and vitamins | 2 |
| | Antifungal | 1 |
| | Antiviral | 1 |
| | Antiprotozoal and anthelmintic | 2 |
| | Antituberculosis drugs | 1 |
| | Antimalarial drugs | 1 |
| | Antiseptics | 1 |
| | Corticosteroids | 2 |
| | Antidiabetics | 2 |
| | Thyroids hormones and anti-thyroid | 1 |
| | Vasopressin, Oxytocin and tocolytic drugs | 1 |
| | Sex hormones, contraceptive drugs | 2 |
| | Cytotoxic drugs | 2 |
| | Immunopharmacology | 1 |
| | Drugs interaction | 1 |
| | Drug poisoning | 2 |
| | Skin Pharmacology | 1 |
| | Drug abuse | 1 |

13. Personal Development Planning

1. Preparing for small group teaching
2. Increase the number of academic staff

14. Admission criteria .

Admissions to universities or the medical colleges are central however:

1. We have to take student's desire in consideration
2. Student's competencies should be assured like color blindness, presence of disabilities, psychological testing. If students do not comply with these criteria, admission should be cancelled.

15. Key sources of information about the programme

1. Sectarian Committee for curriculum development
2. Opinions of stakeholder
3. Global requirements

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|----------------------|----------------|-----------------|------------------------------------|--------------------------------|----|----|----|----------------------------|----|----|----|-----------------|----|----|----|---|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| 3 rd year | | Pharmacology | | √ | √ | √ | √ | √ | √ | | | | √ | √ | | √ | √ | | |
| | | | | | | | | | | | | | | | | | | | |
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TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|---|----------------------------|
| 1. Teaching Institution | University of Basrah |
| 2. University Department/Centre | Department of Pharmacology |
| 3. Course title/code | Pharmacology |
| 4. Modes of Attendance offered | |
| 5. Semester/Year | Two Semester/year |
| 6. Number of hours tuition (total) | 180 |
| 7. Date of production/revision of this specification | 15 October, 2021 |
| 8. Aims of the Course | |
| <p>The principal aim of the course in pharmacology is to concentrate on the outcomes for a graduate of the medical college and that the course will comprehensively cover the major three areas in having a graduate as a (i) practitioner; (ii) a scholar and scientist and (iii) as a professional. Regarding the course in pharmacology, the department is aiming that the graduate will be able to prescribe drugs safely, effectively and rationally in showing ability to:</p> <ol style="list-style-type: none">to take an accurate drug history on all drugs the patient is currently taking with special emphasis on allergy to any drug.The student should be able to make a plan on medications which is appropriate for combating symptoms the patient is complaining from such as pain, fever and so on.The graduate should be able to write a safe and legal prescription.Calculate appropriate drug doses and record the outcome accurately.Provide patients with appropriate information about their medicines.The graduate should be well informed to access sites for reliable information about medicines.Monitor, detect and report adverse drug reactions.The department should raise the awareness to the graduate about the concomitant use of complementary and alternative medicines that may interact with the principal drugs resulting in severe drug-herb interactions, | |
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9· Learning Outcomes, Teaching ,Learning and Assessment Methode

Cognitive goals .

- A1. Raise the awareness on of Pharmaco-vigilance
- A2. Expose the students to skills that can be used to serving community and health system
- A3. Prepare the students to be an efficient doctors, scientists, researchers capable of complying with community needs.
- A4. Encourage students for continuing medical education through learning from other experiences

B. The skills goals special to the course.

- B1.
- B2.
- B3.

Teaching and Learning Methods

- 1. Lectures (theory) 85-90 lectures/year. The class was divided into 2; each class consisted of 100 students. Each sub-class was given the same lecture. The objective of the lecture was clearly displayed to the class before starting the lecture.
- 2. Practical/ Discussion sessions :
- 3. Small group discussion

Assessment methods

- 1. The department use these types of questions in the examination:
 - a. One best answer type of questions
 - b. Short essay questions
 - c. matching

C. Affective and value goals

- C1.
- C2.
- C3.
- C4.

D. General and rehabilitative transferred skills (other skills relevant to employability and personal development)

- D1.
- D2.
- D3.
- D4.

10. Course Structure

| Week | Hours | ILOs (International Labour Organization) | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|---------|-------|---|----------------------------|--|--|
| 8 weeks | 22 | | Basic Pharmacology | 1. Lectures 2. Practical/discussion | 1. One best answer questions 2. Short essay |
| 3 weeks | 9 | | CNS Pharmacology | | |
| 4 weeks | 12 | | Cardiovascular | | |
| 1 week | 3 | | Respiratory system | | |
| 1 week | 3 | | Gastrointestinal | | |
| 5 weeks | 15 | | Chemotherapy | | |
| 1 week | 4 | | blood | | |
| 2 weeks | 6 | | endocrines | | |
| 1 week | 3 | | Sex hormones | | |
| 1 week | 2 | | immunopharmacology | | |
| 1 week | 3 | | Drug poisoning and abuse | | |
| 1 week | 3 | | Skin and eye pharmacology | | |

11. Infrastructure

| | |
|--|--|
| 1. Books Required reading: | 1. Clinical Pharmacology, 2012, Bennette 2. Basic and clinical Pharmacology, Katzung 3. Lippincotts Pharmacology illustrated reviews, 2012 |
| 2. Main references (sources) | 1. BNF (Current issue) 2. FDA, USA (Food and drug administration) |
| A- Recommended books and references (scientific journals, reports...). | - |

| | |
|--|---|
| B-Electronic references, Internet sites... | <ol style="list-style-type: none">1. BNF (Current issue)2. FDA, USA (Food and drug administration) |
| 12. The development of the curriculum plan | |
| - | |