

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



Academic Program and Course Description Guide

2025

Academic Program Description Form

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: 1/8/2024

File Completion Date: 1/9/2024

Signature:

Head of Department Name:

Dr. Mohammed Adress

Date: 1/9/2024

Signature:

Scientific Associate Name:

Dr. Hashem Abdel Sattar

Date: 1/9/2024

The file is checked by: **عذراء كامل حسين العبيدي**
مسؤول شعبة ضمان الجودة

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Athraa Kamil

Date: 1/9/2024

Signature:



Approval of the Dean

أ.د. وسام هادي نجم
عميد كلية الطب

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.

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.

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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.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
4 th year	ped0440	GIT and GUS	15	30
	Ped- 0441	RS and CVS	15	30
	Ped- 0442	CNS	15	30
5 th year	Ped- 0540	Infectious diseases and neonatal problems	20	-
	Ped- 0541	Anemia's, endocrine and genetic disease	25	-
6 th year	Ped- 0640	Clinical sessions	-	300
Diploma	D ped	Clinical sessions	10	20

Learning Outcomes 2

Learning Outcomes Statement 2

Learning Outcomes 3

Learning Outcomes Statement 3

Learning Outcomes 4

Learning Outcomes Statement 4

Learning Outcomes 5

Learning Outcomes Statement 5

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

9. Teaching and Learning Strategies

1. 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

10. Evaluation methods

1. 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 Muheedeem	M.B.ch.B	pediatrics			YES	
Prof, Luay Farhood Jumaa	M.B.ch.B	pediatrics			YES	
Assiss.Prof Emad Maarof Thakir	M.B.ch.B	pediatrics			YES	
Prof, Ashoor Rifaat Sarhat	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 publishing research, especially in Scopus conta
2. Professional development of faculty m
Using modern methods to convey the ide

12. Acceptance Criterion

(central admission)

13. The most important sources of

Theoretical debates

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
4 th year	ped0440	GIT and GUS	basic ¹	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.

Course Description Form

1. Course Name:
Pediatrics
2. Course Code:
Ped 4
3. Semester / Year:
2024-2025
4. Description Preparation Date:
1/9/2024
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

8. Course Objectives	
<p>A- Cognitive objectives</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • • •

9. Teaching and Learning Strategies	
Strategy	<p>1 Education strategy collaborative concept planning.</p> <p>2- Brainstorming education strategy.</p> <p>3- Education Strategy Notes Series</p>

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

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
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11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Pediatric decision-making strategies to accompany Nelson textbook of pediatrics
Nelson textbook pediatrics
Problem-oriented pediatric diagnosis
Medscape, pediatrics on call, AAP