Course Description of Adult nursing 1

1. Course Name:
Adult nursing 1
2. Course Code:
NUR 201
3. Semester / Year: 2025- 2026
First semester\second year
4. Description Preparation Date:
24/10/2025
5. Available Attendance Forms:
Attendance (theoretical ,practical)
6. Number of Credit Hours (Total) / Number of Units (Total)
4 hours theoriticaly,12 hours practical - 8 units Total number of Credit Hours:16hrs
7. Course administrator's name (mention all, if more than one name)
Name .Dr.Amna Abdul Hassan Email. ameenaibrahim29@gmail.com Name : Hassanain Yahya Email. Hssanshimran2@gmail.com
8. Course Objectives

Course Objectives	**1-Cognitive Objectives** • Discuss principles of teaching- learning processes as they related to the adult/ older adult patient. • Utilize health assessment skills in determining the physical, psychological, spiritual, and learning Needs of adult patients • Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population. **2- Skills objective**

	• Perform comprehensive **head-to-toe physical assessment** • Accurately measure and interpret **vital signs** • Assess pain using standardized pain scales • Identify normal vs. abnormal findings in adult patients • Establish **therapeutic nurse–patient relationships** • Demonstrate effective **verbal and non-verbal communication** • Provide clear patient education about conditions and treatments • Perform **hand hygiene** and maintain infection control • Administer medications safely (oral, IM, IV, subcutaneous) • Insert and manage **urinary catheters** • Perform wound care and dressing changes • Assist with activities of daily living (ADLs)

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	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	Understand lecture	Introduction to adults nursing.	Lecture presentation Lecture , Small group , Presentation , Work shop. , discussion.	Discussion Oral tests Written tests Extracurricul activities

				Brain storming , Role-playing	
2	4	Understand lecture	Nursing process; definiti objectives and steps.	Lecture a presentation	Discussion Oral tests Written tests Extracurricul activities
3	4	Understand lecture	Nursing management for patient with digestive system disease. -Appendicitis - Hernia.	Lecture a presentation	Daily exam
4	4	Understand lecture	- Peptic Ulcer. -Intestinal obstruction	Lecture , Small group , Presentation , Work shop. , discussion. Brain storming , Role-playing	Discussion Oral tests Written tests Extracurricul activities
5	4	Understand lecture	Nursing management for patient with cancer: -Definitions, types, sign and symptoms. -Method of diagnosis -Treatment and nursing management of patients with canc	Lecture a presentation	Discussion Oral tests Written tests Extracurricul activities
6,7	8	Understand lecture	Nursing management for patient with hepatobiliary disorders	Lecture a presentation	Discussion Oral tests Written tests Extracurricul activities

8	4	Understand lecture	-Hepatitis. - Liver cirrhosis - Cholelithiasis -Cholecystitis.	Lecture , Small group , Presentation , Work shop. , discussion. Brain storming , Role-playing	Discussion Oral tests Written tests Extracurricul activities
9	4	Understand lecture	Nursing management for patient with Endocrine system disorders : - Diabetes Mellitu	Lecture a presentation	Daily exam
10	4	Understand lecture	-Hyperthyroidism & Hypothyroidisr	Lecture , Small group , Presentation , Work shop. , discussion. Brain storming , Role-playing	Discussion Oral tests Written tests Extracurricul activities
11	4	Understand lecture	Nursing management for patients with Blood disorders. -Anemia and its types. -Hodgkin's disease. -Leukemia	Lecture a presentation	Discussion Oral tests Written tests Extracurricul activities
12	4	Understand lecture	Nursing management for patients with Respiratory Disorders	Lecture a presentation	

13	4	Understand lecture	-Bronchitis. -Pneumonia	Lecture , Small group , Presentation , Work shop. , discussion. Brain storming , Role-playing	Discussion Oral tests Written tests Extracurricul activities
14 15	8	Understand lecture	Nursing management for patients with Cardiovascular disorders - MI Angina	Lecture , Small group , Presentation , Work shop. , discussion. Brain storming , Role-playing	Daily exam

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 boo if any)	**A. Essential Textbook:** *Smeltzer, S.C., & Bare, B.G. (202 Brunner, and Suddarth Textbook Medical– Surgical Nursing, (12th editio Philadelphia, J.B Lippincott*
Main references (sources)	**B. Recommended Textbooks:** Lewis, S.M., Heitkemper, M., & Direksen, S. (2018) *Medical–Surgical Nursing*, (6th edition). St.Louis, Mosby. Aschenprenner,D. & Venable,S.(2020) *Drug Therapy in Nursing , 2nd edition.* Philadelphia, Lippincott Willams & Wilkins Comp. Black, J. and Matassarin-Jacobs, E. (2010).

	Medical–Surgical Nursing Psycho-physiological Approach (6th edition), Philadelphia, W.B Saunders.
Recommended books and references (scientific journals, reports...)	scientific journals
Electronic References, Websites	reviewing modern and emerging scientifi websites specialized in nursing to keep pace with modern developments
Curriculum Development Plan	•Set a specific time frame to cover the course content, whether the course is taught over a full year or one semester. •Create a list of the content that must be taught to students. •Keep up with the course developments by following up on the Internet to find advanced courses in the field of the scientific (academic) course. •Choose clear and concise titles for the course topics and use images and illustrations that are directly related to the topic

Course Description Health assessment

1. Course Name: **Health assessment**
2. Course Code: **HAS 202**
3. Semester / Year: **Second stage / first semester** \ 2025 – 2026
4. Description Preparation Date : **20/10\ 2025**
5. Available Attendance Forms: **Attendance** (theoretical ,practical)
6. Number of Credit Hours (Total) / Number of Units (Total)
2 hours theoretically, 2 hours lab - 3 units Total number of Credit Hours:**4 hrs**
7. Course administrator's name (mention all, if more than one name)
Name .Hassanain Yahua shimran Email.hassanshimran2@gmail.com
8. Course Objectives

At the end of this course the students will be able to: **Cognitive objectives** •Describe the components of the heath history •Apply interviewing skills and techniques to conduct a successful interview. •Evaluate the persons' general health status. •Utilize various tools and techniques to measure and collect information (interview, observing,	. . .

listening, physical examination, reviewing records and reviewing results of diagnostic test. •Explain the sequence of systematic approach of physical examination of body system. **Aquired skills:** •Demonstrate the basic techniques of physical examination. •Describe the physical examination techniques of inspection, palpation, percussion, and auscultation •Identify common instruments used during physical examination	

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	Required Learning Objectives	Unit/Topic	Learning Method	Evaluation method
First week	4 hours	Define health assessment	Introductory Overview to Health Assessment	Classroom discussion Assignments	Quizzes, monthly exams, midterm and final exams.
Second week	4 hours	Illustrate collecting data. • Assessment, interview and health history.	• Collecting data. • Assessment, interview and health history. • Functional health patterns.	Classroom discussion Assignments	Quizzes, monthly exams, midterm and final exams.

			• Heath perception and health management. • Nutrition and metabolism. • Elimination.		
Third week	4 hours	Apply Physical Examination Techniques	Physical Examination Techniques	Classroom discussion Assignments	Quiz
Fourth week	4 hours	Disscuss head- to- Toe Physical Examination Guidelines	Head- to- Toe Physical Examination Guidelines	Classroom discussion Assignments	Quizzes, monthly exams, midterm and final exams.
Fifth week	4 hours	• Apply Observation and recording. • Using the physical techniques. • Procedures of examination from head-to- toe:	• Observation and recording. • Using the physical techniques. • Procedures of examination from head-to- toe:	Classroom discussion Assignments	Quizzes, monthly exams, midterm and final exams.
Sixth, seven week	8 hours		- Skin, hair and nail. - Face (eyes, mouth, nose, ears) and neck. • ..	Classroom discussion Assignments	Quiz

8w	4 hours	Define lymph nodes and thyroid gland. -	- Lymph nodes and thyroid gland. -	Classroom discussion Assignments	Quiz
9 week	4 hours	Recognize upper extremities. - Muscular skeletal.	Upper extremities. - Muscular skeletal.	Classroom discussion Assignments	Quiz
10-11 week	8 hours	- Recognize anterior chest (lungs, heart) and breast. -	- Anterior chest (lungs, heart) and breast. -	Classroom discussion Assignments	Quiz
12-13week	8 hours	Recognize posterior chest (lungs) & vertebrae - Abdomen. - Lower extremities)	Posterior chest (lungs) & vertebrae - Abdomen. - Lower extremities)	Classroom discussion Assignments	Quizzes, monthly exams, midterm and final exams.
14-15 week	8 hours	Illustrate central nervous system and cranial nerve	Central nervous system and cranial nerve	Classroom discussion Assignments	Quizzes, monthly exams, midterm and final exams.

11-Course Evaluation	
Distribution of a score out of 100 according to the student's choice of the student, such as daily preparation, daily, oral, and monthly exams, editing, and reports.... semester exam,	
12- Learning and teaching Resources	
Required textbooks (methodology if any)	
Main Referensers (Sources)	Fuller Jill & Schaller- Ayers Jennifer, Health Assessment: A Nursing Approach,

	2nd ed., Philadelphia, J.B. Lippincott company, 1994. • Springhouse, New Photo Book Assessing Patients, Springhouse Corporation, 1996. • Smeltzer, S. C., et.al, Textbook of Medical Surgical Nursing, 10th ed,
Recommended supporting books and references (scientific journals, reports, etc.)	• Philadelphia, Lippincott William and William and Wilkins, 2004. • Weber Jnet and Jane Kelley, Health Assessment in Nursing, 2nd ed., Philadelphia, Lippincott William & Wilkins, 2003..
Electronic references, websites	
Curriculum Development Plan	•Create a list of the content that must be taught to students. •Keep up with the course developments by following up on the Internet to find advanced courses in the field of the scientific (academic) course. •Choose clear and concise titles for the course topics and use images and illustrations that are directly related to the topic.

Course Description of Microbiology I

1. Course Name:	
Microbiology I	
2. Course Code:	
MBN 203	
3. Semester / Year: Semester	
first semester\second year / 2025-2026	
4. Description Preparation Date:	
21-9-2025	
5. Available Attendance Forms: Attendance(theoretical ,practical)	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hr. theory+ 4 practical 60 hr \3 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Maysam Ali Ameen Awadh Email : maysamawadh2@gmail.com	
8. Course Objectives	
Course Objectives	**Cognitive objectives** 1. Empowering the student to interact correctly according to proper medical principles with patients and medical staff to achieve the best healthcare service. 2. Providing the student with sufficient medical knowledge and enabling them to effectively convey it to patients through health education and awareness. 3. Enhancing the student's knowledge on how to measure appropriate drug doses for patients with chronic infections, taking into account the side effects of the medications. 4. Developing the student's skills in using disinfectants and antiseptics correctly to avoid negative side effects on patients' health. 5. Providing the student with comprehensive knowledge of the rules of bacterial infection and the mechanisms of transmission. 6. Equipping the student with the ability to provide medical advice on various sterilization methods in

Course Description of Microbiology I

	hospitals and homes to reduce infections and prevent contamination. **Skill objectives** 7. Developing the graduate's ability to perform microbial diagnosis in educational and diagnostic laboratories, laboratories affiliated with the Ministry of Health, private laboratories, and drug quality control laboratories. 8. Enabling the student to recognize the types of pathogenic bacteria, their various strains, and methods of diagnosing them. 9. Training the student to use appropriate antibiotics based on internationally followed bacterial sensitivity tests. 10. Developing the student's skills in recognizing the morphological and anatomical characteristics of pathogenic bacteria and using the latest diagnostic methods. 11. Enhancing the student's abilities to control the spread of bacterial infections and prevent epidemics. 12. Monitoring medical updates and health recommendations issued by reference authorities to limit the spread of infectious germs and control them. 13. Providing guidance and health awareness to the community, especially during seasons when infection rates increase, and using the best methods to limit the spread of epidemic diseases.
9. Teaching and Learning Strategies	
Strategy	**Lectures**: To present basic information and theoretical concepts. **Group discussions**: To enhance critical thinking and effective participation among students. **Teamwork**: To develop collaboration skills and the practical application of concepts. **Evaluation methods:**

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	• **Written tests**: to measure the theoretical understanding of concepts and terms. • Practical assessment (applied skills): through case studies or the execution of practical activities. • Participation in group discussions: to assess the level of interaction and critical understanding. • Brainstorming • Reports • The Quiz

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	**6**	Students acquire information in the field of Diseases to the required level	Introduction and the historical development of microbiology.	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
2.	**6**	Students acquire information in the field of Diseases to the required level	Sterilization and Disinfection:	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
3.	**6**	Students acquire information in the field of Diseases	Systematic bacteriology: Gram positive bacteria (G +ve cocci). Staphylococci Streptococci	Scientific references and use of the board, And educational	monthly written and oral examinations and seminars

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		to the required level		videos	
4.	**6**	Students acquire information in the field of Diseases to the required level	Gram +ve bacilli Corynebacterium diphtheria, Bacillus	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
5.	**6**	Students acquire information in the field of Diseases to the required level	Gram negative cocci (gonococcal and meningococcal	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
6.	**6**	Students acquire information in the field of Diseases to the required level	Gram negat bacteria (Enterobacteriea) *Eshershia c Klebsiella Proteus, Salmonella,Shig a,*	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
7.	**6**	Students acquire information in the field of Diseases to the required level	*Vibri Pseudomonas, Helibacter,*	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars

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8.	**6**	Students acquire information in the field of Diseases to the required level	*Bordetella, Pasteruella, Spirochaetes, Trponema*	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
9.	**6**	Students acquire information in the field of Diseases to the required level	First exam	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
10.	**6**	Students acquire information in the field of Diseases to the required level	Mycobacteria *tuberculosis*, pathogenesis, *Nocardia, Actinomycetes, Streptomyces*).	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
11.	**6**	Students acquire information in the field of Diseases to the required level	mycoses	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
12.	6	Students acquire informatio	Immunity	Scientific references and use of	monthly written and oral examinations and

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		n in the field of Diseases to the required level		the board, And educational videos	seminars
13.	6	Students acquire information in the field of Diseases to the required level	Immunity	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
14,15	12	Students acquire information in the field of Diseases to the required level	Nosocomial infection	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
	Final exam				

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, if any)	
Main references (sources)	☐ Cowan, M. K., & Smith, H. (2019). *Microbiology: A systems approach* (5th ed.). McGraw-Hill Education. ☐ Murray, P. R., Rosenthal, K. S., & Pfaller, M. A. (2016). *Medical microbiology* (9th ed.). Elsevier. ☐ Black, J. G. (2019). *Microbiology: Principles and*

Course Description of Microbiology I

	explorations (9th ed.). Wiley. □ Tortora, G. J., Funke, B. R., & Case, C. L. (2021). *Microbiology: An introduction* (13th ed.). Pearson. □ Gladwin, M., & Trattler, W. (2020). *Clinical microbiology made ridiculously simple* (7th ed.). MedMaster. □ H. P. J. (Ed.). (2019). *Atlas of clinical microbiology* (3rd ed.). Springer. □ Goldsby, R. A., Kindt, T. J., Osborne, B. A., & Kuby, J. (2018). *Immunology: A short course* (8th ed.). Wiley.
Recommended books a references (scientific journa reports...)	**1. Journal of Clinical Microbiology** **○ A distinguished scientific journal that publishes research related to clinical microbiology, including infectious diseases, their diagnosis and treatment.** **2. Microbiology and Immunology** **○ Journal provides in-depth research on microbiology, immunology and their relationship to human diseases.** **3. Clinical Microbiology Reviews** **○ She is interested in publishing scientific reviews on clinical microbiology and microbiology.The Lancet Infectious Diseases** **International medical focus on infecti diseases, including microbiology research a its relationship to clinical medicine**

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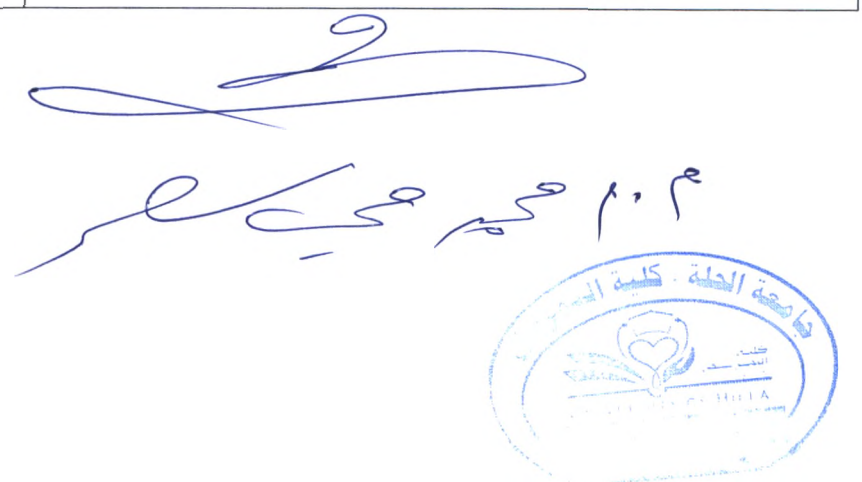
	1. World Health Organization (WHO) Reports o WHO reports covering the latest developments in infectious diseases and microbiology. 2. Centers for Disease Control and Prevention (CDC) Reports o Updated Reports from the U.S. Center for Disease Control and Prevention on Infectious Diseases, Prevention, and Epidemic Response. 3. National Institute of Allergy and Infectious Diseases (NIAID) Reports o Scientific reports and studies from the National Institute of Allergy and Infectious Diseases. Electronic references and websites: 1. PubMed o Medical database containing articles and scientific reviews on microbiology and clinical medicine. (https://pubmed.ncbi.nlm.nih.gov) 2. National Institutes of Health (NIH) o The official website of the National Institutes of Health in the United States contains scientific resources and research. (https://www.nih.gov) 3. ClinicalTrials.gov



Course Description of Pharmacology for nursing I

1. Course Name:
Pharmacology for nursing I
2. Course Code:
PHR204
3. Semester: second stage / first semester
2 hours/2 credits
4. Description Preparation Date:
1\9\2025
5. Available Attendance Forms:
Attendance(theoretical)
6. Number of Credit Hours (Total) / Number of Units (Total)
Theoretical: Two hours / week Practical: None Number of study hours (total) / 30 hours Theoretical number of units (total) 2 units
7. Course administrator's name (mention all, if more than one name)
Name: **Samia Farouk Mahmoud** Email: **prof.samia.zag@gmail.com**
8. Course Objectives

Course Objectives	**Cognitive objectives:** • Understanding how medications affect body functions and different body systems, with a study of the short-term and long-term effects of medications. • Analysis of how to choose the appropriate medications for

	treating various diseases, taking into account drug interactions and their therapeutic effects. • Recognizing the most common side effects of medications and managing them, understanding how to diagnose drug toxicity and how to treat it. • Studying how drugs are absorbed and distributed in the body and how they interact with cells and organs to achieve the therapeutic effect. • Enhancing the student's ability to describe the recommended medications for each disease according to medical standards, with a basic understanding of the different types of medications used in medical treatment. • Encouraging the student to develop self-learning skills to research additional information about medications, including new drugs and groups. • Equipping the student with the ability to identify the serious side effects of each medication and the contraindications that must be considered when using the drugs. **Skill objectives:** • Developing the student's skills in analyzing the mechanism of action of drugs and how they affect diseases and treat symptoms. • Enabling the student to evaluate drug side effects and classify them based on severity and how to manage them in emergency situations. • Developing the student's skills in independent research to obtain accurate and reliable information about various medications and how to use them safely. • Developing the student's ability to make medical

	decisions based on a precise understanding of how to select medications according to the patient's condition and health circumstances. • Training the student on how to explain medications to patients in a simplified manner, including information on how to use them, potential side effects, and how to manage them. • Applying the necessary skills to monitor drug interactions between different medications and how to avoid negative interactions.

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

No.	Hours	Required Leai	Unit or subject name	Learning method	Evaluation method
		Outcomes			

1	2 hours	Presentation of a series of discrete slides using the whiteboard	**Introduction to Pharmacology: Basic terms. Properties of ideal drug. Factors that determine the intensity of drug action.** -	- Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
2	2 hours	Presentation of a series of discrete slides using the whiteboard	**Basic principles of Pharmacology:** • **Pharmacokinetic terms.** • **Pharmacodynamics.** • **Drug-drug and drug-food interactions.** • **Adverse drug reactions.** • **Individual variations in drug responses.**	- Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
3	2 hours	Presentation of a series of discrete slides using the whiteboard	**Autonomic Pharmacology:** • **Basic principles of neuropharmacology.** • **Cholinergic drugs.**	- Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz

4	2 hours	Presentation of a series of discrete slides using the whiteboard	**Autonomic Pharmacology:** • **Muscarinic agonists and antagonists.** • **Cholinesterase inhibitors**	- Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
5	2 hours	Presentation of a series of discrete slides using the whiteboard	**Autonomic Pharmacology: Neuromuscular blocking agents. Ganglionic blocking agents.**	- Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
6	2 hours	Presentation of a series of discrete slides using the whiteboard	**Adrenergic agonists and antagonists. Indirect acting anti-adrenergic agents.**	- Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz

7	**First term exam**				
8	2 hours	Presentation of a series of discrete slides using the whiteboard	Cardiovascular Pharmacology: Drugs acting on the cardiovascular system. Anti-hypertensive Drugs: - Centrally acting sympatholytics. - Ganglinic blockers. - Adrenoceptors blocking agents. - Vasodilators. - Drugs acting on the renin-angiotensin system. - Diuretics.	- Lectures, group discussion, seminars, clinical training, brain storming, and assignments . -	Quiz
9	2 hours	Presentation of a series of discrete slides using the whiteboard	**Drugs used in the treatment of angina and myocardial infarction. Drugs used for the treatment of heart failure (digoxin and other agents).** -	-Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
10	2 hours	Presentation of a series of discrete slides using the whiteboard	**Anti-arrhythmic drugs.**	-Lectures, group discussion, seminars, clinical training, brain	Quiz

				storming, and assignments.	
11	2 hours	Presentation of a series of discrete slides using the whiteboard	**Respiratory system - diseases affecting the respiratory system receptors present medicines that act on the respiratory system, mechanism of action**	-Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
12	2 hours	Presentation of a series of discrete slides using the whiteboard	**Respiratory system - diseases affecting the respiratory system receptors present medicines that act on the respiratory system, mechanism of action**	-Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
13	2 hours	Presentation of a series of discrete slides using the whiteboard	**Digestive system - the study of diseases that affect the digestive system and receptors in the digestive system and influential drugs and their**	-Lectures, group discussion, seminars, clinical training, brain storming, and	Quiz

			mechanism of action	assignments.	
14	2 hours	Presentation of a series of discrete slides using the whiteboard	**Digestive system - the study of diseases that affect the digestive system and receptors in the digestive system and influential drugs and their mechanism of action**	-Lectures, group discussion, seminars, clinical training, brain storming, and assignments	Quiz
15	**Final exam**				

11. Course Evaluation	
The grade of the semester (100) is distributed as follows	
The presence score	5%
Daily Test Score	5%
Mid exam score	20%
Final exam score	70%

12 Learning and Teaching Resources	
Required textbooks (methodology, if any)	Brunton, L. L., Knollmann, B. C., & Hilal-Dandan, R. (2022). Goodman & Gilman's: The pharmacological basis of therapeutics (14th ed.). McGraw-Hill Education. Katzung, B. G., Vanderah, T. W., & Trevor, A. J. (2021). Basic and clinical pharmacology (15th ed.). McGraw-Hill Education. **Scientific Journals:** 1. British Journal of Pharmacology – Published by Wiley. 2. Journal of Pharmacology and Experimental Therapeutics – Published by ASPET. 3. Clinical Pharmacology & Therapeutics – Published by Wiley. 4. European Journal of Pharmacology – Published by Elsevier. 5. The Lancet – Pharmacology Section – Published by Elsevier.
Recommended books and references (scientific journals, reports...)	• Rang, H. P., Dale, M. M., Ritter, J. M., Flower, R. J., & Henderson, G. (2019). Rang & Dale's pharmacology (9th ed.). Elsevier. • Brenner, G. M., & Stevens, C. W. (2018). Pharmacology (6th ed.).

	Elsevier.
Electronic references, websites	1. **PubMed** - Medical and Pharmaceutical Research Database. www.pubmed.ncbi.nlm.nih.gov 2. **National Center for Biotechnology Information (NCBI)** - www.ncbi.nlm.nih.gov 3. **World Health Organization (WHO) – Essential Medicines List** - www.who.int 4. **U.S. Food and Drug Administration (FDA)** - www.fda.gov 5. **Medscape Pharmacology** - www.medscape.com 6. **Drugs.com** - Reliable pharmaceutical encyclopedia.. www.drugs.com 7. **American Society for Pharmacology and Experimental Therapeutics (ASPET)** -

Course Description of Computer III

1.	Course Name:
	Computer III
2.	Course Code:
COS 205	
3.	Semester / Year:
	2025- 2026
4.	Description Preparation Date:
	25-10-2025
5.	Available Attendance Forms:
	Practical attendance
6.	Number of Credit Hours (Total) / Number of Units (Total) **Number of Credit Hours**: Only one unit **Lab**:2h weekly
7.	Course administrator's name (mention all, if more than one name)
	Name: Hassanein Falah Hassan Email: zaid.sami2020@gmail.com
8.	Course Objectives
Course Objectives	**Cognitive objectives:** **•Introduce students to the basics of computer science and its use in healthcare.** **•Identify basic computer applications in nursing, such as electronic patient records.** **•Learn to use statistical software (such as SPSS, Excel, and R) to proce nursing medical data.** **•Understand how software is used to analyze medical research results and patient cases.** **•Understand how statistical data can be used to support nursing decisions**

	and improve the quality of care. **•Study the impact of using statistical analysis on prevention and treatment in patient cases.** **Skill objectives** •Train students to enter medical data (such as test results or patient notes) and analyze them using statistical tools. •Apply statistical analysis to measure the effectiveness of treatments or hea programs using statistical software. •Learn how to interpret statistical data to guide healthcare and evaluate progress. •Use statistical results to determine nursing priorities, such as determining disease risk or assessing patient response to treatment. •Apply statistical analysis tools to realistic nursing scenarios to analyze patient data.
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**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1	2	Introduction to Computer Science and Data Analysis	Introduction to Computer Science and its Applications in Nursing	In-person tures using visual aids	Attendance, daily quizzes, class interacti
2	2	Understanding Basics of Health Information Systems	Health Information Systems and Electronic Patient Records	Theoretical tures and practical applications	Short quizzes class interacti
3	2	plying Basic	sics of Using	Practical	Mini-projects

		Computer Skills	fice Programs ord, Excel)	workshops	assignments
4	2	arning to Input d Analyze Medical Data	ta Entry and ocessing using cel	Practical training	Practical assessment, projects
5	2	alyzing Basic Statistical Data	roduction to SPSS d Medical Data try	orkshops and practical training	Performance practical applications
6	2	Applying Statistical Analysis in Nursing	Using SPSS to Analyze Patient Data	Practical ercises and case studies	Practical assessment, individual reports
7,8	4	Understanding Use of *R* in Statistical Analysis	roduction to R and Applications in rsing	Training workshops	Mini-projects short quizzes
9	2	Evaluating Healthcare Quality using Statistical Analysis	alyzing Healthcare ality Indicators	Interactive lectures, practical training	Practical assessment, group reports
10	2	erpreting Data	w to Analyze and	Group	Analytical

		Support Nursing Decisions	erpret Research sults	discussions, practical applications	reports, practical assessment
11	2	ing Statistical alysis in evention and Treatment	Evidence -Based Nursing Applications	se studies, discussion sessions	Research reports, class interaction
12	2	Analyzing Clinical Effectiveness of Treatments	Measuring the Impact of Health Treatments using Statistical Software	Workshops, practical training	Practical projects, presentations
13	2	Using Data to Improve Nursing Plans	Developing Nursing Strategies Based on Statistical Analysis	Interactive lectures, practical applications	Practical assessment, presentations

14	2	Writing Medical and Statistical Reports	Preparing Medical Data Analysis Reports	Practical training on report writing	Report evaluation, group feedback
15	2	Using Statistical Analysis to Support Health Policies	Analyzing Data to Support Health Decisions	Interactive lectures, analyzing real data	Research projects, discussions

11. Course Evaluation	
"The grading is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily exams, oral assessments, monthly assessments, written assignments, reports, etc."	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	1- Computer Science: An Overview" by J. Glenn Brookshear and Dennis Brylow. 2-Computer Systems: A Programmer's Perspective" by Randal E. Bryant and David R. O'Hallaron

	3-Discovering Statistics Using IBM SPSS Statistics" by Andy Field, Jeremy Miles, and Zoë Field 4-SPSS Survival Manual" by Julie Pallant
Recommended books and references (scientific journals, reports...)	sics of MATLAB and beyond. By (Andrew -2 .Knight)
ctronic References, Websites	Part 1 Data Processing for Scientists and Engineers using MATLAB By (Professor Dr. Abdul Mutalib Ibrahim Ahmad 2020).

Republic Of Iraq

Ministry of Higher Education & Scientific Research

College of Nursing

جمهورية العراق

وزارة التعليم العالي والبحث العلمي

جامعة الحلة

Course Description of Baath regime crimes in Iraq

1- Course name: Baath regime crimes in Iraq
2- Course code : 206
3-Semester/Year
Semester 2025/2026
4- Date of preparation of this description: 26/10/ 2025
5-Available forms of attendance: attendance-theoritical
6 -Number of study hours (total) / Number of units (total)
2theoritical hours weekly \ Number of units (total):2 units
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

	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

Frist Semester

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	houres	Weak
• Discussion • Oral tests • Written tests • Extracurricular activities	Lectures and discussion	introduction about human rights	Define human rights	2	first
• Discussion • Oral tests • Written tests Extracurricular activities	Lectures and discussion	The concept of human rights	PerceiveThe concept of human rights	2	second
• Discussion • Oral tests • Written tests • Extracurricular activities	Lectures and discussion	Eligibility	Understand Eligibility	2	third
• 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	2	fourth
• Discussion • Oral tests • Written tests • Extracurricular activities	Lectures and discussion	carbohydrate metabolism	Define carbohydrate metabolism	2	fifth
• Discussion • Oral tests • Written tests • Extracurricular activities	Lectures and discussion	The Historical Development of the Idea of Human Rights in Eastern	Recognize The Historical Development of the Idea of Human Rights in Eastern	4	Sixth,seventh

		Societies	Societies		
• Discussion • Oral tests • Written tests • Extracurricular activities	Lectures and discussion	Human rights in Mesopotamia	Understand Human rights in Mesopotamia	2	The eighth
• Discussion • Oral tests • Written tests • Extracurricular activities	Lectures and discussion	Biosafety and Security	Define Biosafety and Security	2	Ninth
• 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	2	Tenth
• 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	2	eleventh
• Discussion • Oral tests • Written tests • Extracurricular activities	Lectures and discussion	rights in Western societies	Define rights in Western societies	2	Twelfth
• Discussion • Oral tests • Written tests • Extracurricular activities	Lectures and discussion	Historical development of the idea of human rights in	Illustrate . Historical development of the idea of human	2	Thirteenth

		Greek civilization	rights in Greek civilization		
• Discussion • Oral tests • Written tests • Extracurricular activities	Lectures and discussion	Human Rights in Roman Civilization	Perceive-Human Rights in Roman Civilization	2	fourteenth
• 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	2	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 Law,Dar Al-Nahda Al-

Arabian Journal of Chemistry | ScienceDirect.com by Elsevier	Arabiya,Cairo,1991
Home Feed | ResearchGate Khan Academy | Free Online Courses, Lessons & Practice Ali Abdullah AL-Karaawi - YouTube	**Electronic references, websites**
• 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**

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1. Course Name:
Adult Nursing
2. Course Code:
NUR207
3. Semester / Year:
Semester Second stage
4. Description Preparation Date:
2025/9/22
5. Available Attendance Forms:
Practical and theory
6. Number of Credit Hours (Total) / Number of Units (Total)

Theory	4	Clinical	12	Total of credits hours: (8) credit hours

7. Course administrator's name (mention all, if more than one name)
Name .Dr.Amna Abdul hassan Email. ameenaibrahim29@gmail.com Name : Hassanain Yahya Email. Hssanshimran2@gmail.com
8. Course Objectives

Cognitive objectives: 1. Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population. 2. Relate the path physiology of selected medical/ surgical alterations to the health –illness continuum.	. . .

3. Discuss scientifically based rational for performing selected diagnostic procedure, outcomes and nursing responsibilities.
4. Describe drug therapies and their related outcomes for clients undergoing medical/ surgical interventions.
5. Explain nutritional needs of patients with selected medical/ surgical alterations.
6. Discuss principles of teaching- learning processes as they related to the adult/ older adult patient.
7. Utilize health assessment skills in determining the physical, psychological, spiritual, and learning Needs of adult patients.

Skill objectives:

1. Apply the theoretical concepts, scientific principles in planning care of patients.
2. Demonstrate competence in implementing nursing interventions to meet client oriented goals.
3. Demonstrate safe administration of drug and parenteral therapy.
4. Participate in teaching patients
5. Demonstrate effective communication with patients, instructor and health members.
6. Apply pre- operative nursing measures of avoiding the risk of infection and the excepted post- operative complications.

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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	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation
1	Theory: 4hou Clinical:12 hours	Assess adult patients with neurological, renal, and musculoskeletal disorders using appropriate diagnostic methods.	Introduction to adult nursing specialist. Nursing management of patients with nervous system disorder: Assessment and diagnostic test Intracranial pressure Brain abscess		

2	Theory: 4ho Clinical: 12	Apply the nursing process in planning and delivering care for adult patients.	Unit 2: Brain tumor Head injury. Meningitis Epilepsy ·Caring for unconscious patients.	Theoretical lectures using PDF and PowerPoint.	Daily exams Midterm exams Half-year exams Final exams
3	Theory: 4ho Clinical:12 1	Provide nursing management for neurological conditions such as brain tumor, meningitis, epilepsy, head injury, and unconsciousn ess	Nursing management of patients with Renal disorders: ·Assessment and diagnostic test ·Cardinal signs and symptoms • ·Urinary tract infection.		
4	Theory: 4ho Clinical:12 1	Manage patients with renal disorders, including UTI, renal stones, prostatic hyperplasia, bladder cancer, and end-stage renal disease.	Renal stone Prostatic hyperplasia Cancer of the bladder.		

5	Theory: 4ho Clinical:12 1	Deliver nursing care for musculoskeletal disorders such as fractures, amputation, and osteomyelitis	End stage of renal disease. ·Renal replacement therapy.		
6-7	Theory: 4ho Clinical:12 1	Ensure safe, evidence-based care while promoting patient recovery, preventing complications, and maintaining effective communication	Nursing management of patients with Musculoskeletal disorders: ·Assessment and diagnostic test Fracture. Amputation Osteomyelitis.		
8	Theory: 4ho Clinical:12 1	**Assess and manage musculoskeletal disorders** including osteoporosis, arthritis, and joint replacement.	Osteoporosis ·Arthritis Joint replacement		

9	Theory: 4hou Clinical:12 1	Apply appropriate nursing interventions for patients with vascular problems and different types of shock.	Interventions for clients with vascular problems Interventions for clients with shock		
10	Theory: 4hou Clinical:12 1	Provide nursing care for cardiovascular disorders, including valvular diseases and congenital heart diseases (ASD, VSD, TOF).	Nursing management of patients with Cardiovascular disorders: ·Assessment and signs and symptoms and diagnostic test. ·Valvular heart disease (Martial stenosis and regurgitation)		
11	Theory: 4hou Clinical:12 1	Assess and manage integumentary disorders, including dermatitis and autoimmune diseases.	Valvular disorders(Aortic stenosis and Regurgitation		

12	Theory: 4hou Clinical:12 1	Deliver nursing care for ENT and ophthalmic disorders, such as sinusitis, tonsillitis, otitis media, cataract, and glaucoma.	Congenital hear disease (ASD.VSD and TOF)		
13 -14	Theory: 8hou Clinical:12	Demonstrate clinical decision-making skills through case studies, quizzes, and discussions to ensure safe and effective patient care.	Nursing management of patients with Integumentary disorders: ·Assessment integumentary system ·Dermatitis. · Autoimmune disease Nursing		

15	Theory: 4ho Clinical:12 hours		management of patients with Eye, Nose and Throat (ENT): ·Sinusitis ·Tonsillitis ·Otitis media ·Ca larynx Nursing management of patients with ophthalmic disorders. ·Assessment and diagnostic test ·Cataract, ·Gulcoma		

11.Course Evaluation :

Attendance and absence grade = 10%
Daily exams grade = 10%
Practical evaluation grade = 20%
Mid-course exam grade = 20%
Final exam grade = 40%
Total grade = 100%

12 Learning and Teaching Resources	
Required textbooks (methodology, if any)	**1.Hinkle, J. L., & Cheever, K. H. (2018). *Brunner and Suddarth's textbook of medical-surgical nursing.* 14 th edition Wolters kluwer Lippincott co..** **2.Williams, L. S., & Hopper, P. D. (2015). *Understanding medical surgical nursing.* 5 th edition ,FA Davis, company USA .**
Recommended books and references (scientific journals, reports...)	Cooper, K., & Gosnell, K. (2022). *Foundations & Adult Health Nursing* (9th ed.). Elsevier. (Comprehensive guide to nursing care of adult patients across body systems.)

	Cooper, K., & Gosnell, K. (2022). *Adult Health Nursing* (9th ed.). Elsevier. (Guide focused on adult medical-surgical nursing care and clinical judgment skills.) Smeltzer, S. C., & Bare, B. G. (2022). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (15th ed.). Lippincott Williams & Wilkins. (Essential reference for adult medical-surgical nursing care.) Christensen, B., Kockrow, E., & Cooper, K. (2022). *Study Guide for Adult Health Nursing* (9th ed.). Mosby. (Study companion for adult health nursing core concepts.) Nettina, S. M. (2024). *Lippincott Manual of Nursing Practice* (12th ed.). Wolters Kluwer. (Clinical nursing procedures and best practices.)
Electronic references, websites	1. **American Nurses Association. (2024). Nursing resources hub. American Nurses Association. https://www.nursingworld.org/content-hub/nursing-resources/** 2. **Nursing Times. (n.d.). Clinical nursing practice and professional updates. https://www.nursingtimes.net** 3. **(Online nursing magazine with peer-reviewed clinical articles and best practices for nurses.)** 4. **https://nursefocus.org/** 5. **Open RN. (2022). Nursing management and professional concepts. National Center for Biotechnology Information. https://www.ncbi.nlm.nih.gov/books/n/openrnnmpc.**

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Plan Development	• **Assess adult patients** with neurological, renal, musculoskeletal, cardiovascular, integumentary, ophthalmic, and ENT disorders using appropriate diagnostic tools. • **Apply the nursing process** (assessment, planning, implementation, evaluation) in providing safe and effective care. • **Provide nursing management** for patients with acute and chronic conditions, including brain tumors, renal disease, fractures, cardiovascular disorders, and skin or eye diseases. • **Demonstrate clinical skills and interventions** in simulations, case studies, and bedside care for diverse adult patient populations. • **Ensure patient safety, critical thinking, and evidence-based practice** in all nursing interventions and decision-making.

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Course Description Form

1. Course Name:

Microbiology II

2. Course Code:

MBN 208

3. Semester / Year: second Semester

2025\2026

4. Description Preparation Date:

2025-9-22

5. Available Attendance Forms:

Practical and theory

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

Theory	2	Practical	2	Total Credit Hours: 3

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

Name : Prof.Dr.Hayam Khalis Al_Masoud
Email : med.hayam@uobabylon.edu.iq
Name: Maysam Ali Ameen Awadh
Email : maysamawadh2@gmail.com

8. Course Objectives

Strategy	Cognitive objectives
	1. Preparing the student to properly interact with patients and understand the correct medical foundations in dealing with the medical and specialized staff to ensure the best healthcare. 2. Enabling the student to comprehend medical information and effectively convey it to patients through health awareness and disease prevention. 3. Enabling the student to acquire the ability to perform microbial diagnosis in educational and diagnostic laboratories affiliated with the Ministry of Health, private laboratories, and quality control laboratories in pharmaceutical factories. 4. Providing the student with comprehensive knowledge about measuring appropriate drug doses for patients with chronic infections and determining the most suitable treatment, especially in cases that require medications with high side effects.

5. Enhancing the student's ability to raise health awareness about the use of sanitizers and disinfectants, and warning against improper use that could lead to health complications.

6. Providing medical advice on proper sterilization methods in hospitals and homes to prevent contamination and the spread of infections.

7. Equipping the student with the ability to identify and diagnose types of bacterial strains using the latest laboratory techniques.

Skill objectives

1. Developing the student's skill in understanding the rules of bacterial infection transmission and how to prevent it.
2. Applying drug sensitivity tests to select the most effective medication against pathogenic bacteria.
3. Enhancing the skill of distinguishing between different types of pathogenic bacteria from a morphological and anatomical perspective and using the best available diagnostic methods.
4. Empowering the student to take the necessary measures to control the spread of bacterial infections and prevent the outbreak of epidemics.
5. Following the latest health recommendations and guidelines issued by the top medical authorities to ensure effective handling of infectious diseases and limit their spread.
6. Providing health and advisory consultations to the public, especially during seasons when infectious diseases are prevalent, while explaining the best ways to prevent and control them.

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**.

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	Conducting **midterm and final exams**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	2 theory+ 2 practic	Students acquire information in the field of parasitology to the required level	Introduction to medical parasitology	Theoretical lectures using PDF and PowerPoint.	Daily exams Midterm exams Half-year exams Final exams
2.	2 theory+ 2 practic	Students acquire information in the field of parasitology to the required level	Introductionl protozoa Entamobia histolytica and E.co li Entamobia Hartman blantidium		
3.	2 theory+ 2 practic	Students acquire information in the field of parasitology to the required level	Haemoflagellates: Leshmania spp;. Trypanosome spp.		
4.	2 hr. theory+ 2 practi	Students acquire information in the field of parasitology to the required level	Malarial parasites of human; Toxoplasma		
5.	2 theory+ 2 practic	Students acquire information in the field of parasitology to the required level	Helminthes: - Spp, Cestoda-top worms Taenia spp Echinococcus (Hydatid cyst).		
6.	2 theory+	Students acquire information in	Introduction - Classification - Trematoda Blood flukes		

	practical	the field of parasitology to the required level	(Schistosoma		
7.	2 theory+ 2 practi	Students acquire information in the field of parasitology to the required level	Nematods:		
8.	2 theory+ 2 practi	Students acquire information in the field of parasitology to the required level	Ascaris, Entrobius.		
9.	2 theory+ 2 practi	Students acquire information in the field of parasitology to the required level	Review before final exam		
10.	2 theory+ 2 practi	Students acquire information in the field of viruses to the required level	Introduction Comparison between viruses and bacteria and other microbes Classification of viruses; Replication		
11.	2 theory+ 2 practi	Students acquire information in the field of viruses to the required level	Herpes viridae,		
12. 13.	4 theory+ 4 practi	Students acquire information in the field of viruses to the	Orthomyxo Paramyxo viruses		

		required level			
14-15	4 theory+ 4 practi	Students acquire information in the field of viruses to the required level	Rota viruses, Rubella Retro viruses AIDS, Ebola, Viruses , covid viruses; SARS, Hepato viruses		

11.Course Evaluation

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**.

12. Learning and Teaching Resources

Required textbooks (methodology, if any)	
Main references (sources)	• Cowan, M. K., & Smith, H. (2019). *Microbiology: A systems approach* (5th ed.). McGraw-Hill Education. • Murray, P. R., Rosenthal, K. S., & Pfaller, M. A. (2016). *Medical microbiology* (9th ed.). Elsevier. • Black, J. G. (2019). *Microbiology: Principles and explorations* (9th ed.). Wiley. • Tortora, G. J., Funke, B. R., & Case, C. L. (2021). *Microbiology: An introduction* (13th ed.). Pearson. • Gladwin, M., & Trattler, W. (2020). *Clinical microbiology made ridiculously simple* (7th ed.). MedMaster. • H. P. J. (Ed.). (2019). *Atlas of clinical microbiology* (3rd ed.).

	Springer. • Goldsby, R. A., Kindt, T. J., Osborne, B. A., & Kuby, J. (2018). *Immunology: A short course* (8th ed.). Wiley.
Recommended books and references (scientific journals, reports...)	Scientific journals • Revista de Microbiología Clínica A distinguished scientific journal that publishes research related to clinical microbiology, including infectious diseases, their diagnosis, and treatment. • Microbiología e Inmunología A journal that presents in-depth research on microbiology and immunology and their relation to human diseases. • Revisiones de Microbiología Clínica It is concerned with publishing scientific reviews on clinical microbiology and medical microbiology. • The Lancet Infectious Diseases An international medical journal focusing on infectious diseases, including microbiology research and its relation to clinical medicine.
Electronic References, Websites	• World Health Organization (WHO) Reports WHO reports covering the latest developments in the field of infectious diseases and microbiology. Centros para el Control y la Prevención de Enfermedades (CDC) Informes Updated reports from the • **Centers for Disease Control and Prevention on infectious** diseases, prevention, and pandemic response. • **National Institute of Allergy and Infectious Diseases (NIAID) Reports** Scientific reports and studies from the National Institute of Allergy and Infectious Diseases. **Electronic references and websites:** • PubMed A medical database containing articles and scientific reviews on microbiology and clinical medicine. (https://pubmed.ncbi.nlm.nih.gov) • Institutos Nacionales de Salud (NIH) The official website of the National Institutes of Health in the

	United States contains resources and scientific research. (https://www.nih.gov) • ClinicalTrials.gov
Course Development Plan	• **Periodic course review**: Evaluating the effectiveness of the course based on student feedback and assessment results. • Continuous training for faculty members: Organizing workshops to train teachers on modern teaching methods and the latest research in the field. • **Using electronic educational platforms** like Moodle or Blackboard to upload lectures, exercises, and other learning tools. • **Taking advantage of Massive Open Online Courses (MOOCs)** or websites like Coursera and EdX to expand knowledge. • **Continuous modification**: Based on reviews and evaluations, update the course content periodically to meet students' needs and keep up with scientific developments.

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Course Description Form

1. Course Name:				
Pathophysiology				
2. Course Code:				
PAT209				
3. Semester / Year:				
Semester				
4. Description Preparation Date:				
22/9/2025				
5. Available Attendance Forms:				
Theory				
6. Number of Credit Hours (Total) / Number of Units (Total)				
Theory	2	**Practical**	0	**Number of units (total):** 2 units
7. Course administrator's name (mention all, if more than one name)				
Ass. Prof. Dr. Mohammed ali abbas Email : moh.aljabory@gmail.com				
8. Course Objectives				

Course Objectives	Cognitive Objectives
	1. Prepare the student to apply sound medical principles in dealing with patients, as well as in interactions with colleagues, specialized staff, and training personnel, to ensure optimal patient care. 2. Provide the student with comprehensive medical knowledge and the ability to communicate it effectively to patients using culturally appropriate and awareness-based methods. 3. Equip students with an understanding of preventive health care measures to reduce the risk of diseases, both directly and indirectly. 4. Enable graduates to perform bacterial diagnosis accurately in educational and diagnostic laboratories within the Ministry of Health. 5. Prepare graduates to work effectively in private laboratories and quality control laboratories within pharmaceutical settings. 6. Ensure graduates have complete knowledge of calculating and administering drug doses for patients with chronic bacterial infections. 7. Train graduates to determine the appropriate

	type of drug for bacterial infections, especially in cases requiring medications with significant side effects. 8. Promote health awareness by teaching the correct use of sterilizers and disinfectants, including warnings about improper use and its potential harmful effects on patient health. 9. Provide guidance on the proper methods of sterilization and disinfection to prevent infection and contamination, applicable in both hospital settings and home care environments. **Skills Objectives** 1. Master the rules and principles governing bacterial infections. 2. Identify and differentiate bacterial types and strains, and accurately diagnose them. 3. Select and administer the most effective drugs against pathogenic bacteria based on internationally recognized sensitivity tests. 4. Understand the morphological and anatomical characteristics of pathogenic bacteria and apply the most reliable diagnostic methods. 5. Acquire full knowledge of strategies to control and prevent epidemic outbreaks caused by bacterial infections. 6. Continuously monitor and follow health recommendations and instructions from senior medical authorities, keeping updated with the latest developments to control and eliminate dangerous infectious agents. 7. Provide public guidance on health awareness, especially during periods of high infection prevalence, using effective methods to limit the spread of infections and control epidemics

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	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Students acquir information in th field of Pathology the required leve	Introduction to Pathophysiology	Theoretical lectures using PDF and PowerPoin	Daily exams Midterm exams Half-year exams Final exan
2	2	Students acquir information in th field of Pathology the required leve	Cell damage		
3	2	Students acquir information in th field of Pathology the required leve	Necrosis.		
4	2	Students acquire information in the field of Pathology the required level	Cancer Neoplasm		
5	2	Students acquire information in the field of Pathology the required level	Gene and Chromosor		
6	2	Students acquire information in the field of Pathology the required level	Introduction - Classification - Trematoda Blood flukes (Schistosoma		
7	2	Students acquire information in the field of Pathology the required level	Gene and Chromosor		
8-9	4	Students acquire	Genetic and Pediatri		

		information in the field of Pathology the required level	Diseases		
10-11	4	Students acquire information in the field of Pathology the required level	Inflammation		
12-13	4	Students acquire information in the field of Pathology the required level	Hypertension and hypotension		
14-15	4	Students acquire Genetic and Pediatri Diseases	Genetic and Pediatric Diseases		

11.Course Evaluation

Attendance and absence grade = 5%
Daily exams grade = 5%
Mid-course exam grade = 20%
Final exam grade = 70%
Total grade = 100%

12.Learning and Teaching Resources

Required textbooks (curricular books, any)	1. Jawetz, Melnick & Adelberg's Medical Microbiology (29th ed., 2025). McGraw Hill. 2. Forbes, B. A., Sahm, D. F., & Weissfeld, A. S. Bailey & Scott's Diagnostic Microbiology (14th ed., 2022). Elsevier. 3. Koneman, E. W., Schreckenberger, P. C., Winn, W. C., Allen, S. D., Janda, W. M., Procop, G. W., & Woods, G. L. Koneman's Color Atlas and Textbook of Diagnostic Microbiology (8th ed., 2022). Wolters Kluwer. 4. Heymann, D. L. Control of Communicable Diseases Manual (21st ed., 2022). American Public Health Association. 5. World Health Organization. WHO Guidelines on Infection Prevention and Control (most recent update, 2022). WHO

	Press. 6. Murray, P. R., Rosenthal, K. S., & Pfaller, M. A. Medical Microbiology (9th ed., 2022). Elsevier. 7. American Society for Microbiology. Manual of Clinical Microbiology (12th ed., 2025). ASM Press.
Main references (sources)	• Journal of Clinical Microbiology (ASM). • Infection Control & Hospital Epidemiology (Cambridge University Press). • American Journal of Infection Control (Elsevier). • Clinical Microbiology Reviews (ASM). • Emerging Infectious Diseases (CDC).
Recommended books and references (scientific journals, reports...)	• Journal of Nursing Scholarship • Nursing Leadership • The Journal of Nursing Administration • Journal of Advanced Nursing. • World Health Organization (WHO) Reports on Nursing and Health Care Systems • American Nurses Association (ANA) Reports • National Institute for Health and Care Excellence (NICE) Guidelines • Institute of Medicine (IOM) Report on the
Electronic References, Websites 2025	• World Health Organization (WHO) – **https://www.who.int** • Centers for Disease Control and Prevention (CDC) –**https://www.cdc.gov** • United Nations Children's Fund (UNICEF) – **https://www.unicef.org** • Ministry of Health – Iraq – **https://moh.gov.iq** • PubMed (U.S. National Library of Medicine)
Course Development Plan	• Update Scientific Content • Ensure all lectures, practical sessions, and laboratory exercises reflect the latest scientific developments (2022–2025) in microbiology, infection control, and

	diagnostics. • Incorporate current guidelines from WHO, CDC, and the Ministry of Health – Iraq. • Enhance Practical Skills • Integrate laboratory-based exercises for bacterial identification, drug sensitivity testing, and sterilization techniques. • Include case studies and simulations to strengthen clinical decision-making in infection control. • Integrate Health Awareness and Communication • Teach students how to communicate medical information effectively to patients using culturally sensitive and awareness-based methods. • Include modules on public health guidance and patient education for infection prevention. • Incorporate Technology and Digital Resources • Use electronic references, online databases, and virtual simulations to enhance learning and research skills. • Encourage the use of digital tools for monitoring epidemiology, laboratory reporting, and infection tracking.

Course Description Form

1. Course Name:
Pharmacology for nursing II
2. Course Code:
PHR210
3. Semester: second stage
Semester
4. Description Preparation Date:
25\9\2025
5. Available Attendance Forms:
Theory
6. Number of Credit Hours (Total) / Number of Units (Total)

theory	**2**	**Practical**	**0**	**Number of study hours total 2**

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

Name: Samia Farouk Mahmoud
Email: prof.samia.zag@gmail.com

8. Course Objectives

Course Objectives	**Cognitive objectives:** • Identifying the main drug categories used in the treatment of common diseases and their role in nursing care. • Understanding the effect of drugs on different body systems and how the patient's physiological condition affects the drug's efficacy. • Distinguishing adverse drug reactions (ADRs) and drug interactions with other medications or food. • Analysis of individual factors that affect patients' responses to medications, such as age, gender, chronic diseases, and genetic differences. • Familiarizing oneself with the laws and regulations regarding

	medication management in various healthcare settings. • Recognizing the signs and symptoms of an overdose or drug poisoning and taking appropriate nursing actions. **Skill objectives:** • Administering medications safely through various routes (oral, intravenous, intramuscular, subcutaneous, etc.) according to proper nursing procedures. • Calculating medication doses accurately using appropriate pharmaceutical calculations according to the patient's condition. • Providing health education to patients about the use of medications, including correct dosages, side effects, and potential interactions. • Implementing medication documentation procedures accurately, including recording administered medications, potential interactions, and the patient's response to treatment. • Dealing with pharmaceutical emergencies such as anaphylaxis and drug poisoning, using first aid and appropriate nursing procedures.

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

No.	Hou	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hours	Identify the types of toxicology	- Toxicology	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Half-year exams Final exams
2-3	4 hours	Discuss the Emergency Drugs	Emergency Drugs		
4-5	4 hours	Demonstrate Oxygen Therapy effectively	Oxygen Therapy		
6-7	4hours	Discuss the concept of Fluid Therapy For Pediatrics	Fluid Therapy For Pediatrics		
8	2 hours	Demonstrate Dosage Abbreviations And Their Expansions	Dosage Abbreviations And Their Expansions		

9-10-11	6 hours	Identify the types of Endocrine pharmacology and how to deal with them	- Endocrine pharmacology		
12-13	4 hours	Identify the Antipsychotic medication	Antipsychotic medication	-	
14-15	4 hours	Describe of Female hormone drugs	Female hormone drugs		

11. Course Evaluation	
Attendance and absence grade = 5% Daily exams grade = 5% Mid-course exam grade = 20% Final exam grade = 70% Total grade = 100%	
12 Learning and Teaching Resources	
Required textbooks (methodology, if any)	Brunton, L. L., Knollmann, B. C., & Hilal-Dandan, R. (2022). Goodman & Gilman's: The pharmacological basis of therapeutics (14th ed.). McGraw-Hill Education. Katzung, B. G., Vanderah, T. W., & Trevor, A. J. (2021). Basic and clinical pharmacology (15th ed.). McGraw-Hill Education. **Scientific Journals:** 1. British Journal of Pharmacology – Published by Wiley. 2. Journal of Pharmacology and Experimental Therapeutics – Published by ASPET. 3. Clinical Pharmacology & Therapeutics – Published by Wiley. 4. European Journal of Pharmacology – Published by Elsevier. 5. The Lancet – Pharmacology Section – Published by Elsevier.
Recommended books and references (scientific journals, reports...)	• Rang, H. P., Dale, M. M., Ritter, J. M., Flower, R. J., & Henderson, G. (2019). Rang & Dale's pharmacology (9th ed.). Elsevier. • Brenner, G. M., & Stevens, C. W. (2018). Pharmacology (6th ed.). Elsevier.
Electronic references, websites	1. **PubMed** - Medical and Pharmaceutical Research Database. www.pubmed.ncbi.nlm.nih.gov 2. **National Center for Biotechnology Information (NCBI)** - www.ncbi.nlm.nih.gov 3. **World Health Organization (WHO) – Essential Medicines List** - www.who.int 4. **U.S. Food and Drug Administration (FDA)** - www.fda.gov 5. **Medscape Pharmacology** - www.medscape.com 6. **Drugs.com** - Reliable pharmaceutical encyclopedia.. www.drugs.com 7. **American Society for Pharmacology and Experimental Therapeutics (ASPET)** -
Plan development	**Updating Scientific Content:** • Review and update new medications and add advanced pharmacological concepts.

	• Rely on up-to-date clinical practice guidelines. **Integrating Interactive Learning Tools:** • Design interactive activities such as instant online quizzes and pharmacology simulation games. • Use virtual reality (VR) to simulate drug effects within the human body. **Improving Assessment and Performance Evaluation:** • Develop case-based exams instead of relying only on theoretical questions. • Apply competency-based (skills-based) assessment.and safe clinical practice skills for real healthcare settings.

Republic Of Iraq Ministry of Higher Education & Scientific Research College of Nursing		جمهورية العراق وزارة التعليم العالي والبحث العلمي جامعة الحلة كلية التمريض

Course Description Form

1. Course Name:				
Computer 4				
2. Course Code:				
COS 211				
3. Semester / Year:				
2025 – 2026 Semester				
4. Description Preparation Date:				
2025/10/25				
5. Available Attendance Forms:				
Practical				
6. Number of Credit Hours (Total) / Number of Units (Total)				
Theory	0	Lab	2	Number of Credit Hours: Only one unit
7. Course administrator's name (mention all, if more than one name)				
Dr: Hassanein Alshemary				
8. Course Objectives				

Course Objectives	**Cognitive objectives:** **•Introduce students to the basics of computer science and its use in healthcare.** **•Identify basic computer applications in nursing, such as electronic patient records.** **•Learn to use statistical software (such as SPSS, Excel, and R) to process nursing medical data.** **•Understand how software is used to analyze medical research results and patient cases.** **•Understand how statistical data can be used to support nursing decisions and improve the quality of care.** **•Study the impact of using statistical analysis on prevention and treatment in patient cases.** **Skill objectives**

	•Skill objectives **Train students to enter medical data (such as test results or patient notes) and analyze them using statistical tools.** **•Apply statistical analysis to measure the effectiveness of treatments or health programs using statistical software.** **•Learn how to interpret statistical data to guide healthcare and evaluate progress.** **•Use statistical results to determine nursing priorities, such as determining disease risk or assessing patient response to treatment.** **•Apply statistical analysis tools to realistic nursing scenarios to analyze patient data.**

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	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	**Lab: 2**	Introductio n to Computer Science an Data	Introductio to Comput Science an its Applicatio in Nursing		

		Analysis			
2	**Lab: 2**	Understanding th Basics of Health Information Systems	Health Informati on Systems and Electroni c Patient Records	Theoretical lectures using PDF and PowerPoint.	Daily exams Midterm exams Half-year exams Final exams
3	**Lab: 2**	Applying Basic Computer Skills	Basics of Using Office Programs (Word, Excel)		
4	**Lab: 2**	Learning to Input and Analyze Medical Data	Data Entry and Processing using Excel		
5	**Lab: 2**	Analyzing Basic Statistical Data	Introduction to SPSS and Medica Data Entry		
6-7	**Lab: 4**	Applying Statistical Analysis ir Nursing	Using SPS to Analyze Patient Data		
8	**Lab: 2**	Understanding th Use of *R* in Statistical Analys	Introduction to R and its Applicatio in Nursing		
9	**Lab: 2**	Evaluating Healthcare Quality usi	Analyzing Healthcare Qualit Indicators		

		Statistical Analysis			
10	**Lab: 2**	Interpreting Data Support Nursing Decisions	How to Analyze and Interpret Research Results		
11	**Lab: 2**	Using Statistical Analysis in Prevention and Treatment	Evidence-Based Nursing Applicatio		
12	**Lab: 2**	Analyzing Clinical Effectivene of Treatments	Measuring the Impact of Health Treatments using Statistical Software		
13	**Lab: 2**	Using Data to Improve Nursing Plans	Developing Nursing Strategies Based on Statistical Analysis		
14-15	**Lab: 4**	Writing Medical and Statistical Reports	Preparing Medical Data Analysis Reports		

11. Course Evaluation	
Attendance and absence grade = 10% Daily exams grade = 10% Practical evaluation grade = 20% Mid-course exam grade = 20% Final exam grade = 40% Total grade = 100%	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Tanenbaum, A. S., & Bos, H. (2015). *Modern Operating Systems* (4th Pearson.
Main references (sources)	Cormen, T. H., Leiserson, C. E., Rivest, R. L., & Stein, C. (2022). *Introduc to Algorithms* (4th ed.). MIT Press.
Recommended books and references (scientific journals, reports…)	Sommerville, I. (2021). *Software Engineering* (11th ed.). Pearson.
Electronic References, Websites	**1. Online Course Platforms** • **Coursera** – Free and paid courses on programming, data science, AI, cybersecurity, and more: https://www.coursera.org • **EdX** – University-level courses on computer science, software engineering, and AI: https://www.edx.org • **Udemy** – Practical courses on coding, web development, databases, and IT skills: https://www.udemy.com **2. Programming Documentation & Tutorials** • **W3Schools** – Tutorials for web development (HTML, CSS, JavaScript, SQL, Python, etc.): https://www.w3schools.com • **MDN Web Docs (Mozilla)** – Detailed documentation for web technologies and JavaScript: https://developer.mozilla.org • **GeeksforGeeks** – Programming tutorials, algorithms, and coding problems: https://www.geeksforgeeks.org **3. Scientific & Research Databases**
Plan development	• **Periodic Course Review**

	• Evaluate the effectiveness of the course based on student feedback, assessment results, and learning outcomes. • Identify strengths and weaknesses to guide improvements. • **Continuous Faculty Training** • Organize workshops and seminars for instructors to learn modern teaching methods, technological tools, and the latest research in the field. • Encourage the adoption of innovative instructional strategies to enhance student engagement. • **Use of Electronic Educational Platforms** • Employ platforms such as Moodle, Blackboard, or Google Classroom to upload lectures, assignments, exercises, and other learning tools. • Facilitate interactive learning and easy communication between students and instructors.

Republic Of Iraq Ministry of Higher Education & Scientific Research College of Nursing		جمهورية العراق وزارة التعليم العالي والبحث العلمي جامعة الحلة كلية التمريض

Course Description

1.Course Name:				
Arabic language in nursing				
2.Course Code:				
ARB212				
3.(Semester-based)				
2025 / 2026 (Semester-based)				
Semester				
4.Description preparation date:				
14/10/2025				
5.Available Attendance Modes:				
Theory				
6.Total Study Hours / Total Credits:				
Theory	2	Practical	0	**Total Study Hours / Total Credits One units**
7.Course Coordinator(s) (if more than one, please specify):				
Name: Sabah Attway				

Cognitive Objectives:	**Learning Objectives**
1. Enable the student to understand and apply the correct rules of Arabic grammar. 2. Correct common linguistic errors in writing and conversation. 3. Enhance skills in formal writing, particularly in the medical and administrative fields. 4. Understand the meanings of punctuation and tanween and their correct usage. **Skill Objectives:** 1. Improve the student's ability to write administrative letters and official reports. 2. Master the correct use of punctuation marks. 3. Enhance written and oral communication skills in a proper manner. 4. Develop editing and proofreading skills for official documents. 5. Improve the ability to read and analyze texts from a linguistic perspective.	

9.Teaching and Learning Strategies	
Teaching Methods	Strategy
• 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 Topic Name	Learning Method	Assessment Method
1	2	Identifying and recognizing linguistic errors	Introduction to linguistic errors – Taa' marbuta and Taa' open	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Half-year exams Final exams
2	2	Understanding the rules of writing extended and contracted alif	Rules for writing extended and contracted alif – Solar and lunar letters		
3	2	Differentiating between "Dhad" and "Zad"	Dhad and Zad		
4	2	Learning the rules of writing Hamza	Writing Hamza		
5	2	Recognizing punctuation marks	Punctuation marks		
6	2	Differentiating between noun and verb	Noun and verb differentiation		
7	2	Understanding the objects in a sentence	Objects in a sentence		
8	2	Understanding the rules of numbers	Numbers		
9	2	Recognizing common linguistic errors	Applications of common linguistic errors		
10	2	Applying common linguistic errors	Applications of common linguistic errors		
11	2	Understanding the "Nun" and "Tanween" and meanings of prepositions	Nun and Tanween – Meanings of prepositions		
12	2	Understanding the	Formal reply in		

		formal reply in administrative correspondence	administrative correspondence		
13-14	4	Learning the language of administrative correspondence	Language of administrative correspondence		
15	2	Learning to write administrative correspondence	Models of administrative correspondence		

11. Course Evaluation

Attendance and absence grade = 5%

Daily exams grade = 5%

Mid-course exam grade = 20%

Final exam grade = 70%

Total grade = 100%

12. Learning and Teaching Resources

• **Lectures:**	Required textbooks (methodology if any)
1. **Book: "Qawaid al-Lugha al-Arabiya"** – Authored by a group of professors, it covers grammatical and morphological rules in a simplified manner.	Main References (Sources)
1. **Qawaid al-Lugha al-Arabiya"** – Authored by a group of linguists, this book helps in understanding the fundamental grammatical and morphological principles. 2. **"Al-Wajez fi Qawaid al-Lugha al-Arabiya"** – By Abdel Hamid Obada, a concise and useful book on Arabic grammar rules. 3. **"Asasiyat al-Kitaba al-Ilmiya wa al-Akademiya"** – Suitable for students who need to develop their skills in writing scientific reports. 4. **"Al-Taqreer wa al-Murasalat al-Idariyya"** – Covers the basics of formal writing, useful for students in medical and technical fields. 5. **"Al-Akhata' al-Lughawiya al-Shai'a"** – By a group of authors, this book focuses on correcting errors in scientific and administrative writing. **Recommended Scientific Journals:** 1. **"Majallat al-Majma' al-Lughawi al-Arabi"** – Published by various Arabic Language Academies, it is	Recommended supporting books and references (scientific journals, reports, etc.)

a strong reference in language issues. 2. **"Majallat al-Arabiya" (Journal of Arabic Language for Non-Native Speakers)** – Published by several Arab universities, it helps in understanding the language in a simplified manner.	
American Nurses Association (ANA) • https://www.nursingworld.org/ **National Institute for Health and Care Excellence (NICE)** • https://www.nice.org.uk/ **International Council of Nurses (ICN)** • https://www.icn.ch/ **Nursing Research Network** • https://www.nursingresearchnetwork.org/	Electronic references, websites
1. **Adding Modern Topics** o Enhance the content with topics related to professional communication and medical language, tailored to the students' specialization. o Include practical medical and administrative texts to strengthen students' academic and professional writing skills. 2. **Expanding Practical Exercises and Applications** o Add practical exercises based on real medical and administrative scenarios. o Enhance writing skills through practical assignments such as writing medical reports and administrative correspondences. **Second: Updating Teaching Methods** 1. **Using Technology in Teaching** o Introduce e-learning platforms to increase student engagement with the course material. o Utilize PowerPoint presentations and educational videos to explain grammatical rules and linguistic applications. 2. **Active and Collaborative Learning** o Organize group activities to analyze and linguistically edit medical and administrative	**Course Development Plan**

texts.
- Encourage presentations on linguistic topics related to the field of anesthesia.

Third: Improving Assessment Methods

1. **Diversifying Assessment Tools**
   - Replace some traditional exams with research projects and written reports.
   - Use continuous assessment through short assignments and classroom discussions.
2. **Introducing Linguistic Performance Assessment**
   - Evaluate students based on their ability to write and formulate accurate medical reports and administrative correspondences.