

**UNIVERSITY OF MISAN
COLLEGE OF MEDICINE
DEPARTMENT OF PEDIATRICS**

VISION, MISSION AND DEPARTMENTAL EDUCATIONAL OUTCOMES

Derived from the institutional Vision, Mission and Intended Learning Outcomes of the College
and updated in alignment with NCAMC Evidence Generation 2025

2026 Edition

Institutional Alignment Statement

The Vision, Mission and Departmental Educational Outcomes of the Department of Pediatrics have been formulated to align with the institutional framework of the College of Medicine, University of Misan. They reflect high-quality medical education, clinical competence, professionalism and ethics, social accountability, responsiveness to community and health-system priorities, equity and non-discrimination, research, lifelong learning, and global health. The formulation also incorporates the 2025 NCAMC evidence-generation expectations for mission and outcomes, including preparation of a safe and competent physician, the roles expected by the health sector, readiness for postgraduate education, lifelong learning, medical research, social accountability, and global health.

Vision

To be a distinguished academic pediatric department in medical education, clinical training, research, and community service, contributing to the preparation of competent, ethical, socially accountable physicians capable of promoting and protecting the health and well-being of children locally, nationally, and globally.

Mission

The Department of Pediatrics is committed to providing high-quality, student-centered and competency-based education and clinical training in child health, aligned with the Vision, Mission, and educational outcomes of the College of Medicine, University of Misan.

The Department aims to prepare medical graduates who can provide safe, evidence-based, child- and family-centered care; recognize and respond to common and priority childhood health problems and pediatric emergencies; promote preventive health and healthy growth and development; communicate effectively and work collaboratively within healthcare teams; demonstrate professionalism, ethical practice, equity, and respect for diversity; and respond to the health needs of the local community and healthcare system.

The Department also promotes scientific research, lifelong learning, continuing professional development, community engagement, social accountability, and awareness of national and global child-health challenges within an inclusive and non-discriminatory academic and clinical environment.

Departmental Educational Outcomes

By the end of undergraduate pediatric education and clinical training, the medical graduate should be able to:

- 1. Pediatric Knowledge:** Demonstrate appropriate knowledge of normal growth and development and the epidemiology, prevention, presentation, diagnosis, and principles of management of common and important childhood diseases.
- 2. Clinical Assessment:** Perform a systematic pediatric history and age-appropriate physical examination, interpret relevant clinical findings and investigations, and formulate appropriate differential diagnoses.
- 3. Safe Initial Management:** Formulate safe and appropriate initial management plans for common pediatric and neonatal conditions within the level expected of a basic medical graduate and recognize situations requiring referral or specialist care.
- 4. Pediatric Emergencies:** Recognize, assess, stabilize, and initiate appropriate management of common pediatric and neonatal emergencies.

- 5. Preventive and Community Child Health:** Apply principles of preventive pediatrics, including immunization, nutrition, growth monitoring, health promotion, disease prevention, and identification of children at risk.
- 6. Communication and Family-Centered Care:** Communicate effectively, respectfully, and empathetically with children, adolescents, parents, caregivers, and healthcare professionals, including counselling and shared decision-making.
- 7. Professionalism, Ethics and Equity:** Demonstrate professional and ethical behavior, respect patient rights and confidentiality, and provide equitable care without discrimination related to gender, ethnicity, religion, language, social background, geographic origin, disability, or other non-professional considerations.
- 8. Evidence-Based Practice and Research:** Use appropriate scientific evidence in clinical decision-making and demonstrate basic competencies in critical appraisal, pediatric research, and responsible use of medical information.
- 9. Teamwork and Health-System Role:** Work effectively as a member of multidisciplinary and interprofessional healthcare teams and understand the physician's role within the healthcare delivery system.
- 10. Social Accountability:** Identify important child-health needs and priority problems of Misan and the Iraqi community and participate appropriately in health promotion, community-oriented activities, and advocacy for children and vulnerable populations.
- 11. Lifelong Learning:** Demonstrate self-directed learning, reflective practice, appropriate use of feedback, and commitment to lifelong learning and continuing professional development.
- 12. Global Child Health:** Demonstrate awareness of major national and global child-health challenges, health inequalities, emerging diseases, and the environmental and social determinants of child health, and relate these issues to local pediatric practice.

Alignment Matrix with the College Mission Framework and NCAMC 2025

Pediatrics Department Focus	Alignment with College Institutional Framework	NCAMC Evidence Generation 2025 Alignment
Safe and competent physician	Core knowledge, skills, attitudes, and professional behaviors required for basic medical practice.	1.1.3.1 - Basic competence and safe practice.
Foundation for future career and specialization	Strong biomedical/clinical foundation and transferable skills for different medical career pathways.	1.1.3.2 and 1.1.3.4 - Foundation for any branch of medicine and readiness for postgraduate education.
Doctor roles and health-system responsiveness	Diagnosis, management, communication, teamwork, health promotion, leadership, scholarship, and system contribution.	1.1.3.3 - Roles of doctors as defined by the health sector.
Lifelong learning	Self-directed learning, reflection, feedback use, and continuing professional development.	1.1.3.5 - Commitment to lifelong learning.
Social accountability and child health	Responsiveness to community priorities, vulnerable populations, and health-system needs.	1.1.4 - Community health needs, health-care delivery system, and social accountability.
Research and evidence-based medicine	Critical appraisal, research awareness, and use of evidence in patient care.	1.1.5 - Medical research attainment and knowledge generation.
Global health and health equity	Awareness of global challenges, inequalities, and social/environmental determinants of health.	1.1.6 - Global health aspects.
Equity, inclusion and non-discrimination	An educational and professional environment that respects diversity and equal opportunity.	Consistent with the institutional framework and the 2025 significant-local-issue considerations.
Stakeholder engagement and review	Participation of students, staff, health sector, and community stakeholders in dissemination, feedback and review.	1.1.2 and 1.4.1 - Mission dissemination, stakeholder participation, and periodic review.

Implementation and Review

- The Vision, Mission and Departmental Educational Outcomes should be disseminated within the Department and made accessible to faculty, students, clinical trainers, and relevant stakeholders.
- The educational outcomes should be mapped to pediatric curriculum content, teaching and clinical training methods, and assessment tools through a documented curriculum map.
- The Vision, Mission and Outcomes should be reviewed periodically with stakeholder participation, at least within the institutional review cycle or earlier when major changes occur in the curriculum, community needs, or the health-care system.
- Feedback, surveys, performance reports, and academic review findings should be used for continuous improvement, with documented revisions when required.

Approval Record

Stage / Authority	Name or Minute No.	Date / Signature
Prepared and reviewed by Department of Pediatrics		
Department Council approval		
Relevant College authority approval		

Regulatory Reference

National Council for Accreditation of Medical Colleges (NCAMC), Evidence Generation Booklet: Manual of Evidence for Self-Assessment Study, Second Edition, November 2025. Particular attention was given to Area 1 requirements on mission and outcomes, together with the College institutional framework and the 2025 expectations concerning equity and responsiveness to significant local issues.