

Ministry of Higher Education and Scientific Research  
Al-Muthanna University  
College of Nursing  
Quality Assurance and Performance Evaluation Division



**FormDescription of the  
academic programAnd the  
course  
For the College of Nursing**

**2024**

## **the introduction:**

The educational program is considered a coordinated and organized package of academic courses that includes procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that students are working to acquire based on the objectives of the academic program. The importance of this description is evident because it represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies 3/2906. On 5/3/2023 with regard to programs that adopt the Bologna Process as a basis for their work.

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process.

### **Concepts and terminology:**

**Description of the academic program:**The academic program description provides a brief summary of its vision, mission, and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

**Course description:**It provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the available learning opportunities. It is derived from the program description.

**Program vision:**An ambitious picture for the future of the academic program to be an advanced, inspiring, motivating, realistic and applicable program.

**Program message:**It briefly explains the objectives and activities necessary to achieve them, and also identifies the program's development paths and directions.

**Program Goals:**They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

**Curriculum structure:**All courses/study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific department), along with the number of study units.

**Learning Outcomes:**A compatible set of knowledge, skills, and values that the student has acquired after successfully completing the academic program. The

learning outcomes for each course must be determined in a way that achieves the program objectives.

**Teaching and learning strategies:** They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, it describes all curricular and extracurricular activities to achieve the learning outcomes of the programme.

## Academic program description form

University name: University:AL-Muthana

College/Institute: CollegeNursing

Name of the academic or professional program: Bachelor's degree nursing .

Name of final degree: Bachelor of Science inNursing.

School system:My class.

Description preparation date:2/1/2024

Date of filling the file: 02/14/2024

  
the signature:

name of Scientific Assistant : Ali - ABASS - ASEEL

the date: 8/4/2024

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

Performance Division: Aaleema . S . Mahdi

the date

the signature : 8/4/2024

جامعة المثني  
كلية التمريض  
شعبة ضمان الجودة  
وتقوية الاداء

  
Authentication of the Dean

Ali Abass ASEEL



See the program .1

To see Yahars the programIt will be a distinguished department in education, evidence-based performance, scientific research, and community service in the field of mental health nursing.

The visionthe programIt is to be a center of excellence in preparing students professionally and providing them with the necessary capabilities to provide health care to the individual, family, and society.

Program message .2

That messagethe programIt is to provide professional, highly efficient nursing education that contributes to providing students with information that enables them to develop the skills and direct the necessary directions to plan and implement comprehensive nursing care for people with mental illnesses of all age groups.

The messagethe programIt is to prepare specialized nurses, capable of meeting the safe health care needs of all segments of society, within the framework of international standards for nursing education, by providing competencies for specialized nursing practice.

ObjectivesFor the programImproving the educational opportunity to prepare a distinguished nursing graduate. Providing quality care for patients in hospitals and psychological rehabilitation centers. Developing scientific research and scientific activities and directing them to serve the community inVarious health fields. Working to implement levels of prevention, which include maintaining health, disease prevention, treatment, and rehabilitation in the field of health. Promoting a high standard of nursing care, excellence in education, quality leadership and enhancing nursing research in the field of mental healthAnd mental health, and in the field of adult, maternal and child nursing, obstetrics and gynecology nursing, and the basics of nursing. Demonstrate advanced skills and proficiency in nursing management of patients withHealthy. Appreciate the legal and ethical issues related to patient care.

Objectivesthe program.Providing quality education to students in the fieldthenursing. Preparing students to become leaders and have professional competence that enables them to deal with local community environments. Emphasizing the importance of health education in all local communities; This is to increase the awareness of the individual, family and community towards achieving self-care. Cooperating with governmental and non-governmental organizations in meeting health needs. Contributing to enhancing community knowledge through research and health education.

<b>Program accreditation .4</b>
Accredited according to the institutional accreditation of the Ministry of Higher Education and Scientific Research

<b>Other external influences .5</b>
nothing

<b>Program structure .6</b>				
comments *	percentage	Study unit	Number of courses	Program structure
				<b>Enterprise requirements</b>
Basic course		147	47	<b>College requirements</b>
			Yes	<b>Department requirements</b>
		1	Yes	<b>summer training</b>
				<b>Other</b>

\* Notes may include whether the course is core or elective.

<b>Program description .7</b>				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical			
0	2	Research methods in nursing	RSM302	2023–2024 /



				theThird
0	2	Health sociology	HSO303	2023–2024 / theThird
12	3	Community health nursing	NUR401	2023–2024 /Fourth
3	2	Management and leadership in nursing	NUR402	2023–2024 /Fourth
0	2	Professional topics and issues in nursing	NUR403	2023–2024 /Fourth
3	0	Graduation research project	NUR404	2023–2024 /Fourth
0	2	Epidemiology	EPID406	2023–2024 /Fourth
12	3	Psychiatric and mental health nursing	NUR408	2023–2024 /Fourth
0	2	Health psychology for nurses	HPN410	2023–2024 /Fourth
0	2	Health promotion	HPR405	2023–2024 /Fourth
2	3	Anatomy	ANT 121	The first
2	3	Physiology	PHY 122	
2	3	Biochemistry	CHM 126	
2	/	Calculators	COS1	
2	2	Microbiology 1	MBN1 123	the second
2	2	Microbiology 2	MBN2 224	
/	2	Pathophysiology	PAT 227	
/	2	Calculators	COS3	
3	1	<b>Adult Nursing1</b>	<b>NUR (201)</b>	<b>2024/ 2nd Level</b>
2	1	<b>Health assessment</b>	<b>HAS (203)</b>	<b>2024/ 2nd Level</b>
1	1	<b>Adult nursing 2</b>	<b>NUR (206)</b>	<b>2024/ 2nd Level</b>
	1	<b>Critical care nursing</b>	<b>NUR (209)</b>	<b>2024/ 4th Level</b>
Bachelor's degree (Nursing) Requires (135) credit hours	<b>4</b>	<b>Introduction to Nursing</b>	<b>NUR101</b>	<b>The first stage/first semester</b>
	4	<b>Biochemistry</b>	<b>CHM102</b>	
	4	<b>Anatomy for Nursing (I)</b>	<b>ANP103</b>	
	3	<b>English for Nursing (I)</b>	<b>ENG104</b>	
	2	<b>Arabic Language for Nursing (I)</b>	<b>ARB105</b>	
	1	<b>Human Rights</b>	<b>HUR106</b>	

	4	Foundations of Nursing Practice	NUR107	First stage/second semester
	2	Nutrition)	NUT109	
	4	Physiology for Nursing (I)	PHS108	
	3	English for Nursing (II)	ENG110	
	2	Arabic Language for Nursing (II)	ARB111	
	1	Democracy	DEM112	
	5	Fundamentals of Nursing (I)	NUR201	The second stage/first semester
	4	Human Growth and Development	HGD202	
	4	Health Assessment	HAS203	
	3	Microbiology for Nursing (I)	MBN204	
	2	Computer Science (1)	COS205	
	2	Pharmacology for Nursing (II)	PHR307	
	6	Adult Nursing (I)	NUR301	The second stage/second semester
	2	Pathophysiology for Nursing	PAT207	
	3	Microbiology for Nursing (II)	MBN208	
	2	Pharmacology for Nursing (II)	PHR307	
	2	Computer Science (II)	COS211	
	2	Preceptorship (Summer Training)	NUR212	
				The third stage/first semester
	2	Sociology for NursingHealth	HSO209	
	17	Maternal and Newborn Health	NUR302	
	2	Pharmacology for Nursing (I)	PHR303	
	2	Research methods in nursing	RSM304	
	6	Adult Nursing (II)	NUR305	The third stage/second semester
	17	Infant, Child and Adolescents' Health	NUR306	
	2	Biostatistics	BST308	
	4	Preceptor ship (Summer Training)	NUR309	
	5	Family and Community Health Nursing	NUR401	Fourth stage/first semester
	2	Epidemiology	EPD402	
	3	Nursing Management and Leadership	NUR403	
	2	Professional Perspectives and Issues in Nursing	NUR404	

	1	Research Project	NUR405	
	2	Health Promotion	HPR210	
	5	Mental Health and Illness	NUR406	Fourth stage/second semester
	4	Critical Care Nursing	NUR407	
	4	Consolidation of Nursing Practice (Elective)	CNP408	
	2	Health psychology	HPN409	
	1	Research Project	NUR410	
4	6	Nursing basics9	NUR(1)10	The first stage/0204
0	0	Nursing ethics	ETH (105)	The first stage/0204
4	90	Nursing basics0	NUR (107)	The first stage/0204
0	0	Medical terminology	TER(110)	The first stage/0204

Expected learning outcomes of the programme	.8
Knowledge	
<p>Preparing students to become leaders and have professional competence that enables them to deal with local community environments. Emphasizing the importance of health education in all local communities; This is to increase the awareness of the individual, family and community towards achieving self-care.</p>	
Skills	
<p>Demonstrate advanced skills and proficiency in nursing management of patients with psychiatric disorders. And Appreciate the legal and ethical issues related to patient care.</p> <p>Contributing to enhancing community knowledge through research and health education.</p>	
Value	
<p>The student will be able to provide safe mental health care Using ethical principles in providing nursing care.</p>	
Teaching and learning strategies	.9
<p>Developing teaching curricula in coordination with the Committee of Deans of Colleges of Nursing</p> <p>Participation of the student in the educational process and empowering him with communication skills</p> <p>Sending students to visit health centers in the field of frameworks used for the nursing profession</p>	
<b>Evaluation methods</b>	<b>.10</b>

lecture, discussion, Weekly, monthly and daily exams And the end of the year exam .

education institution For college .11

**Faculty members**

Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	angel		private	general	
	angel	Teaching methods certificate	Microbiology	Life science	Mr
	angel	Teaching methods certificate	Medicines and poisons	Veterinary medicine	Mr.
	angel	Teaching methods certificate	Adult nursing	nursing	Assistant Professor
	angel	Teaching methods certificate	Faslja	Life sciences	Assistant Professor
	angel	Teaching methods certificate	Microbiology	Life sciences	Assistant Professor
	angel	Teaching methods certificate	Community health	nursing	Assistant Professor
	angel	Teaching methods certificate	Faslja	Life sciences	Assistant Professor
	angel	Teaching methods certificate	Psychological and mental	nursing	assistant teacher
	angel	Teaching methods certificate	Adult nursing	nursing	Teacher
	angel	Teaching methods certificate	general chemistry	chemistry	Teacher

	angel	Teaching methods certificate	gardening	agriculture	Teacher
	angel	Teaching methods certificate	general chemistry	chemistry	assistant teacher
	angel	Teaching methods certificate	Biochemistry	chemistry	assistant teacher
	angel	Teaching methods certificate	Tissue	Life sciences	assistant teacher
	angel	Teaching methods certificate	Linguistics	Arabic Language	assistant teacher
	angel	Teaching methods certificate	Faslja	Life sciences	assistant teacher
	<b>angel</b>	Teaching methods certificate	Livestock	agriculture	assistant teacher
	<b>angel</b>	Teaching methods certificate	Vegetable production	agriculture	assistant teacher
	<b>angel</b>	Teaching methods certificate	geography	education	assistant teacher
	<b>angel</b>	Teaching methods certificate	Adult nursing	nursing	assistant teacher
	<b>angel</b>	Teaching methods certificate	Gynecology and obstetrics	nursing	assistant teacher

<b>Professional development</b>
Orienting new faculty members
Briefly describes the process used to direct <b>New faculty members</b> .
Professional development for faculty members
Through the participation of faculty members in training courses to develop teaching methods and learn about modern methods used in education.
Acceptance standard <b>.12</b>
Central government admission

The most important sources of information about the program .13

Committee of Deans of Nursing Faculties in Iraq.

Program development plan .14

The program was developed by the Iraqi Dean's Committee.

**Program skills chart**

Learning outcomes required from the programme													Basic	Course Name	Course Code	the year- the level
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	a4	a3	a2	a1					
											✓	Basic	Research methods in nursing	RSM302	2023-2024/third	
			✓				✓				✓	Basic	Health sociology	HSO303	2023-2024/third	
			✓				✓				✓	Basic	Community health nursing	NUR401	2023-2024 / Fourth	
			✓								✓	Basic	Management and leadership in nursing	NUR402	2023-2024 / Fourth	
			✓								✓	Basic	Professional topics and issues in nursing	NUR403	2023-2024 / Fourth	
			✓								✓	Basic	Graduation research project	NUR404	2023-2024 / Fourth	
			✓								✓	Basic	Epidemiology	EPID406	2023-2024 / Fourth	



			✓				✓				✓	Basic	Psychiatric and mental health nursing	NUR408	2023-2024 / Fourth
			✓								✓	Basic	Health psychology for nurses	HPN410	/2023-2024 fourth
			✓								✓	Basic	Health promotion	HPR405	/2023-2024 fourth
√	√	√	√		√	√	√	√	√	√	√	Basic	Anatomy	ANT 104	The first
√	√	√	√		√	√	√	√	√	√	√	Basic	Physiology	PHY 108	
√	√	√	√		√	√	√	√	√	√	√	Basic	Biochemistry	CHM 102	
		√							√		√	Basic	Calculators	COS111	
√	√	√	√		√	√	√	√	√	√	√	Basic	Microbiology 1	MBN 204	the second
√	√	√	√		√	√	√	√	√	√	√	Basic	Microbiology 2	MBN2 208	
√	√	√	√		√		√	√	√	√	√	Basic	Pathophysiology	PAT 207	
		√			√				√	√	√	Basic	Calculators	COS 210&205	
			√				√				√	<b>Basic</b>		<b>NUR (101)</b>	<b>2024/first</b>
												Basic			

		✓	✓							✓	✓	Basic		ETH (105)	2024/first
												Basic			
			✓				✓				✓	Basic		NUR (107)	2024/first
			✓				✓				✓	Basic	TER(110)		2024/first
✓				✓				✓			✓	Basic	NUR306 NUR307	Infant, Child and Adolescents' Health Human growth and development	third level  third level
			✓				✓				✓	Basic	NUR 201	Adult nursing 1	Stage 2
			✓				✓				✓	Basic	NUR 203	Health assessment	Stage 2
			✓				✓				✓	Basic	NUR 206	Adult nursing 2	Stage 2
			✓				✓				✓	Basic	NUR 209	Critical cases	Stage 2

## Course description

Course Name:	.1
Research Methods	
Course Code:	.2
NUR 403	
the chapter/the year:Annual	.3
Course 2	
Date this description was prepared:	.4
02/14/2024	
Available attendance forms:	.5
My presence only	
Number of study hours (total)/number of units (total):	.6
30 hourquarterly.2 An hour a week	
Name of the course administrator (if more than one name is mentioned)	.7
the name:Prof. Dr. Ali Hassanein Al-HamdaniEmail:Ali. hasanen@mu.edu.iq	
Course objectives	
.8	
<p><b>At the end of the course the student will be able to:</b></p> <p><b>Identify the concepts of research, its objectives, and the characteristics of scientific research.</b></p> <ul style="list-style-type: none"> <li>• Find a nursing problem statement.</li> <li>• List of sources for the nursing research problem.</li> <li>• Discuss primary and secondary sources for the literature review.</li> <li>• Describe the types of variables used in nursing research.</li> <li>• Discuss the types of research design.</li> <li>• Population identification, sampling and sampling.</li> <li>• Discuss the types of sampling methods (probability and non-probability sampling).</li> <li>• Identify the different methods used in collecting data.</li> <li>• Explain the types of statistical procedures (descriptive and inferential tests).               <ul style="list-style-type: none"> <li>• Analyze, represent and interpret results.</li> </ul> </li> </ul>	
Teaching and learning strategies	
.9	
1-Education strategy collaborative concept planning.	<b>The strategy</b>
2-Teaching strategy brainstorming.	

Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<p><b>aFor weekly, monthly, daily, written and final examsthe chapter.</b></p>	<p>Explanati on of the articleNat aria 2-Analysis of the study material 3- Discussio n 4- Conduct a research project by students</p>	<p><b>Unit 1: Introduction to scientific research: (2) hrs.</b> Basic concepts. • Purposes of scientific research. • Characteristics of scientific research &amp; research hypothesis. <b>Unit 2: Major steps in scientific research. (2) hrs.</b> <b>Unit 3: Research problem &amp; research questions. (2) hrs.</b> <b>Unit 4: Review of literature: (4) hrs.</b> Purposes of review of literature. • Types of information. • Writing review of literature. • <b>Unit 5: Sample &amp; sampling: (4) hrs.</b> Population. • Sample. • Types of sample. • <b>Unit 6: Research design: (4) hrs.</b> Experimental design. • Quasi Experimental design. • Non-Experimental design (Descriptive &amp; correlation design). • Survey. • <b>Unit 7: Measurement &amp; data collection: (4) hrs.</b> Observational methods. •</p>	<p>1- Providing students with skillsDisc ussing the academic material 2-Give examples of the study material</p>	<p>2 hour     2hour 2 hour 2 hour 2hour 2 hour 2 hour 2 hour 2 hour 2 hour 2 hour 2 hour 2 hour 2 hour 4) hrs.)</p>	<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000</p>

	<ul style="list-style-type: none"> <li>• Types of questionnaire &amp; interviews.</li> <li>• Scales.</li> </ul> <p><b>Unit 8: Tabulation &amp; analysis of data.</b></p> <p><b>Unit 9: Discussion of the findings of the study (2) hrs.</b></p> <p><b>Unit 10: Methods of writing research reports or study. (2) hrs.</b></p> <p><b>10.Learning Resources:</b> Blackboard, Calculators, Overhead Projector, and Handout.</p> <p><b>11. Teaching/Learning Strategies:</b> Lecture, discussion, Groups work and daily assignments</p>			4) hrs.)	
.11					
distributionAs follows:30 Score of monthly and daily exams 70 Score for final exams					
Learning and teaching resources .12					
		Required textbooks (methodology, if any)			
	<ul style="list-style-type: none"> <li>• Massey, V., Nursing Research: A Study And Learning Tool, Pennsylvania, Springhouse, 1999.</li> <li>• Nieswiadomy, R., Foundation of Nursing Research, 3rd ed., Stam &amp; Appleton &amp; Lange, 1998.</li> <li>• Polit, Denise F and Cheryl Tatano Beck, Essentials of Nursing Research Methods, Appraised, and Utilization, 6th ed., New York Lippincott Williams &amp; Wilkins, 2005.</li> <li>• Polit, Denise F. and Cheryl Tatano Beck, Nursing Research Principles and Methods, 7th ed., New York Lippincott Williams &amp; Wilkins, 2004.</li> </ul>	Main references (sources)			

### Course description

Course Name: .13
<b>Health Sociology</b>
Course Code: .14
<b>HOS303</b>
the chapter/the year:Annual .15
quarterly
Date this description was prepared: .16
02/14/2024
Available attendance forms: .17
My presence only
Number of study hours (total)/number of units (total): .18
30 hourquarterly.2 An hour a week
Name of the course administrator (if more than one name is mentioned) .19
the name:M.M. Diya Farid JaroudEmail:dia.farid@mu.edu.iq

<b>Course objectives .20</b>					
			1. Explain the impact of social and economic factors on health, Healing and illness. 2. Explain the impact of health and illness on society Behavior and lifestyle. 3. Apply a knowledge base of medical sociology and related sciences such as social epidemiology.		
<b>Teaching and learning strategies .21</b>					
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3-Education strategy series/Visits					<b>The strategy</b>
<b>Course structure .22</b>					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<b>Weekly, monthly, daily, written exams and a final exam the chapter</b>	Explanation of the article Nataria 2-Analysis of the study material 3-Discussion	<b>Part I: Sociology and Nursing</b>	1-Providing students with skills Discussing the academic material 2-Give examples of the study material	2 hour	1
		1.1. Introduction to sociology		2 hour	2
		1.2. Theories in Sociology		2 hour	3
		1.3. Introduction to Nursing		2 hour	4
		1.4. Definition of Nursing		2 hour	5
		1.5. Nursing as a Social Issue		2 hour	6
		1.6. Nursing Process as a Framework for Social Issues		2hour	7
		1.7. Current Issues and Trends in Sociology and Nursing		2 hour	8
		<b>Part II: Midterm Examination</b>		2 hour	9
		<b>Part III: Sociology and Health</b>		2 hour	10
		3.1. Definition of Sociology		2hour	11
		3.2. Definition of Health		2 hour	12
		3.3. Health Models and Social		2 hour	13

		<p>Theories</p> <p>3.4. The Social Demography of Health</p> <p>3.5. Social Interaction and Health</p> <p>3.6. Social Conditions as causes of diseases</p> <p>3.7. Assessment of Health-related Social Problems</p> <p>Illness, Wellness and Sociology</p> <p>3.8. Social Epidemiology</p> <p>3.9. Current Issues in Sociology and Social Health</p> <p><b>Part IV: Sociology and Care</b></p> <p>4.1. Introduction to Care and Caring</p> <p>4.2. Sociology and Health Care</p> <p>4.3. Nurse-patient Interaction</p> <p>4.4. Therapeutic and Social Relationship</p> <p>4.5. Health Care Delivery System and Social Policy</p> <p>4.6. Social Implications of Advanced Health Care</p>		2 hour	15 cation
Course evaluation .23					
distributionAs follows:30 Score of monthly and daily exams 70 Score for final exams					
Learning and teaching resources .24					
					Required textbooks (methodology, if any)
The Sociology of Health, Healing, and Illness, Gregory L. Weiss and Lynne E. Lonnquist, eighth edition, 2009					Main references (sources)
					Recommended supporting books and references (scientific journals, reports....)



<a href="http://abu.edu.iq/fa/research/articles/12310">http://abu.edu.iq/fa/research/articles/12310</a>	Electronic references, Internet sites
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### Course description form

Course Name: .25
Community health nursing
Course Code: .26
NUR401
the chapter/the year:Annual .27
quarterly
Date this description was prepared: .28
02/14/2024
Available attendance forms: .29
My presence only
Number of study hours (total)/number of units (total): .30
15 hours - 8 units
Name of the course administrator (if more than one name is .31 mentioned)
A.M.D. Ali Hussein Abbas
Course objectives .32
<p>Preparing students to learn community health work in hospitals and primary health care centers</p> <ul style="list-style-type: none"> <li>• Establishing the concept of health protection levels</li> <li>• Prepare students to learn about the concept of infection control and prevention</li> </ul>

	The strategy
<p>AaFor a cognitive purpose</p> <ul style="list-style-type: none"> <li>• Definition of family.</li> <li>• Identify the types, characteristics, roles and functions of the family. <ul style="list-style-type: none"> <li>• Dealing with family health care issues and methods. <ul style="list-style-type: none"> <li>• Definition of community health nursing.</li> </ul> </li> </ul> </li> <li>• Identify the philosophy, characteristics, scope, principles and goals of community health nursing.</li> </ul> <p>B. Practice goal</p> <ul style="list-style-type: none"> <li>• Apply community health nursing practice standards.</li> <li>• Performing the role and tasks of a community health nurse. <ul style="list-style-type: none"> <li>• Understand the nursing process, epidemiological process, health education process, home visiting process, and case management process.</li> </ul> </li> </ul> <p>B -Method of learning and teaching</p> <p>a lecture</p> <p>Group discussion</p> <p>Practical training (primary health care center, school, people with special needs...)</p> <p>Evaluation method</p> <p>Inspection (quarterly, annually)</p> <p>Contest (daily, weekly)</p>	

<p>Training and activation in the classroom</p> <p>C. Emotional attitudes and values</p> <p>Learn and teach the attitude, value and behavior of dealing with patients and client (elderly, pregnant women, children, teenagers....</p> <p>Dr.. General skills and qualification</p> <p>- Coaches learn about decision making.</p> <p>- Qualifying trainers in the field of security enhancement</p> <p>-Work as a team</p>	
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Course structure .34

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Questions Discussion Clinical Report	Theory and practice	View on CHN	Introduction to Community Health Nursing.	<b>15</b>	1st
Questions Discussion Clinical Report	Theory and practice	Base of CHN	Dimension of Community Health Nursing.	<b>15</b>	2nd
Questions Discussion Clinical Report	Theory and practice	Scale of CHN	Community Assessment.	<b>15</b>	3rd
Questions	Theory and practice	Principle of CHN	Approaches to	<b>15</b>	4th

Discussion Clinical Report			Community Health.		
Questions Discussion Clinical Report	Theory and practice	Level of Prevention	Primary Health Care (PHC).	<b>15</b>	5th
Questions Discussion Clinical Report	Theory and practice	Family Base	Family Health Services.	<b>15</b>	6th
Questions Discussion Clinical Report	Theory and practice	Community Base	Health Care Aggregates	<b>15</b>	7th
Questions Discussion Clinical Report	Theory and practice	Family Base	Care of Women and Men	<b>15</b>	8th
Questions Discussion Clinical Report	Theory and practice	Family Base	Care of Elderly	<b>15</b>	9th
Questions Discussion Clinical Report	Theory and practice	Family Base	Maternal and Child Health Care Services (MCH)	<b>15</b>	10th
Questions Discussion Clinical Report	Theory and practice	Child Health	School health care Nursing.	<b>15</b>	11th
Questions Discussion Clinical Report	Theory and practice	Community asAggregates	Occupation al Health Care Services.	<b>15</b>	12th
Questions	Theory and practice	Family Base	Home	<b>15</b>	13th

Discussion Clinical Report			Visits		
Questions Discussion Clinical Report	Theory and practice	Family Base	Home Health Care Nursing.	<b>15</b>	14th
Questions Discussion Clinical Report	Theory and practice	Epidemiology	Environmen tal Health and Safety Services.	<b>15</b>	15th
					<b>.35</b>
distributionAs follows:30 Score of monthly and daily exams 70 Score for final exams					
Learning and teaching resources					<b>.36</b>
Textbook of course -		Stanhope and Lancaster.: Public health and Community Health Nursing: Philadelphia: Lippincott Williams with Wilkins Philadelphia Company, 2014.			
References -		Allender, J. and Spradley, B.: Community Health Nursing: Promoting and Protecting the Public's Health, Philadelphia: Lippincott Williams with Wilkins Philadelphia Company, 2018.			
Journals -		American Journal of Nursing International Journal of Nursing Studies			
Website -		<a href="http://www.pal Nurse.com/vb/">http://www.pal Nurse.com/vb/</a> <a href="http://chicago.medicine.uic.edu">http://chicago.medicine.uic.edu</a> PHD. Alanu/ <a href="http://www.grahamcpc.com">grahamcpc/</a>			

## Course description form

Course Name:	.1
Nursing administration	
Course Code:	.2
the chapter/the year:Annual	
	.3
	quarterly
Date this description was prepared:	.4
	02/14/2024
Available attendance forms:	.5
	My presence only
Number of study hours (total)/number of units (total):	.6
	5 hours per week/ 3 units
Name of the course administrator (if more than one name is mentioned)	.7
	A.M.D. Ali Hussein Abbas
Course objectives	.8
<p>Describe three common types of organizational structures</p> <ul style="list-style-type: none"> <li>• Explore the different types of nursing service delivery styles.</li> <li>• Describe the principles of time management and work organization.</li> <li>• Describe the types of power nurses can use to influence others.</li> </ul>	
Teaching and learning strategies	.9
<p>A- Cognitive goal</p> <ul style="list-style-type: none"> <li>•Definition of management, leadership and supervisor.</li> <li>•Identify the elements of the administrative process and their</li> </ul>	<p><b>The strategy</b></p>

applications at different nursing administrative levels.

- Recognizing the signs and symptoms of conflict and distinguishing between constructive conflict and destructive conflict.

#### B. Practice goal

- Use effective communication concepts to enhance working relationships and manage a variety of nursing situations.

- Collaborate with multidisciplinary team members to effect change and achieve goals.

- Explain the differences between nursing management and nursing leadership.

Method of learning and teaching

Lectures

Practical training (primary health care center, hospital)

Evaluation method

Inspection (quarterly, annually.)

Contest (daily, weekly.)

Training and activation in the classroom

#### C. Emotional attitudes and values

Learn and teach attitude, value and behavior of management

Dr.. General skills and qualification

- Learn to coach and become a manager in your specialty.

- Qualifying trainers in the field of guarantee promotion

- Work as a team

Course structure .10

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Questions Discussion Clinical Report	Theory and practice	Professionalism of Nursing, Leadership and Management Roles and Characteristics, Similarities and Differences in Nursing Practice	Framework for Nursing Leadership and Management	5	1st
Questions Discussion Clinical Report	Theory and practice	evolution Of Theories Of Management,	Framework for Nursing Leadership and Management	5	2nd
Questions Discussion Clinical Report	Theory and practice	Understanding organizations	Framework for Nursing Leadership and Management	5	3rd
Questions Discussion Clinical Report	Theory and practice	Change Management, the Process of Change	Framework for Nursing Leadership and Management	5	4th
Questions Discussion Clinical Report	Theory and practice	Quality Management and Best Practices in Nursing Care	Framework for Nursing Leadership and Management	5	5th
Questions Discussion Clinical Report	Theory and practice	Holistic Approach in Nursing Management.	Framework for Nursing Leadership and Management	5	6th
Questions Discussion Clinical Report	Theory and practice	The Elements of the Management	Overview	5	7th
Questions	Theory and	Key Skills in Nursing Management	Managing Stress/Time	5	8th



Discussion Clinical Report	practice	Part I	Delegation		
Questions Discussion Clinical Report	Theory and practice	Key Skills in Nursing Management Part II	Problem Solving/Decision Making Communication in organizations Power and Conflict Management.	<b>5</b>	9th
Questions Discussion Clinical Report	Theory and practice	Resource Management	Providing Feedback, Motivating, Coaching and Disciplining	<b>5</b>	10th
Questions Discussion Clinical Report	Theory and practice	Resource Management	Staffing: Recruitment, Selection, Orientation, Staff Development and Retention.	<b>5</b>	11th
Questions Discussion Clinical Report	Theory and practice	Resource Management	Scheduling Exercises on scheduling	<b>5</b>	12th
Questions Discussion Clinical Report	Theory and practice	Resource Management	Performance Appraisal.	<b>5</b>	13th
Questions Discussion Clinical Report	Theory and practice	Seminars	Characteristics of Leaders, Styles of Leadership, Styles of Management, Time Management,	<b>5</b>	14th
Questions Discussion Clinical Report	Theory and practice	Case studies	Change Management, Best Practices, Case Studies on Problem	<b>5</b>	15th

			Solving and Decision Making, Conflict Management, Communication Issues,		
.11					
distributionAs follows: 30Score of monthly and daily exams70Score for final exams					
Learning and teaching resources .12					
Textbook of course -		Huber D. (2014) Leadership and Nursing Care Management (6th Edition) W. B. Saunders Company			
References -		Tomey AM (2020) Nursing Management and Leadership (9th edition) Mosby			
Journals -		American Journal of Nursing International Journal of Nursing Studies			
Website -		<a href="http://www.pal Nurse.com/vb/">http://www.pal Nurse.com/vb/</a> <a href="http://chicago.medicine.uic.edu/grah">http://chicago.medicine.uic.edu/grah</a> PHD. Alan <a href="#">amcpc/</a>			

### Course description form

Course Name: .13	
<b>Professional Perspectives and Issues in Nursing</b>	
Course Code: .14	
<b>NUR 403</b>	
the chapter/the year:Annual .15	
quarterly	
Date this description was prepared: .16	
02/14/2024	
Available attendance forms: .17	

My presence only					
Number of study hours (total)/number of units (total): .18					
30An hour quarterly. 2An hour a week					
Name of the course administrator (if more than one name is .19 mentioned)					
the name:Prof. Haider Hamid MitebEmail:haider.mutaab@mu.edu.iq					
Course objectives .20					
				<p><b>At the end of the course the student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the professional nursing practice.</li> <li>• Interpret socialization issues to professional nursing.</li> <li>• Discuss the client's individual, family, and community systems.</li> <li>• Identify the ethical dimension of nursing and health care.</li> <li>• Understand concepts of change, complexity, and chaos.</li> <li>• Apply the computer science in nursing practice.</li> <li>• Predict the future perspectives in nursing.</li> <li>• Realize different models related to nursing practice.</li> <li>• Use nursing models in solving nursing problems.</li> <li>• Apply health teaching in nursing practice</li> </ul>	
Teaching and learning strategies .21					
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3-Education strategy visits series					<b>The strategy</b>
Course structure .22					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<b>aFor weekly</b>	Explanation of nitrogenous matter	<p><b>Unit 1: Professional nursing practice: (2) hrs.</b></p> <ul style="list-style-type: none"> <li>• Nursing as a profession.</li> <li>• Dimensions of nursing practice</li> <li>• Characteristics</li> </ul>	1- Providing students	2hour 2hour 2hour 2hour 2hour	1 2 3 4 5

<b>monthl y, daily, writte n exams, and the end-of- semest er exam.</b>	2- Analysis of	of a profession	with the	2hour	6
	the study	<b>Unit 2: Socialization to professional nursing: (2) hrs.</b>	skill of	2hour	7
	material	Socialization. •	discussing	2hour	8
	3- Discussion	Issues in socialization. •	academic	2hour	9
	4- Student	Professional •	material	2hour	10
	visits to	associations.	2- Giving	2hour	11
	health centers	<b>Unit 3: Client systems. (4) hrs.</b>	examples	2hour	12
	and	General systems •	of the	2hour	13
	electronic	theory.	study	2hour	14
	control	Systems theory •	material		15
	centers	and the individual.			education
		Family systems. •			
		Community/ •			
		population-focused systems.			
		<b>Unit 4: Ethical dimensions of nursing and health care. (4) hrs.</b>			
	Subject matters •				
	of ethics.				
	Values. •				
	Moral concepts •				
	in nursing practice.				
	Ethical nursing •				
	principles.				
	Application of ethics •				
	to nursing practice.				
	Research on nursing •				
	ethics.				
	<b>Unit 5: Computer science in nursing practice. (4) hrs.</b>				
	Computer in health •				
	care delivery and nursing.				
	Computer in clinical •				
	practice.				
	Computer for •				
	professional growth/ networking.				
	Computer in nursing •				
	administration.				
	Computer in nursing •				
	research.				
	Computer in •				
	professional and patient's education.				
	Computer and •				
	the role of the nurse.				
	<b>Unit 6: Change, complexity and</b>				

		<p>chaos.</p> <ul style="list-style-type: none"> <li>• Concept of change.</li> <li>• Elements of change.</li> <li>• Planned change.</li> <li>• Unplanned change.</li> <li>• Concepts of Chaos and complexity.</li> <li>• Intervention of complexity and chaos in the change.</li> </ul> <p><b>Unit 7: Future perspectives. (2) hrs.</b></p> <ul style="list-style-type: none"> <li>• Changing demography.</li> <li>• Health care costs.</li> <li>• Technology.</li> <li>• Health promotion.</li> <li>• Shift to community.</li> </ul> <p><b>Unit 8: Nursing models: (4) hrs.</b></p> <ul style="list-style-type: none"> <li>• Nursing models and their use in practice.</li> <li>• Conceptual models and theories.</li> <li>• Nursing conceptual models.</li> <li>• models of roger,Orem,Roy, and Neuman.</li> </ul> <p><b>Unit 9: Health teaching in nursing practice: (4) hrs.</b></p> <ul style="list-style-type: none"> <li>• Mandates for health teaching.</li> <li>• Assessment of learning abilities. <ul style="list-style-type: none"> <li>-Health status.</li> <li>-Health values.</li> <li>-Cognitive, psychological and psychomotor abilities.</li> </ul> </li> <li>• Planning health teaching.</li> <li>• Teaching strategies</li> <li>• Evaluation</li> </ul>			
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		of teaching and learning. Demonstration of health teaching. <ul style="list-style-type: none"> <li>•</li> </ul> <b>10.Learning Resources:</b> Black board, overhead projector, handout, and data show. <b>11.Teaching strategies:</b> Lectures, group discussion, demonstration, field visit, role playing, brain storming, and group work.			
<b>Course evaluation .23</b>					
distributionAs follows: 30Score of monthly and daily exams70Score for final exams					
<b>Learning and teaching resources .24</b>					
			Required textbooks (methodology, if any)		
a, J and Parker B, Conceptual Foundations of Professional Nursing Practice, 2nd ed., Mosby, New York, 1996 <ul style="list-style-type: none"> <li>•</li> </ul> n, Marilyn H., Professional Nursing Practice, 10th ed., New York, Appleton & Lange, 1997. <ul style="list-style-type: none"> <li>•</li> </ul> Stanfield, S. Peggy, Introduction to the Health Profession, 4th ed., Jones and Bartlett Publisher, 2002			Main references (sources)		
			Recommended supporting books and references (scientific journals, reports....)		
<a href="http://abu.edu.iq/fa/research/articles/12310">http://abu.edu.iq/fa/research/articles/12310</a>			Electronic references, Internet sites		

### Course description form

<b>Course Name: .25</b>
<b>Epidemiology</b>
<b>Course Code: .26</b>
<b>EPID 406</b>

3.Chapter/the year:Annual	
quarterly	
Date this description was prepared: .27	
02/14/2024	
Available attendance forms: .28	
My presence only	
Number of study hours (total)/number of units (total): .29	
30An hour quarterly. 2An hour a week	
Name of the course administrator (if more than one name is .30 mentioned)	
the name:Prof. Haider Hamid MitebEmail:haider.mutaab@mu.edu.iq	
Course objectives .31	
	<p><b>At the end of this course the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• present the history of epidemiology</li> <li>• Define the different meanings of epidemiology</li> <li>• Understand the causal inferences and advocacy</li> <li>• Apply the measures of epidemiology</li> <li>• Understand the disease process, the epidemiological model, infection and life expectancy</li> <li>• Understand the control of communicable diseases strategies, and occupational epidemiology</li> <li>• Realize the definition, types and advantages of incubation period. Understand how to apply the epidemiological studies</li> </ul>
Teaching and learning strategies .32	
<p>1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. Education strategy and the process of bringing the student closer to the desired ideas and concepts</p>	The strategy

Course structure					.33
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<b>Weekly, monthly, daily, written exams and a final exam through the chapter.</b>	1-Explanation of the nitrogenous substance 2- Analysis of the study material 3-Discussion	<b>Unit 1: History of Epidemiology:</b> Concept of epidemiology. • Etymology. • Veterinary epidemiology. • Botanical epidemiology. • Epidemiology as causal inference. • Epidemiology as advocacy. • <b>Unit 2: Measurements:</b> Measurements of Occurrence: • - Incident measures: Incident density (rate). Hazard rate. Cumulative incidence. Prevalence measures: Point prevalence. Period prevalent. Measurements of Association: • -relative measures: Risk ratio. Rate ratio. Odds ratio. Hazard ratio. Absolute measures: • -Risk, rate, incidence differences Attributable risk: Attributable risk in exposed. Percent attributable risk. <b>Unit 3: The disease process</b> The natural history of disease • <b>Unit 4: The epidemiological model:</b> Agent, host, environment Variation • <b>Unit 5: Infection:</b> Modes of transmission •	1- Providing students with the skill of discussing academic material 2- Giving examples of the study material	2hour	1
				2hour	2
				2hour	3
				2hour	4
				2hour	5
				2hour	6
				2hour	7
				2hour	8
				2hour	9
				2hour	10
				2hour	11
				2hour	12
				2hour	13
				2hour	14
				2hour	15
2hour	16				



		<p><b>Unit 6: Life expectancy:</b> The impact of disease •</p> <p><b>Unit 7: Communicable disease control strategies:</b> Procedures for disease • control</p> <p><b>Unit 8: Occupational epidemiology.</b></p> <p><b>Unit 9: Incubation period:</b> Definition, types, • Advantages</p> <p><b>Unit 10: Epidemiological studies.</b></p>			
Course evaluation .34					
distributionAs follows: 30Score of monthly and daily exams70Score for final exams					
Learning and teaching resources .35					
			Required textbooks (methodology, if any)		
<p>Beaglehole, R., et.al, Basic Epidemiology, • Geneva, World Health Organization, 2000.</p> <p>Gordis L., Epidemiology, 2nd ed., Philadelphia, • WB, Saunders Company, 2000.</p> <p>Greenberg, Daniels S., et.al, Medical • Epidemiology. 3rd Ed., New York, McGraw–Hill and Lange Medical Books, Inc., 2001</p>			Main references (sources)		
			Recommended supporting books and references (scientific journals, reports....)		
<p><a href="http://abu.edu.iq/fa/research/articles/12310">http://abu.edu.iq/fa/research/articles/12310</a></p>			Electronic references, Internet sites		

## Course description form

Course Name: .36
<b>Health Sociology</b>
Course Code: .37
<b>HOS303</b>
the chapter/the year:Annual .38
quarterly
Date this description was prepared: .39
02/14/2024
Available attendance forms: .40
My presence only
Number of study hours (total)/number of units (total): .41
30An hour quarterly. 2An hour a week
Name of the course administrator (if more than one name is .42 mentioned)
the name:M.M. Diya Farid JaroudEmail:dia.farid@mu.edu.iq
Course objectives .43

	<ol style="list-style-type: none"> <li>1. To demonstrate the impact of social and economic factors on health, healing, and illness.</li> <li>2. To demonstrate the impact of health and illness on the community behavior and lifestyle.</li> <li>3. To apply a knowledge base of medical sociology and related sciences such social epidemiology.</li> </ol>
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Teaching and learning strategies .44

<ol style="list-style-type: none"> <li>1-Education strategy collaborative concept planning.</li> <li>2-Teaching strategy brainstorming.</li> <li>3-Education strategy visits series</li> </ol>	<b>The strategy</b>
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Course structure .45

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<b>Weekly, monthly, daily, written and end-of-semester exams.</b>	Explanation of nitrogenous matter 2- Analysis of the study material 3- Discussion	<b>Part I: Sociology and Nursing</b>		2hour	1
		1.1. Introduction to sociology	1-Providing	2hour	2
		1.2. Theories in Sociology	students	2hour	3
		1.3. Introduction to Nursing	with the skill	2hour	4
		1.4. Definition of Nursing	of discussing	2hour	5
		1.5. Nursing as a Social Issue	academic	2hour	6
		1.6. Nursing Process as a Framework for Social Issues	material	2hour	7
		1.7. Current Issues and Trends in Sociology and Nursing	2- Giving	2hour	8
		<b>Part II: Midterm Examination</b>	examples of	2hour	9
		<b>Part III: Sociology and Health</b>	the study	2hour	10
		3.1. Definition of Sociology	material	2hour	11
		3.2. Definition of Health		2hour	12
		3.3. Health Models and Social		2hour	13
					2hour

		<p>Theories</p> <p>3.4. The Social Demography of Health</p> <p>3.5. Social Interaction and Health</p> <p>3.6. Social Conditions as causes of diseases</p> <p>3.7. Assessment of Health-related Social Problems</p> <p>Illness, Wellness and Sociology</p> <p>3.8. Social Epidemiology</p> <p>3.9. Current Issues in Sociology and Social Health</p> <p><b>Part IV: Sociology and Care</b></p> <p>4.1. Introduction to Care and Caring</p> <p>4.2. Sociology and Health Care</p> <p>4.3. Nurse-patient Interaction</p> <p>4.4. Therapeutic and Social Relationship</p> <p>4.5. Health Care Delivery System and Social Policy</p> <p>4.6. Social Implications of Advanced Health Care</p>	2hour	15 education
Course evaluation .46				
distributionAs follows: 30Score of monthly and daily exams70Score for final exams				
Learning and teaching resources .47				
	Required textbooks (methodology, if any)			
The Sociology of Health, Healing, and Illness, Gregory L. Weiss and Lynne E. Lonnquist, eighth edition, 2009	Main references (sources)			
	Recommended supporting books and references (scientific journals, reports....)			

<a href="http://abu.edu.iq/fa/research/articles/12310">http://abu.edu.iq/fa/research/articles/12310</a>	Electronic references, Internet sites
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### Course description

Course Name: .48	
<b>Psychiatric and mental health nursing</b>	
Course Code: .49	
408 NUR	
the chapter/the year:Annual .50	
quarterly	
Date this description was prepared: .51	
02/14/2024	
Available attendance forms: .52	
My presence only	
Number of study hours (total)/number of units (total): .53	
45An hour quarterly. 3An hour a week	
Name of the course administrator (if more than one name is mentioned) .54	
the name:M.M. Diya Farid JaroudEmail:dia.farid@mu.edu.iq	
Course objectives .55	
	1. To demonstrate the impact of social and economic factors on health,

- healing, and illness.
- 2. To demonstrate the impact of health and illness on the community behavior and lifestyle.
- 3. To apply a knowledge base of medical sociology and related sciences such social epidemiology.

Teaching and learning strategies .56

- |  |                     |
|--|---------------------|
| 1-Education strategy collaborative concept planning.<br>2-Teaching strategy brainstorming.<br>3-Education strategy visits series | <b>The strategy</b> |
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Course structure .57

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<b>Weekly, monthly, daily, written and end-of-semester exams.</b>	Explanation of nitrogenous matter  2- Analysis of the study material  3- Discussion	Unit 1: Foundations of Mental Health	1-Providing students with the skill of discussing academic material  2- Giving examples of the study material	2hour	1
		Unit 2: Neurobiological and Psychosocial theories		2hour	2
		Unit 3: Building the Nurse–Client Relationship		2hour	3
		Unit 4: Trauma and Stressor-Related Disorders		2hour	4
		Unit 5: Anxiety and anxiety related disorders		2hour	5
		Unit 6: Obsessive–Compulsive and Related Disorders		2hour	6
		Unit 7: Schizophrenia Spectrum and related disorders		2hour	7
		Unit 8: Mood Disorders and Suicide		2hour	8
		Unit 9: Addiction		2hour	9
		Unit 10: Cognitive Disorders		2hour	10
		Unit 11: Somatic Symptom Illnesses		2hour	11
				2hour	12
				2hour	13
				2hour	14
				2hour	15

<b>Course evaluation .58</b>					
distributionAs follows:20Score of monthly, daily and practical exams40Score for theoretical and practical final exams: 20 marks					
<b>Learning and teaching resources .59</b>					
ebeck, S., L. (2020). Psychiatric–mental health nursing (10th edition). China: Lippincott Williams & Wilkins.			Required textbooks (methodology, if any)		
<b>References in the library as well as modern sources on the Internet.</b>			Main references (sources)		
			Recommended supporting books and references (scientific journals, reports....)		
http://abu.edu.iq/fa/research/articles/12310			Electronic references, Internet sites		

### Course description form

<b>Course Name: .60</b>	
<b>Health psychology for nurse</b>	
<b>Course Code: .61</b>	
HPN410	
<b>the chapter/the year:Annual .62</b>	
quarterly	
<b>Date this description was prepared: .63</b>	
02/14/2024	
<b>Available attendance forms: .64</b>	
My presence only	
<b>Number of study hours (total)/number of units (total): .65</b>	
30 An hour quarterly.2 An hour a week	

Name of the course administrator (if more than one name is mentioned) .66

the name:M.M. Diya Farid JaroudEmail:dia.farid@mu.edu.iq

Course objectives .67

- Understand psychological concepts, principles and branches. ●
- Recognize human motivation and its classification. ●
  - Recognize emotions and their development. ●
  - Distinguish between frustration and conflict. ●
  - Discuss theories of personality development. ●
- Identify the cognitive processes, such as thinking, memory, learning, and intelligence. ●
- Explain human behaviors on the bases of psychological concepts and principles. ●
- Appreciate human action and reaction in the daily life. ●
- Apply psychological principles and theories in the practical daily life. ●

Teaching and learning strategies .68

- |  |              |
|--|--------------|
| 1-Education strategy collaborative concept planning. | The strategy |
| 2-Teaching strategy brainstorming.                   |              |
| 3-Education strategy visits series                   |              |

Course structure .69

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
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<b>Weekly, monthly, daily, written and end-of-semester exams.</b>	Explanation of nitrogenous matter 2- Analysis of the study material 3- Discussion	<b>Unit 1: Introduction to Psychology</b>	1-Providing students with the skill of discussing academic material 2- Giving examples of the study material	2hour	1
		<b>Unit 2: Motivation</b>		2hour	2
		<b>Unit 3: Emotion</b>		2hour	3
		<b>Unit 4: Frustration and Conflict</b>		2hour	4
		<b>Unit 5: Personality</b>		2hour	5
		<b>Unit 6: Attention and perception</b>		2hour	6
		<b>Unit 7: Thinking and Learning</b>		2hour	7
		<b>Unit 8: Memory and Forgetting</b>		2hour	8
		<b>Unit 9: Intelligence</b>		2hour	9
		<b>10. Learning Resources</b>		2hour	10
		<b>11. Teaching/Learning Strategies</b>		2hour	11
				2hour	12
				2hour	13
				2hour	14
				2hour	15
<b>Course evaluation .70</b>					
distributionAs follows:30Score of monthly and daily exams 70Score for theoretical final exams					
<b>Learning and teaching resources .71</b>					
ebeck, S., L. (2020). Psychiatric–mental health nursing (10th edition). China: Lippincott Williams & Wilkins.		Required textbooks (methodology, if any)			
<b>References in the library as well as modern sources on the Internet.</b>		Main references (sources)			
		Recommended supporting books and references (scientific journals, reports....)			
<a href="http://abu.edu.iq/fa/research/articles/12310">http://abu.edu.iq/fa/research/articles/12310</a>		Electronic references, Internet sites			

## Course description

Course Name: .72
Health promotion
Course Code: .73
the chapter/the year:Annual .74
quarterly
Date this description was prepared: .75
02/14/2024
Available attendance forms: .76
My presence only
Number of study hours (total)/number of units (total): .77
2 hours a week/2 units
Name of the course administrator (if more than one name is mentioned) .78
A.M.D. Ali Hussein Abbas

Course objectives .79					
<p>1. Describe health promotion and its associated concepts.</p> <p>2. Describe theories of human behavior and models of health and health promotion.</p> <p>3. Explain the basic areas of nursing practice in health promotion.</p>					
Teaching and learning strategies .80					
<p>1-Education strategy collaborative concept planning.</p> <p>2-Teaching strategy brainstorming.</p>					<b>The strategy</b>
Course structure .81					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Questions Discussion Report	Theory	Health and illness	<b>An Overview of Health and Health Promotion And Measuring Outcomes</b>	<b>2</b>	1st
Questions Discussion Report	Theory	Health Belief Model	<b>Theories of Human Behavior and Health</b>	<b>2</b>	2nd
Questions Discussion Report	Theory	Pender Health Promotion Model	<b>Health Promotion Models</b>	<b>2</b>	3rd
Questions Discussion Report	Theory	Assessment and Data Collection	<b>Developing a Health Promotion-Prevention Plan</b>	<b>2</b>	4th
Questions Discussion Report	Theory		<b>Midterm Examination</b>	<b>2</b>	5th
Questions Discussion	Theory	Biological, Psychological, Environmental, Political,	<b>Domains Fundamental</b>	<b>2</b>	6th

Report		Spiritual, Intellectual, Sexual, and Technological Domains	<b>to Nursing Practice in Health Promotion</b>		
Questions Discussion Report	Theory	Activist, Advocate, educate, teacher, manager, communicator, coordinator, etc	<b>Roles of the Nurse in Health Promotion and Current Factors Affecting Nursing Role</b>	2	7th
Questions Discussion Report	Theory	From assessment to evaluation.	<b>Overview of the Nursing Process</b>	2	8th
Questions Discussion Report	Theory	From assessment to evaluation.	<b>Nursing Process and Health Promotion</b>	2	9th
Questions Discussion Report	Theory	Environment, work, socioculture	<b>Risk Factors and Health Promotion</b>	2	10th
Questions Discussion Report	Theory		<b>Midterm Examination</b>	2	11th
Questions Discussion Report	Theory	Communication and Nursing	<b>Using Communication for Health Promotion</b>	2	12th
Questions Discussion Report	Theory	Culture and lifestyle assessment	<b>The Concept of Culture and Lifestyle</b>	2	13th
Questions Discussion Report	Theory	Child, Adolescent, Adult, Elderly	<b>Health Promotion across the Life Span</b>	2	14th

Questions Discussion Report	Theory	Purpose of evaluation	<b>Evaluating the effectiveness of Health Promotion</b>	2	15th
					.82
distributionAs follows:30 Score of monthly and daily exams 70 Score for final exams					
Learning and teaching resources					.83
Textbook of course -		Allender, J. and Spradley, B.: Community Health Nursing: Promoting and Protecting the Public's Health, Philadelphia: Lippincott Williams with Wilkins Philadelphia Company, 2008.			
References -		Stanhope and Lancaster.: Public Health Nursing:8 Edition, Philadelphia: Lippincott Williams with Wilkins Philadelphia Company, 2012.			
Journals -		American Journal of Nursing International Journal of Nursing Studies			
Website -		<a href="http://www.pal nurse.com/vb/">http://www.pal nurse.com/vb/</a> <a href="http://chicago.medicine.uic.edu/grah">http://chicago.medicine.uic.edu/grah</a> PHD. Alan <a href="#">amcpc/</a>			

### Course description form

**Reviewing the performance of higher education institutions  
((academic program review))**

## Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.

Ministry of Higher Education	Educational institution .1
College of Nursing / Al-Muthanna University	University department/center .2
Maternity and neonatal nursing/NUR306	Course name/code .3
To help the Dew with it It helps to acquire basic knowledge, concepts and understanding of health problems associated with the stages of growth and development (age-related concerns) and provides the opportunity for students to deal with the normal child, the patient and the adolescent.	Programs in which it is included .4
	Available attendance forms .5
Third Years/first Semester	Semester/year .6
<b>Total (17) hours weekly of (15) Week</b>	Number of study hours(total) .7
15/2/2024	Date this description was prepared .8

Course objectives: This course provides the student with the knowledge, .9 skills and attitudes that are essential for effective and comprehensive nursing care for Infant, Child, Adolescent Health

- Identify the basic child's needs (age related needs and concerns). -1
  - Assess the child and adolescents physically. -2
  - Outline the communication techniques to deal with children & adolescents. -3
  - Discuss the types of accidents according to the stages of growth and development. -4
  - Provide traumatic care for hospitalized children and adolescents. -5
  - Identify the high risk infants and figure out their physical and physiological problems. -6
  - Discuss nutritional assessment & figure out the child's and adolescents with nutritional problems. -7
  - Utilize the nursing process to deal with child's health problems. -8
  - Emphasis on preventive aspects of care to promote health for children and adolescents. -9
- 10- Implement nursing care for children with:
- 10.1. Respiratory diseases
  - 10.2. Gastrointestinal diseases
- Demonstrate pediatric nursing procedures related to:
- 11.1. Restraining
  - 11.2. Blood withdrawal
  - 11.3. CSF
  - 11.4. Setting IV Fluid
  - 11.5. Giving IM injection
- 12- Analyze critically the condition of the child and adolescent with blood diseases.
- 13- Applied scientific approach during practice of nursing care with children and adolescents.
- 14- Identify the needs of children and adolescents with special needs (Handicapped children).
- 

**Social goals, including:**

Apply the theoretical concepts, scientific principles in planning care of patients. -1

Demonstrate competence in implementing nursing interventions to meet client oriented goals. -2

Demonstrate safe administration of drug and parenteral therapy. -3

**Educational goals including:**

Participate in teaching patients -1

Demonstrate effective communication with patients, instructor and healthcare members. -2

Describe pre-operative nursing measures of avoiding the risk of infection and the expected post-operative complications. -3

Ministry of Higher Education	Educational institution .10
College of Nursing / Al-Muthanna University	University department/center .11
<b>Human Growth and Development/NUR308</b>	Course name/code .12
To help the student with it. It helps to acquire basic knowledge, concepts and understanding of health problems associated with the stages of growth and development (age-related concerns) and provides the opportunity for students to deal with the normal child, the patient and the adolescent.	Programs in which it is included .13
	Available attendance forms .14
Third Years/ Second Semester	Semester/year .15
<b>Total (3) hours weekly of (15) Week</b>	Number of study hours(total) .16
15/2/2024	Date this description was .17



18.Course objectives: This course provides the student with the knowledge, This course will provide the students with basic knowledge related to human growth and development. It deepens their understanding about the human characteristics, needs, and their normal growth and developmental problems during different stages of human life

- Define the concepts of growth, development, and maturation, and differentiate them. •
- Understand psychosocial theories related to human growth and development. •
- Identify the patterns of growth and development. •
- State the principles of child development with examples to show the understanding of the principles. •
- Describe the physical, social, emotional, spiritual and mental development that takes place during different stages of the human beings life. •
- Measure and records a particular weight, height, head circumference on a growth chart, In addition to use of Denver development screening test. •
- Explain the stages of growth and development throughout the human being life cycle. •
- Identify developmental problems the individual faces during different stages of growth and development. •
- Discuss the role of the peer group, play, school and friends on the socialization of early and middle childhood and adolescence periods. •

**Social goals, including:**

- Apply the theoretical concepts, scientific principles in planning care of patients. .1
- Demonstrate competence in implementing nursing interventions to meet client oriented goals. .2
- Demonstrate safe administration of drug and parenteral therapy. .3

**Educational goals including:**

- Participate in teaching patients .1
- Demonstrate effective communication with patients, instructor and health .2  
members.
- Describe pre-operative nursing measures of avoiding the risk of .3  
infection and the expected post-operative complications.

**A- Knowledge and understanding**

- A1-To explain to students concepts related to health**
- A2-Acquire the necessary skills on how to provide first aid services.**
- A3-For students to become familiar with the concept of reproductive health and its dimensions**
- A4-Students should identify the risks of sexually transmitted diseases and AIDS.**
- A5-Explains the concept of balanced nutrition**
- A6-Identify diseases resulting from malnutrition**
- A7 -It represents the healthy eating habits that must be followed to maintain the body's fitness and fitness.**
- A8 -Learn about the concept of health-related fitness.**
- A9 - Identify the concept of infectious diseases.**
- A10 - Defining the concept of first aid**
- A11- Identify the concept of mental health.**
- A12Identify and represent the characteristics of a mentally healthy personality.**
- A13- Learn about the concept of environment.**

**B - Subject-specific skills**

- B 1 - Health sufficiency through following healthy lifestyles and avoiding unhealthy behaviors.**
- B2 - Physical sufficiency through maintaining fitness and eating healthy food.**
- B3 - Psychological competence: the ability to cope with psychological pressures.**
- B4- The ability to control birth and pay attention to the importance of reproductive health.**
- B5 - The ability to use the appropriate thinking style and tools appropriate to the situation, problem, position, or goal that calls for a positive change in direction and behavior.**
- B6 - The ability to transform acquired knowledge into actual necessary skills, that is, the tangible result of actions, behaviour, knowledge and attitudes.**

**Teaching and learning methods**

- Lectures.** •
- Group discussion.** •
- Costs.** •

**Evaluation methods**

- Direct questions** •
- Costs** •
- Evaluation of the group project report.** •
- the exams** •

Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	the week
	a • lecture My • work is a hospital My • work is a hospital laborat • ory	Human <input type="checkbox"/> Reproductive Anatomy and Physiology Puberty <input type="checkbox"/> Reproductive <input type="checkbox"/> systems (anatomy & physiology of male & female reproductive system) Menstrual <input type="checkbox"/> cycle	<b>Human</b> ➤ <b>Reproductive Anatomy                      and Physiology</b> Puberty ■ Reproductive systems ■ (anatomy & physiology of male & female reproductive system) Menstrual cycle ■	3 • 6 • 6 • 2 •	the first 18-2- • 2024 19-2- • 2024 20-2- • 2024 21-2- • 2024
	a • lecture My • work is a hospital My • work is a hospital laborat • ory	Pregnancy <input type="checkbox"/> normal <input type="checkbox"/> pregnancy <input type="checkbox"/> Development and physiology of the fetus <input type="checkbox"/> Physiological & psychological changes of pregnancy Prenatal <input type="checkbox"/> care	<b>Pregnancy</b> ➤ normal pregnancy ■ Development and ✓ physiology of the fetus Physiological & ✓ psychological changes of pregnancy Prenatal care ✓	3 • 6 • 6 • 2 •	the second 25-2- • 2024 26-2- • 2024 27-2- • 2024 28-2- • 2024
	a • lecture My • work is a hospital My • work is a hospital laborat • ory	<input type="checkbox"/> <b>Complications of                      pregnancy</b> Nursing <input type="checkbox"/> care during Ant Partum Hemorrhage Nursing <input type="checkbox"/> care during pregnancy Induced Hypertension Nursing <input type="checkbox"/> care during anemia	<b>Complications of</b> ■ <b>pregnancy</b> Nursing care during ✓ Ant Partum Hemorrhage Nursing care during ✓ pregnancy Induced Hypertension Nursing care during ✓ anemia	3 • 6 • 6 • 2 •	the third 4-3- • 2024 5-3- • 2024 6-3- • 2024 7-3- • 2024

		<input type="checkbox"/>	Nursing care during gestational diabetes ✓		
	<ul style="list-style-type: none"> <li>• a lecture</li> <li>• My work is a hospital</li> <li>• My work is a hospital</li> <li>• laboratory</li> </ul>	<input type="checkbox"/> <b>Nursing care during gestational diabetes</b> <input type="checkbox"/> <b>Labor &amp; delivery</b> <input type="checkbox"/> <b>Normal labor &amp; delivery</b> <input type="checkbox"/> <b>Theories of labor onset.</b> <input type="checkbox"/> <b>Signs of labor.</b> <input type="checkbox"/> <input type="checkbox"/> <b>Components of labor.</b> <input type="checkbox"/> <b>Stages of labor.</b> <input type="checkbox"/> <b>Nursing management of each stage of labor</b> <input type="checkbox"/> <b>Using of Partograph in labor.</b>	<input type="checkbox"/> Labor & delivery <input type="checkbox"/> Normal labor & delivery <input type="checkbox"/> Theories of labor onset. <input type="checkbox"/> Signs of labor. <input type="checkbox"/> Components of labor. <input type="checkbox"/> Stages of labor. <input type="checkbox"/> Nursing management of each stage of labor <input type="checkbox"/> Using of Partograph in labor.	3 6 6 2	<ul style="list-style-type: none"> <li>• the fourth</li> <li>• 11-3-2024</li> <li>• 12-3-2024</li> <li>• 13-3-2024</li> <li>• 14-3-2024</li> </ul>
	<ul style="list-style-type: none"> <li>• a lecture</li> <li>• My work is a hospital</li> <li>• My work is a hospital</li> <li>• laboratory</li> </ul>	<input type="checkbox"/> <b>Implications of labor</b> <input type="checkbox"/> <b>Nursing management during complicated labor and delivery</b> <input type="checkbox"/> <b>Obstetrical operation</b> <input type="checkbox"/> <b>Cesarean section, forceps delivery</b> <input type="checkbox"/> <input type="checkbox"/> <b>Induction and Augmentation of labor</b>	<input type="checkbox"/> Implications of labor <input type="checkbox"/> Nursing management during complicated labor and delivery <input type="checkbox"/> Obstetrical operation <input type="checkbox"/> Cesarean section, forceps delivery <input type="checkbox"/> Induction and Augmentation of labor	3 5 5 2	<ul style="list-style-type: none"> <li>• Fifth</li> <li>• 18-3-2024</li> <li>• 19-3-2024</li> <li>• 20-3-2024</li> <li>• 21-3-2024</li> </ul>
	<ul style="list-style-type: none"> <li>• Examp</li> <li>• actical</li> <li>• Theoreti</li> <li>• cal exam</li> <li>• Examl</li> <li>• laboratory</li> </ul>	<b>Midterm exam</b>			VI <ul style="list-style-type: none"> <li>• 25-3-2024</li> <li>• 26-3-2024</li> <li>• 27-3-2024</li> <li>• 28-3-2024</li> </ul>
	<ul style="list-style-type: none"> <li>• a lecture</li> </ul>	<input type="checkbox"/>	Family planning <input type="checkbox"/> Contraceptive <input type="checkbox"/> Hormonal contraceptive	3	<ul style="list-style-type: none"> <li>• Seventh</li> <li>• 1-4-</li> </ul>

My work is a hospital My work is a hospital laboratory	<input type="checkbox"/> <b>Contraceptive Hormonal</b> <input type="checkbox"/> <input type="checkbox"/> <b>Non-hormonal contraceptive</b> <input type="checkbox"/> <input type="checkbox"/> <b>Surgical contraceptive</b> <input type="checkbox"/> <input type="checkbox"/> <b>Advantages and disadvantages of each method.</b> <input type="checkbox"/>	Non-hormonal contraceptive <input type="checkbox"/> Surgical contraceptive <input type="checkbox"/> Advantages and disadvantages of each method. <input type="checkbox"/>	6 6 2	• • •	2024 2-4-2024 3-4-2024 4-4-2024
a lecture My work is a hospital My work is a hospital laboratory	<input type="checkbox"/> <b>Puerperium</b> <input type="checkbox"/> <input type="checkbox"/> <b>Nursing management during normal puerperium</b> <input type="checkbox"/> <input type="checkbox"/> <b>Nursing management during complicated puerperium nursing management (PPH) nursing management of infections</b> <input type="checkbox"/>	Puerperium <input type="checkbox"/> Nursing management during normal puerperium <input type="checkbox"/> Nursing management during complicated puerperium <input type="checkbox"/> nursing management (PPH) <input type="checkbox"/> nursing management of infections <input type="checkbox"/>	3 6 6 2	• • • •	VIII 5-4-2024 6-4-2024 7-4-2024 8-4-2024
a lecture My work is a hospital My work is a hospital laboratory	<input type="checkbox"/> <b>Neonatal Nursing Care</b> <input type="checkbox"/> <input type="checkbox"/> <b>Nursing assessment and management of neonates:</b>	Neonatal Nursing Care - <input type="checkbox"/> Nursing assessment and management of neonates. <input type="checkbox"/>	3 6 6 2	• • • •	Ninth 15-4-2024 16-4-2024 17-4-2024 18-4-2024
a lecture My work is a hospital My work is a hospital	<input type="checkbox"/> <b>Physiological changes and adaptation</b> <input type="checkbox"/> <input type="checkbox"/> <b>Immediate and daily neonatal</b> <input type="checkbox"/>	Physiological changes and adaptation <input type="checkbox"/> Immediate and daily neonatal care <input type="checkbox"/>	3 6 6 2	• • • •	The tenth 22-4-2024 23-4-2024 24-4-2024

	hospital laboratory	care			25-4-2024
1-5-2019 Labor Day holiday	Examp ractical Theoreti cal exam Examl laboratory	<b>Midterm exam</b>			eleventh 29-4-2024 30-4-2024 1-5-2024 2-5-2024
	a lecture My work is a hospital My work is a hospital laborat ory	Neonatal Nursing Care Nursing assessment and management of neonates. Physiological changes and adaptation Immediate and daily neonatal care.	Neonatal Nursing Care Nursing assessment and management of neonates. Physiological changes and adaptation Immediate and daily neonatal care.	3 6 6 2	twelveth 6-5-2024 7-5-2024 8-5-2024 9-5-2024
	a lecture My work is a hospital My work is a hospital laborat ory	Nursing care of children & adolescents with chronic diseases	Gynecological disorders Common gynecological disorders	3 6 6 2	Thirteenth 13-2-2024 14-2-2024 15-5-2024 16-5-2024
	a lecture My work is a hospital My work is a hospital	Puerperium	Menstrual disorders Benign and malignancy of genital tract	- - - 2	fourteenth 20-5-2024 21-5-2024 22-5-2024 23-5-2024

	laboratory				2024
	<ul style="list-style-type: none"> <li>• a lecture</li> <li>• My work is a hospital</li> <li>• My work is a hospital</li> <li>• laboratory</li> </ul>	Nursing management during normal puerperium	<p><b>Infertility</b> ■</p> <ul style="list-style-type: none"> <li>□ Puerperium</li> <li>□ Nursing management during normal puerperium</li> <li>□ Nursing management during complicated puerperium</li> <li>□ nursing management (PPH)</li> <li>□ nursing management of infections</li> </ul>	<ul style="list-style-type: none"> <li>3 •</li> <li>6 •</li> <li>6 •</li> <li>2 •</li> </ul>	<ul style="list-style-type: none"> <li>• Fifteenth</li> <li>• 27-5-</li> <li>• 2024</li> <li>• 28-5-</li> <li>• 2024</li> <li>• 29-5-</li> <li>• 2024</li> <li>• 30-5-</li> <li>• 2024</li> </ul>
<b>Final exams</b>					<ul style="list-style-type: none"> <li>• sixteen</li> <li>• 4-6-</li> <li>• 2024</li> <li>• 9-6-</li> <li>• 2024</li> </ul>



Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	the week
	<ul style="list-style-type: none"> <li>• a lecture</li> <li>• My work is a hospital</li> <li>• My work is a hospital</li> <li>• laborat ory</li> </ul>	<ul style="list-style-type: none"> <li>Human <input type="checkbox"/></li> <li>Reproductive Anatomy and Physiology <input type="checkbox"/></li> <li>Puberty <input type="checkbox"/></li> <li>Reproductive systems (anatomy &amp; physiology of male &amp; female reproductive system) <input type="checkbox"/></li> <li>Menstrual cycle <input type="checkbox"/></li> </ul>	<p style="text-align: center;"><b>Human Reproductive Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>Puberty <input checked="" type="checkbox"/></li> <li>Reproductive systems (anatomy &amp; physiology of male &amp; female reproductive system) <input checked="" type="checkbox"/></li> <li>Menstrual cycle <input checked="" type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>3</li> <li>6</li> <li>6</li> <li>2</li> </ul>	<ul style="list-style-type: none"> <li>the first</li> <li>• 18-2-2024</li> <li>• 19-2-2024</li> <li>• 20-2-2024</li> <li>• 21-2-2024</li> </ul>
	<ul style="list-style-type: none"> <li>• a lecture</li> <li>• My work is a hospital</li> <li>• My work is a hospital</li> <li>• laborat ory</li> </ul>	<ul style="list-style-type: none"> <li>Pregnancy normal pregnancy <input type="checkbox"/></li> <li>Development and physiology of the fetus <input type="checkbox"/></li> <li>Physiological &amp; psychological changes of pregnancy Prenatal care <input type="checkbox"/></li> </ul>	<p style="text-align: center;"><b>Pregnancy</b></p> <ul style="list-style-type: none"> <li>normal pregnancy <input checked="" type="checkbox"/></li> <li>Development and physiology of the fetus <input checked="" type="checkbox"/></li> <li>Physiological &amp; psychological changes of pregnancy <input checked="" type="checkbox"/></li> <li>Prenatal care <input checked="" type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>3</li> <li>6</li> <li>6</li> <li>2</li> </ul>	<ul style="list-style-type: none"> <li>the second</li> <li>• 25-2-2024</li> <li>• 26-2-2024</li> <li>• 27-2-2024</li> <li>• 28-2-2024</li> </ul>
	<ul style="list-style-type: none"> <li>• a lecture</li> <li>• My work is a hospital</li> <li>• My work is a hospital</li> <li>• laborat ory</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/></li> <li>Complications of pregnancy Nursing care during Ant Partum Hemorrhage <input type="checkbox"/></li> <li>Nursing care during pregnancy Induced Hypertension <input type="checkbox"/></li> <li>Nursing care during anemia <input type="checkbox"/></li> </ul>	<p style="text-align: center;"><b>Complications of pregnancy</b></p> <ul style="list-style-type: none"> <li>Nursing care during Ant Partum Hemorrhage <input checked="" type="checkbox"/></li> <li>Nursing care during pregnancy Induced Hypertension <input checked="" type="checkbox"/></li> <li>Nursing care during anemia <input checked="" type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>3</li> <li>6</li> <li>6</li> <li>2</li> </ul>	<ul style="list-style-type: none"> <li>the third</li> <li>• 4-3-2024</li> <li>• 5-3-2024</li> <li>• 6-3-2024</li> <li>• 7-3-2024</li> </ul>

		<input type="checkbox"/>	Nursing care during gestational diabetes ✓		
	<ul style="list-style-type: none"> <li>My work is a hospital laboratory</li> </ul>	<input type="checkbox"/> Labor & delivery <input type="checkbox"/> Normal labor & delivery <input type="checkbox"/> Theories of labor onset. <input type="checkbox"/> Signs of labor. <input type="checkbox"/> Components of labor. <input type="checkbox"/> Stages of labor. <input type="checkbox"/> Nursing management of each stage of labor <input type="checkbox"/> Using of Partograph in labor.	<input type="checkbox"/> Labor & delivery <input type="checkbox"/> Normal labor & delivery <input type="checkbox"/> Theories of labor onset. <input type="checkbox"/> Signs of labor. <input type="checkbox"/> Components of labor. <input type="checkbox"/> Stages of labor. <input type="checkbox"/> Nursing management of each stage of labor <input type="checkbox"/> Using of Partograph in labor.	3 6 6 2	<ul style="list-style-type: none"> <li>the fourth</li> <li>11-3-2024</li> <li>12-3-2024</li> <li>13-3-2024</li> <li>14-3-2024</li> </ul>
	<ul style="list-style-type: none"> <li>My work is a hospital laboratory</li> </ul>	<input type="checkbox"/> Implications labor <input type="checkbox"/> Nursing management during complicated labor and delivery <input type="checkbox"/> Obstetrical operation <input type="checkbox"/> Episiotomy, forceps delivery <input type="checkbox"/> Induction and Augmentation of labor	<input type="checkbox"/> Implications of labor <input type="checkbox"/> Nursing management during complicated labor and delivery <input type="checkbox"/> Obstetrical operation <input type="checkbox"/> Episiotomy, forceps delivery <input type="checkbox"/> Induction and Augmentation of labor	3 5 5 2	<ul style="list-style-type: none"> <li>Fifth</li> <li>18-3-2024</li> <li>19-3-2024</li> <li>20-3-2024</li> <li>21-3-2024</li> </ul>
	<ul style="list-style-type: none"> <li>Exampri</li> <li>Theoretical</li> <li>Exampri</li> <li>laboratory</li> </ul>	<b>Midterm exam</b>			<ul style="list-style-type: none"> <li>VI</li> <li>25-3-2024</li> <li>26-3-2024</li> <li>27-3-2024</li> <li>28-3-2024</li> </ul>
	<ul style="list-style-type: none"> <li>My work is a hospital laboratory</li> </ul>	<input type="checkbox"/> Family planning <input type="checkbox"/> Contraceptive <input type="checkbox"/> Hormonal <input type="checkbox"/> Non-hormonal <input type="checkbox"/> Surgical <input type="checkbox"/> Advantages and disadvantages of	<input type="checkbox"/> Family planning <input type="checkbox"/> Contraceptive <input type="checkbox"/> Hormonal <input type="checkbox"/> Non-hormonal <input type="checkbox"/> Surgical <input type="checkbox"/> Advantages and disadvantages of	3 6 6	<ul style="list-style-type: none"> <li>Seventh</li> <li>1-4-2024</li> <li>2-4-2024</li> <li>3-4-2024</li> <li>4-4-2024</li> </ul>

	<ul style="list-style-type: none"> <li>My work is a hospital laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• <b>contraceptive Non-hormonal</b> <input type="checkbox"/></li> <li>• <b>contraceptive Surgical</b> <input type="checkbox"/></li> <li>• <b>contraceptive Advantages and disadvantages of each method.</b> <input type="checkbox"/></li> </ul>	each method.	2	•	
	<ul style="list-style-type: none"> <li>a lecture</li> <li>My work is a hospital</li> <li>My work is a hospital laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Puerperium</b> <input type="checkbox"/></li> <li>• <b>Nursing management during normal puerperium</b> <input type="checkbox"/></li> <li>• <b>Nursing management during complicated puerperium nursing management (PPH) nursing management of infections</b> <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Puerperium <input type="checkbox"/></li> <li>• Nursing management during normal puerperium <input type="checkbox"/></li> <li>• Nursing management during complicated puerperium nursing management (PPH) <input type="checkbox"/></li> <li>• nursing management of infections <input type="checkbox"/></li> </ul>	3 6 6 2	• • • •	<ul style="list-style-type: none"> <li>• VIII</li> <li>• 5-4-2024</li> <li>• 6-4-2024</li> <li>• 7-4-2024</li> <li>• 8-4-2024</li> </ul>
	<ul style="list-style-type: none"> <li>a lecture</li> <li>My work is a hospital</li> <li>My work is a hospital laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neonatal Nursing Care</b> <input type="checkbox"/></li> <li>• <b>Nursing assessment and management of neonates:</b> <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Neonatal Nursing Care - <input type="checkbox"/></li> <li>• Nursing assessment and management of neonates. <input type="checkbox"/></li> </ul>	3 6 6 2	• • • •	<ul style="list-style-type: none"> <li>• Ninth</li> <li>• 15-4-2024</li> <li>• 16-4-2024</li> <li>• 17-4-2024</li> <li>• 18-4-2024</li> </ul>
	<ul style="list-style-type: none"> <li>a lecture</li> <li>My work is a hospital</li> <li>My work is a hospital laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Physiological changes and adaptation Immediate and daily neonatal care</b> <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Physiological changes and adaptation <input type="checkbox"/></li> <li>• Immediate and daily neonatal care <input type="checkbox"/></li> </ul>	3 6 6 2	• • • •	<ul style="list-style-type: none"> <li>• The tenth</li> <li>• 22-4-2024</li> <li>• 23-4-2024</li> <li>• 24-4-2024</li> <li>• 25-4-2024</li> </ul>

<p>1-5-2019 Labor Day holiday</p>	<p>Exampractical Theoreticalexam Examlaboratory</p>	<p><b>Midterm exam</b></p>		<p>eleventh 29-4-2024 30-4-2024 1-5-2024 2-5-2024</p>
	<p>lecture My work is a hospital My work is a hospital laboratory</p>	<p>Neonatal Nursing Care assessment and management of neonates. Physiological changes and adaptation Immediate and daily neonatal care.</p>	<p><b>Neonatal Nursing Care</b> Nursing assessment and management of neonates. Physiological changes and adaptation Immediate and daily neonatal care.</p>	<p>twelveth 6-5-2024 7-5-2024 8-5-2024 9-5-2024</p>
	<p>lecture My work is a hospital My work is a hospital laboratory</p>	<p><b>Nursing care of children &amp; adolescents with chronic diseases</b></p>	<p>Gynecological disorders Common gynecological disorders</p>	<p>Thirteenth 13-2-2024 14-2-2024 15-5-2024 16-5-2024</p>
	<p>lecture My work is a hospital My work is a hospital laboratory</p>	<p>Puerperium</p>	<p>Menstrual disorders Benign and malignancy of genital tract</p>	<p>fourteenth 20-5-2024 21-5-2024 22-5-2024 23-5-2024</p>
	<p>lecture My work is a hospital</p>	<p>Nursing management during normal puerperium</p>	<p><b>Infertility</b> Puerperium Nursing management during normal puerperium</p>	<p>Fifteenth 27-5-2024 28-5-2024 29-5-2024</p>

	My work is a hospital laboratory		Nursing management during complicated puerperium nursing management (PPH) nursing management of infections	□ □ □	2	•	30-5-2024	•
Final exams							sixteen 4-6-2024 9-6-2024	• •

### Course description form

Course Name	.1
medical terminology	
CodeThe decision	.2
TER(110)	
the chapter /the year	.3
Second semester/2024	
Date this was preparedthe description	.4
2/15/2024	
aAttendance forms available	.5
Just my presence	
Number of study hours (total)/number of units (total)	.6
4hour/2 number of units	
Name of the course administrator(If more than one name is mentioned)	.7
Name: Tayseer Abdullah Kazem Email:@mu.edu.iq taisirak14	
Course objectives	.8

<p>Learn about a wide range of medical terms and abbreviations.</p> <p>Know the meaning of many prefixes and suffixes</p> <p>Stems that combine in medical terminology.</p>		<ul style="list-style-type: none"> <li>• objectives of the study</li> <li>• subject</li> <li>•</li> </ul>			
Teaching and learning strategies .9					
<p>Qualifying students to work with members of the health authority</p> <p>Maintaining an area of scientific development in the field of nursing</p> <p>And continuing health education.</p>			The strategy		
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Theoretical: Lectural Questions(multiple choice)	lecture discussion			theoretical practical	
		<b>Basic Elements of a Medical Word.</b>			1st week 2/26/2024
		<b>Body Structure</b>			2nd week 3/4/2024
		<b>Hospital admission</b>			3rd week 11\3\2024

		<b>Integrated system</b>			4th week 3/18/2024
		<b>Digestive System</b>			5th week 3/25/2024
		<b>1st midterm exam</b>			6th week 1\4\2024
		<b>Respiratory System</b>			7th week 8\4\2024
		<b>Cardiovascular System</b>			8th week 4/15/2024
		<b>Blood</b>			9th week 4/22/2024
		<b>Death and dying</b>			10th week 4/29/2024
		<b>ndmidterm exam2</b>			11th week 6\5\2024
		<b>Hygiene</b>			12th week 13\5\2024
		<b>::Mental health nursing</b>			13th week 5/20/2024
		<b>Monitoring the patient</b>			14th week 5/27/2024
		<b>Medication</b>			15th week 3\6\2024

<b>Course evaluation</b>	<b>.84</b>
distributionAs follows: 30 marks for monthly and daily exams, 70 marks for final exams	

<b>Learning and teaching resources</b>		<b>.85</b>
ford, English for Careers ; Nursing 1, Tony Grace	1-	quired prescribed
Medical, terminology systems.	2-	books

Course Name: .86	
Professional ethics /	
Course Code: .87	
ETH 105	
the chapter/the year:Annual .88	
quarterly/Chapter one	
Date this description was prepared: .89	
02/14/2024	
Available attendance forms: .90	
My presence only	
Number of study hours (total)/number of units (total): .91	
hourquarterly.2 An hour a week	
Name of the course administrator (if more than one name is .92 mentioned)	
the name:Prof. Haider Hamid MitebEmail:haider.mutaab@mu.edu.iq	
Course objectives .93	
	1-The course aims to introduce students to...College of NursingProfessional ethics according to their technical specialty, and providing them with professional ethical rules that enhance their commitment to them, in their expected field of work after graduation.
Teaching and learning strategies .94	
1-Education strategy collaborative concept planning.	The



Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	t h e w e e k
<p><b>aFor weekly, monthly, daily, written and final examsth e chapter.</b></p>	<p>Explanat ion of the articleN ataria 2- Analysis of the study material 3- Discussi on</p>	<p><b>Unit (1) – Ethics</b>            The concept of morality and its origin.            General rules of ethics.            Sources of ethics.            Moral values.            importance of ethics for the individual and society.  <b>Unit (2) –Work and profession</b>            Work and its importance.            Work behaviors.            Concept of profession.            Definition of profession.            The difference between the concept of work, profession and craft.            ndards upon which the profession must be based  <b>Unit (3) – Professional Ethics</b>            What is professional ethics?            Positive returnsTo            commitWith professional ethics.            Characteristics of work</p>	<p>1-Providing students with skillsClassroom m discussion            2-Give examples of the study material</p>	<p>2 hour 2 hour 2 hour 2 hour 2 hour 2hour 2 hour 2 hour 2 hour 2hour 2 hour 2 hour 2 hour 2 hour</p>	<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 ca on</p>

		<p>ethics.</p> <ul style="list-style-type: none"> <li>• Characteristics of professional ethics.</li> </ul> <p>Steps for the acceptable level of professional ethics.</p> <p><b>Unit (4) - Values and professional ethics</b></p> <ul style="list-style-type: none"> <li>• honesty.</li> <li>• Honesty.</li> <li>• Advice.</li> <li>• Justice.</li> <li>• good behaviour.</li> </ul> <p>Perfection of work.</p> <p><b>Unit (5) –PatternsUnethical behaviorIn the profession</b></p> <p><b>Administrative corruption.</b></p> <ul style="list-style-type: none"> <li>○ Unethical administrative behavior.</li> <li>○ Definition of administrative corruption.</li> <li>○ Types of administrative corruption.</li> </ul> <p><b>Bribery.</b></p> <ul style="list-style-type: none"> <li>○ The concept of bribery.</li> <li>○ Types of bribery.</li> <li>○ The difference between a gift and a bribe.</li> <li>○ The reasons and motives behind bribery.</li> </ul> <p><b>Cheating.</b></p> <ul style="list-style-type: none"> <li>○ The concept of cheating.</li> <li>○ The nature of fraud at work.</li> </ul> <p>appearancesCheating in job performance.</p> <p><b>Professional ethics Nursing</b></p>		
Course evaluation .96				
distributionAs follows:30 Score of monthly and daily exams 70 Score for final exams				
Learning and teaching resources .97				

	Required textbooks (methodology, if any)
<b>Human Behavior at Work, Keith Defter Work in Islam, Ahmed Maher Al-Baqri. Mental flexibility and its relationship to both the future tense perspective and achievement goals among university faculty members</b>	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
<a href="http://abu.edu.iq/fa/research/articles/12310">http://abu.edu.iq/fa/research/articles/12310</a>	Electronic references, Internet sites

Course Name	.11
Adult nursing	
Code	The decision .12
NUR (206)	
the chapter /the year	.13
Second semester/2024	
Date this was prepared	the description .14
aAttendance forms available	.15
Number of study hours (total)/number of units (total)	.16
	16hour

Name of the course administrator(If more than one name is mentioned) .17	
Name: Sabah Abdullah Jaafar Email: <a href="mailto:sabah.abd@mu.edu.iq">sabah.abd@mu.edu.iq</a>	
Course Objectives .18	
<b>Course Objectives</b>	<p>Upon completion of this course, the student will be able to:</p> <p>Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population. -1</p> <p>Relate the path physiology of selected medical/surgical alterations to the health-illness continuum. -2</p> <p>Discuss scientifically based rational for performing selected diagnostic procedure, outcomes and nursing responsibilities. -3</p> <p>Describe drug therapies and their related outcomes for clients undergoing medical/surgical interventions. -4</p> <p>Explain nutritional needs of patients with selected medical/surgical alterations. -5</p> <p>Discuss principles of teaching- learning processes as they related to the adult/ older adult patient. -6</p> <p>Utilize health assessment skills in determining the physical, psychological, spiritual, and learning needs of adult patients. -7</p> <p>Apply the theoretical concepts, scientific principles in planning care of patients. -8</p> <p>Demonstrate competence in implementing nursing interventions to meet client oriented goals. -9</p> <p>Demonstrate safe administration of drug and parenteral therapy. -10</p> <p>11-Participate in teaching patients</p> <p>Demonstrate effective communication with patients, instructor and health care members. -12</p> <p>Describe pre-operative nursing measures of avoiding the risk of infection and the excepted post-operative complications. -13</p> <p>•</p>
Teaching and learning strategies .19	
<b>Strategy</b>	<p>Qualifying students to provide distinguished and highly efficient nursing care for patients, in accordance with ethical and</p> <p>-1</p>

	<p style="text-align: right;">behavioral values.</p> <p>Qualifying students to provide distinguished nursing services, through planning and implementation nursing care plans. -2</p> <p>Educating students about the problems facing the nursing profession, analyzing them and contributing to solving them to advance the profession. -3</p> <p>Strengthening the culture of self-learning among students. -4</p> <p>Contribute to improving and upgrading the health level of the individual and society through community participation. -5</p> <p>Participation in community activities that contribute to solving community problems and developing the environment participating in medical convoys and blood donation campaigns... and others. -7</p> <p>Providing health education services for patients and non-patients. -8</p> <p>Rehabilitation of students to work with members of the health team to provide integrated health care for patients. -9</p> <p>Opening space of scientific development in the field of nursing and continuing health education. -10</p> <p>Faculty members conduct scientific research in the field of adults nursing while encouraging students to participate. -11</p> <p>Developing the skills of the faculty members in the department by participating in regional and international symposiums, conferences and international encouragement publication of research.</p> <p>Strengthening the quality system in the branch</p>
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Course Structure .20

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1st week	16	Knowledge:	Nursing	Class	Written Multiple -

		<b>Health history Physical examination anatom</b>	<b>management for patient with nervous system disorders</b>	<b>Group discussion Assignme nt (poster)</b>	<b>choice question Reports – Clinical – evaluation (RUBRICS)</b>
2nd week			<b>Nursing management for patient with nervous system disorders</b>	<b>Class Group discussion</b>	<b>Written Multiple choice question</b>
3rd week			<b>Nursing management for patient with urinary system disorders</b>	<b>Class Role play Group discussion</b>	<b>Reports</b>
4th week18-21\2\2024			<b>Nursing management for patient with urinary system disorders</b>	<b>Class Role play Group discussion</b>	<b>Clinical evaluation (RUBRICS)</b>
5th week 25-28\2\2024			<b>Nursing management for patient with urinary</b>	<b>Class Role play Group discussion</b>	<b>Written Multiple choice question</b>

			<b>system disorders</b>		
6th week 28\2\2024			<b>1st midterm exam</b>		<b>Reports</b>
7th week 3-7\3\2024			<b>Nursing management for patient with orthopedics</b>	<b>Class Role play Group discussion</b>	<b>Clinical evaluation (RUBRICS)</b>
8th week			<b>Nursing management for patient with orthopedics</b>	<b>Class Role play Group discussion</b>	<b>Written Multiple choice question</b>
9th week			<b>Nursing management for patient with cardiovascular disorders</b>	<b>Class Role play Group discussion</b>	<b>Written Multiple choice question Reports -Clinical evaluation (RUBRICS) Clinical evaluation</b>
10th week			<b>2nd midterm exam</b>		
11th week			<b>Nursing management for patient with integumentary</b>	<b>Class Role play Group discussion</b>	<b>Written Multiple choice question Reports Clinical evaluation</b>

			<b>system disorders</b>		<b>(RUBRICS)</b>
12th week			<b>Nursing management for patient with ENT Disorders</b>	<b>Class Role play Group discussion</b>	<b>Written Multiple choice question Reports Clinical evaluation (RUBRICS)</b> –
13th week			<b>Nursing management for patient with ophthalmology disorders</b>	<b>Class Group discussion</b>	<b>Written Multiple choice question Reports Clinical evaluation (RUBRICS)</b> –
14th week			<b>3rd midterm exam</b>		
15th week			<b>Course review</b>		
Final Exam (Practical)					<b>OSCI EXAM</b>
					Course Name: .21
					Adult Nursing1
					CourseCode: .22
					NUR(206)
					Semester /Year: .23
					1st semester/ 2024
					DescriptionPreparation Date: .24
					1/2/2024
					Available Attendance Forms: .25
					Number of Credit Hours (Total) / Number of Units (Total) .26
					16 hrs / 8 credit hour



<b>Course administrator's name(mention all,if more than one name) .27</b>	
Name:Sabah Abdullah Jaafar Email: sabah.abd@mu.edu.iq	
<b>Course Objectives .28</b>	
<b>Course Objectives</b>	<p>Upon completion of this course, the student will be able to:</p> <p>Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population. .1</p> <p>Relate the path physiology of selected medical/surgical alterations to the health-illness continuum. .2</p> <p>Discuss scientifically based rationale for performing selected diagnostic procedure, outcomes and nursing responsibilities. .3</p> <p>Describe drug therapies and their related outcomes for clients undergoing medical/surgical interventions. .4</p> <p>Explain nutritional needs of patients with selected medical/surgical alterations. .5</p> <p>Discuss principles of teaching- learning processes as they related to the adult/ older adult patient. .6</p> <p>Utilize health assessment skills in determining the physical, psychological, spiritual, and learning needs of adult patients. .7</p> <p>Apply the theoretical concepts, scientific principles in planning care of patients. .8</p> <p>Demonstrate competence in implementing nursing interventions to meet client oriented goals. .9</p> <p>Demonstrate safe administration of drug and parenteral therapy. .10</p> <p>11-Participate in teaching patients</p> <p>Demonstrate effective communication with patients, instructor and health care members. -14</p> <p>Describe pre-operative nursing measures of avoiding the risk of infection and the expected post-operative complications .1</p>
<b>Teaching and learning strategies .11</b>	
<b>Strategy</b>	<p>Qualifying students to provide distinguished and highly efficient nursing care for patients, in accordance with ethical and</p> <p style="text-align: right;">.1</p>

	<p style="text-align: right;">behavioral values.</p> <p>Qualifying students to provide distinguished nursing services, through planning and implementation nursing care plans. .2</p> <p>Educating students about the problems facing the nursing profession, analyzing them and contributing to solving them to advance the profession. .3</p> <p>Strengthening the culture of self-learning among students. .4</p> <p>Contribute to improving and upgrading the health level of the individual and society through community participation. .5</p> <p>Participation in community activities that contribute to solving community problems and developing the environment participating in medical convoys and blood donation campaigns... and others. .7</p> <p>Providing health education services for patients and non-patients. .8</p> <p>Rehabilitation of students to work with members of the health team to provide integrated health care for patients. .9</p> <p>Opening space of scientific development in the field of nursing and continuing health education. .10</p> <p>Faculty members conduct scientific research in the field of adults nursing while encouraging students to participate. .11</p> <p>Developing the skills of the faculty members in the department by participating in regional and international symposiums, conferences and international encouragement publication of research.</p> <p>Strengthening the quality system in the branch</p>
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<b>Course Structure</b> .12
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Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1st week	16	<b>Knowledge:</b>	<b>Introduction to Adult Nursing</b>	<b>Class: Theory lecture</b>	<b>Written Multiple</b> -

		Health history Physical examination anatom		Group discussion	choice question Reports – Assignment – (poster) Clinical evaluation –
2nd week 4-7\2\2022			Nursing management for patient with Cancer		Written Multiple – choice question Reports – Assignment – (poster) Clinical evaluation
3rd week 11-14\2\2024			Nursing management for patient with breast cancer		Written Multiple – choice question Reports – Clinical evaluation – (RUBRICS)
4th week			Nursing management for patient with cardiovascular		Written Multiple – choice question Reports – Clinical evaluation – (RUBRICS)
5th week			Nursing management for patient		Written Multiple – choice question

			<b>with Cardiovascular</b>		<b>Reports – Clinical evaluation – (RUBRICS)</b>
6th week			<b>1st midterm exam</b>		
7th week			<b>Nursing management for patient with Endocrine</b>	<b>Class Group discussion</b>	<b>Written Multiple – choice question Reports – Clinical evaluation – (RUBRICS)</b>
8th week			<b>Nursing management for patient with Endocrine</b>	<b>Class Group discussion</b>	<b>Written Multiple – choice question Reports – Clinical evaluation (RUBRICS)Clinical evaluation</b>
9th week			<b>Nursing management for patient with respiratory system disorders</b>	<b>Class Group discussion</b>	<b>Written Multiple – choice question Reports – Clinical evaluation – (RUBRICS)</b>
10th week			<b>2nd midterm exam</b>		

11th week			<b>Nursing management for patient with respiratory system disorders</b>	<b>Class Group discussion</b>	<b>Written: Multiple choice question Reports Clinical evaluation (RUBRICS)</b>
12th week			<b>Nursing management for patient with ENT Disorders</b>	<b>Class Group discussion</b>	<b>Written Multiple choice question Reports Clinical evaluation (RUBRICS)</b>
13th week			<b>Nursing management for patient with ophthalmology disorders</b>	<b>Class Group discussion</b>	<b>Written Multiple choice question Reports Clinical evaluation (RUBRICS)</b>
14th week			<b>3rd midterm exam</b>		
15th week			<b>Course review</b>		
<b>Final Exam (Practical)</b>					

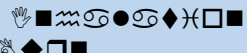

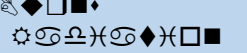
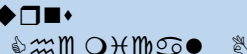
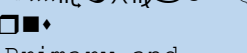
Course Name .29

Critical care nursing	
CodeThe decision .30	
NUR (209)	
the chapter /the year .31	
Second semester/2024	
Date this was preparedthe description .32	
aAttendance forms available .33	
Number of study hours (total)/number of units (total) .34	
16hour	
Name of the course administrator(If more than one name is mentioned) .35	
Name: M.M. Amer Jassim Kadoush Email:	
Course Objectives .12	
<b>Course Objectives</b>	<p>At the end of the course the student will be able to:</p> <p>Understand the impact of the critical illness on the .1 clients and their families.</p> <p>Describe the impact of the critical care .2 environment on the clients.</p> <p>Discuss current monitoring techniques .3 used in critical care settings.</p> <p>Relate the human responses to critical .4 illness to the underlying path physiology. .a</p> <p>Discuss psychosocial assessment and .5 interventions relevant to critically ill clients and their families. .a</p> <p>Utilize knowledge from the humanities .6 and science in planning the care of critically ill adults. .a</p> <p>Demonstrate safe nursing care of critically .7</p>

			Utilize effective communication techniques with clients. <b>.8</b>	ill adults.	
			Demonstrate competence in hemodynamic and cardiac monitoring. <b>.9</b>		
			Provide quality nursing care for clients with respiratory dysfunction. <b>.10</b>		
			Assess and manage client with renal-urinary dysfunctions. <b>.11</b>		
			Deal efficiently with cases of multisystem trauma. <b>.12</b>		
			Interpret assessments findings in relation to the underlying critical illness. <b>.13</b>		
			Participate in educating critically ill clients and their families. <b>.14</b>		
			Demonstrate professional behavior in relation to clients and members of the health team. <b>.15</b>		
				<b>.2</b>	
Teaching and learning strategies <b>.13</b>					
<b>Strategy</b>					
Course Structure <b>.13</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1st week	16		Introduction to Critical Care Nursing -Critical Care Nursing Roles -classification of critically ill patients - Characteristics of Critical Care Units	<b>Class: Theory lecture</b> <b>Group discussion</b>	<b>Written Multiple choice question</b> – <b>Reports</b> – <b>Assignment</b> – <b>(poster)</b> <b>Clinical evaluation</b> –

2nd week			Shock -Classification of Shock -Stages of Shock -Clinical Alert of Shock -Medical Management -Nursing Management		Written Multiple – choice question Reports – Assignment – (poster) Clinical evaluation
3rd week			Sepsis -Severe Sepsis and Septic Shock -Sepsis Management Bundle -Multisystem Organ Dysfunction Syndrome		Written Multiple – choice question Reports – Clinical evaluation – (RUBRICS)
4th week			- Acute Renal Failure/Acute Kidney Injury - Anatomy and Physiology Review - Acute Renal Failure/Acute Kidney Injury -Causes of ARF -Categories of Acute Renal Failure -Phases of Acute Renal Failure -Diagnosis of ARF -Medical Management of Acute Kidney Injury -Nursing Management of Acute Kidney Injury		Written Multiple – choice question Reports – Clinical evaluation – (RUBRICS)
5th week			- Cerebral Vascular Accident - Stroke Classification -Ischemic strokes - Risk factors for transient		Written Multiple – choice question



			ischemic attack/stroke -Diagnostic Criteria -Early Management -Hemorrhagic stroke Types of hemorrhagic strokes: ICH and SAH - Causes and Risk factors - Clinical Presentation of Intracerebral Hemorrhage - Diagnosis of hemorrhagic stroke		<b>Reports</b> – <b>Clinical evaluation</b> – <b>(RUBRICS)</b>
6th week			<b>1st midterm exam</b>		
7th week			Management of unconscious patient - Causes of Consciousness - Assessment of unconscious patient - Medical Management -Nursing Management of unconscious patient	<b>Class</b> <b>Group</b> <b>discussion</b>	<b>Written Multiple</b> – <b>choice question</b> <b>Reports</b> – <b>Clinical evaluation</b> – <b>(RUBRICS)</b>
8th week			-Burns o Stages and Degree oTypes ▪  ▪  ▪  ▪  ▪  o Primary and secondary survey guidelines (assessment and management guidelines) o Healing process	<b>Class</b> <b>Group</b> <b>discussion</b>	<b>Written Multiple</b> – <b>choice question</b> <b>Reports</b> – <b>Clinical evaluation</b> <b>(RUBRICS)Clinical evaluation</b>
9th week			Pulmonary Embolism - Pleural Effusion and hemothorax	<b>Class</b> <b>Group</b>	<b>Written Multiple</b> –

			- Pneumothorax	<b>discussion</b>	<b>choice question</b> <b>Reports</b> – <b>Clinical evaluation</b> – <b>(RUBRICS)</b>
10th week			- ABGs Interpretations -Respiratory - Acidosis & Alkalosis - Metabolic - Acidosis & Alkalosis -Nursing Management		
11th week			- Review of Conduction System - Basics of ECG Interpretation (ECG waves) - Normal sinus rhythm - Heart rate measurement methods - Proper ECG placement - Cardiac axis - Dysrhythmia: -Shockable - VF & Pulseless VT -Non-Shockable - Asystole & PEA	<b>Class</b> <b>Group</b> <b>discussion</b>	<b>Written: Multiple</b> – <b>choice question</b> <b>Reports</b> – <b>Clinical evaluation</b> – <b>(RUBRICS)</b>
12th week			Basic Life support Advance Life support	<b>Class</b> <b>Group</b> <b>discussion</b>	<b>Written Multiple</b> – <b>choice question</b> <b>Reports</b> – <b>Clinical evaluation</b> – <b>(RUBRICS)</b>
13th week			Hemodynamic monitoring	<b>Class</b> <b>Group</b> <b>discussion</b>	<b>Written Multiple</b> – <b>choice question</b> <b>Reports</b> – <b>Clinical evaluation</b> –

					(RUBRICS)
14th week			3rd midterm exam		
15th week			Course review		
Final Exam (Practical)					

### Course description form

Course Name–Anatomy	.36
CodeThe decision–ANT 104	.37
the chapter /the year–My semester/first semester	.38
Date this was preparedthe description– 6/3 /2024	.39
aAttendance forms available-Recording the student’s attendance in theoretical lectures and practical laboratories	.40

Number of study hours (total)/number of units (total)-(3) hours per week .41 for the theoretical subject and (2) for the practical subject - for a period of 15 weeks (total 75 hours)	
Name of the course administrator(If more than one name is .42 mentioned) -	
Name: Prof. Dr. Khaled Hadi	
Course objectives .43	
<p>To have a broad knowledge of the structure of the human body and the systems and organs that make it up. •</p> <p>Explaining the anatomical and histological structures of each system in the human body and its constituent organs, leading to the precise composition of these tissues (the cell and its components). •</p> <p>Identify the cell, its components, shapes, and precise structures, with the help of illustrations and films. •</p> <p>Learn how to use the microscope initially and display histological slides related to the structure of certain organs in the human body. •</p> <p>Displaying plastic models of human body structures and identifying the parts and components of these structures for the purpose of clarifying the picture for students. •</p> <p>View preserved models of the skeleton and learn about the types, shapes, and structures of each •</p>	Objectives of the study subject

<p style="text-align: right;"><b>bone.</b></p> <p><b>Identify the types of joints found in the human body and the type of joint movement, using plastic models for each joint.</b></p>					
Teaching and learning strategies .44					
developing teaching curricula with the committee of deans of nursing colleges participation of the student in the educational process and empowering him with communication skills					<b>The strategy</b>
Course structure .45					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Conduct two written tests for the theoretical and practical subjects Do a quick test (quiz) at least 3 times during the semester	Method of delivering the lecture using PowerPoint and illustrative films related to the human body and the plastic devices and organs that make it up (laboratory doll models). 2- Continuous discussion by asking questions and answers in the hall and motivating the student to self-think and thus to self-learning. 3- Using innovative educational means, such as the smart board, data shows, films, and scientific pictures that bring the subject closer to the students' minds.	Anatomy for nurses Anatomy for Nurses	The student is .1 able to learn about the apparent anatomy of the human body. The student is .2 able to learn about the internal anatomy of each organ in the human body and the relationship of this organ with other organs. 3- The student is able to distinguish the different tissues that make up the body, and this information is considered necessary in the case of surgical operations. 4-The student is able to distinguish the	3	

			types and shapes of bones, and this information is useful to the student when dealing with fracture patients in hospitals. The student is able to identify the types of joints in the human body and the movement of these joints, and this makes him sufficiently knowledgeable in dealing with various joint injuries for patients in hospitals.		
Course evaluation .46					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
Learning and teaching resources .47					
<b>Textbooks and References</b>					
<p>1. <a href="#">Ian Peate, Muralitharan Nair</a>, Anatomy and Physiology for Nurses at a Glance, 2015, Wiley Blackwell, England, UK</p> <p>2. <a href="http://cnx.org/content/col11496/1.8">http://cnx.org/content/col11496/1.8</a>  <b>OpenStax book</b>  J. Gordon Betts, Peter Desaix, Eddie Johnson, Jody E. Johnson, Oksana Korol, Dean Kruse, Brandon Poe, James A. Wise, Mark Womble, Kelly A. Young, Anatomy and Physiology, 2017.</p> <p>3. Frederic H. Martini, William C. Ober, MD, Claire W. Garrison, R.N.K. Athleen Welch, MD and Ralph T. Huchings,</p>			Required textbooks (methodology, if any)		
			Main references (sources)		
			Recommended books and supporting references (journals).		
			Scientific, reports....)		
			Electronic references, Internet sites		

<p>Fundamental Anatomy &amp; Physiology”.fifth ed.2010.</p> <p>Harold Ellis., CBE, MA, DM, MCh, FRCS, FRCP, COG, FACS (Hon) Clinical Anatomist, Guy's, King's and St Thomas' School of Biomedical Sciences; Emeritus Professor of Surgery, Charing Cross and Westminster Medical School, London; Formerly Examiner in Anatomy, Primary FRCS (Eng). Clinical Anatomy Applied anatomy for students and junior doctors., Eleventh Edition.,2006.</p>	
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Course Name–Human Physiology (2)	.48
CodeThe decision–PHY 108	.49
the chapter /the year–My semester / th semestersecond	.50
Date this was preparedthe description– 6/3 /2024	.51
Attendance forms available-Recording the student’s attendance in theoretical lectures and practical laboratories	.52
Number of study hours (total)/number of units (total)-(3) hours per week for the theoretical subject and (2) for the practical subject - for a period of 15 weeks (total 75 hours)	.53
Name of the course administrator(If more than one name is mentioned) -	.54
Name: Prof. Dr. Ali Hassanein Al-Hamdani	

Course objectives .55					
<p>To have extensive knowledge of the structure and functions of human organs.</p> <p>Understanding the functional principles, anatomical structures, biochemistry, and genetic characteristics of the human body's systems, organs, and secretions, such as enzymes, hormones, and other bodily fluids.</p> <p>Learn how to use the microscope and the processes of preparing microscopic slides to conduct laboratory tests, in addition to various diagnostic tests, such as diagnosing blood types and distinguishing white blood cells from red blood cells, as well as using a device.ECG of the heart muscle and knowing the functions of each of its halls.</p> <p>Explaining how to use laboratory equipment and tools for practical physiology, the purpose of their use, and for what examination they are used.</p>		<p>Objectives of the study subject</p>			
Teaching and learning strategies .56					
<p>Developing teaching curricula with the committee of deans of nursing colleges Participation of the student in the educational process and empowering him with communication skills</p>					<p><b>The strategy</b></p>
Course structure .57					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Conduct two written tests for the	Method of delivering the lecture using PowerPoint and illustrative films	Human physiology	The student will be able to use an optical microscope	3	



<p>theoretical and practical subjects Do a quick test (quiz) at least 3 times during the semester</p>	<p>related to the human body and the plastic devices and organs that make it up (laboratory doll models). 2- Continuous discussion by asking questions and answers in the hall and motivating the student to self-think and thus to self-learning. 3- Using innovative educational means, such as the smart board, data shows, films, and scientific pictures that bring the subject closer to the students' minds.</p>		<p>to distinguish and count the components of blood, including white and red blood cells and platelets, and diagnose them. Enables the student to use laboratory equipment and tools. The student knows how to collect laboratory samples such as blood and urine and examine them laboratory-wise</p>		
Course evaluation .58					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
Learning and teaching resources .59					
<p style="text-align: center;"><b>Textbooks and References</b></p> <p>1. Barrett KE, Barman SM, Boitano S, Brooks HL. Physiology, 23rd ed. McGraw Hill, Boston, 2010.</p> <p>2. Drake RL, Vogl W, Mitchell AWM. Gray's Anatomy for Philadelphia, 2005. Students. Elsevier,</p> <p>3. Harvey RA and Champ PC. Pharmacology, 4th ed., Lippincott Williams and Wilkins Philadelphia, 2009</p> <p>1. Barrett KE, Barman SM, Boitano S, Brooks HL. Ganong's Physiology, 23rd ed. McGraw Hill, Review of Medical Boston, 2010.</p> <p>2. Drake RL, Vogl W, Mitchell AWM. Gray's Anatomy for</p>			<p>quired textbooks (methodology that Found ) Main references (sources) commended supporting books and references (Magazines Scientific, reports....) Electronic references, Internet sites</p>		

Philadelphia, 2005. Students. Elsevier, 3.Harvey RA and Champ PC. Pharmacology, 4th ed., Lippincott Williams and Wilkins Philadelphia, 2009	
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Course Name– Biochemistry for nursing	.60
CodeThe decision– CHM102	.61
the chapter /the year–Quarterly/Chapterthe first	.62
Date this was preparedthe description– 6/3 /2024	.63
aAttendance forms available-Recording the student’s attendance in theoretical lectures and practical laboratories	.64
Number of study hours (total)/number of units (total)-(3) hours per week for the theoretical subject and (2) for the practical subject - for a period of 15 weeks (total 75 hours)	.65
Name of the course administrator(If more than one name is mentioned) -	.66
Name: M.D. Hikmat Bassem Muhammad	
	Course objectives .67
<b>A general definition of biochemistry, which is a science related to the chemical basis of life.</b>	<b>Objectives of the study subject</b>
<b>Identifying the chemical components of living cells, their interactions, the functioning of vital</b>	

<p>processes in them, and their importance, such as digestion, absorption, energy production processes, and other chemical compounds, and their importance for nursing students.</p> <p>This course aims to define biochemical indicators • and their general uses as a measure of tissue functions. Then, measure biochemical indicators related to liver, kidney, and heart functions from a pathological perspective.</p> <p>A group of experiments designed to teach and • train students on the methods and devices used in biochemistry, including clinical experiments.</p> <p>Learn how to collect blood and urine samples to • conduct clinical trials.</p> <p>Identifying laboratory equipment, materials, and • tools and how to use them by the student.</p>					
Teaching and learning strategies .68					
veloping teaching curricula with the committee of deans of nursing colleges participation of the student in the educational process and empowering him with communication skills					<b>The strategy</b>
Course structure .69					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Conduct two written tests for the theoretical	Method of delivering the lecture using PowerPoint and illustrative films	Biochemistry for nursing	The student's knowledge of "biochemistry" and	3	

<p>and practical subjects Do a quick test (quiz) at least 3 times during the semester</p>	<p>related to the human body and the plastic devices and organs that make it up (laboratory doll models). 2- Continuous discussion by asking questions and answers in the hall and motivating the student to self-think and thus to self-learning. 3- Using innovative educational means, such as the smart board, data shows, films, and scientific pictures that bring the subject closer to the students' minds.</p>		<p>how the process of glucose metabolism occurs, which ultimately leads to the generation of large amounts of energy. He describes how the metabolism of fats and amino acids occurs, and explains how they can be used to obtain fuel. He is also interested in studying bioenergy. And DoralATP, the importance of carbohydrates, fats, amino acids, proteins and their metabolism, and plasma proteins. It explains the diversity of the work of the endocrine system, hormones and enzymes, and explains the specificity of enzymes (biochemical catalysts).</p>		
Course evaluation .70					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
Learning and teaching resources .71					
<b>Textbooks and References</b>			quired textbooks (methodology, if any)		
*- Jacob Anthikad, Nutrition and Biochemistry for Nurses,					

1st Ed., 2009. Reference Books 1-Jaroslav Racek and Daniel Rajdl, Clinical Biochemistry, first ed, 2016 2-Herbert Fromm and Mark Hargrove, Essentials of Biochemistry, 2012 3-Vijay Kumar Kiran Dip Gill, Basic Concepts in Clinical Biochemistry: A Practical Guide, 2018 4-Uma Bhardwaj & Ravindra Bhardwa, Biochemistry for Nurses, 2012 5-DM Vasudevan, Sreekumari S & Kannan Vaidyanathan, Textbook of Biochemistry for Medical Students, 2013	Main references (sources) commended books and pporting references (journals). Scientific, reports....) Electronic references, Internet sites
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Course Name–the computer (1)	.72
CodeThe decision- COS(I)	.1
the chapter /the year–Quarterly/Chapterthe first	.2
Date this was preparedthe description– 6/3 /2024	.3
aAttendance forms available-Recording the student’s attendance in theoretical lectures and practical laboratories	.4
15 theoretical hours (one hour per week for 15 weeks)	.5
Name of the course administrator(If more than one name is mentioned) -	.6

## Course objectives .7

<p>1-Comprehensive knowledge of computer science in terms of definition and uses.</p> <p>2- Thorough knowledge of computer hardware and software components.</p> <p>3- Identifying computer generations and types.</p> <p>4-Learn about computer confidentiality, information security, ethics of the electronic world, and how to prevent computer viruses</p> <p>5-Knowing how to link the computer to his field of specialization (nursing) through the practical aspect.</p>	Objectives of the study subject
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## Teaching and learning strategies .8

<p>Developing teaching curricula with the committee of deans of nursing colleges</p> <p>Participation of the student in the educational process and empowering him with communication skills</p>	The strategy
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## Course structure .9

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<p>Conduct two written tests for the theoretical and practical subjects</p> <p>Do a quick test (quiz) at least 3 times during the semester</p>	<p>Method of delivering the lecture using PowerPoint and illustrative films related to the human body and the plastic devices and organs that make it up (laboratory doll models).</p> <p>2- Continuous</p>	aFor computers	<p>The student is able to use the computer.</p> <p>- The student can create, copy, and move files and folders using Windows xp</p> <p>- The student can Changing</p>	3	

	discussion by asking questions and answers in the hall and motivating the student to self-think and thus to self-learning. 3- Using innovative educational means, such as the smart board, data shows, films, and scientific pictures that bring the subject closer to the students' minds.		computer characteristics and adding definitions for printers. - Avoid infection with viruses by knowing how to install an anti-virus program		
Course evaluation					.10
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
Learning and teaching resources					.11
<b>Textbooks and References</b> Computer basics and office applications (Part One) - 1- Required prescribed books Computer basics and office applications (Part One) - 2-Main references (sources) 3- Recommended books and references (scientific journals, reports,.....) 4-Electronic references, Internet sites,..... <a href="https://www.cb4a.com">https://www.cb4a.com</a>			Required textbooks (methodology, if any) Main references (sources) Recommended books and supporting references (journals). Scientific, reports....) Electronic references, Internet sites		
Course Name–Microbiology for Nurses I					.73
CodeThe decision– (MBN 204)					.74
the chapter /the year–Quarterly/Chapterthe first					.75
Date this was preparedthe description– 6/3 /2024					.76

aAttendance forms available-Recording the student's attendance in theoretical lectures and practical laboratories		.77
Number of study hours (total)/number of units (total)-(3) hours per week for the theoretical subject and (2) for the practical subject - for a period of 15 weeks (total 75 hours)		.78
Name of the course administrator(If more than one name is mentioned) -		.79
Name: A. M.D. Tayseer Abdul-Ilah Kazem		
Course objectives		.80
<p>1- To have a broad knowledge of the type and structure of microorganisms.</p> <p>2- Understanding the physiological principles, anatomical structures, biochemistry and genetic characteristics of microorganisms.</p> <p>3-Learn how to use the microscope and the processes of preparing microscopic slides to conduct laboratory tests in addition to various diagnostic tests.</p> <p>4-Principles and methods of sterilization and disinfection for nursing care procedures.</p> <p>5- Identify the different types of microorganisms and ways to differentiate between them, as well as the diseases and injuries they cause to humans, and how to diagnose and treat them.</p> <p>6-Collecting clinical samples and contaminated materials and identifying their types and methods of disposal</p> <p>7- Identifying the human immune system, its</p>	<p>jectives of the study subject</p>	



<p><b>components, how it works in pathological conditions, and what are the most important ailments and disorders that may affect it.</b></p>					
Teaching and learning strategies .81					
<p>Developing teaching curricula with the committee of deans of nursing colleges Participation of the student in the educational process and empowering him with communication skills</p>					<b>The strategy</b>
Course structure .82					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<p>Conduct two written tests for the theoretical and practical subjects Do a quick test (quiz) at least 3 times during the semester</p>	<p>Method of delivering the lecture using PowerPoint and illustrative films related to the human body and the plastic devices and organs that make it up (laboratory doll models). 2- Continuous discussion by asking questions and answers in the hall and motivating the student to self-think and thus to self-learning. 3- Using innovative educational means, such as the smart board, data shows, films, and scientific pictures that bring the subject closer to the students' minds.</p>	<p>Microbiology</p>	<p>B1- The student will be able to use the optical microscope to view and diagnose microorganisms. B2- The student will be able to develop microorganisms on different agricultural media. B3- The student will be able to differentiate between the different microscopic species through his knowledge of their phenotypic characteristics and internal structures, thus enabling him to diagnose them</p>	3	

			<p>and determine their scientific type.</p> <p>B4- The student will be able to identify the various infections in the human body and the microorganisms responsible for them, and thus determine the appropriate treatment for them by using a test of the different antibiotics used as treatment.</p> <p>B5- The student will be able to learn the various sterilization and disinfection methods in order to eliminate all forms of microorganisms to create an environment completely free of these pathogens.</p>		
<b>Course evaluation .83</b>					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
<b>Learning and teaching resources .84</b>					
Textbooks and References			quired textbooks		
Gillies RR & Dodds, 1984: Bacteriology illustrated, 5th edition. Long man group limited. USA. (Text book).			(methodology, if any)		
-			Main references (sources)		
1-Katherine N. Ward, A. Christine McCartney & Bishan Thakker 2009: Notes On Medical Microbiology, 2nd			commended books and		

<p>edition. Churchill Livingstone Elsevier. UK.</p> <p>2-Morello, Mizer &amp; Granato 2006: Laboratory manual and Workbook in Microbiology “Application to patient care”, Eighth edition. The McGraw-Hill Companies Inc., USA.</p> <p>3-Whitman, William B; Rainey, Fred; Kämpfer, Peter; Trujillo, Martha; Chun, Jonsik; Devos, Paul; Hedlund, Brian; Dedysh, Svetlana (eds.) (2015). Bergey's Manual of Systematics of Archaea and Bacteria. John Wiley and Sons.</p> <p>Richard A. Harvey, Cynthia Nau Cornelissen and Bruce D. Fisher. Microbiology. (Lippincott's Illustrated Reviews) 3rd edition. 2014</p> <p>Bailey and Scott's (2014). Diagnostic microbiology. Elsevier, 2014.</p> <p>6--Brock TD. Madigan M. Martinko J. et al. editors: Biology of microbiology. Upper Saddle River, NJ. 2009. Prentice Hall</p>	<p>Supporting references (journals). Scientific, reports....)</p> <p>Electronic references, Internet sites</p>
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Course Name–Microbiology for Nurses II	.85
CodeThe decision– (MBN 208)	.86
the chapter /the year–Quarterly/Chapterthe second	.87
Date this was preparedthe description– 6/3 /2024	.88
aAttendance forms available-Recording the student’s attendance in theoretical lectures and practical laboratories	.89
Number of study hours (total)/number of units (total)-(3) hours per week for the theoretical subject and (2) for the practical subject - for a period of 15 weeks (total 75 hours)	.90

Name of the course administrator(If more than one name is mentioned) - .91	
Name: A. M.D. Tayseer Abdul-Ilah Kazem	
Course objectives .92	
<p>The student must have a comprehensive knowledge of the type and composition of microscopic organisms (parasites, microorganisms that cause hospital infections, and viruses). .1</p> <p>Knowledge of pathogenic microorganisms, their classification and composition .2</p> <p>Learn how to use a microscope and diagnose pathogenic parasites. .3</p> <p>How to prevent pathogenic microorganisms and methods of transmission to humans. .4</p> <p>Identifying the different types of parasites and ways to differentiate between them, as well as the diseases and infections they cause to humans, and how to diagnose and treat them. .5</p> <p>Identifying the microorganisms causing hospital-acquired infectionsNosocomial infection methods of transmission and how to control it .6</p>	<p>Objectives of the study subject</p>
Teaching and learning strategies .93	
<p>Developing teaching curricula with the committee of deans of nursing colleges</p> <p>Participation of the student in the educational process and empowering him with communication skills</p>	<b>The strategy</b>
Course structure .94	

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<p>Conduct two written tests for the theoretical and practical subjects. Do a quick test (quiz) at least 3 times during the semester.</p>	<p>Method of delivering the lecture using PowerPoint and illustrative films related to the human body and the plastic devices and organs that make it up (laboratory doll models).</p> <p>2- Continuous discussion by asking questions and answers in the hall and motivating the student to self-think and thus to self-learning.</p> <p>3- Using innovative educational means, such as the smart board, data shows, films, and scientific pictures that bring the subject closer to the students' minds.</p>	<p>Microbiology</p>	<p>B1- That the student be able to use an optical microscope to view and diagnose microorganisms.</p> <p>B2- The student can diagnose pathogenic microorganisms.</p> <p>B3- That the student be able to differentiate between the different microscopic species through his knowledge of their phenotypic characteristics and internal structures, thus enabling him to diagnose them and determine their scientific type.</p> <p>B4- Knowledge of how to diagnose microorganisms that cause various diseases and how to avoid infection with these pathogens by knowing the methods of their transmission.</p> <p>B5- Avoid</p>	<p>3</p>	

			infection by avoiding eating contaminated food.		
Course evaluation					.95
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
Learning and teaching resources					.96
<b>Textbooks and References</b>			required textbooks (methodology, if any) Main references (sources) recommended books and supporting references (journals). Scientific, reports....) Electronic references, Internet sites		
	Medical microbiology	.1			
	Medical parasitology	.2			
Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller. Medical microbiology six edition. Elsevier Inc.		.3			
Louise Hawley, Richard J. Ziegler & Benjamin L. Clarke (2014): Microbiology and immunology, 6th edition. Lippincott Williams & Wilkins co. USA.		.4			
Patrick R. Murray (2018): Basic Medical Microbiology, Elsevier.		.5			

Course Name-Pathophysiology		.97
CodeThe decision- (PAT 207)		.98
the chapter /the year-Quarterly/Chapterthe second		.99
Date this was preparedthe description- 6/3 /2024		.100
Attendance forms available-Recording the student's attendance in theoretical lectures and practical laboratories		.101

Number of study hours (total)/number of units (total)-(21 hour per week for the subject) TheoreticalFor a period of 15 weeks (total30hour)		.102
Name of the course administrator(If more than one name is mentioned) -		
Name: Prof. Dr. Ali Hassanein Al-Hamdani		
Course objectives		
<p>Identifying diseases and understanding their causes, the mechanics of their occurrence, and the course of the disease within the body, in addition to its effects on the body.</p> <p>Understanding and understanding the cause of the appearance of pathological symptoms and clinical signs in various diseases.</p> <p>The possibility of analyzing the difference in symptoms and clinical signs between one disease and another.</p> <p>The ability to understand the various complications and effects that accompany the disease.</p> <p>The ability to recognize and analyze the defect or change in the functions of tissues, organs and systems during illness.</p>	<p>Objectives of the study</p> <p>subject</p>	.104
Teaching and learning strategies		
<p>Developing teaching curricula with the committee of deans of nursing colleges</p> <p>Participation of the student in the educational process and empowering him with communication skills</p>	The strategy	.105

Course structure .106					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Conduct two written tests for the theoretical and practical subjects Do a quick test (quiz) at least 3 times during the semester	Method of delivering the lecture using PowerPoint and illustrative films related to the human body and the plastic devices and organs that make it up (laboratory doll models). 2- Continuous discussion by asking questions and answers in the hall and motivating the student to self-think and thus to self-learning. 3- Using innovative educational means, such as the smart board, data shows, films, and scientific pictures that bring the subject closer to the students' minds.	Pathophysiology	B1 - Enable the student to recognize the changes that occur in the body during illness. B2 - Enabling the student to differentiate between pathological conditions. B3- Enabling the student to understand the complications associated with medical conditions.	2	
Course evaluation .107					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
Learning and teaching resources .108					
<b>Textbooks and References</b>			Required textbooks		
2.C Simon Herrington: Muir's Textbook of Pathology 15th ed 2014 .1			(methodology, if any)		
Kumar, Abbas and Aster: Robbins Basic Pathology .2			Main references (sources)		



C Simon Herrington: Muir's Textbook of Pathology 15th ed 2014 Porth: Pathophysiology of altered health	10th ed 2018 .3 .4 commended books and supporting references (journals). Scientific, reports....) Electronic references, Internet sites
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Course Name-Calculators .109	
CodeThe decision- COS (III) .110	
the chapter /the year-Quarterly/Chapterthe first .111	
Date this was preparedthe description- 6/3 /2024 .112	
aAttendance forms available-Recording the student's attendance in .113 theoretical lectures and practical laboratories	
30Practical hour (2 hours per week for 15 weeks) .114	
Name of the course administrator(If more than one name is .115 mentioned) -	
the name:Eng. Ahmed Hamid Shaker	
Course objectives .116	
<b>Comprehensive knowledge of computer operating systems. .1</b>  <b>Full knowledge of available application programs. .2</b>	<b>jectives of the study subject</b>

<p><b>Learn about the importance of the Excel system .3</b></p> <p><b>Learn how to practically apply the Excel system .4</b></p> <p><b>Knowing how to link the computer to his field of .5 specialization (nursing) through the practical aspect.</b></p>					
Teaching and learning strategies .117					
Developing teaching curricula with the committee of deans of nursing colleges Participation of the student in the educational process and empowering him with communication skills					<b>The strategy</b>
Course structure .118					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Conduct two written tests for the theoretical and practical subjects Do a quick test (quiz) at least 3 times during the semester	Method of delivering the lecture using PowerPoint and illustrative films related to the human body and the plastic devices and organs that make it up (laboratory doll models). 2- Continuous discussion by asking questions and answers in the hall and motivating the student to self-think and thus to self-learning. 3- Using innovative educational means, such as the smart board, data shows, films, and scientific pictures that bring the	Calculators	B1-The student is able to use the computer. B2- The student can use the Excel system B3- The student will be able to enter data into the system, how to deal with data, and create electronic tables. B4- The student will be able to include mathematical equations and how to perform mathematical calculations in Excel.	3	

	subject closer to the students' minds.				
Course evaluation .119					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
Learning and teaching resources .120					
<b>Textbooks and References</b>			quired	textbooks	
Computer basics and office applications (Part .1			(methodology, if any)		
Three))			Main references (sources)		
Computer basics and office applications (Part .2			commended books and		
Three))			pporting references (journals).		
			Scientific, reports....)		
			Electronic references,		
			Internet sites		

### Course description form

name Course: .121	
nursingAdults 2	
Code The decision: .122	
NUR(206)	
the chapter/the year : .123	
AcademicSecond / 2024	
date Preparation the recipe : .124	
1/2/2024	
Attendance forms available: .125	
Number of credit hours (total) / Number of units (total) .126	
16hour/ 8hours Accredited	
Name of the course director(Mention allIf there is more than one name) .127	
the name:morning Abdullah Jafar	

Course objectives .128

<b>Course objectives</b>	<p>Upon completion of this course the student will be able to:</p> <p>Identify risk factors and nursing interventions in promoting and maintaining health in a selected group of clients. -11</p> <p>Linking the pathophysiology of selected medical/surgical modifications to the health and disease continuum. -12</p> <p>Discuss the scientific basis for performing selected diagnostic procedures, outcomes, and nursing responsibilities. -13</p> <p>Prescribe drug treatments and related outcomes for clients undergoing medical/surgical interventions. -14</p> <p>Explains nutritional needs to patients with selected medical/surgical modifications. -15</p> <p>Discuss the principles of teaching and learning processes as they relate to the adult/older patient. -16</p> <p>Utilize health assessment skills in identifying the physical, psychological, spiritual, and educational needs of adult patients. -17</p> <p>Apply theoretical concepts and scientific principles in planning patient care. -18</p> <p>Demonstrate proficiency in implementing nursing interventions to achieve client-oriented goals. -19</p> <p>Demonstrate safe administration of drug therapy and injections. -20</p> <p>11- Participate in patient education</p> <p>Demonstrate effective communication with patients, trainer, and healthcare members. -15</p> <p>Prescribe preoperative nursing measures to avoid the risk of infection and excluded postoperative complications. -16</p> <p style="text-align: right;">•</p>
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Teaching and learning strategies .129

<b>strategy</b>	<p>Qualifying students to provide distinguished and highly efficient services -12</p> <p>Nursing care of patients, according to ethics and Behavioral.</p>
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	<p>Preparing students to provide distinguished nursing Services, through planning and implementing nursing care plans. -13</p> <p>Educating students about the problems facing nursing The profession, analyze it and contribute to its solution To advance the profession. -14</p> <p>Promoting a culture of self-learning among students. -15</p> <p>Contributing to improving and raising the patient's health level The individual and society through community participation. -16</p> <p>Participate in community activities that contribute to the solution Community problems and environmental development By participating in medical convoys and blood donation campaigns...etc. -17</p> <p>Providing health education services to patients Non-sick people. -19</p> <p>Qualifying students to work with members of the health authority A team to provide integrated health care to patients. -20</p> <p>Maintaining an area of scientific development in the field of nursing and continuing health education. -21</p> <p>Faculty members conduct scientific research in the field of adults Nursing while encouraging students to participate. -22</p> <p>Developing the skills of faculty members in the college The department participates in regional and international conferences International promotional seminars and conferences Publishing research. Strengthening the quality system in the branch</p>
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structureThe decision .130

week	hours	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
The first week_	16	knowledge:	Nursing management	Season Group	Written multiple choice question -

		<b>Health history Physical examination corn</b>	<b>of patients with nervous system disorders</b>	<b>discussion Mission (poster)</b>	<b>Reports – Clinical – Evaluation (RUBRICS)</b>
second week _			<b>Nursing management of patients with nervous system disorders</b>	<b>Season Group discussion</b>	<b>Written multiple choice question</b>
the third week _			<b>Nursing management of the patient suffering from urinary system disorders</b>	<b>Season role play Group discussion</b>	<b>Reports</b>
the week Fourth 18-21\2\2024			<b>Nursing management of the patient suffering from urinary system disorders</b>	<b>Season role play Group discussion</b>	<b>Clinical Evaluation (RUBRICS)</b>
the week Fifth 25-28\2\2024			<b>Nursing management of the patient suffering from urinary system</b>	<b>Season role play Group discussion</b>	<b>Written multiple choice question</b>

			<b>disorders</b>		
the weekSixth 2/28/2024			<b>First midterm exam_</b>		<b>Reports</b>
the weekThe seventh 3- 7\3\2024			<b>Nursing management of the orthopedic patient</b>	<b>Season role play Group discussion</b>	<b>Clinical Evaluation (RUBRICS)</b>
the weekVIII _			<b>Nursing management of the orthopedic patient</b>	<b>Season role play Group discussion</b>	<b>Written multiple choice question</b>
Week 9_			<b>Nursing management of patients with cardiovascular disorders</b>	<b>Season role play Group discussion</b>	<b>Written multiple – choice question Reports – – Clinical evaluation (RUBRICS) Clinical evaluation</b>
the weekThe tenth –			the examThe <b>second half</b>		
the week11_			<b>Nursing management of the patient with integumentary system</b>	<b>Season role play Group discussion</b>	<b>Written multiple – choice question Reports – Clinical Evaluation (RUBRICS)</b>

			<b>disorders</b>		
The twelfth week			<b>Nursing management of a patient with ear, nose, and throat disorders</b>	<b>Season role play Group discussion</b>	<b>Written multiple choice question Reports Clinical Evaluation (RUBRICS)</b>
the week 13_			<b>Nursing management of the patient with ophthalmological disorders</b>	<b>Season Group discussion</b>	<b>Written multiple choice question Reports Clinical Evaluation (RUBRICS)</b>
the week fourteenth			<b>Mid-term exam for the third semester</b>		
the week Fifteenth			<b>Course review</b>		
Final exam (practical)					<b>OSCI exam</b>
name Course : .131					
nursing Adults 1					
Code The decision: .132					
NUR(206)					
the chapter/the year : .133					
the chapter Academic the first/ 2024					
date PreparationThe yellow one : .134					
1/2/2024					
Forms the audience Available : .135					



number hours Approved(Total) /number Units(Total) .136

16hour/ 8hours Accredited

name) .137

the name:morning Abdullah Jafar

mail electronic: sabah.abd@mu.edu.iq

Goals The decision .138

Upon completion of this course the student will be able to:

Identify risk factors and nursing interventions in promoting and .14  
maintaining health in a selected group of clients.

Linking the pathophysiology of selected medical/surgical .15  
modifications to the health and disease continuum.

Discuss the scientific basis for performing selected diagnostic .16  
procedures, outcomes, and nursing responsibilities.

Prescribe drug treatments and related outcomes for clients .17  
undergoing medical/surgical interventions.

Explains nutritional needs to patients with selected medical/surgical .18  
modifications.

Discuss the principles of teaching and learning processes as they .19  
relate to the adult/older patient.

Utilize health assessment skills in identifying the physical, .20  
psychological, spiritual, and educational needs of adult patients.

Apply theoretical concepts and scientific principles in planning .21  
patient care.

Demonstrate proficiency in implementing nursing interventions to .22  
achieve client-oriented goals.

Demonstrate safe administration of drug therapy and injections. .23

11- Participate in patient education

Demonstrate effective communication with patients, trainer, and -17  
healthcare members.

scribe preoperative nursing measures to avoid the risk of infection .3  
and excluded postoperative complications

Teaching and learning strategies .24

<b>strategy</b>	<ul style="list-style-type: none"> <li>Qualifying students to provide distinguished and highly efficient services .14 <ul style="list-style-type: none"> <li>Nursing care of patients, according to ethics and Behavioral.</li> </ul> </li> <li>Preparing students to provide distinguished nursing .15 <ul style="list-style-type: none"> <li>Services, through planning and implementing nursing care plans.</li> </ul> </li> <li>Educating students about the problems facing nursing .16 <ul style="list-style-type: none"> <li>The profession, analyze it and contribute to its solution</li> <li>To advance the profession.</li> </ul> </li> <li>Promoting a culture of self-learning among students. .17</li> <li>Contributing to improving and raising the patient's health level .18 <ul style="list-style-type: none"> <li>The individual and society through community participation. .19</li> </ul> </li> <li>Participate in community activities that contribute to the solution .20 <ul style="list-style-type: none"> <li>Community problems and environmental development</li> <li>By participating in medical convoys and blood donation campaigns...etc.</li> </ul> </li> <li>Providing health education services to patients .21 <ul style="list-style-type: none"> <li>Non-sick people.</li> </ul> </li> <li>Qualifying students to work with members of the health authority .22 <ul style="list-style-type: none"> <li>A team to provide integrated health care to patients.</li> </ul> </li> <li>Maintaining an area of scientific development in the field of nursing and .23 <ul style="list-style-type: none"> <li>continuing health education.</li> </ul> </li> <li>Faculty members conduct scientific research in the field of adults .24 <ul style="list-style-type: none"> <li>Nursing while encouraging students to participate.</li> <li>Developing the skills of faculty members in the college</li> <li>The department participates in regional and international conferences</li> <li>International promotional seminars and conferences</li> <li>Publishing research.</li> </ul> </li> <li>Strengthening the quality system in the branch</li> </ul>
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HeckWhy the decision? .25

week	hours	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
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The first week_	16	<b>knowledge:</b>  <b>Health history</b> <b>Physical examination</b> <b>corn</b>	Introduction to adult nursing	<b>Grade:</b> <b>Theoretical lecture</b> <b>Group discussion</b>	<b>Written multiple choice question</b> <b>Reports</b> <b>Mission (poster)</b> <b>Clinical evaluation</b>	– – – –
second week4-7\2\2022			Nursing management of cancer patients		<b>Written multiple choice question</b> <b>Reports</b> <b>Mission (poster)</b> <b>Clinical evaluation</b>	– – – –
the third week11-14\2\2024			Nursing management of breast cancer patients		<b>Written multiple choice question</b> <b>Reports</b> <b>Clinical Evaluation (RUBRICS)</b>	– – –
the weekthe fourth –			Nursing management of the cardiovascular patient		<b>Written multiple choice question</b> <b>Reports</b> <b>Clinical Evaluation (RUBRICS)</b>	– – –
the weekFifth _			Nursing management of the		<b>Written multiple choice question</b> <b>Reports</b>	– –

			<b>cardiovascular patient</b>		<b>Clinical Evaluation – (RUBRICS)</b>
the week VI _			<b>First midterm exam</b>		
the week Seventh _			<b>Nursing management of the endocrine patient</b>	<b>Season Group discussion</b>	<b>Written multiple choice question Reports – Clinical Evaluation – (RUBRICS)</b>
the week VIII _			<b>Nursing management of the endocrine patient</b>	<b>Season Group discussion</b>	<b>Written multiple choice question Reports – Clinical Evaluation (RUBRICS) Clinical Evaluation</b>
Week 9 _			<b>Nursing management of patients with respiratory disorders</b>	<b>Season Group discussion</b>	<b>Written multiple choice question Reports – Clinical Evaluation – (RUBRICS)</b>
the week – The tenth			the exam <b>The second half</b>		
the week 11 _			<b>Nursing</b>	<b>Season</b>	<b>Written: Multiple –</b>

			<b>management of patients with respiratory disorders</b>	<b>Group discussion</b>	<b>choice question</b> <b>Reports –</b> <b>Clinical Evaluation –</b> <b>(RUBRICS)</b>
The twelfth week			<b>Nursing management of a patient with ear, nose, and throat disorders</b>	<b>Season Group discussion</b>	<b>Written multiple –</b> <b>choice question</b> <b>Reports –</b> <b>Clinical Evaluation –</b> <b>(RUBRICS)</b>
the week <sup>13</sup> _			<b>Nursing management of the patient with ophthalmological disorders</b>	<b>Season Group discussion</b>	<b>Written multiple –</b> <b>choice question</b> <b>Reports –</b> <b>Clinical Evaluation –</b> <b>(RUBRICS)</b>
the week <sup>fourteenth</sup>			<b>Mid-term exam for the third semester</b>		
the week <sup>Fifteenth</sup>			<b>Course review</b>		
Final exam (practical)					


































	name The decision : .25
	nursing care Critical
	Code The decision: .26
	NUR(209)
	the chapter/the year : .27
	Academic the second/ 2024
	date Preparation The decision : .28
	1/2/2024
	Forms the audience Available : .29
	number hours Approved(Total) /number Units(Total) .30
	14hour/ 8hours Accredited
	name boss Course (I remember everyone if He was there more from name) .31
	the name:Amer Jasem Kadosh mail electronic: sabah.abd@mu.edu.iq
	Goals The decision .32
<b>Course objectives</b>	<p>At the end of the course the student will be able to:</p> <p>Understand the impact of serious illness on clients and their families. .16</p> <p>Describe the impact of the critical care environment on clients. .17</p> <p>Discuss current monitoring techniques used in critical care settings. .18</p> <p>Essentially linking human responses to serious diseases Path. .a .19</p> <p>Discuss psychosocial assessment and interventions related to serious illness Clients and their families. .a .20</p> <p>Utilize knowledge from the humanities and sciences in planning care Of seriously ill adults. .a .21</p> <p>Demonstrate safe nursing care for critically ill adults. .22</p>

				Use effective communication techniques with customers. <b>.23</b>	
				Demonstrate proficiency in homeodynamic and cardiac monitoring. <b>.24</b>	
				Providing high-quality nursing care for patients suffering from respiratory disorders. <b>.25</b>	
				Evaluation and management of a client with renal and urinary tract dysfunction. <b>.26</b>	
				Efficiently dealing with multi-system trauma cases. <b>.27</b>	
				Interpretation of assessment results in relation to the underlying critical illness. <b>.28</b>	
				Participate in the education of seriously ill clients and their families. <b>.29</b>	
				Demonstrate professional behavior in relation to clients and members Health team. <b>.30</b>	
				<b>.4</b>	
Teaching and learning strategies <b>.33</b>					
<b>strategy</b>					
structureYeh The decision <b>.26</b>					
<b>week</b>	<b>hours</b>	<b>Required learning outcomes</b>	<b>Name of the unit or topic</b>	<b>Learning method</b>	<b>Evaluation method</b>
The first week –	<b>16</b>		Introduction to critical care nursing -Critical care nursing roles -Classification of critically ill patients - Characteristics of intensive care units	<b>Grade: Theoretical lecture Group discussion</b>	<b>Written multiple choice question Reports Mission (poster) Clinical evaluation</b> –



second week –			shock -Trauma classification -Stages of shock - Clinical shock alert -Medical Administration -Nursing Administration		<b>Written multiple choice question</b> – <b>Reports</b> – <b>Mission (poster)</b> – <b>Clinical evaluation</b>
the third week –			Sepsis – Severe sepsis and septic shock -Sepsis Management Pack – Multiple organ dysfunction syndrome		<b>Written multiple choice question</b> – <b>Reports</b> – <b>Clinical Evaluation (RUBRICS)</b> –
the week <sup>th</sup> fourth –			- Acute renal failure/acute kidney injury - Review of anatomy and physiology - Acute renal failure/acute kidney injury -Causes of ARF Categories of acute renal failure -Stages of acute kidney failure -Diagnosis of ARF -Medical management of acute kidney injury - Nursing management of acute kidney injury		<b>Written multiple choice question</b> – <b>Reports</b> – <b>Clinical Evaluation (RUBRICS)</b> –
the week <sup>th</sup> fifth –			- Stroke - Stroke classification - Strokes - Risk factors for transient ischemic attack/stroke -Diagnostic criteria - Early management - Hemorrhagic stroke		<b>Written multiple choice question</b> – <b>Reports</b> – <b>Clinical Evaluation</b> –

			Types of hemorrhagic strokes: ICH and SAH - Causes and risk factors - Clinical presentation of intracerebral hemorrhage - Diagnosis of hemorrhagic stroke		(RUBRICS)
the week VI			<b>First midterm exam</b>		
the week Seventh			Management of the unconscious patient - Causes of awareness - Evaluation of the unconscious patient - Medical Administration - Nursing management of the unconscious patient	<b>Season Group discussion</b>	Written multiple choice question Reports Clinical Evaluation (RUBRICS)
the week VII I			- Burns - Stages and grades Species <ul style="list-style-type: none"> <li>▪     </li> <li>▪   </li> <li>▪     </li> <li>▪    </li> <li>▪     </li> <li>▪    </li> <li>▪     </li> </ul> <ul style="list-style-type: none"> <li>o Primary and secondary survey guidelines (evaluation and administrative guidelines)</li> <li>o The healing process</li> </ul>	<b>Season Group discussion</b>	Written multiple choice question Reports Clinical Evaluation (RUBRICS) Clinical Evaluation
Week 9			Pulmonary embolism - Pleural effusion and hemothorax - Pneumothorax	<b>Season Group</b>	Written multiple choice question

				<b>discussion</b>	<b>Reports</b> – <b>Clinical Evaluation</b> – <b>(RUBRICS)</b>
the week Th e tenth –			<ul style="list-style-type: none"> <li>- Interpretations of ABGs</li> <li>- Breathe</li> <li>- Acidosis and alkalosis</li> <li>- metabolism</li> <li>- Acidosis and alkalosis</li> <li>- Nursing Administration</li> </ul>		
the week 11 –			<ul style="list-style-type: none"> <li>- Review the delivery system</li> <li>- Basics of ECG interpretation (ECG waves)</li> <li>- Natural rhythm</li> <li>-Methods of measuring heart rate</li> <li>- Establishing an electrocardiogram (ECG) correctly</li> <li>- Heart axis</li> <li>- Arrhythmia:</li> <li>-Shockable</li> <li>- VF and Pulseless VT</li> <li>- Non-shockable</li> <li>- Contractility and PEA</li> </ul>	<b>Season Group discussion</b>	<b>Written: Multiple</b> – <b>choice question</b> <b>Reports</b> – <b>Clinical Evaluation</b> – <b>(RUBRICS)</b>
The twelfth h week			<ul style="list-style-type: none"> <li>Basic life support</li> <li>Advanced life support</li> </ul>	<b>Season Group discussion</b>	<b>Written multiple</b> – <b>choice question</b> <b>Reports</b> – <b>Clinical Evaluation</b> – <b>(RUBRICS)</b>
the week 13 –			Monitor blood circulation	<b>Season Group discussion</b>	<b>Written multiple</b> – <b>choice question</b> <b>Reports</b> –

					<b>Clinical Evaluation – (RUBRICS)</b>
the week fourteenth			<b>Mid-term exam for the third semester</b>		
the week fifteenth			<b>Course review</b>		
Final exam (practical)					

					evaluationThe decision .27
distribution Class from 100 According to mission The client For the student like preparation daily, Daily Tests And reports Oral or monthly or In writing....etc.					

**theory:**

1st exam: 5 marks

Second exam: 5 degrees

the test The third is 5 degrees

Tests: 5 marks

Total: 20% marks

**Clinical:** 20% mark for each area (20% final mark)

Patients . Grades will be determined as follows:

Threads	a report	Assigned	Clinical	the total
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			evaluation	
Neurology	5%	5%	10%	20
Heart unit	5%	5%	10%	20
Orthopedic unit	5%	5%	10%	20
Urology unit	5%	5%	10%	20
Otolaryngology, ophthalmology and dermatology	5%	5%	10%	20
the total				20%

Learning and teaching resources .28	
Required textbooks (Methodical booksIf any)	<b>Bruner and .(18Hinkle, J., Schäfer, K. (20 Surgical -Suddarth, Textbook of Medical Nursing. Fourteenth edition. Wolters Kluwer, .Lippincott Company Williams, L., and Huber, B., (2015). Surgical Nursing, 5th -Understanding Medical .Edition, F. A. Davis Company, USA</b>
Main references (sources)	
Recommended books and references (scientific journals, reports...)	guide Drugs Nursing2018 Diagnosis Nursing Nanda
Electronic references, websites	Pubmed, Google researcher.