

Academic Program Description Form

University Name: National University Of Science And Technology

College Name: College Of Nursing

Name Of Academic Or Professional Program: Bachelor's Degree...

Name Of Final Degree: Bachelor Of Science In Nursing

Study System: Semester(course system)

Description Preparation Date: 2025-9-16

File Completion Date: 2025-1-10

Signature: 

Name of Dean Of The College: Assistant Professor Dr. Ahlam Khalil Ibrahim

Date: 14/10/2025

Signature: 

Name Of The Scientific Assistant: Assistant Lecturer. Laith salah hashim

Date: 15/10/2025

File checked by

Quality Assurance And University Performance Division

Name of Director of Quality Assurance And University Performance Division:

Muhjah Hussain Abd Alnabi

Date: 2/11/2025

Signature: 

Dean's approval 

5/11/2025



1. Program Vision

Leadership in the field of nursing locally or regionally, excellence and advancement in education, scientific research, and community service.

2. Program Mission

The College of Nursing supports the creation of a research and academic environment in the field of nursing to prepare scientifically qualified graduates capable of leadership and innovation in the health sector, as well as conducting scientific and field research and community service initiatives within the framework of national and Arab values.

3. Program Objectives

1. Preparing qualified and trained nurses to provide specialized nursing care to meet the needs of the community and the labor market .
2. Raising health awareness by enhancing the leadership role of students in the community and their participation in improving the quality of healthcare and keeping up with professional developments .
3. Equipping students with the necessary knowledge, skills, and nursing attitudes to fulfill their roles in the community and to solve problems related to their future work .
4. Providing students with the information and specialized skills that help them assess and resolve patient problems to enhance the quality of healthcare .
5. Establishing interactive partnerships with local and international educational organizations to provide an effective training environment that contributes to producing graduates with nursing qualifications .
6. Refining students' abilities in effective communication skills with patients, colleagues, and also with members of the healthcare team .
7. Preparing competencies capable of dealing with information technology and modern techniques in use .
8. Equipping students to handle advanced curricula that are compatible with international standards.

4. Program Accreditation

In progress

5. Other external influences

- Ministry of Higher Education and Scientific Research
- National University of Science and Technology
- University of DhiQar

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	13	19	%13	basic
College Requirements	31	122	%87	basic
Department Requirements	31	122		basic
Summer Training	3	80	36	Pass
Other				

*This can include notes whether the course is basic or optional.

7- وصف البرنامج

Credit Hours	C linical	L Labo	T Theoretical	Course name	Course code	Year/ Stage Level
7	0	6	4	Fundamental of Nursing (1)	NUR101	First stage/ First course
4	0	2	3	Biochemistry	CHM102	
4	0	2	3	Anatomy & Physiology for Nurse (1)	ANT103	
2	0	0	2	Nursing Ethics	ETH104	
2	0	0	2	Human Right and Democracy	HUM109	
8	12	0	4	Fundamental of Nursing (2)	NUR107	Second course
4	0	2	3	Anatomy & Physiology for Nurse (2)	PHY108	
2	0	0	2	Medical Terminology	TER110	
2	0	2	1	Computer Science (2)	COS112	
2	0	0	2	Arabic Language for Nursing (1)	ARB113	
8	12	0	4	Adult Nursing (1)	NUR201	Second stage/ First course
3	0	2	2	Health Assessment	HAS203	
3	0	2	2	Microbiology for Nurses (1)	MBN204	
2	0	0	2	Pharmacology for Nurses (1)	PHR202	
1	0	2	0	Computer Science (3)	COS205	
2	0	0	2	Crime of the Defunct Baath Party	CDB206	
8	12	0	4	Adult Nursing (2)	NUR207	Second course
3	0	2	2	Microbiology for Nurses (2)	MBN209	

2	0	0	2	Pathophysiology for Nurses	PAT208	
2	0	0	2	Pharmacology for Nurses (2)	PHR210	
1	0	2	0	Computer science (4)	COS213	
2	0	0	2	Arabic Language for Nursing (2)	ARB211	
pass	30	0	0	Preceptorship (summer training)	NUR 212	
8	12	2	3	Maternal and Neonatal Nursing	NUR301	Stage /Three First Course
2	0	0	2	Research Method in Nursing	RSM302	
2	0	0	2	Health Sociology	HOS303	
2	0	0	2	Nutrition and Diet Therapy	NUT304	
8	12	2	3	Pediatric Nursing	NUR306	Second course
5	6	0	3	Human Growth and Development	PHR307	
2	0	0	2	Biostatistics	BST308	
pass	30	0	0	Preceptorship (summer training)	NUR 311	
7	12	0	3	Community Health Nursing	NUR401	Stage /Four First Course
2	0	0	2	Epidemiology	EPID406	
3	3	0	2	Nursing Management and Leadership	NUR402	
2	0	0	2	Health promotion	HPR405	
2	0	0	2	Professional Perspective and Issue in Nursing	NUR403	
7	12	0	3	Psychiatric and Mental Health Nursing	NUR408	Second Course
2	0	0	2	Health psychology for Nursing	HPN410	
6	12	0	2	Critical Care Nursing	NUR409	
1	0	0	1	Arabic Language for Nursing (2)	ARB407	
2				Graduation Research Project	NUR411	
<p>❖ Explanation of Academic Units</p> <p>(1)Theoretical hour = 1 academic unit (2)Laboratory hour = 1 academic unit (3)Clinical hour = 1 academic unit</p> <p>❖ Summer Clinical Training = 5 days * 6 hours per day = 30 hours per week, equivalent to 120 hours per month</p> <p>Credit hours = 141 hours</p>						Notes

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours			
			Theoretical	lap	practical	Credit hours
The first stage/first course		Fundamentals of Nursing (1)	4	6	0	7

		Biochemistry				
		Anatomy for Nurses (1)				
		Ethics in Nursing Profession				
		Democracy and Human Rights				

8. Expected Learning Outcomes of the Program

Learning Outcomes Statement 1	Knowledge and understanding
<p style="text-align: center;"> <input type="checkbox"/> Compatible <input type="checkbox"/> Not Compatible </p> <p>The academic structure of the program (courses/credit hours) aligns with the educational objectives as follows :</p> <p>The matrix of targeted learning outcomes matches the goals of the educational program. The college is committed to ensuring that the targeted learning outcomes of the program are achieved through its courses.</p>	<p>A. knowledge and understanding</p> <ol style="list-style-type: none"> 1. Explains the fundamentals of natural and abnormal human behaviors and interactions. 2. Discusses the principles of pharmacological and non-pharmacological nursing interventions for various health conditions across the lifespan in different healthcare settings. 3. Explains the normal and abnormal anatomy of the human body along with a comprehensive description of its behaviors. 4. Describes the causes of common life-threatening problems, clinical symptoms, diagnosis, and complications among patients of different age groups. 5. Recognizes nursing principles for managing common and life-threatening problems in various age groups. 6. Identifies factors affecting health and principles of different levels of prevention for age groups and environments. 7. Recognizes the principles and concepts of leadership/management, education, human interactions, and research. 8. Outlines the basic concepts and methods for applying effective communication, education, and health promotion. 9. Lists the fundamental principles of evidence-based practice and various research methodologies.
Learning Outcomes Statement 2	
	<p>B. Mental skill</p>

<p style="text-align: center;">Compatible Not Compatible</p> <p>The contributions of the curriculum content to the development of cognitive skills (problem-solving, reliance on creative and innovative thinking, etc.) have led to the alignment of the academic structure of the program (courses/credit hours) with the educational objectives.</p>	<ol style="list-style-type: none"> 1. Prioritizing the use of various assessment tools, health indicators, and approaches. 2. Linking scientific facts to actual phenomena based on stages of human growth and development. 3. Compiling assessment data to formulate nursing diagnoses. 4. Developing a specific nursing care plan to address needs/problems while considering the timeframe, workload, and available resources within the context of comprehensive care. 5. Drawing knowledge from foundational, medical, nursing, and humanities courses to enhance decision-making in practice. 6. Assists the patient in making informed health decisions. 6. Creates clinical evidence to address issues related to patient care management and organization. 7. Applies educational/learning principles in implementing educational activities for the patient. 8. Develops critical thinking and judgment as essential nursing skills in nursing practice and uses logical thinking skills to prioritize actions.
<p style="text-align: center;">Learning Outcomes Statement 3</p> <p style="text-align: center;">Compatible Not Compatible</p> <p>The educational program contributes to the development of nursing professional skills for students through practical training in the college's laboratories using modern simulation models and clinical practice in hospitals and specialized medical centers within the city of DhiQar in Iraq.</p>	<p style="text-align: center;">Professional and practical skill</p> <p>B10. A comprehensive general and specific physical examination is conducted to assess the structure and functions of the various body systems .</p> <p>B11. A range of appropriate assessment techniques and tools is used based on the patient's condition to identify factors related to health, as well as physical, psychological, social, and cultural needs/problems .</p> <p>B12. Protocols and standardized criteria are implemented when providing nursing care .</p> <p>B13. Safe nursing care is provided to patients/their families .</p> <p>B14. Appropriate nursing activities are consistently delivered with high skill according to best evidence-based practices.</p> <p>B15. Refers patients to appropriate community resources.</p> <p>B16. Uses formal and informal teaching methods suitable for the patient's learning abilities.</p>

	<p>B17. Documents professional judgment, decisions made, and actions taken.</p> <p>B18. Critically measures the outcomes of nursing activities.</p> <p>B19. Applies principles and concepts of leadership/management in various healthcare settings.</p>
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Value Learning Outcomes Statement 4

	General and transferable skills
<p>Compatible Not Compatible</p> <p>- The educational program contributes to the development of professional skills in addition to general skills (teamwork, acquiring computer skills, communication methods with others, and more).</p>	<ol style="list-style-type: none"> 1. Works effectively within a team 2. Manages time and resources efficiently and prioritizes tasks 3. Applies communication skills in professional, social, and therapeutic contexts 4. Engages in continuous educational activities related to professional issues 5. Utilizes information technology 6. Employs problem-solving skills

Learning Outcomes Statement 5	Behavior
<p>Compatible Not Compatible</p> <p>According to the course specifications, the teaching methodology of the course relies on the use of unconventional teaching methods, encourages students to engage in self-directed learning, promotes patient rights, fosters respectful communication with patients, and provides comprehensive nursing care.</p>	<ol style="list-style-type: none"> 7. Protects and promotes the rights of the patient/client in terms of autonomy, respect, privacy, dignity, and access to information . 8. Acts as a role model and mentor for less experienced nursing care providers and nursing students . 9. 9. Communicates with the patient/client while respecting diverse values, cultural and mental levels, and emotional states.

1. Interactive Lecture
2. Cooperative Learning
3. E-learning
4. Brainstorming
5. Self-directed Learning
6. Peer Learning
7. Field Trip
8. Role Playing
9. Practical Training
10. Case Study
11. Simulation

Interactive Learning Strategy

The interactive teaching strategy relies on the interaction between the student, the lecturer, and the subject matter. This concept can be applied through several means, including cooperative learning through student groups, e-learning, and brainstorming.

A. Interactive lectures

Teaching methods and strategies are introduced to the traditional lecture approach to transform it into an interactive one through:

- A. Dividing students into small groups not exceeding 150 students within the classroom for the theoretical lecture .
- B. Using presentations such as PowerPoint in an engaging manner that captures students' attention .
- C. Utilizing illustrative examples to enhance students' understanding of the nature of the subjects they are studying .
- D. Encouraging students to present any of the elements in the lecture after preparing for it .
- E. Providing students with the opportunity to summarize the objectives of the lecture at the end of each learning goal .
- F. Allowing students to raise their questions and inquiries about the lecture topics while encouraging them to express their opinions and critical viewpoints on any of these topics .
- G. Asking interactive questions with students to ensure a high level of engagement during the lecture.

Cooperative learning

- 1) It provides students with the opportunity to collaborate with each other and express their opinions, regardless of how weak they may be .
- 2) It develops communication skills among students, such as attentive listening, appropriate speaking, respecting differing opinions, and accepting criticism .
- 3) It trains students to make decisions in light of differing opinions and to refer to available scientific or practical sources to document these decisions .
- 4) It fosters self-directed learning among students, making the student the center of the educational process .
- 5) It allows the teacher to observe the behaviors of group members and their methods of interaction, helping them correct mistakes and misunderstandings that arise from their real-life interactions .
- 6) It assists those who struggle with slow learning by integrating them with high-achieving peers to benefit from their experiences and collaborate with them.

E-learning

A tool that supports the educational process and transforms it from a phase of rote learning to a phase of creativity and interaction, while developing skills. It aims to create an interactive environment rich in applications that combine all forms of electronic education and learning. This is achieved through the use of computer applications, communication networks, and multimedia in conveying skills and knowledge. It includes web applications and virtual classrooms where lesson content is delivered online, along with audio and video materials, enabling students to access educational resources anytime and anywhere.

Brainstorming

The brainstorming strategy is one of the strategies that relies on generating as many ideas as possible to address a scientific topic from different individuals in a short period of time. One of the features of this strategy is that it does not require extensive training and is cost-effective. It is an advanced method for modernizing the traditional lecture style, as it encourages creative thinking and unleashes the latent energies of students in an atmosphere of freedom and safety that allows for the expression of all opinions and ideas.

Self-learning development

The college relies on a self-directed learning strategy, which enables students to acquire knowledge and skills based on their own abilities to learn from various educational sources. This approach fosters personal development and the capacity to continue learning independently, equipping them to keep pace with advancements and developments in their field of specialization. The college implements this method through research and practical projects in most of the courses across different educational programs.

- **Peer learning**

The students' initiative involved teaching each other, such as assigning one student to explain a lecture to their peers or having students comment on their classmates' presentations, highlighting both strengths and weaknesses.

- **Role-Playing Strategy**

This is one of the teaching and training methods that represents real behavior in a simulated situation. Each participant in the educational activity assumes one of the roles present in the real situation and interacts with others within the limits of their role's relationship to theirs .

-Field Trip Strategy (Field Training)

This involves taking students outside the usual educational environment to where practical scientific life occurs, in order to connect theoretical aspects with real-life and practical experiences. It aims to apply what has been studied in reality, break the state of stagnation and boredom, and generate enthusiasm among students .

-Practical / Field Training Strategy:

This involves acquiring experiences and skills in the area of specialization or the field in which the trainee works, in order to prepare the trainee for work and balance between theoretical and practical frameworks. The goal of field training in social work is to equip students with the knowledge, experiences, and skills necessary to practice the profession; by helping them translate the theoretical methods they have learned in the classroom into practical approaches that contribute to solving the problems of patients and the community.

10.Evaluation methods

Evaluation and assessment systems: The program includes different evaluation systems for all student activities using modern and multiple methods such as:) Formative assessment.(

- Assignments and researches.
 - practical and tutorial
 - quizzes
 - research study & presentation
 - project Based learning
 - summative assessment.
- Practical and laboratory exams, semester and mid-semester.
 - Theoretical written exams, semester, mid-semester and final.
 - Oral exams at the end of each semester.

11. Teaching staff

Faculty members

Numbers of Faculty members		Specialization		Name and academic rank
Lecturer	appointed	private	general	
	-	Pediatric Nursing	Collage of Science in Nursing	Assistant. Prof. Reham Alsaeed Alonsee
	-	Adult Nursing	Collage of Science in Nursing	Assistant. Prof. Eman Fthi Amro
	-	Community Health Nursing	Collage of Science in Nursing	D.L Waad ISSA Ali
	-	Microbiology	Collage of Biology	D.L. Slam jmaa hmadi
	-	Common diseases	Veterinary medicine	D.L. alia bd alhadi hrb
	-	Microbiology	Collage of Biology	Assistant. L.Mohiman abd
		drugs	College of Pharmacy	Assistant. L mohammed abd almhdi
	-	Adult Nursing	Collage of Science in Nursing	Assistant. L. Hawraa Satar Khalaf
	-	Adult Nursing	Collage of Science in Nursing	Assistant. L. Laith Salah Hashim
	-	Arabic Language	Collage of arts	Assistant. L. Alaa Abedalrahman Husain
	-	Constitutional Law	Collage of law	Assistant. L. Rana Abass Fadeel

	-	Numerical Analysis	Collage of Computer Science and Mathematics	Assistant. L. Munder Yonis Jaafer
	-	Dairy Technology	College of food science	Assistant. L.Sajaad Aref Asee
	-	Biochemistry	College of Biological Science	Assistant. L. Hani AbedalbareeZuaeed
-		Psychiatric And Mental Health Nursing	Collage of Science in Nursing	Assistant. Prof. Mohmed Fadil Ali
		Community Health Nursing	Collage of Science in Nursing	Assistant. Prof. Alaa Mhubis
-		Maternal And Neonatal Nursing	Collage of Science in Nursing	L. Fatma krim naim
-		Adult Nursing	Science in Nursing	D. Ahmed Yaseen Khudaeer
-		Adult Nursing	Science in Nursing	D. Abass Fadeel Naji
-		Pediatric Nursing	Collage of Science in Nursing	Assistant. L.hussin aribi hawi
-		Psychiatric And Mental Health Nursing	Science in Nursing	Assistant. L. Jolit maarch Rahak

Professional development
Orientation of new faculty members
Teaching is both an art and a science, requiring continuous development and enhancement of both aspects through training and preparation programs. Therefore, the college places significant emphasis on the qualification of faculty members by involving them in training courses offered by the Continuing Education Center, aimed at improving their university teaching methods, in accordance with the resources available at the university.
Professional development for faculty members
Career development aims to improve performance, skills and career awareness. Therefore, our college is keen to encourage faculty members to participate in specializations and specialized seminars in this regard.

12. Acceptance criteria
Nursing colleges in Iraq are subject to the central admission system by the Iraqi Ministry of Higher Education and Scientific Research.
<ul style="list-style-type: none"> • Graduates of the preparatory school / scientific branch (biology) are accepted into the college. • The top ten graduates of technical institutes / nursing branch are accepted. • The top ten graduates of the preparatory school for nursing are accepted by the Ministry of Higher Education and Scientific Research

13. The most important sources of information about the program
Program Accreditation Committee
Committee of Deans of Nursing Colleges in Iraq
Supervision and Admission Authority at the Ministry

14- Program development plan	
Areas of development and enhancement	<ul style="list-style-type: none"> - Development and Enhancement Proposals - Establish a Student Advisory Council comprising students from each academic level to present their development proposals and address their specific issues . - Activate international student exchange programs for training and internships to enhance the program's international dimension .

	<ul style="list-style-type: none"> - To address the ratio of student enrollment to faculty members, it is proposed to hire a significant number of new teaching assistants each year to reduce this gap . - Propose a mechanism for support and early detection of students with chronic illnesses, along with strategies for monitoring them throughout the year and during examinations . - Form a committee to develop the program (curricula and objectives) with representation from students, faculty members, and employers in hospitals . - Promote awareness of the strategic plan among students . - Foster a culture of quality among students.
<p>Follow up on academic registration</p>	<ul style="list-style-type: none"> - The establishment of a committee of assistants (Student Advisory Council) for the Dean of the College and the Academic Deputy, representing the four levels of the program with students from the college, to assist in monitoring the educational issues faced by students in the program . - The formation of academic advising committee members and the selection of coordinators for advising in the academic departments to oversee the academic advisors from the faculty members and ensure their follow-up with their students and the issues they encounter.
<p>developing teaching and learning methods</p>	<ul style="list-style-type: none"> - Utilizing various interactive teaching methods and employing smart boards - Increasing the number of interactive electronic courses - Providing additional interactive electronic courses and enhancing communication on the platform's pages between students and faculty members - Preparing and conducting electronic tests for midterm and final examinations for each of the four levels
<p>Practical training</p>	<ul style="list-style-type: none"> - Explanation of practical nursing courses in the college laboratories for all four levels, along with students participating in

	<p>practical training at hospitals and field training outside of hospitals.</p> <ul style="list-style-type: none"> - -Presentation of practical nursing courses through video recording and uploading them to the educational platform to achieve learning outcomes. - -Expansion of practical training locations with both public and private hospitals through external cooperation protocols.
<p>Digitization and activating the role of technology in education</p>	<ul style="list-style-type: none"> - Utilizing software programs and making them available to students on computing devices. - Purchasing specialized books electronically and activating them for students on the college website. - Working towards providing an electronic platform for faculty members, their assistants, and students. - Announcing all videos related to how faculty members, their assistants, and students can access the electronic platform.
<p>Expanding environmental activities inside and outside the university</p>	<ul style="list-style-type: none"> - Participation in medical convoys inside and outside the university - Establishing awareness committees within and outside the college

Program Skills Map

Required learning outcomes of the program												Essential or optional	Course name	Course code	Year/ Level
Values				Skills				knowledge							
4ج	3ج	2ج	1ج	4ب	3ب	2ب	1ب	4إ	3إ	2إ	1إ				
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Fundamental of Nursing (1)	NUR101	First /stage First course
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Biochemistry	CHM102	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Anatomy for Nurse (1)	ANT103	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Nursing Ethics	ETH104	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	English part (1)	ENG105	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Computer Science (1)	COS106	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Human Right and Democracy	HUM107	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Fundamental of Nursing (2)	NUR108	Second course
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Physiology for Nurse	PHY109	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Medical Terminology	TER110	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	English part (2)	ENG111	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Computer Science (2)	COS112	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Arabic Language for Nursing (1)	ARB113	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Adult Nursing (1)	NUR201	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Health Assessment	HAS202	Second stage/first course
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Microbiology for Nurses (1)	MBN203	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Pharmacology for Nurses (1)	PHR204	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Computer Science (3)	COS205	

√	√	√	√	√	√	√	√	√	√	√	√	Basic	Crime of the Defunct Baath Party	CDB206	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Adult Nursing (2)	NUR207	Second course
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Microbiology for Nurses (2)	MBN208	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Pathophysiology for Nurses	PAT209	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Pharmacology for Nurses (2)	PHR210	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Computer science (4)	COS211	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Arabic Language for Nursing (2)	ARB212	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Preceptorship (summer training)	NUR 213	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Maternal and Neonatal Nursing	NUR301	Stage Three/First Course
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Research Method in Nursing	RSM302	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Health Sociology	HOS303	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Nutrition and Diet Therapy	NUT304	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Human Right	HUM305	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Pediatric Nursing	NUR306	Second course
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Human Growth and Development	PHR307	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Biostatistics	BST308	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Democracy	DEM309	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	English part (3)	ENG310	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Preceptorship (summer training)	NUR 311	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Community Health Nursing	NUR401	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Epidemiology	EPID402	

√	√	√	√	√	√	√	√	√	√	√	√	Basic	Nursing Management and Leadership	NUR403	Fourth stage/first course
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Health Promotion	HPR404	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Professional Perspective and Issue in Nursing	NUR405	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Arabic Language for Nursing (1)	ARB406	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Psychiatric and Mental Health Nursing	NUR407	Second course
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Health psychology for Nursing	HPN408	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Critical Care Nursing	NUR409	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Arabic Language for Nursing (2)	ARB210	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	English part (4)	ENG411	
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Graduation Research Project	NUR412	

Basic Sciences

Course Description Form

1. Course Name:	
Nursing Ethics	
2. Course Code:	
ETH104	
3. Semester / Year:	
1 ST year / semester –1	
4. Description Preparation Date:	
2025/3/10	
5. Available Attendance Forms:	
Recording student's attendance in theoretical attendance lists	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours per week for the theoretical subject	
7. Course administrator's name (mention all, if more than one name)	
Name: Assistant. L. Laith Salah Hashim	
8. course description	
Ethical nursing aim to provide guidance on how to identify ethical issues, make ethical decisions and take actions within the context of providing person – and family –centered care, working with communities and colleagues and being accountable for nursing practice	
9. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> –Clarify personal and professional values and recognize their impact on decision making and professional behavior..... –Apply the code for nurses and other professional guidelines to clinical practice.....

10. Teaching and Learning Strategies	
Strategy	Giving a lecture involves: <ul style="list-style-type: none"> - Outlining lessons, lecture - Creating a presentation and reciting information to students.

11. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1- Week 11-12-2025	2 T	The student knows ethical morals, laws, rules, attitudes, beliefs...etc	Terminology	Lecture and discussion	Written test
2- Week 18-12-2025	2T	The student knows	Nursing profession	Lecture and discussion	Written test
3- Week 1-2025	2 T	The students distinguish responsibilities of practical nurse	Responsibilities for nursing practice	Lecture and discussion	Written test
4- Week 1 2025	2 T	The student identifies the role of nurse in education	Nurse in education	Lecture and discussion	Written test
5- Week 8-2-2025	2 T	The student identifies the role of nurse in research and consultation	Nurse in research, consultation	Lecture and discussion	Written test
6- Week 2-2025	2 T		Legal responsibilities towards client	Lecture and discussion	Written test
7- Week-22 2-2025	2 T	The student distinguishes legal responsibilities towards clients	Legal responsibilities towards client setting	Lecture and discussion	Written test
8- Week 1-2025	2 T	The student identifies illegal and unethical nursing practices	Illegal and unethical nursing practices	Lecture and discussion	Written test
9- Week 5 2025	2 T	The student knows ethical decision making	Ethical decision making	Lecture and discussion	Written test

10-Wee; 12 2025	2 T	The student discusses moral issues	Moral issues	Lecture and discussion	Written test
11-Wee; 19 2025	2 T	The student define the ethical dilemmas, describe criteria ethical dilemma	Ethical dilemmas	Lecture and discussion	Written test
12-Week 2-2025	2 T	The student know guidelines and discusses examples database,identifying conflict..	Guidelines for nurse to resolve the Ethical dilemmas	Working group	Lecture design

12. Course Evaluation

- **Midterm Theoretical Exam – 30%**, divided as follows:
 - 20% Midterm exam
 - 5% Quizzes during the semester
 - 5% Attendance, participation in lectures, and submission & discussion of reports
- **Final Theoretical Exam – 70%**
- **Total – 100%**

13. Learning and Teaching Resources

1- Suen KK. Ethical implications of population ageing in the intensive care unit. Ir J Med Sci.2019 may;188(2):699–702–pubMed

Morrell TJ, Konda S, Grnt–Kels JM. Response to a letter to the editor regarding "the ethical issue of cherry picking patients". J AmAcad Dermatol. 2020 may;80(5):e127.- pubMed

Course Description Form

1.Course Name	
English language	
2. Course Code	
ENG103	
3. Semester/Year	
First Semester -2025-2025 in the first year	
4. Date of preparation of this description	
10/3/2025	
5. Available attendance forms	
Face-to-face attendance with the student's attendance recorded in the attendance lists	
6. Number of academic hours (total) / number of units (total)	
Number of Credit Hours(2)/Number of Units (2)	
7. Course Administrator Name	
Name: Eng. JilanHaiderHadi ALA Lean: gilan.h.hadi@nust.edu.iq	
8. Course Objectives	
Course Objectives	- This course aims to familiarize yourself with the English language
	Demonstrates how to link English to the nursing profession .
	Enables the student to use and master the language for communication between foreigners

9. Teaching and learning strategies

Strategy	Interactive lectures using PowerPoint Continuous discussion by asking questions and answers in the hall and motivating the student to self-reflection and thus self-learning. Cooperative Learning.
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10. Course Structure

Week	Hours	Required science outputs	The name of the unit or the topic	Learning method	Evaluation method
1	2	The students will be able to: Demonstrates the student's ability to communicate effectively with patients in English, including listening and speaking.	Continuous past and simple past	Interactive lectures Group discussion	Mid-Semester Test Final Exam Quizzes
2	2	understand the basic medical terminology used in the healthcare environment.	The simple receiver is used for requests, offers, "must" and "can"	Interactive lectures Group discussion	Mid-term exam Final Exam Quizzes
3	2	write clear and accurate medical reports, such as patient records and case reports	Provide a perfect preview + "only" contrast with the simple past	Interactive lectures Group discussion	Mid-term exam Final Exam Quizzes

4	2	learns about reading and understanding medical materials such as essays and studies in English.	Present Perfect and Past Simple	Interactive lectures Group discussion	Mid-term exam Final Exam Quizzes
5	2	Develops translation skills between English and Arabic in relation to medical terminology.	Frequent Ground Constructions	Interactive lectures Group discussion	A midterm exam Final Exam Quizzes
6	2	Recounts how to have professional conversations with colleagues in the healthcare team in English.	Simple future with "if" or "when" and provide a simple sentence	Interactive lectures Group discussion	Mid-term exam Final Exam Quizzes
7	2	Explains how to interact effectively with English-based healthcare systems for documentation and procedures	Common patterns with verb + his/her/etc. + Infinitive with/without "to"	Interactive lectures Group discussion	Mid-term exam Final Exam

					Quizzes
8	2	Demonstrates how to master writing professional emails and nursing reports in English.	The future in the past	Interactive lectures Group discussion	Mid-term exam Final Exam Quizzes
9	2	Interprets the listening and comprehension skills of doctors and colleagues when discussing treatment plans or explaining medical procedures.	Past Perfect	Interactive lectures Group discussion	Mid-term exam Final Exam Quizzes
10	2	explains the understanding and use of medical protocols and instructions that come in English.	Conditional sentences	Interactive lectures Group discussion	Mid-term exam Final Exam Quizzes
11	2	provides advice and instructions to patients in English in a simplified and easy-to-understand way.	Passive form in the present perfect and past tense	Interactive lectures Group discussion	A midterm exam

12	2	learns about different cultures through English and communication with international patients.	Transferred speech	Learning method	Evaluation method
13	2	adapt to multicultural work environments using English as the main means of communication.	Transferred speech	Interactive lectures Group discussion	Mid-Semester Test Final Exam Quizzes

11. Course Evaluation

- **Midterm Examination – 40%**, divided as follows:
 - 20% Midterm theoretical exam
 - 10% Midterm practical exam
 - 5% Quizzes
 - 5% Attendance, participation, and submission/discussion of reports
- **Final Examination (First Semester) – 40%** Final theoretical exam
 - 20% Final practical exam
- **Total – 100%**

12. Learning and Teaching Resources

Required textbooks (methodology, if any)

Headway Upper intermediate

Main references (sources)	<ul style="list-style-type: none"> • Murphy, R. (2019). <i>English grammar in use</i> (5th ed.). Cambridge University Press.
Recommended books and references (scientific journals, reports....)	<ol style="list-style-type: none"> 1.Swan, M. (2016). <i>Practical English usage</i> (3rd ed.). Oxford University Press. 2.Crystal, D. (2012). <i>The Cambridge encyclopedia of the English language</i> (2nd ed.). Cambridge University Press. 3.Harmer, J. (2015). <i>The practice of English language teaching</i> (5th ed.). Pearson. 4.Thornbury, S. (2006). <i>An A–Z of ELT</i>. Macmillan Education. 5.Ellis, R. (2012). <i>The study of second language acquisition: Learning and teaching in the classroom</i>. <i>Language Teaching</i>, 45(1), 115-135. https://doi.org/10.1017/S026144481100052X
Electronic References, Websites	<ol style="list-style-type: none"> 1. British Council <ul style="list-style-type: none"> ○ British Council. Whoa, who <i>Learning English</i>. Retrieved October 17, 2025, from https://learnenglish.britishcouncil.org 2. Cambridge English <ul style="list-style-type: none"> ○ Cambridge English. Whoa, who <i>English language assessment</i>. Retrieved October 17, 2025, from https://www.cambridgeenglish.org 3. Merriam-Webster <ul style="list-style-type: none"> ○ Merriam-Webster. Whoa, who <i>Dictionary</i>. Retrieved October 17, 2025, from https://www.merriam-webster.com

Course Description Form

1. Course Name:	
Medical terminology	
2. Course Code:	
TER110	
3. Semester / Year:	
First year/ semester	
4. Description Preparation Date:	
10-3-2025	
5. Available Attendance Forms:	
Recording student's attendance in theoretical attendance lists	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours per week for the theoretical subject	
7. Course administrator's name (mention all, if more than one name)	
Name: Assistant. L. Hawraa Satar Khalaf	
8. Course description	
The focus of this course is on medical and clinical terminology broadly relating to human anatomy and physiology and the basic body systems with added emphasis placed on those terms pertaining to diagnosis and pathophysiology. The bases of medical terms will be examined – such as prefixes, suffixes, roots, combined forms. Pertinent acronyms and abbreviations will also be included.	
9. Course Objectives	
Course Objective	<ul style="list-style-type: none"> ▪ Recognize and understand basic medical terms ▪ Identify and decipher medical abbreviations ▪ Spell and pronounce basic medical terminology ▪ Analyze unfamiliar terms using the knowledge of word roots, suffixes and prefixes gained in the course ▪ Relate classroom understanding of terminology to real-life applications
10. Teaching and Learning Strategies	
Strategy	Giving a lecture involves: <ul style="list-style-type: none"> - Outlining lessons, lecture

Creating a presentation and reciting information to students

11. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-Week 2-week 3- week 4-week 5- week 6- week 7- week 8- week 9- week 10- week 11-week 12- week 13- week 14-week 15-week	2 T	<p>Student will be able to:</p> <ul style="list-style-type: none"> ▪ identify and define prefixes, roots, and suffices in order to combine forms of terminology. ▪ develop basic vocabulary of medical terms and abbreviations. ▪ identify major body structure and functions that reinforces knowledge of basic anatomy and physiology. ▪ correctly construct singular and plural forms of terms ▪ construct medical terms, given a definition. ▪ provide the complete meaning of a medical abbreviation ▪ spell, pronounce, define, and identify words and word parts ▪ demonstrate an understanding of medical terminology by identifying terms in disease concepts and with medical procedures. ▪ 	<p>1- Introduction – Basic Elements of a Medical Word 2. Suffixes: Surgical, Diagnostic, Pathological Grammatical and Plural 3. Prefixes 4. Body Structure 5. Integumentary System 6. Gastrointestinal (Digestive) System). 7. Respiratory System 8. Cardiovascular System 9. Blood and Lymphatic System Musculoskeletal System 11. Urinary System 12. Female Reproductive System 13. Male Reproductive System 14. Endocrine System 15. Nervous System</p>	Lecture and discussion	Written test

12. Course Evaluation

Two comprehensive exams, a mid-term and a final, will be given during the course.

- **Midterm Theoretical Exam – 30%**, divided as follows:
 - **20%** Midterm exam
 - **5%** Quizzes during the semester
 - **5%** Attendance, participation in lectures, and submission & discussion of reports
- **Final Theoretical Exam – 70%**
- **Total – 100%**

13. Learning and Teaching Resources

1. Nath, JL, Lindsley KP. **A Short Course in Medical Terminology. 4th ed. Philadelphia: Wolters Kluwer Health; 2018:38.**
2. Ehrlich A, Schroeder CL. **Introduction to Medical Terminology. 3rd ed. Delmar, Cengage Learning; 2014:5.**

Course description form

1. Course name

Microbiology

2. Course code

MBN209 ,MBN204

3. Year

1st and 2nd Semester 2025-2025

4. Date of preparation of this description.

10/3/2025

5. Available forms of attendance

Attendance only

6. Number of study hours (total) / Number of units (total)

Number of study hours(60)/ Number of units(3)

7. Course instructor name.

الايمل: hydar.n.msc@utq.edu.iq
الايمل at6819737@gmail.com

الاسم: م.م حيدر ناصر مهدي
م . م احمد طالب عبدالعظيم

8. Course objectives

- The student will have broad knowledge of the type and structure of microorganisms.

- The student learns how to use a microscope in addition to various diagnostic tests.

- The student learns about the different types of microorganisms and how to differentiate between them, and the importance of the microbial environment and microbiology in the nursing profession.

-Links the objectives of studying microbiology to the nursing profession

Course objectives

9. Teaching and learning strategies

<p>- Giving a lecture using PowerPoint</p> <p>-Continuous discussion through questions and answers in the hall, motivating the student to think independently and thus learn independently.</p> <p>-Use innovative teaching methods such as smart boards and video presentations that bring the subject closer to the student's mind.</p>	<p>Strategy</p>
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10. Course structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Scientific Outcomes	Hours	Week
<p>+ Discussion and Dialogue</p> <p>Weekly Quizzes</p>	<p>Theoretical and Practical Lectur</p>	<p>Virology</p>	<p>-Learn about the shapes and structural composition of viruses.</p> <p>-Distinguishes common viral infections.</p> <p>-Dealing with viral infections.</p>	<p>3</p>	<p>1st</p>
<p>+ Discussion and Dialogue</p> <p>Weekly Quizzes</p>	<p>Theoretical and Practical Lectur</p>	<p>Parasitology</p>	<p>-Learn about pathogenic parasites. Memorize protozoa (classification, shapes, and pathogenicity).</p> <p>-Memorizes worms (classification, shapes, pathogenesis and diagnosis)</p> <p>-Deals with parasitic infestations.</p>	<p>3</p>	<p>2nd</p>
<p>+ Discussion and Dialogue</p> <p>Weekly Quizzes</p>	<p>Theoretical and Practical Lecture</p>	<p>Mycology</p>	<p>-Describes the characteristics of fungi. Distinguishes their types.</p> <p>-Explains the medical importance of fungi.</p> <p>-Recognizes its microscopic forms.</p> <p>-Performing his nursing role in the treatment of fungal infections.</p>	<p>3</p>	<p>3rd</p>
<p>+ Discussion and Dialogue</p> <p>Weekly Quizzes</p>	<p>Theoretical and Practical Lecture</p>	<p>Infectious Diseases: General Introduction, Causes, and Examples of Infectious Diseases</p>	<p>-Distinguishes between upper and lower respiratory infections.</p> <p>-Familiar with skin infections and related conditions.</p> <p>-Identifies gastrointestinal infections.</p>	<p>3</p>	<p>4th</p>

			<ul style="list-style-type: none"> -Knows sexually transmitted diseases. -Treats infections. -Distinguishes nervous system injuries. -Describes emergencies. -Performing his nursing role towards these diseases and injuries. 			
+	Discussion and Dialogue Weekly Quizzes	Theoretical and Practical Lecture	Metabolism in microorganisms	<ul style="list-style-type: none"> -Preserves the types of metabolism and energy-building metabolism -Explains the mechanism of energy molecules production in prokaryotes. -Explains the types of metabolism in heterotrophic organisms. -Distinguish between fermentation and respiration. 	3	5 th
		Theoretical and Practical Lecture		Midterm Exam	3	6 th
+	Discussion and Dialogue Weekly Quizzes	Theoretical and Practical Lecture	Genetics	<ul style="list-style-type: none"> Describes DNA.- -Maintains the structure of chromosomes Defines plasmids- --Explains cell replication and gene expression. -Explains the mechanism of vector DNA synthesis and protein synthesis." 	3	7 th
+	Discussion and Dialogue Weekly Quizzes	Theoretical and Practical Lecture	"The role of molecular biology in the .emergence of diseases	<ul style="list-style-type: none"> -Describes some molecular biology terms. -Defines genetic mutations. -Distinguishes between gene transfer, gene exchange, nucleotide substitution, gene conjugation, and gene replacement. -Describes the basics of hybridization. 	3	8 th
+	Discussion and Dialogue Weekly Quizzes	Theoretical and Practical Lecture	Description and .classification of viruses	<ul style="list-style-type: none"> -Classifies viruses. -Explains the mechanisms of viral replication. -Explains how viruses are grown (natural and artificial). -Explains demonstrations of the most important viral infections and viruses used to transmit genetic information 	3	9 th

.11course description	
<ul style="list-style-type: none"> • Midterm Examination – 40%, divided as follows: <ul style="list-style-type: none"> ○ 20% Midterm theoretical exam ○ 10% Midterm practical exam ○ 5% Quizzes ○ 5% Attendance, participation, and submission/discussion of reports • Final Examination (First Semester) – 40% Final theoretical exam <ul style="list-style-type: none"> ○ 20% Final practical exam <p>Total – 100%</p>	
.12.Learning and teaching resources	
	Required textbooks (methodology if available)
Patrick R.Murray,Ken S.Rosenthal and Michael A.Pfaller .Medical microbiology six edition .Elsevier Inc. Louise Hawley ,Richard J.Ziegler &Benjamin L.Clarke(2014):Microbiology and immunology ,6th edition.Lippicott Williams &Wikins co.USA. Patrick R.Murray (2018).Basic Medical Microbiology,Elsevier. Essential of medical microbiology .Apurbs <i>et al.</i> ,second edition (2019) Jawetz E, Brooks GF, Carroll KC, Butel JS, Morse SA, Mietzner TA. Jawetz, Melnick, & Adelberg's medical microbiology.	Main references (sources)
Patrick R.Murray (2018).Basic Medical Microbiology,Elsevier. Essential of medical microbiology .Apurbs <i>et al.</i> ,second edition (2019)	Recommended supporting books and references (scientific journals, reports, etc.)
	Electronic references, websites

Course description form

1. Course name	
Pharmacology for Nurses	
2. Course code	
PHR202 + PHR210	
3. Year	
1 st and 2 nd Semester 2025-2025	
4. Date of preparation of this description.	
10/3/2025	
5. Available forms of attendance	
Attendance only	
6. Number of study hours (total) / Number of units (total)	
Number of study hours(60)/ Number of units(2)	
7. Course instructor name.	
الاسم: د. سعدي عبدالعزيز الايميل:	
8. Course objectives	
<ul style="list-style-type: none"> - Provides students with a broad understanding of medications, their types, and mechanisms of action. 	Course objectives
<ul style="list-style-type: none"> - Learn how medications are used and their effects on various body systems. Identify drug side effects and pharmacokinetics. Learn about drug toxicity, methods for assessing drug safety, and interactions with other medications or foods. 	
<ul style="list-style-type: none"> - Explain the principles and methods of drug administration. Learn about the types of medications and their methods of use. 	
9. Teaching and learning strategies	
<ul style="list-style-type: none"> - Giving a lecture using PowerPoint 	Strategy

<p>-Continuous discussion through questions and answers in the hall, motivating the student to think independently and thus learn independently.</p> <p>-Use innovative teaching methods such as smart boards and video presentations that bring the subject closer to the student's mind.</p>	
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10. Course structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Scientific Outcomes	Hours	Week
Discussion and Dialogue + Weekly Quizzes	Theoretical Lecture	antihistamine pharmacology.	-Explains the basics of H1 and H2	2	1 st
Discussion and Dialogue + Weekly Quizzes	Theoretical Lectuer	Analgesics	-Explains cyclooxygenase inhibitors -Explains narcotic analgesics, a combination of non-narcotic and narcotic pain medications	2	2 nd
Discussion and Dialogue + Weekly Quizzes	Theoretical Lecture	Respiratory medications.	-Provides an overview of the main medications used to treat asthma. -Describes medications used to treat allergic rhinitis. -Prescribes cough medications (suppressants, expectorants, and mucolytics). -Explains cold remedies.	2	3 rd
Discussion and Dialogue + Weekly Quizzes	Theoretical Lecture	Medications used to treat endocrine disorders.	-Explains medications used to treat thyroid disorders. -Explains medications used to treat adrenal cortex disorders. Estrogen, progesterone, hormonal contraceptives. -Explains androgens and anabolic steroids. -Explains medications for diabetes.	2	4 th
Discussion and Dialogue + Weekly Quizzes	Theoretical Lecture	Gastrointestinal medications.	-Explains medications for gastric and duodenal ulcers -Understands the basic pharmacology of laxatives -Explains emetics and antiemetics -Explains agents for treating diarrhea	2	5 th

			-Explains pancreatic enzymes.		
	Theoretical Lecture	Chemotherapy for infectious diseases	-Explains the basic principles of antibiotic therapy -Explains antibacterial agents	2	6 th
Discussion and Dialogue + Weekly Quizzes	Theoretical Lecture	Chemotherapy for parasitic diseases	-Lists the role of anthelmintics -Explains the role of antimalarial drugs -Explains the importance of antiprotozoal drugs	2	7 th
Discussion and Dialogue + Weekly Quizzes	Theoretical Lecture	Cancerous chemotherapy.	-Explains the basic principles of cancer chemotherapy. -Explains anticancer drugs (cytotoxic drugs, alkylating drugs, antimetabolites, antibiotics, etc.)	2	8 th
Discussion and Dialogue + Weekly Quizzes	Theoretical Lecture	.Nutritional disorders.	-Explains the role of vitamins (fat-soluble and water-soluble vitamins). -Lists enteral and parenteral nutrition.	2	9 th
Discussion and Dialogue + Weekly Quizzes	Theoretical Lecture	Toxicology.	-Explains the treatment of poisonings. -Explains the basic principles of treatment. -Explains the treatments and procedures used to reduce poison absorption. -Explains the treatments and procedures used to remove poisons. -Explains some antidotes.	2	10 th

11. تقييم المقرر

Midterm Theoretical Exam – 30%, divided as follows:

- **20%** Midterm exam
- **5%** Quizzes during the semester

- 5% Attendance, participation in lectures, and submission & discussion of reports
- **Final Theoretical Exam – 70%**
- **Total – 100%**

12. Learning and teaching resources	
	Required textbooks (methodology if available)
Lippincott Illustrated Reviews: Pharmacology Pharmacology for nurses	Main references (sources)
Basic pharmacology for nurses	Recommended supporting books and references (scientific journals, reports, etc.)
	Electronic references, websites

نموذج وصف المقرر

1. اسم المقرر	
حقوق الانسان	
2. رمز المقرر	
HUM304	
3. الفصل/ السنة	
الفصل الدراسي الأول 2025-2026	
4. تاريخ اعداد هذا الوصف	
2025/9/16	
5. اشكال الحضور المتاحه	
حضور فقط	
6. عدد الساعات الدراسيه (الكلي) / عدد الوحدات (الكلي)	
عدد الساعات الدراسية (15) / عدد الوحدات (1)	
7. اسم مسؤول المقرر الدراسي	
الاسم: م.م رنا عباس فاضل	
8. اهداف المقرر	
اهداف ماده الدراسيه	يهدف المقرر الى المام الطالب بأهم الحقوق والحريات التي جاءت في المواثيق الدولية الخاصة بحقوق الانسان فضلا عما جاء في الشريعة الإسلامية والديساتير العراقية ولا سيما الدستور النافذ لسنة 2005. يهدف المقرر بمعرفة الطالب بكيفية التمسك بحقوقه والدفاع عنها والحفاظ عليها بالطرق القانونية . يصف المقرر المنظمات المعنية بحقوق الانسان.
9. استراتيجيات التعليم والتعلم	

الاستراتيجيه
القاء المحاضرة بشكل تفصيلي بعد اعدادها بشكل ورقي والكتروني وتقديمها للطلبة.
المناقشة المستمرة من خلال طرح الأسئلة والأجوبة في القاعة لفهم مدى استيعاب الطلبة للمادة.
طلب تقارير وواجبات بيّنه عن المواضيع الأساسية للمادة.
اجراء امتحانات يومية وشهرية .

10. بنية المقرر

الاسبوع	الساعات	مخرجات العلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
1	1	يعرف كل من الحق والانسان (لغة واصطلاحاً) ثم الوصول الى تعريف حقوق الانسان لدى الباحثين والكتاب وما هو متفق عليه وماهي الأهمية لدراسة هذه الحقوق.	المفاهيم الأساسية لحقوق الانسان	الداتا شو سبورة	الحوار والنقاش والاسئلة
2	1	يصف اشكال حقوق الانسان الفردية والجماعية – السياسية والمدنية – الاقتصادية والاجتماعية – الفكرية والثقافية بالإضافة الى خصائص هذه الحقوق.	اشكال حقوق الانسان	الداتا شو سبورة	الحوار والنقاش والاسئلة
3	1	يحدد الأولوية التي مرت بها المراحل الرئيسية والاساسية لحقوق الإنسان عبر التاريخ واهميتها بتطور هذه الحقوق.	التطور التاريخي لحقوق الانسان	الداتا شو	الحوار والنقاش والاسئلة
4	1	يميز الحقوق في كل من حضارة وادي الرافدين- حضارة وادي النيل إضافة الى الحضارات الشرقية والحضارات اليونانية والرومانية	حقوق الانسان في الحضارات القديمة	السبورة	الحوار والنقاش والاسئلة
5	1	يعرف الانسان في الإسلام ومميزات حقوق الإنسان في الإسلام - حقوق الإنسان عند أهل بيت النبوة (عليهم السلام) إضافة الى الحقوق الأساسية التي وردت في القرآن والسنة النبوية الشريفة ومنحها الإسلام للإنسان	حقوق الانسان في الإسلام	الداتا شو السبورة	الحوار والنقاش والاسئلة
6	1	يصف الحكم السائد في اوربا والجوانب الإيجابية التي ظهرت عند الجانب الأوربي في مسألة حقوق الإنسان	حقوق الانسان في العصور الوسطى	الداتا شو السبورة	الحوار والنقاش والاسئلة

			إضافة الى معرفة المفكرين الذين ساندو حقوق الانسان في هذه الحقبة من الزمن.		
7	1	يتعرف على مستوى الأفكار والنظريات السياسية للمفكرين والفلاسفة ويناقش دور اساسي في تنمية مشاعر الرفض للحكم المطلق وتركيز الاهتمام على كرامة الانسان وحقوقه بالاضافة للثورات التي ظهرت في امريكا وفرنسا وروسيا ودورها في حقوق الانسان	حقوق الانسان في الفكر والثورات والتشريعات الجزئية	الداتا شو والسبورة	الحوار والنقاش والاستئلة
8	1	يناقش فكرة حقوق الانسان وضرورة الدفاع عنهاو تحولها الى قواعد مكتوبة بصورة تدريجية .	الاعتراف المعاصر بحقوق الانسان	الداتا شو والسبورة	الحوار والنقاش والاستئلة
9	1	يتعرف على الاتفاقيات التي قرها المجتمع الدولي بخصوص حقوق الانسان والمراحل التي مر بها لحفظ هذه الحقوق ومعرفة ان الاعتراف الدولي لا يقتصر على منظمة الأمم المتحدة .	الاعتراف الدولي بحقوق الانسان	الداتا شو والسبورة	الحوار والنقاش والاستئلة
10	1	يصف الاعتراف على المستوى الإقليمي والداخلي بحقوق الانسان على الصعيد (الأوربي والامريكي والافريقي وعلى الصعيد الإسلامي والعربي) اضافه الاعتراف الوطني لهذه الحقوق.	الاعتراف الإقليمي والاعتراف الداخلي (الدستوري) بحقوق الانسان		الحوار والنقاش والاستئلة
11	1	يشرح مبادئ هذه المنظمات ودورها في التصدي لانتهاك حقوق الانسان وما هو عدد الدول الأعضاء في المنظمة الدولية لحقوق الانسان.	المنظمات الدولية لحقوق الانسان		الحوار والنقاش والاستئلة
12	1	يصف دور المنظمات غير الحكومية في ميادين حقوق الإنسان يعد بذاته جزء من الاعتراف الدولي والقليمي والوطني لحقوق الانسان ومن هذه المنظمات على سبيل المثال منظمة العفو الدولية واللجنة الدولية للصليب الأحمر وغيرها من المنظمات غير الحكومية	المنظمات غير الحكومية لحقوق الانسان		الحوار والنقاش والاستئلة

13	1	يتعرف على كل من الضمانات الدستورية وتفصيلها بالإضافة الى الضمانات القضائية ودور القضاء في ضمان حقوق الانسان والدفاع عنها وأخيراً معرفة ان الديمقراطية توفر بدورها البيئة الملائمة لحماية حقوق الانسان .	ضمانات حقوق الانسان والعلاقة بين حقوق الانسان والديمقراطية	الداتا شو والسبورة	الحوار والنقاش والاسئلة
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11. تقييم المقرر

Midterm Theoretical Exam – 30%, divided as follows:

- 20% Midterm exam
- 5% Quizzes during the semester
- 5% Attendance, participation in lectures, and submission & discussion of reports

• **Final Theoretical Exam – 70%**

- **Total – 100%**

12. مصادر التعلم والتدريس

	الكتب المقرره المطلوب (المنهجي ان وجدت)
القرآن الكريم السنة النبوية الحريات العامة وحقوق الانسان للدكتور محمد سعيد مجذوب اثر ومؤلفات المفكرين والفلاسفة الاوربيين (كتاب المدينة الفاضلة لافلاطون – وروح القوانين لمونتسكيو). الوثائق المعاصرة (دستور العراق لسنة 2005) .	المراجع الرئيسي (المصادر)
حقوق الانسان والطفل والديمقراطية الدكتور ماهر صالح علاوي الجبوري آخرون . حقوق الانسان في الإسلام الدكتور مصطفى إبراهيم الزلمي.	الكتب و المراجع السانده التي يوصى بها(المجلات العلميه, التقارير....)
	المراجع الالكتروني , مواقع الانترنت

نموذج وصف المقرر

1. اسم المقرر	
اللغة العربية	
2. رمز المقرر	
ARB112-ARB412	
3. الفصل/ السنة	
الفصل الدراسي الأول والثاني 2025-2026	
4. تاريخ اعداد هذا الوصف	
2025/9/16	
5. اشكال الحضور المتاحه	
حضور فقط	
6. عدد الساعات الدراسيه (الكلي) /عدد الوحدات (الكلي)	
عدد الساعات الدراسية(15)/عدد الوحدات (1)	
7. اسم مسؤول المقرر الدراسي	
الاسم: م.م علاء عبد الرحمن الأيمل : alaa.a.hussein@nust.edu.iq	
8. اهداف المقرر	
اهداف المادة الدراسيه	تعريف المتعلم بقواعد اللغة العربية بصوره عامه والتفريق بين أنواع الجمل وكيفية تحليل النصوص الأدبية
	تعليم المتعلم على اللفظ السليم وكيفية استخدامها في مجال العمل
	تعريف الطالب على المعاجم وكيفية كتابة البحوث
9. استراتيجيات التعليم والتعلم	

لقاء المحاضرة باستعمال برنامج PowerPoin
المناقشة المستمرة من خلال طرح الأسئلة والأجوبة في القاعة وتحفيز الطالب على التفكير الذاتي وبالتالي التعلم الذاتي.
استخدام وسائل تعليمية مبتكرة مثل السبورة الذكية وعروض المقاطع التي تقرب المادة إلى ذهن الطالب.

10. بنية المقرر

الاسبوع	الساعات	مخرجات العلم المطلوبه	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
الاول	1	يهدف الى تحليل النص الشعري والاطلاع على الادب العربي	تحليل نص شعري حديث	داتا شو + السبورة	الحوار والمناقشة ، كوزات
الثاني	1	يلم في تحليل النص الشعري والاطلاع على الادب العربي	تحليل نص نثري قديم	داتا شو + السبورة	الحوار والمناقشة ، كوزات
الثالث	1	يميز القواعد الاساسية للغة العربية	المبتدأ و الخبر	داتا شو + السبورة	الحوار والمناقشة ، كوزات
الرابع	1	يميز القواعد الاساسية للغة العربية	كان واخواتها	داتا شو + السبورة	الحوار والمناقشة ، كوزات
الخامس	1	يميز القواعد الاساسية للغة العربية	ان واخواتها	داتا شو + السبورة	الحوار والمناقشة ، كوزات
السادس	1	يلم بأقسام الفعل والاعراب	اقسام الفعل	داتا شو + السبورة	الحوار والمناقشة ، كوزات
السابع	1	يميز القواعد الاساسية للغة العربية	الفاعل ونائبه	داتا شو + السبورة	الحوار والمناقشة ، كوزات

الثامن	1	يُميز بالمفاعيل والاستثناء وبيان أحكام كل منهما	المفاعيل	داتا شو + السبورة	الحوار والمناقشة ، كوزات
التاسع	1	يُميز احكام و اعراب و المواقع الإعرابية	احكام الجر و الاضافه	داتا شو + السبورة	الحوار والمناقشة ، كوزات
العاشر	1	يُميز مواضع وإعراب التوابع	التوابع	داتا شو + السبورة	الحوار والمناقشة ، كوزات
احد عشر	1	يلم بأحكام احكام العدد والمعدود	العدد	داتا شو + السبورة	الحوار والمناقشة ، كوزات
اثنى عشر	1	يُميز الطلاب على كيفية عمل التقرير او البحث بالرجوع الى الى المعاجم والمصادر	المصطلح التمريض دراسة لغوية	داتا شو + السبورة	الحوار والمناقشة ، كوزات

11. تقييم المقرر

Midterm Theoretical Exam – 30%, divided as follows:

- 20% Midterm exam
- 5% Quizzes during the semester
- 5% Attendance, participation in lectures, and submission & discussion of reports

• **Final Theoretical Exam – 70%**

- **Total – 100%**

12. مصادر التعلم والتدريس

الكتب المقرره المطلوب (المنهجه ان وجدت)	قواعد اللغة العربية والادب العربي
المراجع الرئيسي (المصادر)	شرح ابن عقيل-النحو التطبيقي

الكتب والمراجع السانده التي يوصى بها(المجلات العلميه, التقارير....)

المراجع الالكترونيه , مواقع الانترنت

Course Description Form

1. Course Name:	
Biostatistics	
2. Course Code:	
BST307	
3. Semester / Year:	
First semester/ 2025-2026	
4. Description Preparation Date:	
16/9/2025	
5. Available Attendance Forms:	
In-person only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Number of study hours (30) / Number of units (2)	
7. Course administrator's name (mention all, if more than one name)	
Name: Mundher Younus Jaafar	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• Introducing the student to the basics of statistics• Introducing the student to statistical equations and the ability to analyze research results

- Using optimal statistics in data analysis
- Applying knowledge in analyzing research result

9. Teaching and Learning Strategies

Strategy	Delivering the lecture using PowerPoint Continuous discussion through asking questions and answers in the hall and motivating the student to think independently and thus learn independently. Using innovative educational tools such as the smart board and data presentations that bring the material closer to the student's mind.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The student can understand what statistics is And how it relates to nursing	An overview of The principles of statistics	Data show + board	Mini discussion groups Daily and semester tests
2	2	The student learns data collection techniques.	Data and information collection methods	Data show + board	Daily and surprise tests, discussion and joint dialogue, homework
3	2	The student distinguishes between the comprehensive inventory method and the sampling method.	Comprehensive inventory method Method and types of samples Data Tab Repetitions (Up Repetition, Down	Data show + board	Mini discussion groups Daily and semester tests Daily and surprise tests, discussion and joint dialogue, homework

4	2	The student uses ascending and descending repetition to solve problems.	Repetition)		
		Understands analysis and interpretation of data graphically	Chart	Data show + board	Mini discussion groups Daily and semester tests
5	2	The student understands measures of central tendency.	Measures of central tendency	Data show + board	Daily and surprise tests, discussion and joint dialogue, homework
6	2	The student learns to calculate the value of the arithmetic mean.	Arithmetic average	Data show + board	Mini Discussion Groups Daily and Term Tests Daily and surprise tests, discussion and joint dialogue, homework
7	2	The student distinguishes between finding the median for grouped and ungrouped data.	Mediator Model	Data show + board	Mini Discussion Groups Daily and Termly Tests
8	2	The student distinguishes measures of dispersion.	Dispersion measures	Data show + board	Daily and surprise tests, discussion and joint dialogue, homework
		Discusses some of the absolute measures of dispersion.	Absolute dispersion measures Range	Data show	

9	2			+ board	
10	2			Data show + board	

11. Course Evaluation

- **Midterm Theoretical Exam – 30%**, divided as follows:
 - 20% Midterm exam
 - 5% Quizzes during the semester
 - 5% Attendance, participation in lectures, and submission & discussion of reports
- **Final Theoretical Exam – 70%**
- **Total – 100%**

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Principles of Statistics - Amir Haneh Hormuz Applied Statistics - Dr. Khaled Al-Dhari, Dr. A. Mori Hadi, Dr. Abdul-Moneim Kazim
Recommended books and references (scientific journals, reports...)	Principles of Statistics - Dr. Ahmed Abdel Samee Medical Introduction to Statistics - Prof. Dr. Khasha Mahmoud Al-Rawi
Electronic References, Websites	http://www.pitt.edu/~super1/ResearchMethods/Arabic/statistical-ar.pdf

Course description form

1. Course name

Physiology

2. Course code

GHY108

3. Year

2nd Semester 2025-2025

4. Date of preparation of this description.

10/3/2025

5. Available forms of attendance

Attendance only

6. Number of study hours (total) / Number of units (total)

Number of study hours(60)/ Number of units(4)

7. Course instructor name.

الاسم: rouwaida@nust.edu.iq : الأيميل

د. سعدي عبدالعزيز

8. Course objectives

- Demonstrates adherence to ethical principles when collecting various patient samples.

- Assists in prioritizing patient safety by ensuring the appropriate types of patient samples and preserving them until appropriate testing is performed, the underlying cause is diagnosed, and the appropriate treatment is determined for each patient.

- Explains how to avoid errors and mixing patient samples to ensure accurate diagnosis and appropriate treatment for each case.

Course objectives

9. Teaching and learning strategies

<p>The lecture is delivered using PowerPoint. Continuous discussion is facilitated through questions and answers in the classroom, encouraging students to reflect on their own experiences and thus self-directed learning. Innovative teaching methods are used, such as smart boards and anatomical presentations, which bring the subject closer to the student's mind.</p>	<p>Strategy</p>
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10. Course structure

Evaluation Method	Learning Method	Name of Unit or Topic	Required Scientific Outcomes	Hours	Week
Discussion and Dialogue + Weekly Quizzes	Theoretical and Practical Lecture	Introduction to the physiology and physiology of body fluids (water) and electrolytes.	Explains an introduction to body fluids. Definitions and composition of body fluids. Identifies types of body fluids. Electrolytes and body fluids.	3	1 st
Discussion and Dialogue + Weekly Quizzes	Theoretical and Practical Lecture	Explains digestion and absorption in the intestines and the physiology of the digestive system.	-Lists the functions of saliva secretion, swallowing, and gastric secretion. -Explains the mechanism of digestion, its regulation, and secretion.	3	2 nd
Discussion and Dialogue + Weekly Quizzes	Theoretical and Practical Lecture	Physiology of the muscular system.	-Provides an overview of the muscular system, its functions, types, and the functions of its various parts. -Explains skeletal muscle contraction, the theory of sliding, and its steps. -Understands the sources of energy stored in muscles.	3	3 rd
Discussion and Dialogue + Weekly Quizzes	Theoretical and Practical Lecture	Physiology of the respiratory system	-Explains pulmonary ventilation Explains respiratory performance and lung volume Explains gas exchange in the respiratory membrane Understands blood gases -Explains blood control	3	4 th

Discussion and Dialogue + Weekly Quizzes	Theoretical and Practical Lecture	Physiology of the nervous system. Central and peripheral nervous systems.	-Know the general properties of excitable tissues -Distinguish the functional characteristics of sensory terminals -Explain synaptic transmission in the central nervous system.	3	5 th
	Theoretical and Practical Lecture	Physiology of the Cardiovascular System, Part 1	-Understand the study of the functional characteristics of the heart -Explain the regulation of the heartbeat -Distinguish the factors affecting heart rate.	3	6 th
Discussion and Dialogue + Weekly Quizzes	Theoretical and Practical Lectur	physiology of the cardiovascular system, Part Two.	-Understand the general functional study of blood vessels. -Explain hemodynamics. -Understand the factors affecting blood flow, types of blood flow.	3	7 th
Discussion and Dialogue + Weekly Quizzes	Theoretical and Practical Lecture	Physiology of the urinary .system.	Explains the general functions of the urinary system. Lists the blood and nerve supply to the kidneys. Illustrates the functions of the kidneys and the formation of urine.	3	8 th
Discussion and Dialogue + Weekly Quizzes	Theoretical and Practical Lecture	Blood physiology	-Explains blood composition -Explains the composition of plasma -Distinguishes between the functions of red blood cells, white blood cells, and platelets -Lists blood groups -Explains the mechanism of blood transfusion and hemolytic disease of the newborn	3	9 th
Discussion and Dialogue + Weekly Quizzes	Theoretical and Practical Lecture	Physiology of the lymphatic system.	-Explains the mechanism of lymph flow in the lymphatic vessels. -Explains the mechanism of blood flow in the lymph nodes. -Distinguishes between the functions of the lymph nodes, spleen, and thymus.	3	10 th

Discussion and Dialogue + Weekly Quizzes	Theoretical and Practical Lecture	Endocrine Physiology	Explains pituitary hormones and their control. Explains the mechanism of pituitary gland secretion control via the hypothalamus. Explains the mechanism of thyroid hormone secretion control. Explains the mechanism of hormone transport.	3	11 th
Discussion and Dialogue + Weekly Quizzes	Theoretical and Practical Lecture	physiology of the female reproductive system.	It lists the details of the reproductive system, ovaries, fallopian tubes, uterus, vagina, mammary glands, and the	3	12 th
Discussion and Dialogue + Weekly Quizzes	Theoretical and Practical Lecture	Physiology of the male reproductive system.	It details the study of the general function of the male reproductive organs, the testes, epididymis, urethra, and accessory sex glands.	3	13 th

11. Course evaluation

- **Midterm Examination – 40%**, divided as follows:
 - 20% Midterm theoretical exam
 - 10% Midterm practical exam
 - 5% Quizzes
 - 5% Attendance, participation, and submission/discussion of reports
- **Final Examination (First Semester) – 40%** Final theoretical exam
 - 20% Final practical exam

Total – 100%

12. Learning and teaching resources

	Required textbooks (methodology if available)
SNELL CLINICAL ANATOMY 9 TH GRANTS-ATLAS-OF ANATOMY 3 TH RAY'S ANATOMY FOR STUDENT	Main references (sources)

TEXTBOOK of Medical Physiology ELEVENTH EDITION Arthur C. Guyton, M.D.	Recommended supporting books and references (scientific journals, reports, etc.)
	Electronic references, websites

Course Description Form

1. Course Name:					
Anatomy for Nurses					
2. Course Code:					
ANT103					
3. Semester / Year:					
First semester 2025-2026					
4. Description Preparation Date:					
10/3/2025					
5. Available Attendance Forms:					
Recording student's attendance in theoretical attendance lists					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Number of study hours (60) / Number of units (4) hours per week for the theoretical subject					
7. Course administrator's name (mention all, if more than one name)					
Name: D.L. alia bd alhadi hrb					
8. Course Objectives		The student learns about the basic systems that make up the human body. The student is explained the organs that make up each system and their specific functions. The student uses and masters the vocabulary of anatomy in future work. Students gain diagnostic skills and are equipped to identify pathological conditions associated with each body system.			
9. Teaching and Learning Strategies					
Strategy		Delivering the lecture using PowerPoint. Continuous discussion through questions and answers in the classroom encourages students to think independently and thus learn independently. innovative teaching methods such as the smart board and anatomical section presentations that bring the subject closer to the student's mind.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1 week	3 T	Recognizes the basic components of body fluids	Body fluids and electrolytes	Theoretical & Practical Lecture	Final written Exam Semester exam quiz
2 Week	3 T	Describes the basic components of the digestive system and the anatomical and functional location of each..	Anatomy of the digestive system	Theoretical & Practical Lecture	Final written Exam Semester exam quiz
3 Week	3 T	Describes the basic components of the digestive system and the anatomical and functional location of each.	the digestive system	Theoretical & Practical Lecture	Final written Exam Semester exam quiz
4 Week	3 T	Learn about the types of bones and the anatomical structure of the human body.	Skeletal system	Theoretical & Practical Lecture	Final written Exam Semester exam quiz
5 Week	3 T	Identify the upper and lower respiratory tracts that make up the respiratory system and the role of each in the breathing process.	Anatomy of the respiratory system	Theoretical & Practical Lecture	Final written Exam Semester exam quiz
6 Week	3 T	Identify the upper and lower respiratory tracts that make up the respiratory system and the role of each in the breathing process.	Anatomy of the respiratory system	Theoretical & Practical Lecture	Final written Exam Semester exam quiz

7 Week	3T	Explains the basic components of the urinary system and the role of each in terms of anatomical location and function.	Anatomy of the urinary system	Theoretical & Practical Lecture	Final written Exam Semester exam quiz
8 Week	3T	Learn about the types of muscles that make up the muscular system, the locations muscles in the human body, and the functional role of each muscle.	Anatomy of the skeletal system	Theoretical & Practical Lecture	Final written Exam Semester exam quiz
9 week	3 T	Learn about the types of muscles that make up the muscular system, the locations muscles in the human body, and the functional role of each muscle.	Anatomy of the skeletal system	Theoretical & Practical Lecture	Final written Exam Semester exam quiz
10week	3 T	It shows the divisions of the nervous system and the anatomical and functional location of each division of the nervous system.	Anatomy of the central nervous system	Theoretical & Practical Lecture	Final written Exam Semester exam quiz
11week	3T	The student learns about the divisions of the nervous system and the anatomical and functional location of each division of the nervous system.	Anatomy of the peripheral nervous system	Theoretical & Practical Lecture	Final written Exam Semester exam quiz

11. Course Evaluation

- **Midterm Examination – 40%**, divided as follows:
 - 20% Midterm theoretical exam
 - 10% Midterm practical exam
 - 5% Quizzes

- 5% Attendance, participation, and submission/discussion of reports
- **Final Examination (First Semester) – 40%** Final theoretical exam
 - 20% Final practical exam

Total – 100%

12. Learning and Teaching Resources

12. مصادر التعلم والتدريس

**SNELL CLINICAL ANATOMY 9TH
GRANTS-ATLAS-OF ANATOMY 3TH
RAY'S ANATOMY FOR STUDENT**

**Required textbooks
(curricular textbook if
any)**

**Frederic H.Martini,Willam C.Ober,M.D,Claire W.Garrison,R.NK.athleen
Welch,M.D.and Ralph T.Huchinges, Fundamental Anatomy & Physiology ".fifth
ed.2010.**

**Main references (sources)

Recommended books and
references (scientific
journal and reports)**

Scientific researcher, web sites

**Electronic reference,
websites**

Course Description Form

13. Course Name:	
Biochemistry	
14. Course Code:	
CHM102	
15. Semester / Year:	
first year/ first & second semester	
16. Description Preparation Date:	
10/3/2025	
17. Available Attendance Forms:	
Recording student's attendance in theoretical attendance lists	
18. Number of Credit Hours (Total) / Number of Units (Total)	
4 hours per week for the theoretical subject	
19. Course administrator's name (mention all, if more than one name)	
Name: Dr. Hany AbduElbari Email: hani.abdulbarii0@gmail.com	
20. course description	
<ul style="list-style-type: none"> - Define nutrients, their properties, and classification. - Explain the biochemical changes of nutrients and their metabolic pathways in the human body. - Understand the biochemical reactions of humans under normal conditions and disease, as well as distinguish between the biochemical functions of various human organs under normal and abnormal conditions.. 	
21. Course Objectives	
Course Objectives	
22. Teaching and Learning Strategies	
Strategy	Delivering the lecture using PowerPoint. Continuous discussion through questions and answers in the classroom encourage students to think independently and thus learn independently.

innovative teaching methods such as smart boards and slideshows to bring the material closer to the student's mind.

23. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 week	4 T	Definition of carbohydrates, their classification, and their chemical properties	Carbohydrates	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
2 Week	4 T	The student distinguishes between carbohydrate metabolism, glycolysis, and the Krebs cycle.	Carbohydrates	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
3 Week	4 T	Explains carbohydrate metabolism disorders, diabetes	Carbohydrates	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
4 Week	4 T	Definition of fats, oils, waxes, and fatty acids, and methods of classifying them	Lipid chemistry	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
5 Week	4 T	Distinguish some chemical properties of fats, steroids, and sterols.	Lipid chemistry	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
6 Week	4 T	Distinguish between lipid metabolism, lipid oxidation, and lipid metabolism disorders.	Lipid chemistry	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
7 Week	4 T	Learn what amino acids and proteins are, their classification	Amino acids and proteins	Interactive Lecture and group discussion	Final written Exam Semester

					exam quiz
8 Week	4T	Distinguish some chemical properties of protein metabolism, metabolic disorders	Amino acids and proteins	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
10 week	4 T	Shows nitrogen products, formation of urea, creatinine, uric acid	Amino acids and proteins	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
10 week	4 T	Definition and classification of enzymes	Enzymes	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
11week	4 T	The student understands enzyme inhibitors.	Enzymes	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
12 week	4 T	Distinguish between factors that affect enzyme activity	Enzymes	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
13 week	4 T	Learn how to perform a liver Function test.	Liver function test	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
14 week	4 T	Learn the methods used in liver examinations	Liver function test	Interactive Lecture and group discussion	Final written Exam Semester exam quiz

15 week	4 T	Learn about kidney functions	Kidney function test	Interactive Lectu and group discussion	Final written Exam Semester exam quiz
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24. Course Evaluation

- **Midterm Examination – 40%**, divided as follows:
 - 20% Midterm theoretical exam
 - 10% Midterm practical exam
 - 5% Quizzes
 - 5% Attendance, participation, and submission/discussion of reports
- **Final Examination (First Semester) – 40%** Final theoretical exam
 - 20% Final practical exam

Total – 100%

25. Learning and Teaching Resources

12. مصادر التعلم والتدريس

Amend, J.R., et.al, General, Organic, Biological Chemistry. New York,
Saunders college publishing, 1993.

Trudy M. and R. M. James, Biochemistry, Dubuque, Wm. C. Brown
publishers, 1996

Marshall book

- Scientific researcher

Required textbooks
(curricular textbook if
any)

Main references (sources)
Recommended books and
references (scientific
journal and reports)

Electronic reference,
websites

Course Description Form

26. Course Name:					
Nutrition and diet therapy					
27. Course Code:					
NUT305					
28. Semester / Year:					
First semester 2025-2026					
29. Description Preparation Date:					
10/3/2025					
30. Available Attendance Forms:					
Recording student's attendance in theoretical attendance lists					
31. Number of Credit Hours (Total) / Number of Units (Total)					
Number of study hours (30) / Number of units (2) hours per week for the theoretical subject					
32. Course administrator's name (mention all, if more than one name)					
Name: Dr. Sajjad Aref Email: sejjad.m208116@fosci.uoqasim.edu.iq					
33. Course Objectives		Learn the basic principles of human nutrition. Understand the relationship between nutrition and the body's energy. Understand the characteristics and functions of different nutrients. Understand the importance of nutrition as an essential part of nursing care.			
34. Teaching and Learning Strategies					
Strategy	Delivering the lecture using PowerPoint. Continuous discussion through questions and answers in the classroom encourages students to think independently and thus learn independently. innovative teaching methods such as smart boards and educational video presentations that bring the material closer to the student's mind.				
35. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1 week	2 T	Explains the meaning of nutrition and minerals Classifies types of nutrition Explains the factors affecting food intake	Nutritional status assessment	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
2 Week	2 T	Explains food schedules and the nature of consumption.	Nutritional references, guidelines, and diet planning	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
3 Week	2 T	Shows the nutritional and energy balance with the body.	Metabolism, nutrients, and energy balance	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
4 Week	2 T	Describes the processes of carbohydrate and fiber digestion.	Carbohydrate	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
5 Week	2 T	Explains the basic functions of fats and essential fatty acids.	Phospholipids	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
6 Week	2 T	Understand the functions and quality of protein	Protein and amino acids	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
7 Week	2T	Vitamins are classified according to their ability to dissolve in fats.	Vitamins	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
8 Week	2T	Describes the function of trace elements	Water and minerals	Interactive Lecture and group	Final written Exam

				discussion	Semester exam quiz
11 week	2 T	Describes the relationship between fats, fruits, vegetables, and sugars.	Healthy diet	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
10 week	2 T	Study nutritional requirements during pregnancy	Nutrition during pregnancy and lactation	Interactive Lecture and group discussion	Final written Exam Semester exam quiz
11 week	2T	Understand the mechanism of nutrition through breastfeeding and formula feeding	Infant feeding	Interactive Lecture and group discussion	Final written Exam Semester exam quiz

36. Course Evaluation

• **Midterm Theoretical Exam – 30%**, divided as follows:

- 20% Midterm exam
- 5% Quizzes during the semester
- 5% Attendance, participation in lectures, and submission & discussion of reports

• **Final Theoretical Exam – 70%**

• **Total – 100%**

37. Learning and Teaching Resources

12. مصادر التعلم والتدريس

Grodner, Anders on. De young, Foundations and Clinical Application of Nutrition

**Required textbooks
(curricular textbook if any)**

	<p style="text-align: center;">Nutrition A Nursing Approach, second Edition, Mosby, 2000</p> <p style="text-align: center;">Grodner, Michele et.al, Foundations and Clinical Applications of Nutrition A</p>	<p>Main references (sources)</p> <p>Recommended books and references (scientific journal and reports)</p>
	<ul style="list-style-type: none"> ▪ Scientific researcher 	<p>Electronic reference, websites</p>

Fundamental

Course Description Form

1. Course Name:
Fundamental of Nursing 1 T Fundamental of Nursing 2 T
2. Course Code:
NUR 101 NUR107
3. Semester / Year:
1 ST year / semester -1 & 2
4. Description Preparation Date:
10-3-2025
5. Available Attendance Forms:
Recording student's attendance in theoretical attendance lists
6. Number of Credit Hours (Total) / Number of Units (Total)
6 hours per week for the theoretical subject (Fand. 1) 4 hours per week for the theoretical subject (Fand. 2)
7. Course administrator's name (mention all, if more than one name)
Name: Assistant. Prof.Eman Fthi Amro
8. course description
Fundamental of nursing aim to provide guidance on how to promote students' ability to identify the integrated nature of the fundamentals of comprehensive nursing care and procedure in different aspect to meet individual patients' needs for measuring vital signs, safe medication administration, infection control, urinary and bowel elimination, fluid and electrolyte,

acid– bas balance, Nutritional needs, activity and exercise, working with communities and colleagues and being accountable for nursing practice

9. Course Objectives

Course Objectives	<ul style="list-style-type: none"> -Identify the basic principle on which all nursing intervention procedures related to providing care to the patient in ac nursing care. -Use a systematic approach to problem analysis. -Perform basic nursing skills related to different patient conditions. - Use of medical/surgical asepsis and universal precautions in patient care
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10. Teaching and Learning Strategies

Strategy	<p>Giving a lecture involves:</p> <ul style="list-style-type: none"> - Outlining lessons, lecture - Creating a presentation and reciting information to students.
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11. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
13- Week 11-12- 2025	6 T 4T	<p>The student is able to:</p> <ul style="list-style-type: none"> ▪ Identify the types of microbes and types of infection in the community ▪ List the factors that contribute to infection ▪ Mention the chain of infection spread and ways to break the chain 	Sterilization and infection control	Lecture and discussion	Written test

		<ul style="list-style-type: none"> ▪ Explain the body's natural defenses to combat infection ▪ Enumerate the infection control methods followed by the health team ▪ Implement infection control mechanisms for the nurse 			
14- Week 18-12-2025	6 T 4T	<p>The student is able to:</p> <ul style="list-style-type: none"> ▪ Explain how to coordinate body parts to the nurse while moving the patient ▪ Implement the correct positions while moving the patient ▪ Mention the types of assistive devices to maintain the patient's balance 	Positioning and safety	Lecture and discussion	Written test
15- Week 1-2025	6 T 4T	<p>The student is able to:</p> <ul style="list-style-type: none"> ▪ Define the different vital signs (temperature, blood pressure, pulse) ▪ Describe the specific locations for measuring the different vital signs (temperature, blood pressure, pulse) 	Vital signs	Lecture and discussion	Written test

		<ul style="list-style-type: none"> ▪ Explain the steps for the different vital signs (temperature, blood pressure, pulse) ▪ Use the devices and verify their effectiveness ▪ Perform the different vital signs ▪ Distinguish between normal and abnormal results and record them ▪ Interpret the results of vital signs (temperature, pressure, pulse) 			
16- Week 2-2025	6 T 4T	<p>The student is able to:</p> <ul style="list-style-type: none"> ▪ Define wounds ▪ List common types of wounds ▪ Identify complications of wound healing ▪ Describe types of wound drainage ▪ Mention types of wound dressings 	Wound and healing	Lecture and discussion	Written test
17- Week 8-2-2025	6 T 4T	<p>The student is able to:</p> <ul style="list-style-type: none"> ▪ Define the medication ▪ List the purposes of the medication ▪ Interpret the effects of the medication ▪ Discuss the role of the nurse in administering the medication 	Medication administration	Lecture and discussion	Written test

		<ul style="list-style-type: none"> Explain the skills related to administering medication 			
18- Week 2-2025	6 T 4T	<ul style="list-style-type: none"> Define gastric tube Explain the steps of gastric lavage 	Gastric medications	Lecture and discussion	Written test
19- Week-2 2-2025	6 T 4T	<p>The student is able to:</p> <ul style="list-style-type: none"> Define rest and sleep Recognize the benefits of sleep Mention the stages of sleep Divide the factors that alter the natural sleep disruption Distinguish between common sleep problems Recognize the procedures followed for insomnia 	Sleep and rest	Lecture and discussion	Written test
20- Week 1-2025	6 T 4T	<p>The student is able to:</p> <ul style="list-style-type: none"> Define common terms about nutrition List the factors affecting healthy nutritional needs Identify the components of healthy balanced meals 	Nutrition	Lecture and discussion	Written test
21- Week 5 2025	6 T 4T	<p>The student is able to:</p> <ul style="list-style-type: none"> Enumerate the importance of fluids in the body Explain fluid balance in the body 	Fluids and electrolytes	Lecture and discussion	Written test

		<ul style="list-style-type: none"> ▪ Discuss controlling fluid balance in the body ▪ Explain the movement of fluids and electrolytes in the body ▪ Explain fluid and electrolyte imbalance ▪ Explain Acid-base balance 			
22- Wee; 2-2025	6 T 4T	<p>The student is able to:</p> <ul style="list-style-type: none"> ▪ Explain the anatomy and physiology of the respiratory process ▪ Describe the assessment of oxygenation Mention oxygen therapy 	Oxygenation	Lecture and discussion	Written test
23- Wee; 2-2025	6 T 4T	<p>The student is able to:</p> <ul style="list-style-type: none"> ▪ Recognize the anatomy and physiology of the urinary system ▪ Describe the characteristics of normal urine ▪ List the factors affecting the urination process ▪ Describe abnormal urination ▪ Describe the role of nursing care for a patient with ▪ Urinary incontinence and urinary retention ▪ Recognize the urinary 	Urinary elimination	Lecture and discussion	Written test

24- Week 2-2025	6 T 4T	The student is able to: <ul style="list-style-type: none"> ▪ Recognize the anatomy and physiology of the digestive system ▪ Describe the characteristics of normal stool ▪ List the factors affecting the defecation process ▪ Describe abnormal defecation ▪ Describe the role of nurse for patients with common defecation problems 	Bowel Elimination	Working group	Lecture design
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12. Course Evaluation

- **Midterm Exam – 40%**, divided as follows:
 - 20% Midterm theoretical exam
 - 10% Midterm practical exam
 - 5% Quizzes
 - 5% Attendance, participation in lectures, and submission & discussion of reports
- **Final Exam – 40%** Final theoretical exam
 - 20% Final practical exam
- **Total – 100%**

13. Learning and Teaching Resources

- 2- Hinkle, J., Cheever, K. (2018). Brunner and Suddarth's, Text book of medical surgical Nursing. 14th Edition. Wolters Kluwer, Lippincott co.
- 3- Timby B, Fundamental of Nursing Skills and Concept, 9th ed Lippicott:Williams and Wilkins, 2009.

Adults

Course Description Form

1. Course Name:
Adult Nursing I T Adult Nursing II T
2. Course Code:
NUR207 NUR201
3. Semester / Year:
2 nd year / semester -1 & 2
4. Description Preparation Date:
28-1-2025
5. Available Attendance Forms:
Recording student's attendance in theoretical attendance lists
6. Number of Credit Hours (Total) / Number of Units (Total)
4 hours per week for the theoretical subject
7. Course administrator's name (mention all, if more than one name)
Name: Assistant. Prof. Eman Fthi Amro
8. course description
Adult Nursing aim to help student to provide comprehensive Nursing care to adult patients with neurological, orthopedic, cardiological, eye and ENT disorders based on scientific knowledge of related definitions, pathophysiology, causes, complications and nursing process.
9. Course Objectives

Course Objectives	<ul style="list-style-type: none"> - Identifying risk factors and the role of nursing care in improving and maintaining the health of a special patient in the community. - Describe the relationship between pathophysiology with medical and surgical changes in the health and disease continuum. - Apply scientific practices based on scientific justifications to make specific diagnoses, nursing tasks and outcomes. - Implementing medication administration and intravenously in a safe manner - Participate in patient education - Describe nursing methods used to prevent risk factors for infection preoperative and postoperative complications. - Application of theoretical concepts and scientific foundations in the nursing care plan <p>Use health assessment skills to determine physical, mental, spiritual and educational needs.</p>
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10. Teaching and Learning Strategies

Strategy	<p>Giving a lecture involves:</p> <ul style="list-style-type: none"> - Outlining lessons, lecture - Creating a presentation and reciting information to students.
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11. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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25-Week 11-12- 2025	4 T	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Describe common disorders of the nervous system • Name common terms for nervous system disorders • Note signs and symptoms of increased intracranial pressure • Describe the anatomy and physiology of brain abscesses • Analyze common diagnostic procedures for brain abscesses • and intracranial pressure • Provide the patient with appropriate guidance for his/her educational level to enhance health outcomes • Discuss the causes of increased intracranial pressure and brain abscess formation. 	<p>Introduction to Adult Nursing</p> <ul style="list-style-type: none"> - Nursing Care for Patients with Neurological Disorders - Assessment and Diagnostic Testing - Intracranial Pressure - Brain Abscess 	Lecture and discussion	Written test
26-Week 18-12-2025	4T	<p>The student knows</p> <ul style="list-style-type: none"> • Applying the nursing process in caring for a patient with a coma, meningitis, and a brain tumor • Applying professional and ethical behavior in the clinical environment • Explain the complications of meningitis and brain tumor. • Identifying the indications and contraindications for therapeutic 	<ul style="list-style-type: none"> • Brain tumor • Head injury • Cystitis • Epilepsy • Coma care 	Lecture and discussion	Written test

		and surgical alternatives for nervous system disorders			
27-Week 25-1-20	4 T	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Perform assessment and diagnostic testing • Describe common urological terminology • Describe the basic signs and symptoms of urological disorders • Analyze reports and records of assessment results for urinary tract disorders • Implement appropriate nursing procedures for urinary tract disorders • Apply communication skills and abilities with the hospital health team and colleagues 	<p>Nursing care for patients with urinary tract disorders</p> <ul style="list-style-type: none"> •Assessment and diagnostic testing •Basic signs and symptoms Urinary tract infection 	Lecture and discussion	Written test
28- Week 1-2-2025	4 T	<p>The student knows</p> <ul style="list-style-type: none"> - Description of types of urinary stones - List the common types of stones <p>Application of the nursing process in the care of patients with kidney stones, prostate hyperplasia, bladder cancer</p>	<ul style="list-style-type: none"> • Kidney stones • Prostate hyperplasia • Bladder cancer 	Lecture and discussion	Written test
29-Week 8-2-2025	4 T	<p>The student knows</p> <ul style="list-style-type: none"> • Definition of kidney failure • List the causes of kidney failure • Explain the causes of kidney failure 	<ul style="list-style-type: none"> • End stage kidney disease • Renal replacement therapies 	Lecture and discussion	Written test

30-Week 15-2-20	4 T	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Discuss musculoskeletal injuries and care for these injuries • Define fractures, osteomyelitis, bone inflammation, causes and types • List complications and hospital treatment methods for fractures, osteomyelitis and amputations • Discuss methods of diagnosis and emergency intervention for fractures and osteomyelitis 	<ul style="list-style-type: none"> • Nursing care for patients with musculoskeletal disorders • Fractur • Amputations Osteomyelitis 	Lecture and discussi	Written test
31-Week-22-2-20	4 T	<p>The student able to</p> <ul style="list-style-type: none"> • Discuss the anatomy of the joint • List the types of joint replacement surgeries • Mention the types of joint replacement • Identify the causes of arthritis • Discuss nursing interventions 	<ul style="list-style-type: none"> • Osteoporosis • Arthritis • Joint replacement 	Lecture and discussi	Written test
32-Week 29-1-20	4 T	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Identify the parts of the heart and blood vessels • Discuss physical, laboratory and imaging assessment methods • Mention the signs and symptoms of heart valve disease • Interpret laboratory and imaging diagnostic procedures 	<ul style="list-style-type: none"> • Nursing care for patients with cardiovascular disorders • Assessment, diagnostic testing, signs and symptoms • Heart valve diseases (mitral stenosis and regurgitation) 	Lecture and discussi	Written test

		<ul style="list-style-type: none"> Implement the nursing process related to cardiovascular diseases 			
33-Week 5-2-202	4 T	<p>The student able to:</p> <ul style="list-style-type: none"> Explain the causes of aortic stenosis and regurgitation List the symptoms and signs related to aortic disease Identify the surgical procedures followed Explain the nursing plan based on the patient's needs 	Valve dysfunction (aortic stenosis and regurgitation)	Lecture and discussi	Written test
34-Wee; 12-2-202	4 T	<p>The student able to:</p> <ul style="list-style-type: none"> Explain the causes of congenital anomalies List the signs and symptoms of congenital anomalies Explain the nursing procedures to prevent complications and secure the patient Mention the surgical procedure for congenital anomalies 	congenital anomalies of the heart	Lecture and discussi	Written test
35-Wee; 19-2-202	4 T	<p>The student will be able to:</p> <ul style="list-style-type: none"> Discuss the anatomy of the skin List the functions of the skin State the causes of dermatitis and immune diseases Discuss the physiological mutations of dermatitis and immune diseases Discuss the nursing treatment plan to reduce the complications of dermatitis and immune diseases 	Nursing care for a patient with integumentary system disorder Assessment of The integumentary system Dermatitis Immune diseases	Lecture and discussi	Written test
36-Week 26-2-20	4 T	<p>The student will be able to:</p>	<ul style="list-style-type: none"> Nursing care for a patient Ear, nose and throat 	Working group	Lecture design

		<ul style="list-style-type: none"> • Distinguish between the causes of rhinitis, tonsillitis, and otitis media • Explain the causes of laryngeal tumors • List the complications of rhinitis, tonsillitis, and otitis media and laryngeal tumors • Mention the methods used in the diagnosis of rhinitis, tonsillitis, and otitis media and laryngeal tumors • Explain the treatment plan for rhinitis, tonsillitis, and otitis media and laryngeal tumors • Explain the nursing process for cases of rhinitis, tonsillitis, and otitis media 	<ul style="list-style-type: none"> • Sinusitis • Tonsillitis • Otitis media • Malignant tumor of the larynx 		
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12. Course Evaluation

- **Midterm Theoretical Exam – 30%**, divided as follows:
 - **20%** Midterm exam
 - **5%** Quizzes during the semester
 - **5%** Attendance, participation in lectures, and submission & discussion of reports
- **Final Theoretical Exam – 70%**
- **Total – 100%**

13. Learning and Teaching Resources

4- –Hinkle, J., Cheever, K. (2018). Brunner and Suddarth’s, Text book of medical surgical Nursing. 14th Edition. Wolters Kluwer, Lippincott co.

5- –Williams, L., and hopper, P., (2015). Understanding medical surgical nursing, 5th edition, F.A. Davis company, USA.

Course description form

Course Name Pathology	
.2Course code PAT207	
.3Year/ Term Second term	
Date of preparation of this description. 2025/9/15	
Available forms of attendance Attendance only	
6 Number of study hours (total) / Number of units (total) 30 hours	
Course instructor name. Assistant. Prof.Eman Fthi Amro	
8 Course objectives	
<ul style="list-style-type: none">-Recognizing the changes that occur in the functions of tissues and organs in the case of disease.Identifying the most important main symptoms resulting from pathological injuries.Understanding how the disease progresses in the body.Linking the clinical signs and symptoms associated with the disease with the symptoms.	Course objectives
9. Teaching and learning strategies	
<p>المحاضرات النظرية</p> <ol style="list-style-type: none">Creating a presentation and explaining information to students.	Strategy

2. Continuous discussion by asking questions and answers within the classroom and encouraging students to engage in self-reflection, thus promoting self-learning.
3. Asking questions during the lecture.
4. Using various educational tools such as the blackboard, data show, and scientific images that make the material more relatable to students' minds.

10. Course structure

Evaluation Method	Learning Method	Name of Unit or Topic	Required Scientific Outcomes	Hours	Week
Written exam	Theoretical Lecture PowerPoint presentation	Introduction to pathology	At the end of this lecture the student will be able to: <ol style="list-style-type: none"> 1. Define pathology 2. Discuss the core aspects of disease in pathology 3. Know the diagnostic techniques used in pathology 4. Know the various categories of the causes of diseases 5. Know the course, outcome, consequences of diseases 	2 h	1 st week
Written exam	Theoretical Lecture PowerPoint presentation	Cell Injury	At the end of this lecture the student will be able to: <ol style="list-style-type: none"> 1. Understand the basic mechanisms of cell injury and death 2. Differentiate between reversible and irreversible cell injury 3. Identify various causes of cell injury 	2h	2 nd week
Written exam	Theoretical Lecture	Cell Injury and Adaptation	At the end of this lecture the student will be able to:	2h	3 rd w

	PowerPoint presentation		<ol style="list-style-type: none"> 2. Explain the cellular adaptations to injury 3. Describe different types of necrosis and apoptosis 4. Comprehend intracellular accumulations and calcification 		
Written exam	Theoretical Lecture PowerPoint presentation	Inflammation	<p>At the end of this lecture the student will be able to:</p> <ol style="list-style-type: none"> 1. Define inflammation 2. Explain Acute inflammation 3. Describe Stimulus for Acute Inflammation. 4. Describe Reactions of Leukocytes in Inflammation. 5. Enumerate Outcomes of Acute Inflammation 6. Define Chronic inflammation 7. List causes of Chronic inflammation 8. Describe morphologic feature of Chronic inflammation 9. Define Granulomatous inflammation 10. Analyze Diseases with Granulomatous Inflammation 11. Discuss Systemic effects of inflammation 	2h	4 th
Written exam	Theoretical Lecture PowerPoint presentation	Stress adaptation and coping	<p>At the end of this lecture the student will be able to:</p> <ol style="list-style-type: none"> 1. Identify Terminology (Stress, Stressor, Adaptation) 2. Explain Adaptation to stressors 3. Discuss Homeostasis 	2h	5 th w

			<ol style="list-style-type: none"> 4. Explain Physiological Homeostasis 5. Explain The local Adaptation Syndrome 6. Enumerate General adaptation syndrome 7. Explain Psychological Homeostasis 8. Enumerate Types of stress 9. Explain Dimension of Adaptation 10. Discuss Psychological stress adaptation 11. Enumerate Coping mechanism 12. Discuss Coping with stress 		
Written exam	Theoretical Lecture PowerPoint presentation	Neoplasia and Tumors	<p>At the end of this lecture the student will be able to:) Define the term neoplasm and other synonyms.</p> <ul style="list-style-type: none"> • Differentiate between benign and malignant tumours. • Describe the molecular basis of cancer. • Discuss the clinical aspects of neoplasia 	2h	6 th w
Written exam	Theoretical Lecture PowerPoint presentation	Edema	<p style="text-align: center;">At the end of this lecture the student will be able to:</p> <ol style="list-style-type: none"> i. List and describe the pathophysiologic categories of oedema. b. List examples of clinical conditions that give rise to each category. 	2h	7 th w
Written exam	Theoretical Lecture PowerPoint presentation	Pathophysiology of urinary system	<ul style="list-style-type: none"> • Explains the study of the general functions of the urinary system. • Lists the blood supply and nerve supply to the kidneys. • Clarifies the functions of the kidneys and the formation of urine. 	2h	8 th w

Written exam	Theoretical Lecture PowerPoint presentation	Blood physiology	<ul style="list-style-type: none"> • Explains the formation of blood • Clarifies the composition of plasma • Distinguishes between the functions of red blood cells, white blood cells, and platelets • Lists blood groups • Explains the mechanism of blood transfer in the case of hemolytic disease of the newborn 	2h	9 th w
Written exam	Theoretical Lecture PowerPoint presentatio	Lymphatic system	<p>Student will be able to::</p> <ul style="list-style-type: none"> • Explains the mechanism of lymph flow in lymphatic vessels. • Describes the mechanism of blood flow in lymph nodes. • Distinguishes between the functions of lymph nodes, the spleen, and the thymus gland. 	2h	10 w
Written exam	Theoretical Lecture PowerPoint presentatio	Endocrine physiology	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Explains the hormones of the pituitary gland and the mechanism of control over them. • Illustrates the mechanism of controlling the secretion of the pituitary gland through the hypothalamus. • Explains the mechanism of controlling the secretion of thyroid hormones. • Describes the mechanism of hormone transport. 	2h	11 th w

Written exam	Theoretical Lecture PowerPoint presentatio	Physiology of the Female Reproductive System	It narrates the details of the reproductive system, ovaries, fallopian tubes, uterus, vagina, mammary glands." <ul style="list-style-type: none"> • Explain the reproductive system? • Discuss some key functions of the ovaries? 	2h	12th w
Written exam	Theoretical Lecture PowerPoint presentatio	Physiology of male reproductive system	Discuss details the study of the public function of the male reproductive organs, including the testes, epididymis, urethra, and accessory sex glands."	2h	13 th w

.11. تقييم المقرر

Midterm Theoretical Exam – 30%, divided as follows:

- **20%** Midterm exam
- **5%** Quizzes during the semester
- **5%** Attendance, participation in lectures, and submission & discussion of reports

• **Final Theoretical Exam – 70%**

• **Total – 100%**

Learning and teaching resources .12

Copstead, L.E.C, PRESPECTIVE ON PATHOPHYSIOLOGY, 2014.	Required textbooks (methodology if available)
Copstead, L.E.C, PRESPECTIVE ON PATHOPHYSIOLOGY, 2014. McCance, K.L AND S.E, PATHOPHYSIOLOGY, 1998.	Main references (sources)
McCance, K.L AND S.E, PATHOPHYSIOLOGY, 1998.	Recommended supporting books and references (scientific journals, reports, etc.)
https://www.registerednursern.com/how-to-	Electronic references, websites

pass-pathophysiology-in-nursing-school-what /
is-pathophysiology

مواقع الانترنت (الوجيل واليوتيوب) ووسائل التواصل في
الاختصاص

. <https://www.nursingtimes.net/opinion/book-reviews/essential-pathophysiology-for-nursing-and-healthcare-students-26-01-2016>

Course Description Form

1. Course Name:	
Adult Nursing I C Adult Nursing II C	
2. Course Code:	
NUR207 NUR201	
3. Semester / Year:	
2 ND year / semester –1 & 2	
4. Description Preparation Date:	
10–3–2025	
5. Available Attendance Forms:	
Recording student's attendance in theoretical attendance lists	
6. Number of Credit Hours (Total) / Number of Units (Total)	
12 hours per week for the Clinical subject= 4 Credit hours (3h=1Credit)	
7. Course administrator's name (mention all, if more than one name)	
D. Ahmed Yaseen Khudaeer D. Abass Fadeel Naji	
Adult Nursing aim to help student to provide comprehensive Nursing care to adult patients with neurological, orthopedic, cardiological, eye and ENT disorders based on scientific knowledge of related definitions, pathophysiology, causes, complications and nursing process.	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> - Identifying risk factors and the role of nursing care in improving and maintaining the health of a specific patient in the community. - Describe the relationship between pathophysiology with medical and surgical changes in the health and disease continuum. - Apply scientific practices based on scientific justifications to make specific diagnoses, nursing tasks and outcomes. - Implementing medication administration and intravenously in a safe manner

- Participate in patient education
 - Describe nursing methods used to prevent risk factors for infection preoperative and postoperative complications.
 - Application of theoretical concepts and scientific foundations in the nursing care plan
- Use health assessment skills to determine physical, mental, spiritual and educational needs.

9. Teaching and Learning Strategies

Strategy

Giving a lecture involves:

- Outlining lessons, lecture
- Creating a presentation and reciting information to students.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1- Week 11-12- 2025	12 C 4T	<p>The student will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe common disorders of the nervous system <input type="checkbox"/> Name common terms for nervous system disorders <input type="checkbox"/> Note signs and symptoms of increased intracranial pressure <input type="checkbox"/> Describe the anatomy and physiology of brain abscesses 	<p>-Introduction to Adult Nursing</p> <p>-Nursing Care for Patients with Neurological Disorders</p> <ul style="list-style-type: none"> •Assessment and Diagnostic Testing •Intracranial Pressure •Brain Abscess 	<p>Case study</p> <p>Role play</p> <p>Seminar Discussion</p> <p>Clinical Discussion</p> <p>Demonstration and redemonstration</p>	<p>OSCE</p> <p>Clinical test</p>

		<input type="checkbox"/> Analyze common diagnostic procedures for brain abscesses and intracranial pressure <input type="checkbox"/> Provide the patient with appropriate guidance for his/her educational level to enhance health outcomes <input type="checkbox"/> Classify the causes of increased intracranial pressure and brain abscess formation			
2- Week 18-12-2025	12 C 4T	<ul style="list-style-type: none"> • Applying the nursing process in caring for a patient with a coma, meningitis, and a brain tumor • Applying professional and ethical behavior in the clinical environment • Identifying the indications and contraindications for therapeutic and surgical alternatives for nervous system disorders 	Brain tumor Head injury Meningitis Epilepsy Coma care	Case study Role play Seminar Discussion Clinical Discussion Demonstration and redemonstration	OSCE Clinical test
3- Week 2025	25 12 C 4T	The student will be able to: <ul style="list-style-type: none"> • Perform assessment and diagnostic testing • Describe common urological terminology • Describe the basic signs and symptoms of urological disorders • Analyze reports and records of assessment results for urinary tract disorders • Implement appropriate nursing procedures for urinary tract disorders 	<ul style="list-style-type: none"> • Nursing care for patients with urinary tract disorders • Assessment and diagnostic testing • Basic signs and symptoms • Urinary tract infection 	Case study Role play Seminar Discussion Clinical Discussion Demonstration and redemonstration	OSCE Clinical test

		<ul style="list-style-type: none"> Apply communication skills and abilities with the hospital health team and colleagues 			
4- Week 2025	12 C 4T	<p>The student will be able to:</p> <ul style="list-style-type: none"> Description of types of urinary stones Application of the nursing process in the care of patients with kidney stones, prostate hyperplasia, and bladder cancer 	<ul style="list-style-type: none"> Kidney stones Prostate hyperplasia Bladder cancer 	<p>Case study</p> <p>Role play</p> <p>Seminar Discussion</p> <p>Clinical Discussion</p> <p>Demonstration and redemonstration</p>	<p>OSCE</p> <p>Clinical test</p>
5- Week 8-2-2025	12 C 4T	<p>The student able to:</p> <ul style="list-style-type: none"> Describe the end stage of renal failure Describe vascular access Apply monitoring and after care of renal replacement therapy Apply nursing process for patient undergoing replacement therapy 	<ul style="list-style-type: none"> End stage kidney disease Renal replacement therapies 	<p>Case study</p> <p>Role play</p> <p>Seminar Discussion</p> <p>Clinical Discussion</p> <p>Demonstration and redemonstration</p>	<p>OSCE</p> <p>Clinical test</p>
6- Week 2025	15 12 C 4T	<p>the student will be able to:</p> <ul style="list-style-type: none"> Classify musculoskeletal injuries and care methods for these injuries Explain different modalities and hospital treatment methods for fractures, osteomyelitis and amputations Implement the nursing plan for fractures and osteomyelitis 	<ul style="list-style-type: none"> Nursing care for patients with musculoskeletal disorders Fractures Amputations Osteomyelitis 	<p>Case study</p> <p>Role play</p> <p>Seminar Discussion</p> <p>Clinical Discussion</p> <p>Demonstration and redemonstration</p>	<p>OSCE</p> <p>Clinical test</p>

7- Week-22-2-2025	12 C 4T	<p>The student will be able to</p> <ul style="list-style-type: none"> • Description of joint anatomy • Classification of types of joint replacement surgeries • Implementation of nursing interventions for cases of osteoporosis and joint degeneration • and joint replacement 	<ul style="list-style-type: none"> •Osteoporosis •Arthritis •Joint replacement 	<p>Case study</p> <p>Role play</p> <p>Seminar Discussion</p> <p>Clinical Discussion</p> <p>Demonstration and redemonstration</p>	<p>OSCE</p> <p>Clinical test</p>
8- Week 29 2025	12 C 4T	The student identifies illegal and unethical nursing practices	Illegal and unethical nursing practices	<p>Case study</p> <p>Role play</p> <p>Seminar Discussion</p> <p>Clinical Discussion</p> <p>Demonstration and redemonstration</p>	<p>OSCE</p> <p>Clinical test</p>
9- Week 5-2-2025	12 C 4T	<p>The student will be able to:</p> <ul style="list-style-type: none"> •Describe the parts of the heart and blood vessels •Apply physical, laboratory and imaging assessment methods •Describe the signs and symptoms of heart valve disease •Interpret laboratory and imaging diagnostic procedures 	<p>-Nursing care for patients with cardiovascular disorders</p> <ul style="list-style-type: none"> •Assessment, diagnostic testing, signs and symptoms •Heart valve diseases (mitral stenosis regurgitation) 	<p>Case study</p> <p>Role play</p> <p>Seminar Discussion</p> <p>Clinical Discussion</p> <p>Demonstration and redemonstration</p>	<p>OSCE</p> <p>Clinical test</p>

		<ul style="list-style-type: none"> •Implement the nursing process related to cardiovascular diseases 				
10-Wee; 2025	12	12 C 4T	<ul style="list-style-type: none"> • List the symptoms and signs related to aortic disease • Apply the nursing plan based on the patient's needs 	Valve dysfunction (aortic stenosis regurgitation)	Case study Role play Seminar Discussion Clinical Discussion Demonstration and redemonstration	OSCE Clinical test
11-Wee; 2025	19	12 C 4T	<ul style="list-style-type: none"> • List the signs and symptoms of congenital anomalies • Implement nursing procedures to prevent complications and secure the patient 	congenital anomalies of heart	Case study Role play Seminar Discussion Clinical Discussion Demonstration and redemonstration	OSCE Clinical test
12-Week 2025	26	12 C 4T	<p>The student will be able to:</p> <ul style="list-style-type: none"> •Describe the anatomy of the skin •Describe the functions of the skin •Distinguish between physiological mutations of dermatitis and immune diseases <p>Apply a nursing treatment plan to reduce the complications of dermatitis and immune diseases</p>	-Nursing care for a patient with integumentary system disorder <ul style="list-style-type: none"> • Assessment of the integumentary system • Dermatitis Immune diseases 	Case study Role play Seminar Discussion Clinical Discussion Demonstration and redemonstration	OSCE Clinical test

11. Course Evaluation

- **Midterm Exam – 40%**, divided as follows:
 - **20%** Midterm theoretical exam
 - **10%** Midterm practical exam
 - **5%** Quizzes
 - **5%** Attendance, participation in lectures, and submission & discussion of reports
- **Final Exam – 40%** Final theoretical exam
 - **20%** Final practical exam
- **Total – 100%**

12. Learning and Teaching Resources

- 6- –Hinkle, J., Cheever, K. (2018). Brunner and Suddarth's, Text book of medical surgical Nursing. 14th Edition. Wolters Kluwer, Lippincott co.
- 7- –Williams, L., and hopper, P., (2015). Understanding medical surgical nursing, 5th edition, F.A. Davis company, USA.

Pediatric

Course Description Form

1. Course Name:	
Pediatric Nursing (theoretical)	
2. Course Code:	
NUR 306	
3. Semester / Year:	
3 rd year / First and Second Semester / Academic Year 2025/2026	
4. Description Preparation Date:	
10/3/2025	
5. Available Attendance Forms:	
Face-to-face attendance in theoretical and practical lectures, with student attendance recorded.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours of theory per week / 8 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Reham El-Saeed hashad Email: Rehamkhaled121@yahoo.com	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • The course aims to equip students with the knowledge, skills, and attitudes necessary to provide nursing care for children of different age groups during health and illness in various settings, using critical thinking and evidence-based nursing practices. • Focuses on nursing care methods that meet health promotion needs. • Enables students to use problem-solving techniques, critical thinking, evidence-based nursing, and family-centered care approaches in caring for children and their families.
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • Interactive Lectures • Group Discussions • Brainstorming

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning methods	Evaluation method
1,2 W	3 hours theory	<ul style="list-style-type: none"> - Discuss nursing perspectives for children in relation to health promotion and family-centered care, including the role and characteristics of pediatric nurses. - Identify different types of vaccinations in children. - Understand communication techniques for interacting with children and adolescents. - Explain how to assess child growth and development. 	Introduction to Child Health Nursing	<ul style="list-style-type: none"> Group Discussion Brainstorming Interactive Lectures 	<ul style="list-style-type: none"> Midterm, Final Exam Short Quizzes
3,4 W	3 hours theory	<ul style="list-style-type: none"> - Understand the basic needs of newborns, such as nutrition, hygiene, and warmth . - Identify emergency medical conditions in newborns (e.g., low birth weight , premature birth, breathing problems). - Describe health assessments for newborns. - Diagnose common newborn health problems, such as jaundice, and apply early treatment. 	Newborn Care	<ul style="list-style-type: none"> Group Discussion Brainstorming Interactive Lectures 	<ul style="list-style-type: none"> Midterm, Final Exam Short Quizzes
5,6 W	3 hours theory	<ul style="list-style-type: none"> - Understand the respiratory system and its components. - Identify common respiratory disorders in children. - Explain how to provide nursing care for children with respiratory disorders. 	Respiratory Disorders in Children	<ul style="list-style-type: none"> Group Discussion Brainstorming Interactive Lectures 	<ul style="list-style-type: none"> Midterm, Final Exam Short Quizzes
7,8 W	3 hours theory	<ul style="list-style-type: none"> - Identify common urinary and reproductive disorders in children. - Describe the causes, clinical symptoms, diagnosis, and complications of these disorders. 	Urinary and Reproductive System Disorders in Children	<ul style="list-style-type: none"> Group Discussion Brainstorming Interactive Lectures 	<ul style="list-style-type: none"> Midterm, Final Exam Short Quizzes
9,10 W	3 hours theory	<ul style="list-style-type: none"> - Describe common gastrointestinal problems in children. - Differentiate between mild and life-threatening symptoms of gastrointestinal disorders. - Understand diagnostic tests and steps for nursing care, including 	Gastrointestinal Disorders in Children	<ul style="list-style-type: none"> Group Discussion Brainstorming Interactive Lectures 	<ul style="list-style-type: none"> Midterm, Final Exam Short Quizzes

		proper nutrition and hydration.			
11W	3 hours theory	<ul style="list-style-type: none"> - Understand the components and functions of blood and the role of bone marrow. - Identify common blood disorders in children. - Explain the steps of nursing care for children with blood disorders. 	Blood Disorders in Children	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
12W	3 hours theory	<ul style="list-style-type: none"> - Understand congenital heart diseases. - Identify the clinical signs indicating heart problems. - Describe the diagnostic tests and nursing care for children with heart disorders. 	Cardiovascular Disorders in Children	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
13W	3 hours theory	<ul style="list-style-type: none"> - Understand the components of the nervous system. - Identify common neurological disorders in children and their symptoms. - Describe nursing care for children with neurological disorders. 	Neurological Disorders in Children	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
14W	3 hours theory	<ul style="list-style-type: none"> - Understand the components and functions of the endocrine system. - Identify common endocrine disorders in children. - Describe nursing care for children with endocrine disorders. 	Endocrine System Disorders in Children	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes

11. Course Evaluation

- **Midterm Exam – 40%**, divided as follows:
 - 20% Midterm theoretical exam
 - 10% Midterm practical exam
 - 5% Quizzes
 - 5% Attendance, participation in lectures, and submission & discussion of reports
- **Final Exam – 40%** Final theoretical exam
 - 20% Final practical exam
- **Total – 100%**

12. Learning and Teaching Resources

12. مصادر التعلم والتدريس

<ul style="list-style-type: none"> • Kyle T. & Carman S. (2021). <i>Essentials of Pediatric Nursing</i> (4th ed.). Lippincott Williams & Wilkins. • Hockenberry M. J. & Wilson D. (2019). <i>Wong's Nursing Care of Infants and Children</i> (11th ed.). Elsevier. 	Required textbooks (curricular textbook if any)
<ul style="list-style-type: none"> • Hockenberry M.J., Rodgers G., & Wilson D. (2021). <i>Wong's Essential of Pediatric Nursing</i> (11th ed.). Elsevier. • Hockenberry M.J., Wilson D., & Rodgers G. (2017). <i>Wong's Essential of Pediatric Nursing</i> (10th ed.). Elsevier. 	Main references (sources)
<ul style="list-style-type: none"> • <i>Pediatric Nursing Journal</i> • <i>American Nursing Journal</i> • www.pediatric.nursing • www.advancweb.com 	Recommended books and references (scientific journal and reports)
<ul style="list-style-type: none"> • Findarticles.com • http://www.nursepedi.blogspot.com • www.journal.elsevier.com <ul style="list-style-type: none"> ▪ www.researchgate.net 	Electronic reference, websites

Course Description Form

1. Course Name:	
Pediatric Nursing (Practical)	
2. Course Code:	
NUR 306	
3. Semester / Year:	
3 rd year / First and Second Semester / Academic Year 2025/2026	
4. Description Preparation Date:	
10/3/2025	
5. Available Attendance Forms:	
Face-to-face attendance in practical lectures, with student attendance recorded.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
12 practical hours and 2 lab hours per week / 8 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Reham El-Saeed hashad	
Email: Rehamkhaled121@yahoo.com	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • The course aims to teach students the essential skills for caring for children of different age groups in hospitals or clinics. • The course covers the physical and mental growth and development of children, as well as how to manage diseases and health conditions affecting children.
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • Practical demonstration • Re-demonstration • Clinical training in hospitals • Role-playing

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
1W	2 hours Lab	<ul style="list-style-type: none"> -Understanding how to assess the health, growth, and development of a child. - Analyze and assess the child's health condition accurately . - Measure vital signs (temperature, pulse, breathing). - Assess physical growth using growth charts. - Perform a head-to-toe examination of the child. 	Health Assessment and Physical Examination of Children	<ul style="list-style-type: none"> Practical demonstration - Re-demonstration - Role-playing - Clinical training in hospitals 	Final Practical Exam – Checklist
2.3 W	2 hours Lab	<p>Understand the basic needs of newborns (nutrition, hygiene, warmth) and describe immediate care after birth.</p> <ul style="list-style-type: none"> - Identify common health problems in newborns (e.g., jaundice) and perform early diagnosis and treatment. 	Newborn Care	<ul style="list-style-type: none"> Practical demonstration - Re-demonstration - Role-playing - Clinical training in hospitals 	Final Practical Exam – Checklist
4.5 W	2 hours Lab	<p>Define resuscitation and describe newborns requiring resuscitation.</p> <ul style="list-style-type: none"> - Identify the necessary equipment for resuscitation. - Apply resuscitation steps according to NRP guidelines. 	Neonatal Cardiopulmonary Resuscitation (NCP)	<ul style="list-style-type: none"> Practical demonstration - Re-demonstration - Role-playing - Clinical training in hospitals 	Final Practical Exam – Checklist
6 W	2 hours Lab	<p>Identify procedures for safe medication administration.</p> <ul style="list-style-type: none"> - Calculate the safe drug dosage for each child individually. 	Medication Administration	<ul style="list-style-type: none"> Practical demonstration - Re-demonstration - Role-playing - Clinical training in hospitals 	Final Practical Exam – Checklist

7.8 Week	2 hours Lab	Define the purpose of chest physiotherapy and its indications. - Apply various techniques for chest physiotherapy.	Chest Physiotherapy	Practical demonstration - Re-demonstration - Role-playing - Clinical training in hospitals	Final Practical Exam – Checklist
9Week	2 hours Lab	Understand the importance of suction and identify its indications and contraindications. - Perform suction using different methods (oral, nasopharyngeal, endotracheal).	Suctioning	Practical demonstration - Re-demonstration - Role-playing - Clinical training in hospitals	Final Practical Exam – Checklist
10 Week	2 hours Lab	List different types of formula milk. - Explain bottle-feeding preparation steps. - Identify complications of bottle-feeding.	Bottle-Feeding	Practical demonstration - Re-demonstration - Role-playing - Clinical training in hospitals	Final Practical Exam – Checklist
11.12 Week	2 hours Lab	Understand health conditions that prevent or modify tube feeding. - Prepare and administer tube feeding safely.	Tube Feeding	Practical demonstration - Re-demonstration - Role-playing - Clinical training in hospitals	Final Practical Exam – Checklist
13,14 Week	2 hours La	- Explain the standards of colostomy care and perform safe changes of colostomy bags . - Recognize warning signs related to colostomy and provide continuous care.	colostomy Care	Practical demonstration - Re-demonstration - Role-playing - Clinical training in hospitals	Final Practical Exam – Checklist

11. Course Evaluation

- • **Midterm Clinical Assessment – 20%**, divided as follows:
 - 10% Midterm practical exam
 - 5% Quizzes
 - 5% Attendance and participation in clinical sessions, including submission and discussion of reports
- **Final Clinical Exam – 20%** Practical exam
- **Total – 40%**

12. Learning and Teaching Resources

12. مصادر التعلم والتدريس

<p>☑ Kyle, T., & Carman, S. (2021). <i>Essentials of pediatric nursing</i> (4th ed.). Lippincott Williams & Wilkins.</p>	<p>Required textbooks (curricular textbook if any)</p>
<p>☑ Hockenberry, M. J., & Wilson, D. (2019). <i>Wong's nursing care of infants and children</i> (11th ed.). Elsevier.</p>	<p>Main references (sources)</p>
<p>☑ Hockenberry, M.J., Rodgers, G& Wilson, D. (2021): <i>Wong's Essential of Pediatric Nursing Care of Infants and Children</i>, 11th ed. Elsevier Inc</p> <p>☑ Zeretzke-Bien, C., (2018): Neonatal Resuscitation: What you need to know!. University of Florida, Department of Emergency Medicine</p>	<p>Recommended books and references (scientific journal and reports)</p>
<ul style="list-style-type: none"> ▪ North Devon District Hospital Guidelines (2018): Umbilical Cord Care Guidelines v2.0, Available at, https://www.northdevonhealth.nhs.uk/wp-content/uploads/2018/07/Umbilical-Cord-Care-Guidelines-June-18-v2.0.pdf ▪ Pediatric Nursing Journal ▪ American Nursing Journal ▪ www.pediatric.nursing&www.advancweb.com. 	
<p>Lamberg, J.J., (2018): Neonatal Advanced Life Support (NALS): Neonatal Resuscitation. <i>Drugs & Diseases</i>. Available at https://emedicine.medscape.com/article/2172079-overview</p> <ul style="list-style-type: none"> ▪ Find articles .com ▪ http://www.nursepedi.blogspot.com ▪ www.journal.elsevier.com ▪ www.researchgate.net 	<p>Electronic reference, websites</p>

Course Description Form

1. Course Name:	
Human Growth and Development	
2. Course Code:	
PHR 308	
3. Semester / Year:	
3 rd year / First and Second Semester / Academic Year 2025/2026	
4. Description Preparation Date:	
10/3/2025	
5. Available Attendance Forms:	
Face-to-face attendance in both theoretical and practical lectures, with student attendance recorded on the attendance sheets.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours of theory and 6 hours of practice per week / 5 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assistant. L.hussin aribi hawi	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> ● Provide students with a deeper understanding of transitions between key life stages and a broad knowledge of development at each stage. ● Study the genetic, environmental, social, and psychological factors that affect children's growth and development. ● Understand key concepts and principles of growth and development in children. ● Use various theories of developmental psychology to understand the changes at each life stage.
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> ● Interactive Lectures ● Group Discussions ● Role-playing ● Field Trip.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning methods	Evaluation method
1,2	3 hours theory	Knowledge & understanding Students will be able to differentiate between growth and development concepts mention different types of growth identify factors influencing growth and development discuss principles of growth and development	Foundations of Growth and Development	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
3,4	2 hours practical	Skills: Students will be able to use tools for measuring growth, assess physical, cognitive, and emotional development, apply observation and assessment methods distinguish normal from abnormal growth patterns classify diagnostic priorities common acute and chronic medical disorders	Growth and Development Measurement	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
5.6	3 hours theory	Understanding evolutionary theories across different age groups, comparison of physical, psychosocial, and cognitive characteristics of growth at each stage guides parents and healthcare providers in managing behavioral changes associated with the different stages of life.	Developmental Theories	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes

7	3 hours theory	<ul style="list-style-type: none"> Recognizes the developmental milestones associated with human development stages, starting from pregnancy, prenatal growth and birth, through infancy, early childhood, childhood, adolescence, and early adulthood. Discusses growth implications related to genetic codes, fetal growth, and development. 	Growth implications related to genetic codes, fetal growth, and development.	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
8.9Week	3 hours theory	<ul style="list-style-type: none"> Describes the physical, cognitive, and emotional developments of newborns. Explains motor, physical, mental, and social development of a one-year-old child. Lists types of accidents and injuries that a one-year-old child might encounter. 	Infancy	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
10.11Week	3 hours Theory	<ul style="list-style-type: none"> Explains the differences between the physical, psychosocial, and cognitive characteristics of growth and development during early childhood. Describes how to promote healthy growth and development during early childhood. 	Early Childhood	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
12.13Week	3 hours theory	<ul style="list-style-type: none"> Identifies the psychological, social, cognitive, and moral development of a school-aged child. 	Middle and Latency Childhood	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes

		<ul style="list-style-type: none"> • Understands the basic needs of a school-aged child. • Lists developmental challenges 			
14Week	3 hours theory	Describes the changes that adolescents undergo in terms of cognitive, physical, social, and emotional development..	Adolescence	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes

11. Course Evaluation

- **Midterm Exam – 40%**, divided as follows:
 - 20% Midterm theoretical exam
 - 10% Midterm practical exam
 - 5% Quizzes
 - 5% Attendance, participation in lectures, and submission & discussion of reports
- **Final Exam – 40%** Final theoretical exam
 - 20% Final practical exam
- **Total – 100%**

12. Learning and Teaching Resources

12. مصادر التعلم والتدريس

☒ Kyle, T., & Carman, S. (2021). *Essentials of pediatric nursing* (4th ed.). Lippincott Williams & Wilkins.

Required textbooks (curricular textbook if any)

☒ Hockenberry, M. J., & Wilson, D. (2019). *Wong's nursing care of infants and children* (11th ed.). Elsevier.

☒ Hockenberry, M.J., Rodgers, G& Wilson, D. (2021): *Wong's Essential of Pediatric Nursing Care of Infants and Children*, 11th ed. Elsevier Inc

Main references (sources)

<p> ❏ Lally. M.& Valentine, S.(2019).Development: A Psychological Perspective(2nded). San Francisco, California,94105.USA.This textbook can be found at: http://dept.clillinois.edu/psy/Lifespan Development.pdf </p> <p> ❏ Berk, L. (2017).Development Through the Lifespan (7th ed.). Boston, MA: Pearson </p>	<p>Recommended books and references (scientific journal and reports)</p>
<ul style="list-style-type: none"> ▪ http://emedicine.medscape.com/pediatrics-general ▪ www.sciencedirect.com/science/journal/15228401 	
<ul style="list-style-type: none"> ▪ Find articles .com ▪ http://www.nursepedi.blogspot.com ▪ www.journal.elsevier.com ▪ www.researchgate.net 	<p>Electronic reference, websites</p>

Maternal and neonatal health nursing

Course Description Form

1.CourseName:	
Maternal and neonate nursing	
2.CourseCode:	
NUR301	
3.Semester/Year:	
3 rd year/semester-2	
4.DescriptionPreparationDate:	
10-3-2025	
5.AvailableAttendanceForms:	
Recordingstudent'sattendanceintheoreticalattendancelists	
6.NumberofCreditHours(Total)/NumberofUnits(Total)	
3hoursperweekforthetheoretical subject	
7.Courseadministrator'sname(mentionall,ifmorethanonename)	
Name: L. Fatma krim naim	
8.Coursedescription	
<p>Thiscourseaddressestheutilizationofthenursingprocessintheassessmenta managementofthechildbearingfamily.Thiscourseplacesemphasisonthebio-Psycsocio-culturalneedsofthefamilyduringthephasesofpregnancy,childbirth,and neonatalperiod.Thiscoursealsoincludesthestudyofabnormalconditionsthatmay foundineachphase.</p>	
9.CourseObjectives	
Course Objective	<p>1- Discuss the principles of maternity care.....</p> <p>2- Discuss the principles of newborn care.....</p> <p>3- Discuss the implementation of nursing care of the maternal patient.....</p> <p>4- Discuss the implementation of nursing care of the newborn patient.</p> <p>5- Evaluate the effect of treatment modalities of the maternal patient</p> <p>6- Evaluate the effect of treatment modalities of the newborn patient</p> <p>7- Identify the fundamental stages of the laboring patient, post-partum care a newborn care</p> <p>8- Identify pertinent medical and surgical conditions of the maternal patient.</p> <p>9- Demonstrate the importance of effective teaching of antipartum and po partum healthcare.</p> <p>10- Demonstrate the importance of effective teaching of newborn care and safe</p>
10. Teaching and Learning Strategies	
Strategy	<p>Giving a lecture involves:</p> <ul style="list-style-type: none"> - Outlining lessons, lecture - Creating a presentation and reciting information students.

11.CourseStructure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st week 2 nd W.	3T	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Define all key terms Describe changes in male and female puberty. Identify the anatomy of the male reproductive system Explain the function of the external and internal male organs in human reproduction. Describe the influence of hormones in reproductive processes. Identify the anatomy of female reproductive system. Explain the function of the external and internal female organs in human reproduction. Discuss importance of pelvic bones to birth process. Explain the menstrual cycle and the female hormones involved in the cycle. 	Human reproductive anatomy and physiology	Lecture Discussion	Written test.
3 rd week 4 th W.	3T	<ul style="list-style-type: none"> -Discuss implementation of nursing care for normal pregnancy. -Discuss implementation of nursing care for pregnancy complications 	Pregnancy (normal pregnancy, complications of pregnancy)	Lecture Discussion	Written test

<p>5th W. 6th W. 7th W.</p>	<p>3T</p>	<p>pregnancy. -Define all key terms</p> <p>-Discuss spec cultural beliefs and delivery (normal labor and complications when providing care to a woman in labor)</p> <p>66. Compare advantages and disadvantages of each type of childbearing setting: hospital, freestanding birth center, a home.--Describe four components ("four Ps") of the birthing process: power, passenger and psyche.</p> <p>-Describe how the four Ps of labor interrelate to result in the birth of an infant</p> <p>---Explain the normal processes of childbirth: premonitory signs and stages of labor and phases of labor.</p> <p>-Explain the community nursing responsibilities during labor and birth.</p> <p>-Explain how false labor differs from true labor. --Determine appropriate nursing care for the intrapartum patient including the woman in false labor and the woman having a vaginal birth after cesarean (VBAC).</p>	<p>Labor</p> <p>Discussion</p>	<p>aLecture</p>	<p>aWrittentest</p>

		-Discuss hormonal Family	plann	Lecture	a Writtentest

8th week 3T

non-hormonal (contraceptive, Discussion
 contraceptive advantages a
 surgical disadvantages of ea

9 th . W.		<p>contraceptive.</p> <p>-Distinguishes advantages and disadvantages of each method.</p>	method).		
10 th week	3T	<p>-Discuss implementation of nursing care during normal puerperium.</p> <p>- Discuss nursing management during complicated puerperium (P infections).</p>	<p>Puerperium:</p> <p>-Nursing management during normal puerperium.</p> <p>- Nursing management during complicated puerperium.</p>	Lecture and Discussion.	Written test
11 th week	3T	<p>-Discuss implementation of nursing care of newborn patient.</p> <p>-Evaluate the effect of treatment modalities of the mother patient</p>	neonatal nursing care	Lecture and Discussion	Written test
12 th week 13 th W.	3T	<p>-Identify conditions pertinent to medical and surgical of maternal patient.</p> <p>-Discuss benign malignancy of genital tract.</p>	<p>Gynecological disorders:</p> <p>-Common gynecological disorders.</p> <p>-benign malignancy of genital tract.</p>	Lecture and Discussion	Written test
14 th week 15 th W.	3T	<p>-Discuss common gynecological disorder:</p> <p>-Menstrual cycle</p> <p>-Infertility.</p>	<p>Gynecological disorders:</p> <p>-Menstrual disorder</p> <p>-Infertility.</p>	Lecture and Discussion	Written test

12. Course Evaluation

- **Midterm Exam – 40%**, divided as follows:
 - **20%** Midterm theoretical exam
 - **10%** Midterm practical exam
 - **5%** Quizzes
 - **5%** Attendance, participation in lectures, and submission & discussion of reports
- **Final Exam – 40%** Final theoretical exam
 - **20%** Final practical exam
- **Total – 100%**

13. Learning and Teaching Resources

World Health Organization (WHO). Preterm birth [Internet]. 2016 Nov [cited 2017 Sep]. Available from: <http://www.who.int/mediacentre/factsheets/fs363/en4p>

Siqueira MBDC, Dias MAB. The mother's perceptions about experience and learning caring for a premature baby. *Epidemiol Serv Saude* [Internet]. 2011 Jan [cited 2017 Sep]; 20(1):27-36. Available from: <http://www.arca.fiocruz.br/handle/icict/2780>

Course Description Form

1. Course Name:					
Research Method in Nursing					
2. Course Code:					
RSM302					
3. Semester / Year:					
Third year/ semester					
4. Description Preparation Date:					
10-3-2025					
5. Available Attendance Forms:					
Recording student's attendance in theoretical attendance lists					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hours per week for the theoretical subject					
7. Course administrator's name (mention all, if more than one name)					
Name: D.L. alia bd alhadi hrb					
8. Course Objectives					
Course Objective	<ul style="list-style-type: none"> - This course prepares students for research in nursing, with an emphasis on scientific research methods and approaches and careful evaluation and research criticism of current nursing and related health literature. - The course emphasizes the application of research in nursing practice, education, and administration and the relationship of research to each of them. - 				
9. Teaching and Learning Strategies					
Strategy	Giving a lecture involves: <ul style="list-style-type: none"> - Outlining lessons, lecture Creating a presentation and reciting information to students 				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1 ST week; 2 nd week	2 T	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Knows (research, nursing research, clinical nursing research) -Determines the importance of research in nursing -Distinguishes evidence-based nursing practice (EBNP) -Determines the steps of scientific research in nursing 	Part I: Introduction to scientific research in nursing	Lecture and discussion	Written test
3 rd W. 4 th W.	2 T	<ul style="list-style-type: none"> - Identify the sources of nursing research problems -Determines the considerations of the research problem -Identify the criteria for research questions -Determine research hypotheses 	Part II :Selecting, defining and refining a research problem, purpose and hypotheses.	Lecture and discussion	Written test
5 th W. 6 th W. 7 th W.	2 T	<ul style="list-style-type: none"> -Defines the purposes of the literature review -Determines the need to become familiar with library services -Distinguishes between primary and secondary sources in research literature 	Part III: Literature Review	Lecture and discussion	Written test

		<ul style="list-style-type: none"> -Knows the importance of reviewing previous literature -Identifies print sources that can be used in literary references -Distinguishes electronic sources that can be used to identify literary references -Compares electronic resources that are useful to nurses when conducting a literature review 			
8 th W. 9 th W.	2 T	<ul style="list-style-type: none"> -Defines the elements of research design -Distinguish the factors influencing the choice of research design -Distinguish types of research design 	Part IV: Research approaches and design	Lecture and discussion	Written test
10 th W. 11 th W.	2 T	<ul style="list-style-type: none"> -The study population and sample are known -Two components define the study population and sample -Define exclusion criteria 	Part V : Study population and samples	Lecture and discussion	Written test

		<ul style="list-style-type: none"> -Distinguishes the criteria for the study population and sample -Defines sampling criteria -Determines the sample size in quantitative research -Determines the sample size in qualitative research -Specifies the number of variables 			
12 th W. 13 th W.	2 T	<ul style="list-style-type: none"> -Discusses the classification of data by source. -Determines data collection methods. -Distinguish the characteristics of data collection methods. Outlines ethical considerations for data collection. -Knows common problems in data collection and possible solutions. 	Part VI : Data collection methods	Lecture and discussion	Written test
14 th W.	2 T	<ul style="list-style-type: none"> -Determines the scale for interpreting data -Knows quantitative data Analyzes data -Determines the importance of interpreting data 	Part VII :Analyze and interpret data	Lecture and discussion	Written test

11. Course Evaluation	
Two comprehensive exams, a mid-term and a final, will be given during the course.	
<ul style="list-style-type: none"> • Midterm Theoretical Exam – 30%, divided as follows: <ul style="list-style-type: none"> • 20% Midterm exam • 5% Quizzes during the semester • 5% Attendance, participation in lectures, and submission & discussion of reports • Final Theoretical Exam – 70% • Total – 100% 	
12. Learning and Teaching Resources	
Required textbook(curricular books, if any)	The Research Process in Nursing (Paperback) (editor), Judith Kate Gerrish Lathlean (editor), Desmond Cormack (primary creator)2018
Main references (sources)	Resource Manual for Nursing Research: Generating and Assessing Evidence for Nursing Practice 11th Edition
Recommended books and references (scientific journals, reports...)	A Research Handbook for Patient and Public Involvement Researchers(Paperback) (editor), Helen Penny Bee Brooks (editor), Patrick Callaghan (editor), Karina Lovell (editor), Kelly Rushton (with
Electronic References, Websites	Writing Research Proposals in the Health Sciences: A Step-by-step Guide (Paperback) (author), Jeffrey Zevia Schneider Fuller (author)

Community health nursing

Course Description Form

1. Course Name:	
Community health nursing (theoretical)	
2. Course Code:	
NUR 401	
3. Semester / Year:	
4 th year / First and Second Semester / Academic Year 2025/2026	
4. Description Preparation Date:	
10/3/2025	
5. Available Attendance Forms:	
Face-to-face attendance in theoretical and practical lectures, with student attendance recorded.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours of theory per week / 14 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Waed Issa Ali Email: Wa3dali@hotmail.com	
8. Course Objectives	
Course Objectives	<p>This course aims to equip students with the knowledge, skills, and attitudes necessary to provide nursing care to individuals, families, communities, and groups with special needs during health and illness in various settings, utilizing critical thinking as well as evidence-based nursing.</p> <p>Enabling the student to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a comprehensive understanding of public health, community health nursing, its philosophy, scope of practice, roles, and functions. <input type="checkbox"/> Integrate primary healthcare principles into practice and compare and differentiate between roles in various settings, including public health, school health, home health, and occupational health. <input type="checkbox"/> Comprehensive community assessments are conducted by understanding various data sources and evaluation methods, and interventions are developed to address specific community health needs. <input type="checkbox"/> <input type="checkbox"/> The nursing process is effectively applied to families, groups, gatherings, and communities in various environments (home, school, workplace, and community centers). <input type="checkbox"/> Demonstrates proficiency in health promotion and disease prevention strategies for individuals and populations across the lifespan, including maternal and child health, women's health, men's health, and elderly health.
9. Teaching and Learning Strategies	

Strategy		<ul style="list-style-type: none"> • Interactive Lectures • Group Discussions • Brainstorming 			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning methods	Evaluation method
1 W	3 hours theory	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Identify the concepts of health, illness, public health, and community. • Explain the philosophy of community health nursing in the healthcare of individuals, communities, and various groups. • Distinguish between community-based nursing and population-focused nursing. • Define community health nursing in general and enumerate its characteristics, principles, and components. • Describe the roles of a community health nurse. 	Introduction to community Health Nursing	Group Discussion Interactive Lectures	Midterm, Final Exam Short Quizzes
2 W	3 hours theory	<ul style="list-style-type: none"> - Identifies and critically explains the health dimensions of community health nursing, understanding the various models and determinants of health. - Describes the dimensions of healthcare in community health nursing, taking into account the levels of care (primary, secondary, and tertiary). - Clarifies the professional aspects of nursing in the practice of community health nursing. - Distinguishes and integrates the health, professional, and practical dimensions of community health nursing. 	Dimensions of community Health nursing	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
3 W	3 hours theory	<ul style="list-style-type: none"> - Identifies community assessment and the approaches of needs assessment and population assessment. - Identifies and explains at least eight key functions of community health assessment. - Outlines at least four fundamental principles of community assessment. - Distinguishes between quantitative and qualitative data sources in community assessment. - Explains the differences among at least three types of community needs assessments. 	Community assessment	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes

		<ul style="list-style-type: none"> - Describes community assessment methods such as surveys, descriptive epidemiological studies, community forums, and focus groups, including their strengths and weaknesses. - Differentiates between primary and secondary data sources and provides examples of each. 			
4 W	3 hours theory	<ul style="list-style-type: none"> - Distinguishes between health promotion, case management, and community empowerment in the context of community health. - Defines health promotion and differentiates it from health protection and disease prevention. - Explains the role of case management in community health. - Describes the principles of empowerment and identifies its determinants. 	Approaches to Community Health	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
5 W	3 hours theory	<ul style="list-style-type: none"> - Defines primary healthcare according to the Alma-Ata Declaration, explaining its fundamental principles and its role as the first point of contact within the healthcare system. - Describes the eight essential components of primary healthcare services as outlined by the World Health Organization. - Clarifies the role of community health nurses in delivering primary healthcare services, including health education, disease prevention, facilitating access to care, and providing direct services to at-risk populations. - Discusses the importance of collaboration among various sectors to effectively implement primary healthcare. 	Primary Health Care (PHC).	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
6 W	3 hours theory	<ul style="list-style-type: none"> - Defines the family in its various forms and provides a comprehensive definition of family health. - Distinguishes between different family structures and understands the evolving nature of families as they progress through the family life cycle. - Explains the various functions and roles of families. - Clarifies and discusses the determinants of family health. - Describes how to assess family health and identifies the information that needs to be collected, including demographics, environment, family structure, functions, roles, values, beliefs, and health behaviors. 	Family Health Services	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes

		<ul style="list-style-type: none"> - Outlines the role of the community health nurse in providing direct care to families in both health and illness. - Explains the determinants of family health and clarifies the ethical principles related to healthcare for families, listing ways to promote health among families. 			
7 W	3 hours theory	<ul style="list-style-type: none"> - Accurately defines the community aggregate and identifies various examples based on shared characteristics (race, ethnic affiliation, age, socioeconomic status, geographic location, etc.). - Describes the prevalent health concerns among children, adolescents, women, men, and the elderly, and discusses the principles of primary, secondary, and tertiary prevention regarding various health issues that affect them. - Explains the multifaceted role of the community health nurse in providing direct care to groups within the community and applying public health principles. 	Health Care Aggregates	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
8 W	3 hours theory	<ul style="list-style-type: none"> - Define maternal and child health and its scope, including family planning, pregnancy, childbirth, and the postpartum period. - Enumerate the objectives of maternal and child health services and clarify the patterns of those services. - Identify and explain the various risk factors that affect maternal and child health. - Describe the different methods of childbirth and outline the care provided to mothers and infants post-delivery, focusing on the physical and emotional recovery of the mother, support for breastfeeding, family planning, and addressing complications. - Illustrate the role of community health nurses in child care, assessing needs, and providing appropriate interventions. - Understand the interconnection between stages of healthcare to ensure positive outcomes for mothers and infants. 	Maternal and Child Health Care Services (MCH).	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
9 W	3 hours theory	<ul style="list-style-type: none"> - Recognizes the importance of school health services as a fundamental component of community health and their impact on the proper growth and development of children. 	School health Services	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes

		<ul style="list-style-type: none"> - Identifies the objectives of school health services, including health promotion and prevention, early diagnosis, and treatment. - Explains how to assess the school environment in terms of cleanliness, health facilities, and safety, and provides suggestions for improvement. - Identifies health issues in schools and how to detect and manage them at the three stages of prevention. - Clarifies the role of the community health nurse in designing and implementing health programs. 			
10 W	3 hours theory	<ul style="list-style-type: none"> - Explains the concept of occupational health, the concept of occupational health nursing, its objectives, benefits, and places of practice. - Clarifies the objectives of occupational health and the nursing role in addressing and preventing various risk factors. - Describes the multiple risk factors encountered in different work environments. 	Occupational Health Care Services	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
11 W	3 hours theory	<ul style="list-style-type: none"> - Understand the concept of home visits and identify the role of nursing in home visits. - State the objectives of home visits. - Describe the process of home visits, including its stages and effective methods. - Identify the benefits of home visits for families and the community. 	Home Visits	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
12 W	3 hours theory	<ul style="list-style-type: none"> - Understand home healthcare services and home healthcare nursing. - Identify members of the home healthcare services team. - List the types of clients who require home healthcare services. - Describe the roles and functions of community health nurses in delivering home healthcare services. 	Family Health Services	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizzes
13 W	3 hours theory		Environmental Health and Safety Services	Group Discussion Brainstorming Interactive	Midterm, Final Exam Short Quizzes

				Lectures	
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11. Course Evaluation

- **Midterm Exam – 40%**, divided as follows:
 - 20% Midterm theoretical exam
 - 10% Midterm practical exam
 - 5% Quizzes
 - 5% Attendance, participation in lectures, and submission & discussion of reports
- **Final Exam – 40%** Final theoretical exam
 - 20% Final practical exam
- **Total – 100%**

12. Learning and Teaching Resources

<p>Required textbooks (methodology if any)</p>	<p>• Allender, J., Rector, C., Warner, K. (2014). Community & Public health nursing Promoting the Public’s Health (8th ed.). Lippincott Williams &Wilkins..</p>
<p>Main References (Sources)</p>	<p>• Rector, CH. 2018. Community and Public Health Nursing Promoting the Public’s Health. 9 ed. Philadelphia: Wolters Kluwer.</p> <p>• Riegelman, R; Kirkwood, B. 2019. Public Health 101. Improving Community Health. 3ed. USA: Jones & Bartlett Learning</p>
<p>Recommended supporting books and references (scientific journals, reports, etc.)</p>	<p>☒ Leuven, L; Lalouni, M; Enebrink, P; Sorjonen, K; Forster, M. 2022. Feasibility and implementation of Safer Kids – A parenting program to reduce child abuse. <i>Child Abuse & Neglect</i>, 123, 1-11</p> <p>☒ Chilton, S; Bain, H. 2018. A Textbook of Community Nursing. 2 ed, Routledge Taylor & Francis, London & New york.</p> <p>☒ American Nursing Journal</p>

Course Description Form

1. Course Name:	
Community health nursing (practical)	
2. Course Code:	
NUR 401	
3. Semester / Year:	
4 rd year / First and Second Semester / Academic Year 2025/2026	
4. Description Preparation Date:	
16/9/2025	
5. Available Attendance Forms:	
Face-to-face attendance in practical lectures, with student attendance recorded.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours of theory per week / 14 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Waed Issa Ali Email: Wa3dali@hotmail.com	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <input type="checkbox"/> This course aims to equip students with the skills, and attitudes necessary to provide nursing care to individuals, families, communities, and groups with special needs during health and illness in various settings, utilizing critical thinking as well as evidence-based nursing. <input type="checkbox"/> Enabling the student to: <input type="checkbox"/> Demonstrate a comprehensive understanding of public health, community health nursing, its philosophy, scope of practice, roles, and functions. <input type="checkbox"/> Integrate primary healthcare principles into practice and compare and differentiate between roles in various settings, including public health, school health, home health, and occupational health. <input type="checkbox"/> Comprehensive community assessments are conducted by understanding various data sources and evaluation methods, and interventions are developed to address specific community health needs. <input type="checkbox"/> Effectively applies the nursing process to families, groups, gatherings, and communities in various environments (home, school, workplace, and community centers). <input type="checkbox"/> Demonstrates proficiency in health promotion and disease prevention strategies for individuals and populations across the lifespan, including maternal and child health, women's health, men's health, and elderly health.

9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • Practical Presentation or Explanation • Clinical training in hospitals, health centers, schools, and laboratories (field visit) • Role-playing • Interactive lectures • Group discussion • Brainstorming • Prepared questionnaires and checklists
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning methods	Evaluation method
1 W	12 practical hours	<p>The student will be able to:</p> <ul style="list-style-type: none"> - Conduct field research or surveys to understand the various concepts of health, illness, and community. - Document the characteristics, principles, and components related to community health nursing through practical practice. - Perform the roles of a community health nurse during field visits to different locations. 	Introduction to community Health Nursing	<p>Practical presentation or explanation</p> <p>Field visit</p>	Final practical test
2 W	12 practical hours 3 hours theory	<ul style="list-style-type: none"> - Participates in providing healthcare at various levels, such as working in primary care centers or visiting patients in hospitals. - Prepares and delivers a seminar on best professional practices in the context of community health. - Provides healthcare in the health center and hospital, demonstrating aspects of community health nursing. 	Dimensions of community Health nursing	<p>Interactive lectures</p> <p>Field visit</p> <p>Work group</p>	Final practical test
3 W	12 practical hours	<ul style="list-style-type: none"> - Develops a comprehensive nursing plan that includes assessment, goals, diagnosis, interventions, and evaluation for specific population groups or particular communities such as schools and universities. - Classifies data obtained from community assessments into quantitative and qualitative categories. - Utilizes data collection methods to evaluate the community and identifies its strengths and weaknesses. 	Community assessment	<p>Interactive lectures</p> <p>Field visit</p> <p>Work group</p>	Practical Test Project

4 W	12 practical hours	<ul style="list-style-type: none"> - Presents a comprehensive plan for field cases and applies levels of prevention. 	Approaches to Community Health	Group Discussion Brainstorming Interactive Lectures	Practical Test Project
5 W	12 practical hours	<ul style="list-style-type: none"> - Designs a lecture on a health topic to be delivered in practical training locations. - Provides primary healthcare services including vaccinations, vital signs measurement, health education, environmental assessment, and necessary guidance. 	Primary Health Care (PHC).	Interactive lectures Field visit Work group	Practical Test Project
6 W	12 practical hours	<ul style="list-style-type: none"> - Conduct home visits, assess family health, and provide health education. - Perform the role of a community health nurse with families. - Deliver safe, specialized, and effective nursing interventions regarding patient safety. - Utilize effective communication skills. - Collaborate within a team while providing nursing care to families. - Apply problem-solving skills. - Identify ethical and moral issues in delivering care to beneficiaries and their families. 	Family Health Services	Interactive lectures Field visit Work group	Practical Test Project
7 W	12 practical hours	<ul style="list-style-type: none"> - Effectively engages with individuals with special needs - Provides comprehensive nursing care for mothers around childbirth, children, and the elderly - Applies fundamental principles of health education with both groups and individuals - Works as part of a team in delivering nursing care - Utilizes effective communication techniques 	Health Care Aggregates	Interactive lectures Field visit Work group	Practical Test Project
8 W	12 practical hours	<ul style="list-style-type: none"> - Designs and implements a comprehensive nursing care plan. - Applies the fundamental principles of health education. - Provides health education to mothers regarding breastfeeding, nutrition, newborn care, prevention of infectious diseases, and family planning. - Delivers primary healthcare at all three levels: primary, secondary, and tertiary for mothers and children. 	Maternal and Child Health Care Services (MCH).	Interactive lectures Field visit Work group	Practical Test Project

9 W	12 practical hours	<ul style="list-style-type: none"> - Designs and implements a health education program on common diseases in schools for teachers and students. - Assesses the school environment and develops a comprehensive plan to enhance positive aspects and address negative ones. - Creates brochures and posters about infectious diseases and their prevention in a manner suitable for students to be placed in appropriate locations within the school. - Conducts health assessments for students to identify dental issues, infectious diseases, and general hygiene concerns. - Evaluates the school cafeteria and compiles a list of its strengths and weaknesses. - Employs appropriate methods for effective communication with children and teachers. - Fosters a positive attitude towards the importance of community health as a whole. 	School health Services	Interactive lectures Field visit Work group	Practical Test Project
10 W	12 practical hours	<ul style="list-style-type: none"> - Implements health education on occupational diseases, occupational hazards, and methods of prevention. - Provides primary healthcare services for workers. 	Occupational Health Care Services	Interactive lectures Field visit Work group	Practical Test Project
11 W	12 practical hours	<ul style="list-style-type: none"> - Plans and conducts home visits for families - Implements an educational program on topics relevant to the family - Utilizes effective dialogue techniques - Collects and maintains the tools for home visit sessions 	Home Visits	Interactive lectures Field visit Work group	Practical Test Project
12 W	12 practical hours	<ul style="list-style-type: none"> - Provides appropriate nursing care services according to the principles of primary health care. - Designs and implements a nursing care plan for the family. 	Family Health Services	Interactive lectures Field visit Work group	Practical Test Project
13 W	12 practical hours	<ul style="list-style-type: none"> - Utilizes appropriate questionnaires and tools to assess various environments. - Performs community health nursing roles according to each environment. - Identifies risk factors and strengths for each environment. 	Environmental Health and Safety Services	Interactive lectures Field visit Work group	Practical Test Project

		- Implements a suitable nursing care plan for each environment.			
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11. Course Evaluation

- **Midterm Clinical Assessment – 20%**, divided as follows:
 - 10% Midterm practical exam
 - 5% Quizzes
 - 5% Attendance and participation in clinical sessions, including submission and discussion of reports
- **Final Clinical Exam – 20%** Practical exam
- **Total – 40%**

12. Learning and Teaching Resources

	<p>Required textbooks (methodology if any)</p> <ul style="list-style-type: none"> • Allender, J., Rector, C., Warner, K. (2014). Community & Public health nursing Promoting the Public's Health (8th ed.). Lippincott Williams & Wilkins..
	<p>Main References (Sources)</p> <ul style="list-style-type: none"> • Rector, CH. 2018. Community and Public Health Nursing Promoting the Public's Health. 9 ed. Philadelphia: Wolters Kluwer. • Riegelman, R; Kirkwood, B. 2019. Public Health 101. Improving Community Health. 3ed. USA: Jones & Bartlett Learning
	<p>Recommended supporting books and references (scientific journals, reports, etc.)</p> <ul style="list-style-type: none"> ☒ Leuven, L; Lalouni, M; Enebrink, P; Sorjonen, K; Forster, M. 2022. Feasibility and implementation of Safer Kids – A parenting program to reduce child abuse. Child Abuse & Neglect, 123, 1-11 ☒ Chilton, S; Bain, H. 2018. A Textbook of Community Nursing. 2 ed, Routledge Taylor & Francis, London & New york. ☒ American Nursing Journal

Course Description Form

1. Course Name:

Management and leadership in nursing

2. Course Code:

NUR 402

3. Semester / Year:

4rd year / First Semester / Academic Year 2025/2026

4. Description Preparation Date:

10/3/2025

5. Available Attendance Forms:

Face-to-face attendance in theoretical and practical lectures, with student attendance recorded.

6. Number of Credit Hours (Total) / Number of Units (Total)

2 hours of theory per week / 14 units

7. Course administrator's name (mention all, if more than one name)

Name: Asst. Assistant. L. Jolit maarch Rahak

8. Course Objectives**Course Objectives**

Introducing students to the concepts of management and leadership, along with their various types, while studying the principles of management and their application within the context of nursing. This includes understanding the roles and functions performed by managers and the factors influencing nursing management.

Enhancing students' skills in nursing management and leadership through the study of leadership qualities and different leadership styles, as well as understanding the impacts of leadership and how to improve the effectiveness of leaders in the nursing field.

Strengthening communication and public relations skills in the healthcare work environment by examining barriers to communication and strategies to overcome them, thereby promoting effective interaction within the team.

Understanding hospital management and nursing services, as well as the classification of hospital departments, in addition to studying the philosophy of nursing service management, its purposes, objectives, and evaluation methods.

Applying electronic management techniques and professional ethics, while understanding the principles of professional ethics and their significance in enhancing the quality of nursing care, along with recognizing the role of research in improving nursing management and risk management strategies to ensure patient safety.

9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • Interactive Lectures • Group Discussions • Brainstorming
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning methods	Evaluation method
1 W	2 hours theory	The student will be able to <ul style="list-style-type: none"> • Know the concept of management and the manager. • Explain the management process, and clarify its levels and elements • Show the roles of the leader and the function of management • Explain the sources and needs of management • List the factors affecting management • Present the theories in management in nursing 	Management in Nursing	Group Discussion Interactive Lectures	Midterm, Final Exam Short Quizz
2 W	2 hours theory	<ul style="list-style-type: none"> • Knows the concept of nursing management. • Lists and explains the elements of nursing management 	Nursing Administration	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizz
3 W	2 hours theory	<ul style="list-style-type: none"> • Knows the concept of leadership and the leader. • Explains the characteristics of the leader, and shows the roles of the leader • Clarifies the theory of leadership • Lists and explains the leadership styles. • illustrates the factors affecting leadership 	Leadership	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizz
4 W	2 hours theory	<ul style="list-style-type: none"> -Understands communication and public relations. -Discusses the objectives of communication, describes the communication process, and lists the principles of effective communication. 	Communication and Public Relations	Group Discussion Brainstorming Interactive	Midterm, Final Exam Short Quizz

		<ul style="list-style-type: none"> -Distinguishes between communication channels within the organization and identifies barriers to effective communication. Explains communication skills and describes communication with patients with special needs. 		Lectures	
5 W	2 hours theory	<ul style="list-style-type: none"> -Understand the concept of a hospital and hospital management. -Classify and describe the functions of hospitals and their departments. - Distinguish between health service departments and professional service departments, recognizing the uniqueness of each. 	Hospital Management	<ul style="list-style-type: none"> Group Discussion Brainstorming Interactive Lectures 	Midterm, Final Exam Short Quizz
6 W	2 hours theory	<ul style="list-style-type: none"> -Clarifies the philosophy of nursing service management. -Outlines the role of the nursing service management unit and defines its objectives and goals. -Explains the concept of clinical supervision. -Defines the purpose of evaluating nursing services and its types. - Describes job descriptions as definitions, analyses, and descriptions. 	Nursing Services Administration:	<ul style="list-style-type: none"> Group Discussion Brainstorming Interactive Lectures 	Midterm, Final Exam Short Quizz
7 W	2 hours theory	<ul style="list-style-type: none"> -Understands electronic healthcare. -Explains how to design electronic records and reports, including their principles and types. 	Electronic Management	<ul style="list-style-type: none"> Group Discussion Brainstorming Interactive Lectures 	Midterm, Final Exam Short Quizz
8 W	2 hours theory	<ul style="list-style-type: none"> -Recognizes the fundamental principles of professional ethics in nursing, such as respect, humane treatment, and justice. -Demonstrates the application of ethical values in daily work situations, including interactions with patients and members of the medical team. -Analyzes complex ethical issues that may arise in the healthcare environment and makes appropriate decisions. Understands the laws and regulations applicable in the field of nursing and how to comply with them. 	Professional Ethics	<ul style="list-style-type: none"> Group Discussion Brainstorming Interactive Lectures 	Midterm, Final Exam Short Quizz

9 W	2 hours theory	<ul style="list-style-type: none"> -Understand the concept of scientific research and its importance in the field of nursing management . -Critique previous studies and research, assessing their quality and credibility . - Comprehend the relationship between scientific research and administrative decision-making in nursing environments. 	Research and Management	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizz
10 W	2 hours theory	<ul style="list-style-type: none"> -Definition of the concept of risk management and its levels. -Understanding how to apply risk management concepts in the context of daily operations in nursing units. -Demonstrating how to develop effective emergency plans to address identified risks and ensure a prompt and efficient response in emergencies. - Understanding the legal and ethical factors associated with risk management and the necessity of compliance with health laws and regulations. 	Risk Management	Group Discussion Brainstorming Interactive Lectures	Midterm, Final Exam Short Quizz

11. Course Evaluation

- • **Midterm Exam – 40%**, divided as follows:
 - **20%** Midterm theoretical exam
 - **10%** Midterm practical exam
 - **5%** Quizzes
 - **5%** Attendance, participation in lectures, and submission & discussion of reports
- **Final Exam (First Semester) – 40%** Final theoretical exam
 - **20%** Final practical exam
- **Total – 100%**

12. Learning and Teaching Resources

Required textbooks (methodology if any)	
Main References (Sources)	<ul style="list-style-type: none"> • Ernstmeyer K, Christman E, editors. Nursing Management and Professional Concepts [Internet]. Eau Claire (WI): Chippewa Valley Technical College; 2022. Chapter 4 - Leadership and Management. Available from: https://www.ncbi.nlm.nih.gov/books/NBK598387/ • Specchia, M. L., Cozzolino, M. R., Carini, E., Di Pilla, A., Galletti, C., Ricciardi, W., & Damiani, G. (2021). Leadership styles and nurses' job satisfaction. Results of a systematic review. International Journal of Environmental Research and Public Health , 18(4), 1552
Recommended supporting books and references (scientific journals, reports, etc.)	<ul style="list-style-type: none"> ▪ Ana, B. H., & Hendricks-Jackson, L. (2017). Nursing professional development review and resource manual (4th ed.). American Nurses Association, Nursing Knowledge Center. https://www.nursingworld.org/~49379b/globalassets/catalog/sample-chapters/npsamplechapter.pdf ▪ Cummings GG, Lee S, Tate K, Penconek T, Micaroni SPM, Paananen T, Chatterjee GE. The essentials of nursing leadership: A systematic review of factors and educational interventions influencing nursing leadership. Int J Nurs Stud. 2021 Mar;115:103842. doi: 10.1016/j.ijnurstu.2020.103842. Epub 2020 Dec 7. PMID: 33383271. ▪ Stanley, D. 2017. Clinical Leadership in Nursing and Healthcare: Values into Action, Second Edition. Chapter 5: Leadership and Management. https://doi.org/10.1002/9781119253785.ch5
Web sit	<ul style="list-style-type: none"> ▪ https://journals.sagepub.com/doi/10.1177/00469580231178528

Course Description Form

1. Course Name:

Epidemiology

2. Course Code:

NUR 403

3. Semester / Year:

Fourth year

4. Description Preparation Date:

10/3/2025

5. Available Attendance Forms:

Face-to-face attendance

6. Number of Credit Hours (Total) / Number of Units (Total)

2hour weekly of (15) week credit H 2

7. Course administrator's name (mention all, if more than one name)

Name: D.L. alia bd alhadi hrb

8. Course Objectives

- Define epidemiology and related concepts.
- •Apply the epidemiological model and use the natural history of health conditions (diseases) to provide health benefits to society.
- •Calculate the incidence and prevalence of diseases and how to monitor diseases to reduce their spread and prevent them.

Course objectives

- •Apply preventive measures for diseases and to provide health care services.
- •Apply epidemiological studies for the purpose of designing and evaluating disease control strategies and providing health care services.

9. Teaching and learning strategies

Strategies

Lecture
Discussion
Brainstorming

10.Course structure

Evaluation method	Learning methods	Unit or subject name	Required Learning Outcomes	Hours	Week
Written Test Reports Daily quiz	Lecture discussion	History of epidemiology	<ul style="list-style-type: none"> • Definition and use of epidemiology • Identify the uses of epidemiology 	2	First
Written Test Reports Daily quiz	Lecture discussion	Incidence and prevalence rates of diseases and measurement of the association between exposure and outcome	Recognizes the measurement of rates • Distinguishes between the incidence rate of diseases and their spread rate • Explains the factors that help spread diseases •	2	Second
Written Test Reports	Lecture discussion	disease process	Knows the mechanism of disease occurrence •	2	Third

Daily quiz			<ul style="list-style-type: none"> Explains the causes and predisposing factors of the disease Shows the ways of spreading the disease and preventing it 		
Written Test Reports Daily quiz	Lecture discussion	Epidemiological trade	<ul style="list-style-type: none"> Distinguish between infectious and non-infectious diseases Classify epidemic diseases 	2	Fourth
Written Test Reports Daily quiz	Lecture discussion	disease transmission	<ul style="list-style-type: none"> Identify the most important transmission methods of diseases (airborne, oral, fecal, other vectors) 	2	Fifth
Written Test Reports Daily quiz	Lecture discussion	Epidemiological statistics	<ul style="list-style-type: none"> Know the types of epidemiological statistics Explain descriptive and non-descriptive methods of data collection Interpret statistical analysis data Interpret the 95% confidence level 	2	sixth
Written Test Reports Daily quiz	Lecture discussion	Infectious Disease Control Strategy	<ul style="list-style-type: none"> Knows key terms related to infectious disease control Identifies key strategies used to control infectious diseases (e.g., vaccination, sanitation, vector control, case management, .contact tracing) The student understands the chain of infection and how to 	2	Seventh

			break this chain to prevent disease transmission		
Written Test Reports Daily quiz	Lecture discussion	Occupational Epidemiology	<ul style="list-style-type: none"> Define occupational epidemiology and its relationship to other fields (e.g., occupational health, public health, toxicology) Identify potential occupational hazards and their associated health risks (e.g., physical, chemical, biological, psychosocial) Students understand methods for assessing occupational exposures, including environmental monitoring and biological monitoring 	2	Eighth
Written Test Reports Daily quiz	Lecture discussion	Incubation period of diseases	<ul style="list-style-type: none"> Know the incubation period of the disease List the types of incubation periods of the disease 	2	Ninth
Written Test Reports Daily quiz	Lecture discussion	Epidemiological studies	<ul style="list-style-type: none"> Distinguish between types of epidemiological studies Mention the most important information taken from epidemiological studies Discuss a model for an epidemiological study 	2	Tenth

11. Course Evaluation

- **Midterm Theoretical Exam – 30%**, divided as follows:
 - **20%** Midterm exam
 - **5%** Quizzes during the semester
 - **5%** Attendance, participation in lectures, and submission & discussion of reports
- **Final Theoretical Exam – 70%**
- **Total – 100%**

12. Learning and Teaching Resources

Basic epidemiology, Gordis epidemiology sixth edition, world health organization, CDC

Beaglehole R, Bonita R, Kjellstrom T: Basic Epidemiology. World Health Organization, Geneva, Switzerland, 1993 .

Langmuir AD. The surveillance of communicable diseases of national importance.

Foundations of Epidemiology. 3rd Ed. Oxford University Press, New York,

ox JP, Hall CE, Elveback LR: Epidemiology, Man and Disease. Macmillan, New Yor

Course Description Form

Course name .1

Health promotion

Course code.2

HPR 405

Chapter/Year .3

First and second semester / academic year 2025-2025 / fourth year

Date of preparation of this description .4

10/3/2025

Available attendance forms .5

Face-to-face attendance through theoretical lectures with student registration in attendance lists

Number of study hours (total) / Number of units (total) .6

hours theory/2 units 2

Course Instructor Name .7

D.L Waad ISSA Ali

Course objectives .8

The course works on the basic principles of health promotion and provides students with a complete explanation of how to conduct health promotion programs and what their importance is at the individual and community levels.

Course objectives:

Suggest solutions to health problems as they occur-	
Preparing for early diseases by strengthening the immune system-	
Prevention before illness and creating a healthy society through health - education	

Teaching and learning strategies .9

Lectures
Interactive discussions

Strategy

Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required Science Outcomes	Hours	Week
Short tests, midterm and final exams	Interactive lectures Group discussion	Health Promotion Overview	Knows the concept of health • Explains how to achieve ideal health or a high level of health •	2 hours	First
Short tests, midterm and final exams	Interactive lectures Group discussion	Health Promotion Theories	Explains the health beliefs model • Explains ways to apply health promotion theories to the community •	2 hours	Second
Short tests, midterm and final exams	Interactive lectures Group discussion	Health Promotion Models	Explains the correct and appropriate concepts of the principle of health promotion. •		Third
Short tests, midterm and final exams	Interactive lectures Group discussion	Evolution of health promotion concepts	Describes recent studies of the concept of health promotion.	2 hours	Fourth
Short tests, midterm and final exams	Interactive lectures Group discussion	Factors affecting health promotion	Lists the factors affecting health promotion and how to prevent them. •	2 hours	Five
Short tests, midterm and final exams	Interactive lectures Group discussion	Essential dimensions of nursing practice in health promotion	Explains the foundations of nursing practices in health promotion.	2 hours	Six

Short tests, midterm and final exams	nteractive lectures Group discussion	Nurse roles in health promotion	Describes the role of the nurse in health promotion.	2 hours	Seven
Short tests, midterm and final exams	nteractive lectures Group discussion	Nursing Process Overview	Knows how to develop nursing care plans	2 hours	Eight
Short tests, midterm and final exams	nteractive lectures Group discussion	Nursing process and health promotion for individuals, families and communities	Describes the foundations and steps of promoting health for the individual and society	2 hours	Nine
Short tests, midterm and final exams	nteractive lectures Group discussion	Using communication to promote health	Lists communication techniques and their importance in promoting health	2 hours	Ten
Short tests, midterm and final exams	nteractive lectures Group discussion	Concept of culture and lifestyle	Explains the concept of culture and the principles of respecting other cultures.	2 hours	Eleven
Short tests, midterm and final exams	nteractive lectures Group discussion	Promoting health across life	Demonstrates health promotion for • children, adolescents, adults and the elderly.	2 hours	Twelve
Short tests, midterm and final exams	nteractive lectures Group discussion	Evaluation of the effectiveness of health promotion	Define health outcomes, and • • determine which ones are measurable.	2 hours	Thirteenth
Short tests, midterm and final exams	nteractive lectures Group discussion	Measuring health promotion and prevention outcomes	Defines health outcomes, and • • determines which ones are measurable Develops a plan for measuring • • health promotion outcomes Lists challenges in measuring • • health outcomes	2 hours	Fourteenth
Short tests, midterm and final exams	nteractive lectures Group discussion	Current factors influencing health promotion	I entify the current health care system List the roles of the nurse in the • current health care system Explain the increasing technological • development in health systems List the impact of economic factors • and personal behaviors on health promotion •	2 hours	Fifteenth

- **Midterm Theoretical Exam – 30%**, divided as follows:
 - 20% Midterm exam
 - 5% Quizzes during the semester
 - 5% Attendance, participation in lectures, and submission & discussion of reports
- **Final Theoretical Exam – 70%**
- **Total – 100%**

Books:

1. Green, J., & Tones, K. (2019). *Health promotion: Planning and strategies* (3rd ed.). SAGE Publications.
2. Naidoo, J., & Wills, J. (2016). *Foundations for health promotion* (4th ed.). Elsevier.
3. Seedhouse, D. (2004). *Health promotion: Philosophy, prejudice and practice* (2nd ed.). Wiley.
4. Raingruber, B. (2017). *Contemporary health promotion in nursing practice* (2nd ed.). Jones & Bartlett Learning.
5. Scriven, A. (2017). *Promoting health: A practical guide* (7th ed.). Elsevier.

Recommended supporting books and references (scientific journals, reports, etc.)

Scientific journals:

1. Nutbeam, D. (2008). The evolving concept of health literacy. *Social Science & Medicine*, 67(12), 2072-2078.
<https://doi.org/10.1016/j.socscimed.2008.09.050>
2. Tannahill, A. (2009). Health promotion: The Tannahill model revisited. *Public Health*, 123(5), 396-398. <https://doi.org/10.1016/j.puhe.2008.12.002>
3. Kickbusch, I. (2010). Health promotion in the 21st century: New approaches to global health governance. *Global Health Promotion*, 17(1), 84-86.
<https://doi.org/10.1177/1757975909358248>

Reports and organizations:

1. World Health Organization (WHO)
 - World Health Organization. (1986). *The Ottawa charter for health promotion*. Retrieved October 17, 2025, from <https://www.who.int/publications/ottawa-charter>
2. Centers for Disease Control and Prevention (CDC)
 - Centers for Disease Control and Prevention. (n.d.). *National health promotion and disease prevention objectives*. Retrieved October 17, 2025, from https://www.cdc.gov/nchs/healthy_people.htm
3. Public Health England (PHE)
 - Public Health England. (n.d.). *Health matters: Health promotion for the general population*. Retrieved October 17, 2025, from <https://www.gov.uk/government/publications>

Websites;

1. Global Health Promotion Journal
 - SAGE Publications. (n.d.). *Global health promotion*. Retrieved October 17, 2025, from <https://journals.sagepub.com/home/ped>
2. Health Promotion International
 - Oxford University Press. (n.d.). *Health promotion international*. Retrieved October 17, 2025, from <https://academic.oup.com/heapro>

Electronic references, websites

3. American Public Health Association (APHA)

- American Public Health Association. (n.d.). *Health promotion*. Retrieved October 17, 2025, from <https://www.apha.org>

Psychiatric and mental health nursing

Course Description Form

14. Course Name:					
Psychiatric and mental health nursing(Theoretical)					
15. Course Code:					
NUR408					
16. Semester / Year:					
Fourth year/ first & second semester					
17. Description Preparation Date:					
10/3/2025					
18. Available Attendance Forms:					
Recording student's attendance in theoretical attendance lists					
19. Number of Credit Hours (Total) / Number of Units (Total)					
3 hours per week for the theoretical subject					
20. Course administrator's name (mention all, if more than one name)					
Name: Assistant. Prof. Mohmed Fadil					
21. course description					
This course provides an in-depth exploration of psychiatric and mental health nursing, emphasizing the holistic care of individuals experiencing mental health disorders. Students will develop a comprehensive understanding of the psychological, biological, and social dimensions of mental health and illness.					
22. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> -Students acquire the basic concepts, principles, and skills necessary to promote mental health throughout life as well as care for mentally ill individuals. - Explain the nursing processes that help provide nursing intervention to improve the mental health of patients in settings where psychological services are provided. - Discusses the cognitive, emotional, and behavioral reactions exhibited by a patient suffering from various psychological conditions 			
23. Teaching and Learning Strategies					
Strategy		Giving a lecture involves: <ul style="list-style-type: none"> - Outlining lessons, lecture, group discussion - Creating a presentation and reciting information to students. 			
24. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1- Week	3 T	<ul style="list-style-type: none"> - Describe a historical perspective of the care of the mentally ill over the years - Recognize the signs of mental health and mental illness - Evaluate the psychological state of the psychiatric patient - Describe the ethical and legal issues related to psychiatric nursing 	Foundation of psychiatric mental health nursing	Interactive Lectures and group discussion	Final written Exam Semester exam quiz
2&3 Week	3 T	<ul style="list-style-type: none"> - know theories, fundamentals, and new trends in mental health nursing. - Explain the differences and similarities of development related to psychological and social aspects and psychoanalytic theories 	Neurobiological and psychosocial theories	Interactive Lectures and group discussion	Final written Exam Semester exam quiz
4 Week	3 T	<ul style="list-style-type: none"> - Describe the characteristics of the therapeutic relationship - Compare the three stages of the relationship between nurse and patient - Establish the therapeutic relationship - Describe four testing behaviors that the patient can demonstrate and discusses possible nursing interventions for each behavior 	Building the nurse-client relationship	Interactive Lectures and group discussion	Final written Exam Semester exam quiz
5 Week	3 T	<ul style="list-style-type: none"> - Recognize the types of trauma and its impact on mental health - Understand the factors that influence individuals' responses to trauma - Discuss the characteristics, risk factors, and dynamics of immediate factors and long-term individual responses to shocks and stressors. - Use relaxation techniques to deal with different stressful situations in life. 	Trauma and stressor related disorders	Interactive Lectures and group discussion	Final written Exam Semester exam quiz
6&7 Week	3 T	<ul style="list-style-type: none"> - Define anxiety and its types. - Recognize common causes of anxiety - Distinguish between normal anxiety and excessive anxiety. - Discuss ways to apply nursing 	Anxiety and Anxiety related disorders	Interactive Lectures and group discussion	Final written Exam Semester exam quiz

		care to the care of patients with anxiety and anxiety disorders			
8 Week	3 T	<ul style="list-style-type: none"> - Understand obsessive-compulsive disorder and its symptoms - Lists the causes of obsessive-compulsive disorder - List strategies for dealing with disorder in daily life. - Apply health education to patients, their families, and health care providers to increase knowledge and understanding obsessive-compulsive disorder and related disorders. 	Obsessive compulsive and related disorders	Interactive Lectur and group discussion	Final written Exam Semester exam quiz
9&10 Week	3 T	<ul style="list-style-type: none"> -Describe the positive and negative symptoms of schizophrenia. -Apply therapeutic techniques while dealing with psycho patients - Analyze the psychological history and examine the mental status 	schizophrenia Spectrum And related disorders	Interactive Lectur and group discussion	Final written Exam Semester exam quiz
11&12 Week	3 T	<ul style="list-style-type: none"> - Recognize various types of mood disorders, such as bipolar depression and major depression - List the main symptoms of each type of mood disorder and how to recognize them -Enumerate the biological, psychological, and social factors that may lead to mood disorders Discuss the application of nursing care to the care of patients with mood disorders 	Mood disorders And suicide	Interactive Lectur and group discussion	Final written Exam Semester exam quiz
13 week	3 T	<ul style="list-style-type: none"> -Define addiction, including its characteristics, types -Describe the biological and neurological mechanisms involved in addiction - Analyze the various risk factors for developing addiction including genetic, environmental, psychological, and 	Addiction	Interactive Lectur and group discussion	Final written Exam Semester exam quiz

		Socio-cultural influences. -list signs and symptoms of addiction, including physical, emotional, and behavioral indicators that signify a potential substance or behavioral dependence			
14 week	3 T	- Distinguish between delirium and dementia in terms of symptoms, diagnosis and treatment - Discusses the psychological and emotional effects of cognitive disorders - Evaluate how cognitive disorders affect academic and social performance	Cognitive disorders	Interactive Lectures and group discussion	Final written Exam Semester exam quiz
15week	3 T	- Define somatic illness and distinguish it from purely psychological conditions and other medical diagnoses. -Identify common physical symptoms associated with somatic illness, including their psychological underpinnings -Develop skills to assess and evaluate patients who present with somatic symptoms. -Describe the roles of various healthcare professionals	Somatic Symptom illnesses	Interactive Lectures and group discussion	Final written Exam Semester exam quiz

25. Course Evaluation

- **Midterm Exam – 40%**, divided as follows:
 - 20% Midterm theoretical exam
 - 10% Midterm practical exam
 - 5% Quizzes
 - 5% Attendance, participation in lectures, and submission & discussion of reports
- **Final Exam (First Semester) – 40%** Final theoretical exam
 - 20% Final practical exam
- **Total – 100%**

26. Learning and Teaching Resources

12. مصادر التعلم والتدريس

Videbeck, S. (2020). Psychiatric-Mental Health Nursing, 8th edition, Lippincott Williams & Wilkins.

-Townsend, M. (2015) Neurocognitive Disorders, Psychiatric Nursing Assessment, Care plans and Medications.9th Chapter 3, pp54-70.

**Required textbooks
(curricular textbook if any)**

☐ Videbeck, S. (2020). Psychiatric-Mental Health Nursing, 8th edition, Lippincott Williams & Wilkins.

**Main references (sources)
Recommended books and references (scientific journal and reports)**

- Introduction to Psychology
http://en.wikibooks.org/wiki/Introduction_to_Psychology

Electronic reference, websites

Course Description Form

1. Course Name:					
Psychiatric and mental health nursing (clinical)					
2. Course Code:					
NUR408					
3. Semester / Year:					
Fourth year/ first & second semester					
4. Description Preparation Date:					
10/3/2025					
5. Available Attendance Forms:					
Recording student's attendance in clinical attendance lists					
6. Number of Credit Hours (Total) / Number of Units (Total)					
12 hours per week for the clinical subject					
7. Course administrator's name (mention all, if more than one name)					
Name: Assistant. Prof. Mohmed Fadil					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> - Demonstrate a comprehensive understanding of psychiatric nursing theories, concepts, and principles, as well as the biological, psychological, and social factors influencing mental health. - Develop proficiency in assessing patients' mental health status through comprehensive mental health assessments. - Understand and apply the DSM-5 criteria for diagnosing various mental health disorders. - Establish and maintain therapeutic relationships with patients, demonstrating effective communication skills. 			
9. Teaching and Learning Strategies					
Strategy		Giving a lecture involves: <ul style="list-style-type: none"> - Outlining lessons, lecture, group discussion - Case study, video's 			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1&2 Week	12 C	<ul style="list-style-type: none"> - Describe the clinical symptoms of psychotic patients. -Take a neutral attitude toward the patient's beliefs and actions - Demonstrate a thorough understanding of the DSM-5 and ICD-10 classification systems, including the criteria for various mental illnesses. -Develop and apply comprehensive assessment skills to evaluate patients' mental health, including the use of clinical interviews, standardized assessment tools, and observation techniques 	Foundation of psychiatric mental health nursing (diagnosis of mental illness)	Practical presentation and explanation video's Case study	Final written Exam Semester exam quiz
3& 4 &5 Week	12 C	<ul style="list-style-type: none"> -Demonstrate a comprehensive understanding of the nursing process as a framework for providing psychiatric care. -utilize various techniques such as clinical interviews, psychological assessments, and observational skills. -Formulate accurate nursing diagnoses based on assessment data, integrating knowledge of mental health conditions, patient history, and current symptoms. -Develop personalized care plans that address the specific needs, preferences, and goals of patients with mental health disorders, 	Nursing process in psychiatric nursing	Practical presentation and explanation video's Case study	Final written Exam Semester exam quiz
6 &7 Week	12 C	<ul style="list-style-type: none"> - Understand the various treatment modalities utilized in clinical psychiatric nursing, including pharmacological, psychotherapeutic, and alternative therapies. 	Treatment modalities (physical treatment and psychotropic drugs)	Practical presentation and explanation video's Case study	Final written Exam Semester exam quiz

		<p>- Describe the classes of psychotropic medications, their mechanisms of action, side effects, interactions, and nursing responsibilities related to their administration.</p> <p>Evaluate the effectiveness of treatment modalities through regular patient assessments and outcome measurements, adjusting care plans based on patient response and progress.</p>			
8 & 9 & 10 Week	12 C	<p>apply basic principles and techniques of psychotherapeutic interventions (e.g., cognitive-behavioral therapy, motivational interviewing)</p> <p>Demonstrate the ability to employ specific psychotherapeutic techniques and interventions effectively, adapting strategies to meet the individual needs of patients.</p>	Psychological treatment and Psychotherapy	Practical presentation and explanation video's Case study	Final written Exam Semester exam quiz
11 & 12 Week	12 C	<p>Exhibit active listening skills, including reflecting, paraphrasing, and summarizing, to facilitate open dialogue and encourage patient expression.</p> <p>Develop the ability to build and maintain trust and rapport with patients, creating a safe and supportive environment for sharing thoughts and feelings.</p>	Therapeutic communication (verbal & non verbal)	Practical presentation and explanation video's Case study	Final written Exam Semester exam quiz

		<p>Recognize and appropriately use nonverbal communication cues, such as body language, eye contact, and tone of voice, to enhance interaction with patients.</p> <p>Demonstrate empathy by understanding and acknowledging patients' emotions and experiences, helping to validate their feelings during communication.</p>			
13 & 14 Week	12 C	<p>-Differentiate between therapeutic and non-therapeutic communication techniques, understanding their roles in psychiatric nursing.</p> <p>- apply therapeutic communication techniques, such as active listening, empathy, reflection, and open-ended questioning, to facilitate patient interaction and support.</p> <p>-Identify common non -therapeutic communication techniques</p>	Therapeutic communication & non Therapeutic techniaues	Practical presentati and explanation video's Case study	Final written Exam Semester exam quiz

11. Course Evaluation

- **Midterm Clinical Assessment – 20%**, divided as follows:
 - 10% Midterm practical exam
 - 5% Quizzes
 - 5% Attendance and participation in clinical sessions, including submission and discussion of reports
- **Final Clinical Exam – 20%** Practical exam
- **Total – 40%**

12. Learning and Teaching Resources

<p>Videbeck, S. (2020). Psychiatric-Mental Health Nursing, 8th edition, Lippincott Williams & Wilkins.</p> <p>Halter, M. J. (2018). Varcarolis' foundations of psychiatric mental health nursing: A clinical approach (8th ed.). St. Louis, MO: Saunders</p>	<p>Required textbooks (curricular textbook if any)</p>
<p>Margaret Jordan Halter (2014). Varcarolis' Foundation of Psychiatric Mental Health Nursing, 7th Edition, Elsevier.</p>	<p>Main references (sources)</p> <p>Recommended books and references (scientific journal and reports)</p>
<ul style="list-style-type: none"> ▪ https://simulation lab for mental health nursing (the required equipment and tools_ 	<p>Electronic reference, websites</p>

Course Description Form

1. Course Name:					
Health psychology (theoretical)					
2. Course Code:					
HPN410					
3. Semester / Year:					
Fourth year/ first & second semester					
4. Description Preparation Date:					
16/9/2025					
5. Available Attendance Forms:					
Recording student's attendance in theoretical attendance lists					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hours per week for the theoretical subject					
7. Course administrator's name (mention all, if more than one name)					
Name: Assistant. L. Jolit maarch Rahak					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> - Introducing the student to psychology as a science and studying its development, in addition to defining its goals and various fields - Understanding the factors influencing human behavior, which include genetic and environmental factors. - Know and understand basic concepts in psychology, such as learning, motivation, memory, and intelligence⁴ - Distinguish between different methods and theories in psychology and how to apply them in various fields such as education and social work. 			
9. Teaching and Learning Strategies					
Strategy		Giving a lecture involves: <ul style="list-style-type: none"> - Outlining lessons, lecture, group discussion 			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1&2 week	2 T	<ul style="list-style-type: none"> - understand the basic concepts in psychology, such as history, different schools and theories in this field. - Understands the biological and psychological foundations that influence the behavior of individuals -Learn about psychological educational theories such as behavioral and cognitive and the various applications of these theories - acquires effective communication skills and emotional control, which enhances the student's ability to work with individuals and groups 	Introduction to psychology	Interactive lecture Group Discussion	Final written Exam Semester exam quiz
3& 4 Week	2 T	<ul style="list-style-type: none"> - Identify and explain key theories of motivation (e.g., Maslow's Hierarchy of Needs, Self-Determination Theory, and others) -Demonstrate the ability to assess patients' motivation levels, recognizing the factors that influence individual motivation toward engaging in treatment and change. -Utilize strategies to enhance intrinsic motivation in patients, recognizing the importance of autonomy, competence, and relatedness in promoting self-directed change. 	Motivation	Interactive lecture Group Discussion	Final written Exam Semester exam quiz
5& 6 Week	2 T	<ul style="list-style-type: none"> Describe major theories of emotion, including physiological, cognitive, and social perspectives. Recognize and articulate personal and external triggers that elicit different emotional responses. Evaluate the components of emotional intelligence and its impact on interpersonal relationships and communication. 	Emotion	Interactive lecture Group Discussion	Final written Exam Semester exam quiz
7 & 8 Week	2 T	<ul style="list-style-type: none"> Explain key theories and models of conflict, including types of conflict, stages of conflict, and the role of perception in conflict situations Identify the underlying causes of conflict in various contexts such as interpersonal, organizational, and cultural. 	Frustration and conflict	Interactive lecture Group Discussion	Final written Exam Semester exam quiz

		Recognize and articulate personal emotional responses during conflict situations, fostering self-awareness and emotional regulation.			
9 & 10 Week	2 T	-Explain key theories of personality, such as trait theory, psychodynamic theory, humanistic theory, and social cognitive theory. -Recognize and describe the major personality traits outlined in models like the Big Five and identify their manifestations in behavior.	Personality	Interactive lecture Group Discussion	Final written Exam Semester exam quiz
11& 12 Week	2 T	-Explain major theories of attention, including selective attention, divided attention, and sustained attention. -Identify and describe the stages of perceptual processing including sensation, organization, and interpretation. Demonstrate techniques to improve attention and concentration, such as mindfulness practices, cognitive restructuring, and time management strategies.	Attention and perception	Interactive lecture Group Discussion	Final written Exam Semester exam quiz
13 week	2 T	-Describe major theories of learning, such as behaviorism, constructivism, and cognitivism, and their implications for educational practice. - Identify and explain different types of thinking (e.g., critical thinking, creative thinking, metacognitive thinking) and their role in effective learning.	Thinking and learning	Interactive lecture Group Discussion	Final written Exam Semester exam quiz
14 week	2 T	-Differentiate among various types of memory (e.g., sensory memory, short-term memory, long-term memory, episodic memory, semantic memory) and their characteristics. -Develop an awareness of the adaptive functions of forgetting and how it affects learning and memory maintenance.	Memory and forgetting	Interactive lecture Group Discussion	Final written Exam Semester exam quiz

11. Course Evaluation

Mid term	30
Final exam	70

Total 10

12. Learning and Teaching Resources

<p>Taylor, S. E. (2017). <i>Health Psychology (10th ed.)</i>. McGraw-Hill Education.</p> <p>Alder, K. (2019). <i>Health Psychology: A Very Short Introduction</i>. Oxford University Press.</p>	<p>Required textbooks (curricular textbook if any)</p>
<p>Woolfolk, A. E., Winne, P. H. & Perry, N. E. (2006). <i>Educational Psychology (3rd Canadian ed.)</i>. Toronto, Canada: Pearson. 75, 203-221.</p>	<p>Main references (sources)</p> <p>Recommended books and references (scientific journal and reports)</p>
<p>http://www.psych.org</p>	<p>Electronic reference, websites</p>