



Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Quality Assurance and Academic
Accreditation Department

Academic Program Specification
University of Hilla
College of Nursing
Nursing Department
2026

2026





Ministry of Higher Education
and Scientific Research
Scientific Supervision and
Evaluation Authority
Quality Assurance and
Academic Accreditation
Department

University Name: University of Hilla

College/Institute: College of Nursing

Scientific Department: Single-Department College

Academic or Professional Program Name: Iraqi Nursing Colleges

Accreditation Programs

Final Degree Name: Bachelor of Nursing Sciences

Study System: Courses

Description Preparation Date: 21/9/2025

File Filling Date: 1/10/2025

Signature

Assist of Dean

Assist prof: Huda Shawky Mahmud

File reviewed by: Asst. Lecture. Mohammed Mohi Sahar

Quality Assurance and University Performance Division

Date 1/10/2025

Signature



Authorization of the Dean

Hassan Alwan Baiee

Vision

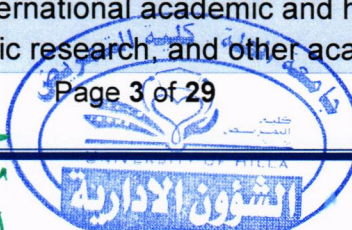
Leadership and excellence in the field of digital professional nursing education, scientific research, community service and sustainable development locally, regionally and globally,” and obtaining global accreditation..

Program Mission

Preparing graduates with scientific, professional and ethical competence, capable of providing integrated health care based on scientific evidence, digital technologies and artificial intelligence, capable of competing locally, regionally and globally, capable of providing comprehensive nursing care to the individual, family and community at the preventive, therapeutic and rehabilitative levels, enhancing the research environment, and building effective partnerships with the community in a way that contributes to enhancing the health of the individual, family and community and competing with the needs of the labor market and future challenges.

Program Goals

1. Ethical and professional regulations governing the practice of nursing are sold
2. Developing behavioral and skill-based skills grounded in knowledge and compassion.
3. Using critical thinking to assess complex health conditions, make sound clinical decisions, and solve problems..
4. Designing comprehensive nursing care plans that meet the diverse needs of patients and their families.
5. Developing students' ability to adopt self-directed learning methods to enhance their professional knowledge and skills in line with current advancements.
6. To apply the nursing process effectively in various healthcare settings (hospitals community settings).
7. To utilize information technology and digital health systems in documenting care and managing patient data.
8. To develop students' leadership and management skills.To analyze the results of recent scientific research to integrate evidence-based practice into nursing care.
9. Guiding and educating students on the importance of teamwork in providing healthcare services.
10. Collaborating with local and international academic and healthcare institutions in student training, scientific research, and other academic activities.



استاذ الدكتور / محمد بلوان مبرور

Program Accreditation

Not found any accreditation program

External Influences

Ministry of Higher Education and Scientific Research - University of Hilla - Deans' Committee for the Faculty of Nursing-Iraq.

Program Structure

Course Requirements	Number of Courses	Credit Hours	Percentage	Notes
Institutional Requirements	7		17.5%	
College Requirements	23	138	57.5%	
Department Requirements	10		25%	
Summer Training	Second and Third Stages			
Other Requirements	Field visits and awareness campaigns			



1. Faculty members

Faculty members

Instructor's name	Scientific title	Specialization		Special requirements/skills (if any)	Faculty preparation	
		Public	private		Angel	lecturer
Prof. Dr. Hassan Alwan Bayi	Experienced Professor	Community Medicine	Community Medicine		√	☐
Prof. Dr. Karim Hussein Rashid	Professor Doctor	Life Sciences	Specific Anatomy and Physiology		√	☐
Assistant Prof. Dr. Huda Shawky Mahmoud	Assistant Professor	Nursing Sciences	PhD in Pediatric Nursing		√	☐
Dr. Samia Farouk Mahmoud	Assistant Professor	Nursing Sciences	PhD in Community Health Nursing		√	☐
Dr. Mayada Omar Abdul Wahab	lecturer	Nursing Sciences	PhD in Critical Care Nursing		√	☐
Mr. Salem Amer Yousef	Assistant lecturer	Nursing Sciences	MSc in Child Health Nursing		√	☐
Mr. Mohammed Mohi Sahar	Assistant lecturer	Nursing Sciences	MSc in Community Health Nursing		√	☐
Mr. Jamil Ali Kadhim	Assistant lecturer	Nursing Sciences	MSc in Adult Nursing		√	☐
Prof. Dr. Hayam Khalis Al-Masoudi	Professor	Microbiology	PhD in Medical Parasitology		☐	√
Maysam Dr. Ali Amin	Lecturer	Pharmacy	Pharmacology and Therapeutics		☐	√

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1. Faculty members

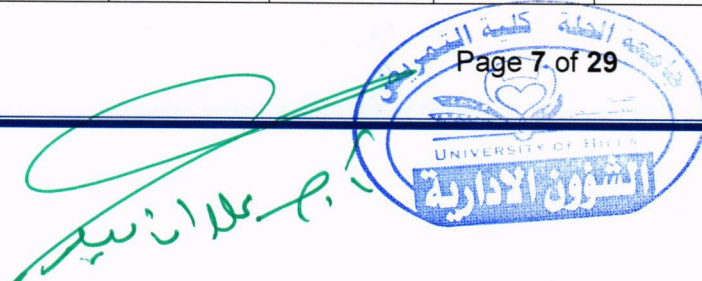
Faculty members

Assistant Prof. Dr. Mohammed Ali Abbas Ajzan	Assistant Professor	Pathology	Hematology	☐	√
Assistant Prof. Dr. Ali Ahmed Kadhim Taher	Assistant Professor	Nursing Sciences	PhD in Psychiatric and Mental Health Nursing	☐	√
Dr. Zaid Abdullah Hussein	Lecturer	Nursing Sciences	MSc in Community Health Nursing	☐	√
Dr. Amna Abdul Hassan Jabr	Lecturer	Nursing Sciences	PhD in Adult Nursing	☐	√
Mr. Hassanein Yahya Shamran	Assistant lecturer	Nursing Sciences	MSc in Adult Nursing	☐	√
Mr. Suad Abdul Hussein Makhlaif	Assistant lecturer	Nursing Sciences	MSc in Maternal Health Nursing	☐	√
				☐	☐

Curriculum plan for the primary stages 2025-2026

8	practice	12	lectures	4	Adult Nursing (1)	NUR201	Phase Two First Term
3	application	2	lectures	2	Health Assessment	HAS202	
3	application	3	lectures	2	Microbiology for Nurses (1)	MBN203	
2	-	-	lectures	2	Pharmacology for Nurses (1)	PHR204	
1	application	2	lectures	-	Computer Skills (3)	COS205	
2	-	-	lectures	2	Crimes of the Ba'ath	CDB206	

					Regime in Iraq		
			lectures				
8	clinical	12	lectures	4	Adult Nursing (2)	NUR 207	Phase Two Second Term
3	application	2	lectures	2	Microbiology for Nurses (2)	MBN208	
2	application	-	lectures	2	Pathology for Nurses	PAT209	
2	Choose an item.	-	lectures	2	Pharmacology for Nurses (2)	PHR210	
1	application	2	lectures	-	Computer Skills (4)	COS211	
2	Choose an item.	-	lectures	2	Arabic Language (2)	ARB212	
P/F	30 days clinical				Summer Clinical Training	NUR213	
8	Practice and clinica	14	lectures	3	Maternal and Newborn Nursing	NUR301	Phase Three First term
2	Choose an item.	-	lectures	2	Research Methods in Nursing	RSM302	
2	Choose an item.	-	lectures	2	Sociology of Health	HOS303	
2	Choose an item.	-	lectures	2	Nutrition and Dietary Therapy	NUT304	
8	Practice and clinica	14	lectures	3	Pediatric Nursing	NUT305	Second term
5	clinical	6	lectures	3	Human Growth and Development	PHR306	
2	-	-	lectures	2	Biostatistics	BST307	
P/F	30 days clinical				Summer Clinical Training	NUR308	
7	clinical	12	lectures	3	Community Health Nursing	NUR401	Fourth degree First term
2	Choose	-	lectures	2	Epidemiology	Epid402	



	an item.						
3	clinical	3	lectures	2	Leadership and Management in Nursing	NUR403	
2	Choose an item.	-	lectures	2	Health Promotion	HPR 404	
2	Choose an item.	-	lectures	2	Professional Perspectives and Topics in Nursing	NUR405	
7	clinical	12	lectures	3	Mental Health Nursing	NUR406	Second term
2	Choose an item.	-	lectures	2	Psychology for Nurses	HPN407	
6	clinical	12	lectures	2	Critical Care Nursing	NUR408	
2	practice	application	Promoting human values	application	Graduation Project	NUR409	



Curriculum structure for graduate studies in general nursing colleges 2024-2025
Applicable to stages above the first year only for concerts 2025-2026

First Years/ 1 st Semester						First Year/ 2 nd Semester	
Second Years/ 1 st Semester						Second Year/ 2 nd Semester	
Course No	Subject	Theory	Lab	Clinical	Credits Hours	Course No	Subject
NUR 201	Adult Nursing I	4	0	12	8	NUR 206	Adult Nursing II
PHR 202	Pharmacology for Nurses I	2	0	0	2	PAT207	Pathophysiology for Nurses
HAS203	Health Assessment	2	2	0	3	MBN208	Microbiology for Nurses
MBN204	Microbiology for Nurses I	2	2	0	3	PHR209	Pharmacology for Nurses II
COS 205	Computer Science III	0	2	0	1	ENG210	English part II
	Baathcrime					COS211	Computer Science II
						Arabic 2	
						NUR212	Preceptorship(Summer Clinical Training)
Total					17	Total	
Third Years/ 1 st Semester						Third Year/ 2 nd Semester	
Course No	Subject	Theory	Lab	Clinical	Credits Hours	Course No	Subject
NUR301	Maternal and Neonate Nursing	3	2	12	8	NUR306	Pediatric Nursing
RSM302	Research Methods in Nursing	2	0	0	2	BST307	Biostatistics
HOS303	Health Sociology	2	0	0	2	HGD308	Human Growth & Development
NUT305	Nutrition & diet therapy						
NUR311	Preceptorship(Summer clinical Training)	0	0	30	pass	NUR311	Preceptorship(Summer Training)
Total					15	Total	
Fourth Years/ 1 st Semester						Fourth Year/ 2 nd Semester	
Course No	Subject	Theory	Lab	Clinical	Credits Hours	Course No	Subject
NUR401	Community Health Nursing	3	0	12	7	NUR408	psychiatric and mental nursing
NUR402	Nursing Management and Leadership	2	0	3	3	NUR409	Critical Care Nursing
NUR403	Professional Perspectives and Issues in Nursing	2	0	0	2	HPN410	Health Psychology for Nurses
NUR404	Graduation Research Project	0	0	3	1	NUR411	Graduation Research Project
HPR405	Health Promotion	2	0	0	2	ARB412	Arabic Language for Nurses
EPID406	Epidemiology	2	0	0	2	ENG413	English Part V
Total					18	Total	



Expected learning outcomes of the program

Knowledge:

learning outcomes	Methods for assessing knowledge and understanding
A1: To demonstrate the principles and theories in the life sciences (anatomy, physiology, and pathology) and the humanities and social sciences relevant to nursing practice.	1. Written Exams - o Objective Exams - o Short-Answer Questions 2. Oral Exams 3. Presentations 4. Concept Maps 5. Online Exams 6. Periodic Quizzes 7. Report Writing and Mini-Research Papers 8. Case Studies
A2: To understand ethical standards, patients' legal rights, and national and international health policies governing the profession.	
A3: To understand scientific research methodologies and biostatistics, and how to use research findings to improve the quality of healthcare.	
A4: To be familiar with local and international quality standards, infection control principles, and patient safety protocols within healthcare facilities.	



(P) Skills:

Learning outcomes	Methods for assessing thinking skills
1. Clinical Skills: P1: Able to accurately measure vital signs (blood pressure, temperature, pulse) and diagnose initial symptoms. P2: Apply Nursing Procedures: Such as administering injections, initiating IV fluids, wound care, and dressing changes.. 2. Cognitive and Scientific Skills P3: Make informed clinical decisions based on the patient's changing health status. P4: Understand basic sciences such as anatomy, physiology, biochemistry, and pharmacology. P5: Develop research and academic publishing skills to keep pace with advancements in healthcare 3. Soft Skills (Interpersonal and Communication Skills): P6: Communicate Effectively with patients and their families, and the ability to accurately convey medical reports to physicians.	1. Written Assessment - Scenario-based multiple-choice questions (MCQs) - Case Studies 2. Concept Mapping 3. Clinical Assessment - Operating Stations Test (OSCE) - Nursing Care Plan - Reflective Journals 4. Interactive Assessment - Clinical Post-conference - Seminars and Case Presentations Self-assessment and peer assessment - Portfolio
Statement of learning outcomes::	



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- P8:conduct a physical examination of the patient, gather medical history, and accurately monitor vital signs to detect any sudden deterioration in condition.
- p9:mplemente of infection Control Standards.

P1:Applying the Nursing Process

P2:Mastering Clinical Motor Skills

P3:Strict adherence to sterilization and hygiene standards to ensure patient safety .

P4:Use of Health Technologies: Utilizing medical technology and health information systems to improve the quality of care and accurately document patient data.

Communication and Teamwork

- **Therapeutic Communication: Establishing professional and trusting relationships with patients and their families, and using active listening skills to meet their psychological and physical needs..**

Collaboration with the Medical Team: Working effectively as a member of the multidisciplinary healthcare team and participating in group clinical decision-making.

Ethical and Legal Practice

- **Adherence to Professional Ethics: Practicing nursing in accordance with ethical principles (such**



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as fairness, independence, and do no harm) and local legal regulations.

- Patient Advocacy: Protecting patients' rights and privacy, and acting as an advocate for their health and legal needs•

Leadership and Professional Development

- Clinical Leadership: Demonstrate leadership skills in managing patient cases and guiding the nursing support team.
- Continuous Learning: Commit to professional development and stay up-to-date with evidence-based practices to ensure the best possible care

Values :

Learning outcomes	Statement of learning outcomes
Upon successful completion of the academic program, the graduate will be able to:	1. Commitment to Responsibility and Accountability • Outcome: The graduate demonstrates a full commitment to legal and ethical responsibility for all nursing decisions and actions taken.



V1: Practice nursing in accordance with ethical and professional principles

V2: Demonstrate a full commitment to responsibility and accountability for all professional decisions and actions taken within the context of healthcare.

V3: To provide nursing care that respects the human dignity, privacy, and cultural and religious diversity of patients and their families without discrimination.

V4: To uphold the values of integrity and honesty in handling medical records, research data, and communicating with the multidisciplinary medical team.

V5: To act as an advocate for patients' rights and needs, ensuring they receive safe and equitable care that meets quality standards.

- Practice: Acknowledges professional errors immediately upon their occurrence and takes corrective measures to ensure patient safety.

.2 Respect for Human Dignity and Diversity

- Outcome: Provides nursing care that respects the patient's privacy, dignity, and cultural and religious values without discrimination (based on race, religion, or gender).

- Practice: Maintains patient privacy during procedures and prevents the disclosure of personal information

.3 Professional Integrity

- Outcome: Practices the profession with honesty and integrity in dealings with patients, colleagues, and medical records.
- Practice: Accurate and objective documentation in medical records without falsification or omission of facts.

.4 Altruism and Compassion

- Outcome: Places the patient's needs and well-being above personal interest, showing empathy for their suffering.
- Practice: Responds promptly to the patient's call for help and treats them with kindness and patience in their moments of vulnerability.

4. Autonomy and Justice

- Outcome: Supports the patient's right to make informed health decisions and distributes care



and time equitably among all patients.

- • Practice: Acts as a patient advocate for the rights of patients who are unable to articulate their needs.

5. Professional Excellence

- • Outcome: Embraces a lifelong learning mindset and a commitment to continuous professional growth to stay abreast of best practices.
- • Practice: Accepts feedback from colleagues and supervisors and strives to improve performance.

7. Discipline and Work Ethics

- • Outcome: Adheres to professional standards of conduct (appearance, punctuality, communication) that reflect the dignity of the profession.
- • Practice: Adheres to the dress code, punctuality, and appropriate professional communication with the multidisciplinary medical team..

It is measured by paper tests, but rather through clinical observation records (Clinical Evaluation Tools) or self-reflection during field training.



**General and transferable skills
(other skills related to employability
and personal development)**

- D1 (Communication): Active listening and explaining complex medical terminology in simple, clear language to patients, families, and healthcare teams.
- D2 (Critical Thinking): Rapid clinical assessment and data analysis to make high-stakes, time-sensitive decisions under pressure.
- D3 (Time Management): Prioritizing tasks, managing a multi-patient caseload simultaneously, and staying organized during busy shifts.
- D4 (Teamwork): Collaborating seamlessly across multidisciplinary healthcare networks to ensure holistic and continuous patient care.
- D5 (Emotional Intelligence): Showing empathy, defusing tense situations, and managing personal stress during difficult patient interactions.
- D6 (Leadership): Delegating tasks safely to assistive personnel, guiding newer peers, and managing shifting care priorities on the floor.

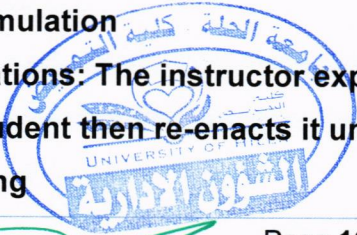
Teaching and learning strategies

1-Theoretical:

- Lecture
- Dialogue and Discussion
- Problem-Based Learning (PBL)
- Brainstorming
- Group Discussions

2-Practical Strategies (for Labs and Simulations)

- Clinical Simulation
- Demonstrations: The instructor explains a skill (such as catheter insertion), and the student then re-enacts it under supervision.
- Role-Playing


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3-Field Strategies (in Hospitals)

- Bedside Teaching
- Post-Conference Nursing
- Reflective Learning

4- Digital Learning Strategies

- Blended Learning: Combining e-learning with practical laboratory applications.
- Collaborative Learning (Group Classes)
- Publishing lectures on the college or department website for all faculty members and all course materials
- Using projectors and audio equipment
- Writing research papers and reports in English
- Speaking English in class and during class participation
- Conducting research to achieve the Sustainable Development Goals
- Webinars

Evaluation methods

1. Monthly and term exams
2. Final written exams
3. **Cognitive assessments (of knowledge and reasoning)**

Written Exams: These include multiple-choice questions (MCQs) based on clinical cases to assess decision-making ability.

- Quizzes

- Scientific Assignments and Reports

4. **Skills Assessments (Practical Performance)**

- OSCE (Objective Structured Clinical Examination)

- Checklists

- Demonstration

5. **Clinical Assessments (in the hospital)**

- Portfolio
- Direct Observation
- Nursing Care Plan

6. **Affective Assessments (of values and behavior)**



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- Peer Evaluation
- Reflective Journals



Professional development

Orienting new faculty members

Academic Orientation Program

Introduction to Regulations: Explanation of the vision and mission, and clarification of the program's learning outcomes.

Quality Training: Workshops on drafting course descriptions and course reports according to academic accreditation standards.

E-Learning Systems: Training on using platforms for uploading lectures and administering exams.

Clinical Orientation

Healthcare Facility Tour: Introducing new members to teaching hospitals, infection control protocols, and policies for interacting with students in the field.

Skills Update: Refresher courses in the Skills Lab to ensure consistency in teaching practical skills to students.

Mentorship Program

Peer Observation: New faculty members attend lectures given by senior faculty members, and then the mentor attends a lecture given by the new faculty member and provides constructive feedback.

Educational Development Workshops

Training on modern teaching strategies (such as Problem-Based Learning (PBL) and simulation).

Developing skills in test construction (methods for formulating clinical multiple-choice



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questions) and analyzing student results.

Research Support

Encouraging new faculty members to join research groups within the college.

Providing workshops on publishing in international journals (Scopus/Web of Science) and securing research funding.

Periodic Development Evaluation

Using student evaluation questionnaires for faculty members as a developmental, not punitive, tool.

Developing an Individual Development Plan for each faculty member based on their training needs.

Professional development of faculty members

This development is divided into three main axes:

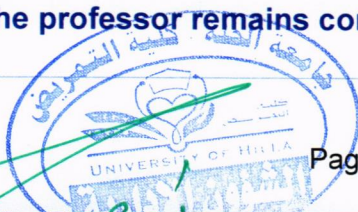
1. Pedagogical Development

Focuses on enhancing the member's capabilities as an "educator," not just as a "specialized nurse":

- Modern teaching strategies: Workshops on problem-based learning (PBL) and team-based learning (TBL).
- Curriculum design and quality competencies: Training in formulating learning outcomes according to academic accreditation standards.
- Assessment techniques: Developing skills in creating clinical tests (such as OSCEs) and formulating critical thinking questions (scenario-based MCQs).

2. Clinical & Technical Development

To ensure that the professor remains connected to the practical reality in hospitals:



- **High-fidelity simulation training:** Mastering the operation and programming of high-fidelity simulators for managing critical care scenarios.

Courses in the latest protocols for intensive care, emergency medicine, or community nursing.

- Encouraging members to obtain international professional certifications.

3. Research Development

To enhance the college's scientific standing:

- **Scientific publishing skills:** Workshops on academic writing and publishing in high-impact journals (Q1, Q2).
- **Statistical analysis:** Training on biostatistics software (such as SPSS or R) for analyzing health research data.
- **Research ethics:** Adherence to standards for treating patients as research subjects and obtaining con4.
- **Mentoring and Leadership**
- **Mentoring Programs:** Connecting new faculty members with experienced professors to transfer academic and administrative expertise.
- **Academic Leadership Skills:** Preparing department heads and program coordinators to effectively manage teams and administrative processes.

Expected Professional Development Outcomes:

1. Improved student learning outcomes and satisfaction with the educational process.
2. Increased number of research papers published under the college's name.
3. College readiness for academic accreditation.



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Personal development planning

1. Current Situation Analysis (SWOT Analysis)

- **Strengths:** (e.g., excellent clinical experience in intensive care, fluency in English).
- **Areas for Improvement:** (e.g., weakness in statistical analysis skills for research, need to learn smart simulation techniques).

2. Setting SMART Goals

- **Academic Goal:** "To complete a training course in Problem-Based Learning (PBL) strategies by the end of the first semester."
- **Research Goal:** "To publish at least one research paper in a Scopus-indexed journal during the current academic year."
- **Clinical Goal:** "To renew the Advanced Life Support (ACLS) certification to ensure the effectiveness of clinical training."

3. Targeted Development Areas

The plan is typically divided into four axes:

- **Educational Development:** Mastering the design of online tests and the management of virtual classrooms.

Professional Development: Attending scientific conferences to stay up-to-date with the latest patient care protocols.

- **Leadership Development:** Participating in administrative committees (such as the Quality Committee or the Scheduling Committee) to gain management skills.

- **Technical Development:** Learning to use statistical software.



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4. Learning and Support Resources

- **Self-Learning:** Reading specialized scientific journals.
- **Training Courses:** Workshops offered by the University's Leadership Development Center.
- **Mentoring:** Benefiting from the experience of senior colleagues in the department.

Monitoring and Evaluation Mechanism

- A portfolio is maintained in which the member documents the certificates and workshops they have attended.
- The plan is reviewed periodically (semi-annually) with the department head to ensure progress.

Acceptance criteria

1. The overall average for central admission, which is within the established limits and according to the directives of the Ministry of Higher Education and Scientific Research.
2. Personal interviews with applicants to record any speech, behavioral, or personality defects.

Key sources of information about the program

The college's quality department, through the university's quality department, adheres to quality standards and strives to raise the scientific, intellectual, and skill levels, as well as scientific research, according to the guidelines of the Ministry of Higher Education and Scientific Research, which seeks, in line with international quality standards, to enhance the efficiency of the academic program.



Program development plan

A comprehensive framework for the program development plan:

1. Curriculum Review and Enhancement

- Integrating Evidence-Based Practice (EBP): Updating the scientific content of courses to include the latest global clinical protocols.
- Enhancing Critical Thinking Skills: Reducing traditional lectures and increasing hours dedicated to Problem-Based Learning (PBL) and Team-Based Learning (TBL).
- Digitalizing Health: Incorporating courses or training modules on Nursing Informatics and Electronic Medical Records.

2. Developing the Educational and Technological Infrastructure

- Upgrading Simulation Labs: Transitioning from traditional mannequins to high-fidelity simulation that mimics the responses of real patients.

Blended Learning: Activating e-learning platforms to provide interactive resources and practice tests for students.

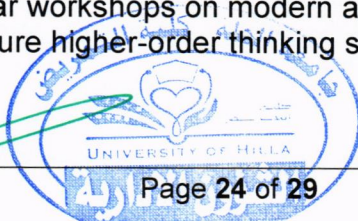
- Digital Library: Providing direct access to leading global medical databases (such as PubMed and CINAHL).

3. Enhancing Clinical Practice

- Expanding Partnerships: Signing agreements with various specialized hospitals and primary care centers to ensure comprehensive student training.
- Preceptorship Model: Activating the role of practicing nurses in hospitals to directly supervise students and bridge the gap between theory and practice.
- Electronic Skills Record: Using applications to track students' clinical skills in the field in real time.

4. Faculty Excellence.

- Scholarships and Academic Exchange: Encouraging faculty members to pursue international fellowships or attend global conferences.
- Pedagogical Training: Regular workshops on modern assessment methods and how to formulate questions that measure higher-order thinking skills.



5. Quality Assurance

- Graduate Tracking: Creating a database to communicate with graduates and their employers to measure the program's effectiveness in practice.
- Accreditation Preparation: Addressing gaps in the program profile and course descriptions to ensure national or international academic accreditation.
- Employer Consulting: Holding regular meetings with nursing directors in hospitals to adapt the curriculum to their needs.

6. Scientific Research and Innovation

- Student Participation in Research: Including research graduation projects that address real-world health problems in the community.
- Supporting Scientific Publication: Providing incentives for faculty members to publish in high-impact journals.



Curriculum Skills Plan

Learning outcomes required from the program																			
General and transferable skills (other skills related to employability and personal development)				Affective and value-based objectives				Program-specific skills objectives				Cognitive and value-based objectives				Core / elective	Course Name	Code	Levels /year
D4Specification	D3	D2	D1	V4	V3	V2	V1	P4	P3	P2	P1	A4	A3	A2	A1				
Second year – 1 st semester																		Second year	
☐	√	√	√	√	√	√	√	☐	√	√	√	√	√	√	√	Core	Adult Nursing (1)		NUR 201
☐	√	√	√	√	√	√	√	☐	√	√	√	√	√	√	√	basic	Health Assessment		HAS 202
☐	√	√	√	√	√	√	√	☐	√	√	√	√	☐	☐	√	basic	Microbiology for Nurses (1)		MBN 203
☐	☐	☐	☐	☐	☐	√	√	☐	√	√	√	☐	☐	√	√	basic	Pharmacology for Nurses (1)		PHR 204
☐	☐	☐	☐	☐	☐	√	√	☐	√	√	√	√	√	√	√	support	Computer Science (3)		COS 205
☐	☐	√	√	☐	√	√	√	√	√	√	√	☐	☐	√	√	support	Crimes of the Ba'ath Regime in Iraq		COS 206
second year – 2 nd semester																		Second year	
√	☐	√	√	☐	☐	√	√	☐	√	√	√	√	√	√	√	Core	Adult Nursing (2)		NUR 207
☐	☐	√	√	☐	☐	√	√	☐	√	√	√	√	√	√	√	basic	Microbiology for Nurses (2)		MBN 208
☐	☐	☐	√	☐	☐	√	√	☐	√	√	√	√	√	√	√	basic	Pathology for Nurses		PAT 209
√	√	√	√	☐	☐	√	√	☐	☐	√	√	☐	☐	√	√	basic	Pharmacology for Nurses (2)		PHR 210
☐	☐	√	√	☐	√	√	√	√	√	√	√	√	√	√	√	support	Computer Science (4)		COS 211
√	√	√	√	☐	☐	√	√	☐	☐	√	√	☐	☐	√	☐	support	Arabic Language (2)		ARB 212
√	√	√	√	☐	☐	√	√	☐	☐	√	√	☐	☐	√	☐	Core	Clinical Summer Training	NUR 213	
Third year – 1 st semester																		Third year	
√	√	√	√	☐	☐	√	√	☐	☐	√	√	☐	☐	√	☐	Core	Maternal and Newborn Nursing		NUR301
√	√	√	√	☐	☐	√	√	☐	☐	√	√	☐	☐	√	☐	basic	Research Methods in Nursing		RSM302

1-1512-27

√	√	√	√	□	□	√	√	□	□	√	√	√	□	√	□	basic	Sociology of Health	HSO 303	
√	√	√	√	□	□	√	√	□	□	√	√	□	□	√	√	basic	Nutrition and Dietary Therapy	NUT 304	
third year – 2 nd semester																			
□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	Core	Pediatric Nursing	NUR305	
□	□	□	□	□	□	□	□	□	□	□	□	□	√	□	□	Core	Human Growth and Development	HGD306	
□	□	√	√	□	√	√	√	√	√	√	√	√	√	√	√	basic	Biostatistics	BST 307	Fourth year
□	□	√	□	□	√	√	√	√	√	√	√	√	√	√	√	Core	Clinical Summer Training	NUR 308	
Fourth year – 1 st semester																			
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Core	Community Health Nursing	NUR401	
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	basic	Epidemiology	EPID 402	
√	√	√	√	√	√	√	√	√	√	√	√	√	□	√	√	Core	Management and Leadership in Nursing	NUR403	
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	□	Core	Health Promotion	HPR404	
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Core	Professional Perspectives and Topics in Nursing	NUR405	
Fourth year – 2 nd semester																			
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	□	Core	Mental Health Nursing	NUR 406	
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	basic	Psychology for Nurses	HPN 407	
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Core	Critical Care Nursing	NUR 408	
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Core	Graduation Research Project	NUR 409	



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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:					
	20/10/2025					
5.	Available Attendance Forms:					
	(theoretical ,practical)					
6.	Number of Credit Hours (Total) / Number of Units (Total)					
	Theory	4 hours	Practical	12	Units	8
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:				
		By the end of this course, the student should be able to:				
		- Define key concepts related to adult health and disease - List signs and symptoms of common adult illnesses - Identify normal vs. abnormal laboratory values - Recall nursing procedures and protocols - Explain the pathophysiology of common diseases (e.g., diabetes, hypertension) - Describe nursing interventions and their rationales - Interpret patient data (vital signs, lab results) - Summarize patient care plans				
		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	Unit or subject name	Required Learning Objectives	Learning method	Evaluation method
1	4theory, 12practical	Introduction to adults nursing.	Understand introduction to adults nursing.		
2	4theory, 12practical	Nursing process definition, objectives and steps.	Identify and nursing process; Definition, objectives and steps.		
3	4theory, 12practical	Nursing management for patient with digestive system disease.	List nursing management for patient with digestive system disease.		
		-			



		Appendicitis - Hernia.			
4	4theory, 12practical	- Peptic Ulcer. -Intestin obstruc n	Define peptic Ulcer and intestinal obstruction		
5	4theory, 12practical	Nursing management for patient with cancer: -Definitions, types, sign and symptoms. -Method of diagnosis -Treatment and nursing management o patients with cancer	Explain nursing management for patient with cancer: -Definitions, types, sign and symptoms. -Method of diagnosis -Treatment and nurs management of patie with cancer	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Midterm-year exams Final exams
6,7	8theory, 24practical	Nursing management for patient with hepatobiliary disorders	Perform nursing management for patient with hepatobiliary disorders		
8	4theory, 12practical	-Hepatitis. - Liver cirrhosis - Cholelithiasis Cholecystitis.	Define hepatitis ,liver cirrhosis ,cholelithiasis and cholecystitis.		
9	4theory, 12practical	Nursing management for patient with Endocrine system disorders :	Provide nursing management for patient with Endocrine system disorders		



		- Diabetes Mellitus.			
10	4theory, 12practical	Hyperthyroidis & Hypothyroidis			
11	4theory, 12practical	Nursing management for patients with Blood disorders. -Anemia and its types. -Hodgkin's disease. -Leukemia	Identify nursing management for patients with Blood disorders.		
12	4theory, 12practical	Nursing management for patients with Respiratory Disorders	Recognize nursing management for patients with Respiratory Disorders		
13	4theory, 12practical	-Bronchitis. -Pneumonia	Define bronchitis and pneumonia		
14- 15	8theory, 24practical	Nursing management for patients with Cardiovascular disorders - MI -Angina	Apply nursing management for patients with Cardiovascular disorders		
11.	Course Evaluation				
	Semester grade (100) is distributed as follows: Semester exams (40% distributed as follows)				

	20 %theoretical 10 %practical 10 %attendance and exams 60 %final (40% theoretical - 20% practical)	
12.	Learning and Teaching Resources	
	Required textbooks (curricular books, if any)	A. Essential Textbook: <i>Smeltzer, S.C., & Bare, B.G. (2022). Brunner, and Suddarth Textbook of Medical Surgical Nursing, (12th edition). Philadelphia, Lippincott</i>
	Main references (sources)	B. Recommended Textbooks: Lewis, S.M., Heitkemper, M., & Direksen, S. (2018) <i>Medical– Surgical Nursing</i> , (6 th edition). St.Louis, Mosby. Aschenprenner,D. & Venable,S.(2020) <i>Drug Therapy in Nursing , 2nd edition</i> . Philadelphia, Lippincott Williams & Wilkins Comp. Black, J. and Matassarini-Jacobs, E. (2010). <i>Medical– Surgical Nursing Psycho- physiological Approach</i> (6th edition), Philadelphia, W.B Saunders.
	Recommended books and references (scientific journals, reports...)	scientific journals
		reviewing modern and emerging scientific websites specialized in nursing to keep pace with modern developments
	Plan development	•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:				
(Theory and practical)				
6. Number of Credit Hours (Total) / Number of Units (Total)				
Theory	2	lab	2	Total number of Credit Hours:3 units
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, and physical examination, reviewing records and reviewing results of diagnostic test.
• Explain the sequence of systematic approach of physical examination of body system.
Objectives skills:
• Demonstrate the basic techniques of physical examination.
• Demonstrate the physical examination techniques of inspection, palpation, percussion, and auscultation
• Apply 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	2 theory and 2 lab	Define health assessment	Introductory Overview to Health Assessment		

Second week		Illustrate collecting data. Assessment, interview and health history.	- Collecting data. - Assessment, interview and health history. - Functional health patterns. - Health perception and health management. - Nutrition and metabolism. - Elimination.	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Midterm-year exams Final exams
Third week		Apply Physical Examination Techniques	Physical Examination Techniques		
Fourth week		Discuss head- to- Toe Physical Examination Guidelines	Head- to- Toe Physical Examination Guidelines		
Fifth week		- 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:		

Sixth, seven week	4 theory and 4 lab		- Skin, hair and nail. - Face (eyes, mouth, nose, ears) and neck. • ..		
8w	2 theory and 2 lab	Define lymph nodes and thyroid gland. -	- Lymph nodes and thyroid gland. -		
9 week	2 theory and 2 lab	Recognize upper extremities. - Muscular skeletal.	- Upper extremities. - Muscular skeletal.		
10-11 week	2 theory and 2 lab	- Recognize anterior chest (lungs, heart) and breast. -	- Anterior chest (lungs, heart) and breast. -		
12-13week	4 theory and 4 lab	- Recognize posterior chest (lungs) & vertebrae - Abdomen. - Lower extremities)	- Posterior chest (lungs) & vertebrae - Abdomen. - Lower extremities)		
14-15 week	4 theory and 4 lab	Illustrate central nervous system and cranial nerve	Central nervous system and cranial nerve		

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,
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)

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.

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Course Description of Microbiology for Nurses I

1. Course Name:			
Microbiology for Nurses 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)			
Theory	2	practical	2
Number of Credit Hours (Total) 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 hospitals and homes to reduce infections and prevent contamination.	



Course Description of Microbiology for Nurses I

	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	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.



Course Description of Microbiology for Nurses I

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	2 theory and 2 lab	Students acquire information in the field of Diseases to the required level	Introduction and the historical development of microbiology.	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Final exams
2.	2 theory and 2 lab	Students acquire information in the field of Diseases to the required level	Sterilization and Disinfection:		
3.	theory and 2 lab	Students acquire information in the field of Diseases to the required level	Systematic bacteriology: Gram positive bacteria (G +ve cocci). Staphylococci Streptococci		
4.	2 theory and 2 lab	Students acquire information in the field of Diseases to the	Gram +ve bacilli Corynebacterium diphtheria, Bacillus		



Course Description of Microbiology for Nurses I

		required level			
5.	2 theory and 2 lab	Students acquire information in the field of Diseases to the required level	Gram negative cocci (gonococcal and meningococcal		
6.	2 theory and 2 lab	Students acquire information in the field of Diseases to the required level	Gram negative bacteria (Enterobacteriaceae, <i>Escherichia coli</i> , <i>Klebsiella</i> , <i>Proteus</i> , <i>Salmonella</i> , <i>Shigella</i> ,		
7.	2 theory and 2 lab	Students acquire information in the field of Diseases to the required level	<i>Vibrio</i> , <i>Pseudomonas</i> , <i>Helicobacter</i> ,		
8.	2 theory and 2 lab	Students acquire information in the field of Diseases to the required level	<i>Bordetella</i> , <i>Pasteurella</i> , <i>Spirochaetes</i> , <i>Trichomonas</i>		



Course Description of Microbiology for Nurses I

9.	2 theory and 2 lab	Students acquire informatio n in the field of Diseases to the required level			
10.	2 theory and 2 lab	Students acquire informatio n in the field of Diseases to the required level	Mycobacteria <i>tuberculosis</i> , pathogenesis, <i>Nocardia</i> , <i>Actinomycetes</i> , <i>Streptomyces</i>).		
11.	2 theory and 2 lab	Students acquire informatio n in the field of Diseases to the required level	mycoses		
12.	2 theory and 2 lab	Students acquire informatio n in the field of Diseases to the required level	Immunity		
13.	2 theory and	Students acquire informatio	Immunity		



Course Description of Microbiology for Nurses I

	2 lab	n in the field of Diseases to the required level			
14,15	4 theory and 4 lab	Students acquire information in the field of Diseases to the required level	Nosocomial infection		

11.Course Evaluation

Distributing the score out of 100 according to

Attendance = 10%

Daily Quizzes = 10%

Student Assessment in Class = 20%

Practical Final Exam = 20

End-of-Course Exam = 40%

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 explorations* (9th ed.). Wiley.
- ☐ Tortora, G. J., Funke, B. R., & Case, C. L. (2021). *Microbiology: An introduction* (13th ed.). Pearson.



Course Description of Microbiology for Nurses I

	□ Gladwin, M., & Trattler, W. (2020). <i>Clinical microbiology made ridiculously simple</i> (7th ed.). MedMaster. □ H. P. J. (Ed.). (2019). <i>Atlas of clinical microbiology</i> (3rd ed.). Springer. □ Goldsby, R. A., Kindt, T. J., Osborne, B. A., & Kuby, J. (2018). <i>Immunology: A short course</i> (8th ed.). Wiley.
Recommended books and references (scientific journals, 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 infectious diseases, including microbiology research and its relationship to clinical medicine
	1. World Health Organization (WHO) Reports ○ WHO reports covering the latest developments in infectious diseases and microbiology. 2. Centers for Disease Control and Prevention (CDC) Reports ○ Updated Reports from the U.S. Center for Disease Control and Prevention on Infectious Diseases,



Course Description of Microbiology for Nurses I

	Prevention, and Epidemic Response. 3. 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: 1. PubMed - Medical database containing articles and scientific reviews on microbiology and clinical medicine. (https://pubmed.ncbi.nlm.nih.gov) 2. National Institutes of Health (NIH) - 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
Plan development  	- 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. 

Course Description of Pharmacology for nursing I

1. Course Name:					
Pharmacology for nursing I					
2. Course Code:					
PHR204					
3. Semester: second stage / first semester					
2025-2026					
4. Description Preparation Date:					
2025-9-26					
5. Available Attendance Forms:					
Theory					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Theory	2	Practical	0	Number of Credit 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: - 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 Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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.	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Midterm-year exams Final exams
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.		

3	2 hours	Presentation of a series of discrete slides using the whiteboard	Autonomic Pharmacology: • Basic principles of neuropharmacology. • Cholinergic drugs.		
4	2 hours	Presentation of a series of discrete slides using the whiteboard	Autonomic Pharmacology: • Muscarinic agonists and antagonists. • Cholinesterase inhibitors		
5	2 hours	Presentation of a series of discrete slides using the whiteboard	Autonomic Pharmacology: Neuromuscular blocking agents. Ganglionic blocking agents.		
6-7	4 hours	Presentation of a series of discrete slides using the whiteboard	Adrenergic agonists and antagonists. Indirect acting anti-adrenergic agents.		
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 sympatholytic. - Ganglinic blockers. - Adrenoceptors blocking agents. - Vasodilators. - Drugs acting on the renin-angiotensin system. - Diuretics.		
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). -		
10	2 hours	Presentation of a series of discrete slides using the whiteboard	Anti-arrhythmic drugs.		
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		
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	-	
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 mechanism of action		
14 -15	4 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		



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:

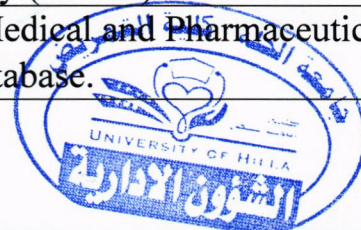
1. British Journal of Pharmacology – Published by Wiley.
2. Journal of Pharmacology and Experimental Therapeutics – Published by ASPET.
3. Clinical Pharmacology & Therapeutics – Published by Wiley.
4. European Journal of Pharmacology – Published by Elsevier.
5. The Lancet – Pharmacology Section – Published 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) -
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.



P.M.D. / لايم خاوند محمد

Course Description of Computer Science III

1.	Course Name:	Computer Science III											
2.	Course Code:	COS 205											
3.	Semester / Year:	2025- 2026											
4.	Description Preparation Date:	20-10-2025											
5.	Available Attendance Forms:	Practical attendance											
6.	Number of Credit Hours (Total) / Number of Units (Total)	<table border="1"> <tr> <td>Theory</td> <td>0</td> <td>Practical</td> <td>2</td> <td>Number of Credit Hours</td> <td>Only one unit</td> </tr> </table>			Theory	0	Practical	2	Number of Credit Hours	Only one unit			
Theory	0	Practical	2	Number of Credit Hours	Only one unit								
7.	Course administrator's name (mention all, if more than one name)	Name: Hassanein Falah Hassan Email: zaid.sami2020@gmail.com											
8.	Course Objectives	<table border="1"> <tr> <td rowspan="7">Course Objectives</td> <td>Cognitive Objectives</td> </tr> <tr> <td>By the end of this course, students will be able to:</td> </tr> <tr> <td>1. Define the basic concepts of computer science and explain its importance in healthcare and nursing practice.</td> </tr> <tr> <td>2. Identify common computer applications used in nursing, including electronic health records (EHRs).</td> </tr> <tr> <td>3. Describe the functions and uses of statistical software such as SPSS, Excel, and R in healthcare data analysis.</td> </tr> <tr> <td>4. Explain how software tools are used to analyze medical research findings and patient case data.</td> </tr> <tr> <td>5. Interpret statistical results and discuss their role in supporting nursing decision-making.</td> </tr> <tr> <td>6. Analyze how statistical data contributes to improving the quality of patient care.</td> </tr> </table>			Course Objectives	Cognitive Objectives	By the end of this course, students will be able to:	1. Define the basic concepts of computer science and explain its importance in healthcare and nursing practice.	2. Identify common computer applications used in nursing, including electronic health records (EHRs).	3. Describe the functions and uses of statistical software such as SPSS, Excel, and R in healthcare data analysis.	4. Explain how software tools are used to analyze medical research findings and patient case data.	5. Interpret statistical results and discuss their role in supporting nursing decision-making.	6. Analyze how statistical data contributes to improving the quality of patient care.
Course Objectives	Cognitive Objectives												
	By the end of this course, students will be able to:												
	1. Define the basic concepts of computer science and explain its importance in healthcare and nursing practice.												
	2. Identify common computer applications used in nursing, including electronic health records (EHRs).												
	3. Describe the functions and uses of statistical software such as SPSS, Excel, and R in healthcare data analysis.												
	4. Explain how software tools are used to analyze medical research findings and patient case data.												
	5. Interpret statistical results and discuss their role in supporting nursing decision-making.												
6. Analyze how statistical data contributes to improving the quality of patient care.													



7. Evaluate the impact of statistical analysis on disease prevention and treatment outcomes in clinical settings.

Skill Objectives

1. Demonstrate the ability to accurately enter and manage medical data (e.g., patient records, laboratory results) using statistical software.
2. Apply statistical tools (SPSS, Excel, R) to analyze nursing and healthcare data.
3. Perform statistical analyses to measure the effectiveness of treatment and health programs.
4. Interpret and present statistical findings to support clinical decision-making.
5. Utilize statistical results to prioritize nursing care, including assessing disease risks and patient responses to treatment.
6. Analyze real-life nursing scenarios using statistical methods to support evidence-based practice.
7. Generate simple reports and visualizations (charts/graphs) from analyzed healthcare 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	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Midterm-year exams Final exams
2	2	Understanding Basics of Health Information Systems	Health Information Systems and Electronic Patient Records		
3	2	Applying Basic Computer Skills	Basics of Using Office Programs (Word, Excel)		
4	2	Learning to Input and Analyze Medical Data	Data Entry and Processing using Excel		
5	2	Analyzing Basic Statistical Data	Introduction to SPSS and Medical Data		



			try		
6	2	Applying Statistica l Analysis in Nursing	Using SPSS to Analyze Patient Data		
7,8	4	Understanding Use of <i>R</i> in Statistical Analysis	roduction to R and Applications in Nursing		
9	2	Evaluatin g Healthcar e Quality using Statistica l Analysis	alyzing Healthcare ality Indicators		
10	2	erpreting Data Support Nursing Decisions	ow to Analyze and erpret Research sults		
11	2	ing Statistical alysis in evention and Treatment	Evidence -Based Nursing		



			Applications		
12	2	Analyzing Clinical Effectiveness of Treatments	Measuring the Impact of Health Treatments using Statistical Software		
13	2	Using Data to Improve Nursing Plans	Developing Nursing Strategies Based on Statistical Analysis		
14	2	Writing Medical and Statistical Reports	Preparing Medical Data Analysis Reports		



15	2	Using Statistical Analysis to Support Health Policies	Analyzing Data to Support Health Decisions		
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11. Course Evaluation

Distribution of a score out of 100 according to
Attendance and absence grade = 10%
Daily exams grade = 10%
Practical evaluation grade = 20%
Mid-course exam grade = 20%
Final exam grade = 40%

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,	sics of MATLAB and beyond. By (Andrew -2 .Knight)



reports...)	
Electronic References, Websites	Part 1 Data Processing for Scientists and Engineers using MATLAB By (Professor Dr. Abdul Mutalib Ibrahim Ahmad 2020).
plan development	Identification of Required Skills Integration of Theory and Practice Teaching and Learning Strategies Learning Resources and Continuous Training

[Handwritten Signature]



Course Description of Ba'ath Party crimes

1-Course name: Ba'ath Party crimes

2- Course code :

CDB 206

3-Semester/Year

Semester 2025/2026

4- Date of preparation of this description: 26/10/ 2025

5-Available forms of attendance:

Theory

6 -Number of study hours (total) / Number of units (total)

2theoretical hours weekly \
Number of units (total):2 units

Theory	2	Practical	0	Number of study hours (total)	2
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7- Name of the course supervisor (if more than one name is mentioned)

Name: Sabah Etawee Aboud

8-Course objectives

•Cognitive Objectives

At the end of the course, the student will be able to:

1. Define the fundamental concepts of human rights.
2. Describe the historical development of human rights across different eras.
3. Explain the principles of human rights in Islam and analyze their evolution over time.
4. Identify the most important rights that individuals are entitled to in society.
5. Discuss the significance of human rights in promoting justice, equality, and human dignity.

Skill Objectives

At the end of the course, the student will be able to:

1. Apply human rights principles in analyzing real-life situations and case studies.
2. Compare human rights concepts across different cultures, including Islamic perspectives.
3. Evaluate situations where human rights are upheld or violated.
4. Demonstrate the ability to advocate for basic human rights in academic settings.

Subject objectives



or community settings.

5. Interpret human rights issues and propose appropriate solutions based ethical and legal standards.

9- Teaching and Learning strategies

Teaching Methods

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

Evaluation Methods

- Conducting **short daily quizzes**.
- Conducting **monthly exams**.

Conducting **midterm and final exams**.

Strategy

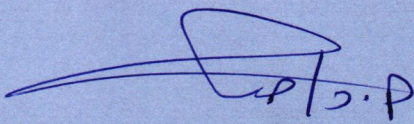
10-Course Structure

Frist Semester

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	houres	Weak
Daily exams Midterm exams Midterm-year exams Final exams	Theoretical lectures using PDF and PowerPoint	introduction about human rights	Define human rights	2	first
		The concept of human rights	Perceive The concept of human rights	2	second
		Eligibility	Understand Eligibility	2	third
		Historical development of the idea of human rights	Illustrate Historical development of the idea of human rights	2	fourth
		carbohydrate metabolism	Define carbohydrate metabolism	2	fifth
		The Historical Development of the Idea of Human Rights in Eastern	Recognize The Historical Development of the Idea of Human Rights in Eastern Societies	4	Sixth,seventh

		Societies			
		Human rights in Mesopotamia	Understand Human rights in Mesopotamia	2	The eighth
		Biosafety and Security	Define Biosafety and Security	2	Ninth
		Human rights in the Nile Valley countries	Apply Human rights in the Nile Valley countries	2	Tenth
		Historical development of the idea of human	Illustrate Historical development of the idea of human	2	eleventh
		rights in Western societies	Define rights in Western societies	2	Twelfth
		Historical development of the idea of human rights in Greek civilization	Illustrate . Historical development of the idea of human rights in Greek civilization	2	Thirteenth
		Human Rights in Roman Civilization	Perceive-Human Rights in Roman Civilization	2	fourteenth
		Historical development of the idea of human rights in the	Recall Historical development of the idea of human	2	Fifteenth



		Middle Ages	rights in the Middle Ages		
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					
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) Arabian Journal of Chemistry ScienceDirect.com by Elsevier		Dr. Abdul Wahed Mohammed Al-Far, Human Rights Law in Positivist Thought and Islamic Law,Dar Al-Nahda Al-Arabiya,Cairo,1991			
Home Feed ResearchGate Khan Academy Free Online Courses, Lessons & Practice Ali Abdullah AL-Karaawi - YouTube		Electronic references, websites			
Curriculum Development Plan 		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			



Course Description of Adult Nursing II

1. Course Name:

Adult Nursing II

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
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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.

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: 4 hours 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	Theoretical lectures using PDF and	Daily exams Midterm exams Half-year exams
2	Theory: 4 hours Clinical: 12 hours	Apply the nursing process in planning and delivering care for adult patients.	Unit 2: Brain tumor Head injury. Meningitis Epilepsy Caring for unconscious patients.		



3	Theory: 4h Clinical: 12 h	Provide nursing management for neurological conditions such as brain tumor, meningitis, epilepsy, head injury, and unconsciousness	Nursing management of patients with Renal disorders: · Assessment and diagnostic test · Cardinal signs and symptoms • Urinary tract infection.	PowerPoint.	Final exams
4	Theory: 4h Clinical: 12 h	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: 4h Clinical: 12 h	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: 4ho 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: 4hor 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: 4hor Clinical:12 1	Assess and manage integumentary disorders, including dermatitis and autoimmune diseases.	Valvular disorders(Aortic stenosis and Regurgitation		
12	Theory: 4hor 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: 8hor Clinical:12	Demonstrate clinical decision-making skills through case studies, quizzes, and	Nursing management of patients with Integumentary disorders: · Assessment integumentary system · Dermatitis.		



		discussions to ensure safe and effective patient care.	· Autoimmune disease Nursing		
15	Theory: 4 hours Clinical: 12 hours		management of patients with Eye, Nose and Throat (ENT): · Sinusitis · Tonsillitis · Otitis media · Calfarynx Nursing management of patients with ophthalmic disorders. · Assessment and diagnostic test · Cataract, · Glcoma		

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). <i>Brunner and Suddarth's textbook of medical-surgical nursing</i> . 14 th edition Wolters kluwer Lippincott co.. 2.Williams, L. S., & Hopper, P. D. (2015). <i>Understanding medical surgical nursing</i> . 5 th edition ,FA Davis, company USA
Recommended books and references (scientific journals, reports...)	Cooper, K., & Gosnell, K. (2022). <i>Foundations &</i>



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



Plan Development

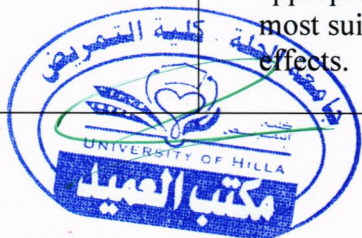
- **Assess adult patients** with neurological, renal, musculoskeletal, cardiovascular, integumentary, ophthalmic, and ENT disorders using appropriate diagnostic tools.
- **Apply the nursing process** (assessment, planning, implementation, evaluation) in providing safe and effective care.
- **Provide 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.



Republic Of Iraq Ministry of Higher Education & Scientific Research College of Nursing		جمهورية العراق وزارة التعليم العالي والبحث العلمي جامعة الحلة كلية التمريض
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Course Description of Microbiology for Nurses II

1. Course Name:				
Microbiology for Nurses 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.			



Republic Of Iraq Ministry of Higher Education & Scientific Research College of Nursing		جمهورية العراق وزارة التعليم العالي والبحث العلمي جامعة الحلة كلية التمريض
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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. Conducting midterm and final exams



Republic Of Iraq Ministry of Higher Education & Scientific Research College of Nursing		جمهورية العراق وزارة التعليم العالي والبحث العلمي جامعة الحلة كلية التمريض
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Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	2 theory+ 2 practice	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 practice	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 practice	Students acquire information in the field of parasitology to the required level	Haemoflagellates: Leshmania spp;. Trypanosome spp.		
4.	2 hr. theory+ 2 practice	Students acquire information in the field of parasitology to the required level	Malarial parasites of human; Toxoplasma		
5.	2 theory+ 2 practice	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+ practical	Students acquire information in	Introduction - Classification - Trematoda Blood flukes		



		the field of parasitology to the required level	(Schistosoma		
7.	2 theory+ 2 practice	Students acquire information in the field of parasitology to the required level	Nematods:		
8.	2 theory+ 2 practice	Students acquire information in the field of parasitology to the required level	Ascaris, Entrobis.		
9.	2 theory+ 2 practice	Students acquire information in the field of parasitology to the required level	Review before final exam		
10.	2 theory+ 2 practice	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 practice	Students acquire information in the field of viruses to the required level	Herpes viridae,		
12. 13.	4 theory+ 4 practice	Students acquire information in the field of viruses to the	Orthomyxo Paramyxo viruses		

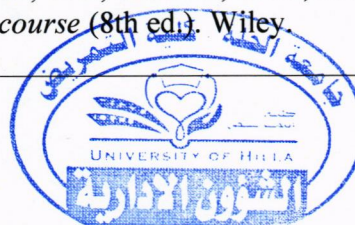
14-15	4 theory+ 4 practice	required level Students acquire information in the field of viruses to the required level	Rota viruses, Rubella Retro viruses AIDS, Ebola, Viruses , covid viruses; SARS, Hepato viruses		
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11.Course Evaluation

Attendance = 10%
Daily Quizzes = 10%
Student Assessment in Class = 20%
Practical Final Exam = 20%
End-of-Course Exam = 40%
Final Grade = 100%

12. Learning and Teaching Resources

Required textbooks (methodology, if any)	
Main references (sources)	• Cowan, M. K., & Smith, H. (2019). <i>Microbiology: A systems approach</i> (5th ed.). McGraw-Hill Education. • Murray, P. R., Rosenthal, K. S., & Pfaller, M. A. (2016). <i>Medical microbiology</i> (9th ed.). Elsevier. • Black, J. G. (2019). <i>Microbiology: Principles and explorations</i> (9th ed.). Wiley. • Tortora, G. J., Funke, B. R., & Case, C. L. (2021). <i>Microbiology: An introduction</i> (13th ed.). Pearson. • Gladwin, M., & Trattler, W. (2020). <i>Clinical microbiology made ridiculously simple</i> (7th ed.). MedMaster. • H. P. J. (Ed.). (2019). <i>Atlas of clinical microbiology</i> (3rd ed.). Springer. • Goldsby, R. A., Kindt, T. J., Osborne, B. A., & Kuby, J. (2018). <i>Immunology: A short course</i> (8th ed.). Wiley.



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

2014/12/14



Course Description of Pathophysiology for Nurses

1. Course Name:				
Pathophysiology for Nurses				
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	Hou rs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Students acquire information in the field of Pathology the required level	Introduction to Pathophysiology	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Half-year exams Final exam
2	2	Students acquire information in the field of Pathology the required level	Cell damage		
3	2	Students acquire information in the field of Pathology the required level	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 Chromosom		
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 Chromosom		
8-9	4	Students acquire	Genetic and Pediatr		



		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 Pediatric Diseases	Genetic and Pediatric Diseases		

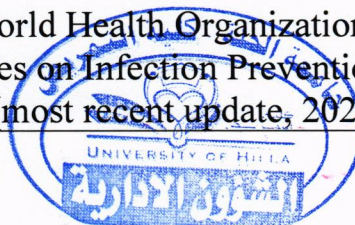
11.Course Evaluation

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.

2023/10/10



Course Description Pharmacology for nurses II

1. Course Name:				
Pharmacology for nurses II				
2. Course Code:				
PHR210				
3. Semester: second stage				
Semester				
4. Description Preparation Date:				
2025-9-26				
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.	Hours	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.

10.3.20
بسم الله الرحمن الرحيم



Course Description of Computer Science 4

1. Course Name:				
Computer Science 4				
2. Course Code:				
COS 211				
3. Semester / Year:				
2025 – 2026 Semester				
4. Description Preparation Date:				
13-10-2025				
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	Introduction to Computer Science and Data	Introduction to Computer Science and its Application in Nursing		



		Analysis			
2	Lab: 2	Understanding the Basics of Health Information Systems	Health Information Systems and Electronic 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 Medical Data Entry		
6-7	Lab: 4	Applying Statistical Analysis in Nursing	Using SPSS to Analyze Patient Data		
8	Lab: 2	Understanding the Use of R in Statistical Analysis	Introduction to R and its Application in Nursing		
9	Lab: 2	Evaluating Healthcare Quality using	Analyzing Healthcare Quality 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 Application		
12	Lab: 2	Analyzing Clinical Effectiveness 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). <i>Modern Operating Systems</i> (4th ed.). Pearson.
Main references (sources)	Cormen, T. H., Leiserson, C. E., Rivest, R. L., & Stein, C. (2022). <i>Introduction to Algorithms</i> (4th ed.). MIT Press.
Recommended books and references (scientific journals, reports...)	Sommerville, I. (2021). <i>Software Engineering</i> (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.



ع.م.م.م.

Course Description of Arabic language for nursing 2

1.Course Name:				
Arabic language for nursing 2				
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 administrative	Formal reply in administrative correspondence		

		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-Taqrer 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 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 ○ 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. 2. Expanding Practical Exercises and Applications ○ Add practical exercises based on real medical and administrative scenarios. ○ Enhance writing skills through practical assignments such as writing medical reports and administrative correspondences. Second: Updating Teaching Methods 1. Using Technology in Teaching ○ 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. 2. Active and Collaborative Learning ○ Organize group activities to analyze and linguistically edit medical and administrative texts. ○ Encourage presentations on linguistic topics related to the field of anesthesia.	Course Development Plan

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

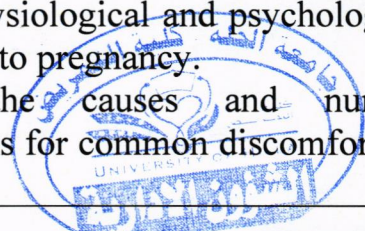
- Evaluate students based on their ability to write and formulate accurate medical reports and administrative correspondences.



د. م. هادي

Course Description of Maternal and Neonate Nursing

1. Course Name:					
Maternal and Neonate Nursing					
2. Course Code:					
NUR301					
3. Semester / Year:					
(Semester-based)/ third year(2025-2026)					
4. Description Preparation Date: 20-9-2025					
5. Available Attendance Forms:					
(theoretical, practical)					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Theory	3	Lab	2	Units	8
7. Course administrator's name (mention all, if more than one name)					
Name: Dr Mayada omar Elsadee					
Email: mayadaomar89@gmail.com					
Name: Soaad Abdel Hussein					
8. Course Objectives					
Course Objectives			At the end of the course the students will be able to : I. Cognitive Objectives: 1. Describe the structure and function of the female and male reproductive systems. 2. Explain the phases of the menstrual cycle. 3. Identify the stages of embryonic and fetal development. 4. Formulate nursing diagnoses related to the needs of a pregnant woman and developing fetus. 5. Discuss physiological and psychological adaptations to pregnancy. 6. Explain the causes and nursing interventions for common discomforts of pregnancy.		



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

II. Skills-Based Objectives:

1. **Demonstrate** the ability to assess the structure and function of the reproductive systems in a clinical setting.
2. **Apply** knowledge of the menstrual cycle to assess patient health and provide care.

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

timely and effective manner.
16. Assess and implement appropriate nursing care for immediate and daily newborn management.

9. Teaching and Learning Strategies

Strategy

Teaching Methods

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

Evaluation Methods

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

10. Course Structure

Week	Hours	Unit/Topic	Required Learning Objectives	Learning Method	Evaluation method
1	3	Reproductive System: Puberty	Understand the anatomy and physiology of the female and male reproductive systems	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Midterm-year exams Final exams
2	3	Pregnancy	Explain normal pregnancy, fetal development, and physiological and psychological changes		
3	3	Complications of Pregnancy	Describe and manage common complications during pregnancy		
4, 5,	6	Labor & Delivery	Understand the theories and stages of labor and manage each stage		



6,7	6	Complications of Labor	Manage complications during labor and delivery		
8,9	6	Family Planning & Contraceptives	Understand contraceptive methods and their advantages and disadvantages		
10,11	6	Puerperium	Understand and manage puerperium care		
12,13	6	Neonatal Nursing Care	Assess and manage neonatal care		
14,15	3	Gynecological Disorders	Identify and manage common gynecological disorders		

• Maternal and neonatal clinical skills:

	Lab:2h Clinical:12h	- Local Abdominal Examination (Leopold's Maneuver) - Pantograph - Nursing management of the second stage of labor - Immediate Care of Neonate - Per Vaginal Examination - Fundus & lochia Assessment - Routine Care of the	Apply all maternal and neonatal skills	Theoretical lectures using PDF and PowerPoint Application, Demonstration Re-demonstration	Daily exams Midterm exams Midterm-year exams Final exams Application, Demonstration Re-demonstration
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		Neonate			
11.Course Evaluation					
Assessment Methods\ Percentage Semester grade (100) is distributed as follows Semester exams (40% distributed as follows) theoretical %20 practical %10 attendance and exams %10 60 %final (40% theoretical - 20% practical)					
12.Learning and Teaching Resources					
Required textbooks (curriculum books, if any)		Essential Obstetrics and Gynaecology, Ian Symonds. Fifth Edition.2013 Essentials of maternity, newborn & women's health nursing Susan Scott Ricci. 3rd ed.2013			
Main references (sources)		✓ Williams Obstetrics by F. Gary Cunningham, Kenneth J. Leveno, Steven L. Bloom, and Cathy M. Spong ✓ Maternity and Women's Health Care by Judith Rhoades, Phyllis G. Davis, and Lynda A. Juarez ✓ Manual of Obstetrics by Richa Saxena and Praveen Kumar ✓ Neonatal Intensive Care Nursing: A Case-Based Approach by Elaine M. McEwen ✓ Clinical Gynecology by William H. Parker and Tommaso Falcone ✓ Maternal-Child Nursing Care by Susan L. A. Johnson, Mary Ann McMorrogh, and Maria McNally ✓ Essentials of Maternity, Newborn, and Women's Health Nursing by Susan Scott Ricci, Michelle L. Kyne ✓ Berek & Novak's Gynecology by John O. Schor and Jonathan S. Berek ✓ Obstetric Nursing: Principles and Practice by Diane			

	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 supporting books and references (scientific journals, reports, etc.)	• 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 https://journals.lww.com/ccmjournal ▪ 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



Electronic references, websites

- World Health Organization. (n.d.). *Critical care resources and guidelines*. Retrieved from <https://www.who.int>
- American Association of Critical-Care Nurses. (n.d.). *Clinical practice guidelines for critical care nursing*. Retrieved from <https://www.aacn.org>
- UpToDate. (n.d.). *Critical care nursing topics*. Retrieved from <https://www.uptodate.com>
- National Library of Medicine. (n.d.). *PubMed database*. Retrieved from <https://pubmed.ncbi.nlm.nih.gov>

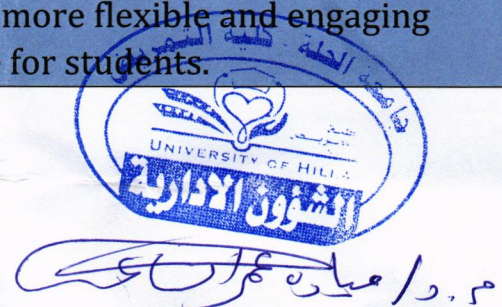
Course Improvement Recommendations:

- 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.

Teaching Method Improvements:

- **Case-Based Learning (CBL):**
 - Use case studies to enhance critical thinking and real-world application of concepts.
 - Allow students to analyze and discuss clinical scenarios in a collaborative environment.
- **Incorporate Clinical Simulation:**
 - Use clinical simulations to enhance practical training and allow students to experience real-life situations in a controlled setting.
- **Implement Blended Learning:**

Combine in-person learning with interactive online platforms to offer a more flexible and engaging learning experience for students.



Course Description of Research Methods in Nursing

1.Course Name:

Research Methods in Nursing

2.Course Code:

RSM 302

3.(Semester-based)

(Semester-based) 2025-2026

4.description preparation date:

5/10/2025

5.Available Attendance Modes: Attendance (theoretical)

6.Total Study Hours / Total Credits:

Theory	2	Practical	0	Total Study Hours	2
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7.Course Coordinator(s) (if more than one, please specify):

Name: Samia Farouk Mahmoud

Email: prof.samia.zag@gmail.com

Name: Mohamed mohy sahar

8-Course Objectives

I. Cognitive Objectives

Learning Objectives

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

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



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

II. Skill objectives

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



results.

23. Select appropriate samples for the research based on sample size and techniques (random, stratified, etc.).
24. Apply ethical principles in data collection, handling participants, and ensuring confidentiality.
25. Write the final research report academically, presenting results and recommendations.

9. Teaching and Learning Strategies

Teaching Methods

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

Evaluation Methods

- Conducting **short daily quizzes**.
- Conducting **monthly exams**.

Conducting **midterm and final exams**.

Strategy

10. Course Structure

First Semester

Week	Hours	Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1	2	- Identify the steps of scientific research in nursing.	Unit 1: Introduction to Scientific Research in Nursing	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Midterm-year exams Final exams
2	2	- Define concepts and variables in the research problem.	Unit 2: Research Concepts and Variables		
3	2	- Describe the characteristics of scientific research.	Scientific Research Characteristics and Objectives		
4	2	- Identify different types of research methodologies.	Unit 3: Types of Research Methodologies in Nursing		
5	2	- Understand the basic steps of the scientific	Stages of the Scientific Research Process		



		research process.			
6	2	- Identify factors to consider when selecting a research topic.	Formulating a Research Topic in Nursing		
7	2	- Identify types of variables in research.	Unit 4: Types of Variables in Scientific Research		
8	2	- Understand the importance of hypotheses in scientific research.	-		
9	2	- Understand research methods and their purpose.	Research Methods in Nursing		
10	2	- Apply data collection methods.	Unit 5: Data Collection Methods in Scientific Research		
11	2	- Identify appropriate data collection methods.	Data Collection Tools (Questionnaires, Interviews)		
12	2	- Understand the sampling process in scientific research.	Unit 6: Sampling and its Methods		
13	2	- Identify ethical principles in scientific research.	Unit 7: Ethics in Scientific Research		
14 15	4	- Understand data interpretation and analysis methods.	-		



11. Course Evaluation

The semester grade (100) is distributed as follows:

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

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

12. Learning and Teaching Resources

Required textbooks	Required textbooks (methodology if any)
1. Polit, D. F., & Beck, C. T. (2023). <i>Nursing research: Generating and assessing evidence for nursing practice</i> (12th ed.). Wolters Kluwer Health. 2. McDonald, M. L. H. (2022). <i>Introduction to nursing research: Incorporating evidence-based practice</i> (6th ed.). Lippincott Williams & Wilkins. 3. Boswell, C., & Cannon, S. C. (2022). <i>Fundamentals of nursing research</i> (6th ed.). Jones & Bartlett Learning. 4. Gable, C. M. S., & Grbich, C. S. (2021). <i>Research methods in nursing and health sciences</i> (3rd ed.). Sage Publications. 5. Morse, J. M. (2021). <i>Nursing research: A qualitative perspective</i> (6th ed.). Jones & Bartlett Learning. 6. Koller, D. L. W. (2021). <i>Ethical issues in nursing research</i> (2nd ed.). Springer. 7. O'Rourke, A. (2020). <i>Evidence-based nursing: The research-practice connection</i> (3rd ed.). Prentice Hall.	Main References (Sources)
1. Creswell, J. W. (2018). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (5th ed.). Sage Publications. 2. Gray, J. R., Grove, S. K., & Sutherland, S. (2021). <i>The practice of nursing research: Appraisal, synthesis, and generation of evidence</i> (9th ed.). Elsevier. 3. Polit, D. F., & Beck, C. T. (2020). <i>Essentials of nursing research: Appraising evidence for nursing practice</i> (9th ed.). Wolters Kluwer. 4. Moule, P., & Goodman, M. (2017). <i>Nursing research: An introduction</i> (4th ed.). Sage Publications. <i>Scientific Journals:</i> 1. Journal of Nursing Research	Recommended supporting books and references (scientific journals, reports, etc.)



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

Government and International Reports:

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

☐ **CINAHL (Cumulative Index to Nursing and Allied Health Literature)**

☐ **PubMed**

☐ **Google Scholar**

Electronic references, websites

- Review emerging scientific websites specialized in nursing to keep up with the latest developments in nursing research methodology.
- Develop students' skills in designing and conducting nursing research.
- Rely on reference books such as *Nursing Research* by Polit & Beck.
- Utilize specialized scientific journals like *Journal of*

Course Development Plan



Nursing Research and PubMed to encourage ongoing
scientific research.

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Course Description of Health Sociology

1.Course Name: Health Sociology				
2.Course Code: HSO 303				
3.(Semester-based)				
2025 /2026(Semester-based)				
4.description preparation date: 28 \ 9 \2025				
5.Available Attendance Modes: (theoretical)				
6.Total Study Hours / Total Credits:				
Theory	2	Units	2	
7.Course Coordinator(s) (if more than one, please specify):				
Name: A.L : Salim Amer Yousef				
Email: salim_amer@hilla-unc.edu.iq				
8.Course Objectives				
Cognitive Objectives By the end of this course, the student should be able to: 1- The ability to understand sociology and apply it practically. 2- Dealing with student crises and social problems 3- Building cultural, scientific and quantitative foundations in the nursing department Skill objectives 1. Apply effective communication techniques when interacting with patients from diverse social and cultural backgrounds 2. Demonstrate culturally sensitive communication in healthcare settings Conduct patient interviews considering social and cultural influences on health				
9.Teaching and Learning Strategies				
Teaching Methods • Using PowerPoint lectures. • Educational videos. Strategy				

- 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 struture.

First semester

Week	Hours	Unit/Topic	Learning Outcomes	Learning Method	Assessment Method
.1	2	Introduction about sociology	Understand what is the introduction about sociology	Lecture Small group Presentation Work shop. Brain storming	- Discussion - Oral tests - Written tests - Extracurricular activities
.2	2	Social perspective	Understand what is the social perspective		
.3	2	Social interaction and health	understand Social interaction and health		
.4	2	Analysis sociology	Measures association of sociology		
.5	2	Social problems	Identify the sociology problems		
.6	2	Health ,wellness and wellbeing	The natural history of health .Conditions		



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

11.Course Evaluation

Attendance = 5 %
Daily quiz points = 5 %
Student assessment in class = 5 %
Midterm exam point = 15 %
Final exam point = 70 %
Final grade = 100 %

12.Learning Resources

Required Textbooks:

1-American Sociological Association.
2013 What is Sociology?
2- www.asanet.org/employment_careers21st_whatissociology.cfm

Main References:	
☐ Recommended books and supplementary materials (scientific journals, reports, etc.). ☐	
Online References and Websites:	☐ World Health Organization (WHO) PubMed Database
Course Development Plan.	The ability to understand sociology and apply it practically. 2- Dealing with student crises and social problems -Building cultural, scientific and quantitative foundations in the nursing department .

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Course Description of Nutrition & diet therapy

1. Course Name:					
Nutrition & diet therapy					
2. Course Code:					
NUT 304					
3. Semester / Year:					
Semester / first semester(2025-2026)					
4. Description Preparation Date:					
27/9/2025					
5. Available Attendance Forms:					
In person attendance (theory)					
6. Number of Credit Hours (Total) / Number of Units (Total)					
theory	2	Practical	0	Number of Credit Hours (Total)	2
7. Course administrator's name (mention all, if more than one name)					
Name: Ass. Prof. Dr. Samia Farouk Mahmoud					
Email: prof.samia.zag @gmail.com					
Nam: Mohamed Abass Jabory					
8. Course Objectives					
Course Objectives		Cognitive Objectives			
		1. Explain the fundamental principles of human nutrition. 2. Describe the relationship between nutrition and body energy requirements. 3. Identify the types, characteristics, and functions of essential nutrients. 4. Discuss the importance of therapeutic (applied) nutrition as a key component of nursing care. 5. Differentiate types of nutrition based on various client categories (e.g., age, health condition). 6. Explain the nurse's role in communicating with clients, families, and healthcare team members regarding nutritional needs and patterns.			
		Skill Objectives			
		1. Assess patients' nutritional status using appropriate tools and methods. 2. Apply nutritional principles in planning appropriate diets for different client groups. 3. Demonstrate effective communication with clients and			



- families regarding nutritional care.
4. Collaborate with the healthcare team to support and implement nutritional plans.
 5. Interpret nutritional data to support clinical decision-making in nursing practice.
 6. Provide basic nutritional education tailored to patients' conditions and needs.

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.
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10. Course Structure

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



		diseases			
6	2	Students acquire information in the field of Amino acids	Amino acids definition and classification of proteins		
7	2	Students acquire information about the types of vitamins and their benefits for the body	Types of vitamins function , and it benefit of vitamins for the body		
8	2	Students acquire information about the importance of minerals and how preserve them	Function of minerals types and methods preparation		
9	2	Students acquire information about the importance of water for the body	Water and metabolism		
10	2	Students acquire information in the field of lactation	Nutrition in lactation		
11 12	4	Students acquire information in the field of pregnant nutrition	Nutrition in pregnancy		
13 14	4	Students acquire information in the field of Nutrition for pre school	Nutrition for pre school		
15	2	Students acquire information in the field of Nutrition for adult	Nutrition for adult		

11.Course Evaluation

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 (curricular books, any)	ABC OF NUTRITION, Fourth Edition
Main references (sources)	Fundamentals of food , nutrition and diet therapy
Recommended books and references (scientific journals, reports...)	The_Nurse_Practitioners, Guide to Nutrition.2012
Electronic References, Websites	Website for nutrition and diet therapy
Course Development Plan:	Follow up on ministerial curricula approved by the Nursing Deans Committee • Follow sources and books for the purpose of receiving updates • Drawing up an annual action plan aimed at improving the academic course and using various means to deliver information to the student

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Course Description of Pediatric Nursing

1. Course Name:	
Pediatric Nursing	
2. Course Code:	
NUR306	
3. Semester / Year:	
(Semester-based)/ third year(2025-2026)	
4. Description Preparation Date:	
1-10-2025	
5. Available Attendance Forms:	
In- person attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
17hours weekly\8 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Ass.Prof. Dr. Huda Shawky Mahmud Email: drhudashawkky@gmail.com	
8. Course Objectives	
Course Objectives	At the end of the course the students will be able to : 1- Cognitive Objectives • Identify the basic child's needs (age related needs and concerns). • Assess the child and adolescent physically. • Outline the communication techniques to deal with child & adolescent. • Discuss the types of accidents according to the stages of growth and development. • Provide traumatic care for hospitalized child and adolescent. • Identify the high risk infants and figure out their physical and physiological problems. • Discuss nutritional assessment & figure out the child's and adolescent with nutritional problems. • Utilize the nursing process to deal with child's



health problems.

- Emphasis on preventive aspects of care to promote health for children and adolescents.

2- Skills objectives

☐ **Perform comprehensive pediatric assessment** (physical, developmental, psychosocial)

☐ **Measure and interpret:**

- Vital signs (age-specific norms)
- Weight, height, head circumference

☐ **Assess:**

- Nutritional status
- Developmental milestones
- Pain using age-appropriate scales

☐ Administer medications safely using the “rights” of medication administration

☐ Calculate **accurate pediatric drug dosages**

☐ Perform:

- IV therapy (as per policy)
- Injections (IM, SC)
- Oxygen therapy
- Nebulization

☐ Maintain **infection control and aseptic techniques**

9. Teaching and Learning Strategies

Strategy

1. Lectures
2. Classroom Discussion, group discussion, and cases discussion.

Teaching Media:

Hand out and Data show (Slides on PowerPoint)

Clinical Training:

1. Nurseries, Kindergartens, Schools, and Homes for elderly people Visits.
2. Clinical Scenarios.

10. Course Structure

Week	Hours	Unit or subject name	Required Learning Objectives	Learning Method	Evaluation method
1	17 h weekly	Historical perspective of nursing care of children at different	Understand Historical perspective of	Lecture , Small group , Presentation ,	• Discussion • Oral tests • Written

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



		2.Impact of high risk babies upon their Families. 3.High risk related to neurological disorders.			
5	17 h weekly	Part V: Nursing care of children and adolescents with health problems: The child with nutritional disturbance: 1.Protein and energy malnutrition. 2.Kwashiorkor. 5.3.Marasmus. 4.Obesity. 5.Feeding difficulties. 6.Nutritional counseling	Manage Nursing care of children and adolescents with health problems:	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests Extracurricular activities
6	17 h weekly	Part VII: The child with urological problems 1.Nephritis and Nephritic syndrome. 2.Urinary tract infection. 3.William's tumor	Understand The child with urological problems	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests Extracurricular activities
7	17 h weekly	Part VIII: The child with health problems related to the blood and its production The nursing care of: 1.Leukemia. 2.Hemophilia. 3.Thalassemia. 4.Sickle-cell anemia	Understand and manage The child with health problems related to the blood and its production The nursing care	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests Extracurricular activities

7	• Midterm exam				
8	17 h weekly	Part IX: The child with health problems interfere with respiration and transfer of oxygen ,the nursing care of: 1. Asthma. 2. Bronchitis. 3. Pneumonia. 4. Cold. 5. Inhalation of foreign body.	Assess and manage The child with health problems interfere with respiration and transfer of oxygen ,the nursing care	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests Extracurricular activities
9	17 h weekly	Part X: The child with health problems of cardio vascular problem: 1. Nursing care of children with congenital heart disease. 2. Nursing care of children with congestive heart failure.	Identify and manage The child with health problems of cardio vascular problem	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests Extracurricular activities
10	17 h weekly	Part XII: Nursing care of children with surgical cases: 1.Intestinal obstruction. 2.Intussusceptions 3.Pyloric stenosis. 4.Cleft lip and cleft-palate. 5.Imperforated anus	Identify and manage Nursing care of children with surgical cases	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests • Extracurricular activities



11	17 h weekl y	Part XIII: Nursing care of children & adolescent with chronic diseases Chronic illnesses. Cerebral palsy. special needs.	Apply nursing care of children & adolescent with chronic diseases	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests • Extracurricula r activities
12	17 h weekl y	Part X IV: Emotional, Psychosocial consideration of the child, adolescent and the family: 1. Impact of chronic illness. 2. Family centered home care. 3. The nurse and the family of fatally ill child and adolescent.	Discuss emotional, Psychosocial consideration of the child, adolescent and the family:	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests • Extracurricula r activities
13	17 h weekl y	Part XV: The child with gastroenteritis: 1.Diarrhea. 2.Dehydration. 3.Vomiting. 4.Fluid and electrolytes disturbance	Illustrat the nursing care of the child with gastroenteriti s	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests • Extracurricula r activities
14	17 h weekl y	Part XVI: The child with health problem of endocrine alteration 1.Nursing care of children with diabetes 2.The child with communicable diseases:	Identify and manage The child with health problem of endocrine alteration	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests • Extracurricula r activities
15	• Final exam				



11.Course Evaluation

Assessment Methods\ Percentage

Midterm Examination 30%

2. Final Clinical Examination 20%

3. Final Theory Written Examination 40%

4. Seminars & Quizzes 10%

Total Grade 100%

12.Learning and Teaching Resources

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

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

Websites Main referen (sources)

☐ ClinicalKey (<https://www.clinicalkey.com/>)

☐ Cochrane Library (<https://www.cochranelibrary.com/>)

☐ UpToDate (<https://www.uptodate.com/>)

☐ National Institute for Health and Care Excellence (NICE) (<https://www.nice.org.uk/>)

☐ The Lancet - Obstetrics and Gynecology (<https://www.thelancet.com/journals/lanog>)

Course Improvement Recommendations:

Teaching Method Improvements:

Case-Based Learning (CBL):

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

Incorporate Clinical Simulation:

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



	Implement Blended Learning: Combine in-person learning with interactive online platforms to offer a more flexible and engaging learning experience for students.
Course Improvement Recommendations:	1. Following the Bologna Process 2. Reviewing existing and emerging websites specializing in evolutionary science and development to stay current 3. Updating scientific content 4. Improving quality 5. Increasing the volume of new materials 6. Enhancing assessment methods 7. Improving assessment methods 8. Updating methods for evaluating and measuring student performance 9. Encouraging e-learning



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Course Description of Human Growth and Development.

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



developmental tasks associated with each major stage of development.

2-Skills Objectives

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

9. Teaching and Learning Strategies

Strategy

Teaching Methods

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

Evaluation Methods

- Conducting **short daily quizzes**.
- Conducting **monthly exams**.

Conducting **midterm and final exams**.

10. Course Structure

Week	Hours	Unit/Topic	Required Learning Objectives	Learning Method	Evaluation method
1	39 theoretical	Part 1: introduction to growth and	Understand introduction to	Lecture , Small group ,	• Discussion • Oral tests



	l and clinical lab	development Concept of growth and development • Pattern of growth and development • Stages of growth and development • Factors affecting growth and development	growth and development	Presentation , Work shop. , discussion. Brain storming ,Role-playing methods.	• Written tests • Extracurricular activities
2	9 theoretical and clinical lab	Part 2: measurement of growth and development Anthropometric measurement , Growth chart , Milestone , Denver development screening test	Apply measurement of growth and development Anthropometric measurement , Growth chart , Milestone , Denver development screening test	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests • Extracurricular activities
3	9 hours theoretical and clinical lab	Part 3: Theories related to human growth and development. • Freud theory • Erickson theory Piaget theory	Describe and manage Theories related to human growth and development.	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests • Extracurricular activities
4	9 hours theoretical and clinical lab	Part 5: toddler stage • Physical growth. Social, psychological, Cognitive and language development • Play and	Understand toddler stage	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests • Extracurricular activities



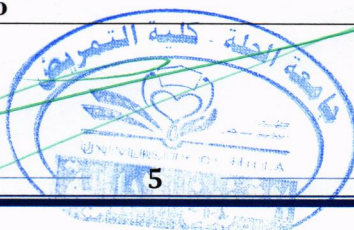
		playing \ Nutrition • Needs and development al problems • Accident prevention			
5	9 hours theoritical and clinical lab	Part 6: preschool stage • Physical growth. Social, psychological, Cognitive and language development • Play and playing \ Nutrition • Needs and development al problems • Accident prevention	Identify preschool stage	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests • Extracurricular activities
6	9 theoritical and clinical lab	Part 7: school age stage • Physical growth. Social, psychological, Cognitive and language development • Play and playing \ Nutrition • Needs and development al problems • Accident prevention	Understand school age stage	Work shop. , discussion. Brain storming ,Role-playing methods.	• Discussion • Oral tests • Written tests • Extracurricular activities

7	• Midterm exam				
8,9,10	9 theoretical and clinical lab	Part 8: adolescent stage - Physical growth. - Social, psychological, Cognitive and language development - Play and playing \ Nutrition - Needs and developmental problems - Accident prevention	Understand and manage adolescent stage	Work shop. , discussion. Brain storming ,Role-playing methods.	- Discussion - Oral tests - Written tests - Extracurricular activities
11,12,13	9 theoretical and clinical lab	Part 9: adulthood stage - Physical growth. - Social, psychological, Cognitive and language development - Nutrition \ Needs	Assess and manage adulthood stage	Work shop. , discussion. Brain storming ,Role-playing methods.	- Discussion - Oral tests - Written tests - Extracurricular activities

14 Final exam

11.Course Evaluation

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



12. Learning and Teaching Resources

Required textbooks (curriculum books, if any)	Essential Obstetrics and Gynaecology, Ian Symonds. Fifth Edition. 2013
Main references (sources)	✓ Hill, palty and Humphrey Patricia, Human Growth and Development, 2nd ed., Person custom publishing, 2000 ✓ •Schuster, Clara and Ashburn Shirley, the Process of Human Development, a Holistic Life Span Approach Boston, Little Brown and company, 2020. ✓ •Wong Donna L., et.al, Wong's Essentials of Pediatric Nursing, 6th ed., New York. Mosby, 2020. ✓ •Smeltzer, Suzanne C., et.al, Textbook of Medical Surgical Nursing, 10th ed., 2020 . ✓ •Feldman, Robert S., Development Across the life Span 3rd ed ,. ✓ New Jersey, Pearson Upper Saddle River, 2020.
Recommended books and references (scientific journals, reports...)	1. "Obstetrics and Gynecology" by Charles R. B. Beckmann, Frank W. Ling, Barbara J. Smith, and Stephen L. Todd 2. "Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family" by Adele Pillitteri 3. "High-Risk Pregnancy: Management Options" by David K. James 4. "Clinical Obstetrics and Gynecology" by David L. K. Gardner, Peter C. J. L. C. D. DeLancey 5. "Obstetric & Gynecologic Nursing" by Deitra Leonard Lowdermilk, Shannon H. Perry, Mary C. Bobak



Electronic References, Websites

PubMed (<https://pubmed.ncbi.nlm.nih.gov/>)

☐ **ClinicalKey** (<https://www.clinicalkey.com/>)

☐ **Cochrane Library**
(<https://www.cochranelibrary.com/>)

☐ **UpToDate** (<https://www.uptodate.com/>)

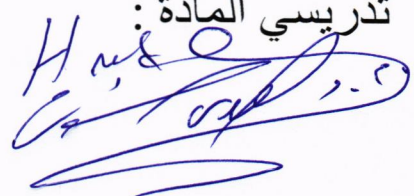
☐ **National Institute for Health and Care Excellence (NICE)** (<https://www.nice.org.uk/>)

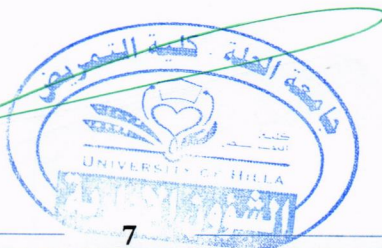
☐ **The Lancet - Obstetrics and Gynecology**
(<https://www.thelancet.com/journals/lanog>)

Course Improvement
Recommendations:

1. Following the Bologna Process
2. Reviewing existing and emerging websites specializing in evolutionary science and development to stay current
3. Updating scientific content
4. Improving quality
5. Increasing the volume of new materials
6. Enhancing assessment methods
7. Improving assessment methods
8. Updating methods for evaluating and measuring student performance
9. Encouraging e-learning

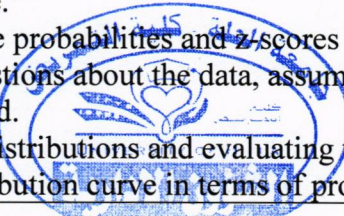



تدريسي المادة :




Course Description of Biostatistics

1. Course Name:					
Biostatistics					
2. Course Code:					
BST 308					
3. Semester / Year:					
Semester \ third year					
4. Description Preparation Date:					
26/9/2025					
5. Available Attendance Forms:					
(theoretical)					
6. Number of Credit Hours (Total) / Number of Units (Total)					
theory	2	Practical	0	Number of Credit Hours (Total)	2
7. Course administrator's name (mention all, if more than one name)					
Name: Mohsen Jawd Abood					
Email: mohsensultani1950@gmail.com					
8. Course Objectives					
Course Objectives		1. Cognitive Objectives By the end of this course, the student should be able to: - Distinguishing between variables, categorical data, quantitative data, and continuous quantitative variables. - Constructing frequency distribution tables and histograms from raw data. - Calculating summary statistics, including the mean, mode, median, range, variance, standard deviation, and coefficient of variation (from both raw and grouped data). - Calculating joint probabilities when each probability is independent of the others, including the union and intersection of independent probabilities (using algebraic formulas). - Identifying the normal curve, explaining each axis, and describing the relationship between probability and the area under the normal curve. - Calculating appropriate probabilities and z-scores from actual data as answers to questions about the data, assuming the data are normally distributed. - Identifying sampling distributions and evaluating the area under the normal distribution curve in terms of probability, as			



well as distinguishing between the sample standard deviation and the standard error of the mean.

- Calculating confidence intervals for the mean and for proportions.
- Determining sample size for estimating means and proportions.
- Understanding the meaning of hypothesis testing (significance testing) and describing both the null hypothesis and the alternative hypothesis (whether one-tailed or two-tailed) appropriate for a given scenario.
- Defining the Chi-Square test, including the Test of Independence, Test of Homogeneity, and Goodness-of-Fit test.
- Determining whether the Chi-Square test is appropriate for assessing the goodness of fit between observed data and expected data from a contingency model for a given scenario (for both tables and tables).
- Recognizing the meaning and application of Analysis of Variance (ANOVA).
- Recognizing the meaning and application of correlation and regression analysis..

2. Skills Objectives

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

- **Collect** statistical data accurately from relevant sources.
- **Organize** and manage data in a structured and meaningful way.
- **Represent** and **present** data using tables, charts, and graphs.
- **Calculate** basic statistical measures (e.g., mean, median, mode).
- **Compute** measures of dispersion (e.g., range, variance, standard deviation).
- **Use** basic statistical software (such as SPSS and Excel) for data analysis.
- **Interpret** statistical results and draw appropriate conclusions.
- **Apply** analytical thinking skills to solve data-related problems.

9. Teaching and Learning Strategies

Strategy	Teaching Methods • Using PowerPoint lectures. • Educational videos. • Guiding students to use selected websites for additional learning. Evaluation Methods
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- Conducting **short daily quizzes**.
- Conducting **monthly exams**.
- Conducting **midterm and final exams**.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Biostatistics	Introduction to Biostatistics	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Midterm-year exams Final exams
2	2	Variables	Types of variables		
3	2	Data.	Presentation of data		
4	2	Data.	Presentation of data		
5	2	Statistical measurement	Central tendency measurement		
6		Statistical measurement	Dispersion measurement		
7	2	Methods of sample selection	Methods of sample selection in scientific research		
8	2	Probability distribution	Fundamental concepts of probability theory		
9	2	Probability distribution	Continuous and discrete Probability distribution		
10	2	Estimation	Estimation theory		
11	2	Determination of sample Size	Determination of sample size		
12	2	Sampling	Data analysis		
13	4	Sampling	Data analysis	Final revision	
14					
15	-				

11. Course Evaluation

Attendance = 5%

Daily exam grades = 5%
Midterm exam grade = 30%
Final exam grade = 70%
Final exam grade = 100%

12. Learning and Teaching Resources

Main references (sources)	- Wayne W. Daniel, W. W., & Chad L. Cross, C. L. (2018). - Biostatistics: A Foundation for Analysis in the Health Sciences (11th ed.). - New York: Wiley. - Bernard Rosner, B. (2015). - Fundamentals of Biostatistics (8th ed.). - Boston: Cengage Learning. - Jerrold H. Zar, J. H. (2010). - Biostatistical Analysis (5th ed.). - New Jersey: Prentice Hall. - Chap T. Le, C. T., & Lynn Eberly, L. E. (2016). - Introductory Biostatistics (2nd ed.). - Hoboken, NJ: Wiley. - Marcello Pagano, M., & Kimberlee Gauvreau, K. (2018). - Principles of Biostatistics (2nd ed.). - Boca Raton: CRC Pres
Electronic References, Webs 2025	- Encyclopaedia Britannica. (2023). - Biostatistics. https://www.britannica.com/science/biostatistics - World Health Organization. (2022). - Health statistics and data. https://www.who.int/data - Centers for Disease Control and Prevention. (2023). - Principles of Epidemiology and Biostatistics. : https://www.cdc.gov - Khan Academy. (2023). - Statistics and probability. : https://www.khanacademy.org/math/statistics-probability - National Institutes of Health. (2022). - Introduction to Biostatistics. : https://www.nih.gov
Plan development	Update assessment methods and measure students' performance levels.

- Encourage e-learning.



Course Description of Democracy

1- Course name: Democracy				
2- Course code : DEM 309				
3-Semester/Year				
Third year\ 2025-2026				
4- Date of preparation of this description 26/9/2025				
5-Available forms of attendance: Theoretical				
6 -Number of study hours (total) / Number of units (total)				
Theory	1	Practical	0	Total Units 1
7- Name of the course supervisor (if more than one name is mentioned)				
Name: Prof: Sabah Etawee Aboud				
8-Course objectives				
• Cognitive objectives At the end of the course, the student will be able to: • Knowledge of the most important concepts of human rights • Knowing the stages of the development of human rights throughout the ages • Explaining the concepts of human rights in Islam and the extent of their development • Knowing the most important due rights that a person enjoys Skills objectives • Introducing the history of human rights and its stages of development. • Spreading culture and nurturing students from an Islamic perspective. • How to benefit from national healthcare services by fostering their love for the community. • Identifying the most important rights granted according to international conventions and laws. • Developing the sense of patriotism				



9- Teaching and Learning strategies

Teaching Methods

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

Evaluation Methods

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

10-Course Structure

Week	hours	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	1	Define human rights	Introduction about human rights	Theoretical lectures using PDF and PowerPoint	Midterm-year exams Daily exams • Final exams Discussion • Written tests
2	1	Perceive the concept of human rights	The concept of human rights		
3	1	Understand Eligibility	Eligibility		
4	1	Illustrate historical development of the idea of human rights	Historical development of the idea of human rights		
5	1	Illustrate historical development of the idea of human rights	Historical development of the idea of human rights		



6	1	Recognize The historical Development of the Idea of Human Rights in Eastern Societies	The Historical Development of the Idea of Human Rights in Eastern Societies
7	1	Understand human rights in Mesopotamia	Human rights in Mesopotamia
8	1	Define biosafety and Security	Biosafety and Security
9	1	Apply Human rights in the Nile Valley countries	Human rights in the Nile Valley countries
10	1	Illustrate historical development of the idea of human	Historical development of the idea of human
11	1	Define rights in Western societies	rights in Western societies
12	1	Illustrate . historical development of the idea of human rights in	Historical development of the idea of human rights in Greek

		Greek civilization	civilization
13	1	Perceive-human Rights in Roman Civilization	Human Rights in Roman Civilization
14	1	Recall historical development of the idea of human rights in the Middle Ages	Historical development of the idea of human rights in the Middle Ages
15	1	Perceive historical development of the idea of human rights in modern times	Historical development of the idea of human rights in modern times

11-Course Evaluation

Semester grade (100) is distributed as follows

Attendance = 5 %

Daily quiz points = 5 %

Student assessment in class = 5 %

Midterm exam point = 15 %

Final exam point = 70 %

Final grade = 100 %



12- Learning and teaching Resources

Required textbooks (methodology if any)

Nothing

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

Lippincott' s Illustrated Reviews
Biochemistry

Many scientific sources in the specializations of clinical
biochemistry

Dr. Abdul Wahed Mohammed
Al-Far, Human Rights Law in
Positivist Thought and Islamic
Law, Dar Al-Nahda Al-
Arabiya, Cairo, 1991

University of Babylon | Iraqi National Journal of Chemistry
(uobabylon.edu.iq)

[Arabian Journal of Chemistry | ScienceDirect.com by Elsevier](#)

Electronic references, websites

[Home Feed | ResearchGate](#)
[Khan Academy | Free Online Courses, Lessons & Practice](#)
[Ali Abdullah AL-Karaawi - YouTube](#)

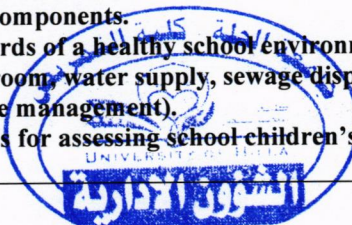
Curriculum Development Plan

- 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



Course Description of Community Health Nursing

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 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	Teaching Methods
	- Using PowerPoint lectures. - Educational videos. - Guiding students to use selected websites for additional learning. - Organizing field trips to provide practical, real-world experience.
	Evaluation Methods
	- Conducting short daily quizzes. - Demonstration and Re-demonstration: - Conducting monthly exams. - Conducting midterm and final exams.

10. Course Structure

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

	assessments in a Primary Health Care Center, including vital signs, growth monitoring, and health history. • 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 effective	care center Introduction to PHC Immunization Antenatal care Maternal , newborn and child health -	Theoretical lectures using PDF and PowerPoint	Daily exams Midterm exams Half-year exams Final exams
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		with patients and families to promote health awareness and disease prevention.			
7-8-9-10	48 hours	• 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).			



		• 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	• 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. Students will be able to assess vaccination status, identify gaps in immunization, and implement effective education and communication strategies to improve	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)		• Stanhope, M., & Lancaster, J. (2020). Foundations of Nursing in the Community: Community-Oriented Practice (5th ed.). Elsevier.			
Main references (sources)		• Stanhope, M., & Lancaster, J. (2020). Foundations of Nursing in the Community: Community-Oriented Practice (5th ed.). Elsevier. • Clark, M. J. (2015). Community Health Nursing: Advocacy for Population Health (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...)		• Public Health Nursing (Wiley). • Journal of Community Health Nursing (Taylor & Francis). • Journal of Advanced Nursing (Wiley). • International Journal of Community Nursing and Midwifery. • Journal of Epidemiology and Community Health (BMJ).			
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	- 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.



د. محمد طارق محمد



Course Description of Community Health Nursing

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 and theory			
6. Number of Credit Hours (Total) / Number of Units (Total)			
Theory	3	Clinical	12
Total of credits 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	
		• Discuss the concept of community health nursing. • Identify the philosophy, characteristics, scope, principles, and objectives of community health nursing. • Differentiate among the three levels of prevention. • Describe the eight characteristics of community health nursing. • Differentiate among the elements of the Dimensions Model of Community Health Nursing (CHN). • Discuss methods of community needs assessment. • Compare and contrast the five types of community needs assessment. • Explain the concept of approaches to community health nursing. • Discuss the concept of primary health care. • Identify the types, characteristics, roles, and	

functions of the family.

- Address issues and approaches related to family health care.
- Understand and apply the nursing process, epidemiological process, health education process, home visiting process, and case management process.
- Discuss the concept of health care of aggregates in the community.
- List the levels of prevention in elderly care.
- Explain the concept of maternal and child health (MCH).
- Enumerate the eight components of the school health program.
- Discuss the concept of occupational health nursing.
- Discuss the key units in Primary Health Care Centers (PHCCs) in Iraq.
- Explain the concept and process of home visiting.
- List the types of home health care services.
- Discuss the concept of environmental health.
- Discuss the schedule of recommended immunizations for children.
- Discuss the concept of rural health

Skills Objectives

- Apply standards for community health nursing practice.
- Perform the roles and functions of the community health nurse in different settings.
- Explain the significance of immunization as a communicable disease control measure.
- Identify immunity and its types.
- List barriers to immunization coverage.
- Conduct school health assessments.
- Apply assessment techniques for buildings, classrooms, and sources of sewage disposal.
- Apply the roles and functions of the community health nurse in home health care services.
- Perform nursing observations before administering vaccines.
- Explain the role of PHCCs in maternal



newborn, and child health (MNCH).

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	3	Define community health nursing and explain its concept, philosophy, scope, principles, and objectives.	Introduction to Community Health Nursing	Theoretical lectures using PDF and PowerPoint.	Daily exams Midterm exams Half-year exams Final exams
2	3	Differentiate among the elements of the Dimensions Model CHN.	Dimension Model of Community Health Nursing		
3	3	Describe methods of community needs assessment and community diagnosis	Community Assessment and Diagnosis		
4	3	Explain the concept and types of approaches in CHN.	Approaches Community Health Nursing		
5	3	Discuss the concept, principles, and components of PHC.	Primary Health Care		
6-7	3	Identify types, characteristics, roles and functions of the family and discuss issues in family health	Family Health Nursing		



		care.			
8	3	Discuss health care of different population aggregates in the community.	Health Care Aggregates the Community		
9	3	Explain the concept, objectives, and services of MCH.	Maternal and Child Health		
10	3	Enumerate components of school health programs and discuss common health problems.	School Health Services		
11	3	Discuss the concept, objectives, and services of occupational health nursing.	Occupational Health Nursing		
12	3	Explain the concept, purpose, and process of home visiting.	Home Visitation		
13	3	Identify types, objectives, and roles of nurses in home health care services.	Home Health Care Services		
14-15	3	Discuss environmental health issues and nurse's role in rural health	The Environment Health Rural health		

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 any)	Stanhope, M., & Lancaster, J. (2020). Foundations of Nursing in the Community: Community-Oriented Practice (5th ed.). Elsevier.
Main references (sources)	Stanhope, M., & Lancaster, J. (2020).



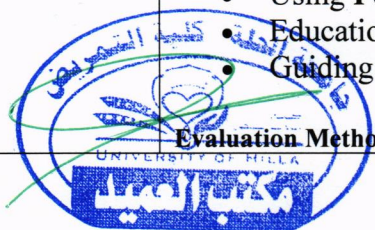
	<i>Foundations of Nursing in the Community: Community-Oriented Practice</i> (5th ed.). Elsevier. - Clark, M. J. (2015). <i>Community Health Nursing: Advocacy for Population Health</i> (6th ed.). Pearson. - Allender, J. A., Rector, C., & Warner, WHO, UNICEF, and Iraq Ministry of Health (2025 updated guidelines on PHC, MCH, School Health, Immunization, and Environmental Health).
Recommended books and references (scientific journals, reports...)	<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	- 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	- 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.



Course Description of Epidemiology

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 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 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 • 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 diseases 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		



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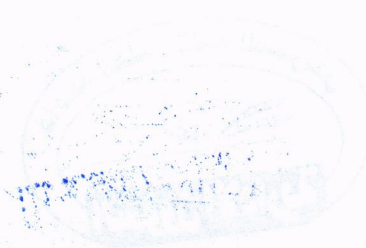
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11.Course Evaluation

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

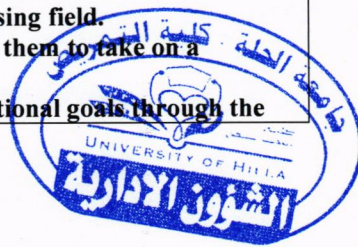
Required textbooks (curricular books, any)	Epidemiology(Rothman) Gordsil, L.: Epidemiology, 2nd ed., USA: Saunders Co.,2020
Main references (sources)	Black, B. P. (2021). Professional nursing: Concepts & challenges (9th ed.). Elsevier. Weiss, N. S., & Koepsell, T. D. (2014). <i>Epidemiologic methods: Studying the occurrence of illness</i> (2nd ed.). Oxford University Press.
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	• 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.



Course Description of Nursing Management and Leadership

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: 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: 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.
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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		



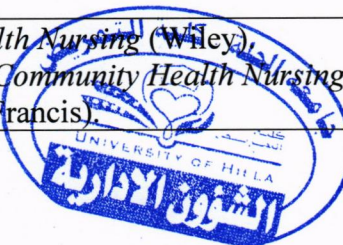
	clinical: 3 hours	administrative in nursing	Nursing Management		
10	Theory: 2 hours clinical: 3 hours	Identify basic functions of administrative in nursing	Functions in Nursing Management		
11	Theory: 2 hours clinical: 3 hours	Identify Workforce management in nursing	Staffing , Scheduling		
12	Theory: 2 hours clinical: 3 hours	Understand time management and the use electronic systems	Time and Electronic Management		
13	Theory: 2 hours clinical: 3 hours	Learn how to manage change in the work environment	Risk Management		
14-1	Theory: 4 hours clinical: 6 hours	Strategic management strategies	Job Description 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)	History of Effective Leadership and Management in Nursing
Recommended books and references (scientific journals, reports...)	- Public Health Nursing (Wiley). - Journal of Community Health Nursing (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	• 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  	Update content to align with the latest research and practices in nursing leadership and management. Enhance the practical and interactive aspects of teaching to improve understanding and comprehension. Develop students' leadership and administrative skills to enable them to perform their roles effectively. Utilize modern technology in teaching and assessment to promote active learning. 

Course Description of Health promotion

1. Course Name:				
Health promotion				
2. Course Code:				
HPR 404				
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: A.L Mohammed Mohi Sahar				
8. Course Objectives				
Course Objectives		Cognitive Objectives		
		1. Understand the concepts of health promotion and public health.		
		2. Identify the basic principles of public health promotion.		
		3. Identify health promotion strategies to improve population health outcomes.		
		4. Define and explain levels of prevention.		
		5. Identify the concept and types of health screenings.		
		6. Explain the types of health screenings.		
		7. Distinguish between all levels of prevention.		
		8. Recognize and draw the Neukirch model of health.		
		9. Describe and draw the Wellness-Illness Continuum.		
		10. Define and explain the goals of health education.		
		11. Explain the principles of health education.		
		12. Define the health model.		

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

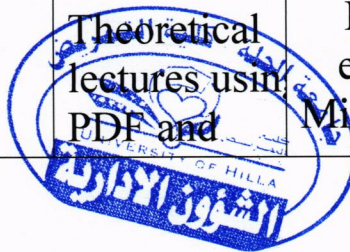
- Using **PowerPoint lectures**.
- Educational **videos**.
- Guiding students to **use selected websites** for additional learning.

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)	Black, B. P. (2021). Professional nursing: Concepts & challenges (9th ed.). Elsevier. • 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...)	• 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	• 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..



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Course Description of Professional Perspectives and issues in nursing

1. Course Name:				
Professional Perspectives and issues in nursing				
2. Course Code:				
NUR 405				
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		
		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 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 and nursing practice	Ethical and Legal Issues in Nursing Practice		
5-6	4	Understand the basics	Interview of community		



		community health nursing	health nursing		
7-8	4	Identify challenges 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)	Black, B. P. (2021). Professional nursing: Concepts & challenges (9th ed.). Elsevier. 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...)	- 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 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..



Signature



Course Description of Psychiatric and Mental Health Nursing

1. Course Name:				
Psychiatric and 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 - 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 - 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	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
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		Daily exams Midterm exams Half-year exams



			mental Health. Nursing . • Introduction to psychiatric Mental Health Nursing . • Concept of mental health & Mental illness .	Theoretical lectures using PDF and PowerPoint	Final exams
Second	3 theory and 12 Clinical	Making the most of available learning opportunities	Unit 2: Community Mental Health: • Community based care, mental health promotion & prevention of mental illness. • Ethical & legal issues nursing		
Third	3 theory and 12 Clinical	Making the most of available	Unit 3: Theories in mental health		

		learning opportunities	nursing: Psychological theories	
Fourth	3 theory and 12 Clinical	Making the most of available learning opportunities	Unit 3: Theories in mental health nursing: Neurobiological theories	
Fifth	3 theory and 12 Clinical	Making the most of available learning opportunities	Unit 4: Communications: - Therapeutic communication & relationship. - Interpersonal relationships	
Sixth and Seventh	6 theory and 24 Clinical	Making the most of available learning opportunities	Unit 5: The Nursing process: - Assessment of Psychiatric clients. - Nursing. Diagnosis according to NANDA. - Outcome identification. - Planning & implementation. - Evaluation	
Eighth	3 theory and 12 Clinical	Making the most of available learning opportunities	Unit 6: Treatment modalities: - Special treatment modalities. - Psychopharmacology.	

			• CT. • Alternat & Comple ntary therapie		
Ninth	3 theory and 12 Clinical	Making the most of available learning opportuniti es	Unit 7: Psychiatric Disorders: • 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 opportuniti es	Unit 7: Psychiatric Disorders: • Cognitive disorders. • Delirium. • Dementia. • Vague state. Mood disorder (depression mania).		
Twelve	3 theory and 12 Clinical	Making the most of available learning opportuniti es	Unit 8: Anxiety disorders: • Anxiety. • Phobia. • Obsessive – compulsive disorder. • Anxiety related disorders (post-		



			Traumatic disorder). Somatic disorder.		
Thirteen Fifteen	9 theory and 36 Clinical	Making the most of available learning opportunities	Unit 10: Substance related disorders: • Alcoholic abuse. Drug abuse.		

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)	Videbeck, S. (2023). Psychiatric-mental health nursing. Lippincott Williams & Wilkins.
Main references (sources)	There is no specific course
Recommended books and references (scientific journals, reports...)	- 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	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 https://www.psychiatry.org • MentalHealth.gov – Educational information about community mental health https://www.mentalhealth.gov
Course Development Plan	• 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.



Course Description of Health Psychology for Nurses

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		
		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		

	intelligence. 8. Explain human behaviors based on psychological concepts and principles. 9. Appreciate human work and reactions in daily life. Skills Objectives 10. By the end of the course, the student will be able to: 11. Apply psychological principles and theories in daily practical life. 12. Analyze and interpret human behavior in various contexts. 13. Use knowledge of emotions and motivation to improve personal and professional interactions. 14. Implement strategies for managing frustration and conflict effectively.
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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 method
1-2	4	Making the most of available learning opportunity	Unit 1: Introduction to Psychology: - Definitions and terminology. - History of		



		ies	psychology. • Aims of psychology. • Theoretical and practical branches of psychology. • Approaches to psychology. Methodology psychology		
3-4	4	Making the most of available learning opportunities	Unit 2: Motivation: • Definition. • Theories of motivation • The work of motives. • Motives classification.		
5-6-7	6	Making the most of available learning opportunities	Unit 3: Emotion: • Definition. • Theoretical background. • Nervous system and emotion. • Development of emotion. • Kinds of emotion.		
8-9	4	Making the most of available learning opportunities	Unit 4: Frustration and Conflict: • Frustration definition and causal factors. • Conflict definition and		



			kinds. • Management of Frustration and conflict. • Psychological Defense Mechanisms.		
10	2	Making the most of available learning opportunities	Unit 5: Personality: • Definition. • Theoretical background. • Trait classification. • Measurement and evaluation of personality. • Adjustment.		
11	2	Making the most of available learning opportunities	Unit 6: Attention and perception: • 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: • 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: • 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: • 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)	Sreevani, R. (2017). <i>Psychology for nurses</i>. Jaypee Brothers Medical Publishers. Barley, E. (2025). <i>Health psychology in nursing practice</i> (2nd ed.). Ogden, J. (2023). <i>Health psychology</i> (7th ed.). McGraw-Hill Education. Gross, R., & Kinnison, N. (2020). <i>Psychology for nurses and health professionals</i> (2nd ed.). Routledge
Main references (sources)	Ogden, J. (2023). <i>Health psychology</i> (7th ed.). McGraw-Hill Education. American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). Barley, E. (2016). <i>Health psychology in nursing practice</i> (1st ed.).
Recommended books and references (scientific journals, reports...)	Psychology Core Concept.
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 Smith, J., & Brown, L. (2023). Psychological resilience in nursing practice. <i>Journal of Health Psychology</i>, 28(4), 512–525.	reviewing modern and emerging scientific websites specialized in psychology to keep pace with modern developments



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

World Health Organization. (2022). *Global report on mental health in the workplace*.
<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.



Course Description of Critical care nursing

1.Course Name:

Critical care nursing

2.Course Code:

NUR 410

3.(Semester-based)

2025 / 2026(Semester-based)

4.Description preparation date: 13/10/2025

5.Available Attendance Modes: In-person attendance(theoretical ,practical)

6.Total Study Hours / Total Credits:

Total Weekly Hours: 14 hours

Theoretical:2

Lab:0

Clinical:12

Number of Units: 6 units

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

Name: Dr Mayada omar Elsadee

Email:mayadaomar89@gmail.com

8-Course Objectives

Learning Objectives

I. Cognitive Objectives

By the end of the course, students will be able to:

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.

II. Skill-Based 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:

- **Lectures:** To present basic information and theoretical concepts.



- **Group Discussions:** To enhance critical thinking and active participation among students.
- **Teamwork:** To develop collaboration skills and the practical application of concepts.
- **Brainstorming:** To generate creative ideas and solutions.
- **Problem-based Learning:** To encourage students to solve real-world problems.

Assessment Methods:

- **Written Tests:** To measure theoretical understanding of concepts and terminology.
- **Practical Assessment (Applied Skills):** Through case studies or hands-on activities.
- **Participation in Group Discussions:** To assess interaction level and critical understanding.
- **Brainstorming:** To evaluate the creative input and solution-oriented thinking.
- **Reports:** To assess written communication and research capabilities.
- **Extracurricular Activities:** To evaluate engagement and learning outside the classroom.
- **Quizzes:** To measure quick understanding and recall of key concepts.

10. Course Structure First Semester

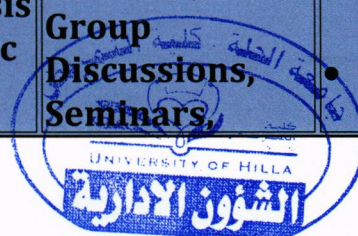
Week	Hours	Unit/Topic	Learning Objectives	Learning Methods	Evaluation Methods
1	2 hours	Unit 1: Introduction to Critical Care	Understand the concept of critical care	Lectures, Group Discussions,	• Discussion • Oral

		Nursing	nursing	Seminars, Clinical Training, Brainstorming, Problem-Based Learning	tests • Writt en tests • Extra curri cular activi ties
2	2 hours	Unit 2: Shock	Understand the mechanisms of shock and management strategies	Lectures, Group Discussions, Seminars, Clinical Training, Brainstorming, Problem-Based Learning	• Discu ssion • Oral tests • Writt en tests • Extra curri cular activi ties
3	2 hours	Acute coronary syndrome (ACS)	Understand the mechanisms of (ACS)and management strategies	Lectures, Group Discussions, Seminars, Clinical Training, Brainstorming, Problem-Based Learning	• Discu ssion • Oral tests • Writt en tests Extracurricular activities
4	2 hours	Acute Renal Failure / Acute Kidney Injury	Recognize acute renal failure and medical/nursing interventions	Lectures, Group Discussions, Seminars, Clinical	• Discu ssion • Oral tests • Writt



				Training, Brainstorming, Problem-Based Learning	en tests Extracurricular activities
5-6	4 hours	Stroke	Understand stroke mechanisms, types, and treatments	Lectures, Group Discussions, Seminars, Clinical Training, Brainstorming, Problem-Based Learning	• Discussion • Oral tests • Written tests Extracurricular activities
7,8	2 hours	Unconscious Patient Care	Acquire skills in assessing and managing unconscious patients	Lectures, Group Discussions, Seminars, Clinical Training, Brainstorming, Problem-Based Learning	• Discussion • Oral tests • Written tests Extracurricular activities
9,10	4 hours	Burns	Understand burn classifications and nursing interventions	Lectures, Group Discussions, Seminars, Clinical Training, Brainstorming, Problem-Based Learning	• Discussion • Oral tests • Written tests Extracurricular

					activities
11,12	4 hours	Critical Respiratory Disorders	Understand the causes and treatment of acute respiratory disorders	Lectures, Group Discussions, Seminars, Clinical Training, Brainstorming, Problem-Based Learning	
13	2 hours	Acid-Base Balance and Disorders	Develop skills to analyze acid-base balance disorders	Lectures, Group Discussions, Seminars, Clinical Training, Brainstorming, Problem-Based Learning	• Discussion • Oral tests • Written tests Extracurricular activities
14	2 hours	Circulatory Monitoring	Acquire skills in circulatory monitoring and interpreting results	Lectures, Group Discussions, Seminars, Clinical Training, Brainstorming, Problem-Based Learning	• Discussion • Oral tests • Written tests Extracurricular activities
15	2 hours	Sepsis	Recognize sepsis and therapeutic interventions	Lectures, Group Discussions, Seminars,	• Discussion • Oral tests



				Clinical Training, Brainstorming, Problem-Based Learning	• Written tests Extracurricular activities
• Critical care nursing clinical skills					
	Clinical: 2hrs	• Cardiac monitoring • Defibrillators • Electrocardiogram • Pulse oximeter • Central venous access • Basic and Advanced Life Support • Airway management • Arterial blood gases	Define and apply all clinical skills regarding critical care nursing	Application Demonstration Redemonstration	Application Demonstration • Redemonstration

11. Course Evaluation Breakdown:

- First Theoretical Exam: 10%
- Second Theoretical Exam: 10%
- Clinical Evaluation: 10%
- Seminar Evaluation: 10%
- Final Theoretical Exam: 40%
- Final Clinical Exam: 20%

12. Learning and Teaching Resources

(methodology if any)	Required textbooks
Main References (Sources)	1. •Urden, Linda D., Kathleen M. Stacy, and Mary E. Lough. Priorities in critical care nursing-E-Book. Elsevier Health Sciences, 2019.



	Fraser and Margaret A. Cooper
Recommended books and references (scientific journals, reports...)	1. "Obstetrics and Gynecology" by Charles R. B. Beckmann, Frank W. Ling, Barbara J. Smith, and Stephen L. Todd 2. "Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family" by Adele Pillitteri 3. "High-Risk Pregnancy: Management Options" by David K. James 4. "Clinical Obstetrics and Gynecology" by David L. K. Gardner, Peter C. J. L. C. D. DeLancey 5. "Obstetric & Gynecologic Nursing" by Deitra Leonard Lowdermilk, Shannon H. Perry, Mary C. Bobak
Electronic Websites	Referenc PubMed (https://pubmed.ncbi.nlm.nih.gov/) ☐ ClinicalKey (https://www.clinicalkey.com/) ☐ Cochrane Library (https://www.cochranelibrary.com/) ☐ UpToDate (https://www.uptodate.com/) ☐ National Institute for Health and Care Excellence (NICE) (https://www.nice.org.uk/) ☐ The Lancet - Obstetrics and Gynecology (https://www.thelancet.com/journals/lanog)
Plan development :	Teaching Method Improvements: Case-Based Learning (CBL): ○ Use case studies to enhance critical thinking and real-world application of concepts. ○ Allow students to analyze and discuss

clinical scenarios in a collaborative environment.

Incorporate Clinical Simulation:

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

Implement Blended Learning:

Combine in-person learning with interactive online platforms to offer a more flexible and engaging learning experience for students.

م. د. / مياره محمد علي

