

Course Description of Maternal and Neonate Nursing

1. Course Name:	
Maternal and Neonate Nursing	
2. Course Code:	
NUR301	
3. Semester / Year:	
(Semester-based)/ third year(2025-2026)	
4. Description Preparation Date:	
20-9-2025	
5. Available Attendance Forms:	
In- person attendance (theoretical, practical)	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Theory: 3hrs Lab: 2hrs Clinical: 12hrs 17hours weekly\ 8 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr Mayada omar Elsadee Email: mayadaomar89@gmail.com Name: Soaad Abdel Hussein	
8. Course Objectives	
Course Objectives	At the end of the course the students will be able to : I. Cognitive Objectives: <ol style="list-style-type: none">Describe the structure and function of the female and male reproductive systems.Explain the phases of the menstrual cycle.Identify the stages of embryonic and fetal development.Formulate nursing diagnoses related to the needs of a pregnant woman and developing fetus.Discuss physiological and psychological



- adaptations to pregnancy.
6. **Explain** the causes and nursing interventions for common discomforts of pregnancy.
 7. **Describe** potential complications of pregnancy and their management.
 8. **Describe** the stages of labor.
 9. **List** signs of labor.
 10. **Distinguish** between false and true labor.
 11. **Describe** physiological and psychological responses to labor.
 12. **Discuss** nursing responsibilities towards the woman and her family before, during, and after normal vaginal delivery.
 13. **Explain** types, indications, benefits, risks, precautions, and contraindications for obstetric operations (Episiotomy, forceps, C/S, induction, and augmentation of labor).
 14. **Identify** possible complications of labor and delivery.
 15. **Discuss** nursing management for normal and complicated puerperium.
 16. **Explain** nursing management for the immediate and daily care of the newborn baby.
 17. **Compare** and **contrast** the advantages, disadvantages, and risk factors associated with each method of family planning.
 18. **Identify** common gynecological disorders.

II. Skills-Based Objectives:

1. **Demonstrate** the ability to assess the structure and function of the

- reproductive systems in a clinical setting.
2. **Apply** knowledge of the menstrual cycle to assess patient health and provide care.
 3. **Assess** fetal development through clinical examinations and interpret key stages of development.
 4. **Develop** comprehensive nursing diagnoses for pregnant women and their developing fetuses based on clinical data.
 5. **Implement** nursing interventions that support physiological and psychological adaptations to pregnancy.
 6. **Perform** assessments and provide nursing interventions for common pregnancy discomforts.
 7. **Manage** complications of pregnancy in collaboration with healthcare teams.
 8. **Assess** and document stages of labor in clinical practice.
 9. **Evaluate** signs of labor in a pregnant woman and provide timely interventions.
 10. **Assess** and distinguish between false and true labor through clinical observations and assessments.
 11. **Monitor** and assess physiological and psychological responses to labor and respond accordingly.
 12. **Carry out** nursing responsibilities before, during, and after a normal vaginal delivery, ensuring the well-being of the mother and family.
 13. **Demonstrate** the ability to manage obstetric operations by understanding types, indications, benefits, risks, and necessary precautions.

	<p>14. Monitor and manage complications related to labor and delivery.</p> <p>15. Provide nursing management for normal and complicated puerperium in a timely and effective manner.</p> <p>16. Assess and implement appropriate nursing care for immediate and daily newborn management.</p>
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9. Teaching and Learning Strategies

Strategy	<p>Teaching Methods</p> <ul style="list-style-type: none"> Using PowerPoint lectures. Educational videos. Guiding students to use selected websites for additional learning. <p>Evaluation Methods</p> <ul style="list-style-type: none"> Conducting short daily quizzes. Conducting monthly exams. <p>Conducting midterm and final exams.</p>
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10. Course Structure

Week	Hours	Unit/Topic	Required Learning Objectives	Learning Method	Evaluation method
1	3	Reproductive System: Puberty	Understand the anatomy and physiology of the female and male reproductive systems	Lecture , Small group , Presentation , Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> Discussion Oral tests Written tests Extracurricular activities
2	3	Pregnancy	Explain normal pregnancy,	Work shop. , discussion. Brain	<ul style="list-style-type: none"> Discussion

			methods and their advantages and disadvantages	Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> • Oral tests • Written tests Extracurricular activities
11,12	6	Puerperium	Understand and manage puerperium care	Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests Extracurricular activities
13,14	6	Neonatal Nursing Care	Assess and manage neonatal care	Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests Extracurricular activities
15	3	Gynecological Disorders	Identify and manage common gynecological disorders	Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests Extracurricular activities

• Maternal and neonatal clinical skills:

Lab:2h	• Local Abdominal	Apply all	Application,	Applicatio
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	Clinical:12 h	Examination (Leopold's Maneuver) <ul style="list-style-type: none"> • Partograph • Nursing management of the second stage of labor • Immediate Care of Neonate • Per Vaginal Examination • Fundus & lochia Assessment • Routine Care of the Neonate 	maternal and neonatal skills	Demonstration Redemonstration	n, Demonstration Redemonstration
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11.Course Evaluation

Assessment Methods\ Percentage
Semester grade (100) is distributed as follows
Semester exams (40% distributed as follows)
theoretical %20
practical %10
attendance and exams %10
60 %final (40% theoretical - 20% practical)

12.Learning and Teaching Resources

Required textbooks (curriculum books, if any)	Essential Obstetrics and Gynaecology, Ian Symonds. Fifth Edition.2013 Essentials of maternity, newborn & women's health nursing Susan Scott Ricci. 3rd ed.2013
Main references (sources)	<ul style="list-style-type: none"> ✓ Williams Obstetrics by F. Gary Cunningham, Kenneth J. Leveno, Steven L. Bloom, and Cathy M. Spong ✓ Maternity and Women's Health Care by Judith

	<p>Rhoades, Phyllis G. Davis, and Lynda A. Juarez</p> <ul style="list-style-type: none">✓ Manual of Obstetrics by Richa Saxena and Prave Kumar✓ Neonatal Intensive Care Nursing: A Case-Based Approach by Elaine M. McEwen✓ Clinical Gynecology by William H. Parker and Tommaso Falcone✓ Maternal-Child Nursing Care by Susan L. A. Johns, Mary Ann McMorro, and Maria McNally✓ Essentials of Maternity, Newborn, and Women's Health Nursing by Susan Scott Ricci, Michelle L. Ky✓ Berek & Novak's Gynecology by John O. Schorr and Jonathan S. Berek✓ Obstetric Nursing: Principles and Practice by Diane Fraser and Margaret A. Cooper
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none">1. "Obstetrics and Gynecology" by Charles R. B. Beckmann, Frank W. Ling, Barbara J. Smith, and Stephen L. Todd2. "Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family" by Adele Pillitteri3. "High-Risk Pregnancy: Management Options" by David K. James4. "Clinical Obstetrics and Gynecology" by David L. K. Gardner, Peter C. J. L. C. D. DeLancey5. "Obstetric & Gynecologic Nursing" by Deitra Leonard Lowdermilk, Shannon H. Perry, Mary C. Bobak

Course Description of Research Methods in Nursing

1.Course Name:

Research Methods in Nursing

2.Course Code:

RSM 302

3.(Semester-based)

(Semester-based) 2025-2026

4.description preparation date:5/10/2025

5.Available Attendance Modes: Attendance (theoretical)

6.Total Study Hours / Total Credits:

Theoretical: 2 hours/week

Number of study hours (total)/ 2 theoretical hours\weekly

Number of units (total): 2 units

7.Course Coordinator(s) (if more than one, please specify):

Name: Samia Farouk Mahmoud

Email: prof.samia.zag@gmail.com

Name: Mohamed mohy sahar

8-Course Objectives

I. Cognitive Objectives

At the end of the course, the students should be able to:

1. Identify the steps of the scientific research process in nursing, from defining the problem to interpreting the results.
2. Define key concepts and variables in research, classify them, and determine their role in the study.
3. Describe the characteristics of scientific research and its alignment with academic standards.
4. Differentiate between various researches methodologies and select the most appropriate one based on the study's nature.
5. Outline the essential steps of the research process, from problem identification to writing the final report.

Learning Objectives



6. Recognize the key factors to consider when selecting a research topic and their impact on study design.
7. Classify different types of research variables (e.g., independent, dependent) and explain their significance.
8. Define the objectives of scientific research and formulate them clearly.
9. Explain the characteristics of hypotheses and their importance in guiding research.
10. Differentiate between various research designs, including descriptive and experimental designs, and determine the most suitable approach.
11. Identify different data collection methods (e.g., interviews, observations, questionnaires) and apply them appropriately in research.
12. Identify data collection methods and **apply** them in scientific research (interviews, observations, questionnaires).
13. Understand the sampling process, including types of samples and how to select the appropriate sample.
14. Recognize ethical principles in scientific research and implement them in nursing-related research.
15. Interpret data and apply the results within the context of the research.

II. Skill objectives

16. Formulate the research question clearly based on the defined problem.
17. Develop scientifically accurate research hypotheses that guide the study.
18. Select the appropriate research design according to the research objectives and the nature of the sample.
19. Apply various data collection methods such as interviews, questionnaires, and observations to gather research information.
20. Conduct research interviews with participants according to scientific standards and document the data.
21. Utilize statistical analysis tools to analyze and interpret the collected data scientifically.

22. Prepare comprehensive research reports that include all research stages from design to final interpretation of results.
23. Select appropriate samples for the research based on sample size and techniques (random, stratified, etc.).
24. Apply ethical principles in data collection, handling participants, and ensuring confidentiality.
25. Write the final research report academically, presenting results and recommendations.

9. Teaching and Learning Strategies

Teaching Methods

- Using **PowerPoint lectures**.
- Educational **videos**.
- Guiding students to **use selected websites** for additional learning

Evaluation Methods

- Conducting **short daily quizzes**.
 - Conducting **monthly exams**.
- Conducting **midterm and final exams**.

Strategy

10. Course Structure

First Semester

Week	Hours	Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	2	- Identify the steps of scientific research in nursing.	Unit 1: Introduction to Scientific Research in Nursing	Lecture, Group Discussion	• Short Quiz, Discussion
2	2	- Define concepts and variables in the research problem.	Unit 2: Research Concepts and Variables	Lecture, Case Study	Oral Exam, Exercises
3	2	- Describe the characteristics of scientific research.	Scientific Research Characteristics and Objectives	Presentation, Discussion	Case Analysis Report
4	2	- Identify different types of research	Unit 3: Types of Research	Lecture, Group Work	Short Quiz

		methodologies.	Methodologies in Nursing		
5	2	- Understand the basic steps of the scientific research process.	Stages of the Scientific Research Process	Lecture, Practical Workshop	Short Quiz, Homework
6	2	- Identify factors to consider when selecting a research topic.	Formulating a Research Topic in Nursing	Lecture, Case Study Discussion	Short Quiz
7	2	- Identify types of variables in research.	Unit 4: Types of Variables in Scientific Research	Lecture, Interactive Exercises	Short Quiz, Exercises
8	2	- Understand the importance of hypotheses in scientific research.	-	Lecture, Group Discussion	Hypothesis Evaluation
9	2	- Understand research methods and their purpose.	Research Methods in Nursing	Lecture, Interactive Discussion	Short Quiz
10	2	- Apply data collection methods.	Unit 5: Data Collection Methods in Scientific Research	Workshop, Practical Experiments	Practical Exercise, Research Report
11	2	- Identify appropriate data collection methods.	Data Collection Tools (Questionnaires, Interviews)	Lecture, Training Workshop	Practical Exercise Evaluation
12	2	- Understand the sampling process in scientific research.	Unit 6: Sampling and its Methods	Lecture, Case Study Discussion	Short Quiz
13	2	- Identify ethical principles in scientific research.	Unit 7: Ethics in Scientific Research	Case Study, Data Analysis	Evaluation of Ethical Research
14 15	4	- Understand data interpretation and analysis methods.	-	Workshop, Practical Application	Practical Exercise, Short Quiz

11. Course Evaluation

The semester grade (100) is distributed as follows:

- Coursework: 30%
- Final Exam: 70%
- Quizzes: 20%
- Participation in Group Discussions: 5 points (5%)
- Absence: 5 points (5%)

The final exam (70%) includes a comprehensive evaluation of learning outcomes, covering all course units.

12. Learning and Teaching Resources

- Required textbooks

Required textbooks
(methodology if any)

1. Polit, D. F., & Beck, C. T. (2023). *Nursing research: Generating and assessing evidence for nursing practice* (12th ed.). Wolters Kluwer Health.
2. McDonald, M. L. H. (2022). *Introduction to nursing research: Incorporating evidence-based practice* (6th ed.). Lippincott Williams & Wilkins.
3. Boswell, C., & Cannon, S. C. (2022). *Fundamentals of nursing research* (6th ed.). Jones & Bartlett Learning.
4. Gable, C. M. S., & Grbich, C. S. (2021). *Research methods in nursing and health sciences* (3rd ed.). Sage Publications.
5. Morse, J. M. (2021). *Nursing research: A qualitative perspective* (6th ed.). Jones & Bartlett Learning.
6. Koller, D. L. W. (2021). *Ethical issues in nursing research* (2nd ed.). Springer.
7. O'Rourke, A. (2020). *Evidence-based nursing: The research-practice connection* (3rd ed.). Prentice Hall.

Main References
(Sources)

1. Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
2. Gray, J. R., Grove, S. K., & Sutherland, S. (2021). *The practice of nursing research: Appraisal, synthesis, and*

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

generation of evidence (9th ed.). Elsevier.

3. **Polit, D. F., & Beck, C. T. (2020).** *Essentials of nursing research: Appraising evidence for nursing practice* (9th ed.). Wolters Kluwer.
4. **Moule, P., & Goodman, M. (2017).** *Nursing research: An introduction* (4th ed.). Sage Publications.

Scientific Journals:

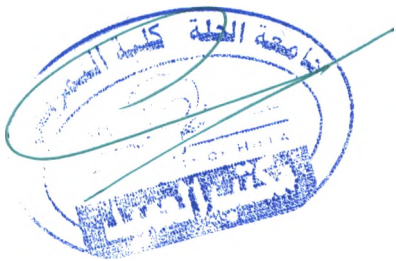
1. **Journal of Nursing Research**
 - A specialized journal in nursing research that covers a wide range of topics related to nursing practices and scientific evidence.
2. **International Journal of Nursing Studies**
 - An international journal that publishes research articles on global nursing studies, including developments in healthcare practices and clinical research.
3. **Nursing Research**
 - One of the leading journals in nursing that publishes scientific studies related to practical applications and evidence-based practices in nursing.
4. **Journal of Advanced Nursing**
 - An academic journal dedicated to publishing research that enhances nursing practice through scientific evidence and field research.

Government and International Reports:

1. **World Health Organization (WHO) Reports**
2. **National Institutes of Health (NIH) Reports**
3. **Centers for Disease Control and Prevention (CDC) Reports**
 - CDC reports on infectious diseases, prevention, and the latest research related to public health.

CINAHL (Cumulative Index to Nursing and Allied Health Electronic references,


<p>Literature)</p> <p><input type="checkbox"/> PubMed</p> <p><input type="checkbox"/> Google Scholar</p>	<p>websites</p>
<ul style="list-style-type: none">▪ Review emerging scientific websites specialized in nursing to keep up with the latest developments in nursing research methodology.▪ Develop students' skills in designing and conducting nursing research.▪ Rely on reference books such as <i>Nursing Research</i> by Polit & Beck.▪ Utilize specialized scientific journals like <i>Journal of Nursing Research</i> and PubMed to encourage ongoing scientific research.	<p>Course Development Plan</p>



Signature
م.م. مكي عمار



Course Description of Health Sociology

1.Course Name: Health Sociology	
2.Course Code HSO 303	
3.(Semester-based)	
2025 /2026(Semester-based)	
4.description preparation date: 28 \ 9 \2025	
5.Available Attendance Modes: In-person attendance (theoretical)	
6.Total Study Hours / Total Credits:	
Theory: 2h weekly, Total Credit: 2 credit	
7.Course Coordinator(s) (if more than one, please specify):	
Name: A.L : Salim Amer Yousef Email: salim_amer@hilla-unc.edu.iq	
8.Course Objectives	
Cognitive Objectives 1- The ability to understand sociology and apply it practically. 2- Dealing with student crises and social problems 3- Building cultural, scientific and quantitative foundations in the nursing department	Learning Objectives <ul style="list-style-type: none">• Brain storming• Classroom discussion• Assignments,• Library readings and Internet search
9.Teaching and Learning Strategies	
Teaching Methods <ul style="list-style-type: none">• Using PowerPoint lectures.• Educational videos.• Guiding students to use selected websites for additional learning.	Strategy 



Evaluation Methods <ul style="list-style-type: none"> • Conducting short daily quizzes. • Conducting monthly exams. Conducting midterm and final exams					
10.Course struture. First semester					
Week	Hours	Unit/Topic	Learning Outcomes	Learning Method	Assessment Method
.1	2	Introduction about sociology	TO understand what is the introduction about sociology	interactive lectures, reading	Daily exam and questions
.2	2	Social perspective	TO understand what is the social perspective	Presentation and discussions	Daily exam and questions
.3	2	Social interaction and health	TO understand Social interaction and health	Presentation and .discussions	Daily exam and questions
.4	2	Analysis sociology	Measures of Association of .sociology	Presentation and discussions	short quiz
.5	2	Social problems	TO identify the sociology .problems	Presentation and discussions	Daily exam and questions
.6	2	Health ,wellness and wellbeing	The natural History of Health .Conditions	Presentation and discussions	Daily exam and questions

7 8	4	The Family	TO identify the importance the family on society	Presentation and discussions	Daily exam and questions
9-10	4	Nurse-patient relationship	TO identify the assoiation between nurse and .patient	Presentation and discussions	Daily exam and questions
11-12	4	Nurse- client Relationship	TO identify the assoiation between nurse and .client	Presentation and discussions	Daily exam and questions
13-14	4	Nurse – doctor Relationship	TO identify the assoiation between nurse .and doctor	Presentation and discussions	Daily exam and questions
15	Final revision				

11.Course Evaluation

Quizzes	10%
Mid Exam	20%
Final Exam	70%
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Total	100%



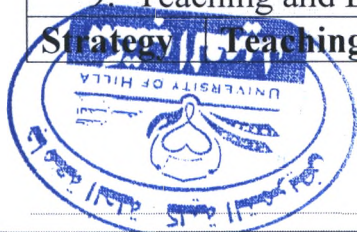
12.Learning Resources	
Required Textbooks:	1-American Sociological Association. 2013 What is Sociology? 2- www.asanet.org/employment careers21st_whatissociology.cfm
Main References:	
<input type="checkbox"/> Recommended books and supplementary materials (scientific journals, reports, etc.). <input type="checkbox"/>	
Online References and Websites:	<input type="checkbox"/> World Health Organization (WHO) PubMed Database
Course Development Plan.	The ability to understand sociology and apply it practically. 2- Dealing with student crises and social problems -Building cultural, scientific and quantitative foundations in the nursing department .



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Course Description of Nutrition & diet therapy

1. Course Name:	
Nutrition & diet therapy	
2. Course Code:	
NUT 304	
3. Semester / Year:	
Semester / first semester(2025-2026)	
4. Description Preparation Date:	
27/9/2025	
5. Available Attendance Forms:	
In person attendance (theoretical)	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 theoretical hours weekly\2 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Ass. Prof. Dr. Samia Farouk Mahmoud Email: prof.samia.zag @gmail.com Nam: Mohamed Abass Jabory	
8. Course Objectives	
Course Objectives	After the Completion of the Course students should be able to:
	<u>Cognitive objectives</u>
	<ul style="list-style-type: none"> • Know the fundamental principles of human nutrition. • Identify the relationship between nutrition and body energy. • Recognize the specification and functions of different nutritional elements. • Understand the importance of applied nutrition (curative) as an essential part of the nursing care. • Assess types of nutrition according to the category of clients. • Demonstrate ability to understand the nurse role in communicating with clients, family and health team members in different health care delivery system regarding nutritional patterns
9. Teaching and Learning Strategies	
Strategy // Teaching Methods	



Teaching Methods

- Using **PowerPoint** lectures.
- Educational **videos**.
- Guiding students to **use selected websites** for additional learning.

Evaluation Methods

- Conducting **short daily quizzes**.
 - Conducting **monthly exams**.
- Conducting **midterm and final exams**.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Students acquire information in the field of nutrition	Introduction to nutrition	Theoretical lectures using PDF, PowerPoint, whiteboard, and educational videos.	Daily Exams Term Exams Midterm Exams Final Exams
2	2	Students acquire information in the field of carbohydrates	Carbohydrates definition and classification		
3	2	Students acquire information on how to protect themselves from Carbohydrates diseases	Carbohydrates Diseases		
4	2	Students acquire information in the field of Lipids to the required level	Lipids definition and classification		
5	2	Students acquire information in the field of avoid fat diseases	Lipids Diseases		
6	2	Students acquire information in the field of Amino acids	Amino acids definition and classification of proteins		
7	2	Students acquire information about vitamins	Types of vitamins and its function		

		the types of vitamins and their benefits for the body	benefit of vitamins for the body		
8	2	Students acquire information about the importance of minerals and how to preserve them	Function of minerals types and methods of preparation		
9	2	Students acquire information about the importance of water for the body	Water and metabolism		
10	2	Students acquire information in the field of lactation	Nutrition in lactation		
11 12	4	Students acquire information in the field of pregnant nutrition	Nutrition in pregnancy		
13 14	4	Students acquire information in the field of Nutrition for pre school	Nutrition for pre school		
15	2	Students acquire information in the field of Nutrition for adult	Nutrition for adult		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, any)	ABC OF NUTRITION, Fourth Edition
Main references (sources)	Fundamentals of food , nutrition and diet therapy
Recommended books and references (scientific journals, reports...)	The Nurse Practitioners, Guide to Nutrition.2012
Electronic References, Websites	Website for nutrition and diet therapy
Course Development Plan:	Follow up on ministerial curricula approved by the Nursing Deans



Course Description of Pediatric Nursing

1. Course Name:	
Pediatric Nursing	
2. Course Code:	
NUR306	
3. Semester / Year:	
(Semester-based)/ third year(2025-2026)	
4. Description Preparation Date:	
1-10-2025	
5. Available Attendance Forms:	
In- person attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
17hours weekly\8 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Ass.Prof. Dr. Huda Shawky Mahmud Email: drhudashawkky@gmail.com	
8. Course Objectives	
Course Objectives	At the end of the course the students will be able to : 1- Cognitive Objectives <ul style="list-style-type: none">• Identify the basic child's needs (age related needs and concerns).• Assess the child and adolescent physically.• Outline the communication techniques to deal with child & adolescent.• Discuss the types of accidents according to the stages of growth and development.• Provide traumatic care for hospitalized child and adolescent.• Identify the high risk infants and figure out their physical and physiological problems.• Discuss nutritional assessment & figure out the child's and adolescent with nutritional problems.• Utilize the nursing process to deal with child's



	<p>health problems.</p> <ul style="list-style-type: none"> • Emphasis on preventive aspects of care to promote health for children and adolescents. <p>2- Skills objectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perform comprehensive pediatric assessment (physical, developmental, psychosocial) <input type="checkbox"/> Measure and interpret: <ul style="list-style-type: none"> • Vital signs (age-specific norms) • Weight, height, head circumference <input type="checkbox"/> Assess: <ul style="list-style-type: none"> • Nutritional status • Developmental milestones • Pain using age-appropriate scales <input type="checkbox"/> Administer medications safely using the “rights” of medication administration <input type="checkbox"/> Calculate accurate pediatric drug dosages <input type="checkbox"/> Perform: <ul style="list-style-type: none"> • IV therapy (as per policy) • Injections (IM, SC) • Oxygen therapy • Nebulization <input type="checkbox"/> Maintain infection control and aseptic techniques
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9. Teaching and Learning Strategies

Strategy	<ol style="list-style-type: none"> 1. Lectures 2. Classroom Discussion, group discussion, and cases discussion. <p>Teaching Media: Hand out and Data show (Slides on PowerPoint)</p> <p>Clinical Training:</p> <ol style="list-style-type: none"> 1. Nurseries, Kindergartens, Schools, and Homes for elderly people Visits. 2. Clinical Scenarios.
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10. Course Structure

Week	Hours	Unit or subject name	Required Learning Objectives	Learning Method	Evaluation method
1	17 h weekly	Historical perspective of nursing care of children at different	Understand Historical perspective of	Lecture , Small group , Presentation ,	<ul style="list-style-type: none"> • Discussion • Oral tests • Written





<p>tests Extracurricular activities</p>	<p>Work shop, discussion, Brain storming , Role-playing methods.</p>	<p>nursing care of children at different civilization and religions.</p>	<p>civilization and religions. 1. nursing care of children and adolescents 2. Child's physical health assessment and developmental assessment.</p>		
<p>• Discussion • Oral tests • Written tests Extracurricular activities</p>	<p>Work shop, discussion, Brain storming , Role-playing methods.</p>	<p>Explain Principles of children's needs:</p>	<p>Part II: Principles of children's needs: 1. Immunization. 2. Nutritional needs throughout stages. 3. Play and playing throughout stages of growth & development. 4. Accidents, injuries and its prevention 5. Birth injuries</p>	<p>17 h weekly</p>	<p>2</p>
<p>• Discussion • Oral tests • Written tests Extracurricular activities</p>	<p>Work shop, discussion, Brain storming , Role-playing methods.</p>	<p>Describe Nursing care of the newborn baby.</p>	<p>Part III: Nursing care of the newborn baby. 1. Nursing care of the newborn baby 2. Health problems of the newborn baby. 3. Nursing care of newborn baby with common problems 4. High risk related to prematurely & post maturity.</p>	<p>17 h weekly</p>	<p>3</p>
<p>• Discussion • Oral tests • Written tests Extracurricular activities</p>	<p>Work shop, discussion, Brain storming , Role-playing methods.</p>	<p>Understand Nursing care of high risk newborn baby</p>	<p>Part IV: Nursing care of high risk newborn baby 1. High risk related to physiological disorders of the newborn.</p>	<p>17 h weekly</p>	<p>4</p>



<p>Extracurricular activities</p> <ul style="list-style-type: none"> • Discussion • Oral tests • Written tests 	<p>Work shop, discussion, Brain storming, Role-playing methods.</p>	<p>Understand and manage the child with health problems related to the blood and its production The nursing care</p>	<p>Part VIII: The child with health problems related to the blood and its production The nursing care of: 1. Leukemia. 2. Hemophilia. 3. Thalassemia. 4. Sickle-cell anemia</p>	<p>17 h weekly</p>	<p>7</p>
<p>Extracurricular activities</p> <ul style="list-style-type: none"> • Discussion • Oral tests • Written tests 	<p>Work shop, discussion, Brain storming, Role-playing methods.</p>	<p>Understand the child with urological problems</p>	<p>Part VII: The child with urological problems 1. Nephritis and Nephritic syndrome. 2. Urinary tract infection. 3. William's tumor</p>	<p>17 h weekly</p>	<p>6</p>
<p>Extracurricular activities</p> <ul style="list-style-type: none"> • Discussion • Oral tests • Written tests 	<p>Work shop, discussion, Brain storming, Role-playing methods.</p>	<p>Manage Nursing care of children and adolescents with health problems:</p>	<p>Part V: Nursing care of children and adolescents with health problems: The child with nutritional disturbance: 1. Protein and energy malnutrition. 2. Kwashiorkor. 3. Marasmus. 4. Obesity. 5. Feeding difficulties. 6. Nutritional counseling</p>	<p>17 h weekly</p>	<p>5</p>
			<p>babies upon their Families. 3. High risk related to neurological disorders.</p>		



7	• Midterm exam			
8	17 h weekl y	Part IX: The child interfere with respiration and transfer of oxygen the nursing care of: 1. Asthma. 2. Bronchitis. 3. Pneumonia. 4. Cold. 5. Inhalation of foreign body.	Assess and manage The child with health problems interfere with respiration and transfer of oxygen, the nursing care	Work shop. , discussion. Brain storming , Role-playing methods.
9	17 h weekl y	Part X: The child with health problems of cardio vascular problem: 1. Nursing care of children with congenital heart disease. 2. Nursing care of children with congestive heart failure.	Identify and manage The child with health problems of cardio vascular problem	Work shop. , discussion. Brain storming , Role-playing methods.
10	17 h weekl y	Part XII: Nursing care of children with surgical cases: 1. Intestinal obstruction. 2. Intussusceptions 3. Pyloric stenosis. 4. Cleft lip and cleft- palate. 5. Imperforated anus	Identify and manage Nursing care of children with surgical cases	Work shop. , discussion. Brain storming , Role-playing methods.
				<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricula r activities
				<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities
				<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities

11	17 h weekly	Part XIII: Nursing care of children & adolescent with chronic diseases Chronic illnesses. Cerebral palsy. special needs.	Apply nursing care of children & adolescent with chronic diseases	Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities
12	17 h weekly	Part X IV: Emotional, Psychosocial consideration of the child, adolescent and the family: 1. Impact of chronic illness. 2. Family centered home care. 3. The nurse and the family of fatally ill child and adolescent.	Discuss emotional, Psychosocial consideration of the child, adolescent and the family:	Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities
13	17 h weekly	Part XV: The child with gastroenteritis: 1.Diarrhea. 2.Dehydration. 3.Vomiting. 4.Fluid and electrolytes disturbance	Illustrat the nursing care of the child with gastroenteritis	Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities
14	17 h weekly	Part XVI: The child with health problem of endocrine alteration 1.Nursing care of children with diabetes 2.The child with communicable diseases:	Identify and manage The child with health problem of endocrine alteration	Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities
15	• Final exam				



11. Course Evaluation

Assessment Methods\	Percentage
Midterm Examination	30%
2. Final Clinical Examination	20%
3. Final Theory Written Examination	40%
4. Seminars & Quizzes	10%
Total Grade	100%

12. Learning and Teaching Resources

Required textbooks (curriculum books, if any) Hockenberry, M. J., & Wilson, D. (2019). Wong's nursing care infants and children-E-book. Elsevier Health Sciences.

Electronic Websites (sources) Reference Main referenc
PubMed (<https://pubmed.ncbi.nlm.nih.gov/>)

- ClinicalKey** (<https://www.clinicalkey.com/>)
- Cochrane Library** (<https://www.cochranelibrary.com/>)
- UpToDate** (<https://www.uptodate.com/>)
- National Institute for Health and Care Excellence (NICE)** (<https://www.nice.org.uk/>)
- The Lancet - Obstetrics and Gynecology** (<https://www.thelancet.com/journals/lanog>)

Course Improvement Recommendations:

Teaching Method Improvements:

Case-Based Learning (CBL):

- Use case studies to enhance critical thinking and real-world application of concepts.
- Allow students to analyze and discuss clinical scenarios in a collaborative environment.

Incorporate Clinical Simulation:

- Use clinical simulations to enhance practical training and allow students to experience real-life situations in a controlled setting.





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<p>Implement Blended Learning:</p> <p>Combine in-person learning with interactive online platforms to offer a more flexible and engaging learning experience for students.</p>	
<ol style="list-style-type: none"> 1. Following the Bologna Process 2. Reviewing existing and emerging websites specializing in evolutionary science and development to stay current 3. Updating scientific content 4. Improving quality 5. Increasing the volume of new materials 6. Enhancing assessment methods 7. Improving assessment methods 8. Updating methods for evaluating and measuring student performance 9. Encouraging e-learning 	<p>Course Improvement Recommendations:</p>

Course Description of Human Growth and Development.

1. Course Name:	
Human Growth and Development.	
2. Course Code:	
HGD307	
3. Semester / Year:	
(Semester-based)/ third year(2025-2026)	
4. Description Preparation Date:	
15-10-2025	
5. Available Attendance Forms:	
In- person attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
9hours weekly\5units	
7. Course administrator's name (mention all, if more than one name)	
Name: Ass.Prof. Dr. Huda Shawky Mahmud Email: drhudashawkky@gmail.com	
8. Course Objectives	
Course Objectives	<p>At the end of this course, the student will be able to:</p> <p>1-Cognitive Objectives</p> <p>1.Understand normal growth and development across the lifespan and apply this knowledge in the approach to the patient.</p> <p>2. Demonstrate knowledge obtained in the ways to optimize functions with people.</p> <p>3. Name and describe the most relative and famous theories of development.</p> <p>4. List and describe the major stages of human growth and development.</p> <p>5. State appropriate behavioral expectations and</p>

developmental tasks associated with each major stage of development.

2-Skills Objectives

- Perform comprehensive **growth assessments** (height, weight, head circumference, BMI).
- Accurately plot measurements on **growth charts** and interpret percentiles.
- Assess **developmental milestones** (gross motor, fine motor, language, social).
- Identify **normal vs. abnormal development patterns** across age groups.
- Conduct developmental screening using standardized tools (e.g., Denver II).
- Perform age-appropriate **systematic physical examinations** (neonates, infants, children, adolescents).

- Recognize normal physical variations vs. signs of delay or disorder.
- Assess **nutritional status** and feeding patterns.

9. Teaching and Learning Strategies

Strategy

Teaching Methods

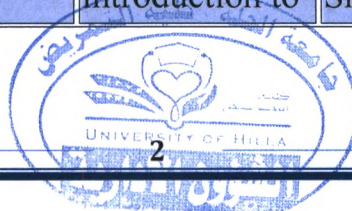
- Using **PowerPoint lectures**.
- Educational **videos**.
- Guiding students to **use selected websites** for additional learning.

Evaluation Methods

- Conducting **short daily quizzes**.
 - Conducting **monthly exams**.
- Conducting **midterm and final exams**.

10. Course Structure

Week	Hours	Unit/Topic	Required Learning Objectives	Learning Method	Evaluation method
1	39 theoretical	Part 1: introduction to growth and	Understand introduction to	Lecture , Small group ,	<ul style="list-style-type: none"> • Discussion • Oral tests



	l and clinical lab	development Concept of growth and development <ul style="list-style-type: none"> • Pattern of growth and development • Stages of growth and development • Factors affecting growth and development 	growth and development	Presentation , Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> • Written tests • Extracurricular activities
2	9 theoretical and clinical lab	Part 2: measurement of growth and development Anthropometric measurement , Growth chart , Milestone , Denver development screening test	Apply measurement of growth and development Anthropometric measurement , Growth chart , Milestone , Denver development screening test	Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities
3	9 hours theoretical and clinical lab	Part 3: Theories related to human growth and development. <ul style="list-style-type: none"> • Freud theory • Erickson theory Piaget theory	Describe and manage Theories related to human growth and development.	Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities
4	9 hours theoretical and clinical lab	Part 5: toddler stage <ul style="list-style-type: none"> • Physical growth. • Social, psychological, Cognitive and language development • Play and 	Understand toddler stage	Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities

		playing \ Nutrition <ul style="list-style-type: none"> Needs and development al problems Accident prevention 			
5	9 hours theoretical and clinical lab	Part 6: preschool stage <ul style="list-style-type: none"> Physical growth. Social, psychological, Cognitive and language development Play and playing \ Nutrition Needs and development al problems Accident prevention 	Identify preschool stage	Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> Discussion Oral tests Written tests Extracurricular activities
6	9 theoretical and clinical lab	Part 7: school age stage <ul style="list-style-type: none"> Physical growth. Social, psychological, Cognitive and language development Play and playing \ Nutrition Needs and development al problems Accident prevention 	Understand school age stage	Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> Discussion Oral tests Written tests Extracurricular activities



7	• Midterm exam				
8,9,10	9 theoretical and clinical lab	Part 8: adolescent stage <ul style="list-style-type: none"> • Physical growth. • Social, psychological, Cognitive and language development • Play and playing \ Nutrition • Needs and developmental problems • Accident prevention 	Understand and manage adolescent stage	Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities
11,12,13	9 theoretical and clinical lab	Part 9: adulthood stage <ul style="list-style-type: none"> • Physical growth. • Social, psychological, Cognitive and language development • Nutrition \ Needs 	Assess and manage adulthood stage	Work shop. , discussion. Brain storming ,Role-playing methods.	<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities

14

Final exam

11.Course Evaluation

1. Midterm Examination	30%
2. Final Clinical Examination	20%
3. Final Written Examination	40%
4. Seminars & Quizzes	10%
Total Grade	100%



12. Learning and Teaching Resources

Required textbooks (curriculum books, if any)	Essential Obstetrics and Gynaecology, Ian Symonds. Fifth Edition. 2013
Main references (sources)	<ul style="list-style-type: none">✓ Hill, palty and Humphrey Patricia, Human Growth and Development, 2nd ed., Person custom publishing, 2000✓ •Schuster, Clara and Ashburn Shirley, the Process of Human Development, a Holistic Life Span Approach Boston, Little Brown and company, 2020.✓ •Wong Donna L., et.al, Wong`s Essentials of Pediatric Nursing, 6th ed., New York. Mosby, 2020.✓ •Smeltzer, Suzanne C., et.al, Textbook of Medical Surgical Nursing, 10th ed., 2020 .✓ •Feldman, Robert S., Development Across the life Span 3rd ed ., New Jersey, Pearson Upper Saddle River, 2020.
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none">1. "Obstetrics and Gynecology" by Charles R. B. Beckmann, Frank W. Ling, Barbara J. Smith, and Stephen L. Todd2. "Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family" by Adele Pillitteri3. "High-Risk Pregnancy: Management Options" by David K. James4. "Clinical Obstetrics and Gynecology" by David L. K. Gardner, Peter C. J. L. C. D. DeLancey5. "Obstetric & Gynecologic Nursing" by Deitra Leonard Lowdermilk, Shannon H. Perry, Mary C. Bobak



Electronic References, Websites:	<p>PubMed (https://pubmed.ncbi.nlm.nih.gov/)</p> <ul style="list-style-type: none"> <input type="checkbox"/> ClinicalKey (https://www.clinicalkey.com/) <input type="checkbox"/> Cochrane Library (https://www.cochranelibrary.com/) <input type="checkbox"/> UpToDate (https://www.uptodate.com/) <input type="checkbox"/> National Institute for Health and Care Excellence (NICE) (https://www.nice.org.uk/) <input type="checkbox"/> The Lancet - Obstetrics and Gynecology (https://www.thelancet.com/journals/lanog)
Course Improvement Recommendations:	<ol style="list-style-type: none"> 1. Following the Bologna Process 2. Reviewing existing and emerging websites specializing in evolutionary science and development to stay current 3. Updating scientific content 4. Improving quality 5. Increasing the volume of new materials 6. Enhancing assessment methods 7. Improving assessment methods 8. Updating methods for evaluating and measuring student performance 9. Encouraging e-learning


 د. م. م. هادي
 جامعة الحلة - كلية التمريض
 مكتبة العميلة

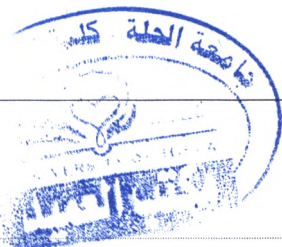

تدريسي المادة :

 هادي م. م. هادي



Course Description of Biostatistics

1. Course Name:	
Biostatistics	
2. Course Code:	
BST 308	
3. Semester / Year:	
Semester \ third year	
4. Description Preparation Date:	
26/9/2025	
5. Available Attendance Forms:	
In person attendance (theoretical)	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Theory: 2 hours Clinical: 0 hours Lab:0 Total of credits hours: (2) credit hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Mohsen Jawd Abood Email: mohsenalsultani1950@gmail.com	
8. Course Objectives	
Course Objectives	1. Cognitive Objectives By the end of this course, the student should be able to: <ul style="list-style-type: none">• Distinguishing between variables, categorical data, quantitative data, and continuous quantitative variables.• Constructing frequency distribution tables and histograms from raw data.• Calculating summary statistics, including the mean, mode, median, range, variance, standard deviation, and coefficient of variation (from both raw and grouped data).• Calculating joint probabilities when each probability is independent of the others, including the union and intersection of independent probabilities (using algebraic formulas).• Identifying the normal curve, explaining each axis, and describing the relationship between probability and the area under the normal curve.• Calculating appropriate probabilities and z-scores from actual



data as answers to questions about the data, assuming the data are normally distributed.

- Identifying sampling distributions and evaluating the area under the normal distribution curve in terms of probability, as well as distinguishing between the sample standard deviation and the standard error of the mean.
- Calculating confidence intervals for the mean and for proportions.
- Determining sample size for estimating means and proportions.
- Understanding the meaning of hypothesis testing (significance testing) and describing both the null hypothesis and the alternative hypothesis (whether one-tailed or two-tailed) appropriate for a given scenario.
- Defining the Chi-Square test, including the Test of Independence, Test of Homogeneity, and Goodness-of-Fit test.
- Determining whether the Chi-Square test is appropriate for assessing the goodness of fit between observed data and expected data from a contingency model for a given scenario (for both 2×2 tables and $2 \times k$ tables).
- Recognizing the meaning and application of Analysis of Variance (ANOVA).
- Recognizing the meaning and application of correlation and regression analysis..

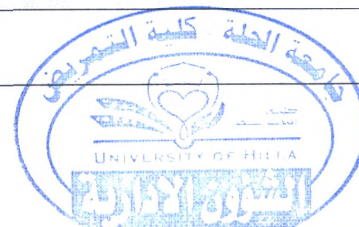
2. Skills Objectives

By the end of this course, the student should be able to:

- Developing the skill of collecting statistical data.
- Developing the skill of organizing data.
- Developing the skill of representing and presenting data.
- Developing the skill of calculating statistical measures.
- Developing the skill of calculating measures of dispersion.
- Developing the skill of using basic statistical software.
- Developing the skill of interpreting statistical results.
- Developing analytical thinking skills

9. Teaching and Learning Strategies

Strategy	Teaching Methods
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- Using **PowerPoint lectures**.
- Educational **videos**.
- Guiding students to **use selected websites** for additional learning.

Evaluation Methods

- Conducting **short daily quizzes**.
- Conducting **monthly exams**.
- Conducting **midterm and final exams**.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Biostatistics	Introduction to Biostatistics	Lecture, discussion, Q&A	Participation, short quiz
2	2	Variables	Types of variables	Lecture, case examples, group discussion	Written quiz, class activity
3	2	Data.	Presentation of data	Lecture, group work, case study	Group presentation, quiz
4	2	Data.	Presentation of data	Lecture, brainstorming, group discussion	Participation, quiz
5	2	Statistical measurement	Central tendency measurement	Lecture, problem-based learning	Quiz, class discussion
6		Statistical measurement	Dispersion measurement	Lecture, case studies, role play	Case report, short quiz
7	2	Methods of sample selection	Methods of sample selection in scientific research	Lecture, group presentation	Case report, short quiz
8	2	Probability distribution	Fundamental concepts of probability theory	Lecture, case study	Quiz, participation
9	2	Probability distribution	Continuous and discrete Probability distributions	Lecture, group work, field observation	Quiz, class report
10	2	Estimation	Estimation theory	Lecture, case studies	Quiz, assignment

11	2	Determination of sample size	Determination of sample size	Lecture, role play, demonstration	Practical observation, quiz
12	2	Sampling	Data analysis	Lecture, case scenarios	Quiz, group activity
13 14	4	Sampling	Data analysis	Lecture, field visit, group discussion	Field report, quiz
15	-	Final revision			

11. Course Evaluation

Monthly exam 30%
Final exam 70%

Total 100%

12. Learning and Teaching Resources

Main references (sources)	<ul style="list-style-type: none"> Wayne W. Daniel, W. W., & Chad L. Cross, C. L. (2018). Biostatistics: A Foundation for Analysis in the Health Sciences (11th ed.). New York: Wiley. Bernard Rosner, B. (2015). Fundamentals of Biostatistics (8th ed.). Boston: Cengage Learning. Jerrold H. Zar, J. H. (2010). Biostatistical Analysis (5th ed.). New Jersey: Prentice Hall. Chap T. Le, C. T., & Lynn Eberly, L. E. (2016). Introductory Biostatistics (2nd ed.). Hoboken, NJ: Wiley. Marcello Pagano, M., & Kimberlee Gauvreau, K. (2018). Principles of Biostatistics (2nd ed.). Boca Raton: CRC Pres
Electronic References, Webs 2025	<ul style="list-style-type: none"> Encyclopaedia Britannica. (2023). Biostatistics. https://www.britannica.com/science/biostatistics World Health Organization. (2022). Health statistics and data.

- <https://www.who.int/data>
- Centers for Disease Control and Prevention. (2023).
- Principles of Epidemiology and Biostatistics.
- : <https://www.cdc.gov>
- Khan Academy. (2023).
- Statistics and probability.
- : <https://www.khanacademy.org/math/statistics-probability>
- National Institutes of Health. (2022).
- Introduction to Biostatistics.
- : <https://www.nih.gov>




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Course Description of Democracy

1- Course name: Democracy					
2- Course code : DEM 309					
3-Semester/Year					
Third year\ 2025-2026					
4- Date of preparation of this description 26/9/2025					
5-Available forms of attendance: Attendance- theoretical					
6 -Number of study hours (total) / Number of units (total)					
1 theoretical hour weekly \ 1unit					
7- Name of the course supervisor (if more than one name is mentioned)					
Name: Sabah Etawee Aboud					
8-Course objectives					
Cognitive objectives •				Subject objectives	
1 At the end of the course, the student will be able to:					
1- Knowledge of the most important concepts of human rights					
2- Knowing the stages of the development of human rights throughout the ages					
3- Explaining the concepts of human rights in Islam and the extent of their development					
Knowing the most important due rights that a person enjoys					
9- Teaching and Learning strategies					
Teaching Methods				Strategy	
<ul style="list-style-type: none"> Using PowerPoint lectures. Educational videos. Guiding students to use selected websites for additional learning. 					
Evaluation Methods					
<ul style="list-style-type: none"> Conducting short daily quizzes. Conducting monthly exams. Conducting midterm and final exams. 					
10-Course Structure					
Frist Semester					
Evaluation method	Learning method	Name of the unit or topic	Required learning	hours	Weak



Course Description of Democracy

1- Course name: Democracy					
2- Course code : DEM 309					
3-Semester/Year					
Third year\ 2025-2026					
4- Date of preparation of this description 26/9/2025					
5-Available forms of attendance: Attendance- theoretical					
6 -Number of study hours (total) / Number of units (total)					
1 theoretical hour weekly \ 1unit					
7- Name of the course supervisor (if more than one name is mentioned)					
Name: Sabah Etawee Aboud					
8-Course objectives					
Cognitive objectives •				Subject objectives	
1 At the end of the course, the student will be able to:					
1- Knowledge of the most important concepts of human rights					
2- Knowing the stages of the development of human rights throughout the ages					
3- Explaining the concepts of human rights in Islam and the extent of their development					
Knowing the most important due rights that a person enjoys					
9- Teaching and Learning strategies					
Teaching Methods				Strategy	
<ul style="list-style-type: none"> Using PowerPoint lectures. Educational videos. Guiding students to use selected websites for additional learning. 					
Evaluation Methods					
<ul style="list-style-type: none"> Conducting short daily quizzes. Conducting monthly exams. Conducting midterm and final exams. 					
10-Course Structure					
Frist Semester					
Evaluation method	Learning method	Name of the unit or topic	Required learning	houres	Weak



			outcomes		
<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities 	Lectures and discussion	Introduction about human rights	Define human rights	1	first
<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities 	Lectures and discussion	The concept of human rights	Perceive the concept of human rights	1	second
<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities 	Lectures and discussion	Eligibility	Understand Eligibility	1	third
<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities 	Lectures and discussion	Historical development of the idea of human rights	Illustrate historical development of the idea of human rights	1	fourth
<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities 	Lectures and discussion	Historical development of the idea of human rights	Illustrate historical development of the idea of human rights	1	fifth
<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities 	Lectures and discussion	The Historical Development of the Idea of Human Rights in Eastern Societies	Recognize The historical Development of the Idea of Human Rights in Eastern Societies	1	sixth
<ul style="list-style-type: none"> • Discussion • Oral tests 	Lectures and discussion	Human rights in	Understand human rights in	1	Seventh



<ul style="list-style-type: none"> • Written tests • Extracurricular activities 		Mesopotamia	Mesopotamia		
<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities 	Lectures and discussion	Biosafety and Security	Define biosafety and Security	1	The eighth
<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities 	Lectures and discussion	Human rights in the Nile Valley countries	Apply Human rights in the Nile Valley countries	1	Ninth
<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities 	Lectures and discussion	Historical development of the idea of human	Illustrate historical development of the idea of human	1	tenth
<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities 	Lectures and discussion	rights in Western societies	Define rights in Western societies	1	eleventh
<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities 	Lectures and discussion	Historical development of the idea of human rights in Greek civilization	Illustrate . historical development of the idea of human rights in Greek civilization	1	twelfth
<ul style="list-style-type: none"> • Discussion • Oral tests 	Lectures and discussion	Human Rights in Roman	Perceive- human Rights	1	thirteenth



<ul style="list-style-type: none"> • Written tests • Extracurricular activities 		Civilization	in Roman Civilization		
<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities 	Lectures and discussion	Historical development of the idea of human rights in the Middle Ages	Recall historical development of the idea of human rights in the Middle Ages	1	fourteenth
<ul style="list-style-type: none"> • Discussion • Oral tests • Written tests • Extracurricular activities 	Lectures and discussion	Historical development of the idea of human rights in modern times	Perceive historical development of the idea of human rights in modern times	1	Fifteenth

11-Course Evaluation

Semester grade (100) is distributed as follows

.Theoretical exam 15

.Theoretical exam 15

Theoretical exam 70

12- Learning and teaching Resources

Notning	Required textbooks (methodology if any)
Lippincott' s Illustrated Reviews Biochemistry Many scientific sources in the specializations of clinical biochemistry	Dr.Jaber Ibrahim Al-Rawi, Human Rights and Fundamental Freedoms in International Law and Islamic Sharia, Wael House for Printing and Publishing, Amman, First ..Edition,1999
University of Babylon Iraqi National Journal of Chemistry (uobabylon.edu.iq)	Dr. Abdul Wahed Mohammed Al-Far, Human Rights Law in Positivist Thought and Islamic



Arabian Journal of Chemistry ScienceDirect.com by Elsevier	Law, Dar Al-Nahda Al-Arabiya, Cairo, 1991
Home Feed ResearchGate Khan Academy Free Online Courses, Lessons & Practice Ali Abdullah AL-Karaawi - YouTube	Electronic references, websites
<ul style="list-style-type: none">• Display lectures on special screens and use the Internet to watch explanatory videos about the lecture to enhance it.• Write general questions at the end of each lecture that guide students to understand the important parts of the lecture	Curriculum Development Plan

