

*Republic of Iraq
Ministry of Higher Education & Scientific Research
Supervision and Scientific Evaluation Directorate
Quality Assurance and Academic Accreditation
International Accreditation Dept.*

Academic Program Specification Form for the Academic

*University: Baghdad University
College: Al –Kindy Medical College
Number Of Departments In The College: 11
Date Of Form Completion: 2021-2022
Department Name: family and Community Medicine
Name of head of Department: Prof. Wijdan Akram Hussein
Signature:*

*Dean's Name:
Mohamed Jalal Hussain*

Date : / /

*Dean's Assistant For
Scientific Affairs:
Taghreed Al Haidari*

Date : / /

*The College Quality Assurance
And University Performance
Manager:*

Aseel Sameer Mohamed

Date : / /

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

1. Teaching Institution	Alkindy College of Medicine
2. University Department/Centre	University of Baghdad
3. Programme Title	Measuring of health events
4. Title of Final Award	MBCChB
5. Modes of Attendance offered	1- Direct contact (supervisor and students) (lectures) 2- Electronic attendance through Google class room 3- Acceptance central ministry of higher education
6. Accreditation	Local accreditation program
7. Other external influences	1-Security issues 2-Presence of pandemics, 3- updates in legislations
8. Date of production/revision of this specification	2021-2022
9. Aims of the Programme	
By the end of this course, students are expected to:	

- 1) Understand key terms and basic epidemiology & biostatistical measurements;
- 2) Discuss the importance of population data as a key approach to studying disease and social conditions at individual level.
- 3) Calculate and interpret ratios, proportions, incidence rates, mortality rates, prevalence, and years of potential life lost.
- 4) Calculate and interpret summery statistics (mean, median, mode, ranges, variance, standard deviation)
- 5) Distinguish between a parameter and a statistic define sampling error and be able to identify both bias and homogeneity in samples, and normal distribution.
- 6) Calculate the appropriate probabilities and z-scores from actual data as an answer to a question about the data, assuming the data is normally distributed.
- 7) Prepare and apply tables, graphs, and charts such as arithmetic- scale line, scatter diagram, pie chart, and box plot for data presentation.
- 8) Recognize the importance of research & descriptive studies in assessing the impact of disease in community and formulate the hypothesis for exposure-disease association.
- 9) Understand the statistical inference and calculation used to reach a valid inference
- 10) Distinguish between estimation in general and statistical estimation using the concept of p-values.
- 11) Identify research hypothesis, distinguish this hypothesis from null hypothesis, and can use the appropriate statistical tests to test the hypothesis.
- 12) Calculate a confidence interval for the true mean of a population given the true mean and standard deviation.
- 13) Use SPSS software in calculation of health measurements

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1. Perpetration of medical graduates with competencies

A2. To practice evidence based medicine ensures the excellence in delivering healthcare services to individual and community.

A3. Define prevention and screening of diseases.

B. The skills goals special to the programme.
B1 assessing the impact of chance and variability on the interpretation of research findings
B2. Subsequent recommendations for public health practice and policy.

Teaching and Learning Methods

- a) Lectures
- b) Tutorial
- c) Seminar
- d) Assignments
- e) Group Discussion

Assessment methods

✓ **Formative Assessment:**

The formative assessment is continuous as well as end-of-term assessment. It is held at the end of each week and will not count towards pass/fail at the end of the programme but will provide feedback to the candidate.

✓ **Summative Assessment**

Candidate will have theory and practical examinations. The pass mark will be 50% for the final mark.

C. Affective and value goals

- C1. diagnosing
- C2. treating
- C3. monitoring
- C4. preventing diseases and health problems

Teaching and Learning Methods

- a) Lectures
- b) Tutorial
- c) Seminar
- d) Assignments
- e) Group Discussion

Assessment methods

✓ **Formative Assessment:**

The formative assessment is continuous as well as end-of-term assessment. It is held at the end of each week and will not count towards pass/fail at the end of the program, but will provide feedback to the candidate.

✓ **Summative Assessment**

Candidate will have theory and practical examinations. The pass mark will be 50% for the final mark.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Able to conduct counseling on various health problems, pre-marital, preconception, ANC,

D2. The students are trained to draw statistical inferences by the two main methods of inferential statistics: Estimation and Hypothesis testing with relevant clinical examples.

D3. Students are trained to use computer software as Excel and SPSS in solving assigned exercises.

D4. The students are provided with necessary software at the beginning of the course to be used during the course in solving practical exercises and in data analysis.

D4. Able to work in a team work manner

Teaching and Learning Methods

- a) Lectures
- b) Tutorial
- c) Seminar

13. Personal Development Planning

- 1- Students are encouraged for critical thinking
- 2- Extracurricular activity is required (health education sessions) among high school students, to increase their competencies in delivering health messages and increase their confidence

14. Admission criteria .

In addition to the central acceptance there should be interview with the application for admission

15. Key sources of information about the programme

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

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
second year	MHE 203	Measuring of health events	Biostatistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			epidemiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	Alkindy College of Medicine
2. University Department/Centre	Family and community medicine
3. Course title/code	MHE 203
4. Modes of Attendance offered	1- Direct contact (supervisor and students) (lectures) 2- Electronic attendance through Google class room 3-Acceptance central ministry of higher education
5. Semester/Year	First semester
6. Number of hours tuition (total)	35
7. Date of production/revision of this specification	2021-2022
8. Aims of the Course	1) Understand key terms and basic epidemiology & biostatistical measurements; 2) Discuss the importance of population data as a key approach to studying disease and social conditions at individual level. 3) Calculate and interpret ratios, proportions, incidence rates, mortality rates,

prevalence, and years of potential life lost.

- 4) Calculate and interpret summary statistics (mean, median, mode, ranges, variance, standard deviation)
- 5) Distinguish between a parameter and a statistic define sampling error and be able to identify both bias and homogeneity in samples, and normal distribution.
- 6) Calculate the appropriate probabilities and z-scores from actual data as an answer to a question about the data, assuming the data is normally distributed.
- 7) Prepare and apply tables, graphs, and charts such as arithmetic- scale line, scatter diagram, pie chart, and box plot for data presentation.
- 8) Recognize the importance of research & descriptive studies in assessing the impact of disease in community and formulate the hypothesis for exposure-disease association.
- 9) Understand the statistical inference and calculation used to reach a valid inference
- 10) Distinguish between estimation in general and statistical estimation using the concept of p-values.
- 11) Identify research hypothesis, distinguish this hypothesis from null hypothesis, and can use the appropriate statistical tests to test the hypothesis.
- 12) Calculate a confidence interval for the true mean of a population given the true mean and standard deviation.
- 13) Use SPSS software in calculation of health measurements

10. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
7	35		3 Measuring of health events	Lectures	Formative +summative
				Tutorial	Quizzes + Daily activity
				Seminar	Online Assessment
				Assignments	Mid-course exam
				Group Discussion	Final Exam

11. Infrastructure	
1. Books Required reading:	<ul style="list-style-type: none"> ➤ Maxcy-Rosenau-last Public Health & Preventive Medicine : Wallace RB ➤ Epidemiology, Leon Gordis. ➤ Epidemiology in Medical Practice : Barker DJP ➤ Biostatistics: A foundation for Analysis in the Health Sciences: Daniel WW ➤ National Health Programmes of Iraq: MoH, Iraq. ➤
2. Main references (sources)	<ul style="list-style-type: none"> • Al Kindy Medical Journal • Iraqi journal for Community Medicine • WHO Bulletin

	<ul style="list-style-type: none"> • EMRO journal • American journal of epidemiology • British journal of epidemiology
A- Recommended books and references (scientific journals, reports...).	<ol style="list-style-type: none"> 1) Oxford Text book of Public Health: Detels R, McEwen J, Beaglehold R 2) Manson's Tropical Diseases: Cook G, Zumla A 3) Hunter's Diseases of Occupations: Baxter PJ, Admas PH 4) Text book of Community Medicine: Sunder Lal, Adarsh & Pankaj. 5) Clinical Epidemiology- the Essentials : Fletcher
B-Electronic references, Internet sites	<ul style="list-style-type: none"> ❖ http://www.moh.gov.iq/ ❖ http://www.ssfcm.org/arabic/ ❖ http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/wwwvlph ❖ http://www.medicine.uottawa.ca/epid/eng/ ❖ http://www.journalonweb.com/ijcm/ ❖ http://www.who.com/ ❖ http://www.jhinari.com/

12. The development of the curriculum plan

- 1- Adapt electronic teaching through establishment of Google class rooms
- 2- Perform online examination
- 3- enhancing interactive sessions through the different electronic platform

4-Encouraging video presentations for students through the electronic platform