

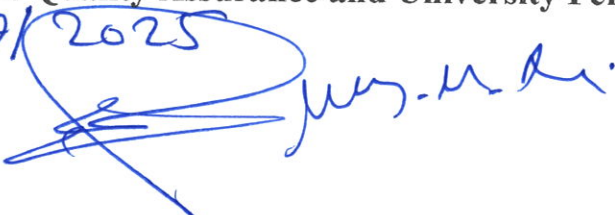


University Name: Warrith Al-Anbyaa
Faculty/Institute: College of medicine
Scientific Department: pediatrics 6th
Academic or Professional Program Name:
Final Certificate Name:
Academic System:
Description Preparation Date:
File Completion Date:

Signature: 
Head of Department Name: As-pr. Ashweel Ali
Date: 31/8/2025


Signature:
Scientific Associate Name:
Date: 1/9/2025

The file is checked by: Dr. May. Mohammed Ali
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/9/2025
Signature: 


Approval of the Dean

الأستاذ الدكتور
علي عبد سجادون الغزوي
عميد كلية الطب

Pediatrics Specification Form for the Academic Program-4th year 2025-2026

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| 1. Course Title |
| Pediatrics (4 th years course) |
| 2. Course Code |
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| 3. Semester / Academic Year |
| First & Second Semester, 2025–2026 |
| 4. Date of Preparation |
| 01 / 08 / 2025 |
| 5. Mode of Attendance |
| In-person (On-campus) |
| 6. Total Contact Hours / Units |
| 30 hours (Theoretical) |
| 7. Course Coordinators / Instructors |
| Asst. Prof. Dr. Tareef Fadhil Raham (tareeffadhil@yahoo.com) University Lecturer Dr. Alaa Qasim Hadi University Lecturer Dr. Mohammed Kazem Hassan |
| 8. Course Objectives |
| To teach students the fundamentals of Pediatrics and introduce them to the diagnosis and management of pediatric cases. |

First: Knowledge and Understanding (General Skills)

- Acquire basic theoretical knowledge in clinical and preventive pediatrics, enabling the student to understand the general principles of child health.
- Recognize normal growth and development of the child across different stages, and understand indicators of normal growth as well as common deviations.
- Identify factors influencing child health, whether genetic, environmental, or related to healthcare.
- Understand the fundamentals of child nutrition, including nutritional requirements, breastfeeding, and recognition of malnutrition disorders.
- Become familiar with common pediatric internal diseases, with emphasis on theoretical differential diagnosis (how to distinguish between several clinical possibilities based on signs and symptoms presented in lectures or case studies).
- Assess and manage common problems occurring in early childhood, middle childhood, and adolescence.
- Interpret common laboratory tests and diagnostic investigations, and select the most appropriate ones depending on the case.
- Apply principles of prevention, early screening, and early diagnosis of common diseases, while adhering to preventive treatment plans when necessary.
- Recognize pediatric emergencies that are life-threatening and understand their management according to established clinical protocols.

Second: Subject-Specific Skills

By the end of the course, the student is expected to be able to:

- Collect basic medical information from theoretical case studies.
- Analyze symptoms and clinical signs through illustrative examples and lectures.
- Relate theoretical knowledge to pathophysiological mechanisms in order to understand diagnostic reasoning.
- Interpret results of basic laboratory and radiological investigations presented in clinical scenarios or case studies.
- Prepare a written medical summary based on theoretical knowledge and case studies, as preparatory training for clinical practice in later stages.

Third: Thinking and Application Skills

By the end of the course, the student is expected to be able to:

- Evaluate and manage common pediatric health problems.
- Interpret basic laboratory and diagnostic tests presented in lectures or case studies, and select the most appropriate investigations for a given hypothetical clinical

scenario.

- Apply principles of prevention and early diagnosis for common childhood diseases.
- Recognize theoretically life-threatening emergencies and understand their management according to clinical protocols.
- Keep updated with scientific advances in the diagnosis and treatment of common pediatric diseases through reviewing evidence and medical guidelines.
- Apply ethical principles in medical practice, such as confidentiality, respect for patients, and teamwork.
- Develop effective communication skills with children, their families, and the healthcare team through interactive lectures and classroom activities.

9. Teaching & Learning Strategies

Strategy:

The course aims to teach students the fundamental principles of Pediatrics in a systematic and structured manner, with an emphasis on theoretical foundations as a basis for later clinical training.

- Topics are delivered through structured teaching methods (lectures, classroom discussions, and theoretical case studies).
- Students are encouraged to develop critical thinking and to connect theoretical knowledge with future medical practice.

10-Structure of the Course: one lecture / week for each group (Group A and Group B)

| Week | Contact Hours | Unit / Topic Title | Intended Learning Outcomes (ILOs) | Teaching / Learning Method | Assessment Methods |
|--------------------------|---------------|------------------------------|--|----------------------------|---|
| 1 st semester | 15 | Pediatrics | Understand normal growth patterns and principles of child health | Lecture/ In-person | 1. Formative Assessment: <ul style="list-style-type: none"> • Conducted at the end of each teaching unit. • Aims to provide immediate feedback in order to measure students' progress in |
| 1 | 1 | Growth & Development | Identify developmental milestones from birth to early childhood | Lecture/ In-person | |
| 2 | 1 | Developmental milestones (1) | Recognize milestones up to puberty | Lecture/ In-person | |
| 3 | 1 | Developmental milestones (2) | Understand natural and acquired | Lecture/ In-person | |

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| | | | immunity | | <p>learning and to identify areas of strength and weakness.</p> <p>2. Summative Assessment:</p> <ul style="list-style-type: none"> • Conducted at the end of the semester. • Includes Multiple Choice Questions (MCQs) and/or essay-type questions. • Measures the overall achievement of the intended learning outcomes (ILOs) of the course. |
| 4 | 1 | Immunity – Definition & Types | Describe vaccination principles and schedules | Lecture/ In-person | |
| 5 | 1 | Immunization | Explain nutritional requirements and breastfeeding | Lecture/ In-person | |
| 6 | 1 | Infant feeding (1) | Identify complementary feeding strategies | Lecture/ In-person | |
| 7 | 1 | Infant feeding (2) | Discuss common feeding disorders | Lecture/ In-person | |
| 8 | 1 | Feeding problems | Recognize signs/symptoms and complications | Lecture/ In-person | |
| 9 | 1 | Gastroenteritis | Describe fluid/electrolyte therapy | Lecture/ In-person | |
| 10 | 1 | Dehydration & ORT | Identify causes and evaluation methods | Lecture/ In-person | |
| 11 | 1 | Failure to thrive | Understand types and management principles | Lecture/ In-person | |
| 12 | 1 | Malnutrition | Recognize common deficiencies | Lecture/ In-person | |
| 13 | 1 | Vitamin & mineral deficiencies | Explain causes, risk factors, prevention | Lecture/ In-person | |
| 14 | 1 | Neonatal jaundice | | Lecture/ In-person | |
| 15 | 1 | Review & Assessment | | Lecture/ In-person | |
| Second semester | 15 | Pediatrics | Understand normal growth patterns and principles of child health | Lecture/ In-person | |

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| 1 | 1 | Calcium metabolism and rickets | Provide students with theoretical knowledge and essential skills for dealing with pediatric clinical cases | Lecture/ In-person |
| 2 | 1 | Abdominal pain / Hepatitis | Understand causes of abdominal pain and recognize features of pediatric hepatitis | Lecture/ In-person |
| 3 | 1 | Infectious diseases (1) | Identify common infectious diseases and their presentations | Lecture/ In-person |
| 4 | 1 | Infectious diseases (2) | Recognize additional infectious diseases and management principles | Lecture/ In-person |
| 5 | 1 | Infectious diseases (3) | Discuss complications and preventive strategies for pediatric infections | Lecture/ In-person |
| 6 | 1 | Meningitis and encephalitis (1) | Recognize clinical presentation and early diagnosis | Lecture/ In-person |
| 7 | 1 | Meningitis and encephalitis (2) | Understand complications, prognosis, and supportive care | Lecture/ In-person |
| 8 | 1 | Chronic infectious diseases: Tuberculosis | Understand pathophysiology, diagnosis, and treatment of pediatric TB | Lecture/ In-person |
| 9 | 1 | Malabsorption | Recognize | Lecture/ |

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|----|---|---|--|-----------------------|
| | | syndromes (Celiac disease) | clinical features and dietary management of celiac disease | In-person |
| 10 | 1 | Respiratory system: Atopic conditions and asthma (1) | Identify clinical presentation and triggers of pediatric asthma | Lecture/ In-person |
| 11 | 1 | Respiratory system: Atopic conditions and asthma (2) | Understand management and preventive measures for asthma | Lecture/ In-person |
| 12 | 1 | Respiratory system: Apnea, breath-holding spells, sleep apnea, upper airway obstruction (choanal atresia, laryngomalacia, tracheomalacia, foreign body inhalation, congenital lung anomalies) | Recognize life-threatening respiratory conditions and their acute management | Lecture/ In-person |
| 13 | 1 | Respiratory system: Croup, Epiglottitis, Bronchiolitis, Bacterial tracheitis | Provide students with theoretical knowledge and essential skills for dealing with pediatric clinical cases | Lecture/ In-person |
| 14 | 1 | Respiratory system: Pneumonias, Pleural effusion, Pneumothorax, Cystic fibrosis | Understand causes of abdominal pain and recognize features of pediatric hepatitis | Lecture/ In-person |
| 15 | 1 | Review & Assessment | | Lecture/ In-person |

11. Course Evaluation and Grade Distribution

The final grade (out of 100) is distributed across various activities and examinations as follows:

Student evaluation in the course covers several complementary components, namely:

1. **Class Participation:**
 - Based on the student's commitment to classroom discussions and engagement with learning activities.
2. **Midterm, Semester, and Final Examinations:**
 - Exams conducted during the academic terms to measure progress and stage-based achievement.
3. **Examination:**
 - Includes both objective questions (MCQs) and essay-type questions, measuring the overall achievement of the course's intended learning outcomes.

12. Learning and Teaching Resources

1. Essential / Core Resources

- **Department Documents:**
Lectures, tutorials, and instructional videos approved by the Department of Pediatrics.
- **Core Textbook:**
Nelson Essentials of Pediatrics
Karen J. Marcadante, MD & Robert M. Kliegman, MD.

2. Supplementary Resources:

- Additional books and references recommended for deeper understanding and broader knowledge:
 - *Illustrated Textbook of Pediatrics* – Tom Lissauer, Graham Clayden
 - *Gill and O'Brien Pediatric Clinical Examination* (6th ed.) – Paul O'Neill, Alexandra Evans, Tim Pattison, etc.
 - *Macleod's Clinical OSCEs* – Keith Kleinman, MD; Lauren McDaniel, MD; (The Johns Hopkins Hospital)
 - *The Harriet Lane Handbook* (22nd edition, 2020)
 - *Nelson Textbook of Pediatrics* – Robert M. Kliegman
- Reliable electronic resources and trusted academic websites.