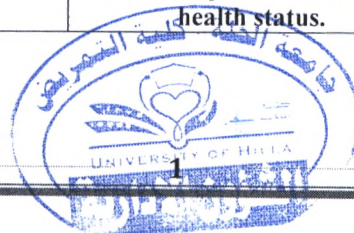


Course Description Form

1. Course Name:					
Community Health Nursing					
2. Course Code:					
NUR401					
3. Semester / Year:					
Yearly					
4. Description Preparation Date:					
24/9/2025					
5. Available Attendance Forms:					
Practical					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Clinical	12	Total Clinical Hours	180	Total Credit Hours	7 credit hours
7. Course administrator's name (mention all, if more than one name)					
Name: Samia Farouk Mahmoud					
Email: prof.samia.zag@gmail.com					
Name: Assistant. Lecturer : Zaid Abdullah Hussein					
Email: : zaid-abdullah@hilla-unc.edu.iq					
8. Course Objectives					
Course Objectives			Cognitive Objectives		
			<ol style="list-style-type: none"> 1. Define Primary Health Care (PHC) and explain its principles, elements, and importance in community health. 2. Describe the structure, functions, and services of a Primary Health Care Center. 3. Explain the roles of healthcare professionals within PHC settings. 4. Explain the concept, purpose, and types of immunization. 5. Describe national immunization schedules and vaccine-preventable diseases. 6. Discuss cold chain system and factors affecting vaccine effectiveness. 7. Describe the objectives, components, and importance of antenatal care. 8. Identify normal pregnancy changes and recognize danger signs during pregnancy. 9. Explain health education needs for pregnant women. 10. Explain the concept and importance of maternal, newborn, and child health. 11. Describe essential newborn care and child health services. 12. Identify common maternal and child health problems and preventive measures. 13. Define school health services and explain their objectives and components. 14. Describe standards of a healthy school environment (building, classroom, water supply, sewage disposal, and waste/refuse management). 15. Explain methods for assessing school children's health status. 		



16. Discuss the importance of vaccination uptake among school children and factors affecting it.

Skills Objectives

- 17. Perform basic health assessments in a PHC center (vital signs, history taking).
- 18. Maintain accurate health records and reports.
- 19. Demonstrate safe vaccine administration techniques (IM, SC).
- 20. Apply cold chain procedures for proper vaccine storage and handling.
- 21. Educate clients about immunization schedules and benefits.
- 22. Conduct antenatal assessments (blood pressure, weight, fundal height).
- 23. Identify high-risk pregnancies and refer appropriately.
- 24. Provide health education to pregnant women.
- 25. Perform basic newborn assessment (Apgar observation, temperature, weight).
- 26. Demonstrate essential newborn care (cord care, breastfeeding support).
- 27. Monitor child growth using growth charts.
- 28. Provide counseling to mothers on nutrition and child care.
- 29. Assess school environment (building safety, classroom conditions, water supply, sewage disposal, refuse management).
- 30. Conduct health assessment of school children (vision, hygiene, growth, general health).
- 31. Identify common health problems among school children and report findings.
- 32. Assess vaccination status and promote vaccine uptake among school children.
- 33. Provide health education sessions for students, teachers, and parents.

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. • Organizing field trips to provide practical, real-world experience. <p>Evaluation Methods</p> <ul style="list-style-type: none"> • Conducting short daily quizzes. • Demonstration and Re-demonstration: • Conducting monthly exams. • Conducting midterm and final exams.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-6	72 hours	• Conduct basic	Primary health		



	<p>assessments in a Primary Health Care Center, including vital signs, growth monitoring, and health history.</p> <ul style="list-style-type: none"> • Demonstrate proper vaccine administration techniques, including intramuscular and subcutaneous injections following safety protocols. • Apply cold chain management procedures to ensure vaccine potency during storage and transportation. • Perform antenatal assessment, including measuring blood pressure, fundal height, and identifying danger signs in pregnancy. • Provide health education to pregnant women regarding nutrition, hygiene, and danger signs. • Assist in maternal and child health services, including postnatal care and newborn assessment. • Demonstrate proper newborn care practices, such as cord care, temperature maintenance, and breastfeeding support. • Record and maintain accurate patient data and reports in PHC settings. • Identify and refer high-risk cases (maternal or child) to appropriate healthcare facilities. • Communicate effectiv 	<p>care center Introduction to PHC Immunization Antenatal care Maternal , newborn and ch health</p>	<p>Theoretical lectures using PDF and PowerPoint</p>	<p>Daily exams Midterm exams Half-year exams Final exams</p>
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		<p>with patients and families to promote health awareness and disease prevention.</p>			
7-8-9-10	48 hours	<ul style="list-style-type: none"> • Evaluate the safety and suitability of the school building according to health standards. • Assess classroom conditions (lighting, ventilation, space, seating arrangement, cleanliness). • Examine the water supply system for safety, adequacy, and accessibility. • Assess the sewage disposal system to ensure proper sanitation and prevention of contamination. • Evaluate the refuse (waste) management program, including collection, storage, and disposal methods. • Identify environmental health hazards and recommend appropriate corrective measures. • Apply standard checklist for comprehensive school environmental assessment. • Conduct general health assessment of school children (height, weight, hygiene, vital signs). • Assess nutritional status using growth charts and identify malnutrition. • Screen for common health problems (vision defects, hearing problems, skin conditions, dental issues). 			



		<ul style="list-style-type: none"> • Evaluate personal hygiene practices among school children. • Assess mental and behavioral health indicators in children. • Identify children with special health needs or disabilities and recommend referral. • Record and interpret assessment findings accurately. • Provide basic health education based on identified needs. 			
11:15	60 hour	<ul style="list-style-type: none"> • Assess vaccination status of individuals (children, school students, mothers) using records or history. • Identify missed or incomplete immunizations and plan appropriate follow-up. • Educate individuals and families about the importance, safety, and schedule of vaccines. • Address misconceptions and vaccine hesitancy using effective communication skills. • Promote vaccination uptake through health education campaigns in schools and communities. • Record and report immunization data accurately. <p>Students will be able to assess vaccination status, identify gaps in immunization, and implement effective education and communication strategies to improve</p>	Vaccination uptake		



		vaccination uptake and coverage within the community.			
11.Course Evaluation					
Clinical evaluation		20			
Final Clinical exam.		20			

Total		40%			
12.Learning and Teaching Resources					
Required textbooks (curricular books, if any)		<ul style="list-style-type: none"> • Stanhope, M., & Lancaster, J. (2020). <i>Foundations of Nursing in the Community: Community-Oriented Practice</i> (5th ed.). Elsevier. 			
Main references (sources)		<ul style="list-style-type: none"> • Stanhope, M., & Lancaster, J. (2020). <i>Foundations of Nursing in the Community: Community-Oriented Practice</i> (5th ed.). Elsevier. • Clark, M. J. (2015). <i>Community Health Nursing: Advocacy for Population Health</i> (6th ed.). Pearson. • Allender, J. A., Rector, C., & Warner, WHO, UNICEF, and Iraq Ministry of Health (2025 updated guidelines on PHC, MCH, School Health, Immunization, and Environmental Health). 			
Recommended books and references (scientific journals, reports...)		<ul style="list-style-type: none"> • <i>Public Health Nursing</i> (Wiley). • <i>Journal of Community Health Nursing</i> (Taylor & Francis). • <i>Journal of Advanced Nursing</i> (Wiley). • <i>International Journal of Community Nursing and Midwifery</i>. • <i>Journal of Epidemiology and Community Health</i> (BMJ). 			
Electronic References, Websites 2025		<ul style="list-style-type: none"> • 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 			



	<ul style="list-style-type: none"> • PubMed (U.S. National Library of Medicine)
<p>Course Development Plan</p>	<ul style="list-style-type: none"> • Updating the scientific content to align with recent developments in community nursing and primary health care. • Enhancing students' practical skills through simulation training, field visits, and case studies. • Introducing modern teaching technologies such as interactive lectures using PowerPoint, educational videos, and electronic learning platforms. • Improving evaluation methods to include quizzes, monthly exams, practical assessments, and group projects. • Developing educational resources (books, scientific articles, websites, and international reports). • Equipping students with the skills required for the health and medical technician profession and the changing demands of the modern era.



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Handwritten signature in blue ink, likely reading 'Dr. Huda Al-Sayid'.

Course Description Form

1. Course Name:			
Epidemiology			
2. Course Code:			
EPID402			
3. Semester / Year:			
Yearly			
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)			
Name: Professor Dr. Hasan Alwan Bayai			
Email: hasan_alwan@hilla-unc.edu.iq			
8. Course Objectives			
Course Objectives	Cognitive Objectives		
	<ol style="list-style-type: none">1. Understanding the fundamental concepts of epidemiology and related terminology.2. Recognizing methods for studying epidemics and analyzing health data.3. Analyzing and evaluating factors associated with the spread of infectious and non-infectious diseases.		
	Skill Objectives		
	<ol style="list-style-type: none">4. Applying statistical and epidemiological tools to analyze health problems.5. Interpreting epidemiological research studies and assessing their quality and outcomes.		
9. Teaching and Learning Strategies			
Strategy	Teaching Methods		
	<ul style="list-style-type: none">• 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	Deep understanding of epidemiology fundamentals and historical development	.Foundation of epidemiology and Historical .Development	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Half-year exams Final exam
2	2	Identifying risk factors and understanding causal inference disease)(Risk Factors and Disease Outcomes (Causal Inference)		
3	2	Ability to calculate and interpret different epidemiological rates	Rates in Epidemiology		
4	2	Understanding applying measures of association such as Relative Risk (RR) and Odds Ratio (OR)	Measures of .Association		
5	2	Understanding models used in disease studies and their spread	The Epidemiological Model.		
6	2	understanding disease progression through its various stages	The natural History of Health Conditions.		
7	2	Understanding the	Levels of		

		three levels of prevention (primary, secondary, tertiary)	Prevention		
8	2	understanding transmission methods of infectious diseases and factors affecting their spread.	Epidemiology of Communicable Diseases		
9	2	understanding environmental and behavioral factors affecting chronic diseases like diabetes and heart disease.	Epidemiology of non-Communicable Diseases		
10	2	recognizing disease prevention and treatment methods	Control of Communicable Diseases		
11	2	knowledge of epidemiological study types, such as observational and experimental studies	Epidemiological Studies		
12	2	Analyzing the impact of the workplace environment on individual health	Occupational Epidemiology		
13	2	Understanding the relationship between environmental factors and diseases	Environmental Epidemiology		
14-15	4	Understanding ethical issues related to epidemiological studies.	The Influence of Epidemiology on Ethical and Professional issues		

11.Course Evaluation	
<p>Attendance and absence grade = 5% Daily exams grade = 5% Mid-course exam grade = 20% Final exam grade = 70% Total grade = 100%</p>	
12.Learning and Teaching Resources	
Required textbooks (curricular books, any)	<p>Epidemiology(Rothman)</p> <p>Gordsil, L.: Epidemiology, 2nd ed., USA: Saunders Co.,2020</p>
Main references (sources)	<p>Black, B. P. (2021). Professional nursing: Concepts & challenges (9th ed.). Elsevier.</p> <p>Weiss, N. S., & Koepsell, T. D. (2014). <i>Epidemiologic methods: Studying the occurrence of illness</i> (2nd ed.). Oxford University Press.</p>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Updating course content according to the latest epidemiological research and practices. • Enhancing practical applications using epidemiological data analysis software.

- Improving assessment methods to include case studies and research projects.
- Encouraging collaboration with health institutions to enrich practical and applied aspects.



دقق

م. م. جميل علي كاظم

Course Description Form

1. Course Name:		
Nursing Management and Leadership		
2. Course Code:		
NUR403		
3. Semester / Year:		
Yearly		
4. Description Preparation Date:		
25/9/2025		
5. Available Attendance Forms:		
Practical and theory		
6. Number of Credit Hours (Total) / Number of Units (Total)		
Theory	2	clinical 3 Total Credit Units: 3 Credit Hours
7. Course administrator's name (mention all, if more than one name)		
Name: Assistant. Lecturer : Zaid Abdullah Hussein Email: zaid-abdullah@hilla-unc.edu.iq		
8. Course Objectives		
Course Objectives	Cognitive Objectives: <ol style="list-style-type: none">1. Understand the concept of administration to perform tasks effectively.2. -Define the principles of administration based on sound scientific foundations.3. -Equip students with leadership approaches to develop a leadership personality in the clinical field.4. -Qualify students to practice their administrative role in managing people through practical administrative implementation mechanisms.5. -Educate students on the mechanism and importance of communication in nursing affairs management.6. - Provide students with knowledge about the basic rules applied in nursing services management, such as planning, organizing, supervising, and evaluating.7. -Train students on administrative activities that contribute to organizing nursing care affairs.8. -Clarify the role of the nursing staff in providing the best services in line with the organization's policy.9. -Introduce students to the approaches used in managing nursing services and developing nursing staff. Skill Objectives: <ol style="list-style-type: none">10. -Develop students' skills to perform their effective role and enhance their contribution in the nursing field.11. -Develop leadership skills that enable them to take on a leadership role in the clinical field.12. -Qualify students to achieve organizational goals through the	

- application of effective administrative principles.
13. -Enable students to meet the needs of administrative work efficiently in the nursing environment.

9. Teaching and Learning Strategies

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**.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	Theory: 2 hours clinical: 3 hours	Identify the basics of leadership and administrative	Introduction Leadership Management	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Half-year exams Final exams
2-3	Theory: 4 hours clinical: 6 hours	Understand the role of administrative in nursing	Management Nursing		
4-5	Theory: 4 hours clinical: 6 hours	Understand the role of the head nurse	Role of the Head Nurse		
6-7	Theory: 4 hours clinical: 6 hours	Study leadership in the field of nursing	Leadership Nursing		
8	Theory: 2 hours clinical: 3 hours	Develop communication skills in nursing work	Communication Skills		
9	Theory: 2 hours	Planning	Planning in		

	clinical: 3 hours	administrati in nursing	Nursing Managemen		
10	Theory: 2 hours clinical: 3 hours	Identify basic functions of administrati in nursing	Functions in sing Managemen		
11	Theory: 2 hours clinical: 3 hours	Identify Workforce managemen in nursing	Staffing , Scheduling		
12	Theory: 2 hours clinical: 3 hours	Understand time managemen and the use electronic systems	Time and Electronic Managemen		
13	Theory: 2 hours clinical: 3 hours	Learn how to manage change in the work environmen	Risk Managemen		
14-1	Theory: 4 hours clinical: 6 hours	Strategic managemen strategies	Job Descript and Job Analysis		

11. Course Evaluation

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

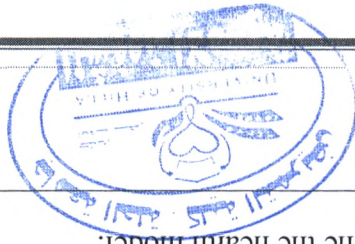
12. Learning and Teaching Resources

Required textbooks (curricular books if any)	Effective Leadership and Management in Nursing, Sullivan, E.J. and Decker, P.J., 7th Edition, Pearson International Edition, 2020.
Main references (sources)	<ul style="list-style-type: none"> History of Effective Leadership and Management in Nursing
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> <i>Public Health Nursing</i> (Wiley). <i>Journal of Community Health Nursing</i> (Taylor & Francis).

	<ul style="list-style-type: none">• <i>Journal of Advanced Nursing</i> (Wiley).• <i>International Journal of Community Nursing and Midwifery</i>.• <i>Journal of Epidemiology and Community Health</i> (BMJ).
Electronic References, Websites	<ul style="list-style-type: none">• reviewing modern and emerging scientific• websites specialized in anatomy to keep pace with modern developments• World Health Organization: [https://www.who.int](https://www.google.com/url?sa=E&source=gmail&q=https://www.who.int)• American Association of Colleges of Nursing: [https://www.aacn.org](https://www.google.com/url?sa=E&source=gmail&q=https://www.aacn.org)• [https://www.uptodate.com](https://www.google.com/url?sa=E&source=gmail&q=https://www.uptodate.com)• National Library of Medicine PubMed database: [https://pubmed.ncbi.nlm.nih.gov](https://www.google.com/url?sa=E&source=gmail&q=https://pubmed.ncbi.nlm.nih.gov)
Course Development Plan	<p>Update content to align with the latest research and practices in nursing leadership and management.</p> <p>Enhance the practical and interactive aspects of teaching to improve understanding and comprehension.</p> <p>Develop students' leadership and administrative skills to enable them to perform their roles effectively.</p> <p>Utilize modern technology in teaching and assessment to promote active learning.</p>



د. هادي م. م. هادي
4



<p>1. Understand the concepts of health promotion and public health.</p> <p>2. Identify the basic principles of public health promotion.</p> <p>3. Identify health promotion strategies to improve population health outcomes.</p> <p>4. Define and explain levels of prevention.</p> <p>5. Identify the concept and types of health screenings.</p> <p>6. Explain the types of health screenings.</p> <p>7. Distinguish between all levels of prevention.</p> <p>8. Recognize and draw the Neukirch model of health.</p> <p>9. Describe and draw the Wellness-Illness Continuum.</p> <p>10. Define and explain the goals of health education.</p> <p>11. Explain the principles of health education.</p> <p>12. Define the health model.</p>	
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Cognitive Objectives

Course Objectives

8. Course Objectives			
Name: A.L Mohammed Mohi Sahar			
7. Course administrator's name (mention all, if more than one name)			
Theory	2	Practical	0
Number of units (total): 2 units			
6. Number of Credit Hours (Total) / Number of Units (Total)			
Theory			
5. Available Attendance Forms:			
22/9/2025			
4. Description Preparation Date:			
Yearly			
3. Semester / Year:			
HPR 404			
2. Course Code:			
Health promotion			
1. Course Name:			

Course Description Form

	Ministry of Higher Education & Scientific Research College of Nursing	جمهورية العراق وزارة التعليم العالي والبحث العلمي جامعة الحلة كلية التمريض
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1. Define the PRECEDE-PROCEED model and the Health Belief Model (HBM).
2. Discuss the Stimulus Response Theory.
3. Explain the Social Cognitive Theory.

Skills Objectives

4. Apply the nurse's role in achieving health.
5. Identify the duties and responsibilities of a health educator.
6. Discuss types of group health education methods.
7. Apply criteria for selecting teaching methods and materials in health education.
8. Apply health models such as HBM and PRECEDE-PROCEED to real-life situations.

9. Teaching and Learning Strategies

Strategy

Teaching Methods

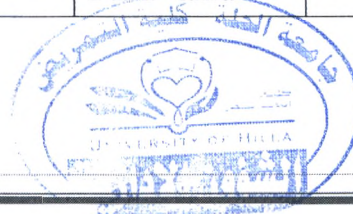
- Using **PowerPoint lectures**.
- Educational **videos**.
- Guiding students to **use selected websites** for additional learning.

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	4	Understand perspective and professional concepts in nursing	Introduction to perspectives and professional issues in nursing	Theoretical lectures using PDF and	Daily exams Midterm
3-4	4	Recognize ethical and legal principles in nursing practice	Ethical and Legal Issues in Nursing Practice		



5-6-7	6	Understand the basics of community health nursing	Overview of community health nursing	PowerPoint	exams Half-year exams Final exam
8-9	4	Understand cultural diversity and nursing cultural competence	Diversity and Cultural Competence in Nursing		
10-11	4	Identify challenges of nursing shortage and workforce issues	Nursing Shortage and Workforce Challenges		
12-13	4	Understand nurses' mental health and burnout	Mental Health and Burnout in Nurses		
14-15	4	Understand emerging infectious diseases and global health issues	Emerging Infectious Diseases and Global Health Issues		

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, if any)	Required textbooks
Main references (sources)	<p>Black, B. P. (2021). Professional nursing: Concepts & challenges (9th ed.). Elsevier.</p> <ul style="list-style-type: none"> • Finkelman, A. W. (2020). Professional nursing concepts: Competencies for quality leadership (4th ed.). Jones & Bartlett Learning. • Zerwekh, J. A., & Claborn, J. S. (2020). Nursing today: Transition and trends (10th ed.). Elsevier..
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none">• Institute of Medicine (IOM) Report on the
Electronic References, Websites 2025	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Updating the content• Empowering students to understand professional issues in nursing and develop leadership, communication, and problem-solving skills related to nursing in the healthcare environment.• Addressing the importance of continuous education in enhancing nursing practice and achieving quality in healthcare.• Improving communication skills between nurses and the medical community to achieve the best care outcomes.• Applying strategies for managing change in nursing work environments.• Providing practical solutions to professional challenges related to nursing based on research evidence..

Handwritten signatures and stamps of the University of Hilla. The stamps include the text "جامعة الحلة كلية التمريض" (University of Hilla College of Nursing) and "مكتب المبيد" (Pesticide Office). The handwritten text includes "م. م. محمد عبد" and "م. م. محمد عبد".

Course Description Form

1. Course Name:				
Perspectives and professional issues in nursing				
2. Course Code:				
NUR405				
3. Semester / Year:				
Yearly				
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)				
Name: Samia Farouk Mahmoud				
Email: prof.samia.zag@gmail.com				
8. Course Objectives				
Course Objectives		Cognitive Objectives		
		<ol style="list-style-type: none">1. Define the key perspectives and professional issues in nursing practice.2. Explain ethical and legal principles governing nursing practice.3. Describe the principles and scope of community health nursing.4. Identify cultural diversity issues and demonstrate understanding of cultural competence in nursing.5. Analyze challenges related to nursing shortage and workforce management.6. Discuss mental health concerns and burnout among nurses and strategies for coping.7. Explain emerging infectious diseases and their impact on global health.8. Integrate knowledge to prepare for midterm and final exams, demonstrating comprehensive understanding of course content.		
		Skills Objectives		
		<ol style="list-style-type: none">1. Apply ethical and legal principles in simulated nursing scenarios.		

2. Conduct basic community health nursing assessments in case studies or role-play exercises.
3. Demonstrate culturally competent communication and interventions with patients from diverse backgrounds.
4. Participate effectively in group discussions, workshops, and collaborative problem-solving activities.
5. Develop strategies to prevent burnout and maintain mental well-being in nursing practice.
6. Analyze case studies related to emerging infectious diseases and propose evidence-based interventions.
7. Perform reflective exercises and apply critical thinking in evaluating nursing practices.

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	4	Understand perspectives and professional concepts in nursing	Introduction to Perspectives and professional issues in nursing		
3-4	4	Recognize ethical and legal principles in nursing practice	Ethical and Legal Issues in Nursing Practice		
5-6	4	Understand the basics of community health	Overview of community health nursing		

nursing					
7-8	4	Identify challenges of nursing shortage and workforce issues	Nursing Shortage and Workforce Challenges	Theoretical lectures using PDF and PowerPoint.	Daily exams Midterm exams Half-year exams Final exams
9-10	4	Understand cultural diversity and nursing cultural competence	Diversity and Cultural Competence in Nursing		
11-12	4	Understand nurses mental health and burnout	Mental Health and Burnout in Nurses		
13-14	4	Understand emerging infectious diseases and global health issues	Emerging Infectious Diseases and Global Health Issues		
15	2	Revision	Revision		

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, if any)	Required textbooks
Main references (sources)	<p>Black, B. P. (2021). Professional nursing: Concepts & challenges (9th ed.). Elsevier.</p> <ul style="list-style-type: none"> • Finkelman, A. W. (2020). Professional nursing concepts: Competencies for quality leadership (4th ed.). Jones & Bartlett Learning. • Zerwekh, J. A., & Claborn, J. S. (2020). Nursing today: Transition and trends (10th ed.). Elsevier..
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • 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

	<p>Excellence (NICE) Guidelines</p> <ul style="list-style-type: none">• Institute of Medicine (IOM) Report on the
Electronic References, Websites 2025	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Update the content• Empowering students to understand professional issues in nursing and develop leadership, communication, and problem-solving skills related to nursing in the healthcare environment.• Addressing the importance of continuous education in enhancing nursing practice and achieving quality in healthcare.• Improving communication skills between nurses and the medical community to achieve the best care outcomes.• Applying strategies for managing change in nursing work environments.• Providing practical solutions to professional challenges related to nursing based on research evidence..



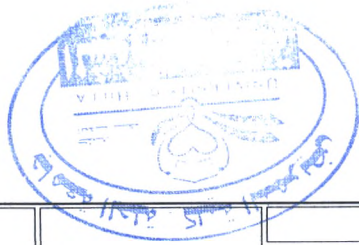
Sam



مر. م. جميل علي كاظم
4

Course Description

1.Course Name:				
Arabic language in nursing				
2.Course Code:				
ARB407				
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	
<ol style="list-style-type: none"> 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:				
<ol style="list-style-type: none"> 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	
<ul style="list-style-type: none"> • Using PowerPoint lectures. 				



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
2	2	Understanding the rules of writing extended and contracted alif	Rules for writing extended and contracted alif – Solar and lunar letters		Midterm exams
3	2	Differentiating between "Dhad" and "Zad"	Dhad and Zad		Half-year exams
4	2	Learning the rules of writing Hamza	Writing Hamza		Final exams
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		

10. Course Structure

<ul style="list-style-type: none"> • 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. • Conducting midterm and final exams.
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		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:

1. **Book: "Qawaid al-Lugha al-Arabiya"** – Authored by a group of professors, it covers grammatical and morphological rules in a simplified manner.

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

Required textbooks
(methodology if any)

Main References (Sources)

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

<p>a strong reference in language issues.</p> <p>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.</p>	
<p>American Nurses Association (ANA)</p> <ul style="list-style-type: none"> • https://www.nursingworld.org/ <p>National Institute for Health and Care Excellence (NICE)</p> <ul style="list-style-type: none"> • https://www.nice.org.uk/ <p>International Council of Nurses (ICN)</p> <ul style="list-style-type: none"> • https://www.icn.ch/ <p>Nursing Research Network</p> <ul style="list-style-type: none"> • https://www.nursingresearchnetwork.org/ 	<p>Electronic references, websites</p>
<p>1. Adding Modern Topics</p> <ul style="list-style-type: none"> ○ Enhance the content with topics related to professional communication and medical language, tailored to the students' specialization. ○ Include practical medical and administrative texts to strengthen students' academic and professional writing skills. <p>2. Expanding Practical Exercises and Applications</p> <ul style="list-style-type: none"> ○ Add practical exercises based on real medical and administrative scenarios. ○ Enhance writing skills through practical assignments such as writing medical reports and administrative correspondences. <p>Second: Updating Teaching Methods</p> <p>1. Using Technology in Teaching</p> <ul style="list-style-type: none"> ○ Introduce e-learning platforms to increase student engagement with the course material. ○ Utilize PowerPoint presentations and educational videos to explain grammatical rules and linguistic applications. <p>2. Active and Collaborative Learning</p> <ul style="list-style-type: none"> ○ Organize group activities to analyze and linguistically edit medical and administrative 	<p>Course Development Plan</p> 

texts.

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

Third: Improving Assessment Methods

1. Diversifying Assessment Tools

- o Replace some traditional exams with research projects and written reports.
- o Use continuous assessment through short assignments and classroom discussions.

2. Introducing Linguistic Performance Assessment

- o Evaluate students based on their ability to write and formulate accurate medical reports and administrative correspondences.

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Course Description Form

1. Course Name:				
Mental Health Nursing				
2. Course Code:				
NUR408				
3. Semester / Year:				
Yearly				
4. Description Preparation Date:				
2025\10\15				
5. Available Attendance Forms:				
Practical and theory				
6. Number of Credit Hours (Total) / Number of Units (Total)				
Theory	3	Clinical	12	Total of credits hours: (7)
7. Course administrator's name (mention all, if more than one name)				
Name: Dr. Ali Ahmed Kadhim AL-Hattab Email: nur.ali.ahmed@uobabylon.edu.iq				
8. Course Objectives				
Course Objectives	Cognitive Objectives <ul style="list-style-type: none">• By the end of the course, the student will be able to:• Discuss the trends, foundations, and concepts of mental health nursing.• Identify community-based nursing care, including mental health promotion and prevention of mental illness.• Describe ethical and legal issues in nursing.• Recognize theories of mental health nursing.• Describe different types of psychiatric disorders.• Identify client behaviors and problems. Skills Objectives <ul style="list-style-type: none">• By the end of the course, the student will be able to:• Implement therapeutic communication and build interpersonal relationships with clients.• Apply the nursing process in providing care to clients.• Identify and assist in providing special treatment modalities.			

- Assess the mental health status of clients.
- Demonstrate positive attitudes toward mental health nursing and clients with mental illness.
- Evaluate the nurse's role in community mental health nursing.

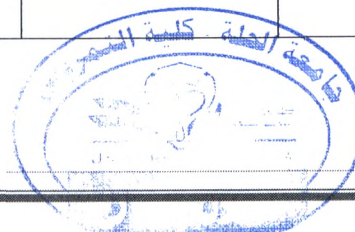
9. Teaching and Learning Strategies

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	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3 theory and 12 Clinical	Making the most of available learning opportunities	Unit 1: Foundation s of Mental Health : •History and trends in psychiatric mental health nursing . • Foundation of psychiatric mental	Theoret	Daily exams Midterm exams Half-year exams Final exams

			Health. Nursing . • Introductio n to psychiatric Mental Health Nursing . •Concept of mental health & Mental illness .	ical lectures using PDF and PowerP oint	
Second	3 theory and 12 Clinical	Making the most of available learning opportuni ties	Unit 2: Community Mental Health: • Community based care, mental health promotion & prevention of mental illness. • Ethic & le issues nursing		
Third	3 theory and 12 Clinical	Making the most of available learning	Unit 3: Theories in mental health nursing:		



			<ul style="list-style-type: none"> • Alternat & Comple ntary therapie 	
Ninth	3 theory and 12 Clinical	Making the most of available learning opportunit ies	Unit 7: Psychiatric Disorders: <ul style="list-style-type: none"> • Clients with psychiatric disorders. • Mood disorder depression & mania. • Delusio & Sha Psychot disorder 	
Ten and Ele	6 theory and 24 Clinical	Making the most of available learning opportunit ies	Unit 7: Psychiatric Disorders: <ul style="list-style-type: none"> • Cognitive disorders. • Delirium. • Dementia. • Vague state. Mood disorder (depression mania).	
Twelve	3 theory and 12 Clinical	Making the most of available learning opportunit ies	Unit 8: Anxiety disorders: <ul style="list-style-type: none"> • Anxiety. • Phobia. • Obsessive – compulsive disorder. • Anxiety related disorders (post- Traumatic 	

Thirteen Fifteen	9 theory and 36 Clinical	Making the most of available learning opportunities	disorder). Somatic disorder. Unit 10: Substance related disorders: • Alcoholic abuse. Drug abuse.
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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)	<ul style="list-style-type: none"> Videbeck, S. (2023). Psychiatric-mental health nursing. Lippincott Williams & Wilkins.
Main references (sources)	<ul style="list-style-type: none"> There is no specific course
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> Videbeck, S. (2023). Psychiatric-mental health nursing. Lippincott Williams & Wilkins. Gorman, L. M., & Anwar, R. (2020). Neeb's Fundamentals of Mental Health Nursing. FA Davis. Psychiatric mental Health Nursing, Shila L. Videbek, 2020. Neeb's Fundamentals of Mental Health Nursing 2018.
Electronic References, Websites	<ul style="list-style-type: none"> National Institute of Mental Health (NIMH) – Reliable resources and research on mental health https://www.nimh.nih.gov World Health Organization – Mental Health (WHO) – Global information on mental disorders and health policies https://www.who.int/mental_health American Psychiatric Association (APA) – Resources on psychiatric disorders and DSM-5

	<p>https://www.psychiatry.org</p> <ul style="list-style-type: none">• MentalHealth.gov – Educational information about community mental health <p>https://www.mentalhealth.gov</p>
Course Development Plan	<ul style="list-style-type: none">• Introducing modern teaching technologies such as interactive lectures using PowerPoint, educational videos, and electronic learning platforms.• Improving evaluation methods to include quizzes, monthly exams, practical assessments, and group projects.• Developing educational resources (books, scientific articles, websites, and international reports.)• Equipping students with the skills required for the health and medical technician profession and the changing demands of the modern era.

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م. م. جميل علي طالع

Course Description Form

1. Course Name:				
Health Psychology for Nurses				
2. Course Code:				
HPN 409				
3. Semester / Year:				
Yearly Two /2025-2026				
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	Total credit hours 2
7. Course administrator's name (mention all, if more than one name)				
Name: Dr. Ali Ahmed Kadhim AL-Hattab Email: nur.ali.ahmed@uobabylon.edu.iq				
8. Course Objectives				
Course Objectives	Cognitive Objectives			
	<ol style="list-style-type: none">1. By the end of the course, the student will be able to:2. Understand psychological concepts, principles, and branches.3. Identify and classify human motivation.4. Identify emotions and their development across the lifespan.5. Differentiate between frustration and conflict.6. Discuss theories of personality development.7. Identify cognitive processes, such as thinking, memory, learning, and			

	<p>intelligence.</p> <p>8. Explain human behaviors based on psychological concepts and principles.</p> <p>9. Appreciate human work and reactions in daily life.</p> <p>Skills Objectives</p> <p>10. By the end of the course, the student will be able to:</p> <p>11. Apply psychological principles and theories in daily practical life.</p> <p>12. Analyze and interpret human behavior in various contexts.</p> <p>13. Use knowledge of emotions and motivation to improve personal and professional interactions.</p> <p>14. Implement strategies for managing frustration and conflict effectively.</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	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	4	Making the most of available learning opportunities	<p>Unit 1: Introduction to Psychology:</p> <ul style="list-style-type: none"> Definitions and terminology. History of 		



		ies	<p>psychology.</p> <ul style="list-style-type: none"> • Aims of psychology. • Theoretical and practical branches of psychology. • Approaches to psychology. <p>Methodology psychology</p>		
3-4	4	Making the most of available learning opportunities	<p>Unit 2: Motivation:</p> <ul style="list-style-type: none"> • Definition. • Theories of motivation • The work of motives. • Motives classification. 		
5-6-7	6	Making the most of available learning opportunities	<p>Unit 3: Emotion:</p> <ul style="list-style-type: none"> • Definition. • Theoretical background. • Nervous system and emotion. • Development of emotion. • Kinds of emotion. 		
8-9	4	Making the most of available learning opportunities	<p>Unit 4: Frustration and Conflict:</p> <ul style="list-style-type: none"> • Frustration definition and causal factors. • Conflict definition and 		

			<p>kinds.</p> <ul style="list-style-type: none"> • Management of Frustration and conflict. • Psychological Defense Mechanisms. 		
10	2	Making the most of available learning opportunities	<p>Unit 5: Personality:</p> <ul style="list-style-type: none"> • Definition. • Theoretical background. • Trait classification. • Measurement and evaluation of personality. • Adjustment. 		
11	2	Making the most of available learning opportunities	<p>Unit 6: Attention and perception:</p> <ul style="list-style-type: none"> • Definitions. • Kinds of attention. • Factors affect attention. • Importance of perception. • Components of perception. 		

12	2	Making the most of available learning opportunities	Unit 7: Thinking and Learning: <ul style="list-style-type: none"> • Definitions • Kinds and levels of thinking. • Conditions of learning. 	Theoretical lectures using PDF and PowerPoint.	Daily exams Midterm exams Half-year exams Final exams
13	2	Making the most of available learning opportunities	Unit 8: Memory and Forgetting: <ul style="list-style-type: none"> • Definitions. • Process of memorization. • Types of memory • Causal factors of forgetting. • Interpretation of forgetting. 		
14-15	4	Making the most of available learning opportunities	Unit 9: Intelligence: <ul style="list-style-type: none"> • Definition of Intelligence. • Factors effecting Intelligence. • Intelligent Age and Intelligent Quotient. 		

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, if any)	<p>Sreevani, R. (2017). <i>Psychology for nurses</i>. Jaypee Brothers Medical Publishers.</p> <p>Barley, E. (2025). <i>Health psychology in nursing practice</i> (2nd ed.).</p> <p>Ogden, J. (2023). <i>Health psychology</i> (7th ed.). McGraw-Hill Education.</p> <p>Gross, R., & Kinnison, N. (2020). <i>Psychology for nurses and health professionals</i> (2nd ed.). Routledge</p>
Main references (sources)	<p>Ogden, J. (2023). <i>Health psychology</i> (7th ed.). McGraw-Hill Education.</p> <p>American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.).</p> <p>Barley, E. (2016). <i>Health psychology in nursing practice</i> (1st ed.).</p>
Recommended books and references (scientific journals, reports...)	Psychology Core Concept.
<p>National Institute of Mental Health. (2023, June 15). <i>Coping with stress</i>. National Institutes of Health. https://www.nimh.nih.gov/health/topics/coping-with-stress</p> <p>Smith, J., & Brown, L. (2023). Psychological resilience in nursing practice. <i>Journal of Health Psychology</i>, 28(4), 512–525.</p>	<p>reviewing modern and emerging scientific websites specialized in psychology to keep pace with modern developments</p>

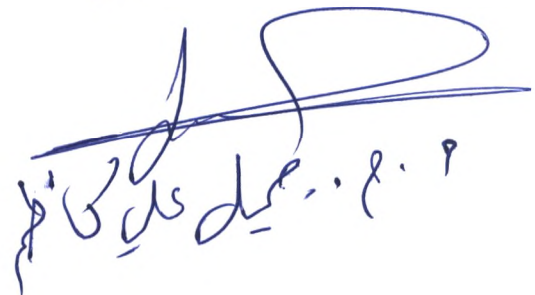


<https://doi.org/10.1177/13591053231123456>

World Health Organization. (2022) *Global report on mental health healthcare*.
<https://www.who.int/publications/item/global-report-mental-health-healthcare>

Development Plan:

Add new vocabulary and content that support students in their professional life and community awareness, particularly in areas related to mental and psychological health.



1.Course Name:

Critical care nursing

2.Course Code:

NUR 410

3.(Semester-based)

2025 / 2026(Semester-based)

Yearly

4.Description preparation date: 13/10/2025

5.Available Attendance Modes: Practical and theory

6.Total Study Hours / Total Credits:

Theory	2	Clinical	12	Total of credits hours: (6)
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7.Course Coordinator(s) (if more than one, please specify):

Name: hassanain yahya shimran

Email: hassanshimran2@gmail.com

Name: Dr Mayada omar Elsadee

Email: mayadaomar89@gmail.com

8-Course Objectives

Learning Objectives

Cognitive Objectives

1. Explain the impact of critical illnesses on patients and their families from physical, psychological, and social perspectives.
2. Analyze the effect of the critical care environment on patients' responses to treatment.
3. Describe modern monitoring techniques used in critical care units.
4. Understand the pathophysiological changes and human responses to critical illnesses.
5. Discuss psychological and social assessment strategies and appropriate interventions for critically ill patients and their families.
6. Integrate humanities and basic sciences into



planning care for critically ill patients.

7. Interpret clinical tests and assessments related to critical illnesses.
8. Explain health education strategies for critically ill patients and their families.

Skill Objectives

1. Provide safe and comprehensive nursing care to critically ill adults.
2. Apply effective communication techniques with patients and families to enhance the care experience.
3. Monitor critically ill patients using appropriate medical devices and technologies.
4. Deliver high-quality nursing care to patients experiencing trauma-related conditions.
5. Assess and manage critically ill patients with conditions such as acute kidney disease, stroke, loss of consciousness, burns, and respiratory disorders.
6. Efficiently handle emergencies and high-pressure situations in the critical care setting.
7. Demonstrate professional and ethical behavior when interacting with patients and healthcare team members.
8. Participate in educating patients and their families about critical illness care and treatment plans.

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.

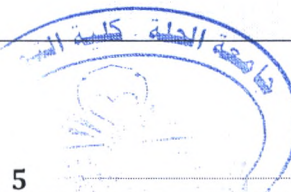
10. Course Structure

Week	Hours	Unit/Topic	Learning Objectives	Learning Methods	Evaluation Methods
1	Theory: 2 hours Clinical: 12 hours	Unit 1: Introduction to Critical Care Nursing	Understand the concept of critical care nursing	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Half-year exams Final exams
2	Theory: 2 hours Clinical: 12 hours	Unit 2: Shock	Understand the mechanisms of shock and management strategies		
3	Theory: 2 hours Clinical: 12 hours	Acute coronary syndrome (ACS)	Understand the mechanisms of (ACS) and management strategies		
4	Theory: 2 hours Clinical:	Acute Renal Failure / Acute Kidney Injury	Recognize acute renal failure and		

	12 hours		medical/n ursing interventio ns		
5-6-7	Theory: 2 hours Clinical: 12 hours	Stroke	Understan d stroke mechanis ms, types, and treatments		
8	Theory: 2 hours Clinical: 12 hours	Unconscious Patient Care	Acquire skills in assessing and managing unconscio us patients		
9	Theory: 2 hours Clinical: 12 hours	Burns	Understan d burn classificati ons and nursing interventio ns		
10	Theory: 2 hours Clinical: 12 hours	Critical Respiratory Disorders	Understan d the causes and treatment of acute respirator y disorders		
11	Theory: 2 hours Clinical: 12 hours	Acid-Base Balance and Disorders	Develop skills to analyze acid-base balance disorders		

12-	Theory: 2 hours Clinical: 12 hours	Electrocardiogram (ECG) & central line access	-Review conduction system, ECG interpretation basics, heart rhythm, and arrhythmias Review all central line procedure care		
13	Theory: 2 hours Clinical: 12 hours	Basic and Advanced Life Support	Master skills in basic and advanced cardiovascular life support		
14-15	Theory: 2 hours Clinical: 12 hours	Circulatory Monitoring Sepsis	Acquire skills in circulatory monitoring and interpreting results Recognize sepsis and therapeutic interventions		

11. Course Evaluation Breakdown:



- 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)	Required textbooks
Main references (sources)	<ol style="list-style-type: none"> 1. •Urden, Linda D., Kathleen M. Stacy, and Mary E. Lough. <i>Priorities in critical care nursing</i>-E-Book. Elsevier Health Sciences, 2019. 2. Urden, Linda D., Kathleen M. Stacy, and Mary E. Lough. <i>Critical Care Nursing: Diagnosis and Management</i>, 9th Edition, 2022. 3. Sole, Mary Lou, Deborah Goldenberg Klein, and Marthe J. Moseley. <i>Introduction to critical care nursing E-Book</i>. Elsevier Health Sciences, 2020.
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Urden, L. D., Stacy, K. M., & Lough, M. E. (2021). <i>Critical care nursing: Diagnosis and management</i> (8th ed.). Elsevier. • Burns, S. M. (2019). <i>AACN essentials of critical care nursing</i> (4th ed.). McGraw Hill. • Deutschman, C. S., & Neligan, P. J. (2020). <i>Evidence-based practice of critical care</i> (3rd ed.). Elsevier. • Baird, M. S., & Heimgartner, S. (2021). <i>Manual of critical care nursing: Nursing interventions and collaborative management</i> (8th ed.). Elsevier. ▪ American Association of Critical-Care Nurses. (n.d.). <i>American journal of critical care</i>. Retrieved from https://www.aacn.org ▪ Society of Critical Care Medicine. (n.d.). <i>Critical care medicine</i>. Retrieved from

	<p>https://journals.lww.com/ccmjournals</p> <ul style="list-style-type: none"> ▪ Intensive and Critical Care Nursing. (n.d.). <i>Intensive and critical care nursing journal</i>. Retrieved from https://www.sciencedirect.com/journal/intensive-and-critical-care-nursing
<p>Electronic Websites</p> <p>References,</p>	<ul style="list-style-type: none"> • World Health Organization. (n.d.). <i>Critical care resources and guidelines</i>. Retrieved from https://www.who.int • American Association of Critical-Care Nurses. (n.d.). <i>Clinical practice guidelines for critical care nursing</i>. Retrieved from https://www.aacn.org • UpToDate. (n.d.). <i>Critical care nursing topics</i>. Retrieved from https://www.uptodate.com • National Library of Medicine. (n.d.). <i>PubMed database</i>. Retrieved from https://pubmed.ncbi.nlm.nih.gov
<p>Plan development</p>	<ul style="list-style-type: none"> ○ Integrate the most recent research and global standards into the curriculum. ○ Add new topics such as artificial intelligence in critical care and post-resuscitation care. <p>Teaching Method Improvements:</p> <ul style="list-style-type: none"> • Case-Based Learning (CBL): <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Use clinical simulations to enhance practical training and allow students to experience real-life situations in a controlled setting. • Implement Blended Learning: <p>Combine in-person learning with interactive online</p>

platforms to offer a more flexible and engaging
learning experience for students.

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م. د. عماره كمران



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م. د. جميل علي كاظم

Course Description

1.Course Name:				
Arabic language in nursing				
2.Course Code:				
ARB411				
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	
<ol style="list-style-type: none"> 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:				
<ol style="list-style-type: none"> 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	
<ul style="list-style-type: none"> • Using PowerPoint lectures. 				





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
2	2	Understanding the rules of writing extended and contracted alif	Rules for writing extended and contracted alif – Solar and lunar letters		Midterm exams
3	2	Differentiating between "Dhad" and "Zad"	Dhad and Zad		Half-year exams
4	2	Learning the rules of writing Hamza	Writing Hamza		Final exams
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		

10. Course Structure

<ul style="list-style-type: none"> 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. Conducting midterm and final exams.
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		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 supporting books and references (scientific journals, reports, etc.)

Recommended Scientific Journals:

1. **"Majallat al-Majma' al-Lughawi al-Arabi"** – Published by various Arabic Language Academies, it is

<p>a strong reference in language issues.</p> <p>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.</p>	
<p>American Nurses Association (ANA)</p> <ul style="list-style-type: none"> • https://www.nursingworld.org/ <p>National Institute for Health and Care Excellence (NICE)</p> <ul style="list-style-type: none"> • https://www.nice.org.uk/ <p>International Council of Nurses (ICN)</p> <ul style="list-style-type: none"> • https://www.icn.ch/ <p>Nursing Research Network</p> <ul style="list-style-type: none"> • https://www.nursingresearchnetwork.org/ 	<p>Electronic references, websites</p>
<p>1. Adding Modern Topics</p> <ul style="list-style-type: none"> ○ Enhance the content with topics related to professional communication and medical language, tailored to the students' specialization. ○ Include practical medical and administrative texts to strengthen students' academic and professional writing skills. <p>2. Expanding Practical Exercises and Applications</p> <ul style="list-style-type: none"> ○ Add practical exercises based on real medical and administrative scenarios. ○ Enhance writing skills through practical assignments such as writing medical reports and administrative correspondences. <p>Second: Updating Teaching Methods</p> <p>1. Using Technology in Teaching</p> <ul style="list-style-type: none"> ○ Introduce e-learning platforms to increase student engagement with the course material. ○ Utilize PowerPoint presentations and educational videos to explain grammatical rules and linguistic applications. <p>2. Active and Collaborative Learning</p> <ul style="list-style-type: none"> ○ Organize group activities to analyze and linguistically edit medical and administrative 	<p>Course Development Plan</p>

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.

