

وزارة التعليم العالي والبحث العلمي  
جهاز الإشراف والتقويم العلمي  
دائرة ضمان الجودة والاعتماد الأكاديمي

## استمارة وصف البرنامج الأكاديمي للكليات والمعاهد

الجامعة : البصرة

الكلية/ المعهد: كلية الطب

القسم العلمي : الاطفال

تاريخ ملء الملف ٢٥-٤-٢٠١٨

التوقيع : التوقيع

اسم المعاون العلمي : د.م.ا. نزار سمير حداد

اسم رئيس القسم : أ.د سوسن عيسى حبيب

التاريخ : ٢٥-٤-٢٠١٨

التاريخ : ٢٥-٤-٢٠١٨

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي: د.م.د.هناي عبد القادر جاسم

التاريخ ايار/ ٢٠١٨

التوقيع

مصادقة السيد العميد

## وصف البرنامج الأكاديمي

يوفر وصف البرنامج الأكاديمي هذا ايجازاً مقتضياً لأهم خصائص البرنامج ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنأ عما إذا كان قد حقق الاستفادة القصوى من الفرص المتاحة . ويصاحبه وصف لكل مقرر ضمن البرنامج

١. المؤسسة التعليمية	جامعة البصرة
٢. القسم العلمي / المركز	كلية الطب / فرع طب الاطفال
٣. اسم البرنامج الأكاديمي او المهني	البرنامج الاكاديمي لطلبة المرحلة الخامسة
٤. اسم الشهادة النهائية	بكلوريوس طب وجراحة عامة
٥. النظام الدراسي : سنوي /مقررات /أخرى	محاضرات نظرية سنوية مع فترة للتدريب السريري
٦. برنامج الاعتماد المعتمد	مجلس الاعتماد لكليات الطب في العراق
٧. المؤثرات الخارجية الأخرى	
٨. تاريخ إعداد الوصف	٢٠١٧-٤-٢٥

### ٩. أهداف البرنامج الأكاديمي

1. To acquire knowledge about pediatrics necessary for any physician regardless of his or her future area of interest.
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. This includes:
  - The ability to take a thorough history.
  - The ability to carry out a thorough physical examination and developmental assessment. The ability to record the above in conventional or problem-oriented format.
  - The ability to synthesize and analyze the information and to develop an approach to differential diagnoses.
  - The ability to formulate a plan of evaluation with critical use of the laboratory and other diagnostic studies with justification.
  - The development of skills in concise case presentation.
  - The acquisition of knowledge about general approaches to patient management (rather than fine detail).
  - The development of skills in performance of simple procedures.
3. To review the background information about disease entities encountered and the effects of disease on the developing child.

أ- الأهداف المعرفية

- 1- **Demonstration of common pediatric problems** in form of problem solving cases linked with the theoretical lectures .
- 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.
- 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
- 4- **Communicator skills** 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 .

ب – الأهداف المهاراتية الخاصة بالبرنامج

At the end of the clinical course, fifth year students should know the following:

I. History: General pediatrics and neonatal history .

II. Physical Examination: It includes: General Measurements: height; weight; 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
- f. Examination of the neonate

طرائق التعليم والتعلم

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

طرائق التقييم

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 .

### **Communication Skills**

Communication is an important component of patient care. Effective health care communication is an essential tool for accurate diagnosis and for the development of a successful treatment plan, correlating with improved patient knowledge, functional status, adherence to the treatment regimen, and improved psychological and behavioral outcomes. In the case of distressing news, skillful communication can enable a family to adapt better to a challenging situation, including a child's unanticipated impairments. Poor communication, on the other hand, can prompt lifelong anger and regret, can result in compromised outcomes for the patient and family, and can have medico –legal consequences for the care giver.

Clearly, improved communication will enhance patient outcomes and satisfaction.

There are 3 elements of physician-parent-child communication:

### **Communicator role**

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.
- Acknowledge patient and family concerns in a sensitive manner.
- Communicate using open-ended inquiry, listen attentively and verify for understanding. – Communicate clearly with parents and children, sharing information in understandable language. Write clear, accurate and informative admitting histories and physical examinations as well as progress notes reflecting the patient's care and management.

### **Professional role**

The student will be able to:

- Behave in a professional and ethical manner at all times.
- Demonstrate integrity, honesty and respect for others including patients, their families and caregivers, and members of the health care team.
- Demonstrate respect for the families' individual rights of autonomy, privacy and confidentiality.
- Value his/her role as a learner in the health care team.
- Recognize his/her strengths and limitations in caring for children and their families and ask for appropriate assistance.

### **Scholar role**

The student will be able to:

Engage in ongoing self-directed learning.

Access, utilize and assess educational resources and material to obtain reliable and accurate information relevant to clinical questions at hand.

### طرائق التعليم والتعلم

- 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

طرائق التقييم

- 1- Daily assessment
- 2- Inter professional with the other colleague
- 3- Building a Rapport in OSCE stations
- 4- Assessment of communication skills

د- المهارات العامة والتأهيلية المنقولة (المهارات الأخرى المتعلقة بقابلية التوظيف والتطور الشخصي).

- د ١-
- د ٢-
- د ٣-
- د ٤-

طرائق التعليم والتعلم

طرائق التقييم

١١. بنية البرنامج

الساعات المعتمدة		اسم المقرر أو المساق	رمز المقرر أو المساق	المرحلة الدراسية
عملي	نظري			
٤٠	٧٥			الخامسة

١٢. التخطيط للتطور الشخصي

- 1- Building a rapport with patient .
- 2- Communication skills
- 3- The student is expected to identify himself as an undergraduate student then are expected to be strict with role of college regarding attendance hours and to wear approved colleague uniform and behave appropriately .
- 4- They actively participate to give a feed back about their experience in pediatric department

١٣. معيار القبول (وضع الأنظمة المتعلقة بالالتحاق بالكلية أو المعهد)

١٤. أهم مصادر المعلومات عن البرنامج

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

١٠. بنية المقرر			
اسم الوحدة / أو المحاضرة	مخرجات التعلم المطلوبة	الساعات	الأسبوع
<ul style="list-style-type: none"> <li>• Factors affecting growth and development</li> <li>• Pattern of growth from birth to puberty</li> <li>• Methods of measurement of stature and growth charts</li> </ul> <p>Developmental milestone</p> <ul style="list-style-type: none"> <li>• Introduction to immune system</li> <li>• Vaccination</li> </ul> <p>Immunization schedule in Iraq</p> <ul style="list-style-type: none"> <li>• Breast feeding</li> <li>• Formula feeding</li> </ul> <p>Feeding problems</p> <ul style="list-style-type: none"> <li>• Integrated management of childhood illnesses</li> <li>• Malnutrition</li> <li>• Failure to thrive</li> <li>• Malabsorption: Celiac disease and cystic Fibrosis</li> <li>• Acute Diarrhea, Vibriosis</li> <li>• Fluid therapy in Diarrhea</li> </ul> <p>Obesity</p> <ul style="list-style-type: none"> <li>• Vitamin A</li> <li>• Calcium metabolism and Rickets</li> </ul> <p>Hemorrhagic Disease of the Newborn</p> <ul style="list-style-type: none"> <li>• Fever and Rash: Roseola infantum, Measles, Chickenpox</li> <li>• Rubella and Congenital Rubella</li> <li>• Whooping cough, Mumps</li> <li>• Enteric fever, Brucellosis, Kala-Azar</li> <li>• Tuberculosis</li> <li>• Tetanus</li> <li>• Streptococcal Infections: Scarlet Fever, Rheumatic Fever</li> <li>• Meningitis and encephalitis</li> <li>• Acute Flaccid Paralysis: Poliomyelitis, Infectious polyneuritis</li> <li>• Viral Hepatitis</li> <li>• Diseases of the mouth</li> <li>• Abdominal pain, H. pylori Infection</li> <li>• Constipation</li> <li>• Intellectual Dysfunction</li> </ul>			

<ul style="list-style-type: none"> <li>• Cerebral palsy</li> <li>• Seizures in Children</li> <li>• Neuromuscular disorders</li> <li>• Integrated management of child hood illnesses</li> <li>• Wheezy infant, Bronchiolitis</li> <li>• Stridor</li> <li>• Pneumonia</li> <li>• Bronchial asthma</li> <li>• Normal Newborn, Low Birth Weight Babies</li> <li>• Premature Baby and SGA</li> <li>• Neonatal Hyperbilirubinemia</li> <li>• Hemolytic Diseases of the Newborn</li> <li>• Birth Injuries</li> <li>• Neonatal Infections</li> <li>• Birth Asphyxia</li> <li>• Respiratory Distress in newborn babies</li> <li>• Neonatal Convulsions</li> <li>• Approach to Anemia in Children</li> <li>• Hereditary Anemia</li> <li>• Aplastic Anemia</li> <li>• Hemorrhagic Disorders, Thrombocytopenia</li> <li>• Hemophilia, Von Willebrand Disease</li> <li>• Leukemia</li> <li>• Lymphomas</li> <li>• Inheritance pattern</li> <li>• Chromosomal abnormalities</li> <li>• Prenatal diagnosis</li> <li>• Genetic counseling and Gene therapy</li> <li>• Congenital heart disease</li> <li>• Viral Myocarditis and Heart Failure</li> <li>• Diabetes mellitus: Type I &amp; Type II</li> <li>• Diabetic Ketoacidosis</li> <li>• Hypothyroidism</li> <li>• Short stature</li> <li>• Urinary Tract Infection</li> <li>• Acute glomerulonephritis ,Nephrotic syndrome</li> <li>• Hemolytic Uremic Syndrome, Acute Kidney Injury</li> <li>• Habit disorders, sleep disorders, continence disorders, and eating disorders</li> <li>• Autism</li> <li>• Rheumatoid arthritis</li> <li>• Vasculitis: Henoch-Schölein Purpura</li> <li>• Drug Poisoning – Approach to Initial Measures</li> <li>• Organophosphorus, Iron, Paracetamol Poisoning, Hydrocarbons Poisoning</li> </ul>			
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Clinical sessions History and physical examination in pediatrics	Mentioned	75 hours theory and 40 hours clinical	Every 3- 4 weeks up to 30 weeks
١١. البنية التحتية			
<ul style="list-style-type: none"> <li>• Illustrated Textbook Of Pediatrics, by Tom Lissauer and Graham Clayden</li> <li>• Supplementary readings:</li> <li>• Nelson Essentials of Pediatrics</li> </ul>	١- الكتب المقررة المطلوبة		
	٢- المراجع الرئيسية (المصادر)		
Nelson Textbook Of Pediatrics, by Robert M. Kliegman, Karen Marcdante, Hal B. Jenson, & Richard E. Behrman. WB Saunders Co .	١- الكتب والمراجع التي يوصى بها (المجلات العلمية ، التقارير ، .... )		
E .Learning Website	ب - المراجع الالكترونية، مواقع الانترنت .....		

١٢. خطة تطوير المقرر الدراسي			
Student Center Learning			