

**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

2024

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 staff 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, quarterly), 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.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

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.

Academic Program Description Form

University Name: ..Basrah.....

Faculty/Institute: ...College of Medicine.....

Scientific Department: ..Human Anatomy.....

Academic or Professional Program Name: .. Bachelor's degree...General
Medicine and Surgery

Final Certificate Name: Bachelor's degree in Medicine and Surgery.....

Academic System: ...Annual

Description Preparation Date: 1/10/2023

File Completion Date: 2024/02/14

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

1. Program Vision

The College of Medicine at Basra University seeks excellence in medical topics in general and in those related to health problems in southern Iraq in particular. This can be achieved through national, regional and international leadership in life medical education and in research activities in topics such as spinal surgery, hemoglobinopathies, cancer, environmental pollution and post-traumatic diseases.

2. Program Mission

The College of Medicine at the University of Basra seeks to prepare graduates for distinguished medical practice concerned with the health problems of Basra in particular and Iraq in general, with an emphasis on linking medical practice with the interest of society. It seeks excellence in medical education programs in primary and postgraduate studies and continuing education in order to achieve the training of doctors, professors and researchers, and to prepare for the continuity of medical education. A scientific environment that emphasizes the latest knowledge in health sciences and necessarily leads to excellence in education, health care, and biomedical research, and to stimulating the pursuit of long-term self-learning and consolidating the human and ethical values that characterize work in the field of health sciences. The college also seeks to recruit and develop a faculty with high specifications to become The best in the field of education and research

3. Program Objectives

- 1- المساهمة في دعم وإدامة الصحة من خلال التعليم الطبي والبحث وتقديم الخدمات الصحية، بأبعادها التعزيزية والوقائية والعلاجية والتأهيلية
- 2- تخريج أطباء لديهم المعرفة والاستعداد والمهارة التي تمكنهم من ممارسة الطب بشكل مأمون مع تجسيد القيم الإنسانية والأخلاقية
- 3- تطوير وتعزيز الدراسات العليا بهدف تدريب الأطباء والكوادر الطبية الأخرى وبالتخصصات المختلفة. وهذا يتطلب فتح دراسات عليا في مجالات عديدة كلما أمكن ذلك بضمنها درجة الدكتوراه
- 4- السعي أن تكون الكلية مركزا بحثيا علميا وإبراز دورها في البحوث الصحية التطبيقية مع الاستغلال الأمثل لنتائج تلك البحوث وبالتعاون مع مختلف الجهات المنتفعة
- 5- تقديم الخدمة الصحية مباشرة إلى السكان عن طريق الكادر الطبي للكلية العامل في المؤسسات الصحية الرسمية وكذلك في القطاع الخاص
- 6- تعزيز علاقات التعاون مع المؤسسات العلمية والطبية داخل وخارج العراق لتطوير الممارسة الطبية بوصفها فنا وعلمًا وسلوكًا
- 7- السعي من أجل حل المشكلات الصحية المحلية عن طريق إجراء البحوث والدراسات العلمية بالتنسيق مع المؤسسات الطبية الأخرى
- 8- التعاون مع المراكز والكليات الأخرى في جامعة البصرة لدعم التطور العلمي في الجامعة ولإسناد دورها في المنطقة وفي العالم بشكل أوسع

4. Program Accreditation

quality assurance

5. Other external influences

Central admission

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|--------------|
| Institution Requirements | 5 | 36.5 | | Basic course |
| College Requirements | yes | | | |
| Department Requirements | yes | | | |
| Summer Training | nothing | | | |
| Other | | | | |

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

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|-------------|-------------|---------------|--------------|-----------|
| Second year | | Human anatomy | theoretical | practical |
| | | | 60 | 180 |

8. Expected learning outcomes of the program

| Knowledge | |
|---|-------------------------------|
| 1. Teaching and learning the superficial anatomical signs of the body that indicate the locations of bones, muscles, tendons, blood vessels, nerves and other internal organs. 2. To link basic anatomy and embryology to the manifestations of pathological conditions to reach the correct diagnosis 3. Knowing the pathological manifestations and signs and their relationship to the stages of genetic development | Learning Outcomes Statement 1 |
| Skills | |
| Adopting the principles of medical professional lifelong learning (continuing professional development) | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| 1. Identifying anatomical surface signs and their relationship to bones, tendons, muscles, and internal structures in the body 2. Recognizing and identifying anatomical structures such as muscles, nerves, and blood vessels in plaster and plastic models, in addition to identifying them in radiology and MRI sections. 3. Distinguishing the embryonic formation of a normal human being from an abnormal one | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

9. Teaching and Learning Strategies

1- Delivering lectures in the form of Power Point, showing educational films, using plaster and plastic models, various anatomical sections of the brain, radiology and magnetic resonance films, and student participation during discussions during teaching in small groups in practical laboratories. 2 - Students participate in interactive lectures in theoretical and practical lessons

10. Evaluation methods

Formative exams, the theoretical and practical mid-year exam, and the theoretical and practical end-of-year exam

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|--------------------|----------------|--|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| Assistant lecturer | Human anatomy | anatomical variations of Coronary arteries | | | staff | |

Professional Development

Mentoring new faculty members

1- Attending continuing medical education seminars for the purpose of developing teaching skills

2- Guidance to attend with the old teachers in practical and theoretical teachings

Professional development of faculty members

Guidance to enroll in courses on teaching methods

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

-Clinical Anatomy by regions. Richards Snell.eighth edition.1

2-Clinical Neuroanatomy. Richards Snell. seventh edition.

3-Medical Embryology.T.W.Sadler Twelfth edition

4 -www.teachinganatomy.com

5-www.anatomyzone.com

6-www.kenhub.com

14. Program Development Plan

1- Participation of teachers to deliver weekly seminars on the most important modern topics, each according to his specialty

2- Participation in scientific seminars and workshops in the college and outside it

3- Conducting research in a working group on the most important scientific topics

| 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 |
| 2023-2024 | | Medical Biology | Basic | * | * | * | | * | * | | | * | * | * | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

| 1. Course Name: Human anatomy | | | | | |
|--|--|----------------------------|-------------------------|-----------------|-------------------|
| | | | | | |
| 2. Course Code: | | | | | |
| | | | | | |
| 3. Semester / Year : year | | | | | |
| | | | | | |
| 4. Description Preparation Date: 27/ 02/ 2024 | | | | | |
| | | | | | |
| 5. Available Attendance Forms: Available | | | | | |
| | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| 30 hours per semester. 2 hours per week | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Dr. Saja Mahmood Ali Email: saja.ali@uobasrah.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| 1-Knowing the natural structure, organs, and internal structures of the human body and their location and connections through anatomy and other means such as plaster and plastic models, show educational films, x-ray films, and magnetic resonance imaging. 2- Providing students with knowledge about the appropriate ethics necessary for professional education in dealing with dissections of bodies and humans. 3- Students know how to link anatomical facts with their clinical applications. Providing students with basic knowledge and information in embryology 5- Students' knowledge about how the body's organs and systems are formed and grow during the normal and abnormal developmental stages of the fetus, with reference to how congenital malformations occur. | | | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | 1- Educational strategy, collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | One & half | Gross anatomy | Abdomen (introduction) | | |

| | | | | |
|----|------------|---------------|------------------------------|--|
| 2 | One & half | Gross anatomy | Anterior abdominal wall | 1-Explaining the scientific material presenting the lecture in PowerPoint. 2 -Show educational videos related to the topic 3- Questions and discussion 1-Formative exams 2- The mid-year and end-of-year exams are theoretical and practical |
| 3 | One & half | Gross anatomy | Anterior abdominal wall | |
| 4 | One & half | Gross anatomy | Inguinal canal | |
| 5 | One & half | Gross anatomy | Peritoneum | |
| 6 | One & half | Gross anatomy | Peritoneum and esophag | |
| 7 | One & half | Gross anatomy | Stomach | |
| 8 | One & half | Gross anatomy | Duodenum | |
| 9 | One & half | Gross anatomy | Jejunum and ilium , appendix | |
| 10 | One & half | Gross anatomy | Large intestine | |
| 11 | One & half | Gross anatomy | Large intestine | |
| 12 | One & half | Gross anatomy | Pancreas and spleen | |
| 13 | One & half | Gross anatomy | liver | |
| 14 | One & half | Gross anatomy | Urinary tract | |
| 15 | One & half | Gross anatomy | Bones of the skull | |
| 16 | One & half | Gross anatomy | Cranial cavity | |
| 17 | One & half | Gross anatomy | Fetal skull and mandible | |
| 18 | One & half | Neuroanatomy | Introduction | |
| 19 | One & half | Neuroanatomy | Meninges | |
| 20 | One & half | Neuroanatomy | Cranial venous sinus | |
| 21 | One & half | Neuroanatomy | Cavernous sinus | |
| 22 | One & half | Neuroanatomy | Divisions of Brain | |

| | | | |
|----|------------|--------------|--|
| 23 | One & half | Neuroanatomy | Cerebrum part 1 |
| 24 | One & half | Neuroanatomy | Cerebrum part 1 |
| 25 | One & half | Neuroanatomy | White matter of cerebrum |
| 26 | One & Half | Neuroanatomy | Basal ganglia and internal capsule |
| 27 | One & half | Neuroanatomy | Ventricular system & cerebrospinal fluid |
| 28 | One & half | Neuroanatomy | Blood supply of brain |
| 29 | One & half | Neuroanatomy | Brain stem |
| 30 | One & half | Neuroanatomy | Cerebellum |
| 31 | One & half | Neuroanatomy | Spinal cord |
| 32 | One & half | Neuroanatomy | Spinal tract part 1 |
| 33 | One & half | Neuroanatomy | Spinal tract part 2 |
| 34 | One & half | Neuroanatomy | Cranial nerves part1 |
| 35 | One & Half | Neuroanatomy | Cranial nerves part 2 |
| 36 | One & half | Neuroanatomy | Cranial nerves part3 |
| 37 | One & half | Neuroanatomy | Cranial nerves part4 |
| 38 | One & half | Neuroanatomy | Cranial nerves part5 |

11. Course Evaluation

The distribution is as follows: 30 mid-year marks, distributed as follows: 20 theoretical and 10 practical
70 marks for the end of the year, distributed as follows: 50 marks for theory and 20 for practical

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books any) | <p>1-Clinical Anatomy by regions. Richards Snell.eighth edition.</p> <p>2-Clinical Neuroanatomy. Richards Snell. seventh edition.</p> <p>3-Medical Embryology.T.W.Sadler Twelfth edition</p> |
| Main references (sources) | Gray's Anatomy for Students. Drake R. L. , third edition |
| Recommended books and references (scientific journals, reports...) | www.teachinganatomy.com |
| Electronic References, Websites | <p>5-www.anatomyzone.com</p> <p>6-www.kenhub.com</p> |