

**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

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 program's objectives.

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: Al Nahrain university

Faculty/Institute: . Al Nahrain medical college

Scientific Department: Gynecology and obstetrics.

Academic or Professional Program Name: Gynecology and obstetrics.

Final Certificate Name: Bachelors Medicine and General Surgery

Academic System: Al Nahrain university / Al Nahrain medical college

Description Preparation Date: 2023

File Completion Date: 2024

Signature:

Head of Department Name:

Professor Dr Enas Adnan

Date:2024

Signature:Haider Jawad Khadim

Scientific Associate Name:

Date:2024

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

To strive diligently to advance and excel at the scientific and medical levels to international levels in terms of quality, sobriety, scientific research, and the desire to obtain a leading position among the world's universities at the international level.

2. Program Mission

Preparing doctors with high competence in understanding the medical problems that a woman may face during her pregnancy and dealing with her condition in a skilled manner, with the integration of other teams if the case requires such intervention, considering the standards of the ethical profession and developing human resources from academic leaders and faculty members with advancement. Scientific research to develop the health situation in the country.

3. Program Objectives

1. The graduate medical student can deal with the patient by taking a detailed medical history and conducting the appropriate clinical examination while providing appropriate primary health care for obstetrics and gynecology cases.
2. They must have an awareness of when multidisciplinary care is needed and must be able to provide advice to patients in certain circumstances.
3. Encouraging, developing and developing the educational and teaching skills of members of the branch body while enhancing and raising purposeful research and applied production.

4. Program Accreditation

Iraqi National Guideline on Standards for Established and Accrediting Medical School

5. Other external influences

Baghdad Health Directorate– Al–Karkh and their Hospitals

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	2	Fourth–year 2+1=3 Fifth–year 2+1=3 Fourth clinical =2 Sixth clinical =10		
College Requirements	2			
Department Requirements	2			
Summer Training	Yes			
Other				

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			Theoretical	Practical
Fourth year	GYNGy-41 GYNGy-42	1 st semester 2nd semester	2hrs/week 1hr/week	
Fifth year	GYNGy-51 GYNGy-52	1 st semester 2nd semester	2hrs/week 1hr/week	
Fourth year	GYNGy-4C	Clinical course		2hrs/daily 8hrs/weekly 7weeks
Sixth year	GYNGy-6C	Clinical course		6hrs/daily 30hrs/weekly

				10weeks
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* This can include notes on whether the course is basic or optional.

2. Expected learning outcomes of the program	
Knowledge	
A. Knowledge and Understanding	<ul style="list-style-type: none"> A. Understanding the normal physiology of a female. B. Knowledge of the common obstetrical conditions (normal and abnormal). C. Understanding the common gynecological issues and emergencies. D. knowledge about the ABC management of obstetrical emergencies. E. Understanding the primary care of the neonate. F. Research methodology and evidence-based practice.
Skills	
Subject-specific skills.	<ul style="list-style-type: none"> A. Learning Problem Solving and Clinical Skills/Patient Care through Taking an effective history and physical, developing a differential diagnosis, and developing a management plan for common disorders and conditions. B. Learning Interpersonal and Communication Skills by Contributing to effective teamwork by communicating with the healthcare team in a timely, thorough, and accurate manner. C. Develop patient-centered communication skills to effectively convey healthcare information to patients.
Thinking Skills	<ul style="list-style-type: none"> A. Connecting the basic science with the clinical science. B. Think logically about the symptoms and connect them to a professional diagnosis. C. Critically evaluate the reliability, validity, and significance of data in applying initial management. D. Priorities the life-saving measures. E. Apply proper investigation to reach the diagnosis. F. Designed proper initial treatment.
Ethics	
	Use a respectful non-aggressive manner in counseling patients regarding lifestyle choices that contribute to optimal health.

3. Teaching and Learning Strategies

- Teaching methods include theoretical lectures for the undergraduates using PowerPoint presentations and medical videos,
- Seminar
- preparation of logbooks,
- clinical sessions at the Obs/Gyn ward, labor ward,
- operating theatre
- Slideshows of gynecological and obstetric conditions.
- Using dummies in the skill lab. to demonstrate different approaches to clinical examination

4. Evaluation methods

- Theory written exam.
- Clinical examination as LONG cases, ORAL cases, and OSCE cases.
- Slide examination.
- Formative and summative assessment.

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor 2	Bachelor of Medicine and General Surgery	Iraqi or Arab Board for Obstetrics and Gynecology			9	
Assistant Professor 2						
Teacher 5						

Professional Development

Mentoring new faculty members

Teaching methods course

Medical education courses

Professional development of faculty members

International and local conferences, workshops, seminars, and continuous medical education courses.

6. Acceptance Criterion

Central admission from the ministry

7. The most important sources of information about the program

The ministry and College strategic plan.

8. Program Development Plan

Collage strategic plane.
Through feedback from students, residents, and stakeholders.
Global development in academic programs.

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	GYNGy-41	1 st semester	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	GYNGy-42	2 ^{ed} semester	Basic	√	√	√	√	√	√	√	√	√	√	√	√
5 th	GYNGy-51	1 st semester	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	GYNGy-52	2 ^{ed} semester	Basic	√	√	√	√	√	√	√	√	√	√	√	√
4 th clinical	GYNGy-4C		Basic	√	√	√	√	√	√	√	√	√	√	√	√
6 th clinical	GYNGy-6C		Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name:

Fourth year/ 1st semester & 2nd semesters
 Fifth year 1st & 2nd semesters
 Sixth year clinical
 Fourth year clinical

2. Course Code:

GYNGy-41 & GYNGy-42
GYNGy-51 & GYNGy-52
GYNGy-4C
GYNGy-6C

3. Number of Credit Hours (Total) / Number of Units (Total)

Fourth year 1st semester 2hes/week credit(2)
 2nd semester 1hr/week credit (1)
 Fifth year 1st semester 2hrs/week credit (2)
 2nd semester 1hr/week credit(1)

Fourth year clinical 60 hrs credit (2)
 Sixth year clinical 300hrs credit (10)

4. Course administrator's name (mention all, if more than one name)

Name: Fourth-year Theory Dr sahar hisham
 Email: sahoorty@nahrainuniv.edu.iq

Fourth-year clinical Dr seba kassim
dr.srykassim@nahrainuniv.edu.iq

Fifth year Sahar alfartosy
 Dr Sahar.h45@nahrainuniv.edu.iq

5. Course Objectives

Course Objectives Fourth-year (Clinical)	<ul style="list-style-type: none"> • Demonstrate knowledge of the physiology of the female pelvic anatomy with emphasis on reproductive development and changes in endocrinology across woman's lifespan. • Acquire a comprehensive understanding of primary and preventive care for women across the lifespan with appropriate screening tests, exams, and treatments at each stage.
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Fourth year (1st semester)

- **Develop an evidence-based understanding of the pathophysiology of conditions and common disorders that affect women, tests to diagnose, and the appropriate management options for these conditions.**
 - **Describe the course of a normal pregnancy and effective healthcare during pregnancy to ensure the health of the mother and fetus.**
 - **Discuss the proper management of labor and delivery and the management of common medical complications that occur during and after pregnancy.**
 - **Recognize common obstetric and gynecological surgical procedures in terms of patient selection, pre-operative concerns, and the risks and benefits of each procedure.**
 - **Able to Take an effective history and physical examination, develop a differential diagnosis, and develop a management plan for common disorders and conditions.**
1. Demonstrate knowledge in the basic science including those relevant to the female reproductive system.
 2. Explain the signs and symptoms of pregnancy and maternal physiological changes.
 3. Explain the principle of detection and confirmation of early pregnancy problems and common approaches to identified high-risk pregnancies.
 4. Describe specific terms used in labor, and the mechanism of labor.
 5. Demonstrate the most common complications that may arise during pregnancy and the approach to diagnosis and management.

Fourth year(2nd semester)

1. Explain the most common types of high-risk pregnancies and medical disorders complicating pregnancy.
2. Skills and knowledge will be taught regarding the management, counseling, and follow-up of these patients.
3. The course also involves an introduction to obstetric analgesia and anesthesia, risks, indications, and contraindications.
4. Lectures will be given regarding imaging in obstetrics and gynecology and how to interpret patient radiological records.

Fifth year (1st semester)

1. Explain high-risk pregnancies with obstetric complications and medical disorders.
2. Skills and knowledge will be taught regarding the management, counselling, and follow-up of these patients.
3. Explain the most common gynaecological disorders in different age groups and complications.
4. Apply a plan for diagnosis, treatment, and management of these disorders.
5. Demonstrate appropriate counseling and communication skills to achieve the optimum outcome for the patients.

Fifth year (2nd semester)

1. Demonstrate the normal and abnormal development of the female genital tract and those with amenorrhea and intersex.
2. Explain the signs and symptoms of these conditions.
3. Explain infertility and the most common causes.
4. Explain the most common gynecological oncological disorders.
5. Clarify the methods of diagnosis, treatment, and management of these disorders.
6. Communicate treatment options to the patient and address their concerns.

Sixth year

- Demonstrate knowledge of the physiology of the female pelvic anatomy with an emphasis on reproductive development and changes in endocrinology across woman's lifespan.
- 2. Acquire a comprehensive understanding of primary and preventive care for women across the lifespan with appropriate screening tests, exams, and treatments at each stage.
- 3. Develop an evidence-based understanding of the pathophysiology of conditions and common disorders that affect women, tests to diagnose, and the appropriate management options for these conditions.
- 4. Describe the course of a normal pregnancy and effective healthcare during pregnancy to ensure the health of the mother and fetus.
- 5. Discuss the proper management of labor and delivery and the management of common medical complications that occur during and after pregnancy.
- 6. Recognize common obstetric and gynecological surgical procedures in terms of patient selection, pre-operative concerns, and the risks and benefits of each procedure.
- 7. Learning Problem Solving and Clinical Skills/Patient Care through Taking an effective history and physical, developing a differential diagnosis, and developing a management plan for common disorders and conditions.
- 8. Evaluate surgical patients pre-operatively and post-operatively in terms of common complications and explain proper management of these complications.
- 9. Discuss how to provide non-directive counseling to patients regarding pregnancy options and various methods of contraception with their benefits and risks.
- 10. Assess the health of the mother and fetus health during pregnancy and labor and demonstrate the proper technique for delivering the baby.
- 11. Apply Lifelong Learning/Practice-Based Learning and Improvement by using evidence-based resources to better understand the condition and treatment of patients.
- 12. Improve performance based on instructional feedback from the faculty residents, and healthcare.

6. Teaching and Learning Strategies

Strategy	
Fourth (1st semester)	The course is given as a twice-weekly lecture for 1 hour each. The lectures are interactive and composed of case-based learning with pre- and post-questions and encourage the student into self-directed learning.
Fourth (2nd semester)	The course is given as once weekly lecture for 1 hour each. The lectures are interactive and composed of case-based learning with pre- and post-questions and encourage the student into self-directed learning.
Fifth (1st semester)	The course is given twice weekly for two groups in this grade (4 lectures weekly), lecture for 1 hour each (total 4 hr. weekly). The lectures are interactive and composed of case-based learning with pre- and post-questions and encourage the student into self-directed learning.

Fifth 2nd semester)	The course is given once weekly for two groups in this grade (2 lectures weekly), lecture for 1 hour each (a total of 2 hr. weekly). The lectures are interactive and composed of case-based learning with pre- and post-questions and encourage the student into self-directed learning.
Fourth (Clinical)	<ol style="list-style-type: none"> 1. The course is given in eight weeks in the teaching hospital, obstetrics and gynecology floor for 2 hours each day for four days per week. 2. We have four groups per year, each group with about 40 students, each group subdivided into 3 small groups each one with 12-13 students. 3. Case-based learning: history taking and performing proper examinations with management protocols. 4. Interpret the findings from history and examination to reach a professional diagnosis. 5. Bedside teaching skills and physical examination. 6. Demonstrate clinical signs of various obstetrical and gynecological conditions. 7. Demonstrations of different tools used in obstetrical and gynecological departments.
Sixth year(clinical)	<ol style="list-style-type: none"> 1. The course is given in ten weeks in the teaching hospital, obstetrics, and gynecology floor for 6 hours each day for five days per week. 2. We have four groups per year, each group about 32 students, each group subdivided into 2 small groups each one 15-16 students. 3. Case-based learning: history taking and performing proper examinations with management protocols. 4. Interpret the findings from history and examination to reach a professional diagnosis. 5. Bedside teaching skills and physical examination 6. Demonstrate clinical signs of various obstetrical and gynecological conditions. 7. Demonstrations of different tools used in obstetrical and gynecological departments.

7. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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15	26		4 th 1st-semester theory	theoretical lectures for undergraduates using PowerPoint presentations and medical videos	Theory written exam(mid-semester and final exam.) Summative and formative quizzes Real-time interactive questions
15	14		4 th 2 nd semester theory	theoretical lectures for undergraduates using PowerPoint presentations and medical videos	Theory written exam(mid-semester and final exam.) Summative and formative quizzes Real-time interactive questions
15	27		5 th 1st-semester theory	theoretical lectures for undergraduates using PowerPoint presentations and medical videos	Theory written exam(mid-semester and final exam.) Summative and formative quizzes Real-time interactive questions
15	15		5 th 2 nd -semester theory	theoretical lectures for undergraduates using PowerPoint presentations and medical videos	Theory written exam(mid-semester and final exam.) Summative and formative quizzes Real-time interactive questions
10	300		Sixth clinical course	Case-based learning history intake and performing physical examinations. Bedside teaching	Theory written exam. Clinical examination as long and OSCE cases

				Demonstration of clinical signs of various obstetrical and gynecological conditions Demonstrate different tools used in the obstetrical and gynecological department	Slide examination. Formative and summative assessment
8	64		4th-year clinical course	Case-based learning history intake and performing physical examinations. Bedside teaching Demonstration of clinical signs of various obstetrical and gynecological conditions Demonstrate different tools used in the obstetrical and gynecological department	Theory written exam. Clinical examination as long and OSCE cases Slide examination. Formative and summative assessment

8. Course Evaluation

Fourth (1st semester) The minimum requirement for a student to pass is to achieve at least 50% of the total 100 marks assigned for the course.

The marks are distributed as follows:

Daily quizzes and Homework (5%)

Midterm Exam (25%) as single best answer questions and essay questions

Final Exam (70%) as – Single Best Answer 50 items

-EMQ questions

- Modified – Essay Questions (4 cases)

Students who fail to attain the 50% cut-off mark are required to re-sit for a second trial examination similar to the final one. Failing in the second trial entails the student to repeat the academic year.

Fourth (2nd semester) The minimum requirement for a student to pass is to achieve at least 50% of the total 100 marks assigned for the course.

The marks are distributed as follows:

Daily quizzes and HomeWorks (5%)

Midterm Exam (25%) as single best answer questions and essay questions.

Final Exam (70%) as – Single Best Answer 60 items

- Modified – Essay Questions (4 cases)

- EMQ questions.

Students who fail to attain the 50% cut-off mark are required to re-sit for a second trial examination similar to the final one. Failing in the second trial entails the student to repeat the academic year.

Fifth (1st semester) The minimum requirement of a student to pass is to achieve at least 50% of the total 100 marks assigned for the course.

The marks are distributed as follows:

Daily quizzes and Homework (5%)

Midterm Exam (25%) as single best answer questions and essay questions

Final Exam (70%) as – Single Best Answer 60 items

- Modified – Essay Questions (4 cases)
- EMQ questions.

Students who fail to attain the 50% cut-off mark are required to re-sit for a second trial examination similar to the final one. Failing in the second trial entails the student to repeat the academic year.

Fifth (2nd semester) Daily quizzes and Homework (5%)

Midterm Exam (25%) as single best answer questions and essay questions.

Final Exam (70%) as – Single Best Answer 60 items

- Modified – Essay Questions (4 cases)
- EMQ questions.

Students who fail to attain the 50% cut-off mark are required to re-sit for a second trial examination similar to the final one. Failing in the second trial entails the student to repeat the academic year.

Fourth (Clinical)

The minimum requirement for a student to pass is to achieve at least 50% of the total 100 marks assigned for the course.

The marks are distributed as follows:

Mid-course examination (history taking only) (20%)

Theory examination (6%) as single best answer questions.

Logbook (2.5%).

Student participation in daily activity (1.5%)

Final Exam. Include long case history and examination (70%)

as

History taking and presentation 40 %

Examination performance 40 %

Others (information and attitudes 20%)

Students who fail to attain the 50% cut-off mark are required to re-sit for a second trial examination similar to the final one. Failing in the second trial entails the student to repeat the academic year.

Sixth (Clinical)

The minimum requirement for a student to pass is to achieve at least 50% of the total 100 marks assigned for the course. The marks are distributed as follows:

A. Course examination (20 marks) divided as:

1. Theory examination (6%) as single best answer questions, essay questions, and case scenario
2. Long case examinations (5%)
3. Slides examinations (4%)
4. Logbook (1.5%).

5. Seminar presentation (1.5%)
6. Attendance throughout the whole course and participation in clinical activities with quizzes (2%)
7. Students who are required to complete research will have their course average calculated from 16 marks and the research mark will contribute the remaining 4 marks.

B. Final examination at the end of the year (80 marks) divided as:

1. Written: single choice questions +EMQ and essay questions covering almost all aspects of obstetrics and gynecology (30%)
2. Long case examination assessment medical student skill for eliciting history and performing clinical examination (20%)
3. Oral examination (20%)
4. Clinical slides examination of common condition and tools (10%) Students who fail to attain the 50% cut-off mark are required to re-sit for a second trial examination like the final one. Failing in the second trial entails the student to repeat the academic year.

9. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Textbooks: Ten Teachers in obstetric and Gynecology and Dewhurst textbook of obstetrics and gynecology, RCOG & ACOG guidelines
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	