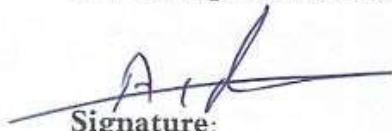


Academic Program Description Form

University Name: .University of Basrah
Faculty/Institute: ...College of Medicine.
Scientific Department: ..Pediatric department
Academic or Professional Program Name: .pediatrics .
Final Certificate Name :Bachelor's.
Academic System: ...year ...
Description Preparation Date:
File Completion Date: 5/3/2024



Signature:

Head of Department Name:

Date: 5/4/24



Signature:

Scientific Associate Name:

Date: Qair K. Bargir

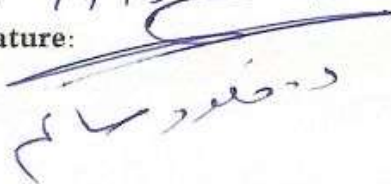
The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 17/3/2024

Signature:



Approval of the Dean

**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
2023-2024**

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: .University of Basrah

Faculty/Institute: ...College of Medicine.

Scientific Department: ..Pediatric department

Academic or Professional Program Name: .pediatrics .

Final Certificate Name : Bachelor's.

Academic System: ...year ...

Description Preparation Date:

File Completion Date: 5/3/2024

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:

Approval of the Dean

1. Program Vision

Our vision is to be the recognized national leader in the field of academic general pediatrics and to be the leader in establishing mechanisms for policy change to dramatically mitigate the unmet need in the management of different diseases of children. With a vision of making all children healthy, valued and able to achieve their full potential.

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2. Program Mission

The department of Pediatrics at the University of Basra is a vibrant academic department engaged in education, research, clinical services, and advocacy for children. The department members are strongly committed to education at all levels (medical students, postgraduate trainees, and continuing medical education). In collaboration with our colleagues from other departments, a full range of general and subspecialty services are available to children.

Our department is involved in a wide variety of clinical and basic research programs. Opportunities are provided for students and residents to become involved in focused research projects during their elective time.

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3. Program Objectives

The goal of the pediatric clinical experience is to provide an opportunity for each student to develop the basic skills required to provide medical care for infants, children, and adolescents, and to provide a foundation for further training in pediatrics.

4. Program Accreditation

Iraqi accreditation council for medical college

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	3	450		basic

College Requirements	yes			
Department Requirements	yes			
Summer Training	yes			
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
2023-2024/ first		Communication skill	3	
2023-2024/ second		Communication skill		3
2023-2024 / fifth		pediatrics	75	32
2023-2024/ sixth		pediatrics		40

8. Expected learning outcomes of the program	
Knowledge	
<p>Demonstration of common pediatric problems in form of problem solving cases linked with the theoretical lectures .</p> <p>2- Skills and competencies : The importance of knowing how to talk with children and their parents in language they understand , Be aware of the importance of how to give information with very significant implications on the child, for example, malignant diseases, neuro-developmental delay. Be able to explain to parents about common childhood illness and, when needed, to provide reassurance , To take every opportunity to talk to parents, child companion or caring staff about preventive measures and health promotion.</p> <p>3- Attitudes and conduct : The student needs to develop attitude and behave in such away to minimize pain , recognize that un-cooperative behavior is part of normal child , respect child privacy, confidentiality, and consent and understand parental feelings and concerns</p>	
Skills	
<p>At the end of the clinical course, fifth year students should know the following:</p> <p>I. History: General pediatrics and neonatal history .</p> <p>II. Physical Examination: It includes: General Measurements: height; weight;</p>	

head circumference, chest circumference, arm span, skin fold thickness and mid arm circumference. The general examination includes body temperature, pulse, blood pressure measurements and respiratory rate, type and rhythm.

Physical examination: It includes regional and systemic examination :

- a. Head and neck examination.
- b. Chest examination
- c. Abdominal examination
- d. Examination of the musculo-skeletal system
- e. Examination of the central Nervous system

Examination of the neonate

At the end of the clinical course of 10weeks , sixth year students should know the following:

The students acquire proficiency in history taking and physical examination by studying various diseases.

- 1- This also involves reading, asking questions, participation in discussion and studying the physical and intellectual development during childhood.
- 1- Experience in dealing with the common pediatric problems in the community and to master the programs of primary health care; Immunization programs, IMCI program and promotion of breast feeding, in addition to assessment of nutritional status by clinical teaching in primary health center.
- 2- How to deal with essential pediatric procedures and skills
- 3- Common Pediatric Skills and Knowledge Seminars:
The important knowledge about different disease in pediatric words and interactive teaching and discussion made by teachers to cover all the aspect of pediatric diseases in the pediatric words

Ethics

The student should be able to demonstrate appropriate communication techniques necessary to be able to obtain a complete history and perform physical examinations, taking into consideration the child's age and the family's cultural social-economic and educational differences and Acknowledge patient and family concerns in a sensitive manner

9. Teaching and Learning Strategies

Fifth year

- 1- Lectures (problem based learning)
- 2- Clinical sessions (small group teaching)

Sixth year

- 1-Daily clinical sessions (small group teaching) /4 days per week
- 2- Seminar weekly on Thursday
- 3- Daily mini talk introduce by students and make interactive discussion between the student about different topics and practical procedure
- 4 – Teaching the student about different Procedures in clinical practice that needed in emergency and NCU , ICU
- 5 – Teaching in primary health center for one week during the clinical course
- 6 – Teaching the students in the outpatients during their clinical course
- 7- The student learned how to deal with emergency cases through their attendance in the emergency department.

10. Evaluation methods

Fifth year

1. Daily assessment during clinical session
2. Mid and final year written examination includes
 - * Best of Five (BOF) question
 - *case problem solving
3. Clinical examination includes OSCE at the end of 3 to 4 weeks course

Sixth year

1. Daily assessment during clinical session the marks divided into discussion participation , OSCE daily ,re presenter of the case for discussion , re presenter of the mini talk and the student attitude and his communication (appendix)
2. Written examination include Best of Five (BOF) , Extended matching question (EMQ), and case problem at the final year examination
3. Clinical examination includes OSCE at the end of 10 Week course . Frequent Quizzes during the clinical course
5. Case presentation (each student should take long case during the course and write it as if he was a doctor including his history , provisional diagnosis , suggested investigation and management , and a them determined by supervising teacher) this case at the end of the course discussed with the student by supervising teacher

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	General pediatrics				1	
Assistant professor	General pediatrics				2	
Lecturer	General pediatrics				8	
Lecturer	General pediatrics	cardiology			1	
Lecturer	General pediatrics	Endocrinology			1	

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

1. Improve the communication skills with the patient and the medical staff
2. Improve the scientific research skill
3. Learning the computer usage for scientific presentation
4. Learning how to lead pediatrics resuscitation team

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

- **Illustrated Textbook Of Pediatrics, by Tom Lissauer and Graham Clayden**
- Supplementary readings:**
Nelson Essentials of Pediatrics

14. Program Development Plan

Student center teaching

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
1 st year		Communication skills 2 nd semester	Basic	X	X	X	X	X	X	X	X	X	X	X	X
2 nd year		Communication skills 2 nd semester	Basic	X	X	X	X	X	X	X	X	X	X	X	X
5 th year		Pediatrics 1 st and 2 nd semester	Basic	X	X	X	X	X	X	X	X	X	X	X	X
				X	X	X	X	X	X	X	X	X	X	X	X
6 th years		Pediatrics	Basic	X	X	X	X	X	X	X	X	X	X	X	X

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

Course Description Form

1. Course Name:	
Pediatrics	
2. Course Code:	
3. Semester / Year:	
Year	
4. Description Preparation Date:	
5/3/2024	
5. Available Attendance Forms:	
Theoretical attendance Clinical attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
450 hours / 19 units	
7. Course administrator's name (mention all, if more than one name)	
Name: pediatric department Email: pediatric_pediatric@yahoo.com	
8. Course Objectives	
<p>1. To acquire knowledge about pediatrics necessary for any physician regardless of his or her future area of interest.</p> <p>2. To gather, organize, and record health and illness data on pediatric patients in various age groups: newborn, infant, toddler, pre-school, school-age, and adolescent</p> <p>. To review the background information about disease entities encountered and effects of disease on the developing child</p>	<ul style="list-style-type: none"> • • •
9. Teaching and Learning Strategies	
Strategy	<p>Sith year</p> <p>1-Daily clinical sessions (small group teaching) /4 days per week</p> <p>2- Seminar weekly on Thursday</p> <p>3- Daily mini talk introduce by students and make interactive discussion</p>

between the student about different topics and practical procedure
 4 – Teaching the student about different Procedures in clinical practice that needed in emergency and NCU , ICU
 5 – Teaching in primary health center for one week during the clinical course
 6 – Teaching the students in the outpatients during their clinical course
 7- The student learned how to deal with emergency cases through their attendance in the emergency department.
 Fifth year
 1-Theoretical lectures on principles of ethics in pediatrics
 2-Demonstration of proper communication skills by tutor before each clinical course
 3-Observation of inter professional communication skills manner and with after health team staff

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	15		Communication skills/1 st year	lecture	Written exam
	30		Communication skills /2 nd year	seminars	Written and clinical assessment
	110		Pediatrics / fifth year	Lectures Clinical training	Written exams(mid year and final) Clinical exam
	330		Pediatrics / sixth year	Seminars Clinical session Mini lecture by students	Written final exam OSCE exam Quiz Formative assessment

11. Course Evaluation

Fifth year
 20 mid year exam
 17 clinical exam
 3 Attendance
 60 final exam
 100 final marks
 Sixth year
 20 Annual quest
 60 final exam theory and clinical

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Illustrated Textbook Of Pediatrics, by Tom Lissauer and Graham Clayden
Main references (sources)	Nelson Essentials of Pediatrics
Recommended books and references (scientific journals, reports...)	Nelson Textbook Of Pediatrics, by Robert M. Kliegman, Karen Marcdante, Hal B. Jenson, & Richard E. Behrman. WB Saunders Co
Electronic References, Websites	E .Learning Website