

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



Academic Program and Course Description Guide

2026 - 2025

University Name: University of Basra

**of Education for Humanities College/Institute: College
Psychological Counseling and Academic Department: Department of
Educational Guidance**

**Academic or professional program name: Psychological Counseling
and Educational Guidance**

**Final degree title: Bachelor of Science in Psychological Counseling and
Educational Guidance**

Academic system: Annual

2026/2/1 : prepared on Description

6 202/ 2 / 20 : date File completion

Signature

Name of Scientific Assistant
Alaa Abdul-Imam Abdul-Zahra:
Assistant Professor
Date:

Signature

Name of Department Head
Prof. Dr. Maida Mardan Mohi
Date: 20/2/2026

**The file was reviewed by
Quality Assurance and University Performance Division
Name of the Director of the Quality Assurance and University
.Dr. A.M.D :Performance Division
2026/ / : the date
the signature**



Dean's approval
Dr. Wissam Jumaa Lafteh

1. Program Vision				
The College of Education for Human Sciences to be one of the leading higher education seeks institutions at the University of Basra in the field of modern education and scientific research through its scientific, research and administrative activities, preparing and training students in a level outputs in psychological counseling and educational guidance by –high way that ensures providing the best curricula and study and training programs and adopting the latest teaching and methods in a way that continuously develops the department's outputs and provides training and consultation services for educational counselors continuing in service				
2. Program message				
Ensuring the provision of the best guidance services to public schools in a way that helps achieve student's personality in all its aspects and the goals and needs of society in developing the achieving the objectives .Psychological counseling and educational guidance				
3. Program Objectives				
5. accreditation Program				
nothing				
6. Other external influences				
nothing				
7. Program structure				
* comments	Percentage	Study unit	Number of courses	Program structure
Core course	% 11.1	14	5	Institutional requirements
Core course	%1.85	4	1	College requirements
Core course	%86.66	125	39	Department requirements
Core course	% 11.1	5	Viewing/Application)) Stage Four	Summer training
				Other

.My choice The notes may include whether the course is core or *

Academic Program Description .7				
This academic program description provides a concise summary of the program's key features and of the student, demonstrating whether they have made the most the learning outcomes expected of the available opportunities, and is accompanied by a description of each course within the .program				
– University of Basra – College of Education for Humanities – Psychological counseling and educational guidance – Bachelor of Education / Psychological Counseling and Educational Guidance – annual – Association of Arab Universities – Ministry of Education / Ministry of Planning – 2026/2/20		1– Educational institution 2– Scientific Department 3– Name of academic or professional program 4– Name of final certificate 5– Annual / Courses / :Academic system - Other 6– Accredited Accreditation Program 7– Other external influences 8– Date of description		
9– .The department strives to achieve the goals of the academic program :following The – educational Preparing counselors with a bachelor's degree in psychological counseling and .guidance – Preparing a select group of outstanding students from the department specializing in .complete their postgraduate studies psychological counseling and educational guidance to – .educational guidance School counselors in the field of psychological counseling and – Preparing research and studies in all areas of psychological counseling, which enhances the .relevant literature – . ting on studies published in the field of psychological counselingPresenting and commen				
8. Program structure				
Credit Hours		Course Name	Course code	Academic stage
practical	theoretical			
	3	Educational and developmental		First stage

(4)

8. Program structure				
Credit Hours		Course Name	Course code	Academic stage
practical	theoretical			
	3	Guidance principles		First stage
	3	General Psychology		First stage
	3	Physiological psychology		First stage
	2	Foundations of Education		First stage
	1	English language		First stage
	2	Computer science		First stage
	1	Arabic		First stage
	1	human rights		First stage
	2	Principles of Education		First stage
	2	The art of etiquette		First stage
	3	Personality theories		Phase Two
	3	Developmental psychology		Phase Two
	3	Mental health		Phase Two
	3	Family counseling		Phase Two
	2	psychology Social		Phase Two
	2	Educational Statistics		Phase Two
	1	Baathist crimes		Phase Two
	1	language English		Phase Two
	1	Arabic		Phase Two
	2	Computer science		Phase Two
	3	Guiding theories		Phase Three
	3	Case study		Phase Three
	3	Behavior modification		Three Phase

(5)

8. Program structure				
Credit Hours		Course Name	Course code	Academic stage
practical	theoretical			
	2	Tests and Measurements		Phase Three
	3	Scientific research methods		Phase Three
	3	Guidance interview		Phase Three
	2	The art of communication		Phase Three
	3	Educational Psychology		Phase Three
	2	Psychology Clinical		Four Phase
	2	Guidance applications		Phase Four
	3	Group counseling		Phase Four
	3	Career guidance theories		Phase Four
	2	Graduation project		Phase Four
	3	Guidance methods		Phase Four
	3	Guidance of the elite		Phase Four
	2	School Guidance		Phase Four

9. Expected learning outcomes of the program
Knowledge

- Students acquire the most important methods and skills necessary for the counseling process and develop a the counseling positive attitude towards .profession - To provide students with theoretical information about counseling and to enable students to identify, understand . counseling theories and apply	- Enabling students to understand mentoring work by using techniques and skills that help in effective .others communication with - Qualifying and preparing students professionally as counseling educational counselors capable of making .work a success - researcher, scientific) Acquiring research concepts thinking , methods of collecting information, research hods of collecting ethics) and understanding met information in research and the practical application of . writing scientific research
10. Skills	
Enabling the student to acquire, work – .and apply basic skills , with Enabling students to acquire guidance – The basic skills required include skills listening skills, the ability to respond and communicate with others in verbal and terpreting the verbal ways, and in–non .others' behavior verbal aspects of–non Enabling students to acquire guidance – setting skills, which include the –goal ability to identify and define goals and their suitability to the work of the to counselor and the problem he seeks .solve methods for teaching the Teaching subject of psychological counseling Proficiency in the scientific aspects of – guidance the course, such as designing .programs Writing research papers and studies in – various fields of psychological . counseling	- Empowering the student mentally through training, practice, and education that are organized through .and experience knowledge - The ability to participate collectively, engage in dialogue and discussion, listen to others, and accept .their opinions - acquire general and transferable skills, i.e., Students .other skills Related to employability and personal development through the delivery of information in the field of .counseling - Enhancing the student's confidence in expressing his ly in speech to enable him ideas clearly and confident to deal effectively with the demands and challenges of . daily life - To enhance the student's confidence to behave appropriately in social interaction situations with others and to control their behavior him In response to

11. Values	
a sense of pride among Developing students .By themselves Educating students on the culture of – integrity and combating corruption in all .its forms To promote a sense among students – of respect for the highest principles and .of the profession ethics rights Enabling students to respect the – of those who benefit from their , profession, culture, religion, gender .and race Training students to respect the – freedom of expression, thought, and .others creativity of To promote a spirit of cooperation and – . teamwork among students	.human dignity Educating students to respect – Developing a sense of responsibility in students during . their studies and work moral values among students that serve as Developing models of noble virtues and ideals by highlighting .examples moral several and objectively, Training students to work honestly – important characteristic of his work is his and the most ability to be open and accept the opinions of others as . they are To provide the student with diverse academic skills – heir academic achievement, discuss their that enhance t scientific aspirations, and make the student integrated in their personality and compatible in terms of , psychological, social, academic, cultural, intellectual .and mental aspects

12. Teaching and learning strategies
An explanatory lecture with details and examples – .a whiteboard Using a display screen with Scientific discussions, dialogue, and the use of modern technologies to understand and – .paper books and benefit from websites, electronic Written essay tests – .monthly thematic report Or a .daily participation and assignments Grades are awarded for – .Oral examinations – Grades for research and reports related to the lecture topic, and for attendance and – .slecture regularity in . upon exams–agreed–upon and non–Agreed – . Classroom and extracurricular assignments – Communicating with students intellectually and developing their ability to work confidently, – .teamwork listen, accept other opinions, discuss, and participate in
13. Assessment methods

(8)

- 1- .Daily tests with questions related to the subject matter
- 2- .sound scientific plan Submitting research papers that include a
- 3- .monthly written tests Conduct

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

15. Professional Development

Orienting new faculty members	
1–	.university professor Paying attention to the external appearance and formal attire of the
2–	.and students Paying attention to the ethical aspect with the faculty
3–	.examination committees Cooperation on the administrative side and providing assistance to
4–	.and international journals ,s on scientific publishing in local, ArabFocu
5–	and , Encouraging them to participate in academic activities, including conferences, seminars .workshops
Professional development of faculty members	
16. Admission standard	
1–	.Scientific Research Central admissions at the Ministry of Higher Education and
2–	.of preparatory school The student must be a graduate
3–	.academically certified Teachers who are
4–	.genders Acceptance is open to both
17. Key sources of information about the program	
1–	.The website of the college and university
2–	.University guide
3–	.Books and scientific resources for the department
18. Develop the program	
The department works to prepare and qualify specialists in the field of psychological and educational counseling to work in middle and high schools under the Ministry of Education. This tical experience, is achieved by preparing and qualifying them with theoretical and prac developing their knowledge and skills to enable them to become knowledgeable, professionally practicing, ethically committed, and capable of bringing about positive change in society. The f Education in other departments as well, department also prepares students in the College o educationally, psychologically, and professionally, by teaching them educational and psychological subjects that provide an equal opportunity with the specialization subjects, so that . education serving are highly qualified to be effective teachers the graduates of this college	

Program Skills Plan															
Learning outcomes required from the program															
based –Affective and value objectives				specific –Program skills objectives				Knowledge objectives				Essential or optional	Course Name	Course code	Academic stage
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
/	/	/	/	/	/	/	/	/	/	/	/	essential	Principles of Education		First
/	/	/	/	/	/	/	/	/	/	/	/	essential	Guidance principles		
/	/	/	/	/	/	/	/	/	/	/	/	essential	General Psychology		First
/	/	/	/	/	/	/	/	/	/	/	/	essential	Readings		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Physiological psychology		First
/	/	/	/	/	/	/	/	/	/	/	/	essential	Foundations of Education		
/	/	/	/	/	/	/	/	/	/	/	/	essential	language English		First
/	/	/	/	/	/	/	/	/	/	/	/	essential	Computer science		
/	/	/	/	/	/	/	/	/	/	/	/	essential	Arabic		First
/	/	/	/	/	/	/	/	/	/	/	/	essential	human rights		First
/	/	/	/	/	/	/	/	/	/	/	/	essential	etiquette The art of		First
/	/	/	/	/	/	/	/	/	/	/	/	essential	Educational and developmental		First
/	/	/	/	/	/	/	/	/	/	/	/	essential	Personality theories		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	Instructional texts		Second

Program Skills Plan															
Learning outcomes required from the program															
based –Affective and value objectives				specific –Program skills objectives				Knowledge objectives				Essential or optional	Course Name	Course code	Academic stage
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
/	/	/	/	/	/	/	/	/	/	/	/	essential	Developmental psychology		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	Mental health		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	Family counseling		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	Social psychology		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	Educational Statistics		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	Baathist crimes		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	language English		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	Computer science		Second
/	/	/	/	/	/	/	/	/	/	/	/	essential	theories Guiding		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	Case study		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	Behavior modification		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	Tests and Measurements		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	Scientific research methods		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	Guidance interview		Third

Program Skills Plan															
Learning outcomes required from the program															
based –Affective and value objectives				specific –Program skills objectives				Knowledge objectives				Essential or optional	Course Name	Course code	Academic stage
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
/	/	/	/	/	/	/	/	/	/	/	/	essential	The art of communication		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	Educational Psychology		Third
/	/	/	/	/	/	/	/	/	/	/	/	essential	Psychology Clinical		Fourth
/	/	/	/	/	/	/	/	/	/	/	/	essential	Guidance applications		Fourth
/	/	/	/	/	/	/	/	/	/	/	/	essential	Group counseling		Fourth
/	/	/	/	/	/	/	/	/	/	/	/	essential	Career guidance theories		Fourth
/	/	/	/	/	/	/	/	/	/	/	/	essential	Graduation project		Fourth
/	/	/	/	/	/	/	/	/	/	/	/	essential	Guidance methods		Fourth
/	/	/	/	/	/	/	/	/	/	/	/	essential	Guidance of the elite		Fourth
/	/	/	/	/	/	/	/	/	/	/	/	essential	School Guidance		Fourth

- .individual learning outcomes of the program that are subject to evaluation Please check the boxes corresponding to the

Course description template

Course Name .1	
University of Basra - Third Stage / College of Education for Human Sciences -Guidance Theories	
Course Code .2	
Term/Year .3	
(2026/2025)	
Date this description was prepared .4	
2026	
Available forms of attendance .5	
My presence	
Total number of units / Total study hours .6	
hours per week 3	
(Name of the course coordinator (if there is more than one, mention it .7	
Prof. Dr. Maida Mardan Mohi Maida.mardan@uobasrah.edu.iq	
Course Objectives .8	
1- Understanding the theoretical frameworks and backgrounds in psychology and its view of human nature and how human behavior develops 2- Focus on interpreting guidance theories of psychological abnormal behavior and disorders 3- Guidance techniques and strategies adopted Identifying the g by psychological theorists and how they are applied to address .disordered behaviors	Course objectives
Teaching and learning strategies .9	
weekly hours is the number of -of theory hours (The lesson includes (3 . weeks 15 distributed over and approved	strategy
Course Structure .10	

Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
,Quizzes assigning students reports, homework question and Oral exams tests at the end of each course and	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	The concept of theory, scientific theory in psychological ,counseling characteristics of a good theory Its importance. its	psychological counselor	3	1
Quizzes, assigning students reports, homework question Oral exams and	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Freudian psychoanalytic theories Concepts, Pathological Behavior		3	2
Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Freudian treatment ,methods Applications of the theory, the role of the mentor and the mentor the Strengthens theory		3	3
Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Adler's theory of individual counseling Concepts of the theory, goals of Adlerian counseling Adler's view of		3	4
Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and	Lecture, diagrams on the life examples -board, real or screen questions ,Discussions and answers	Adler's abnormal behavior, the therapeutic process and its stages, Adlerian counseling methods The role of the		3	5

Quizzes, assigning students reports, homework question Oral exams and tests at the end of	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Berne's Interactional Analysis Theory Character building The guidance process, its		3	6
		First semester exam		3	7
Quizzes, assigning students reports, homework question Oral exams and at the end of tests each course and monthly exams	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Behavioral Therapy Theories Theorist Factors affecting the learning process		3	8
Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	based -Reality guidance Character building The guidance process, its objectives, stages, and applications The role of the		3	9
Quizzes, assigning students reports, homework question Oral exams and tests at the end of course and each monthly exams	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Phenomenological -theory, client centered counseling Theoretical concepts, personality building and development The guidance process and its		3	10

Quizzes, students assigning reports, homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Gestalt theory by Perls Perls' human nature Personality structure and development Concepts of the theory		3	11
Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Development of abnormal behavior Guidance objectives and methods Applications of the theory		3	12
Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Rational Emotive Behavior Therapy (REBT) by Albert) Ellis The importance of and its the theory assumptions The guidance process and its steps		3	13
,Quizzes assigning students reports, homework question Oral exams and tests at the end of	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Guidance methods of the theory Applications of the theory, the role of the mentor and the mentor		3	14
		Second semester exam			15
Course Evaluation .11					
daily The grade is distributed out of 100 according to the tasks assigned to the student, such as .preparation, daily, oral, monthly, written exams, reports, etc					
Learning and teaching resources .12					

nothing	(Required textbooks (methodology, if applicable
Theories of Counseling and Psychotherapy / Youssef Balan 2015 Professor Kamal Theories of Counseling and Psychotherapy / Muhammad Qasim Abdullah 2012	(Main references (sources
Applications of guiding theories in scientific journals and videos of theorists	Recommended supporting books and references (...scientific journals, reports)
American Psychological Association/Mahja Therapy Sessions Website	tronic references, websitesElec

Course description template

Course Name .1
Department of – Scientific Research Methodology / Third Stage Psychological Counseling and Educational Guidance / College of
Course Code .2
Term/Year .3
(2026/2025)
Date this description was prepared .4
2026
Available forms of attendance .5
presence My
Total study hours / Total number of units .6
hours per week / 5 units 3
(Name of the course coordinator (if there is more than one, mention it .7

Prof. Dr. Batoul Banai Zubairi

Batool.zubary@uobasrah.edu.iq

Course Objectives .8

1- Understanding research concepts such as the researcher, scientific thinking, methods of data collection, and research ...ethics 2- Understanding descriptive, historical, and research experimental scientific methodologies, their types, and the .characteristics of each 3- Understanding data collection methods in	Course objectives
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Teaching and learning strategies .9

The lecture- Discussion and dialogue Practical application- Brainstorming Interrogation-	strategy
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Course Structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
Asking oral questions	Lecture, discussion, dialogue and	The importance of scientific research		3	1
Asking oral questions	Discussion and dialogue	The problem in the research Problem validity conditions		3	2
Attendance -and follow up	delivery brainstorming	Research objectives Research hypotheses Defining the -		3	3

Attendance -and follow up	delivery Interrogation	Search - procedures		3	4
the audience	Discussion and dialogue	Descriptive - research methodology His steps Types		3	5
Percentage of correct answers	brainstorming	Survey studies- Evolutionary - studies Studying- interrelationships		3	6
Attendance -and follow up	delivery and interrogation	Experimental research Conducting the experiment Control group		3	7
Oral questions	Discussion and dialogue	Examples of experimental designs		3	8
Oral questions	Discussion and dialogue	Search tools Observation-		3	9
Written questions	brainstorming	The interview- survey		3	10
Attendance -and follow up	delivery Dialogue	Samples- Methods of selecting them		3	11
Oral questions	Discussion and dialogue	benefits Its Its types- Characteristics - of a good sample		3	12
Solve the exercises	delivery brainstorming	Statistics Its branches and fields Medium, median, - mode		3	13

Writing a research paper	Discussion and dialogue	How do you write a research paper the plan- methodology		3	14
Writing a research paper	Discussion and dialogue	Results Conclusions Sources Appendices-		3	15
Course Evaluation .11					
:The final grade out of 100 is distributed as follows marks for the student's daily activity in 5 – marks for the first exam 20 marks for the 5 – marks for the second exam 20 –the first semester marks for the final 50 – student's daily activity in the second semester exam at the end of the academic year					
Learning and teaching resources .12					
Jabri, Kadhim Karim and Sabri, -Al Dawood Abdul Salam 2015			Required textbooks (methodology, (if applicable		
Dweidar, Abdel Fattah Mohamed. Methods in Research 1999			(Main references (sources		
Scientific research in scientific journals			Recommended supporting books and references (scientific journals, (...reports		
nothing			Electronic references, websites		

Course description template

Course Name .1
Department of Psychological Counseling and Educational – Behavior Modification / Third Stage University of Basra – Guidance / College of Education for Human Sciences
Course Code .2
Term/Year .3

(2026/2025)					
Date this description was prepared .4					
2026					
Available forms of attendance .5					
Daily attendance					
Total study hours / Total number of units .6					
per week 3					
(Name of the course coordinator (if there is more than one, mention it .7					
Prof. Dr. Sanaa Abdul Zahra Hamid Sanaa.hameed@uobasrah.edu.iq					
Course Objectives .8					
For students to become familiar with – The approach to modifying human behavior – History of behavior modification and theoretical foundations its – Modifying human behavior – Behavior modification techniques and how to apply them			Course objectives		
Teaching and learning strategies .9					
Lecture, discussion and Q&A, brainstorming, reports and summaries					strategy
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Questions and Answers	Lecture and discussion style	Introduction and general idea Basic	Introducing the student to human behavior modification and the basic concepts in .human behavior modification	3	1
Questions and Answers	Lecture and discussion ylest	The theoretical foundations upon which the approach to	Introducing the student to the theories used to modify human behavior	3	2

Questions and Answers	Lecture and discussion style	History of modifying human behavior	Introducing the student to the history, principles, and characteristics of behavior modification	3	3
Questions and Answers	Lecture and discussion style	Identifying and defining the target behavior	Introducing the student to the purpose of identifying and defining behavior	3	4
Questions and Answers	Lecture and discussion style	measuring behavior	Introducing the student to the basic considerations in its ,behavioral measurement methods, and how to measure	3	5
Oral test, homework	Lecture and discussion style	Increase desired behavior reinforcement)	Introducing students to the concept of reinforcement, classification of reinforcers, selection of reinforcers, factors	3	6
Questions and discussion	Lecture and discussion style	Behavior shaping	Introducing students to procedures that can be used to shape new behaviors	3	7
Questions and discussion	Lecture and discussion style	Reducing undesirable behavior punishment)	Defining the concept of punishment, how to use punishment, and its alternatives	3	8
Questions and discussion	Lecture format discussion + + questions and answers	symbolic economy	roduction to token An int economy programs and their advantages and disadvantages	3	9
Questions and discussion	Lecture + Classroom Discussions	Behavioral contracting	Defining the concept of behavioral contracting The contents of the behavioral contract and the general rules	3	10
Questions and discussion	ture and Lec discussion style	Gradual desensitization	Introduction to the gradual desensitization technique	3	11
Questions and discussion	Lecture and discussion style	Aversion therapy	Introducing the aversion therapy technique	3	12
Questions and discussion	Lecture and discussion style	subtle aversion	Introducing the subtle aversion technique	3	13

Questions and discussion	Lecture and discussion style	Overflow treatment	Introducing the method of overflow treatment	3	14
Questions and discussion	Lecture and discussion style	Cognitive behavior modification	The student should become familiar with the principles Mainly in modifying human behavior and its therapeutic	3	15
Course Evaluation .11					
.Oral and written tests Preparing reports and research papers, administering daily quizzes with questions related to the structured scientific plan, and conducting -subject matter, submitting research papers with a well monthly written exams. uations within the family, school, and life sit-Applying the methods to real .community					
Learning and teaching resources .12					
			Required textbooks (methodology, if (applicable		
Falfali, -Behavior Modification by Hanaa Hussein Al 2009			(Main references (sources		
-Behavior Modification, by Dr. Qahtan Ahmed Al .1 .Dhaher, 2004 Khatib, -Modifying Human Behavior, Dr. Jamal Al .2 .2007			Recommended supporting books and (...references (scientific journals, reports		
			Electronic references, websites		

- Course description template

:Course Name .1
of Psychological Department - Principles of Counseling Psychology Counseling and Educational Guidance / College of Education for Human
Course code .2:
Term/Year .3
(2026 / 2025)
prepared Date this description was .4

2026					
Available forms of attendance .5					
My presence					
Total study hours / Total number of units .6					
hours / 3 units 90					
(Name of the course coordinator (if there is more than one, mention it .7					
Prof. Dr. Hamed Qasim Rishan hamed.reshan@uobasrah.edu.iq					
To familiarize students with the branch of : Course Objectives .8					
counseling psychology, which is one of the branches of applied					
1- Students should understand the meaning of counseling psychology and learn about its .history 2- Students should learn about the nature of counseling work, the work of the psychological counselor, and the most important target .groups 3- To familiarize students with the most important psychological and educational foundations .upon which counseling psychology is based 4- Students should become familiar with the .psychology branches and fields of counseling 5- The students will learn about the most				Course objectives	
Teaching and learning strategies .9					
					strategy
Course Structure .10					
Evaluation Method	Learnin g	Unit or topic name	Required learning	Hour s	W ee

Presenting short questions	Lecture and discussion	The concept of counseling psychology ,Its definition) its history, the need for guidance, the goals of .(guidance	The student should become familiar	3	1
Short written exam	Discussion and brainstorming	Foundations of Guidance - Psychological) (Educational Professional ethics of a .psychological counselor	The student should become familiar	3	2
Questions and examples	Lecture and discussion	Branches of counseling .psychology Family counseling, marital counseling, child counseling, youth	The student should become familiar	3	3
Quarterly report on the subject	Lecture and discussion	Guidance for the elderly, guidance for the exceptionally gifted	Gaining experience on how to guide	3	4
Question during viewing	Submitting forms	practical application	The student should apply	3	5
Question during viewing	Submitting forms	practical application	The student should apply	3	6
Written exam	Written exam	First month exam	Taking an exam in the subjects	3	7
Asking questions	Lecture and discussion	Fields of psychological counseling 1- .Rehabilitation guidance (Rehabilitation for) individuals with psychological disorders after psychotherapy, ,chronic diseases transitional periods, vocational rehabilitation,	The student should be able to learn about guiding through critical periods	3	8

Presenting short questions	Brainstorming and prototyping	2- Preventive guidance Preventing legal problems,) suicide, addiction, involvement with outlaw groups or individuals, and .health problems	The student should know about preventive	3	9
Short questions	Lecture and discussion	3- Therapeutic guidance Alcohol and drug abuse,) chemical and behavioral addiction, behavioral problems, adjustment and adaptation problems,		3	10
Presenting questions and	Viewing	practical application	The student should apply	3	11
Presenting questions and	Viewing	practical application	The student should apply	3	12
5 Question at the end of the lecture	Lecture and brainstorming	Guidance methods 1- Individual counseling its skills, steps for) conducting it, and methods of collecting	The student should learn about the	3	13
Students' exam scores	Written exam	Second month exam	The student should take on	3	14
Short questions	Dialogue and discussion	2- Group counseling marital counseling,) counseling, family student groups, counseling in the	The student should master the	3	15
Questions at the end of the lesson	Lecture	3- Direct guidance	The student should become	3	16

Short questions	Lecture and discussion	4- indirect guidance	The student should know about	3	17
-of-End lesson questions	Lecture and discussion	5- Integrative Selective Guidance	The student should know the	3	18
Exchange of questions	Viewing	practical application	The student should apply	3	19
Question Exchange	Viewing	practical application	The student should apply	3	20
Open questions	Viewing	practical application	The student should apply	3	21
Students' exam scores	Performing the written	First month exam	The student should take the	3	22
Measuring understanding	Dialogue and discussion	Career opportunities for graduates of the Psychological Counseling Department	The student should learn	3	23
Short questions	brainstorming	The conditions and skills required for the work of a .psychological counselor Good reputation and	The student should learn	3	24
Exchange of views	Dialogue and discussion	nd a sense of humor, Fun a flexibility and acceptance of others, and enjoying good .mental health	The student should learn	3	25
Open questions	Lecture	The mentor teacher: .definition and tasks The difference between a mentor teacher and an educational counselor in a	The student should learn the meaning	3	26

Reporting	Viewing	practical application	The student should apply	3	27
Reporting	Viewing	practical application	The student should apply	3	28
Students' exam scores	Performing the written	Second month exam	The student should take the	3	29
Submitting final reports	Viewing	practical application	The student should apply	3	30

Course Evaluation .11

The course fulfills its intended purpose; it is a comprehensive experience and a great introduction to psychological counseling in later

Learning and teaching resources .12

Khalidi, Amal Ibrahim Hassoun, -Al Counseling Psychology Zaki 2020	Required textbooks (methodology if applicable)
Sayed, 2015, -Sulaiman, Ali Al Counseling Psychology and	(Main references (sources
,Abu Asaad, Ahmed Abdel Latif, 2020 -Counseling Psychology, Dar Al .Maysara for Printing and Publishing Zahran, Hamed Abdel Salam, 1982, Psychological Guidance and	Recommended supporting books and references (scientific (...journals, reports
American Association for Psychological Counseling	Electronic references, websites

Course description template

Name Course .1	
Department of Psychological Counseling and -Fourth Stage - Theories -Education for Human Sciences Educational Guidance / College of	
Course Code-2	
Term/Year .3	
(2026/2025)	
Date this description was prepared .4	
2026	
Available forms of attendance .5	
My presence	
Total study hours / Total number of units .6	
weeks hours per week / 15 3	
Name of the course coordinator (if there is more than one, mention .7	
Prof. Dr. Abdul Karim Ghali Mohsen abdulkareem.muhsin@uobasra.edu.iq	
Course Objectives .8	
1. Providing learners with theoretical information about career guidance and . counseling 2. Explaining the importance of Statement career guidance and counseling for the . educational counselor 3. To enable the student to identify,	objectives Course
Teaching and learning strategies .9	

1. The structured lecture method 2. Group discussion and questioning 3. the concept How to learn The lesson includes 3 hours of theory, with the total .number of credit hours distributed over 15 weeks	strategy
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Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
Exam tests Quarterly and daily	Theoretical lecture and textbook	The emergence and development of career guidance	Preparing and training education	3	1
Exam tests Quarterly and daily	Theoretical lecture and textbook	Goals of career guidance	Preparing and training education	3	2
Exam tests Quarterly and daily	Theoretical lecture and textbook	Foundations of career guidance Philosophical .1 Foundations	Preparing and training education	3	3
Exam tests Quarterly and daily	Theoretical lecture and textbook	Career guidance theories Introduction to Jeanne Burke's	Preparing and training education	3	4
Exam tests Quarterly and daily	Theoretical lecture and textbook	Theory Sawyer's 1953	Preparing and training education	3	5
Exam tests Quarterly and daily	Theoretical lecture and textbook	Anne Rowe's theory	Preparing and training education	3	6
Exam tests Quarterly and daily	Theoretical lecture and textbook	John Holland's Occupational Patterns Theory, 1959	Preparing and training education	3	7

Exam tests Quarterly and daily	Theoretical lecture and textbook	Social cognitive (theory (Bandura	Preparing and training educations	3	8
Exam tests Quarterly and daily	Theoretical lecture and textbook	Gillatt's theory	Preparing and training educations	3	9
Exam tests Quarterly and daily	Theoretical lecture and textbook	Ohara's theory	Preparing and training educations	3	10
Exam tests Quarterly and daily	Theoretical lecture and textbook	Herschenson and Roth's theory of career choice	Preparing and training educations	3	11
Exam tests Quarterly and daily	Theoretical lecture and textbook	The concept of career choice Steps to career selection	Preparing and training educations	3	12
Exam tests Quarterly and daily	Theoretical lecture and textbook	career Stages of selection Job Analysis .1 Evaluating the .2	Preparing and training educations	3	13
Exam tests Quarterly and daily	Theoretical lecture and textbook	Educational :problems First: Problems related to the type	Preparing and training educations	3	14
Exam tests Quarterly and daily	Theoretical lecture and textbook	Second: Problems of academic .adjustment Problems :Third	Preparing and training educations	3	15
Course Evaluation .11					
the tasks assigned to The grade is distributed out of 100 according to the student, such as (term exams through completing assignments and					
Learning and teaching resources .12					
Career guidance and its theories Hadi and-Jawdat Izzat Abdul Thagafa Saeed Hussein Dar Al			Required textbooks (methodology, (if applicable		

Career guidance and counseling: -Muhammad Abdul Hamid Al Sheikh Mahmoud, and -Muhammad Qasim Abdullah, Al Ilmi Publishing and-A'sar Al Distribution House 2015	(Main references (sources
Books and magazines in the field career guidance of	Recommended supporting books and references (scientific journals, (...reports
Career guidance and counseling websites	Electronic references, websites

Course description template

Course Name .1
Department of Psychological Counseling and – Third Stage – The Counseling Interview Education for Human Sciences / University of Basra Educational Guidance / College of
Course Code .2
Term/Year .3
(2026/2025)
Date this description was prepared .4
2026
Available forms of attendance .5
My presence
Total study hours / Total number of units .6
units (5) / hours per week (3)
(Name of the course coordinator (if there is more than one, mention it .7
Prof. Dr. Abdul Karim Ghali Mohsen abdulkareem.muhsin@uobasra.edu.iq
Course Objectives .8

1 - Providing students with the basics and concepts of the .counseling interview 2 - .Acquiring basic skills about the counseling interview 3 - Deepening the scientific understanding of the counseling .solving-interview and its role in problem 4 - isms, techniques, and guidance Understanding the mechan methods used during the guidance interview and their role in .solving-problem 5 - Enabling students to use counseling and psychotherapy .theories in counseling interviews			Course objectives		
Teaching and learning strategies .9					
1 - structured lecture method The 2 - The group discussion and questioning lesson includes (3) hours of theory 3 - The method of learning the concept involves a number of credit hours .distributed over (15) weeks				strategy	
Course Structure .10					
:for the initial study The curriculum components completed					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
Final exams terms and) daily), and oral questions	Theoretical lecture, textbook texts, and use of the whiteboard	- Definition and concept of the counseling interview - Elements of a counseling interview - Principles of the counseling interview	Preparing and training educationa l counselors	3	1
Final exams terms and) daily), and oral questions	Theoretical lecture, textbook texts, and use of the whiteboard	- Directions of the guidance interview - of the The importance guidance interview	Preparing and training educationa l counselors	3	2
Final exams terms and) daily), and oral questions	Theoretical lecture, textbook texts, and use of the whiteboard	- the – The value of time personal appearance of the counselor psychological - Welcome the guide	Preparing and training educationa l counselors	3	3
Final exams terms and) daily), and oral questions	Theoretical lecture, textbook texts, and use of the whiteboard	- The concept of the initial interview - The importance of the initial interview	Preparing and training educationa l	3	4

Final exams terms and) daily), and oral questions	Theoretical lecture, textbook texts, and use of the whiteboard	- Initial interview patterns - The initial interview that the counselor begins - The initial interview that the counselor with they begin	Preparing and training educational counselors	3	5
Final exams terms and) daily), and oral questions	Theoretical lecture, textbook texts, and use of the whiteboard	- The client's vision for the initial interview - Counselor's vision for the initial interview	Preparing and training educational counselors	3	6
Final exams terms and) daily), and oral questions	Theoretical lecture, textbook texts, and use of the whiteboard	- Opening of the initial interview - Building the initial interview	Preparing and training educational counselors	3	7
Final exams terms and) daily), and oral questions	Theoretical ,lecture textbook texts, and use of the whiteboard	- Closing the initial interview	Preparing and training educational counselors	3	8
Final exams terms and) daily), and oral questions	Theoretical lecture, textbook texts, and use of the whiteboard	- Action techniques (confrontational techniques) - Definitions of confrontation - Confrontation classifications	Preparing and training educational counselors	3	9
Final exams terms and) daily), and oral questions	Theoretical lecture, textbook texts, and use of the whiteboard	- The importance of confrontation - Levels of confrontation	Preparing and training educational counselors	3	10
exams Final terms and) daily), and oral questions	Theoretical lecture, textbook texts, and use of the whiteboard	- Important considerations regarding confrontation	Preparing and training educational counselors	3	11

Final exams terms and) daily), and oral questions	Theoretical lecture, textbook texts, and use of the whiteboard	- Reaction techniques - The Art of Silence - The art of listening	Preparing and training educational counselors	3	12
Final exams terms and) daily), and oral questions	Theoretical lecture, textbook texts, and use of the whiteboard	- The technique of reversing phrases (reversing the content) - The art of reflection (reflecting emotions)	Preparing and training educational counselors	3	13
Final exams terms and) daily), and oral questions	Theoretical lecture, textbook texts, and use of the whiteboard	- The art of clarification - Technical objectives: clarification - Rules for using the art of illustration	Preparing and training educational counselors	3	14
Final exams terms and) daily), and oral questions	Theoretical lecture, textbook texts, and use of the whiteboard	- Artistic trends in illustration - The exploratory direction of the guide - The inquisitive direction of the guide	Preparing and training educational counselors	3	15

Course Evaluation .11

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

Learning and teaching resources .12

Interview in Counseling and Psychotherapy / Maarefa -Maher Mahmoud Omar / Dar Al	Required textbooks (methodology, if applicable)
Ahmed / Interview in Psychological Counseling Abdel Latif Abu Asaad / 2015 / 2nd Edition / Dar Masira for Printing and Publishing-Al Fundamentals of Psychological and Educational Counseling: Between Theory and Practice / -Abdullah Abu Zaiza' / Foreword by Jamil Al Scientific Publishing and Samadi / 2009 / Yafa Distribution House	(Main references (sources
Books and magazines in the field of psychological counseling	Recommended supporting books and (...references (scientific journals, reports

counseling Websites in the field of psychological	Electronic references, websites
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Course description template

Course Name .1
Psychological Counseling –Second Stage –Family Counseling .Department
Course Code .2
Term/Year .3
(2026 – 2025)
Date this description was prepared .4
2026
attendance Available forms of .5
My presence
Total study hours / Total number of units .6
hours per week 3
(Name of the course coordinator (if there is more than one, mention it .7
Hamdoun-Dr. Shatha Abdul Latif Majeed Al Shatha.meejid@uobasrah.edu.iq

Course Objectives .8

1- Increasing students' awareness of the field of family counseling, which is one of the most important specializations in human life, as the nature of life requires with each other and to be compatible people to cooperate .and harmonious 2- Teaching students the fundamentals of family counseling, which plays a vital role and is a significant psychological factor in family life, helps individuals overcome all problems ceive the essentials of their lives because individuals re from their families. Therefore, it is necessary to provide a					Course Objectives
Teaching and learning strategies .9					
The lesson includes 3 hours of theory / the number of weekly .distributed over 15 weeks hours is approved and					strategy
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning outcome	Hours	Week
Surprise quizzes and assigning	Explanatory lecture with whiteboard	Definition of family counseling (its objectives,		3	1
Surprise quizzes and assigning students to	Explanatory lecture with whiteboard explanation	Factors) contributing to family guidance; the family as a network of		3	2
Surprise quizzes and assigning students to manage lectures	Explanatory lecture with whiteboard explanation	Changes in) structure family and functions, family openness and .(closedness		3	3
Surprise quizzes and assigning students to	Explanatory lecture with whiteboard explanation	Unhealthy family climate (dehumanization) artificial love , (for the child		3	4

Surprise tests and assigning students to manage the lecture	Explanator y lecture with whiteboard explanation	Unhealthy family climate integrated) family, rigidity of roles in the (family		3	5
Surprise tests and assigning students to manage	Explanator y lecture with whiteboard explanation	abnormal Some processes in the -family (pseudo reciprocity, blinding,		3	6
Surprise quizzes and assigning	Explanator y lecture with whiteboard	The family in psychological counseling: how conflict arises		3	7
Surprise quizzes and assigning students to manage lectures under our	Explanator y lecture with whiteboard explanation	First exam for the topics covered in the .past weeks		3	8
Surprise quizzes and assigning students to manage lectures under our	Explanator y lecture with whiteboard explanation	of the Diagnosis family's poor management of its functions (the family's life role fusion within - the family, blurring of		3	9
Surprise quizzes and assigning students to	Explanator y lecture with whiteboard explanation	Initial communications phase Problem identification		3	10

Surprise quizzes and assigning students to manage lectures	Explanatory lecture with whiteboard explanation	Psychoanalytic theory and the role of the counselor in analytical -family counseling		3	11
Surprise quizzes and assigning students to	Explanatory lecture with whiteboard explanation	Behavioral theory behavioral) counseling techniques,		3	12
Surprise quizzes and assigning students to	Explanatory lecture with whiteboard explanation	Rational Emotive Behavior Therapy -Rational emotional		3	13
Surprise quizzes and assigning students to manage lectures	Explanatory lecture with whiteboard explanation	Patterson's viewpoint on the interactive approach to family counseling interactive)		3	14
Surprise quizzes and assigning students to manage	Explanatory lecture with whiteboard explanation	Applications in specific areas family) counseling in school, marital psychological		3	15

Course Evaluation .11

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

Learning and teaching resources .12

Required textbooks (methodology, if applicable)

A New Vision in Family Counseling / Dr. Mona Ali Ibrahim / Horus International Foundation / 2007 Family Counseling / Dr	(Main references (sources
Scientific journals	Recommended supporting books and (...references (scientific journals, reports
	Electronic references, websites

Course description template

Course Name .1
Department of Psychological Counseling and Educational – Mental Health / Second Stage University of Basra – Guidance / College of Education for Human Sciences
Course Code .2
Term/Year .3
(2026/2025)
Date this description was prepared .4
2026
Available forms of attendance .5
My presence
Total study hours / Total number of units .6
hours / 5 units 3
(Name of the course coordinator (if there is more than one, mention it .7
Dr. Tahani Anwar Ismail :Email Tahani.ismail@uobasrah.edu.iq
Course Objectives .8

.Understanding what mental health is - 1 .Recognizing the importance of mental health - 2 between mental Students should learn the difference - 3 .health and mental illness Students should become familiar with the common causes - 4 .of mental health problems should understand the factors and methods for Students .5 developing mental health, and they should be able to .ween normality and abnormalitydifferentiate bet Students should become familiar with the most important - 6 theories explaining mental health			Course objectives		
Teaching and learning strategies .9					
Lecture, discussion, brainstorming, and reinforcement				strategy	
Course Structure .10					
Topics of scientific, theoretical, and applied importance to make students more aware of their .own mental health and that of others					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
Tests, interaction, and participation	Discussion and presentation on the	Introduction to Mental Health A historical overview of mental health	psychological counselor	3	1
Tests, interaction, and participation	Discussion and presentation on the	of mental health Definitions The relationship of mental health to other sciences		3	2
Tests, interaction, and participation	Discussion and presentation on the	Normal and abnormal Standards of normal and abnormal personality Characteristics of normal and		3	3
Tests, interaction, and participation	Discussion and presentation on the	Personality integration		3	4
Tests, interaction, and participation	Discussion and presentation on the	Childhood stage Adolescence		3	5
Tests, interaction, and participation	Discussion and presentation on the	Teenage problems		3	6

Tests, interaction, and participation	Discussion and presentation on the	– The meaning of compatibility the nature of compatibility		3	7
Tests, interaction, and participation	Discussion and presentation on the	exam		3	8
Tests, interaction, and participation	Discussion and presentation on the	Adaptation, compatibility, and the relationship between them Characteristics of compatible incompatible individuals and		3	9
Tests, interaction, and participation	Discussion and presentation on the	The concept of psychological stress psychological stress		3	10
Tests, interaction, and participation	Discussion and presentation on the	causes of – Psychological crisis psychological crisis The right ways to resolve crises		3	11
Tests, interaction, and participation	Discussion and presentation on the	The concept of mental illness phobia		3	12
Tests, interaction, and participation	Discussion and presentation on the	Anxiety hysteria		3	13
Tests, interaction, and participation	Discussion and presentation on the	compulsive disorder -Obsessive psychosomatic illnesses -		3	14
Tests, interaction, and participation	Discussion and presentation on the	exam		3	15

Course Evaluation .11

The total grade is 100, divided between two semesters, the final exam, attendance, reports, and .interaction

Learning and teaching resources .12

Hamed Abdel Salam (2005): , Zahran -1
Mental Health and Treatment
.Psychological, 4th edition

Required textbooks (methodology, if
(applicable

Aayed -Abu Jaafar, Muhammad Abdullah Al Developmental Psychology :(2014) Ziyadi -Khatib, Hisham and Ahmed Al-Al Child Mental Health :(2001)	(sources) Main references
port writingScientific journals and re	Recommended supporting books and (...references (scientific journals, reports
	Electronic references, websites

Course description template

Course Name .1
Department of Psychological Counseling and Educational - Fourth Stage -Guidance Applications Basra University of - Guidance / College of Education for Human Sciences
Course Code .2
Term/Year .3
(2025-2026)
Date this description was prepared .4
2026
Available forms of attendance .5
My presence
Total study hours / Total number of units .6
hours per week / One course 2
(coordinator (if there is more than one, mention it Name of the course .7
honest and generous person an A.M.D. Here is hanaa.karem@uobasrah.edu.oq
Course Objectives .8

1- the guidance process in the Understanding the applications of school 2- Applying models of methods and means of collecting information about student behavior 3- Practical application of the guidance process steps in schools Practical training on how to use guidance records .4			Course objectives		
arning strategiesTeaching and le .9					
the number of weekly hours is -The lesson includes (2) hours of theory .approved and distributed over 7 weeks				strategy	
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Requir ed learnin g outco mes	Hours	Week
students Assigning reports, a homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on the life examples or-board, real screen Discussions, questions and answers	Understanding the tasks of the educational counselor in the school The records he needs in his advisory work	psych ologic al counse lor	2	1
Assigning students reports, a homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on the life examples or-board, real screen Discussions, questions and answers	Annual, weekly, and daily plans Wall Newsletter		2	2

Assigning students reports, a homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on the life examples or-board, real screen Discussions, questions and answers	individual counseling How to prepare a case study Guidance methods Methods of gathering information		2	3
Assigning students reports, a homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on the life examples or-board, real screen Discussions, questions and answers	Group guidance Its concept In which cases it is used Guidance methods			
Assigning students reports, a homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on the life examples or-board, real screen Discussions, questions and answers	Guidance program Its concept goals His Types Its elements		2	5
Assigning students reports, a homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on the life examples or-board, real screen Discussions, questions and answers	Direct and indirect guidance Educational guidance methods		2	6
		course -of-End exam			7
		Second course Students' practical application in schools			15

Course Evaluation .11

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

Learning and teaching resources .12	
nothing	Required textbooks (methodology, if applicable)
Azim, 2013-Guidance Programs, Hamdi Abdel Abu Saad Counseling Psychology, Ahmed	(Main references (sources
Guidance applications in scientific journals and videos In schools	Recommended supporting books and (...references (scientific journals, reports
American Psychological Association / Models of in Schools Counseling Methods	Electronic references, websites

Course description template

Course Name .1
Department of Psychological Counseling and - Third Stage -Tests and Measurements University of Basra - Educational Guidance / College of Education for Human Sciences
Course Code .2
Term/Year .3
(2026-2025)
Date this description was prepared .4
2026
Available forms of attendance .5
My presence
Total study hours / Total number of units .6
hours per week 2

(Name of the course coordinator (if there is more than one, mention it .7					
Dr. Akthar Khalil Ibrahim :Name Email akthar.ibriahem@uobasrah.edu.iq					
1- To identify the applications of the guidance process in the .school 2- collecting Applying models of methods and means of .information about student behavior 3- Practical application of the steps of the guidance process in .schools					
Course Objectives .8					
weekly hours is the number of -of theory hours (The lesson includes (2 . weeks distributed over 7 and approved					Course objectives
Teaching and learning strategies .9					
Focus on the goals, assumptions, characteristics, and types of psychological measurement Understanding the importance and types of psychological and mental understanding the steps involved in constructing , tests and scales how to use tests and scales in the counseling and scales and tests					strategy
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
assigning ,Quizzes reports, students homework question and Oral exams tests at the end of each course and monthly exams	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Introduction to Psychological and Educational Measurement	psychological counselor	2	1
Quizzes, assigning students reports, homework question Oral exams and tests at the end of	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	The concept of tests and measurement		2	2

Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on the life examples -board, real or screen questions ,Discussions and answers	The nature of measurement/its scales, the foundations and characteristics of psychological measurement		2	3
Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Types of psychological tests and scales		2	4
Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	IQ tests		2	5
Quizzes, assigning students reports, homework question Oral exams and tests at the end of	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Achievement tests		2	6
-end ,Oral exams course tests, -of monthly quizzes, student reports, and homework	Lecture, diagrams on the life examples or-board, real screen Discussions, questions and answers	Personality scales			7
Oral exams and tests at the end of course and each monthly exams Quizzes, assigning students reports.	Lecture, diagrams on the life examples or-board, real screen Discussions, questions and answers	Steps for building tests and scales			8
-Oral exams, end tests, course-of monthly quizzes, student reports, and homework .questions	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Test instructions and conditions of application			9

Oral exams and tests at the end of each course and monthly exams Quizzes, assigning	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	First semester exam			10
-Oral exams, end course tests, -of monthly quizzes, student reports, and homework .questions	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers				11
Oral exams and tests at the end of each course and monthly exams Quizzes, assigning	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Standard characteristics of psychological tests and scales			12
-Oral exams, end course tests, -of monthly quizzes, ,student reports and homework .questions	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Scale reliability: its concept and methods of calculation			13
Oral exams and tests at the end of each course and monthly exams Quizzes, assigning	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	Factors affecting test reliability			14
-Oral exams, end course tests, -of quizzes, monthly , student reports and homework .questions	Lecture, diagrams on the life examples -board, real or screen Discussions, questions and answers	The concept of test validity and methods of calculating it			15
Course Evaluation .11					
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily .preparation, daily, oral, monthly, written exams, reports, etc					
Learning and teaching resources .12					
nothing		Required textbooks (methodology, if applicable			

Foundations of constructing psychological and educational tests and scales / Assessment in psychological counseling / Tests and scales in educational and psychological sciences/	(Main references (sources
Psychological Measurement: Theory and Application / Examples of Tests and Scales / Psychological and Educational Measurement	Recommended supporting books and references (...scientific journals, reports)
American Psychological Association / Models of Counseling Methods in Schools	Electronic references, websites

description template Course

Course Name .1
Department of Psychological Counseling and Educational - First Stage -Psychology General University of Basra - Guidance / College of Education for Human Sciences
Course Code .2
Term/Year .3
(2026-One (2025 Chapter
Date this description was prepared .4
2026
Available forms of attendance .5
My presence
Total study hours / Total number of units .6
hours per week 3
(Name of the course coordinator (if there is more than one, mention it .7

Name **A.M.D. Ikthar Khalil Ibrahim .Dr**
 : Email akthar.ibriahem@uobasrah.edu.iq

Course Objectives .8

- 1- Understanding the historical development of the concept of counseling psychology
- 2- Introduction to theories of counseling psychology
- 3- Understanding the methods and fields of counseling psychology
- 4- Understanding the approaches of counseling psychology and methods of information gathering
- 5- Introduction to the methods of counseling psychology

Course objectives

Teaching and learning strategies .9

approved weekly hours Number of - hours Theory (3) includes lesson distributed over and 15 . weeks

strategy

Course Structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
,Quizzes assigning reports, students homework question and Oral exams tests at the end of each course and	Lecture, diagrams on life -the board, real examples or screen Discussions, questions and answers	Introduction to Counseling -Psychology -Concept Objectives	Psychological counselor	3	1
Quizzes, assigning students reports, homework question Oral exams and	Lecture, diagrams on life -the board, real examples or screen Discussions, questions and answers	Counseling psychology and its relationship to other sciences Psychological			2

Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and monthly exams	diagrams on ,Lecture life -the board, real examples or screen Discussions, questions and answers	Foundations and principles of counseling psychology -Motivation Emotions			3
Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and	Lecture, diagrams on life -the board, real examples or screen Discussions, questions and answers	-Inclinations = -Personality -Attitudes haracteristics C of the counselor			4
Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and	Lecture, diagrams on life -the board, real examples or screen Discussions, questions and answers	Theories of Counseling Psychology Psychoanalysis) Behavioral -s (Theory			5
Quizzes, assigning students reports, homework question and Oral exams tests at the end of	Lecture, diagrams on life -the board, real examples or screen Discussions, questions and answers	Cognitive theories Humanistic theories Existentialism			6
		First semester exam			7
Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on life -the board, real examples or screen questions ,Discussions and answers	Theories of marital -counseling Theories of family counseling Career guidance theories			8

Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and	Lecture, diagrams on life -the board, real examples or screen questions ,Discussions and answers	Methods of Counseling Psychology			9
Quizzes, assigning students reports, homework question Oral exams and tests at the end of	Lecture, diagrams on life -the board, real examples or screen questions ,Discussions and answers	Fields of Counseling Psychology			10
Quizzes, assigning students reports, homework question Oral exams and tests at the end of each course and monthly exams	Lecture, diagrams on life-the board, real examples or screen Discussions, questions and answers	Methods of collecting information in counseling psychology			11
Quizzes, assigning students reports, homework question Oral exams and tests at the end of	Lecture, diagrams on life-the board, real examples or screen Discussions, questions and answers	Counseling Psychology Methods			12
Quizzes, assigning students reports, homework question Oral exams and tests at the end of	Lecture, diagrams on life-the board, real examples or screen Discussions, questions and answers	Methods of Counseling Psychology			13
Quizzes, assigning students reports, homework question Oral exams and tests at the end of	Lecture, diagrams on life-the board, real examples or screen Discussions, questions and answers	Methods of Counseling Psychology			14
		Second month exam			15

Course Evaluation .11	
of 100 according to the tasks assigned to the student, such as daily The grade is distributed out .preparation, daily, oral, monthly, written exams, reports, etc	
Learning and teaching resources .12	
nothing	(Required textbooks (methodology, if applicable
Counseling Psychology, Ahmed Abdel Latif Masirah for -Abu Saad (2012), Dar Al Publishing and Distribution, Second Edition Psychological Guidance and Counseling Ubaidi, Alaa -Muhammad Jassim Al ,2010 Ubaidi, De Bono Publishing -Muhammad Al	(Main references (sources
Counseling Psychology: A Guide to Group Khaldi -Counseling, by Attallah Fouad Al Dar Saqaa for Publishing and ,(2009) Distribution, First Edition	Recommended supporting books and references (...scientific journals, reports)
American Psychological Association/Applications of Counseling Psychology	websites ,Electronic references

Course description template

Course Name .1
University of Basra - Second Stage / College of Education for Humanities -Social Psychology
Course Code .2
Term/Year .3
(2026-2025)
Date this description was prepared .4
2026
Available forms of attendance .5
My presence
Total study hours / Total number of units .6

hours per week, 4 units 4					
(Name of the course coordinator (if there is more than one, mention it .7					
.DrKhawla Hassan Hamoud khawla.hmood@uobasrah.edu.iq					
Course Objectives .8					
1- Introduction to social psychology, its fields, and related concepts 2- methods in social psychology Understanding scientific research 3- Understanding socialization, its components, and its theoretical foundations 4- Understanding leadership and social behavior patterns 5- Understanding public opinion and its relationship to power					Course objectives
Teaching and learning strategies .9					
weekly hours is the number of -of theory hours (The lesson includes (2 . weeks 15 distributed over and approved					strategy
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
Students are tasked with preparing reports on social problems using the -and-question .answer method	Lecture, explanation on the board, and drawing of . diagrams Presenting social problems within the community and use dialogue style Discussion and	The concept of social psychology The relationship of social psychology to other sciences		2	1
Students are tasked with preparing reports on social problems using the -and-question .answer method	Lecture, explanation on the board, and drawing of . diagrams Presenting social problems within the community and use	Scientific research in social psychology Information gathering tools		2	2

Students are tasked with preparing social reports on problems using the -and-question .answer method	Lecture, explanation on the board, and drawing of . diagrams Presenting social problems within the community and use Discussion and dialogue style	The concept of socialization Components of socialization		2	3
Students are tasked with preparing reports on social problems using the -and-question .answer method	Lecture, explanation on the board, and drawing of . diagrams problems Presenting social within the community and use Discussion and dialogue style	Theoretical foundations of the socialization process Characteristics of socialization Goals of		2	4
Students were with tasked preparing reports on social problems -using the question .answer method-and	Lecture, explanation on the board, and drawing of . diagrams Presenting social problems within the community and use Discussion and dialogue style	Socialization phase Socialization institutions		2	5
Students were with tasked preparing reports on social problems -using the question .answer method-and	Lecture, explanation on the board, and drawing of . diagrams Presenting social problems within the community and use Discussion and dialogue style	The concept of leadership Factors that influence leadership Leadership behavior		2	6
	Written exam	First semester exam		2	7
Students were with tasked preparing reports on social problems -using the question .answer method-and	Lecture, explanation on the board, and drawing of . diagrams Presenting social problems within the community and use Discussion and dialogue style	The concept of power Classification of types of authority The relationship between power and leadership		2	8

Students were with tasked preparing reports on social problems -question using the .answer method-and	Lecture, explanation on the board, and drawing of . diagrams Presenting social problems within the community and use Discussion and dialogue style	group of dynamics Types of groups		2	9
Students were with tasked preparing reports on social problems -using the question .answer method-and	Lecture, explanation on the board, and drawing of . diagrams Presenting social problems within the community and use Discussion and dialogue style	Characteristics that distinguish the group Motives for group formation		2	10
Students were with tasked preparing reports on social problems -using the question .answer method-and	Lecture, explanation on the board, and drawing of . diagrams Presenting social problems within the community and use Discussion and dialogue style	Group characteristics Group components The relationship between members of the group		2	11
Students were with tasked aring reports on prep social problems -using the question .answer method-and	Lecture, explanation on the board, and drawing of . diagrams Presenting social problems within the community and use Discussion and dialogue style	The concept of public opinion Public opinion ranking Modifying public opinion		2	12
Students were with tasked preparing reports on social problems -using the question .answer method-and	Lecture, explanation on the board, and drawing of . diagrams Presenting social problems within the community and use Discussion and dialogue style	Public opinion formation for the year Public opinion laws The impact of public opinion		2	13
Students were with tasked preparing reports on social problems -question using the .answer method-and	Lecture, explanation on the board, and drawing of . diagrams Presenting social problems within the community and use Discussion and dialogue style	The concept of rumor Sources of the rumor Rumor classification Types of		2	14
		Second month exam			15

Course Evaluation .11	
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc	
and teaching resources Learning .12	
nothing	Required textbooks (methodology, if applicable)
Social Psychology / William and Lambert / 2008 Introduction to Social Psychology / Dr. Khawaja Abdul Aziz / 2005 Psychology / Dr. Introduction to Contemporary Nabil Sufyan / 2010	(Main references (sources
	Recommended supporting books and (...references (scientific journals, reports
	Electronic references, websites

Course description template

Course Name .1
University of - Fourth Stage / College of Education for Human Sciences -Clinical Psychology Basra
Course Code .2
Term/Year .3
(2025-Chapter One (2025
Date this description was prepared .4
2026
Available forms of attendance .5
My presence
Total study hours / Total number of units .6
hours per week / One course 2

(Name of the course coordinator (if there is more than one, mention it .7					
Name : A.M.D. Khawla HassanHamoud khawla.hmood@uobasrah.edu.iq					
Course Objectives .8					
1- Identifying unusual cases 2- Identifying psychological and mental illnesses 3- Diagnosis for the purpose of referral to a psychologist				Course objectives	
Teaching and learning strategies .9					
weekly hours Number of - hours Theoretical (2) includes lesson . weeks 7 distributed over and approved				strategy	
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
,Quizzes assigning reports, students homework question and Oral exams tests at the end of each course	Lecture, discussion, brainstorming Question and answer, group work PowerPoint presentation	nature and The interests of clinical psychology	Psychological counselor	2	1
Quizzes, assigning students reports, homework question Oral exams and	Lecture, discussion, brainstorming Question and answer, group work PowerPoint presentation	The emergence of clinical psychology		2	2

Quizzes, assigning students reports, homework question Oral exams and at the end tests of each course and monthly	Lecture, discussion, brainstorming Question and answer, group work PowerPoint presentation	Psychologist's interests Research methods in clinical psychology		2	3
Quizzes, assigning students reports, homework question exams and Oral tests at the end of each course	Lecture, discussion, brainstorming Question and answer, group work PowerPoint presentation	Classification and diagnosis of mental disorders		2	4
Quizzes, assigning ,students reports homework question Oral exams and tests at the end of each course	Lecture, discussion, brainstorming Question and answer, group work PowerPoint presentation	Different theoretical approaches In clinical psychology		2	5
Quizzes, assigning students reports, homework question Oral exams and	Lecture, discussion, brainstorming Question and answer, group work PowerPoint presentation	Psychotherapy for disorders Psychological and mental aspects and report writing		2	6
		course-of-End exam			7
		Second course Students' practical application in			15
Course Evaluation .11					
grade is distributed out of 100 according to the tasks assigned to the student, such as daily The .preparation, daily, oral, monthly, written exams, reports, in addition to practical application					
Learning and teaching resources .12					
nothing		(methodology, if applicable) Required textbooks			

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

Course description template

Course Name .1
Second Stage / College of Education for -Developmental Psychology University of Basra - Human Sciences
Course Code .2
2
Term/Year .3
(2026/2025)
Date this description was prepared .4
2026
Available forms of attendance .5
My presence
Total study hours / Total number of units .6
hours per week / One course 2
(Name of the course coordinator (if there is more than one, mention it .7
Dr. Memories of Kazem Daadoush thakrit.didush@uobasrah.edu.iq
Course Objectives .8

The objectives of the developmental psychology course include the following 1- become familiar with The student should .all aspects of growth 2- The student should be able to understand .and interpret behavior 3- Predicting what behavior will be 4- Behavior control, regulation, and modification			Course objectives		
Teaching and learning strategies .9					
the number -of theory hours (The lesson includes (2 distributed over 7 and approved weekly hours is of . weeks				strategy	
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
,Quizzes assigning students a PowerPoint presentation homework , question	Lecture, discussion, brainstorming Question and answer, group work	A Historical Introduction to Developmental Psychology The historical origins of the	psychological counselor	2	1
Quizzes, assigning students reports, homework	Lecture, discussion, brainstorming Question and	Research methods in developmental psychology		2	2
Quizzes, assigning students reports, homework question Oral exams and tests at	Lecture, discussion, brainstorming Question and answer, group work PowerPoint	Newborn to two weeks old Physiological and motor aspects of language development		2	3

Quizzes, assigning students reports, homework question Oral exams	Lecture, discussion, brainstorming Question and answer, group work	From two weeks to two years of age, all signs of growth		2	4
Quizzes, assigning students reports, homework question Oral exams	Lecture, discussion, brainstorming Question and answer, group work	From age two to six Years, all aspects of growth		2	5
Quizzes, assigning students reports, homework	Lecture, discussion, brainstorming Question and	Late childhood -stage, ages 6 and all ,9 aspects of		2	6
		course -of-End exam			7
Quizzes, assigning students reports	Lecture, discussion, brainstorming	Second course Adolescence			15

Course Evaluation .11

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

Learning and teaching resources .12

nothing	Required textbooks (methodology, if (applicable
Developmental psychology Author: Kamel Mohamed Mohamed Awida	(Main references (sources
Developmental psychology Prof. Dr. Ibrahim bin Salem Sabati-Al Dr. Mohamed Abdel Salam	Recommended supporting books and (...journals, reports references (scientific

	Electronic references, websites
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Course description template

Course Name .1	
Department of Psychological Counseling and – The Art of Communication and Etiquette University of Basra – Educational Guidance / College of Education for Human Sciences	
Course Code .2	
Term/Year .3	
(2026-2025)	
Date this description was prepared .4	
2026	
attendance Available forms of .5	
My presence	
Total study hours / Total number of units .6	
hours per week 2	
(Name of the course coordinator (if there is more than one, mention it .7	
:NameKhafaji -Dr. Dhikrayat Kadhim Al : Email dr.thykreat@gmail.com	
Course Objectives .8	
1. Training students in the theoretical and practical foundations of the communication art process 2. process and the Training students to understand the communication .problems and difficulties that the educational process faces 3. verbal -students' proficiency in verbal and non Developing .communication 4. Introducing them to the principles of etiquette and professional .conduct in academic and social contexts 5. Developing skills in effective listening, constructive dialogue, and .building relationships based on mutual respect 6. confidence and developing their presentation .Enhancing students' self	Course objectives

Teaching and learning strategies .9					
the number of -theory, _ (1) hour practical hour (1) The lesson includes . weeks 15 distributed over and approved weekly hours is					strategy
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
Surprise quizzes and assigning students to	An explanatory lecture with explanation	Communication science and concept .its objectives .Contact elements		2	1
Surprise quizzes and assigning students to	An explanatory lecture with explanation	communication Forms of		2	2
Surprise quizzes and assigning students to	An explanatory lecture with explanation	Types of communication		2	3
Surprise quizzes and assigning students to	An explanatory lecture with explanation	process communication		2	4
Surprise quizzes and assigning students to	An explanatory lecture with explanation	Communication theories		2	5
Surprise quizzes and assigning students to	An explanatory lecture with explanation	theories Communication		2	6
Surprise quizzes and assigning students to	An explanatory lecture with explanation	theories Communication		2	7
Surprise quizzes and assigning students to	An explanatory lecture with explanation	personal contact		2	8
Surprise quizzes and assigning students to	An explanatory lecture with explanation	mass communication		2	9

		First semester exam		1.5	10
Surprise quizzes and assigning students to	An explanatory lecture with explanation	Communication skills • Verbal -Body language) (language • Practical applications		2	11
Surprise quizzes and assigning students to	An explanatory with lecture explanation	The art of dialogue, definition • Types of dialogue • Practical applications		2	12
Surprise quizzes and assigning students to	An explanatory lecture with explanation	The art of etiquette, its definition • Etiquette in Islam • Etiquette (greeting, (walking, sitting		2	13
Surprise quizzes and assigning students to	An explanatory lecture with explanation	Etiquette of speech • Interrupting, volume level,) asking permission, the art of (apologizing		2	14
		Second semester exam		2	15

Course Evaluation .11

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

Learning and teaching resources .12

	Required textbooks (methodology, if applicable)
• Sulaiman, Sanaa Muhammad (2014). The Psychology of Human Communication. 1st ed. .Kutub. Cairo: Egypt-Alam Al • Kahlout, Iman Abdullah (2015). The -Al Art of Dealing and Effective Communication Warraq for Publishing and -Skills. 1st ed. Dar Al	(Main references (sources
Journal of Research in Education and Psychology Mina University-Al -	oks and Recommended supporting bo (...references (scientific journals, reports
nothing	Electronic references, websites

Course description template

Course Name .1	
Department of Psychological Counseling and Educational - Second Stage -Educational Statistics University of Basra -Guidance / College of Education for Human Sciences	
Course Code .2	
Term/Year .3	
(2026 - 2025)	
Date this description was prepared .4	
2026	
Available forms of attendance .5	
My presence	
Total study hours / Total number of units .6	
per week hours 2	
(Name of the course coordinator (if there is more than one, mention it .7	
A.M. Muhannad Abdul Karim Hassan mohanad.hasan@uobasrah.edu.iq	
Course Objectives .8	
Students' understanding of the basic concepts in the field of educational .1 .statistics and their application in analyzing educational data to collect, analyze, and interpret To provide them with the necessary skills .2 .data in an accurate and objective manner Developing students' abilities to use various statistical tools to analyze .3 .educational data, such as statistical tests, analysis of variance, and regression driven reports and conclusions in a -ability to present data Enhancing the .4 .systematic and scientific manner To raise awareness of the importance of educational statistics in educational .5 .making and the development of effective educational policies-decision	Course objectives
Teaching and learning strategies .9	

Interactive teaching: This involves encouraging active student participation .1 .through discussions, group exercises, and interactive activities students Cooperative learning: Encourages teamwork and cooperation among .2 .through group projects and challenges that require interaction and collaboration based learning: This involves presenting problems and challenges to -Problem .3 students so they can find solutions on their own, which enhances critical .solving skills-problem thinking and Using technology in learning: This includes using technological tools such as .4 .computers, the internet, and multimedia to enhance the learning experience learning Active learning: This involves engaging students in stimulating .5 activities that are appropriate to their individual learning styles, such as .inquiry-playing and self-reciprocal role Providing immediate feedback: This helps guide students and enhance their .6 eir performance and understanding by providing immediate feedback on th .participation Choosing the appropriate strategies depends on the nature of the subject matter .being taught, the students' needs, and their individual learning styles	strategy				
Course Structure .10					
Evaluation Method	Learning method	r topic Unit o name	Required learning outcomes	Hours	Week
Interactive oral tests	Interactive and explanatory lecture with explanations, .examples, and discussion	Introduction to Descriptive Statistics		2	1
Interactive oral tests	explanatory Interactive and lecture with explanations, .examples, and discussion	Create a frequency distribution table		2	2
Interactive oral tests	Interactive and explanatory lecture with explanations, .examples, and discussion	arithmetic mean		2	3

Interactive oral tests	explanatory Interactive and lecture with explanations, .examples, and discussion	The mediator		2	4
Interactive oral tests	Interactive and explanatory lecture with explanations, .examples, and discussion	The loom		2	5
Interactive oral tests	explanatory Interactive and lecture with explanations, .examples, and discussion	Average Deviation		2	6
Interactive oral tests	Interactive and explanatory lecture with explanations, .examples, and discussion	standard deviation		2	7
Interactive oral tests	Interactive and explanatory lecture with explanations, .examples, and discussion	Introduction to Inferential Statistics		2	8
Interactive oral tests	Interactive and explanatory lecture with explanations, .examples, and discussion	normal distribution		2	9
Interactive oral tests	Interactive and explanatory lecture with explanations, .examples, and discussion	Distribution of the two grandfathers		2	10
Interactive oral tests	Interactive and explanatory lecture with explanations, .examples, and discussion	Distribution of Boassen		2	11
Interactive oral tests	Interactive and explanatory lecture with explanations, .examples, and discussion	t-test		2	12
Interactive oral tests	Interactive and explanatory lecture with explanations, .examples, and discussion	Sports prediction		2	13
Interactive oral tests	Interactive and explanatory lecture with explanations, .examples, and discussion	Simple regression and correlation		2	14
		Final written exam			15

according to the tasks assigned to the student, such as daily activities, daily and monthly exams, written exams, reports, etc The grade is distributed out of 100	
Learning and teaching resources .12	
Nothing	Required textbooks
This basic book -Janabi -lA demhA bahehS ilA .rD yb "scitsitatS lareneG" .1 .comprehensively covers general statistical concepts This - mienhG helaF dehaN .rD yb "snoitacilppA sti dna scitsitatS lacitamehtaM" .2 f statistics and can be useful to those book focuses on the mathematical applications o .interested in the mathematical aspects of the subject	Main references (sources)
:Books " .1Introduction to Probability and Statistics and Terry by William Mendenhall " .Sutherland " .2The Art of Statistics: How to Learn from Data .by David Spiegelhalter " " .3Statistical Inference .by George Casella " " .4An Introduction to Statistical Learning: with Applications in R by James Wheat, " .sty and Robert TipperchernowTrevorha-David Wheatte " .5Practical Statistics for Data Scientists: 50 Essential Concepts by Peter Bruce, " .Andrew Bruce and Peter Gilbert :Magazines " .1Journal of the American Statistical Association (JASA A prestigious journal - "(.date research and studies-to-he fields of statistics and presenting upcovering t " .2Biometrika focuses on statistical methodologies and their applications in the - " .life sciences " .3Journal of Statistical Software e and publishes articles on statistical softwar - " .modern methods of data analysis " .4Statistics in Medicine focuses on the applications of statistics in the field of - " .medicine and health	Recommended supporting books and references scientific) journals, (...reports

Course description template

Course Name .1
University of Basra - Second Stage / College of Education for Humanities -Personality Theories
Course Code .2

Term/Year .3					
(2026-2025)					
Date this description was prepared .4					
2026					
Available forms of attendance .5					
My presence					
Total number of units / Total study hours .6					
hours per week, 5 units 6					
(Name of the course coordinator (if there is more than one, mention it .7					
Dr. Muntazer Abdullah Maghamis muntadhar.mgamees@uobasrah.edu.iq					
Course Objectives .8					
Recognizing the importance of studying personality theories and - their significant role in the field of psychological counseling Understanding the theoretical frameworks and backgrounds in - the nature of human personality and psychology and their view of how human behavior develops and Understanding and analyzing psychological disorders abnormal behavior within theoretical frameworks				Course objectives	
Teaching and learning strategies .9					
weekly hours is the number of -of theory hours (The lesson includes (3 . weeks 15 distributed over and approved				strategy	
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week

Students are assigned the task of preparing ,scientific reports homework, and .quizzes Oral exams and an the end of exam at	Lecture, diagrams and illustrations on the board life examples from -Real everyday life ,Discussion style Question and Answer	of The concept personality Personality and behavior Personality dimensions	psychological counselor	3	1
Students are assigned the task of preparing scientific reports, homework, and .quizzes	Lecture, diagrams and illustrations on the board examples from life-Real everyday life ,Discussion style Question and Answer	The historical development of personality study The of importance		3	2
Students are assigned the task of preparing ,scientific reports homework, and .quizzes Oral exams and an the end of exam at each course	Lecture, diagrams and illustrations on the board life examples from -Real everyday life ,Discussion style Question and Answer	Character building units Factors that influence personality .development Normal and abnormal personality		3	3
Students are assigned the task of preparing scientific reports, homework, and .quizzes Oral exams and an the end of exam at	Lecture, diagrams and illustrations on the board life examples from -Real everyday life ,Discussion style and Answer Question	Trends in character building Habit theory Features Patterns		3	4
Students are assigned the task of preparing scientific reports, homework, and .quizzes Oral exams and an the end of exam at	Lecture, diagrams and illustrations on the board life examples from -Real everyday life ,Discussion style Question and Answer	Psychoanalytic theory not – Feeling feeling Stages of personality development		3	5
Students are assigned the task of preparing scientific reports, homework, and .quizzes Oral exams and an	Lecture, diagrams and illustrations on the board life examples from -Real everyday life ,Discussion style Question and Answer	Horney's theory early relationships		3	6
		First semester exam		3	7

Students are assigned the task of preparing scientific reports, homework, and .quizzes Oral exams and an the end of exam at each course	Lecture, diagrams and illustrations on the board life examples from -Real everyday life ,Discussion style and Answer Question	Adler's theory Individual psychology Character building		3	8
Students are assigned the task of preparing scientific reports, homework, and .quizzes Oral exams and an the end of exam at each course	Lecture, diagrams and illustrations on the board life examples from -Real everyday life ,Discussion style Question and Answer	Maslow's theory needs Higher needs versus lower needs Building and developing		3	9
Quizzes, assigning ,students reports homework question Oral exams and tests at the end of each course and	Lecture, diagrams and illustrations on the board life examples from -Real everyday life ,Discussion style Question and Answer	Panora's Theory social learning experiences Modeling		3	10
Students are assigned the task of preparing scientific reports, homework, and .quizzes Oral exams and an the end of exam at each course	Lecture, diagrams and illustrations on the board life examples from-Real everyday life ,Discussion style Question and Answer	Kelly's Theory cognitive structures Personality development according to Kelly's theory		3	11
Students are assigned the task of preparing scientific reports, homework, and .quizzes xams and an Oral e	Lecture, diagrams and illustrations on the board life examples from -Real everyday life ,Discussion style Question and Answer	Port theory personal preparations Personality development according to predispositions		3	12
Students are assigned the task of preparing scientific reports, homework, and .quizzes Oral exams and an	Lecture, diagrams and illustrations on the board life examples from -Real everyday life ,Discussion style Answer Question and	Dollard and Miller Theory customs Habits and their impact on personality development		3	13

Students are assigned the task of preparing scientific reports, homework, and .quizzes Oral exams and an	Lecture, diagrams and illustrations on the board life examples from -Real everyday life ,Discussion style Question and Answer	Practical applications in personality growth and development Evaluating the theoretical		3	14
		Second month exam			15
Course Evaluation .11					
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily .reports, etc ,preparation, daily, oral, monthly, written exams					
Learning and teaching resources .12					
nothing		(Required textbooks (methodology, if applicable)			
Personality Theories / Professor Dr. Ali Jubouri, Professor Dr. -Mahmoud Kadhim Al Maamouri 2020-Ali Hussein Al -Personality Theories / Dr. Muhammad Al Rahman 1998-Sayyid Abd Al		(Main references (sources			
		Recommended supporting books and references (...scientific journals, reports)			
		Electronic references, websites			

Course description template

Course Name .1
Department of Psychological Counseling and Educational Guidance - Fourth Stage -Group Counseling University of Basra - College of Education for Human Sciences /
Course Code .2
Term/Year .3

(2026/2025)					
Date this description was prepared .4					
2026					
Available forms of attendance .5					
My presence					
Total study hours / Total number of units .6					
hours per week / 5 units 3					
(Name of the course coordinator (if there is more than one, mention it .7					
Dr. Jaber Obaid Saleh jaber.salih@uobasrah.edu.iq					
Course Objectives .8					
To understand the concept of group counseling and its importance .1 .Identifying the objectives of the student guidance program .2 oviding the applicants with new experience in dealing with the group and practical Pr .3 application .Students learn the ability from the activities of the guidance group leaders .4 for Moving away from the initial considerations of who is the preferred person .5 .guiding leadership Understanding group counseling in a multicultural context .6 To become familiar with and understand the techniques and tactics of the group and .7 . advanced leadership in leading all types of groups					Course Objectives
tegiesTeaching and learning stra .9					
.Discussion and dialogue .The question .Interactive participation					strategy
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Oral test - Homework Cos-	The lecture - Discussion - Interactive participation Examples of social life Brainstorming questions	Introduction to Group Counseling A historical overview- Definitions of group counseling	psychological counselor	3	1
Oral test - Homework Cos-	The lecture - Discussion - Interactive participation Examples of social life Brainstorming questions	The importance of - .counseling group Guidance Group Standards	psychological counselor	3	2
Oral test - Homework Cos-	The lecture - Discussion - Interactive participation Examples of social life Brainstorming questions	Types of groups	psychological counselor	3	3
Oral test - Homework Cos-	The lecture - Discussion - Interactive participation Examples of social life Brainstorming questions	Counseling and psychotherapy groups	psychological counselor	3	4
Oral test - Homework Cos-	The lecture - Discussion - Interactive participation Examples of social life Brainstorming questions	Group counseling and individual counseling	psychological counselor	3	5
Oral test - Homework Cos-	The lecture - Discussion - Interactive participation Examples of social life Brainstorming	Distribution of - guidance groups	psychological counselor	3	6

	questions				
		First semester exam			
Oral test - Homework Cos-	lecture The - Discussion - Interactive participation Examples of social life Brainstorming questions	Theories in Group Counseling	psychological counselor	2	8
Oral test - Homework Cos-	The lecture - Discussion - Interactive participation Examples of social life Brainstorming questions	Group counseling techniques	psychological counselor	3	9
Oral test - Homework Cos-	The lecture - Discussion - Interactive participation Examples of social life Brainstorming questions	Group counseling techniques	psychological counselor	3	10
Oral test - Homework Cos-	The lecture - Discussion - Interactive participation Examples of social life Brainstorming questions	Practical stages and therapeutic powers of group counseling	psychological counselor	3	11
Oral test - Homework Cos-	The lecture - Discussion - Interactive participation Examples of social life Brainstorming questions	Group dynamics	psychological counselor	3	12

Oral test - Homework Cos-	The lecture - Discussion - Interactive participation Examples of social life Brainstorming questions	Objectives of group - counseling	psychological counselor	3	13
Oral test - Homework Cos-	The lecture - Discussion - Interactive participation Examples of social life Brainstorming questions	Group planning	psychological counselor	3	14
		Second month exam	psychological counselor		15
Course Evaluation .11					
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily .preparation, daily, oral, monthly, written exams, reports, etc					
Learning and teaching resources .12					
nothing			Required textbooks methodology, if) (applicable		
1. Abu Ayza, Siham Darwish, Murad Ali Saad (2015) (Group .Fikr Publishing-Guidance, Intervention and Techniques), 1st ed., Dar Al 2. Group Counseling) Atiyah, Imad Muhammad Muhammad AH 1434 ,st edition1 , Riyadh , (Techniques			Main references (sources)		
			Recommended supporting books and references (scientific (...journals, reports		
			Electronic references, websites		

Course description template

:Course Name .1

Psychology / Department of Psychological Counseling and Educational and Developmental
Educational Guidance / College of Education for Human Sciences / University of Basra

Course Code .2

Term/Year .3		
(2026/2025)		
Date this description was prepared .4		
2026		
attendance Available forms of .5		
My presence		
Total study hours / Total number of units .6		
hours per week / 4 units 2		
(Name of the course coordinator (if there is more than one, mention it .7		
Dr. Jaber Obaid Saleh jaber.salih@uobasrah.edu.iq		
Course Objectives .8		
- Understanding the concept of educational .1 psychology and its importance - - Identifying classroom problems and helping to solve .2 them - - Course Objectives - - learning theories That students understand .3 - - Students should learn about the nature of growth .4 and its stages - - Students should be able to identify the factors that .5	Course objectives	
strategies Teaching and learning .9		
- Lecture and discussion method - Brainstorming method - View videos and photos	strategy	
Course Structure .10		

Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
oral exam Homework Quick test	Lecture discussion interactive participation Brainstorming	psychology (its Developmental concept, objectives, .(importance, and fields	psychological counselor	3	1
oral exam Homework Quick test	Lecture discussion interactive participation	Learning Theories -Learning	psychological counselor	3	2
oral exam Homework Quick test	Lecture discussion interactive participation Brainstorming questions	Classical conditioning theory	psychological counselor	3	3
oral exam Homework Quick test	Lecture discussion interactive participation Brainstorming	Operant learning theory error -and-Thorndike's trial learning theory	psychological counselor	3	4
oral exam Homework Quick test	Lecture discussion interactive participation Brainstorming	Trends and tendencies	psychological counselor	3	5
oral exam Homework Quick test	Lecture discussion interactive participation Brainstorming questions	Growth: Definition, Importance, and Goals	psychological counselor	3	6
oral exam Homework Quick test	Lecture discussion interactive participation	Scientific research methods in developmental psychology	psychological counselor	3	7
oral exam Homework Quick test	Lecture discussion interactive participation	General principles of growth Factors affecting growth Heredity hormones	psychological counselor	3	8
oral exam Homework Quick test	Lecture discussion interactive participation	Deprivation and its effects	psychological counselor	3	9

oral exam Homework Quick test	Lecture discussion interactive participation	Laws of physical and motor growth	psychological counselor		10
oral exam Homework Quick test	Lecture discussion interactive participation	growth Stages of Prenatal stage Childhood stage	psychological counselor	3	11
oral exam Homework Quick test	Lecture discussion interactive participation	Sensory development, language development	psychological counselor	3	12
Oral exams and assigning students to conduct	Lecture discussion interactive participation	adolescence	psychological counselor	3	13
oral exam Homework Quick test	Lecture discussion interactive participation	Maturity	psychological counselor	3	14
oral exam Homework Quick test	Lecture discussion interactive participation	Aging	psychological counselor	3	15

Course Evaluation .11

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

Learning and teaching resources .12

	if ,Required textbooks (methodology (applicable
Anani, Dahnan Abdul Hamid 2014 -Al Safa -Educational Psychology) Dar Al) .Publishing, Amman Salim, Dr. Maryam (Developmental Psychology) .Dar Al Nahda Al Arabiva. Beirut. Lebanon 2002	(Main references (sources
	and references Recommended supporting books (...scientific journals, reports)
	Electronic references, websites

Course description template

: Course Name .1	
Principles of Education / Department of Psychological Counseling and Educational Guidance / Sciences / University of Basra College of Education for Human	
Course Code .2	
Term/Year .3	
(2025/2026)	
Date this description was prepared .4	
2026	
Available forms of attendance .5	
My presence	
Total study hours / Total number of units .6	
hours per week 3	
(coordinator (if there is more than one, mention it Name of the course .7	
Dr. Nawal Mohammed Assaf Nawal.assaf@uobasrah.edu.iq	
Course Objectives .8	
- necessary To provide students with the knowledge and skills to understand human behavior in educational situations and to apply this knowledge in the field of psychological counseling - Applying knowledge of erotic psychology in various fields of psychological and educational counseling - s to educational psychology, its concept Introducing student and objectives - Introducing students to the concept of learning, its applications and theories - Students, thinking, its definitions and types - Introducing students to motivation its types and theories	Course objectives
and learning strategies Teaching .9	
- Lecture and discussion method - Brainstorming method - View videos and photos	strategy
Course Structure .10	

Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
Using the brainstorming method	An explanatory lecture with explanations and examples	its) Educational Psychology its importance -its goals -concept to the teacher and educational research methods in -counselor .(educational psychology		3	1
Oral exams and assigning students to conduct	An explanatory lecture with explanations	Definition and :Learning Learning and -Conditions Learning Theories -Maturation		3	2
Oral exams and assigning students to conduct lectures under supervision	An explanatory lecture with a video demonstration of the experiment	Classical conditioning theory (Pavlov)		3	3
Oral exams and assigning students to conduct lectures under	An explanatory lecture with a video demonstration	(Operant learning theory (Skinner		3	4
Oral exams and assigning students to conduct lectures under	An explanatory lecture with a video demonstration	error learning -and-Thorndike's trial theory		3	5
Oral exams assigning and students to conduct lectures under supervision	An explanatory lecture with a video demonstration of the	(Gestalt learning theory (Kohler		3	6
Oral exams and assigning students to conduct	An explanatory lecture with a video	Association learning theory (Guthrie)		3	7
Oral exams and assigning students to conduct	An explanatory lecture with explanations	Motivation and its importance in its theories -learning		3	8

Oral exams and assigning students to conduct	An explanatory lecture with explanations	transfer of Practice, training, and learning and training		3	9
		First semester final exam			10
Surprise tests and assigning students to conduct	An explanatory lecture with explanations	Preparation and its importance for The classroom climate -learning and its importance for learning		3	11
Surprise tests and assigning students to conduct	An explanatory lecture with details,	-Remembering and Forgetting f MemoryTypes o		3	12
Oral exams and assigning students to conduct	An explanatory lecture with explanations	Thinking, its tools, definitions, and types conditions Deductive reasoning: its and steps		3	13
Surprise tests and assigning students to conduct	An explanatory lecture with explanations	Critical -Creative thinking thinking		3	14
Oral exams and assigning students to conduct	An explanatory lecture with explanations	-Individual differences reinforcement and feedback		3	15
Course Evaluation .11					
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily .preparation, daily, oral, monthly, written exams, and reports					
teaching resources Learning and .12					
Educational Psychology (Abdul Rahman Touq and (Din Adas-Mohi El			Required textbooks (methodology, if (applicable		
(Educational Psychology (Saleh Abu Jadu -Emad Al -Principles of Educational Psychology			(Main references (sources		
-Educational Psychology (Hanan Abdel Hamid Al (Anani (Educational Psychology (Abdul Majeed Nashwati			Recommended supporting books and (...references (scientific journals, reports		

	Electronic references, websites
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Course description template

Name Course -1
Department of Psychological Counseling and Educational Guidance – Case Study / Phase Three
Course code -2
Term / Year -3
2026/2025
4. this description was prepared Date
2026
5. attendance Available forms of
My presence
number of study hours / Number of units Total -6
3 hours per week
.(Name of the course coordinator (if there is more than one, please state .7
M.D. Tahrir Zaki Hassan tahrer.hassan@uobasrah.edu.iq
8. Objectives Course

.Identifying the situation, its importance, and its objectives -1 solving -To develop students' thinking skills and problem -2 .abilities of gathering information and in the process students Assisting -3 .diagnosing the case accurately Proposing solutions and remedies to remove obstacles that -4 .students face when applying the case study .Developing practical skills when conducting a case study -5 .Developing practical and applicable solutions -6			Course objectives		
learning strategies Teaching and -9					
.Brainstorming . questions and answers , discussion , Lecture Practical lectures				strategy	
Course structure -10					
Evaluation Method	Learning method	the topic	Required learning outcomes	Hours	Week
Ask questions	Lecture / Discussion	study concept Case Its importance and objectives	psychological counselor	3	1
Testing students on individual case study topics	Lecture/Questioning	Advantages and disadvantages of case studies Study elements		3	2
Asking questions, a case study test (group)	Discussion/Question and Answer	Factors for the success of a study case Case study writing skills		3	3
Short questions about the lecture	Brainstorming/Dialogue	Case study report writing skills Difficulties of the case study		3	4
A test on the most important sources of case studies	Interrogation/Dialogue	contents Case study Case study sources -		3	5

Short questions about case study tools	Lecture/Brainstorming	Tools Study Case Practical models for study		3	6
A test on the types of case conferences and how they are applied by counselors	Lecture/Question and Answer	State conference concept conference status Types of		3	7
An open about question the conditions for a successful case conference	Dialogue/Discussion	Factors for the success of the case conference Steps for conducting a case conference		3	8
Student testing at the case conference	Interrogation/Dialogue	Advantages of the situation conference Disadvantages of the conference		3	9
Practical test by conducting case -a one conference	and Question Answer / PowerPoint	A case study conference was .(held (practical		3	10
Oral test/Homework	Dialogue/Brainstorming	A practical case study .conference was held		3	11
A question was raised about the case study and its .continuation	Discussion/Dialogue	Comparison between case study and case continuity		3	12
Written test on case study models	PowerPoint	Presenting case study examples		3	13
Written test, homework	Lecture/PowerPoint	Presenting examples of different types of case conferences		3	14
Written test, practical case study procedure	Questions and Answers/Blackboard	Students presented a case study model and a case conference, identifying the strengths and weaknesses of .each		3	15

Course Evaluation -11	
across daily tests, preparation, monthly exams, and report The final grade of 100 is distributed .writing	
Learning and teaching resources -11	
- Case Study Book, authored by Dr. Fikri Latif Harthi, 1st -Mutawalli and Dr. Subhi bin Saeed Al edition, 2016 - a New Framework, by Dr. Ahmed Case Study in Nouri, 1st Edition, 2016-Abu Asaad and Dr. Sultan Al	Main References Sources
Psychology Fakhrani, 2014, -Khaled Ibrahim Al , Egyptian Society for Quality of Life - Foundations of General Psychology, Talaat Mansour Egyptian Library-et al., 2011, Anglo	Recommended supporting books and (references (scientific journals, reports
	Electronic references, websites

Course description template

Course Name .1
Arabic Language Department –Fourth Stage –Practical Training
Course Code .2
Term/Year .3
(2026-2025)
Date this description was prepared .4
2026
Available forms of attendance .5
My presence
Total study hours / Total number of units .6

hours per week 2					
(Name of the course coordinator (if there is more than one, mention it .7					
millimeter Hassan Shaaban Hassan hasan.shaban@uobasrah.edu.iq					
Course Objectives .8					
-1 Teaching students the theoretical and practical foundations of the communication art process -2 Training students to understand the communication process and the problems and difficulties that the educational process faces -3 Training students to be effective communicators in the educational process within educational institutions and schools -4 Training students to develop communication in the educational process in schools towards the best in line with the level .of technological and cultural development				Course objectives	
Teaching and learning strategies .9					
approved weekly hours is the number of -of theory hours (The lesson includes (2 . weeks 15 distributed over and					strategy
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
Surprise quizzes and assigning students to manage lectures under our supervision and evidence	An explanatory lecture with explanations and examples using a projector screen and	The concept and objectives of science communication		2	1

Surprise quizzes and assigning students to manage lectures under our supervision and guidance, -including end course and -of	An explanatory lecture with explanations and examples using a projector screen and .whiteboard	communication Forms of		2	2
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	Types of communication		2	3
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	Communication process		2	4
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	Communication theories		2	5
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	Communication theories		2	6

Surprise quizzes and assigning students to manage lectures under our supervision and guidance, -end including	An explanatory lecture with explanations and examples using a projector screen and .whiteboard	Communication theories		2	7
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	theories Communication		2	8
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	personal contact		2	9
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	mass communication		2	10
Surprise quizzes and assigning students to manage lectures under our supervision and guidance, -including end	An explanatory lecture with explanations and examples using a projector screen and .whiteboard	First semester exam		2	11

Surprise quizzes and assigning students to manage lectures under our supervision and guidance.	An explanatory lecture with explanations and examples using a projector screen and	Contact forms		2	12
Surprise quizzes and assigning students to	An explanatory lecture with explanations	Contact forms		2	13
Surprise quizzes and assigning students to manage lectures under our supervision and guidance.	An explanatory lecture with explanations and examples using a projector screen and	Good communication		2	14
		Second semester exam			15

Course Evaluation .11

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

Learning and teaching resources .12

	Required textbooks (methodology, if applicable)
Saeed, Abed (2014) "Communication Skills -Abu Al -Yazawi, -and the Art of Dealing with Others," Dar Al .Jordan ,Amman Nasrallah, Omar (2001) "Principles of Educational and Human Communication", 1st ed., Dar Wael for Publishing and Distribution, Amman	(Main references (sources
-nd Psychology Journal of Research in Education a Mina University-Al	Recommended supporting books and (...references (scientific journals, reports

Some research and articles related to fiber	Electronic references, websites
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Course description template

1. Course Name
Psychological Guidance –Fourth Stage –Environmental Guidance and School Health Department.
2. Course Code
3. Term/Year
2025 – 2026
4. Date this description was prepared
2026
5. Available forms of attendance
My presence
Total study hours / Total number of .6units
2 hours per week/units
(more than one, mention it Name of the course coordinator (if there is .7
Yaqub-Jumaa Marzouq Al M.M. Noor :Email noon.marzuq@uobasrah.edu.iq
Course Objectives .8

1- learn about the concepts of public health and should school health and their impact on academic achievement and be made aware of the also healthy development. They should importance of personal hygiene and mental health as part of .overall health 2- about common diseases in the learn The student will school environment and how to prevent them (such as influenza, learn about environmental They will also .(lice, and skin diseases problems (such as pollution, desertification, and climate change), .and methods of prevention ,their causes, effects 3- Basic first aid training and how to deal with emergencies .at school 4- Promoting a healthy school environment by providing good ventilation, adequate lighting, and clean sanitary facilities; developing environmental awareness among students, teachers, and parents about the importance of preserving the school fostering positive and the wider communityenvironment and t			Course Objectives		
is The lesson includes 2 hours per week; the total number of weekly hours .distributed over 15 weeks				8. Course Objectives	
				Teaching and .9 learning strategies	
Brainstorming –Dialogue –Discussion –Lecture				strategy	
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
Surprise daily quizzes, assigning u dents reports, oral st exams, homework -of-questions, and end course tests	An explanatory lecture followed by discussions, questions, and answers on the .whiteboard and screen	Developmental psychology: its definition, importance, meaning of growth	teacher	2	1
Surprise daily quizzes, assigning students reports, oral homework ,exams -of-questions, and end	Lecture and diagrams on the board and screen, discussions, questions and answers	Factors affecting growth	teacher	2	2
daily Surprise quizzes, assigning students reports, oral exams, homework -of-questions. and end	Lecture, diagrams on life -the board, real examples, and a display screen; discussions and	Research methods in developmental psychology; methods of	teacher	2	3

Surprise daily quizzes, assigning students reports, oral exams, homework -of-questions, and end	A lecture with explanations on the whiteboard and screen, , life examples-real discussions, and	Childhood stage: its definition and importance	teacher	2	4
Surprise daily quizzes, assigning students reports, oral exams, homework -of-questions, and end	A presentation using a whiteboard and display screen, followed by discussions, questions, .and answers	Early childhood stage: characteristics and	teacher	2	5
Surprise daily quizzes, assigning students reports, oral exams, homework -of-questions, and end	s Lecture and diagram on the board and screen, discussions, questions and answers, .life examples-and real	Middle childhood Its characteristics and stages of	teacher	2	6
Surprise daily quizzes, assigning students reports, oral exams, homework	Lecture and diagrams on the board and screen, discussions, questions and answers,	Late childhood: its characteristics of and stages	teacher	2	7
Surprise daily quizzes, assigning students reports, oral homework ,exams -of-questions, and end	A presentation using a whiteboard and display screen, followed by discussions, questions, .and answers	The role of social institutions in the socialization	teacher	2	8
Surprise daily quizzes, assigning students reports, oral exams, homework -of-questions, and end	A presentation using a whiteboard and display screen, followed by discussions, questions, .and answers	Adolescence: Definition and Importance	teacher	2	9
Surprise daily quizzes, assigning students reports, oral exams, homework -of-questions, and end	Lecture and diagrams on the board and screen, discussions, questions and answers, .life examples-and real	Early adolescence: its characteristics; Middle	teacher	2	10
Surprise daily quizzes, assigning students reports, oral exams, homework -of-questions, and end	Lecture and diagrams on the board and screen, discussions, questions and answers, .examples life-and real	Late adolescence: its characteristics	teacher	2	11
Surprise daily quizzes, assigning students reports, oral exams, homework -of-questions, and end	Lecture and diagrams nd on the board a screen, discussions, questions and answers, .life examples-and real	The adolescent, the adolescent community, the family, the	teacher	2	12

Surprise daily quizzes, assigning students reports, oral exams, homework -of-stions, and endque	Lecture and diagrams on the board and screen, discussions, questions and answers, .life examples-and real	Adolescents and Careers: The Importance of Work in a Teenager's	teacher	2	13
Surprise daily quizzes, assigning students reports, oral exams, homework	Lecture and diagrams on the board and screen, discussions, questions and answers,	Teenagers' trends and tendencies The	teacher	2	14
Surprise daily quizzes, assigning students reports, oral exams, homework -of-questions, and end	Lecture and diagrams board and on the screen, discussions, questions and answers, .life examples-and real	Some problems of teenagers academic delay .	teacher	2	15
Course Evaluation .11					
assigned to the student, such as daily preparation, daily, The grade is out of 100 based on the tasks .oral, monthly, and written exams, reports, etc					
Learning and teaching resources .12					
nothing	(Required textbooks (methodology, if applicable				
-Psychology, Al Childhood and Adolescent (Alousi, Jamal Hussein (1983 (Evolutionary Psychology, Arifj, Sami (1993 Anani, Hanan -Psychology of Growth, Al Magid-Abdel Developmental Psychology from Childhood Din -to Old Age, Parasite, Imtithal Zain Al (2004)	(Main references (sources				
Scientific journals	Recommended supporting books and (...references (scientific journals, reports				

Course description template

Course Name .1
Department of Psychological Counseling –Stage Four – Guidance for People with Special Needs and Educational Guidance
Course Code .2

Term/Year .3	
2026-2025	
Date this description was prepared .4	
2026	
Available forms of attendance .5	
My presence	
Total study hours / Total number of units .6	
/per week hours 3	
(Name of the course coordinator (if there is more than one, mention it .7	
Dr. Zahraa Saleh Abdul Saheb zahraa.alsaadi@uobasrah.edu.iq	
Course Objectives .8	
5- learn about the concepts of public health and school health and their impact on academic achievement and healthy be made aware of the also development. They should importance of personal hygiene and mental health as part of .overall health 6- about common diseases in the school nt will learnThe stude environment and how to prevent them (such as influenza, lice, learn about environmental They will also .(and skin diseases problems (such as pollution, desertification, and climate .fects, and methods of preventionchange), their causes, ef 7- Basic first aid training and how to deal with emergencies at .school 8- Promoting a healthy school environment by providing good ventilation, adequate lighting, and clean sanitary facilities; ss among students, teachers, developing environmental awarene and parents about the importance of preserving the school fostering positive and ;environment and the wider community environmental values and behaviors, such as conservation, .animal life cleanliness, recycling, and respect for plant and 9- Promoting the concept of environmental citizenship and linking environmental protection to personal behavior and -environmental problem Developing .social responsibility	Course Objectives

solving skills through practical activities and environmental .school projects in					
Teaching and learning strategies .9					
Brainstorming – Dialogue – Discussion – Lecture				strategy	
Course Structure .10					
Understanding the different categories of people with special needs, such as: mental, auditory, .learning difficulties, autism disorders, and others ,visual, motor disabilities Training learners to use appropriate guidance methods and techniques -Developing guidance skills - for each group, and how to communicate effectively with them and their families. Promoting the pect and social acceptance, instilling values of tolerance and acceptance, and supporting the human as social inclusion of people with disabilities. Understanding the psychological and social dimensions social condition of the individual, and To identify the impact of disability on the psychological and-.how to provide appropriate support Empowering students to become effective mentors by training them to design and implement - with customized mentoring programs and provide psychological and educational support. Working .families and the community Raising awareness among families and the community about their role in supporting people with - .special needs, and providing appropriate family guidance mportance of educational and Promoting inclusion in schools and the community, understanding the i .social inclusion, and learning how to implement it effectively					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Oral questions , are posed and students are assigned to manage the lecture under the supervision and guidance of the course .instructor	Lecture –Discussion Dialogue	importance The meaning and - Objectives of - of school health school health Components of school health		3	1
Surprise tests and assigning students to manage the lecture under supervision and guidance Course Professor	Lecture –Discussion Explanation on the board	- Health education school and food safety nutrition Physical Education and Health of School -Promotion Staff		3	2
Surprise tests and assigning students to manage the lecture under supervision and guidance Course Professor	Lecture –Discussion Dialogue Explanation on the board	in the Communicable diseases- community and the role of guidance in dealing with them Prevention of prevalent diseases in the community		3	3
Surprise quizzes and assigning students to manage the lecture under the supervision and guidance of the course .instructor	–Discussion brainstorming	Periodic examination of - students When should a student be - referred to healthcare How should a - ? institutions student be treated during ?recovery is the student referred to How ?the health departments		3	4
Surprise quizzes and assigning students to manage the lecture under the supervision of	Lecture –Discussion Dialogue Explanation on the board	The relationship between the - educational counselor's records and the student's general health record Cumulative .1 Case study record .2 Chronic Disease Record .3		3	5

the course .instructor					
Surprise quizzes and assigning students to manage the lecture under the supervision and guidance of the course .instructor	Lecture brainstorming Explanation on the board	ni rolesnuoc eht fo elor ehT• student health for health conditions Visual violence and color .1 blindness Public - Hearing impairment .2 Student violence -health Speech disorders -A Heart disease (congenital (defects		3	6
First semester exam	Editorial	First semester exam		3	7
Surprise quizzes and assigning students to manage the lecture under the supervision and guidance of the course .instructor	–Discussion Brainstorming Explanation on the board	eht fo segnahc lacigoloib ehT• adolescent and the role of the in dealing with them counselor Body hygiene .1 Cleanliness of clothing and .2 taking care of it How to cope with bodily .3 changes		3	8
Surprise tests and assigning students to manage the lecture under supervision and guidance Course Professor	–Discussion Brainstorming Explanation on the board	The relationship of the health advisor with health institutions in the geographical For the school area tsniaga snoitaniccaV• communicable diseases		3	10

Surprise tests and assigning students to manage the lecture under supervision and guidance Course Professor	–Discussion Brainstorming Explanation on the board	The role of the counselor in utilizing recreational lessons, especially physical education lessons, to develop the .health student's physical		3	11
Surprise quizzes and assigning students to manage the lecture under the supervision and guidance course the of .instructor	–Discussion Brainstorming Explanation on the board	loohcs eht fo scitehtsea ehT• and its role in student health and how to nedrag loohcs ehT• benefit from it seitilicaf yratinaS •		3	12
Surprise quizzes and assigning students to manage the lecture under the supervision and guidance course of the .instructor	–Discussion Brainstorming Explanation on the board	Health facilities Water resources .1 Drinking water .2 Water storage tank .3 Waste disposal .4 Garbage disposal .5 Washing basins .6		3	13
Surprise quizzes and assigning students to manage the lecture under the supervision and guidance of the course .instructor	–Discussion Brainstorming Explanation on the board	classroom Room shape and size .1 Ventilation .2 Lighting .3		3	14

Surprise tests and assigning students to manage the lecture under supervision and guidance Course Professor	–Discussion Brainstorming Explanation on the board	Health risks to students and - the development of environmental deficiencies in the classroom furniture school desks • School - Blackboard - School canteen Who is selling and .1 subjecting it to health checks Items sold there .2 Sales and presentation .3 methods		3	15
Second semester exam	Editorial	Second semester exam		3	
Learning and teaching resources .12					
			Required :Explanation on the board (textbooks (methodology, if any		
1- Shukr, Fayez Abdel Maqsoud, Asaad, Aman Qasim Ibrahim -Muhammad, Abdel Halim, Abu Al -School Health, Second Edition, Alam Al (2007) .Egypt - Kutub, Cairo Shahri, Sulaiman bin Nasser (2012) School -Al -2 Mental Health Guide, King Fahd National Library, .Saudi Arabia - Riyadh			(Main references (sources		
Scientific journals			Recommended supporting books and (...references (scientific journals, reports		
			Electronic references, websites		

Course Name .1	
Department English Language – First Stage – Education Principles of	
Course Code .2	
Term/Year .3	
2026 – 2025	
Date this description was prepared .4	
2026	
Available forms of attendance .5	
My presence	
Total study hours / Total number of units .6	
units 4 / hours per week 2	
(coordinator (if there is more than one, mention it Name of the course .7	
Zahraa Saleh Abdul Saheb .Dr zahraa.alsaadi@uobasrah.edu.iq	
Course Objectives .8	
.education That students understand the concept of -1 .Students should recognize that education is a social necessity -2 Students should become familiar with the foundations of education -3 .in different civilizations For students to become acquainted with some Greek philosophers -4 .ce of their ideas on later generationsand the influen Students should become familiar with some Arab philosophers and -5 .the impact of their ideas on subsequent generations -	Course Objectives
Teaching and learning strategies .9	
Brainstorming – Questioning – Discussion – Lecture	strategy

Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Using the interrogation method	Lecture discussion	its -its definition -Education its goals -concept Education is an individual necessity Education is a social necessity		2	1
Using the interrogation method	Lecture discussion Interrogation	The historical basis of education Primitive education, its -1 characteristics		2	2
Using the interrogation method	Lecture discussion	Education in ancient and its ,civilizations characteristics Education in the civilization of Mesopotamia		2	3
Using the questioning the , method student should be able to compare the two .civilizations	Lecture - Discussion Inquiry	Greek education The education system in Sparta		2	4
Using the interrogation The , method student should be able to compare the two .civilizations	Lecture -Discussion Questioning	Chinese Education		2	5

Using the interrogation method Work of the kozat	Lecture –Discussion Questioning	The education system in Athens The most important Greek - his life -philosophers: Plato his ideas		2	6
		First semester exam		2	7
Using the discussion method	Lecture –Discussion Dialogue Explanation on the board	His Ideas -His Life -Aristotle His Ideas -His Life -Socrates		2	8
Using the interrogation method	Lecture –Discussion Dialogue	its -Islamic education its stages of -characteristics methods of -development Islamic education		2	9
Using the interrogation method	Lecture –Discussion Dialogue	:Islamic intellectual figures Ibn Khaldun Ghazali-Al		2	10
Using the discussion method	Lecture –Discussion Dialogue	:Islamic intellectual figures Ibn Sina Farabi-Al		2	11
Using the interrogation method question and) (answer	Lecture discussion Explanation on the board	Its -Education Modern Characteristics John Dewey, a leading figure in educational thought		2	12

Using the interrogation method question and) (answer Work of the kozat	Lecture discussion Explanation on the board	:Educational thought icons Jacques Rousseau-Jean Pestalozzi		2	13
Using the interrogation method question and) (answer of the Work kozat	Lecture –Discussion Dialogue Explanation on the board	Educational theories		2	14
		Second semester exam		2	15

Course Evaluation .11

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

Learning and teaching resources .12

	Required textbooks (methodology, if applicable)
1. Qasir, Ahmed Lafteh Rahma (2019): -Al Education in Mesopotamia in light of archaeological discoveries and cuneiform texts, Ishraqat Tanmawiya Magazine, Volume ,213-September 2019), pp. 180/30 Issue ,20 Iraqa Foundation for Culture and -Al .Development 2. Omrani, Abdul Ghani Muhammad Ismail -Al Principles of Education, 1st ed., Dar :(2019) .Arabi-Fikr Al-Al 3. Morsi, Mohamed Mounir (1999): Principles of .Kutub-Education, Alam Al	(Main references (sources

1. Foundations of Modern Education / Egyptian Renaissance Library / 2021	Recommended supporting books and (...references (scientific journals, reports
	Electronic references, websites

Course description template

Course Name .1
.Department of Quranic Sciences – Second Stage – Developmental Psychology
Course Code .2
Term/Year .3
(2026-2025) Chapter One
Date this description was prepared .4
2026
Available forms of attendance .5
My presence
number of units Total study hours / Total .6
hours per week 2
(Name of the course coordinator (if there is more than one, mention it .7
Dr. Nada Razzaq Fadhil nada.fadhil@uobasrah.edu.iq
Course Objectives .8

1- Introducing students to developmental psychology, explaining the stages of language development, and understanding human nature and its relationship with the .environment in which they live 2- To increase students' awareness of the stages of human development, to explain the importance of the cognitive d stages of human development, and to know the standards .of growth in all its stages and manifestations 3- Focus on the importance of distinguishing between the or branches of developmental psychology, whether applied .theoretical 4- Developing students' ability and increasing their skill in guiding individuals at different stages of growth to deal with everything that is common at each age and specific stage in terms of identifying and anticipating potential			Course Objectives		
Teaching and learning strategies .9					
lesson includes 2 hours of theory / The number of weekly hours is The .approved and distributed over 15 weeks					strategy
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
Surprise quizzes and assigning students to manage lectures under our supervision and guidance.	Explanatory lecture with whiteboard explanation	The concept of growth, its definition, importance, laws and .stages of growth		2	1
Surprise quizzes and assigning students to manage lectures under our supervision and guidance.	Explanatory lecture with whiteboard explanation	affecting growth: genetic Factors .factors, environmental factors		2	2

Surprise quizzes and assigning students to manage lectures under our supervision and guidance,	Explanatory lecture with whiteboard explanation	Research methodologies in developmental psychology, methods of collecting information -for research (longitudinal, cross sectional, experimental, (correlational		2	3
Surprise quizzes and assigning students to manage lectures under our supervision	Explanatory lecture with whiteboard explanation	Childhood (its definition, .(importance, and stages		2	4
Surprise tests and assigning students to manage the lecture under supervision and guidance	Explanatory lecture with whiteboard explanation	Childhood stage (physical growth, mental and linguistic development, (social, emotional, moral			
Surprise quizzes and assigning students to manage lectures under our supervision and guidance,	Explanatory lecture with whiteboard explanation	The role of social institutions in the socialization of the child .(family, school, peers, media)		2	5
Surprise quizzes and assigning students to manage lectures under our supervision and guidance.	Explanatory lecture with whiteboard explanation	Adolescence (its definition, (importance, and stages		2	6

Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including	Explanatory lecture with whiteboard explanation	Adolescence (physical growth, mental and linguistic development, (social, emotional, moral		2	7
Surprise quizzes and assigning students to manage lectures under our supervision and guidance	Explanatory lecture with whiteboard explanation	First exam covering topics studied in previous weeks		2	8
Surprise quizzes and assigning students to manage lectures under our supervision	Explanatory lecture with whiteboard explanation	Adolescents, career, and the importance of work in a teenager's life		2	9
Surprise quizzes and assigning students to manage lectures under our supervision and guidance	Explanatory lecture with whiteboard explanation	The importance of choosing a job, the factors that influence it, and the adolescent's suitability for .work		2	10
Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including	Explanatory lecture with whiteboard explanation	Teenagers' trends and inclinations, and the importance of inclinations and trends		2	11

Surprise quizzes and assigning students to manage lectures under our supervision	Explanatory lecture with whiteboard explanation	Sources of acquiring tendencies and attitudes, and factors influencing adolescents' attitudes .and tendencies		2	12
Surprise quizzes and assigning students to manage lectures under our supervision and guidance,	Explanatory lecture with whiteboard explanation	Teenage problems (academic (delays		2	13
Surprise quizzes and assigning students to manage lectures under our supervision and guidance,	Explanatory lecture with whiteboard explanation	aggressive) Teenage problems (behavior		2	14
Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including course -of-end	Explanatory lecture with whiteboard explanation	Teenage problems (adolescent (delinquency		2	15

Course Evaluation .11

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

Learning and teaching resources .12

Required textbooks (methodology, if (applicable

Child and Adolescent Psychology, Baghdad, University of Baghdad Arifaj, Sami (1993): Evolutionary Psychology, Jordan, Amman, Dar Majdalawi Din (2004): -Tufaili, Imtithal Zain Al-Al From Childhood to - Developmental Psychology	(Main references (sources
Scientific journals	ing books and Recommended support (...references (scientific journals, reports
Some articles and research	Electronic references, websites

Course description template

Course Name .1
.Department English Language – Third Stage – Guidance and Mental Health
Course Code .2
Term/Year .3
(2024-2023) Chapter One
was prepared Date this description .4
2023
forms of attendance Available .5
My presence
Total study hours / Total number of units .6
hours per week 2
(coordinator (if there is more than one, mention it Name of the course .7
Dr. Nada Razzaq Fadhil nada.fadhil@uobasrah.edu.iq
Course Objectives .8

1- Increasing students’ awareness of the field of psychological counseling, which is one of the important fields in human life at the present time, due to the increasing severity of psychological and social problems as a result of social, economic, g and technological changes and developments that are takin .place in the field of education 2- Teaching students important guidance skills that lead them to personal and social adjustment by increasing their and , inclinations knowledge of their abilities, aptitudes, and health, which is one of the actualization and mental-achieving self .most important goals of psychological guidance 3- Increasing students’ awareness of how to achieve a balance between behavior, social status, and surrounding environmental conditions by satisfying basic needs and			Course Objectives		
Teaching and learning strategies .9					
The lesson includes 2 hours of theory / The number of weekly hours is .approved and distributed over 15 weeks				strategy	
Course Structure .10					
Evaluation Method	Learning method	topic name or	Required learning	Hours	Week
Surprise quizzes and assigning students to nage ma lectures under our supervision and guidance.	Explanatory lecture with whiteboard explanation	The concept of counseling, the concept of mental health, and the foundations of counseling philosophical, social, moral,) .(religious, psychological		2	1
Surprise quizzes and assigning students to manage lectures under our supervision and guidance.	Explanatory lecture with whiteboard explanation	Individual counseling, group counseling, direct and indirect .counseling		2	2

Surprise quizzes and assigning students to manage lectures under our supervision and guidance	Explanatory lecture with whiteboard explanation	.Psychoanalytic theory		2	3
Surprise quizzes and assigning students to manage lectures under our supervision and guidance	Explanatory lecture with whiteboard explanation	Behavioral and existential .theories		2	4
Surprise tests and assigning students to manage the lecture under our	Explanatory lecture with whiteboard explanation	.Existential theories			5
Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including	Explanatory lecture with whiteboard explanation	Information needed for guidance cumulative record, case study,) tests and measures, observation, .(interview		2	6
Surprise quizzes and assigning students to manage lectures under our supervision	Explanatory lecture with whiteboard explanation	Guidance and counseling in school The counseling teacher: his) functions, preparation, and the need for guidance programs in .(school		2	7

Surprise quizzes and assigning students to manage lectures under our supervision and guidance,	Explanatory lecture with whiteboard explanation	Mental health (its relationship, goals, importance), the normal and abnormal person, and personality .standards		2	8
Surprise quizzes and assigning students to manage lectures under our supervision and guidance,	Explanatory lecture with whiteboard explanation	First exam covering topics studied in previous weeks		2	9
Surprise quizzes and assigning students to manage lectures under our supervision	Explanatory lecture with whiteboard explanation	The causes of psychological crises and disorders, their sources, and .the proper ways to solve them		2	10
Surprise quizzes and assigning students to manage lectures under our supervision	Explanatory lecture with whiteboard explanation	Compensation, identification,) reverse formation, projection, .(rationalization		2	11
Surprise quizzes and assigning students to manage lectures under our supervision	Explanatory lecture with whiteboard explanation	Repression, withdrawal,) daydreaming, projection, (compensation		2	12

Surprise quizzes and assigning students to manage lectures under our supervision and guidance	Explanatory lecture with whiteboard explanation	Pathological, defensive, and escape .symptoms		2	13
Surprise quizzes and assigning students to manage lectures under our supervision	Explanatory lecture with whiteboard explanation	The meaning of compatibility, its nature, types, and characteristics compatible person of a		2	14
Surprise quizzes and assigning students to manage lectures under our supervision and guidance,	Explanatory lecture with whiteboard explanation	A second exam covering the topics .previous weeks studied in		2	15

Course Evaluation .11

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

Learning and teaching resources .12

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

	Electronic references, websites
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Course description template

Course Name .1
Department of Psychological Counseling and Educational – The Art of Communication University of Basra – Guidance / College of Education for Human Sciences
Course Code .2
Term/Year .3
(2026-2025)
Date this description was prepared .4
2026
attendance Available forms of .5
My presence
Total study hours / Total number of units .6
hours per week 3
(Name of the course coordinator (if there is more than one, mention it .7
:Name M.M. Banin Siwan Khazal : Email baneensaewan.khazaal@uobasrah.edu.iq
Course Objectives .8

1- Teaching students the theoretical and practical foundations of the communication art process 2- understand the communication Training students to process and the problems and difficulties that the .educational process faces 3- Training students to be effective communicators in the educational process within educational institutions in .schools 4- omunication in the Training students to develop c educational process in schools towards the best, in line with the level of technological and cultural development			Course objectives		
Teaching and learning strategies .9					
The number of weekly hours is - hours Theoretical (2) The lesson includes . weeks 15 distributed over approved and				strategy	
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
Surprise quizzes and assigning students to	An explanatory lecture with explanation	Communication science and concept its objectives		2	1
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	communication Forms of		2	2
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	Types of communication		2	3

Surprise quizzes and assigning students to manage lectures under our supervision and	An explanatory lecture with explanations and examples using a projector screen and	process communication		2	4
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	Communication theories		2	5
Surprise quizzes and assigning students to	An explanatory lecture with explanation	theories Communication		2	6
Surprise quizzes and assigning students to manage lectures under our	An explanatory lecture with explanations and examples using a	theories Communication		2	7
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	personal contact		2	8
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	mass communication		2	9

		First semester exam		1.5	10
Surprise quizzes and assigning students to manage lectures under our supervision and	An explanatory lecture with explanations and examples using a projector screen and	Contact forms		2	11
Surprise quizzes and assigning students to manage lectures under our supervision and guidance,	An explanatory lecture with explanations and examples using a projector screen and .whiteboard	Contact forms		2	12
Surprise quizzes and assigning students to manage lectures under our supervision and	An explanatory lecture with explanations and examples using a projector screen and	Good communication		2	13
Surprise quizzes and assigning to students manage lectures under our supervision and	An explanatory lecture with explanations and examples using a projector screen and	Good communication		2	14
		Second semester exam		2	15
Course Evaluation .11					

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc	
Learning and teaching resources .12	
	Required textbooks (methodology, if applicable)
• Nasr, Medhat Muhammad (2015). -Abu Al rd 3 . Effective Communication Skills with Others ed. Arab Group for Training and Publishing. .Cairo: Egypt • Muflih, Khadra Omar (2015). -Al Skills, Theories and General -Communication	(Main references (sources
Journal of Research in Education and Psychology Mina University-Al -	Recommended supporting books and (...references (scientific journals, reports
nothing	Electronic references, websites

description template Course

Course Name .1
Department of Quranic Sciences / College - Fourth Stage -Educational Measurement and Evaluation University of Basra - of Education for Humanities
Course Code .2
Term/Year .3
(2026-2025)
description was prepared Date this .4
2026
Available forms of attendance .5
My presence
Total study hours / Total number of units .6

hours per week 2					
(Name of the course coordinator (if there is more than one, mention it .7					
Hanin Jawad Kadhim .M. M lec.haneen.jawad@uobasrah.edu.iq					
Course Objectives .8					
1- Teaching students the theoretical and practical foundations of the measurement and evaluation process 2- understand the problems and difficulties Training students to facing the educational process 3- Training students to become highly competent teachers capable of addressing educational and pedagogical problems in educational .institutions and schools 4- he educational process in schools Training students to improve t in a way that is in line with the level of technological and cultural .development				Course objectives	
Teaching and learning strategies .9					
approved The number of weekly hours is - hours Theoretical (2) The lesson includes . weeks 15 distributed over and					strategy
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector screen and	Measurement concept		2	1
Surprise quizzes and assigning students to manage lectures under our	An explanatory lecture with explanations and examples using a projector	Types of measurement		2	2

Surprise quizzes and assigning students to	An explanatory lecture with explanations	The concept of truth and its types		2	3
Surprise quizzes and assigning students to manage lectures under our	An explanatory lecture with explanations and examples using a projector	The concept of truth and its types		2	4
Surprise quizzes and assigning students to manage lectures under our	An explanatory lecture with explanations and examples using a projector	Stability and its types		2	5
Surprise quizzes and assigning students to manage lectures under our	An explanatory lecture with explanations and examples using a projector	Stability and its types		2	6
Surprise quizzes and assigning students to manage lectures under our	An explanatory lecture with explanations and examples using a projector	types and its The concept of calendar		2	7
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector screen and	areas Assessment		2	8
Surprise quizzes and assigning students to manage lectures under our supervision and guidance	An explanatory lecture with explanations and examples using a projector screen and whiteboard	methods Testing		2	9

Surprise quizzes and assigning students to	An explanatory lecture with explanations	Statistical methods of testing		2	10
Surprise quizzes and assigning students to manage lectures under our supervision and guidance, -end including course and -of	An explanatory lecture with explanations and examples using a projector screen and .whiteboard	Statistical methods of evaluation		2	11
Surprise quizzes and assigning students to manage lectures under our	An explanatory lecture with explanations and examples using a projector	Educational objectives in the cognitive domain		2	12
Surprise quizzes and assigning students to manage lectures under our	An explanatory lecture with explanations and examples using a projector	Educational objectives in the affective domain		2	13
Surprise and quizzes assigning students to manage lectures under our	An explanatory lecture with explanations and examples using a projector	Psychomotor educational goals		2	14
		exam			15
Course Evaluation .11					
preparation, The grade is distributed out of 100 according to the tasks assigned to the student, such as daily .daily, oral, monthly, written exams, reports, etc					
Learning and teaching resources .12					
			Required textbooks (methodology, if applicable)		

Psychological Measurement and Educational -st ed., Dar All ,(Evaluation, Mahmoud et al. (2010 Masirah Educational and Psychological Measurement and - Fikr -Evaluation, 2001, Abu Allam, 1st Edition, Dar Al Arabi-Al	(Main references (sources
Scientific journals	Recommended supporting books and references (...scientific journals, reports)
the goals Some research and articles related to	references, websites Electronic

Course description template

Course Name .1
.Psychological Guidance Department –Fourth stage –Guidance methods
Course Code .2
Term/Year .3
2026 – 2025
description was prepared Date this .4
2026
Available forms of attendance .5
My presence
Total study hours / Total number of units .6
hours per week / 3 units 3
(Name of the course coordinator (if there is more than one, mention it .7

M.M. Shahd Risan Obeid
shahad.obaid@uobasrah.edu.iq

Course Objectives .8

1- To increase students' awareness of the field of psychological counseling and the different ways in which they can discover their potential and abilities, and to teach them what and use .enables them to live in the happiest of conditions 2- Teaching students important guidance methods that lead them to personal and social harmony, acceptance of oals, and making individual differences, setting individual g .sound decisions that contribute to building confidence 3- To enable the student to develop himself better, improve efficiency in communication and interaction with others, and .promote cooperation and positive interaction with others	Course Objectives
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ching and learning strategiesTea .9

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

strategy

Course Structure .10

Evaluation Method	Learning method	Unit or topic name	Require d learning outcome s	Hours	Week
Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including course -of-end and monthly .exams	Explanator y lecture with whiteboard explanation	Contact elements		3	1

Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including course -of-end hly and mont .exams	Explanator y lecture with whiteboard explanation	purposes ,Tests and measurements of using tests and measurements, and types of tests and .measurements		3	2
Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including course -of-end and monthly .exams	Explanator y lecture with whiteboard explanation	Reinforcement (its concept, types, factors affecting the effectiveness of reinforcement, increasing the .(effectiveness of reinforcement		3	3
Surprise and quizzes assigning students to manage lectures under our supervision and guidance, including course -of-end and monthly .exams	Explanator y lecture with whiteboard explanation	Modeling (its concept, types, benefits, and factors that increase .(the effectiveness of modeling		3	4
Surprise tests and assigning students to manage the lecture under our supervision .and guidance	Explanator lecture y with whiteboard explanation	Gradual desensitization (its concept, main stages, steps of its use, factors that contribute to its .(effectiveness		3	5

Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including course -of-end and monthly .exams	Explanator y lecture with whiteboard explanation	Social skills (their concept, benefits, types, social skills strategies, and factors that contribute to their .effectiveness		3	6
Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including course-of-end and monthly .exams	Explanator y lecture with whiteboard explanation	Problem solving (concept, problem methods, problem solving solving techniques, areas of application of .(the problem solving method		3	7
Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including course -of-end monthly and .exams	Explanator y lecture with whiteboard explanation	First exam for the topics covered in .the past weeks		3	8
Surprise quizzes and assigning students to manage lectures under our supervision and guidance,	Explanator y lecture with whiteboard explanation	Methods of play (the meaning of based -play, the importance of play based -guidance, the goals of play guidance, the role of the counselor based guidance, the skills -in play .(needed by the counselor		3	9

including course -of-end and monthly .exams					
Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including course -of-end and monthly .exams	Explanator y lecture with whiteboard explanation	Observation (its concept, recording of observation, observation tools, ,advantages of observation disadvantages of observation, .(improving observation		3	10
Surprise quizzes and assigning students to manage lectures under our n supervisio and guidance, including course -of-end and monthly .exams	Explanator y lecture with whiteboard explanation	playing (its concept, behaviors -Role playing, the role of -related to role -the mentor and the use of the role .(playing technique		3	11
Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including course -of-end and monthly .exams	Explanator y lecture with whiteboard explanation	Arousing fear (its concept, methods of arousing fear, the skills that the counselor uses in using the technique, the behaviors associated .(with this technique		3	12

Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including course -of-end and monthly .exams	Explanator y lecture with whiteboard explanation	Feeling of guilt (its concept, types, methods of using it, the role of the .(using this method counselor in		3	13
Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including se cour-of-end and monthly .exams	Explanator y lecture with whiteboard explanation	Psychodrama (theatrical (performance concept, methods of use, Its) psychodrama strategies, counselor .(skills in using this technique		3	14
Surprise quizzes and assigning students to manage lectures under our supervision and guidance, including course -of-end and monthly .exams	Explanator y lecture with whiteboard explanation	The Guidance Club (its concept, methods of using it, the role of the .(guide in using this method		3	15
Course Evaluation .11					
The grade is out of 100 based on the tasks assigned to the student, such as daily preparation, .daily, oral, monthly, and written exams, reports, etc					
teaching resources Learning and .12					
		Required textbooks (methodology, if (applicable			

Dr. Ahmed Abdel Latif Abu Asaad (2015): .Modern Methods in Psychological Counseling	(Main references (sources
Scientific journals	Recommended supporting books and (...reports ,references (scientific journals
	Electronic references, websites

Course description template

Course Name .1
.Arabic Language Department – Third Stage – Guidance and Mental Health
Course Code .2
Term/Year .3
(2025 – 2024)
was prepared Date this description .4
2026
forms of attendance Available .5
My presence
Total study hours / Total number of units .6
hours per week 2
(Name of the course coordinator (if there is more than one, mention it .7
Asal-Al M.M. Shahd Risan Obeid shahad.obaid@uobasrah.edu.iq
Course Objectives .8

1- Increasing students’ awareness of the field of psychological counseling, which is one of the important fields in human at the present time, due to the increasing severity of life psychological and social problems as a result of social, economic, and technological changes and developments that .are taking place in the field of education 2- s that lead them Teaching students important guidance skill to personal and social adjustment by increasing their and , inclinations knowledge of their abilities, aptitudes, and actualization and mental health, which is one -achieving self .of the most important goals of psychological guidance 3- asing students’ awareness of how to achieve a balance Incre between behavior, social status, and surrounding environmental conditions by satisfying basic needs and			Course Objectives		
Teaching and learning strategies .9					
number of weekly hours is approved The lesson includes 2 hours of theory / The .and distributed over 15 weeks					strategy
Course Structure .10					
Evaluation Method	Learning method	topic name or	Required learning	Hours	Week
Surprise quizzes and assigning students to manage lectures under our supervision and guidance.	Explanatory lecture with whiteboard explanation	The concept of counseling, the concept of mental health, and the foundations of counseling philosophical, social, moral,) .(religious, psychological		2	1
Surprise quizzes and assigning students to manage lectures under our supervision and guidance.	Explanatory lecture with whiteboard explanation	Individual counseling, group counseling, direct and indirect .counseling		2	2

Surprise quizzes and assigning students to manage lectures under our supervision and guidance	Explanatory lecture with whiteboard explanation	.Psychoanalytic theory		2	3
Surprise quizzes and assigning students to manage lectures under our supervision and guidance	Explanatory lecture with whiteboard explanation	.Behavioral and existential theories		2	4
Surprise tests and assigning students to manage the lecture under our	Explanatory lecture with whiteboard explanation	.Existential theories			5
Surprise quizzes and assigning students to manage lectures under our supervision and guidance, -including end	Explanatory lecture with whiteboard explanation	Information needed for guidance cumulative record, case study, tests) ,and measures, observation .(interview		2	6
Surprise quizzes and assigning students to manage lectures under our supervision	Explanatory lecture with whiteboard explanation	Guidance and counseling in school teacher: his The counseling) functions, preparation, and the need .(for guidance programs in school		2	7

Surprise quizzes and assigning students to manage lectures under our supervision and guidance,	Explanatory lecture with whiteboard explanation	Mental health (its relationship, goals, importance), the normal and abnormal person, and personality .standards		2	8
Surprise quizzes and assigning students to manage lectures under our supervision and guidance,	Explanatory lecture with whiteboard explanation	First exam covering topics studied in previous weeks		2	9
Surprise quizzes and assigning students to manage lectures under our supervision	Explanatory lecture with whiteboard explanation	The causes of psychological crises and disorders, their sources, and the .proper ways to solve them		2	10
Surprise quizzes and assigning students to manage lectures under our supervision	Explanatory lecture with whiteboard explanation	Compensation, identification,) reverse formation, projection, .(rationalization		2	11
Surprise quizzes and assigning students to manage lectures under our supervision	Explanatory lecture with whiteboard explanation	Repression, withdrawal,) daydreaming, projection, (compensation		2	12

Surprise quizzes and assigning students to manage lectures under our supervision and guidance	Explanatory lecture with whiteboard explanation	Pathological, defensive, and escape .symptoms		2	13
Surprise quizzes and assigning students to manage lectures under our supervision	Explanatory lecture with whiteboard explanation	The meaning of compatibility, its nature, types, and characteristics of a compatible person		2	14
Surprise quizzes and assigning students to manage lectures under our supervision and guidance,	Explanatory lecture with whiteboard explanation	A second exam covering the topics .studied in previous weeks		2	15

Course Evaluation .11

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

Learning and teaching resources .12

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

	Electronic references, websites
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Course description template

Course Name .1	
Department of Arabic Language / College - Fourth Stage -Educational Measurement and Evaluation University of Basra - of Education for Human Sciences	
Course Code .2	
Term/Year .3	
(2025-Year (2024	
Date this description was prepared .4	
2025	
Available forms of attendance .5	
My presence	
hours / Total number of units Total study .6	
hours per week 2	
(Name of the course coordinator (if there is more than one, mention it .7	
Asal-M.M. Shahd Risan Obeid Al Shahad.obaid@uobasrah.edu.iq	
Objectives Course .8	
1- Teaching students the theoretical and practical foundations of the measurement and evaluation process 2- Training students to understand the problems and difficulties facing the educational process 3- highly competent teachers Training students to become capable of addressing educational and pedagogical problems in .educational institutions and schools 4- Training students to improve the educational process in schools in a way that is in line with the level of technological and .ral developmentcultu	Course objectives

Teaching and learning strategies .9					
approved weekly hours is the number of -of theory hours (The course includes (2 . weeks 15 distributed over and				strategy	
Course Structure .10					
Evaluation Method	Learning method	name Unit or topic	Required learning	Hours	Week
Assigning students and ,reports conducting oral exams	An explanatory lecture with explanations and examples using a	The concept of measurement		2	1
Discussion, questions, and dialogue	An explanatory lecture with explanations and examples using a	Types of measurement		2	2
Surprise quizzes and assigning students to manage lectures under our	An explanatory lecture with explanations and examples using a	The concept of truth and its types		2	3
Surprise quizzes and assigning students to manage lectures under our	An explanatory lecture with explanations and examples using a	The concept of truth and its types		2	4
Surprise quizzes and assigning students to manage lectures under our	An explanatory lecture with explanations and examples using a	Stability and its types		2	5

Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	Stability and its types		2	6
Assigning students and ,reports conducting oral exams	An explanatory with lecture explanations and examples using a	The concept of calendar and its types		2	7
Surprise quizzes and assigning students to manage lectures under our	An explanatory lecture with explanations and examples using a	Assessment areas		2	8
Discussion, questions, and dialogue	An explanatory lecture with explanations and examples using a	Testing methods		2	9
Assigning students and ,reports conducting oral exams	An explanatory lecture with explanations and examples using a	Statistical methods of testing		2	10
Surprise quizzes and assigning students to manage lectures under our	An explanatory lecture with explanations and examples using a	evaluation Statistical methods of		2	11

Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	Educational objectives in the cognitive domain		2	12
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	Educational objectives in the affective domain		2	13
Surprise quizzes and assigning students to manage lectures under our supervision	An explanatory lecture with explanations and examples using a projector	Psychomotor educational goals		2	14
	Written exam	Second semester final exam			15

Course Evaluation .11

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

Learning and teaching resources .12

	Required textbooks (methodology, if applicable)
Psychological Measurement and Educational -Al Evaluation, Mahmoud et al. (2010), 1st ed., Dar Masirah Educational and Psychological Measurement and - -Evaluation, 2001, Abu Allam, 1st Edition, Dar Al Arabi-Fikr Al	(Main references (sources
Scientific journals	Recommended supporting books and (...references (scientific journals, reports

ome research and articlesS	Electronic references, websites
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Course description template

Course Name .1	
First Year – Counseling Department – Physiological Psychology	
Course Code .2	
Term/Year .3	
(2025/2026)	
Date this description was prepared .4	
2026	
attendance Available forms of .5	
Daily student attendance	
Total study hours / Total number of units .6	
units 5 – hours per week 3	
(Name of the course coordinator (if there is more than one, mention it .7	
M.M. Suha Abdulrahim Yasser	
suha.abdualraheem@uobasrah.edu.iq	
Course Objectives .8	
Enhancing the scientific understanding of human behavior -1 Physiological psychology contributes to linking human behavior to neurological and hormonal foundations, enabling students to understand psychological phenomena in a precise scientific way, and .forms a solid basis for other psychological disciplines Building early critical thinking and research skills -2 stage, students are accustomed to scientific analysis and From the first linking psychological concepts to experimentation and physiology, which enhances critical thinking skills and readiness for scientific .research nches of Establishing a common knowledge base among the bra -3	Course objectives

Teaching and learning strategies .9					
Discussion and dialogue -Brainstorming Oral questions -Flipped classroom - Lectures - Presentations - Using educational videos -				strategy	
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
Oral questions	Lecture, discussion, and dialogue	Definition of physiological ;psychology the beginnings and development of .psychology physiological		3	1
Oral questions	Presentations, discussions, and dialogue	Nervous system ,functions of the nervous system , nerve cell		3	2
Classroom questions	Presentations and explanatory videos	Structure of the central nervous ;system peripheral nervous structure of the system		3	3
Discussion and dialogue	Presentations and dialogue	Endocrine glands and their functions :in the body Types of glands Pituitary gland -		3	4
Discussion and dialogue	Presentations and dialogue	Types of glands Pancreas - Glandular balance -		3	5
ionsOral quest	a lecture	Sensation, its types and manifestations Definition of sensation - Characteristics of sensation -		3	6
Discussion, questions, and dialogue	Lecture, presentation, and explanatory	,The eye and sight the ear and hearing		3	7
Discussion, questions, and dialogue	Educational presentations and videos	,Nose, sense of smell tongue, and sense of taste		3	8

Oral questions	a lecture	skin sensations		3	9
brainstorming	a lecture	:Innate drives Definition of drive		3	10
Dialogue and discussion	a lecture	Types of motives The role of motives in explaining behavior		3	11
Dialogue and discussion	a lecture	Physiological drives: innate drives such as .hunger, thirst, sex, etc		3	12
Dialogue and discussion	a lecture	:Physiology of emotion ;Definition of emotion Conditions for the occurrence of emotion		3	13
brainstorming	a lecture	Types of emotions their harms and benefits ,		3	14
brainstorming	a lecture	Physiological changes associated with emotion		3	15
Course Evaluation .11					
:The final grade out of 100 is distributed as follows marks for the first exam 20 marks for the student's daily activity in the first semester 5 marks for the second exam 20 marks for the student's daily activity in the second semester 5 marks for the final exam at the end of the academic year 50					
Learning and teaching resources .12					
1. Masriya-Maaref Al-Dar Al – Ahmed Okasha Sadiq Publishing-Dar Al – Ali Mahmoud Kazem .2			Required textbooks (methodology, if applicable)		
Neil Carlson –Physiological Psychology .1 Eric –Foundations of Behavioral Neuroscience .2			(Main references (sources		

Scientific research in scientific journals and scientific reports from international universities	Recommended supporting books and (...references (scientific journals, reports
nothing	Electronic references, websites

Course description template

1. :Course name	
Second Stage / College of Education for Humanities / Second Stage / Ba'athist Crimes in Iraq	
2. :Course code	
3. System: Annual	
2026-2025	
4. Date this description was prepared	
2026	
5. Available forms of attendance:	
My presence	
6. :(Number of study hours (total) / Number of units (total	
.hours per week 2	
7. .(Name of the course coordinator (if there is more than one, please mention it	
Name: Dr. Zainab Hazem Kashish :Email zainab.hazaim@uobasrah.edu.iq	
8. Course objectives	
n It is necessary to adhere to ethical principles i teaching this subject matter, which must be passed on to current and future generations, because it deals with the study and teaching of an era that the Iraqi state went through, which was known for its violation of human rights, its commission of crimes against humanity, and its notoriety for the era of .mass graves and genocides	1.To equip students with the skill of analysis and deduction based on what happened previously and linking it to the current .system 2.skills and gaining Expanding reading knowledge about environmental and .political crimes 3.Clarifying the most important modern ideas and current evidence about people who previously suffered injustice under .the former regime

9. Teaching and learning strategies					
1. Teaching strategy includes planning for collaborative learning, activities, and .classroom interaction					strategy
2. .strategy Brainstorming is a teaching					
3. .The teaching strategy involves a series of observations and discussions					
10. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Weekly, monthly, daily, written, and .year exams-of-end	Feedback .1 on the previous topic and its connection to the current topic, introduction to the study unit, classroom .activities Writing -2 reports and activities Linking -3 ideas n the betwee past and the present and knowing the students' opinion on the information contained in the prescribed .curriculum	Crime and its categories International crimes Political crimes Environmental crimes	1.To equip students with the skill of investigating the truth about .crimes To inform students .2 about the most important events in the previous system and to link its events to the .current system	hours 2	1
				hours 2	2
				hours 2	3
				hours 2	4
				hours 2	5
				hours 2	6
				hours 2	7
				hours 2	8
				hours 2	9
				hours 2	10
				hours 2	11
				hours 2	12
				hours 2	13
				hours 2	14
				hours 2	15
					vacati
				hours 2	on
				hours 2	16
				hours 2	17
				hours 2	18
				hours 2	19
				hours 2	19
				hours 2	20
				hours 2	21
				hours 2	22
				hours 2	23
				hours 2	24
				hours 2	25
				hours 2	26
				hours 2	27
hours 2	28				
hours 2	29				
	30				
11. Course evaluation					
:The distribution is as follows .daily exams for the first semester marks for monthly and 25 .marks for monthly and daily exams for the second semester 25 .marks for the final exams 50					
12. Learning and teaching resources					
(Ministerial decree) Crimes of the Ba'ath regime in Iraq			Required textbooks (methodology, if		

	(applicable
/	(Main references (sources
-Ziyadi and Abbas Atiya Al-Hussein Aliwi Al .1 Quraishi, Environmental Crimes of the Baath Regime menting Extremism in Iraq, Iraqi Center for Docu .Kafeel, 1st Edition, Karbala, 2023-Crimes, Dar Al Quraishi, Mass Graves: A People -Abbas Attia Al .2 Under the Soil, Iraqi Center for Documenting Crimes .Kafeel Press, Karbala, 2022-of Extremism, Dar Al Pollution, Dar Ali Hassan Moussa, Environmental .3 Fikr, Damascus, 2000-Al Archive of the Iraqi Center for Documenting .4 .Extremism Crimes at the Holy Abbasid Shrine	Recommended supporting books and (...references (scientific journals, reports
https://observeriraq.net	Electronic references, websites

template Course description

Course Name .1
College of Education for Humanities / Department of / Human Rights and Democracy Psychological Counseling and Educational Guidance
Course Code .2
Term/Year .3
(2026/2025)
Date this description was prepared .4

2026

Available forms of attendance .5
My presence
Total study hours / Total number of units .6
(Number of hours (30/ (Number of units (1
(Name of the course coordinator (if there is more than one, mention it .7
M. D. Nour Imad Sawadi noor.swady@uobasrah.edu.iq
Course Objectives .8

Introducing the basic concepts of human rights, enabling students to understand the philosophical and legal foundations of human rights, analyzing the relationship between the constitution and international conventions in protecting those rights, learning about democracy and its history of development, interpreting its concepts critical and challenges throughout history, developing students' thinking skills towards issues of rights and freedoms, applying democracy in some European and Arab countries, interpreting the role of democratic governance in promoting political participation, and regional and linking those theoretical concepts to the Iraq reality	Course objectives				
Teaching and learning strategies .9					
1. .based learning-Guided classroom dialogue and discussion, and inquiry 2. .Linking to the local context 3. .Short tests					strategy
Course Structure .10					
Evaluation Method	Learning method	or topic name Unit	Required learning outcomes	Hours	Week
Answering their general knowledge of human rights	Interactive lecture and group discussion (theoretical)	Defining human rights, their importance, types and development, and national and procedural mechanisms for human rights	Understanding human rights and their importance	1	1
Classroom participation: The student answers a question and discusses his classmates' answers	classroom discussion	Definition of the International Bill of Human Rights and its elements, national and procedural mechanisms for implementing the International Bill of Human Rights in Iraq	Interpreting the elements of international law and comparing international mechanisms	1	2

Written analytical assignment	Analysis of human rights organization's reports	Group and special rights: the rights of women, children and youth, the rights of persons with disabilities and minorities, the International Convention on the Elimination of All Forms of Racial Discrimination	Understanding group and private rights, and interpreting the terms of the agreement	1	3
Short written test	Group discussion	National mechanisms and procedures for implementing special or group rights: general national mechanisms, mechanisms for national mechanisms combating discrimination	Interpretation of public and private national mechanisms	1	4
Oral test	An interactive lecture and research into examples from Iraq and other countries	Gross human rights violations: Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, International Convention for the Protection of All Persons from Enforced Disappearance	Identifying agreements that protect human rights	1	5
Class participation	Questions and Answers	Mechanisms for criminalizing torture and enforced disappearance within national law: Principles of international humanitarian law: Introduction to the Geneva Conventions basic principles of international humanitarian law, other Geneva provisions in the Conventions and their Additional Protocols	The student's ability to explain those mechanisms and demonstrate their importance	1	6

knowledge Their level of of reality and the history of Iraq	Lecture, and reviewing life -real cases	The relationship between international humanitarian law and human rights law, gross human rights violations in Iraq :in Iraq rights violations in the period prior to 2003, applications of gross human rights violations .in Iraq after 2003	Understanding the comparison between international law and human rights, and the violations of those rights in .Iraq	1	7
Class participation	Interactive lecture and public discussions	The Human Rights Council and Rights :Protection Mechanisms An introduction to the Human Rights Council, its functions and mechanisms, and the sal Periodic Univer Review mechanism in the .Human Rights Council	Knowledge of the Human Rights Council and its mechanisms	1	8
Effectiveness of discussion and brainstorming	Discussion between groups inside the hall	International mechanisms for the human protection of Regional ,rights mechanisms for the protection of human rights, national and procedural mechanisms for the protection of .human rights	Identifying and protecting international and regional human rights mechanisms	1	9
The extent of student what is interaction with presented	Questions and answers: and examples of those .challenges	Contemporary challenges in the field of human rights: legal and political challenges, contemporary human .rights issues	Understanding those challenges and c finding solutions for them	1	10

oral test	Interactive lecture	National and procedural mechanisms for promoting human rights: Prospects for promoting human rights, national and procedural mechanisms, coordination between government bodies and .civil society	Identifying the mechanisms and prospects for strengthening them	1	11
Written test	Presenting and explaining the material on the board	Democracy: Historical Origins and Developments: Definition of Democracy, Succession .of Regimes	Understanding the meaning of democracy and following its history	1	12
Class participation	Questions and Answers	The historical roots of democracy, a critique of Athenian democracy .and its end	Explaining democracy and how to critique it	1	13
Short assignment (two pages)	classroom discussion	The evolution of democracy in the modern era and its syndromes: The West and the return to -democracy, Democracy criticisms and .syndromes	The student explained the development of democracy in the modern .era	1	14
answer using The critical thinking	classroom discussion	Democracy in the twentieth century between totalitarianism and global expansion: Democracy before World War II (the rise of totalitarianism), Democracy after World .War II	The student ained the expl meaning of inclusiveness and global .expansion	1	15
Extent of interaction between groups	Discussion between groups	Patterns of democracy and their development in contemporary contexts: Patterns of democracy, summary .and conclusions	Analysis of democratic patterns	1	16

Class participation	Interactive lecture	Islam and Democracy: The system of government in Islam, points of difference between the Islamic system of government and democracy	Understanding the systems of government in Islam	1	17
Classroom Short class assignment	A comparison between a number of different constitutions	Institutions and mechanisms of democracy: The importance of the separation of powers in modern democracies, -the three powers legislative, executive, and judicial	Explaining the importance of the separation of powers	1	18
The ability to repeat what has been explained	Explain those mechanisms through lectures and questions	Control and balancing mechanisms, comparative examples from different constitutions, principles of democratic governance	Identifying the mechanisms of balance and understanding the differences between constitutions	1	19
Class participation	Place a table on the board and explain it	Elections as a mechanism for democracy: Electoral systems: proportional representation, majority, second round, and list system (open closed), conditions for free and fair elections	Understanding electoral systems	1	20
Class participation	The explanation is provided by presenting life -real examples from the country	Political parties: The concept of a political party, types of political parties (cadre, mass, everything party	Student's understanding of the meaning of political parties	1	21

Interact and give examples	Interactive lecture and analysis of Iraqi examples	Party systems: dualism, pluralism, dominant party, civil society and groups: the pressure concept of civil society and its components: .unions, associations	Explaining the types of parties	1	22
Engaging in the discussion	classroom discussion	The difference between interest civil society and groups, and the roles of civil society in political .oversight	Comparison between civil society and interest groups	1	23
Written exam	Discussion and analysis of examples	Pressure groups and their influence on making; the -decision relationship between democracy and public freedoms: the concept of .the rule of law	Explaining the role of pressure groups and clarifying the concept of the rule of law	1	24
oral test	classroom discussion	Equality before the law, of the independence .judiciary	Linking judicial independence and equality before the law	1	25
Interacting with the proposal	Questions and Answers	Mechanisms for monitoring the .constitutionality of laws Media and Democracy: The role of the media in spreading political challenge awareness, the .of media disinformation	Understanding the mechanisms of constitutional oversight	1	26
Class participation	life -A real video presentation and classroom discussion	The challenge of political bias in the media; the media and its influence on shaping .ic opinionpubl	Understanding the meaning of bias and the role of media in public opinion	1	27

Short written assignment about developing countries	classroom discussion	Democracy in Comparative and Contemporary Contexts: Issues and Applications: Presidential System, Parliamentary System, Presidential -Semi System. Democracy in Developing Countries: Case Studies (Tunisia, .(South Africa, India	The student explained the challenges facing democracy in developing .countries	1	28
s Answering the question raised	Interactive lecture	Digital transformation in democratic practice (digital democracy): The concept of digital democracy, tools for electronic participation, advantages and challenges of digital .democracy	Understanding digital democracy and its advantages	1	29
A short assignment on the articles of the constitution	Studying the constitutional texts and classroom discussion	The democratic experiment in Iraq after 2003: The permanent Iraqi constitution of 2005, the nature of the system of government under the 2005 .constitution	Student's interpretation of the most important articles of the Iraqi 2005 Constitution	1	30
Course Evaluation .11					
1. (Short tests (4% 2. (Student interaction during the lecture (6% 3. (For the midterm exam (40% 4. (Midterm exam (20%					
Learning and teaching resources .12					
year -Human Rights and Democracy (A curriculum for first (students in Iraqi universities			Required textbooks (methodology, if applicable)		
1. Khazraji and Musaddaq Adel, -Muhannad Dhiaa Al .1 Rights and Freedoms. 2. Muhammad Thamer, Human			(Main references (sources		
1. Impact of the Rule of Law Din, The-Asan Saad Najm Al State on Establishing the Principle of Citizenship and its .Relationship to Democracy and Human Rights 2. Baldawi, The Human Rights -Adel Mutashar Hassan Al			Recommended supporting books and references (...scientific journals, reports)		

1. https://hrlibrary.umn.edu/arab/b001.html 2. https://www.humanrightscommission.ky/human-rights-treaties	Electronic references, websites
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Course Name .1	
Computer fundamentals, office applications, networks, and artificial intelligence	
Course Code .2	
Term/Year .3	
(2026/2025)	
Date this description was prepared .4	
2026	
Available forms of attendance .5	
(My attendance (theoretical + practical	
Total study hours / Total number of units .6	
3 hours per week	
(one, mention it Name of the course coordinator (if there is more than .7	
.M :NameM. Karar Ali Ta'ma :Email karrar.ali@uobasrah.edu.iq	
Course Objectives .8	
The educational objective of teaching : FirstlyExcel at universities :can be summarized as follows 1. A training tool for applying quantitative concepts .practically 2. .A means to support scientific research and data analysis 3. .analytical thinking driven-A platform for developing data 4. .A basic digital skill that enhances professional readiness Therefore, studyingExcel is not just technical training, but represents a structural component in building the digital and e context of the research competence of the university student in th .contemporary knowledge economy It can be said that the educational objective of studying : secondly :networks and artificial intelligence is 1. Establishing a solid scientific knowledge base in .logiescommunication and intelligent processing techno 2. .Developing analytical and research thinking skills 3. Preparing students for the job market and advanced .scientific research 4. Contributing to digital transformation and sustainable .development through responsible technological innovation	Course objectives

these two fields in university education is not studying ,Therefore merely a technical option, but an academic and strategic necessity qualified personnel capable of leading the knowledge for preparing .economy in the 21st century .first-Twenty					
learning strategies Teaching and .9					
Theoretical/Practical) Lectures are presented in the lab and practical) .applications are conducted on computers The mechanism present in the laboratory and the procedures for conducting tests . Effective strategies for teaching computer science, networks, artificial intelligence, andExcel :are based on 1. .The shift from rote learning to active learning 2. .Combining theoretical knowledge with practical application 3. .problems world-Focus on solving real 4. .Developing analytical and numerical thinking skills 5. .based assessment-and competency -Adopting a performance Thus, these courses are transformed from purely technical knowledge content research and 'into a dynamic learning environment that develops students professional skills, and qualifies them for effective integration into the .knowledge economy and digital transformation				strategy	
Course Structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
By testing	Theoretical/Practical	Introduction to Excel 2010	teachers	3	1
By testing	Theoretical/Practical	Invoking Excel 2010	teachers	3	2
By testing	Theoretical/Practical	Main window elements of Excel 2010	teachers	3	3
By testing	Theoretical/Practical	Excel 2010 interface	teachers	3	4
By testing	Theoretical/Practical	Excel 2010 program windows	teachers	3	5
By testing	Theoretical/Practical	How to use Excel 2010	teachers	3	6
By testing	Theoretical/Practical	Excel 2010 program lists	teachers	3	7

By testing	Theoretical/Practical	Functions in Excel 2010	teachers	3	8
By testing	Theoretical/Practical	Computer networks and their security(Network definition) Network Types	teachers	3	9
By testing	Theoretical/Practical	What are the main benefits of of networks? What types networks are there based on ?their components What factors negatively affect ?networks What are the most important terms and concepts in ?networking	teachers	3	10
By testing	Theoretical/Practical	What is the definition of a virus? What are computer ?viruses, spyware, and adware What are the most important ways to protect against ?viruses	teachers	3	11
By testing	Theoretical/Practical	) Artificial Intelligence AI ?(?Harms ?Definition) Artificial Intelligence AI ?(?Definition	teachers	3	12
By testing	Theoretical/Practical	What are the advantages of ?artificial intelligence What are the most important capabilities of artificial ?intelligence	teachers	3	13
By testing	Theoretical/Practical	How does artificial ?intelligence work examples Basic algorithms and ?in our practical lives	teachers	3	14
By testing	Theoretical/Practical	review	teachers	3	15
Course Evaluation .11					

The distribution is as follows: 25 marks for monthly and daily exams for the first semester. 25 .monthly and daily exams for the second semester. 50 marks for the final exam marks for
 First semester theory grades: 15
 First semester practical grade: 7
 Daily 3 degrees
 .The total grade for the first semester becomes 25
 Second semester theory grades: 15
 semester practical grade: 7 Second
 Daily 3 degrees
 .The total grade for the second semester becomes 25
 Therefore, the effort should be 50
 Final practical exam 15
 Final Theory Exam 35
 The total becomes 50

Learning and teaching resources .12

Computer basics and office applications	methodology, if) Required textbooks (applicable
.ProfDr. Ziad .Dr .Mohammed Abboud, Prof Amir Hussein Murad .ProfDr. .Prof ,Ghassan Hamid Abdul Majeed Dr. Bilal Kamal Ahmed	(Main references (sources
	and Recommended supporting books (...references (scientific journals, reports
	Electronic references, websites

Course description template

1. Course Name
Department of Psychological Counseling and Educational -Second Stage -Arabic Language Humanities College of Education for -Guidance
2. :Course code
Bachelor's
3. System: Annual
Academic year: 2025/2026

4. : Date this description was prepared					
2026					
5. Available forms of attendance:					
My presence only					
6. : (Number of study hours (total) / Number of units (total					
week Two hours each					
7. (than one, please mention it if there is more) Name of the course coordinator					
Banin Wahid Aqal-Name: M.M. Umm Al :Email omalbaneen.wahed@uobasrah.edu.iq					
8. Objectives Course					
- Identifying the types of objects - He distinguishes between the absolute object, the object of purpose, and the object .of accompaniment - The student should identify the basic tuation marks and use them accurately punc .in writing			- should be able to identify The student .the components of a nominal sentence - The student should be able to distinguish between the subject and the object in a .verbal sentence - The student should be able to form .sentences using the past tense correctly - uld use the present tense The student sho and imperative verbs in correct linguistic .contexts		
9. Teaching and learning strategies					
Active interactive learning: encourages students to participate by analyzing and .reconstructing sentences role in research and centered education involves giving the student an active-Learner .knowledge creation Linking language and texts by connecting grammatical concepts to poetic content, such Jawahiri's poem-as Al					
10. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Note on student participation	Interactive introductory lecture	Introduction and preface	The student learns about the course objectives and components.	Two hours	Week 1
homework	Slide presentation and interactive exercises	Arabic sentence structure	The student distinguishes between nominal and verbal sentences.	Two hours	Week 2
Short editing application	Sentence analysis activities	The verbal sentence	The student understands the structure of the verbal sentence specifically.	Two hours	Week 3
Short test	Text applications	past tense	The past tense verb is used grammatically correctly.	Two hours	Week 4
Short editing application	to explain	Isra-Surah Al	He interprets Quranic meanings	Two hours	Week 5
classroom task	Comparison and practical examples	The present tense verb and the imperative verb	The present tense and imperative verbs are used in meaningful sentences.	Two hours	Week 6
group activities	group discussion	A noble prophetic hadith	It analyzes the differences between the three verbs.	Two hours	Week 7
Short instanttest	Text applications	Rules for writing the open and closed ta' and rules for writing 'the alif ta	He applies this in his writings	Two hours	Week 8
Immediate verbal assessment	Explanation and practical examples	Types of objects	He learns about the five objects and their functions.	Two hours	Week 9
activities Group	Writing and expression exercises	Stages of language collection and common linguistic errors	He employs the absolute object in his writings.	Two hours	Week 10

analytical task	Group discussions and applications	Al- Sayyab	It explains literary meanings	Two hours	Week 11
practical worksheet	analysis Spend	declension	He applies noun conjugation in .his writings	Two hours	Week 12
Literary analysis and written expression	Literary analysis and expressive reading	Explanation of the poem Jawahiri: -Al Peace be upon the towering palm trees	It explains literary meanings	Two hours	Week 13
Immediate monthly verbal evaluation	Explanation and practical examples	mber and Nu Governance	He applies the rules of the number in his writings	Two hours	Week 14
11. :Course evaluation					
The distribution is as follows: 25 marks per semester, with 20 marks for the monthly exam and 5 .marks for the daily exam					
12. Educational resources					
- specialized departments-The prescribed material for teaching Arabic to non - Some supporting sources such as (The Grammar and Explanation of the Qur'an), (The Book (of Ibn Aqil's Explanation), (The Dewdrop and the Echo's Refreshment - (journals/books) Electronic references					

Course description template

Course Name .1
English language
Course Code .2
Term/Year .3
(2025/2024)
Date this description was prepared .4
2025
Available forms of attendance .5
My presence

units Total study hours / Total number of .6					
(Name of the course coordinator (if there is more than one, mention it .7					
M.M. Hassan Abdul Zahra Hassan pgs.hussain.abdulzahra@uobasrah.edu.iq					
Course Objectives .8					
Teaching English in its cultural contexts to foreign students				objectives Course	
Teaching and learning strategies .9					
The strategy is to present the scientific material and then involve students in existing texts solving the book's exercises and interacting with the e.					strategy
Course structure: Divided into chapters, each dealing with a specific topic and including .10 .exercises					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
Oral testing and analysis of linguistic errors	Presentation, then solve the exercises	The simple present tense... using have got	Understanding grammar rules expanding and vocabulary	1	1
Oral testing and analysis of linguistic errors	Presentation, then solve the exercises	The simple past tense and nouns converting verbs to	Understanding grammar rules and expanding vocabulary	1	2

Oral testing analysis and of linguistic errors	Presentation, then solve the exercises	Using "how many" and "how much" with articles	Understanding grammar rules and expanding vocabulary	1	3
Oral testing and analysis of linguistic errors	Presentation, then solve the exercises	Verb patterns and future tense	Understanding grammar rules and expanding vocabulary	1	4
Oral testing and analysis of linguistic errors	Presentation, then solve the exercises	Comparison and contrast	Understanding grammar rules and expanding vocabulary	1	5
Oral testing and analysis of linguistic errors	Presentation, then solve exercises the	The present perfect tense with should/must	Understanding grammar rules and expanding vocabulary	1	6
Oral testing and analysis of linguistic errors	Presentation, then solve the exercises	Verb conjugation and some exercises	Understanding grammar rules and expanding vocabulary	1	7
Oral testing and analysis of linguistic errors	Presentation, then solve the exercises	Using Condition 1	Understanding grammar rules and expanding vocabulary	1	8
Oral testing and analysis of linguistic errors	Presentation, then solve exercises the	Using Condition 2	Understanding grammar rules and expanding vocabulary	1	9
Oral testing and analysis of linguistic errors	Presentation, then solve the exercises	Use "used to" with adjectives ending in -ing	Understanding grammar rules and expanding vocabulary	1	10

Oral testing and analysis of linguistic errors	Presentation, then solve the exercises	Using phrasal verbs	Understanding grammar rules and expanding vocabulary	1	11
Oral testing and analysis of linguistic errors	,Presentation then solve the exercises	Using might and could	Understanding grammar rules and expanding vocabulary	1	12
Oral testing and analysis of linguistic errors	Presentation, then solve the exercises	passive voice 1	Understanding grammar rules and expanding vocabulary	1	13
Oral testing and analysis of linguistic errors	Presentation, then solve the exercises	passive voice 2	Understanding grammar rules and expanding vocabulary	1	14
Oral testing and analysis of linguistic errors	Presentation, solve then the exercises	Other examples of passive voice	Understanding grammar rules and expanding vocabulary	1	15
Course Evaluation: Good .11					
.					
Learning and teaching resources .12					
New Headway English Courses			Required textbooks (methodology, if applicable)		
New Headway English Courses			(Main references (sources		

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https://elt.oup.com/student/headway/?cc=global&sellan -	Electronic references, websites