Ministry of Higher Education and Scientific Research
Supervision and Scientific Evaluation Authority
Quality Assurance and Academic Accreditation Department
Accreditation Section

Academic Program and Course Description Guide

2024

Introduction

The educational program serves as a coordinated and organized package of academic courses encompassing procedures and experiences designed to regulate individual study units. Its primary purpose is to construct and refine graduates' skills, rendering them qualified to meet the demands of the job market. The program undergoes annual review and assessment through internal or external auditing procedures and programs, such as the external examiner program**.**

The academic program description provides a brief summary of the key features and courses of the program, elucidating the skills imparted to students based on the objectives of the academic program. The significance of this description lies in its representation as the cornerstone for program accreditation, with faculty members contributing under the supervision of scientific committees within academic departments**.**

This guide, in its second edition, includes an updated description of the academic program, revising vocabulary and paragraphs from the previous edition in light of developments and advancements in the educational system in Iraq. It encompasses the traditional description of the academic program in its annual or semester-based system, as well as the adoption of the generalized description of the academic program under the Circular of Studies Department No. 3/2906 on 5/3/2023, regarding programs primarily based on the Bologna Process**.**

In this context, we emphasize the importance of writing academic program descriptions and course outlines to ensure the smooth progress of the educational process**.**

Concepts and Terminology:

Program Description: The academic program description provides a concise overview of its vision, mission, and objectives, encompassing a precise description of the targeted learning outcomes along with specific learning strategies**.**

Course Description: It offers a succinct summary of the key features of the course and the expected learning outcomes for students to achieve, demonstrating whether they have maximally benefited from available learning opportunities. This description is derived from the program description**.**

Program Vision: It presents an ambitious picture of the future trajectory of the academic program, aiming for it to be advanced, inspiring, motivating, realistic, and implementable**.**

Program Mission: It elucidates the goals and necessary activities for their achievement concisely, outlining the program's development trajectories and directions**.**

Program Objectives: These are statements describing what the academic program intends to achieve within a specified time frame, being measurable and observable**.**

Curriculum Structure: It encompasses all the academic courses/modules included in the academic program according to the adopted learning system (semester-based, annual, Bologna process-based), whether they are mandatory (ministry, university, college, and scientific department) along with the number of credit units**.**

Learning Outcomes: A coherent set of knowledge, skills, and values acquired by the student upon successful completion of the academic program. Learning outcomes for each course should be defined in a manner that achieves the program's objectives**.**

Teaching and Learning Strategies: These are the strategies employed by faculty members to develop student education and learning, consisting of plans followed to achieve learning objectives. They encompass all classroom and extracurricular activities aimed at achieving program learning outcomes**.**

Academic Program Description form

University Name:……

College/Institute: College : Al-Safwa University College

Scientific Department: Department of Anesthesia Techniques

Academic or Professional Program Name: Bachelor of anesthesia techniques
Final Degree Name: Bachelor of Science in Anesthesia Techniques

Educational System: Annual

Description Preparation Date: 10/5/2023

File Completion Date: 14/03/2024

Signature	**Signature**
Name of scientific assistant:	**Name of department head**
Date:	**Date:**

Reviewed the file by**:**
Division of Quality Assurance and University Performance
Name of the Director of Quality Assurance and University Performance Division**:**
Date**:**
Signature**:**

Dean's approval

1. **Program Vision**

Continuous development in teaching the subject of Internal Medicine from a scientific perspective to anesthesia students using modern educational methods forms a solid foundation for acquiring future clinical, scientific, and research skills. It also provides the appropriate scientific groundwork for students to understand and comprehend the academic materials taught in subsequent stages.

2. **Program Statement**

Enhancing Students' Clinical Capabilities and Skills towards Cultivating a Generation of Modernly Qualified Graduates: A Perspective on Advancing Students' Academic Levels and Keeping them Informed of Latest Medical Developments for Health Enhancement

3. **Program Objectives**

1. Teaching the subject of Internal Medicine practically using modern educational methods is aimed at preparing students for future clinical and research studies.
2. Emphasizing specific research activities is crucial for addressing healthcare challenges within the Iraqi society.
3. Providing students with the latest information in internal medicine and surgery is essential for producing competent graduates to serve the community.
4. Scientific training of students utilizing modern equipment is imperative. Furthermore, the development of practical educational programs in Internal Medicine and Surgery, through the implementation of methods employed in practical teaching and student-led seminars, contributes to the graduation of students with high research and educational proficiency in this field**.**

4. **Programmatic Accreditation**

Theoretical and practical study

5. **Other External Influences**

Laboratories, libraries, hospitals, internet

6. **Program Structure**

Program Structure	Number of Courses	Study Unit	Percentage	Notes*
Institutional Requirements	30	30		Mandatory Course
College Requirements	yes			
College Requirements	yes			
Summer Training	Available			
Other				

*The notes may include whether the course is mandatory or elective .

7. **Program Description**

Year/Level	Course Name	Course Code	Credit Hours	
2023-2024 / Fourth	Medicine		**Theory**	**Practical**
			2 hour per week	1 hour per week

8. **Expected Learning Outcomes of the Program**

Knowledge
Informing students about the importance of diagnosis, interventions, and achieving comprehensive knowledge about diseases and how to deal with them.
Skills
Expanding the skill of physical examination and vital signs for disease diagnosis.
Values
Developing students' abilities to share knowledge and research updates.
Acquiring scientific and practical skills in early disease diagnosis through signs and symptoms

9. **Teaching and Learning Strategies**:

1. Explanation of scientific material through presenting knowledge about diseases, their causes, symptoms, manifestations, and the most important diagnostic and therapeutic tools.
2. Practical Application:Practical application using diagnostic tools and following techniques of physical examination to identify diseases.
3. Conducting Interviews with Patients: Conducting interviews with patients, obtaining medical history, and utilizing physical examination techniques.

10. **Evaluation Methods**

1. Scientific discussion, oral dialogue, monthly and final exams
2. Study group
3. Seminar
4. Homework
5. Practical activities and case study
6. Writing and submitting report and taking notes on the medical experiences gained in field visits and summer training.
7. Proficiency tests to determine the level of learner acquisition of information and skills in a course that has been previously learned on question and paragraphs that represent the content of the course.

11. **Faculty**

Faculty Members

Preparation of the teaching staff		**Requirements/Special Skills (if any)**		**Specialization**		**Academic Rank**
Lecturer	**Staff**			**Specific**	**General**	
	Staff			Nursing Sciences	General Nursing	Assistant lecturer

12. Program Development Plan

1. Students provide feedback at the end of the module, which is used to review and improve the module
2. The department`s board and faculty meet with students regularly and provide a forum in which any aspect of teaching can be discussed.
3. Involving students in the membership of the board of directors of the department and the college to discuss topics related to the development of the provision of scientific material.
4. Periodic review of the decision by the department head.

Program Skills Plan															
Required Learning Outcomes of the Program															
Values				**Skills**				**Knowledge**				**Core or Elective**	**Course Name**	**Course Code**	**Year / Level**
C4	**C3**	**C2**	**C1**	**B4**	**B3**	**B2**	**B1**	**A4**	**A3**	**A2**	A1				
√√	√√	√√	√√	√√	√√	√√	√√	√√	√√	√√	√√	Core	medicine		2023-2024

- **Please mark the boxes corresponding to the individual learning outcomes of the program subject to assessment**.

Course Description Template

1. Course Title:
Clinical Medicine
2. Course Code:
3. Semester / Year:
Annual
4. Date of Preparation of this Description:
14/02/2024
5. Available Attendance Forms:
Attendance (In-person only)
6. Total Study Hours / Total Units:
22 hours weekly. Number of units: 7 units
7. Course Coordinator's Name (if more than one name is mentione):
Name: Abdulrahman Jasim Hassan Email :abdulrahmanshubar@gmail.com Ameer Hamid
8. Course Objectives:
1. To equip students with the skill of using physical examination techniques and vital signs assessment for patients. 2. To enhance communication skills and establish confidence with patients for obtaining medica history. 3. To clarify the latest developments in medical sciences.
9. Teaching and Learning Strategies:

Strategy	Strategy 1 - Conceptual Cooperative Teaching Strategy. Strategy 2 - Brainstorming Teaching Strategy. Strategy 3 - Practical Practices and Application Teaching Strategy.

10. Course structure

week	hours	Unit or subject name	Required learning outcomes	Learning method	Evaluation method
1	**1** hour	jaundice	Know classific ation,	Theoretical lecture discussion and practical activities	Quiz lassroom activities Theoretical exams

2	**1** hour		causes, clinical features, diagnosis		
3	**1** hour	Peptic ulcer disease : duodenal ulcer	Know, causes, clinical features, diagnosis	Theoretical lecture discussion and practical activities	Quiz Classroom activit Theoretical exan
4	**1** hour	Peptic ulcer disease : gastric ulcer	Know, causes, clinical features, diagnosis	Theoretical lecture discussion and practical activities	Quiz Classroom activit Theoretical exan
5	**1** hour	Renal failure	Acute renal failure	Theoretical lecture discussion and practical activities	Quiz Classroom activit Theoretical exan
6			Chronic renal failure	Theoretical lecture discussion and practical activities	Quiz Classroom activit Theoretical exan
7	**1** hour	Ischemic heart disease	Know causes, clinical features, diagnosis, treatment	Theoretical lecture discussion and practical activities	Quiz Classroom activit Theoretical exan
8	**1** hour	arrhythmias	Know causes, clinical features, diagnosis, treatment	Theoretical lecture discussion and practical activities	Quiz Classroom activit Theoretical exan
9					
10	**1** hour	Heart failure	Know	Theoretical lecture	Quiz
11					

			definitio n, classific ation causes, clinical features, diagnosi s, treatmen t	discussion and practical activities	Classroom activit Theoretical exan
12	**1** hour	hypertension	Know definitio n, types, primary and secondar y, complic ation,dia gnosis, treatmen t	Theoretical lecture discussion and practical activities	Quiz Classroom activit Theoretical exams
13					
14	**1** hour	Infection of the respiratory tract	Upper respirato ry tract infection ,	Theoretical lecture discussion and practical activities	Quiz Classroom activit Theoretical exams
15			lower respirato ry tract infection , pneumo nia		
16	**1** hour	Pulmonary T.B	Know definitio n, causes, clinical features,	Theoretical lecture discussion and practical activities	Quiz Classroom activit Theoretical exams
17					

			diagnosis, treatment		
18 **19**	**1** hour	Chronic obstructive lmonary disease	Chronic bronchitis, emphysema, asthma	Theoretical lecture discussion and practical activities	Quiz Classroom activit Theoretical exams
20 **21**	**1** hour	umors of the lung	Know definitio causes, clinica features, diagnosis, treatment	Theoretical lecture discussion and practical activities	Quiz Classroom activit Theoretical exams
22 **23**	**1** hour	scular lung disease	Pulmonary thrombo-embolism	Theoretical lecture discussion and practical activities	Quiz Classroom activit Theoretical exams
24 **25**	**1** hour	spiratory failure	finition, types, management	Theoretical lecture discussion and practical	Quiz Classroom activit Theoretical exams
26	**1** hour	sease of the pleura	eural effusion: types causes, nvestigation, treatment	Theoretical lecture discussion and practical	Quiz Classroom activit Theoretical exams
27 **28**	**1** hour	Diabetes mellitus	Know definitio causes, clinica features, complication treatment	Theoretical lecture discussion and practical	Quiz Classroom activit Theoretical exams
29	**1** hour	ushing syndrome	Know definitio causes, clinica features, complication treatment	Theoretical lecture discussion and practical	Quiz Classroom activit Theoretical exams
30	**1** hour	Disturbances o water and electrolytes	Know definitio causes, clinica features, complication treatment	Theoretical lecture discussion and practical	Quiz Classroom activit Theoretical exams

11. Course Assessment	
Distributed as follows: 7.5 grades for monthly and daily exams for the first semester. 7.5 grades for monthly and daily exams for the second semester. 25 grades for final exams.	
12. Learning and Teaching Resources	
	Required textbooks (methodological if available)
Hinkle, J.; Cheever, K. (2018). Brunner and suddarth Text book of medical surgical Nursing 13th editi Lippincott co.	Primary references (sources)
Linda S. Williams, Paula D. Hopper. (2015). Understanding medical surgical nursing. Philadelphia .Pa.: F.A. Davis.	Recommended supplementary books and references (scientific journals, reports, etc).
https://www.researchgate.net/	Electronic references, internet sites