

Course description form

| | |
|--|--------------------|
| 1. Course name | |
| Guidance for people with special needs–The fourth stage–Department of psychological counseling and educational guidance. | |
| 2. Course code | |
| | |
| 3. Semester/year | |
| Year (2023–2024) | |
| 4. DatePreparationThis description | |
| 2023 | |
| 5.shapesAttendance available | |
| My presence | |
| 6. Number of study hours (total)/number of units (total) | |
| 3 hours per week | |
| 7. Name of the course administrator (if moreFrom a name mentioned) | |
| Name: Prof. Dr. Abdul Mohsen Abdul Hussein Khudair abdulmuhsin.khudheir@uobasrah.edu.iq | |
| 8.GoalsThe decision | |
| <ol style="list-style-type: none"> 1- Increase student awareness of people with special needs and increase his knowledge to identify and diagnose the disabilities that some people are exposed to. 2- Clarifying important guidance methods for students to provide them with skills that enable them to deal with people with special needs so that they can address them or reduce their aggravation as much as possible. 3- The importance of studying this subject lies in the fact that it provides students with a comprehensive picture of the types of disabilities and knowledge of the services that can be provided to help people with special needs to adapt to outside society and develop their abilities to lead their normal lives with confidence. | aSubject scorer |

9. Teaching and learning strategies

| | |
|---|--------------|
| The lesson includes 3 hours of theory/the number of weekly hours is approved, distributed over 9 weeks. | The strategy |
|---|--------------|

10. Course structure

| Evaluation method | Learning method | Unit name or the topic | Required learning outcomes | hours | the week |
|--|--|--|----------------------------|-------|----------|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | The concept of education, its definition, a simplified idea of its history, the goals of education, and its trends | Categories... | 3 | 1 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Mental excellence (its definition, diagnosis, characteristics, educational programs, and general trends in raising the gifted) | | 3 | 2 |

| | | | | | |
|--|--|---|--|---|---|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Slow learning, definition, causes and methods. | | 3 | 3 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Mental disability (concept, classification, causes, measurement and diagnosis, characteristics, educational programs) | | 3 | 4 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Visual impairment (definition, manifestations, causes, measurement and diagnosis, behavioral characteristics, educational programs) | | 3 | 5 |

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|--|--|---|--|---|---|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Hearing disability (definition, classification, measurement and diagnosis, characteristics, educational programs) | | 3 | 6 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance | An explanatory lecture with explanation on the board | the examThe first is for topics taken in the past weeks | | 3 | 7 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Emotional disability (definition, manifestations, causes, measurement and diagnosis, characteristics, educational programs) | | 3 | 8 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Language disorders (manifestations, causes, measurement and diagnosis, characteristics, educational programs) | | 3 | 9 |

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|--|--|---|--|---|----|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Motor disability (manifestations, causes, measurement and diagnosis, characteristics, educational programs) | | 3 | 10 |
|--|--|---|--|---|----|

11. Course evaluation

The score out of 100 is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

12. Learning and teaching resources

| | Required textbooks (methodology, if any) |
|---|---|
| Dr. Qahtan Ahmed Al-Zahir (2008): Introduction to Special Education, Mustafa Fahmy: The Psychology of Extraordinary Children. Tayseer Mufleh Kawafha, Omar Fawaz Abdel Aziz (2010): Introduction to Special Education. | Main references (sources) |
| Scientific journals | Recommended supporting books and references (scientific journals, reports...) |
| Some research and articles | Electronic references, websites |

Course Description Form

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| Behavior modification - third stage - Department of Psychological Counseling and Educational Guidance / College of Education for Human Sciences - University of Basra |
| 2. Course Code: |
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|---|---|
| 3. Semester / Year: | |
| 2023-2024 | |
| 4. Description Preparation Date: | |
| 24/3/2024 | |
| 5. Available Attendance Forms: | |
| In presence | |
| ٦. Number of Credit Hours (Total) / Number of Units (Total): | |
| 3 hours per week / 5 units | |
| ٧. Course Administrator's Name | |
| Name: Prof. Dr. Maida Mardan Muhi | |
| Email: Maida.mardan@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>1- Identify the most important concepts on which behavior modification programs are based.</p> <p>1- Knowledge of procedural behavior and responsive behavior, and the general principles on which behavior modification is based. His most important theories.</p> <p>2- Knowledge of research methodology in behavior modification, and its most important experimental designs.</p> <p>3- Knowing the strategies that increase the desired behavior (reinforcement and its forms).</p> <p>4- Knowledge of strategies to reduce maladaptive behavior (punishment and its forms).</p> <p>5- Identify the basic principles of cognitive behavior modification programs and cognitive behavioral therapy methods.</p> |
| 9. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> -Discussion and dialogue - Pour point presentations - Practical exercises |

10. Course Structure

| Evaluation Method | Learning Method | Unit or Subject Name | Required learning outcomes | Hours | Week |
|-------------------------|---|--|---|-------|------|
| Oral exam - Homework | -Discussion -lecture -Concept map | Human behavior, its definition, characteristics, and standards of normal and abnormal behavior | For the student to become familiar with the concept of human behavior, its characteristics, and the criteria for distinguishing between normal and abnormal behavior. Human behavior, its definition, characteristics, and criteria for normal and abnormal behavior. | 3 | 1 |
| Oral exam - Homework | Discussion -lecture -Concept map | Some basic terms and concepts in behavior modification. - Basic principles of behavior modification | The student will be familiar with the basic terms of behavior modification and the basic principles on which it is based | 3 | 2 |
| Oral exam - Homework | Discussion -lecture -Concept map | Research methodology in behavior modification - Experimental | The student will be familiar with the research methodology for behavior modification | 3 | 3 |

| | | | | | |
|-------------------------|--|--|--|---|---|
| Oral exam - Homework | Discussion -lecture -Concept map | Behavior modification plan | For the student to know the steps of the behavior modification plan - To be proficient in preparing an adjustment plan | 3 | 4 |
| Oral exam - Homework | Discussion -lecture -Concept map | Methods of measuring behavior | For the student to become familiar with methods of measuring behavior - To practically measure behavior and draw the limit of spread | 3 | 5 |
| Oral exam - Homework | Discussion -lecture -Concept map | Visiting desired behavior reinforcement , types of reinforcement s, reinforcement schedules, discrimination indoctrination | For the student to become familiar with methods of increasing desired behavior through reinforcement as a model | 3 | 6 |
| Oral exam - Homework | Discussion -lecture -Concept map | First semester exam | For the student to know the steps of each method - The student must submit a behavior modification plan based on one of the methods | 3 | 7 |

| | | | | | |
|-------------------------|--|--|---|---|----|
| Oral exam - Homework | lecture -Discussion Power point | Shaping behavior - controlling stimuli - sequencing - self- affirmation | For the student to know the steps of each method - The student must submit a behavior modification plan based on one of the methods | 3 | 8 |
| Oral exam - Homework | Discussion -lecture -Concept map | Reducing undesirable behavior (punishment and its alternatives) - extinguishing - response cost. | The student learns the steps of each method - The student must submit a behavior modification plan based on one of the methods | 3 | 9 |
| Oral exam - Homework | Discussion -lecture -Concept map | Exclusion, overcorrectio n, alienation treatment, hidden alienation | The student learns the steps of each method - The student must submit a behavior modification plan based on one of the methods | 3 | 10 |
| Oral exam - Homework | lecture -Discussion Power point | (Gradual desensitizatio n), mutual desistance, separation | For the student to know the steps of each method - The student must submit a behavior modification plan based on one of the methods | 3 | 11 |

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|--|--|--|---|--|----|
| Oral exam - Homework | Discussion -lecture -Concept map | Behavioral contracting (definition of behavioral contracting, its contents, general rules that must be taken into account when writing it) | For the student to become familiar with behavioral contracting - The student is trained to prepare a behavioral contract | | 12 |
| Oral exam - Homework | Discussion -lecture -Concept map | Cognitive behavioral therapy methods, problem solving) | For the student to know the steps of each method - The student must submit a behavior modification plan based on problem-solving methods | | 13 |
| Oral exam - Homework | Discussion -lecture -Concept map | Misconceptions in behavior modification - practical applications | The student will recognize false beliefs in behavior modification programs | | 14 |
| Written test - Behavior modification plan | | Second semester exam | | | 15 |
| 11. Course Evaluation | | | | | |
| | | | | | |
| 12. Learning and Teaching Sources | | | | | |

| | |
|---|---|
| | Required textbooks (methodology, if any) |
| <p>1. Modifying Human Behavior, 0202, Jamal Muhammad Al-Khatib, Dar Al-Fikr - Amman - Jordan.</p> <p>2. Behavior modification, 0222, Qahtan Ahmed Al-Zaher, 0th edition, Dar Wael for Denunciation and Distribution - Amman - Jordan.</p> <p>3. Behavior Modification, 2117, Jalal Kayed Damra et al., Dar Al Safaa Publishing: Amman.</p> <p>4. Modifying Human Behavior, 2011, Jawdat Ezzat Abdel Hadi, and Saeed Hosni Al-Azza, House of Culture and Publishing: Oman.</p> | Main references (sources) |
| Scientific journals | Recommended supporting books and references (scientific journals, reports...) |
| | Electronic references, websites |

Course Description Form

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|--|
| 1. Course Name: |
| Scientific research method |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| 2023\2024 |
| 4. Description Preparation Date: |
| 21\3\2024 |
| 5. Available Attendance Forms: |
| Attendance of students |
| 6. Number of Credit Hours (Total)/Number of Units (Total): |

3 hours for each term – 5 units

7. Course Administrator's Name:- Prof. Dr. Batool, Banai

∴:- Prof. Dr. Batool, Banai

8. Course Objectives

- 1- Knowledge of research concepts, which are the researcher, scientific thinking, means of collecting information, research ethics...
- 2- Identify the methods of descriptive, historical, and experimental scientific research, their types, and the characteristics of each
- 3- Understanding methods of collecting information in research
- 4- Understanding the components of scientific research and the chapters it includes
- 5- Verifying the goal of identification by trying to write a scientific research that is appropriate to the scientific specialization and stage of study
- 6- Practical application of writing scientific research

Course Objectives

9. Teaching and Learning Strategies

- Lecture
- Discussion and dialogue -Practical application
- Brainstorming
- Interrogation

Strategy

10. Course Structure

| Evaluation Method | Learning Method | Unit or Subject Name | Required learning outcomes | Hours | Week |
|-----------------------|----------------------------------|---|----------------------------|-------|------|
| Asking oral questions | Lecture, discussion and dialogue | -The importance of scientific research Specifications of the scientific researcher | | 3 | 1 |

| | | | | | |
|-------------------------------|------------------------------|---|--|---|---|
| Asking oral questions | Discussion and dialogue | -The problem is in the search -Conditions for the validity of the problem -The importance of research | | 3 | 2 |
| Attendance and follow-up | Diction Brainstorming | research aims -research assumes -Defining terminology | | 3 | 3 |
| Attendance and follow-up | Diction Interrogation | -Search procedures | | 3 | 4 |
| The audience | Discussion and dialogue | Descriptive research method -His steps Its types | | 3 | 5 |
| Percentage of correct answers | Brainstorming | Survey studies -Evolutionary studies -Study of mutual relationships | | 3 | 6 |
| Attendance and follow-up | Diction And interrogation | -empirical research Conduct the experiment -The control group and the experimental group | | 3 | 7 |
| Oral questions | Discussion and dialogue | Examples of experimental designs | | 3 | 8 |

| | | | | | |
|--------------------------|--------------------------|---|--|---|----|
| Oral questions | Discussion and dialogue | -search tools -Note | | 3 | 9 |
| Written questions | Brainstorming | -the interview Questionnaire | | 3 | 10 |
| Attendance and follow-up | Diction Dialogue | Samples -Methods of selection | | 3 | 11 |
| Oral questions | Discussion and dialogue | Its benefits -Its types Characteristic s of a good sample | | 3 | 12 |
| solving exercises | Diction Brainstorming | Statistics - Its branches and fields -The mean, the median, the mode | | 3 | 13 |
| Write a research | Discussion and dialogue | How do you write a research? -the plan -methodology | | 3 | 14 |
| Write a research | Discussion and dialogue | -Results -Conclusions -Sources -Appendices | | 3 | 15 |

11. Course Evaluation

.The final score out of 100 is divided into:-
20 marks for the first exam - 5 marks for the student's daily activity in the first semester - 20 marks for the second exam - 5 marks for the student's daily activity in the second semester - 50 marks for the final exam at the end of the academic year

12. Learning and Teaching Sources

*Al-Jabri, Kazem Karim and Sabry, Daoud Abdel Salam . 2015, Scientific Research Methods. Baghdad

Required textbooks
(methodology, if any)

.Dowidar, Abdel Fatt Dowidar, Abdel Fattah Mohamed. 1999, Research Methods in Psychology, Alexandria University

Main references (sources)

| | |
|--|---|
| Scientific research in scientific journals | Recommended supporting books and references (scientific journals, reports...) |
| nothing | Electronic references, websites |

- Course Description Form

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|---|
| 1. Course Name: Principles of Psychological Counseling |
| |
| 2. Course Code: |
| |
| 3. Semester / Year: ٢٠٢٤-٢٠٢٣ |
| |
| 4. Description Preparation Date: ٢٠٢٤ / ٣ / ٢٠ |
| |
| 5. Available Attendance Forms: Live daily attendance |
| |
| 6. Number of Credit Hours (Total)/ Number of Units (Total): 3 hours per week (45 hours per year) / Number of units (total) 5 units |
| |
| 7. Course Administrator's Name: Prof. Hamed Qasim Rishan |
| |
| 8. Course Objectives: Preparing educational counselors in secondary and primary schools. Preparing academic researchers in the field of educational and psychological sciences in general, and educational and psychological counseling in particular. Preparing specialists at the level of a bachelor's degree in psychological sciences to work in family counseling centers and other community institutions such as the Ministry of Labor and Social Affairs, or the Ministry of Youth and Sports, and others. |

| | |
|--|-------------------|
| <p>This course aims to provide the learner with the experiences and skills of counseling and psychological and educational guidance theoretically and practically, as well as to provide the learner with experiences, information, and theoretical ideas for psychological and educational sciences. This is of course achieved through the preparation and rehabilitation of the student to practice the profession of psychological and educational counseling in primary and secondary schools and the ability to manage the educational counseling process first, Preparing and qualifying the graduate student as a psychological, educational and social researcher secondly, and preparing and qualifying the graduate student skillfully to possess the requirements for obtaining higher certificates in the counseling, psychological, and educational disciplines Third.</p> | Course Objectives |
|--|-------------------|

9. Teaching and Learning Strategies

| | |
|--|----------|
| | Strategy |
|--|----------|

10. Course Structure

| Evaluation Method | Learning Method | Unit or Subject Name | Required learning outcomes | Hours | Week |
|---------------------|-----------------|---|--|-------|------|
| Classroom questions | Discussion | The definition of psychological guidance and counseling, the need for psychological guidance and counseling, the objectives of psychological guidance and counseling, and psychological counseling curricula. | The student should know the nature and importance of counseling and its methods. | 3 | 1 |

| | | | | | |
|---------------------|----------------------------|---|---|---|---|
| Classroom questions | Dialogue and brainstorming | The general foundations of psychological counseling, the ethics of counseling and guidance, and the psychological and educational foundations of counseling. | The student should familiarize himself with the general foundations of counseling. | 3 | 2 |
| Brainstorming | Homework | The importance of theories in counseling 1- Guided counseling theory 2- Behavioral theory and its applications. | The student should learn about the most important theories and their applications | 3 | 3 |
| Homework | Dialogue and storming | 3- Psychoanalytic theory 4- Rational emotional theory. | To familiarize the student with counseling theories. | 3 | 4 |
| Classroom questions | Discussion | The means of collecting information First: tests and measurements. 1- Test conditions 2- Creating tests 3- Conducting tests 4- Advantages of tests and measures 5- Disadvantages of tests and measurements 6- Types of tests and measurements. | The student should familiarize himself with the means of collecting information and distinguish between them. | 3 | 5 |

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|---------------------|-----------------------|--|--|---|---|
| Classroom questions | Dialogue and storming | School card, interview, types of interview, referral in guidance. | The student should know how to make the school card. | 3 | 6 |
| Classroom questions | Discussion | The status conference, the measures of the Almighty, the guiding relationship, setting goals, collecting information/evaluation, termination, and follow-up. | To familiarize the student with the scales of appreciation | 3 | 7 |
| Classroom questions | Brainstorming | Individual and group guidance, direct and indirect guidance, religious guidance, behavioral guidance, and play guidance. | The student should distinguish between the types of guidance. | 3 | 8 |
| Classroom questions | Dialogue and storming | The objectives of the guidance and counseling programs in the school, the services of the counseling programs, the evaluation of counseling programs, and the role of the teaching staff in the counseling programs. | The student should know the services of the counseling programs. | 3 | 9 |

| | | | | | |
|---------------------|---|--|--|---|----|
| Classroom questions | Dialogue and storming | The objectives of the guidance and counseling programs in the school, the services of the counseling programs, the evaluation of counseling programs, and the role of the teaching staff in the counseling programs. | The student should know the services of the counseling programs. | 3 | 10 |
| Discussion | Homework | Social isolation, achievement problems, and wrong study habits. | The student should recognize some problems. | 3 | 11 |
| Homework | Dialogue, storming, and practical application (modeling). | Reinforcement and its types. | The student should know the meaning of reinforcement. | 3 | 12 |
| Classroom questions | | General Review. | | 3 | 13 |
| Classroom questions | | General Review. | | 3 | 14 |
| Classroom questions | | General Review. | | 3 | 15 |

11. Course Evaluation: The course is characterized by accuracy and comprehensiveness in providing a vision of psychological counseling and its principles, and after its completion, the student is given a score of (100) distributed according to the semester and final exams, the student's activity and his reporting.

12. Learning and Teaching Sources

Required textbooks
(methodology, if any)

| | |
|---|--|
| <p>-Shaaban, Kamla Al-Farkh and Tim, Abdul-Jabbar. Principles of psychological guidance and counseling". (1999), 1st Edition, Dar Safaa for Publishing and Distribution, Amman, Jordan.</p> <p>-Tarawneh 'Abdullah Abdul Razzaq. (Principles of educational guidance and counseling). (2009). 1st Edition, Jaffa Scientific House for Publishing and Distribution, Amman, Jordan.</p> | <p>Main references (sources)</p> |
| | <p>Recommended supporting books and references (scientific journals, reports...)</p> |
| <p>Mohja Website</p> | <p>Electronic references, websites</p> |

-Course Description Form

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|---|
| <p>1. Course Name:</p> |
| <p>Psychology - First Stage - Department of Psychological Counseling and Educational Guidance</p> |
| <p>2. Course Code:</p> |
| <p>3. Semester / Year:</p> |
| <p>2023-2024</p> |
| <p>4. Description Preparation Date:</p> |
| <p>5. Available Attendance Forms:</p> |
| <p>In presence</p> |
| <p>6. Number of Credit Hours (Total)/Number of Units (Total):</p> |
| <p>3 hours a week</p> |
| <p>7. Course Administrator's Name</p> |
| <p>prof.Dr. Sanaa Abdel-Zahra Hameed Al-Jamaan Sanaa.hameed@uobasrah.edu.iq</p> |
| <p>8. Course Objectives</p> |

| | |
|---|-------------------|
| <p>Psychology aims to study and understand human behavior and predict what this behavior will be like later. It also aims to control, direct, and control behavior. In order to understand human behavior, we must know his aptitudes, , abilities, personality, and learning processes. Psychology also helps in studying many problems. Psychological and social, with its various theoretical and applied branches, contributes to the study and research of all fields related to the behavior of individuals and groups.</p> | Course Objectives |
|---|-------------------|

9. Teaching and Learning Strategies

| | |
|---|----------|
| Lecture, discussion, questions and answers. Brainstorming | Strategy |
|---|----------|

10. Course Structure

| Evaluation Method | Learning Method | Unit or Subject Name | Required learning outcomes | Hours | Week |
|-------------------|-----------------|---|----------------------------|-------|------|
| | | Introduction to psychology and the stages it passes through | | | 1 |
| | | The basic trends in explaining behavioral phenomena | | | 2 |
| | | Fields of psychology (theoretical and applied) | | | 3 |
| | | Research methods in psychology | | | 4 |
| | | Motivations - definitions - importance of motivations - classification of motivations - Psychological | | | 5 |
| | | theories that explain motivations | | | 6 |

| | | | | | |
|--|--|--|--|--|----|
| | | Emotions - their definition - their types - their theories | | | 7 |
| | | Attention (its nature - definitions - factors affecting it - theories of attention | | | 8 |
| | | Perception – its nature – factors affecting it | | | 9 |
| | | Cognitive mental processes (remembering - forgetting - thinking) | | | 10 |
| | | Learning theories (classical conditioning theory - instrumental conditioning - Thorndike's theory) | | | 11 |
| | | Intelligence and mental abilities – intelligence measures and their application | | | 12 |
| | | Personality - its definitions - determinants of personality formation | | | 13 |
| | | Personality theories (dynamic - Freudian - new-Freudian (Junk - Karen Horney - Adler) | | | 14 |
| | | Mental health, mental illness, compatibility and dissimilarity | | | 15 |

11. Course Evaluation

.Distribution of the pursuit grade out of 50 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, activities, etc.

12. Learning and Teaching Sources

| | |
|---|---|
| Introduction to Psychology Linda Davidoff Introduction to Soul Souls, Mohieddin Tawq and Abdul RahmanAdas | Required textbooks (methodology, if any) |
| .General Psychology, Khaled Ibrahim Al- Fakharani, 2014, Egyptian Houda Al-Hayat Association -Foundations of General Psychology, Talaat Mansour et al . , 2011, Anglo-Egyptian Library | Main references (sources) |
| | Recommended supporting books and references (scientific journals, reports...) |
| | Electronic references, websites |

Course Description Form

| |
|---|
| 1. Course Name: |
| Foundations of Education - First Stage - Department of Psychological Counseling and |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| (2023-2024) |
| 4. Description Preparation Date: |
| 2023 |
| 5. Available Attendance Forms: |
| Attendance of students |
| 6. Number of Credit Hours (Total)/Number of Units (Total): |

2 hours a week

7. Course Administrator's Name

Dr.Safaa Abdulzahra Hameed
safaa.hameed@uobasrah.edu.iq

8. Course Objectives

Course Objectives

1. Interpretation of the educational process from a historical and philosophical point of view. Shedding light on upbringing and education, and explaining the importance of the role of social and educational institutions.
2. Helping students to train and feel the importance of the educational process. It is also a science that describes and explains the impact of educational systems on historical reality, ancient and modern, and the impact of educational processes and relationships on the individual's personality and upbringing.
3. Its most important goals are to define the educational reality revealed by the philosophical schools of education, determine the goals of community education and apply educational concepts, study the relationships between the educational system based on social interaction and other educational systems, and study the individual human being when he enters with another human being in educational institutions and in human relationships and dealings. And its interaction with the systems approved by society.

9. Teaching and Learning Strategies

-Discussion and dialogue
- Pour point presentations
- Practical exercises

Strategy

10. Course Structure

| Evaluation Method | Learning Method | Unit or Subject Name | Required learning outcomes | Hours | Week |
|-------------------|-----------------|----------------------|---|-------|------|
| | | | Education: its meaning, concept and goals Education is an individual necessity Education is a social necessity | 2 | 1 |
| | | | Primitive education, its characteristics Education in ancient civilizations - its characteristics Chinese education - its characteristics | 2 | 2 |
| | | | Greek education Education system in Sparta Education system in Athens | 2 | 3 |
| | | | The most important Greek philosophers Plato Aristotle Socrates | 2 | 4 |

| | | | | | |
|--|--|--|---|---|---|
| | | | Islamic education Its features Stages of its development Islamic education methods | 2 | 5 |
| | | | Media of Islamic thought Ibn Khaldun Al-Ghazali Ibn Sina | 2 | 6 |
| | | | Modern education Its features Media of educational thought Dewey Rousseau Pestalozzi | 2 | 7 |
| | | | Social basis Education and culture - features of culture Elements of culture Education and social control | 2 | 8 |

| | | | | | |
|--|--|--|--|---|----|
| | | | <p>Education and the environment - its elements and importance</p> <p>Moral education - its concept - its patterns</p> <p>The concept of moral education in Islam: its conditions - methods of refining morals</p> | 2 | 9 |
| | | | <p>Health education - its concept - its goals</p> <p>Family education: its concept and importance</p> | 2 | 10 |
| | | | <p>The economic basis of education</p> <p>Planning: Advantages of educational planning</p> | 2 | 11 |
| | | | <p>Scientific basis of education</p> <p>The concept of science and scientific research</p> <p>Research Methodology</p> | 2 | 12 |
| | | | <p>National foundation for education</p> <p>The need for national education</p> <p>School and national education</p> | 2 | 13 |

| | | | | | |
|--|--|--|---|---|----|
| | | | Structural basis of education Educational objectives Educational innovations Quantitative and qualitative developments | 2 | 14 |
| | | | Second month exam | | 15 |

11. Course Evaluation

.Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written and final exams, reports, etc.

12. Learning and Teaching Sources

| | |
|---|--|
| | Required textbooks (methodology, if any) |
| .Foundations of Education/ Abbas Mahdi and others 2002 | Main references (sources) |
| | Recommended supporting books and references (scientific journals, reports...) |
| Some research and articles on education | Electronic references, websites |

Course Description Form

1. Course Name:

Texts of Counseling

2. Course Code:

3. Semester / Year:

Yearly2023 - 2024

4. Description Preparation Date:

23-3-2024

5. Available Attendance Forms:

In personally

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

2 Hours weekly

7. Course Administrator's Name

Prof. Dr. *AMAL A. RAZZAQ NAEEM*

Email: Amal.aimanssori@uobasrah.edu.iq

8. Course Objectives

| | |
|---|-------------------|
| <ul style="list-style-type: none"> This course aims to provide the learner with the experiences and skills of counseling and psychological and educational guidance theoretically and practically, as well as to provide the learner with experiences, information and theoretical ideas for psychological and educational sciences. Identify the most important concepts on which TEXTS of counseling. Preparing academic researchers in the field of educational and psychological sciences in general, and educational and psychological counseling in particular. | Course Objectives |
|---|-------------------|

9. Teaching and Learning Strategies

| | |
|---|----------|
| The lesson includes (2) hours - the number of weekly hours approved distributed over 15 weeks. = 30 hours | Strategy |
|---|----------|

10. Course Structure

| Evaluation Method | Learning Method | Unit or Subject Name | Required learning outcomes | Hours | Week |
|---|-----------------------------|--|----------------------------|-------|------|
| Read by each student + Oral questions + Writing | Dialogue + Discussion | What Is Psychology? Define the psychology | | 2 | 1 |
| Read by each student + Writing | Diction | Psychology as a Science | | 2 | 2 |
| Read by each student + Oral questions | Dialogue + Discussion | Methods of data collecting | | 2 | 3 |

| | | | | | |
|---------------------------------------|----------------------------|--|--|---|----|
| Read by each student | Diction + Discussion | The Interview method | | 2 | 4 |
| Read by each student + Oral questions | Dialogue + Role playing | The procedures of the interview: | | 2 | 5 |
| Read by each student | Discussion | The case study method the case record | | 2 | 6 |
| Read by each student + Oral questions | Brainstorming | The Questionnaire method | | 2 | 7 |
| Read by each student + Oral questions | Brainstorming | The Experimental method | | 2 | 8 |
| Read by each student Homework | Diction + Discussion | The relation between psychology and other sciences A - the relationship between psychology and Biology | | 2 | 9 |
| Read by each student + Writing | Brainstorming + Discussion | B - The relationship between psychology and chemistry C - The relationship between psychology and Sociology | | 2 | 10 |

| | | | | | |
|---------------------------------|------------------------|---|--|---|----|
| Read by each student + Homework | Diction + Role playing | The kind of problems of students that are reported in any counseling center | | 2 | 11 |
| Read by each student | Role playing | Group counseling | | 2 | 12 |
| Read by each student | Diction + Role playing | Preparation for the group: 1-The sitting 2-Size 3-Selection | | 2 | 13 |
| Read by each student + Writing | Dialogue | Contributions of the group to personal development | | 2 | 14 |
| Read by each student + Homework | Role playing | Life stage of group Leadership Styles | | 2 | 15 |

11. Course Evaluation

The final score out of 100 is divided into:

- 20 marks for the first exam - 5 marks for the student's daily activity in the first semester.
- 20 marks for the second exam - 5 marks for the student's daily activity in the second semester .
- 50 marks for the final exam at the end of the academic year.

12. Learning and Teaching Sources

| | |
|--|---|
| An Introduction to Counseling. 5 th edition John McLeod (2013) | Required textbooks (methodology, if any) |
| COUNSELING READINGS OF ENGLISH Majda Sabri Faris Al-Mustansiria University (2013) | Main references (sources) |
| | Recommended supporting books and references (scientific journals, reports...) |

| | |
|--|------------------------------------|
| | Electronic references, websites |
|--|------------------------------------|

Course Description Form

| |
|--|
| 1. Course Name: |
| Readings of Counseling |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| Yearly2023 - 2024 |
| 4. Description Preparation Date: |
| 24-3-2024 |
| 5. Available Attendance Forms: |
| In personally |
| 6. Number of Credit Hours (Total)/Number of Units (Total): |
| 2 Hours weekly |
| 7. Course Administrator's Name |
| Prof. Dr. AMAL A. RAZZAQ NAEEM <i>Email:</i> Amal.aimanssori@uobasrah.edu.iq |
| 8. Course Objectives |

- This course aims to provide the learner with the experiences and skills of counseling and psychological and educational guidance theoretically and practically, as well as to provide the learner with experiences, information and theoretical ideas for psychological and educational sciences.
- Identify the most important concepts on which readings of counseling.
- Preparing academic researchers in the field of educational and psychological sciences in general, and educational and psychological counseling in particular.

Course Objectives

9. Teaching and Learning Strategies

The lesson includes (2) hours - the number of weekly hours approved distributed over 15 weeks. = 30 hours

Strategy

10. Course Structure

| Evaluation Method | Learning Method | Unit or Subject Name | Required learning outcomes | Hours | Week |
|---|-----------------------------|---|----------------------------|-------|------|
| Read by each student + Oral questions + Writing | Diction + Discussion | psychological counseling What is the counseling? Patterson definition of counseling | | 2 | 1 |
| Read by each student + Writing | Dialogue | Elements of counseling | | 2 | 2 |
| Read by each student + Oral questions | Dialogue + Discussion | Objectives of counseling: - | | 2 | 3 |
| Read by each student | Diction + Discussion | Basics of Psychological Counseling | | 2 | 4 |

| | | | | | |
|---|----------------------------------|---|--|---|----|
| Read by each student + Oral questions Oral questions | dialogue | Who is the counselor? Counselors' reinforcing behavior | | 2 | 5 |
| Read by each student | Diction + Discussion | Characteristics of the psychological counselor | | 2 | 6 |
| Read by each student + Oral questions Oral questions Oral questions Oral questions | Brainstorming | Ethical standards of a counselor | | 2 | 7 |
| Read by each student + Oral questions | Dialogue + Diction | Theories of counseling | | 2 | 8 |
| Read by each student Homework | Diction + Discussion | Types counseling | | 2 | 9 |
| Read by each student + Writing | Brainstorming + Discussion | communication Patterns 1. Under-participation. 2. Over- participation. 3. Distracting-participation. | | 2 | 10 |
| Read by each student + Homework | Diction + Role playing | 1- Non verbal characteristics: 2- Verbal characteristics: 3- Paralanguage characteristics: | | 2 | 11 |
| Read by each student | Role playing | Attentiveness: Body position | | 2 | 12 |

| | | | | | |
|---------------------------------------|------------------------------|---|--|---|----|
| Read by each student | Diction + Role playing | The effect of facialexpressions ❖ Eye contact ❖ The head nod ❖ Animation | | 2 | 13 |
| Read by each student + Writing | Dialogue | Beginning and terminating Interview | | 2 | 14 |
| Read by each student + Homework | Brainstorming | personal, social and academic Problems of a student | | 2 | 15 |

11. Course Evaluation

The final score out of 100 is divided into:

- 20 marks for the first exam - 5 marks for the student's daily activity in the first semester.
- 20 marks for the second exam - 5 marks for the student's daily activity in the second semester .
- 50 marks for the final exam at the end of the academic year.

12. Learning and Teaching Sources

| | |
|--|---|
| Handbook of counseling psychology 4 th edition Steven d. brown and Robert w. lent(2008) | Required textbooks (methodology, if any) |
| COUNSELING READINGS OF ENGLISH Majda Sabri Faris Al-Mustansiria University(2013) | Main references (sources) |
| | Recommended supporting books and references (scientific journals, reports...) |
| | Electronic references, websites |

Course description form

| | |
|--|-----------------|
| 1. Course name | |
| Family counseling–The second phase–Department of psychological counseling | |
| 2. Course code | |
| | |
| 3. Semester/year | |
| First semester (2023–2024) | |
| 4. DatePreparationThis description | |
| 2023 | |
| 5.shapesAttendance available | |
| My presence | |
| 6. Number of study hours (total)/number of units (total) | |
| 3 hours per week | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| A.M.D. Congratulations Anwar Ismail Tahani.ismail@uobasrah.edu.iq | |
| 8.GoalsThe decision | |
| <p>1- Increasing students’ awareness of the field of family counseling, which is one of the most important specializations in human life, as the nature of life requires people to cooperate with each other and achieve harmony and harmony.</p> <p>2- Teaching students the foundations of family counseling, which plays an important role and is an important psychological factor in the lives of families. It helps the individual overcome all problems because the individual receives the basics of his life from the family, so the appropriate family and psychological climate must be provided.</p> <p>3- Emphasis is placed on the fact that family counseling includes many methods and methods that aim to improve family relationships, modify relationships within the family, and support psychological stability for all family members.</p> | aSubject scorer |

9. Teaching and learning strategies

The lesson includes 3 hours of theory/the number of weekly hours is approved, distributed over 15 weeks.

The strategy

10. Course structure

| Evaluation method | Learning method | Unit name or the topic | Required learning outcomes | hours | the week |
|--|--|---|----------------------------|-------|----------|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Definition of family counseling (its goals, importance, history of family counseling and treatment) | | 3 | 1 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | (Factors contributing to family guidance, the family as a network of human social relationships) | | 3 | 2 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | (Changes in family structure and functions, family openness and closure). | | 3 | 3 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Abnormal climate in the family (dehumanization, artificial love for the child). | | 3 | 4 |

| | | | | | |
|--|--|--|--|---|---|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us | An explanatory lecture with explanation on the board | Abnormal climate in the family (combined family, rigidity of roles in the family). | | 3 | 5 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Some abnormal processes in the family (false mutuality, blinding, abnormal triangle, scapegoating). | | 3 | 6 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | The family in psychological counselling, how conflict is generated within the family. | | 3 | 7 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | A first exam for topics taken in the previous weeks. | | 3 | 8 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Diagnosing family mismanagement of its functions (the role of family life).– Fusion into the family, blurring and validating boundaries. | | 3 | 9 |

| | | | | | |
|--|--|--|--|---|----|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Initial communication stage Problem definition stage Problem definition stage Goal approval stage | | 3 | 10 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Psychoanalytic theory and the role of the counselor in family counseling– Analytical. | | 3 | 11 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Behavioral theory (techniques of behavioral counseling, cognitive behavioral counseling). | | 3 | 12 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Rational-emotional guidance Rational crowbar– Emotional and family guidance. | | 3 | 13 |

| | | | | | |
|--|--|---|--|---|----|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Patterson's point of view on the interactive view in family counseling (interactive family counseling, principles of interactive counseling, interactive counseling methods). | | 3 | 14 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Applications in specific fields (family counseling in school, marital psychological counseling). | | 3 | 15 |

11. Course evaluation

The score out of 100 is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

12. Learning and teaching resources

| | |
|--|---|
| | Required textbooks (methodology, if any) |
| Aladdin Al-Kaffafi (guidance and family therapy) | Main references (sources) |
| Scientific journals | Recommended supporting books and references (scientific journals, reports...) |
| | Electronic references, websites |

Course description form

| | |
|---|-----------------|
| 1. Course name | |
| Heuristic methods–The fourth stage–Department of psychological counseling. | |
| 2. Course code | |
| | |
| 3. Semester/year | |
| First semester (2023–2024) | |
| 4. DatePreparationThis description | |
| 2023 | |
| 5.shapesAttendance available | |
| My presence | |
| 6. Number of study hours (total)/number of units (total) | |
| 3 hours per week | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| A.M.D. Congratulations Anwar Ismail Tahani.ismail@uobasrah.edu.iq | |
| 8.GoalsThe decision | |
| <p>1- Increasing students’ awareness of the field of psychological counseling and the various ways through which they can discover and use their potentials, abilities, and education to enable them to live in the happiest condition.</p> <p>2- Teaching students important guidance methods that lead them to personal and social harmony, accepting individual differences, setting individual goals, and making the right decisions that contribute to building confidence.</p> <p>3- Enabling the student to better develop himself, improve efficiency in communication and interaction with others, and enhance cooperation and positive interaction with others.</p> | aSubject scorer |

9. Teaching and learning strategies

| | |
|--|--------------|
| The lesson includes 3 hours of theory/the number of weekly hours is approved, distributed over 15 weeks. | The strategy |
|--|--------------|

10. Course structure

| Evaluation method | Learning method | Unit name or the topic | Required learning outcomes | hours | the week |
|--|--|--|----------------------------|-------|----------|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Communication elements | | 3 | 1 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Tests and standards, purposes for using tests and standards, and types of tests and standards. | | 3 | 2 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Reinforcement (its concept, types, factors that affect the effectiveness of reinforcement, increasing the effectiveness of reinforcement). | | 3 | 3 |

| | | | | | |
|--|--|--|--|---|---|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Modeling (its concept, types, benefits, factors that increase the effectiveness of modeling). | | 3 | 4 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us | An explanatory lecture with explanation on the board | Gradual allergy reduction (its concept, main stages, steps for using it, factors that contribute to its effectiveness). | | 3 | 5 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Social skills (concept, benefits, types, social skills strategies, factors that contribute to its effectiveness). | | 3 | 6 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Problem solving (understood, problem solving methods, problem solving methods, areas of using the problem solving method). | | 3 | 7 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | A first exam for topics taken in the previous weeks. | | 3 | 8 |

| | | | | | |
|--|--|--|--|---|----|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Methods of play (the meaning of play, the importance of guidance through play, the goals of guidance through play, the role of the guide in guidance through play, the skills that the guide needs). | | 3 | 9 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Observation (its concept, recording observation, observation tools, advantages of observation, disadvantages of observation, improvement of observation). | | 3 | 10 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Role playing (its concept, behaviors specific to role playing, the role of the guide and the use of the role playing method). | | 3 | 11 |

| | | | | | |
|--|--|---|--|---|----|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Arousing fear (its concept, methods of arousing fear, the skills followed by the guide in using the method, and the behaviors associated with this method). | | 3 | 12 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course | An explanatory lecture with explanation on the board | Feeling of sin (understood, types, ways to use it, the role of the guide in using this method). | | 3 | 13 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course | An explanatory lecture with explanation on the board | Psychodrama (theatrical acting) (Its concept, methods of using it, psychodrama | | 3 | 14 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | The Guidance Club (its concept, methods of use, and the role of the guide in using this method). | | 3 | 15 |

11. Course evaluation

The score out of 100 is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

12. Learning and teaching resources

Required textbooks (methodology, if any)

| | |
|---|---|
| Dr.. Ahmed Abdel Latif Abu Asaad (2015): Modern methods in psychological counselling. | Main references (sources) |
| Scientific journals | Recommended supporting books and references (scientific journals, reports...) |
| | Electronic references, websites |

Course description form.

| |
|--|
| Course name 1. Case study dd. . . |
| - The third stage - Department of Psychological Counseling and Educational Guidance |
| 2. Course code |
| 3. Semester/year |
| (2023-2024) |
| 4. The date this description was prepared |
| 2023 |
| 5. Available attendance forms |
| Number of study hours (total)/number of units 3. |
| 3 hours a week |
| 7. Name of the course administrator (if more than one name is mentioned) |
| Prof. Hanaa Sadiq Karim Al-Badran hanaa.karem@uobasrah.edu.iq |
| 8. Course objectives |

| | |
|---|---------------------------------|
| Help the mentor to know how to conduct a case study Help the guide understand the behavior of the retriever Assisting the mentor in how to collect and organize information Assisting the counselor in the diagnosis process and predicting the counselor's behavior | Objectives of the study subject |
|---|---------------------------------|

9. Teaching and learning strategies

| | |
|---|--------------|
| Lecture: discussion: questions and answers. Brainstorming Practical lectures | The strategy |
|---|--------------|

10. Course structure

| Evaluation method | Learning method | Unit name or the topic | Required learning outcomes | hours | the week |
|-------------------|-----------------|--|----------------------------|-------|----------|
| | | M Case study concept Its importance - its goals - | | 3 | 1 |
| | | Advantages and disadvantages of a case study Study elements | | 3 | 2 |
| | | Case study success factors Case study writing skills | | | |
| | | Case study report writing skills Difficulties of a case study | | | |
| | | -Contents of the case study Case study resources | | | 5 |

| | | | | | |
|--|--|---|--|---|----|
| | | Case study studies Practical models for studying | | | |
| | | The concept of a case conference Types of case conference | | | |
| | | Case conference success factors Steps for conducting a case conference | | 3 | 8 |
| | | Advantages of case conference Disadvantages of conference | | | |
| | | Hold a case conference (practical) | | | |
| | | Holding a case conference (practical) | | | |
| | | Comparison between case study and ongoing case study | | | 12 |
| | | View case study examples | | | |
| | | View examples of case conference types | | | |

| | | | | | |
|--|--|--|--|--|--|
| | | Presenting a model of a case study and a case conference and identifying the strengths and weaknesses of both by students | | | |
| 11. Course evaluation | | | | | |
| Distribution of the pursuit grade out of 50 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, activities... and practical preparation for a case study. | | | | | |
| 12. Learning and teaching resources | | | | | |
| Introduction to psychology | | <p>Required textbooks (methodology, if any).</p> <p>Case study book written by Dr. Fikri Latif Metwally Dr. Subhi bin Saeed Al-Harithi, 1st edition, 2016</p> <p>Case study book in a new framework, written by Dr. Ahmed Abu Asaad Dr. Sultan Al-Nouri, 1st edition, 2016, 2016</p> | | | |
| <p>- General Psychology, Khaled Ibrahim Al-Fakharani, 2014, Egyptian Houda Al-Hayat Association</p> <p>-Foundations of General Psychology, Talaat Mansour et al., 2011, Anglo-Egyptian Library</p> | | Main references (sources) | | | |
| | | Recommended supporting books and references (scientific journals, reports...) | | | |
| | | Electronic references, websites | | | |

Course description form.

| | |
|--|---------------------------------|
| Course name 1. Environmental counseling and mental health. . . | |
| - The third stage - Department of Psychological Counseling and Educational Guidance | |
| 2. Course code | |
| 3. Semester/year | |
| (2023-2024) | |
| 4. The date this description was prepared | |
| 2023 | |
| 5. Available attendance forms | |
| Number of study hours (total)/3D units 2. | |
| 2 hours a week | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| Prof. Hanaa Sadiq Karim Al-Badran hanaa.karem@uobasrah.edu.iq | |
| 8. Course objectives | |
| <p>Assisting the counselor in identifying the guidance needs provided by the school environment</p> <p>Assisting the counselor in developing the school environment</p> <p>Assisting the counselor in introducing the student to the school health profession</p> <p>Assisting the advisor in the process of preventing communicable diseases among students</p> <p>Assisting the counselor in developing programs to activate school health</p> | Objectives of the study subject |
| 9. Teaching and learning strategies | |
| Lecture: discussion: questions and answers. Brainstorming | The strategy |
| Practical lectures | |

| 10. Course structure | | | | | |
|----------------------|--|--|----------------------------|-------|----------|
| | | Threads | Required learning outcomes | hours | the week |
| | | The meaning and importance of school health School health goals | | 2 | 1 |
| | | School health components Health education The school structure School nutrition and food safety Physical education and recreation | | 2 | 2 |
| | | Supplementing school health components Health of school staff Community health | | | 3 |
| | | Contagious diseases in society and the role of guidance in dealing with them | | | 4 |
| | | Preventing diseases prevalent in society Periodic examination of students When is the student referred to health institutions? How do you deal with a student during the recovery period? | | | 5 |
| | | How to apply for health institutions The relationship of the advisor's records to the student's general health (Cumulative bucket. Case study record. Chronic disease record) | | | 6 |

| | | | | | |
|--|--|--|--|--|--|
| | | The role of the counselor in the student's health for special cases (visual impairment, color blindness, hearing loss, the student's general health, speech impediment.) | | | |
| | | (Heart disease, birth defects) The biological changes of the adolescent and the role of the guide in dealing with it (body hygiene, cleanliness of clothing and attention to it, how to receive physical changes) | | | |
| | | The guiding relationship with the health institution in the geographical area of the region | | | |
| | | Vaccinations against communicable diseases M The role of the guide to benefit from entertainment lessons Sports education lesson in developing the student's formal health | | | |
| | | The aesthetics of the school and its role in student health Classroom (Its shape, area.) Ventilation Lighting | | | |

| | | | | | |
|--|--|---|--|--|----|
| | | Health risks in developing environmental deficiencies in the classroom School furniture (blackboard, study chairs, school classroom) | | | |
| | | Application for 45 days from 2/25 until 4/8/2024 | | | 13 |

11. Course evaluation

Distribution of the pursuit grade out of 50 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, activities... and practical preparation for a case study.

12. Sources

| | |
|---|---|
| School health, written by Dr. Fayez Abdel Maqsoud Shukr Dr. Amen Muhammad Asaad Dr. Abu Al-Qasim - Ibrahim Abdel Halim Library of the World of Books Mental Health, written by Hamid Zahran, 1999 | Main references (sources) |
| A report prepared by students | Recommended supporting books and references (scientific journals, reports...) |
| Internet sites | Electronic references, websites |

Course Description Form

1. Course Name:

Counseling theories/ third stage/ college of education for human sciences/
university of Basra

2. Course Code:

3 course cod

3. Semester / Year:

Semester (2023/2024)

| | | | | | |
|--|-----------------|----------------------|----------------------------|----------|-------------------|
| 4. Description Preparation Date: | | | | | |
| 2023 | | | | | |
| 5. Available Attendance Forms: | | | | | |
| Attendance | | | | | |
| 6. Number of Credit Hours (Total)/Number of Units (Total): | | | | | |
| 3 hours per week | | | | | |
| 7. Course Administrator's Name | | | | | |
| Name: assistant professor Dr. akthar kaleel ibriahem akthar.ibriahem@uobasrah.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| 1. Identifying the theoretical frameworks and theoretical backgrounds in psychology and its view of the nature of humanity and how human behavior develops 2. Focusing on interpreting the guiding theories of psychological disorder 3. Identifying guidance techniques and strategies adopted by theorists in psychology and how to apply them to treat disordered behaviors | | | | | Course Objectives |
| 9. Teaching and Learning Strategies | | | | | |
| 3 theoretical hours-number of approved weekly hours distributed over 15 weeks | | | | Strategy | |
| 10. Course Structure | | | | | |
| | | | | | |
| Evaluation Method | Learning Method | Unit or Subject Name | Required learning outcomes | Hours | Week |

| | | | | | |
|---|--|---|---------------------|---|---|
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | The concept of theory- theory in counseling, its characteristics, importance, functions | Psychological guide | 3 | 1 |
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | Psychoanalytic theory ,behavior treatment methods, | | 3 | 2 |
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | Applications of the theory and its evaluation | | 3 | 3 |
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | Individual counseling Adler, concepts, goals of counseling, human nature | | 3 | 4 |

| | | | | | |
|---|--|---|------|---|---|
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | Abnormal behavior, the therapeutic process, its stages and methods | | 3 | 5 |
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | Bernes interactive analysis theory personality building and development | | 3 | 6 |
| | | | Exam | | 7 |
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | Behavior therapy ,concepts and factors affecting learning , The counseling process, its objectives and stages | | 3 | 8 |

| | | | | | |
|---|--|---|--|---|----|
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | Incorrect upbringing methods, learning neurotic behavior and counseling process | | 3 | 9 |
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | Phenomenological theory, client-centered counseling, concepts and personality building | | | 10 |
| assigning students to reports, homework, oral exams tests, | Lecture, illustrative diagrams on the blackboard, papers, | Perls gestalt theory, concepts, human nature and its development of abnormal behavior goals of counseling | | | 11 |
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | The theory of rational emotive therapy by Albert Ellis, importance | | | 12 |

| | | | | | |
|---|--|--|------|--|----|
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | Assumption, the counseling process | | | 13 |
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | Theoretical methods, applications and evaluation | | | 14 |
| | | Second month exam | Exam | | 15 |

11. Course Evaluation

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

12. Learning and Teaching Sources

| | |
|---|---|
| There are no | Required textbooks (methodology, if any) |
| Theories of counseling and psychotherapy/kamal ballan 2015 Applications of counseling theories/ azeaa 2011 | Main references (sources) |
| In scientific journals ideo clips by theorists | Recommended supporting books and references (scientific journals, reports...) |
| American psychological Association/ Mahja channel therapeutic sessions | Electronic references, websites |

Course Description Form

| | |
|--|--|
| 1. Course Name: | |
| Counseling applications/ the fourth stage/ college of education for human sciences/ university of Basra | |
| 2. Course Code: | |
| 3 course cod | |
| 3. Semester / Year: | |
| Semester (2023/2024) | |
| 4. Description Preparation Date: | |
| 2023 | |
| 5. Available Attendance Forms: | |
| Attendance | |
| 6. Number of Credit Hours (Total)/Number of Units (Total): | |
| 2 hours per week/ one course | |
| 7. Course Administrator's Name | |
| Name: assistant professor Dr. aktharkaleelibriahem akthar.ibriahem@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ol style="list-style-type: none"> 1. identify the applications of the counseling process in schools 2. applying models of ways and means of collecting information about students' behavior 3. practical of the steps of the school counseling process |
| 9. Teaching and Learning Strategies | |
| Strategy | 2 theoretical gours-number of approved weekly hours distributed over7weeks |

| 10. Course Structure | | | | | |
|---|--|---|----------------------------|-------|------|
| Evaluation Method | Learning Method | Unit or Subject Name | Required learning outcomes | Hours | Week |
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | individual counseling case studies, methods of collecting information | Psychological counseling | 2 | 1 |
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | group counseling method | | 2 | 2 |
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | Annual, daily, weekly plan, wall bulletin | | 2 | 3 |

| | | | | | |
|---|--|--|------|---|---|
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | The indicative program, its concept, objectives, elements, and types | | 2 | 4 |
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | Duties of the educational counselor, his characteristics, guidance records | | 2 | 5 |
| assigning students to reports, homework, oral exams tests, discussions at the end each course and monthly | Lecture, illustrative diagrams on the blackboard, papers, real-life examples or hom, question and answer | Guidance methods, direct and indirect guidance | | 2 | 6 |
| | | End of course exam | Exam | | 7 |
| | | Practical application for students in schools | | | |

11. Course Evaluation

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

| 12. Learning and Teaching Sources | |
|---|---|
| Required textbooks (methodology, if any) | There are no |
| Main references (sources) | Counseling programs/ Hamdi abdelazim 2013 counseling psychology, Ahmed abusaad |
| Recommended supporting books and references (scientific journals, reports...) | Counseling applications in scientific journals and video clips in schools |
| Electronic references, websites | American psychological Association/ mode;s of counseling methods in schools |

Course Description Form

| | |
|--|---|
| 1. Course Name: | |
| Social Psychology - Second Stage - Department of Psychological Counseling and Educational Guidance / College of Education for Human Sciences - University of Basra | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| 2023-2024 | |
| 4. Description Preparation Date: | |
| 24/3/2024 | |
| 5. Available Attendance Forms: | |
| In presence | |
| 6. Number of Credit Hours (Total)/Number of Units (Total): | |
| 3 hours per week / 5 units | |
| 7. Course Administrator's Name | |
| Name: Assistant Prof Dr. Abdul Karim Zayer Rassan Al-Mawzani | |
| Email: abdulkareem.zair@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ol style="list-style-type: none"> 1. Identify the most important concepts on which social psychology .programs are based 2. Identify group dynamics and the most prominent theories of social .psychology 3. Focus on the role of the family in society and the role of the media in spreading these concepts |
| 9. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> - Discussion and dialogue - Pour point presentations - Practical exercises |

| 10. Course Structure | | | | | |
|-------------------------|-------------------------|---|---|-------|------|
| Evaluation Method | Learning Method | Unit or Subject Name | Required learning outcomes | Hours | Week |
| Oral exam - Homework | -Discussion -lecture | Definition of social psychology - individual, group and society | Chapter One: Social Psychology | 3 | 1 |
| Oral exam - Homework | Discussion -lecture | Social psychology and its importance in areas of lifemodification. - Basic principles of behavior modification | Social psychology and related sciences | 3 | 2 |
| Oral exam - Homework | Discussion -lecture | Social psychology between past, present and future | Research methods in social psychology | 3 | 3 |
| Oral exam - Homework | Discussion -lecture | Individual and culture - definition of culture | Chapter Two: The individual and the cultural field | 3 | 4 |
| Oral exam - Homework | Discussion -lecture | Study different cultures | Culture and behavior - culture and the biological structure of the individual | 3 | 5 |
| Oral exam - Homework | Discussion -lecture | -Definition of the group - Characteristics of the group The importance of the group for the individual | Chapter Three: The Community | 3 | 6 |

| | | | | | |
|-------------------------|------------------------|---|---|---|----|
| Oral exam - Homework | Discussion -lecture | - The importance of the group to society - the reference group - building the group | The importance of the community | 3 | 7 |
| Oral exam - Homework | lecture -Discussion | Types of groups - group cohesion - group goals - group dynamics | groups | 3 | 8 |
| Oral exam - Homework | Discussion -lecture | Definition of upbringing - socialization in different cultures | Chapter Four: Socialization | 3 | 9 |
| Oral exam - Homework | Discussion -lecture | Social development from childhood to old age Parental attitudes towards upbringing methods | Social growth | 3 | 10 |
| Oral exam - Homework | lecture -Discussion | 1- Communication 2- Negotiation 3- Media 4- Public Relations 5- Publicity 6- Advertising | Chapter Five: Some areas of social psychology | 3 | 11 |
| Oral exam - Homework | Discussion -lecture | Definition of leadership - leadership and presidency - leadership theories | Chapter Six: Leadership | 3 | 12 |
| Oral exam - Homework | Discussion -lecture | Leader and followers Types of leadership Selection of leaders | Leadership behavior | 3 | 13 |
| Oral exam - Homework | Discussion -lecture | Pathological social behavior Social causes of mental illness | Chapter Seven: Social diseases | 3 | 14 |
| | | Written exam for the second semester | | | 15 |

| | |
|---|---------------------|
| 11. Course Evaluation | |
| | |
| 12. Learning and Teaching Sources | |
| Required textbooks Social Psychology (Ahmed Abdel Salam 2006) | Nothing |
| Main references (sources) | |
| Recommended supporting books and references (scientific journals, reports...) | Scientific journals |
| Electronic references, websites | |

Course Description Form

| |
|---|
| 1. Course Name: |
| Principles of vocational guidance - the first stage - Department of Psychological Counseling and Educational Guidance / College of Education for Human Sciences - University of Basra Principles of vocational guidance - the fourth stage - Department of Psychological Counseling and Educational Guidance / College of Education for Human Sciences - University of Basra |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| 2023-2024 |
| 4. Description Preparation Date: |
| 24/3/2024 |
| 5. Available Attendance Forms: |
| In presence |
| 6. Number of Credit Hours (Total)/Number of Units (Total): |
| 6 hours per week |
| 7. Course Administrator's Name |

Name: Assistant Prof Dr Abdul Karim Ghali Mohsen

Email: abdulkareem.muhsin@uobasrah.edu.iq

8. Course Objectives

| | |
|--|-------------------|
| <p>1. Providing learners with theoretical information about career guidance and advice</p> <p>2. A statement explaining the importance of professional guidance and direction for the educational counselor</p> <p>3. Enabling the student to identify, understand and apply professional theories</p> <p>4. Explaining the effectiveness of vocational guidance theories and its applied impact in the field of guidance work in spreading these concepts</p> | Course Objectives |
|--|-------------------|

9. Teaching and Learning Strategies

| | |
|---|----------|
| <p>1. Organized lecture method</p> <p>2. Group discussion and questioning</p> <p>3. How to learn the concept</p> <p>The lesson includes 3 theoretical hours, the approved number of hours distributed over 15 weeks</p> | Strategy |
|---|----------|

10. Course Structure

Curriculum vocabulary completed for the initial study: the first stage

| Evaluation Method | Learning Method | Unit or Subject Name | Required learning outcomes | Hours | Week |
|---|--|--|----------------------------|-------|------|
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | The emergence and development of vocational guidance Definition of career guidance Definition of super | theoretical | 3 | 1 |
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Super's professional psychology Objectives of career guidance | theoretical | 3 | 2 |

| | | | | | |
|---|---|---|-------------|---|---|
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Foundations of vocational guidance 1.Philosophical foundations 2.Psychological foundations 3.Ethical foundations | theoretical | 3 | 3 |
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Career guidance jobs 1.Consensus guidance services 2.Distribution guidance services 3- Adaptive guidance services | theoretical | 3 | 4 |
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Career choice The concept of vocational choice | theoretical | 3 | 5 |
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Stages of professional choice 1. Work analysis 2- Evaluation of the counselor | theoretical | 3 | 6 |

| | | | | | |
|---|---|---|-------------|---|---|
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Abilities, preparations and professional guidance Stages of using capabilities and preparations Abilities and aptitudes and their relationship to success by type of study or profession | theoretical | 3 | 7 |
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | 1.Abilities and preparations related to mechanical professions 2.Capabilities and preparations associated with clerical professions 3.Abilities and aptitudes related to social professions 4- Abilities and preparations related to administrative and supervisory professions | theoretical | 3 | 8 |
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Vocational education at different stages of education | theoretical | 3 | 9 |

| | | | | | |
|---|---|--|-------------|---|----|
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Vocational education in the middle stage Vocational education in the preparatory stage | theoretical | 3 | 10 |
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Vocational education in kindergarten education Vocational education in the primary stages of education | theoretical | 3 | 11 |
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Tendencies, the concept of inclination, classification of inclinations Inclinations and their relationship to type of study or profession | theoretical | 3 | 12 |

| | | | | | |
|--|---|--|--------------------|----------|-----------|
| <p>Exam tests Quarterly and daily Oral questions</p> | <p>Theoretical lecture And the texts of a book Use the whiteboard</p> | <p>Educational problems First: Problems related to choosing the type of study and enrolling in it 1 -Problems of lack of information regarding different types of studies 2- Problems of aptitudes, inclinations, and other characteristics affecting the student's outcome in his studies</p> | <p>theoretical</p> | <p>3</p> | <p>13</p> |
| <p>Exam tests Quarterly and daily Oral questions</p> | <p>Theoretical lecture And the texts of a book Use the whiteboard</p> | <p>Secondly - problems of academic adaptation 1 -Problems of adaptation to study in terms of achievement 2 -Problems of academic adaptation in terms of emotionality 3- Financial and health problems affecting a student</p> | <p>theoretical</p> | <p>3</p> | <p>14</p> |

| | | | | | |
|---|--|---|-------------|---|----|
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Third: Problems related to completing studies and transitioning to the professional field 1. Problems of choosing the type of work, preparing for it, and joining it 2- Problems of adapting to work | theoretical | 3 | 15 |
| Curriculum vocabulary completed for the initial study: the fourth stage | | | | | |
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | The emergence and development of vocational guidance The concept of vocational | theoretical | 3 | 1 |
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Objectives of career guidance | theoretical | 3 | 2 |
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Foundations of vocational guidance 1.Philosophical foundations 2.Psychological foundations 3.Ethical foundations | theoretical | 3 | 3 |

| | | | | | |
|---|---|---|-------------|---|---|
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the | Vocational guidance theories Introduction to Jean-Burke's | theoretical | 3 | 4 |
| Exam tests Quarterly and daily Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Super theory 1953 | theoretical | 3 | 5 |
| Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Look enru | theoretical | 3 | 6 |
| Oral questions | Theoretical lecture And the texts of a book Use the | Pattern theory The Professional of John Holland 1959 | theoretical | 3 | 7 |
| Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Social cognitive theory (Bandura) | theoretical | 3 | 8 |
| Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Gelatt's theory | theoretical | 3 | 9 |

| | | | | | |
|----------------|--|---|-------------|---|----|
| Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | O'Hara's theory | theoretical | 3 | 10 |
| Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Hirshenson and Roth's theory of vocational choice | theoretical | 3 | 11 |
| Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | The concept of vocational choice Career selection steps | theoretical | 3 | 12 |
| Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Stages of professional choice 1.Work analysis 2.Evaluation of the counselor | theoretical | 3 | 13 |
| Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Educational problems First: Problems related to choosing the type of study and enrolling in it | theoretical | 3 | 14 |

| | | | | | |
|----------------|--|--|-------------|---|----|
| Oral questions | Theoretical lecture And the texts of a book Use the whiteboard | Secondly - problems of academic adaptation Third: Problems related to completing studies and transitioning to the field of work | theoretical | 3 | 15 |
|----------------|--|--|-------------|---|----|

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as (quarterly exams, completion of assignments, and end-of-year exams)

12. Learning and teaching resources

| | |
|---|--|
| Required prescribed books | Educational guidance and guidance, Hamid Abdel Salam Zahran |
| Main references (sources) | Educational guidance and guidance, Youssef Al-Qadi and others Principles of psychological counseling and educational and vocational guidance Mr. Abdel Hamid Morsi The psychology of vocational guidance and its theories, Saleh Hassan Dahri Professional guidance, Owaid Sultan Al-Mashaan |
| Recommended supporting books and references (scientific journals, reports...) | Books and magazines in the field of career guidance |
| Electronic references, Internet sites | Professional guidance and guidance sites for the Arabic language |

Course Description Form

| | |
|---|----------------------------|
| 1. Course Name | |
| Educational Statistics - Second Stage - Department of Psychological Counseling and Educational Guidance / College of Education for Humanities - University of Basra | |
| 2. Course Code | |
| | |
| 3. Semester/Year | |
| (2023-2024) | |
| 4. Date of preparation of this description | |
| 2023 | |
| 5. Available attendance forms | |
| Presence | |
| 6. Number of credit hours (total) / number of units (total) | |
| 2 hours per week | |
| 7. Course administrator's name (if more than one name is mentioned) | |
| Name: Asst.Prof. MohanadAbdulkareemHasan Email: mohanad.hasan@uobasrah.edu.iq | |
| 8. Course Objectives | |
| <p>Students' understanding of the basic concepts in the field of educational statistics and their application in the analysis of educational data. Providing them with the necessary skills to collect data, analyze it, and interpret the results in an accurate and objective manner. Developing students' abilities to use various statistical tools to analyze educational data, such as statistical tests, analysis of variance, and regression. Promoting the ability to present reports and conclusions based on data in a systematic and scientific manner. Raising awareness of the importance of educational statistics in making educational decisions and developing effective educational policies. behavior different</p> | The goal of the objectives |

9. Teaching and learning strategies

Interactive teaching: Encourages active student participation through discussions, group exercises, and interactive activities.

Collaborative learning: Encourages teamwork and cooperation among students through group projects and challenges that require interaction and cooperation.

Problem-based learning: Relies on presenting problems and challenges for students to find solutions on their own, which enhances critical thinking and problem-solving skills.

Use of technology in learning: Involves using technological tools such as computers, the internet, and multimedia to enhance the learning experience.

Active learning: Involves engaging students in stimulating learning activities that are appropriate to their individual learning styles, such as role-playing and self-reflection.

Providing immediate feedback: Helps guide students and enhance their understanding by providing immediate feedback on their performance and participation.

Strategies

10. Course Structure

| Evaluation method | Learning method | Unit or subject name | Required Learning Outcomes | Houes | Week |
|------------------------|--|---|----------------------------|-------|------|
| Oral interactive tests | Interactive lecture with explanation, examples, and discussion | Introduction to Descriptive Statistics | | 2 | 1 |
| Oral interactive tests | Interactive lecture with explanation, examples, and discussion | Creating a Frequency Distribution Table | | 2 | 2 |
| Oral interactive tests | Interactive lecture with explanation, examples, and discussion | Mean | | 2 | 3 |

| | | | | | |
|------------------------|--|--|--|---|----|
| Oral interactive tests | Interactive lecture with explanation, examples, and discussion | Median | | 2 | 4 |
| Oral interactive tests | Interactive lecture with explanation, examples, and discussion | Mode | | 2 | 5 |
| Oral interactive tests | Interactive lecture with explanation, examples, and discussion | Mean Deviation | | 2 | 6 |
| Oral interactive tests | Interactive lecture with explanation, examples, and discussion | Standard Deviation | | 2 | 7 |
| Oral interactive tests | Interactive lecture with explanation, examples, and discussion | Introduction to Inferential Statistics | | 2 | 8 |
| Oral interactive tests | Interactive lecture with explanation, examples, and discussion | Normal Distribution | | 2 | 9 |
| Oral interactive tests | Interactive lecture with explanation, examples, and discussion | Binomial Distribution | | 2 | 10 |
| Oral interactive tests | Interactive lecture with explanation, examples, and discussion | Poisson Distribution | | 2 | 11 |

| | | | | | |
|------------------------|--|---|--|---|----|
| Oral interactive tests | Interactive lecture with explanation, examples, and discussion | (t-test) | | 2 | 12 |
| Oral interactive tests | Interactive lecture with explanation, examples, and discussion | Expected Value | | 2 | 13 |
| Oral interactive tests | Interactive lecture with explanation, examples, and discussion | Simple Correlation and Simple Linear Regression | | 2 | 14 |
| | | Second course Adolescence | | 2 | 15 |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports, in addition to practical application.

12. Learning and Teaching Resources

| | |
|---|---|
| There isn't any | Required textbooks (methodology, if any) |
| Primary References (Sources): General Statistics Mathematical Statistics and its Applications Dr. NahedFalehGhanim | Key references (sources) |
| 1" .Introduction to Probability and Statistics " 2" .The Art of Statistics: How to Learn from Data " 3" .Statistical Inference " 4" .An Introduction to Statistical Learning: with Applications in R " 5" .Practical Statistics for Data Scientists: 50 Essential Concepts " 1" .Journal of the American Statistical Association (JASA ") 2" .Biometrika " 3" .Journal of Statistical Software." 4" .Statistics in Medicine " | Recommended supporting books and references (scientific journals, reports...) |

| | |
|--|---------------------------------|
| Wide Range of Online Statistics Courses Offered by Renowned Global Universities such as Stanford University and Johns Hopkins University | Electronic references, websites |
|--|---------------------------------|

Course Description Form

| | |
|---|----------------------------|
| 1. Course Name | |
| Developmental Psychology - Second Stage / College of Education for Human Sciences - University of Basra | |
| 2. Course Code | |
| | |
| 3. Semester/Year | |
| First Semester (2023-2024) | |
| 4. Date of preparation of this description | |
| 2023 | |
| 5. Available attendance forms | |
| Presence | |
| 6. Number of credit hours (total) / number of units (total) | |
| 2 hours per week / one course | |
| 7. Course administrator's name (if more than one name is mentioned) | |
| thekriat kazim dadawsh . thakrit.didush@uobasrah.edu.iq | |
| 8. Course Objectives | |
| <p>The objectives of developmental psychology include the following</p> <p>1- The student should recognize all aspects of growth</p> <p>2-The student should be able to understand and interpret the behavior</p> <p>Predict what the behavior will be like3-</p> <p>Control, control and modify behavior</p> <p>4-the importance of the study of psychology for educators familiarity with the nature of the human personality and the relationship of both genetics and the environment in the formation of motives and tendencies and patterns of behavior different</p> | The goal of the objectives |

| 9. Teaching and learning strategies | | | | | |
|---|--|--|----------------------------|------------|------|
| The lesson includes (2) theoretical hours - the number of weekly hours approved distributed over 7 weeks . | | | | Strategies | |
| 10. Course Structure | | | | | |
| Evaluation method | Learning method | Unit or subject name | Required Learning Outcomes | Houes | Week |
| couse, assigning students reports, homework question Oral exams tests at the end of each course and face | Lecture, discussion, brainstorming Q&A, Making Groups PowerPoint presentation | Historical introduction to developmental psychology The historical origins of the study of developmental psychology The concept of developmental psychology The importance of studying developmental psychology | Psychological guide | 2 | 1 |
| couse, assigning students reports, homework question Oral exams tests at the end of each course | Lecture, discussion, brainstorming Q&A, Making Groups PowerPoint presentation | Research Methods in Developmental Psychology | | 2 | 2 |
| couse, assigning students reports, homework question Oral exams tests at the end of each course | Lecture, discussion, brainstorming Q&A, Making Groups PowerPoint presentation | From The birth to the age of two weeks Manifestations of physiological and motor linguistic development | | 2 | 3 |

| | | | | | |
|--|--|--|--|---|---|
| couse, assigning students reports, homework question Oral exams tests at the end of each course | Lecture, discussion, brainstorming Q&A, Making Groups PowerPoint presentation | From the age of two weeks to two years all aspects of growth | | 2 | 4 |
| couse, assigning students reports, homework question Oral exams tests at the end of each course | Lecture, discussion, brainstorming Q&A, Making Groups PowerPoint presentation | From the age of two to six Years of all manifestations of growth | | 2 | 5 |
| couse, assigning students reports, homework question Oral exams tests at the end of each course | Lecture, discussion, brainstorming Q&A, Making Groups PowerPoint presentation | Late childhood from 6-9 years old and all manifestations of growth | | 2 | 6 |
| | | End of course exam | | | |
| couse, assigning students reports, homework question Oral exams tests at the end of each course اختبارات بنهاية كل كورس وشهرية | Lecture, discussion, brainstorming Q&A, Making Groups PowerPoint presentation | Second course Adolescence | | | |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports, in addition to practical application.

12. Learning and Teaching Resources

There isn't any

Required textbooks (methodology, if any)

| | |
|--|---|
| Clinical psychology between theory and practice Dr. Nihad Abdel Wahab Mahmoud | Key references (sources) |
| Clinical Psychology Dr. Abdul Sattar Ibrahim and Dr. Abdullah Askar | Recommended supporting books and references (scientific journals, reports...) |
| | Electronic references, websites |

Course Description Form

| | |
|---|----------------------------|
| Course Name1. | |
| Clinical Psychology - Fourth Stage / College of Education for Human Sciences - University of Basra | |
| 2. Course code | |
| | |
| 3. Semester / Year | |
| First Semester (2023-2024) | |
| Date of preparation of this description | |
| 2023 | |
| 4. Available attendance formats | |
| Presence | |
| Number of Credit Hours (Total) / Number of Units (Total) | |
| 2 hours per week / one course | |
| 7. Course administrator's name (if more than one name is mentioned) | |
| thekriatkazimdadawsh thakrit.didush@uobasrah.edu.iq | |
| 8. Course Objectives | |
| 1 -Identify unusual cases 2 -Identify psychological and mental illnesses 3 -Diagnosis for the purpose of referral to a psychologist | The goal of the objectives |

| 9. Teaching and learning strategies | | | | | |
|---|---|---|---------------------|-------|------------|
| The lesson includes (2) theoretical hours - the number of weekly hours approved distributed over 7 weeks . | | | | | Strategies |
| 10. Course Structure | | | | | |
| Method of evaluation | Method of learning | Unit or subject name | output of learning | Hours | Week |
| couse, assigning students reports, homework question Oral exams tests at the end of each course and monthly | Lecture, discussion, brainstorming Q&A, Making Groups PowerPoint presentation | The nature of clinical psychology and its interests | Psychological guide | 2 | 1 |
| couse, assigning students reports, homework question Oral exams tests at the end of each course and monthly | Lecture, discussion, brainstorming Q&A, Making Groups PowerPoint presentation | genesisClinical Psychology | | 2 | 2 |
| couse, assigning students reports, homework question Oral exams tests at the end of each course and monthly | Lecture, discussion, brainstorming Q&A, Making Groups PowerPoint presentation | Psychologist's Interests Research Methods in Clinical Psychology | | 2 | 3 |

| | | | | | |
|---|--|---|--|---|---|
| couse, assigning students reports, homework question Oral exams tests at the end of each course and monthly | Lecture, discussion, brainstorming Q&A, Making Groups PowerPoint presentation | Classification and diagnosis of mental disorders | | 2 | 4 |
| couse, assigning students reports, homework question Oral exams tests at the end of each course and monthly | Lecture, discussion, brainstorming Q&A, Making Groups PowerPoint presentation | Different theoretical directions In clinical psychology | | 2 | 5 |
| couse, assigning students reports, homework question Oral exams tests at the end of each course and monthly | Lecture, discussion, brainstorming Q&A, Making Groups PowerPoint presentation | Psychotherapy of disorders Psychological, mental and report writing | | 2 | 6 |
| | | End of course exam | | | |
| | | Second course Practical student application in schools | | | 7 |

| | |
|--|---|
| 11. Course Evaluation | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports, in addition to | |
| ١٢. مصادر التعلم والتدريس | |
| There isn't any | Required textbooks (methodology, if any) |
| Clinical psychology between theory and practice Dr. Nihad Abdel Wahab Mahmoud | Key references (sources) |
| Clinical Psychology Dr. Abdul Sattar Ibrahim and Dr. Abdullah Askar | Recommended supporting books and references (scientific journals, reports...) |
| | Electronic references, websites |

Course Description Form

| |
|---|
| 1. Course Name: |
| Personality Theories - Second Stage / College of Education for Human Sciences - University of Basra |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| Semester (2023/2024) |
| 4. Description Preparation Date: |
| 2023 |
| 5. Available Attendance Forms: |
| Attendance |
| 6. Number of Credit Hours (Total)/Number of Units (Total): |
| 3 hours per week |
| 7. Course Administrator's Name |
| Muntdher Abdullah Mgamees |

8. Course Objectives

- 1- Recognizing the importance of studying personality theories and their great importance in the field of psychological counselling
- 2- Identify the theoretical frameworks and theoretical backgrounds in psychology and its view of the nature of human personality and how human behavior develops
- 3- Understanding and analyzing psychological disorder and abnormal behavior according to theoretical frameworks

Course Objectives

9. Teaching and Learning Strategies

3 theoretical gours-number of approved weekly hours distributed over 15 weeks

Strategy

10. Course Structure

| Evaluation Method | Learning Method | Unit or Subject Name | Required learning outcomes | Hours | Week |
|---|---|--|----------------------------|-------|------|
| Assigning students to prepare scientific reports, homework, and assignments Oral exams and an exam at the end of each course | Lecture, diagrams and illustrations on the board Real examples from daily life discussion style, Question and Answer | Personality concept Nature of personality Personality and behavior Personality dimensions | Psychological guide | 3 | 1 |

| | | | | | |
|---|---|---|--|---|---|
| Assigning students to prepare scientific reports, homework, and assignments Oral exams and an exam at the end of each course | Lecture, diagrams and illustrations on the board Real examples from daily life discussion style, Question and Answer | Historical development of the study of personality The importance of studying personality Personality measurement | | 3 | 2 |
| Assigning students to prepare scientific reports, homework, and assignments Oral exams and an exam at the end of each course | Lecture, diagrams and illustrations on the board Real examples from daily life discussion style, Question and Answer | Personal building blocks Factors affecting personality building. A healthy or normal personality | | 3 | 3 |
| Assigning students to prepare scientific reports, homework, and assignments Oral exams and an exam at the end of each course | Lecture, diagrams and illustrations on the board Real examples from daily life discussion style, Question and Answer | Trends in personality building Habit theory Features Patterns | | 3 | 4 |

| | | | | | |
|---|---|--|------|---|---|
| Assigning students to prepare scientific reports, homework, and assignments Oral exams and an exam at the end of each course | Lecture, diagrams and illustrations on the board Real examples from daily life discussion style, Question and Answer | Psychoanalytic theory Feeling - no feeling Stages of personality development | | 3 | 5 |
| Assigning students to prepare scientific reports, homework, and assignments Oral exams and an exam at the end of each course | Lecture, diagrams and illustrations on the board Real examples from daily life discussion style, Question and Answer | Hornay's theory Early relationships | | 3 | 6 |
| | | | Exam | | 7 |
| Assigning students to prepare scientific reports, homework, and assignments Oral exams and an exam at the end of each course | Lecture, diagrams and illustrations on the board Real examples from daily life discussion style, Question and Answer | Adler's theory Individual psychology personality bulding | | 3 | 8 |

| | | | | | |
|---|---|--|--|---|----|
| Assigning students to prepare scientific reports, homework, and assignments Oral exams and an exam at the end of each course | Lecture, diagrams and illustrations on the board Real examples from daily life discussion style, Question and Answer | Maslow's theory Needs Higher needs versus lower needs Building and developing personality according to needs theory | | 3 | 9 |
| Assigning students to prepare scientific reports, homework, and assignments Oral exams and an exam at the end of each course | Lecture, diagrams and illustrations on the board Real examples from daily life discussion style, Question and Answer | Panora theory Social learning experiences Modeling | | | 10 |
| Assigning students to prepare scientific reports, homework, and assignments Oral exams and an exam at the end of each course | Lecture, diagrams and illustrations on the board Real examples from daily life discussion style, Question and Answer | Kelly's theory Cognitive structures Personality development according to Kelly's theory | | | 11 |

| | | | | | |
|---|---|--|------|--|----|
| Assigning students to prepare scientific reports, homework, and assignments Oral exams and an exam at the end of each course | Lecture, diagrams and illustrations on the board Real examples from daily life discussion style, Question and Answer | Port theory Personal preparations Personality development according to the aptitude theory | | | 12 |
| Assigning students to prepare scientific reports, homework, and assignments Oral exams and an exam at the end of each course | Lecture, diagrams and illustrations on the board Real examples from daily life discussion style, Question and Answer | Dollard and Miller theory Habits Habits and their impact on building personality | | | 13 |
| Assigning students to prepare scientific reports, homework, and assignments Oral exams and an exam at the end of each course | Lecture, diagrams and illustrations on the board Real examples from daily life discussion style, Question and Answer | Practical applications in personal growth and building Evaluating the theoretical material that was studied and the extent of its benefit | | | 14 |
| Assigning students to prepare scientific reports, homework, and assignments Oral exams and an exam at the end of each course | | Second month exam | Exam | | 15 |

| | |
|--|---|
| 11. Course Evaluation | |
| Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily oral, monthly, or written exams, reports, etc. | |
| 12. Learning and Teaching Sources | |
| There are no | Required textbooks (methodology, if any) |
| Personality Theories / Professor Dr. Ali Mahmoud Kadhim Al-Jubouri, Professor Dr. Ali Hussein Al-Mamouri 2020 Personality theories / Dr. Muhammad Al-Sayyid Abdel Rahman 1998 | Main references (sources) |
| | Recommended supporting books and references (scientific journals, reports...) |
| | Electronic references, websites |

Course Description Form

| |
|--|
| 1. Course Name: |
| Mental Health - Second Stage - Department of Psychological Counseling and Educational Guidance / College of Education for Human Sciences - University of Basra |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| 2023-2024 |
| 4. Description Preparation Date: |
| 25/3/2024 |
| 5. Available Attendance Forms: |
| In presence |
| 6. Number of Credit Hours (Total)/Number of Units (Total): |
| 3 hours per week / 5 units |

| 7. Course Administrator's Name | | | | | |
|---|---|---|--------------------------------|-------------------|------|
| Name: A. T. Jaber Obaid Saleh Email: jaber.salih@uobasrah.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| <p>First - Cognitive objectives:</p> <p>1 -Identify the most important concepts related to mental health</p> <p>2-Knowing the most important scientific theories on which mental health is based.</p> <p>3-Knowledge of research methodology in mental health.</p> <p>4-Knowledge of mental illnesses, their causes and treatment methods.</p> <p>Second: Skill objectives</p> <p>1 -Developing mental health skills and using them to address the psychological and behavioral problems that counselors are exposed to in the future.</p> <p>2 -Enabling students to employ the theories and treatment methods on which mental health is based in their counseling work in the future.</p> <p>3- Build plans to treat mental illness in the family and society</p> | | | | Course Objectives | |
| 9. Teaching and Learning Strategies | | | | | |
| <p>-Discussion and dialogue.</p> <p>-Wondering.</p> <p>-Interactive participation.</p> | | | | Strategy | |
| 10. Course Structure | | | | | |
| Evaluation Method | Learning Method | Unit or Subject Name | Required learning outcomes | Hours | Week |
| <p>- Oral exam</p> <p>- Homework</p> <p>-Quick exam</p> | <p>- lecture</p> <p>-Discussion</p> <p>-Interactive</p> <p>-participation -</p> <p>Models of social life</p> <p>Brainstorming questions</p> | <p>Introduction to mental health</p> <p>Historical overview</p> <p>Definitions of mental health</p> | <p>counseling psychologist</p> | 3 | 1 |

| | | | | | |
|--|--|--|--|---|---|
| - Oral exam - Homework -Quick exam | - lecture -Discussion -Interactive -participation - Models of social life Brainstorming questions | -The importance of mental health -The relationship of mental health with other sciences -The normal and the abnormal | | 3 | 2 |
| - Oral exam - Homework -Quick exam | - lecture -Discussion -Interactive -participation - Models of social life Brainstorming questions | -Standards of good personality -Features of normal and abnorm | | 3 | 3 |
| - Oral exam - Homework -Quick exam | - lecture -Discussion -Interactive -participation - Models of social life Brainstorming questions | -Personality integration -Mental health and development - Early child | | 3 | 4 |
| - Oral exam - Homework -Quick exam | - lecture -Discussion -Interactive -participation - Models of social life Brainstorming questions | -Adolescence -The problem of teenage | | 3 | 5 |
| - Oral exam - Homework -Quick exam | - lecture -Discussion -Interactive -participation - Models of social life Brainstorming questions | -Adolescence -The problem of teenage | | 3 | 6 |

| | | | | | |
|--|--|---|--|---|----|
| | | First course examination | | | |
| - Oral exam - Homework -Quick exam | - lecture -Discussion -Interactive -participation - Models of social life Brainstorming questions | -Compatibility -The meaning and nature of compatibility -Adaptation, compatibility and the relationship between | | 3 | 8 |
| - Oral exam - Homework -Quick exam | - lecture -Discussion -Interactive -participation - Models of social life Brainstorming | - Characteristics of a compatible person -Poor compatibility | | 3 | 9 |
| - Oral exam - Homework -Quick exam | - lecture -Discussion -Interactive -participation - Models of social life Brainstorming questions | -The concept of psychological pressure -Psychological tension -Psychological crisis | | 3 | 10 |
| - Oral exam - Homework -Quick exam | - lecture -Discussion -Interactive -participation - Models of social life Brainstorming questions | -Causes of psychological crisis -Methods of treating psychological crises | | 3 | 11 |
| - Oral exam - Homework -Quick exam | - lecture -Discussion -Interactive -participation - Models of social life Brainstorming questions | -psychological diseases -The concept of mental illness -Models of mental illness | | 3 | 12 |

| | | | | | |
|--|--|---|--|---|----|
| - Oral exam - Homework -Quick exam | - lecture -Discussion -Interactive -participation - Models of social life Brainstorming questions | -Phobia (causes, symptoms, treatment methods) -Anxiety (causes, symptoms, treatment methods) | | 3 | 13 |
| - Oral exam - Homework -Quick exam | - lecture -Discussion -Interactive -participation -Models of social life Brainstorming questions | -Hysteria - Obsessiveness - Psychosomatic diseases | | 3 | 14 |
| | | Second course exam | | | |

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

12. Learning and Teaching Sources

| | Required textbooks (methodology, if any) |
|---|---|
| <p>1 .(Mental health and psychotherapy) Zahran, Hamed Abdel Salam (2005) International Printing Company, 4th edition.</p> <p>2 .(Mental Health), Hijazi, Mustafa (2004), Arab Cultural Center, Casablanca, Morocco, 2nd edition.</p> <p>3 .(Community Mental Health) Patel, Vikram (2015) 1st edition.</p> <p>4. (Foundations of Mental Health), Al-Qusi, Abdel Aziz (1952), Egyptian Nahda Library, 4th edition.</p> | Main references (sources) |

| | |
|--|---|
| | Recommended supporting books and references (scientific journals, reports...) |
| | Electronic references, websites |

Course description form

| | |
|--|-----------------|
| 1. Course name | |
| Guidance for people with special needs–The fourth stage–Department of psychological counseling and educational guidance. | |
| 2. Course code | |
| | |
| 3. Semester/year | |
| Year (2023–2024) | |
| 4. DatePreparationThis description | |
| 2023 | |
| 5.shapesAttendance available | |
| Attendance in the classroom | |
| 6. Number of study hours (total)/number of units (total) | |
| 3 hours per week | |
| 7. Name of the course administrator (ifmoreFrom a name mentioned) | |
| Name:.m.m Hassan Shaban Hassan Email: hasan.shaban@uobasrah.edu.iq | |
| 8.GoalsThe decision | |
| <p>1 -Teaching students the theoretical and applied foundations of the educational and pedagogical process</p> <p>2 -Training students to understand the problems and difficulties facing the educational process</p> <p>3 -Training students to be highly qualified counselors to address educational and pedagogical problems in educational institutions in schools.</p> <p>4 -Training students to develop the educational process in schools for the better</p> | aSubject scorer |

9. Teaching and learning strategies

| | |
|---|--------------|
| The lesson includes 3 hours of theory/the number of weekly hours is approved, distributed over 9 weeks. | The strategy |
|---|--------------|

10. Course structure

| Evaluation method | Learning method | Unit name or the topic | Required learning outcomes | hours | the week |
|---|---|---|----------------------------|-------|----------|
| Practical tests of the theoretical material that was explained in the previous lectures | An explanatory lecture with explanation and examples on the board | The concept of educational psychology and its goals | | 3 | 1 |
| Practical tests of the theoretical material that was explained in the previous | An explanatory lecture with explanation and examples on the board | Educational psychology curricula | | 3 | 2 |
| Practical tests of the theoretical material that was explained in the previous | An explanatory lecture with explanation and examples on the board | Learning theories, classical conditioning theory | | 3 | 3 |
| Practical tests of the theoretical material that was explained in the previous | An explanatory lecture with explanation and examples on the board | Learning theories, classical conditioning theory | | 3 | 4 |

| | | | | | |
|--|---|---|--|---|----|
| Practical tests of the theoretical material that was explained in the previous | An explanatory lecture with explanation and examples on the board | Learning theories, operant conditioning theory | | 3 | 5 |
| Practical tests of the theoretical material that was explained in the previous | An explanatory lecture with explanation and examples on the board | Learning theories social learning theory Learning theories Insight learning theory | | 3 | 6 |
| Practical tests of the theoretical material that was explained in the previous | An explanatory lecture with explanation and examples on the board | Learning theories Insight learning theory | | | 7 |
| Practical tests of the theoretical material that was explained in the previous | An explanatory lecture with explanation and examples on the board | Learning theories The theory of meaningful learning | | 3 | 8 |
| | | Learning theories Cognitive learning theory | | 3 | 9 |
| | | End of semester exam | | 3 | 10 |
| Practical tests of the theoretical material that was explained in the previous | An explanatory lecture with explanation and examples on the board | Motivation - attribution – anxiety- | | | 11 |

| | | | | | |
|--|---|---|--|--|----|
| Practical tests of the theoretical material that was explained in the previous | An explanatory lecture with explanation and examples on the board | Information processing (attention - perception) | | | 12 |
| Practical tests of the theoretical material that was explained in the previous | An explanatory lecture with explanation and examples on the board | Information processing (memory) | | | 13 |
| Practical tests of the theoretical material that was explained in the previous | An explanatory lecture with explanation and examples on the board | Processing information (forgetting) | | | 14 |
| Practical tests of the theoretical material that was explained in the previous | An explanatory lecture with explanation and examples on the board | Thinking and its types | | | 15 |

11. Course evaluation

The score out of 100 is based on the tasks assigned to the student, such as (daily preparation - attendance - daily exams - monthly and final oral and written exams)

12. Learning and teaching resources

| | Required textbooks |
|---|---------------------------|
| - .Educational Psychology, Theory and Application (Al-Atoum et al.) 2013 - 4th edition. Dar Al Masirah -Educational Psychology - A (Al-Ani) 2014 - 4th Edition. Dar Safaa for Publishing and Distribution, Amman. Educational Psychology Concepts and Principles (Al-Mousawi) 2015, 1st edition - Dar Al-Radwan - Amman | Main references (sources) |

| | |
|----------------------------|---|
| Scientific journals | Recommended supporting books and references (scientific journals, reports...) |
| Some research and articles | Electronic references, websites |

Course description template

| |
|---|
| 1. Course name |
| Educational measurement and evaluation - fourth stage - Department of Arabic Language / College of Education for Human Sciences - University of Basra |
| 2. Course code |
| |
| 3. Semester/year |
| Year) ٢٠٢٣-٢٠٢٤(|
| 4. The date this description was prepared |
| 2023 |
| 5. Available attendance forms |
| My presence |
| 6. Number of study hours (total)/number of units (total) |
| hours a week |
| 7. Name of the course administrator(if more than one name is mentioned) |
| Name: M. M. Hassan Shaaban Hassan : Emailhasan.shaban @uobasrah.edu.iq |
| 8. Course objectives |

| | |
|--|----------------------------------|
| <p>1- Teaching students the theoretical and applied foundations of the measurement and evaluation process</p> <p>2- Training students to understand the problems and difficulties facing the educational process</p> <p>3- Training students to be highly qualified teachers to address educational and pedagogical problems in educational institutions in schools</p> <p>4- Training students to develop the educational process in schools for the better, commensurate with the level of technological .developmentAnd the civilized</p> | Objectives of the study material |
|--|----------------------------------|

9. Teaching and learning strategies

| | |
|---|--------------|
| Theoretical hours - the number of weekly (2) :Lesson includes weeks 15 approved hours distributed ove | The strategy |
|---|--------------|

10. Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|--|--|---------------------------|----------------------------|-------|----------|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us, including tests at the end of each course and .monthly | An explanatory lecture with explanations and examples using a display screen with a blackboard | ConceptMeasurement | | 2 | 1 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us, including tests at the end of each course and .monthly | An explanatory lecture with explanations and examples using a display screen with a blackboard | Types of measurement | | 2 | 2 |

| | | | | | |
|--|--|--------------------------------------|--|---|---|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us, including tests at the end of each course and .monthly | An explanatory lecture with explanations and examples using a display screen with a blackboard | The concept of honesty and its types | | 2 | 3 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us, including tests at the end of each course and .monthly | An explanatory lecture with explanations and examples using a display screen with a blackboard | The concept of honesty and its types | | 2 | 4 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us, including tests at the end of each course and .monthly | An explanatory lecture with explanations and examples using a display screen with a blackboard | Stability and its types | | 2 | 5 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us, including tests at the end of each course and .monthly | An explanatory lecture with explanations and examples using a display screen with a blackboard | Stability and its types | | 2 | 6 |

| | | | | | |
|--|--|---------------------------------------|--|---|----|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us, including tests at the end of each course and .monthly | An explanatory lecture with explanations and examples using a display screen with a blackboard | The concept of and its types calendar | | 2 | 7 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us, including tests at the end of each course and .monthly | An explanatory lecture with explanations and examples using a display screen with a blackboard | Calendar fields | | 2 | 8 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us, including tests at the end of each course and .monthly | An explanatory lecture with explanations and examples using a display screen with a blackboard | Test methods | | 2 | 9 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us, including tests at the end of each course and .monthly | An explanatory lecture with explanations and examples using a display screen with a blackboard | Statistical methods for testing | | 2 | 10 |

| | | | | | |
|--|--|---|--|---|----|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us, including tests at the end of each course and .monthly | An explanatory lecture with explanations and examples using a display screen with a blackboard | Statistical methods for evaluation | | 2 | 11 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us, including tests at the end of each course and .monthly | An explanatory lecture with explanations and examples using a display screen with a blackboard | Educational objectives, cognitive field | | 2 | 12 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us, including tests at the end of each course and .monthly | An explanatory lecture with explanations and examples using a display screen with a blackboard | Educational goals: the emotional field | | 2 | 13 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us, including tests at the end of each course and .monthly | An explanatory lecture with explanations and examples using a display screen with a blackboard | Psychomotor educational goals | | 2 | 14 |
| | | Exam | | | 15 |

| | |
|--|---|
| .11.Course evaluation | |
| Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc | |
| .12.Learning and teaching resources | |
| | Required textbooks (methodology, if any) |
| Psychological measurement and educational evaluation, . Mahmoud et al2010 (1st edition, Dar Al Masirah 'Psychoeducational Measurement and Evaluation -2001 ' 'Abu Allam1st edition, Dar Al-Fikr Al-Arabi | Main references (sources) |
| Scientific journals | Recommended supporting books and references (scientific (...journals, reports |
| Some special research and articlesWith fiber | Electronic references, websites |

Course description form

| |
|---|
| .1.Course name |
| Developmental Psychology - Second Stage - Department of Qur'anic Sciences |
| .2.Course code |
| .3.Semester/year |
| 2023-2024 |
| .4.The date this description was prepared |
| 2023 |
| .5.Available attendance forms |
| My presence |
| .6.Number of study hours (total)/number of units (total |
| Two hours a week |
| .7.Name of the course administrator (if more than one name is mentioned |
| Name : M.M. NourJumaaMarzoukAl-Yaqoub noor.marzuq@uobasrah.edu.iq |

| .8.Course objectives | |
|----------------------|--|
| | <ol style="list-style-type: none"> 1. Introducing the student to the concept of developmental psychology 2. Explaining the stages of linguistic development 3. Introducing the student to the stages of human cognitive development 4. Introducing the student to the stages of human development 5. Distinguish between the branches of developmental psychology |

| Teaching and learning strategies . ⁹ | |
|---|--------------|
| The lesson includes 2 hours per week, the number of hours per week is approved, distributed over 15 weeks | The strategy |

| .10. Course structure | | | | | |
|--|--|---|----------------------------|-------|----------|
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each | explanatory lecture, with discussions, questions and answers on the blackboard and screen | Developmental psychology, its definition , importance, meaning of growth, general laws of growth, stages of | Teacher | 2 | 1 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers | Factors affecting growth | Teacher | 2 | 2 |

| | | | | | |
|--|---|--|---------|---|---|
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture, illustrative diagrams on the board, realistic examples, display screen, discussions, and questions and answers | Research methods in developmental psychology Methods of collecting information | Teacher | 2 | 3 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | An explanatory lecture on the blackboard and display screen, realistic examples, discussions, and questions and answers | Childhood, its definition and importance | Teacher | 2 | 4 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | An illustrated lecture on the blackboard and display screen, discussions, questions and answers | Early childhood, its characteristics and stages of development | Teacher | 2 | 5 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, and real- life examples | Middle childhood Its characteristics and growth stages | Teacher | 2 | 6 |

| | | | | | |
|--|---|---|---------|---|----|
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, and real- life examples | Late childhood, its characteristics and stages of development | Teacher | 2 | 7 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | An illustrated lecture on the blackboard and display screen, discussions, questions and answers | The role of social institutions in the socialization of the child, family, school, peers, and means | Teacher | 2 | 8 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | An illustrated lecture on the blackboard and display screen, discussions, questions and answers | Adolescence, its definition, and its importance | Teacher | 2 | 9 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, and real- life examples | Early adolescence , its characteristics, middle adolescence, its characteristics | Teacher | 2 | 10 |

| | | | | | |
|--|---|---|---------|---|----|
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, and real- life examples | Late adolescence and its characteristics | Teacher | 2 | 11 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, and real- life examples | The adolescent, adolescent society, family, school, peers , and the media | Teacher | 2 | 12 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, and real- life examples | The teenager and the profession, the importance of work in the life of the teenager, the importance of choosing a profession and the factors influencing it | Teacher | 2 | 13 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, and real- life examples | Adolescents' attitudes and tendencies The importance of tendencies and trends Sources of acquiring inclinations and trends | Teacher | 2 | 14 |

| | | | | | |
|--|---|---|---------|--|----|
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, and real- life examples | Some teenage problems Academic delay Agressive behavior Adolescent delinquency | Teacher | | 15 |
|--|---|---|---------|--|----|

Course evaluation .))

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

Learning and teaching resources .

| | |
|---|--|
| nothing | Required textbooks methodology, if any) |
| Psychology of Childhood and Adolescence, Al-Alusi, Jamal Hussein 1983 psychology , Arifaj , Sami 1993 Psychology , Al -Anani, Hanan Abdel-Majeed Developmental psychology from childhood to old age, Parasite, Ittisam Zain Al-Din 2004 Developmental psychology from childhood to old age, Zahran, Hamed Abdel Salam | Main references ((sources)) |
| Scientific journals | Recommended supporting books and references (scientific (...journals, reports |
| | Electronic references, websites |

Course description form

| | |
|---|---|
| .1.Course name | |
| Practical Education - Fourth Stage - Department of Qur'anic Sciences | |
| .2.Course code | |
| | |
| 3.Semester/year | |
| 2023-2024 | |
| .4.The date this description was prepared | |
| 2023 | |
| .5.Available attendance forms | |
| My presence | |
| .6.(Number of study hours (total)/number of units total | |
| An hour a week | |
| .7.Name of the course administrator (if more than one name is mentioned) | |
| Name : M.M. NourJumaaMarzoukAl-Yaqoub noor.marzuq@uobasrah.edu.iq | |
| .8.Course objectives | |
| | <p>Provide the student with the skills and methods necessary for a successful teaching process, which increases the teacher's effectiveness and increases the educational return in general</p> <p>Linking theory and application in the field of teaching by putting the theories and concepts that the student has learned in teaching methods, educational techniques, educational and psychological materials, and academic subjects into scientific .implementation</p> <p>Developing a positive attitude towards the teaching profession and everything related to it by increasing students' professional awareness</p> <p>Introducing students to the problems related to classroom management, how to address them, and how to confront and overcome problems in the .school system in general</p> |

.9. Teaching and learning strategies

The lesson includes one hour per week, the number of weekly hours is approved, distributed over 15 weeks

The strategy

.10. Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|--|---|--|----------------------------|-------|----------|
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | explanatory lecture, with discussions, questions and answers on the blackboard and screen | Practical education is defined, its objectives and its stages | Teacher | 2 | 1 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers | profession (its definition, its ethical foundations, the effective teacher, the thoughtful teacher (er | Teacher | 2 | 2 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture, illustrative diagrams on the board, realistic examples, display screen, discussions, and questions and answers | Classroom management (its concept, importance, types (and problems | Teacher | 2 | 3 |

| | | | | | |
|--|--|--|---------|---|---|
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | An explanatory lecture on the blackboard and display screen, realistic examples, discussions, and questions and answers | Watching(itsconcept , importance, (andcontrols | Teacher | 2 | 4 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | An illustrated lecture on the blackboard and display screen. Discussions, questions and answers, and practical application | Classroom teaching skills and individual training using the micro- teaching method | Teacher | 2 | 5 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, realistic examples, and practical .application | Planning skill | Teacher | 2 | 6 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, realistic examples, and practical .application | Daily plan | Teacher | 2 | 7 |

| | | | | | |
|--|--|--|---------|---|----|
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | An illustrated lecture on the blackboard and display screen. Discussions, questions and answers, and practical application | Annual plan | Teacher | 2 | 8 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | An illustrated lecture on the blackboard and display screen. Discussions, questions and answers, and practical application | The skill of diversifying stimuli - motor diversification - focus - shifting reaction - silence - diversifying the (use of the senses | Teacher | 2 | 9 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, realistic examples, and practical .application | The skill of asking questions | Teacher | 2 | 10 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, realistic examples, and practical .application | Closing skill | Teacher | 2 | 11 |

| | | | | | |
|--|--|---|---------|---|----|
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, and real-life examples | Advice and guidance for the applied student before the actual application | Teacher | 2 | 12 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions, answers, and examples | Practical application of all teaching skills | Teacher | 2 | 13 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions, answers, and examples | Practical application of the annual plan | Teacher | 2 | 1 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions, answers, and examples | Practical application of the daily plan | Teacher | 2 | 14 |

.11.Course evaluation

The score is out of 15 according to the tasks assigned to the student, such as daily preparation, daily and written exams, reports, etc

.12.Learning and teaching resources

| | |
|--|--|
| nothing | Required textbooks (methodology, if any) |
| practical education , Nafez Ahmed Baqi'i2001 Classroom Teaching Skills , Muhammad Mahmoud Al-Haila2009 Teaching Skills: A Vision for Teaching Implementation, ‘Hassan Hussein Zaitoun 2001 Classroom observation and practical application, Saad Ali Zayer2011 | Main references (sources) |
| Scientific journals | Recommended supporting books and references (scientific (...journals, reports |
| | Electronic references, websites |

Course description form

| |
|---|
| .1.Course name |
| The Art of Communication - Third Stage - Department of Psychological Counseling and Educational Guidance |
| 2.Course code |
| |
| 3.Semester/year |
| 2023-2024 |
| 4.The date this description was prepared |
| 2023 |
| 5.Available attendance forms |
| My presence |
| 6.Number of study hours (total)/number of units (total) |
| Two hours a week |
| 7.Name of the course administrator (if more than one name is mentioned |
| Name : M.M. NourJumaaMarzoukAl-Yaqoub noor.marzuq@uobasrah.edu.iq |

.8.Course objectives

Introducing students to the process of human communication in terms of its concept, importance and elements, and identifying the characteristics of communication, its obstacles .and its various types
 Providing students with the necessary skills that help them .present themselves and their ideas in the most effective way
 Giving students the skills and abilities that enable them to .listen well to speakers
 .Learning about reading methods and acquiring their skills
 Helping the student develop and improve his non-verbal .communication skills
 Acquiring, developing and improving the university student’s .dialogue and persuasion skills
 Identify the patterns and means of communication in the work environment and acquire efficient communication skills within this environment
 That the student is familiar with the concept of human communication: its theories, dimensions, and role in the individual’s success on the personal, social, and practical .levels
 That the student acquires the necessary skills to communicate effectively with herself and others in her social and work .environment
 That the student succeeds in applying these skills in different . life situations

9.Teaching and learning strategies

The lesson includes 2 hours per week, the number of hours per week is approved, distributed over 15 weeks

The strategy

.10.Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|-------------------|-----------------|---------------------------|----------------------------|-------|----------|
|-------------------|-----------------|---------------------------|----------------------------|-------|----------|

| | | | | | |
|--|--|--|----------------------------|---|---|
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | explanatory lecture, with discussions, questions and answers on the blackboard and screen | Definition of communication Definition of the art of communication | counseling psychologist | 2 | 1 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers | Elements of the communication process (sender - message - medium - receiver (feedback - | counseling psychologist | 2 | 2 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture, illustrative diagrams on the board, realistic examples, display screen, discussions, and questions and answers | Communication obstacles and factors affecting it | counseling psychologist | 2 | 3 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | An illustrated lecture on the blackboard and display screen realistic exam- ples, discussions, and questions and answers | Problems of good communication | counseling psychologist | 2 | 4 |

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|--|--|--|----------------------------|---|---|
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | An illustrated lecture on the blackboard and display screen, discussions, questions and answers | Communication in the counseling process | counseling psychologist | 2 | 5 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, and real-life examples | Types of communication verbal - non-) verbal - personal - subjective - written - oral - (formal - informal | counseling psychologist | 2 | 6 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, and real-life examples | Networks star shape - letter) G shape - wheel (shape | counseling psychologist | 2 | 7 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | An illustrated lecture on the blackboard and display screen, discussions, questions and answers | Motivation and communication process | counseling psychologist | 2 | 8 |

| | | | | | |
|--|---|--|----------------------------|---|----|
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | An illustrated lecture on the blackboard and display screen, discussions, questions and answers | Communication theories | counseling psychologist | 2 | 9 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, realistic examples, and practical application of .skills | Communication skills for mentors | counseling psychologist | 2 | 10 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, realistic examples, and practical application of .skills | The skill of listening - the skill of silence - the skill of confrontation | counseling psychologist | 2 | 11 |

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|--|---|---|----------------------------|---|----|
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, realistic examples, and practical application of .skills | Observation skill speaking skill - - writing skill - persuasion skill - reading skill | counseling psychologist | 2 | 12 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, realistic examples, and practical .application | Body language and its relationship to good communication | counseling psychologist | 2 | 13 |
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, and real-life examples | Self communication skill | counseling psychologist | 2 | 14 |

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|--|--|--|----------------------------|---|----|
| surprise tests , assigning students to reports, oral exams, and homework questions at the end of each course | Lecture and illustrative diagrams on the blackboard and display screen. Discussions, questions and answers, and real-life examples | The skill of communicating with others | counseling psychologist | 2 | 15 |
|--|--|--|----------------------------|---|----|

.11.Course evaluation

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

.12.Learning and teaching resources

| | |
|---|--|
| nothing | Required textbooks methodology, if) (any |
| Good communication skills Dr. Medhat Muhammad Abu Al-Nasr2015 Communication skills, theories, and general foundations, Dr. Khadra Omar Al-Mufleh2015 Principles of Educational and Humanitarian Communication Dr. Omar Abdel Rahim Nasrallah2001 | Main references (sources) |
| Scientific journals | Recommended supporting books and references scientific journals,) (...reports |
| Body language guidewww.synergologie.com Some research and articles | Electronic references, websites |

Course description form

| | |
|---|-----------------|
| 1. Course name | |
| Developmental psychology–The second phase–the department of Arabic language . | |
| 2. Course code | |
| | |
| 3. Semester/year | |
| First semester (2023–2024) | |
| 4. The date this description was prepared | |
| 2023 | |
| 5. Available attendance forms | |
| My presence | |
| 6. Number of study hours (total)/number of units (total) | |
| 2 hours a week | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| M. Shahad Raysan Obaid Al-Asal shahad.obaid@uobasrah.edu.iq | |
| 8. Course objectives | |
| <p>1- Introducing students to developmental psychology, explaining the stages of linguistic development, and knowing the nature of man and his relationship with the environment in which he lives.</p> <p>2- Increasing students’ awareness of the stages of human cognitive development, explaining the importance of the stages of human development, and knowing the standards of growth in all its stages and manifestations.</p> <p>3- Focus on the importance of distinguishing between the branches of developmental psychology, whether applied or theoretical.</p> <p>4- Developing students’ ability and increasing their skills to guide individuals in the various stages of development to deal with everything that is common at every age and specific stage in terms of identifying potential problems and preventing them from problems of cognitive, social, or emotional development to later difficulties. The earlier a problem is discovered, the faster intervention is possible. And solve problems to achieve better results.</p> | aSubject scorer |

9. Teaching and learning strategies

The lesson includes 2 hours of theory/the number of weekly hours is approved, distributed over 15 weeks.

The strategy

10. Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|--|--|---|----------------------------|-------|----------|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and | An explanatory lecture with explanation on the board | The concept of growth, its definition, importance, laws and stages of growth. | | 2 | 1 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and | An explanatory lecture with explanation on the board | Factors affecting growth, genetic factors, environmental factors. | | 2 | 2 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Research methods in developmental psychology, methods of collecting information for research (longitudinal, cross-sectional, experimental, correlational) | | 2 | 3 |

| | | | | | |
|--|--|---|--|---|---|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and | An explanatory lecture with explanation on the board | Childhood stage (definition, importance, stages). | | 2 | 4 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance | An explanatory lecture with explanation on the board | Childhood (physical growth, mental, linguistic, social, emotional, and moral | | | |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each | An explanatory lecture with explanation on the board | The role of social institutions in the socialization of the child (family, school, pairing, media). | | 2 | 5 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and | An explanatory lecture with explanation on the board | Adolescence (definition, importance, stages) | | 2 | 6 |

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|--|--|---|--|---|----|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each | An explanatory lecture with explanation on the board | Adolescence (physical growth, mental, linguistic, social, emotional, and moral development) | | 2 | 7 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and | An explanatory lecture with explanation on the board | A first exam for topics taken in the previous weeks | | 2 | 8 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and | An explanatory lecture with explanation on the board | The teenager, the profession, and the importance of work in the life of the teenager | | 2 | 9 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and | An explanatory lecture with explanation on the board | The importance of choosing a job, the factors affecting it, and the adolescent's compatibility with work. | | 2 | 10 |

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|--|--|---|--|---|----|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and | An explanatory lecture with explanation on the board | Adolescents' attitudes and tendencies and the importance of tendencies and tendencies | | 2 | 11 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and | An explanatory lecture with explanation on the board | Sources of acquiring inclinations, trends, and factors influencing adolescents' attitudes and inclinations. | | 2 | 12 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and | An explanatory lecture with explanation on the board | Adolescent problems (school delay) | | 2 | 13 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and | An explanatory lecture with explanation on the board | Adolescent problems (aggressive behavior) | | 2 | 14 |

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|---|--|--|--|---|----|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each | An explanatory lecture with explanation on the board | Adolescent problems (adolescent delinquency) | | 2 | 15 |
|---|--|--|--|---|----|

11. Course evaluation

The score out of 100 is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

12. Learning and teaching resources

| | Required textbooks (methodology, if any) |
|---|---|
| Al-Alusi, Jamal Hussein (1983): Psychology of Childhood and Adolescence, Baghdad, University of Baghdad. Arifaj, Sami (1993): Evolutionary Psychology, Jordan, Amman, Majdalawi Publishing House. Al-Tufaili, Ittimil Zain Al-Din (2004): Developmental Psychology–From childhood to old age. | Main references (sources) |
| Scientific journals | Recommended supporting books and references (scientific journals, reports...) |
| Some articles and research | Electronic references, websites |

Course description form

| | |
|---|-----------------|
| 1. Course name | |
| Tests and standards–third level–Department of psychological counseling and educational guidance. | |
| 2. Course code | |
| | |
| 3. Semester/year | |
| First semester (2023–2024) | |
| 4. DatePreparationThis description | |
| 2023 | |
| 5.shapesAttendance available | |
| My presence | |
| 6. Number of study hours (total)/number of units (total) | |
| 2 hours per week | |
| 7. Name of the course administrator (if moreFrom a name mentioned) | |
| M. Shahad Raysan Obaid Al-Asal shahad.obaid@uobasrah.edu.iq | |
| 8.GoalsThe decision | |
| <p>Tests and standards material</p> <p>5- Focusing on the fact that tests are among the most important subjects that teach methods of collecting information on which psychological counseling depends in all schools, universities, and technical and vocational institutes. Educational counselors in secondary and primary schools and researchers in the field of educational and psychological sciences in general and in psychological counseling in particular must be prepared.</p> <p>6- Focusing on that it is one of the most important means of placing the appropriate solution in the appropriate place. Therefore, specialists at the bachelor’s degree level must be prepared to work in community institutions such as the Ministry of Labor and Social Affairs or the Ministry of Youth and Sports.</p> | aSubject scorer |

9. Teaching and learning strategies

The lesson includes 2 hours of theory/the number of weekly hours is approved, distributed over 15 weeks.

The strategy

10. Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|--|--|--|----------------------------|-------|----------|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Introduction to psychometrics | | 2 | 1 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | The concept of testing, measurement and evaluation and the relationship between them. | | 2 | 2 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | The nature of psychological measurement, types of psychological measurement, and psychometric scales | | 2 | 3 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Types of tests, psychological measures, and intelligence tests. | | 2 | 4 |

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|--|--|---|--|---|---|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Special aptitude tests and achievement tests | | 2 | 5 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | A general and comprehensive review of the first five topics | | 2 | 6 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Personality tests and measures | | 2 | 7 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | The main steps in building a testTAnd personal standards | | 2 | 8 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | A first exam for topics taken in the previous weeks | | 2 | 9 |

| | | | | | |
|--|--|---|--|---|----|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Test instructions and conditions for its application | | 2 | 10 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Psychometric properties of psychological tests and measures (validity, reliability, discrimination) | | 2 | 11 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Types of scale validity (facet, content, scale-related) | | 2 | 12 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | The discriminating power of the test items or psychological scale | | 2 | 13 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Test reliability and methods for finding the reliability of psychological tests and measures | | 2 | 14 |

| | | | | | |
|--|--|---|--|---|----|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | The coefficient of ease and difficulty of the paragraph, the coefficient of distinction of the paragraph. | | 2 | 15 |
|--|--|---|--|---|----|

11. Course evaluation

The score out of 100 is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

12. Learning and teaching resources

| | |
|---|---|
| | Required textbooks (methodology, if any) |
| Al Nuaimi, Muhannad Muhammad Abdel Sattar. (Psychometrics in education and psychology). (2014). 1st edition, Diyala University Press. Iraq . Al-Kubaisi, Waheeb Majeed. (Psychological measurement between theory and application). (2011). 1st edition. Misr Mutada Press, Baghdad. | Main references (sources) |
| Scientific journals | Recommended supporting books and references (scientific journals, reports...) |
| Some articles and research | Electronic references, websites |

Course description form

| | |
|---|-----------------|
| 1. Course name | |
| Counseling and mental health-third level-Department of Qur'anic Sciences. | |
| 2. Course code | |
| | |
| 3. Semester/year | |
| First semester (2023-2024) | |
| 4. DatePreparationThis description | |
| 2023 | |
| 5.shapesAttendance available | |
| My presence | |
| 6. Number of study hours (total)/number of units (total) | |
| 2 hours per week | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| M. Shahad Raysan Obaid Al-Asal shahad.obaid@uobasrah.edu.iq | |
| 8. Course objectives | |
| <p>1- Increasing students' awareness of the field of psychological counseling, which is one of the important fields in human life at the present time due to the increasing severity of psychological and social problems due to social, economic and technological changes and developments occurring in the field of education.</p> <p>2- Teaching students important counseling skills that lead them to personal and social harmony by increasing their knowledge of their abilities and aptitudesMTheir inclinations, self-realization, and psychological health, which are among the most important goals of psychological counseling.</p> <p>3- Increasing students' awareness of how to achieve a balance between behavior, social status, and the conditions of the surrounding environment by satisfying basic needs and comparing them with the requirements of the environment.</p> <p>4- Enabling the student to keep pace with the developments and changes of the times and help him distinguish between the right action and the wrong action and face all the challenges and difficulties of life.</p> | aSubject scorer |

9. Teaching and learning strategies

| | |
|--|--------------|
| The lesson includes 2 hours of theory/the number of weekly hours is approved, distributed over 15 weeks. | The strategy |
|--|--------------|

10. Course structure

| Evaluation method | Learning method | Unit name or the topic | Required learning outcomes | hours | the week |
|--|--|--|----------------------------|-------|----------|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | The concept of counselling, the concept of mental health, and the foundations of counseling (philosophical, social, moral, religious, psychological) | | 2 | 1 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Individual guidance, group guidance, and direct and indirect guidance. | | 2 | 2 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Psychoanalytic theory. | | 2 | 3 |

| | | | | | |
|--|--|--|--|---|---|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Behavioral and existential theories. | | 2 | 4 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us | An explanatory lecture with explanation on the board | Existential theories. | | | 5 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Information necessary for guidance (cumulative record, case study, tests and standards, observation, interview). | | 2 | 6 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Guidance and guidance in the school (the guidance teacher, his functions and preparation, and the need for guidance programs in the school). | | 2 | 7 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Mental health (its relationship, goals, and importance), the normal and abnormal person, and personality standards. | | 2 | 8 |

| | | | | | |
|--|--|---|--|---|----|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | A first exam for topics taken in the previous weeks | | 2 | 9 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | The causes of psychological crises and psychological disorders, their sources, and the proper ways to solve them. | | 2 | 10 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | (Compensation, reincarnation, reverse formation, projection, justification). | | 2 | 11 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | (Suppression, withdrawal, daydreaming, projection, compensation) | | 2 | 12 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | Illness, defensive and escape symptoms. | | 2 | 13 |

| | | | | | |
|--|--|--|--|---|----|
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | The meaning of compatibility, the nature of compatibility, its types, and the characteristics of the compatible person | | 2 | 14 |
| Surprise tests and assigning students to manage the lecture under supervision and guidance from us through tests at the end of each course and monthly | An explanatory lecture with explanation on the board | A second exam for topics taken in previous weeks | | 2 | 15 |

11. Course evaluation

The score out of 100 is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

12. Learning and teaching resources

| | |
|---|---|
| | Required textbooks (methodology, if any) |
| Al-Dahri, Saleh Hassan, Principles of Psychological and Educational Counseling. Al-Imam, Mustafa Mahmoud, and others (1991) Psychological Counseling and Educational Guidance, University of Baghdad. Daoud Aziz Hanna, and Al-Obaidi, Nazim Hashim (1990) Personality Psychology, University of Baghdad. | Main references (sources) |
| Scientific journals | Recommended supporting books and references (scientific journals, reports...) |
| | Electronic references, websites |