

**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: University of Baghdad

Faculty/Institute: Al -Kindy College of Medicine

Scientific Department: Obstetrics & Gynaecology

Academic or Professional Program Name: Obstetrics & Gynaecology

Final Certificate Name: MBChB

Academic System: :yearly

Description Preparation Date:

File Completion Date: 2023-2024

Signature:

Head of Department Name:

Dr. Thikra Najem

Date:

Signature:

Scientific Associate Name:

Prof. Taghreed Al Haidari

Date:

The file is checked by: *Dr. Aseel Sameer Mohamed*

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: *23/4/2024*

Signature:

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Approval of the Dean

Mohammed Shihab Aledanni

The Dean
Prof. Dr.
Mohammed Shihab Al-Edanni

1. Program Vision

Our vision is to prepare the students of medicine to their future clinical life by providing them with the essential basic knowledge from the disciplines included in this module.

2. Program Mission

- a) To provide students of medicine with knowledge about obstetrics and gynaecology.
- b) The above-mentioned mission will be achieved through integrated lectures, practical labs, seminars and tutorials.
- c) Enable the students, through the integrated teaching, to comprehend the relation between structure, function, and abnormal structure in obstetrics and gynaecology.
- d) In addition, at the end of this module, student shall be able to integrate the causes of disease to correlate clinical manifestations of diseases in obstetrics and gynaecology. The student shall understand diseases of national importance in relation to the clinical, therapeutic and medico legal aspects.

3. Program Objectives

1. To learn how to take history and examination of the patients and understand the common obstetrical and gynecological problems.
2. Practice how to write a case sheet.
3. Follow up of patients in the obstetric, gynecological wards including investigations, observation and management.
4. Illustrate using gynecological instruments, contraception, instrumental and operative delivery.
5. Recognize normal and abnormal labor, partogram, fetal surveillance, stages of labor, obstetric procedures and postpartum complications.
6. Perform neonatal examination and resuscitation.
7. Identify the principles of ultrasound imaging in obstetrics and gynecology.
8. Recognize common obstetrical and gynecological emergencies requiring urgent intervention and to initiate proper treatment with appropriate first aids measures.
9. Understand surgical operations and interventions, intraoperative and postoperative complications, observation and management.
10. Evaluate the implications of medico legal and ethical issues concerning the specialty.
11. At the end of the module, the student shall be able to communicate with patient in language they could understand with appreciation of patient confidentiality and importance of documentation, develop an approach to resolving patients' problems which include generating differential diagnoses, using investigations to gather more information, formulating a diagnosis as well as the various relevant investigations and planning care and defining the principles of management of patients and to acquire appropriate professional interaction with patients, colleagues and other health professionals.

4. Program Accreditation

The Higher Accreditation Program of Iraqi Medical Colleges, supervised by the Ministry of Higher Education and WHO

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 | 4 courses | Discussions 30 hours Clinical 270 hours | Credit (11) | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

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

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|----------------------|----------------|--------------------------|--|------------------------------------|
| 6 th year | GOB 603 | Obstetrics & Gynaecology | Theoretical Discussions 30 hours | Practical Clinical 270 hours |
| | | | | |

8. Expected learning outcomes of the program

Knowledge

| | |
|---------------------|---|
| Learning Outcomes 1 | Capable of take history and examination Know investigations needed Know the differential diagnosis Diagnose the condition Treat Ready for detecting and managing the complications |
| Skills | |
| Learning Outcomes 2 | Do examination Know how to deal with patient and family Know the complications |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

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| 9. Teaching and Learning Strategies |
| Clinical practice Case presentations Discussions Small group teaching Clinical sessions Skill labs Rotary job shadowing activity |

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| 10. Evaluation methods |
| Essay questions, SCQ, MCQ Clinical: OSCE, bed side long case discussions, Slides, oral exam |

| 11. Faculty | | | | | |
|------------------------|----------------|---------|---|------------------------------|----------|
| Faculty Members | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
| | General | Special | | Staff | Lecturer |

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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

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

Acceptance central - Ministry of higher education
 In addition to the central acceptance there should be interview with the application for admission

13. The most important sources of information about the program

Books
 Internet
 The patients
 Workshop
 Meetings
 To be aware of the experience of other universities and countries.

14. Program Development Plan

This involves meetings at the level of the department and college
 To be aware of the syllabus of other universities
 Communication with ministry of health to get familiar with its programs and guidelines

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 | |
| 6 th year | GOB 603 | Obstetrics & Gynaecology | Basic | x | x | x | x | x | x | x | x | x | x | x | x | x |
| | | | | | | | | | | | | | | | | |
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• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

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| 1. Course Name: Obstetrics & Gynaecology | |
| 2. Course Code: Theory & clinical GOB 603 | |
| 3. Semester / Year: Semester | |
| 4. Description Preparation Date: 2023-2024 | |
| 5. Available Attendance Forms: compulsory | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) 300 hour | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Dr.Thikra Najem Email: thikranajem@kmc.uobaghdad.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ol style="list-style-type: none"> 1. To learn how to take history and examination of the patients and understand the common obstetrical and gynecological problems. 2. Practice how to write a case sheet. 3. Follow up of patients in the obstetrical and gynecological wards including investigations, observation and management. 4. Illustrate using gynecological instruments, contraception, instrumental and operative delivery. 5. Recognize normal and abnormal labor, partogram, fetal surveillance, stages of labor, obstetric procedures and postpartum complications. 6. Perform neonatal examination |

resuscitation.

7. Identify the principles of ultrasound imaging in obstetrics and gynecology.

8. Recognize common obstetrical and gynecological emergencies requiring urgent intervention and to initiate proper treatment and appropriate first aid measures.

9. Understand surgical operations and interventions, intraoperative and postoperative complications, observation and management.

10. Evaluate the implications of medico-legal and ethical issues concerning the specialty.

11. At the end of the module, the student should be able to communicate with patients in their language, they could understand with appreciation patient confidentiality and importance of documentation, develop an approach to resolving patients' problems which includes generating differential diagnoses, using investigations to gather more information, formulating a diagnosis as well as the various relevant investigations and planning care and defining the principles of management of patients and to acquire appropriate professional interaction with patients, colleagues and other health professionals.

9. Teaching and Learning Strategies

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|-----------------|---|
| Strategy | Clinical practice Case presentations Discussions Small group teaching Clinical sessions Skill labs |
|-----------------|---|

Rotary job shadowing activity

| 10. Course Structure | | | | | |
|----------------------|-------|--|--------------------------|--|---|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 10 | 300 | Capable of taking history Examination Know the differential diagnosis Diagnose the condition Treat Ready for managing the complications Know how to brace and deliver bad news to the family. | Obstetrics & Gynaecology | Clinical Discussions Small group teaching Clinical sessions Skill labs Rotary job shadowing activity | Essay questions, SCQ, MCQ Clinical: OSCE, Bed side Slides Oral exam |

11. Course Evaluation

Daily assessment (logbook)=5
 End module (practical exam)=15
 End year exam (practical and theory exam)=80

12. Learning and Teaching Resources

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| Required textbooks (curricular books, if any) | <p>1. HELEN BICHERSTAFF and LOUISE C. KENNY: Obstetrics by ten teachers, Last edition. Talyer & Francis, LLC.</p> <p>2. HELEN BICHERSTAFF and LOUISE C. KENNY: Gynecology by ten teachers, Last edition. Talyer & Francis, LLC.</p> <p>3. EREMY OATS & SUZANNE ABRAHAM: LLEWELLYN -JONES fundamentals of obstetrics & gynecology, Last edition. Elsevier limited.</p> <p>4. NEVILLE F. HACKER, JOSEPH C. GAMBONE and CALVIN J. HOBEL: Essentials of Obstetrics and Gynecology. Last edition.</p> |
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| | Saunders, Elsevier Inc |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | <p>1. D. KEITH EDMONDS, CHRISTOPH LEES, TOM BOURNE: Dewhurst's textbook of obstetrics & gynecology, Last edition. John Wiley and Sons Ltd.</p> <p>2. F. GARY CUNNINGHAM, KENNETH J. LEVENO, STEVEN L. BLOOM, JOHN C. HAUTH, DWIGHT J. ROUSE and CATHERINE Y. SPONG: Williams Gynecology, Last edition. The McGraw-Hill Companies.</p> <p>3. DAVID M. LUESLEY and MARK D. KILBY: Obstetrics & Gynecology – An Evidence-based Text for the MRCOG, Last edition. Taylor & Francis, LLC.</p> <p>4. NARENDRA MALHOTRA, PRATAP KUMAR, JAIDEEP MALHOTRA, NEHARIKA MALHOTRA BORA and PARIL MITTAL: Jeffcoate's principles of Gynecology, Last edition. Jaypee Brothers Medical Publishers.</p> |
| Electronic References, Websites | |

