



Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and

University of Basrah -Faculty of Nursing Academic Program
Description 2024-2025

Academic Program Description Form

University Name: University of Basrah

Faculty/Institute: Faculty of Nursing

Scientific Department: Nursing Department (single Department Faculty)

Academic Program Name: Nursing science (Undergraduate Program)

Final Certificate Name: Bachelor of Science in Nursing

Academic System: Four Year/ Semiannually (2 Semesters/ Year)

Description Preparation Date: 1/8/2024 -2025

File Completion Date: 1/9/2024

Signature

Assist. Prof. Dr. Firas Abdulkader Jassim

Assist. Prof. Luay Abdulwahed Shihab

Lecturer Afkar Fadhil Kareem

Signature

Assist. Prof. Dr. Sundus Baqer Dawood

Signature:

Department of Quality Assurance and University Performance:

Lecturer Samaher S. Hameed

Date:

Signature:

Approval of the Dean

Assist. Prof. Dr. Majed

Askar Muhammed

1. Program Vision

The College of Nursing at the University of Basrah seeks to match nursing colleges at the local and international levels by highlighting the quality of medical and nursing education and its reflection on its outputs from graduates who possess competence, excellence, and the ability to provide comprehensive nursing care in the field of community service in all aspects of health care, whether in primary health centers or in Hospitals. The college also seeks to distinguish itself among its counterparts through solid scientific research that provides solutions to society's problems in accordance with the vision of the University of Basrah

2. Program Mission

Supporting health institutions with scientifically and practically qualified nursing staff capable of dealing with various medical conditions and providing effective, high-quality health services to improve and enhance citizen health..

3. Program Objectives

- 1- Preparing highly qualified university nursing staff who possess a high sense of responsibility to provide preventive, curative and rehabilitative nursing services to the individual and family.**
- 2- Addressing the shortage of qualified nursing personnel, especially women, in the field of health services.**
- 3- Developing the reality of nursing through conducting nursing research.**
- 4- Strengthening the role and status of nursing staff in health institutions.**
- 5- Striving to expand admission to both primary and postgraduate studies.**
- 6- Striving to provide advanced scientific laboratories.**
- 7. Research Skills: Conduct advanced nursing research that intended to solve local health problems**

4. Program Accreditation

The program is currently accredited by national council for accreditation of nursing colleges.

5. Other external influences

The Faculty of Nursing is a governmental institution sponsored by the Ministry of Higher Education and Scientific Research and the University of Basrah.

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|---------------------------|--------------|------------|----------|
| Institution Requirements | 10 | 16 | %11 | |
| College Requirements | 32 | 124 | %89 | |
| Department Requirements | Single department faculty | | | |
| Summer Training | 120 Hours | Pass/ Fail | - | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

7. Program Description

| 7. course description | | | | | |
|-----------------------|-------------|-----------------------------|--------------|---|----|
| year/level | Course Code | Course Name | Credit Hours | | |
| | | | TH | L | C |
| First-year S1 | NUR101 | Fundamentals Of Nursing(1) | 4 | 4 | 0 |
| | CHM102 | Biochemistry | 3 | 2 | 0 |
| | ANT103 | Anatomy for nurse | 3 | 2 | 0 |
| | COS104 | Computer Science(1) | 1 | 2 | 0 |
| | ETH 105 | Code of Ethics | 2 | 0 | 0 |
| | ENG 106 | English part 1 | 1 | 2 | 0 |
| | SPO | sport | Pass | | |
| S2 | NUR107 | Fundamentals Of Nursing(2) | 4 | 0 | 12 |
| | PHY108 | Physiology for nurse | 3 | 2 | 0 |
| | ENG109 | English part 2 | 1 | 2 | 0 |
| | TER110 | Medical Terminology | 2 | 0 | 0 |
| | COS111 | Computer Science(2) | 1 | 2 | 0 |
| | SPO | sport | Pass | | |
| Second-Year S1 | NUR201 | Adult Nursing(1) | 3 | 0 | 12 |
| | PHR302 | Pharmacology for nurses | 2 | 0 | 0 |
| | MBN203 | Microbiology For Nursing(1) | 2 | 2 | 0 |

| | | | | | |
|-----------|--------|---|-----------|---|----|
| | COS204 | Computer Science(1) | 1 | 2 | 0 |
| | HAS205 | Health Assessment | 2 | 2 | 0 |
| S2 | NUR206 | Adult Nursing(2) | 3 | - | 12 |
| | PAT207 | Pathophysiology For Nursing | 2 | 0 | 0 |
| | MBN208 | Microbiology For Nursing (2) | 2 | 2 | 0 |
| | PHR29 | Pharmacology for nurses | 2 | 0 | 0 |
| | COS210 | Computer Science(2) | 1 | 2 | 0 |
| | NUR211 | Preceptorship (Summer Training Adult Nursing) | Pass/fail | | |

| | | | | | |
|--------------------------|--------|--------------------------------------|---|---|----|
| Third-Year S1 | NUR301 | Maternal and Newborn Health | 3 | 2 | 12 |
| | NUR302 | Research Methods in Nursing | 2 | 0 | 0 |
| | PHR303 | health Sociology | 2 | 0 | 0 |
| | REM304 | Human Rights | 1 | 0 | 0 |
| | NUT305 | Nutrition And diet therapy | 2 | 0 | 0 |
| S2 | PHR306 | Human Growth and Development | 3 | 0 | 6 |
| | NUR307 | Infant, Child And Adolescents Health | 3 | 2 | 12 |
| | DEM308 | Democracy | 1 | 0 | 0 |
| | BST309 | Biostatistics | 2 | 0 | 0 |
| | ENG310 | English part 2 | 1 | 2 | 0 |

| | | | | | |
|---------------------------|--------|--------------------------------------|-----------|----------|-----------|
| | NUR311 | Preceptorship (Summer Training) | Pass/fail | | |
| Fourth-Year S1 | NUR401 | Family And Community Health Nursing | 3 | 0 | 12 |
| | EPD402 | Epidemiology | 2 | 0 | 0 |
| | NUR403 | Nursing Management and Leadership | 2 | 0 | 3 |
| | NUR404 | Professional Perspectives and Issues | 2 | 0 | 0 |
| | NUR405 | Research Project | 0 | 0 | 3 |
| | ARB406 | Arabic language | 1 | 0 | 0 |
| | HPR407 | Health promotion | 2 | 0 | 0 |
| S2 | NUR408 | Mental Health and Illness | 3 | 0 | 12 |
| | NUR409 | Critical Care Nursing(2) | 3 | 0 | 9 |
| | HPN410 | Health Psychology For Nursing | 2 | 0 | 0 |
| | NUR411 | Research Project | 0 | 0 | 3 |
| | ENG412 | English language 4 | 1 | 2 | 0 |
| | ARB413 | Arabic language | 1 | 0 | 0 |

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes

Learning Outcomes:

1. Understanding Basic Medical Sciences and Adult Nursing: Students are expected to gain an in-depth understanding of basic nursing sciences, such as anatomy, physiology, biochemistry, and computer technology.
2. Acquire the necessary knowledge in pathological microbiology, health assessment and diagnosis, adult nursing, and the nature of nursing ethics.
3. Knowledge in Obstetrics and Gynecology Nursing: Students are expected to gain an in-depth understanding of maternal and neonatal health, disease prevention methods, healthy nutrition, and growth and development.
4. Knowledge in Mental Health and Community Nursing Sciences: Students gain an understanding of mental health disorders, care and treatment, and an in-depth understanding of public health, disease prevention, preventive measures, community health promotion, and health education. Nursing leadership and management in healthcare institutions.
5. Teach students the basics of scientific nursing research and the basics of biomedical statistics. Remind students of the country's politics and the methods of past leaders.
6. Remind students of my country's history, increasing spiritual and moral connection through teaching subjects such as Ba'ath crimes, democracy, and human rights.

Learning Outcome Statement

1: Academic excellence and good results, especially on assessment tests

Skills

1. Laboratory skills in the use of basic computer technologies and basic skills in nursing basic laboratories.
2. Assessment and Diagnostic Skills: The ability to assess a patient's condition, identify health problems, accurately diagnose them based on signs and symptoms, and treat them skillfully and safely, such as cleaning wounds, changing dressings, and administering medications, while adhering to ethical principles.

Learning Outcome Statement: High skills in nursing practice and application

| | |
|---|---|
| <p>3. Maternal and Neonatal Clinical Care Skills: The ability to perform various clinical procedures related to providing nursing care to mothers and newborns, administering medications, and feeding.</p> <p>4. Critical Thinking, Health Education, Leadership, and Teamwork Skills: Communication skills with patients, the ability to organize patient care, direct the medical team, and make sound clinical decisions independently. The ability to logically analyze information, evaluate evidence, and make evidence-based clinical decisions.</p> <p>5. Brainstorming skills to answer health problems presented on simulated models using scenarios.</p> <p>6- Use covert skills to answer the OSCE exam.</p> <p>7. Time management skills using</p> | <p>Collaborate effectively with the healthcare team to improve patient outcomes using improved time .</p> |
| Ethics | |
| <p>Learning Outcomes</p> <p>1. Care and Empathy: the ability to express care and empathy towards patients and their families, and provide emotional and moral support to them in difficult times and to make the best use of technology.</p> <p>2. Integrity and honesty: Act with integrity and honesty at all times, and adhere to ethical and professional standards in the practice of nursing, including: respecting each individual as a unique person with their own rights and dignity, and working to promote</p> <p>4.privacy and mutual respect in every interaction to providing the best possible care for patients and the</p> <p>community3. Justice and equality: Working to provide care fairly and equally to all patients regardless of gender, race, religion, or economic status and the newborn's right to receive superior nursing care.</p> <p>5. Humility and respect for cultural diversity: Acquire the values of humility and respect for cultural, religious and linguistic diversity in the provision of health care, and continuous learning: Dedication to continuous learning and development of skills and knowledge, and seeking opportunities for learning and professional improvement, Responsibility and dedication, and the ability to take responsibility for their decisions and actions, and dedication.</p> | <p>Adhere to professional nursing ethics when providing care and collaborating with healthcare teams.</p> |

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9. Teaching and Learning Strategies

The program adopts diverse and modern strategies to ensure that students acquire both theoretical knowledge and practical competencies. These include:

Teaching and learning strategies and methods used in the overall program implementation.

- ☐ Use of PowerPoint presentations to present theoretical material.
- ☐ Use of video lectures.
- ☐ Self-paced learning.
- ☐ Simulation of laboratory dummy models to acquire clinical nursing skills.
- ☐ Use of laboratory dummy models in providing care.

Active learning

Encourages students to interact directly with the material.

- ☐ Case studies: Real-life scenarios that enhance critical thinking and decision-making.
- ☐ Group discussions: Help students explore multiple perspectives.

The seminar is prepared and presented by the student.

Homework assignments are based on open-ended questions using brainstorming.

10. Evaluation methods

Evaluation methods are implemented across all program stages to measure knowledge, skills, and professional behaviors. These include:

- 1- Written Examinations: Multiple-choice, true/false, short-answer, and essay questions.
- 2- Practical Examinations: Laboratory and clinical assessments to evaluate procedural and psychomotor skills.
- 3- Oral Examinations & Presentations: Assess critical thinking, communication, and professional expression.
- 4- Quizzes and Reports: Continuous assessment of student progress.
- 5- Attendance and Participation: Engagement in discussions, seminars, and clinical sessions.
- 6- Final Comprehensive Examinations: Both theoretical and practical exams to ensure readiness for professional practice.

11. Faculty

Faculty Members

| Academic Rank | | Specialization | | | Special Requirements/ Skills (if applicable) | Number of the teaching staff | |
|---------------|---------------------|----------------|----------------|-----|---|------------------------------|----------|
| | | General | Special | No. | | Staff | Lecturer |
| Ph.D. | Professor | Nursing | Nursing | 0 | Teaching Certificate | 4 | 0 |
| | | Basic Sciences | Basic Sciences | 4 | Teaching certificate & nursing skills | | |
| | Assistant Professor | Nursing | Nursing | 3 | Teaching Certificate | 11 | 0 |
| | | Basic Sciences | Basic Sciences | 8 | Teaching certificate & nursing skills | | |
| | Lecturer | Nursing | Nursing | 6 | Teaching certificate & nursing skills | 14 | 2 |
| | | Basic Sciences | Basic Sciences | 8 | Teaching Certificate | | |
| Master Degree | Assistant Professor | Nursing | Nursing | 2 | Teaching certificate & nursing skills | 4 | 0 |
| | | Basic Sciences | Basic Sciences | 2 | Teaching Certificate | | |
| | Lecturer | Nursing | Nursing | 5 | Teaching certificate & nursing skills | 9 | |
| | | Basic Sciences | Basic Sciences | 4 | Teaching Certificate | | |
| | Assistant Lecturer | Nursing | Nursing | 7 | Teaching certificate & nursing skills | 19 | 0 |
| | | Basic Sciences | Basic Sciences | 12 | Teaching Certificate | | |

12. Acceptance Criterion

- Admission is carried out centrally in accordance with the regulations of the Ministry of Higher Education and Scientific Research.
- Applicants may be required to successfully pass special tests or personal interviews determined by the college or university council in the night study.
- Applicants must be medically fit (physically and mentally) for the nursing profession.
- Students rank their program preferences in the central admission system according to personal interest.
- Admission depends on the general secondary school acceptance rate (Scientific Branch) or top 5% of the high school of nursing
- Admission also considers the average required by the program to ensure competitiveness.
- The final number of admitted students is subject to the capacity of the college.
- Department Admission Requirements: The Faculty of Nursing is a single-department college; therefore, admitted students are directly enrolled in the Nursing Department without further departmental selection.

13. Acceptance Criterion

The College of Nursing at Al-Basrah University complies with the regulations and instructions issued by the Ministry of Education and Scientific Research regarding the admission of students according to the Central Admission Guide issued annually by the Ministry. The Central Admission Channels include: General Channel - Private Expense Channel - Martyrs' Families - Distinguished Channel

14. Program Development Plan

The curriculum decisions are developed after submitting the proposals to the Deans Committee of Nursing Colleges.

According to the latest developments in medical cases in hospitals, which are the main element in developing the curriculum, and this is done based on solid scientific research and studies.

Follow up on the latest developments in technological educational methods and work to provide and use them in the best possible way

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|-------------|----------------------------|-------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| Year/Level | Course Code | Course Name | Basic or optional | Required program Learning outcomes | | | | | | | | | | | | | | |
| | | | | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| First-Stage | NUR101 | Fundamentals of Nursing I | Basic | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | |
| First-Stage | CHM102 | Chemistry | Basic | ✓ | ✓ | ✓ | | | ✓ | | | | | | | ✓ | | |
| First-Stage | ENG108 | English 1 | Basic | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | | | ✓ | | |
| First-Stage | COS105 | Computer 1 | Basic | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | | | ✓ | | |
| First-Stage | COS110 | Computer 2 | Basic | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | | | ✓ | | |
| First-Stage | ANT103 | Anatomy | Basic | ✓ | ✓ | ✓ | | | ✓ | | | | | | | ✓ | | |
| First-Stage | PHY107 | Physiology of nursing | Basic | ✓ | ✓ | ✓ | | | ✓ | | | | | | | ✓ | | |
| First-Stage | NUR106 | Fundamentals of Nursing II | Basic | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | |
| First-Stage | TER109 | Medical Terminology | Basic | ✓ | ✓ | | | | | | | ✓ | | | | ✓ | | |
| First Stage | ETH104 | Nursing Ethics | Basic | ✓ | ✓ | | | | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ |
| Second Stage | NUR 201 | Adult Nursing (1) | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Second Stage | NUR 206 | Adult Nursing (2) | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Second Stage | HAS 203 | Health Assessment | Basic | ✓ | ✓ | | | | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | |
| Second Stage | PHR202 | Pharmacology OF nursing I | Basic | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | | ✓ | | |
| Second Stage | PHR209 | Pharmacology OF nursing II | Basic | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | | ✓ | | |
| Second Stage | MBN204 | Microbiology | Basic | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | | | ✓ | | |
| Second Stage | MBN208 | Microbiology | Basic | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | | | ✓ | | |

| | | | | | | | | | | | | | | | | | | |
|--------------|---------|--|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Second Stage | PAT207 | Pathophysiology | Basic | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | | ✓ | | |
| Second Stage | COS205 | Computer 1 | Basic | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | | | ✓ | | |
| Second Stage | ENG211 | English part 2 | Basic | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | | | ✓ | | |
| Second Stage | COS210 | Computer 2 | Basic | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | | | ✓ | | |
| Second Stage | NUR212 | Preceptorship (Summer clinical Training) | Basic | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ |
| Third stage | NUR301 | Maternal and neonate nursing | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| third-Stage | NUR306 | Pediatric nursing II | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| third-Stage | PHR308 | Human Growth and Development II | Basic | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| third-Stage | NUT305 | Nutrition and Diet Therapy | Basic | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | | |
| third-Stage | RSM302 | Research Methods in Nursing | Basic | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | |
| third-Stage | HOS 303 | Health Sociology | Basic | | ✓ | ✓ | | | | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| third-Stage | HUM304 | Human Right | Basic | | ✓ | ✓ | | | | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| third-Stage | DEM309 | Democracy | Basic | | ✓ | ✓ | | | | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| third-Stage | BST 307 | Biostatistics | Basic | | ✓ | ✓ | | | ✓ | | | | ✓ | | | ✓ | | |
| third-Stage | ENG3010 | English part III | Basic | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | | | ✓ | | |
| third-Stage | NUR311 | Preceptorship (Summer clinical Training) | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | | | | | | | | | | | | |
|-----------|---------|---------------------------------------|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4st Stage | HPR405 | Health Promotion | Basic | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | |
| 4st Stage | NUR402 | Nursing Management and Leadership | Basic | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | ✓ | | ✓ | ✓ | |
| 4st Stage | NUR403 | perspective s and Issues Professional | Basic | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 4st Stage | NUR401 | nursing community health | Basic | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 4st Stage | NUR408 | Psychiatric and Mental Health Nursing | Basic | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 4st Stage | NUR409 | Critical Care Nursing | Basic | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4st Stage | HPN410 | Health Psychology for Nurses | Basic | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | | | | ✓ | | ✓ |
| 4st Stage | NUR404 | Graduation Research Project | Basic | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | |
| 4st Stage | ARB412 | Arabic Language for Nursing I | Basic | ✓ | | | | | | ✓ | | ✓ | ✓ | | | | | |
| 4st Stage | Epid406 | Epidemiology | Basic | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | | | ✓ | | |
| 4st Stage | NUR411 | Graduation Research Project | Basic | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | |
| 4st Stage | ARB407 | Arabic Language for Nursing I | Basic | ✓ | ✓ | | | | | | ✓ | | | ✓ | | ✓ | | |
| 4st Stage | ARB412 | Arabic Language for Nursing II | Basic | ✓ | ✓ | | | | | | ✓ | | | ✓ | | ✓ | | |
| 4st Stage | ENG413 | English part IV | Basic | ✓ | ✓ | | | | | | ✓ | | | ✓ | | ✓ | | |

FIRST STAGE

Course Name : Fundamentals of Nursing I

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|------------------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| First- Stage | NUR101 | Fundamentals of Nursing I | Basic | √ | √ | √ | √ | | | √ | √ | | | √ | √ | √ | √ | |
| | | | | | | | | | | | | | | | | | | |

Course Description Form

| | |
|--|--|
| 1. Course Name: | |
| Fundamentals of Nursing I | |
| 2. Course Code: | |
| NUR101 | |
| 3. Semester / Year: | |
| 1 st Semester / first year | |
| 4. Description Preparation Date: | |
| 25/5/2025 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (7) Total of (4 Theory + 6 lab) hours weekly of (15) weeks: (150 hours). | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Lecturer: Khadija Mohammed Jassim Email: khadija.mohammed@uobasrah.edu.iq Name: Lecturer: Zainab Salman Dawood Email: zainab.salman@uobasrah.edu.iq Name: Assistant lecturer: Ali Manal Kamal | |
| 8. Course Objectives | |
| Course Objectives | At the end of the course, the students will be able to: <ol style="list-style-type: none"> 1. Apply the nursing process to develop effective and holistic care plans. 2. Describe basic concepts of infection control for safe nursing practice. 3. Analyze theoretical foundations of nursing related to vital signs, 4. hygienic care, catheterization, medication 5. administration, patient mobility, and elimination care. 6. Describe safety measures in medication administration (including 7. the "Rights of Medication"). |

| | |
|-------------------------------------|--|
| | <p>8. Explain the principles and rationale for the use of IV solutions, electrolytes, blood, and blood products.</p> <p>9. Identify the principles of medical and surgical aseptic techniques in basic nursing procedures.</p> |
| 9. Teaching and Learning Strategies | |
| Strategy | <p>Lectures supported by audiovisual materials</p> <p>2. Small-group discussions</p> <p>3. Laboratory sessions (demonstrations, supervised practice</p> <p>4. Self-directed assignments and reflective practice</p> |

| 10. Course Structure | | | | | |
|----------------------|-----------|--|--|--|----------------------------|
| Week | Hou rs | Required Learning Outcomes | Unit or subject name | Learning method | Evaluatio n method |
| 1 st | 4 | Nursing Assessment Nursing diagnosis Planning Implementation Evaluation | Nursing Process | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 2 nd | 4 | Types of infection microorganisms causing infection Types of infection Chain of infection Body defense against infection Asepsis and infection control | Asepsis and Infection Control | | |
| 3 rd | 4 | The admitting Admission, transfer, referrals, discharge and documentation Definition terms department Client transfer Client referral Discharge a client Principles and elements of effective documentation | The admitting Admission, transfer, referrals, discharge and documentation | | |
| 4 th | 4 | Safety and Activity | | | |
| 5 th | 4 | Blood pressure and pulse rate | Vital signs | | |
| 6 th | 4 | Body temperature and Respiratory rate | | | |
| 7 th | 4 | Drug standard Legal asepsis of drug Administration Effective and action of | Medication administration | | |

| | | | | | |
|------------------|---|--|--------------------------|--|--|
| | | drug Routes of administration System of measurement Medication orders | | | |
| 8 th | 4 | Knowledge of Medications Dosage Calculation Patient Assessment Patient Education Documentation Safety protocols Emergency Response | Oral medication | | |
| 9 th | 4 | Injection Types Medication preparation Aseptic technique Injection site selection Patient assessment Needle selection and insertion Patient education pain management Documentation | Injection of medication | | |
| 10 th | 4 | Intravenous infusion | Fluid and electrolyte | | |
| 11 th | 4 | Blood transfusion | | | |
| 12 th | 4 | Holistic Care | | | |

11. Course Evaluation

Distributing the score out of 100 to:

1- 40 score: for the tasks assigned to the student such as quizzes, monthly exams, and reports.

2- 60 score: for the final exam.

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | None. |
| Main references (sources) | FUNDEMENTAL OF NURSING |
| Recommended books and references (scientific journals, reports...) | Taylor , C., et al.: Fundamentals of Nursing : The Art and Science of Nursing care, 7th ed.,2011, Lippincott. |
| Electronic References, Websites | https://www.researchgate.net/ https://scholar.google.com/ |

Course Name : Fundamentals of Nursing II

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|-------------------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| First- Stage | NUR106 | Fundamentals of Nursing II | Basic | √ | √ | √ | √ | | | √ | √ | | | √ | √ | √ | √ | |
| | | | | | | | | | | | | | | | | | | |

Course Description Form

| | |
|--|---|
| 13. Course Name: | |
| Fundamentals of Nursing II | |
| 14. Course Code: | |
| NUR106 | |
| 15. Semester / Year: | |
| 2 nd Semester / first year | |
| 16. Description Preparation Date: | |
| 25/5/2025 | |
| 17. Available Attendance Forms: | |
| Class attendance | |
| 18. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (8) Total of (4 Theory + 12 lab) hours weekly of (15) weeks: (240 hours). | |
| 19. Course administrator's name (mention all, if more than one name) | |
| Name: Lecturer: Khadija Mohammed Jassim Email: khadija.mohammed@uobasrah.edu.iq Name: Lecturer: Zainab Salman Dawood Email: zainab.salman@uobasrah.edu.iq Name: Assistant lecturer: Ali Manal Kamal | |
| 20. Course Objectives | |
| Course Objectives | At the end of the course, the students will be able to: <ol style="list-style-type: none"> 1. Recognize the principle underlying all nursing intervention procedures related to providing operative care to client in adult nursing care. 2. Apply a systematic approach of analyzing the patient's problems related pre and post-operative. 3. Utilize systematic approach of analyzing the problems. 4. Perform basic nursing skills related to various client conditions. 5. Utilize principles of medical /surgical asepsis and universal precautions in operative care. |
| 21. Teaching and Learning Strategies | |
| Strategy | Lectures supported by audiovisual materials |

2. Small-group discussions
3. Laboratory sessions (demonstrations, supervised practice)
4. Self-directed assignments and reflective practice

22. Course Structure

| Week | Hou rs | Required Learning Outcomes | Unit or subject name | Learning method | Evaluatio n method |
|-----------------|-----------|---|--------------------------------|---|-----------------------|
| 1 st | 4 | Wound Care and healing process | | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 2 nd | 4 | Hot and cold application | | | |
| 3 rd | 4 | Physiology of sleep Functions of sleep, sleep phases, sleep cycles Factors affecting sleep Sleep assessment Common sleep disorder | Patient's needs rest and sleep | | |
| 4 th | 4 | Body fluids, electrolytes, and acid-base balance Fluid volume assessment Factors affecting body fluid, electrolyte, and acid-base balance Common fluid imbalance | Fluid and chemical balance | | |
| 5 th | 4 | Overview of anatomical and physiological of breathing Assessing oxygenation Oxygen therapy Alteration in respiratory function | Oxygenation | | |
| 6 th | 4 | Urinary elimination | | | |
| 7 th | 4 | Physiology of defecation Assessment of bowel Elimination Common alterations in bowel Measures to promote bowel elimination Ostomy care | Bowel elimination | | |
| 8 th | 4 | The process of pain Pain theories Types of pain Pain assessment | Pain management | | |

| | | | | | |
|------------------|---|---|-----------------|--|--|
| | | Pain management | | | |
| 9 th | 4 | Preoperative nursing care | | | |
| 10 th | 4 | Postoperative nursing care | | | |
| 11 th | 4 | Nutrition | | | |
| 12 th | 4 | Terminal illness and care Stage of dying Promoting acceptance Grieving | Death and dying | | |

23. Course Evaluation

Distributing the score out of 100 to:

1- 40 score: for the tasks assigned to the student such as quizzes, monthly exams, and reports.

2- 60 score: for the final exam.

24. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | None. |
| Main references (sources) | FUNDEMENTAL OF NURSING |
| Recommended books and references (scientific journals, reports...) | Taylor , C., et al.: Fundamentals of Nursing : The Art and Science of Nursing care, 7th ed.,2011, Lippincott. |
| Electronic References, Websites | https://www.researchgate.net/ https://scholar.google.com/ |

Course Name: Medical Terminology

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|------------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| First- Stage | TER109 | Medical Terminology | Basic | √ | √ | | | | | | | √ | | | | √ | | |
| | | | | | | | | | | | | | | | | | | |

| | |
|--|--|
| 1. Course Name: | |
| Medical Terminology | |
| 2. Course Code: | |
| TER109 | |
| 3. Semester / Year: | |
| Second-semester / 2024-2025 | |
| 4. Description Preparation Date: | |
| 2024/8/22 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (2) | |
| Total of (2 hours Theory) weekly of (15) weeks: (30 hours). | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Professor Dr. Abdul Amir Abdullah Email: abdulameer.yaqoob@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objective | At the end of the course, the students will be able to: <ol style="list-style-type: none"> 1. By the end of this course, students will be able to: 2. Identify the parts of body systems and describe their functions. 3. Define combining forms, prefixes, suffixes, and roots used in medical vocabulary. 4. Recognize the meaning of common abbreviations. 5. Explain common medical diagnoses, procedures, and laboratory tests. 6. Correctly use medical terminology in academic and clinical communication. |
| 9. Teaching and Learning Strategies | |
| Strategy | <ol style="list-style-type: none"> 1. Theoretical lectures using PowerPoint and audiovisuals 2. Group discussions and short reports 3. Problem-solving activities and interactive assessments 4. Electronic quizzes and model-based evaluations |

| | |
|--|----|
| | 5. |
|--|----|

| 10. Course structure | | | | | |
|----------------------|------|--|--|-----------------|---|
| week | hour | Required learning outcomes | Name of unit or topic | Learning method | Evaluation method |
| the first | 2 | Learn the principle of medical terminology | introduction science Medical terms | Discussion | exam |
| the second | 2 | Student from suggest Medical terms | Model definition Medical determinants | Discussion | exam Paper with interview |
| the third | 2 | student how Terminology building | Determine prefixes And the common medical suffix | Discussion | exam Paper With the interview |
| Fourth | 2 | The student learn about All terms In relation to each other rotation | circulatory system | Discussion | exam Paper interview With the |
| Fifth | 2 | The student learn about All terms Device related Poly | urinary system | Discussion | Examiner Paper With the interview The goal pronunciation |
| Sixth | 2 | The student learn about All terms Device related Hazmi-Al | digestive system | Discussion | Examiner Paper With the interview The goal pronunciation |
| Seventh | 2 | The student learn about All terms Device related Manaie-Al | immune system | Discussion | |
| The eighth | 2 | | Central nervous system exam | | exam |

| | | | | | |
|-------|---|---|----------------|------------|------|
| Ninth | 2 | The student learn about terms All Device related The drawing | The device | | exam |
| tenth | 2 | The student learn about All terms Device related nervous | nervous system | Discussion | exam |

| | | | | | |
|------------|---|---|------------------|--|------|
| eleventh | 2 | The student learn about All terms related-skin And the incomplete | skin membrane | | exam |
| twelfth | 2 | The student learn about All terms Device related Materials | body | | exam |
| thirteenth | 2 | The student learn about All terms related-Structure My joint | skeleton | | exam |
| fourteenth | 2 | The student learn about All terms any With cancer diseases | Cancer | | exam |
| fifteenth | 2 | The student learn about All terms any chronic diseases | chronic diseases | | exam |
| | | | | | |

11. Course Evaluation

his choice of daily preparation, daily, 'Distribution of grades out of 100 based on the student writing, reports, etc ,oral and monthly exams

Midterm examination: 30

Final examination: 70.

12. Learning and teaching resources

| | |
|---|---------------------|
| Basic textbooks (found lessons) | |
| Main References (Sources) | Basic medical terms |
| Supporting books and references (scientific (...journals, reports | |
| Electronic references, websites | Nursing Laboratory |
| | |

Course Name: Biochemistry

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|--------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| First- Stage | NUR102 | Biochemistry | Basic | √ | √ | √ | | | √ | | | | | | | √ | | |

| | |
|---|--|
| 1. Course Name: | |
| Biochemistry | |
| 2. Course Code: | |
| NUR102 | |
| 3. Semester / Year: | |
| First-semester 2024-2025 | |
| 4. Description Preparation Date: | |
| 7/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (4) | |
| Total of (3 hours Theory+2 lab) weekly of (15) weeks: | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Dr. Saadoun Abbas Eidan Badrawi Al-Salmi | |
| Email: sadoun.alsalimi@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectiv | At the end of the course, the students will be able to: <ol style="list-style-type: none"> 1. -Define nutrients, properties, and classification. 2. 2-Illustrate biochemical changes of nutrients and its metabolic pathway in human body. 3. 3-Realize some important body constituents and their chemical changes in the laboratory. 4. 4-Differentiate the biochemical functions of different human organs in normal and abnormal conditions. 5. 5-Understand the human biochemical reactions in normal situation and in case of diseases. 6. 6-Use laboratory methods for monitoring biochemical reactions in biological samples. 7. 7-Handle the laboratory equipment properly. |
| 11. Teaching and Learning Strategies | |
| Strategy | <ol style="list-style-type: none"> 1. Theoretical lectures with PowerPoint 2. - Lab demonstrations and practice 3- Case study and problem solving 4-As well as clarifying the chemical structures of molecules and their metabolic pathways through (lectures, discussion, |

short reports, induction and measurement, and problem-solving).

12. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-----------------|-------|--|---|-----------------------------|----------------------|
| 1st | 3 | Referred to in the previous axis and all according to the content. | Carbohydrates | Presentation and discussion | Daily or weekly quiz |
| 2 nd | 3 | Referred to in the previous axis and all according to the content. | Classification of carbohydrates | Presentation and discussion | Daily or weekly quiz |
| 3 rd | 3 | Referred to in the previous axis and all according to the content. | Metabolism of carbohydrates | Presentation and discussion | Daily or weekly quiz |
| 4 th | 3 | Referred to in the previous axis and all according to the content. | Metabolic disorder of carbohydrate metabolism | Presentation and discussion | Daily or weekly quiz |
| 5 th | 3 | Referred to in the previous axis and all according to the content. | Diabetes Mellitus | Presentation and discussion | Daily or weekly quiz |
| 6 th | 3 | Referred to in the previous axis and all according to the content. | Lipids | Presentation and discussion | Daily or weekly quiz |
| 7 th | 3 | Referred to in the previous axis and all according to the content. | Classification of lipids | Presentation and discussion | Daily or weekly quiz |
| 8 th | 3 | Referred to in the previous axis and all according to the content. | Metabolism of lipids | Presentation and discussion | Daily or weekly quiz |

| | | | | | |
|------------------|---|--|---|-----------------------------|----------------------|
| 9 th | 3 | Referred to in the previous axis and all according to the content. | Metabolic disorder of Lipids metabolism | Presentation and discussion | Daily or weekly quiz |
| 10 th | 3 | Referred to in the previous axis and all according to the content. | Ketone bodies | Presentation and discussion | Daily or weekly quiz |
| 11 th | 3 | Referred to in the previous axis and all according to the content. | Amino acids and proteins | Presentation and discussion | Daily or weekly quiz |
| 12 th | 3 | Referred to in the previous axis and all according to the content. | Classification of amino acids | Presentation and discussion | Daily or weekly quiz |
| 13 th | 3 | Referred to in the previous axis and all according to the content. | Classification of proteins | Presentation and discussion | Daily or weekly quiz |
| 14 th | 3 | Referred to in the previous axis and all according to the content. | Metabolism of Amino acids | Presentation and discussion | Daily or weekly quiz |
| 15 th | 2 | - | Exam | - | written |

13.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 10% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | 10% | Good: 70-79 |
| 3. | Midterm lab evaluation | 20% | Intermediate: 60-69 |
| 4. | Final Lab Evaluation | 20% | Acceptance: 50-59 |
| 5. | Final theory exam | 40% | Fail: less than 50 |
| Total | | 100% | |
| | | | |

| 14.Learning and Teaching Resources | |
|--|---|
| Required textbooks (curriculum books, if any) | |
| Main references (sources) | <ol style="list-style-type: none"> 1. 1 Amend, J.R., et.al, General, Organic, Biological Chemistry. New York, Saunders college publishing, 1993 . 2. Textbook of Biochemistry for Medical Students 8th Edition by M.D. Vasudevan, D. M. (Author), M.D. S., Sreekumari (Author), M.D. Vaidyanathan, Kannan (Author) 2016 3. Textbook of Biochemistry with Clinical Correlations, 7th Edition Thomas M. Devlin (Editor) 2010 |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name: Anatomy

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|-------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| First- Stage | NUR103 | Anatomy | Basic | √ | √ | √ | | | √ | | | | | | | √ | | |

| | |
|---|--|
| 1. Course Name: | |
| Anatomy | |
| 2. Course Code: | |
| ANT103 | |
| 3. Semester / Year: | |
| First-semester / 2024-2025 | |
| 4. Description Preparation Date: | |
| 7/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (4) | |
| Total of (3 hours Theory+ 2 lab) weekly of (15) weeks: | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Asst. .prof Wasfi Dhahir Abid Ali: | |
| Email: wasfi.abid_ali@uobasrah.edu.iq | |
| Course Objectives | |
| Course Objectives | <p>At the end of the course, the students will be able to:</p> <ul style="list-style-type: none"> 1-Recognize the structures and functions of the body (cells, tissues, organs and systems) 2-Know the mechanism of the normal body functions. 3-Understand the relation between structures and functions of the different parts of the body. 4-Identify in the practice, the anatomical feature of the different parts of the body. 5-Recognize the structures and functions of the body (cells, tissues, organs and systems). 6-Know the mechanism of the normal body functions. 7-Understand the relation between structures and functions of the different parts of the body. 8. Practice different diagnostic tests. |

8. Teaching and Learning Strategies

Strategy

1. Theoretical lectures with PowerPoint
2. Lab demonstrations and practice
3. Case study and problem solving

9. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------------|-------|---|---|-----------------------------|----------------------|
| 1st | 3 | Introduction to anatomy and terminology | Introduction to anatomy and terminology | Presentation and discussion | Daily or weekly quiz |
| 2 nd | 3 | Regulation of cellular system of the body | Regulation of cellular system of the body | Presentation and discussion | Daily or weekly quiz |
| 3 rd | 3 | Anatomy of the digestive system | Anatomy of the digestive system | Presentation and discussion | Daily or weekly quiz |
| 4 th | 3 | Anatomy of the respiratory system | Anatomy of the respiratory system | Presentation and discussion | Daily or weekly quiz |
| 5 th | 3 | Muscular System | Muscular System | Presentation and discussion | Daily or weekly quiz |
| 6 th | 3 | Anatomy of the nervous system | Anatomy of the nervous system | Presentation and discussion | Daily or weekly quiz |
| 7 th | 3 | The first exam | The first exam | Presentation and discussion | Daily or weekly quiz |
| 8 th | 3 | Anatomy of the cardiovascular system | Anatomy of the cardiovascular system | Presentation and discussion | Daily or weekly quiz |
| 9 th | 3 | Anatomy of the cardiovascular system | Anatomy of the cardiovascular system | Presentation and discussion | Daily or weekly quiz |
| 10 th | 3 | Anatomy of the cardiovascular system | Anatomy of the cardiovascular system | Presentation and discussion | Daily or weekly quiz |

| | | | | | |
|------------------|---|---|---|-----------------------------|----------------------|
| 11 th | 3 | Anatomy of the male reproductive system | Anatomy of the male reproductive system | Presentation and discussion | Daily or weekly quiz |
| 12 th | 3 | Anatomy of the female reproductive system | Anatomy of the female reproductive system | Presentation and discussion | Daily or weekly quiz |
| 13 th | 3 | Anatomy of the urinary system | Anatomy of the urinary system | Presentation and discussion | Daily or weekly quiz |
| 14 th | 3 | Anatomy of skin and its appendages | Anatomy of skin and its appendages | Presentation and discussion | Daily or weekly quiz |
| 15 th | 2 | - | Exam | - | written |

10.Course Evaluation

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

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 10% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | 10% | Good: 70-79 |
| 3. | Midterm lab evaluation | 20% | Intermediate: 60-69 |
| 4. | Final Lab Evaluation | 20% | Acceptance: 50-59 |
| 5. | Final theory exam | 40% | Fail: less than 50 |
| Total | | 100% | |
| | | | |

11.Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, any) | |
| Main references (sources) | Textbook of Anatomy & Physiology for Nurses (Ashalatha & Deepa ,2010) + CD Clinical Anatomy (Snell, 2006) - Atlas of Anatomy (Drake, 2008) - Textbook of Medical Physiology (Guyton & Hall , 2006) |

| | |
|--|--|
| | <ul style="list-style-type: none"> - Human Anatomy (Harris , 2008) - Human Physiology (Pocock, 2004) - Essentials of Anatomy & Physiology (Martini, 2009). - Anatomy & Physiology for Nurses (Coilbert, 2009). - Last Anatomy (Sinnatamby, 2006). |
| Recommended books and references (scientific journals, reports...) | 4 |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name: Physiology

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|-------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| First- Stage | PHY107 | Physiology | Basic | √ | √ | √ | | | √ | | | | | | | √ | | |

| | |
|---|--|
| 1. Course Name: | |
| Physiology | |
| 2. Course Code: | |
| PHY107 | |
| 3. Semester / Year: | |
| Second-semester / 2024-2025 | |
| 4. Description Preparation Date: | |
| 7/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (4) | |
| Total of (3 hours Theory+ 2 lab) weekly of (15) weeks: | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Asst. .prof Wasfi Dhahir Abid Ali: Email: wasfi.abid_ali@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | At the end of the course, the students will be able to: 1 Recognize the structures and functions of the human body (cells, tissues, organs and systems) 2 Know the mechanism of the normal body functions. 3 Understand the relation between structures and functions of the different parts of the body. 4 Identify in the practice, the anatomical feature of the different parts of the body. 5 Practice different diagnostic tests related with body functions. |

9. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | <ol style="list-style-type: none"> 1. Theoretical lectures with PowerPoint 2. Lab demonstrations and practice 3. Case study and problem solving |
|-----------------|--|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-----------------|-------|--|--|-----------------------------|----------------------|
| 1 st | 3 | Introduction about the science of physiology and terminology | Introduction about the science of physiology and terminology | Presentation and discussion | Daily or weekly quiz |
| 2 nd | 3 | digestive functions | digestive functions | Presentation and discussion | Daily or weekly quiz |
| 3 rd | 3 | digestive functions | digestive functions | Presentation and discussion | Daily or weekly quiz |
| 4 th | 3 | respiratory functions | respiratory functions | Presentation and discussion | Daily or weekly quiz |
| 5 th | 3 | The functions of the muscular system | The functions of the muscular system | Presentation and discussion | Daily or weekly quiz |
| 6 th | 3 | The functions of the nervous system | The functions of the nervous system | Presentation and discussion | Daily or weekly quiz |
| 7 th | 3 | The first exam | The first exam | Presentation and discussion | Daily or weekly quiz |
| 8 th | 3 | The functions of the cardiovascular system | The functions of the cardiovascular system | Presentation and discussion | Daily or weekly quiz |
| 9 th | 3 | The functions of the | The functions of the | Presentation and discussion | Daily or weekly quiz |

| | | | | | |
|------------------|---|--|--|-----------------------------|----------------------|
| | | cardiovascular system | cardiovascular system | | |
| 10 th | 3 | The functions of the cardiovascular system | The functions of the cardiovascular system | Presentation and discussion | Daily or weekly quiz |
| 11 th | 3 | The functions of the male reproductive system and the female | The functions of the male reproductive system and the female | Presentation and discussion | Daily or weekly quiz |
| 12 th | 3 | The functions of the urinary system | The functions of the urinary system | Presentation and discussion | Daily or weekly quiz |
| 13 th | 3 | Physiology Endocrinology | Physiology Endocrinology | Presentation and discussion | Daily or weekly quiz |
| 14 th | 3 | Physiology sense | Physiology sense | Presentation and discussion | Daily or weekly quiz |
| 15 th | 2 | Second exam | Second exam | - | written |

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 10% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | 10% | Good: 70-79 |
| 3. | Midterm lab evaluation | 20% | Intermediate: 60-69 |
| 4. | Final Lab Evaluation | 20% | Acceptance: 50-59 |
| 5. | Final theory exam | 40% | Fail: less than 50 |
| Total | | 100% | |
| | | | |

12.Learning and Teaching Resources

| | |
|---|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | - Textbook of Anatomy & Physiology for Nurses (Ashalatha & Deepa ,2010) + CD |

| | |
|--|---|
| | <p>Clinical Anatomy (Snell, 2006)</p> <ul style="list-style-type: none"> - Atlas of Anatomy (Drake, 2008) - Textbook of Medical Physiology (Guyton & Hall , 2006) - Human Anatomy (Harris , 2008) - Human Physiology (Pocock, 2004) - Essentials of Anatomy & Physiology (Martini, 2009). - Anatomy & Physiology for Nurses (Coilbert, 2009). - Last Anatomy (Sinnatamby, 2006). |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name: Computer I

Program Skills Outline

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|-------------|-------------|-------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| First-Stage | COS105 | Computer I | Basic | √ | √ | | | | | | √ | √ | √ | | | √ | | |

| | |
|---|--|
| 1. Course Name: | |
| Computer I | |
| 2. Course Code: | |
| COS105 | |
| 3. Semester / Year: | |
| Second-semester / 2024-2025 | |
| 4. Description Preparation Date: | |
| 7/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (1) Total of (1 theory+ 2 lab) hours weekly of (15) weeks | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Asst. .prof: Louie Abdel Wahid Email: luaay.abdulwahid@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | At the end of the course, the students will be able to: 1- Comprehensive knowledge of computer operating systems 2. Full knowledge of available application programs 3. How to deliver a lecture using PowerPoint. |
| 9. Teaching and Learning Strategies | |
| Strategy | Lectures using Power Point Practical application using the computer |

| 10.Course Structure | | | | | |
|---------------------|-------|--|---|--|----------------------|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 st | 2 | Introduction to computer | Concept of hardware and software with their components;concept of computing,data and information;conncting input devices,and peripherals to cpu | Practical lecture using program the computer | Daily or weekly quiz |
| 2 nd | 2 | Computer components | Computer compontions,hardware parts I/O units,memory types | Practical lecture using program the computer | Daily or weekly quiz |
| 3 rd | 2 | computer components(c ont.) | Basic cpu components,computer ports,personal computer,personal computer(features and types) | Practical lecture using program the computer | Daily or weekly quiz |
| 4 th | 2 | operating system and graphical user :interface GUI | operating system;Basices of common oerating system;the user interface,using mouse techniques | Practical lecture using program the computer | Daily or weekly quiz |
| 5 th | 2 | operating system and graphical user interface GUI(cont.) | use common icons, status bar,using menu and menu-selection,concept of folders and directions,opening and closing different windows;creating shot cut | Practical lecture using program the computer | Daily or weekly quiz |
| 6 th | 2 | Word processing | word processing basics;basic features of word pcessors ,opening and closing of documents, text creation and mainpulation;formattin g text and paragraphs,using templates of document creation | Practical lecture using program the computer | Daily or weekly quiz |

| | | | | | |
|------------------|---|---|---|--|----------------------|
| 7 th | 2 | Word processing (cont.) | creating and managing tables,utilizing styles and themes,spell check and grammar tools,using headers and footers | Practical lecture computer | Daily or weekly quiz |
| 8 th | 2 | Spread sheet | introduction to spreadsheet software,creating and formatting worksheets. sorting and filtering data,use formulas and functions | Practical lecture using program the computer | Daily or weekly quiz |
| 9 th | 2 | Spread sheet(cont.) | using formulas and functions,using pivot tables for data analysis, data validation and error checking,data visualizton:creating charts and graphs | Practical lecture using program the computer | Daily or weekly quiz |
| 10 th | 2 | presentation software | introduction to presentation software,overview of popular presentation tools,creating anew presentation, using templates and themes, inserting and formatting text and images ,transition and animation effects | Practical lecture using program the computer | Daily or weekly quiz |
| 11 th | 2 | presentation software(cont .) | using speaker notes and timers,advaced features:Hyperlinks and action buttons ,troubleshooting common presentation issues,future trends in presentation technology | Practical lecture using program the computer | Daily or weekly quiz |
| 12 th | 2 | Introduction to internet and web browsers | computer networks basic;LAN,WAN;conc ept of internet and its applications;conenecti ngto internet | Practical lecture using program the computer | Daily or weekly quiz |
| 13 th | 2 | introduction to internet and web | World Wide Web;Web Browsing softwares,Search Engines;Understandin g URL;domainname;IP Address | Practical lecture using program the computer | Daily or weekly quiz |

| | | | | | |
|------------------|---|--|---|--|----------------------|
| | | browsers(cont .) | | | |
| 14 th | 2 | communication and emails | basics of electronic mail, getting an email account; sending and receiving emails; accessing sent email; using emails; document collaboration | Practical lecture using program the computer | Daily or weekly quiz |
| 15 th | 2 | Introduction to cloud computing and services | definition of cloud computing and its concept, cloud-based office suites (office 365 and google workspace), google docs, google sheets, google drive, google meet | Practical lecture using program the computer | Daily or weekly quiz |

13. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 10% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | 10% | Good: 70-79 |
| 3. | Midterm lab evaluation | 20% | Intermediate: 60-69 |
| 4. | Final Lab Evaluation | 20% | Acceptance: 50-59 |
| 5. | Final theory exam | 40% | Fail: less than 50 |
| Total | | 100% | |
| | | | |

14. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | Computer basics and office applications https://www.cb4a.com https://www.w3schools.com/EXCEL/index.php . |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

| Program Skills Map | | | | | | | | | | | | | | | |
|---|-----------|-----------|--------|--------|--------|-----|-----|-----------|----|----|----|---------------------------|-------------------------|----------------|------------------|
| Required learning outcomes of the program | | | | | | | | | | | | | | | |
| values | | | | Skills | | | | knowledge | | | | Essential or ?optional | Course name | Course code | Year / Level |
| Part 4 | Part 3 | Part 2 | Part 1 | B 4 | B 3 | B 2 | B 1 | A4 | A3 | A2 | A1 | | | | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | optional | For Arabic I Nursing | ARA113 | First/ 2023-2024 |
| | | | | | | | | | | | | | | | |
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Course Description Form

| | | | | | |
|---|--------------------|-----------------------|-------------------------------|----------|------|
| course name .1 | | | | | |
| I Arabic for Nursing | | | | | |
| course code .2 | | | | | |
| A113 | | | | | |
| chapter / Year .3 | | | | | |
| 1st year/ Second semester | | | | | |
| date this description was prepared .4 | | | | | |
| 1/01/2025 | | | | | |
| : Available attendance forms .5 | | | | | |
| person only | | | | | |
| :Number of study hours (total) / Number of units (total) .6 | | | | | |
| hours per semester 30 | | | | | |
| hours of theory per week 2 | | | | | |
| Name of the course administrator (if more than one name is .7 (mentioned | | | | | |
| Jassim Mohammed .Name: Dr jassim.jasem@uobasrah.edu.iq : Email | | | | | |
| Course objectives .8 | | | | | |
| Introducing students to the importance of .1 . studying the Arabic language Increase students' awareness and educate .2 .them on how to control and pronounce words on The student should avoid spelling .3 mistakes as much as possible, as it is our . mother tongue, and we must all preserve it | | | Course objectives | | |
| Teaching and learning strategies .9 | | | | | |
| .Brainstorming, group discussion, and presentations | | | | Strategy | |
| Course structure .10 | | | | | |
| Evaluation method | Learning method | Name of unit or topic | Required learning outcomes | watches | week |

| | | | | | |
|---|--|---|---|---|---|
| ,Short tests , monthly exams reports, and final .exams | Lectures, group ,discussions and .presentations | Koran | Introduction.. An .1 explanation of memorizing some Surahs of the Holy .Quran | 2 | 1 |
| | | Spelling: Hamzat al-Wasl and ' Hamzat al-Qat | We highlight how to .2 draw the hamza on the alif in its correct form in . detail | 2 | 2 |
| | | Spelling: the connected ha . and ta and the open ta | We highlight how to _ 3 draw the connected ha and ta at the end of words in their correct form in .detail | 2 | 3 |
| | | Introduction to Arabic Grammar Parts of speech: components of a sentence | Emphasizing the -4 understanding of parts of speech in the Arabic . language | 2 | 4 |
| | | Nominal sentence: subject | Educating students -5 to identify the type of sentences by pronouncing the . beginning of words | 2 | 5 |
| | | Nominal sentence: predicate | Developing -6 students' skills and knowledge in understanding the importance of the presence of the | 2 | 6 |
| | | Parts of speech: verbal sentence actor | | 2 | 7 |

| | | | | | |
|--|--|--------------------------|--|---|----|
| | | | predicate in the nominal sentence | 2 | 8 |
| | | Subject | | | |
| | | .Kan and its sisters | Explain the - 7 components of a verbal sentence and when it can be a .verbal sentence | 2 | 9 |
| | | | | 2 | 10 |
| | | .Common writing mistakes | Explain when the -8 subject can be raised from a verbal sentence and why, and who replaces it in the .sentence | 2 | 11 |
| | | Common writing mistakes | | 2 | 12 |
| | | .Common writing mistakes | To help students .9 understand when to "use the verb "kana and its sisters in a . nominal sentence | 2 | 13 |
| | | Common writing mistakes | | 2 | 14 |
| | | Tests | To help students .10 understand, study common mistakes in .writing some words | 2 | 15 |
| | | Tests | To help students .11 understand, study the common mistakes in .writing some words | | |

| | | | | | |
|--|--|--|---|--|--|
| | | | <p>To understand the 12 students, study the common mistakes in .writing some words</p> <p>To help students .13 understand the common mistakes in .writing some words</p> <p>'Assessing students understanding of the .Arabic language</p> <p>'Assessing students understanding of the material Arabic</p> | | |
|--|--|--|---|--|--|

Course Evaluation .11

| |
|--|
| <p>:Distribution of the score out of 100 on .points: For tasks assigned to the student such as daily tests , monthly exams, and reports 30 -1 .marks: for the final exam 70 -2</p> |
|--|

Learning and teaching resources .12

| | |
|---|---|
| Arabic language book for non- core .departments in universities | Required textbooks (methodology if any) |
| | Main references (sources) |
| nothing | Recommended supporting books and references (scientific journals, reports...) |
| nothing | Electronic references, websites |

| Program skills chart | | | | | | | | | | | | | |
|---|----|-----|----|--------|----|----|-----|-----------|----|----|----|---------------------------|---|
| Learning outcomes required from the programme | | | | | | | | | | | | | |
| Value | | | | Skills | | | | Knowledge | | | | Essential or ?optional | Course Name |
| C4 | C3 | C 2 | C1 | B4 | B3 | B2 | B 1 | A4 | A3 | A2 | A1 | | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | my choice | The crimes of the Baath regime in Iraq |
| | | | | | | | | | | | | | |
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Course description form

| | | | | | |
|--|-----------------|---------------------------|---------------------------------|-------|--------------|
| 13. : Course Name | | | | | |
| The crimes of the Baath regime in Iraq | | | | | |
| 14. : Course Code | | | | | |
| CR1212 | | | | | |
| 15. : Semester / Year | | | | | |
| First semester/ second year | | | | | |
| 16. : Date this description was prepared | | | | | |
| 02/1/2024 | | | | | |
| 17. Available forms of attendance: | | | | | |
| My presence only | | | | | |
| 18. :Number of study hours (total)/number of units (total) | | | | | |
| .hours per class 30 | | | | | |
| .hours of theory per week 2 | | | | | |
| 19. Name of the course administrator (if more than one name is mentioned) | | | | | |
| Fatima Jassim Mohammed .Name: M.D : Email Fatima.jasem@uobasrah.edu.iq | | | | | |
| 20. Course objectives | | | | | |
| <p>1. Introducing the organized crimes committed by the defunct Baathist regime against Iraqi .citizens</p> <p>Increasing students' awareness and .2 educating them on how to care about human rights in general and the Iraqi citizen in .particular³⁶</p> <p>A person's awareness of his most important .3 rights and freedoms that were taken away by . the ruling regime at that time</p> | | | <p>Course objectives</p> | | |
| 21. Teaching and learning strategies | | | | | |
| .Brainstorming, group discussion, and presentations | | | | | The strategy |
| 22. Course structure | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |

| | | | | | | |
|----|---|---|---|---|---|---|
| 36 | Quizzes, monthly exams, reports and final exams | ,Lectures group discussions and presentations | The concept of crimes and their types | Introduction. . The .1 concept of crime and its divisions in detail | 2 | 1 |
| | | | The crimes of the Baath regime according to the documentation of the Law of the Supreme Iraqi Criminal Court in 2005 | We shed light on the .2 types of crimes and know what they are and how decisions were issued by the Criminal Court against the accused in . detail | 2 | 2 |
| | | | Types of international crimes Decisions issued by the Supreme Criminal Court | A statement - 3 confirming the existence of the types of crimes committed by the former regime against citizens, the most dangerous of which are psychological crimes | 2 | 3 |
| | | | Psychological crimes Mechanisms of psychological crimes | Emphasis on -4 fighting the former regime against the various religions in . Iraq | 2 | 4 |
| | | | Psychological effects of crimes The position of the Baathist regime on religion . | Educating - 5 students about humanitarian violations and who is responsible for . protecting them | 2 | 5 |
| | | | Violations of Iraqi laws Pictures of human rights violations and crimes of power | Developing -6 students' skills and knowledge in understanding the nature of the | 2 | 6 |
| | | | Some decisions regarding political and military violations of the Baath regime Prison and detention places of the Baath regime | | 2 | 7 |

| | | | | | | |
|----|--|--|--|---|----|--|
| 36 | | Environmental crimes of the .Baath regime in Iraq Military and radioactive contamination and mine .explosions Destruction of cities and villages (scorched earth policy) | decisions issued against politicians And the soldiers who do not belong to the Baath Party and their places of record | 2 | 8 | |
| | | | | 2 | 9 | |
| | | .Drying the marshes Razing palm groves, trees and crops | Illustration of -7 , crimes For students how the defunct regime followed a brutal policy that affected stones and humans alike, against everyone who violated its obsolete and .unjust laws | 2 | 10 | |
| | | .Mass grave crimes | | 2 | 11 | |
| | | The cemeteries of the genocide committed by the .Baathist regime in Iraq | Clarification of -8 , crimes For students how the defunct regime followed a brutal policy that affected stones and humans alike, against everyone who violated its obsolete and .unjust laws | 2 | 12 | |
| | | Chronological classification of genocide graves in Iraq for .the period 1963-2003 AD | | 2 | 13 | |
| | | Chronological classification of genocide graves in Iraq for ..the period 1963-2003 AD | For students to .9 understand what the study means With . mass crimes | 2 | 14 | |
| | | | | 2 | 15 | |
| | | | For students to .10 understand what the study means The | | | |

| | |
|---|---|
| Chronological classification of genocide graves in Iraq for ..the period 1963-2003 AD | graves of genocide and how it was practiced by the Baathist regime against innocent Iraqi .citizens |
| Tests | To understand .11 and clarify when the former regime began committing mass crimes from the events that occurred against Iraqis since .1963 |
| Tests | To understand and 12 clarify when the former regime began committing mass crimes from the events that occurred against Iraqis since .1963 |
| | To understand .13 and clarify when the former regime began committing mass crimes from the events that occurred against Iraqis since . 1963 |
| | 'Evaluating students understanding of the crimes of the Baath .regime |
| | 'Evaluating students understanding of the material |
| | The crimes of the Baath regime |

| 23. Course evaluation | |
|---|---|
| :Distribute the score out of 100 into degrees: for the tasks assigned to the student, such as daily tests , monthly exams, and 0 3 -1 .reports .marks: for the final exam 0 7 -2 | |
| 24. Learning and teaching resources | |
| ,Crimes of the Baath regime in Iraq Ministry of Global Education and Scientific Research, 2023 | Required textbooks (methodology, if any) |
| ,Crimes of the Baath regime in Iraq Ministry of Global Education and Scientific Research, 2023 | Main references (sources) |
| nothing | Recommended supporting books and references (scientific journals, reports....) |
| nothing | Electronic references, Internet sites |

| مخطط مهارات البرنامج | | | | | | | | | | | | | | | |
|------------------------------------|----|----|----|----------|----|----|----|---------|----|----|----|------------------|------------------|------------|-----------------|
| مخرجات التعلم المطلوبة من البرنامج | | | | | | | | | | | | | | | |
| القيم | | | | المهارات | | | | المعرفة | | | | اساسي أم اختياري | اسم المقرر | رمز المقرر | السنة / المستوى |
| ج4 | ج3 | ج2 | ج1 | ب4 | ب3 | ب2 | ب1 | أ4 | أ3 | أ2 | أ1 | | | | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | اساسي | اللغة الانكليزية | ENG 102 | 2025-2024 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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| 1.Course Name: | |
| English language | |
| 2.Course Code: | |
| ENG 102 | |
| 3.Semester / Year: | |
| Second Semester/1 st year | |
| 4.Description Preparation Date: | |
| 12/2/2024 | |
| 5.Available Attendance Forms: | |
| 2 hours/ week Full Time (2 hrs. theory) | |
| 6.Number of Credit Hours (Total) | |
| 2 credit | |
| 7.Course administrator's name (mention all, if more than one name) | |
| Mohammed Kazim Mutasher : mohammed.kadhim@obasrah.edu.iq | |
| 8.Course Objectives | |

- . Improving English language for students
- . Presenting English language in a simple way
- . Helping students to speak English correctly.

| 9.Teaching and Learning Strategies | | | | | |
|--|-------|---|----------------------|-----------------|---|
| . Making quizzes for students to increase their skills . Urging students to search in web sites on the subjects they had for getting wide knowled concerning English language | | | | | |
| 10.Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 st | 2 | 4 Understanding basic principles of Present continuous tense. 5 Describing the | Present continuous | Theory | Quiz & Assignment brainstorm Questions |

| | | | | | |
|-----------------------|---|--|---------------------|--------|---|
| | | states that we can use this tense 6 Applying the rules through different questions . | | | |
| 2 nd | 2 | 4 Showing the types of Indefinite pronouns 5 Understanding their characteristics 6 Identifying each type | Indefinite pronouns | Theory | Quiz & Assignment brainstorm Questions |
| 3 rd | 2 | 1. Explaining the rules of Present simple tense 2. Identifying structure and the adverbs referring to it 3. Applying the rules through different questions | Present simple | Theory | Quiz & Assignment brainstorm Questions |
| 4 th 36 | 2 | 1. Defining negation and the articles used for it 2. Applying negation for different sentence structures | Negation | Theory | Quiz & Assignment brain storm Questions |
| 5 th | 2 | 1. Explaining the use of if clauses 2. Identifying the types of if clauses | If clauses | Theory | Quiz & Assignment brain storm Questions |
| 6 th | 2 | 1. Explaining the rules of Past simple tens 2. Identifying structure and the adverbs referring | Past simple | Theory | Quiz & Assignment brain storm Questions |

| | | | | | |
|-----------------|---|---|-----------------|--------|--|
| | | to it 3. Applying the rules through different questions | | | |
| 7 th | 2 | 1. Understanding basic principles of Past continuous tense. 2. Describing the states that we can use this tense 3. Applying the rules through different | Past continuous | Theory | Quiz & Assignment brain storm Questions |

11.Course Evaluation

The total grade is 100% divided into: Theoretical grade 30%:, Mid-course exam 20%, attendance 5%, activities 5%, Final theoretical exam 70%

12.Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | New Headway Student's Book |
| Main references (sources) | English Language in Use |
| Recommended books and references (scientific journals, reports...) | University of the English Grammar |
| Electronic References, Websites | http://languageinconflict.com |

SECOND STAGE

Course Name: Microbiology for Nurses I

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|-------------|---------------------------|-------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Second-Stage | MBN204 | Microbiology for Nurses I | Basic | √ | √ | √ | | | √ | √ | | | | | | √ | | |

| | |
|--|---|
| 1. Course Name: | |
| Microbiology for Nurses I | |
| 2. Course Code: | |
| MBN204 | |
| 3. Semester / Year: | |
| First-semester /2025-2024 | |
| 4. Description Preparation Date: | |
| 7/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (3) | |
| Total of (2 Theory + 2 lab) hours weekly of (15) weeks | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Prof. Dr. Zainab Alag Hasan | |
| Email: zainab.hasan@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objective | <p>At the end of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the types and structures of microorganisms. 2. Understand physiology, biochemistry, and genetic characteristics of microorganisms. 3. Use a microscope and prepare slides for laboratory tests. 4. -Apply principles of sterilization and disinfection in nursing practice. 5. Differentiate between types of microorganisms, the diseases they cause, and how to diagnose and treat them. 6. Collect and handle clinical samples safely and dispose of them properly. 7. Understand the immune system and its disorders. |
| 9. Teaching and Learning Strategies | |

| | |
|-----------------|--|
| Strategy | <ul style="list-style-type: none"> -Lecture presentation using PowerPoint & audiovisuals - Lab demonstrations and experiments - Case discussions and small group work - Scientific report writing and feedback |
|-----------------|--|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Topic | Teaching Method | Evaluation Method |
|------|-------|---|----------------------------|--------------------------|-------------------|
| 1 | 2 | Introduction & history of microbiology; classification of microorganisms | Introduction & history | Lecture using PowerPoint | Quiz & discussion |
| 2 | 2 | Nutritional requirements of bacteria; bacterial growth curve | Bacterial physiology | Lecture | Quiz & discussion |
| 3 | 2 | Gram positive cocci (Staphylococcus, Streptococcus): diseases, diagnosis, treatment | Gram positive cocci | Lecture | Quiz & discussion |
| 4 | 2 | Gram negative cocci (Neisseria), Gram positive bacilli (Corynebacterium) | Neisseria, Corynebacterium | Lecture | Quiz & discussion |
| 5 | 2 | Bacillus (anthrax), Clostridium (tetanus, botulism, gas gangrene) | Spore-forming bacteria | Lecture | Quiz & discussion |
| 6 | 2 | Mycobacteria (tuberculosis, leprosy) | Acid-fast bacilli | Lecture | Quiz & discussion |
| 7 | 2 | Midterm exam | — | — | Written exam |
| 8 | 2 | Enterobacteriaceae: E. coli, Klebsiella, Proteus, Pseudomonas, Vibrio, Helicobacter | Gram negative bacilli | Lecture | Quiz & discussion |
| 9 | 2 | Salmonella, Shigella, Bordetella, Pasteurella | Enteric pathogens | Lecture | Quiz & discussion |
| 10 | 2 | Introduction to Mycology, classification, antifungal therapy | Medical Mycology | Lecture | Quiz & discussion |
| 11 | 2 | Hospital-acquired infections: factors, | Nosocomial infections | Lecture | Quiz & discussion |

| | | | | | |
|----|---|---|-------------------|---------|-------------------|
| | | sources, sites, transmission | | | |
| 12 | 2 | Introduction to Immunology; innate immunity | Innate immunity | Lecture | Quiz & discussion |
| 13 | 2 | Adaptive immunity: antigens, antibodies | Immune response | Lecture | Quiz & discussion |
| 14 | 2 | Humoral & cell-mediated immunity, immunization, passive/active immunity | Immune mechanisms | Lecture | Quiz & discussion |
| 15 | 2 | Final Exam | — | — | Written exam |

Course Structure – Microbiology for Nurses I (Practical)

| 1 | 2 | Lab safety | Observation |
|----|---|---|----------------|
| 2 | 2 | Sterilization & disinfectants | Practical exam |
| 3 | 2 | Culture media (types, functions, characteristics) | Practical exam |
| 4 | 2 | Isolation techniques | Practical exam |
| 5 | 2 | Staining techniques (Simple, Gram, Ziehl–Neelsen) | Practical exam |
| 6 | 2 | Antibiotic sensitivity test | Practical exam |
| 7 | 2 | Staphylococcus spp. and nasal swab diagnosis | Practical exam |
| 8 | 2 | Streptococcus spp. diagnosis | Practical exam |
| 9 | 2 | E. coli, Klebsiella, Proteus diagnosis | Practical exam |
| 10 | 2 | Pseudomonas & other non-lactose fermenters | Practical exam |
| 11 | 2 | Neisseria spp. and Vibrio spp. | Practical exam |
| 12 | 2 | Mycobacterium spp. and Corynebacterium spp. | Practical exam |
| 13 | 2 | Salmonella spp. and Shigella spp. | Practical exam |
| 14 | 2 | Throat swab and culture | Practical exam |
| 15 | 2 | Final Practical Exam | Practical exam |

Course Evaluation

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

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 10% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | 10% | Good: 70-79 |
| 3. | Midterm lab evaluation | 20% | Intermediate: 60-69 |
| 4. | Final Lab Evaluation | 20% | Acceptance: 50-59 |
| 5. | Final theory exam | 40% | Fail: less than 50 |
| Total | | 100% | |
| | | | |

11. Learning and Teaching Resources

| | |
|---|--|
| Required textbooks (curricular books any) | |
| Main references (sources) | <p>Medical Microbiology, Edition 10</p> <p>By Patrick R. Murray, PhD, F(AAM), F(IDSA), Ken S. Rosenthal, PhD and Michael A. Pfaller, MD, F(CAP), F(AAM), F(IDSA) Publication Date: 01 May 2025</p> <p>Katherine N. Ward, A. Christine McCartney & Bishan Thakker 2009: Notes On Medical Microbiology, 2nd edition. Churchill Livingstone Elsevier. UK.</p> <p>Morello, Mizer & Granato 2006: Laboratory manual and Workbook in Microbiology “Application to patient care”, Eighth edition. The McGraw-Hill Companies Inc., USA.</p> <p>Whitman, William B; Rainey, Fred; Kämpfer, Peter; Trujillo, Martha; Chun, Jonsik; Devos, Paul; Hedlund, Brian; Dedysh, Svetlana (eds.) (2015). Bergey's Manual of Systematics of Archaea and Bacteria. John Wiley and Sons.</p> |

| | |
|--|--|
| | <p>Richard A. Harvey, Cynthia Nau Cornelissen and Bruce D. Fisher. Microbiology. (Lippincott's Illustrated Reviews) 3rd edition. 2014</p> <p>Bailey and Scott's.(2014). Diagnostic microbiology.Elseiver,2014.</p> <p>Brock TD.Madigan M. Martinko J. et al.editors: Biology of microbiology. Upper Saddle River, NJ.2009. Prentice Hall</p> |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name: Microbiology for Nurses II

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|-------------------------------|----------------------|-----------|------------------------------------|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | | Required program Learning outcomes | | | | | | | | | | | | | |
| Year/L evel | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Second -Stage | MBN2 208 | Microbiology for Nurses II | Basic | √ | √ | √ | | | √ | √ | | | | | | √ | | |

| | |
|--|--|
| 1. Course Name: | |
| Microbiology for Nurses II | |
| 2. Course Code: | |
| MBN208 | |
| 3. Semester / Year: | |
| Second-semester / 2025-2024 | |
| 4. Description Preparation Date: | |
| 7/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (3) Total of (2 Theory + 2 lab) hours weekly of (15) weeks | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Prof. Dr. Zainab Alag Hasan Email: zainab.hasan@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objecti | At the end of the course, the students will be able to: <ol style="list-style-type: none"> 1. Have comprehensive knowledge of parasites, hospital infections, and viruses. 2. Identify pathogenic microorganisms, their classification, and composition. 3. Use a microscope to diagnose parasites and microorganisms. 4. Understand methods of transmission and prevention of infection. |

| | |
|--|---|
| | <p>5. Differentiate types of parasites and viruses, their diseases, diagnosis, and treatment.</p> <p>6. Identify microorganisms causing nosocomial infections and methods of control. of them properly.</p> <p>7. Understand the immune system and its disorders.</p> |
|--|---|

11. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | <ul style="list-style-type: none"> -Lecture presentation using PowerPoint & audiovisuals - Lab demonstrations and experiments - Case discussions and small group work - Scientific report writing and feedback |
|-----------------|--|

9. Course Structure

| Week | Hours | Required Learning Outcomes | Topic | Teaching Method | Evaluation Method |
|------|-------|---|--|--------------------------|-------------------|
| 1 | 2 | <p>*Introduction to Parasitology</p> <p>*Some terms of parasitology, types of parasites, Routes and modes of infections, types of hosts, relationships between parasite and host, some epidemiological terms,</p> | Introduction to Parasitology | Lecture using PowerPoint | Quiz & discussion |
| 2 | 2 | <p>*Classification of Protozoa</p> <p>*General characters of protozoa</p> <p>*Entamoeba histolytica, Entamoeba coli</p> | Entamoeba spp. And Balantidium coli | Lecture | Quiz & discussion |

| | | | | | |
|---|---|--|--|---------|-------------------|
| | | <p>(Stages, life cycle. Symptom, pathology, diagnosis prevention and control, and treatment)</p> <p>*Balantidium coli (life cycle. Symptom, diagnosis prevention and control, and treatment)</p> | | | |
| 3 | 2 | <p>* Intestinal Flagellates/ Giardia lamblia</p> <p>(Life cycle. Symptom, pathology, methods of diagnosis, prevention and control, and treatment)</p> <p>*Luminal and Atrial flagellates</p> <p>Trichomonas spp (T. hominis, T. tenax)</p> <p>Trichomonas vaginalis (life cycle. Symptom, pathology, diagnosis, and treatment)</p> | <p>Intestinal Flagellates , Luminal and Atrial flagellates</p> | Lecture | Quiz & discussion |

| | | | | | |
|---|---|---|------------------------------|---------|-------------------|
| 4 | 2 | <p>*Blood and Tissue flagellates (Leishmania spp. and Trepanosoma spp.)</p> <p>1-Tissue flagellate (Leishmania donovani and Leishmania tropica) (stages, life cycle. Symptoms, pathology, diagnosis, and treatment) function and types of macrophages.</p> <p>2- Blood flagellates</p> <p>African trypanosomiasis</p> <p>American trypanosomiasis</p> <p>(Stages, life cycle, symptoms, Method of transmission)</p> | Blood and Tissue flagellates | Lecture | Quiz & discussion |
| 5 | 2 | <p>*Apicomplexa general characters</p> <p><i>1-Plasmodium</i> four species and diseases caused by each one</p> <p>(Life cycle and stages. Symptom,</p> | Apicomplexa | Lecture | Quiz & discussion |

| | | | | | |
|---|---|---|----------------------------------|---------|-------------------|
| | | <p>pathology, diagnosis, global malaria prevention and control and treatment)</p> <p><i>2-Toxoplasmas gondii</i></p> <p>(Life cycle and stages. Symptom, diagnosis, control and treatment)</p> | | | |
| 6 | 2 | <p>*Helminthes (metazoan) general structure</p> <p>Classification of helminths</p> <p>a. Phylum: Platyhelminthes (flatworms)</p> <p>Class I: Cestoda (Tapeworms). general structure</p> <p>(<i>Taenia saginata</i>, <i>Taenia solium</i>, <i>Hymenoleps nana</i> and <i>Echinococcus granulosus</i>) (Life cycle and stages. Symptom, diagnosis, control and treatment)</p> | <p>Helminthes</p> <p>Cestoda</p> | Lecture | Quiz & discussion |
| 7 | 2 | Midterm exam | — | — | Written exam |
| 8 | 2 | 2- Class II: Trematoda | Trematoda | — | Quiz & discussion |

| | | | | | |
|----|---|---|----------|---------|-------------------|
| | | <p>(Flukes). general structure</p> <p><i>Fasciola hepatica</i></p> <p>(Life cycle and stages. Symptom, diagnosis, control and treatment)</p> <p>Schistosoma haematobium, Schistosoma mansoni, Schistosoma japonicum</p> <p>(Life cycle and stages. Symptom, diagnosis, control and treatment)</p> | | | |
| 9 | 2 | <p>Phylum: Aschelminthes or Nemathelminthes general structure.</p> <p><i>Ascaris lumbricoides</i>, <i>Anchylostoma duodenale</i>, <i>Enterobius vermicularis</i>, <i>Trichuris trichiura</i></p> <p>Life cycle and stages. Symptom, diagnosis, control and treatment</p> | Nematoda | Lecture | Quiz & discussion |
| 10 | 2 | *Virology | Virology | Lecture | Quiz & discussion |

| | | | | | |
|----|---|--|----------------------------------|---------|-------------------|
| | | <p>General - properties of viruses (virus components)</p> <p>A virus like - particles (VLPs) and Subviral particles (viroid and prions)</p> <p>Classification - types</p> <p>Viral - replication</p> <p>Viruses effects - on cells</p> <p>Persistent viral - infections</p> <p>Common routes of viral infection in human</p> | General properties of viruses | | |
| 11 | 2 | *Measles, AIDS, Influenza virus (general structure of virus, symptoms, method of transmissions and prevention) | Types of viruses | Lecture | Quiz & discussion |
| 12 | 2 | *Hepatitis A, B, C, D, E (general structure of virus, method of | Hepatitis virus and corona virus | Lecture | Quiz & discussion |

| | | | | | |
|----|---|--|-----------------------------|---------|-------------------|
| | | <p>transmissions and prevention)</p> <p>*Corona virus</p> <p>-General structure</p> <p>-Three types of human coronavirus cause severe symptoms</p> <p>Coronavirus disease 2019</p> | | | |
| 13 | 2 | <p>* Hospital acquired infection</p> <p>Introduction to Hospital acquired infection (nosocomial infection)</p> <p>-Factors influencing the development of nosocomial infections</p> <p>-Microorganisms cause nosocomial infection</p> <p>Nosocomial -infection sites</p> <p>-Sources and transmission of</p> | Hospital acquired infection | Lecture | Quiz & discussion |

| | | | | | |
|----|---|---|----------|---------|-------------------|
| | | nosocomial infection -Mode of transmission of nosocomial infection Duration of transmission | | | |
| 14 | 2 | Mycology -Introduction to mycology -General differences between fungi, bacteria and other eukaryotes - Morphological Classification of fungi -Fungi reproduction (asexual and (sexual - Classification of fungal diseases -Laboratory diagnosis Antifungal Therapy | Mycology | Lecture | Quiz & discussion |

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|----|---|---------------|---|---|--------------|
| 15 | 2 | End term exam | — | — | Written exam |
|----|---|---------------|---|---|--------------|

Course Structure – Microbiology for Nurses II (Practical)

| Lab No. | Hours | Practical Topic | Evaluation |
|---------|-------|--|----------------|
| 1 | 2 | Introduction to Parasitology Protozoa and flagellates | Observation |
| 2 | 2 | Classification of human parasites Protozoa Phylum: sarcomastigophora Subphylum: sarcodina Entamoeba histolytica Subphylum: mastigophora Giardia lamblia Phylum: Ciliophora/ Balantidium coli Phylum: Apicomplexa | Practical exam |
| 3 | 2 | Entamoeba histolytica Entamoeba coli | Practical exam |
| 4 | 2 | Small amoebiasis Endolimax nana Entamoeba gingivalis Iodamoeba butschlii | Practical exam |
| 5 | 2 | Phylum: Mastigophora Atrial and intestinal flagellates Trichomonas vaginalis and Trichomonas spp Giardia lamblia | Practical exam |
| 6 | 2 | 2- Blood and tissue flagellates Leishmania spp. and Trepanosoma spp. | Practical exam |
| 7 | 2 | Apicomplexa: include -Plasmodium Spps | Practical exam |
| 8 | 2 | Toxoplasma gondii | Practical exam |

| | | | |
|----|---|--|----------------|
| 9 | 2 | Helminthes Phylum: platyhelminthes Class: Cestode Class: Trematoda Phylum: Nematelminthes Class: Nematoda | Practical exam |
| 10 | 2 | Cestoda Taenia solium, T. Saginata | Practical exam |
| 11 | 2 | Cestoda Echinococcus granulosus Hymenoleps nana | Practical exam |
| 12 | 2 | Trematoda Fasciola hepatica Schistosoma haematobium Schistosoma mansoni Shistosoma japonicum | Practical exam |
| 13 | 2 | Nematoda Ascaris lumbricoid, Anchylostoma duodenale, | Practical exam |
| 14 | 2 | Entamoeba gingivalis | Practical exam |
| 15 | - | - | exam |

Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 10% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | 10% | Good: 70-79 |
| 3. | Midterm lab evaluation | 20% | Intermediate: 60-69 |
| 4. | Final Lab Evaluation | 20% | Acceptance: 50-59 |
| 5. | Final theory exam | 40% | Fail: less than 50 |
| Total | | 100% | |
| | | | |

| 10.Learning and Teaching Resources | |
|--|--|
| Required textbooks (curricular books any) | |
| Main references (sources) | <p>1- Paniker's Textbook of Medical Parasitology: As Per the Competency Based Medical Education Curriculum (Mci) Publication date October 1, 2020</p> <p>2- Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller. Medical microbiology six edition. Elsevier Inc.</p> <p>3- Louise Hawley, Richard J. Ziegler& Benjamin L. Clarke (2014): Microbiology and immunology, 6th edition. Lippincott Williams & Wilkins co. USA.</p> <p>4- Patrick R. Murray (2018): Basic Medical Microbiology, Elsevier</p> <p>6-Essential of medical microbiology, Apurbs et al., second edition (2019)</p> |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name: Pathophysiology

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|-------------|-----------------|-------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Second-Stage | PAT207 | Pathophysiology | Basic | √ | √ | √ | √ | | √ | | √ | | | √ | | √ | | |

| | |
|---|---|
| 1. Course Name: | |
| Pathophysiology | |
| 2. Course Code: | |
| PAT207 | |
| 3. Semester / Year: | |
| Second-semester / 2025-2024 | |
| 4. Description Preparation Date: | |
| 7/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (2) Total of (2 Theory hours weekly of (15) weeks | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Asst. .prof Wasfi Dhahir Abid Ali: Email: wasfi.abid_ali@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>At the end of the course, the students will be able to:</p> <ul style="list-style-type: none"> 1- Understand concepts related to pathophysiology. 2- Identify types of cell injury and infectious agents. 3- Understand mechanisms of diseases including stress, infection, tumors. 4- Recognize disorders of major body functions (respiration, circulation, homeostasis). |
| 9. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> - Lecture presentation with PowerPoint - Discussions and case analysis - Short reports and problem solving |

| 10.Course Structure | | | | | |
|--|-------|---|---|--------------------------|-------------------|
| Week | Hours | Required Learning Outcomes | Topic | Teaching Method | Evaluation Method |
| 1 | 2 | Introduction and definitions | Introduction and definitions | Lecture using PowerPoint | Quiz & discussion |
| 2 | 2 | Cell injury | Cell injury | Lecture | Quiz & discussion |
| 3 | 2 | Etiology of cell injury | Etiology of cell injury | Lecture | Quiz & discussion |
| 4 | 2 | Stress and coping | Stress and coping | Lecture | Quiz & discussion |
| 5 | 2 | Inflammation and immunity | Inflammation and immunity | Lecture | Quiz & discussion |
| 6 | 2 | Lymph proliferative disorders and Neoplasia | Lymph proliferative disorders and Neoplasia | Lecture | Quiz & discussion |
| 7 | 2 | Exam | exam | — | Written exam |
| 8 | 2 | Infectious process | Infectious process | — | Quiz & discussion |
| 9 | 2 | Alteration in oxygen transport | Alteration in oxygen transport | Lecture | Quiz & discussion |
| 10 | 2 | Alteration in homeostasis | Alteration in homeostasis | Lecture | Quiz & discussion |
| 11 | 2 | Alteration in blood flow | Alteration in blood flow | Lecture | Quiz & discussion |
| 12 | 2 | Alteration in blood pressure | Alteration in blood pressure | Lecture | Quiz & discussion |
| 13 | 2 | Alteration in cardiac function | Alteration in cardiac function | Lecture | Quiz & discussion |
| 14 | 2 | Alteration in respiration | Alteration in respiration | Lecture | Quiz & discussion |
| 15 | - | Exam | | — | Written exam |
| 11.Course Evaluation | | | | | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc | | | | | |

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 15% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | 15% | Good: 70-79 |
| 3. | Midterm lab evaluation | 30% | Intermediate: 60-69 |
| 4. | | | Acceptance: 50-59 |
| 5. | Final theory exam | 30% | Fail: less than 50 |
| Total | | 100% | |
| | | | |

12.Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books any) | |
| Main references (sources) | <p>1 Copstead, L.E.C, PRESPECTIVE ON PATHOPHYSIOLOGY, 2014.</p> <p>2- Copstead, L.E.C, PRESPECTIVE ON PATHOPHYSIOLOGY, 2014.</p> <p>3- McCance, K.L AND S.E, PATHOPHYSIOLOGY, 1998.</p> |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name: Computer I

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|-------------|-------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/L evel | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Second -Stage | COS205 | Computer I | Basic | √ | √ | | | | | | √ | √ | √ | | | √ | | |

| | |
|---|--|
| 1. Course Name: | |
| Computer I | |
| 2. Course Code: | |
| COS205 | |
| 3. Semester / Year: | |
| First-semester / 2025-2024 | |
| 4. Description Preparation Date: | |
| 7/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (1) | |
| Total of (2 lab) hours weekly of (15) weeks | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Asst. .prof: Louie Abdel Wahid Email: luaay.abdulwahid@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objective | At the end of the course, the students will be able to: 1- Comprehensive knowledge of computer operating systems 2. Full knowledge of available application programs 3. Learn about the importance of the Excel system 4. Learn how to practically apply the Excel system |
| 9. Teaching and Learning Strategies | |
| Strategy | Lectures using Power Point Practical application using the computer |

| 10.Course Structure | | | | | |
|---------------------|-------|--|----------------------|--|----------------------|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1st | 2 | General introduction What is Excel ?program How to run the program Program screen components | introduction | Practical lecture using program the computer | Daily or weekly quiz |
| 2 nd | 2 | Explanation of all components of the File menu, including opening, saving, creating a new file, and other commands | list file | Practical lecture using program the computer | Daily or weekly quiz |
| 3 rd | 2 | Explanation of the components of the Clipboard tool, which are copying, moving, and copying formats. | Home | Practical lecture using program the computer | Daily or weekly quiz |
| 4 th | 2 | Explanation of the components of the font | Font | Practical lecture using program | Daily or weekly quiz |

| | | | | | |
|-----------------|---|--|------------------------|--|----------------------|
| | | tool included, such as changing font type, size, and other formats | | the computer | |
| 5 th | 2 | Explanation of the components of the included alignment tool such as paragraph location formatting, text rotation, etc | Alignment | Practical lecture using program the computer | Daily or weekly quiz |
| 6 th | 2 | Explanation of the number tool components involved in changing inserted number formats | a tool Number | Practical lecture using program the computer | Daily or weekly quiz |
| 7 th | 2 | How to create conditional formatting for a group of cells | Conditional Formatting | Practical lecture computer | Daily or weekly quiz |
| 8 th | 2 | Explanation of the components of the Styles tool Involving arranging cells as a | style | Practical lecture using program the computer | Daily or weekly quiz |

| | | | | | |
|------------------|---|--|------------------------|--|----------------------|
| | | table and changing cell formatting | | | |
| 9 th | 2 | Insert a cell Insert a row Insert column | Insert | Practical lecture using program the computer | Daily or weekly quiz |
| 10 th | 2 | Delete a cell Delete a row Delete a column | Delete | Practical lecture using program the computer | Daily or weekly quiz |
| 11 th | 2 | How to insert and compose mathematical equations | Mathematical equations | Practical lecture using program the computer | Daily or weekly quiz |
| 12 th | 2 | Explanation of the components of the editing tool, including search, replace, autofill, and others | Editing | Practical lecture using program the computer | Daily or weekly quiz |

11.Course Evaluation

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

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 10% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | 10% | Good: 70-79 |
| 3. | Midterm lab evaluation | 20% | Intermediate: 60-69 |
| 4. | Final Lab Evaluation | 20% | Acceptance: 50-59 |
| 5. | Final theory exam | 40% | Fail: less than 50 |
| Total | | 100% | |
| | | | |

| 12.Learning and Teaching Resources | |
|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | Computer basics and office applications https://www.cb4a.com https://www.w3schools.com/EXCEL/index.php . |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name: Computer II

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|-------------|-------------|-------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Second-Stage | COS210 | Computer II | Basic | √ | √ | | | | | | √ | √ | √ | | | √ | | |

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|---|--|
| 1. Course Name: | |
| Computer II | |
| 2. Course Code: | |
| COS210 | |
| 3. Semester / Year: | |
| Second-semester /2025-2024 | |
| 4. Description Preparation Date: | |
| 7/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (1) Total of (2 lab) hours weekly of (15) weeks | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Name: Asst. .prof: Louie Abdel Wahid Email: luaay.abdulwahid@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | At the end of the course, the students will be able to: 1- Comprehensive knowledge of computer operating systems 2. Full knowledge of available application programs 3. How to deliver a lecture using PowerPoint. |
| 9. Teaching and Learning Strategies | |
| Strategy | Lectures using Power Point Practical application using the computer |

| 10.Course Structure | | | | | |
|---------------------|-------|--|-----------------------|--|----------------------|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 st | 2 | What is the Access ?program How to run the program | General introduction | Practical lecture using program the computer | Daily or weekly quiz |
| 2 nd | 2 | Explanation of The Access Screen | The Access Screen | Practical lecture using program the computer | Daily or weekly quiz |
| 3 rd | 2 | Explain how to create a new table Create a new database | Create a new database | Practical lecture using program the computer | Daily or weekly quiz |
| 4 th | 2 | Explain Quick Access Tool Bar | Quick Access Tool Bar | Practical lecture using program the computer | Daily or weekly quiz |
| 5 th | 2 | Explain Security Warnings | Security Warnings | Practical lecture using program the computer | Daily or weekly quiz |
| 6 th | 2 | Explanation of the components of The Navigation Pane | Navigation Pane | Practical lecture using program the computer | Daily or weekly quiz |

| | | | | | |
|------------------|---|--|-------------------------------|--|----------------------|
| 7 th | 2 | Explanation of the components of About the access window | access window | Practical lecture computer | Daily or weekly quiz |
| 8 th | 2 | Explanation of data types Data type | Data type | Practical lecture using program the computer | Daily or weekly quiz |
| 9 th | 2 | How to create a Table | Table Design | Practical lecture using program the computer | Daily or weekly quiz |
| 10 th | 2 | Explain how Inset primary key& use Lookup wizard | Data type | Practical lecture using program the computer | Daily or weekly quiz |
| 11 th | 2 | Explain how Freeze & Unfreeze Column | Freeze Filed& Un Freeze Filed | Practical lecture using program the computer | Daily or weekly quiz |
| 12 th | 2 | Delete Field | Delete | Practical lecture using program the computer | Daily or weekly quiz |
| 13 th | 2 | Introduction to Forms | Form | Practical lecture using program the computer | Daily or weekly quiz |
| 14 th | 2 | How to create a Form | Create form | Practical lecture | Daily or weekly quiz |

| | | | | | |
|------------------|---|-------------------------------------|-------------------------|--|-------------------------|
| | | | | using program the computer | |
| 15 th | 2 | How to display data in a Form | Select Table Queries | Practical lecture using program the computer | Daily or weekly quiz |

11.Course Evaluation

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

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 10% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | 10% | Good: 70-79 |
| 3. | Midterm lab evaluation | 20% | Intermediate: 60-69 |
| 4. | Final Lab Evaluation | 20% | Acceptance: 50-59 |
| 5. | Final theory exam | 40% | Fail: less than 50 |
| Total | | 100% | |
| | | | |

12.Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | Computer basics and office applications https://www.cb4a.com https://www.w3schools.com/EXCEL/index.php . |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name :Adult Nursing (1)

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|-------------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year /Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Second Stage | NUR201 | Adult Nursing (1) | Basic | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | |
| | | | | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|--|---|
| 1. Course Name: | |
| Adult Nursing (1) | |
| 2. Course Code: | |
| NUR201 | |
| 3. Semester / Year: 2025-2024 | |
| First Course \Second Stage | |
| 4. Description Preparation Date: | |
| 17/7/2024 | |
| 5. Available Attendance Forms: | |
| Class Attendance\ Clinic Attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Total of (16) hours weekly of (15) weeks: Theory (4) hrs. Clinic (12) | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name : Assistant Professor: Abdul Karim Salman Email : abdul.salman@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objective | Upon completion of this course, the student will be able to: <ul style="list-style-type: none"> Identify risk factors and nursing interventions in promoting a maintaining health in a selected client population. Relate the Path physiology of selected medical / surgical alterations the health – illness continuum. Discuss selected medical / surgical alterations in adult and old ad patients. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Discuss scientifically based rational for performing selected diagnosis procedures, outcomes and nursing responsibilities. • Describe drug therapies and their related outcomes for clients undergoing medical / surgical interventions. • Explain nutritional needs of patients with selected medical / surgical alterations. • Discuss principles of teaching – learning processes as they relate to adult / older adult patient. • Utilize health assessment skills in determining the physical, psychological, spiritual, and learning needs of adult patients. • Apply the theoretical concepts, scientific principles in planning care for patients. • Demonstrate competence in implementing nursing interventions to meet client oriented goals. • Demonstrate in practice the knowledge of various medical / surgical procedures and nursing intervention involved. • Demonstrate safe administration of drug and parenteral therapy. • Participate in teaching patients. • Demonstrate effective communication with patients, instructor and health team members. • Describe pre-operative nursing measures of avoiding the risk of infection and the expected post-operative complications. |
|--|---|

9. Teaching and Learning Strategies

| | |
|-------------------|--|
| Strategies | <ul style="list-style-type: none"> 1- Interactive lectures 2- Practical application or clinical training in teaching hospitals 3- Educational videos 4- Role playing |
|-------------------|--|

| | |
|--|---|
| | 5- Discussion method 6- Case study 7- Clinical training in educational laboratories |
|--|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|--|---|---|---|------------------------------------|
| 1 | Theory 2hrs clinic 8hrs | Introduction to nursing adult | Introduction to nursing adult I. | Lecture Case discussion case report | Theoretical exam practical exam |
| 2 | Theory 2hrs clinic 8hrs | <ul style="list-style-type: none"> Describe the thinking that occurs in each step of the nursing process. Identify the role of a licensed practical nurse/licensed Differentiate between objective and subjective data. Document objective and subjective data. | Nursing process <ul style="list-style-type: none"> definitions objectives and steps | Lecture Case discussion case report | Theoretical exam practical exam |
| 3 | 3hrs Theory 3hrs clinic 8hrs | This lecture aims to enhance students understanding of rehabilitation nursing principles, including assessment | Rehabilitation in nursing <ul style="list-style-type: none"> objectives and principals rehabilitation team prevention of | Lecture Case discussion case report | Theoretical exam practical exam |

| | | | | | |
|---|----------------------------------|---|--|--|------------------------------------|
| | | techniques, care planning, interdisciplinary collaboration, and patient advocacy. | complications | | |
| 4 | Theory 3hrs clinic 8hrs | <ol style="list-style-type: none"> 1. Explain the normal structures and functions of the cell. 2. Describe changes that occur in a cell when it becomes malignant. 3. Identify commonly used chemotherapeutic agents. 4. Discuss the special nursing needs of the patient receiving chemotherapy or radiation therapy | Care of patients with cancer: <ul style="list-style-type: none"> • definitions • types • signs and symptoms • diagnosis methods • treatment | Lecture Case discussion case report | Theoretical exam practical exam |
| 5 | Theory 3hrs clinic 8hrs | = | The patients with breast cancer <ul style="list-style-type: none"> signs and symptoms diagnosis methods • nursing care and rehabilitations | Lecture Case discussion case report | Theoretical exam practical exam |

| | | | | | |
|---|----------------------------------|---|--|--|--|
| 6 | Theory 2hrs clinic 8hrs | | Radiation therapy | Lecture Case discussion case report | Theoretical exam practical exam |
| 7 | Theory 5hrs clinic 8hrs | <p>1. List the structures of the gastrointestinal tract and of the accessory glands: liver, gallbladder, and pancreas.</p> <p>2. Describe the functions of each organ of the gastrointestinal tract and of the accessory glands: liver, gallbladder, and pancreas.</p> <p>3. Discuss how age affects the gastrointestinal tract and accessory glands.</p> <p>4. List data to collect when caring for a patient with a disorder of the gastrointestinal system, liver, gallbladder, or</p> | <p>Nursing management with digestive systems</p> <ul style="list-style-type: none"> • signs and symptoms and diagnosis methods • intestinal obstruction • hernia • ulcerative colitis • peptic ulcer • cancer of stomach | Lecture Case discussion case report | Theoretical exam practical exam |

| | | | | | |
|---|----------------------------------|--|---|---|------------------------------------|
| | | pancreas | | | |
| 8 | Theory 5hrs clinic 8hrs | = | <p>Nursing management with liver, biliary and pancreas disease</p> <ul style="list-style-type: none"> • signs and symptoms and diagnosis methods • nursing care and rehabilitations • hepatitis • liver cirrhosis • cholelithiasis | Lecture Case discussion case report | Theoretical exam practical exam |
| 9 | Theory 5hrs clinic 8hrs | <p>1. Identify the glands of the endocrine system.</p> <p>2. Explain the function of each of the hormones in the endocrine system.</p> <p>3. Describe the effects of aging on endocrine system function.</p> <p>4. List data to collect when caring for a patient with a</p> | <p>Nursing care for patients with endocrine system disease</p> <ul style="list-style-type: none"> • Nursing care for patients with diabetes mellitus. • Hyperthyroidism • Hypothyroidism | Lecture Case discussion case report | Theoretical exam practical exam |

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|----|---|--|---|--|--|
| | | <p>disorder of the endocrine system.</p> <p>5. Plan nursing care for patients undergoing testing for an endocrine disorder.</p> | | | |
| 10 | <p>Theory 5hrs clinic 8hrs</p> | <p>1. Explain the pathophysiology of each of the hematologic and lymphatic disorders discussed in this chapter.</p> <p>2. Describe the etiologies, signs, and symptoms of each disorder.</p> <p>3. Identify tests used to diagnose each of the disorders.</p> <p>4. Describe current therapeutic measures for each disorder.</p> | <p>Nursing care for patients with blood disease</p> <ul style="list-style-type: none"> • Component of blood • Laboratory and diagnostic studies • Leukemia • Hemorrhagic disorder • Anemia | <p>Lecture Case discussion case report</p> | <p>Theoretical exam practical exam</p> |
| 11 | <p>Theory 7 hrs clinic 8hrs</p> | <p>These learning outcomes aim to equip nursing students or professionals with the necessary</p> | <p>Nursing management for patients with structural, infectious, and inflammatory cardiac disorders</p> <ul style="list-style-type: none"> • Bacterial endocardit | <p>Lecture Case discussion case report</p> | <p>Theoretical exam practical exam</p> |

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|----|-----------------------------------|---|---|---|------------------------------------|
| | | knowledge, skills, and attitudes to provide high-quality care to patients with structural, infectious, and inflammatory cardiac disorders. | is <ul style="list-style-type: none"> • Rheumatic fever • Hypertension • Vascular disorder and peripheral circulation | | |
| 12 | Theory 5 hrs clinic 8hrs | 1. Describe the normal structures and functions of the respiratory system. 2. Identify how aging affects the respiratory system. 3. List data to collect when caring for a patient with a respiratory disorder. 4. Recognize expected findings when inspecting, palpating, percussing, and auscultating the chest. 5. Identify common diagnostic tests performed to diagnose disorders of the respiratory system. 6. Plan nursing care for patients undergoing each of the diagnostic tests. | Nursing care for patients with respiratory disease <ul style="list-style-type: none"> • signs and symptoms and diagnosis methods • nursing care and rehabilitations • bronchitis • pneumonia • emphysema • cancer of lung | Lecture Case discussion case report | Theoretical exam practical exam |

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|--|--|--|--|--|--|
| | | 7. Discuss therapeutic measures used to help patients with respiratory disorders | | | |
| 11.Course Evaluation | | | | | |
| 1. Quizzes 2. Seminars 3. Clinical Evaluation 4. Mid-term Exam. (1 st Month Exams Theory- 2 nd Month Exams Theory). 5. Final theory Exam. 6. Final Clinical Exam. | | | | | |
| 12.Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books any) | | <ul style="list-style-type: none"> • Smeltzer, S., Bare, B., Hinkle, J., & Cheever, K. (2018). Textbook of medical surgical nursing Brunner and Suddarth. China.: Lippincott Williams and Wilkins.14th ed. • Smeltzer, S., Bare, B., Hinkle, J., & Cheever, K. (2022). Textbook of medical surgical nursing Brunner and Suddarth. China.: Lippincott Williams and Wilkins.15th ed. | | | |
| Main references (sources) | | <ul style="list-style-type: none"> • Williams, L. S., & Hopper, P. D. (2015). Understanding medical surgical nursing. California: FA Davis. | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | Google, e-library of college, Iraqi virtual library | | | |

Course Name: Adult Nursing (2)

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|--------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Second Stage | NUR206 | Adult Nursing 2 | Basic | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | |
| | | | | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|--|---|
| 1. Course Name: | |
| Adult Nursing 2 | |
| 2. Course Code: | |
| NUR206 | |
| 3. Semester / Year: 2025-2024 | |
| Second Course \Second Stage | |
| 4. Description Preparation Date: | |
| 17/7/2024 | |
| 5. Available Attendance Forms: | |
| Class Attendance\ Clinic Attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Total of (16) hours weekly of (15) weeks: Theory (4) hrs. Clinic (12) | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name : Assistant Professor: Abdul Karim Salman Email : abdul.salman@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | Upon completion of this course, the student will be able to: <ul style="list-style-type: none"> Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population. Relate the path physiology of selected medical/ surgical alterations to the health –illness continuum. Discuss scientifically based rational for performing selected diagnostic procedure, outcomes and nursing responsibilities. |

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| | <ul style="list-style-type: none"> • Describe drug therapies and their related outcomes for clients undergoing medical/ surgical interventions. • Explain nutritional needs of patients with selected medical/ surgical alterations. • Discuss principles of teaching- learning processes as they related to the adult/ older adult patient. • Utilize health assessment skills in determining the physical, psychological, spiritual, and learning Needs of adult patients. • Apply the theoretical concepts, scientific principles in planning care of patients. • Demonstrate competence in implementing nursing interventions to meet client oriented goals. • Demonstrate safe administration of drug and parenteral therapy. • Participate in teaching patients • Demonstrate effective communication with patients, instructor and health members. • Describe pre- operative nursing measures of avoiding the risk of infection and the excepted post- operative complications. |
|--|--|

9. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | <ul style="list-style-type: none"> 1- Interactive lectures 2- Practical application or clinical training in teaching hospitals 3- Educational videos 4- Role playing 5- Discussion method 6- Case study 7- Clinical training in educational laboratories. |
|-----------------|--|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------|--------------------------------------|---|---|---|------------------------------------|
| 1 | Theory 3hrs Clinical 8hrs | Nursing management of patients with nervous system disorder | Introduction to nursing adult II. <ul style="list-style-type: none">Assessment and diagnostic test Intracranial pressure | Lecture Case discussion case report | Theoretical exam practical exam |
| 2 | Theory 3hrs Clinical 8hrs | | <ul style="list-style-type: none">Brain tumorMeningitisBrain abscess. Epilepsy | Lecture Case discussion case report | Theoretical exam practical exam |
| 3 | 3hrs Theory 3hrs Clinical 8hrs | Nursing management of patients with Renal disorders | <ul style="list-style-type: none">Assessment and diagnostic testCardinal signs and symptoms | Lecture Case discussion case report | Theoretical exam practical exam |
| 4 | Theory 3hrs Clinical 8hrs | | <ul style="list-style-type: none">Urinary tract infectionRenal stone | Lecture Case discussion case report | Theoretical exam practical exam |
| 5 | Theory 3hrs Clinical 8hrs | | <ul style="list-style-type: none">Prostatic hyperplasiaEnd stage of renal failure | Lecture Case discussion case report | Theoretical exam practical exam |

| | | | | | |
|----|------------------------------------|---|--|--|--|
| 6 | Theory 3hr s clini c 8hrs | Nursing management of patients with Musculoskel etal disorders | <ul style="list-style-type: none"> • Assessment and diagnostic test • Fracture • Osteomyelitis | Lecture Case discussion case report | Theoretical exam practical exam |
| 7 | Theory 3hr s clini c 8hrs | | <ul style="list-style-type: none"> • Osteoporosis • Arthritis • Joint replacement | Lecture Case discussion case report | Theoretical exam practical exam |
| 8 | Theory 3hr s clini c 8hrs | Nursing management of patients with Cardiovascul ar disorders | <ul style="list-style-type: none"> • Assessment and signs and symptoms and diagnostic test • Acquired disease: Martial disease (stenosis and regurgitation) | Lecture Case discussion case report | Theoretical exam practical exam |
| 9 | Theory 3hr s clini c 8hrs | | <ul style="list-style-type: none"> • Congenital heart disease (ASD ,VSD and tirtrology of fallut) Cardiac catheterization | Lecture Case discussion case report | Theoretical exam practical exam |
| 10 | Theory 3hr s clini c 8hrs | Nursing management of patients with Intugementary disorders | <ul style="list-style-type: none"> • Anatomy and physiology • Assessment intugementary system | Lecture Case discussion case report | Theoretical exam practical exam |
| 11 | Theory 3hr s clini c 8hrs | | <ul style="list-style-type: none"> • Dermatitis • Autoimmune disease | Lecture Case discussion case report | Theoretical exam practical exam |

| | | | | | |
|----|------------------------------------|--|--|--|--|
| 12 | Theory 3hr s clini c 8hrs | Nursing management of patients with Eye, Nose and Throat (ENT | <ul style="list-style-type: none"> • . Sinusitis • Tonsillitis | Lecture Case discussion case report | Theoretical exam practical exam |
| 13 | Theory 3hr s clini c 8hrs | | <ul style="list-style-type: none"> • Otitis media Ca larynx | Lecture Case discussion case report | Theoretical exam practical exam |
| 14 | Theory 3hr s clini c 8hrs | Nursing management of patients with ophthalmic disorders. | <ul style="list-style-type: none"> • Assessment and diagnostic test | Lecture Case discussion case report | Theoretical exam practical exam |
| 15 | Theory 3hr s clini c 8hrs | | <ul style="list-style-type: none"> • Cataract Gulcoma | Lecture Case discussion case report | Theoretical exam practical exam |

11.Course Evaluation

1. Quizzes
2. Seminars
3. Clinical Evaluation
4. Mid-term Exam. (1st Month Exams Theory- 2nd Month Exams Theory).
5. Final theory Exam.
6. Final Clinical Exam.

12.Learning and Teaching Resources

| | |
|---|---|
| Required textbooks (curricular books, if any) | <ul style="list-style-type: none"> • Smeltzer, S., Bare, B., Hinkle, J., & Cheever, K. (2018). Textbook of medical surgical nursing Brunner and Suddarth. China.: Lippincott Williams and Wilkins.14th ed. |
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| | <ul style="list-style-type: none"> • Smeltzer, S., Bare, B., Hinkle, J., & Cheever, K. (2022). Textbook of medical surgical nursing Brunner and Suddarth. China.: Lippincott Williams and Wilkins.15th ed. |
| Main references (sources) | <ul style="list-style-type: none"> • Williams, L. S., & Hopper, P. D. (201). Understanding medical surgical nursing. California: FA Davis. |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name: Health Assessment

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|----------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Second Stage | HAS203 | Health assessment | Basic | √ | √ | | | | | √ | √ | | √ | | √ | √ | | |
| | | | | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|---|---|
| 1. Course Name: | |
| Health Assessment | |
| 2. Course Code: | |
| HAS203 | |
| 3. Semester / Year: 2025-2024 | |
| Second Stage \ Second Years | |
| 4. Description Preparation Date: | |
| 17/7/2024 | |
| 5. Available Attendance Forms: | |
| Class Attendance\ Lab. Attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Total of (4) hours weekly of (15) weeks: Theory (2) hrs. Lab. (2) hrs. | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Assist. Prof. Dr. Ahmed Ziarra Khalaf Email: ahmed.khalaf@uobasrah.edu.iq Name: Assist. Prof. Dr. Mohammed Abdulredha Akber Al-Mayyahi Email: Mohammed.almayyahi@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | At the end of this course the students will be able to: <ul style="list-style-type: none"> Describe the components of the health history Apply interviewing skills and techniques to conduct a success interview. Evaluate the persons' general health status. |

| | |
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| | <ul style="list-style-type: none"> • Utilize various tools and techniques to measure and coll information (interview, observing, listening, physi examination, reviewing records and reviewing results diagnostic test. • Explain the sequence of systematic approach of physi examination of body system. • Demonstrate the basic techniques of physical examination. • Describe the physical examination techniques of inspecti palpation, percussion, and auscultation • Identify common instruments used during physical examinatio |
|--|--|

9. Teaching and Learning Strategies

| | |
|----------|--|
| Strategy | Lecture, Group discussion, Spots, Demonstration & Small lab. groups, |
|----------|--|

10. Course Structure

| Wee k | Hours | Required Learning Outcomes | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|-----------------|-------|---|--|---|---|
| 1 st | 2 | Understand the concept of learning outcomes and their significance in education. Identify the components of a well-defined learning outcome statement. Analyze the relationship between learning outcomes, course objectives, and assessment methods. | The Health History Steps of the interview Communication skills for health assessment Establishing a nurse patient Relationship | Oral presentation s, class participation , voice recording of pronunciatio n, online activities | Attendance, Student participation & quizzes |

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|-----------------|---|---|--|---|---|
| 2 nd | 2 | <ol style="list-style-type: none"> 1. Identify and describe the four fundamental assessment techniques: inspection, palpation, percussion, and auscultation. 2. Demonstrate proficiency in applying each technique to systematically gather and document patient data. 3. Interpret assessment findings accurately to differentiate between normal and abnormal conditions, facilitating effective clinical decision-making. | Basic assessment skills Inspection Palpation Percussion Auscultation Interpretation | = | = |
| 3 rd | 2 | = | The Human Body in Health and Disease | | = |
| 4 th | 2 | <ol style="list-style-type: none"> 1. Demonstrate proficiency in performing a systematic physical examination of the cardiovascular system, including inspection, palpation, percussion, and auscultation | The Cardiovascular System | = | = |

| | | | | | | |
|-----------------|---|---|----------------------|--|---|---|
| | | <p>techniques.</p> <p>2. Identify and interpret normal and abnormal findings during the assessment of cardiac and vascular structures, including heart sounds, peripheral pulses, and jugular venous pressure.</p> <p>3. Apply evidence-based clinical reasoning skills to correlate assessment findings with potential cardiovascular pathologies, facilitating accurate diagnosis and appropriate management decisions.</p> | | | | |
| 5 th | 2 | = | First Exam | | = | = |
| 6 th | 2 | 1. Demonstrate proficiency in conducting a systematic physical examination of the digestive system, including inspection, palpation, percussion, and auscultation techniques. | The Digestive System | | = | = |
| | | | | | | |

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|-----------------|---|---|----------------------|---|---|
| | | 2. Identify and interpret normal and abnormal findings during the assessment of abdominal organ | | | |
| 7 th | 2 | Outcomes aim to equip learners with the necessary skills and knowledge to conduct effective physical assessments of the lymphatic system, enabling them to recognize signs of lymphatic dysfunction and contribute to comprehensive patient care. | The Lymphatic System | = | = |

| | | | | | |
|------------------|---|--|----------------------------|---|---|
| 8 th | 2 | <ol style="list-style-type: none"> 1. Demonstrate proficiency in conducting a comprehensive physical examination of the musculoskeletal system, including inspection, palpation, range of motion assessment, and special tests. 2. Identify and interpret normal and abnormal findings during the assessment of musculoskeletal structures, including bones, joints, muscles, and ligaments. 3. Apply clinical reasoning skills to correlate assessment findings with potential musculoskeletal conditions or injuries, facilitating accurate diagnosis and appropriate management decisions. | The Musculoskeletal System | = | = |
| 9 th | 2 | = | 2 nd Exam | = | = |
| 10 th | 2 | <ol style="list-style-type: none"> 1. Demonstrate proficiency in | The Nervous System | = | = |

| | | | | | |
|------------------|---|--|-----------------------|---|---|
| | | <p>performing a focused physical examination of the nervous system, including assessment of cranial nerves, motor function, sensory function, and reflexes.</p> <p>2. Identify and interpret normal and abnormal findings during the assessment of neurological status, including strength, sensation, coordination, and reflex responses.</p> | | | |
| 11 th | 2 | <p>1. Demonstrate proficiency in conducting a systematic physical examination of the respiratory system, including inspection, palpation, percussion, and auscultation techniques.</p> <p>2. Identify and interpret normal and abnormal findings during the assessment of respiratory structures and</p> | The Respiratory Syste | = | = |

| | | | | | |
|------------------|---|---|----------------------------------|---|---|
| | | functions, including breath sounds, respiratory rate, chest expansion, and presence of respiratory distress signs. | | | |
| 12 th | 2 | Outcomes aim to equip learners with the necessary skills and knowledge to perform comprehensive physical assessments of the skin and sense organs, enabling them to identify abnormalities, promote skin health, and address sensory impairments effectively. | The Skin and sense organ | = | = |
| 13 th | 2 | <ol style="list-style-type: none"> 1. Demonstrate proficiency in conducting a systematic physical examination of the endocrine system and urinary system, including inspection, palpation, and assessment of relevant physiological parameters. 2. Identify and interpret normal and abnormal findings during the assessment of endocrine glands, hormone levels, urinary structures, | Endocrine System, Urinary System | = | = |

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|------------------|---|--|--------------------------------------|---|---|
| | | and urinary output, facilitating early detection of endocrine disorders and urinary tract abnormalities. | | | |
| 14 th | 2 | Outcomes aim to equip learners with the necessary skills and knowledge to perform thorough physical assessments of the male and female reproductive systems, enabling them to recognize signs of dysfunction and contribute to accurate diagnosis and appropriate management decisions related to reproductive health. | Male and Female Reproductive Systems | = | = |
| 15 th | 2 | = | Final Exam | = | = |

11.Course Evaluation

1. Quizzes
2. Laboratory Evaluation
3. Mid-term Exam. (1st Month Exams Theory- 2nd Month Exams Theory).
4. Final theory Exam.
5. Final Lab. Exam.

12.Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, any) | |
| Main references (sources) | <ul style="list-style-type: none"> - Mastering advanced assessment, 2007. - Wilson, S. F., & Giddens, J. F. (2020). Health Assessment for Nursing Practice-E-Book. Elsevier Health Sciences.. |

| | |
|---|---|
| | - Forbes, H., & Watt, E. (2015). Jarvis's Physi Examination and Health Assessment. Elsev Health Sciences. |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library, Youtube |

Course Name :Pharmacology 1

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|-------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Second Stage | PHR202 | Pharmacology I | Basic | √ | √ | √ | √ | | √ | √ | | | | √ | | √ | | |
| | | | | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

| | |
|---|--|
| 1. Course Name: | |
| Pharmacology I | |
| 2. Course Code: PHR202 | |
| 3. Semester / Year: Second Stage 2025-2024 | |
| Semester 1 | |
| 4. Description Preparation Date: | |
| 5. Available Attendance Forms: | |
| Recording the student's attendance in theoretical lectures | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 2 hours, 2 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Assist prf. Utoor Talib Jasim Email: utoor.jasim@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objected | <ul style="list-style-type: none"> • Learn about the basic principles of pharmacology and their nursing application for different age groups • Knowledge of drug therapy and drug administration • Knowledge of the basic principles of classifying medications according to body systems • Identify types of medications and understand basic information related to different groups of medications, such as mechanisms of action, drug use, pharmacokinetics, contraindications, knowledge of side effects and important drug interactions. |
| 9. Teaching and Learning Strategies | |
| Strateg y | Understanding the basics of pharmacology, classifying drugs according to their effect on the body's systems, understanding drug kinetics within the body, the mechanism of action of drugs - the beneficial and harmful effects of drugs, their uses, ways of administering them, doses, contraindications, understanding the serious side effects of drugs and his nursing responsibility in preventing or minimizing Its occurrence. |

| 10. Course Structure | | | | | |
|----------------------|-------|---|---|--|---------------------|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| | 2 | 1.Basic terms in pharmacology. 2.Properties of ideal drug. 3.Drug nomenclatures 4.Sources of drug. 5.Over the counter drug (OTC). 6.Factors that determine the intensity of drug action. | Introduction to Pharmacology | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |
| | 2 | 1 Review of the five steps in nursing process . 2 Application of nursing process in drug therapy. 3 Application pharmacology patient education . | Application of Pharmacology in nursing practice | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |
| | 2 | Pharmacokinetic terms. Pharmacodynamics . Drug-drug and drug-food interactions. Adverse drug reactions. | Basic principles of Pharmacology | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |

| | | | | | |
|--|---|---|-----------------------------------|--|---------------------|
| | | Individual variations drug responses. | | | |
| | 3 | 1 Drug therapy during pregnancy and breast feeding . 2Drug therapy for pediatric patients. 3Drug therapy for Geriatric patients. | Drug therapy across the life span | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |
| | 2 | 1 The "five" rights in drug administration. 2 Dosage forms. 3Medication systems. 4Medication orders 5Routes of drug administration. | Administration of Medications | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |
| | 4 | 1. Basic principles of autonomic pharmacology. 2. Cholinergic drugs. 3. Muscarinic agonists and antagonists. 4. Cholinesterase inhibitors. 5. Cholinergic blocking agents. 6. Neuromuscular blocking agents. | Autonomic Pharmacology | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |

| | | | | | |
|--|---|--|-----------------------------|--|---------------------|
| | | <p>7. Ganglionic blocking agents.</p> <p>8. Adrenergic agonists and antagonists.</p> <p>9. Indirect acting anti-adrenergic agents.</p> | | | |
| | 6 | <p>1 Drugs acting on the cardiovascular system. (6) hrs.</p> <p>2 Anti-hypertensive Drugs :</p> <ul style="list-style-type: none"> -Centrally acting sympatholytics. -Ganglinic blockers . -Adrenoceptors blocking agents. -Vasodilators. -Drugs acting on the renin-angiotensin system. -Diuretics. <p>2Drugs used in the treatment of angina and myocardial infarction.</p> <p>3 Drugs used for the treatment of heart failure (digoxin and other agents).</p> <p>1 Anti-arrhythmic drugs.</p> | Cardiovascular Pharmacology | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |

| | | | | | |
|--|---|--|--|--|---------------------|
| | 2 | 2 Role of LDL-cholesterol in atherosclerosis. 3 Lipid lowering drugs. | Drugs used in the treatment of Dyslipidemia | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |
| | 2 | 1 Overview of drugs used to treat thrombi-embolic disorders. 3Thrombolytic drug | Anti-coagulant, anti-platelet and Thrombolytic Drugs | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |
| | | 1Iron deficiency. 2VitaminB12 deficiency. 3Folic acid deficiency | Drugs used for Deficiency Anemia | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |

11.Course Evaluation

The first midterm theoretical exam is 20%
The second midterm theoretical exam 20%
15% competitions
Final exam 45%
Total 100%

12.Learning and Teaching Resources

| | |
|---|---|
| Required textbooks (curricular books, if any) | Anne Collins Abrams, Clinical Drug Therapy: Rationales for Nursing Practice, 9th ed., New York, Lippincott, 2009. |
| Main references (sources) | Richard A. Lehne, Pharmacology for Nursing Care, 8 th ed., London, Saunders, 2009. |

| | |
|--|--|
| Recommended books and references (scientific journals, reports...) | F.S.K., Barar , Pharmacology for Nurses . 1st ed., Peepee publishers , India , 2007. |
| Electronic References, Websites | https://elearning4.uokufa.edu.iq/nur/ |

Course Name :Pharmacology 2

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|-------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Second Stage | PHR209 | Pharmacology 2 | Basic | √ | √ | √ | √ | | √ | √ | | | | √ | | √ | | |
| | | | | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|---|--|
| 1. Course Name: | |
| Pharmacology 2 | |
| 2. Course Code: | |
| PHR210 | |
| 3. Semester / Year: Second Stage 2025-2024 | |
| Semester 2 | |
| 4. Description Preparation Date: | |
| 5. Available Attendance Forms: | |
| Recording the student's attendance in theoretical lectures | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| hours, 2 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Assist prf. Utoor Talib Jasim Email: utoor.jasim@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> Learn about the basic principles of pharmacology and their nursing application for different age groups Knowledge of drug therapy and drug administration Knowledge of the basic principles of classifying medications according to body systems Identify types of medications and understand basic information related to different groups of medications, such as mechanisms of action, drug use, pharmacokinetics, contraindications, knowledge of side effects and important drug interactions. |
| 9. Teaching and Learning Strategies | |

| | |
|-----------------|---|
| Strategy | Understanding the basics of pharmacology, classifying drugs according to their effect on the body's systems, understanding drug kinetics within the body, mechanism of action of drugs - the beneficial and harmful effects of drugs, their uses, ways of administering them, doses, contraindications, understanding serious side effects of drugs and his nursing responsibility in preventing minimizing its occurrence. |
|-----------------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-------------|--------------|---|---|--|--------------------------|
| | 2 | Anesthetic Drugs | Anesthetic Drugs | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |
| | 4 | Drugs of the Gastrointestinal System | Drugs of the Gastrointestinal System | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |
| | 4 | The nonnarcotic analgesics | The nonnarcotic analgesics | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |
| | 4 | The adrenal cortex or the adrenocortical hormones | The adrenal cortex or the adrenocortical hormones | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |
| | 4 | Coagulation Modifier Drugs | Coagulation Modifier Drugs | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |

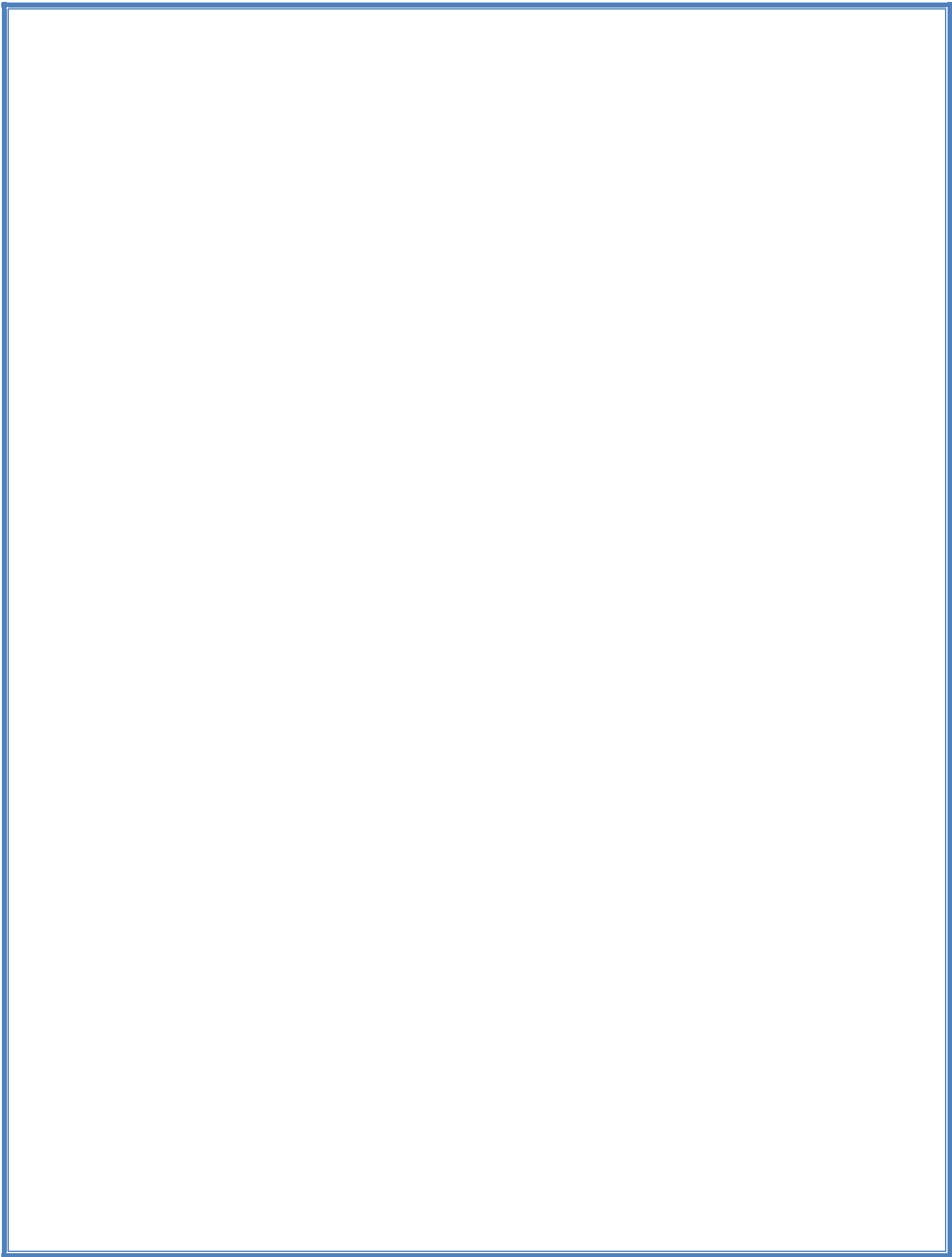
| | | | | | |
|--|---|---|---|--|---------------------|
| | 4 | Sedative-Hypnotic Drug | Sedative-Hypnotic Drugs | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |
| | 4 | Antidiabetic Drugs | Antidiabetic Drugs | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |
| | 4 | The adrenal cortex or the adrenocortical hormones | The adrenal cortex or the adrenocortical hormones | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |
| | | | | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |
| | | | | How to deliver a lecture using PowerPoint and illustrative films | Conduct daily tests |

11.Course Evaluation

The first midterm theoretical exam is 20%
The second midterm theoretical exam 20%
15% competitions
Final exam 45%
Total 100%

12.Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, any) | Anne Collins Abrams, Clinical Drug Therapy :Rationales for Nursing Practice, 9th ed., New York ,Lippincott, 2009. |
| Main references (sources) | Richard A. Lehne, Pharmacology for Nursing Care, 8 th ed., London, Saunders, 2009. |
| Recommended books and references (scientific journals, reports...) | F.S.K., Barar , Pharmacology for Nurses . 1st ed., Peepee publishers , India , 2007. |
| Electronic References, Websites | https://elearning4.uoBasrah.edu.iq/nur/ |



| Learning outcomes required from the programme | | | | | | | | | | | | | | | |
|---|----|-----|----|--------|----|----|-----|-----------|----|----|----|---------------------------|---|----------------|--------------------------|
| Value | | | | Skills | | | | Knowledge | | | | Essential or ?optional | Course Name | Course Code | Year / level |
| C4 | C3 | C 2 | C1 | B4 | B3 | B2 | B 1 | A4 | A3 | A2 | A1 | | | | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | my choice | The crimes of the Baath regime in Iraq | CR1212 | / 2023-2024 The first |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

Please check the boxes corresponding to the individual learning outcomes from
the program subject to evaluation





Course description form

| | |
|---|--------------------------|
| : Course Name .25 | |
| The crimes of the Baath regime in Iraq | |
| : Course Code .26 | |
| CR1212 | |
| : Semester / Year .27 | |
| second year/ First semester | |
| : Date this description was prepared .28 | |
| 02/1/2024 | |
| : Available forms of attendance .29 | |
| My presence only | |
| : Number of study hours (total)/number of units (total) .30 | |
| .hours per class 30 .hours of theory per week 2 | |
| Name of the course administrator (if more than one name is .31 (mentioned | |
| Fatima Jassim Mohammed .Name: M.D Fatima.jasem@uobasrah.edu.iq : Email | |
| Course objectives .32 | |
| <p>Introducing the organized crimes committed. 1 by the defunct Baathist regime against Iraqi .citizens</p> <p>Increasing students' awareness and .2 educating them on how to care about human rights in general and the Iraqi citizen in .particular</p> <p>A person's awareness of his most important .3 rights and freedoms that were taken away by . the ruling regime at that time</p> | <p>Course objectives</p> |
| Teaching and learning strategies .33 | |
| .Brainstorming, group discussion, and presentations | The strategy |

Course structure 34

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|--|--|--|---|-------|----------|
| Quizzes, monthly exams, reports and .final exams | Lectures, group discussions and .presentations | The concept of crimes and their types | Introduction. . The .1 concept of crime and its divisions in detail | 2 | 1 |
| | | The crimes of the Baath regime according to the documentation of the Law of the Supreme Iraqi Criminal Court in 2005 | We shed light on the .2 types of crimes and know what they are and how decisions were issued by the Criminal Court against the accused in . detail | 2 | 2 |
| | | Types of international crimes Decisions issued by the Supreme Criminal Court | A statement - 3 confirming the existence of the types of crimes committed by the former regime against citizens, the most dangerous of which are psychological crimes | 2 | 3 |
| | | Psychological crimes Mechanisms of psychological crimes | Emphasis on -4 fighting the former regime against the various religions in . Iraq | 2 | 4 |
| | | Psychological effects of crimes The position of the Baathist . regime on religion | Educating - 5 students about humanitarian | 2 | 5 |
| | | Violations of Iraqi laws Pictures of human rights violations and crimes of power | | 2 | 6 |

| | | | | | | |
|--|--|--|---|---|----|--|
| | | | violations and who is | | | |
| | | Some decisions regarding political and military violations of the Baath regime Prison and detention places of the Baath regime | responsible for . protecting them | 2 | 7 | |
| | | Environmental crimes of the .Baath regime in Iraq Military and radioactive contamination and mine .explosions Destruction of cities and villages (scorched earth policy) | Developing -6 students' skills and knowledge in understanding the nature of the decisions issued against politicians And the soldiers who do not belong to the Baath Party and their places of record | 2 | 8 | |
| | | | | 2 | 9 | |
| | | .Drying the marshes Razing palm groves, trees and crops | Illustration of -7 , crimes For students how the defunct regime followed a brutal policy that affected stones and humans alike, against everyone who violated its obsolete and unjust .laws | 2 | 10 | |
| | | .Mass grave crimes | | 2 | 11 | |
| | | The cemeteries of the genocide committed by the .Baathist regime in Iraq | Clarification of -8 , crimes For students how the defunct regime followed a brutal policy that affected stones and humans alike, against everyone who violated | 2 | 12 | |

| | | | | | |
|--|--|---|---|---|----|
| | | | its obsolete and uninst | | |
| | | Chronological classification of genocide graves in Iraq for the period 1963-2003 AD | .laws | 2 | 13 |
| | | Chronological classification of genocide graves in Iraq for the period 1963-2003 AD | For students to .9 understand what the study means With . mass crimes | 2 | 14 |
| | | Chronological classification of genocide graves in Iraq for the period 1963-2003 AD | For students to .10 understand what the study means The graves of genocide and how it was practiced by the Baathist regime against innocent Iraqi .citizens | 2 | 15 |
| | | Tests | To understand .11 and clarify when the former regime began committing mass crimes from the events that occurred against .Iraqis since 1963 | | |
| | | Tests | To understand and 12 clarify when the former regime began committing mass crimes from the events that occurred against .Iraqis since 1963 | | |
| | | | To understand .13 and clarify when the former regime began committing mass | | |

| | | | | | |
|---|--|--|---|--|--|
| | | | crimes from the events | | |
| | | | that occurred against . Iraqis since 1963 'Evaluating students understanding of the crimes of the Baath .regime 'Evaluating students understanding of the material The crimes of the Baath regime | | |
| Course evaluation .35 | | | | | |
| :Distribute the score out of 100 into degrees: for the tasks assigned to the student, such as daily tests , monthly exams, and 0 3 -1 .reports .marks: for the final exam 0 7 -2 | | | | | |
| Learning and teaching resources .36 | | | | | |
| ,Crimes of the Baath regime in Iraq Ministry of Global Education and Scientific Research, 2023 | | | Required textbooks (methodology, if any) | | |
| ,Crimes of the Baath regime in Iraq Ministry of Global Education and Scientific Research, 2023 | | | Main references (sources) | | |
| nothing | | | Recommended supporting books and references (scientific journals, reports....) | | |
| nothing | | | Electronic references, Internet sites | | |

THIRD STAGE

Course Name :Maternal & neonate Nursing

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|---------------------------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Third stage | NUR301 | Maternal and neonate nursing | Basic | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | | | | | | | | | | | | | | | | | |

| |
|---|
| 1. Course Name: |
| Maternal and neonate nursing |
| 2. Course Code: |
| NUR301 |
| 3. Semester / Year: |
| First semester/ third stage 2024-2025 |
| 4. Description Preparation Date: |
| 1/7/2024 |
| 5. Available Attendance Forms: |
| Class room attendance / Clinic Attendance |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| 255 hours: divided into 15 weeks 3 hours theoretical, 12 hours clinical, 2 hours laboratory. |
| 7. Course administrator's name (mention all, if more than one name) |
| Dr : sundus.Baqer Dawood . Email : sindus.dawood @uobasrah.edu.iq Lecture: Alia Hussein Assist lecture : Hila Malek Specialist doctor Susan Abdul Razzaq |

Course Objectives

- 1- Identify the goals & philosophy of maternal & child health nursing.
- 2- Understand the medical terminology related to maternity and neonate nursing.
- 3- Describe the structure & function of female & male reproductive system.
- 4- Describe growth & development of fetus by gestational week
- 5- Identify the Pregnancy and Complications.
- 6- Recognize of stage of normal and complicated Labor.
- 7- Distinguishing between true and false labor
- 8- Determine the family's structure, function & roles
- 9- understanding Maternity Disease and Complications
- 10- Recognize the types and importance of family planning.

| | |
|-------------------------------------|-----------------------------|
| 9. Teaching and Learning Strategies | |
| Strategy | 1- Lecture 2- Discussion |

- 3- Small groups
- 4- Educational videos
- 5- Student presentations
- 6- Problem solving
- 7- Clinical training

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-----------------------------------|--|--|--------------------------------------|------------------------------------|
| 1 | 3hrs Theory 6hrs clinic | -Understanding the philosophy of maternal and newborn nursing -Distinguish among different types of families | Introduction to Maternal & Neonatal Nursing: - Philosophy of maternal and neonatal: Family center nursing role Setting -Family Concept: Family centered maternity care. -Care for family as part of community. -conception: Preconception counseling | Lecture discussion case report | Theoretical exam practical exam |
| 2 | 3hrs Theory 6hrs clinic | -Identify the structure and functions of the male reproductive system. - Describe the phases of the menstrual cycle, the dominant hormones, and | Reproductive system: -Revision of anatomy & physiology of reproductive system (male & female) | Lecture discussion case report | Theoretical exam practical exam |

| | | | | | |
|---|----------------------------|---|---|--------------------------------------|------------------------------------|
| | | the changes that occur each phase | -Menstrual cycle. | | |
| 3 | 3hrs Theory 6hrs clinic | -Summarize the significant changes in growth and development of the fetus at 4, 6, 12, 16, 20, 24, 28, 32, 36, and 40 weeks' gestation. - Identify the anatomic and physiologic changes that occur during pregnancy. | Normal Pregnancy -Development of fetus. -physiological & psychological changes of pregnancy -Prenatal care | Lecture discussion case report | Theoretical exam practical exam |
| 4 | 3hrs Theory 6hrs clinic | -Describe the effects of various diseases on pregnancy, including their implications for nursing care. - Discuss the medical therapy and nursing care of a woman for each condition. | Complications of pregnancy -Nursing care during (Ant partum Hemorrhage, pregnancy Induced Hypertension, Gestational Diabetes, Urinary Tract Infection, Anemia). | Lecture discussion case report | Theoretical exam practical exam |
| 5 | 3hrs Theory 6hrs clinic | - Discuss premonitory signs of labor. - Describe the characteristics of the four stages of labor and their accompanying phases. | Labor & delivery:(Normal) -Theories of labor onset. -Signs of labor. -Components of labor. -Stages of labor. | Lecture discussion case report | Theoretical exam practical exam |

| | | | | | |
|---|----------------------------|---|--|-----------------------------------|------------------------------------|
| | | | -Nursing management of each stage of labor. | | |
| | | | Mid exam (paper)\ model | | Theoretical exam practical exam |
| 6 | 3hrs Theory 6hrs clinic | - identify the role of nurse in delivery Room and method infection control | -Role of the nurse in delivery room -Infection and pollution prevention & control in the delivery Room. | Lecture discussion case report | Theoretical exam practical exam |
| 7 | 3hrs Theory 6hrs clinic | -Describe the physiologic and psychosocial changes that are indicative of the maternal progress during each of the stages of labor. - Discuss the nursing care of a woman during complicated labor. | - Using of partograph in labor. - Nursing management during complicated labor and delivery. | Lecture discussion case report | Theoretical exam practical exam |
| 8 | 3hrs Theory 6hrs clinic | - Compare methods for inducing labor, explaining their advantages and disadvantages. - Describe the types of episiotomies performed, the rationale for each, and the associated nursing interventions. | Obstetrical operation: Nursing care during obstetrical operation -Episiotomy, forceps delivery - c/s - induction and | Lecture discussion case report | Theoretical exam practical exam |

| | | | | | |
|---|----------------------------|--|--|-----------------------------------|------------------------------------|
| | | - Explain the indications for cesarean birth, impact on the family unit, preparation and teaching needs, and associated nursing management. | Augmentation of labor | | |
| 9 | 3hrs Theory 6hrs clinic | <ul style="list-style-type: none"> - Describe the reasons why women and couples choose to use contraception. - Compare the barrier methods of contraception with regard to correct use and advantages and disadvantages. | Family planning: <ul style="list-style-type: none"> - Objectives of family planning in Iraq. - Contraceptive methods in Iraq, including emergency contraceptive. - Advantages and disadvantages of each method. - Role of nurse in family planning in primary health care centers and hospitals, including health education and counseling. | Lecture discussion case report | Theoretical exam practical exam |
| 1 | 3hrs Theory 6hrs clinic | - Describe the psychologic adjustments that | Puerperium: <ul style="list-style-type: none"> - Physiologic and | Lecture discussion case report | Theoretical exam practical exam |

| | | | | | |
|---|----------------------------|--|---|--------------------------------------|------------------------------------|
| | | normally occur during the postpartum period. - Differentiate the physiologic and psychosocial components of a normal postpartum assessment. | psychological changes during puerperium | | |
| 1 | 3hrs Theory 6hrs clinic | - Delineate nursing responsibilities for patient teaching during the early postpartum period. - Describe the nurse's role in promoting maternal rest and helping the mother to resume gradually an appropriate level of activity. - Identify the causes of and appropriate nursing interventions for early and late hemorrhage during the postpartum period - Develop a nursing care plan that reflects knowledge of etiology, pathophysiology, current clinical therapy, nursing and preventive management for the woman | -Nursing management during normal puerperium. -Nursing management during complicated puerperium (PPH). | Lecture discussion case report | Theoretical exam practical exam |
| 1 | 3hrs Theory 6hrs clinic | -Summarize the respiratory and cardiovascular changes that must occur for the newborn to successful | Neonatal nursing care - Physiological changes and | Lecture discussion case report | Theoretical exam practical exam |

| | | | | | |
|--------------------------------|---------------------------------------|---|---|--------------------------------|---------------------------------|
| | | <p>transition to extrauterine life.</p> <ul style="list-style-type: none"> - Describe the components of the newborn behavioral assessment. - Compare the normal behavioral characteristics of the newborn with the normal variations that may be present. | <p>adaptation to extra uterine environment.</p> <ul style="list-style-type: none"> - Nursing assessment and management of neonate. - Immediate and daily neonatal care | | |
| 1 | <p>3hrs Theory</p> <p>6hrs clinic</p> | <p>Identify the factors present at birth that indicate an at-risk newborn.</p> <ul style="list-style-type: none"> - Compare the underlying etiologies of the physiologic complications of small-for-gestational-age (SGA) newborns and preterm appropriate-for-gestational-age (Pr AGA) newborns and the nursing care management for each. | <ul style="list-style-type: none"> - Nursing assessment and management of high risk neonate. - Regulation of birth and death certificate for newborn and its importance | Lecture discussion case report | Theoretical exam practical exam |
| Mid exam (paper)\ model | | | | | |
| 1 | <p>3hrs Theory</p> <p>6hrs clinic</p> | <ul style="list-style-type: none"> - Identify the risk factors, treatment options, and nursing interventions for a woman with these diseases. - Describe the psychosocial | <p>Gynecologic disorders:</p> <ul style="list-style-type: none"> - Nursing care for common gynecological disorders - prolapsed of the genital tract | Lecture discussion case report | Theoretical exam practical exam |

| | | | | | |
|---|----------------------------|--|--|-----------------------------------|------------------------------------|
| 1 | 3hrs Theory 6hrs clinic | responses a woman may experience when facing any of the common gynecologic procedures. | - benign and malignancy of genital tract - menstrual disorders - Infertility | Lecture discussion case report | Theoretical exam practical exam |
|---|----------------------------|--|--|-----------------------------------|------------------------------------|

11.Course Evaluation

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

| Evaluation | | | Grading Scale |
|------------|--------------------------------------|-------|---|
| 1 | 1 st Month Exams (Theory) | 10% | Excellent: 90-100 Very good: 80 – 89 Good: 70 – 79 Intermediate 60 – 69 Acceptance 50 – 59 Fail < 50 |
| 2 | 2 nd Month Exams (Theory) | 10% | |
| 3 | Practice/ clinical | 20% | |
| 4 | Practical exam | 20% | |
| 5 | Final Theory Exam | 40% | |
| | Total | % 100 | |

12.Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | - Essentials of maternity, newborn & women's health nursing. Wolters Kluwer / Lippincott Williams & Wilkins, 3rd Edition |
| Main references (sources) | - Adele Pillitteri- Maternal and Child Health Nursing – Care of the Childbearing and Childbearing Family, Sixth Edition Lippincott Williams& Wilkins |
| Recommended books and references (scientific journals, reports...) | Old's Maternal-Newborn Nursing _ Women's Health, Ninth Edition - Michele Davidson |
| Electronic References, Websites | e-library of college, Google, Iraqi virtual library |

Course Name : Research Methods in Nursing

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|--------------------------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Third stage | RSM302 | Research Methods in Nursing | Basic | √ | √ | √ | √ | | √ | | | | √ | √ | | √ | √ | |
| | | | | | | | | | | | | | | | | | | |

| 1. Course Name: | | | | | |
|---|--|--|-------------------------------------|---|----------------------|
| Research Methods in Nursing | | | | | |
| 2. Course Code: | | | | | |
| RSM302 | | | | | |
| 3. Semester / Year: | | | | | |
| First-semester / 2024-2025 | | | | | |
| 4. Description Preparation Date: | | | | | |
| 7/2/2024 | | | | | |
| 5. Available Attendance Forms: | | | | | |
| Class attendance | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| Credit Hours (2) | | | | | |
| Total of (2 hours Theory) weekly of (15) weeks: (30 hours). | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| 1. Name: Assistant Professor Dr. Husham Hussein Abdul Ra'oof Email: hosham.hossain@uobasrah.edu.iq | | | | | |
| 2. Name: Lecturer Dr. Sadoun Abbas Alsalimi Email: sadoun.alsalimi@uobasrah.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | 1- Identify research concepts, purposes, and characteristics of scientific research. Search for nursing problem statement. 2- list sources of nursing research problem. 3- Discuss initial & secondary sources of review of literature. 4- Describe types of variables used in nursing research. 5- Discuss the types of research design. | | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | Lecture, discussion/ small groups, audiovisual media, research progests/Case Study. | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1st | 2 | <input type="checkbox"/> Define scientific research and its importance. <input type="checkbox"/> Differentiate major types of research. | Introduction to scientific research | Lecture presentation using audiovisuals | Daily or weekly quiz |

| | | | | | |
|-----------------|---|--|--|---|----------------------|
| | | <input type="checkbox"/> Identify key characteristics of scientific research. <input type="checkbox"/> Outline the main steps of the research process. | | | |
| 2 nd | 2 | Identify the main steps of the research process. Explain the role of each step. Apply the steps in planning a study. Recognize the cyclical nature of research. | Major steps in scientific research | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 3 rd | 2 | Define a research problem and its importance. Differentiate between problems, objectives, and questions. Formulate clear and researchable questions. Evaluate criteria of good research problems and questions. | Research problem & research questions. | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 4 th | 2 | Explain the purpose of a literature review. Identify reliable sources of literature. Summarize and analyze existing research. Organize literature to identify research gaps. | Review of literature | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 5 th | 2 | Define population, sample, and sampling. Differentiate sampling techniques. Select appropriate sampling methods. | Sample & sampling | Lecture presentation using audiovisuals | Daily or weekly quiz |

| | | | | | |
|-----------------|---|--|---|---|----------------------|
| | | Explain the importance of sample size and representativeness. | | | |
| 6 th | 2 | Define research design and its role. Differentiate types of research designs. Select appropriate research designs. Explain strengths and limitations of designs. | Research design | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 7 th | 2 | Explain the purpose of data tabulation. Organize data using tables and charts. Apply basic statistical methods. Interpret and present data results. | Tabulation & analysis of data | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 8 th | 2 | Explain the purpose of discussing findings. Compare results with existing literature. Interpret implications of findings. Identify strengths, limitations, and biases. | Discussion the findings of the study | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 9 th | 2 | Describe the structure of a research report. Apply proper writing and formatting standards. Present findings clearly using text, tables, and figures. Demonstrate correct citation and referencing. | Methods of writing research reports or study. | Lecture presentation using audiovisuals | Daily or weekly quiz |

| | | | | | |
|------------------|---|--|------------------------------|---|----------------------|
| 10 th | 2 | Explain the purpose of a literature review. Organize and synthesize information from sources. Critically analyze studies to identify research gaps. Apply proper writing style and citations. | Writing review of literature | Lecture presentation using audiovisuals | Daily or weekly quiz |
|------------------|---|--|------------------------------|---|----------------------|

11.Course Evaluation

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

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 10% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | 10% | Good: 70-79 |
| 3. | Midterm lab evaluation | 20% | Intermediate: 60-69 |
| 4. | Final Lab Evaluation | 20% | Acceptance: 50-59 |
| 5. | Final theory exam | 40% | Fail: less than 50 |
| Total | | 100% | |

12.Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, any) | |
| Main references (sources) | <ul style="list-style-type: none"> - Essentials of Nursing Research: Methods, Appraisal, and Utilization. Denise F. Polit, Cheryl Tatano Beck. Lippincott Williams & Wilkins, 2006. - Foundations of Nursing Research 7th Edition. Published by Pearson. 2018. Rose Marie Nieswiadomy; Catherine Bailey. Best Value. |
| Recommended books and references (scientific journals, reports...) | <p>Websites/data base:</p> <ul style="list-style-type: none"> - PubMed, CINAHL, Scopus (literature searches) - Cochrane Library (evidence-based reviews) - WHO, CDC websites (health data and guidelines) <p>IT software:</p> |

| | |
|---------------------------------|--|
| | <ul style="list-style-type: none"> - EndNote or Mendeley (reference management) - Microsoft Excel & Word (data handling and reporting) |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name : Nutrition & Diet Therapy

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|--------------------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Third stage | NUT305 | Nutrition & Diet Therapy | Basic | | √ | √ | √ | √ | | √ | √ | | | | √ | √ | | |
| | | | | | | | | | | | | | | | | | | |

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|---|---|
| 1. Course Name: | |
| Nutrition & Diet Therapy | |
| 2. Course Code: | |
| NUT305 | |
| 3. Semester / Year: | |
| first-semester / 2024-2025 | |
| 4. Description Preparation Date: | |
| 7/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (2) | |
| Total of (2 hours Theory) weekly of (15) weeks: (30 hours). | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Iman hadi | |
| Name: Marym Jawad abdaltef | |
| Email: Iman.auda@uobasrah.edu.iq | |
| Email: marym.abdaltef@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>At the end of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Know the fundamental principles of human nutrition. 2. Identify the relationship between nutrition and body energy. 3. Recognize the specification and functions of different nutritional elements. 4. Understand the importance of applied nutrition (curative) as an essential part of the nursing care. 5. Assess types of nutrition according to the category of clients. 6. Assist in helping client adopt and enjoy eating the prescribed food. |
| 9. Teaching and Learning Strategies | |

| | |
|-----------------|--|
| Strategy | <p>1. Giving theoretical lectures through the use of the Data Show and through the use of PowerPoint.</p> <p>2. (lectures, discussion, short reports, induction and measurement, and problem-solving).</p> |
|-----------------|--|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-----------------|--------------|--|--|-----------------------------|--------------------------|
| 1 st | 2 | <ul style="list-style-type: none"> -Meaning of nutrition & nutrients. -Classes of nutrient. -Factors that influence the food intake. <p>The role of diet in healthy status</p> | Overview of nutrition, Assessment of nutritional Status | Presentation and discussion | Quiz |
| 2 nd | 2 | <ul style="list-style-type: none"> -The basis for recommended dietary allowances (R.D.A). -The Food table (Food Consumption pattern) | Dietary reference and diet- plan Guides | Presentation and discussion | Quiz |
| 3 rd | 2 | <p>How the body deals with energy in take above on below requirements.</p> <p>Food energy value (metabolisms).</p> <p>The body energy expenditure and energy balance.</p> <p>Type of measures related below and their strength and weakness.</p> | Metabolism nutrients and balance | Presentation and discussion | Quiz |
| 4 th | 2 | <ul style="list-style-type: none"> - Body mass index (BMI). -Body Circumference measurement | Metabolism of nutrients and energy balance | Presentation and discussion | Quiz |

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|-----------------|---|--|--|-----------------------------|------|
| 5 th | 2 | The chemistry of carbohydrate and fiber. Digestion of the Carbohydrate. Function of carbohydrate and fiber. Requirements of Carbohydrate and fiber. Sources of Carbohydrate and fiber. | Carbohydrate (Sugar, starch, and Fiber) | Presentation and discussion | Quiz |
|-----------------|---|--|--|-----------------------------|------|

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|-----------------|---|--|--|-----------------------------|------|
| | | Various health effect of dietary fiber. | | | |
| 6 th | 2 | Mono, di and tri glyceride Phospholipids and Sterols. The Families of essential fatty acids. | Lipids, Fats, Oil, Phospholipids, and Sterols: | Presentation and discussion | Quiz |
| 7 th | 2 | The function of lipids and essential Fatty acids. Major sources of different types of dietary lipids. Requirement of lipids | Lipids, Fats, Oil, Phospholipids, and Sterols:. | Presentation and discussion | Quiz |
| 8 th | 2 | Definition of protein and amino acids. The function of protein. Requirements of protein. The protein quality. Nitrogen balance and the suitable situation to be positive or negative | Protein and Amine Acids | Presentation and discussion | Quiz |

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|------------------|---|---|----------------------------|-----------------------------|------|
| 9 th | 2 | Water Soluble Vitamins. Fat Soluble Vitamins. The difference between water and Fat Soluble Vitamins. The function of vitamins. function, deficiency, symptoms. Toxic effect, Sources and stability for each vitamins | Vitamins | Presentation and discussion | Quiz |
| 10 th | 2 | The role of water in the body and the body daily water requirements. The function of water in the body. The function of trace elements. | Water and Minerals | Presentation and discussion | Quiz |
| 11 th | 2 | The health advantages and potential problems of a vegetarian diet. | The healthiest diet | Presentation and discussion | Quiz |

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|------------------|---|--|--|-----------------------------|------|
| | | The relation of fat, Fruit, vegetable grain, Sugar and salt to disease. | | | |
| 12 th | 2 | Requirement of nutrition during pregnancy. Requirement of nutrition during lactation. | Nutrition during pregnancy and lactation | Presentation and discussion | Quiz |
| 13 th | 2 | Breast Feeding. Bottle Feeding. Weaning time. | Infant nutrition | Presentation and discussion | Quiz |
| | | The role of diets in the Causation and Control diabetes mainly type -2- . The relationship between dietary Fat, blood cholesterol and the risk CHD. The role of dietary fiber, | Nutrition during Aging Cardio Vascular disease. Diabetes mellitus. Obesity. | | Quiz |

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|------------------|---|--|---------|-----------------------------|--|
| 14 th | 2 | Fruit vegetable, Grams alcohol in CHD. The role of fat, Sugar, fiber and Exercise in the causation and prevention of obesity. The possible role of fat in the Colon and breast cancer, and the role of dietary fiber in cancer of colon. | Cancer. | Presentation and discussion | |
|------------------|---|--|---------|-----------------------------|--|

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 30% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | - | Good: 70-79 |
| 3. | Midterm lab evaluation | - | Intermediate: 60-69 |
| 4. | Final Lab Evaluation | - | Acceptance: 50-59 |

| | | | |
|-------|-------------------|------|--------------------|
| 5. | Final theory exam | 70% | Fail: less than 50 |
| Total | | 100% | |
| | | | |

12.Learning and Teaching Resources

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|--|--|
| Required textbooks (curricular books, any) | |
| Main references (sources) | - ATI Nursing Education - Nutrition for Nursing REVIEW MODULE EDITION 7.0-ATI (2019). -Susan G. Dudek RD BS - Nutrition Essentials for Nursing Practice-Lippincott Williams & Wilkins (2013). |

| | |
|---|---|
| <p>Recommended books and references (scientific journals, reports...)</p> | <p>Periodicals: Access to journals like <i>Journal of Nutrition and Dietetics</i>, <i>Nutrition Reviews</i>, and <i>Clinical Nutrition</i> to stay updated with current research and practices.</p> <p>IT Software: Use of tools like NutriSurvey, MyFitnessPal, DietMaster Pro, and SPSS for diet analysis, tracking, and data interpretation.</p> <p>Websites: Reliable sources such as WH CDC, USDA MyPlate, and the Academy Nutrition and Dietetics for evidence-based guidelines and resources.</p> |
| <p>Electronic References, Websites</p> | <p>Google, e-library of college, Iraqi virtual library</p> |

Course Name : Health Sociology

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|---------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Third stage | HOS 303 | Health Sociology | Basic | | √ | √ | | | | | √ | | | √ | √ | √ | √ | √ |
| | | | | | | | | | | | | | | | | | | |

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| 1. Course Name: |
| Health Sociology |
| 2. Course Code: |
| HOS 303 |
| 3. Semester / Year: |
| 2024-2025 |
| 4. Description Preparation Date: |
| 2024/8/1 |
| 5. Available Attendance Forms: |
| Class attendance |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| Total of (2) hours weekly of (15) weeks: Theory (2) hrs. |
| 7. Course administrator's name |
| Name: Dr. Hussain faker Email |
| 8. Course Objectives |
| At the end of the course the students will be able to: |
| <ol style="list-style-type: none"> 1. Understand certain concepts of sociology. 2. Identify the components of a society. 3. Determine the importance of sociology on the nursing profession. 4. Recognize the interpersonal relationships among the health team and between the nurse and clients (7). 5. Determine the rights and roles of clients, nurses, and other health team 6. Develop positive attitude towards clients, nurses and other members of the health team 7. Explore the reflection of health and diseases issues on the social behaviors of individuals, groups and societies 8. Determine the role of the community in the preventive and curative aspects of health services 9. Analyze critically common health problems of the Iraqi society 10. Suggest solutions to the health problems of the society depending on scientific base . |
| 9. Teaching and Learning Strategies |
| 1. Lecture, discussion/ small groups, audiovisuals media, short story approach, problem solving, student presentations, and learning games. |

| 10. Course Structure | | | | | |
|----------------------|-------|---|--|---------------------|-------------------|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1st | 4 hrs | Understand key sociological concepts, their relevance to nursing, and the role of research in addressing health issues. | Unit 1: Introduction sociology: | Lecture | daily oral, quiz |
| 2nd | 4 hrs | Understand socio-cultural and economic aspects and to apply sociological methods and fields in analyzing societal issues. | Unit 2: Socio-Cultural and Economic Aspects in Sociology | Lecture, Discussion | daily oral, quiz |
| 3rd | 2 hrs | Understand the basic concepts of sociology and their relevance to nursing practice. | Unit 3: Sociology and Nursing | Lecture, Discussion | daily oral, quiz |
| 4 th | 4 hrs | Identify and explain key sociological theories and their relevance to understanding social behavior and structures analyze sociological concepts and apply them to understand social behaviors and structures. | Unit4: Theories of sociology and Analysis of sociology | Lecture, Discussion | daily oral, quiz |
| 5th | 2 hrs | Identify and analyze major social problems and their impact on individuals and communities. | Unit 5: Social problems | Lecture, Discussion | daily oral, quiz |
| 6 th | 2 hre | Demonstrate the ability to apply critical thinking skills effectively within | Unit 6: Integrating Critical Thinking into | Lecture, Discussion | daily oral, quiz |

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|------------------|-------|---|---|---------------------|------------------|
| | | each step of the nursing process. | the Nursing Process | | |
| 7th | 2 hrs | Identify the structure, functions, and roles of the family unit and its impact on individual and community health. | Unit 7 The Family | Lecture, Discussion | daily oral, quiz |
| 8th | 2 hrs | Analyze impulsive behavior and evaluate its impact on individual decision-making and social interactions. | Unit 8: Analysis of impulsive behavior and its effect on | Lecture, Discussion | daily oral, quiz |
| 9th | 2 hrs | Understanding Interpersonal relationships | Unit 9: Interpersonal relationships | Lecture, Discussion | daily oral, quiz |
| 10th | | Analyze the impact of social alteration on individual behavior and community dynamics. | Unit 10: Social alteration: | Lecture, Discussion | daily oral, quiz |
| 11 th | | analyze the causes and impacts of prejudice and discrimination and propose strategies to promote social inclusion and equity. | Unit 11: Prejudice and Discrimination | Lecture, Discussion | daily oral, quiz |
| 12 th | | Understand the key drivers, processes, and impacts of social change on individuals and societies. | Unit: 12: Social change | Lecture, Discussion | daily oral, quiz |
| 13 th | | Students will be able to clearly differentiate between social change and cultural change by identifying their key characteristics and impacts on society. | Unit 13: Difference between Social Change and Cultural Change | Lecture, Discussion | daily oral, quiz |

11. Course Evaluation

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

| Evaluation | | | Grading Scale |
|------------|--------------------------------------|--------|----------------------|
| No | Points Distribution | Points | |
| 1. | 1 st Month Exams (Theory) | 10% | Excellent: 90-100 |
| 2. | 2 nd Month Exams (Theory) | 10 % | Very good: 80 – 89 |
| 3. | Participation and attendance | 5 % | Good: 07 – 07 |
| 4. | Reports and Quizzes | 5 % | Intermediate 60 – 69 |
| 5. | Final Theory Exam | 70 % | Acceptance 50 – 59 |
| Total | | % 100 | Fail < 50 |

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Lohumi, S., & Lohumi, R. (2022). <i>Applied Sociology for Nurses</i> . Elsevier Health Sciences. |
| Main references (sources) | Plummer, K. (2021). <i>Sociology: the basics</i> . Routledge |
| Recommended books and references (scientific journals, reports...) | <ul style="list-style-type: none"> Indrani, T. K. (2023). <i>Textbook of Applied Sociology for Nurses</i>. Jaypee Brothers Medical Publishers (P) Ltd. Clement, I. (2014). <i>Sociology for nurses 2/e</i>. Pearson Education India. |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name: Human Rights

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|-----------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Third stage | HUM304 | Human Rights | Basic | | √ | √ | | | | | √ | | | √ | √ | √ | √ | |
| | | | | | | | | | | | | | | | | | | |

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|---|---|
| 1. Course Name: / | |
| Human Rights | |
| 2. Course Code: | |
| HUMR304 | |
| 3. Semester / Year: | |
| first-semester / 2024-2025 | |
| 4. Description Preparation Date: | |
| 7/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (1) | |
| Total of (1 hours Theory) weekly of (15) weeks: (15 hours). | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name Fatima Jassim Mohammed .D : Email Fatima.jasem@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | At the end of the course, the students will be able to: <ul style="list-style-type: none"> - Understand the historical development of human rights. - Search on human rights in the Islamic Sharia. - Discuss the concepts and principles of Human Rights in the international law. - Describe characteristics of Human Rights. - Enhance attitude towards rights of specific social groups - Appreciate nations, groups, and individual rights regardless of their ethnic background, religion, sex, color, politic, or confession. - Identify rights of his country and nation. - Apply concepts of freedom and democracy in his personal and social life. - Determine his role and responsibility as a citizen in the election of leaders in his country |
| 11. Teaching and Learning Strategies | |
| Strategy | 3. Giving theoretical lectures through the use of the Data Show and through the use of PowerPoint. |

| | |
|--|---|
| | 4. (Lectures, discussion, short reports, induction and measurement, and problem-solving). |
|--|---|

12. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-----------------|-------|--|---|-----------------------------|-------------------|
| 1st | 1 | The meaning of the right. Concept of human rights. Characteristics of natural law. The natural rights. | Nature of the right | Presentation and discussion | Quiz |
| 2 nd | 1 | Human right in old civilization. The celestial law (code). Human rights in Islamic Sharia: -Holly Koran. -Noble Prophet Sunna. -Bond of duties with rights in Islamic Sharia. | Development of human rights in the mankind history | Presentation and discussion | Quiz |
| 3 rd | 1 | □ Human rights in the middle ages. □ Human right in recent ages. | Development of human rights in the mankind history | Presentation and discussion | Quiz |
| 4 th | 1 | Principles. Resources: natural right, religion, habits and caruncle. | Human rights in the international law | Presentation and discussion | Quiz |

| | | | | | |
|-----------------|---|--|--|-----------------------------------|------|
| 5 th | 1 | Adherent rights “rights of natural beings”. Exchangeable obligations as a lawful essence. | Human rights in the international law | Presentation and discussion | Quiz |
| 6 th | 1 | Life and freedom right. Personal freedom right. Possession right. Contracting right. | Content of civil rights | Presentation and discussion | Quiz |
| 7 th | 1 | Expression right. Believes freedom right and conscience freedom. Establishing and participating in associations right Establishing a family right. Confessional equality right. Insurance of civil right | Content of civil rights . | Presentation and discussion | Quiz |
| 8 th | 1 | Parents’ rights. Children’s rights Relatives’ rights. Women’ rights. Neighborhood rights. | Specific social groups rights | Presentation and discussion | Quiz |
| 9 th | 1 | Assured human Rights. Correspondents and diplomatic representatives’ rights. Transportation, residency, and refugee rights. | Human rights relative to time and place | Presentation and discussion | Quiz |

| | | | | | |
|------------------|---|---|--|-----------------------------|------|
| 10 th | 1 | Human rights in war period: -Civil human. -Military warrior | Human rights relative to time and place | Presentation and discussion | Quiz |
| 11 th | 1 | Command for kindness and prohibit the disclaimer. Peace and cooperation. Rejection of prejudice on ethnic, religion, sex, color, politic, or confession base. | Shared rights for the continuity of humanistic societies and groups | Presentation and discussion | Quiz |
| 12 th | 1 | Individual freedom. Universal freedom. Natural freedom. Civil freedom. Coactive and life. Political and national freedom. Rights towards the country. Discrimination between mastery and freedom | Concept of Freedom | Presentation and discussion | Quiz |

13.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 30% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | - | Good: 70-79 |
| 3. | Midterm lab evaluation | - | Intermediate: 60-69 |
| 4. | Final Lab Evaluation | - | Acceptance: 50-59 |
| 5. | Final theory exam | 70% | Fail: less than 50 |
| Total | | 100% | |

14.Learning and Teaching Resources

| | |
|---|--|
| Required textbooks (curricular books any) | |
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| | |
|--|--|
| Main references (sources) | Essential Law and Ethics in Nursing: Patients, Rights and Decision-Making by Paul Buka (3rd Edition, 2021) Nursing and Human Rights by Jean McHale & Ann Gallagher (2004) |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name :Pediatric Nursing

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|----------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Third stage | NUT306 | Pediatric Nursing | Basic | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | | | | | | | | | | | | | | | | | |

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| 1. Course Name: | |
| Pediatric nursing | |
| 2. Course Code: | |
| NUT306 | |
| 3. Semester / Year: | |
| First-Semester / 2024-2025 | |
| 4. Description Preparation Date: | |
| 30/8/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (8) | |
| Total of (3 Theory + 2 lab + 12 clinical) hours weekly of (15) weeks: (120 hours). | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Assistant prof. Hajer Salim Essa Email: Hajer.Essa@uobasrah.edu.iq Name: Assistant prof. Dr. Adil Ali Hussein Email: adil.hussein@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | At the end of the course, we will be able to: <ol style="list-style-type: none"> 1. Prepare qualified graduates to meet the growing health needs of children 2. Acquire skills to know the impact of illness and disability on the physical, psychological, and social aspects of children at different stages 3. Strengthening attitudes towards the necessity of education, critical thinking, and continuing personal and professional growth 4. Develop knowledge of family dynamics, family relationships, and experiences that affect a child's ability to adapt to activities of daily life 5. Developing competence to assess, apply and provide the needs of children with different diseases 6. Develop research skills to obtain up-to-date information in pediatric nursing 7. Understanding and ability to analyze problems related to child care and the ability to suggest appropriate alternatives |

| | | | | | |
|-------------------------------------|-------|---|---|---|----------------------|
| | | 8. The ability to transform acquired knowledge into actual necessary skills, i.e. the tangible output of actions, behaviour, knowledge and attitudes 9. The ability to read relevant scientific research and literature. | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | Lecture, discussion/ small groups, audiovisual media, Lab sessions, Demonstration, Simulation/Case Study. | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1st | 3 | That the student understands the scientific perspective of the beginning of providing nursing care to children, and forms of care of all kinds, and gives an integrated scientific description constructive in how to provide care for all age stages of children | Introduction to child health Nursing *Perspective of pediatric Nursing | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 2nd | 3 | -Determine the basic needs of the child and know the communication techniques for each age stage -Discussing vaccinations and their importance to children | - Communication with children -Immunization and immunity | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 3rd | 3 | Learn how to evaluate a child in the light of physical, developmental and psychological assessment techniques according to international scientific foundations | Health assessment of the child | Lecture presentation using audiovisuals | Daily or weekly quiz |

| | | | | | |
|-----------------|---|---|--|---|----------------------|
| 4 th | 3 | Addressing the most important nursing interventions and their role in providing the family with strategies for dealing with premature and newborn babies. | Newborn care -immediate newborn care | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 5 th | 3 | Knowing children who have a high level of comorbid risk with low birth weight relative to the gestational age - The concept of respiratory distress and its causes and jaundice in children, with touching on the most important conditions that lead to low blood sugar | High risk neonate according to (gestational age, low birth weight, RDS, Neonatal jaundice, Hypoglycemia) | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 6 th | 3 | Explaining nursing care procedures for children with: - Upper respiratory diseases | Child with Respiratory dysfunctions: Tonsillitis, pneumonia | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 7 th | 3 | Explaining nursing care procedures for children with: - Lower respiratory system diseases, making early diagnosis and providing appropriate care for each disease according to the child's age | Child with Respiratory dysfunctions: Asthma, bronchiolitis | Lecture presentation using audiovisuals | Daily or weekly quiz |

| | | | | | |
|------------------|---|--|--|---|----------------------|
| 8 th | 3 | Knowing the most important problems related to the reproductive system of children Identifying childhood and adolescent diseases (medical and surgical diseases) in terms of their causes, treatment, complications, and nursing care | Child with Genitourinary dysfunction | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 9 th | 3 | Identifying diseases of the urinary system associated with childhood and adolescence (medical and surgical diseases) in terms of their causes, treatment, complications, and nursing care | Urinary tract infection, Nephritic syndrome | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 10 th | 3 | Implementing nursing care for children with: - Gastrointestinal diseases - Explaining how to deal with children when they inhale chemicals, in cases of suffocation, or in cases of poisoning | Child with Gastrointestinal dysfunction: Gastroenteritis | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 11 th | 3 | Explain pediatric nursing procedures related to: Intestinal obstructions in children Gastric pyloric stenosis Congenital malformations (cleft lip and palate or cleft lip) | Cleft lip & palate Hirschsprung disease, Imperforated anus, Intussusception | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 12 th | 3 | A critical analysis of the case of children and adolescents with all types of hereditary blood diseases | Child with blood dysfunction: Leukemia, Thalassemia, | Lecture presentation using audiovisuals | Daily or weekly quiz |

| | | | | | |
|------------------|---|---|---|---|----------------------|
| | | | Hemophilia, Sickle cell anemia | | |
| 13 th | 3 | The student will be able to know the most important types of heart diseases in children, whether congenital or acquired, how they occur, their causes, diagnosis and treatment. | Child with cardiovascular dysfunction: Cyanotic & a cyanotic heart diseases | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 14 th | 3 | Child with neurological dysfunction: Spina bifida, hydrocephalus, meningitis | Child with neurological dysfunction: Spina bifida, hydrocephalus, Meningitis | Lecture presentation using audiovisuals | Daily or weekly quiz |

| | | | | | |
|------------------|---|--|---|--|-----------------------------|
| 15 th | 3 | <p>The student will be able to do this</p> <p>Learn how to provide care for children and adolescents with endocrine diseases in the hospital and at home</p> <p>- The importance of guiding the family to follow up on improving the child's health development and development by visiting health centers to care for the family and the child together</p> | <p>Child with Endocrine dysfunction:</p> <p>Diabetes mellitus, Hypothyroidism</p> | <p>Lecture presentation using audiovisuals</p> | <p>Daily or weekly quiz</p> |
|------------------|---|--|---|--|-----------------------------|

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 10% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | 10% | Good: 70-79 |
| 3. | Midterm lab evaluation | 20% | Intermediate: 60-69 |
| 4. | Final Lab Evaluation | 20% | Acceptance: 50-59 |
| 5. | Final theory exam | 40% | Fail: less than 50 |
| Total | | 100% | |
| | | | |

12.Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, any) | <p>Wong's essentials of pediatric nursing-</p> <p>-Wong's Nursing Care of Infants and Children</p> <p>- Essentials Of Pediatrics Nursing</p> <p>- Pathophysiology Made Incredibly Easy</p> <p>-Pediatric Nursing made Incredibly Easy</p> |
| Main references (sources) | <p>-Wong's essentials of pediatric nursing</p> <p>-Wong's Nursing Care of Infants and Children</p> |
| Recommended books and references (scientific journals, reports...) | <p>-Textbook of Neonatal Resuscitation</p> |

| | |
|---------------------------------|---|
| | <ul style="list-style-type: none"> -Pediatric Oncology Nursing: Advanced Clinical Handbook - Principles of Pediatric Nursing: Caring for Children - Certified Pediatric Emergency Nurse -Nursing Care of Children - Critical Care Nursing Care Plans |
| Electronic References, Websites | https://scholar.google.com |

Human Growth and Development II

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|--|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Third stage | PHR308 | Human Growth and Development II | Basic | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | |
| | | | | | | | | | | | | | | | | | | |

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| 1. Course Name: | |
| Human Growth and Development II | |
| 2. Course Code: | |
| PHR308 | |
| 3. Semester / Year: | |
| First-semester / 2025-2024 | |
| 4. Description Preparation Date: | |
| 30/8/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (5) | |
| Total of (3 Theory, 6 practice) hours weekly of (15) weeks: (75hours). | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Nuha Saeed Kadhim Email : nuha.kadhim@uobasrah.edu.iq Name: Noor Salah Shareef Email : noor.salah@uobasrah.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>At the end of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Preparing competent graduates who have full awareness of the forms of growth, the factors affecting it, and how to differentiate between normal and abnormal rates at different ages of children. 2. Acquiring skills to know the effect of socialization on growth, as well as the effect of disability on the course of growth in terms of physical, psychological, and social aspects for children at different stages. 3. Strengthening attitudes toward the necessity of education, critical thinking, and continuing personal and professional growth 4. Developing knowledge of the dynamics of growth, family relationships, and experiences that affect the child's ability to adapt to the activities of daily life. 5. Developing competence to assess, apply and present the needs of children with various diseases 6. Developing research skills to obtain up-to-date information on child growth and development |

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| | <p>7. Understanding and ability to analyze problems related to slow growth and the ability to suggest appropriate alternatives</p> <p>8. The ability to transform acquired knowledge into actual necessary skills, that is, the tangible result of actions, behaviour, knowledge and attitudes.</p> <p>9. Ability to demonstrate mastery of skills orally and in writing, in lecture, laboratory and examination.</p> <p>10. The ability to read research and scientific literature related to the growth and development of children</p> |
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11. Teaching and Learning Strategies

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|----------|---|
| Strategy | Lecture, discussion/ small groups, audiovisual media, Lab sessions, Demonstration, Simulation/Case Study. |
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12. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|---------------------------------------|---|----------------------|
| 1st | 3 | <p>Foundations of growth and development:</p> <ul style="list-style-type: none"> Definition of growth, development, and maturation. Patterns of growth and development. Stages of growth and development. Prenatal period (embryonic stage). Infancy period: Neonatal infant Early childhood period: -Toddler. Preschool. Middle childhood (school age) period. Adolescence period. Adulthood period. Elderly period | Foundations of growth and development | Lecture presentation using audiovisuals | Daily or weekly quiz |

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|-----------------|---|---|--|---|----------------------|
| 2 nd | 3 | <p>Influences on growth and development:</p> <p>Heredity factors. Genetic potentials.</p> <p>Environmental factors.</p> <p>Socioeconomic.</p> <p>Nutrition.</p> <p>Exposure to teratogens.</p> <p>Endocrine functioning. -Infectious diseases and accidents</p> | <p>Factors that affect growth (genetic, biological, environmental and nutritional factors) The function of the endocrine glands and their relationship to growth in children</p> | Lecture presentation using audiovisuals | Daily or weekly quiz |
|-----------------|---|---|--|---|----------------------|

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|-----------------|---|---|---|---|----------------------|
| 3 rd | 3 | Identifying the laws of growth, which govern the direction and speed of growth, and thus understanding how to deal with children and adolescents. Understanding growth contributes to preparing the child or adolescent for the following stages. We prepare the child at this stage for the adolescence stage | Laws of growth and development measures DDST | Lecture presentation using audiovisuals | Daily or weekly quiz |
| | | Discussing the most important theories of growth and development related to the upbringing and development of the child emotionally, mentally, spiritually, physically and morally | Theories of growth and development | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 5 th | 3 | Evaluate reflexes and learn how to measure neonatal vital signs using the Apgar scale Identifying birth problems in children Discussing how to measure the neurological, sensory and muscular development | Evaluation of reflexes for infants | Lecture presentation using audiovisuals | Daily or weekly quiz |
| | 3 | Understand the stage of lactation and the most important characteristics of growth and development in it, while identifying the problems that accompany this age group | Infancy period | Lecture presentation using audiovisuals | Daily or weekly quiz |

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|-----------------|---|---|---|---|----------------------|
| 7 th | 3 | <p>Definition of early childhood, the most important needs of the toddler, and the most important fears of the toddler</p> <p>Studying aspects of the growth and development of the toddler, physically, morally, mentally and psychologically</p> <p>Understand verbal and nonverbal communication techniques and how to understand a child's behavior from the communication method</p> | <p>early childhood stage and the most important needs of a toddler: (The physical, moral, mental and psychological development of the toddler/verbal and non-verbal communication techniques and how to understand the child's behavior from the method of communication)</p> | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 8 th | 3 | <p>Discussing the needs of children and the most important problems that occur in the toddler</p> <p>Clarify the development of children's health and the importance of proper nutrition for their proper growth</p> | <p>Children's needs and the most important problems that occur in toddlers</p> | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 9 th | 3 | <p>Definition of the pre-school age and the most important characteristics of the child</p> <p>Study aspects of the growth and development of the pre-school child physically, morally, mentally and psychologically</p> <p>Understand verbal and nonverbal communication techniques and how to understand a child's</p> | <p>The pre-school stage and the most important characteristics of the child</p> | Lecture presentation using audiovisuals | Daily or weekly quiz |

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|------------------|---|--|---|---|----------------------|
| | | behavior from the communication method | | | |
| 10 th | 3 | Discuss the needs of children and the most important problems that occur in the child Knowing the vaccinations for pre-school children Clarify the development of children's health and the importance of proper nutrition for their proper growth | Child needs and vaccinations for pre-school age | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 11 th | 3 | Definition of communication and its most important types for each age Identify communication techniques for dealing with children and adolescents | Communication techniques with children | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 12 th | 3 | Defining the school age - Characteristics of school age and the most important aspects of growth and factors affecting it during this stage | School age stage | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 13 th | 3 | Defining adolescence Knowing the development of the child on the psychological, physical, mental and social aspects - Study techniques for the art of containing the adolescent | Adolescence | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 14 th | 3 | Division of young stages in general | Stages of youth in general | Lecture presentation | Daily or |

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|------------------|---|--|--|---|----------------------|
| | | <p>Determining the age of youth for females and males</p> <p>Knowing the most important physical, psychological, social and moral characteristics of early youth</p> <p>Discussing the most important problems faced by young people at this stage and how to avoid and treat them</p> | | using audiovisuals | weekly quiz |
| 15 th | 3 | <p>Determining the age group of the middle age stage and understanding the most important characteristics of this natural stage and the most important problems that face them for both men</p> | Determine the age group of adulthood and its characteristics | Lecture presentation using audiovisuals | Daily or weekly quiz |

13.Course Evaluation

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

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 10% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | 10% | Good: 70-79 |
| 3. | Midterm lab evaluation | 20% | Intermediate: 60-69 |
| 4. | Final Lab Evaluation | 20% | Acceptance: 50-59 |
| 5. | Final theory exam | 40% | Fail: less than 50 |
| Total | | 100% | |
| | | | |

14.Learning and Teaching Resources

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|---|---|
| Required textbooks (curricular books, if any) | Wong's essentials of pediatric nursing- |
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| | |
|--|--|
| | <ul style="list-style-type: none"> -Wong's Nursing Care of Infants and Children - Essentials Of Pediatrics Nursing - Pathophysiology Made Incredibly Easy - Pediatric Nursing made Incredibly Easy |
| Main references (sources) | <ul style="list-style-type: none"> Wong's essentials of pediatric nursing- -Wong's Nursing Care of Infants and Children |
| Recommended books and references (scientific journals, reports...) | <ul style="list-style-type: none"> -Textbook of Neonatal Resuscitation -Pediatric Oncology Nursing: Advanced Clinical Handbook - Principles of Pediatric Nursing: Caring for Children - Certified Pediatric Emergency Nurse -Nursing Care of Children - Critical Care Nursing Care Plans |
| Electronic References, Websites | https://scholar.google.com |

Course Name: Biostatistics

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|---------------|-------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| Third - Stage | BST 307 | Biostatistics | Optional | | √ | √ | | | √ | | | | √ | | | √ | | |

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| 1. Course Name: | |
| Biostatistics | |
| 2. Course Code: | |
| BST307 | |
| 3. Semester / Year: | |
| Second-Semester / 2025-2024 | |
| 4. Description Preparation Date: | |
| 5/9/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Credit Hours (2) | |
| Total of (2 Theory) hours weekly of (15) weeks: (hours). | |
| 7. Course administrator's name (mention all, if more than one name) | |
| :name: Dr. Mahfoodh .Falhe Hassan | |
| : Mahfoodh.hassan@uobasrah.edu. | |
| 8. Course Objectives | |
| Course Objectiv | <p>At the end of the course, you will be able to:</p> <ul style="list-style-type: none"> • Comprehend and Critically Evaluate Biostatistical Concepts: Understand fundamental biostatistical principles, including measures of central tendency, variability, and different types of probability distributions. You'll be able to identify the appropriate statistical method for a given research question and understand the assumptions underlying each method. • Apply Statistical Software for Data Analysis: Use statistical software packages(SPSS). You'll gain practical skills in data manipulation, descriptive statistics, and inferential analysis. • Design and Interpret Research Studies: Differentiate between various study designs, such as randomized controlled trials, cohort studies, and case-control studies. You'll be able to calculate and interpret key epidemiological measures like odds ratios, relative risks, and survival rates. • Conduct Hypothesis Testing and Make Inferences: Formulate and test statistical hypotheses. You'll be able to perform |

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| | <p>common statistical tests (e.g., t-tests, ANOVA, chi-square tests) and interpret p-values and confidence intervals to draw valid conclusions about populations from sample data.</p> <ul style="list-style-type: none"> Communicate Biostatistical Findings Effectively: Present complex statistical results clearly and concisely to both scientific and lay audiences. You'll learn to create well-labeled tables and graphs, and to write a clear and compelling methods and results section for a scientific paper. |
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13. Teaching and Learning Strategies

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|-----------------|---|
| Strategy | Lecture, discussion/ small groups, audiovisual media. |
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14. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|--|---|----------------------|
| 1st | 2 | <ul style="list-style-type: none"> ❖ Introduction to Biostatistics: Definition, Scope, and Applications in Health Sciences ❖ Types of Data: Qualitative (Categorical) and Quantitative (Numerical) Data ❖ Scales of Measurement: Nominal, Ordinal, Interval, and Ratio Scales ❖ Populations and Samples: | Basic Principles of Biostatistics | Lecture presentation using audiovisuals | Daily or weekly quiz |

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|-----------------|---|--|------------------------|---|----------------------|
| | | <p>Understanding the Difference and the Importance of Sampling</p> <ul style="list-style-type: none"> ❖ Introduction to Variables: Independent, Dependent, and Confounding Variables ❖ The Role of Biostatistics in Research Design and Interpretation | | | |
| 2 nd | 2 | <ul style="list-style-type: none"> ❖ Data Organization and Storage: Creating Databases and Spreadsheets ❖ Data Cleaning and Screening: Identifying and Handling Missing Values, Outliers, and Inconsistencies ❖ Data Transformation: Recoding, Creating New Variables, and Data Aggregation | Data Management | Lecture presentation using audiovisuals | Daily or weekly quiz |

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|-----------------|---|--|-------------------------------|---|----------------------|
| | | ❖ Introduction to Statistical Software (e.g., SPSS, R, Excel for Statistical Analysis) | | | |
| 3 rd | 2 | <ul style="list-style-type: none"> ❖ Measures of Central Tendency: Mean, Median, and Mode – Calculation and Interpretation ❖ Measures of Dispersion: Range, Variance, Standard Deviation, and Interquartile Range – Calculation and Interpretation ❖ Representation of Data: ❖ Understanding Distributions: Symmetric, Skewed, and Bimodal Distributions ❖ Calculating and Interpreting Percentiles and Quartiles | Descriptive Statistics | Lecture presentation using audiovisuals | Daily or weekly quiz |

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|-----------------|---|--|--|---|----------------------|
| | | ❖ Introduction to the Concept of Standard Error | | | |
| 4 th | 2 | <ul style="list-style-type: none"> ❖ Introduction to Measurement Error and Reliability ❖ Types of Reliability: ❖ Calculating and Interpreting Reliability Coefficients ❖ Factors Affecting Reliability ❖ Improving the Reliability of Measurement Instruments | Reliability Analyses | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 5 th | 2 | <ul style="list-style-type: none"> ❖ Introduction to Validity: Measuring What You Intend to Measure ❖ Types of Validity: ❖ Content Validity Ratio (CVR): Calculation and Interpretation ❖ Content Validity Index (CVI): Item- | Validity Analysis (CVR & CVI) | Lecture presentation using audiovisuals | Daily or weekly quiz |

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|-----------------|---|---|--|--|-----------------------------|
| | | <p>Level and Scale-Level CVI – Calculation and Interpretation</p> <ul style="list-style-type: none"> ❖ Methods for Assessing Different Types of Validity | | | |
| 6 th | 2 | <ul style="list-style-type: none"> ❖ Introduction to Nonparametric Tests: When to Use Them ❖ The Chi-Square Test for Independence: Examining Associations Between Two Categorical Variables ❖ Formulating Null and Alternative Hypotheses for Chi-Square Tests ❖ Calculating the Chi-Square Statistic and Degrees of Freedom ❖ Interpreting the Chi-Square Test Results and p-values | <p>Nonparametric Tests for Association (Chi-square)</p> | <p>Lecture presentation using audiovisuals</p> | <p>Daily or weekly quiz</p> |

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|-----------------|---|---|--|---|----------------------|
| | | <ul style="list-style-type: none"> ❖ Assumptions of the Chi-Square Test ❖ Applications of the Chi-Square Test in Biostatistics (e.g., analyzing relationships between disease status and exposure) | | | |
| 7 th | 2 | <ul style="list-style-type: none"> ❖ Limitations of the Chi-Square Test: Small Sample Sizes and Expected Frequencies ❖ Introduction to Fisher's Exact Test: An Alternative for Small Sample Sizes in 2x2 Contingency Tables ❖ Understanding the Logic Behind Fisher's Exact Test ❖ Calculating and Interpreting the Results of Fisher's Exact Test ❖ Comparing and Contrasting | Nonparametric Tests for Association (Fisher's Exact Test) | Lecture presentation using audiovisuals | Daily or weekly quiz |

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|-----------------|---------------------|---|-----------------------------|---|----------------------|
| | | Chi-Square Test and Fisher's Exact Test | | | |
| | | Applications of Fisher's Exact Test in Biostatistical Analysis | | | |
| 8 th | Midterm Exam | | | | |
| 9 th | 2 | <ul style="list-style-type: none"> ❖ Introduction to Correlation: Measuring the Strength and Direction of Linear Relationships Between Two Numerical Variables ❖ Required Assumptions for correlation analysis ❖ Understanding Positive, Negative, and No Correlation ❖ Factors Affecting Correlation Coefficients (e.g., Outliers, Non-Linear Relationships) | Correlation Analysis | Lecture presentation using audiovisuals | Daily or weekly quiz |

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|------------------|---|---|---|---|----------------------|
| 10 th | 2 | <ul style="list-style-type: none"> ❖ Introduction to Parametric Tests ❖ Assumptions for Use (e.g., Normality, Linearity,) ❖ Applications of Pearson Correlation in Biostatistical Research ❖ Interpretation of Strength and Direction ❖ Interpreting the p-value and Drawing Conclusions | Parametric Tests for Relationship (Pearson Correlation) | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 11 th | 2 | <ul style="list-style-type: none"> ❖ When to Use Spearman Rank Correlation. ❖ Calculating Spearman's Rank Correlation Coefficient (❖ Interpreting the Strength and Direction of Spearman Correlation ❖ Hypothesis Testing for Spearman Correlation | Parametric Tests for Relationship (Spearman Correlation) | Lecture presentation using audiovisuals | Daily or weekly quiz |

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|------------------|---|--|---|---|----------------------|
| | | ❖ Comparing and Contrasting Pearson and Spearman Correlation | | | |
| 12 th | 2 | <ul style="list-style-type: none"> ❖ Introduction to Non-Parametric Tests for Comparing Two Independent Groups ❖ The Logic Behind the Mann-Whitney U Test ❖ Calculating the Mann-Whitney U Statistic ❖ Interpreting the Test Statistic and p-value ❖ Applications of the Mann-Whitney U Test in Biostatistics | Non-Parametric Tests for Differences (Mann-Whitney U Test) | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 13 th | 2 | <ul style="list-style-type: none"> ❖ Introduction to Parametric Tests for Comparing Means ❖ Types of t-tests: ❖ Assumptions of t-tests ❖ Formulating Null and | Differences Between Group Means: t-tests | Lecture presentation using audiovisuals | Daily or weekly quiz |

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|----------------------|--------------------|--|--|---|----------------------|
| | | Alternative Hypotheses <ul style="list-style-type: none"> ❖ Calculating the t-statistic and Degrees of Freedom ❖ Interpreting the t-test Results and p-values ❖ Effect Size for t-tests (e.g., Cohen's d) | | | |
| 14 th | 2 | <ul style="list-style-type: none"> ❖ The Logic Behind using ANOVA ❖ Assumptions of ANOVA ❖ Formulating Null and Alternative Hypotheses ❖ Calculating the F-statistic and Degrees of Freedom ❖ Interpreting the ANOVA Results and p-value ❖ Post-Hoc Analyses for ANOVA | Differences Among Group Means: Analysis of Variance (ANOVA) | Lecture presentation using audiovisuals | Daily or weekly quiz |
| 15 th | Second Exam | | | | |
| 15.Course Evaluation | | | | | |

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

| Evaluation | | | Grading scale |
|------------|-------------------------------------|--------|---------------------|
| No. | Points distribution | Points | Excellent: 90-100 |
| 1. | 1 st month exam (theory) | 20% | Very good: 80-89 |
| 2. | 2 nd month exam (theory) | 20% | Good: 70-79 |
| 5. | Final theory exam | 60% | Intermediate: 60-69 |
| | Total | 100% | Acceptance: 50-59 |
| | | | Fail: less than 50 |
| | | | |

16.Learning and Teaching Resources

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|---|---|
| Required textbooks (curricular books any) | Hanif, M., Ahmed, M., & Ahmed, A. M. (2006). Biostatistics for health students with manual on software applications. <i>Islamic Society of Statistical Sciences</i> . |
| Main references (sources) | Hanif, M., Ahmed, M., & Ahmed, A. M. (2006). Biostatistics for health students with manual on software applications. <i>Islamic Society of Statistical Sciences</i> . |
| Electronic References, Websites | |

FOURTH STAGE

Course Name :Community Health Nursing

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|--------------------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| 4st stage | NUR401 | Community Health Nursing | Basic | | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | |
| | | | | | | | | | | | | | | | | | | |

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|--|---|
| 1. Course Name | |
| community health nursing | |
| 2. Course Code: | |
| NUR401 | |
| 3. Semester / Year: | |
| 2025-2024 | |
| 4. Description Preparation Date: | |
| 1/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total): 7 | |
| Total of (2) hours weekly of (15) weeks: Theory (2) hrs. practice:12 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name prof Dr. Sajjad Salim Issa sajjad.issa@uobasrah.edu.iq Name : Dr. Firas A Jasim firas.jassim@uobasrah.edu.iq | |
| 8. Course Objectives | <ol style="list-style-type: none"> 1. Define the family. 2. Identify types, characteristics, roles and functions of the family. 3. Deal with issues and approaches of family health care. 4. Define community health nursing. 5. Identify the philosophy, characteristics, the scope, principles, and objectives of community health nursing. 6. Apply standards for community health nursing practice. 7. Perform the role and functions of community health nurse. 8. Understand the nursing process, epidemiological process, health education process, home visit process, and case management process. 9. Deliver community health nursing care in specialized settings, such as schools, rural, correctional, and disaster ones. 10. Manage selected community health problems. |
| 9. Teaching and Learning Strategies | |

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|----------|--|
| Strategy | Lectures, group discussions, groups work, case based learning. |
|----------|--|

| 10.Course Structure | | | | | |
|---------------------|-------|---|---|---|----------------------|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 3 | Define the family. Identify types, characteristics, roles and functions of the family. Deal with issues and approaches of family health care. Define community health nursing. Identify the philosophy, characteristics, the scope, principles, and objectives of community health nursing. Apply standards for community health nursing practice. | Introduction | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 2 | 2 | | Issues and approaches in family health care | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 3 | 2 | | Community Health Nursing | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 4 | 2 | | The Nursing Process | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 5 | 2 | | The Epidemiologic Process | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 6 | 2 | | The Health Education Process | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 7 | 2 | | Primary Health Care | Lecture presentation using audiovisuals | Daily or weekly Quiz |

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|----|---|--|---|---|----------------------|
| 8 | 2 | Perform the role and functions of | School health Program | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 9 | 2 | community health nurse. Understand the nursing process, epidemiological process, health education process, home visit process, and case management process. Deliver community health nursing care in specialized settings, such as schools, rural, correctional, and disaster ones. Manage selected community health problems. | The Home Visit Process | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 10 | 2 | | The Case Management Process | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 11 | 2 | | Community Health Nursing Care in Specialized Settings | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 12 | 2 | | Selected Community Health Problems | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 13 | 2 | | Maternal and child care | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 14 | 2 | | Environmental Health | Lecture presentation using audiovisuals | Daily or weekly Quiz |

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

| Evaluation | | | Grading Scale | |
|------------|--------------------------|--------|---------------|---------|
| No | Points Distribution | Points | | |
| 1. | 1st Month Exams (Theory) | 10% | Excellent: | 90-100 |
| 2. | 2nd Month Exams (Theory) | 10 % | Very good: | 80 – 89 |
| 3. | Practical | 20 % | Good: | 07 – 07 |
| 4. | Final practice | 20 % | Intermediate | 60 – 69 |
| 5. | Final Theory Exam | 40 % | Acceptance | 50 – 59 |
| | Total | % 100 | Fail | < 50 |

Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | <p>Allender S , Spradley B , Community Health Nursing : Promoting and Protecting the Public Health , 6th ed., New York, Lippincott Williams & Wilkins , A Wolters Kluwer Company , 2005 .</p> <p>Basa Vanthappa, B., Community Health Nursing. 1st ed., Bangalora, Jaypee Brothers Medical Publishers Company, 2001.</p> <p>Clark, M., Nursing in the Community : Dimensions of Community Health Nursing. 3rd ed., Standford, Asimon and Suchaster Company, 1999.</p> <p>Stanhope , M. and Lancaster, J.: Community Health Nursing: Promoting Health of Aggregates, Families And Individuals. 4th ed., St. Louis, Mosby Publishing Company, 1996.</p> |
| Main references (sources) | - |
| Recommended books and references (scientific journals, reports...) | - |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name :Epidemiology

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|----------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| 4st Stage | EPID406 | Epidemiology | Basic | √ | | | | | √ | | | | √ | | | √ | | |
| | | | | | | | | | | | | | | | | | | |

| | |
|--|--|
| 1. Course Name: | |
| Epidemiology | |
| 2. Course Code: | |
| EPID406 | |
| 3. Semester / Year: | |
| 2024-2025 | |
| 4. Description Preparation Date: | |
| 1/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total): 2 | |
| Total of (2) hours weekly of (15) weeks: Theory (2) hrs. | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Neme: Dr. Husham Hussain E :hosham.hussain@uobasrah.edu.iq | |
| Neme : Dr. Sajjad salaam sajjad.issa@uobasrah.edu.iq | |
| 8. Course Objectives | 1)present the history of epidemiology 2)Define the different meanings of epidemiology 3)Understand the causal inferences and advocacy 4)Apply the measures of epidemiology 5)Understand the disease process, the epidemiological model, infection and life expectancy 6)Understand the control of communicable diseases strategies, and occupational epidemiology 7)Realize the definition, types and advantages of incubation period. 8)Understand how to apply the epidemiological studies. |
| Teaching and Learning Strategies | |
| Strategy | Lectures, group discussions, groups work, case based learning. |

| 10.Course Structure | | | | | |
|---------------------|-------|--|---|---|----------------------|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 4 | 1)present the history of epidemiology 2)Define the different meanings of epidemiology 3)Understand the causal inferences and advocacy 4)Apply the measures of epidemiology 5)Understand the disease process, the epidemiological model, infection and life expectancy 6)Understand the control of communicable diseases strategies, and occupational epidemiology 7)Realize the definition, types and advantages of incubation period. 8)Understand how to apply the epidemiological studies. | History of Epidemiology | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 2 | 6 | | Measures | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 3 | 4 | | The disease process | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 4 | 4 | | The epidemiological model | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 5 | 2 | | Communicable disease control strategies | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 6 | 2 | | Occupational epidemiology | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 7 | 2 | | Incubation period | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 8 | 2 | | Epidemiological studies | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 9 | 2 | | Infection | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 10 | 2 | | Life expectancy | Lecture presentation using audiovisuals | Daily or weekly Quiz |

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

| Evaluation | | | Grading Scale |
|------------|------------------------------|--------|----------------------|
| No | Points Distribution | Points | |
| 1. | 1st Month Exams (Theory) | 15% | Excellent: 90-100 |
| 2. | 2nd Month Exams (Theory) | 15 % | Very good: 80 – 89 |
| 3. | Participation and attendance | 0 % | Good: 70 – 79 |
| 4. | Reports and Quizzes | 0 % | Intermediate 60 – 69 |
| 5. | Final Theory Exam | 70 % | Acceptance 50 – 59 |
| Total | | % 100 | Fail < 50 |

12.Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Beagalehole, R., et.al, Basic Epidemiology, Geneva, World Health Organization, 2000. Gordis L., Epidemiology, 2nd ed., Philadelphia, W.B, Saunders company, 2000. Greenberg, Daniels S., et.al, Medical Epidemiology. 3rd Ed., New York, McGraw – Hill and Lange Medical Books, Inc., 2001 |
| Main references (sources) | - |
| Recommended books and references (scientific journals, reports...) | - |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name : Health Promotion

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|---------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| 4st Stage | HPR405 | Health Promotion | Basic | √ | √ | √ | | √ | √ | √ | | √ | √ | √ | √ | | | |
| | | | | | | | | | | | | | | | | | | |

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|---|--|
| 1. Course Name: | |
| Health Promotion | |
| 2. Course Code: | |
| HPR405 | |
| 3. Semester / Year: | |
| 2025-2024 | |
| 4. Description Preparation Date: | |
| 1/2/2024 | |
| 5. Available Attendance Forms: | |
| | |
| 6. Number of Credit Hours (Total) / Number of Units (Total): 2 | |
| Total of (2) hours weekly of (15) weeks: Theory (2) hrs. | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Firas Abdel Qader Email: firas.jassim@uobasrah.edu.iq | |
| | |
| 8. Course Objectives | <ol style="list-style-type: none"> 1. Identify Concepts, principles and definitions of health and health promotion. 2. Apply approaches to health promotion and diseases prevention. 3. Differentiate health promotion from Health Protection. 4. Overview models of health and illness. 5. Discuss health promotion Model 6. Understand levels of measurement of health and health promotion. 7. Perform the nurse's Role in health promotion. |
| 9. Teaching and Learning Strategies | |
| Strategy | Lectures, group discussions, groups work, case based learning. |

10.Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|---|---|----------------------|
| 1 | 3 | Identify Concepts, principles and definitions of health and health promotion. | Concepts, Principles and definition of health | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 2 | 5 | Apply approaches to health promotion and diseases prevention. | Approaches to health promotion and disease Prevention | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 3 | 5 | Differentiate health promotion from Health Protection. | Models of Health and Illness | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 4 | 5 | Overview models of health and illness. Discuss health promotion Model | Measurement of health and health promotion | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 5 | 6 | Understand levels of measurement of health and health promotion. | Nursing Process in health promotion | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 6 | 6 | Perform the nurse's Role in health promotion. | Promoting and Protecting the Health | Lecture presentation using audiovisuals | Daily or weekly Quiz |

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

| Evaluation | | | Grading Scale | |
|------------|------------------------------|--------|---------------|---------|
| No | Points Distribution | Points | | |
| 1. | 1st Month Exams (Theory) | 15% | Excellent: | 90-100 |
| 2. | 2nd Month Exams (Theory) | 15 % | Very good: | 80 – 89 |
| 3. | Participation and attendance | 0 % | Good: | 07 – 07 |
| | | | Intermediate | 60 – 69 |

| | | | | | |
|--|----|---------------------|------|--------------------|--|
| | 4. | Reports and Quizzes | 0 % | Acceptance 50 – 59 | |
| | 5. | Final Theory Exam | 70 % | Fail < 50 | |
| | | Total | %100 | | |

Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | Allender, J. and Spradley, B., Community Health Nursing Concepts and practice, 5th ed., New York, Lippincott, 2001. Kozier B, Erb, G, Berman A, et al. Fundamentals of Nursing, 7th Ed, New York, Pearson Education, 2004. |
| Main references (sources) | - |
| Recommended books and references (scientific journals, reports...) | - |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name : Nursing Management and Leadership

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|--|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| 4st Stage | NUR402 | Nursing Management and Leadership | Basic | | | √ | √ | √ | √ | | √ | | | √ | √ | √ | √ | |
| | | | | | | | | | | | | | | | | | | |

| Expected learning outcomes of the program | |
|---|--|
| Knowledge | |
| A.1: Critical Thinking: | Equip students with critical thinking and problem-solving skills |
| A.2: Health-related Concepts: | Understand nursing concepts and their applications. |
| A.3: Nursing Process: | Learn the steps of nursing process and their applications |
| A.4: Safety Concepts: | Recognize the importance of quality of nursing care and preventive measures to ensure clients' safety |
| A.5: Research Processes: | Understand the basics of nursing research and their types |
| Skills | |
| B1: Nursing Intervention Skills | Provide effective and comprehensive nursing care and solve problems for clients with different age groups, sex, and healthcare issues. |
| B2: Communication Skills | Demonstrate effective therapeutic communication with patients and their families |
| B.3: Education Skills | Provide appropriate education for both patients and their families regarding different healthcare issues |
| B.4: Teamwork Skills | Work collaboratively with healthcare team to improve health outcomes of patients |
| B.5: Time Management Skills | Provide effective and competent nursing care services in timely manner. |
| B.6: Leadership Skills | Demonstrate motivational and inspirational leadership role |
| Ethics | |
| C.1: Professionalism | Committed to nursing ethical standards when caring for clients or when collaborating with health teams. |
| C.2: Caring | Recognizing the patient as a unique person, being culturally and religiously competent. |
| C.3: Advocacy Role | Protecting patients health and acting as patient's voice |

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| 1. Course Name: | |
| Nursing Management and Leadership | |
| 2. Course Code: | |
| NUR402 | |
| 3. Semester / Year: | |
| 2025-2024 | |
| 4. Description Preparation Date: | |
| 1/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total): 3 | |
| Total of (2) hours weekly of (15) weeks: Theory (2) hrs. practice:3 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Hazim Neam W.AL.Shwaili Email: hazim.naeem@uobasrah.edu.iq | |
| 8. Course Objectives | This course is designed to enable students to acquire in-depth understanding of Nursing Management, Leadership, Nursing Services in hospital, and professional responsibilities. |
| 9. Teaching and Learning Strategies | |
| Strategy | Lectures, group discussions, groups work, case-based learning. |

| 10.Course Structure | | | | | |
|---------------------|-------|--|-------------------------------|---|----------------------|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 4 | •Understand the principles and functions of management | The Concept Of Administration | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 2 | 2 | •Understand the elements of administration | Management | Lecture presentation using audiovisuals | Daily or weekly Quiz |

| | | | | | |
|----|---|---|----------------------------------|---|----------------------|
| 3 | 2 | <ul style="list-style-type: none"> •Appreciate the management of nursing services in the hospital. •Apply the concepts, theories and techniques of organizational behavior, communication and public relationship. •Develop skills in planning and organizing. •Understand the management of nursing educational institutions. •Describe the ethical and legal responsibilities of a professional nurse •Understand the various opportunities for professional advancement in electronic Management such electronic health care •Understand the Research in management | Function Of Management | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 4 | 4 | | Leadership And Management Theory | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 5 | 2 | | Hospital management | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 6 | 2 | | Staffing management | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 7 | 2 | | Communication Process | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 8 | 2 | | Decision Making | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 9 | 2 | | Electronic Management | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 10 | 2 | | Violence in Health Care | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 11 | 2 | | Quality Assurance in Nursing | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 12 | 2 | | Managing Stress | Lecture presentation | Daily or weekly Quiz |

| | | | | | |
|----|---|----------------------------|-----------------|--|----------------------|
| | | Understand Risk management | | using audiovisuals | |
| 13 | 2 | | Problem Solving | Lecture presentation using audiovisuals | Daily or weekly Quiz |

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

| Evaluation | | | Grading Scale |
|------------|------------------------------|--------|----------------------|
| No | Points Distribution | Points | |
| 1. | 1st Month Exams (Theory) | 10% | Excellent: 90-100 |
| 2. | 2nd Month Exams (Theory) | 10 % | Very good: 80 – 89 |
| 3. | Participation and attendance | 20 % | Good: 07 – 07 |
| 4. | Final practice | 20 % | Intermediate 60 – 69 |
| 5. | Final Theory Exam | 40 % | Acceptance 50 – 59 |
| Total | | %100 | Fail < 50 |

Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Sullivan, E. J., & Decker, P. J. (1998). Effective leadership and management in nursing. AJN The American Journal of Nursing, 98(6), 16L. Rigolosi, E. L. M. (2012). Management and leadership in nursing and health care: An experiential approach. Springer Publishing Company. Murray, E. (2017). Nursing leadership and management: for patient safety and quality care. FA Davis. |
| Main references (sources) | - |
| Recommended books and references (scientific journals, reports...) | - |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |
| | |

Course Name : Professional perspectives and Issues in Nursing

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|--|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| 4st Stage | NUR403 | Professional perspectives and Issues in Nursing | Basic | √ | √ | √ | √ | | √ | √ | √ | | √ | √ | √ | √ | √ | |
| | | | | | | | | | | | | | | | | | | |

| Expected learning outcomes of the program | |
|---|--|
| Knowledge | |
| A.1: Critical Thinking: | Equip students with critical thinking and problem solving skills |
| A.2: Health-related Concepts: | Understand nursing concepts and their applications. |
| A.3: Nursing Process: | Learn the steps of nursing process and their applications |
| A.4: Safety Concepts: | Recognize the importance of quality of nursing care and preventive measures to ensure clients' safety |
| A.5: Research Processes: | Understand the basics of nursing research and their types |
| Skills | |
| B1: Nursing Intervention Skills | Provide effective and comprehensive nursing care and solve problems for clients with different age groups, sex, and healthcare issues. |
| B2: Communication Skills | Demonstrate effective therapeutic communication with patients and their families |
| B.3: Education Skills | Provide appropriate education for both patients and their families regarding different healthcare issues |
| B.4: Teamwork Skills | Work collaboratively with healthcare team to improve health outcomes of patients |
| B.5: Time Management Skills | Provide effective and competent nursing care services in timely manner. |
| B.6: Leadership Skills | Demonstrate motivational and inspirational leadership role |
| Ethics | |
| C.1: Professionalism | Committed to nursing ethical standards when caring for clients or when collaborating with health teams. |
| C.2: Caring | Recognizing the patient as a unique person, being culturally and religiously competent. |
| C.3: Advocacy Role | Protecting patients health and acting as patient's voice |

| | |
|---|--|
| 1. Course Name: | |
| Professional perspectives and Issues | |
| 2. Course Code: | |
| NUR403 | |
| 3. Semester / Year: | |
| 2025-2024 | |
| 4. Description Preparation Date: | |
| 1/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total): 2 | |
| Total of (2) hours weekly of (15) weeks: Theory (2) hrs. | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Dr. Husham Hussain E :hosham.hussain@uobasrah.edu.iq | |
| 8. Course Objectives | <ol style="list-style-type: none"> 1. Apply the computer science in nursing practice. 2. Predict the future perspectives in nursing. 3. Realize different models related to nursing practice. 4. Use nursing models in solving nursing problems. 5. Apply health teaching in nursing practice 6. Understand the professional nursing practice. 7. Interpret socialization issues to professional nursing. 8. Discuss the client's individual, family, and community systems. 9. Identify the ethical dimension of nursing and health care. 10. Understand concepts of change, complexity, and chaos. |
| 9. Teaching and Learning Strategies | |
| Strategy | Lectures, group discussions, groups work, case based learning. |

| 10.Course Structure | | | | | |
|---------------------|-------|---|---|---|----------------------|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 2 | Understand the professional nursing practice. | Professional nursing practice | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 2 | 2 | Interpret socialization issues to professional nursing. | Socialization to professional nursing | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 3 | 4 | Discuss the client's individual, family, and community systems. | Client systems | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 4 | 4 | Identify the ethical dimension of nursing and health care. | Ethical dimensions of nursing and health care | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 5 | 4 | Understand concepts of change, complexity, and chaos. | Computer science in nursing practice | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 6 | 4 | Apply the computer science in | Change, complexity and chaos | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 7 | 2 | | Future perspectives | Lecture presentation using audiovisuals | Daily or weekly Quiz |

| | | | | | |
|---|---|--|-------------------------------------|---|----------------------|
| 8 | 4 | nursing practice. Predict the future | Nursing models | Lecture presentation using audiovisuals | Daily or weekly Quiz |
| 9 | 4 | perspectives in nursing. Realize different models related to nursing practice. Use nursing models in solving nursing problems. Apply health teaching in nursing practice | Health teaching in nursing practice | Lecture presentation using audiovisuals | Daily or weekly Quiz |

11.Course Evaluation

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

| Evaluation | | | Grading Scale |
|------------|--------------------------|--------|----------------------|
| No | Points Distribution | Points | |
| 1. | 1st Month Exams (Theory) | 15% | Excellent: 90-100 |
| 2. | 2nd Month Exams (Theory) | 15 % | Very good: 80 – 89 |
| 3. | Practical | 0 % | Good: 07 – 07 |
| 4. | Final practice | 0 % | Intermediate 60 – 69 |
| 5. | Final Theory Exam | 70 % | Acceptance 50 – 59 |
| Total | | % 100 | Fail < 50 |

12.Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | <p>1 Creasia, J and Parker B, Conceptual Foundations of Professional Nursing Practice, 2nd ed., Mosby, New York, 1996</p> <p>2 Oermanm, Marilyn H., Professional Nursing Practice, 10th ed., New York, Appleton & Lange, 1997.</p> <p>3 Stanfield, S. Peggy, Introduction to the Health Profession, 4th ed., Jones and Bartlett Publisher, 2002.</p> <p>4 Volbrecht. R. M., Nursing ethics, New York, prentice hall, 2001.</p> <p>5 Zerwekh, J. & J. Claborn, Nursing Today Transition and Trends, 4th ed., London, Sanders, 2000.</p> |
| Main references (sources) | - |
| Recommended books and references (scientific journals, reports...) | - |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name : Critical Care Nursing

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|-----------------------------|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| 4st Stage | NUR409 | Critical Care Nursing | Basic | | √ | √ | √ | | √ | | √ | √ | √ | √ | √ | √ | √ | √ |
| | | | | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

| |
|--|
| 1. Course Name: |
| Critical Care Nursing |
| 2. Course Code: |
| NUR409 |
| 3. Semester / Year: 2025-2024 |
| Second Course\ Fourth Stage |
| 4. Description Preparation Date: |
| 17/7/2024 |
| 5. Available Attendance Forms: |
| Class Attendance\ Clinic Attendance |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| Total of (14) hours weekly of (15) weeks: Theory (2) hrs. Clinic (12) |
| 7. Course administrator's name (mention all, if more than one name) |
| <p>Mame : Dr. Ahmed Ziyara</p> <p>: Dr: Mohammed Abdul Redha</p> <p>ahmed.khalaf@uobasrah.edu.iq</p> <p>mohammed.almayyahi@uobasrah.edu.iq</p> |

8. Course Objectives

| | |
|------------------|--|
| Course Objective | <p>Upon completion of the course, the student shall be able to:</p> <ul style="list-style-type: none">- Understand the effect of the critical illness on the clients and their families.- Describe the impact of the critical care environment on the clients.- Discuss current monitoring techniques used in critical care settings.- Relate the human responses to critical illness to the underlying path physiology.- Discuss psychosocial assessment and interventions relevant to critically ill clients and their families.- Utilize knowledge from the humanities and science in planning the care of critically ill adults.- Demonstrate safe nursing care of critically ill adults.- Utilize effective communication techniques with clients.- Demonstrate competence in hemodynamic and cardiac monitoring.- Provide quality nursing care for clients with respiratory dysfunction.- Assess and manage client with renal - urinary dysfunctions.- Deal efficiently with cases of multisystem trauma.- Interpret assessments findings in relation to the underlying critical illness.- Participate in educating critically ill clients and their families.- Demonstrate professional behavior in relation to clients and members of the health team. |
|------------------|--|

9. Teaching and Learning Strategies

| | |
|----------|---|
| Strategy | 1- Interactive lectures 2- Practical application or clinical training in teaching hospitals 3- Educational videos 4- Role playing 5- Discussion method 6- Case study |
|----------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|----------------|---|---|---|------------------------------------|
| 1 | Theory 2hrs | General concepts in caring for critically ill: | Nutritional support. Mechanical ventilation. Homodynamic monitoring. Sedating and paralytic agents | Lecture Case discussion case report | Theoretical exam practical exam |
| 2 | Theory 2hrs | | Alteration in consciousness. Pain. Prolonged immobility. | Lecture Case discussion case report | Theoretical exam practical exam |
| 3 | Theory 2hrs | The concept of holism applied to critical care nursing: | 1 The client's experience with critical illness. | Lecture | Theoretical exam practical exam |

| | | | | | |
|---|----------------|--|--|---|------------------------------------|
| | | | <p>2 The family's experience with critical illness.</p> <p>3 Impact of critical care environment on the client.</p> | Case discussion case report | |
| 4 | Theory 2hrs | | <p>4. Relieving pain and providing comfort.</p> <p>5. Psychosocial support for the clients and their families.</p> <p>6. Client and family education in critical care.</p> | Lecture Case discussion case report | Theoretical ex practical exam |
| 5 | Theory 2hrs | Professional practice issues in critical care: | <p>Ethical issues in critical care nursing.</p> <p>2. Legal issues in critical care nursing.</p> | Lecture Case discussion case report | Theoretical exam practical exam |

| | | | | | |
|---|----------------|---------------------------------------|---|---|------------------------------------|
| | | | 3. Excellence in critical care nursing. | | |
| 6 | Theory 2hrs | Special Populations in critical care: | 1.The critically ill pediatric client. 2.The critically ill pregnant woman. 3.The critically ill older client. 4.The Post-anesthesia client. | Lecture Case discussion case report | Theoretical exam practical exam |
| 7 | Theory 2hrs | Cardiovascular Dysfunctions | 1 Acute coronary syndromes: - Chest pain. - Angina pectoris. -Myocardial infarction. 2 Heart failure/ pulmonary edema | Lecture Case discussion case report | Theoretical ex practical exam |
| 8 | Theory 2hrs | | 2 Cardiogenic shock. 3 Cardiac surgery | Lecture Case discussion case report | Theoretical ex practical exam |

| | | | | | |
|----|----------------|----------------------------|--|---|----------------------------------|
| | | | 4 Nursing intervention-and management. | | |
| 9 | Theory 2hrs | Respiratory Dysfunctions: | Refractory sever asthma. Acute lung and Acute-respiratory distress syndrome | Lecture Case discussion case report | Theoretical ex practical exam |
| 10 | Theory 2hrs | | 1 Pneumothorax. 2 Acute-respirator failure. 3 Nursing intervention-and management. | Lecture Case discussion case report | Theoretical ex practical exam |
| 11 | Theory 2hrs | Renal-Urinary Dysfunctions | 1 Acute renal failure. 2 Renal transplantation. | Lecture Case discussion case report | Theoretical ex practical exam |
| 12 | Theory 2hrs | | 3 Renal replacement therapies. 4 Nursing intervention-and management. | Lecture Case discussion case report | Theoretical ex practical exam |
| 13 | Theory 2hrs | Multisystem Trauma | 1- Wound management. 2- Head and | Lecture | Theoretical ex practical exam |

| | | | | | |
|----|----------------|--|---|--|----------------------------------|
| | | | facial trauma. 3-Spinal cord and neck trauma. | Case discussion case report | |
| 14 | Theory 2hrs | | 4-Chest trauma. 5-Abdominal Trauma. | Lecture Case discussion case report | Theoretical ex practical exam |
| 15 | Theory 2hrs | | 6-Musculoskeletal emergencies. 7-Burns. | Lecture Case discussion case report | Theoretical ex practical exam |

11.Course Evaluation

1. Quizzes
2. Seminars
3. Clinical Evaluation
4. Mid-term Exam. (1st Month Exams Theory- 2nd Month Exams Theory).
5. Final theory Exam.
6. Final Clinical Exam.

12.Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books any) | |
| Main references (sources) | <p>1- Baird, Marianne Saunorus, et al., Manual of Critical Care Nursing Intervention and Collaborative Management, 5th ed., St. Louis, Mosby Inc., 2010.</p> <p>2- Morton, Patricia Gonce, et.al, Critical C Nursing A Holistic Approach, 8th ed., New Yo Lippincott William &Wilkins,2015.</p> |

| | |
|--|---|
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |

Course Name : Psychiatric Mental Health Nursing

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|-------------------------------|------------------------|--|------------------------------|---|----|----|----|----|---------------|----|----|----|----|----|---------------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| 4st Stage | NUR408 | Psychiatric Mental Health Nursing | Basic | | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | |
| | | | | | | | | | | | | | | | | | | |

| | |
|--|---|
| 1. Course Name: | |
| Psychiatric Mental Health Nursing | |
| 2. Course Code: | |
| NUR 408 | |
| 3. Semester / Year: | |
| First-semester / 2025-2024 | |
| 4. Description Preparation Date: | |
| 7/2/2024 | |
| 5. Available Attendance Forms: | |
| Class attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| (7) Credits | |
| 15 Weeks (15 Hours/ Week); Theory (3 Hours), Clinical (12 Hours) | |
| 1. Course administrator's name (mention all, if more than one name) | |
| Name: afkar Fadel Kareem , Email: afkar.kareem@uobasrah.edu.iq Name: D oaa Muhammad bachi Email: doaa.bachi@uobasrah.edu.iq | |
| 2. Course Objectives | |
| Course Objecti | At the end of this course, students will be able to: <ol style="list-style-type: none"> 1. Identify the terminology relate to mental health and mental illness. 2. Demonstrate verbal and non-verbal therapeutic communication skills. 3. Differentiate between neurotic and psychotic disorders. 4. Demonstrate professional interview and identify patients problems. 5. Demonstrate critical thinking skills to assess the needs for patients with mental disorders. 6. Apply therapeutic strategies to protect themselves and maintain patients' safety. 7. Work collaboratively with mental health team to care for patients with mental disorders. |

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|--|---|
| | <ol style="list-style-type: none"> 8. Understand the indications, contraindications, and side effects of the basic psychopharmacological treatments. 9. Create nursing care plan to address the mental health needs of the patients and their families. |
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7. Teaching and Learning Strategies

1. Interactive lecture
2. Game-Based learning
3. Clinical practice and scientific visitations
4. Assignments
5. Case study
6. Video-based learning
7. Role-play

8. Course Structure

| Week | Hours | Unit or subject name | Required Learning Outcomes | Learning method | Evaluation method |
|--------|-------|---|---|---|--------------------------------|
| 1 | 3 | Foundations of of Psychiatric–Mental Health Nursing | 1. Understand the trends, foundations, and concepts of mental health nursing. | 1. Interactive lecture | 1. Quizzes |
| 2 &3 | 6 | Neurobiological and Psychosocial theories | 2. Identify the community based nursing care (mental health promotion and mental illness prevention.) | 2. Game-Based learning | 2. Seminars |
| 4 | 3 | Building the Nurse–Client Relationship | 3. Describe the ethical and legal issues in nursing. | 3. Clinical practice and scientific visitations | 3. On Cite Clinical evaluation |
| 5 | 3 | Trauma and Stressor-Related Disorders | 4. Identify the mental health nursing theories. | 4. Assignments | 4. Theory and Clinical Exams |
| 6 &7 | 6 | Anxiety and anxiety related disorders | 5. Implement therapeutic communication and interpersonal relationship. | 5. Case study | |
| 8 | 3 | Obsessive–Compulsive and Related Disorders | 6. Apply the nursing process in providing the nursing care for the client. | 6. Video-based learning | |
| 9 & 10 | 6 | Schizophrenia Spectrum and related Disorders | 7. Perform professionalism in providing special treatment modalities. | 7. Role-play | |
| 11 &12 | 6 | Mood Disorders and Suicide | 8. Recognize client behaviors and problems. | | |
| 13 | 3 | Addiction and substances use disorders | 9. Assess the mental health statues of client. | | |
| 14 | 3 | Cognitive Disorders | | | |

| | | | | | |
|----|---|---------------------------|---|--|--|
| 15 | 3 | Somatic Symptom Illnesses | 10. Create appropriate nursing care plan for different clients 11. Appraise the nurse's role in the community mental health nursing. | | |
|----|---|---------------------------|---|--|--|

5. Course Evaluation

| Evaluation | | | Grading Scale | |
|------------|-------------------------------------|--------|--------------------|--|
| No | Points Distribution | Points | Excellent: 90-100 | |
| 1. | 2 Units Exams (Theory and Clinical) | 20% | Very good 80 – 89 | |
| 2. | Group presentation | 05 % | Good: 70 – 79 | |
| 3. | Clinical Evaluation | 10 % | Moderate: 60 - 69 | |
| 4. | Clinical Assignments | 05 % | Pass: 50 – 59 | |
| 5. | Final Clinical Exam | 20 % | Fail: Less than 50 | |
| 6. | Final Theory Exam | 40 % | | |
| Total | | 100 | | |

6. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books if any) | 1. Videbeck, S. (2018). Psychiatric-mental health nursing. Lippincott Williams & Wilkins. 2. Gorman, L. M., & Anwar, R. (2014). Neeb's Fundamentals of Mental Health Nursing. FA Davis. |
| Main references (sources) | Videbeck, S. (2018). Psychiatric-mental health nursing. Lippincott Williams & Wilkins. |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | https://www.youtube.com/playlist?list=PL0sx7dVJFLEDQMF8334VFPc37R_ZTp6 |

Course Name :Health Psychology for Nursing

| Program Skills Outline | | | | | | | | | | | | | | | | | | |
|------------------------|----------------|--|----------------------|------------------------------------|----|----|----|----|--------|----|----|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | | | | |
| Year/ Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 |
| 4st Stage | NUR410 | Health Psychology for Nursing | Basic | √ | √ | | √ | | √ | | √ | | | | | √ | | √ |
| | | | | | | | | | | | | | | | | | | |

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| 1. Course Name: |
| Health Psychology for Nursing |
| 2. Course Code: |
| HPN 410 |
| 3. Semester / Year: |
| First- and semester / 2025-2024 |
| 4. Description Preparation Date: |
| 7/2/2024 |
| 5. Available Attendance Forms: |
| Class attendance |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| Credit Hours (2) |
| Total of (2 Theory) hours weekly of (15) weeks |
| 7. Course administrator's name |
| Name: afkar Fadel Kareem , Email: afkar.kareem@uobasrah.edu.iq Name: Doaa Muhammad bachi Email: doaa.bachi@uobasrah.edu.iq |
| 8. Course Objectives |
| At the end of the course the students will be able to: |
| <ol style="list-style-type: none"> 1. Understand the psychological concepts, principles and branches (1,2). 2. Recognize the human motivations and its classification (2). 3. Recognize the human emotions and how can be control (3). 4. Distinguish between frustration and conflict (4). 5. Discuss theories of personality development (5). 6. Identify the cognitive processes, such as thinking, memory, learning, intelligence and creativity (7,8,9). 7. Explain human behaviors on the bases of psychological concepts and principles (2,3,4,7). |

8. Appreciate human action and reaction in the daily life or during their contact with patients in care facilities (2,3,4,6,7). 9. Demonstrate the types of thinking and skills to evaluate the lectures and their exams (7).

9. Teaching and Learning Strategies

1. Lecture, discussion/ small groups, audiovisuals media, short story approach, problem solving, student presentations, and learning games.

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|-------------------------------------|--------------------------------------|-------------------|
| 1st | 4 hrs | <ul style="list-style-type: none"> •Understand the psychological concepts, principles and branches (1,2). •Recognize the human motivations and its classification (2). •Recognize the human emotions and how can be control (3). •Distinguish between frustration and conflict (4). •Discuss theories of personality development (5). •Identify the cognitive processes, such as thinking, memory, learning, intelligence and creativity (7,8,9). • Demonstrate | Unit 1: Introduction to Psychology: | Lecture | daily oral, quiz |
| 2nd | 4 hrs | | Unit 2: Motivation: | Lecture, play role | daily oral, quiz |
| 3rd | 4 hrs | | Unit 3: Emotion: | Discussion, play role, | daily oral, quiz |
| 4th | 4 hrs | | Unit 4: Frustration and Conflict: | Discussion, play role, game learning | daily oral, quiz |
| 5th | 6 hrs | | Unit 5: Personality: | lecture | daily oral, quiz |
| 6th | 2 hrs | | Unit 6: Attention and perception: | Discussion, play role, game learning | daily oral, quiz |
| 7th | 2 hrs | | Unit 7: Thinking and Learning: | short story approach, problem | daily oral, quiz |

| | | | | | |
|-----|-------|--|-------------------------------------|-----------------------------------|------------------|
| | | the types of thinking and skills to evaluate the lectures and their exams (7). | | solving, game | |
| 8th | 2 hrs | | Unit 8: Memory and Forgetting: | lecture | daily oral, quiz |
| 9th | 2 hrs | | Unit 9: Intelligence and Creativity | discussion, problem solving, game | daily oral, quiz |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

| Evaluation | | | Grading Scale |
|------------|--------------------------------------|--------|--|
| No | Points Distribution | Points | Excellent:90-100 Very good:80 89 Good:70 –79 Intermediate:60 69 Acceptance50 –59 Fail< 50 |
| 1. | 1 st Month Exams (Theory) | 10% | |
| 2. | 2 nd Month Exams (Theory) | 10 % | |
| 3. | Participation and attendance | 5 % | |
| 4. | Reports and Quizzes | 5 % | |
| 5. | Final Theory Exam | 70 % | |
| Total | | %100 | |

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | Brian O'shea, Textbook of psychological medicine, 5nd edition, 2010 |
| Main references (sources) | Rosie Spielman, Psychology, 1st edition, 2017 |
| Recommended books and references (scientific journals, reports...) | Shelley Taylor, Health PSYCHOLOGICAL, 10th edition, 2018 |
| Electronic References, Websites | Google, e-library of college, Iraqi virtual library |