

doctors in public hospitals directed by ministry of health.

Job description for medical graduate is fundamental in stating "Learning Objectives" of any medical course, and this is primarily the duty of ministry of health (the first market for the product of medical education institutes). Unfortunately this is still lacking in Iraq and achieving it may be a great collaborative multidisciplinary national project.

Learning objectives may be defined as: a statement that describes what the **student** can do, feel at the **end of the course**. Quite clearly, learning objectives refer to students not teachers and timed to the end of the course.

Setting learning objectives will guide those in charge through planning most relevant content, most appropriate teaching methods and assessment, in other words successful curriculum.

For example if conducting normal vaginal delivery is among the duties of resident doctors the curriculum should involve all knowledge, skills and attitudes that enable doctors to perform the task successfully and safely.

Ensuring mastery here may oblige students to perform the act under supervision for certain number of times before getting graduated.

Actual clinical training may merely include observing delivery or even one stage of it.

Another example may be cardio-pulmonary resuscitation, a life-saving measure that should perfectly be mastered by every student before getting graduated.

The second category, useful to know should be taught and included in exams but to lesser extent. The third category, interesting to know may be covered in seminars and tutorials.

✓ *How to teach*

A written curriculum is a must for every successful course, as it will be a plan of action for pursuing particular outcome within preset time table through ensuring the completion of every item in the syllabus, passing exams and fulfilling all requirements. Contents and methods are included in a written curriculum.

Whatever teaching methods are agreed upon in any curriculum, a good teacher should bear in mind each of the following:

- **Clarity** of all spoken or written material to every student including those sitting at the end of class room. Voice should be loud enough. In large class rooms amplifiers may be necessary. Translating every new word or term especially when teaching language is not mother language, as in our situation.

- **Making teaching meaningful** by explaining outlines of a lecture or a course in advance, by relating material to students daily lives and/or their future career.

- **Individualization**, as students are not the same they should be treated carefully. Some of them are rapid, dominant, or the other way around. Keep in mind that 95% of people can learn but with different pace and methods.

- **Caring for** students is humanitarian behavior that may foster those young people with the highly demanding medical education n especially in Iraq with its incredible tensions and difficulties.

- **Active learning**, teaching differs from talking. Active participation of students is fundamental, and can be done by raising questions and appraising responses accordingly.

- **Feed back** is helpful for students to know their strength and to improve their weakness.