

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



# **Academic Program and Course Description Guide**

**2024-2025**

**Academic Program and Course Description Guide**  
**Academic Program and Course Description Guide**

**University Name: University of Basra**

**College/Institute: College of Education for Humanities**

**Academic Department: Department of Psychological Counseling and Educational Guidance**

**Name of academic or professional program: Psychological Counseling and Educational Guidance**

**Final Degree Name: Bachelor's in Psychological Counseling and Educational Guidance**

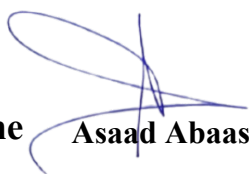
**Academic system: Annual**

**Description preparation date: 05/01/2025**

**File completion date: 05/15/2025**

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**Scientific Assistant Name**  
**the date**

  
**Asaad Abaas**

the signature



**AHead of Department: Prof. Dr.**  
**Maida Mardan Mohi**  
**the date**

**Check the file**

**before**

**Quality Assurance and University Performance Division**


**Name of the Director of the Quality Assurance and University**

**Performance Division: Asst. Dr. Makram Gamal**

**Date: 25/8/2025**

the signature



  
**Dean's approval**  
**Asst. Prof. Dr. Wissam**  
**Juma Lafta**

1.	Program vision
	to be one of the leading higher education The College of Education for Humanities seeks institutions at the University of Basra in the field of modern education and scientific research through its scientific, research and administrative activities, and the preparation and training of students to ensure high-level outcomes in psychological counseling and educational guidance by providing the best curricula and training programs and adopting the latest teaching methods to continuously develop the department's outputs and provide training and consulting services to . educational counselors who continue to serve

2.	Program message
	Ensuring the provision of the best guidance services to public schools, which helps achieve the goals and needs of society in developing the student's personality in all its aspects and achieving .the goals of psychological guidance and educational guidance

3.	Program objectives
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5.	Program accreditation
	nothing

6.	Other external influences
	nothing

7.	Program structure			
* comments	percentage	Study unit	Number of courses	Program structure
Basic course	% 11.1	14	5	Institutional requirements
Basic course	%1.85	4	1	College requirements
Basic course	%86.66	125	39	Department requirements
Basic course	% 11.1	5	(Viewing/Application) Fourth stage	Summer training
				Other

.Notes may include whether the course is basic or optional \*

Academic program description .7	
This academic program description provides a concise summary of the program's key features and the learning outcomes the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities available and is accompanied by a description of .each course within the program	
<ul style="list-style-type: none"> <li>- University of Basra</li> <li>- College of Education for Humanities</li> <li>- Psychological counseling and educational guidance</li> <li>- Bachelor of Education / Psychological Counseling and Educational Guidance</li> <li>- annual</li> <li>- Association of Arab Universities</li> <li>- Ministry of Education / Ministry of Planning</li> <li>- 2025/8/15</li> </ul>	<ul style="list-style-type: none"> <li>1- Educational institution</li> <li>2- Scientific Department</li> <li>3- Name of academic or professional program</li> <li>4- Final Certificate Name</li> <li>5- / Annual / Courses Academic System Other</li> <li>6- Accredited Certification Program</li> <li>7- Other external influences</li> <li>8- Description preparation date</li> </ul>
9- :Academic Program Objectives The department seeks to achieve the following objectives <ul style="list-style-type: none"> <li>- Preparing counselors with a bachelor's degree in psychological counseling and educational .guidance</li> <li>- Preparing a select group of outstanding students from the department in the field of .psychological counseling and educational guidance to complete their postgraduate studies</li> <li>- .School counselors in the field of psychological counseling and educational guidance</li> <li>- Preparing research and studies in all areas of psychological counseling, which enhances .the relevant literature</li> <li>- Submitting studies published in the field of psychological counseling and expressing .opinions on them</li> </ul>	

8. Program structure				
Credit hours		Course name	Course code	Academic stage
practical	theoretical			
	3	Guiding Principles		5 202 – 4 202 First stage
	3	Guidance principles		2024-2023 First stage
	3	General Psychology		2025-2024 First stage
	3	physiological psychology		2025-2024 First stage
	2	Foundations of education		2025-2024 First stage
	1	English language		2025-2024 First stage
	2	Computer science		2025-2024 First stage
	1	Arabic		2025-2024 First stage
	1	human rights		2025-2024 First stage
	3	Personality theories		2025-2024 The second stage
	3	developmental psychology		2025-2024 The second stage
	3	Mental health		2025-2024 The second stage
	3	Family counseling		2025-2024 The second stage
	2	social psychology		2025-2024 The second stage
	2	Educational statistics		2025-2024 The second stage
	1	Baath crimes		2025-2024 The second stage
	1	English language		2025-2024 The second stage
	1	Arabic		2025-2024 The second stage
	2	Computer science		2025-2024 The second stage
	3	Guiding theories		2025-2024 Stage 3
	3	Case study		2025-2024 Stage 3
	3	behavior modification		2025-2024 Stage 3

8. Program structure				
Credit hours		Course name	Course code	Academic stage
practical	theoretical			
	2	Tests and Measures		2025-2024 Stage 3
	3	Scientific research methods		2025-2024 Stage 3
	3	Guidance interview		2025-2024 Stage 3
	2	The art of communication		2025-2024 Stage 3
	3	Educational Psychology		2024-2023 Stage 3
	2	Clinical Psychology		2025-2024 Stage Four
	2	Guidance applications		2025-2024 Stage Four
	3	Group guidance		2025-2024 Stage Four
	3	Career guidance theories		2025-2024 Stage Four
	2	Graduation research		2025-2024 Stage Four
	3	Guidance methods		2025-2024 Stage Four
	3	Guidance of the elite		2025-2024 Stage Four
	2	School guidance		2025-2024 Stage Four

## 9. Expected learning outcomes of the program

## knowledge

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>- To enable students to acquire the most important methods and skills necessary for the counseling process and to develop a positive attitude .towards the counseling profession</li> <li>- Providing students with theoretical information about counseling and , enabling students to identify understand and apply counseling . theories</li> </ul> | <ul style="list-style-type: none"> <li>- Enabling students to understand counseling work using techniques and skills that help communicate .effectively with others</li> <li>- Qualifying and preparing students professionally as educational counselors capable of making counseling .work successful</li> <li>- Acquiring research concepts (researcher, scientific thinking , means of collecting information, research ethics) and understanding the methods of collecting information in research and the practical application of . writing scientific research</li> </ul> |
|---|---|

## 10. Skills

<p>Enabling the student to acquire, work – .with and apply basic skills</p> <p>Enabling students to acquire the – basic counseling skills required, such as listening skills, the ability to respond and communicate with others in verbal and non-verbal forms, and interpreting 'the non-verbal aspects of others .behavior</p> <p>Enabling students to acquire the skills – ,of setting guidance objectives represented by the ability to identify and define objectives and the extent to which they are appropriate to the guidance counselor's work and the .problem he seeks to solve</p> <p>Teaching methods for teaching – psychological counseling</p> <p>Proficiency in the scientific aspects of – the curriculum, such as designing .guidance programs</p> <p>Writing research and studies in – various fields of psychological . counseling</p>	<ul style="list-style-type: none"> <li>- ,Empowering the student mentally through training practice and education organized through knowledge .and experiences</li> <li>- ,The ability to participate in groups, dialogue, debate .listen to others and accept their opinions</li> <li>- .Students acquire general and transferable skills, i.e .other skills</li> </ul> <p>Related to employability and personal development through the delivery of information in the field of .counseling</p> <ul style="list-style-type: none"> <li>- Enhancing the student's confidence in expressing his ideas clearly and confidently in speech, enabling him to deal effectively with the demands and challenges of . daily life</li> <li>- Enhancing the student's confidence to behave appropriately in social interaction situations with others . and to control his behavior towards them</li> </ul>
11. values	



Developing students' sense of self- – .esteem Educating students on the culture of – integrity and combating corruption in all .its forms Enhancing students' sense of respect – for the highest principles and ethics of .the profession Enabling students to respect the – rights of those who benefit from their profession, culture, religion, gender and .race Training students to respect the – freedom of expression, thought and .creativity of others Enhancing the spirit of cooperation – . and teamwork among students	.Educating students to respect human dignity – Developing students' sense of responsibility during . their studies and work Developing moral values among students that – constitute models of noble virtues and ideals by .highlighting several moral images .Training students to work honestly and objectively – The most important thing that distinguishes his work is his ability to be open and accept the opinions of . others as they are Providing students with diverse academic skills that enhance their academic achievement, discuss their academic ambitions, and create a well-rounded ,personality that is psychologically, socially academically, culturally, intellectually , and mentally .compatible
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## 12. Teaching and learning strategies

An explanatory lecture with explanations and examples using a projector screen and a –  
 .whiteboard

Scientific discussions, dialogue, and the use of modern technologies for comprehension –  
 .and benefiting from websites, electronic and paper books

. Monthly written essay or objective tests

.Grades are awarded for daily participation and assignments –

.Oral exams –

Grades for research and reports related to the lecture topic, and for attendance and –  
 .regularity in lectures

. Agreed and non-agreed exams –

.Classroom and extracurricular assignments –

,Communicate intellectually with students and develop their ability to work confidently, listen –  
 .accept other opinions, discuss, and participate in group work

13. Evaluation methods						
1- Daily tests with questions related to the subject matter						
2- .Submitting research papers with a well-thought-out scientific plan						
3- . monthly written tests						

14. Faculty						
Faculty members						
Faculty preparation		Special requirements/skills ( if any)		Specialization		Academic rank
lecturer	angel			private	general	
	6			PhD in Counseling	Educational guidance	Mr
	6			PhD in Psychological Counseling and Educational Guidance	Educational guidance	assistant professor
	1			- of Topology Master Mathematics	mathematics	assistant professor
	3			PhD in Psychological Counseling and Educational Guidance	Educational guidance	teacher
	(2) Contract			PhD in Psychological Counseling and Educational Guidance	Educational guidance	teacher
	1			in Educational PhD Psychology	Educational Psychology	teacher
	4			Master's degree in psychological counseling and educational guidance	Educational guidance	Assistant Professor
	(1) Contract			Master's degree in psychological counseling and educational guidance	Educational guidance	Assistant Professor
	1			Master's	Physiology	Assistant Professor
	(1) Contract			Master's	Educational Psychology	Assistant Professor

15. Professional development
Orientation of new faculty members
1- .Attention to the external appearance and uniform of the university professor 2- .Caring for the moral side with the faculty and students 3- Cooperating with the administrative side and providing assistance to the examination .committees 4- .Interest in scientific publishing in local, Arab and international journals 5- , Encourage them to participate in academic activities, including conferences, seminars .and workshops
Professional development for faculty members
16. Acceptance criteria
1- .Central Admission at the Ministry of Higher Education and Scientific Research 2- .The student must be a graduate of middle school 3- . certified teachers 4- .Acceptance is for both genders
17. The most important sources of information about the program
1- .The website of the college and university 2- .University guide 3- .Books and scientific resources of the department

**18. Program developer**

The department works to prepare and qualify specialists in the field of psychological and educational counseling to work in middle and secondary schools on the staff of the Ministry of Education. This is done by preparing and qualifying them with theoretical and practical ,experience, and developing their knowledge and skills, enabling them to become knowledgeable professional practitioners, ethically committed, and capable of bringing about positive change in society. The department also prepares students educationally, psychologically, and professionally in the College of Education and in other departments as well. This is done by teaching them educational and psychological subjects that provide equal opportunities with the specialized subjects, in order for the graduates of this college to be highly qualified to be effective teachers . serving education

Program Skills Map															
Required learning outcomes of the program															
Affective and value-based goals				Program skill objectives				Knowledge objectives				Essential or ?optional	Course name	Course code	Academic stage
A4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
/	/	/	/	/	/	/	/	/	/	/	/	essential	Guiding Principles		First
/	/	/	/	/	/	/	/	/	/	/	/	essential	Guidance principles		
/	/	/	/	/	/	/	/	/	/	/	/	essential	General Psychology		First
/	/	/	/	/	/	/	/	/	/	/	/	essential	Readings		
/	/	/	/	/	/	/	/	/	/	/	/	essential	physiological psychology		First
/	/	/	/	/	/	/	/	/	/	/	/	essential	Foundations of education		
/	/	/	/	/	/	/	/	/	/	/	/	essential	English language		First
/	/	/	/	/	/	/	/	/	/	/	/	essential	Computer science		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Arabic		First
/	/	/	/	/	/	/	/	/	/	/	/	essential	human rights		First
/	/	/	/	/	/	/	/	/	/	/	/	essential	Personality theories		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	Guidance texts		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	developmental psychology		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	Mental health		Second

Program Skills Map															
Required learning outcomes of the program															
Affective and value-based goals				Program skill objectives				Knowledge objectives				Essential or ?optional	Course name	Course code	Academic stage
A4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
/	/	/	/	/	/	/	/	/	/	/	/	essential	Family counseling		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	social psychology		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	Educational statistics		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	Baath crimes		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	English language		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	Computer science		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	Guiding theories		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	Case study		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	behavior modification		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	Tests and Measures		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	Scientific research methods		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	Guidance interview		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	The art of communication		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	Educational Psychology		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	Clinical Psychology		Fourth

Program Skills Map															
Required learning outcomes of the program															
Affective and value-based goals				Program skill objectives				Knowledge objectives				Essential or ?optional	Course name	Course code	Academic stage
A4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
/	/	/	/	/	/	/	/	/	/	/	/	essential	Guidance applications		Fourth
/	/	/	/	/	/	/	/	/	/	/	/	essential	Group guidance		Fourth
/	/	/	/	/	/	/	/	/	/	/	/	essential	Career guidance theories		Fourth
/	/	/	/	/	/	/	/	/	/	/	/	essential	Graduation research		Fourth
/	/	/	/	/	/	/	/	/	/	/	/	essential	Guidance methods		Fourth
/	/	/	/	/	/	/	/	/	/	/	/	essential	Guidance of the elite		Fourth
/	/	/	/	/	/	/	/	/	/	/	/	essential	School guidance		Fourth

- .Please tick the boxes corresponding to the individual learning outcomes of the programme that are subject to evaluation

## Course Description Form

Course name .1	
Guiding Theories - Third Stage / College of Education for Human Sciences - University of Basra	
Course code .2	
Semester/Year .3	
(2025-2024)	
Date of preparation of this description .4	
2025	
Available forms of attendance .5	
My presence	
Number of study hours (total) / Number of units (total) .6	
hours per week 3	
Name of the course supervisor (if more than one name is mentioned) .7	
Prof. Dr. Maida Mardan Mohi <a href="mailto:Maida.mardan@uobasrah.edu.iq">Maida.mardan@uobasrah.edu.iq</a>	
Course objectives .8	
1- Learn about the theoretical frameworks and theoretical backgrounds in psychology and its view of human nature and .how human behavior develops 2- Focus on interpreting the guiding theories of .psychological disorders and abnormal behavior 3- Identify the counseling techniques and strategies adopted by psychological theorists and how to apply them to .treat disturbed behaviors	Course objectives
Teaching and learning strategies .9	
The lesson includes (3) theoretical hours - the number of weekly hours is . approved and distributed over 15 weeks	Strategy
Course structure .10	



Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	The concept of theory, scientific theory in psychological ,counseling characteristics of a good theory Its importance and functions	Psychological Counselor	3	1
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Freud's psychoanalytic theories ,Concepts pathological behavior		3	2
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Freudian ,treatment methods Applications of the theory, the role of the counselor Strengthen the theory		3	3
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Adler's theory of individual counseling Theoretical concepts, goals of Adlerian counseling Adler's human		3	4
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Adler's abnormal behavior, the therapeutic process and its stages, Adlerian counseling methods The role of the		3	5

Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Berne's Transactional Analysis Theory character building The counseling process, its ,objectives, stages and applications		3	6
		First semester exam		3	7
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Behavioral therapy theories Theory initiator Factors affecting the learning process		3	8
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Guidance by reality character building The counseling process, its ,objectives, stages and applications The role of the guide and the		3	9
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Phenomenological theory, client-centered counseling Theoretical ,concepts personality building and development The guidance process and its		3	10

Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Gestalt theory Human nature in Perls Personality structure and development theoretical concepts		3	11
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	development of abnormal behavior Guiding objectives and methods Applications of the theory		3	12
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Rational Emotive Therapy Theory Albert Ellis The importance of the theory and its assumptions The guidance process and its steps		3	13
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Guiding methods of theory Applications of the theory, the role of the guide and the guide Therapeutic relationship		3	14
		Second semester exam			15
Course Evaluation .11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily .preparation, daily, oral, monthly and written exams, reports, etc					
Learning and teaching resources .12					

nothing	Required textbooks (methodology if available)
Counseling and Psychotherapy Theories Professor Kamal Youssef Balan 2015 / Theories of Counseling and Psychotherapy / Muhammad Qasim Abdullah 2012	Main References (Sources)
Applications of counseling theories in scientific journals and videos of theorists	Recommended supporting books and references (...scientific journals, reports)
/ American Psychological Association Mahaja website, therapeutic sessions	Electronic references, websites

## Course Description Form

Course name .1
Scientific Research Methodology – Third Stage – Department of Psychological Counseling and Educational Guidance
Course code .2
Semester/Year .3
2025\2024
Date of preparation of this description .4
2025
Available forms of attendance .5
My presence
Number of study hours (total) / Number of units (total) .6
hours per week / 5 units 3
Name of the course supervisor (if more than one name is mentioned) .7

Prof. Dr. Batoul Banai Zubeiri

[Batool.zubary@uobasrah.edu.iq](mailto:Batool.zubary@uobasrah.edu.iq)

#### Course objectives .8

<p>1– Knowing the concepts of research, which are the researcher, scientific thinking, means of collecting ...information, research ethics</p> <p>2– Identify descriptive, historical, and experimental scientific research methods, their types, and the characteristics of .each</p> <p>3– Understanding methods of collecting information in</p>	Course objectives
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#### Teaching and learning strategies .9

<p>The lecture–</p> <p>Discussion and dialogue–</p> <p>Practical application</p> <p>Brainstorming</p> <p>Interrogation–</p>	Strategy
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#### Course structure .10

Evaluation	Learning	Name of unit or topic	Required	watches	week
Asking oral questions	,Lecture discussion and dialogue	The importance of scientific research Specifications of a scientific–		3	1
Asking oral questions	Discussion and dialogue	The problem with the search Problem validity conditions– The importance of research		3	2
Attendance and follow-up	recitation brainstorming	Research objectives Research hypotheses Defining terms–		3	3

Attendance and follow-up	recitation interrogation	Research 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 interrelationships–		3	6
Attendance and follow-up	recitation and interrogation	Experimental research– Conducting the experiment Control group and experimental-group		3	7
Oral questions	Discussion and dialogue	Samples 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	recitation Dialogue	Samples– Methods of choosing it–		3	11
Oral questions	Discussion and dialogue	Its benefits Its types Characteristics of a good sample		3	12
Solve the exercises	recitation brainstorming	Statistics Its branches and fields The middle, the median, the– mode		3	13

Writing a research	Discussion and dialogue	?How to write a research paper the plan– methodology–		3	14
Writing a research	Discussion and dialogue	Results Conclusions– Sources– Appendices–		3	15
Course Evaluation .11					
:The final grade out of 100 is distributed as follows marks for the student's daily activity in the first semester – 20 5 – marks for the first exam 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					
Learning and teaching resources .12					
Al-Jabry, Kazem Karim and Sabri, Dawood Abdul*			Required textbooks (methodology if		
Dawidar, Abdel Fattah Mohamed. 1999. Research			Main References (Sources)		
Scientific research in scientific journals			Recommended supporting books and references (scientific journals, reports...)		
nothing			Electronic references, websites		

## Course Description Form

Course name .1
Clinical Psychology / Fourth Stage / Psychological Counseling Department
Course code .2

Semester/Year .3					
(2025/2024)					
Date of preparation of this description .4					
2025					
Available forms of attendance .5					
My presence					
Number of study hours (total) / Number of units (total) .6					
hours per week 2					
Name of the course supervisor (if more than one name is mentioned) .7					
Prof. Dr. Safaa Abdul Zahra Hamid Al-Jumaan <a href="mailto:safaa.hameed@uobasrah.edu.iq">safaa.hameed@uobasrah.edu.iq</a>					
Course objectives .8					
Introducing the student to the importance of the course (Clinical Psychology), a specialized course in the Department of .Psychological Counseling Helping students of psychological counseling diagnose psychological disorders and helping individuals adapt using .appropriate diagnostic tools					Course objectives
Teaching and learning strategies .9					
Lecture - Brainstorming - Discussion - Report Writing					Strategy
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week
By following up on 'students homework	Lecture	♦ - Historical overview .Modern clinical psychology ♦ Its importance - its topic - its .fields		2	1



By following up on 'students homework and daily activities		<p>Mental illness</p> <ul style="list-style-type: none"> <li>◆ Interpretation of mental illness</li> <li>◆ Mental illness : the concept of mental illness</li> <li>◆ Classification of mental illnesses</li> <li>.A- Organic mental illness</li> <li>B- Mental illness with a non-organic cause</li> <li>■ The distinctive differences between mental and psychological illnesses</li> </ul>		2	2
By following up on 'students homework and daily activities		<p>Different trends and theories in explaining mental illness</p> <ul style="list-style-type: none"> <li>- .School of psychoanalysis</li> <li>- .Neo-Freudians</li> <li>- Behavioral</li> <li>● A comprehensive view of the interpretation of personality disorders</li> </ul>		2	3
By following up on 'students homework		<p>- :Psychotherapy</p> <ul style="list-style-type: none"> <li>■ ?What is psychotherapy</li> <li>■ .Psychotherapy methods</li> </ul>		2	4
By following up on 'students homework and daily activities		<ul style="list-style-type: none"> <li>● Psychotherapy according to the Freudian school of psychoanalysis</li> <li>● Psychotherapy according to .Kornihorni</li> </ul>		2	5
By following up on 'students homework and daily activities		<ul style="list-style-type: none"> <li>● :Clinical interview definition, importance, and objectives</li> <li>● What are the foundations of the interview</li> </ul>		2	6
By following up on 'students homework and daily activities		<p><u>:Disorders</u></p> <ul style="list-style-type: none"> <li>1- :Neurotic disorders</li> <li>- Its concept</li> <li>- Its factors</li> <li>- .Its causes</li> </ul>		2	7

By following up on 'students homework and daily activities		:Examples of neurotic disorders - Obsessive-compulsive disorder - phobic anxiety hysteria	2	8
By following up on 'students homework and daily activities		ب :Psychotic disorders - Its concept - :Its divisions .Organic dementia, for example -1	2	9
By following up on 'students homework and daily activities		Functional schizophrenia as an .2 ,example. C. Affective disorders mania and depression as an example. D. Comparison between .neurosis and psychosis	2	10
a test		♦ - :Mental illnesses • .Pathological anxiety • Hysteria • Psychopathy	2	11
By following up on 'students homework		• Other diseases [stuttering phenomenon - shyness phenomenon [sexual deviations phenomenon -	2	12
By following up on 'students homework and daily activities		Psychotherapy (what is therapy, its ,concept and methods (psychotherapy theories	2	13
By following up on 'students homework and daily activities		Rational therapy, reality therapy .(Klaser), prevention therapy (Wolf)	2	14
a test		Functional schizophrenia is an ,example. C- Affective disorders .mania and depression are examples D- Comparison between neurosis	2	15
Course Evaluation .11				
.				
Learning and teaching resources .12				

	Required textbooks (methodology if available)
. <i>Clinical Psychology: Methodology and Application</i> .Elham Abdel Rahman Khalil, 2004 Clinical Psychology Mohammed Jassim Al-Obaidi 2013 1qqqqqqqq Clinical	Main References (Sources)
Clinical Psychology in the Field of Psychiatry Abdul Sattar Ibrahim, Abdullah Askar	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

## Course Description Form

Course name .1
Behavior Modification / Third Stage / Department of Psychological Counseling and Educational Guidance
Course code .2
Semester/Year .3
(2025/2024)
Date of preparation of this description .4
2025
Available forms of attendance .5
Daily attendance
Number of study hours (total) / Number of units (total) .6
weekly 3
Name of the course supervisor (if more than one name is mentioned) .7
Prof. Dr. Sanaa Abdel Zahra Hamid <a href="mailto:Sanaa.hameed@uobasrah.edu.iq">Sanaa.hameed@uobasrah.edu.iq</a>

Course objectives .8					
For students to get to know – Human behavior modification approach – History of behavior modification and its theoretical foundations – Modifying human behavior – Behavior modification techniques and how to apply them			Course objectives		
Teaching and learning strategies .9					
Lecture, discussion and questions, brainstorming, reports and summaries				Strategy	
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Questions and Answers	Lecture and discussion style	Introduction and general idea Basic	Introducing the student to human behavior modification and the basic concepts in human behavior modification	3	1
Questions and Answers	Lecture and discussion style	The theoretical foundations upon which the approach	Introducing the student to the theories used to modify human behavior	3	2
Questions and Answers	Lecture and discussion style	History of human behavior modification	Introducing the student to the history, principles, and characteristics of behavior .modification	3	3
Questions and Answers	Lecture and discussion style	Identify and define the target behavior	Introduce the student to the purpose of identifying and .defining the behavior	3	4
Questions and Answers	Lecture and discussion style	Behavior measurement	Introducing the student to the basic considerations in behavioral measurement, its methods, and measuring its .results	3	5
Oral test homework	Lecture and discussion style	Increasing desired behavior (reinforcement)	Introducing students to the ,concept of reinforcement ,classification of reinforcers ,selection of reinforcers	3	6

Questions and discussion	Lecture and discussion style	Shaping behavior	Introduce students to procedures that can be used .to shape new behaviors	3	7
Questions and discussion	Lecture and discussion style	Reducing unwanted behavior punishment) and its	Defining the concept of punishment, how to use punishment, and its alternatives	3	8
Questions and discussion	+ Lecture + Discussion Questions and Answers	Token economy	Introduction to token economy programs and the pros and cons of token economy programs	3	9
Questions and discussion	+ Lecture class discussions	behavioral contracting	Definition of the concept of behavioral contracting The contents of the behavioral contract and the general rules that must be taken into account when writing behavioral contracts	3	10
Questions and discussion	Lecture and discussion style	Gradual desensitization	Definition of the gradual desensitization method	3	11
Questions and discussion	Lecture and discussion style	Aversion therapy	Definition of aversion therapy	3	12
Questions and discussion	Lecture and discussion style	hidden alienation	Definition of the hidden alienation method	3	13
Questions and discussion	Lecture and discussion style	Overflow therapy	Definition of the method of treatment by elaboration	3	14
Questions and discussion	Lecture and discussion style	Cognitive behavior modification	The student should be familiar with the principles Home in human behavior modification and its	3	15
Course Evaluation .11					

**Theories – Fourth Stage – Department of Psychological Counseling and Educational Guidance / College of Education for Humanities – University of Basra**

.Oral and written tests .

Preparing reports and research, daily tests with questions related to the subject matter, submitting research papers with a well-thought-out scientific plan, monthly written tests, and applying methods to cases within the family, school, and community

Learning and teaching resources .12

	Required textbooks (methodology if (available
Behavior modification Hana Hussein Al-Falfi 2009	Main References (Sources)
Behavior Modification, by Dr. Qahtaan Ahmed Al- .1 .Thaher, 2004 ,Modifying Human Behavior, Dr. Jamal Al-Khatib .2 .2007	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

**- Course Description Form**

<b>Course name .1</b>
<b>Theories - Fourth Stage - Department of Psychological Counseling and Educational Guidance / College of Education for Humanities - University of Basra</b>
<b>Course code -2</b>
<b>Semester/Year .3</b>
<b>(2025/2024)</b>
<b>Date of preparation of this description .4</b>
<b>2025</b>
<b>Available forms of attendance .5</b>
<b>My presence</b>
<b>Number of study hours (total) / Number of units (total) .6</b>
<b>hours per week / 15 weeks 3</b>

<b>Name of the course supervisor (if more than one name is mentioned) .7</b>	
Prof. Dr. Abdul Karim Ghali Mohsen <a href="mailto:abdulkareem.muhsin@uobasra.edu.iq">abdulkareem.muhsin@uobasra.edu.iq</a>	
<b>Course objectives .8</b>	
1. Providing learners with theoretical information about . career guidance and counselling  2. Explaining the importance of guidance and professional . counseling for the educational counselor  3. Enabling the student to identify, understand and apply . professional theories	Objectives of the course
<b>Teaching and learning strategies .9</b>	
1. Structured lecture method  2. Group discussion and questioning  3. How to learn the concept  The course includes 3 theoretical hours, the number of approved hours .distributed over 15 weeks	Strategy

<b>Course structure .10</b>					
Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week
Examination tests Quarterly and daily Oral questions	Theoretical lecture and book texts Use a blackboard	The origin and development of career guidance The concept of career guidance and its development Sawyer's occupational psychology	Preparing and qualifying educational guides	3	1
Examination tests Quarterly and daily	Theoretical lecture and book texts Use a	Vocational guidance objectives	Preparing and qualifying educational	3	2

<b>Examination tests</b> <b>Quarterly and daily</b> <b>Oral questions</b>	<b>Theoretical lecture and book texts</b> <b>Use a blackboard</b>	<b>Foundations of career guidance</b> <b>Philosophical .1 foundations</b> <b>Psychological .2 foundations</b> <b>Ethical foundations .3</b>	<b>Preparing and qualifying educational guides</b>	<b>3</b>	<b>3</b>
<b>Examination tests</b> <b>Quarterly and daily</b>	<b>Theoretical lecture and book texts</b> <b>Use a</b>	<b>Career guidance theories</b> <b>Introduction to the theory of Jeans Burke 1951</b>	<b>Preparing and qualifying educational</b>	<b>3</b>	<b>4</b>
<b>Examination tests</b> <b>Quarterly and daily</b>	<b>Theoretical lecture and book texts</b> <b>Use a</b>	<b>Sauer's theory 1953</b>	<b>Preparing and qualifying educational</b>	<b>3</b>	<b>5</b>
<b>Examination tests</b> <b>Quarterly and daily</b>	<b>Theoretical lecture and book texts</b> <b>Use a</b>	<b>Ann Roe's theory</b>	<b>Preparing and qualifying educational</b>	<b>3</b>	<b>6</b>
<b>Examination tests</b> <b>Quarterly and daily</b>	<b>Theoretical lecture and book texts</b> <b>Use a</b>	<b>John Holland's Vocational Type Theory 1959</b>	<b>Preparing and qualifying educational</b>	<b>3</b>	<b>7</b>
<b>Examination tests</b> <b>Quarterly and daily</b>	<b>Theoretical lecture and book texts</b> <b>Use a</b>	<b>Social cognitive theory (Bandura)</b>	<b>Preparing and qualifying educational</b>	<b>3</b>	<b>8</b>
<b>Examination tests</b> <b>Quarterly and daily</b>	<b>Theoretical lecture and book texts</b> <b>Use a</b>	<b>Gillatt's theory</b>	<b>Preparing and qualifying educational</b>	<b>3</b>	<b>9</b>
<b>Examination tests</b> <b>Quarterly and daily</b>	<b>Theoretical lecture and book texts</b> <b>Use a</b>	<b>O'Hara's theory</b>	<b>Preparing and qualifying educational</b>	<b>3</b>	<b>10</b>
<b>Examination tests</b> <b>Quarterly and daily</b>	<b>Theoretical lecture and book texts</b> <b>Use a</b>	<b>Hershenson and Roth's theory of career choice</b>	<b>Preparing and qualifying educational</b>	<b>3</b>	<b>11</b>
<b>Examination tests</b> <b>Quarterly and daily</b>	<b>Theoretical lecture and book texts</b> <b>Use a</b>	<b>The concept of career choice</b> <b>Career selection steps</b>	<b>Preparing and qualifying educational</b>	<b>3</b>	<b>12</b>



<b>Examination tests</b> <b>Quarterly and daily</b> <b>Oral questions</b>	<b>Theoretical lecture and book texts</b> <b>Use a blackboard</b>	<b>Stages of career selection</b> <b>Job Analysis .1</b> <b>Evaluation of the client .2</b>	<b>Preparing and qualifying educational guides</b>	<b>3</b>	<b>13</b>
<b>Examination tests</b> <b>Quarterly and daily</b> <b>Oral questions</b>	<b>Theoretical lecture and book texts</b> <b>Use a blackboard</b>	<b>:Educational problems</b> <b>First: Problems related to the study type test and enrollment</b>	<b>Preparing and qualifying educational guides</b>	<b>3</b>	<b>14</b>
<b>Examination tests</b> <b>Quarterly and daily</b> <b>Oral questions</b>	<b>Theoretical lecture and book texts</b> <b>Use a blackboard</b>	<b>Second: Problems of .academic adaptation</b> <b>Third: Problems related to completing studies and moving into the workforce</b>	<b>Preparing and qualifying educational guides</b>	<b>3</b>	<b>15</b>
<b>Course Evaluation .11</b>					
The grade is distributed out of 100 based on the tasks assigned to the student, such as (semester .(exams through completing assignments and end-of-year exams					
<b>Learning and teaching resources .12</b>					
<b>Career guidance and its theories</b> <b>Jawdat Ezzat Abdel Hadi and Saeed</b>			<b>Required textbooks (methodology if available)</b>		
<b>:Vocational Guidance and Counseling</b> <b>Muhammad Abdul Hamid Al-Sheikh Mahmoud, and Muhammad Qasim Abdullah, Dar Al-Asar Al-Ilmi for .Publishing and Distribution, 2015</b>			<b>Main References (Sources)</b>		
<b>Books and magazines in the field of career guidance</b>			<b>Recommended supporting books and references (scientific journals, reports...)</b>		
<b>Career guidance and counseling sites</b>			<b>Electronic references, websites</b>		

## Course Description Form

Course name .1		
Guidance Interview - Third Stage - Department of Psychological Counseling and Educational Guidance / College of Education for Humanities / University of Basra		
Course code .2		
Semester/Year .3		
(2025/2024)		
Date of preparation of this description .4		
2025		
Available forms of attendance .5		
My presence		
Number of study hours (total) / Number of units (total) .6		
hours per week / 5 units 3		
Name of the course supervisor (if more than one name is mentioned) .7		
Prof. Dr. Abdul Karim Ghali Mohsen <a href="mailto:abdulkareem.muhsin@uobasra.edu.iq">abdulkareem.muhsin@uobasra.edu.iq</a>		
Course objectives .8		
1 - Providing students with the basics and concepts of the .counseling interview 2 - .Gain basic skills for counseling interviews 3 - Deepening the scientific understanding of the counseling .interview and its role in solving problems 4 - Understanding the mechanisms of the techniques and guidance methods used during the guidance interview and their .role in solving problems 5 - Enabling students to use counseling and psychotherapy .theories in counseling interviews	Course objectives	
Teaching and learning strategies .9		
1 - Structured lecture method 2 - Group discussion and questioning. The lesson includes 3 theoretical .hours 3 - How to learn the concept Number of credit hours distributed over 15 weeks	Strategy	

Course structure .10					
:Completed curriculum vocabulary for the preliminary study					
Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week
,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	- Definition and concept of counseling interview - Elements of the counseling interview - Guided Interview Principles	Preparing and qualifying educational guides	3	1
,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	- Guidance interview trends - The importance of the counseling interview	Preparing and qualifying educational guides	3	2
,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	- - The Value of Time Personal Appearance of the Psychologist - Reception of the guide	Preparing and qualifying educational guides	3	3
,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	- The concept of the initial interview - The importance of the initial interview	Preparing and qualifying educational guides	3	4
,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	- Initial interview patterns - Initial interview initiated by the counselor - The initial interview that the client begins with	Preparing and qualifying educational guides	3	5
,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	- The client's vision for the initial interview - The guide's vision for the initial interview	Preparing and qualifying educational guides	3	6

,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	<ul style="list-style-type: none"> <li>- Opening of the preliminary interview</li> <li>- Building the initial interview</li> </ul>	Preparing and qualifying educational guides	3	7
,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	<ul style="list-style-type: none"> <li>- Closing of the preliminary interview</li> </ul>	Preparing and qualifying educational guides	3	8
,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	<ul style="list-style-type: none"> <li>- Techniques of action (technique of confrontation)</li> <li>- Definitions of confrontation</li> <li>- Confrontation classifications</li> </ul>	Preparing and qualifying educational guides	3	9
,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	<ul style="list-style-type: none"> <li>- The importance of confrontation</li> <li>- Confrontation levels</li> </ul>	Preparing and qualifying educational guides	3	10
,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	<ul style="list-style-type: none"> <li>- Important considerations about confrontation</li> </ul>	Preparing and qualifying educational guides	3	11
,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	<ul style="list-style-type: none"> <li>- Reaction techniques</li> <li>- The art of silence</li> <li>- listening technique</li> </ul>	Preparing and qualifying educational guides	3	12
,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	<ul style="list-style-type: none"> <li>- Art of re-phrasing (reversing content)</li> <li>- Reflection art (reversing feelings)</li> </ul>	Preparing and qualifying educational guides	3	13

,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	<ul style="list-style-type: none"> <li>- Clarification technique</li> <li>- Technical objectives of clarification</li> <li>- Rules for using the art of clarification</li> </ul>	Preparing and qualifying educational guides	3	14
,Final exams semester exams, daily exams, and oral exams	Theoretical ,lecture book texts and use of the blackboard	<ul style="list-style-type: none"> <li>- Artistic trends of clarification</li> <li>- The explanatory direction of the guide</li> <li>- The explanatory direction of the client</li> </ul>	Preparing and qualifying educational guides	3	15

### Course Evaluation .11

The grade is distributed out of 100 according to the tasks assigned to the student, such as (semester .(exams through completion, homework, and end-of-year exams

### Learning and teaching resources .12

/ Interview in Counseling and Psychotherapy Maher Mahmoud Omar / Dar Al-Ma'rifa	Required textbooks (methodology if available)
/ The Interview in Psychological Counseling Ahmed Abdel Latif Abu Asaad / 2015 / 2nd Edition / Dar Al Masirah for Printing and Publishing Fundamentals of Psychological and Educational / Guidance Between Theory and Practice Abdullah Abu Zaizaa / Presented by Jamil Al-Samadi / 2009 / Yaffa Scientific House for Publishing and Distribution	Main References (Sources)
Books and magazines in the field of psychological counseling	Recommended supporting books and references (scientific journals, reports...)
Websites in the field of psychological counseling	Electronic references, websites

### Course Description Form

#### Course Description Form

Course name .1
.Family Counseling – Second Stage – Psychological Counseling Department

Course code .2
Semester/Year .3
First semester (2025–2026)
Date this description was prepared .4
2025
Available attendance forms .5
My presence
Number of study hours (total) / Number of units (total) .6
hours per week 3
Name of the course supervisor (if more than one name is mentioned) .7
Asst. Prof. Dr. Shaza Abdel Latif Majeed Al–Hamdoun <a href="mailto:Shatha.meejid@uobasrah.edu.iq">Shatha.meejid@uobasrah.edu.iq</a>

Course objectives .8
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<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 to achieve harmony and compatibility</p> <p>2- Teaching students the basics 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. Therefore, it is necessary to provide the appropriate family and psychological .climate</p>					Course objectives
Teaching and learning strategies .9					
The course includes 3 theoretical hours / the number of weekly hours is approved and .distributed over 15 weeks					Strategy
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Surprise tests and assigning students to manage the lecture under our supervision and guidance, including tests at the end of each .course and monthly	Demonstrative 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 our supervision and guidance, including tests at the end of each .course and monthly	Demonstrative lecture with explanation on the board	Factors) contributing to ,family guidance the family as a network of social human (relations		3	2
Surprise tests and assigning students to manage the lecture under our supervision and guidance, including tests at the end of each	Demonstrative 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 our supervision and guidance, including tests at the end of each .course and monthly	Demonstrative lecture with explanation on the board	Unhealthy family climate ,inhumanity) artificial love for (the child		3	4



Surprise tests and assigning students to manage the lecture under our supervision .and guidance	Demonstrative lecture with explanation on the board	Abnormal family climate (blended family, rigid (family roles		3	5
Surprise tests and assigning students to lead the lecture under our supervision and .guidance	Demonstrative lecture with explanation on the board	Some abnormal operations in the family (false ,reciprocity ,obfuscation abnormal (triangle		3	6
Surprise tests and assigning students to manage the lecture under our supervision and guidance, including tests at the end of each .course and monthly	Demonstrative lecture with explanation on the board	Family in psychological counseling, how conflict is generated within .the family		3	7
Surprise tests and assigning students to manage the lecture under our supervision and guidance, including tests at the end of each	Demonstrative lecture with explanation on the board	First exam on the topics covered in the .previous weeks		3	8
Surprise tests and assigning students to manage the lecture under our supervision and guidance, including tests at the end of each	Demonstrative lecture with explanation on the board	Diagnosing the family's mismanagement of its functions the role of) – family life		3	9

Surprise tests and assigning students to manage the lecture under our supervision and guidance, including tests at the end of each .course and monthly	Demonstrative lecture with explanation on the board	Initial communications phase Problem identification stage Problem identification stage Goal setting stage		3	10
Surprise tests and assigning students to manage the lecture under our supervision and guidance, including tests at the end of each .course and monthly	Demonstrative lecture with explanation on the board	Psychoanalytic theory and the role of the counselor in family – counseling psychoanalytic		3	11
Surprise tests and assigning students to manage the lecture under our supervision and guidance, including tests at the end of each .course and monthly	Demonstrative lecture with explanation on the board	Behavioral theory behavioral) counseling ,techniques cognitive behavioral		3	12
Surprise tests and assigning students to manage the lecture under our supervision and guidance, including tests at the end of each	Demonstrative lecture with explanation on the board	Rational emotive counseling Rational–emotional disorder and		3	13

Surprise tests and assigning students to manage the lecture under our supervision and guidance, including tests at the end of each .course and monthly	Demonstrative lecture with explanation on the board	Patterson's view of the interactionist view in family counseling interactionist) family (counseling principles of interactionist ,counseling interactionist counseling .(methods		3	14
Surprise tests and assigning students to manage the lecture under our supervision and guidance, including tests at the end of each .course and monthly	Demonstrative lecture with explanation on the board	Applications in specific fields family) counseling in school, marital psychological .(counseling		3	15
Course Evaluation .11					
,The grade is out of 100 based on the tasks assigned to the student, such as daily preparation, daily .oral, monthly and written exams, reports, etc					
Learning and teaching resources .12					
			Required textbooks (methodology if available)		

A New Vision in Family Guidance / Dr. Mona Ali Ibrahim / Horus International Foundation / 2007 Family Guidance / Dr. Abdulaziz Abdullah Al-Britham	Main References (Sources)
scientific journals	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

## Course Description Form

Course name .1
.Guidance Methods – Fourth Stage – Psychological Counseling Department
Course code .2
Semester/Year .3
2024-2025
Date this description was prepared .4
2025
Available attendance forms .5
My presence
Number of study hours (total) / Number of units (total) .6
hours per week / 3 units 3
Name of the course supervisor (if more than one name is mentioned) .7
Asst. Prof. Dr. Tahani Anwar Ismail <a href="mailto:Tahani.ismail@uobasrah.edu.iq">Tahani.ismail@uobasrah.edu.iq</a>

Course objectives .8					
<p>1– Increasing students’ awareness of the field of psychological counseling and the different ways through which they can discover and use their potential and abilities and teach them what enables them to live in the .happiest state</p> <p>2– Teaching students important counseling techniques that help them achieve personal and social harmony, accept individual differences, set personal goals, and make sound .decisions that contribute to building confidence</p> <p>3– Enabling the student to develop himself better, improve his ,efficiency in communicating and interacting with others and enhance cooperation and positive interaction with .others</p>				Course objectives	
Teaching and learning strategies .9					
The course includes 3 theoretical hours / the number of weekly hours is .approved and distributed over 15 weeks					Strategy
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week

Surprise tests and assigning students to manage the lecture under our supervision and ,guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	Communication elements		3	1
Surprise tests and assigning students to manage the lecture under our supervision and ,guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	Tests and measures, purposes of using tests and measures, and .types of tests and measures		3	2

Surprise tests and assigning students to manage the lecture under our supervision and ,guidance including tests at the end of each course and .monthly	Demonstrative 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 our supervision and ,guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	,Modeling (concept, types, benefits factors that increase the .(effectiveness of modeling		3	4

Surprise tests and assigning students to manage the lecture under our supervision .and guidance	Demonstrative lecture with explanation on the board	, Gradual desensitization (its concept main stages, steps of use, factors .(that contribute to its effectiveness		3	5
Surprise tests and assigning students to manage the lecture under our supervision and ,guidance including tests at the end of each course and .monthly	Demonstrative 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 our supervision and ,guidance including	Demonstrative lecture with explanation on the board	Problem solving (concept, problem solving methods, problem solving methods, areas of use of problem .(solving method		3	7



tests at the end of each course and .monthly					
Surprise tests and assigning students to manage the lecture under our supervision and ,guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	First exam on the topics covered in .the previous weeks		3	8
Surprise tests and assigning students to manage the lecture under our supervision and ,guidance including tests at the end of each	Demonstrative lecture with explanation on the board	,Play methods (meaning of play importance of play guidance, goals of play guidance, role of the guide in play guidance, skills needed by the .(guide		3	9

course and .monthly					
Surprise tests and assigning students to manage the lecture under our supervision and ,guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	Observation (its concept, recording ,observation, observation tools ,advantages of observation ,disadvantages of observation ,(improving observation		3	10
Surprise tests and assigning students to manage the lecture under our supervision and ,guidance including tests at the	Demonstrative 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

end of each course and .monthly					
Surprise tests and assigning students to manage the lecture under our supervision and ,guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	Fear arousal (its concept, methods of arousing fear, the skills that the counselor follows in using the method, the behaviors that go with .(this method		3	12
Surprise tests and assigning students to manage the lecture under our supervision and ,guidance including tests at the end of each	Demonstrative lecture with explanation on the board	Feeling guilty (concept, types, ways of using it, the role of the counselor .(in using this method		3	13

course and .monthly					
Surprise tests and assigning students to manage the lecture under our supervision and ,guidance including tests at the end of each course and .monthly	Demonstrativ e lecture with explanation on the board	Psychodrama (theatrical acting) ,Its concept, methods of use) psychodrama strategies, and the counselor's skills in using this .(method		3	14
Surprise tests and assigning students to manage the lecture under our supervision and ,guidance including tests at the end of each	Demonstrativ e lecture with explanation on the board	Guidance club (its concept, methods of use, the role of the guide in using .(this method		3	15

course and .monthly					
Course Evaluation .11					
,The grade is out of 100 based on the tasks assigned to the student, such as daily preparation .daily, oral, monthly and written exams, reports, etc					
Learning and teaching resources .12					
			Required textbooks (methodology if (available		
Dr. Ahmed Abdel Latif Abu Asaad (2015): Modern .methods in psychological counseling			Main References (Sources)		
scientific journals			Recommended supporting books and references (scientific journals, reports...)		
			Electronic references, websites		

## Course Description Form

1- Course name
- Case Study - Third Stage - Department of Psychological Counseling and Educational Guidance
2- Course code
3- Chapter Year/

2025/2024					
4- Date of preparation of this description					
2025					
5- Available forms of attendance					
6- Number of study hours (total) / Number of units					
Number of units: 3					
3 hours per week					
7- Course supervisor name (if more than one name is mentioned)					
Assistant Professor Hana Sadiq Karim Al-Badran <a href="mailto:hanaa.karem@uobasrah.edu.iq">hanaa.karem@uobasrah.edu.iq</a>					
8- Course objectives					
.Help the mentor learn how to conduct a case study .Help the guide understand retriever behavior .Assist the mentor in gathering and organizing information Helping the counselor in the diagnostic process and predicting the client's behavior				Course objectives	
9- Teaching and learning strategies					
.Lecture: Discussion: Questions and Answers. Brainstorming Practical lectures				Strategy	
10- Course structure					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week

Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	Case study concept _ Its importance _ its objectives		3	1
Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	Advantages and disadvantages of case studies Study elements		3	2
Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	Case study success factors Case Study Writing Skills		3	
Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	Case Study Report Writing Skills Case study difficulties		3	

Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	Case study contents- Case study sources		3	5
Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	Case study management Practical models for study		3	6
Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	Status conference concept Types of status conferences		3	7
Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	Case Conference Success Factors Steps to conduct a case conference		3	8
Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	Positives of the status conference Negatives of the conference		3	9
Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	Hold a case conference (practical)		3	10



Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	Hold a case conference (practical)		3	11
Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	Comparison between case study and case continuum		3	12
Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	View case study models		3	13
Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	Display examples of status .conference types		3	14
Surprise tests and assigning students to lead the lecture under supervision and guidance	Demonstrative lecture with explanation on the board	Presentation of a case study and a case conference and identification of the strengths and weaknesses of both by the students		3	15

#### 11. Course Evaluation

The effort grade is distributed out of 50 based on 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

Required textbooks (methodology if available)  
Case Study Book, authored by Dr. Fikry Latif Metwally and Dr. Subhi bin Saeed Al-Harthi, 1st edition, 2016

Introduction to Psychology	Case Study in a New Framework, written by Dr. Ahmed Abu Asaad and Dr. Sultan Al-Nouri, 1st edition, 2016
- General Psychology, Khaled Ibrahim Al-Fakharani Egyptian Quality of Life Association ,2014 - Foundations of General Psychology, Talaat Mansour and others, 2011, Anglo-Egyptian Library	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

### Course Description Form

Course name .1
Mental Health- Second Stage- Department of Psychological Counseling and Educational Guidance / College of Education for Science
Course code .2
Semester/Year .3
(2025/2024)
Date of preparation of this description .4
2025
Available forms of attendance .5
My presence
Number of study hours (total) / Number of units (total) .6
hours (5) units 3
Name of the course supervisor (if more than one name is mentioned) .7

.A.M.DKhawla Hassan Hamoud <a href="mailto:khawla.hmood@uobasrah.edu.iq">khawla.hmood@uobasrah.edu.iq</a>					
Course objectives .8					
1- .Learn the most important concepts related to mental health 2- Knowing the most important scientific theories on which .mental health is based 3- .Knowledge of research methodology in mental health 4- Knowing mental illnesses, their causes and treatment .methods				Course objectives	
Teaching and learning strategies .9					
				Strategy	
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week
- Jugs	Interactive sharing Models of-social life			3	1
Oral exam- Homework- Koozat-	Lecture Discussion- Interactive-participation Models of-social life Brainstorming questions			3	2
Oral exam- Homework- Koozat-	Lecture Discussion- Interactive-participation Models of-social life Brainstorming	Features of normal and abnormal behavior - Personality integration		3	3

Oral exam- Homework- Koozat-	Lecture Discussion- Interactive- participation Models of- social life Brainstorming questions	- Mental health and growth Early childhood		3	4
Oral exam- Homework- Koozat-	Lecture Discussion- Interactive- participation Models of- social life Brainstorming questions	Adolescence- The problem of adolescents-		3	5
Oral exam- Homework- Koozat-	Lecture Discussion- Interactive- participation Models of- social life Brainstorming questions			3	6
		First semester exam		3	7
Oral exam- Homework- Koozat-	Lecture Discussion- Interactive- participation Models of- social life Brainstorming	- Compatibility meaning and nature of compatibility - Adaptation, compatibility and the relationship between them.		3	8

Oral exam- Homework- Koozat-	Lecture Discussion- Interactive- participation Models of- social life Brainstorming questions	- Characteristics of a compatible person - Maladjustment		3	9
Oral exam- Homework- Koozat-	Lecture Discussion- Interactive- participation Models of- social life	concept of psychological stress - Psychological stress - Psychological crisis		3	10
Oral exam- Homework- Koozat-	Lecture Discussion- Interactive- participation Models of- social life Brainstorming questions	Causes of psychological crisis - Ways to treat psychological crises		3	11
Oral exam- Homework- Koozat-	Lecture Discussion- Interactive- participation Models of- social life Brainstorming questions	- Mental illnesses concept of mental illness Models of mental illness		3	12
Oral exam- Homework- Kooses-	Lecture Discussion- Interactive- participation Models of- social life Brainstorming	- Phobia( causes, (symptoms Treatmentmethods ( - Anxiety) causes, symptoms, Treatment methods(		3	13

Oral exam- Homework- Kooses-	Lecture Discussion- Interactive- participation Models of- social life Brainstorming questions	- Hysteria - compulsive disorder Psychosomatic diseases		3	14
Oral exam- Homework- Koozat-	Lecture Discussion- Interactive- participation Models of- social life Brainstorming	Second month exam		3	15
Course Evaluation .11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily .preparation, daily, oral, monthly and written exams, reports, etc					
Learning and teaching resources .12					
			Required textbooks (methodology if (available		
,Mental Health and Psychotherapy (Zahran (1. Hamed Abdel Salam (2005) International Printing .Company, 4th ed Mental Health, (Hijazi, Mustafa, (2004), Arab (2 .Cultural Center, Casablanca, Morocco, 2nd ed Community Mental Health (Patel, Vikram (2015) (3. .1st ed Foundations of Mental Health (Al-Qawsi, Abdul (4 .Aziz (1952) Egyptian Renaissance Library, 4th ed			Main References (Sources)		
scientific journals			Recommended supporting books and references (scientific journals, reports...)		
			Electronic references, websites		

## Course Description Form

Course name .1	
Guidance Applications - Fourth Stage / College of Education for Human Sciences - University of Basra	
Course code .2	
Semester/Year .3	
(2025-2024)	
Date of preparation of this description .4	
2025	
Available forms of attendance .5	
My presence	
Number of study hours (total) / Number of units (total) .6	
hours per week / one course 2	
Name of the course supervisor (if more than one name is mentioned) .7	
A.M.D. Ikthar Khalil Ibrahim <a href="mailto:akthar.ibriahem@uobasrah.edu.iq">akthar.ibriahem@uobasrah.edu.iq</a>	
Course objectives .8	
1- To learn about the applications of the guidance process .in the school 2- Applying models of methods and means of collecting .information about student behavior 3- Practical application of the steps of the guidance process .in schools	Course objectives
Teaching and learning strategies .9	
The lesson includes (2) theoretical hours - the number of weekly hours is . approved and distributed over 7 weeks	Strategy
Course structure .10	

Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Individual counseling Case study Methods with information	Psychological Counselor	2	1
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Group counseling method		2	2
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Annual, weekly and daily plan Wall Bulletin		2	3
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Guidance program, its concept and objectives Its types and elements		2	4



Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	The tasks of the educational guide ,His features guidance records		2	5
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Direct and indirect guidance Educational guidance methods		2	6
		End of course exam			7
		Second course Practical application of students in			15

#### Course Evaluation .11

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily .preparation, daily, oral, monthly and written exams, reports, and practical application

#### Learning and teaching resources .12

nothing	Required textbooks (methodology if available)
,Guidance Programs, Hamdi Abdel Azim 2013 Counseling Psychology, Ahmed Abu Saad	Main References (Sources)
Guidance applications in scientific journals and video clips In schools	Recommended supporting books and references (...scientific journals, reports)
American Psychological Association/Models of Counseling Methods in Schools	Electronic references, websites

## Course Description Form

Course name .1	
Tests and Measurements – Third Stage / College of Education for Humanities – University of Basra	
Course code .2	
Semester/Year .3	
First semester (2024–2025)	
Date of preparation of this description .4	
2025	
Available forms of attendance .5	
My presence	
Number of study hours (total) / Number of units (total) .6	
hours per week 2	
Name of the course supervisor (if more than one name is mentioned) .7	
A.M.D. Ikthar Khalil Ibrahim <a href="mailto:akthar.ibriahem@uobasrah.edu.iq">akthar.ibriahem@uobasrah.edu.iq</a>	
Course objectives .8	
1– Learn about the theoretical and historical development of the concept of measurement and testing 2– Focus on the objectives, assumptions, characteristics and types of psychological measurement 3– Learn about the importance and types of psychological and mental tests and measures 4– Learn the steps for building scales and tests	Course objectives
Teaching and learning strategies .9	

includes (2) theoretical hours – the number of weekly hours is course approved and distributed over 15 .weeks					Strategy
Course structure .10					
Evaluation	Learning method	Name of unit or	Required	watches	week
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Introduction to Psychological and Educational Measurement The concept of tests and measurement	Psychological guide	2	1
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	The nature of measurement/its ,scales foundations and characteristics of psychological measurement		2	2
Cups, assigning ,students reports homework question Oral exams and tests at the end	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Types of psychological tests and measures intelligence tests		2	3

Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Achievement tests Personality scales		2	4
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Steps for constructing tests and scales		2	5
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Test instructions and application conditions		2	6
		First semester		2	7

Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Standard properties of psychological tests and measures		2	8
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	:Scale stability its concept and methods of calculation		2	9
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Factors affecting test reliability		2	10
Cups, assigning ,students reports homework question Oral exams and tests at the end	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	The concept of test validity and methods of calculating it		2	11

Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Factors affecting honesty Standard properties of paragraphs		2	12
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Psychological and educational measurement tools (sample (tests		2	13
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams on the board, real-life examples or screen Discussions, Q&A	Practical applications		2	14
		Second month exam			15
Course Evaluation .11					

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily .preparation, daily, oral, monthly and written exams, reports, etc	
Learning and teaching resources .12	
nothing	Required textbooks (methodology if available)
Foundations of constructing psychological / and educational tests and measures / Evaluation in psychological counseling Tests and measures in educational and / psychological sciences	Main References (Sources)
Psychological Measurement Theory and Application / Samples of Tests and Measurements / Psychological and	Recommended supporting books and references (...scientific journals, reports)
American Psychological Association/Internationally Accredited Tests	Electronic references, websites

## Course Description Form

Course name .1
– Developmental Psychology – Second Stage / College of Education for Human Sciences
Course code .2
2
Semester/Year .3
First semester (2024–2025)
Date of preparation of this description .4
2025
Available forms of attendance .5
My presence
Number of study hours (total) / Number of units (total) .6

hours per week / one course 2					
Name of the course supervisor (if more than one name is mentioned) .7					
A.M.D. Memories of Kazem Daadoush <a href="mailto:thakrit.didush@uobasrah.edu.iq">thakrit.didush@uobasrah.edu.iq</a>					
Course objectives .8					
The objectives of the developmental psychology course include :the following 1– .The student should be aware of all aspects of growth 2– The student should be able to understand and interpret .the behavior 3– Predicting what behavior will be like 4– Behavior control and modification				Course objectives	
Teaching and learning strategies .9					
includes (2) theoretical hours – the number of weekly hours course The . is approved and distributed over 7 weeks				Strategy	
Course structure .10					
Evaluation	Learning method	Name of unit or	Required	watches	week



<p>Cups, assign students to make ,a PowerPoint homework question</p> <p>Oral exams and tests at the end of each course and monthly</p>	<p>,Lecture, discussion brainstorming</p> <p>,Question and Answer Group Work</p> <p>PowerPoint presentation</p>	<p>A Historical Introduction to Developmental Psychology</p> <p>Historical origins of the study of developmental psychology</p> <p>The concept of developmental psychology</p> <p>The importance of studying developmental psychology</p>	<p>Psychological guide</p>	2	1
<p>Cups, assigning ,students reports homework question</p> <p>Oral exams and tests at the end of each course and monthly</p>	<p>,Lecture, discussion brainstorming</p> <p>,Question and Answer Group Work</p> <p>PowerPoint presentation</p>	<p>Research Methods in Developmental Psychology</p>		2	2
<p>Cups, assigning ,students reports homework question</p> <p>Oral exams and tests at the end</p>	<p>,Lecture, discussion brainstorming</p> <p>,Question and Answer Group Work</p> <p>PowerPoint presentation</p>	<p>Newborn to two weeks old</p> <p>Manifestations ,of physiological linguistic, and motor</p>		2	3

Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	,Lecture, discussion brainstorming ,Question and Answer Group Work PowerPoint presentation	From two weeks to two years old, all signs of growth		2	4
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	,Lecture, discussion brainstorming ,Question and Answer Group Work PowerPoint presentation	From two to six years old Years of all manifestations of growth		2	5
Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	,Lecture, discussion brainstorming ,Question and Answer Group Work PowerPoint presentation	Late childhood from 6–9 years and all aspects of development		2	6
		End of course			7

Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	,Lecture, discussion brainstorming ,Question and Answer Group Work PowerPoint presentation	Second course Adolescence			15
Course Evaluation .11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily .preparation, daily, oral, monthly and written exams, reports, and practical application					
Learning and teaching resources .12					
nothing		Required textbooks (methodology if available)			
developmental psychology Author: Kamel Mohamed Mohamed Awida		Main References (Sources)			
developmental psychology Prof. Ibrahim bin Salem Al-Sabati Asst. Prof. Dr. Mohamed Abdel Salam		Recommended supporting books and references (...scientific journals, reports)			
		Electronic references, websites			

## Course Description Form

Course name .1
Educational Statistics - Second Stage - Department of Psychological Counseling and Educational Guidance / College of Education for Humanities - University of Basra
Course code .2

Semester/Year .3	
First semester (2023-2024)	
Date of preparation of this description .4	
2023	
Available forms of attendance .5	
My presence	
Number of study hours (total) / Number of units (total) .6	
hours per week 2	
Name of the course supervisor (if more than one name is mentioned) .7	
A.M. Muhannad Abdul Karim Hassan <a href="mailto:mohanad.hasan@uobasrah.edu.iq">mohanad.hasan@uobasrah.edu.iq</a>	
Course objectives .8	
<p>Students understand the basic concepts in the field of educational statistics .1 and their application in the analysis of educational data</p> <p>Providing them with the skills necessary to collect data, analyze it, and .2 interpret the results in an accurate and objective manner</p> <p>Develop students' abilities to use various statistical tools to analyze .3 educational data, such as statistical tests, analysis of variance, and regression</p> <p>Enhance the ability to provide reports and conclusions based on data in a .4 systematic and scientific manner</p> <p>Raising awareness of the importance of educational statistics in making .5 educational decisions and developing effective educational policies</p>	Course objectives
Teaching and learning strategies .9	

<p>Interactive teaching: This involves encouraging active student .1 participation through discussions, group exercises, and interactive activities</p> <p>Cooperative learning: Encourages teamwork and cooperation among .2 students through group projects and challenges that require interaction and .cooperation</p> <p>Problem-based learning: This involves presenting students with problems .3 and challenges so they can find solutions on their own, enhancing critical .thinking and problem-solving skills</p> <p>Use of technology in learning: This includes the use of technological .4 tools such as computers, the Internet, and multimedia to enhance the .learning experience</p> <p>Active learning: This involves engaging students in stimulating learning .5 activities that are appropriate to their individual learning styles, such as role-playing and self-directed learning</p> <p>Provide immediate feedback: Helps guide students and enhance their .6 understanding by providing immediate feedback on their performance and .participation</p> <p>,Choosing appropriate strategies depends on the nature of the subject matter .the students' needs, and their individual learning styles</p>					
Strategy					
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Interactive oral tests	An interactive explanatory ,lecture with explanation .examples and discussion	Introduction to Descriptive Statistics		2	1
Interactive oral tests	An interactive explanatory ,lecture with explanation .examples and discussion	Create a frequency distribution table		2	2
Interactive oral tests	An interactive explanatory ,lecture with explanation .examples and discussion	arithmetic mean		2	3

Interactive oral tests	An interactive explanatory ,lecture with explanation .examples and discussion	The mediator		2	4
Interactive oral tests	An interactive explanatory ,lecture with explanation .examples and discussion	The loom		2	5
Interactive oral tests	An interactive explanatory ,lecture with explanation .examples and discussion	mean deviation		2	6
Interactive oral tests	An interactive explanatory ,lecture with explanation .examples and discussion	standard deviation		2	7
Interactive oral tests	An interactive explanatory ,lecture with explanation .examples and discussion	Introduction to Inferential Statistics		2	8
Interactive oral tests	An interactive explanatory ,lecture with explanation .examples and discussion	normal distribution		2	9
Interactive oral tests	An interactive explanatory ,lecture with explanation .examples and discussion	Distribution of the two grandfathers		2	10
Interactive oral tests	An interactive explanatory ,lecture with explanation .examples and discussion	Poisson distribution		2	11
Interactive oral tests	An interactive explanatory ,lecture with explanation .examples and discussion	t- test		2	12
Interactive oral tests	An interactive explanatory ,lecture with explanation .examples and discussion	Sports prediction		2	13
Interactive oral tests	An interactive explanatory ,lecture with explanation .examples and discussion	Regression and simple correlation		2	14
		Final written exam			15
Course Evaluation .11					

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily activities, daily and monthly exams, written exams, reports, etc	
Learning and teaching resources .12	
Nothing	Required textbooks
General Statistics” by Dr. Ali Shihab Ahmed Al-Janabi - This basic book“ .1 .comprehensively covers general statistical concepts - Mathematical Statistics and Its Applications" by Dr. Nahed Falih Ghoneim" .2 This book focuses on the mathematical applications of statistics and can be useful .for those interested in the mathematical aspects of the subject	Main References ( Sources)
:Books " .1Introduction to Probability and Statistics by William Mendenhall and Terry " .Sutherland " .2The Art of Statistics: How to Learn from Data .by David Spiegelhalter " " .3Statistical Inference .by George Casella " “ .4An Introduction to Statistical Learning: with Applications in R by James ” .Witt, David Witt, Trevorhasty, and Robert Tepercherno “ .5Practical Statistics for Data Scientists: 50 Essential Concepts ,by Peter Bruce ” .Andrew Bruce, and Peter Gilbert :Magazines “ .1Journal of the American Statistical Association (JASA A prestigious – ”( .journal covering the fields of statistics and presenting recent research and studies “ .2Biometrika focuses on statistical methodologies and their applications in - ” .the life sciences “ .3Journal of Statistical Software publishes articles on statistical software and - ” .modern methods of data analysis “ .4Statistics in Medicine Focuses on the applications of statistics in the field - ” .of medicine and health	Recommended supporting books and references scientific) ,journals (...reports

## Course Description Form

Course name .1

Personality Theories - Second Stage / College of Education for Human Sciences - University of Basra					
Course code .2					
Semester/Year .3					
(2025-2024)					
Date of preparation of this description .4					
2025					
Available forms of attendance .5					
My presence					
Number of study hours (total) / Number of units (total) .6					
hours per week, 5 units 6					
Name of the course supervisor (if more than one name is mentioned) .7					
Dr. Muntadhar Abdullah Mughmas <a href="mailto:muntadhar.mgamees@uobasrah.edu.iq">muntadhar.mgamees@uobasrah.edu.iq</a>					
Course objectives .8					
Recognizing the importance of studying personality theories- and their great significance in the field of psychological .counseling Learn about the theoretical frameworks and theoretical- backgrounds in psychology and its view of the nature of human .personality and how human behavior develops Understanding and analyzing psychological disorders and- .abnormal behavior according to theoretical frameworks				Course objectives	
Teaching and learning strategies .9					
The lesson includes (3) theoretical hours - the number of weekly hours is . approved and distributed over 15 weeks				Strategy	
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning	watches	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-life examples ,Discussion style Question and Answer	The concept of personality Personality nature Personality and behavior Personality dimensions	Psychological Counselor	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-life examples ,Discussion style Question and Answer	Historical development of personality studies 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-life examples ,Discussion style Question and Answer	Character building blocks Factors affecting personality .development Normal and abnormal personality		3	3
Assigning students to prepare scientific ,reports homework, and assignments Oral exams and an exam at the	Lecture, diagrams and illustrations on the board Real-life examples ,Discussion style Question and Answer	Trends in character 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-life examples ,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-life examples ,Discussion style Question and Answer	Hornay's theory Early relationships		3	6
		First semester exam		3	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-life examples ,Discussion style Question and Answer	Adler's theory Individual psychology character building		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-life examples ,Discussion style Question and Answer	Maslow's theory needs Higher needs vs. lower needs Building and developing personality according to the theory of needs		3	9

Cups, assigning ,students reports homework question Oral exams and tests at the end of each course and monthly	Lecture, diagrams and illustrations on the board Real-life examples ,Discussion style Question and Answer	Panora theory Social learning experiences Modeling		3	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-life examples ,Discussion style Question and Answer	Kelly's theory cognitive structures Personality development according to Kelly's theory		3	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-life examples ,Discussion style Question and Answer	Port theory Personal preparations Personality development according to the dispositional theory		3	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-life examples ,Discussion style Question and Answer	Dollard and Miller's theory Habits Habits and their impact on building character		3	13
Assigning students to prepare scientific ,reports homework, and assignments Oral exams and	Lecture, diagrams and illustrations on the board Real-life examples ,Discussion style Question and Answer	Practical applications in character development and building Evaluation of the theoretical		3	14

		Second month exam			15
Course Evaluation .11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc					
Learning and teaching resources .12					
nothing		Required textbooks (methodology if available)			
Personality Theories / Professor Dr. Ali .Mahmoud Kazim Al-Jabouri, Professor Dr Ali Hussein Al-Maamouri 2020 Personality Theories / Dr. Muhammad Al-Sayyid Abd Al-Rahman 1998		Main References (Sources)			
		Recommended supporting books and references (...scientific journals, reports)			
		Electronic references, websites			

## Course Description Form

Course name .1
Group Counseling - Fourth Stage - Department of Psychological Counseling and Educational Guidance / College of Education for Humanities - University of Basra
Course code .2
Semester/Year .3
(2025-2024)
Date of preparation of this description .4
2025
Available forms of attendance .5

My presence					
Number of study hours (total) / Number of units (total) .6					
hours per week / 5 units 3					
Name of the course supervisor (if more than one name is mentioned) .7					
Dr. Jaber Obaid Saleh <a href="mailto:jaber.salih@uobasrah.edu.iq">jaber.salih@uobasrah.edu.iq</a>					
Course objectives .8					
.To learn about the concept of group guidance and its importance .1  .Identify the objectives of the Friday Guidance for Students .2  Providing students with new experience in dealing with the group and practical .3 .application  .Students learn the ability from the activities of the group leaders .4  Moving away from the initial considerations of who is the preferred person for .5 .guiding leadership  .Understanding group counseling in a multicultural context .6  Learn the techniques and understand the tactics of the group and advanced .7 . leadership to lead all types of groups					Course objectives
Teaching and learning strategies .9					
.Discussion and dialogue .Question .Interactive participation					Strategy
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Oral exam - Homework - Koozat-	The lecture - Discussion - Interactive- participation Models of- social life Brainstorming questions	Introduction to group counseling Historical overview- Definitions of group counseling	Psychological Counselor	3	1

Oral exam - Homework - Koozat-	The lecture - Discussion - Interactive- participation Models of- social life Brainstorming questions	The importance of .group counseling Guidance Group- Standards	Psychological Counselor	3	2
Oral exam - Homework - Koozat-	The lecture - Discussion - Interactive- participation Models of- social life Brainstorming questions	Types of groups	Psychological Counselor	3	3
Oral exam - Homework - Koozat-	The lecture - Discussion - Interactive- participation Models of- social life Brainstorming questions	Counseling and psychotherapy groups	Psychological Counselor	3	4
Oral exam - Homework - Koozat-	The lecture - Discussion - Interactive- participation Models of- social life Brainstorming questions	Group counseling and individual counseling	Psychological Counselor	3	5
Oral exam - Homework - Koozat-	The lecture - Discussion - Interactive- participation Models of- social life Brainstorming questions	Distribution of guidance groups	Psychological Counselor	3	6
		First semester exam			
Oral exam - Homework - Koozat-	The lecture - Discussion - Interactive- participation	Theories in group- counseling	Psychological Counselor	2	8

	Models of- social life Brainstorming questions				
Oral exam - Homework - Koozat-	The lecture - Discussion - Interactive- participation Models of- social life Brainstorming questions	Group counseling techniques	Psychological Counselor	3	9
Oral exam - Homework - Koozat-	The lecture - Discussion - Interactive- participation Models of- social life Brainstorming questions	Group counseling techniques	Psychological Counselor	3	10
Oral exam - Homework - Koozat-	The lecture - Discussion - Interactive- participation Models of- social life Brainstorming questions	The practical stages and therapeutic powers of group counseling	Psychological Counselor	3	11
Oral exam - Homework - Koozat-	The lecture - Discussion - Interactive- participation Models of- social life Brainstorming questions	group dynamics	Psychological Counselor	3	12
Oral exam - Homework - Koozat-	The lecture - Discussion - Interactive- participation Models of- social life Brainstorming questions	The objectives of group counseling	Psychological Counselor	3	13

Oral exam - Homework - Koozat-	The lecture - Discussion - Interactive- participation Models of- social life Brainstorming questions	Group planning	Psychological Counselor	3	14
		Second month exam	Psychological Counselor		15
Course Evaluation .11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc					
Learning and teaching resources .12					
nothing				Required textbooks methodology if) (available	
1. Abu Ayza, Suham Darwish, Murad Ali Saad (2015) (Group Guidance, Intervention and Techniques), 1st ed., Dar Al Fikr and Publishing 2. Attia, Imad Muhammad Muhammad ( Group Guidance Techniques ), Riyadh , 1st ed. 1434 AH				Main References (Sources)	
				Recommended supporting books and references (scientific (...journals, reports	
				,Electronic references websites	

## Course Description Form

Course name .1
Principles of Vocational Guidance - First Stage - Department of Psychological Counseling and Educational Guidance / College of Education for Humanities - University of Basra
Course code .2
Semester/Year .3
(2025-2024)
Date of preparation of this description .4



2025/8/24					
Available forms of attendance .5					
My presence					
Number of study hours (total) / Number of units (total) .6					
hours per week 6					
Name of the course supervisor (if more than one name is mentioned) .7					
Dr. Jaber Obaid Saleh Al-Muhammadi <a href="mailto:jabber.salih@uobasrah.edu.iq">jabber.salih@uobasrah.edu.iq</a>					
Course objectives .8					
Providing learners with theoretical information about career guidance and -1 .counseling A statement explaining the importance of professional guidance and -2 .counseling for the educational counselor .Enabling the student to identify, understand and apply professional theories -3 Demonstrating the effectiveness of career guidance theories and their -4 .practical impact in the field of guidance work					Course objectives
Teaching and learning strategies .9					
Structured lecture method Group discussion and questioning How to learn the concept The course includes 3 theoretical hours, the number of approved hours .distributed over 15 weeks					Strategy
Course structure .10					
Completed curriculum vocabulary for the preliminary study					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Examination tests Quarterly and daily Oral questions	theoretical lecture And the texts of the book Use of the board	The origin and development of career guidance Definition of career guidance	theoretical	3	1

Examination tests Quarterly and daily Oral questions	theoretical lecture And the texts of the book Use of the board	Professional Psychology at Super Vocational guidance objectives	theoretical	3	2
Examination tests Quarterly and daily Oral questions	theoretical lecture And the texts of the book Use of the board	Foundations of career guidance Philosophical -1 foundations Psychological -2 foundations Ethical foundations -3	theoretical	3	3
Examination tests Quarterly and daily Oral questions	theoretical lecture And the texts of the book - Use of the board	Career guidance jobs Compatibility guidance -1 services Distribution guidance -2 services Adaptive guidance -3 services	theoretical	3	4
Examination tests Quarterly and daily	theoretical lecture And the texts of the book	Career choice The concept of career choice	theoretical	3	5
Examination tests Quarterly and daily Oral questions	theoretical lecture And the texts of the book Use of the board	Stages of career selection Job analysis -1 Evaluation of the client -2	theoretical	3	6
Examination tests Quarterly and daily Oral questions	theoretical lecture And the texts of the book Use of the board	,Capabilities, preparations and career guidance Stages of using capabilities and preparations Abilities and aptitudes and their relationship to success in the type of study or profession	theoretical	3	7

Examination tests Quarterly and daily Oral questions	theoretical lecture And the texts of the book Use of the board	Abilities and -1 preparations related to mechanical professions Capabilities -2 and preparations related to writing professions Abilities and -3 preparations related to social professions Capabilities and -4 preparations related to administrative and .supervisory professions	theoretical	3	8
Examination tests Quarterly and daily Oral questions	theoretical lecture And the texts of the book Use of the board	Vocational education at different stages of education	theoretical	3	9
Examination tests Quarterly and daily Oral questions	theoretical lecture And the texts of the book Use of the board	Vocational education in middle school Vocational education in middle school	theoretical	3	10
Examination tests Quarterly and daily Oral questions	theoretical lecture And the texts of the book Use of the board	Vocational education in kindergarten education stages Vocational education in primary education	theoretical	3	11
Examination tests Quarterly and daily Oral questions	theoretical lecture And the texts of the book Use of the board	Tendencies Concept of Tendency Classification of Tendencies Interests and their relationship to the type of study or profession	theoretical	3	12

Examination tests Quarterly and daily Oral questions	theoretical lecture And the texts of the book Use of the board	Educational problems First: Problems related to choosing the type of study and enrolling in it Problems of lack of -1 information on different types of studies ,Problems of readiness -2 tendencies and other characteristics that affect the student's performance .in his studies	theoretical	3	13
Examination tests Quarterly and daily Oral questions	theoretical lecture And the texts of the book Use of the board	Second - Academic adjustment problems Problems of adaptation -1 to study in terms of achievement Problems of academic -2 adjustment from an emotional perspective Financial and health -3 problems affecting the student	theoretical	3	14
Examination tests Quarterly and daily Oral questions	theoretical lecture And the texts of the book Use of the board	Third: Problems related to completing studies and transitioning to the professional field Problems of choosing -1 ,the type of work preparing for it and joining it Problems adapting to -2 work	theoretical	3	15

: Course name .1	
/ Educational Psychology / Department of Psychological Counseling and Educational Guidance College of Education for Humanities / University of Basra	
Course code .2	
Semester/Year .3	
(2025/2024)	
Date of preparation of this description .4	
2025	
Available forms of attendance .5	
My presence	
Number of study hours (total) / Number of units (total) .6	
hours per week 3	
Name of the course supervisor (if more than one name is mentioned) .7	
Dr. Nawal Mohammed Assaf <a href="mailto:Nawal.assaf@uobasrah.edu.iq">Nawal.assaf@uobasrah.edu.iq</a>	
Course objectives .8	
<ul style="list-style-type: none"> <li>- Providing students with the knowledge and skills necessary to understand human behavior in educational situations and apply this knowledge in the field of psychological counseling</li> <li>- Applying knowledge of educational psychology in the field of psychological and educational counseling</li> <li>- Introducing students to educational psychology, its concept and objectives</li> <li>- Introducing students to the concept of learning, its applications and theories</li> <li>- Students thinking, definitions and types</li> <li>- Introducing students to motivation, its types and theories</li> </ul>	Course objectives
Teaching and learning strategies .9	
<ul style="list-style-type: none"> <li>- Lecture and discussion method</li> <li>- Brainstorming method</li> <li>- View videos and photos</li> </ul>	Strategy
Course structure .10	

Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week
Using brainstorming	An explanatory lecture with explanations and examples using the	Educational Psychology concept, objectives, importance) for teachers and educational counselors, research methods in .(educational psychology		3	1
Oral tests and students being assigned to	An explanatory lecture with explanations	Learning: Definition and Conditions - Learning and Maturity - Learning Theories		3	2
Oral tests and students being assigned to lead the lecture under supervision	Demonstration lecture with video of the experiment and PowerPoint presentation	Classical conditioning theory (Pavlov)		3	3
Oral tests and students being assigned to lead the	Demonstration lecture with video of the experiment and	Procedural learning theory (Skinner)		3	4
Oral tests and students being assigned to lead the	Demonstration lecture with video of the experiment and	Thorndike's trial-and-error learning theory		3	5
Oral tests and students being assigned to lead the lecture under	Demonstration lecture with video of the experiment and PowerPoint	Gestalt learning theory (Kohler)		3	6
Oral tests and students being assigned to	Demonstration lecture with video of the experiment	Guthrie's Association Learning Theory		3	7
Oral tests and students being assigned to	An explanatory lecture with explanations	Motivation and its importance in learning - its theories		3	8

Oral tests and students being assigned to	An explanatory lecture with explanations	Practice, training, and transfer of learning and training		3	9
		First semester final exam			10
Surprise tests and assigning students to lead the	An explanatory lecture with explanations	Readiness and its importance for learning - Classroom climate and its importance for learning		3	11
Surprise tests and students being assigned to	An explanatory lecture with ,explanations	- Remembering and forgetting types of memory		3	12
Oral tests and students being assigned to	An explanatory lecture with explanations	Thinking, its tools, definitions and types Deductive thinking: its conditions and steps		3	13
Surprise tests and assigning students to lead the	An explanatory lecture with explanations	Creative thinking - critical thinking		3	14
Oral tests and students being assigned to	An explanatory lecture with explanations	- Individual Differences Reinforcement and Feedback		3	15
Course Evaluation .11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily .preparation, daily, oral, monthly, written exams, and reports					
Learning and teaching resources .12					
Educational Psychology (Abdul Rahman Touq and (Muhyiddin Adas			Required textbooks (methodology if (available		
Educational Psychology (Saleh Abu Jado) Principles of Educational Psychology Imad Al-			Main References (Sources)		
Educational Psychology (Hanan Abdel Hamid Al- (Anani Educational Psychology (Abdul Majeed Nashawati)			Recommended supporting books and references (scientific journals, reports...)		

	Electronic references, websites
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## Course Description Form

Course name .1	
/ The Art of Communication - Department of Psychological Counseling and Educational Guidance College of Education for Humanities - University of Basra	
Course code .2	
Semester/Year .3	
Year (2024-2025)	
Date of preparation of this description .4	
2024	
Available forms of attendance .5	
My presence	
Number of study hours (total) / Number of units (total) .6	
hours per week 3	
Name of the course supervisor (if more than one name is mentioned) .7	
M.M. Hassan Shaaban Hassan <a href="mailto:hasan.shaban@uobasrah.edu.iq">hasan.shaban@uobasrah.edu.iq</a>	
Course objectives .8	
1- Teaching students the theoretical and practical foundations of the art of communication 2- Training students to understand the communication process and the problems and difficulties facing the educational and pedagogical process 3- Training students to be effective communicators in the educational and pedagogical process in educational institutions and schools 4- Training students to develop communication in the	Course objectives
Teaching and learning strategies .9	



The course includes (2) theoretical hours - the number of weekly hours is . approved and distributed over 15 weeks					Strategy
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	The concept of communication science and its objectives		2	1
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Forms of communication		2	2

Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Types of communication		2	3
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	communication process		2	4
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Communication theories		2	5

Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Communication theories		2	6
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Communication theories		2	7
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Personal contact		2	8

Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	mass communication		2	9
		First semester exam		1.5	10
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Contact Forms		2	11

Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Contact Forms		2	12
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	good communication		2	13
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	good communication		2	14

		Second semester exam		2	15
Course Evaluation .11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc					
Learning and teaching resources .12					
			Required textbooks (methodology if (available		
Abu Al-Saeed, Abed (2014) “Communication - Skills and the Art of Dealing with Others, Dar Al- ,Yazwi Publishing and Distribution House, Amman ”.Jordan Nasrallah, Omar (2001) “Principles of Educational- and Human Communication”, 1st ed., Wael			Main References (Sources)		
- Journal of Research in Education and Psychology Minya University			Recommended supporting books and references (scientific journals, reports...)		
Some research and articles on fibers			Electronic references, websites		

## Course Description Form

Course name .1
/ Educational Measurement and Evaluation - Fourth Stage - Department of Qur’anic Sciences College of Education for Humanities - University of Basra
Course code .2
Semester/Year .3
(2025-2024)
Date of preparation of this description .4
2025

Available forms of attendance .5					
My presence					
Number of study hours (total) / Number of units (total) .6					
hours per week 2					
Name of the course supervisor (if more than one name is mentioned) .7					
millimeter Hassan Shaaban Hassan <a href="mailto:hasan.shaban@uobasrah.edu.iq">hasan.shaban@uobasrah.edu.iq</a>					
Course objectives .8					
1- Teaching students the theoretical and practical foundations of the measurement and evaluation process 2- Training students to understand the problems and difficulties facing the educational and pedagogical process 3- Training students to become highly competent teachers to address educational and pedagogical problems in educational .institutions and schools 4- Training students to develop the educational and pedagogical process in schools for the better in a manner consistent .with the level of technological and cultural development				Course objectives	
Teaching and learning strategies .9					
The lesson includes (2) theoretical hours - the number of weekly hours is . approved and distributed over 15 weeks					Strategy
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week

Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	The concept of measurement		2	1
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Types of measurement		2	2
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	The concept of honesty and its types		2	3



Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	The concept of honesty and its types		2	4
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Stability and its types		2	5
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Stability and its types		2	6

Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	The concept of evaluation and its types		2	7
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Evaluation areas		2	8
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Testing methods		2	9

Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Statistical means of testing		2	10
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Statistical methods for evaluation		2	11
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Educational objectives cognitive domain		2	12

Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Educational objectives emotional domain		2	13
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Psychomotor educational objectives		2	14
		exam			15
Course Evaluation .11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily .preparation, daily, oral, monthly and written exams, reports, etc					
Learning and teaching resources .12					
			Required textbooks (methodology if (available		

Psychological Measurement and Educational Evaluation Mahmoud et al. (2010) 1st ed. Dar Al Masirah Educational and Psychological Measurement and Evaluation 2001 Abu Alam 1st ed. Dar Al Fikr Al Arabi	Main References (Sources)
scientific journals	Recommended supporting books and references (scientific journals, reports...)
Some research and articles on fiber	Electronic references, websites

### Course Description Form

Course name .1
.Second Stage - Psychological Counseling Department - Mental Health
Course code .2
Semester/Year .3
2024-2025
Date this description was prepared .4
2025
Available attendance forms .5
My presence
Number of study hours (total) / Number of units (total) .6
hours per week / 5 units 3

Name of the course supervisor (if more than one name is mentioned) .7					
Dr. Zahraa Saleh Abdul Sahib <a href="mailto:zahraa.alsaadi@uobasrah.edu.iq">zahraa.alsaadi@uobasrah.edu.iq</a>					
Course objectives .8					
<p>,Identifying the nature of mental health and its components -1 distinguishing it from mental illness, and understanding the relationship between mental health and other aspects of health .(physical, social, mental)</p> <p>The student should become familiar with the causes of -2 psychological disorders, prevention methods , and ways to deal with psychological pressures in healthy ways, and help him build a balanced personality capable of production and integration, and . support the skills of managing emotions</p> <p>The student should be familiar with the factors affecting mental -3 health (genetic, environmental, social, psychological) and understand .how to prevent mental disorders before they occur</p> <p>Raising awareness of the importance of psychological support and -4 therapeutic intervention. Clarifying the role of family, school, and community in supporting mental health. Identifying the types of psychological treatment and available assistance methods for those affected. Correcting misconceptions about mental illness. Removing .the stigma associated with mental illness</p> <p>Spreading the culture of respecting the mentally ill and treating -5 them humanely. Linking the concepts of mental health to the .academic, professional, family, and social spheres</p>				Course objectives	
Teaching and learning strategies .9					
Lecture - Discussion - Dialogue - Brainstorming				Strategy	
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week

Asking oral questions and assigning students to lead the lecture under the supervision and guidance of the course instructor	Lecture - Discussion Dialogue	<ul style="list-style-type: none"> <li>- Introduction to Mental Health</li> <li>- A Historical Overview of Mental Health</li> </ul>		3	1
Surprise tests and assigning students to lead the lecture under supervision and guidance Subject teacher	Lecture -Discussion Explain on the board	Mental health among Arabs and Muslims Definitions of mental health -		3	2
Surprise tests and assigning students to lead the lecture under supervision and guidance Subject teacher	Lecture - Discussion Dialogue Explain on the board	The relationship of mental health to other sciences		3	3
Surprise tests and assigning students to lead the lecture under the supervision and guidance of the course professor	- Discussion brainstorming	<ul style="list-style-type: none"> <li>- Standards of normal and abnormal personality</li> <li>- Features of normal and abnormal behavior</li> <li>- Personality integration</li> </ul>		3	4

Surprise tests and assigning students to lead the lecture under the supervision of the course professor	Lecture - Discussion Dialogue Explain on the board	- Theories that explain mental health		3	5
Surprise tests and assigning students to lead the lecture under the supervision and guidance of the course professor	Lecture brainstorming Explain on the board	Mental health and growth Early-middle-late childhood stages		3	6
First semester exam	Editorial	First semester exam		3	7
Surprise tests and assigning students to lead the lecture under the supervision and guidance of the course professor	- Discussion Brainstorming Explain on the board	, Adolescence (early, middle (late		3	8



Surprise tests and assigning students to lead the lecture under supervision and guidance Subject teacher	- Discussion Brainstorming Explain on the board	Compatibility (meaning and nature of compatibility – type (of compatibility Adaptation, compatibility and the relationship between them		3	9
Surprise tests and assigning students to lead the lecture under supervision and guidance Subject teacher	- Discussion Brainstorming Explain on the board	Personal characteristics - compatibility) (maladaptiveness		3	10
Surprise tests and assigning students to manage the lecture under the supervision and guidance of the subject .professor	- Discussion Brainstorming Explain on the board	The concept of psychological stress (tension - psychological crisis - its causes - proper (ways to resolve crises		3	11
Surprise tests and assigning students to lead the lecture under the supervision and guidance of the subject professor	- Discussion Brainstorming Explain on the board	Mental illness - the concept of mental illness		3	12

Surprise tests and assigning students to lead the lecture under the supervision and guidance of the course professor	- Discussion Brainstorming Explain on the board	Phobia - Anxiety		3	13
Surprise tests and assigning students to lead the lecture under supervision and guidance Subject teacher	- Discussion Brainstorming Explain on the board	Hysteria - obsessive-compulsive disorder		3	14
Second semester exam	Editorial	Second semester exam		3	15

#### Course Evaluation .11

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

#### Learning and teaching resources .12

	Required textbooks (methodology if (available
Mansi, Hassan (2001): Mental Health. Second -1 Edition, Al-Kindi Publishing and Distribution House .Jordan - Al-Tamimi, Kazem Mahmoud (2013): Mental -2 Health: Theoretical Concepts and Applied Foundations, First Edition, Safaa Publishing and .Distribution House - Amman	Main References (Sources)

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

## Course Description Form

Course name .1
Developmental Psychology - Second Stage - Quranic Sciences Department
Course code .2
Semester/Year .3
2024-2023
Date of preparation of this description .4
2025
Available forms of attendance .5
My presence
Number of study hours (total) / Number of units (total) .6
Two hours per week
Name of the course supervisor (if more than one name is mentioned) .7
M.M. Nour Juma Marzouq Al-Yaqoub <a href="mailto:noor.marzug@uobasrah.edu.iq">noor.marzug@uobasrah.edu.iq</a>
Course objectives .8

			Introducing the student to the .1 concept of developmental .psychology Explaining the stages of .2 linguistic development Introducing the student to the .3 stages of human cognitive .development Introducing the student to the .4 .stages of human development Distinguishing between .5		
Teaching and learning strategies .9					
The lesson includes 2 hours per week. The number of weekly hours is .approved and distributed over 15 weeks				Strategy	
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week
,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	An explanatory ,lecture, discussions questions and answers on the blackboard and .screen	Developmental :Psychology ,Definition ,Importance Meaning of ,Growth General Laws	teacher	2	1
,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	Lecture, diagrams on ,the board and screen discussions, questions and answers	Factors affecting growth	teacher	2	2
,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	Lecture, diagrams on the board, real-life examples, a display ,screen, discussions .questions and answers	Research Methods in Developmental :Psychology Methods of Collecting Information	teacher	2	3

,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	Demonstrative lecture on the blackboard and screen, real-life examples, discussions questions and , answers	Childhood, its definition and importance	teacher	2	4
,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	Lecture on the blackboard and ,screen, discussions questions and answers	Early childhood, its characteristics and stages of development	teacher	2	5
,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	Lecture, diagrams on ,the board and screen discussions, questions and answers, and real- .life examples	Middle childhood Its characteristics and stages of growth	teacher	2	6
,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	Lecture, diagrams on ,the board and screen discussions, questions and answers, and real- .life examples	Late childhood, its characteristics and stages of development	teacher	2	7
,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	Lecture on the blackboard and ,screen, discussions questions and answers	The role of social institutions in the social upbringing of :the child ,family, school peers, and .media	teacher	2	8

,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	Lecture on the blackboard and ,screen, discussions questions and answers	,Adolescence ,definition importance	teacher	2	9
,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	Lecture, diagrams on ,the board and screen discussions, questions and answers, and real- .life examples	Early adolescence and its ,characteristics middle adolescence and its characteristics	teacher	2	10
,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	Lecture, diagrams on ,the board and screen discussions, questions and answers, and real- .life examples	Late adolescence and its characteristics	teacher	2	11
,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	Lecture, diagrams on ,the board and screen discussions, questions and answers, and real- .life examples	Adolescents ,and society ,adolescents ,families ,schools, peers and the media	teacher	2	12
,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	Lecture, diagrams on ,the board and screen discussions, questions and answers, and real- .life examples	Adolescents and Careers The importance of work in the life of adolescents The importance of choosing a career and the factors affecting it	teacher	2	13

,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	Lecture, diagrams on ,the board and screen discussions, questions and answers, and real- .life examples	Adolescent trends and tendencies The importance of tendencies and trends Sources of acquisition of tendencies and trends	teacher	2	14
,Daily surprise tests assigning students ,reports, oral exams and homework questions, and tests at the end of each .course	Lecture, diagrams on ,the board and screen discussions, questions and answers, and real- .life examples	Some adolescent problems academic delay aggressive behavior adolescent delinquency	teacher	2	15
Course Evaluation .11					
,The grade is out of 100 based on the tasks assigned to the student, such as daily preparation, daily .oral, monthly and written exams, reports, etc					
Learning and teaching resources .12					
nothing	Required textbooks (methodology if available)				
Child and Adolescent Psychology, Al- Alusi, Jamal Hussein (1983) Evolutionary Psychology, Arefej, Sami (1993) ,Developmental Psychology, Al-Anani Hanan Abdel Majeed Developmental Psychology from Childhood to Old Age AL-Tafayli	Main References (Sources)				
scientific journals	Recommended supporting books and references (...scientific journals, reports)				
	Electronic references, websites				

## Course Description Form

Course name .1	
Social Psychology - Second Stage / College of Education for Human Sciences - University of Basra	
Course code .2	
Semester/Year .3	
(2025-2024)	
Date of preparation of this description .4	
2025	
Available forms of attendance .5	
My presence	
Number of study hours (total) / Number of units (total) .6	
hours per week, 4 units 4	
Name of the course supervisor (if more than one name is mentioned) .7	
M.M. Nisreen Mohammed Radhi - M.M. Banin Saywan Khazal <a href="mailto:nisreen.mohammed@uobasrah.edu.iq">nisreen.mohammed@uobasrah.edu.iq</a> <a href="mailto:baneensaewan.khazaal@uobasrah.edu.iq">baneensaewan.khazaal@uobasrah.edu.iq</a>	
Course objectives .8	
1- Learn about social psychology, its fields, and related concepts 2- Learn about scientific research methods in social psychology 3- Identifying socialization, its components and theoretical foundations 4- Recognizing leadership and social behavior patterns 5- Understanding public opinion and its relationship with power	Course objectives
Teaching and learning strategies .9	
The lesson includes (2) theoretical hours - the number of weekly hours is . approved and distributed over 15 weeks	Strategy



Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week
Assign students to prepare reports on social problems using the question .and answer method	Lecture, blackboard explanation and drawing diagrams Presenting social problems within society And use Discussion and dialogue style	The concept of social psychology The relationship of social psychology to other sciences The importance of social psychology		2	1
Assign students to prepare reports on social problems using the question .and answer method	Lecture, blackboard explanation and drawing diagrams Presenting social problems within society And use Discussion and dialogue style	Scientific research in social psychology Information gathering tools in scientific research Scientific research steps		2	2
Assign students to prepare reports on social problems using the question .and answer method	Lecture, blackboard explanation and drawing diagrams Presenting social problems within society And use Discussion and dialogue style	The concept of socialization Elements of socialization		2	3

Assign students to prepare reports on social problems using the question .and answer method	Lecture, blackboard explanation and drawing diagrams Presenting social problems within society And use Discussion and dialogue style	Theoretical foundations of the socialization process Characteristics of socialization Socialization goals		2	4
Assign students to prepare reports on social problems using the question .and answer method	Lecture, blackboard explanation and drawing diagrams Presenting social problems within society And use Discussion and dialogue style	Socialization round social development institutions		2	5
Assign students to prepare reports on social problems using the question .and answer method	Lecture, blackboard explanation and drawing diagrams Presenting social problems within society And use Discussion and dialogue style	The concept of leadership Factors affecting leadership Leadership behavior patterns		2	6
	Written exam	First semester exam		2	7
Assign students to prepare reports on social problems using the question .and answer method	Lecture, blackboard explanation and drawing diagrams Presenting social problems within society And use Discussion and dialogue style	The concept of power Classification of types of authority The relationship between power and leadership		2	8

Assign students to prepare reports on social problems using the question .and answer method	Lecture, blackboard explanation and drawing diagrams Presenting social problems within society And use Discussion and dialogue style	The concept of group dynamics Types of groups		2	9
Assign students to prepare reports on social problems using the question .and answer method	Lecture, blackboard explanation and drawing diagrams Presenting social problems within society And use Discussion and dialogue style	Characteristics that distinguish the group Motives for forming the group The criterion for group formation		2	10
Assign students to prepare reports on social problems using the question .and answer method	Lecture, blackboard explanation and drawing diagrams Presenting social problems within society And use Discussion and dialogue style	Community features Components of the group The relationship between members of the group		2	11
Assign students to prepare reports on social problems using the question .and answer method	Lecture, blackboard explanation and drawing diagrams Presenting social problems within society And use Discussion and dialogue style	The concept of public opinion Public opinion classification Modify public opinion		2	12

Assign students to prepare reports on social problems using the question .and answer method	Lecture, blackboard explanation and drawing diagrams Presenting social problems within society And use Discussion and dialogue style	Formation of opinion for the year Public opinion laws The impact of public opinion on individuals and groups		2	13
Assign students to prepare reports on social problems using the question .and answer method	Lecture, blackboard explanation and drawing diagrams Presenting social problems within society And use Discussion and dialogue style	The concept of rumor Sources of rumors Rumor classification Types of rumors		2	14
		Second month exam			15

#### Course Evaluation .11

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

#### Learning and teaching resources .12

nothing	Required textbooks (methodology if available)
Social Psychology / William and Lambert / 2008 Introduction to Social Psychology / Dr. Khawaja Abdul Aziz / 2005 .Introduction to Contemporary Psychology / Dr Nabil Sufyan / 2010	Main References (Sources)
	Recommended supporting books and references (...scientific journals, reports)
	Electronic references, websites

## Course Description Form

Course name .1
.Foundations of Education - First Stage - Psychological Counseling Department
Course code .2
Semester/Year .3
2024-2025
Date this description was prepared .4
2025
Available attendance forms .5
My presence
Number of study hours (total) / Number of units (total) .6
hours per week / 4 units 2
Name of the course supervisor (if more than one name is mentioned) .7
Dr. Nada Razzaq Fadel <a href="mailto:nada.fadhil@uobasrah.edu.iq">nada.fadhil@uobasrah.edu.iq</a> M.M. Nisreen Mohammed Rady <a href="mailto:nisreen.mohammed@uobasrah.edu.iq">nisreen.mohammed@uobasrah.edu.iq</a> M.M. Hanin Jawad Kazim <a href="mailto:lec.haneen.jawad@uobasrah.edu.iq">lec.haneen.jawad@uobasrah.edu.iq</a>
Course objectives .8

1- Understanding the concept of education, its goals and .objectives 2- . Learn about educational theories  3- . Identify the historical basis of education 4- . Identify the social basis 5- . Learn about the theories of social control 6- .Learn about moral education and its types			Course objectives		
Teaching and learning strategies .9					
Lecture - Discussion - Dialogue				Strategy	
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week
Use the interrogation method question and) (answer Make cups	Lecture -Discussion Explain on the board	The concept of education The difference between education and upbringing Educational theories		2	1
Use the interrogation method question and) (answer Make cups	Lecture -Discussion Explain on the board	The functions of education and its necessity ,Goals of education importance of education		2	2

Use the interrogation method question and) (answer Make cups	Lecture - Discussion Dialogue Explain on the board	The historical basis of education primitive education Forms of primitive education Characteristics of primitive education		2	3
Use the interrogation method question and) (answer Make cups	Lecture - Discussion Dialogue Explain on the board	Education in the civilization of Mesopotamia Education among the ancient Egyptians Indian education		2	4
Use the interrogation method question and) (answer Make cups	Lecture - Discussion Dialogue Explain on the board	Chinese education Greek education		2	5
Use the interrogation method question and) (answer Make cups	Lecture - Discussion Dialogue Explain on the board	Media of Greek educational thought Education before Islam Education in Islam		2	6
First semester exam	Editorial	First semester exam		2	7

Use the interrogation method question and) (answer Make cups	Lecture - Discussion Dialogue Explain on the board	Media of Islamic educational thought The concept of education Education in the modern era		2	8
Use the interrogation method question and) (answer Make cups	Lecture - Discussion Dialogue Explain on the board	Media of Western educational thought social basis		2	9
Use the interrogation method question and) (answer Make cups	Lecture - Discussion Dialogue Explain on the board	means of social control Custom. Habits. Traditions . Law. Socialization		2	10
Use the interrogation method question and) (answer Make cups	Lecture - Discussion Dialogue Explain on the board	social control theories Ross's theory of the evolution of means of social control Sumner's automatic control theory		2	11
Use the interrogation method question and) (answer Make cups	Lecture - Discussion Dialogue Explain on the board	Cooley's self-regulation theory Landes' structural functional theory		2	12



Use the interrogation method question and) (answer Make cups	Lecture - Discussion Dialogue Explain on the board	Moral education Islamic ethics Ethics in the Philosophy of Islamic Education		2	13
Use the interrogation method question and) (answer Make cups	Lecture - Discussion Dialogue Explain on the board	Family education The economic basis of education		2	14
Second semester exam	Editorial	Second semester exam		2	15

#### Course Evaluation .11

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

#### Learning and teaching resources .12

	Required textbooks (methodology if (available
1. / Foundations of Education / Dr. Ali Al-Qaimi 1995 2. Foundations of Education / Dr. Ibrahim Nasser 3. Foundations of Modern Education / Egyptian Renaissance Library / 2021	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

#### Course Description Form

Course name .1
.Fourth Stage - Psychological Guidance Department - Environmental Guidance and School Health
Course code .2

Semester/Year .3	
2024-2025	
Date this description was prepared .4	
2/8/2025	
Available attendance forms .5	
My presence	
Number of study hours (total) / Number of units (total) .6	
hours per week/units 2	
Name of the course supervisor (if more than one name is mentioned) .7	
Dr. Zahraa Saleh Abdul Sahib <a href="mailto:zahraa.alsaadi@uobasrah.edu.iq">zahraa.alsaadi@uobasrah.edu.iq</a>	
Course objectives .8	
1- familiarize students with the concepts of public health and To school health and their impact on academic achievement and healthy growth. Also, to raise awareness of the importance of .personal hygiene and mental health as part of public health 2- The student will learn about common diseases in the school ,environment and ways to prevent them (such as influenza lice, and skin diseases). He will also learn about ,environmental problems (such as pollution, desertification and climate change), their causes, effects, and ways to prevent .them 3- Basic first aid training and how to handle emergencies at .school 4- Promoting a healthy school environment by providing good .ventilation, adequate lighting, and clean sanitary facilities ,Raising environmental awareness among students, teachers and parents about the importance of preserving the school and general environment. Developing positive values and ,behaviors toward the environment, such as conservation .cleanliness, recycling, and respect for plant and animal life 5- Promoting the concept of environmental citizenship and linking environmental protection to personal behavior and social responsibility, and developing environmental problem-	Course objectives

solving skills through practical activities and environmental .projects at school					
Teaching and learning strategies .9					
Lecture - Discussion - Dialogue - Brainstorming				Strategy	
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week
Asking oral questions and assigning students to lead the lecture under the supervision and guidance of the course instructor	Lecture - Discussion Dialogue	The meaning and importance - of school health - The goals of school health Components of school health		3	1
Surprise tests and assigning students to lead the lecture under supervision and guidance Subject teacher	Lecture -Discussion Explain on the board	- Health Education    School Nutrition and Food Safety Physical education and-promotion - School staff health		3	2

Surprise tests and assigning students to lead the lecture under supervision and guidance Subject teacher	Lecture - Discussion Dialogue Explain on the board	Communicable diseases in- the community and the role of guidance in dealing with them Prevention of diseases- prevalent in the community		3	3
Surprise tests and assigning students to lead the lecture under the supervision and guidance of the course professor	- Discussion brainstorming	Periodic examination of - students When to refer students to - health institutions . - How to deal with students during the .recovery period How is the student sent to - ?the health departments		3	4
Surprise tests and assigning students to lead the lecture under the supervision of the course professor	Lecture - Discussion Dialogue Explain on the board	The relationship between the educational advisor's records and the student's general . health Cumulative record .1 Case study record .2 Chronic disease record .3		3	5
Surprise tests and assigning students to lead the lecture under the supervision and guidance of the course professor	Lecture brainstorming Explain on the board	The role of the counselor in• student health for health conditions Visual violence and color .1 blindness - Hearing Impairment .2 Public Health - General Student Violence A- Speech disorders Heart diseases (congenital (openings		3	6
First semester exam	Editorial	First semester exam		3	7

Surprise tests and assigning students to lead the lecture under the supervision and guidance of the course professor	- Discussion Brainstorming Explain on the board	Biological changes in • adolescents and the role of the counselor in dealing with them Body hygiene .1 Cleanliness and care of .2 clothes How to receive physical .3 changes		3	8
Surprise tests and assigning students to lead the lecture under supervision and guidance Subject teacher	- Discussion Brainstorming Explain on the board	• The counselor's relationship with health institutions in the school's .geographical area Vaccinations against• communicable diseases		3	9
Surprise tests and assigning students to lead the lecture under supervision and guidance Subject teacher	- Discussion Brainstorming Explain on the board	The role of the counselor in benefiting from entertainment lessons, especially physical education lessons, in developing the student's .physical health		3	10
Surprise tests and assigning students to manage the lecture under the supervision and guidance the subject of .professor	- Discussion Brainstorming Explain on the board	The beauty of the school and• its role in student health The school garden and how• to benefit from it Health facilities•		3	11
Surprise tests and assigning students to lead the lecture under the supervision and guidance	- Discussion Brainstorming Explain on the board	health facilities Water resources .1 Drinking water .2 Water storage tank .3 Waste disposal .4 Garbage disposal .5 Washbasins .6		3	12

of the subject professor					
Surprise tests and assigning students to lead the lecture under the supervision and guidance of the course professor	- Discussion Brainstorming Explain on the board	classroom Room shape and area .1 Ventilation .2 Lighting .3		3	13
Surprise tests and assigning students to lead the lecture under supervision and guidance Subject teacher	- Discussion Brainstorming Explain on the board	Health risks to students and - the development of environmental deficiencies in the classroom school furniture • Blackboard - Study desks - School shop Who sells and subject him .1 ?to health examinations The materials sold therein .2 Methods of sale and display .3		3	14
Second semester exam	Editorial	Second semester exam		3	15
Course Evaluation .11					
,The grade is out of 100 based on the tasks assigned to the student, such as daily preparation, daily .oral, monthly and written exams, reports, etc					
Learning and teaching resources .12					
			Required textbooks (methodology if (available		

1- Shukr, Fayez Abdel-Maqsoud, Asaad, Aman Muhammad, Abdel-Halim, Abu Al-Qasim ,Ibrahim (2007) School Health, Second Edition .Alam Al-Kutub, Cairo - Egypt Al-Shahri, Suleiman bin Nasser (2012) School -2 ,Mental Health Guide, King Fahd National Library .Riyadh - Saudi Arabia	Main References (Sources)
scientific journals	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

## Course Description Form

Course name .1
General Psychology - First Stage - Department of Psychological Counseling and Educational .Guidance
Course code .2
Semester/Year .3
(2025/2024)
Date of preparation of this description .4
2025
Available forms of attendance .5
My presence
Number of study hours (total) / Number of units (total) .6
hours per week / 3 units 3
Name of the course supervisor (if more than one name is mentioned) .7
M.M. Benin Siwan Khazal Al-Halfi <a href="mailto:baneensaewan.khazaal@uobasrah.edu.iq">baneensaewan.khazaal@uobasrah.edu.iq</a>
Course objectives .8

1. Providing students in the Department of Psychological Counseling with a comprehensive scientific and cognitive foundation in the principles of psychology, which will contribute to their professional and academic preparation to practice counseling competently and consciously 2. Learn about the fields of psychology, its historical developments, and the schools of thought that have influenced it 3. Learn about research methods in psychology and its basic approaches 4. Gain basic skills to understand collective behavior and social interaction from a psychological perspective 5. Understanding the mechanisms of mental processes such as perception, attention, memory, and thinking			Course objectives		
Teaching and learning strategies .9					
The lecture - Brainstorming Discussion and dialogue- Interrogation-				Strategy	
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week
Classroom questions	Lecture	?What is psychology .The concept of psychology , Behavior , mental processes .scientific study	The student should know what psychology is	3	1
Classroom questions	Discussion	Basic trends in the interpretation . of psychological phenomena . Early trends in psychology	The student should be familiar with the trends in .psychology	3	2



Classroom questions	Lecture and discussion	.Modern schools of psychology Biological approach. Behavioral approach. Psychodynamic approach. Cognitive approach .Humanistic approach	The student should become familiar with modern schools of .psychology	3	3
Classroom questions	brainstorming	Psychological specialties .Theoretical fields. Applied fields	The student should become familiar with the fields of theoretical and applied .psychology	3	4
homework	Lecture and interrogation	Goals of psychology . Description. Understanding .Prediction . Control	The student should know the objectives of .psychology	3	5
homework	Discussion and dialogue	Research methods in psychology Experimental method: Types of ,variables: independent .dependent, and intervening :Descriptive Methods Correlational Studies	The student should become familiar with scientific research .methods	3	6
Classroom questions	brainstorming	Definition of learning Classical conditioning theory	The student should know the nature of learning and the theory of .conditioning	3	7

Classroom questions	Lecture	The basic components of classical conditioning  classical conditioning process	The student should become familiar with the components and laws of classical .conditioning	3	8
Classroom questions	Discussion	Motivation: Definition of Motivation and Its Functions Basic approaches to the .interpretation of motivation , Progressive approach , motivation reduction theory arousal theory , cognitive trends	The student should become familiar with the concept of motivation and its basic .aspects	3	9
Classroom questions	Lecture and discussion	Maslow's hierarchy of human needs  Classification of motives	The student should be familiar with Maslow's hierarchy of .needs	3	10
Classroom questions	Lecture	Academic achievement motivation Factors affecting academic achievement motivation	The student should be aware of the motivation for academic achievement and the factors .affecting it	3	11

Classroom questions	Lecture and interrogation	Memory ,Definition of memory , Memory processes: encoding . storage , retrieval	The student should be familiar with the concept of memory and .its processes	3	12
Classroom questions	brainstorming	Levels of memory: sensory ,memory, short-term memory long-term memory Representing information in long- : term memory Network models , a parallel distributed processing approach	The student should learn about the types of memory and methods of representing .information	3	13
Classroom questions	Discussion and dialogue	:Forgetting: Definition, Theories , The Fading or Damage Theory The Interference Theory repression theory	The student should know the nature of forgetting and its .theories	3	14
Classroom questions	brainstorming	Intelligence Definition of intelligence, nature of intelligence, its theories	The student should know the nature of intelligence and its .theories	3	15
Course Evaluation .11					
:The final grade out of 100 is distributed as follows marks for the first exam - 5 marks for the student's daily activity in the first semester - 20 marks 20 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					
Learning and teaching resources .12					
.Muhyiddin and Abdulrahman Adas (2011) :Introduction to Psychology. Dar Al Fikr. Amman				Required textbooks (methodology if available)	

Abu Ghazal, Moawia Mahmoud (2015). General Psychology. Wael Publishing and Distribution	Main References (Sources)
Zahrn, Hamed Abdel Salam. (2003). General - Psychology. Alam Al-Kutub, Cairo Nashwati, Abdul Majeed. (2005). Foundations - of Psychology. Al-Shorouk for Publishing and Distribution, Amman: Jordan .Mansour , Abdul Rahman, and Bakkar, Mustafa Introduction to Modern Psychology. Dar .(2009) .Al Fikr. Damascus	Recommended supporting books and references (scientific journals, reports...)
Feldman, R. S. (2017). Understanding	
nothing	Electronic references, websites

## Course Description Form

Course name .1
.Counseling and Mental Health - Third Stage - Arabic Language Department
Course code .2
Semester/Year .3
First semester ( 2024-2025 )
Date this description was prepared .4
2025
Available attendance forms .5
My presence
Number of study hours (total) / Number of units (total) .6
hours per week 2
Name of the course supervisor (if more than one name is mentioned) .7
M.M. Shahid Risan Obaid Al-Asal <a href="mailto:shahad.obaid@uobasrah.edu.iq">shahad.obaid@uobasrah.edu.iq</a>
Course objectives .8

<div>1- Increasing students' awareness of the field of psychological counseling, which is one of the most important fields in human life today, due to the increasing severity of psychological and social problems caused by social, economic and technological changes and .developments occurring in the field of education</div> <div>2- Teaching students important counseling skills that will help them achieve personal and social harmony by increasing their knowledge of their abilities, aptitudes, and inclinations, and achieving self-realization and mental health, which is one of the most important goals of .psychological counseling</div> <div>3- Increase students' awareness of how to achieve a balance between behavior, social status, and environmental</div>			Course objectives		
Teaching and learning strategies .9					
The course includes 2 theoretical hours / the number of weekly hours is .approved and distributed over 15 weeks					Strategy
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	The concept of guidance, the concept of mental health, and the foundations of guidance ,philosophical, social, moral) (religious, psychological		2	1

Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	Individual counseling, group counseling, direct and indirect .counseling		2	2
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	.Psychoanalytic theory		2	3
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	Behavioral and existential .theories		2	4

Surprise tests and assigning students to manage the lecture under our supervision .and guidance	Demonstrative lecture with explanation on the board	.Existential theories			5
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	Information needed for guidance ,cumulative record, case study) ,tests and measures, observation .(interview		2	6
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	Guidance and counselling in school (the counsellor teacher, his duties and preparation, and the need for guidance programmes in .(school		2	7

Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	,Mental health (its relationship goals, importance), the normal and abnormal person, and .personality standards		2	8
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	First exam on the topics covered in the previous weeks		2	9
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	Causes of psychological crises and psychological disorders, their sources, and proper ways to solve .them		2	10



Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	,Compensation, reincarnation) ,reverse formation, projection .justification		2	11
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	,repression, withdrawal) ,daydreaming, projection (compensation		2	12
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	Pathological, defensive and .escape symptoms		2	13

Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	The meaning of compatibility, the ,nature of compatibility, its types and the characteristics of a compatible person		2	14
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	Demonstrative lecture with explanation on the board	Second exam on topics covered in previous weeks		2	15

#### Course Evaluation .11

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

#### Learning and teaching resources .12

	Required textbooks (methodology if (available
Al-Dahri, Saleh Hassan, Principles of Psychological .and Educational Guidance  Al-Imam, Mustafa Mahmoud, and others (1991) Psychological Counseling and Educational .Guidance, University of Baghdad Dawood Aziz Hanna, and Al-Abidi, Nazim Hashim	Main References (Sources)
scientific journals	Recommended supporting books and references (scientific journals, reports...)

	Electronic references, websites
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## Course Description Form

Course name .1	
/ Educational Measurement and Evaluation - Fourth Stage - Department of Arabic Language College of Education for Humanities - University of Basra	
Course code .2	
Semester/Year .3	
Year (2024-2025)	
Date of preparation of this description .4	
2025	
Available forms of attendance .5	
My presence	
Number of study hours (total) / Number of units (total) .6	
hours per week 2	
Name of the course supervisor (if more than one name is mentioned) .7	
M.M. Shahid Risan Obaid Al-Asal <a href="mailto:Shahad.obaid@uobasrah.edu.iq">Shahad.obaid@uobasrah.edu.iq</a>	
Course objectives .8	
1- Teaching students the theoretical and practical foundations of the measurement and evaluation process 2- Training students to understand the problems and difficulties facing the educational and pedagogical process 3- Training students to become highly competent teachers to address educational and pedagogical problems in educational .institutions and schools 4- Training students to develop the educational and pedagogical process in schools for the better in a manner consistent .with the level of technological and cultural development	Course objectives

Teaching and learning strategies .9					
The course includes (2) theoretical hours - the number of weekly hours is . approved and distributed over 15 weeks					Strategy
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week
Assigning students reports and conducting Oral exams	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	The concept of measurement		2	1
,Discussion questions and dialogue	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Types of measurement		2	2

Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	The concept of honesty and its types		2	3
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	The concept of honesty and its types		2	4
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Stability and its types		2	5

Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Stability and its types		2	6
Assigning students reports and conducting Oral exams	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	The concept of evaluation and its types		2	7
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Evaluation areas		2	8

Discussion questions and dialogue	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Testing methods		2	9
Assigning students reports and conducting Oral exams	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Statistical means of testing		2	10
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Statistical methods for evaluation		2	11

Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Educational objectives cognitive domain		2	12
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Educational objectives emotional domain		2	13
Surprise tests and assigning students to manage the lecture under our supervision ,and guidance including tests at the end of each course and .monthly	An explanatory lecture with explanations and examples using a projector screen and a .whiteboard	Psychomotor educational objectives		2	14
	Written exam	Second semester final exam			15
Course Evaluation .11					



The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc	
Learning and teaching resources .12	
	Required textbooks (methodology if (available
Psychological Measurement and Educational Evaluation Mahmoud et al. (2010) 1st ed. Dar Al Masirah Educational and Psychological Measurement and Evaluation 2001 Abu Alam 1st ed. Dar Al Fikr Al Arabi	Main References (Sources)
scientific journals	Recommended supporting books and references (scientific journals, reports...)
Some research and articles on fibers	Electronic references, websites

## Course Description Form

Course name .1
Physiological Psychology - Counseling Department - First Stage
Course code .2
Semester/Year .3
(2025/2024)
Date of preparation of this description .4
2025
Available forms of attendance .5
Daily student attendance
Number of study hours (total) / Number of units (total) .6
hours per week - 5 units 3
Name of the course supervisor (if more than one name is mentioned) .7

M.M. Suha Abdel Rahim Yasser					
<a href="mailto:suha.abdualraheem@uobasrah.edu.iq">suha.abdualraheem@uobasrah.edu.iq</a>					
Course objectives .8					
<p>.Enhancing scientific understanding of human behavior -1 Physiological psychology connects human behavior to neurological and hormonal foundations, enabling students to understand psychological phenomena in a scientifically accurate manner and .forming a solid foundation for other psychological disciplines Building early critical and research thinking -2 From the first stage, students are introduced to scientific analysis and the connection between psychological concepts and experimentation and physiology, which enhances critical thinking .skills and readiness for scientific research Forming a common cognitive foundation between the branches of -3 .psychology ,This course serves as a bridge between general, neurological clinical, cognitive, and health psychology, thus contributing to a comprehensive and interconnected understanding of the .psychological system</p>				Course objectives	
Teaching and learning strategies .9					
Brainstorming - Discussion and dialogue - Flipped classroom - Oral questions - Presentations - Lecture - Use educational videos -				Strategy	
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning	watches	week
Oral questions	,Lecture discussion and dialogue	Definition of physiological psychology The beginning and development of physiological psychology		3	1
Oral questions	,Presentations discussion and dialogue	Nervous system Functions of the nervous system Nerve cell		3	2
Classroom questions	Presentations and demonstration videos	Structure of the central nervous system Structure of the peripheral nervous system		3	3

Discussion and dialogue	Presentations and dialogue	Endocrine glands and their .functions in the body Types of glands pituitary gland - thyroid gland -		3	4
Discussion and dialogue	Presentations and Dialogue	Types of glands Pancreas - Glandular balance -		3	5
Oral questions	a lecture	Feelings, their types and manifestations Definition of feeling - Characteristics of feeling - Manifestations of feeling -		3	6
,Discussion questions and dialogue	,Lecture presentation and explanatory	,Eye and sight ear and hearing		3	7
,Discussion questions and dialogue	Presentation and educational videos	,Nose, smell tongue and sense of taste		3	8
Oral questions	a lecture	Skin sensations		3	9
brainstorming	a lecture	Innate motives Definition of motive		3	10
Dialogue and discussion	a lecture	Types of motivation The role of motives in explaining behavior		3	11
Dialogue and discussion	a lecture	:Physiology of innate drives .hunger, thirst, sex, etc		3	12
Dialogue and discussion	a lecture	Physiology of emotion Definition of emotion Conditions for the occurrence of emotion		3	13

brainstorming	a lecture	Types of emotion harms and benefits of emotion ,		3	14
brainstorming	a lecture	Physiological changes associated with emotion		3	15
Course Evaluation .11					
:The final grade out of 100 is distributed as follows  marks for the first exam 20 marks for the student's daily activity in the first semester 5 marks for the second exam 20 marks for student daily activity in the second semester 5 marks for the final exam at the end of the academic year 50					
Learning and teaching resources .12					
1. Ahmed Okasha - Egyptian House of Knowledge			Required textbooks (methodology if (available		
Physiological Psychology – Neil Carlson .1 Foundations of Behavioral Neuroscience – Eric .2			Main References (Sources)		
Scientific research in scientific journals and scientific reports from international universities			Recommended supporting books and references (scientific journals, reports...)		
nothing			Electronic references, websites		

## Course Description Form

1. Course name
Guidance Department / Arabic Language / Stage: First
2. :Course code
3. System: Annual
2025 - 2024
4. : Date this description was prepared
2025
5. Available attendance forms:

My presence					
6. :Number of study hours (total) / Number of units (total)					
Two hours per week					
7. Course Supervisor Name ( if more than one name is mentioned)					
M.M. Tharaa Abdel Rasoul Hassan <a href="mailto:tharaa.hassan@uobasrah.edu.iq">tharaa.hassan@uobasrah.edu.iq</a>					
8. Course objectives					
<ul style="list-style-type: none"> <li>- Recognizes the types of verbs</li> <li>- ,Distinguish between the absolute subject the object for which, and the object with .which it accompanies</li> <li>- The student will identify basic punctuation marks and use them .accurately in writing</li> </ul>		<ul style="list-style-type: none"> <li>- The student should be able to identify .the components of the nominal sentence</li> <li>- The student should be able to distinguish between the subject and the .object in a verbal sentence</li> <li>- The student should formulate sentences .using the past tense verb correctly</li> <li>- The student uses the present tense and imperative verbs in correct linguistic .contexts</li> </ul>			
9. Teaching and learning strategies					
<ul style="list-style-type: none"> <li>- Active Interactive Learning: Encourages students to participate by analyzing and .reconstructing sentences</li> <li>- Learner-centered education by giving the student an active role in research and knowledge .creation</li> <li>- .Linking language and texts by linking grammatical concepts</li> </ul>					
10. Course structure					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Student Participation Note	Interactive introductory lecture	Introduction and preface	The student learns about the course objectives and .components	2	1
homework	Slideshows and interactive exercises	Arabic sentence structure	The student distinguishes between nominal and verbal .sentences	2	2

Short editorial application	Sentence analysis activities	verbal sentence	The student understands the structure of the verbal sentence .specifically	2	3
Short test	Writing applications	past tense	The past tense is used grammatically .correctly	2	4
nothing	nothing	vacation	nothing	2	5
Class assignment	Comparison and practical examples	Present tense and imperative verb	Use the present tense and imperative verbs in useful .sentences	2	6
Group activities	Group review with questions and language games	Review of verbs	Analyze the differences between the .three verbs	2	7
Midterm exam	Written test	First semester exam	He measures his comprehension through the .exam	2	8
Immediate verbal assessment	Explanation and practical examples	Types of effects	Learn about the five objects and their .functions	2	9
short article	Writing and expression exercises	The absolute object	He uses the absolute object .in his writings	2	10
Analytical homework	Group discussion and applications	The purpose of the action	Understands and accurately defines the purpose	2	11
Application worksheet	Grammatical analysis using texts	The object with it	Analyze the function of the object with it in the sentence	2	12
Literary analysis and written expression	Literary analysis and expressive reading	Explanation of Ka'b ibn Zuhair's poem: Banat Su'ad	Explains the literary meanings of the poem Banat Suad	2	13
Edit text with punctuation	Text editing activities	punctuation marks	Apply punctuation in his writing	2	14

		Second semester exam		2	15
11. :Course Evaluation					
Distributed as follows: 25 marks for each semester, 20 marks for the monthly exam and 5 marks for the daily exam					
12. Educational resources					
<ul style="list-style-type: none"> <li>- The prescribed material for teaching Arabic language to non-specialized departments</li> <li>- ,Some supporting sources such as (I'rab al-Quran and its explanation), (Kitab Sharh Ibn Aqil) (Qatar al-Nada wa Bal al-Sada)</li> <li>- Electronic references (magazines \ books)</li> </ul>					

## Course Description Form

13. :Course name	
:Department of Psychological Counseling and Educational Guidance / Arabic Language / Stage Second	
14. :Course code	
Bachelor's	
15. System: Annual	
Academic year: 2024-2025	
16. : Date this description was prepared	
2025 - 2024	
17. Available attendance forms:	
In-person only	
18. :Number of study hours (total) / Number of units (total)	
Two hours per week	
19. Course Supervisor Name ( if more than one name is mentioned)	
M.D. Farha Aziz Mohsen <a href="mailto:farha.aziz@uobasrah.edu.iq">farha.aziz@uobasrah.edu.iq</a>	
20. Course objectives	
<ul style="list-style-type: none"> <li>- Recognizes the types of verbs</li> <li>- , Distinguish between the absolute object the object for which, and the object with which it accompanies</li> <li>- The student will identify basic punctuation marks and use them accurately in writing</li> </ul>	<ul style="list-style-type: none"> <li>- The student should be able to identify the components of the nominal sentence</li> <li>- The student should be able to distinguish between the subject and the object in a verbal sentence</li> <li>- The student should formulate sentences using the past tense verb correctly</li> <li>- The student uses the present tense and imperative verbs in correct linguistic contexts</li> </ul>
21. Teaching and learning strategies	
<ul style="list-style-type: none"> <li>- Active Interactive Learning: Encourages students to participate by analyzing and reconstructing sentences</li> </ul>	

- Learner-centered education by giving the student an active role in research and knowledge .creation
- .Linking language and texts by linking grammatical concepts

## 22. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Student Participation Note	Interactive introductory lecture	Introduction and preface	The student learns about the course objectives and .components	hours 2	Week 1
homework	Slideshows and interactive exercises	Arabic sentence structure	The student distinguishes between nominal and verbal .sentences	hours 2	Week 2
Short editorial application	Sentence analysis activities	verbal sentence	The student understands the structure of the verbal sentence .specifically	hours 2	Week 3
Short test	Writing applications	past tense	The past tense is used grammatically .correctly	hours 2	Week 4
nothing	nothing	vacation	nothing	hours 2	Week 5
Class assignment	Comparison and practical examples	Present tense and imperative verb	Use the present tense and imperative verbs in useful .sentences	hours 2	Week 6
Group activities	Group review with questions and language games	Review of verbs	Analyze the differences between the .three verbs	hours 2	Week 7
Midterm exam	Written test	First semester exam	He measures his comprehension	hours 2	Week 8



			through the .exam		
Immediate verbal assessment	Explanation and practical examples	Types of effects	Learn about the five objects and their .functions	hours 2	Week 9
short article	Writing and expression exercises	The absolute object	He uses the absolute object .in his writings	hours 2	Week 10
Analytical homework	Group discussion and applications	The purpose of the action	Understands and accurately defines the purpose	hours 2	Week 11
Application worksheet	Grammatical analysis using texts	The object with it	Analyze the function of the object with it in the sentence	hours 2	Week 12
Literary analysis and written expression	Literary analysis and expressive reading	Explanation of Ka'b ibn Zuhair's poem: Banat Su'ad	Explains the literary meanings of the poem Banat Suad	hours 2	Week 13
Edit text with punctuation	Text editing activities	punctuation marks	Apply punctuation in his writing	hours 2	Week 14
23. :Course Evaluation					
Distributed as follows: 25 marks for each semester, 20 marks for the monthly exam and 5 marks for .the daily exam					
24. Educational resources					
<ul style="list-style-type: none"> <li>- The prescribed material for teaching Arabic language to non-specialized departments</li> <li>- ,Some supporting sources such as (I'rab al-Quran and its explanation), (Kitab Sharh Ibn Aqil) (Qatar al-Nada wa Bal al-Sada)</li> <li>- Electronic references (magazines \ books)</li> </ul>					

## Course Description Form

<b>Course name .1</b>
<b>English language</b>
<b>Course code .2</b>
<b>Semester/Year .3</b>
<b>(2025/2024)</b>

<b>Date of preparation of this description .4</b>					
2025					
<b>Available forms of attendance .5</b>					
My presence					
<b>Number of study hours (total) / Number of units (total) .6</b>					
<b>Name of the course supervisor (if more than one name is mentioned) .7</b>					
Dr. Islam Adel <a href="mailto:ia_2903806@gmail.com">ia_2903806@gmail.com</a>					
<b>Course objectives .8</b>					
Teaching English in Cultural Contexts to International Students				Course objectives	
<b>Teaching and learning strategies .9</b>					
A strategy for presenting the scientific material and then having the students participate in solving the book's exercises and interacting with the existing texts.					Strategy
<b>Course structure : divided into chapters, each of which deals with a specific topic with .10 .exercises</b>					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of unit or topic</b>	<b>Required learning</b>	<b>watches</b>	<b>week</b>
Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	Simple present...use of have got	Understanding grammar and expanding vocabulary	<b>1</b>	<b>1</b>

Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	Simple past and changing verbs to nouns	Understanding grammar and expanding vocabulary	1	2
Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	Using how many and how much with articles	Understanding grammar and expanding vocabulary	1	3
Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	Verb patterns and future tense	Understanding grammar and expanding vocabulary	1	4
Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	Comparison and comparison	Understanding grammar and expanding vocabulary	1	5
Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	Present Perfect Tense with should / must	Understanding grammar and expanding vocabulary	1	6
Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	Verb conjugation and some exercises	Understanding grammar and expanding vocabulary	1	7
Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	Use of condition 1	Understanding grammar and expanding vocabulary	1	8
Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	Use of condition 2	Understanding grammar and expanding	1	9

Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	Using used to with adjectives ending in-ing	Understanding grammar and expanding	<b>1</b>	<b>10</b>
Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	Use of phrasal verbs	Understanding grammar and expanding vocabulary	<b>1</b>	<b>11</b>
Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	Using might and could	Understanding grammar and expanding vocabulary	<b>1</b>	<b>12</b>
Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	passive voice 1	Understanding grammar and expanding vocabulary	<b>1</b>	<b>13</b>
Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	Passive Voice 2	Understanding grammar and expanding vocabulary	<b>1</b>	<b>14</b>
Oral test and linguistic error analysis	<b>Presentation and then solve the exercises</b>	Other examples of passive voice	Understanding grammar and expanding vocabulary	<b>1</b>	<b>15</b>
<b>Course Evaluation: Good .11</b>					
<b>Learning and teaching resources .12</b>					
<b>New Headway English Courses</b>			Required textbooks (methodology if available)		
<b>New Headway English Courses</b>			Main References (Sources)		

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<a href="https://elt.oup.com/student/headway/?cc=global&amp;selLanguage=en&amp;mode=hub">https://elt.oup.com/student/headway/?cc=global&amp;selLanguage=en&amp;mode=hub</a>	Electronic references, websites