

**Republic of Iraq**  
**Ministry of Higher Education and Scientific Research**  
**Al-Muthanna University**  
**College of Nursing**  
**Quality Assurance and Performance Evaluation Division**  
**Accreditation Unit**



# **Academic Program Description**

**2025-2026**

## Description of Academic Program

**University name:** University of Al-Muthanna

**College/Institute:** College of Nursing

**Academic Department:** College of one department

**Name of academic or professional program:** Bachelor's in nursing sciences

**Final Degree Name:** Bachelor degree in nursing sciences

**Academic system:** Two semesters annually

**Description preparation date:** 5/2/2026

**Date of filling out the file:** 5/2/2026



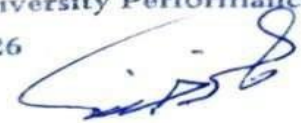
**Dean Scientific Assistant:** Prof. Dr. Ali Abbass Ajeel

**05/02/2026**

**This file was proof read by the Director of Quality Assurance and University Performance**

**Division:** Prof. Dr. Mahmood Khudair Mohammed

**05/02/2026**



**Dean Approval  
Hana Ali Aziz**

## **Introduction:**

The educational program is a coordinated and organized package of courses that include procedures and experiences organized into study modules. The primary purpose of the program is to build and refine graduates' skills, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal review committee.

The academic program description provides a brief summary of the program's main features and courses, indicating the skills students are expected to acquire based on the program's outcomes. The importance of this description is evident in that it represents the cornerstone of program accreditation and is written by faculty members under the supervision of scientific and academic committees in the academic departments.

This guide, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the new developments and changes in the educational system in Iraq, which included a description of the academic program in its traditional form (semesters) in addition to adopting the description of the academic program circulated pursuant to the letter of the Department of Studies TM3/2906 dated 03/05/2023 with regard to programs that adopt the Bologna process as the basis for their work.

In this context, we emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth running of the educational process.

## **Concepts and terms:**

**Academic Program Description:** The academic program description provides a concise summary of the program's vision, mission, and objectives, including a precise description of the targeted learning outcomes according to specific learning strategies.

**Course Description:** Provides a concise summary of the course's key features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It is derived from the program description.

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

**Program message:** It briefly explains the objectives and the activities that required for achieving them, and also identifies the paths and directions of the program's development.

**Program objectives:** These 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/subjects included in the academic program according to the approved learning system (semester), whether required by (ministry, university, college, or scientific department), along with the number of academic units.

**Learning outcomes:** A consistent set of knowledge, skills, and ethics are acquired by the student after successfully completing the academic program. The learning outcomes for each course must be defined in a manner that achieves the program's objectives.

**Teaching and learning strategies:** They are the strategies used by faculty members to develop student teaching and learning. They are plans followed to achieve learning objectives. They describe all classroom and extracurricular activities to achieve the program's learning outcomes.

### **1. Program vision**

The Faculty of Nursing at Al-Muthanna University aims to prepare nursing staff who are scientifically and technically qualified to provide high-quality healthcare to serve the community and who are able to keep pace with the requirements of the labor market and develop the health sector through the use of scientific research.

### **2. Program message**

The College of Nursing strives to achieve leadership in nursing education by providing innovative healthcare and excellence in scientific research, and striving for excellence at the local and Arab levels.

### **3. Program objectives**

3.1. Preparing scientifically qualified and technically trained students capable of providing healthcare in various specialties.

3.2. To develop working methods and enhance the capabilities of graduates through seminars on critical thinking.

3.3. To create a supportive environment for scientific research through cooperation and partnerships with academic institutions.

3.4. To develop and sustain the academic environment and enhance the services provided to students.

3.5. To seek local and international program accreditation.

3.6. Qualify graduates capable of managing nursing affairs in health institutions.

3.7. Activate self-assessment systems and continuously improve the academic program and administrative work to ensure the quality of institutional and academic performance.

#### 4. Program accreditation

College of nursing, At Al-Muthanna university doesn't have accreditation certificate yet.

#### 5. Other external influences

Labor market needs, healthcare institution requirements, stakeholder and graduate opinions, and national trends in the healthcare sector.

#### 6. Program structure

Program structure	Number of courses	Study unit	percentage	comments *
Institutional requirements	5	140	%12	
College requirements	36		%84	
Department requirements	Have no department requirement because it is a college with a single department			
Summer training	2	Pass/fail	%4	
Other	No			

#### 7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
<b>Second Stage First Semester</b>	Adult Nursing 1	NUR201	4	12
	Pharmacology for Nurses1	PHR202	2	
	Health Assessment	HAS203	2	2
	Microbiology for Nurses1	MBN204	2	2
	Computer Science – level 2	COS205	1	2
	Baath Party Crimes	BAC206	2	
	<b>Total</b>			<b>13</b>
<b>Second Stage Second Semester</b>	Adult Nursing II	NUR207	4	12
	Pathophysiology for Nurses	PAT208	2	
	Microbiology for Nurses II	MBN209	2	2
	Pharmacology for Nurses II	PHR210	2	-
	Arabic Language For Nurses2	ARB212	2	
	Preceptorship (Summer clinical Training)	NUR2013		Pass/fail 30
	<b>Total</b>			<b>12</b>
<b>Third Stage First Semester</b>	Maternal and Neonate Nursing	NUR301	3	14
	Research Methods in Nursing	RSM302	2	-
	Health Sociology	HOS303	2	-
	Nutrition and Diet Therapy	NUT304	2	-
	<b>Total</b>			<b>9</b>
<b>Third Stage Second Semester</b>	Pediatric Nursing	NUT305	3	14
	Biostatistics	BST306	2	
	Human Growth and Development	PHR307	3	6
	Preceptorship (Summer Clinical Training)	NUR308	-	30
	<b>Total</b>			<b>14</b>
<b>Fourth Stage First Semester</b>	Community Health Nursing	NUR401	3	12
	Nursing Management and Leadership	NUR402	2	3
	Professional Perspectives and Issues in Nursing	NUR403	2	-
	Graduation Research Project	NUR404	-	3
	Health Promotion	HPR405	2	2
	Epidemiology	EPID406	2	2
	<b>Total</b>			<b>11</b>
<b>Fourth Stage Second Semester</b>	Psychiatric and Mental Health Nursing	NUR407	3	12
	Critical Care Nursing	NUR408	2	12
	Health Psychology for Nurses	HPH409	2	-
	Graduation Research Project	NUR410	-	3
	<b>Total</b>			<b>7</b>

## 8. Expected learning outcomes of the program

## **A. Knowledge**

The goal of the knowledge domain to provide the students cognitive skills toward fundamentals concepts of how to provide the nursing care.

A1. Problem Solving: the student able to think critically and ability to solve the complex problem related to health care.

A2. Nursing Process: the student able to implement the nursing care plan through the systematic steps.

A3. Research: The students have understand the research steps and identify the nursing care through the integration of best practice.

A4. Patient-Centered care: Establish nursing health and safety goals to achieve safe patient centered care.

## **B. Skills**

The goal of the skills domain to provide the students psychomotor skills to enhance their ability to apply patient care based on evidenced based practice.

B1. Nursing Practices: apply fundamentals and complex nursing procedure in the patient care.

B2. Communication: able to communicate effectively with health care team, patients, and their families through the construct respect and open communication relationship.

B3. Teamwork and collaboration: collaborate with other students, nurses health care team, and mutual decision making to improve patient outcomes.

B4. Leadership: demonstrate the leadership role in enhance the health care.

## **C. Value**

The goal of the nursing core value is to support the student to providing nursing care in professional manner by acting based on code of ethics and professional standards.

C1. Caring: Act a holistic approach in providing of patient care.

C2. Professionalism and competence: Demonstrate the professional standards and competence in the nursing practices.

C3. Integrity and advocacy: apply code of ethics and use evidence based nursing practice to improve patient care

## **9. Teaching and learning strategies**

The teaching methods used are:

- 9.1. Direct instruction: lectures
- 9.2. Active learning: participation in various classroom activities (group and individual activities, simulations).
- 9.3. Cooperative learning: group discussions, peer learning.
- 9.4. Problem-based learning: case studies, discussion groups, project-based learning.
- 9.5. E-learning: Using online learning platforms, virtual lectures, and digital learning materials to support the learning process.
- 9.6. Brainstorming: Encouraging students to generate ideas and discuss creative solutions to problems and issues.
- 9.7. Extracurricular Activities: Participating in seminars, workshops, field trips, and volunteer and cultural activities that contribute to enhancing knowledge and skills and achieving learning outcomes.

## 10. Assessment methods

### Theoretical assessment:

- Written exams: Multiple choice, essay, or short questions to test understanding of basic concepts.
- Quizzes: Continuous assessment of students' understanding during the course.
- Presentations: Assessment of student understanding of the material through case presentations or research.
- Seminars: Assessment of the ability to analyze recent scientific research and articles.
- Individual and group assignments and activities.

### 2. Practical Assessment:

- Practical Exams / Lab Tests: Measuring students' skills in performing nursing procedures, writing nursing care plans, and handling specimens.
- Individual Skill Assessment: Monitoring students' performance while performing laboratory procedures directly using a checklist.

### 3. Continuous and varied assessment:

- Reports: Preparing and submitting individual or group reports to assess students' understanding of course concepts and topics.
- Class Participation: Monitoring and evaluating student participation in theoretical and practical discussions and various learning activities.
- Peer Assessment: Students evaluate each other's performance in group activities or presentations according to established criteria.
- Oral Assessment: Evaluating students' ability to express scientific knowledge,

discuss topics, answer questions, and explain concepts related to the course.

- Discussion: Evaluating students' ability to analyze, think critically, express scientific opinions, and actively participate in discussions of course topics and issues.

11. Faculty members		
Academic Titles	Specialization	
	general	Specific
Professor (3)	Biology	Microbiology
	Veterinary	Surgery
	Veterinary	Drugs and Toxicology
Associate Professor (7)	Nursing	2Adult Nursing
		Community Health Nursing
	Biology	Physiology
	Management and economy	Budget
	Law	Criminal Law
Teaching methods of English language	Teaching methods of English language	
Instructor (4)	Nursing	Adult Nursing
		Maternal and Neonate nursing
		Psychiatric and mental Health Nursing
	Teaching methods of Arabic language	Teaching methods of Arabic language
Assistant instructor (16)	Nursing	2 Adult Nursing
	Biology	Microbiology
		Biology
		Histology
	Biochemistry	2 Organic
	Agriculture science	nutrition
4 Plant Production		

		Soil and water resources
	Sport science	Physical Education and Sports Science
	Computer science	Educational technology
	Law	International Law

### **Professional development**

#### **Orientation of new faculty members**

The new faculty members are oriented to their role through guide by the senior faculty. The departments and senior are orient the new faculty through participation in the meetings also attends in the lectures, lab or clinical environment.

#### **Professional development for faculty members**

The College of Nursing develops the skills of new faculty members by involving them in a series of training courses and workshops that enhance their competence, as follows:

- Training courses at the Continuing Education Center.
- Workshops, seminars, and discussion groups, some of which are specialized and others general, to keep them informed of the latest scientific developments in their field of expertise.
- Courses on different teaching methods and techniques.

These various scientific activities increase the experience and competence of faculty members and keep them constantly informed about the nursing program

### **12. Acceptance criteria**

Admission to the College of Nursing – Al–Muthanna University is subject to the regulations of the Ministry of Higher Education and Scientific Research.

### **13. Main Sources of Information about the Program**

13.1 Ministry of Higher Education and Scientific Research

13.2 Committee of Deans of Colleges of Nursing

### **14. Program Development Plan**

The nursing program is developed through:

14.1 Annual plan: At the beginning of the academic year, the academic departments submit their plans for scientific research, workshops, seminars, discussion groups, and visiting professors, which are then consolidated to form the annual academic plan.

14.2. Five-year plan: This is the strategic plan presented by the college based on SWOT analysis. Example (Five-year plan (2021–2026))

14.3. Annual evaluation: This involves the annual evaluation of scientific and administrative departments according to evaluation forms.

14.4. Stakeholder opinion: Stakeholders' opinions are taken into account with regard to various aspects of the nursing program (curriculum development, vision, consultations).

14.5. Infrastructure development: Maintenance plan for equipping classrooms and academic and administrative units in line with developments.





# Second Stage

## Course Description Form

1. Course Name:	Adult Nursing 1
2. Course Code:	NUR (201)
3. Semester / Year:	1 <sup>st</sup> semester/ 2025
4. Description Preparation Date:	9/9/2025
5. Available Attendance Forms:	(In person attendance)
6. Number of Credit Hours (Total) / Number of Units (Total)	4hrs (Theoretical) 12hrs. (Clinics.) / 8 credit hour
7. Course administrator's name (mention all, if more than one name)	Name: Associate Professor Sabah Jaafar Email:sabah.abd@mu.edu.iq
8. Course Objectives:	At the end of the course the student will be able to: <ul style="list-style-type: none"> <li>1. Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population.</li> <li>2. Relate the path physiology of selected medical/ surgical alterations to the health –illness continuum.</li> <li>3. Discuss scientifically based rationale for performing selected diagnostic procedure, outcomes and nursing responsibilities.</li> <li>4. Describe drug therapies and their related outcomes for clients undergoing medical/ surgical interventions.</li> <li>5. Explain nutritional needs of patients with selected medical/ surgical alterations.</li> <li>6. Discuss principles of teaching- learning processes as they related to the adult/ older adult patient.</li> <li>7. Utilize health assessment skills in determining the physical, psychological, spiritual, and learning Needs of adult patients.</li> <li>8. Apply the theoretical concepts, scientific principles in planning care of patients.</li> <li>9. Demonstrate competence in implementing nursing interventions to meet client oriented goals.</li> <li>10. Demonstrate safe administration of drug and parenteral therapy.</li> <li>11. Participate in teaching patients</li> <li>12. Demonstrate effective communication with patients, instructor and health members.</li> <li>13. Describe pre- operative nursing measures of avoiding the risk of infection and the expected post-operative complications.</li> </ul>
9. Teaching and Learning Strategies	9.1. lecture. 9.2. Discussion.

10. Course Structure					
Week	Hours	Unit/ subject	Unit Required Learning Outcomes	Learning method	Evaluation method
1 <sup>st</sup> week	T: 2 C: 12	Introduction to adult Nursing	At the end of lecture the student will be able to : Define adult nursing, identify the characteristics of adult nursing, define the (Health, wellness, disease...etc.) identify the factor affecting health.	Lecture. Discussion Simulation Role Play.	Written exam (Quizzes). -Practicum exam. -Checklist.
2 <sup>nd</sup> week	T: 2 C: 12	Nursing Process	Define the nursing process. Recognize the steps of nursing process. List the critical thinking steps. Apply the nursing process	Lecture. Discussion Simulation Role Play.	Written exam (Quizzes). -Practicum exam. -Checklist.
3 <sup>rd</sup> week	T: 2 C: 12	Nursing Management with Cancer	Define the terms(cancer, benign, malignant, etc. Identify the steps of cell division. List warning signs of cancer. Compare between benign and malignant tumor. List the types of chemotherapy. Apply nursing care for patient with cancer.	Lecture. Discussion Simulation Role Play.	Written exam (Quizzes). -Practicum exam. -Checklist.
4 <sup>th</sup> week	T: 2 C: 12	Nursing Management with Breast Cancer	Define the breast cancer. List types. List types of Diagnostic tests. Enumerate the controllable and non- controllable risk factors. Apply the steps of self-breast examination. Apply Nursing care plan post-mastectomy.	Lecture. Discussion Simulation Role Play.	Written exam (Quizzes). -Practicum exam. -Checklist.
5 <sup>th</sup> week	T: 2 C: 12	Nursing Management of Cardiovascular disorders (signs and symptoms, Diagnostic test, hypertension, Angina, MI, heart failure	Identify the common signs and symptoms. List the modifiable and non-modifiable risk factors. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Discussion Simulation Role Play.	Written exam (Quizzes). -Practicum exam. -Checklist.
6 <sup>th</sup> week	T: 2 C: 12	First midterm exam			
7 <sup>th</sup> week	T: 2 C: 12	Nursing Management for Patients with digestive system Disorders( Signs and symptoms, Hernia, IBS, ulcerative colitis, Peptic Ulcer).	Identify the common signs and symptoms. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Discussion Simulation Role Play.	Written exam (Quizzes). -Practicum exam. -Checklist.
8 <sup>th</sup> week	T: 2 C: 12	Nursing Management for Patient with Hepato-biliary disorders (Pancreatitis, hepatitis, liver cirrhosis, cholecystitis, cholelithiasis)	Identify the common signs and symptoms. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Discussion Simulation Role Play.	Written exam (Quizzes). -Practicum exam. -Checklist.

9 <sup>th</sup> week	T: 2 C: 12	Nursing Management with Endocrine system Disorders (Diabetes Milletus, Hyperparathand Hyperparathyroidism)	Identify the common signs and symptoms. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Discussion Simulation Role Play.. Role Play.	Written exam (Quizzes). -Practicum exam. -Checklist.
10 <sup>th</sup> week	T: 2 C: 12	Nursing Management for Patient with endocrine disorders (hyperthyroidism, hypothyroidisim)	Identify the common signs and symptoms. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizzes). -Checklist.
11 <sup>th</sup> week	T: 2 C: 12	Nursing Management for Patient with Blood disorders (Anemia, Leukemia, Hodgken and nonhodjken lymphoma)	Identify the common signs and symptoms. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizzes). -Practicum exam. -Checklist.
12 <sup>th</sup> week	T: 2 C: 12	Nursing Management for Patient with Blood disorders (Bleeding Disorders)	Identify the common signs and symptoms. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizzes). -Practicum exam. -Checklist.
13 <sup>th</sup> week	T: 2 C: 12	Nursing Management for Patients with Respiratory system Disorders (Signs and symptoms, Diagnostic Tests)	Identify the common signs and symptoms. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizzes). -Practicum exam. -Checklist.
14 <sup>th</sup> week	T: 2 C: 12	Nursing Management for Patients with Respiratory system Disorders (COPD Bronchitis-emphysema, Pneumonia)	Identify the common signs and symptoms. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizzes). -Practicum exam. -Checklist.
15 <sup>th</sup> week	T: 2 C: 12	Second midterm exam			

11.Course Evaluation						
Formative			Summative			
Evaluation Methods	Scores	Evaluation methods	Scores	Final Scores		
Quizzes	Participation	Homework	1st mid	mid Practicum Mid	Total	
2	2	2	7	7	20	Theory
Reprt1	Report2					
3.5	3.5			13	20	Lab.
					40	Theory (Final)
					20	Clinical (Final)
					100	
Grading system						
Success 50-100	Grade		Marks			
	Excellent		90-100			
	Very good		80-89			
	Good		70-79			
	Satisfactory		60-69			
	Sufficient		50-59			
Fail 0-49	Under process or fail 45-49		Fail 0-44			
12.Learning Resources						
<ul style="list-style-type: none"> <li>- Hinkle, J., Cheever, K. (2022). Brunner and Suddarth's, Text book of medical surgical Nursing. 14th Edition. Wolters Kluwer, Lippincott co.</li> <li>- Williams, L., and hopper, P., (2015). Understanding medical surgical nursing, 5th edition, F.A. Davis company, USA.</li> </ul>						
College of Nursing Library, Lecturer. Nursing Drugs Handbook 2018 Nursing Diagnosis NANDA						
<ul style="list-style-type: none"> <li>- Online resources. Pubmed, google scholar.</li> </ul>						

## Course Description Form

11. Course Name:	Adult Nursing 2
12. Course Code:	NUR (207)
13. Semester / Year:	2 <sup>nd</sup> semester/ 2025-2026
14. Description Preparation Date:	29/1/2026
15. Available Attendance Forms:	(In person-attendance)
16. Number of Credit Hours (Total) / Number of Units (Total)	4hrs (Theoretical) 12hrs. (Clinics.) / 8 credit hour
17. Course administrator's name (mention all, if more than one name)	Name: Associate Professor Sabah Jaafar Email:sabah.abd@mu.edu.iq
18. Course Objectives:	At the end of the course the student will be able to:
	<ol style="list-style-type: none"> <li>14. Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population.</li> <li>15. Relate the path physiology of selected medical/ surgical alterations to the health –illness continuum.</li> <li>16. Discuss scientifically based rationale for performing selected diagnostic procedure, outcomes and nursing responsibilities.</li> <li>17. Describe drug therapies and their related outcomes for clients undergoing medical/ surgical interventions.</li> <li>18. Explain nutritional needs of patients with selected medical/ surgical alterations.</li> <li>19. Discuss principles of teaching- learning processes as they related to the adult/ older adult patient.</li> <li>20. Utilize health assessment skills in determining the physical, psychological, spiritual, and learning Needs of adult patients.</li> <li>21. Apply the theoretical concepts, scientific principles in planning care of patients.</li> <li>22. Demonstrate competence in implementing nursing interventions to meet client oriented goals.</li> <li>23. Demonstrate safe administration of drug and parenteral therapy.</li> <li>24. Participate in teaching patients.</li> <li>25. Demonstrate effective communication with patients, instructor and health members.</li> <li>26. Describe pre- operative nursing measures of avoiding the risk of infection and the expected post-operative complications.</li> </ol>
19. Teaching and Learning Strategies	<ol style="list-style-type: none"> <li>9.1. lecture.</li> <li>9.2. Discussion.</li> </ol>

20. Course Structure					
Week	Hours	Unit/ subject	Unit Required Learning Outcomes	Learning method	Evaluation method
1 <sup>st</sup> week	T: 2 C: 12	Nursing Management of Nervous system Disorders (Assessment, Diagnostic tests, Intracranial Pressure, Head injury, Brain Tumor).	At the end of lecture the student will be able to : Identify component of nervous system assessment. List of diagnostic test.	Lecture. Participation	Written exam (Quizzes). -Practicum exam. -Checklist. Homework Rubrics
2 <sup>nd</sup> week	T: 2 C: 12	Nursing Management of Nervous system Disorders (Head injury, Brain Tumor).	Define head injury, Brain tumors. List types of head injuries. Enumerate signs and symptoms Explain pathophysiology. Lists of Complications. Discuss Pharmacologic management. Identify surgical management. Apply Nursing process.	Lecture. Homework Participation	Written exam (Quizzes). -Practicum exam. -Checklist. Homework Rubrics
3 <sup>rd</sup> week	T: 2 C: 12	Nursing Management for Patients with Urinary system Disorders (Assessment, Diagnostic tests, Cardinal signs and symptoms)	Identify assessment of urinary system. Enumerate signs and symptoms Explain pathophysiology. Lists of Complications. Discuss Pharmacologic management. Identify surgical management. Apply Nursing process.	Lecture. Homework Participation	Written exam (Quizzes). -Practicum exam. -Checklist. Homework Rubrics
4 <sup>th</sup> week	T: 2 C: 12	Nursing Management for Patients with Urinary system Disorders (UTI, Prostate hyperplasia)	Enumerate signs and symptoms Explain pathophysiology. Lists of Complications. Discuss Pharmacologic management. Identify surgical management. Apply Nursing process.	Lecture. Homework Participation	Written exam (Quizzes). -Practicum exam. -Checklist. Homework Rubrics
5 <sup>th</sup> week	T: 2 C: 12	Renal stone Cancer of Bladder.	Define the renal stone , Ca bladder. Enumerate signs and symptoms. Explain pathophysiology. Lists of Causes. Lists of Complications. Discuss Pharmacologic management. Identify surgical management. Apply Nursing process.	Lecture. Homework Participation	Written exam (Quizzes). -Practicum exam. -Checklist. Homework Rubrics
6 <sup>th</sup> week	T: 2 C: 12	Nursing management of patients with Musculoskeletal disorders: Assessment and diagnostic test Fracture.	Identify the assessment. List common diagnostic tests. Define fracture. List the types. Identify Common signs and symptoms. Explain Pathophysiology. List of complications. Identify the medical, surgical management. Apply Nursing care plan.	Lecture. Homework Participation	Written exam (Quizzes). -Practicum exam. -Checklist. Homework Rubrics
7 <sup>th</sup> week	T: 2 C: 12	Osteomyelitis Arthritis	Identify the assessment. List common diagnostic tests. Define osteomyelitis, arthritis. List the types. Identify Common signs and symptoms. Explain	Lecture. Homework Participation	Written exam (Quizzes). -Practicum exam. -Checklist.

			Pathophysiology. List of complications. Identify the medical, surgical management. Apply Nursing care plan.		Homework Rubrics
8 <sup>th</sup> Week	T: 2 C: 12	First mid-term exam , Oral Evaluation			
9 <sup>th</sup> week	T: 2 C: 12	Nursing management of patients with Cardiovascular disorders: Assessment and signs and symptoms and diagnostic test.	Identify the common signs and symptoms. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Homework Participation	Written exam (Quizzes). -Practicum exam. -Checklist. Homework Rubrics
10 <sup>th</sup> week	T: 2 C: 12	Valvular heart disease (Aortic stenosis and regurgitation)	Identify the common signs and symptoms. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Homework Participation	Written exam (Quizzes). -Practicum exam. -Checklist. Homework Rubrics
11 <sup>th</sup> week	T: 2 C: 12	Valvular disorders (Aortic stenosis and regurgitation)	Identify the common signs and symptoms. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Homework Participation	Written exam (Quizzes). -Practicum exam. -Checklist. Homework Rubrics
12 <sup>th</sup> week	T: 2 C: 12	Nursing management of patients with Eye, Nose and Throat (ENT): Sinusitis Tonsillitis Otitis media	Define, sinusitis, tonsillitis, otitis media. Identify the common signs and symptoms. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Homework Participation	Written exam (Quizzes). -Practicum exam. -Checklist. Homework Rubrics.
13 <sup>th</sup> week	T: 2 C: 12	Nursing management of patients with ophthalmic disorders. Assessment and diagnostic test Cataract.	Identify the common signs and symptoms. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Homework Participation	Written exam (Quizzes). -Practicum exam. -Checklist. Homework Rubrics
14 <sup>th</sup> week	T: 2 C: 12	Glaucoma	Identify the common signs and symptoms. Enumerate the diagnostic and laboratory test. Explain Pathophysiology. Discuss Medical Management. Surgical Management. Apply nursing care plan.	Lecture. Homework Participation	Written exam (Quizzes). -Practicum exam. -Checklist. Homework Rubrics
15 <sup>th</sup> Week	T: 2 C: 12	Second midterm exam, Oral Evaluation			

11.Course Evaluation						
Formative			Summative			
Evaluation Methods	Scores	Evaluation methods	Scores	Final Scores		
Quizzes	Participation	Homework	1st mid	mid Practicum Mid	Total	
2	2	2	7	7	20	Theory
Reprt1	Report2					
3.5	3.5			13	20	Lab.
					40	Theory (Final)
					20	Clinical (Final)
					100	
Grading system						
Success 50-100	Grade		Marks			
	Excellent		90-100			
	Very good		80-89			
	Good		70-79			
	Satisfactory		60-69			
	Sufficient		50-59			
Fail 0-49	Under process or fail 45-49		Fail 0-44			
12.Learning Resources						
<ul style="list-style-type: none"> <li>- Hinkle, J., Cheever, K. (2022). Brunner and Suddarth's, Text book of medical surgical Nursing. 14th Edition. Wolters Kluwer, Lippincott co.</li> <li>- Hinkle, J., Cheever, K. (2018). Brunner and Suddarth's, Text book of medical surgical Nursing. 13th Edition. Wolters Kluwer, Lippincott co.</li> <li>- Williams, L., and hopper, P., (2015). Understanding medical surgical nursing, 5th edition, F.A. Davis company, USA.</li> </ul>						
College of Nursing Library, Lecturer. Nursing Drugs Handbook 2018 Nursing Diagnosis NANDA						
<ul style="list-style-type: none"> <li>- Online resources. Pubmed, google scholar.</li> </ul>						

## Course Description Form

1. Course Name:					
Health Assessment					
2. Course Code:					
HAS (203)					
3. Semester / Year:					
1 <sup>st</sup> semester/ 2025					
4. Description Preparation Date:					
9/9/2025					
5. Available Attendance Forms:					
(In person attendance)					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hrs (Theoretical) 2 hrs. (Lab.) / 3credit hour					
7. Course administrator's name (mention all, if more than one name)					
Name: Assistant Instructor Malak Hassan Email:malak@mu.edu.iq					
8. Course Objectives:					
At the end of the course the student will be able to:					
8.1. Describe the components of the health history					
8.2. Apply interviewing skills and techniques to conduct a successful interview.					
8.3. Evaluate the persons' general health status .					
8.4. Utilize various tools and techniques to measure and collect information interview, observing, listening, physical examination, reviewing records and results of diagnostic test.					
8.5. Explain the sequence of systematic approach of physical examination of body system.					
8.6. Demonstrate the basic techniques of physical examination.					
8.7. Describe the physical examination techniques of inspection, palpation, percussion, and auscultation.					
8.8. Identify common instruments used during physical examination.					
9. Teaching and Learning Strategies					
9.1. lecture.					
9.2. Discussion.					
9.3. (Lab Training)Simulation, role Play .					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit	Learning method	Evaluation method
1 <sup>st</sup> week	T: 2 L: 2	Define health assessment. List types of health assessment. Identify component of health assessment. Apply the interview and physical examination technique.	Introduction to Health Assessment	Lecture. Discussion Simulation Role Play.	Written exam (Quizzes). -Written practicum exam.

					-Practicum exam. -Checklist.
2 <sup>nd</sup> week	<b>T: 2</b> <b>L: 2</b>	Describe the techniques for inspecting the skin, including color, texture, temperature, and moisture. Demonstrate the ability to palpate the skin, assessing for turgor and edema. Explain the techniques for assessing hair and nails, including their color, texture, and growth.	Integumentary System (skin, hair, nails)	Lecture. Discussion Simulation Role Play.	-Written exam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.
3 <sup>rd</sup> week	<b>T: 2</b> <b>L: 2</b>	Identify the structure of the head. Identify the structure of the neck. Apply eye examination Apply thyroid gland examination. Describe the techniques for inspecting the head and neck, including hair, scalp, skull, face, and neck. Demonstrate the ability to palpate the head and neck, assessing for tenderness, masses, and lymph nodes.	Head and neck	Lecture. Discussion Simulation Role Play.	-Written exam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.
4 <sup>th</sup> week	<b>T: 2</b> <b>L: 2</b>	Assess health history for respiratory system. Identify chest landmarks. Demonstrate various physical examination technique (inspection, palpation, auscultation, percussion) Assess the normal findings for respiratory system. Recognize the abnormal findings.	Respiratory assessment	Lecture. Discussion Simulation Role Play.	-Written exam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.
5 <sup>th</sup> week	<b>T: 2</b> <b>L: 2</b>	Explain the cardiac cycle and heart sounds. Describe the techniques for assessing vital signs, including blood pressure, heart rate, respiratory rate, and temperature. Demonstrate the ability to perform a physical examination. Identify normal and abnormal findings. assessing peripheral vascular system. Adhere to ethical principles and legal guidelines related to patient care and confidentiality.	Cardiovascular System	Lecture. Discussion Simulation Role Play.	Written exam (Quizes). -Checklist.
6 <sup>th</sup> week	<b>T: 2</b> <b>L: 2</b>	First midterm exam			
7 <sup>th</sup> week	<b>T: 2</b> <b>L: 2</b>	Describe the techniques for assessing peripheral pulses. Demonstrate the ability to assess capillary refill time and skin temperature. Identify techniques for assessing edema, including its location, severity, and associated symptoms. Assessing arterial and venous insufficiency. Identify and document variations in peripheral pulses. Differentiate between arterial and venous insufficiency .	Peripheral Assessment	Lecture. Discussion Simulation Role Play.	Written exam (Quizes). -Written Checklist.
8 <sup>th</sup> week	<b>T: 2</b> <b>L: 2</b>	Describe the techniques for inspecting the abdomen, including contour, symmetry, and skin integrity. Demonstrate the ability	Abdominal Assessment	Lecture. Discussion Simulation	Written exam (Quizes). Checklist.

		to auscultate bowel sound. Explain the techniques for palpation. Identify techniques for percussing the abdomen, including tympani and dullness.		Role Play.	
9 <sup>th</sup> week	<b>T: 2</b> <b>L: 2</b>	Explain the purpose and procedure for obtaining a comprehensive neurological health history. Assessing level of consciousness. Identify the assessment cranial nerve examination and their functions. Explain the techniques for assessing motor function, including muscle strength, tone, and coordination. Assessment sensory function. Assessment of reflexes.	Neurological System	Lecture. Discussion Simulation Role Play.. Role Play.	Written exam (Quizes). Checklist.
10 <sup>th</sup> week	<b>T: 2</b> <b>L: 2</b>	Explain the purpose and procedure for assessing each cranial nerve. Describe the techniques for assessing sensory and motor functions of each cranial nerve. Identify normal and abnormal findings during a cranial nerve assessment.	Cranial Nerve Examination	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Checklist.
11 <sup>th</sup> week	<b>T: 2</b> <b>L: 2</b>	Explain the purpose and procedure for obtaining a comprehensive musculoskeletal health history. Describe the techniques for inspecting the musculoskeletal system, including posture, gait, and joint alignment. Demonstrate the ability to palpate bones, joints, and muscles, assessing for tenderness, swelling, and deformity. Explain the techniques for assessing range of motion (ROM) of joints. Identify techniques for assessing muscle strength and tone.	Musculoskeletal System	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.
12 <sup>th</sup> week	<b>T: 2</b> <b>L: 2</b>	Describe the techniques for inspecting the breasts, including size, symmetry, shape, skin color, and nipple characteristics. Demonstrate the ability to palpate the breasts, assessing for lumps, masses, and tenderness. Explain the techniques for teaching breast self-examination.	Breast Assessment	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.
13 <sup>th</sup> week	<b>T: 2</b> <b>L: 2</b>	Describe the techniques for inspecting the external genitalia. Identify techniques for palpating the internal reproductive organs. Male: Explain the techniques for assessing the inguinal canal for hernias. Identify techniques for assessing prostate gland size, shape, and consistency. Female: Describe the techniques for assessing the vulva, vagina, and cervix. Explain the techniques for performing a bimanual pelvic examination. Identify techniques for palpating the uterus and ovaries.	Reproductive System	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.

14 <sup>th</sup> week	<b>T: 2</b> <b>L: 2</b>	Explain the purpose and significance of common laboratory tests, including complete blood count (CBC), basic metabolic panel (BMP), and lipid profile. Understand the normal reference ranges for common laboratory tests. Identify common abnormalities in laboratory test results and their clinical implications.	Laboratory Test	Lecture. Discussion Simulation Role Play.	-Written exam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.
15 <sup>th</sup> week	<b>T: 2</b> <b>L: 2</b>	Second midterm exam			

### 11. Course Evaluation

Formative			Summative			
Evaluation Methods	Scores	Evaluation methods	Scores	Final Scores		
Quizzes	Participation	assignment	1st mid	2ndmid Practicum Mid	Total	
2	2	2	7	7	20	Theory
3	2	2	6	7	20	Lab.
					40	Theory (Final)
					20	Lab. (Final)
					100	

### Grading system

	Grade	Marks
Success 50-100	Excellent	90-100
	Very good	80-89
	Good	70-79
	Satisfactory	60-69
	Sufficient	50-59
Fail 0-49	Under process or fail 45-49	Fail 0-44

### 12. Learning Resources

- Jarvis, C. (2015). Physical Examination and Health Assessment-Canadian E-Book: Physical Examination and Health Assessment-Canadian E-Book. Elsevier Health Sciences.
- Williams, L. (2013). Assessment Made Incredibly Easy!. Lippincott Williams & Wilkins.
- Online resources.

## Course Description Form

1. Course title:					
Microbiology for Nurses(I)					
2. Course code:					
MBN204					
3. semester/Year:					
First semester/2025-2026					
4. Date the description was prepared:					
1/10/2025					
5. Available forms of attendance:					
(In-person attendance)					
6. Number of study hours (total) / Number of units (total)					
2 hours theoretical/2 hours laboratory/3 credits					
7. Name of the course administrator (if more than one name is mentioned)					
Prof Dr. Haider Hameed Mitab Haider.mutaab@mu.edu.iq					
8. Course objectives:					
At the end of the semester, the student will be able to:					
1. Understanding the physiological principles, anatomical structures, biochemistry, and genetic characteristics of microorganisms.					
2. Learning how to use a microscope and prepare microscope slides for laboratory and diagnostic examinations.					
3. Principles and methods of sterilization and disinfection specific to nursing care procedures.					
4. Identifying different types of microorganisms, methods for differentiating between them, the diseases and injuries they cause in humans, and how to diagnose and treat them.					
5. Collecting clinical samples and contaminated materials, identifying their types, and methods for their disposal.					
6. Understanding the human immune system, its components, how it functions in disease states, and the most important disorders and illnesses that may affect it.					
9. Teaching and Learning Strategies					
Indirect: Lecture , Participatory: Discussion and Participation, Explanatory Videos					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit	Learning method	Evaluation method
1 <sup>st</sup> week	T: 2 L: 2	The student must be learn of: Introduction to microbiology, Know general aspect of microbiology, Know the important scientists contributed in development of microbiology - Lab safety	Introduction and the historical development of microbiology. Lab safety	Lecture. Discussion	Quizzes -Written practicum exam.- Practicum exam. - Checklist.
2 <sup>nd</sup> week	T: 2 L: 2	The student must be learn of: -The classification of microorganisms Nutritional requirements of bacteria - Sterilization and disinfectant	How to classifying bacteria Know the general structure of bacteria Know the physiology of bacteria	Lecture. Discussion	-Written practicum exam. -Practicum exam. -Checklist.

			Sterilization		
3 <sup>rd</sup> week	T: 2 L: 2	The student must be learn of: - Know the different types of microbial control How to use the sterilization techniques for medical equipments - Types of culture media (According to the functions and Structure) and cultural characteristics of Bacteria	Microbial control Sterilization and Disinfection culture media	Lecture. Discussion Simulation	-Writtenexam (Quizes). -Practicum exam. -Checklist.
4 <sup>th</sup> week	T: 2 L: 2	The student must be learn of: - the principles of Gram staining and the general properties of Staph. And Streptococcus bacteria, The main diseases caused by it - Isolation techniques	Gram + bacteria (cocci bacteria) Genus: Staphylococcus/ Genus: Streptococcus Isolation techniques	Lecture. Discussion	-Writtenexam (Quizes). -Written practicum exam. -Practicum exam.
5 <sup>th</sup> week	T: 2 L: 2	The student must be learn of: Introduction to microbiology ,Know general aspect of microbiology, Know the important scientists contributed in development of microbiology - Staining technique (Simple Staining , Gram staining and Zeihl-Neelsen Technique	Introduction and the historical development of microbiology. Staining technique	Lecture. Discussion	Written exam (Quizes). -Checklist.
6 <sup>th</sup> week		First midterm exam			
7 <sup>th</sup> week	T: 2 L: 2	The student must be learn of: How to classifying bacteria, Know the general structure of bacteria, Know the physiology of bacteria Antibiotic Sensitivity test	The classification of microorganisms Nutritional requirements of bacteria Antibiotic Sensitivity test	Lecture. Discussion Simulation	Written exam (Quizes). -Written Checklist.
8 <sup>th</sup> week	T: 2 L: 2	The student must be learn of: the different types of microbial control, How to use the sterilization techniques for medical equipments Staphylococcus spp and nasal swab (Laboratory diagnosis )	Microbial control Sterilization and Disinfection	Lecture. Discussion Role Play.	Writtenexam (Quizes). Checklist.
9 <sup>th</sup> week	T: 2 L: 2	The student must be learn of : the principles of Gram staining, the general properties of Staph. And Streptococcus bacteria, The main diseases caused by it Streptococcus spp (Laboratory diagnosis)	Gram positive bacteria (cocci bacteria) Genus: Staphylococcus Genus: Streptococcus - Laboratory diagnosis	Lecture. Simulation Role Play.	Written exam (Quizes). Checklist.
10 <sup>th</sup> week	T: 2 L: 2	The student must be learn of : the general properties of bacterial family "enterobacteriaceae", The main diseases caused by it, How to distinguish between members	Gram negative bacilli (Enterobacteriaceae) Laboratory diagnosis	Lecture. Discussion Simulation	-Written exam (Quizes). -Checklist.

		of this family.,The main diseases caused by it <i>E .coli, Klebsiella and Proteus</i> (Laboratory diagnosis)				
11 <sup>th</sup> week	T: 2 L: 2	The student must be learn of : he general properties of genus: Helicobacter and Vibrio, How to distinguish between species of the two bacteria, The main diseases caused by it Pseudomonas and other non lactose fomenter bacteria	Other gram negative bacteria (Helicobacter and Vibrio) Laboratory diagnosis	Lecture. Discussion Simulation Role Play.	-Written exam (Quizes). -Written practicum exam. - Checklist.	
12th week	T: 2 L: 2	The student must be learn of : - the structures of immune system, the primary and secondary organs, The functions of immune system - <i>Neisseria spp.</i> and <i>Vibrio spp.</i>	-Immunity and immune system - Laboratory diagnosis	Lecture. Discussion Simulation Role Play.	-Written exam (Quizes). -Practicum exam. -Checklist.	
13th week	T: 2 L: 2	The student must be learn of : - how the initiation of the immune response , the cells contributing in this response. - <i>Mycobacterium spp. and Corynebacterioum spp.</i>	-Immune response - Laboratory diagnosis	Lecture. Discussion Simulation	-Written exam (Quizes). -Written practicum exam. -Practicum exam.	
14 <sup>th</sup> week	T: 2 L: 2	The student must be learn of : - how and when the hypersensitivity reactions occur., the classes of hypersensitivity - <i>Salmonella spp. and Shigella spp</i>	-Hypersensitivity reactions - Laboratory diagnosis	Lecture. Discussion Simulation Role Play.	-Written practicum exam. -Practicum exam. -Checklist.	
15th week	Second midterm exam					
11.Course Evaluation						
Formative			Summative			
Evaluation Methods	Scores	Evaluation methods	Scores	Final Scores		
Quizzes	Participation	assignment	1st mid	2ndmid Practicum Mid	Total	
2	2	2	7	7	20	Theory
3	2	2	7	7	20	Lab.
					40	Theory (Final)
					20	Lab. (Final)
					100	
Grading system						
Success 50-100	Grade			Marks		
	Excellent			90-100		
	Very good			80-89		
	Good			70-79		

	Satisfactory	60-69
	Sufficient	50-59
Fail 0-49	Under process or fail 45-49	Fail 0-44

12.Learning Resources

1- Katherine N. Ward, A. Christine McCartney & Bishan Thakker 2009: Notes On Medical Microbiology, 2nd edition. C  
2- Morello, Mizer & Granato 2016: Laboratory manual and Workbook in Microbiology “Application to patient care”, Ei  
USA.

3- Whitman, William B; Rainey, Fred; Kämpfer, Peter; Trujillo, Martha; Chun, Jonsik; Devos, Paul; Hedlund, Brian; De  
Systematics of Archaea and Bacteria. John Wiley and Sons.

4-Richard A. Harvey, Cynthia Nau Cornelissen and Bruce D. Fisher. Microbiology. (Lippincott's Illustrated Reviews) 3r  
tion. 2

5-Bailey and Scott's.(2020). Diagnostic microbiology.Elseiver,2020.

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## Course Description Form

1. Course title:					
Microbiology for Nurses(II)					
2. Course code:					
MBN208					
3. semester/Year:					
Second semester/2025-2026					
4. Date the description was prepared:					
1/10/2025					
5. Available forms of attendance:					
(In person-attendance)					
6. Number of study hours (total) / Number of units (total)					
2 hours theoretical/2 hours laboratory/3 credits					
7. Name of the course administrator (if more than one name is mentioned)					
Prof Dr. Haider Hameed Mitab Haider.mutaab@mu.edu.iq					
8. Course objectives:					
<p>At the end of the semester, the student will be able to:</p> <p>1-The student must have a comprehensive knowledge of the type and composition of microscopic organisms (parasites, microorganisms that cause hospital infections and viruses.)</p> <p>2-knowledge of pathogenic microorganisms, their classification and composition</p> <p>3-Learn how to use a microscope and diagnose pathological parasites .</p> <p>4-How to prevent pathogenic microorganisms and ways of transmitting them to humans.</p> <p>5-Identifying the different types of parasites 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 -Identifying the microscopic organisms that cause hospital-acquired infections, their modes of transmission, and how to control them</p>					
9. Teaching and Learning Strategies					
Indirect: Lecture, Participatory: Discussion and Participation, Explanatory Videos					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit	Learning method	Evaluation method
1 <sup>st</sup> week	T: 2 L: 2	The student must be learn of: Protozoa and flagellates -Classification of human parasites E. histolytica and E. coli/ Small amoebiasis - Introduction to Parasitology Protozoa and flagellates	Introduction to Parasitology	Lecture. Discussion	Quizzes -Written practicum exam. -Practicum exam. -Checklist.
2 <sup>nd</sup> week	T: 2 L: 2	The student must be learn of: - Entamoeba histolytica, Entamoeba coli - Classification of human parasites Protozoa Phylum: sarcostigophora Subphylum: sarcodina Entamoeba histolytica Subphylum: mastigophora Giardia lamblia	- Entamoeba histolytica Entamoeba coli -Classification of human parasites	Lecture. Discussion	-Written practicum exam. -Practicum exam. -Checklist.
3 <sup>rd</sup> week	T: 2 L: 2	The student must be learn of: - ciliophora Balantidium coli Atrial	Intestinal Flagellates	Lecture. Discussion	- Writtenexam

		flagellates Trichomonas vaginalis and Trichomonas spp / Giardia lamblia - Entamoeba histolytica Entamoeba coli		Simulation	(Quizes). -Practicum exam. -Checklist.
4 <sup>th</sup> week	T: 2 L: 2	The student must be learn of : -Leishmania spp. Blood and tissue flagallates (Leishmania spp. and Trepanosoma spp.) - Small amoebiasis, Endolimax nana, Entamoeba ginigivalis Iodamoeba butschlii	-Tissue flagellates - Small amoebiasis	Lecture. Discussion	- Writtenexam (Quizes). -Written practicum exam. -Practicum exam.
5 <sup>th</sup> week	T: 2 L: 2	The student must be learn of - 1-Plasmodium Spps 2-Toxoplasmas gondii *Class sporozoa Malaria parasites (Plasmodium spp. ) Toxoplasma gondii - Phylum: Mastigophora , Atrial and intestinal flagellates Trichomonas vaginalis and Trichomonas spp Giardia lamblia	-apicomplexa - apicomplexa - Phylum: Mastigophora	Lecture. Discussion	Written exam (Quizes). -Checklist.
6 <sup>th</sup> week		First midterm exam			
7 <sup>th</sup> week	T: 2 L: 2	The student must be learn of -Helminthes- class cestoda, Taenia solium, T. Saginata, Echinococcus granulosus,Hymenoleps nana - Blood and tissue flagallates Leishmania spp. and Trepanosoma spp.	-Helminthes Cestoda - Blood and tissue flagallates	Lecture. Discussion Simulation	Written exam (Quizes). -Written Checklist.
8 <sup>th</sup> week	T: 2 L: 2	The student must be learn of -Fasciola hepatica, Schistosoma haematobium, Schistosoma mansoni, Shistosoma japonicum - Apicomplexa: include 1- Plasmodium Spps	-Trematoda - Apicomplexa	Lecture. Discussion Role Play.	Writtenexam (Quizes). Checklist.
9 <sup>th</sup> week	T: 2 L: 2	The student must be learn of : -Ascaris lumbreciod, Anchylostoma duodenale, Enerobius vermicularis, Trichuris trichiura - Toxoplasma gondii	-Nematoda - Toxoplasma gondii	Lecture. Simulation Role Play.	Written exam (Quizes). Checklist.
10 <sup>th</sup> week	T: 2 L: 2	The student must be learn of : -General properties of viruses, Persistent Viral infections <u>Common routes of viral infection in human</u> - Phylum: platyhelminthes , Class: Cestode	-Virology - Helminthes	Lecture. Discussion Simulation	-Writtenexam (Quizes). -Checklist.

		Class: Trematoda Phylum: Nemathelminthes, Class: Nematoda -			
11 <sup>th</sup> week	T: 2 L: 2	The student must be learn of : -Measles Mumps, Rubella viruses -Taenia solium, T. Saginata	-Measles Mumps -Cestoda	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Written practicum exam. - Checklist.
12 <sup>th</sup> week	T: 2 L: 2	The student must be define of : <u>AIDS</u> ,Rotaviruses, Human Cancer Viruses. - Echinococcus granulosus, Hymenoleps nana	- <u>AIDS</u> - Cestoda	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Practicum exam. -Checklist.
13 <sup>th</sup> week	T: 2 L: 2	The student must be learn of : -Hepatitis A, B, C, D, E and cov-19 - Fasciola hepatica , Schistosoma haematobium Schistosoma mansoni , Shistosoma japonicum	-Hepatitis - Trematoda	Lecture. Discussion Simulation	-Writtenexam (Quizes). -Written practicum exam. -Practicum exam.
14 <sup>th</sup> week	T: 2 L: 2	The student must be diagnosis Phylum: -Introduction to Hospital acquired infection (nosocomial infection) - Ascaris lumbreciod, Anchylostoma duodenale,	-Hospital acquired infection - Nematoda	Lecture. Discussion Simulation Role Play.	-Written practicum exam. -Practicum exam. -Checklist.
15 <sup>th</sup> week		Second midterm exam			

11. 11.Course Evaluation						
Formative			Summative			
Evaluation Methods	Scores	Evaluation methods	Scores	Final Scores		
Quizzes	Participation	assignment	1st mid	2ndmid Practicum Mid	Total	
2	2	2	7	7	20	Theory
3	2	2	7	7	20	Lab.
					40	Theory (Final)
					20	Lab. (Final)
					100	

Grading system		
	Grade	Marks
Success 50-100	Excellent	90-100
	Very good	80-89
	Good	70-79
	Satisfactory	60-69
	Sufficient	50-59
Fail 0-49	Under process or fail 45-49	Fail 0-44

### 12. 12.Learning Resources

<p>1- Katherine N. Ward, A. Christine McCartney &amp; Bishan Thakker 2009: Notes On Medical Microbiology, 2nd edition.</p> <p>2- Morello, Mizer &amp; Granato 2016: Laboratory manual and Workbook in Microbiology “Application to patient care”, 1st edition, USA.</p> <p>3- Whitman, William B; Rainey, Fred; Kämpfer, Peter; Trujillo, Martha; Chun, Jonsik; Devos, Paul; Hedlund, Brian; Ineson, David; Stahl, David A. 2014: Systematics of Archaea and Bacteria. John Wiley and Sons.</p> <p>4-Richard A. Harvey, Cynthia Nau Cornelissen and Bruce D. Fisher. Microbiology. (Lippincott's Illustrated Reviews) 10th edition.</p> <p>5-Bailey and Scott's.(2020). Diagnostic microbiology.Elsevier,2020.</p>	<p>Archill th edit</p> <p>sh, Sw</p> <p>dition</p>
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## Course Description

1. Course name:					
Pathophysiology					
2. Course code:					
PAT 207					
3. Semester/Year:					
Second Semester / 2 <sup>nd</sup> / 2025					
4. Date the description was prepared:					
1/10/2025					
5. Available forms of attendance:					
In-person attendance					
6. Number of study hours (total) / Number of units (total):					
2 hours (Theoretical)/ 2 units					
7. Name of the course coordinator (if there is more than one, please mention it).					
Assist Prof. Ali Hasanain Alhamadani Email: <a href="mailto:Ali.hasanen@mu.edu.iq">Ali.hasanen@mu.edu.iq</a>					
8. Course objectives:					
<p>At the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>understand the principle of basic pathology.</li> <li>know the physiological alteration of various pathological conditions.</li> <li>know a variation of diseases that affect humans.</li> </ul>					
9. Teaching and learning strategies:					
Lectures, Discussions, Case-Based Learning, and Self-Directed Learning					
10. Course structure:					
Assessment methods	Teaching methods	Unit	Required learning outcomes	Hours	Week
Quizzes Assignments Midterm examinations Checklists for nursing skills	Lectures Discussions Case-Based Learning Self-Directed Learning	Introduction to Pathophysiology	Students will be able to define disease concepts, causes, pathogenesis, clinical manifestations, diagnostic methods, and treatment.	Theoretical = 2	First
Quizzes Assignments Checklists for nursing skills	Lectures Discussions Self-Directed Learning	Cellular Changes	Students will be able to explain cellular adaptation, reversible and irreversible cell injury, and mechanisms of cell death.	Theoretical = 2	Second
Quizzes		Cell Necrosis	Students will be	Theoretical = 2	Third

Assignments Checklists for nursing skills	Lectures Discussions Case- Based Learning		able to differentiate types of necrosis, their causes, and clinical consequences.		
Quizzes Assignments Checklists for nursing skills	Lectures Case- Based Learning Self- Directed Learning	Genes and Genetic Diseases	Students will be able to describe gene structure, mutations, and genetic and chromosomal disorders.	Theoretical = 2	Fourth
Assignments Checklists for nursing skills	Lectures Discussions Case- Based Learning	Neoplasia	Students will be able to explain types of neoplasms, characteristics, carcinogenesis, diagnosis, and treatment.	Theoretical = 2	Fifth
Quizzes Assignments Checklists for nursing skills	Lectures Discussions Case-Based Learning	Infectious Diseases	Students will be able to explain mechanisms of infectious diseases, transmission, diagnosis, and treatment.	Theoretical = 2	Sixth
Midterm Examination (I)					The seventh
Quizzes Checklists for nursing skills	Lectures Discussions Case- Based Learning	Inflammation and Healing	Students will be able to explain acute and chronic inflammation, tissue repair, and wound healing.	Theoretical = 2	Eighth
Quizzes Assignments Checklists for nursing skills	Lectures Discussions Case- Based Learning Self- Directed Learning	Immune System Disorders	Students will be able to describe hypersensitivity, autoimmune diseases, immunodeficiency , and AIDS.	Theoretical = 2	Ninth
Checklists for nursing skills	Lectures Discussions Case- Based	White Blood Cell Disorders	Students will be able to explain disorders of white blood cells and lymphoid tissues.	Theoretical = 2	Tenth

	Learning				
Assignments Checklists for nursing skills	Lectures Case- Based Learning	Red Blood Cell Disorders	Students will be able to Students will be able to Describe anemia, hemolytic disorders, and oxygen transport abnormalities.	Theoretical = 2	Eleventh
Quizzes Assignments	Lectures	Disturbances in Blood Flow	Students will be able to explain arterial and venous blood flow disorders	Theoretical = 2	Twelfth
Quizzes Checklists for nursing skills	Discussi ons Self- Directed Learning	Cardiac Disorders	Students will be able to describe ischemic heart disease, heart failure, and circulatory shock.	Theoretical = 2	Thirteenth
Quizzes Assignments Checklists for nursing skills	Lectures Discussi ons Case- Based Learning	Kidney Disorders	Students will be able to explain inflammatory and functional kidney diseases and renal failure.	Theoretical = 2	Fourteent h
Second month exam					Fifteenth
11. Course evaluation					
Grades		Final evaluation		Formative assessment	
Theoretical	The whole	First month	First month	Quize s	Assignment s Checklists for nursing skills
70%	30%	%11	11%	3	2 3
Rating system					
Degree			Grade	Student status	
90 - 100			Excellent	Success (50-100)	
80 - 89			Very good		
70 - 79			Good		
60-69			Satisfactory		
50-59			Sufficient		
(45-49)			Under process or fail	Failure (49-0)	
(0-44)			Fail		
12. Sources:					
References					
- Medical Physiology Ganong 23 <sup>rd</sup> . ed. 2010					
- Anatomy & Physiology for Nursing Martini 2011					
- Anatomy & Physiology Ross & Wilson 2010					

## Course Description Form

1. Course Name:	Computer Science / Level Two
2. Course Code:	COS(205)
3. Semester / Year:	First semester / 2025
4. Description Preparation Date:	15/9/2025
5. Available Attendance Forms:	(In-person Attendance)
6. Number of Credit Hours (Total) / Number of Units (Total)	1 hrs (Theoretical) 2 hrs. (Lab.) / 2credit hour
7. Course administrator's name (mention all, if more than one name)	Name: Mahmood Khuadair Mohammed Email: mahmood.alkhazaali@mu.edu.iq
8. Course Objectives:	<p>At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>12.1.1. <b>Define</b> the fundamental concepts of computer networks, information security, and e-commerce, and recognize the integration between them and Artificial Intelligence (AI) systems.</li> <li>12.1.2. <b>Explain</b> the technical methodologies underlying AI, such as Machine Learning (ML) and Neural Networks, and distinguish them from traditional software engineering approaches.</li> <li>12.1.3. <b>Identify</b> AI application domains across vital sectors (Medicine, Finance, Transportation, Education) and the anticipated benefits of each application.</li> <li>12.1.4. <b>Analyze</b> the emerging geopolitical and social challenges and crises resulting from technological superiority and the digital arms race between nations.</li> <li>12.1.5. <b>Understand</b> the structure of the future labor market, differentiating between roles subject to full automation and those that will be augmented by AI.</li> <li>12.1.6. <b>Apply</b> core technical skills in network configuration, security implementation, and the diagnosis and repair of hardware and software faults.</li> <li>12.1.7. <b>Efficiently</b> utilize various AI tools to execute daily and academic tasks.</li> <li>12.1.8. <b>Critically</b> evaluate technical outputs and digital content, with the ability to detect</li> </ul>

algorithmic bias and misinformation.

12.1.9. **Propose** innovative solutions for real-world problems using AI techniques, such as traffic route optimization or personalized learning experiences.

12.2. Behavioral objectives:

12.2.1. **Adhere** to digital professional ethics, particularly regarding data privacy, academic integrity, and responsibility when utilizing intelligent tools.

12.2.2. **Foster** informed trust in technology by utilizing digital solutions (e.g., electronic payments) with awareness and caution, avoiding both technophobia and blind trust.

12.2.3. **Adopt** a "Growth Mindset" for continuous learning to keep pace with the rapid obsolescence of technical tools and the emergence of alternative technologies.

12.2.4. **Develop** a sense of social responsibility toward technological risks, such as the manipulation of public opinion or the digital divide within society.

12.2.5. **Identify** the balance between humans and machines, maintaining the conviction that AI is an augmentative tool designed to enhance human capabilities, rather than a substitute for the creative human mind.

## 9. Teaching and Learning Strategies

Lectures, Discussion and Participation, Practical Applications, Problem-Based Learning(PBL) , Guided Discovery Learning, Brainstorming

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit	Learning method	Evaluation method
1 <sup>st</sup> week	T: 1 L: 2	The student should be able to: Define the concept of computer networks, their importance, classification, and components. Explain the basic concepts of network security and types of threats. Distinguish the tools and components that used in networks. Apply basic network security procedures. Identify and troubleshoot common network problems. Understand the importance of digital privacy. Appreciate the role of information security in protecting personal and institutional data.	Computer Networks and Security	Lecture, Discussion and Participation , (PBL)	Quiz, Written Exam, Practical Application
2 <sup>nd</sup> week	T: 1 L: 2	Define the concept of e-commerce and its basic tools in the digital age. Explain the different types of electronic banking services. Identify the functions of various banking channels (ATMs, telephone banking, and mobile applications). Understand the mechanism of electronic alerts. Distinguish between the different types of bank cards and how to use them securely. Simulate efficient banking transactions via	E-Commerce	Lecture, Discussion and Participation	Quiz, Written Exam,

		<p>applications.</p> <p>Apply security procedures when dealing with text messages and banking links to avoid fraud.</p> <p>Promote informed confidence in using digital financial solutions.</p> <p>Reduce reliance on paper cash.</p>			
3 <sup>rd</sup> week	T: 1 L: 2	<p>Identify the difference between hardware and software malfunctions.</p> <p>Classify common problems encountered by computer users.</p> <p>Explain the scientific steps of the diagnostic process before starting repairs.</p> <p>Recognize the software and hardware tools used in testing and maintenance.</p> <p>Use operating system tools to fix software errors.</p> <p>Perform preventive maintenance procedures to extend the lifespan of the device and avoid unexpected malfunctions.</p>	computer Troubleshooting	Lecture Discussion and Participation Practical Applications Guided Discovery Learning	Short exam Written exam Practical application
4 <sup>th</sup> week	T: 1 L: 2	<p>Define artificial intelligence and differentiate it from traditional programming.</p> <p>Review the major historical milestones in the development of artificial intelligence.</p> <p>Explain basic methodologies and techniques (such as machine learning and neural networks) in a simplified manner.</p>	Introduction to AI (I)	Lecture Discussion and Participation	Short exam Written exam
5 <sup>th</sup> week	T: 1 L: 2	<p>Identify ethical and social challenges (such as privacy, bias, and data security).</p> <p>Compare different types of artificial intelligence.</p> <p>Evaluate the impact of artificial intelligence technologies on various professional fields and the job market.</p> <p>Develop a critical awareness of the ethics associated with the use of artificial intelligence in society.</p> <p>Appreciate the importance of individual and institutional responsibility when dealing with emerging technologies.</p> <p>Be psychologically and professionally prepared for rapid technological changes and keep pace with them through continuous learning.</p>	Introduction to AI (II)	Lecture Discussion and Participation Brainstorming	Short exam Written exam
6 <sup>th</sup> week	First midterm exam				
7 <sup>th</sup> week	T: 1 L: 2	<p>Identify the ways artificial intelligence is present in the tools and devices we use daily.</p> <p>Explain how a virtual assistant understands voice commands.</p> <p>Recognize the applications of artificial intelligence in different sectors.</p>	Artificial intelligence in our daily lives (I)	Lecture Discussion and Participation Guided Discovery Learning	Short exam Written exam
8 <sup>th</sup> week	T: 1 L: 2	<p>Identify the applications of artificial intelligence in various sectors.</p> <p>Utilize available artificial intelligence</p>	Artificial intelligence in our daily	Lecture Discussion and	Short exam Written exam Team task

		<p>applications on smartphones. Analyze how AI algorithms personalize content in social media and digital marketing. Evaluate the accuracy and reliability of the results provided by AI applications in everyday life. Develop awareness of how to protect privacy when using voice assistants and smart devices. Adopt a positive and balanced attitude towards relying on smart technologies without neglecting essential human skills.</p>	lives (II)	Participati on Guided Discovery Learning	
9 <sup>th</sup> week	T: 1 L: 2	<p>Identify the role of artificial intelligence in transforming the educational process from traditional to smart learning. Utilize artificial intelligence tools in academic research. Employ smart learning platforms that offer customized learning paths based on the student's level. Adhere to academic integrity and the ethics of using artificial intelligence in completing assignments and tests. Appreciate the importance of integrating the role of the human teacher with artificial intelligence as a supportive, not a replacement, tool.</p>	AI in Education	Lecture Discussion and Participati on Guided Discovery Learning	Short exam Written exam Individual task
10 <sup>th</sup> week	T: 1 L: 2	<p>Identify common techniques across both fields, such as pattern analysis for disease detection or financial fraud detection. Evaluate the quality and reliability of AI outputs in situations of uncertainty in medical diagnosis. Promote commitment to data ethics, particularly regarding health privacy and financial security. Criticize biases that may lead to unfair outcomes.</p>	AI in Healthcare & Finance	Lecture Discussion and Participati on Guided Discovery Learning	Short exam Written exam Team task
11 <sup>th</sup> week	T: 1 L: 2	<p>Understand the concepts of autonomous driving systems and how they process real-time data in the transportation sector. Understand predictive marketing mechanisms and how to predict consumer behavior based on historical data. Propose smart solutions to real-world problems such as traffic congestion. Critique the ethical issues related to "psychological manipulation" in AI-based targeted advertising.</p>	AI in Transport & Marketing	Lecture Discussion and Participati on Brainstor ming	Short exam Written exam
12 <sup>th</sup> week	T: 1 L: 2	<p>Analyze the social impacts of artificial intelligence, such as changes in job structure, human interaction, and the shaping of public opinion through social media. Understand the role of artificial intelligence in international relations, including concepts such as the "digital arms race" and technology diplomacy among major powers.</p>	AI and Society	Lecture Discussion and Participati on Brainstor ming	Short exam Written exam

		<p>Criticize technology policies and assess the equitable distribution of the benefits of artificial intelligence between rich and poor societies.</p> <p>Predict geopolitical conflicts arising from control over AI resources.</p> <p>Adopt a responsible stance regarding the spread of misinformation and its impact on social stability.</p> <p>Develop an existential awareness of the importance of human values and ethics, regardless of the level of machine intelligence.</p>			
13 <sup>th</sup> week	T: 1 L: 2	<p>Define the fundamental ethical principles of artificial intelligence, such as justice, accountability, and transparency.</p> <p>Explain the complex relationship between AI algorithms and privacy violations through surveillance and facial recognition systems.</p> <p>Explain the nature of change in the labor market and differentiate between job displacement and job enhancement.</p> <p>Commit to digital integrity and refuse to participate in the development or use of AI systems that violate personal freedoms.</p> <p>Adopt a lifelong learning mindset to keep pace with rapid changes in the labor market and ensure professional sustainability.</p>	Ethical Challenges in AI	Lecture Discussion and Participation	Short exam Written exam
14 <sup>th</sup> week	T: 1 L: 2	<p>Anticipate the trends of AI agents that not only answer questions but also perform complex and independent tasks.</p> <p>Recognize recent research in the field of "multi-modal AI that understands sound, images, and text simultaneously with human-like proficiency."</p> <p>Evaluate the intersection between AI and other technologies and how they will together accelerate the discovery of new drugs and materials.</p> <p>Adopt a mindset of technological agility and the ability to adapt to tools that may become obsolete very quickly.</p> <p>Recognize the importance of technological sovereignty and be aware of the great power race to control AI infrastructure.</p> <p>Promote cautious optimism about the future, emphasizing the role of humans as guides and leaders of AI.</p>	The Future of AI	Lecture Discussion and Participation	Short exam Written exam

15<sup>th</sup> week

Second midterm exam

### 11. Course Evaluation

Formative assessment		Final evaluation		Final Scores	
Evaluation Methods	Scores	Evaluation Methods	Scores	Evaluation Methods	Scores
Short exam	%5	First midterm	%12.5	Semester Grade	40%

		exam			
Individual assignment	%5	Second midterm exam	%12.5	Final Practical Exam	20%
Group assignment	%5			Final Theoretical Exam	40%
Total	15%	Total	25%	Total	100%

#### Grading system

Student Status	Grade	Marks
Success 50-100	Excellent	90-100
	Very good	80-89
	Good	70-79
	Satisfactory	60-69
	Sufficient	50-59
Fail 0-49	Under process or fail	45-49
	Fail	0-44

#### 12. 12.Learning Resources

- (1) Graham Brown, David Watson, "Cambridge IGCSE Information and Communication Technology", 3rd Edition (2020).
- (2) Alan Evans, Kendall Martin, Mary Anne Poatsy, "Technology In Action Complete", 16th Edition(2020).
- (3) Ahmed Banafa, "Introduction to Artificial Intelligence (AI)", 1st Edition (2024).
- (4) الدكتور عادل عبد النور، مدخل إلى عالم الذكاء الاصطناعي 2005

## Course Description Form

1. Course name:					
Ba'ath Party crimes					
2. Course code:					
CDB 206					
3. Semester/Year:					
First/2025					
4. Date the description was prepared:					
2025/1/9/					
5. Available forms of attendance:					
In – person attendance					
6. Number of study hours (total) / Number of units (total):					
2 hours of theory / 2 units					
7. Name of the course coordinator (if there is more than one, please mention it).					
Dr. Hassan Faleh Rashash, Email: Hassan.faleh@mu.edu.iq					
8. Course objectives:					
<p>At the end of the semester the student will be able to:</p> <p>1- Identify nature of the Ba'ath Party's political system and its authoritarian behaviors.</p> <p>2- Differentiate the types of violations committed by the former regime against individuals and society.</p> <p>3- Explain the legal and human rights dimensions of the crimes of the Ba'athist regime.</p> <p>4- Analyze the psychological, social, and environmental effects of these crimes on Iraqi society.</p> <p>5- Understand the concept of transitional justice, accountability mechanisms, and reparation.</p> <p>6- Promote the values of human rights, justice, and responsible citizenship.</p>					
9. Teaching and learning strategies:					
Theoretical lecture., Open discussion and dialogue., Case studies., Showing documentary clips and human rights reports., Assigning students short readings and research papers.					
10. Course structure:					
Evaluation methods	Teaching methods	Unity	Required learning outcomes	Hours	Week
Quiz	Lecture, discussion	Human rights violations	Define basic concepts. Distinguish between	Theoretical = 2	the first

			types of human rights. Understand the importance of protecting rights in a democratic framework.		
homework	Lecture	Political systems in Iraq (1921-2003)	The student should be able to: Understanding the legal context	Theoretical = 2	the second
Short exam	Analysis of legal texts	Ba'athist regime's violations of rights and freedoms	Understand the legal context Understand the evolution of political systems and their impact on rights Analyze the impact of political transformations on rights	Theoretical = 2	the third
Quiz	discussion	The regime's authoritarianism and its impact on society	Distinguish between types of violations. Relate violations to the international legal framework. Analyze the effects of these violations on Iraqi society	Theoretical = 2	Fourth
Participation	Lecture	The transitional phase and the fight against tyranny	Analyze the relationship between power and society. Interpret the mechanisms of political control. Evaluate the effects of authoritarianism on social behavior.	Theoretical = 2	Fifth
First month exam					Sixth
homework	discussion	Psychological field	Analyze the psychological impact of repression Interpret the effects of collective trauma Link repression to mental health disorders.	Theoretical = 2	Seventh
sharing	discussion	Social field	Understand the relationship between power and religion Distinguish between the political use of religion and religion as a social value Analyze the impact of politicizing religion	Theoretical = 2	Eighth

			on social stability.		
Short exam	Lecture	Religion and State	Analyze the role of the media Interpret the discourse of mobilization and incitement Evaluate the impact of the militarization of society on public awareness.	Theoretical = 2	Ninth
homework	discussion Lecture	Culture, media, and the militarization of society	Analyze the role of the media Interpret the discourse of mobilization and incitement Evaluate the impact of the militarization of society on public awareness.	Theoretical = 2	Tenth
Short exam	Lecture	Oppression, wars, and the environment	The student should be able to: Analyze environmental impact Explain the relationship between wars and environmental degradation Assess the extent of long-term environmental damage	Theoretical = 2	Eleventh
homework	Lecture discussion	Prohibited weapons and environmental pollution	Understand environmental crimes Identify internationally prohibited weapons Analyze health and environmental impacts.	Theoretical = 2	Twelfth
Participation	discussion	scorched earth policy	Analyze destructive policies Understand the objectives of scorched-earth policies Evaluate their humanitarian and economic impacts	Theoretical = 2	Thirteenth
homework	Lecture discussion	Mass graves and the bombing of places of worship	Understand the human and legal dimensions Relate these crimes to international law Assess their impact on social memory and	Theoretical = 2	Fourteenth

			reconciliation.			
Second month exam						Fifteenth
11. Course evaluation						
Grades		Final evaluation		Formative assessment		
Total		First month	First month	Homework	sharing	Short exam
%70	30%	%11	11%	4	2	2
Rating system						
Degree		Grade		Student status		
90 - 100		Excellent		Success (50-100)		
80 - 89		Very good				
70 - 79		Good				
60-69		Satisfactory				
50-59		Sufficient				
(45-49)		Under process or fail 45-49		Failure (49-0)		
(0-44)		Grade				
12. Sources:						
1- Ayman Abdel Aziz, International Responsibility for the Crime of Genocide, 1st ed., Dar Al-Ulum for Publishing and Distribution, Cairo.						
2-Jundi Abdel Malik, The Criminal Encyclopedia, vol. 3, Dar Ihya Al-Turath Al-Arabi, Beirut, 1990.						
-3 Martyrs Foundation Archives						

# Third Stage

## Course Description Form

1. Course Name:	
	Maternal and neonatal nursing
2. Course Code:	
	NUR(301)
3. Semester / Year:	
	1 <sup>st</sup> semester/ 2025
4. Description Preparation Date:	
	2025-10-1
5. Available Attendance Forms:	
	(In person Self- Attendance)
6. Number of Credit Hours (Total) / Number of Units (Total)	
	3 hrs (Theoretical) 2 hrs. (Lab.) clinical 12 / 8 credit hour
7. Course administrator's name (mention all, if more than one name)	
	Name: Hanan Rasool Hameed Email: hanan.rasool@mu.edu.iq
8. Course Objectives:	
<p>At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>8.1. Identify the normal physiological and psychological changes during pregnancy, labor, and the postpartum period.</li> <li>8.2. Assess the pregnant woman and the newborn systematically using appropriate nursing assessment tools.</li> <li>8.3. Outline effective communication techniques to build therapeutic relationships with women and families during the reproductive cycle.</li> <li>8.4. Discuss common obstetrical and gynecological disorders across various stages of the woman's reproductive life.</li> <li>8.5. Provide holistic and safe nursing care for women during antenatal, intranatal, and postnatal periods.</li> <li>8.6. Identify high-risk pregnancies and recognize their related physical and physiological complications.</li> <li>8.7. Discuss nutritional assessment and identify women with nutritional deficiencies or related complications during pregnancy.</li> <li>8.8. Utilize the nursing process to plan, implement, and evaluate care for women with obstetric and gynecological problems.</li> <li>8.9. Emphasize preventive and health-promotive aspects of maternal and newborn care, including family planning and health education.</li> </ul>	

- 8.10. Implement nursing care for women with:
  - 8.10.1. Hypertensive disorders of pregnancy
  - 8.10.2. Hemorrhagic conditions
  - 8.10.3. Infections during pregnancy
  - 8.10.4. Postpartum complications
- 8.11. Demonstrate maternity nursing procedures related to:
  - 11.1. Antenatal examination
  - 11.2. Leopold's maneuvers
  - 11.3. Fetal heart sound monitoring
  - 11.4. Assisting in normal delivery
  - 11.5. Episiotomy care and perineal repair
  - 11.6. Postnatal and newborn assessment
- 8.12. Analyze critically the condition of women with gynecological and reproductive system diseases.
- 8.13. Apply scientific and evidence-based approaches in providing nursing care to women throughout the childbearing cycle.
- 8.14. Identify the needs of women with special reproductive health conditions (e.g., infertility, menopause, malignancies).

## 9. Teaching and Learning Strategies

- 9.1. lecture.
- 9.2. Discussion.
- 9.3. (Lab Training)Simulation, role Play) .

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit	Learning method	Evaluation method
1 <sup>st</sup> week	T: 3 C:12 L: 2	Human Reproductive Anatomy and Physiology Describe the structure and function of the male and female reproductive systems.	Human Reproductive Anatomy and Physiology Puberty Reproductive systems (anatomy & physiology of male & female reproductive system)	Lecture. Discussion Simulation Role Play.	Written exam (Quizzes). -Written practicum exam. -Practicum exam. -Checklist.
2 <sup>nd</sup> week	T: 3 C:12 L: 2	Explain the hormonal regulation of puberty and the menstrual cycle.	Menstrual cycle	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.
3 <sup>rd</sup> week	T: 3 C:12 L: 2	Explain fetal development and maternal physiological changes during normal pregnancy.	Pregnancy Normal pregnancy Development and physiology of the fetus	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Written practicum exam. -Practicum exam.

					-Checklist.
4 <sup>th</sup> week	T: 3 C:12 L: 2	Explain maternal psychological changes during normal pregnancy.	Pregnancy Normal pregnancy Physiological & psychological changes of pregnancy	Lecture. Discussion Simulation Role Play.	-Written exam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.
5 <sup>th</sup> week	T: 3 C:12 L: 2	Apply appropriate prenatal nursing care principles to promote maternal and fetal wellbeing.	Pregnancy Normal pregnancy Prenatal care	Lecture. Discussion Simulation Role Play.	Written exam (Quizes). -Checklist.
6 <sup>th</sup> week	T: 3 C:12 L: 2	First midterm exam			
7 <sup>th</sup> week	T: 3 C:12 L: 2	identify common pregnancy complications (APH, PIH, anemia, gestational diabetes) and outline related nursing management.	Complications of pregnancy Nursing care during Ant Partum Hemorrhage Nursing care during pregnancy Induced Hypertension Nursing care during anemia. Nursing care during Gestational Diabetes	Lecture. Discussion Simulation Role Play.	Written exam (Quizes). -Written Checklist.
8 <sup>th</sup> week	T: 3 C:12 L: 2	Describe the onset, stages, and mechanisms of normal labor and delivery. Utilize the partograph to monitor labor progress and detect deviations from normal. Apply nursing interventions for complicated labor, obstetrical operations, induction, and augmentation of labor.	Labor & delivery Normal labor & delivery Theories of labor onset Signs of labor Components of labor Stages of labor Nursing management of each stage of labor Using of partograph in labor	Lecture. Discussion Simulation Role Play.	Written exam (Quizes). Checklist.
9 <sup>th</sup> week	T: 3 C:12 L: 2	Apply nursing interventions for complicated labor, obstetrical operations, induction, and augmentation of labor.	Complications of labor Nursing management during Complicated labor and delivery Obstetrical operation Episiotomy, forceps delivery C/S Induction and Augmentation of labo	Lecture. Discussion Simulation Role Play.. Role Play.	Written exam (Quizes). Checklist.
10 <sup>th</sup> week	T: 3 C:12 L: 2	Differentiate between hormonal, non-hormonal, and surgical contraceptive methods. Counsel women and families regarding the advantages and	Family planning Contraceptive Hormonal contraceptive Non-hormonal contraceptive	Lecture. Discussion Simulation Role Play.	-Written exam (Quizes). -Checklist.

		disadvantages of family planning methods.	Surgical contraceptive			
11 <sup>th</sup> week	T: 3 C:12 L: 2	Explain physiological changes during the normal puerperium period. Provide nursing care for women experiencing puerperal complications, including postpartum hemorrhage and infections.	Puerperium Nursing management during normal puerperium	Lecture. Discussion Simulation Role Play.	-Written exam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.	
12 <sup>th</sup> week	T: 3 C:12 L: 2	Provide nursing care for women experiencing puerperal complications, including postpartum hemorrhage and infections	Puerperium Nursing puerperium Nursing management during complicated puerperium Nursing management (PPH) Nursing management of infections	Lecture. Discussion Simulation Role Play.	-Written exam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.	
13 <sup>th</sup> week	T: 3 C:12 L: 2	Perform systematic assessment and provide immediate and daily nursing care for neonates. Explain neonatal physiological adaptation to extra uterine life.	Neonatal Nursing Care Nursing assessment and management of neonates Physiological changes and adaptation Immediate and daily neonatal care	Lecture. Discussion Simulation Role Play.	-Written exam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.	
14 <sup>th</sup> week	T: 3 C:12 L: 2	Identify common gynecological disorders, menstrual abnormalities, infertility, and benign and malignant genital tract conditions	Gynecological disorders Common gynecological disorders Benign and malignancy of genital tract Menstrual disorders Infertility	Lecture. Discussion Simulation Role Play.	-Written exam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.	
15 <sup>th</sup> week	T: 3 C:12 L: 2	Second midterm exam				
<b>11. Course Evaluation</b>						
Formative			Summative			
Evaluation Methods	Scores	Evaluation methods	Scores	Final Scores		
Quizzes	Participation	assignment	1st mid	2ndmid Practicum Mid	Total	
2	2	2	7	7	20	Theory
3	2	2	6	7	20	Lab.
					40	Theory (Final)
					20	Lab. (Final)

		100	
Grading system			
Success 50-100	Grade	Marks	
	Excellent	90-100	
	Very good	80-89	
	Good	70-79	
	Satisfactory	60-69	
	Sufficient	50-59	
Fail 0-49	Under process or fail 45-49	Fail 0-44	
12. Learning Resources			
Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family — Adele Pillitteri. 6th edition. Philadelphia: Lippincott Williams & Wilkins, ©2010. ISBN 978-1-58255-999-5			
Silbert-Flagg J. Maternal & child health nursing: Care of the childbearing & childrearing family. 8th ed. Philadelphia: Wolters Kluwer; 2018.			
Murray SS, McKinney ES, Holub K, Jones R, Scheffer KL. Foundations of Maternal-Newborn and Women's Health Nursing. 8th ed. Elsevier; 2023.			

## Course Description Form: Research Methods

1. Course Name:					
Research Methods					
2. Course Code:					
RSM 302					
3. Semester / Year:					
1 <sup>st</sup> semester+2 <sup>nd</sup> semester/ 2025-2026					
4. Description Preparation Date:					
9/9/2025					
5. Available Attendance Forms:					
(In person- Self attendance)					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hrs (Theoretical) / 2credit hour					
7. Course administrator's name (mention all, if more than one name)					
Name: Associate Professor Dr Sabah Jaafar					
Email:sabah.abd@mu.edu.iq					
8. Course Objectives:					
<b>At the end of the course the student will be able to:</b>					
<ul style="list-style-type: none"> <li>- Identify the main concepts of nursing research.</li> <li>- Identify the research problem.</li> <li>- List the source of the research problem.</li> <li>- Describe the types of research variables.</li> <li>- Discuss the types the steps of conducting literature review.</li> <li>- Differentiate between the methods and methodology.</li> <li>- Explain the research design.</li> <li>- Enumerate the types of research.</li> <li>- Identify the sample and sampling and data collection and sample size determination.</li> <li>- Selecting the measurement tool.</li> <li>- Apply the research proposal.</li> </ul>					
9. Teaching and Learning Strategies					
9.1. Lecture.					
9.2. Group Discussion.					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit	Learning method	Evaluation method
1 <sup>st</sup> week	T: 2	Identify the Research Identify the definition terms List steps of research	Introduction to nursing research	Lecture Discussion Participation	Homework Tasks activities
2 <sup>nd</sup> week	T: 2 L: 2	Define the Research problem List purposes of the problem statement. List the characteristics of problem statement.	Research Problem	Lecture. Discussion Participation	Homework Tasks activities

3 <sup>rd</sup> week	T: 2 L: 2	Generate Research title. Formulate the SMART research objectives	Research Problem	Lecture. Discussion Participation	Homework Tasks activities
4 <sup>th</sup> week	T: 2 L: 2	Define Literature review. List the purpose of literature review. Classify . List the steps of conducting literature review.	Literature review	Lecture. Discussion Participation	Homework Tasks activities
5 <sup>th</sup> week	T: 2 L: 2	List the steps of conducting literature review. Identify Ethics of academic writing	Literature review	Lecture. Discussion Participation	Homework Tasks activities
6 <sup>th</sup> week	T: 2 L: 2	1 <sup>st</sup> midterm exam (written Exam)			
7 <sup>th</sup> week	T: 2	Define methods . Identify methodology. Compare between qualitative methods and quantitative methods	Research Methods and Methodology	Lecture. Discussion Participation	Homework Tasks activities
8 <sup>th</sup> week	T: 2	Define methods . Identify methodology. Compare between qualitative methods and quantitative methods	Research Methods and Methodology	Lecture. Discussion Participation	Homework Tasks activities
9 <sup>th</sup> week	T: 2	Define research design. Describe the research design. Compare between different design. Identify the types of research	The research design qualitative and quantitative and mixed methods	Lecture. Discussion Participation	Homework Tasks activities
10 <sup>th</sup> week	T: 2	Define sample. Discuss characteristics of good sample	Sample	Lecture. Discussion Participation	Homework Tasks activities
11 <sup>th</sup> week	T: 2	Define sampling. Enumerate the steps of sampling process. Discuss the calculation of sample size.	Sampling and Sample size determination	Lecture. Discussion Participation	Homework Tasks activities
12 <sup>th</sup> week	T: 2	Identify the source of data. Discuss the data collection methods. Discuss the types of data collection and tool measurement	Measurement Tool & Data collection	Lecture. Discussion Participation	Homework Tasks activities
13 <sup>th</sup> week	T: 2	Identify the source of data. Discuss the data collection methods. Discuss the types of data collection and tool measurement	Measurement Tool & Data collection	Lecture. Discussion Participation	Homework Tasks activities
14 <sup>th</sup> week	T: 2		Review	Lecture. Discussion	Final proposal

				Participation	
15 <sup>th</sup> week	T: 2	Second midterm exam (Written Exam)			
11.Course Evaluation					
Formative			Summative		
Evaluation Methods	Scores		Scores	Final Scores	
Tasks and Activities	10%		1st mid exam	6%	Theory 30%
Final Research Proposal	8%		2 <sup>nd</sup> mid exam	6%	Final Theory 70%
Total					100%
Grading system					
Success 50-100	Grade		Marks		
	Excellent		90-100		
	Very good		80-89		
	Good		70-79		
	Satisfactory		60-69		
	Sufficient		50-59		
Fail 0-49	Under process or fail 45-49		Fail 0-44		
12.Learning Resources					
<ul style="list-style-type: none"> <li>- Rebar, C. R., Macnee, C. L., &amp; McCabe, S. (2011). Understanding nursing research: Using research in evidence-based practice.</li> </ul>					
Online resources (Pubmed, Google scholar, CINHAL) Cochrane library					

## Course Description Form

<b>1. Course Name:</b>					
Human Growth and Development					
<b>2. Course Code:</b>					
PHR 306					
<b>3. Semester / Year:</b>					
1 <sup>st</sup> semester/ 2025					
<b>4. Description Preparation Date:</b>					
2025-10-1					
<b>5. Available Attendance Forms:</b>					
(in person Self- Attendance)					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
3 hrs (Theoretical) clinical 6 / 5 credit hour					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Hanan Rasool Hameed					
Email: hanan.rasool@mu.edu.iq					
<b>8. Course Objectives:</b>					
At the end of the course the student will be able to:					
<ul style="list-style-type: none"> <li>a. Define the concepts of growth, development, and maturation, and differentiate them.</li> <li>b. Understand psychosocial theories related to human growth and development.</li> <li>c. Identify the patterns of growth and development.</li> <li>d. State the principles of child development with examples to show the understanding of the principles.</li> <li>e. Describe the physical, social, emotional, spiritual and mental development that take place during different stages of the human beings life.</li> <li>f. Measure and records a particular weight, height, head circumference on a growth chart, In addition to use of Denver development screening test.</li> <li>g. Explain the stages of growth and development throughout the human being life cycle.</li> <li>h. Identify developmental problems the Individual face during different stages of growth and development.</li> <li>i. Discuss the role of the peer group, play, school and friends on the socialization of early and middle childhood and adolescence periods.</li> </ul>					
<b>9. Teaching and Learning Strategies</b>					
9.1. lecture.					
9.2. Discussion.					
9.3. Clinical.					
9.4. (role Play) .					
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit	Learning method	Evaluation method
1 <sup>st</sup> week	<b>T: 3 C:6</b>	Introduction to Growth and Development	Identify Concept of growth and development. Recognize Pattern of growth and development Identify Stages of growth and development Factors affecting growth and development	Lecture. Discussion Simulation Role Play.	Written exam (Quizzes). -Written practicum exam.

					-Practicum exam. -Checklist.
2 <sup>nd</sup> week	T: 3 C:6	Measurement of Growth and Development	Identify Anthropometric measurement. Apply Growth chart. Recognize Developmental milestones. Apply Denver Developmental Screening Test.	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.
3 <sup>rd</sup> week	T: 3 C:6	Theories Related to Human Growth and Development	Identify Freud's theory, Erikson's theory, Piaget's theory	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.
4 <sup>th</sup> week	T: 3 C:6	Newborn Stage	Identify Physical growth Social, psychological, cognitive, and language development Play and playing. Recognize Nutrition Needs and developmental problems Accident prevention.	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.
5 <sup>th</sup> week	<b>T: 3</b> <b>C:6</b>	Infant Stage	Identify Physical growth Social, psychological, cognitive, and language development Play and playing. Recognize nutrition Needs and developmental problems Accident prevention.	Lecture. Discussion Simulation Role Play.	Written exam (Quizes). -Checklist.
6 <sup>th</sup> week	First midterm exam				
7 <sup>th</sup> week	<b>T: 3</b> <b>C:6</b>	Toddler Stage.	Identify Physical growth Social, psychological, cognitive, and language development Play and playing. Recognize nutrition Needs and developmental problems Accident prevention.	Lecture. Discussion Simulation Role Play.	Written exam (Quizes). -Written Checklist.
8 <sup>th</sup> week	<b>T: 3</b> <b>C:6</b>	Toddler Stage	Identify Physical growth Social, psychological, cognitive, and language development Play and playing. Recognize nutrition Needs and developmental problems Accident prevention.	Lecture. Discussion Simulation Role Play.	Writtenexam (Quizes). Checklist.
9 <sup>th</sup> week	<b>T: 3</b> <b>C:6</b>	Preschool Stage	Identify Physical growth Social, psychological, cognitive, and language development Play and playing. Recognize nutrition Needs and developmental problems Accident prevention.	Lecture. Discussion Simulation Role Play.. Role Play.	Written exam (Quizes). Checklist.
10 <sup>th</sup> week	<b>T: 3</b> <b>C:6</b>	Preschool Stage	Identify Physical growth Social, psychological, cognitive, and language development Play and playing. Recognize nutrition Needs and developmental	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Checklist.

11 <sup>th</sup> week	<b>T: 3</b> <b>C:6</b>	School-Age Stage	Identify Physical growth Social, psychological, cognitive, and language development Play and playing. Recognize nutrition Needs and developmental problems Accident prevention.	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.	
12 <sup>th</sup> week	<b>T: 3</b> <b>C:6</b>	School-Age Stage	Identify Physical growth Social, psychological, cognitive, and language development Play and playing. Recognize nutrition Needs and developmental problems Accident prevention.	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.	
13 <sup>th</sup> week	<b>T: 3</b> <b>C:6</b>	<b>Adolescent Stage</b>	Identify Physical growth Social, psychological, cognitive, and language development Play and playing. Recognize nutrition Needs and developmental problems Accident prevention.	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.	
14 <sup>th</sup> week	<b>T: 3</b> <b>C:6</b>	<b>Adulthood Stage</b>	Identify Physical growth Social, psychological, cognitive, and language development Play and playing. Recognize nutrition Needs and developmental problems Accident prevention.	Lecture. Discussion Simulation Role Play.	-Writtenexam (Quizes). -Written practicum exam. -Practicum exam. -Checklist.	
15 <sup>th</sup> week		Second midterm exam				
<b>11.Course Evaluation</b>						
Formative			Summative			
Evaluation Methods	Scores	Evaluation methods	Scores	Final Scores		
Quizzes	Participation	assignment	1st mid	2ndmid Practicum Mid	Total	
2	2	2	7	7	20	Theory
3	2	2	6	7	20	Lab.
					40	Theory (Final)
					20	Lab. (Final)
					100	
Grading system						
Success	50-	Grade			Marks	

100	Excellent	90-100
	Very good	80-89
	Good	70-79
	Satisfactory	60-69
	Sufficient	50-59
Fail 0-49	Under process or fail 45-49	Fail 0-44

**12.Learning Resources:**

Hockenberry, M. J., Wilson, D., & Rodgers, C. C. (2021). *Wong's essentials of pediatric nursing* (11th ed.). Mosby/Elsevier.

Kyle, T., & Carman, S. (2024). *Essentials of Pediatric Nursing* (5th ed.). Wolters Kluwer Health / Lippincott Williams & Wilkins. ISBN: 978-1975236144.

Online resources.

## Course Description Form

<b>1. Course Name:</b>	Pediatric Nursing
<b>2. Course Code:</b>	PN (306)
<b>3. Semester / Year:</b>	1 <sup>st</sup> semester/ 2025
<b>4. Description Preparation Date:</b>	9/9/2025
<b>5. Available Attendance Forms:</b>	(Self -Attendance)
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	3 hrs (Theoretical) 2 hrs. (Lab.) 12 hrs. (Clinical) / 8 credit
<b>7. Course administrator's name (mention all, if more than one name)</b>	Name: Instructor Dr. Amer Jassim Kadush Email: <a href="mailto:amer.kadoosh@mu.edu.iq">amer.kadoosh@mu.edu.iq</a>
<b>8. Course Objectives:</b>	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> <li>8.1. Identify the basic child's needs (age related needs and concerns).</li> <li>8.2. Assess the child and adolescent physically.</li> <li>8.3. Outline the communication techniques to deal with child &amp; adolescent.</li> <li>8.4. Discuss the types of accidents according to the stages of growth and development.</li> <li>8.5. Provide traumatic care for hospitalized child and adolescent.</li> <li>8.6. Identify the high risk infants and figure out their physical and physiological problems.</li> <li>8.7. Discuss nutritional assessment &amp; figure out the child's and adolescent with nutritional problems.</li> <li>8.8. Utilize the nursing process to deal with child's health problems.</li> <li>8.9. Emphasis on preventive aspects of care to promote health for children and adolescents.</li> <li>8.10. Implement nursing care for children with:             <ol style="list-style-type: none"> <li>8.10. 1. Respiratory diseases</li> <li>8.10. 2. Gastrointestinal diseases</li> </ol> </li> <li>8.11. Demonstrate pediatric nursing procedures related to:             <ol style="list-style-type: none"> <li>11.1. Restraining</li> <li>11.2. Blood withdrawal</li> <li>11.3. CSF</li> <li>11.4. Setting IV Fluid</li> <li>11.5. Giving I.M injection</li> </ol> </li> <li>8.12. Analyze critically the condition of the child and adolescent with blood diseases.</li> </ol>

8.13. Applied scientific approach during practice of nursing care with children and adolescents.

8.14. Identify the needs of children and adolescent with special needs (Handicapped children).

**9. Teaching and Learning Strategies**

9.1. Lecture.

9.2. Discussion.

9.3. (Lab Training) Simulation, role Play.

**10. Course Structure**

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit</b>	<b>Learning method</b>	<b>Evaluation method</b>
1 <sup>st</sup> week	<b>T: 3 L: 2 C: 12</b>	Define pediatric nursing and describe its scope and principles. Explain the role of the pediatric nurse in health promotion, disease prevention, and family-centered care. Identify stages of growth and development . Apply principles of traumatic care and safety in pediatric nursing practice. Adhere to ethical and legal considerations in pediatric nursing.	Overview of Pediatric Nursing	Lecture. Discussion Simulation Role Play.	Written exam (Quizzes). -Written practicum exam. -Practicum exam. -Checklist.
2 <sup>nd</sup> week	<b>T: 3 L: 2 C: 12</b>	Describe pediatric health assessment and differences. Explain techniques for obtaining pediatric health history, including prenatal, perinatal, developmental, nutritional, and immunization history. Apply age-appropriate communication strategies during pediatric assessment. Demonstrate physical examination techniques suitable for infants, toddlers, and children. Identify normal and abnormal findings in pediatric assessment.	Health Assessment for Children	Lecture. Discussion Simulation Role Play.	-Written exam (Quizzes). -Written practicum exam. -Practicum exam. -Checklist.
3 <sup>rd</sup> week	<b>T: 3 L: 2 C: 12</b>	Define high-risk newborn and identify predisposing factors. Explain the characteristics of preterm, post-term, low birth weight, and large-for-gestational-age infants. Describe common complications affecting high-risk newborns. Identify nursing	High-Risk Newborn Baby	Lecture. Discussion Simulation Role Play.	-Written exam (Quizzes). -Written practicum exam. -Practicum exam.

		assessment and management for high-risk neonates. Apply principles of thermoregulation, feeding, infection prevention, and oxygenation.			-Checklist.
4 <sup>th</sup> week	<b>T: 3</b> <b>L: 2</b> <b>C: 12</b>	Assess health history related to pediatric respiratory disorders. Identify anatomical and physiological differences of the pediatric respiratory system. Explain common respiratory disorders in children. Demonstrate nursing assessment techniques including inspection, palpation, auscultation, and monitoring oxygen saturation. Recognize normal and abnormal respiratory findings in children. Apply nursing interventions and health education related to respiratory conditions.	Respiratory System Disorders in Children	Lecture. Discussion Simulation Role Play.	-Written exam (Quizzes). -Written practicum exam. -Practicum exam. -Checklist.
5 <sup>th</sup> week	<b>T: 3</b> <b>L: 2</b> <b>C: 12</b>	Explain the structure and function of the pediatric urinary system. Identify common urological disorders in children. Assess signs and symptoms of urinary system dysfunction. Describe diagnostic methods and nursing management of pediatric urological conditions. Apply nursing care and preventive strategies related to urinary tract disorders.	Urological System Disorders in Children	Lecture. Discussion Simulation Role Play.	-Written exam (Quizzes). -Written practicum exam. -Practicum exam. -Checklist.
6 <sup>th</sup> week	<b>T: 3</b> <b>L: 2</b> <b>C: 12</b>	First midterm exam			
7 <sup>th</sup> week	<b>T: 3</b> <b>L: 2</b> <b>C: 12</b>	Describe the anatomy and physiology of the pediatric gastrointestinal system. Identify common gastrointestinal disorders in children. Assess hydration status, nutritional intake, and elimination patterns. Recognize signs of dehydration and electrolyte imbalance. Apply nursing interventions for children with gastrointestinal disorders.	Gastrointestinal System Disorders in Children	Lecture. Discussion Simulation Role Play.	-Written exam (Quizzes). -Written practicum exam. -Practicum exam. -Checklist.

8 <sup>th</sup> week	<b>T: 3</b> <b>L: 2</b> <b>C:</b> <b>12</b>	Define cleft lip and cleft palate and identify etiological factors. Describe types and clinical manifestations. Explain feeding difficulties and nutritional challenges. Identify surgical and non-surgical management. Apply nursing care before and after surgical repair. Provide family education and psychosocial support.	Cleft Lip and Cleft Palate	Lecture. Discussion Simulation Role Play.	-Written exam (Quizzes). -Written practicum exam. -Practicum exam. -Checklist.
9 <sup>th</sup> week	<b>T: 3</b> <b>L: 2</b> <b>C:</b> <b>12</b>	Explain normal hematopoiesis in children. Identify common pediatric hematological disorders. Assess clinical manifestations and laboratory findings. Describe diagnostic investigations and treatment modalities. Apply nursing care and safety measures for children with hematological disorders.	Hematological Disorders in Children	Lecture. Discussion Simulation Role Play. Role Play.	-Written exam (Quizzes). -Written practicum exam. -Practicum exam. -Checklist.
10 <sup>th</sup> week	<b>T: 3</b> <b>L: 2</b> <b>C:</b> <b>12</b>	Describe the anatomy and physiology of the pediatric cardiovascular system. Explain common congenital and acquired heart diseases in children. Assess cardiovascular status including vital signs and peripheral perfusion. Identify signs of heart failure and circulatory compromise. Apply nursing interventions and family education related to cardiovascular disorders.	Child with Cardiovascular Dysfunction	Lecture. Discussion Simulation Role Play.	-Written exam (Quizzes). -Written practicum exam. -Practicum exam. -Checklist.
11 <sup>th</sup> week	<b>T: 3</b> <b>L: 2</b> <b>C:</b>	Explain normal neurological development in children. Identify common neurological disorders in	Child with Neurological Dysfunction	Lecture. Discussion Simulation	-Written exam (Quizzes).

	<b>12</b>	pediatric patients. Assess level of consciousness, motor and sensory function. Recognize signs of increased intracranial pressure and seizures. Apply nursing management and safety measures for children with neurological dysfunction.		Role Play.	-Written practicum exam. -Practicum exam. -Checklist.
12 <sup>th</sup> week	<b>T: 3</b> <b>L: 2</b> <b>C:</b> <b>12</b>	Describe the structure and function of the pediatric endocrine system. Identify common endocrine disorders in children. Assess growth patterns, metabolic status, and hormonal imbalance. Recognize clinical manifestations and complications. Apply nursing care, monitoring, and health education related to endocrine disorders.	Endocrine System Disorders in Children	Lecture. Discussion Simulation Role Play.	-Written exam (Quizzes). -Written practicum exam. -Practicum exam. -Checklist.
13 <sup>th</sup> week	<b>T: 3</b> <b>L: 2</b> <b>C:</b> <b>12</b>	These final revision sessions aim to reinforce students' understanding of the core concepts covered throughout the Pediatric Nursing course. The sessions focus on reviewing major pediatric disorders, nursing assessment, and management principles across different body systems. Emphasis is placed on integrating theoretical knowledge with clinical application, enhancing critical thinking, and preparing students for examinations. Students are encouraged to actively participate, ask questions, and clarify any unclear topics to ensure comprehensive understanding and readiness for final evaluation.	Revision and Review Sessions	Lecture. Discussion Simulation Role Play.	-Written exam (Quizzes). -Written practicum exam. -Practicum exam. -Checklist.
14 <sup>th</sup> week	<b>T: 3</b> <b>L: 2</b> <b>C:</b> <b>12</b>	These final revision sessions aim to reinforce students' understanding of the core concepts covered throughout the Pediatric Nursing course. The sessions focus on reviewing major pediatric disorders, nursing assessment, and management principles across	Revision and Review Sessions	Lecture. Discussion Simulation Role Play.	-Written exam (Quizzes). -Written practicum exam. -Practicum exam.

		different body systems. Emphasis is placed on integrating theoretical knowledge with clinical application, enhancing critical thinking, and preparing students for examinations. Students are encouraged to actively participate, ask questions, and clarify any unclear topics to ensure comprehensive understanding and readiness for final evaluation.			-Checklist.
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15 <sup>th</sup> week	Second midterm exam				
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**11.Course Evaluation**

Formative			Summative			
Evaluation Methods	Scores	Evaluation methods	Scores	Final Scores		
Quizzes	Participation	assignment	1 <sup>st</sup> mid	2 <sup>nd</sup> mid Practicum Mid	Total	Evaluation
2	2	2	7	7	20	Theory
3	2	2	6	7	20	Clinical + Lab.
					40	Theory (Final)
					20	Lab. (Final)
					100	Total

**Grading system**

Success 50-100	Grade	Marks
	Excellent	90-100
	Very good	80-89
	Good	70-79
	Satisfactory	60-69
	Sufficient	50-59
Fail 0-49	Under process or fail 45-49	Fail 0-44

**12.Learning Resources:**

Hockenberry, M. J., Wilson, D., & Rodgers, C. C. (2021). Wong's essentials of pediatric nursing (11th ed.). Mosby/Elsevier.

Kyle, T., & Carman, S. (2024). Essentials of Pediatric Nursing (5th ed.). Wolters Kluwer Health / Lippincott Williams & Wilkins. ISBN: 978-1975236144.

Online resources.

# Fourth Stage

## Course description form

1. Course name:	Community Health Nursing				
2. Course code:	NUR 401				
3. Semester/Year:	First and Second Semester				
4. Date the description was prepared:	9/9/2025				
5. Available forms of attendance:	(In person Self -attendance)				
6. Number of study hours (total) / Number of units (total):	3 hours of theory, 12 Clinic / 7 Credit				
7. Name of the course coordinator (if there is more than one, please mention it).	Assistant Professor Dr. Ali Hussein Abbas Email: <a href="mailto:ali.abbas@mu.edu.iq">ali.abbas@mu.edu.iq</a>				
8. Course objectives:	<p>By the end of the semester, the student will be able to:</p> <ul style="list-style-type: none"> <li>● 8.1. Apply fundamental knowledge of community health nursing by implementing the nursing process in community settings.</li> <li>● 8.2. Perform and apply the role of a community health nurse in community settings.</li> <li>● 8.3. Understand the appropriate nursing care for the community based on its needs and problems.</li> <li>● 8.4. Use and compare the different roles, functions, and settings of community health nursing (public health nursing, school nursing, home nursing, and occupational health nursing).</li> </ul>				
9. Teaching and learning strategies:	9.1. Indirect: Lecture 9.2. Participatory: Discussion and participation 9.3. Experiential learning: Role-playing, field visits				
10. Course structure:					
Week	Hours	Required learning outcomes	Unit	Teaching methods	Evaluation
The first	T = 3 C= 12	The student should be able to: - Understand the vocabulary (health, illness, community) - Differentiate between community health and public health - Understand the philosophy of community health nursing	Introduction to Community Health Nursing.	Lecture Discussion Writing a summary	Short quiz Written exam

		- Understand the basic techniques in community health nursing			
The second	T = 3 C= 12	The student should be able to: - List the dimensions of the nursing process in community health - Understand the dimensions of health, healthcare, and nursing - Understand the impact of each dimension on public health	Dimension of Community Health Nursing.	Lecture Discussion Writing a summary	Short quiz Written exam
The third	T = 3 C= 12	The student should be able to: - Understand the assessment process - Understand the dimensions of assessment - Understand assessment tools and methods - Apply assessment strategies to the community	Community Assessment.	Lecture Discussion Writing a summary	Implementin g a visit
The fourth	T = 3 C= 12	The student should be able to: - Assess health history. - Identify nursing and health services in primary healthcare centers. - Understand primary healthcare programs such as school health, vaccinations, and maternal and child health. - Evaluate normal outcomes of primary Short quiz Written examhealthcare. - Distinguish between abnormal outcomes such as the spread of communicable diseases.	Primary Health Care (PHC).	Lecture Discussion Writing a summary	Short quiz Written exam Implementin g a visit
The fifth	T = 3 C= 12	The student should be able to: - Understand the importance of home health services and how they contribute to improving the health of individuals and families. - Identify the target groups who can benefit from home health services. - Apply health assessment and treatment strategies at home. - Evaluate the impact of home visits on preventive screenings and health management. - Describe the roles and responsibilities of a community health nurse in providing home healthcare services.	Home Health Care Services.	Lecture Discussion Writing a summary	Short quiz Written exam Implementin g a visit
The sixth	The first month exam				
Seventh	T = 3	- Explaining the concept	Family Health	Lecture	Short quiz

	C= 12	<p>of family care and its role in promoting public health.</p> <ul style="list-style-type: none"> <li>- Identifying the diverse needs of families and how to meet them.</li> <li>- Implementing strategies to support families during challenging times.</li> <li>- Raising awareness about common illnesses and their impact on families.</li> <li>- Developing effective communication skills with family members.</li> <li>- Assessing the impact of socioeconomic factors on family health.</li> </ul>	Services.	Discussion Writing a summary	Written exam
Eighth	T = 3 C= 12	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>- Possess comprehensive knowledge about proper nutrition for mothers and children.</li> <li>- Understand healthcare for the stages of a child's growth and development from birth through infancy.</li> <li>- Assess potential health risks that mothers and children may face.</li> <li>- Recognize common problems such as colic and fever in infants.</li> </ul>	Maternal and Child Health Care Services (MCH)	Lecture Discussion Writing a summary	Short quiz Written exam
Ninth	T = 3 C= 12	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>- Understand the importance of school health services and their role in promoting student health.</li> <li>- Identify essential health programs offered by schools, such as vaccinations and screenings.</li> <li>- Implement a process of educating teachers and students on how to prevent common illnesses.</li> <li>- Understand strategies for promoting students' mental and emotional</li> </ul>	School health Services.	Lecture Discussion Writing a summary	Short quiz Written exam Implementing a visit

		<p>well-being.</p> <ul style="list-style-type: none"> <li>- Assess the impact of the school environment on students' health and well-being.</li> <li>- Promote family involvement in school health services and their impact on children's health.</li> </ul>			
Tenth	T = 3 C= 12	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>- Understand the importance of occupational health and its role in maintaining the safety and health of workers and preventing injuries.</li> <li>- Identify health risks associated with different work environments.</li> <li>- Assess the impact of the work environment on employee productivity and overall health.</li> </ul>	Occupational Health Care Services.	Lecture Discussion Writing a summary	Short quiz Written exam Implementing a visit
Eleventh	T = 3 C= 12	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>- Understanding basic concepts of home visits.</li> <li>- Understanding home visits and visits to nursing homes.</li> <li>- Listing the objectives of a home visit.</li> <li>- Describing the home visit process (its stages) and the activities it includes.</li> </ul>	Home Visits	Lecture Discussion Writing a summary	Implementing a visit
Twelfth	T = 3 C= 12	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>- Understanding the importance of environmental health and its role in promoting public health.</li> <li>- Identifying environmental factors that affect health, such as air, water, and food pollution.</li> <li>- Educating participants on how to protect the environment as part of improving health.</li> </ul>	Environmental Health and Safety Services.	Lecture Discussion Writing a summary	Short quiz Written exam
Thirteenth	T = 3	The student should be	Care of Women	Lecture	Short quiz

h	C= 12	able to: - Understanding the biological differences, other variables, needs, and health problems specific to women, men, and the elderly. - Implementing strategies to promote public health for each group, taking into account variables such as age, gender, environment, and others. - Understanding health promotion methods that emphasize the importance of effective communication with healthcare providers serving specific groups.	and Men	Discussion Writing a summary	Written exam
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Fourteenth	T = 3 C= 12	The student should be able to: - Understanding the importance of healthy nutrition and its impact on overall health. - Identifying the components of a balanced diet and their different roles. - Educating the community on how to read food labels and understand nutritional information.	Nutrition Health Services.	Lecture Discussion Writing a summary	Short quiz Written exam
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<b>fifteenth</b>	<b>Second month exam</b>				
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11. Course evaluation						
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	Grades		Final evaluation		Formative assessment		
	The whole	Second month	First month	Homework	sharing	Short exam	
theoretical	%20	%7	%7	2	2	2	
Clinic	%20	%7	%6	2	2	3	
Final theory	%40						
Final Clinic	%20						
Total	%100						

<b>Rating system</b>						
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<b>Degree</b>	<b>Grade</b>	<b>Student status</b>
90 - 100	<b>Excellent</b>	<b>Success (50-100)</b>
80 - 89	<b>very good</b>	
70 - 79	<b>good</b>	
60-69	<b>Satisfactory</b>	
50-59	<b>acceptable</b>	
(45-49)	<b>Under processing or sediment</b>	<b>Failure (49-0)</b>
(0-44)	<b>Precipitate</b>	

12. Sources:

- Stanhope, M., Lancaster, J., Jessup-Falcioni, H., & Viverais-Dresler, G. (2014). Community health nursing in Canada. Elsevier Health Sciences.
- Allender, J. A., Rector, C. L., & Warner, K. D. (2016). Community health nursing: promoting and protecting the public's health . Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

## Course description template

1. Course name:					
Health Promotion					
2. Course code:					
NUR 405					
3. Semester/Year:					
First and Second Semester					
4. Date the description was prepared:					
9/9/2025					
5. Available forms of attendance:					
(In person Self -Attendance)					
6. Number of study hours (total) / Number of units (total):					
2 hours of theory / 2 units					
7. Name of the course coordinator (if there is more than one, please mention it).					
Assistant Professor Dr. Ali Hussein Abbas Email: <a href="mailto:ali.abbas@mu.edu.iq">ali.abbas@mu.edu.iq</a>					
8. Course objectives:					
By the end of the semester, the student will be able to:					
8.1. Understand and describe the concept of health promotion and related concepts.					
8.2. Describe theories of human behavior and health, and models of health promotion.					
8.3. Explain the key areas of nursing practice in the field of health promotion.					
8.4. Apply the nursing process in the field of health promotion.					
8.5. Identify the factors that influence the roles of nurses in health promotion.					
9. Teaching and learning strategies:					
9.1. Indirect: Lecture					
9.2. Participatory: Discussion and Participation					
10. Course structure:					
Week	Hours	Required learning outcomes	Unit	Teaching methods	Evaluation
1 <sup>st</sup>	T = 2	The student should be able to: • Understand the following terms (health, disease, health promotion, prevention, protection) • Differentiate between levels of health and levels of disease • Understand the public health scale for the community • Recognize the importance of health education in promoting health	Introduction and overview of health and health promotion	Lecture Discussion Writing a summary	Short quiz Written exam
The second	T = 2	The student will be able to: • Understand the key concepts related to theories of human behavior and their impact on health. • Identify the relationship between healthy behaviors and an individual's daily practices.	Theories of human behavior and health	Lecture Discussion Writing a summary	Short quiz Written exam

		<ul style="list-style-type: none"> <li>• Differentiate between various theories, such as preventive behavior theory and health belief theory.</li> <li>• Analyze how these theories can be used to develop strategies for health promotion and behavioral change.</li> </ul>			
3 <sup>rd</sup>	T = 2	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basic principles of health promotion theory and its impact on health behaviors.</li> <li>• Identify the key elements that contribute to health promotion at the individual and community levels.</li> <li>• Evaluate existing health promotion programs and their effectiveness using the principles of the theory.</li> <li>• Recognize strategies based on health promotion theory to improve health outcomes.</li> </ul>	Health Promotion Model	Lecture Discussion Writing a summary	Short quiz Written exam
The fourth	Theory = 2	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basic steps for developing a health promotion and prevention plan.</li> <li>• Identify the main challenges to implementing health promotion plans in communities.</li> <li>• Design strategic plans that include evidence-based improvements to health promotion and prevention.</li> <li>• Evaluate the ongoing effectiveness of implemented plans and their impact on public health.</li> </ul>	Health Promotion and Prevention Development Plan	Lecture Discussion Writing a summary	Short quiz Written exam
The fifth	Theory = 2	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the diverse dimensions that nurses face in health promotion and prevention.</li> <li>• Identify key areas of nursing practice, such as health education, complementary care, and counseling.</li> <li>• Analyze intervention strategies used to promote health in different communities.</li> <li>• Develop a basic understanding of leadership skills for collaborating with healthcare teams to achieve better health outcomes.</li> </ul>	Key areas of nursing practice in health promotion	Lecture Discussion Writing a summary	Short quiz Written exam
The sixth					
Seventh	Theory = 2	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the multiple roles that nurses can play in promoting health.</li> <li>• Differentiate between various tasks, such as health education, guidance, and counseling.</li> <li>• Analyze the impact of nursing practices on health behavior and disease prevention.</li> <li>• Know and describe effective strategies</li> </ul>	The Nurses roles in promoting health	Lecture Discussion Writing a summary	Short quiz Written exam

		for communicating with patients and communities to promote healthy behaviors.			
Eighth	T = 2	The student should be able to: <ul style="list-style-type: none"> <li>• Understand the concept of the nursing process and its phases (assessment, diagnosis, planning, implementation, and evaluation).</li> <li>• Apply the nursing process in the context of health promotion and disease prevention.</li> <li>• Understand the application of holistic care in health promotion based on an assessment of the needs of individuals and communities.</li> <li>• Evaluate the effectiveness of implemented health interventions and modify them based on the results obtained.</li> </ul>	Using the nursing process in the health promotion	Lecture Discussion Writing a summary	Short quiz Written exam
Ninth	T= 2	The student should be able to: <ul style="list-style-type: none"> <li>• Understand the general concept of risk factors that may affect the success of health promotion programs.</li> <li>• Identify the social, economic, and environmental factors that may hinder program implementation.</li> <li>• Analyze how individual and community behaviors affect the effectiveness of these programs.</li> <li>• Develop strategies to reduce risk factors and increase the chances of success for health promotion programs in the community.</li> </ul>	The Risk factors when implementing health promotion programs	Lecture Discussion Writing a summary	Short quiz Written exam
Tenth	T= 2	The student will be able to: <ul style="list-style-type: none"> <li>• Understand the importance of effective communication in health promotion and health education.</li> <li>• Identify communication strategies used to communicate effectively with individuals and groups.</li> <li>• Apply effective communication skills, including active listening and empathy, in nursing practice.</li> <li>• Evaluate the impact of effective communication on changing health behaviors and improving health outcomes.</li> </ul>	Using effective communication in the health promotion Program	Lecture Discussion Writing a summary	Short quiz Written exam
Eleventh	T= 2	The student should be able to: <ul style="list-style-type: none"> <li>• Understand the concept of culture and its impact on individuals' health-related behaviors and habits.</li> <li>• Identify different lifestyles and how they affect public health.</li> <li>• Analyze the relationship between culture and the importance of health education in promoting healthy lifestyles.</li> <li>• Recognize strategies that align with</li> </ul>	The concept of culture and lifestyle in promoting health	Lecture Discussion Writing a summary	Short quiz Written exam

		cultural beliefs to promote health and encourage positive lifestyle changes.			
Twelfth	T = 2	The student will be able to: <ul style="list-style-type: none"> <li>• Understand the importance of health promotion at every stage of life, from childhood to old age.</li> <li>• Identify the different health challenges and opportunities at each age.</li> <li>• Design health promotion programs tailored to the needs of each age group, such as children, adolescents, adults, and the elderly.</li> <li>• Analyze the impact of lifestyles on health at different stages of development and how to improve health outcomes across the lifespan.</li> </ul>	Promoting health across the lifespan	Lecture Discussion Writing a summary	Short quiz Written exam
Thirteenth	T = 2	The student should be able to: <ul style="list-style-type: none"> <li>• Understand the role of technology in promoting health and preventing disease.</li> <li>• Identify the types of technology used in health education, such as health apps and wearable devices.</li> <li>• Analyze the impact of technology on health behaviors, such as self-tracking and health monitoring.</li> </ul>	Using technology in the field of health promotion	Lecture Discussion Writing a summary	Short quiz Written exam
Fourteenth	T = 2	The student should be able to: <ul style="list-style-type: none"> <li>• Understand the importance of evaluating health promotion programs and methods for measuring their effectiveness.</li> <li>• Identify different success criteria for evaluating performance and health outcomes.</li> <li>• Analyze data used in program evaluation and accurately interpret the results.</li> </ul>	Evaluating the effectiveness of health promotion	Lecture Discussion Writing a summary	Short quiz Written exam
fifteenth	Second month exam				
<b>11. Course evaluation</b>					
Grades		Final evaluation		Formative assessment	
Total		First month	First month	Homework	sharimg Short exam
theoretical	%30	%10	%10	3	2 5
Final theoretical	%70				
Total	%100				
<b>Rating system</b>					
Degree		Appreciation		Student status	
		90 - 100	privilege	Success (50-100)	
		80 - 89	very good		
		70 - 79	good		
		60-69	middle		

50-59	acceptable	Failure (49-0)
(45-49)	Under processing or sediment	
(0-44)	Precipitate	

12. Sources:

- Stanhope, M., Lancaster, J., Jessup-Falcioni, H., & Viverais-Dresler, G. (2014). Community health nursing in Canada. Elsevier Health Sciences.
- Allender, J. A., Rector, C. L., & Warner, K. D. (2016). Community health nursing: promoting and protecting the public's health . Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

## Course description

1. :Course name	Health psychology
2. :Course code	410 HPN
3. :Semester/Year	First Semester / 2025
4. :Date the description was prepared	9/9/2025
5. :Available forms of attendance	Face-to-face
6. :(Number of study hours (total) / Number of units (total)	2 Theoretical Hours / 2 Units
7. .(mention it Name of the course coordinator (if there is more than one, please	Teacher: Diaa Fareed J rood Email: <a href="mailto:dia.farid@mu.edu.iq">dia.farid@mu.edu.iq</a>
8. Course objectives:	
<p>:By the end of the semester , the student will be able to</p> <p>8.1 Understanding the fundamental principles and basics of psychology and becoming familiar with its various branches.</p> <p>2.8 Understanding the psychological drivers (motives) that drive a person to act, and how to classify these drivers.</p> <p>3.8 Understanding the nature of feelings and emotions and how they develop and mature in the individual.</p> <p>4.8 The ability to distinguish between cases of "frustration" (resulting from external (onobstacles) and cases of "conflict" (resulting from internal confusi.</p> <p>8.5 Discussion and analysis of scientific theories that explain how human personality is formed and develops over time.</p> <p>6.8 Studying the mechanisms of "perception and knowledge" including thinking, memory, learning methods, and intelligence levels.</p> <p>7.8 Interpreting human behavioral patterns by linking them to the principles and academic rules of psychology.</p> <p>Appreciating and understanding the nature of human actions and reactions that we 8.8 encounter in everyday interactions.</p>	

9.8 es from books into reality by applying psychological principles in Translating theoretical practical and everyday life situations.

9. : Teaching and learning strategies

- 9.1.Lecture
- 9.2.Discussion and participation
- 9.3.Educational videos
- 9.4.Field visits to psychological centers

10. :structure Course

Evaluation	Teaching methods	Unit	Required learning outcomes	Hours	Week
Short exam	Lecture discussion View educational videos Field visit	Introduction to Psychology	:The student should be able to Learn about the history of - psychology, modern perspectives on it, and what .psychologists do  Definition of psychology, - critical thinking, and .pseudopsychology  Review structural, functional, - and psychoanalytic perspectives	T=2	the first
Short exam	Lecture discussion View educational videos Field visit	Motives	:The student should be able to . Defining motivation -  the three main Describe- biological theories of .motivation Explaining how biological, - psychological, and social .theories apply to motivation	T=2	the second
Short exam	Lecture discussion View educational videos	emotions	:The student should be able to Define emotion - the biological, Recognizing- cognitive, and behavioral .components of emotion the three main Understanding-	T=2	the third

	Field visit		theories of emotion and the .feedback hypothesis facial		
Short exam	Lecture discussion View educational videos Field visit	frustration	:The student should be able to Definition of frustration T=2 Recognizing negative - behaviors of frustration Methods for dealing with frustration		Fourth
Short exam	Lecture discussion View educational videos Field visit	conflicts	:The student should be able to - Definition of conflicts - Identifying negative behaviors associated with conflicts - Conflict resolution methods	T=2	Fifth
month exam First					Sixth
Short exam	Lecture discussion View educational videos Field visit	Personality	:The student should be able to <input type="checkbox"/> Defining personality. <input type="checkbox"/> Review of the key concepts in Freud's psychoanalytic theory. <input type="checkbox"/> A comparison between psychoanalytic theories and psychodynamic theories of personality. <input type="checkbox"/> Discussion of the main criticisms of psychoanalytic theories.	T=2	Seventh
Short exam	Lecture discussion View educational videos Field visit	Attention	:student should be able to The <input type="checkbox"/> Definition of attention. <input type="checkbox"/> Review the types of attention ( such as selective attention, sustained attention,	T=2	Eighth

			<p>.( and distributed attention</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying the factors that influence attention( Such as .( internal and external factors</li> <li><input type="checkbox"/> Comparison between different attention models ( Such as the informational model and the cognitive model ).</li> <li><input type="checkbox"/> -Discussion of attention related disorders ( Such as Attention Deficit Hyperactivity .( Disorder</li> <li><input type="checkbox"/> Applying strategies to improve attention and focus in . different situations</li> </ul>		
Short exam	Lecture discussion View educational videos Field visit	perception	<p>:The student should be able to</p> <ul style="list-style-type: none"> <li>• <b>Definition of perception.</b></li> <li>• <b>Review of basic ) processes cognitive</b> Such as sensation, interpretation, and ( response.</li> <li>• <b>Identifying types of</b> Such as <b>perception</b> visual, auditory, and tactileperception .</li> <li>• <b>A comparison between different theories of perception.</b></li> <li>• <b>Discussion of factors ) affecting perception</b> Such as cultural factors and personal ( experiences</li> <li>• <b>Applying perception concepts in practical</b> Such as ) <b>situations</b> perception in work or educational</li> </ul>	T=2	Ninth

			( environments		
Short exam	Lecture discussion View educational videos Field visit	thinking	:The student should be able to <input type="checkbox"/> Explaining the components of cognitive thinking and how they affect thinking. <input type="checkbox"/> Describe the three stages of solving-problem. <input type="checkbox"/> Review the six potential solving-obstacles to problem. <input type="checkbox"/> Defining creativity and its main characteristics.	T=2	tenth
Short exam	Lecture discussion View educational videos Field visit	Learning	:The student should be able to <input type="checkbox"/> Definition of classical learning and conditioning. <input type="checkbox"/> Describe the contributions of Pavlov and Watson to classical conditioning. <input type="checkbox"/> Discussion of the six principles of classical adaptation. <input type="checkbox"/> Determining how to use classic air conditioning in everyday life. <input type="checkbox"/> Summarizing the main nces similarities and differe between classical and operant conditioning.	T=2	eleventh
Short exam	Lecture discussion View educational videos	memory	:To be able to <ul style="list-style-type: none"> <li>• <b>Definition of memory and the process of its formation.</b></li> </ul>	T=2	twelfth

	Field visit		<ul style="list-style-type: none"> <li>• <b>Discussion of the four main models of memory.</b></li> <li>• <b>Explanation of the function and process of sensory memory.</b></li> <li>• <b>Reviewing the basic -principles of short term memory(STM) and how it compares to working memory.</b></li> <li>• <b>Describe the basic features, functions, term -and types of long memory(LTM) and ‘ how to improve them.</b></li> </ul>		
Short exam	Lecture discussion View educational videos Field visit	Forgetting	:To be able to <ul style="list-style-type: none"> <li>• <b>Definition of forgetfulness.</b></li> <li>• <b>Reviewing the main causes of forgetfulness</b> Such as interference, ) forgetfulness resulting from neglect, and ( preoccupation</li> <li>• <b>Identifying the factors that influence forgetfulness</b>Such as psychological and emotional factors</li> <li>• <b>Comparison between different types of</b> Such as ) <b>forgetfulness</b> forgetfulness natural and pathological ( forgetfulness</li> <li>• <b>Discussion of strategies and techniques to reduce forgetfulness and improve memory.</b></li> </ul>	T=2	thirteenth

Short exam	Lecture discussion	intelligence	:To be able to			T=2	fourteenth
			<ul style="list-style-type: none"> <li>• <b>Definition of intelligence.</b></li> <li>• <b>Comparing the different forms and diverse theories about intelligence.</b></li> <li>• <b>Describe how intelligence is measured and the groups that fall at the extreme ends.</b></li> <li>• <b>Identifying the different theories and controversies related to multiple intelligences.</b></li> <li>• <b>Discussion of the relative contributions of nature and nurture to intelligence quotient (IQ) .</b></li> <li>• <b>Describe how and why groups differ in mental ability tests.</b></li> </ul>				
2 <sup>nd</sup> midterm exam							fifteenth
11. Course evaluation							
Grades		Final evaluation			assessment Formative		
total		Second month	First month		Assignments	sharimg	Quizzes
theoretical	%30	%10	%10		3	5	2
final theory	%70						
Total grade	%100						
Rating system							
Degree			Appreciation		Student status		
90 - 100			Excellence		(100-Success (50		

80 - 89	very good	
70 - 79	good	
60 - 69	Satisfactory	
50 - 59	acceptable	
(45-49 )	Under processing orfail	(0-Failure (49
(0-44 )	Fail	

12. :Sources

- Essen, M. W., Psychology, East Sussex, Psychology Press, 2000.
- Huffman, Karen, Psychology in Action , 7th<sup>ed</sup> ., John Wiley & Sons, Inc, 2004.
- Wade, Carole and Carole Tavis, Psychology , 7th ed., New Jersey, Perentic Hall, 2003.

## Course description

1. :Course name	Psychiatric and Mental health
2. :Course code	408 NUR
3. :Semester/Year	First Semester / 2025
4. :Date the description was prepared	9/9/2025
5. :Available forms of attendance	Face-to-face
6. :(Number of study hours (total) / Number of units (total)	3 Theory Hours / 12 Clinical Hours / 7 Academic Units
7. :(course coordinator (if there is more than one, please mention it Name of the	Teacher: Daa Fared J rood Email: <a href="mailto:dia.farid@mu.edu.iq">dia.farid@mu.edu.iq</a>
8. Course objectives:	<p>1.8 Discussing trends , principles, and concepts in psychiatric nursing.</p> <p>2.8 Understanding community nursing care (promoting mental health and preventing mental illness).</p> <p>3.8 Describing ethical and legal issues in nursing.</p> <p>4.8 Understanding theories of psychiatric nursing.</p> <p>5.8 Applying therapeutic communication and interpersonal relationships.</p> <p>6.8 Applying the nursing process in providing nursing care to the client.</p> <p>7.8 Identifying and assisting in providing specific treatment methods .</p> <p>8.8 Describing different types of mental disorders</p> <p>9.8 Identifying the client 's behaviors and problems.</p> <p>10.8 Assessing the client's mental state.</p> <p>11.8 Changing students ' attitudes toward psychiatric nursing and mental health.</p> <p>12.8 Evaluating the role of the nurse in community psychiatric nursing.</p>
9. :aching and learning strategies	Te
	9.1.Lecture
	9.2.Practical tests
	9.3.Scientific reports

9.4. Seminars  
 9.5. Field visits  
 9.6. Educational videos

10. :Course structure

Assessment methods	Teaching methods	Unit	Required learning outcomes	Hours	Week
Practical tests quizzes ' midterms ' scientific reports	Lecture Educational videos Seminars Reports	Foundations of Psychiatric– Mental Health Nursing	The student should be able to  1. Describe the characteristics of mental health and mental illness. 2. Discussion of the purpose and use of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). 3. Identifying important historical landmarks in the care of psychiatric patients. 4. Discussion of current trends in the treatment of with people mental illness. 5. (ANA) standards for -psychiatric psychiatric nursing . practice 6. Describe the	Theoretical 3 = My bed = 12	the first

			common concerns faced by students in psychiatric nursing.		
Practical tests quizzes ' midterms ' scientific reports	Lecture Educational videos Seminars Reports	Neurobiological and Psychosocial theories	The student should be able to <ul style="list-style-type: none"> <li>1. Discussion of brain structures, processes, and functions.</li> <li>2. Setting out instructions regarding brain imaging techniques for clients and families.</li> <li>3. Describe current neurobiological research and theories that form the basis of psychopharmacological treatment for mental illnesses.</li> <li>4. Discussion of the nurse's role educating in ed clients and families about current neurobiological theories and</li> </ul>	cal Theoreti 3 = My bed = 12	Second and third

			<p>medication management.</p> <p>5. Discussion of drug classes used to treat mental illnesses, their mechanism of action, side effects, and special nursing considerations .</p> <p>6. Identifying customer spones that re indicate the effectiveness of the treatment.</p> <p>7. Discussion of common barriers that hinder the maintenance of a medication regimen.</p> <p>8. Developing an educational plan for clients and families to implement the prescribed treatment regimen.</p>		
Practical tests quizzes ‘	Lecture Educational videos	Building the Nurse–Client Relationship	The student should be able to 1. Describe how	Theoretical 3 = My bed = 12	Fourth

<p>midterms , scientific reports</p>	<p>Seminars Reports</p>		<p>the nurse uses the necessary components to build and strengthen the client -nurse relationship trust, genuine ) interest, empathy, acceptance, and positive (respect.</p> <ol style="list-style-type: none"> <li>2. Describe the importance of awareness -self and the therapeutic use of self in the nt clie-nurse relationship.</li> <li>3. Explaining the importance of values, beliefs, and attitudes in developing the client -nurse relationship.</li> <li>4. Identifying awareness -self issues that can enhance or hinder the client -nurse relationship.</li> <li>5. Defining Karper's four patterns of ledge, know and providing</li> </ol>		
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			<p>examples of each.</p> <p>6. Describe the differences between social relationships, intimate relationships, and therapeutic relationships.</p> <p>7. Description and implementation of the stages of the nurse-client relationship as explained by Hildegard Biblau.</p> <p>8. Explaining negative behaviors that can hinder or reduce the client-nurse relationship.</p> <p>9. Explaining the different possible roles of the nurse (teacher, caregiver, advocate, and substitute mother) in the client-nurse relationship.</p>		
Practical	Lecture	Trauma and	The student should be	Theoretical	Fifth

<p>tests quizzes ‘ ‘ midterms ‘ scientific reports</p>	<p>Educatio nal videos Seminars Reports</p>	<p>Stress- Related Disorders</p>	<p>able to</p> <ol style="list-style-type: none"> <li>1. Discussion of the characteristics, risk factors, and dynamics of immediate term -and long individual responses to trauma and stressors.</li> <li>2. Examining the occurrence of -different long term responses to shocks and stresses.</li> <li>3. Describe responses to trauma and stressors, particularly traumatic -post stress disorder (PTSD) and dissociative identity disorder.</li> <li>4. Providing education to clients, and ‘families communities to promote prevention and early intervention in responses related to</li> </ol>	<p>3 = My bed = 12</p>	
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			<p>trauma and stressors.</p> <p>5. Applying the nursing process in caring for clients suffering from diagnoses related to trauma or stressful factors.</p> <p>6. Evaluate your own experiences, feelings, attitudes, and beliefs about responses to trauma and stress.</p>		
<p>Practical tests quizzes midterms scientific reports</p>	<p>Lecture Educational videos Seminars Reports</p>	<p>Anxiety and anxiety related disorders</p>	<p>student should be able to</p> <ol style="list-style-type: none"> <li>1. Anxiety is described as a response to stress.</li> <li>2. Describe the levels of anxiety along with the behavioral changes associated with each level.</li> <li>3. Describe current theories regarding the</li> </ol>	<p>Theoretical 3 = My bed = 12</p>	<p>Sixth and seventh</p>

			<p>causes of major anxiety disorders.</p> <ol style="list-style-type: none"><li>4. Discussion of the use of defense mechanisms by people suffering from anxiety disorders.</li><li>5. Evaluating the effectiveness of treatment, including medications, for clients suffering from anxiety disorders.</li><li>6. Applying the nursing process in caring for clients suffering from anxiety and anxiety disorders.</li><li>7. Providing education to clients, families, caregivers and communities to increase understanding about anxiety and stress disorders.</li><li>8. Examine your</li></ol>		
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			feelings, beliefs, and attitudes toward customers suffering from anxiety and disorders.		
First month exam					
Practical tests quizzes midterms scientific reports	Lecture Educational videos Seminars Reports	Obsessive-Compulsive and Related Disorders	The student should be able to <ol style="list-style-type: none"> <li>1. Discussion of the theories that cause -obsessive compulsive disorder (OCD).</li> <li>2. Describe the related compulsive disorders, -including self soothing and seeking -reward behaviors and body appearance and function disorders.</li> <li>3. Applying the nursing process caring for in clients and families suffering from -obsessive compulsive disorder.</li> <li>4. Providing education to clients,</li> </ol>	Theoretical 3 = My bed = 12	Eighth

			<p>families, caregivers, and community members to increase knowledge and understanding about</p> <ul style="list-style-type: none"> <li>-obsessive compulsive disorder and related disorders.</li> </ul> <p>5. Evaluate your feelings, beliefs, and attitudes regarding</p> <ul style="list-style-type: none"> <li>-obsessive compulsive disorder and related disorders.</li> </ul>		
<p>Practical tests quizzes , midterms , scientific reports</p>	<p>Lecture Educational videos Seminar T Reports</p>	<p>Schizophrenia Spectrum and related disorders</p>	<p>The student should be able to</p> <ol style="list-style-type: none"> <li>1. Describe the positive and negative symptoms of schizophrenia.</li> <li>2. Discussion of the different theories about the causes of schizophrenia.</li> <li>3. Evaluating the effectiveness of antipsychotic medications for clients</li> </ol>	<p>Theoretical 3 = My bed = 12</p>	<p>The ninth and tenth</p>

			<p>suffering from schizophrenia.</p> <p>4. Applying the nursing process in caring for a client with schizophrenia.</p> <p>5. Describe the functional and mental assessment of the client suffering from schizophrenia.</p> <p>6. Providing education to clients, families, caregivers, and community members to increase knowledge and understanding about schizophrenia.</p> <p>7. Describe the support and rehabilitation needs of clients with schizophrenia living in the community.</p> <p>8. Evaluate your feelings, beliefs, and attitudes regarding caring for clients with</p>		
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			schizophrenia.		
Practical tests quizzes , midterms , scientific reports	Lecture Educational videos Seminars Reports	Mood Disorders and Suicide	The student should be able to  <ol style="list-style-type: none"> <li>1. Discussion of the theories that cause depression and bipolar disorder.</li> <li>2. Describe the risk factors and characteristics of mood disorders.</li> <li>3. Applying the nursing process in caring for clients and families suffering from mood disorders.</li> <li>4. Providing education to clients, families, caregivers, and community members to increase knowledge and understanding about mood disorders.</li> <li>5. Identifying population groups at risk of suicide.</li> <li>6. Applying the</li> </ol>	Theoretical 3 = My bed = 12	Eleventh and twelfth

			<p>nursing process in the care of a suicidal client.</p> <p>7. Evaluate your ‘feelings beliefs, and attitudes regarding mood disorders and suicide.</p>		
<p>Practical tests quizzes ‘ midterms ‘ scientific reports</p>	<p>Lecture Educational videos Seminars Reports</p>	<p>Addiction</p>	<p>The student should be able to:</p> <ol style="list-style-type: none"> <li>1. Explaining trends in drug use and discussing the need for relevant prevention programs.</li> <li>2. Discussion of the characteristics, risk factors, and prevailing family dynamics in substance use disorders.</li> <li>3. Describe the principles of step -the 12 treatment approach for substance use disorders.</li> <li>4. Applying the nursing process</li> </ol>	<p>theoretical Th 3 = My bed = 12</p>	<p>thirteenth</p>

			<p>in caring for clients with substance abuse problems</p> <p>.</p> <p>5. Providing education to clients, families, and community members to increase and knowledge understanding about substance abuse.</p> <p>6. Discussion of the nurse's role in dealing with a professional suffering from chemical problems.</p> <p>7. Assess your feelings, attitudes, and responses to clients and families struggling with substance use disorders.</p>		
<p>Practical tests quizzes ' midterms '</p>	<p>Lecture Educational videos Seminars Reports</p>	<p>Cognitive Disorders</p>	<p>The student should be able to</p> <p>1. Describe the characteristics and risk factors</p>	<p>Theoretical 3 = My bed = 12</p>	<p>fourteen th</p>

<p>scientific reports</p>			<p>for cognitive disorders.</p> <ol style="list-style-type: none"> <li>2. Distinguishing between delirium and dementia in terms of symptoms, course, treatment, and outlook.</li> <li>3. Applying the nursing process in caring for clients suffering from cognitive disorders.</li> <li>4. Identifying ways to meet the needs of people who provide care for customers suffering from dementia.</li> <li>5. Providing education to clients, families, caregivers, and community members to increase knowledge and understanding about cognitive disorders.</li> <li>6. Evaluate your feelings,</li> </ol>		
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			beliefs, and attitudes toward customers with cognitive disorders.		
Practical tests quizzes ' midterms ' scientific reports	Lecture Educational videos Seminars Reports	Somatic Symptom Illnesses	:To be able to  1. Explain what is meant by "psychosomatic" illness. 2. Describe the physical illnesses represented by the symptoms and identify their three main features. 3. Discussion of the characteristics and dynamics of somatic diseases as represented by specific symptoms. 4. Distinguishing between physical illnesses represented by symptoms and artificial disorders and deception. 5. Discussion of	Theoretical 3 = My bed = 12	fifteenth

			<p>the theories that cause physical illnesses as represented by the symptoms.</p> <p>6. Applying the nursing process in caring for clients ing from suffer physical illnesses represented by symptoms.</p> <p>7. Providing education to clients, families, and the community to increase knowledge and understanding about somatic symptom disorders.</p> <p>8. Evaluate your feelings, beliefs, and attitudes regarding clients who suffer from somatic symptom disorders.</p>		
Second month exam					fifteenth

11. Course evaluation						
Grades		Final evaluation		Formative assessment		
Total		Second month	First month	duty	sharing	Short exam
theoretical	%20	%7	%7	2	2	2
practical	%20	%7	%6	2	2	3
final theory	%40					
My final work	%20					
<b>Total grade</b>	<b>%100</b>					
Rating system						
Degree		Appreciation		Student status		
90 - 100		privilege		(100-Success (50		
80 - 89		very good				
70 - 79		good				
60 - 69		middle				
50 - 59		acceptable				
(45-49 )		Under processing or sediment		(0-Failure (49		
(0-44 )		Precipitate				
12. :Sources						
-						
<ul style="list-style-type: none"> <li>• Gial W. Start, <u>Psychiatric Nursing</u> , 5th<sup>ed</sup> ., New York, Mosby, 2020 .</li> <li>• Jonson, BS, <u>Psychiatric Mental Health Nursing</u> , 4th<sup>ed</sup> ., Lippincott William and Wilkins, 2020.</li> <li>• Schultz, Judih &amp; Videbeck Sheila, <u>Manual of Psychiatric Nursing Care Plans</u> , 7th<sup>ed</sup> ., New York, Lippincott Williams Wilkins, 2005.</li> <li>• Shives, L.R., <u>Basic Concepts of Psychiatric Mental Health Nursing</u> , 6th<sup>ed</sup> ., New York, Lippincott William and Wilkins, 2005.</li> <li>• Stuart.GW, <u>Principles and Practice of Psychiatric Nursing</u> , 7th<sup>ed</sup> ., New York, Mosby, 2001.</li> <li>• Articles related to different topics from nursing journals.</li> </ul>						

## Course Description Form

1. Course Name:					
Critical Care Nursing					
2. Course Code:					
NUR(209)					
3. Semester / Year:					
1 <sup>st</sup> and 2 <sup>nd</sup> semester/ 2024					
4. Description Preparation Date:					
9/9/2025 - 13/2/2026					
5. Available Attendance Forms:					
(In person Self- Attendance)					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Theory 2 hrs/ Clinical 12 hrs / 8 credit hour					
7. Course administrator's name (mention all, if more than one name)					
Instructor Dr. Amer Jassim Kadush <a href="mailto:amer.kadoosh@mu.edu.iq">amer.kadoosh@mu.edu.iq</a>					
8. Course Objectives					
<b>Course Objective</b>		<p><b>At the end will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand the effect of the critical illness on the clients and their families.</li> <li>2. Describe the impact of the critical care environment on the clients.</li> <li>3. Discuss current monitoring techniques used in critical care settings.</li> <li>4. Relate the human responses to critical illness to the underlying path physiology.</li> <li>5. Discuss psychosocial assessment and interventions relevant to critically ill clients and their families.</li> <li>6. Utilize knowledge from the humanities and science in planning the care of critically ill adults.</li> <li>7. Demonstrate safe nursing care of critically ill adults.</li> <li>8. Utilize effective communication techniques with clients.</li> <li>9. Demonstrate competence in homodynamic and cardiac monitoring.</li> <li>10. Provide quality nursing care for clients with respiratory dysfunction.</li> <li>11. Assess and manage client with renal - urinary dysfunctions.</li> <li>12. Deal efficiently with cases of multisystem trauma.</li> <li>13. Interpret assessments findings in relation to the underling critical illness.</li> <li>14. Participate in educating critically ill clients and their families.</li> <li>15. Demonstrate professional behavior in relation to clients and members of the health team.</li> </ol>			
9. Teaching and Learning Strategies					
<b>Strategy</b>		Lecture: Discussion:			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 <sup>st</sup> week	T:2 C:12	Define the scope and principles of critical care nursing. Explain the role of the critical care nurse in	Introduction to critical care Nursing	Lecture Group discussion	Written exam Reports

		the multidisciplinary team. Identify common conditions requiring critical care management. Demonstrate knowledge of ethical and legal considerations in critical care.			Oral evaluation
2 <sup>nd</sup> week		Describe the pathophysiology and types of shock. Recognize early and late clinical manifestations of shock. Apply nursing interventions for hemodynamic stabilization. Evaluate outcomes of nursing management in shock patients.	Care of the Patient with Shock	Lecture Group discussion	Written exam Reports Oral evaluation
3 <sup>rd</sup> week	T:2 C:12	Define sepsis and septic shock according to current guidelines. Identify risk factors and early warning signs of sepsis. Apply evidence-based nursing interventions to manage sepsis. Monitor patient response to therapy and modify care accordingly.	Care of the Patient with Sepsis	Lecture Group discussion	Written exam Reports Oral evaluation
4 <sup>th</sup> week	T:2 C:12	Explain the pathophysiology and stages of AKI. Identify signs, symptoms, and diagnostic findings of AKI. Implement nursing care plans for fluid and electrolyte balance. Evaluate patient outcomes and prevent complications.	Care of the Patient with Acute Kidney Injury	Lecture Group discussion	Written exam Reports Oral evaluation
5 <sup>th</sup> week	T:2 C:12	Identify normal and abnormal cardiac rhythms on ECG strips. Differentiate between life-threatening and non-life-threatening dysrhythmias.	Interpretation and Management of Basic Dysrhythmias	Lecture Group discussion	Written exam Reports Oral evaluation
6 <sup>th</sup> week	T:2 C:12	Apply nursing and medical interventions for common dysrhythmias. Demonstrate safe use of pharmacologic and electrical management.	Interpretation and Management of Basic Dysrhythmias	Lecture Group discussion	Written exam Reports Oral evaluation
7 <sup>th</sup> week	T:2 C:12	Define principles of invasive and non-invasive hemodynamic monitoring. Interpret parameters such as CVP, PAWP, CO, and SVR. Apply nursing responsibilities in setting up and maintaining devices. Evaluate data to guide patient management decisions.	Hemodynamic Monitoring	Lecture Group discussion	Written exam Reports Oral evaluation
8 <sup>th</sup> week	T:2 C:12	Describe the etiology and risk factors of pulmonary embolism. Recognize clinical	Pulmonary Embolism	Lecture Group discussion	Written exam Reports

		manifestations and diagnostic findings. Implement immediate nursing and collaborative interventions. Evaluate effectiveness of nursing care plan and prevent complications.			Oral evaluation
9 <sup>th</sup> week	T:2 C:12	Identify causes and types of altered consciousness. Perform neurological assessment. Apply nursing interventions for airway, breathing, and safety. Apply nursing care plan.	Altered Level of Consciousness	Lecture Group discussion	Written exam Reports oral evaluation
10 <sup>th</sup> week	T:2 C:12	Differentiate between ischemic and hemorrhagic stroke. Identify risk factors and warning signs of stroke. Apply nursing interventions during acute and recovery phases. Support rehabilitation and secondary prevention strategies. Describe normal ABG values and their significance. Interpret ABG results to identify acid-base imbalances. Apply nursing interventions to correct abnormalities. Monitor patient response to interventions.	Stroke	Lecture Group discussion	Written exam Reports Oral evaluation
11 <sup>th</sup> week	T:2 C:12	Describe normal ABG values and their significance. Interpret ABG results to identify acid-base imbalances. Apply nursing interventions to correct abnormalities. Monitor patient response to interventions.	Arterial Blood Gases (ABG) Monitoring	Lecture Group discussion	Written exam Reports Oral evaluation
12 <sup>th</sup> week	T:2 C:12	Demonstrate steps of CPR and BLS.	Basic Life Support (BLS) and	Lecture Group discussion	Written exam Reports Oral evaluation
13 <sup>th</sup> week	T:2 C:12	Recognize cardiac arrest rhythms and apply ACLS algorithms. Safely use airway devices, defibrillation, and emergency drugs.	Advanced Cardiac Life Support (ACLS)	Lecture Group discussion	Written exam Reports Oral evaluation
14 <sup>th</sup> week	T:2 C:12	Identify burns. List types of burns. Classify the burns. Apply priorities of nursing care in acute burn management (airway, fluid, pain). Prevent complications and support long-term recovery.	Care of the Acutely Ill Burn Patient	Lecture Group discussion	Written exam Reports Oral evaluation

15 <sup>th</sup> week	T:2 C:12	Course Review
11. Learning and Teaching Resources :		
Theory	1 <sup>ST</sup> EXAM.: 2025 / 10 / 20	6 Degree
	2 <sup>nd</sup> EXAM: 2025 / 11 / 10	6 Degree
	3 <sup>rd</sup> EXAM 2025 / 12 / 1	6 Degree
	Quizzes and attendance:	2 Degree
	Total:	20% Degree
Clinical	20% degree for each area (final 20% degree): %10 Report 10% Oral Examination	
12. Learning and Teaching Resources :		
Required textbooks (curriculum books, if any)	Perrin, K. O., & MacLeod, C. E. (2009). Understanding the essentials of critical care nursing (p. 640). Pearson Prentice Hall. Barnes, R., Remick, J., Hughes-Gay, M., Opsahl, A., Townsend, C., Lash, R., & Ellis, R. J. B. (2023). The AACN Essentials journey. Journal of Professional Nursing, 46, 19-26.	
Main references (sources)	College of Nursing Library, Lecturer	
Recommended books and references (scientific journals, reports...)	Nursing Drugs Handbook 2018 Nursing Diagnosis NANDA	
Electronic References, Websites	Pubmed, google scholar.	