Academic Program Specification Form For The Academic

Universitiy: *Baghdad University*
College: *Al –Kindy Medical College*
Number Of Departments In The College: 11
Date Of Form Completion: 2023-2024
Department Name: community and family medicine
Name of head of Department: prof, mohamme
Dean's Name:

Mohammed Shihab Aledanni

Date : / /

~~Signature~~

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

Date : 20/ 11 /2023

The College Quality
Assurance And Univer.
Performance Manage
Aseel Sameer Moham

Date : 20 /11 /2023

Quality Assurance And University Performance Manager
Date : / /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

Prevention is key to improving the health status of individual and community. Preventive components are essential to clinical encounters and performance of these can reduce the risk and occurrence of illness and unnecessary treatment in the era of evidence-based medicine, during which cost-effectiveness studies have shown that prevention programs reduce the cost of health care services in the long term.
Prevention and control of communicable diseases, as well as other diseases, depends on a healthy environment (clean water, adequate sanitation, vector control, and shelter), immunization, and health workers trained in early diagnosis and treatment. This is accomplished through a series of clinical skills including screening and behavior modification in home, work place, and environment. Biological, physical, chemical and psychological agents are the targets of preventive medicine practice.
Prevention is also important on a population-basis: population factors (also known as health determinants) are the chief predictors and influences on the health status of individuals. These determinants include income, housing, education, occupation, nutrition and health behaviors. Infectious diseases also affect public health and need community-oriented prevention and control to minimize the discordance between clinical and community approach.
The Preventive Medicine module emphasizes the building of skills and ethics through student interaction on case-based learning, ethical dilemma discussing and critical appraisal. Critical appraisal of evidence is important to the application of preventive interventions as is cost-effectiveness analysis of both patient and population-based activities. While understanding ethical issues provide a more comprehensive perspective in scientific and challenging decision making during clinical practice.

1. Teaching Institution	University of Baghdad
2. University Department/Centre	Al Kindy College of Medicine
3. Programme Title	Preventive module
4. Title of Final Award	
5. Modes of Attendance offered	
6. Accreditation	
7. Other external influences	
8. Date of production/revision of this specification	2023-2024
9. Aims of the Programme	

By the end of this course, students are expected to:

1. Explain relationships between clinical practice and preventive practice

2. Discuss how to translate and disseminate research findings into effective healthcare practices.

3. Evaluate medical and public health literature and its implications for patient and population health

4. Interpret measures of association, confidence intervals and p-values

5. Explain community needs, assets, resources, and the social determinants of health, in order to wo effectively with communities to address health problems and improve health outcomes.

6. Classify infectious diseases according to their etiologies and modes of transmission clinical presentatio diagnosis and prevention.

7. Review communicable diseases of public health importance especially in Iraq

8. Discuss the basic Identify methods used for disease prevention and monitoring and describe situatio requiring active versus passive preventive activities

9. Recommend preventive measures to reduce spread of disease in the community and in healthcare settings

10. Appreciate the importance of Environmental and occupational health

11. Understand Health care system structure, financing, and planning as it affects provision of healthcare servic

12. Recognize and observe the ethical dimensions of preventive medicine and relevant clinical decision-making

10. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Cognitive goals 1. Explain relationships between clinical practice and preventive practice. 2. Discuss how to translate and disseminate research findings into effective healthcare practices. 3. Evaluate medical and public health literature and its implications for patient and population health. 4. Interpret measures of association, confidence intervals, and p-values. 5. Explain community needs, assets, resources, and the social determinants of health, in order to work effectively with communities to address health problems and improve health outcomes
B. The skills goals special to the programme. Explain relationships between clinical practice and preventive practice. Skill: Analytical thinking to understand and elucidate the connections between two domains of medical practice. Discuss how to translate and disseminate research findings into effective healthcare practices. Skill: Research translation to transform raw findings into actionable healthcare practices. Skill: Communication to disseminate research insights to peers and relevant stakeholders. Evaluate medical and public health literature and its implications for patient and population health. Skill: Critical evaluation to assess the validity and relevance of medical and health literature. Skill: Synthesis to draw implications from literature to real-world health scenarios. Interpret measures of association, confidence intervals, and p-values. Skill: Statistical analysis to understand and interpret various metrics and values in research findings. Explain community needs, assets, resources, and the social determinants of health, in order to work effectively with communities to address health problems and improve health outcomes. Skill: Community assessment to understand and address specific needs and resources of communities.

Skill: Collaborative engagement to work alongside communities for better health outcomes. Skill: Societal awareness to understand the broader social determinants affecting health	
Teaching and Learning Methods	
• Lectures: • Traditional method where an instructor presents information to large groups of students. Useful for introducing new topics and providing overviews. • Problem-Based Learning (PBL): • Students work in small groups to solve real-world problems, fostering critical thinking and collaborative skills. • Flipped Classroom: • Students review content (e.g., videos, readings) before class, allowing in-class time for discussions, problem-solving, and hands-on activities. • Simulations and Role-Playing: • Students participate in simulated scenarios or take on roles to understand concepts or practice skills. • Peer Teaching: • Students take on the role of the teacher and instruct their peers on a particular topic	
Assessment methods	
• Multiple Choice Questions (MCQs): • A form of objective assessment where students choose the correct answer(s) from a list of options. MCQs can test recall, understanding, or application of knowledge. • Essays or Short Answer Questions: • Students provide written responses to questions or prompts. This method allows for assessment of a student's ability to articulate thoughts, demonstrate understanding, and use critical thinking. • Practical or Laboratory Assessments: • Students are assessed on their ability to perform specific tasks or procedures, often in a lab or practical setting. This can include experiments, dissections, or any hands-on activity. • Oral Examinations or Viva Voce: • A face-to-face assessment where students answer questions orally. This method can assess depth of understanding, ability to think on the spot, and communication skills. • Portfolios:	
• Affective and value goals • Develop Empathy: • Students should cultivate the ability to understand and share the feelings of others, promoting compassionate interactions and decision-making. • Cultivate Ethical Integrity:	

- Encourage students to consistently act based on a set of moral principles, ensuring honesty, fairness, and respect in all endeavors.
- Promote Open-mindedness:

- Students should be encouraged to consider diverse perspectives and be open to new ideas, fostering inclusivity and reducing biases.
- Foster Personal Responsibility:

- Instill in students the value of accountability for their actions and decisions, promoting self-reflection and continuous growth.
- Encourage Lifelong Learning:

- Cultivate in students a love for learning and a commitment to continuously seek knowledge and self-improvement throughout their lives.

Teaching and Learning Methods

1. Lectures
2. Problem-Based Learning (PBL)
3. Flipped Classroom
4. Simulations and Role-Playing
5. Peer Teaching

Assessment methods

1. Multiple Choice Questions (MCQs)
2. Essays or Short Answer Questions
3. Practical or Laboratory Assessments
4. Oral Examinations or Viva Voce
5. Portfolios

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

1. Communication Skills
2. Teamwork and Collaboration
3. Critical Thinking and Problem Solving
4. Time Management
5. Adaptability and Flexibility
6. Leadership and Initiative
7. Digital Literacy
8. Cultural Awareness and Sensitivity
9. Lifelong Learning
10. Ethical Judgement and Integrity

| Teaching and Learning Methods	
1. Lectures 2. Problem-Based Learning (PBL) 3. Flipped Classroom 4. Simulations and Role-Playing 5. Peer Teaching 6. Group Projects and Collaborative Work 7. Case Studies 8. Interactive Workshops 9. Tutorials and Seminars 10. Self-directed Learning and Independent Study	
1. Role-Playing 2. Interactive Workshops 3. Feedback Sessions 4. Active Listening Exercises 5. Written Communication Practice 6. Use of Technology 7. Non-Verbal Communication Activities 8. Group Discussions and Debates 9. Real-world Assignments 10. Communication Theory Lessons	Teaching communication skills

Assessment Methods	
1. Observation 2. Oral Presentations 3. Role-Playing Scenarios 4. Written Assignments 5. Feedback Collection 6. Interactive Group Exercises 7. Digital Communication Review 8. Self-assessment 9. Structured Interviews 10. Non-verbal Communication Assessment	

11. Programme Structure

Level/Year	Code	Course or Module	Course or Module Title	Credit rating	12. Awards and Credits
3			Preventive	6	

	13. Personal Development Planning

1. Self-reflection
2. Goal Setting
3. Action Plans
4. Skill Assessment
5. Feedback Collection
6. Journaling
7. Mentoring
8. Continuous Learning
9. Networking
10. Performance Review
11. Mindfulness and Well-being Practices
12. Career Planning
13. Evaluation and Adjustment

	14. Admission criteria .

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15. Key sources of information about the programme
1. Programme Handbook or Syllabus
2. Official University or Institution Website
3. Programme Coordinators or Faculty Advisors
4. Alumni or Current Student Testimonials
5. Accrediting Bodies or Professional Associations related to the programme

6.
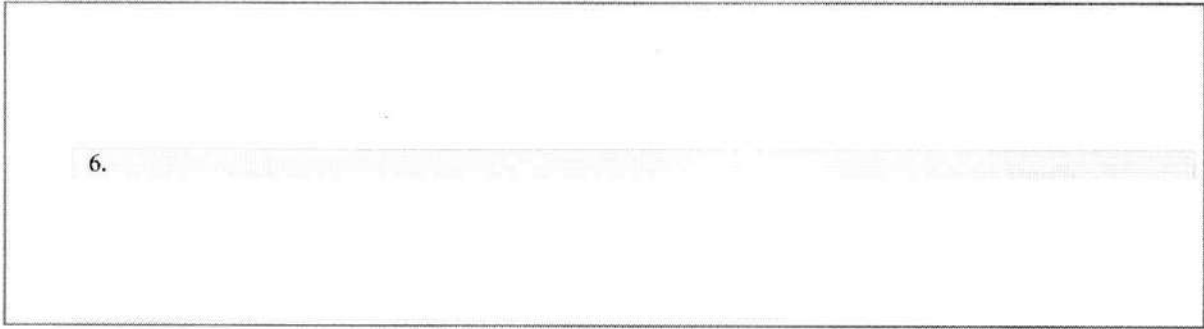
Curriculum Skills Map

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

Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Programme Learning Outcomes		
				Knowledge and understanding		
				A1	A2	A3
		cs &		—		

Skill Assessment   Action Plans   Goal Setting Self-reflection
Mentoring   Journaling   Feedback Collection
Continuous Learning

Interactive Group Exercises   Feedback Collection   Written As
Structured   Self-assessment   Digital Communication Review
Lectures   Non-verbal Communication Assessment   Interviews

Communication Skills Self-directLearning and Independe Study
Critical Thinking and Problem   Teamwork and Collaboration
Adaptability and Flexibility   Time Management   Solving
Digital Literacy   Leadershipand Initiative